



Programa de Apoyo al Sector de Educación en Nicaragua
PROSEN

Módulo Auto formativo de Lengua Extranjera **10^{mo}** Grado

Educación Secundaria a Distancia en el Campo



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PRESENTACIÓN

El Gobierno de Reconciliación y Unidad Nacional, a través del Ministerio de Educación (MINED), entrega a docentes y estudiantes de Educación Secundaria a Distancia en el Campo, el Módulo Autoformativo de Lengua Extranjera - Inglés 10º Grado el cual ha sido elaborado con el propósito de fortalecer los procesos centrados en el 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 asignadas.

Las diversas actividades que se orientan en el módulo contribuyen a promover el autoestudio, el autocontrol, la autoevaluación y el “aprender a aprender, emprender, prosperar” en la que el estudiante aplique los conocimientos, habilidades, actitudes y valores adquiridos a través de su formación y que sea capaz de enfrentar los nuevos desafíos que se le presentan.

El módulo contiene información diversificada que propiciará en las y los educandos empoderarse y consolidar sus conocimientos, lo cual evidentemente servirá como 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 educandos que utilizarán este módulo.

Ministerio de Educación

ÍNDICE

UNIT 1 RELATIONSHIPS

Lesson A: My Family	2
Lesson B: My Friends	14
Lesson C: Relationships	27

UNIT 2 CULTURE

Lesson A: My Music	42
Lesson B: Folklore	55
Lesson C: Legends and Stories	65

UNIT 3 TOURISM

Lesson A: Vacations	76
Lesson B: Tourist Places	88
Lesson C: Making a Reservation	98

UNIT 4 ENVIRONMENT

Lesson A: Describing the Environment	108
Lesson B: Pollution	121
Lesson C: Future Environmental Problems	132

UNIT 5 NATURAL DISASTERS

Lesson A: Emergencies	142
Lesson B: Preventing Natural Disasters	154
Lesson C: Revision	161

LISTENING SCRIPTS

INTRODUCCIÓN

El presente módulo auto formativo de lengua extranjera de décimo grado dirigido a estudiantes de secundaria a distancia en el campo es la continuación del proceso de desarrollo de la segunda lengua que iniciaron el año anterior. El propósito de esta herramienta es consolidar el aprendizaje y desarrollar habilidades básicas en el idioma inglés.

Es muy importante que los y las estudiantes aprovechen este documento en sus encuentros semanales con sus docentes, así como también en los momentos de auto estudio y consolidación de sus aprendizajes para lograr un verdadero aprovechamiento de su contenido y actividades prácticas del inglés a lo largo del año escolar.

El enfoque del este módulo es meramente comunicativo, aplicando las cuatro habilidades y sub habilidades para lograr un mayor dominio y aprovechamiento del idioma inglés en diferentes contextos reales.

Este módulo de igual forma que el del grado anterior contiene cuatro unidades los cuales contienen actividades sencillas, prácticas y claras dirigidas a desarrollar un aprendizaje significativo que le permita comunicarse de forma efectiva, brindándole mayor seguridad al comunicarse en inglés.

Se recomienda aprovechar este módulo para realizar prácticas individuales y grupales de manera que se pueda aprender compartiendo los aprendizajes y mejorando en conjunto el desarrollo del idioma inglés. El presente módulo además contiene consolidación de contenidos, tips gramaticales y ejercicios de pronunciación que le permitan intercambiar conocimientos con sus compañeros.

Esperamos que esta herramienta sea de gran utilidad y provecho durante el décimo grado y permita que las y los estudiantes desarrollen habilidades y destrezas con gran motivación y esmero al comunicarse en el idioma inglés de forma correcta y segura.

Finalmente es importante recordarle en buen uso, manejo y cuidado de este módulo auto formativo para que las y los docentes así como sus estudiantes puedan hacer uso de este material didáctico y mejorar así sus condiciones de enseñanza aprendizaje de una forma digna y asertiva.





UNIT
one



RELATIONSHIPS



Lesson A: My Family

En esta lección:

- Reforzarás el uso de vocabulario relacionado a la familia.
- Identificarás ideas principales y secundarias en textos orales y escritos.
- Describirás tu familia y las relaciones familiares de sus miembros.
- Escribirás textos cortos sobre tu familia.
- Repasarás el uso del modal SHOULD



1. SPEAKING.

Look at the picture and discuss these questions with a partner. (Observa la foto y discute estas preguntas con un compañero)

- Is this a large or small family? I think it is a _____ family.
- Do you have a large or a small family? I have a _____ family.
- How many children are there in your family? There are _____ children
- How many family members can you identify in the picture? father, mother _____
- How many brothers and sisters do you have? I have _____ brothers and _____ sisters.

2. READING.

Read the text and answer the questions. (Lee el texto y contesta las preguntas)



This is a photo of my family. I have a wonderful family. That is me in the center. My name's Lucia. And there's my dad and my mom. My dad is Salvador. He is a loving father and a hardworking teacher. My mom is Rosa. She is understanding and kind. That is my husband, Luis. He is very patient with me. We have two beautiful girls, Raquel and Elizabeth – Raquel is on the right. She is six years old. She is a talkative girl. Oh, yes, the youngest in the family, Elizabeth. She is nine months old. She is so cute. I love my family. **They** are so special for me!

- a. Who is Lucia's husband?
- b. What is Lucia's mother like?
- c. What does Lucia's father do?
- d. How does Lucia feel about her family?
- e. What does the word '**they**' refer to? It refers to _____

REMEMBER THAT:

Es importante comprender la diferencia de significado de estas expresiones:
What does she like? (¿Qué le gusta a ella'?) Se refiere a pasatiempos
What is she like? (¿Cómo es ella?) Se refiere a la personalidad.
What does she look like? (¿Qué apariencia tiene?) Se refiere a la apariencia física.
Who does she look like? (A quien se parece?) Se refiere a la apariencia física

3 VOCABULARY.

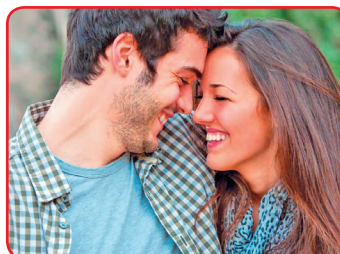
Write the appropriate word next to each picture. *(Escribe la palabra apropiada junto a cada imagen)*

Loving cheerful friendly hardworking generous

Example:



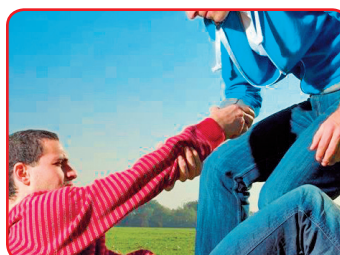
Hardworking



amoroso



amistoso



generoso



alegre



serio

4. LISTENING.

Listen to your teacher and repeat these words.

Positive Qualities	Negative Qualities
a. Friendly	a Rude
b. Understanding	b. intolerant
c. Patient	c. aggressive
d. Loving	d. argumentative
e. Cheerful	e. moody
f. Helpful	f. bossy
g. Hardworking	g. inflexible
h. Generous	h. Selfish
i. Trustworthy	i. jealous

5. VOCABULARY.

Put the words from the box under the correct column. *(Pon las palabras del cuadro bajo la columna correcta)*

Husband	wife	daughter	Grandparents	
mother	father	parents	brother	nephew
son	Grandchildren	grandson	cousin	aunt
granddaughter	sister	uncle	niece	

FEMALE	MALE	BOTH

6. SPEAKING.

Work with a partner and practice this conversation. *(Trabaja con un compañero y practica esta conversacion)*

Alicia: Tell me about your family, Carlos. Are your parents friendly?

Carlos: Yes, they are, but sometimes they are too strict. How about yours?

Alicia: My parents are easygoing. I think they are nice people most of the time. They are always happy and smiling.

Alicia: Do you have any brothers and sisters?

Carlos: I have two brothers and three sisters

Alicia: Are they cheerful like you?

Carlos: Yes, they are. We are all happy people.

Now ask and answer questions about your family. (*Ahora realiza y contesta preguntas sobre tu familia.*)

Example:

- What is your mother like?
- Are your parents strict?
- How many brothers and sisters do you have?
- Is your dad hardworking?
- Do you look like your mom or your dad?
- What is your daddy like?
- Are your sisters friendly?
- What does your father do?
- What does your mother do?
- Do you have a big or a small family?

7. LISTENING.

Listen and complete the definitions. Use words from the box. (*Escucha y completa las definiciones. Usa palabras del cuadro.*)

Hardworking	moody	understanding
cheerful	Impolite	helpful
argumentative	cruel	generous

- a. A _____ person is someone who is happy.
- b. A _____ person is someone who argues a lot.
- c. A _____ person is someone who works a lot.
- d. An _____ person is someone who is rude.
- e. A _____ person is someone who changes his/her temper easily.
- f. A _____ person is someone who causes pain to others.
- g. An _____ person is someone who shows tolerance.
- h. A _____ person is someone who gives help.
- i. A _____ generous person is someone who is not selfish

8. VOCABULARY.

Write the opposite of the following words. *(Escribe el opuesto de las siguientes palabras)*

- a. Selfish _____
- b. Unfriendly _____
- c. Lazy _____
- d. Intolerant _____
- e. Rude _____
- f. Patient _____
- g. Inflexible _____

9. READING.

Read the text and write T if the statement is true or F if it is false. *(Lee el texto y escribe T si la afirmacion es verdadera o F si es falsa)*

My Incredible Family

My name is Jose; I am the third son of five children in my family. I get along with my parents, brothers, and sisters. My father's name is Carlos. He is easygoing and helpful most of the time. My mother's name is Lidia and she is strict and loyal. My oldest brother is 31 years old and his name is Norvin. He is talkative but a little bit impatient. Next is my sister Juliana. She is 28 years old. She is friendly and adventurous. Next is my brother Pedro who is creative but a little lazy. Next is me and finally my sister Patricia who is always quiet and conservative. I love my family; we are the best family in my country.



I love my family; we are the best family in my country.

Statements

- a. Jose has three sisters. _____
- b. Jose gets along well with his family. _____
- c. Jose's mother is strict and quiet. _____
- d. Jose's father's name is Mario. _____
- e. Jose has two sisters. _____
- f. Jose is the first son of his family. _____
- g. Jose does not love his family. _____

10. WRITING.

Write about your family. Complete this paragraph. (*Escribe sobre tu familia. Completa este párrafo*)

Hello, my name is _____. I have a _____ (large / small) family. My father's name is _____ and my mother's name is _____. I _____ (get along/ do not get along) with my parents. My father is very _____ (argumentative / understanding). My mother is _____ (loving / intolerant). I feel my parents are too strict. I (have / do not have) _____ (s) and _____ sister (s). My grandpa's name is _____ and my grandma's name is _____. I have a good relationship with them because they are _____. (radical / cheerful) and patient with me. It is nice to tell you about my family.

REMEMBER THAT: The modal SHOULD

Con frecuencia usamos SHOULD para expresar obligaciones o responsabilidades. También lo usamos para expresar sugerencias y recomendaciones. Example:

The secretary should be here soon. (obligation)

You should stop smoking. (advice)

Recuerda que no se le agrega **S** en la tercera persona del singular.

Example:

He should go to the police station. (Not He shoulds go to the police station.)

La forma negativa es: **You should not get angry with your parents.**

La forma negative corta es: **You shouldn't get angry with your parents.**

11. GRAMMAR.

Work in pairs. Read the following situations and choose the best solution for each one. (*Trabaja en pareja. Lee las siguientes situaciones y selecciona la mejor solución para cada una.*)

- a. Juan's mother and father are worried because he is most of the time not at home. He is not doing well at school and he spends a lot of time playing video games with his friends. He does not like when his parents ask him where he goes. He always comes back home at around nine p. m. but as soon as he gets home, he goes straight to bed.

What should his parents do?

- a. His parents should set rules for Juan.
- b. His parents should talk about what Juan likes to do.
- c. His parents should ignore what Juan does.

- b. Fernando found 1,000 córdobas on the street. Then he saw a man looking for the money. Fernando needs to buy medicine for his sick sister.

What should Fernando do with the money?

- a. Fernando should not tell the man about the money.
- b. Fernando should give the money back to the man.
- c. Fernando should use the money to buy medicine for his sister.

- c. Marta is going to visit her best friend Juana in Rio San Juan. Marta likes to smoke a lot but Juana does not like smoking.

What should Juana do?

- a. Juana should tell Marta that smoking is dangerous for her health.
- b. Juana should not tell Marta anything, because she would get angry.
- c. Juana should ask Marta not to smoke.

- d. Martin failed his exam.

What should Martin's mother do?

- a. She should talk to Martin to know about the problem.
- b. She should punish Martin, because he did not prepare well for the exam..
- c. She should help Martin with the exam preparation.

- e. Josefa is 15 years old and she has a boyfriend. His parents do not know anything about it.

What should Josefa do?

- a. Josefa should break up with his boyfriend.
- b. Josefa should keep quiet about everything.
- c. Josefa should tell her parents about her relationship with her boyfriend.

12. READING.

Read the conversation between Carolina and Jenny and answer the questions. (*Lee la conversación entre Carolina y Jenny y responde las preguntas.*)

Carolina: Good morning Jenny! Do you know what time it is?

Jenny: Oh My God! It's half past seven! Oh no. It's too late to go to school.

Carolina: Yes, it is. You should wake up earlier.

Jenny: Yes, I know. I went to bed late yesterday. I had to do an assignment.

Carolina: I think you shouldn't stayed up too late. Remember to go to bed early tonight because you have to go to school tomorrow.

Jenny: Sure. I will do it but don't tell my mom about my absence. She's very strict.

Carolina: Don't worry. I won't tell her anything. I promise.

Questions

- a. Are Jenny and Carolina related?
- b. Why did Jenny go to the bed late?
- c. What is Jenny's mother like?
- d. Mention the two things Carolina advised Jenny to do.
- e. Do you think that Jenny and her mother get on well?

13. LISTENING.

Listen to Camilo describing his family. Write TRUE or FALSE next to each statement.
(Escucha a Camilo describiendo su familia. Escribe Verdadero o Falso junto a cada afirmacion.)

- a. Camilo is 50 years old. _____
- b. Camilo lives with his grandparents. _____
- c. Camilo's house is near a river. _____
- d. Camilo gets on well with his parents. _____
- e. Camilo's sister is 15 years old. _____
- f. Camilo and Patricia do not get along. _____
- g. Camilo has a lot of brothers. _____

14. SPEAKING.

Walk around the classroom and ask questions to complete the chart. *(Camina alrededor del aula realiza preguntas para completar el cuadro)*

Find someone...	Name
Who has a small and happy family	Mirta
Who has strict parents	
Who has more than five brothers	
Whose parents are generous and loving.	
Who has a selfish sister	
Who does not get on well with his brothers and sisters	
Who is adventurous	
Whose grandpa is energetic	
Who has a creative mother	
Who has moody parents	

Work in pairs and tell your partner about your results. (*Trabaja en parejas y dile a tu compañero acerca de los resultados*)

Example:

Mirta has a small and happy family.

15. GRAMMAR.

Game. Group work. Put the words in order to make sentences using should. The first group that complete the sentences will be the winner. (*Trabajo en grupo. Pon las palabras en orden para hacer oraciones. El primer grupo que complete las oraciones sera el ganador*).

- with / her/ María / get along / should / mother
- rules / should / Your / set / at home / parents
- intolerant / be / Ana / shouldn't
- shouldn't / My / violent / be / parents
- be / should / cheerful / You
- communicative/should/my brothers/be
- shouldn't/family members/argumentative/be
- be/should/you/honest/with your parents/more

16. WRITING.

Read the situations and give advice. Use should. (*Lee las situaciones y da consejo. Usa should*)

Example:

- My sister is funny but sometimes she is lazy and rude.
I think you should ask her to be more helpful and polite.
- My parents argue a lot and they never talk to their children
- My brothers never help my parents. They spend a lot of time playing video games.
- I don't get along with my grandpa. I think he is selfish and intolerant.
- My mom is always charming but I don't feel confident to talk to her about my problems.

17. SPEAKING.

Write one problem on a piece of paper. Read your problem to the class. Your classmates will give you advice to solve the problem. (*Escribe un problema en un pedazo de papel. Tus compañeros te darán consejos para solucionar el problema*)

18. SPEAKING.

Survey. Work with a partner and complete the survey. (*Trabaja con un compañero y complete la encuesta.*)

Name

a. Do you have a large family?

Yes No

b. Do you get along with your parents?

Yes No

c. Do you have any brothers? Sisters? How many?

d. Which of the following personal characteristics can you see in your parents?

Patient

Intolerant

Cheerful

Friendly

Strict

Quiet

Hardworking

Any other? _____

Which of the following activities do you do with your parents?

Play a sport

Share housework

Go shopping

Watch T.V

Go to the cinema

Do homework

Go to church

Any other? _____

How do you get on with your brothers and sisters?

Very well

Quite well

Not well

Why? _____

Say three activities you always do together with your family?

Report your partner's answers to the class. *(Reporta las respuestas de tu compañero a la clase)*

..... has/doesn't have a large family. He/she gets along/doesn't get along with his/her parents. He/she has _____brothers and ____sisters. His /her parents are....

19. LISTENING.

GAME: Run to the board *(Corre hacia pizarra)*

Rules.

- a. Divide the class in two teams: A and B.
- b. Write the following list of words on a poster or on the board.
- c. The teacher will say a word from the list.
- d. One student of each team takes turn to run to the board and identify the word the teacher says.
- e. Each team scores a point for every correct answer.
- f. The winner is the team with more points.

Word list:

easygoing, lazy, hardworking, conservative, liberal, friendly, bad tempered, moody, aggressive, cheerful, boring, strict, sociable, talkative, adventurous, ambitious, honest, charming, careless, generous, intolerant

20. WRITING.

Write sentences describing your relationship with your family members. *(Escribe oraciones describiendo tu relación con miembros de tu familia)*

Lesson B: My Friends

En esta lección:

- Aprenderás expresiones y palabras para describir a tus amigos.
- Realizarás conversaciones sencillas sobre las actividades que realizas con tus amigos.
- Describirás las características de tus mejores amigos en forma oral y escrita.
- Aplicarás estrategias de comprensión auditiva y de comprensión lectora.
- Reforzarás el uso de los modales SHOULD y HAVE TO.



1. SPEAKING.

Look at the picture and answer the questions bellow. (*Observa la imagen y responde las preguntas .*)

- Do you have friends?
- Do you have a best friend?
- What's her / his name?
- Is it important to have a best friend? Why?

2. VOCABULARY.

Match the words in English with their meanings in Spanish. (*Relaciona las palabras en Inglés con su significado en Español*).

- | | |
|----------------|-----------------|
| a. trustworthy | _____ celoso |
| b. envious | _____ orgulloso |
| b. honest | _____ confiable |
| c. sincere | _____ útil |

- d. friendly _____ amable
- e. jealous _____ envidioso
- f. kind _____ honesto
- g. selfish _____ sincero
- h. proud _____ amigable
- i. helpful _____ egoísta

Now put the words in exercise 2 in the correct column. (Ahora Pon las palabras del ejercicio 2 en la columna correcta)

Qualities of a good friend	Qualities of a bad friend

3. LISTENING.

Listen to your teacher and practice the pronunciation of the words. (Escucha a tu profesor y practica la pronunciación de las palabras)

4. SPEAKING.

Tell your partner about two of your friends using the vocabulary above. Decide if your friend is a good or a bad friend. (Cuéntale a tu compañero sobre dos de tus amigos usando el vocabulario anterior. Decide si tus amigos son un buenos o malos amigos)

Examples:

Jose is envious and selfish. I think he is not a very good friend.

Or

I think Jose is not a good friend because he is envious and selfish.



Maria is nice and friendly. I think she is a good friend.

Or

I think Maria is a good friend because she is nice and friendly.



Language Tip:

Usualmente hay frases en Inglés que modifican los adjetivos dándoles un menor o mayor grado. Por ejemplo:

A little bit = un poquito

Kind of = algo

Pretty = bastante

Very = muy

Estas palabras y frases se usan antes de los adjetivos. **A Little bit, kind of, and pretty** generalmente se usan con adjetivos que expresan una cualidad positiva. Observa los siguientes ejemplos:

Ana is **kind** of selfish.

Juan is a **little bit** proud.

José is **very** kind.

5. WRITING.

Describe yourself on the space using a little bit, kind of, pretty or very + adjectives. Are you a good or bad friend? (Describe en el espacio dado usando a little bit, kind of, pretty o very + adjetivos. ¿Eres un buen o mal amigo?)

6. READING. Before:

Discuss these questions with a partner. (*Discute las estas preguntas con un compañero de clases*).

- a. Do you have a best friend? What is his/her name? Where does he/she live?
- b. How is his/her personality?
- c. What do you usually do together?

Reading. Read the following description of Roberto’s best friend (Lee la siguiente descripción del mejor amigo de Roberto).

(P1) Nora is one of my best friend. She is 16 years old. She comes from Moyogalpa, in Ometepe Island, but she is living in Managua with her aunt Fanny. Nora and I study at Maestro Gabriel Institute. She is a very smart girl. She is one of the best students in the class.



(P2) She is tall and thin and she has long black hair and brown eyes. She is very sociable, easygoing, and generous. She is also affectionate and funny or cheerful. But above all, she is a good listener. She likes to listen to people and give good advice.

(P3) Nora has a small family: Her mother, her brother and her pet! Her mother is a Farmer and her brother works is into carpentry. They live in a house near Charco Verde in Ometepe.

(P4) Nora’s favorite time of the day is the morning, because she starts a new day! Her favorite day of the week is Saturday, because it’s the beginning of the weekend. Her favorite month is April and her favorite season is summer. She also likes the winter, because the rain is good for crops like corn, sugarcane, and plantains or bananas.

(P5) Nora likes a lot of things. About her hobbies, she loves music and dancing. She likes writing songs about Nicaragua! We like spending time together because it’s fun. Sometimes we sing her songs. She has a beautiful voice! Nora also likes cooking. She’s very good at making Indio Viejo! She has a bicycle and she often rides it in the fields when she visits Ometepe. Nora doesn’t like waiting for the bus! She hates it! And she hates shopping, too!

(P6) Nora and I like spending time together. We have fun together. We swim, ride horses, and cook together when we go to Ometepe! We study English together, too! I like her because she is attentive and caring and because she’s always there when I need her.



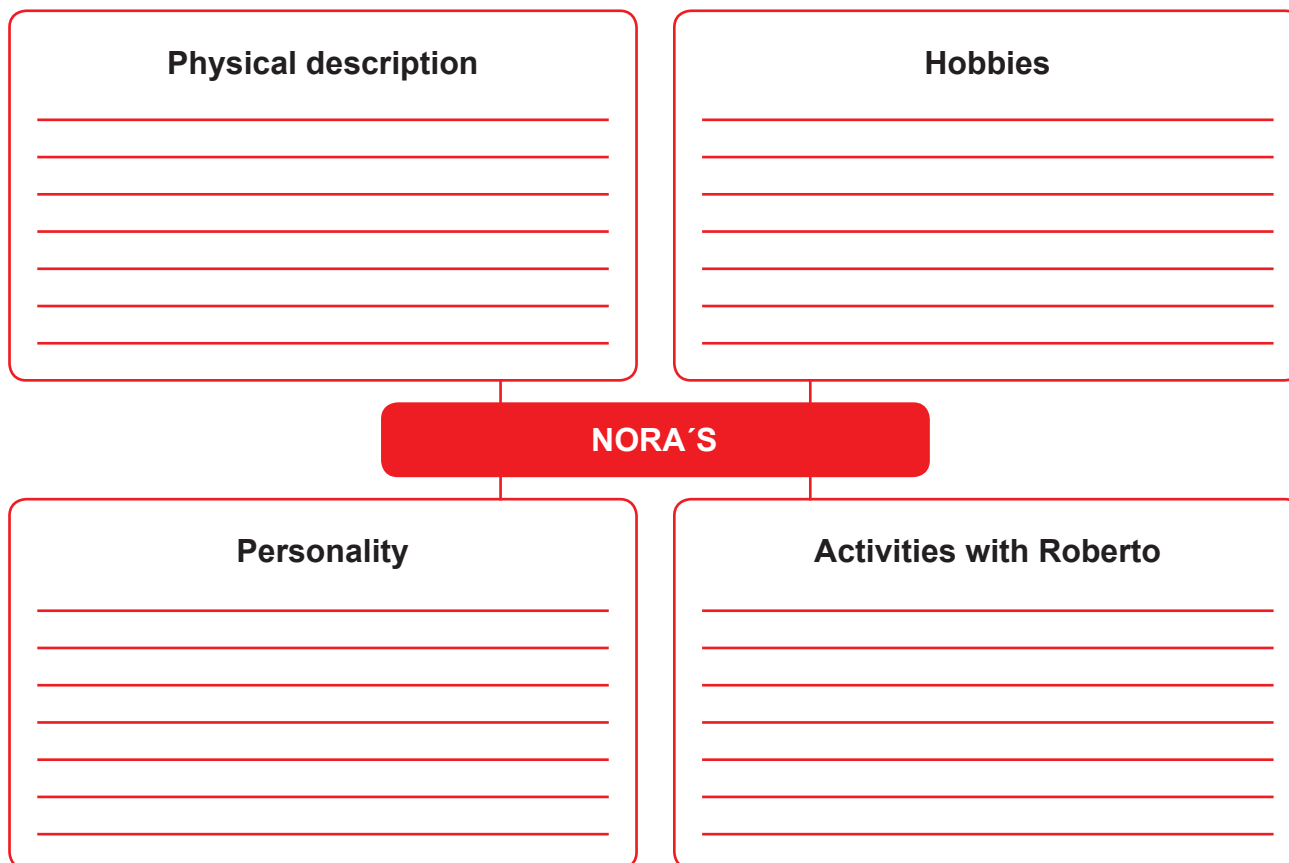
Complete with the correct words from the reading. *(Completa con las palabras correctas de la lectura)*

- a. A similar Word to intelligent in paragraph 1 is _____.
- b. two synonym words of happy in paragraph 2 are: _____ and _____.
- c. A general word for apples, corn, cotton, rice, and beans in paragraph 4 is _____.
- d. The pronoun "it" in paragraph 5, line 5 refers to: _____.
- e. The pronoun "it" in paragraph 5, line 6 refers to: _____.

Answer the following questions according to the text. *(Contesta las siguientes preguntas según el texto).*

- a. Where is Nora from? _____
- b. Where does she live? _____
- c. Is she a student? _____
- d. Is Nora's family big? _____
- e. What do Nora's family do? _____
- f. Does Nora like winter? Why? _____
- g. What does Nora hate? _____

Complete the following chart with information about Nora. *(Completa el diagrama con información sobre Nora).*



After -reading:

Listen to your teacher’s pronunciation of the words and phrases in Nora’s chart.. If there are words you don’t understand, ask your teacher about the meanings. (Escucha la pronunciación de tu profesor de las palabras y frases en el diagrama sobre Nora. Si hay palabras que no entiendes, pregunta a tu profesor por sus significados).

Example:

Student: What does **affectionate** mean?

Teacher: It means afectuoso.

Now practice saying the words to a partner. (*Practica diciendo las palabras a un compañero*)

Work in pairs. Discuss:

-Would you like to have Nora as a friend? Why? (En parejas, discute: ¿Te gustaría tener a Nora como amiga? ¿Por qué?).

Language Tip:

Es importante diferenciar entre dos preguntas en Inglés.

What does your friend look like?

What is your friend like?

- La primera pregunta se refiere a una descripción física de la persona.
- La segunda hace referencia a cualidades de personalidad. Observa los siguientes ejemplos:

A: **What does Nora look like?**

B: She is tall and thin and she has long black hair and brown eyes.

A: **What is she like?**

B: She is smart, sociable, easygoing, and generous.

7. SPEAKING.

Move around the classroom and interview two classmates about their best friends. Take notes about appearance and personality qualities of their best friends. (*Entrevista a dos de tus compañeros sobre sus mejores amigos. Toma nota de cualidades de apariencia y personalidad de sus mejores amigos*).

Example:

Student A: Do you have a best friend Carlos?

Student B: Yes, I do.

Student A: What’s his or her name?

Student B: Luis

Student A: What does Luis like?

Student B: He is short and thin. He has white skin and gray eyes.

Student A: And what’s he like?

Student B: He is a little bit timid or shy. He is honest and trustworthy though.

Language tip:

Some words for physical description: Beautiful (women), pretty (women), handsome (men), cute, ugly, big, small, short, fat, thin, tall, short, old, young.

Some words for personality: Kind, nice, friendly, honest, sincere, helpful, generous, sociable, easygoing, smart, intelligent, shy, timid, proud, jealous, selfish.

- Review the pronunciation of the words with your teacher.

Report your findings with the class (*Reporta tus resultados con la clase*)

8. LISTENING

Before listening:

Discuss with a partner:(*Discute con un compañero de clases*)



Your classmates	Best friend's name	Physical appearance	Personality
Name: _____			
Name: _____			

- What is “classmate” in Spanish?
- Who is a classmate that you know very well?
- What does he/she look like?
- What’s he/she like?
- What do you do together?

Listening: Listen to a description of Adela’s classmate. Write T (True) or F (False) according to the information she gives. (*Escucha la descripción del compañero de clases de Adela. Escribe T (Verdadero) o F (Falso) de acuerdo a la información dada*)

- a. Adela's classmate is from La Guinea _____
- b. Adela and her classmate are from the same town. _____
- c. Adela and her classmate do many things together. _____
- d. They are very good friends. _____

Listen again and complete the following chart. (Escucha nuevamente y completa el siguiente cuadro)

Adela's friend's name: _____	
Age	
Appearance	
Personality	
Hobbies	

After-listening:

Discuss these questions with a partner (Discute las siguientes preguntas con un compañero).

- a. What do you like about Adela's classmate?
- b. What don't you like about her?

9. SPEAKING. GAME: Find Someone Who...

- a. Choose three or four adjectives or phrases that describe your appearance (Elije 3 o 4 adjetivos que describan tu apariencia física).

Tall	curly hair
thin	straight hair
short	brown eyes
fat	green eyes
chubby	dark skin
long hair	white skin
short hair	brunet



b. Choose three or four adjectives that describe your personality (*Elije 3 o 4 adjetivos que describan tu personalidad.*)

Shy	sincere	have a good sense of humor	arrogant
honest	angry	smart	proud
trustworthy	nice	selfish	friendly

c. Move around the classroom asking and answering questions about appearance and personality. (*Muévete alrededor del aula preguntando y respondiendo sobre apariencia y personalidad .*)

Example: You: Do you have straight hair?
 Classmate 1: Yes, I do.

You: Are you arrogant?
 Classmate 2: Yes, I am

Find two people who...

Write their names on the lines. (*Encuentra dos personas que... Escribe sus nombres sobre las líneas*)

- have straight hair: _____, _____
- are thin: _____, _____
- have a good sense of humor: _____, _____
- are shy: _____, _____
- are arrogant: _____, _____
- are trustworthy: _____, _____

Report your results to the class (*Reporta tus resultados para la clase*)

Example: Carlos and Elisa have straight hair. Luis and Pablo are arrogant...

10. VOCABULARY.

What words go together? Put the letter of the verb that goes with each complement (*¿Qué palabras van juntas? Pon la letra del verbo que va con cada complemento.*)

- a. swim _____ for a walk
- b. study _____ baseball, soccer
- c. work _____ animals
- d. play _____ in the river
- e. ride _____ television (TV)
- f. take care of _____ English
- g. go _____ a bike, a horse
- h. cook _____ in the field
- i. watch _____ delicious food

11. PRONUNCIATION.

Practice the pronunciation of the phrases with your teacher (*Practica la pronunciación de las frases con tu profesor*).

If you don't know the meaning of the phrases, ask your teacher. (*Si no sabes el significado de las Frases, pregunta a tu profesor*).

Student: What does go for a walk mean?

Teacher: Salir a caminar

12. SPEAKING.

Practice this conversation with a partner (*Practica esta conversación con un compañero*).

Rosa: Do you have a best friend, Luis?

Luis: Yes, I do.

Rosa: What do you usually do together?

Luis: We listen to music and swim in the river.

Rosa: it sounds like fun!

Luis: How about you?

Rosa: I usually hang out with my best friend.



Make similar conversations with different partners to discuss activities that you do with your best friends. (*Haz conversaciones similares con diferentes compañeros*).

Rosa: Do you have a best friend, _____?

Luis: Yes, I do.

Rosa: What do you usually do together?

Luis: We _____ and _____.

Rosa: it sounds like fun!

13. GRAMMAR:

Remember that: **SHOULD** and **HAVE TO**

- El modal **should** se utiliza para dar sugerencias y consejos. Veamos los siguientes ejemplos:

Ana is tired.	She should rest.	(Affirmative)
	She shouldn't drive.	(Negative)
	Should she go to bed?	(Interrogative)
	Yes, she should / No she shouldn't . (Answers)	

Let's learn about have to:

- **Have to** es usado para expresar que algo es una necesidad. Veamos su estructura afirmativa.

You have to be honest. (Subject + have / has to + Verb in simple form)

She has to clean today.

I		have to	He		has to
You			She		
We			It		
They					

- Have to, al igual que should, tiene su forma negativa e interrogativa. Ello requiere el uso de los auxiliares do (para las personas I, you, we and they) y does (para los pronombres He, She, It). Veamos los siguientes ejemplos:

Negative: You do not (don't) have to eat the chicken.

He does not (doesn't) have to practice soccer.

(Subject + do / does + not + have to + Verb in simple form)

Interrogative: Do I have to clean the yard?

Yes, you do. No you don't

Does she have to go to school today?

Yes, she does / No she doesn't.

(Do / Does + Subject + have to + Verb in simple form?)

14. SPEAKING. GAME: Mr. Yes, Mr. No and Mr. Question

Rules:

- **Make groups of 4 students** (*Haz grupos de 4 estudiantes*).
- **Analyze the clues given by your teacher** (*Analiza las claves dadas por tu profesor*).
- **Make affirmative, negative, and interrogative sentences with should or have to** (*Haz oraciones afirmativas, negativas e interrogativas con should o have to*).
- **Give short answers for questions** (*Da respuestas cortas para las preguntas*).
- **Each member of the group must participate.** (*Cada miembro del grupo debe participar*).

Example 1:

Clues: Marcos / be sincere (have to)

- Student 1: Marcos has to be sincere.
- Student 2: Marcos doesn't have to be sincere.
- Student 3: Does Marcos have to be sincere?
- Student 4: Yes, he does / No, he doesn't.

Example 2:

Clues: We / take a vacation (should)

- Student 1: We should take a vacation.
- Student 2: We shouldn't take a vacation.
- Student 3: Should we take a vacation?
- Student 4: Yes, you should / No you shouldn't.

15. GRAMMAR.

Complete the following sentences with should or have to / has to. In some cases both alternatives are possible. *(Complete las siguientes oraciones con should o have to / has to. En algunos casos ambas opciones pueden ser usadas).*

1. You _____ go to visit your friend Carmen in Masaya. It's a wonderful place!
2. Maria doesn't have money for the bus, so she _____ walk to her friend's house.
3. A: We are having a party tonight. Do you want to come?
B: I can't. I _____ study for an exam.
4. A: My friend is addicted to drugs.
B: You _____ to convince him to find help for the problem.
5. A: My mother tells me to be more tolerant, but I don't think I need it.
B: You _____ listen to her.
6. A: I have a bad argument with my friend Luz.
B: You _____ talk to her to fix the problem.
7. It was a pleasure to see you Karen. I _____ go now. I have a very important meeting.
8. A: What do I need to be your friend?
B: You _____ be sincere and polite.

16. WRITING:

Complete the chart with positive and negative things in a friendship (*Completa el cuadro con cosas positivas y negativas en una amistad*).



Positive	Negative
<ul style="list-style-type: none">• Be polite	<ul style="list-style-type: none">• Don't listen to your friend

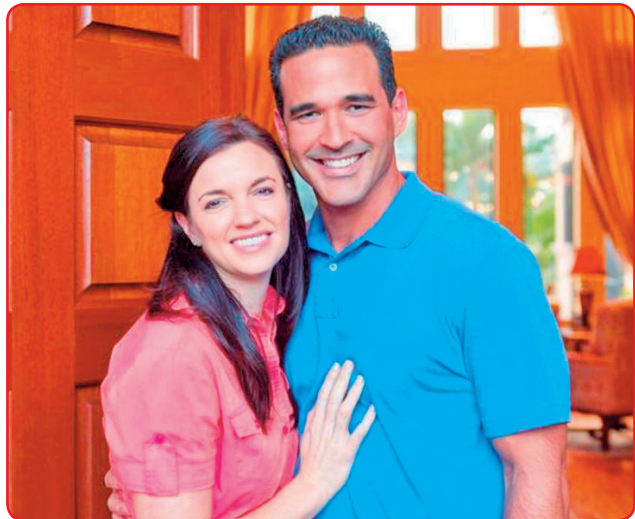
Use the information of the chart and write a short paragraph saying what friends have to do and should do (*Usa la información del cuadro escribe escriba un párrafo corto sobre lo que los amigos tienen que hacer y deberían hacer*).

Share your paragraphs with the class.

Lesson C: Relationships

En esta lección:

- Describirás diferentes relaciones sociales que observas en tu comunidad.
- Discutirás características de buenas y malas relaciones sociales.
- Usarás estrategias de comprensión lectora y auditiva para interpretar textos sobre relaciones sociales.
- Darás consejos para fortalecer relaciones sociales.
- Reforzarás oraciones descriptivas con los modales BE, MUST y HAVE TO



1. SPEAKING.

Discuss with a partner (*Discute con un compañero*)

- What is a relationship? Can you give examples?
- What types of relationships do the photos show?

2. VOCABULARY.

Work in pairs. Put the words and phrases from the box in the correct category. Add more words to each category (*Pon las palabras y frases en la categoría correcta. Agrega más palabras a cada categoría*).

Husband	boss	ex-girlfriend	father in law
close friend	Co-worker	stranger	friend of a friend
teammate	best friend	Old friend	roommate
acquaintance	stepmother	classmate	

Work / school	Family	Friends	Other

3. PRONUNCIATION.

Practice the pronunciation of the words with your teacher (*practica la pronunciación de las palabras con tu profesor*).

Ask your teacher about the words and phrases that you don't know (*Pregunta a tu profesor sobre el significado de las palabras o frases que no conoces*).

4. SPEAKING.

Take turns asking and answering questions about the words in 2 to practice pronunciation and meanings. (*Pregunta y responde sobre las palabras en 2 para practicar pronunciación y significados*).

Carlos: What does roommate mean, Miguel?

Miguel: It means compañero de cuarto. Now you Carlos, what is stranger?

Carlos: It's persona extraña.

5. WRITING.

Think of three people you know. Describe your relationship with them (*Piensa en tres personas que conozcas. Describe tu relación con ellos*).

Example:

Juan is my classmate. He is from Salinas in Rivas. He is 15 years old. He is fat and short. He is also polite and friendly.

- 1. _____

- 2. _____

- 3. _____

Report your information with the class (*comparte tu información con la clase*).

6. LISTENING.

Before listening. Match the words with the correct picture (*Asocia las palabras con la ilustración correcta*).

1. neighbor

2. colleague

3. boss

4. Employee



Practice their pronunciation with your teacher (*Practica la pronunciación con tu profesor*).

Listening. Listen to three people talking about their relationship with another person. Complete the first column in the chart (*Escucha a tres personas hablando sobre su relación con otra persona. Completa la primera columna del cuadro*).

	Type of relationship	Is it a good or a bad relationship?
Speaker 1		
Speaker 2		
Speaker 3		

Listen again. Now complete the second column with good for a good relationship or bad for a bad relationship. (*Escucha de nuevo. Ahora completa la tercera columna con good para una buena relación y bad para una mala relación*).

7. SPEAKING.

Work with a partner. Talk about good or bad relationships that you have with other people in different areas: work, school, family, etc. (*Con un compañero, habla sobre relaciones buenos o malas que tengas con otras personas en diferentes áreas: trabajo, escuela, familia, etc.*).

Example:

I have a bad relationship with my boss. He is always in a bad mood and is very impolite and unfriendly with everybody in the farm.

8. READING.

Before reading. Discuss in groups (*Discute en grupos*):

- Do you know what “argument” means? Tell the class. (Sabes que significa “argument”? Comparte con la clase)
- People usually say “I *had an argument” or “I *argued” with a person. Do you usually have arguments with other people? With whom? What do you argue about? (La gente usualmente dice “I had an argument” o “I argued” with a person. Usualmente discutes con otras personas? Con quienes? Sobre que discuten?)

Reading. Read the texts and match each text with the correct picture (*Lee los textos y asocia cada texto con la foto correcta*).

- 1. Luisa was my best friend for about 12 years. Before meeting her, most of my friends were boys and I didn't have many girlfriends. We met at school and began studying together and hanging out at night. We developed this method of studying before exams_ basically spending the whole night drinking coffee and quizzing each other. It was terrible for our health but good for our friendship. Unfortunately, we're not in touch anymore. We had an argument over money while we were on vacation last year, and we haven't seen each other since then. I miss her!
- 2. My father has been a big influence on me. I really respect him. Partly because of what he does_ He's a doctor_ but I also think because of his character. He is very calm and patient_ even in an emergency. And he rarely gets upset. In fact, I've only seen him get really angry once, about 10 years ago when I was 15. I came home at five in the morning and I didn't call to say I would be late. We had a big argument and didn't speak to each other for a week! Except for that time, we've always been really close.
- 3. I work in a small store in Leon. I've been working there for two years. When I started, I had a good relationship with all my co-workers. They were all really nice, except one. This girl, her name was Marta. She was always unfriendly to me. I don't know why. Then I found out that she was saying bad things about me. She said I was lazy and a bad worker. So one day I asked her: "What's the problem?" and she didn't say anything. Anyway, Marta stopped working at the store about a year ago. I do not know what she is doing now.



Find the words or phrases in the texts that have the following meanings (*Encuentra las palabras en los textos que tienen los siguientes significados*).

In text 1:

1. Having fun: _____
2. Asking questions: _____
3. Be in contact / be communicated: _____

In text 2:

4. Temper, mood: _____
5. Tolerant: _____

In text 3:

6. Not nice: _____

Read the texts again. Complete the table with the required information (*Lee los textos nuevamente. Luego completa la tabla con la información requerida*).

Questions	Text 1	Text 2	Text 3
What does the person talk about?			
Did they know each other?			
Why did they argue about ?			
How is their relationship now?			

Find the underlined verbs in the reading. Complete the chart (Encuentra los verbos subrayados en los textos anteriores. Completa el diagrama).

	Base form	Meaning in Spanish	Simple past form
Regular Verbs			
Irregular Verbs			

9. PRONUNCIATION.

Practice the pronunciation of the verbs with the help of your teacher (*Practica la pronunciación de los verbos con la ayuda de tu profesor*).

REMEMBE THAT: Simple past tense

Let's analyze the following information about the simple past tense (*Analicemos la siguiente información sobre el tiempo pasado simple*).

Affirmative sentences	Negative sentences	Interrogative sentences
I	I	I
You	You	you
He called Ana	He did not call Ana	Did he call Ana?
She met Jose	She (didn't) meet Jose	she meet Jose?
It	It	It
We	We	we
They	They	they

Short answers	
Did you call Ana? -Yes, I did. - No, I did not / didn't.	Did she meet Jose? -Yes, she did - No, she did not

10. GRAMMAR.

Unscramble the words to make logical sentences in simple past tense. Then translate the sentences into Spanish (*Ordena las palabras para formar oraciones lógicas en tiempo presente simple. Luego tradúcelas en Español*).

1. you-homework-Carmen-did-and-the.

2. Not-Movie-the-Teresa-not-like.

3. New-a-friend-made-we.

4. The-swam-yesterday-river-Luis-in-Carlos-with.

5. Teacher-this-late-the-come-morning-did?

6. Interesting-we-any-places-in-didn't-Asia-visit.

7. Questions-students-class-did-the-ask-any-in?

8. A-new-found-job-Rosa.

Now translate the sentences into Spanish (*Traduce las oraciones en Español*).

11. SPEAKING.

Work in pairs. Change the sentences in exercise 10 into affirmative, negative, and interrogative. Also provide short answers for questions (*Cambia las oraciones en el ejercicio 10 en afirmativa, negativa e interrogativa. También proporciones respuestas cortas*).

Example:

Your partner: Carmen and you did the homework.
 You: Carmen and you didn't do the homework.
 Your partner: Did Carmen and you did the homework?
 You: Yes, we did / No, we didn't.

12. VOCABULARY.

Match the phrases in bold with their definitions (*Relacione las frases en negrilla con sus definiciones*).

Phrase	Definition
_____ 1. Let's keep in touch.	a. not stay in contact
_____ 2. We have the same sense of humor.	b. like to be with you.
_____ 3. We have a lot in common.	c. know him better.
_____ 4. I hope we don't lose touch.	d. find the same things funny
_____ 5. Carlos is really nice when you get to know him things.	e. like or enjoy the same things.
_____ 6. I really enjoy your company.	f. have a friendly relationship
_____ 7. Tania and I get along really well.	g. stay in contact.

13. GRAMMAR.

Work in pairs. Use the expressions to make sentences. Your partner will react to your statement in a different way. (*En parejas, usa las expresiones para realizar oraciones. Tu compañero responderá en una manera diferente*).

Example:

You: Maria and I keep in contact.
 Your partner: So you stay in contact?
 You: Exactly! / that's right! / you are right!

14. SPEAKING.

Talk about an occasion when you had an argument with someone. Include information such as: when it happened, who you argued with -describe your relationship with that person-, why you argued, how you felt (*Habla sobre una ocasión en la que hayas tenido una discusión con alguien. Incluye información como: cuando ocurrió; con quien discutiste -explica tu relación con esa persona-; porque discutieron y como te sentiste*).

Example:

I remember I had an argument with a friend of mine. His name is Mario. We worked together taking care of the horses of a neighbor. I lent him money, but he didn't pay back. When I told him to pay, he got upset and I got very angry too. That was a very uncomfortable situation. He paid the money back in the end, but we don't talk anymore.

15. LISTENING: Before listening.

Think of two people you know. What 's your relationship with them? Where and how you met them? Tell the class. (*Piensa en dos personas que conozcas. ¿Cuál es tu relación con ellos? ¿Dónde y cómo los conociste? Cuéntale a la clase*).

Listening. Listen to four people talking about a person they know. What is their relationship? Choose the correct letter for each speaker (*Escucha a cuatro personas hablar sobre alguien que ellos conocen. ¿Cuál es su relación? Elige la letra correcta para cada hablante*)

- | | |
|-----------------------|-----------------|
| a. Best friend | Speaker 1 [] |
| b. Colleague | Speaker 2 [] |
| c. Friend of a friend | Speaker 3 [] |
| d. Husband | Speaker 4 [] |
| e. roommate | |

Listen again. Where did the speakers meet the person they talk about? Write the number of the speaker next to the correct place (*Escucha de nuevo. ¿Dónde los hablantes conocieron a la persona de quien hablan? Escribe el número del hablante a la par del lugar correcto*).

- | | | |
|--------------------------|--------------------|------------------------|
| _____ at a health center | _____ in the river | _____ in the mountains |
| _____ in a bus stop | _____ at school | |

Compare the answers with a classmate (*Compara las respuestas con las de un compañero*)

16.SPEAKING:

Pair Work: Read the following quotes about friendship. What do they mean? *Trabaja en parejas. (Lee las siguientes citas acerca de la amistad. ¿Que significan?)*

“I have never had better friends than the ones I had when I was 10.”

“Strangers are just friends waiting to happen.”

“A real friend is one who walks in when the rest of the world walks out.”

“A friend in need is a friend indeed”

“To like and dislike the same things: that is a true friendship.”



- Which ones do you agree with? Share your opinions with the class.
- Complete the sentence with your ideas. Read your sentence to the class.
- A real friend is ...

17. LISTENING GAME: The Advice Game**Rules:**

- Your teacher will stick on your forehead a piece of paper with a problem written on it. You don't have to look at the problem (Tu profesor pegará un trozo de papel con un problema escrito. Tú no debes ver el problema).
- You will move around the classroom. Your classmates will give you advice using “should.” (Camina alrededor del aula. Tus compañeros te darán consejos usando “should.”)
- You will listen to your classmates' advice and try to guess what your problem is. If your guess is correct, you win! (Escucharás los consejos de tus compañeros y tratarás de adivinar cuál es tu problema. Si tu respuesta es correcta, ganas!)

Example:

Student 1: You should take a nap.

Student 2: You should take a vacation.

Student 3: You should go to bed.

Student 4: You should stop working and relax more.

You: I am tired!

I am stressed out!

Language tip.

Let's analyze the following information about the use of must, have to, and should (*analicemos la siguiente información sobre el uso de must, have to y should*).

% de obligación	Significado	Modal	Ejemplo
100%	Algo es requerido y totalmente necesario	-must / must not -have to	-A teacher must respect his students. -You have to be honest with your friends. -You must not be impolite to people.
60%	Una sugerencia fuerte	-should / should not (shouldn't)	-You should be friendlier. -You shouldn't be arrogant.
0%	Algo no obligatorio, no necesario u opcional.	-don't have to	-You don't have to be attractive to be my friend. -You don't have to have a big house to be my boyfriend.

18. GRAMMAR.

Fill in the blanks with must not or don't have to. (*Complta los espacios en blanco con must not o don't have to*).

1. I finished my school work, so _____ study tonight.
2. You _____ come home late. You are too young.
3. You _____ introduce me to Pedro. We met yesterday.
4. I _____ go to Maria's house. I saw her this morning.
5. You _____ have bad grades to be the best student in the classroom.
6. People _____ be rich to be happy.
7. You _____ to go to Marco's party if you don't want to, but maybe it will be fun.
- h. You _____ be rude to people around you.

- Compare your answers to a classmate's (Compara tus respuestas con las de un compañero).

19. VOCABULARY. Group Work-Choosing a Partner:

Read the following expressions and talk to your partners about what they mean. Use a dictionary or ask your teacher if necessary. *(Lee las siguientes expresiones y discute con tus compañeros que significan. Usa un diccionario o pregunta a tu profesor si es necesario).*

- be attractive
- have a lot in common with me
- be rich
- be smart
- be interesting
- be patient
- have a good family
- be kind
- be funny
- have the same skin color
- be friendly
- have a positive outlook on life

Now practice their pronunciation with the help of your teacher. *(Ahora practica su pronunciación con la ayuda de tu profesor).*

20.PRONUNCIATION.

Listen and repeat these words to describe relationships *(Escucha y repite estas palabras usadas para describir relaciones)*

Language tip	friendly	romantic	selfish
	honest	cooperative	respectful
Words to describe relationships:	violent	professional	dishonest
	fraternal	unfriendly	sincere
	jealous	trusting	immature.

21. VOCABULARY.

Complete the table with words to describe healthy and unhealthy relationships. *(Completa la tabla con palabras para describir relaciones saludables y no saludables).*

A healthy relationship	Meaning in Spanish	An unhealthy relationship	Meaning in Spanish

Now write the meaning in Spanish in the corresponding columns of the table. Use a dictionary or ask your teacher if necessary (*Ahora escribe el significado en español en las columnas correspondientes de la tabla. Usa un diccionario o pregunta a tu profesor si es necesario*).

22. SPEAKING. Group work.

Discuss about the characteristics that are important or not important when choosing an ideal partner. Put your answers in the appropriate column. (*Discute sobre las características que son importante o no importantes cuando se elige a la pareja ideal. Pongan sus respuestas en la coulмна correspondiente.*).

Our ideal partner:

must	should	does not have to

Present your opinions to the the class with the participation of all of the group members (*Presenten sus opiniones a la clase con la participación de todos los miembros del grupo*).

23. LISTENING & SPEAKING

Listen to your teacher giving information about relationships (*Escucha a tu profesor dando informacion sobre relaciones*).

Say a sentence that describes each relationship (*Di una oración que describa cada relación*).

Example:

You hear: My girlfriend and I always talk. I know all about her life and she knows everything about mine too.

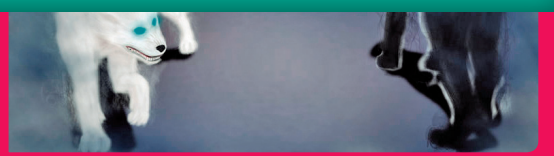
Your description: This relationship is honest / sincere.



UNIT
two



Culture



Lesson A: My Music

En esta lección:

- Identificarás el significado de palabras utilizando claves contextuales.
- Identificarás ideas principales e información específica en textos orales y escritos.
- Repasarás estructuras gramaticales para referirse a eventos del presente y el pasado (simple present and simple past tense)
- Identificarás la secuencia de eventos en textos escritos.
- Expresarás preferencias y opiniones en conversaciones cortas.

1. SPEAKING.

Look at the pictures and answer these questions. Compare your answers with a partner. (*Observa las imágenes y contesta estas preguntas. Compara tus respuestas con un compañero*)

- Do you know any Nicaraguan singers?
- Do you recognize the musicians in the pictures? Do you know anything about Nicaraguan singers?
- Do you know some of their songs?
- Do you know if they are still alive?



LISTENING.

Listen to Camilo Zapata's biography and answer the questions. (*Escucha la biografía de Camilo Zapata y contesta las preguntas*)

- a. When was Camilo Zapata born?
-

b. Where did he sing when he was young?

c. At what age did he start his artistic career?

d. Where did he study?

e. When did he pass away?

Answer True (T) or False (F) according to what you hear (*contesta verdadero o falso de acuerdo a lo que escuchas*).

1. Camilo Zapata's mother was from Masaya _____
2. His father was from Chinandega. _____
3. Camilo Zapata started his artistic life singing at "Sandino" Radio Station in the capital city. _____
4. Camilo Zapata studied engineering at Bautista School. _____
5. Camilo Zapata and other young singers played Nicaraguan music different local radio stations in Managua. _____
6. After the earthquake of Managua in December 1972, Camilo Zapata decided to move to the city of Chontales. _____

3. READING.

Read carefully and order the logical sequence of the conversation. **(Lee cuidadosamente y ordena la secuencia lógica de la conversación)**

- a. María: I love rock music _____
- b. Juan: Hi Maria! I'm just listening to music. _____
- c. Juan: Really? What do you like about it?. _____
- d. María: What's your favorite music? _____
- e. María: Hi Juan! What are you doing? _____
- f. María: I love all the different instruments the musicians play but I enjoy the guitar and the drums.. _____
- g. Juan: I like salsa, romantic, and soul reggae music. My favorite singer is Phillip Montalvan. What about you?. _____
- h. María: I do it every day while I'm travelling or when I'm at home after work _____
- i. I see. How often do you like listen to music? _____

4. VOCABULARY.

Match each word with the corresponding picture. (*Une cada palabra con la imagen correspondiente*).



Acoustic guitar

Saxophone

Keyboard

Cymbals

Clarinet

Trumpet

Marimba

Maracas

Drums

Piano

Flute

Violin



Now listen to your teacher and practice the pronunciation of the words (*Ahora escucha a tu profesor y practica la pronunciación de las palabras*)

5. READING.

Read the text and answer the questions below. (*Lee el texto y contesta las preguntas a continuación*).

Before Reading. Observe the pictures and answer these questions. (*Observa las imágenes y contesta estas preguntas*)

- What can you see in each pictures?
- Which part of Nicaragua do you think it is?
- What musical instruments can you see in the pictures?
- The title of the story is "The Guitar and Marimba player". What do you think this story is about?

Reading. The guitar and Marimba Player

Francis is from San José de Cusmapa, a small town in the Department of Madriz. Francis studies at a public school in her town and she likes to play the marimba and the guitar in her free time. She loves the sound of these musical instruments. She learnt to play these instruments with her father who is a music teacher at a local school of the municipality. Francis keeps her marimba and guitar in her room. Every afternoon she sits under a tree outside her house and plays the guitar or the marimba for about an hour. Francis' family and neighbors gather around her and enjoy listening to her playing folklor music.

During the weekends, Francis helps her classmates with their homework because she is the best student in her class. After they finish their homework, they go to the park and play the marimba to entertain people there. She puts a hat on the floor to collect money from tourists who visit the town. She uses this money to help poor students buy their books and dictionaries for the English course. Francis' parents are very proud of her daughter. They hope one day she will study music at the university and become a professional musician.



Questions

- a. What does “her” in the first paragraph refer to? _____
- b. What does “who” in the first paragraph refer to? _____
- c. What does “their” in the second paragraph refer to? _____
- d. What does “they” in the second paragraph refer to? _____
- e. What does “she” in the second paragraph refer to? _____
- f. What does “her” in the second paragraph refer to? _____
- g. How do Francis’ parents feel about her? _____
- h. What do Francis and her classmates do at the weekends? _____

Remember that: Simple present tense

Usamos simple present tense para referirnos a acciones que realizamos cotidianamente, es decir, actividades rutinarias. Recordemos que en el caso de la tercera persona singular, agregamos S o ES al verbo según sea el caso. Ejemplo:

- a. Marta **plays** the keyboard at the church.
- b. Juan **watches** T.V. after he **does** his homework.
- c. Francis **studies** at Fabretto School in San Jose de Cusmapa.
- d. Achuapa **belongs** to the department of Leon.

6. GRAMMAR

Put the words in the correct order to make sentences. (Pon las palabras en el orden correcto para hacer oraciones).

1. plays Donald the everyday piano home at

2. Mauricio band plays in keyboard the a local

3. students music at their listening enjoy to home.

4. both Carlos hands the uses play Marimba to

5. 5. music my plays teacher many instruments musical

7. VOCABULARY.

Put each of these words in the correct column. (*Ponga cada una de estas palabras en la columna correcta*).

Classical	merengue	trumpet	bass guitar	techno
piano	Saxophone	clarinet	pop	tuba
country	rock	cymbals	flute	cumbia
acoustic guitar	accordion	drums	hip hop	bachata
salsa	maraca	reggae	violin	rap
				christian

Musical instruments	Type of music

Language tip. Using contextual clues to guess the meaning of words (*Usando claves contextuales para encontrar el significado de las palabras*).

Es importante que al leer un texto utilices estrategias de comprensión lectora que te ayuden a comprender el contenido del texto de forma efectiva. Una de estas estrategias es el uso de claves contextuales. Veamos estos ejemplos:

a. Uso de prefijos y sufijos (Word formation). Cuando agregamos un prefijo o sufijo a una palabra podemos variar su significado. Por eso es importante conocer el significado y uso de estos.

Ejemplos:

1. Sing (v) Singer (n). Al agregar el sufijo ER la palabra se convierte en sustantivo
2. happy (adj.) unhappy (adj.) Al agregar el prefijo UN la palabra cambia su significado
3. Use (v) useful (adj.) Al agregar el sufijo ful la palabra cambia su significado.

8. GRAMMAR.

Add a prefix or suffix from the box to form new words. (Agera un sufijo o prefijo del cuadro para formar nuevas palabras).

Prefixes: In un dis im re pre

Sufixes: er able ful

Examples:

- | | |
|---|--|
| <p>a. Appear <u>Reappear</u></p> <p>b. predict <u>predictable</u></p> <p>c. Play _____</p> <p>d. patient _____</p> <p>f. honest _____</p> <p>g. school _____</p> <p>h. pay _____</p> <p>i. kind _____</p> <p>j. necessary _____</p> | <p>k. like _____</p> <p>l. Agree _____</p> <p>m. correct _____</p> <p>n. color _____</p> <p>o. order _____</p> <p>p. polite _____</p> <p>q. Possible _____</p> <p>r. avoid _____</p> <p>s. teach _____</p> |
|---|--|

9. READING.

Before reading. Work with a partner and discuss the meaning of these words. (Trabaja con un compañero y discute el significado de estas palabras).

Polka soca reggaeton mazurka

Reading. Read the text and answer the questions (Lee el texto y contesta las preguntas)

Nicaraguan music is a mixture of different cultures from indigenous tribes, European conquerors, and slaves that came to the different regions of the country. Nicaraguan music styles and preferences vary throughout the different regions in the country. For example, music in the Caribbean coast has African and indigenous influence while music in the Pacific coast has the influence of Spanish and indigenous cultures. However, music in the central region of the country has a European influence, which is due to the presence of Europeans in the region throughout the history of the country.



Every region has some particular kind of music, which is part of its cultural identity and history. If we go to the Caribbean region, we can hear music styles such as reggae, soca, punta, and reggaeton. During Palo de Mayo Festival that takes place in this region every year, people dance Palo de mayo music, which is a lively and sensual form of dancing music. Some of this music is also typical in indigenous communities of the Caribbean coast. If we go to the central region of the country, we can hear polka, cumbia, and mazurka music, which are part of the culture of this region. We can also find that folkloric music is representative of indigenous communities of the pacific region. A very popular musical genre in all regions of the country is the Chicheros music. This music is played by chicheros, which is a small music band that plays musical instruments such as the trumpet, the trombone, and other brass instruments. This kind of music is typically heard in private parties and public celebrations around the country.



One of the rhythms that became popular during the 70s and 80s is called trova style. Music writers used this style of music during the post war period to express social injustice, their hope for a better future, patriotism, and the need for ecological conservation. This rhythm became part of the Nicaraguan culture and history. Some representative singers and music writers of this genre is Duo Guardabarranco, formed by Salvador and Katia Cardenal.

Nicaraguans like different sort of music. They like local and international artists' music. For example, bachata, merengue, reggae, reggaeton, cumbia, and punta are very popular. There are also a lot of people that like pop, rock, romantic, and classical music in English.

Questions

- Which is the main idea of each paragraph?
- What are the different music styles that are representative of the Nicaraguan culture and history?
- What instruments are played by chicheros?
- Which is the music style that became popular in the post war period?
- Find a word in the second paragraph that means the same as type. _____
- Find a word in the last paragraph that means the opposite of worse. _____
- What does injustice mean? (Last paragraph). Use your knowledge of word formation to guess the meaning.

10. SPEAKING.

Work with a partner and interview each other. (Trabaja con un compañero y entrevístense el uno al otro).

a. What kind of music do you like?

- *salsa
- *reggae
- *romantic
- *pop
- *hip hop
- *cumbia
- *merengue
- *folklore
- *folkloric
- Any other? _____

b. Do you sing or play..?

- * in a choir? Yes No
- * in a band? Yes No
- * in a group? Yes No

c. Do you download music from internet?

- Yes No

d. Do you watch music programs on T.V.?

- Yes No

e. When do you listen to music?

- During your free time
- At work
- When you go for a walk
- When you are travelling
- Any other time? _____

c. Can you play any musical instrument?

- yes No

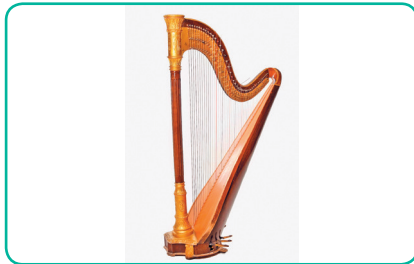
Now give a report to the class. (Ahora da un reporta a la clase).

Example.

Aracely likes romantic and folkloric music but she does not like hip hop and reggaeton. She plays the clarinet in the school band. She can play the guitar too. She likes listening to music during her free time and when she is travelling. She sometimes watches music programs on T.V.

11. VOCABULARY.

Use the pictures to find words in the crossword. (Usa las imagenes para encontrar palabras en el crucigrama)



	D	R	U	M		D		I	
D		P	V	I	O	L	I	N	D
C	D	I		C	D		D	S	
E	D	A	A	R	T	I	S	T	D
N		N	S	O	N	G		R	
O	D	O		P		D	D	U	C
H	D	I	D	H	A	R	P	M	H
P	D	C	D	O		A		E	O
O	D		D	N	D	T	D	N	I
X	D	I	D	E	D	I	D	T	R
A		D	D		D	U		S	M
S	I	N	G	E	R	G	D	D	

Remember that: The use of the modal CAN

Usamos el modal CAN para expresar habilidades, posibilidades y para pedir permiso o solicitar ayuda.. Ejemplos:

- a. I can play the harp and the accordion.
- b. Can you play the violin?
Yes, I can. No, I can't.
- c. Can you lend me your dictionary, please?
- d. Can I go to the restroom, please?

12. SPEAKING.

Work in pairs. Ask and answer questions using the modal CAN. (Trabaja en parejas. Realiza y contesta preguntas utilizando el modal CAN)

Example:

- What's your favorite band?
- What's your favorite type of music?
- Can you play any musical instrument?
- What's your favorite song?
- Do you like music in English? Why?
- Can you sing in English?
- What's your favorite Nicaraguan song?

Now report your classmate's answers to the class

Example.

Pedro's favorite band is La Cuneta son Machine. His favorite song is Amor Fritangero. He can't play any musical instrument but he can sing in English.....

13. PRONUNCIATION.

Listen to your teacher and practice the pronunciation of these words. (Escucha a tu profesor y practica la pronunciación de estas palabras).

- | | |
|--------------|--------------------|
| a. Composer | g. lyrics |
| b. guitarist | h. musician |
| c. drummer | i. performer |
| d. melody | j. keyboard player |
| e. harmony | k. choir |
| f. rhythm | l. pianist |

14. LISTENING.

Listen to your teacher and complete the text. (Escucha a tu maestro y complete el texto).

There is one song I really _____ listening to The title of this song is Viva Leon Jodido! It was originally _____ by Tino Lopez Guerra and it has been _____ by other artists. Every time I listen to this song, I feel like if I am in heaven. I _____ listening to it because I am from Leon and I am a fan of the local baseball team. Another reason is that it _____ me of my dad. He used to sing the song every time we went to the stadium to watch our favorite baseball team playing. I really love this song.

15. GRAMMAR.

Choose the correct form of the verb to complete the sentences. (Escoge la forma correcta del verbo para completar las oraciones).

Hello!! My name is Diego and I want to (say/tell) you about my favorite music. I (loves/love/loved) listening to music any time of the day. Listening to music (make/made/makes) me feel relax and happy. Music helps me to sleep well too. My favorite music is romantic and reggaeton. I (enjoy/enjoys/enjoyed) the sound of the guitar and the drums. I am ten years old now and I am beginning to (learnt/learns/learn) to play the piano, the violin and the saxophone. I know it (sound/sounds/sounded) crazy but I am a member of the school choir and I would like to play all those instruments.

Remember that: Giving reasons

Usamos BECAUSE para expresar o dar razones sobre algo. Ejemplos:

- a. I like reggaeton music because it is fun to dance it.
- b. Maria doesn't like romantic music because it is slow.
- c. Manuel likes chichero's music because it is loud and cool.
- d. I hate reggaeton because it always has the same rhythm.

16.VOCABULARY.

Work in pairs and discuss the meaning of the following words to refer to music. Guess the meaning or use your diccionario. (Trabaja en pareja y discute el significado de las siguientes palabras para referirse a la musica. Adivina el significado o usa un diccionario).

MUSIC

Acoustic	loud	relaxing
lively	famous	traditional
cool	catchy	romantic
exciting	awful	old
Slow	inspiring	new,
great	tropical	popular

17. LISTENING.

Your teacher will play several clips of different types of music. Listen to each clip of a song and identify the type of music. Then give your opinion and a reason. *(Tu profesor pondra varios clips de diferentes tipos de musica. Escucha cada clip de una canción e identifica el tipo de música. Luego da tu opinión y una razón).*

Example:

Type of music	My opinion
1 Bachata	I like it because it is catchy
2	
3	
4	
5	
6	
7	

18. WRITING.

Write a short paragraph about music in your town, city or community. Describe the different kind of music people like and say why you think they like them. *(Escribe un parrafo corto sobre la musica en tu pueblo, ciudad o comunidad. Describe los diferentes tipos de música que le gusta a la gente y da tu opinión porque les gusta).*

Lesson B: Folklore

En esta lección:

- Identificarás la idea principal y la oración tónica de un párrafo.
- Realizarás conversaciones sobre el folklore de tu comunidad.
- Repasarás WH- questions en conversaciones sobre el pasado.
- Aprenderás vocabulario relacionado a la cultura.
- Expresarás preferencias y opiniones en conversaciones cortas.

1. SPEAKING.

(pair work) Look at the pictures. Then, discuss the following questions with a partner. *(Observa las imágenes y después discute las siguientes preguntas con un compañero)*



- What can you see in these pictures?
- What comes to your mind right after you see them?
- Think of your own community. Can you connect any of these pictures with it? How?
- Is there any relationship between all these images? Why do you think they are together?
- Do you know the word Folklore? What does it mean?
- Is there any link between the word folklore and the pictures above?

Class discussion. Share your ideas to the whole class and see if your classmates came up with something similar. (Comparte con tu clase las ideas discutidas con tu compañero y ve si los demás tienen algo similar)

2. READING.

Before reading. Observe the pictures and answer these questions. (*Antes de leer, observa las imágenes y responde a las preguntas propuestas*)

- What do you see in the pictures bellow?
- What do these pictures represent?
- Pay attention to the picture on the right, how old do you think those items are? Who used them? What for?



Reading. Read the following article about Nicaraguan folklore and complete the exercises that follow. (*Lee el texto y complete los ejercicios a continuación*)

Nicaragua is a picturesque country of nice people and rich folklore. According to the Merriam Webster dictionary the word folklore stands for the set of traditional customs, tales, sayings, dances, food or any art forms preserved among a concrete group of people or region. Based on this concept it can be said that Nicaragua has a vast and attractive folklore that cannot be hidden. You can see it in every town, festivity and home. Charming and colorful celebrations (religious and non-religious) such as La Purisima in Leon, Los agüizotes in Masaya, among others. Furthermore, all this traditions have been carried and inherited through generations from a simple phrase, for example: “no seas chocho” which means “don’t be silly” to a legend such as La mocuana. This is Nicaragua, this is the heritage that every Nicaraguan must preserve. You Nicaraguan, what else can you say of your folklore?

a) Group work: Discuss and share some other things that characterize the Nicaraguan Folklore. Then, write a list of five representative things of it. (*Discute y comparte otras cosas que caracterizan el folklore Nicaragüense. Luego escribe 5 cosas representativas de este*).

Read the text again and say if the following sentences are true or false. Justify your answers. (*Lee el texto nuevamente y diga si las oraciones son verdaderas o falsas. Justifica tus respuestas*).

- No seas chocho is equivalent to “don’t be negative” _____
- Folklore is the result of inventions of the new generation. _____

- c. Nicaraguan folklore is unique and attractive. _____
- d. La mocuana legend is a example of Nicaraguan Folklore. _____
- e. It is difficult to identify the Nicaraguan Folklore. _____
- f. The young generation must forget the old traditions and create their own. _____
- g. The word heritage in the text has to do with money. _____
- h. Folklore could be different depending on each region and people. _____
- i. La Purisima is a typical food in Nicaragua _____
- j. Nicaragua has typical dances and food. _____

3. VOCABULARY

Match the following definitions with the appropriate word in bold from the text. Write the word in the blank. (Une la definición con la palabra en negrilla del texto. Escribe la palabra en el espacio)

- a. _____ The traditions, achievements, beliefs that are part of the history of a group or nation.
- b. _____ Very pretty or charming.
- c. _____ Of or related to religion.
- d. _____ An action or way of behaving that is usual or traditional among the people in a particular group or place.
- e. _____ A story from the past that is believed by many people but cannot be proven to be true.
- f. _____ An old and well-known phrase that best expresses an idea that most people believe is true.

Remember that: Topic sentence and main idea

Paragraph: Es un grupo de oraciones que se enfocan en el desarrollo de una idea

Topic: Es el tema de lo que se habla en el párrafo.

Topic sentence (oración tónica): es la oración que indica de que se trata el párrafo. Esta oración es desarrollada a lo largo del párrafo y supone probarse con las otras oraciones y detalles (supporting details) en el párrafo Ex. Nicaragua is a picturesque country of nice people and rich folklore. (En las siguientes oraciones se tendrá que explicar y probar el porqué de esa afirmación)

Note. La oración tónica usualmente se encuentra al inicio del párrafo, como la primera oración, sin embargo puede estar en otra posición)

Main idea o idea principal: esta es la idea más general que el escritor quiere transmitir al lector. Esta puede estar implícita o literalmente plasmada en el párrafo)

Example. La idea principal en el texto de folklore es El folklore Nicaragüense.. Aquí el autor supone introducir las peculiaridades de este.

Supporting details o detalles: Estas son las oraciones que explican, soportan y prueban la oración tónica,

4. READING.

Read the paragraph about El Güegüense and identify its topic sentence and main idea. Circle the correct option. (Lea el párrafo sobre el Gueguense e identifique la oración tópica y la idea principal)

El Güegüense or Macho Raton is one of the most representative expressions of the Nicaraguan folklore. This masterpiece combines dance, music and theater. In addition, this was the first literary work of post-Columbian Nicaragua. It has a satirical sense as mocking the Spaniards conquerors and the high-class society. Therefore, it is considered the most distinctive colonial-era expression and universal heritage. El Güegüense is performed during the feast of San Sebastián in Diriamba (Carazo city) from January 17th to the 27th.



Remember that: Topic sentence

La oración tópica es la oración que responde a la pregunta “Acerca de quién o de que es el párrafo”, mientras que la idea principal responde a la pregunta “¿Cuál es el punto más importante que el autor quiere resaltar en el párrafo?”

1. The topic of this paragraph is:
 - a. Spaniards conquerors
 - b. El Güegüense
 - c. Post-Columbian Nicaragua.
 - d. Masterpiece

2. The topic sentence of this paragraph is:
 - a. This was the first literary work of post-Columbian Nicaragua.
 - b. El Güegüense or Macho Raton is one of the most representative expressions of the Nicaraguan folklore
 - c. El Güegüense is performed during the feast of San Sebastián in Diriamba.
 - d. It is considered the most distinctive colonial-era expression and universal heritage.

3. The main idea of this paragraph is:
 - a. Talk about colonial times.
 - b. El Güegüense as universal heritage.
 - c. Colonial literature.
 - d. El Güegüense as example of Nicaraguan Folklore.

5. PRONUNCIATION.

Listen to your teacher and practice the pronunciation of these words (*Escucha a tu profesor y practica la pronunciación de estas palabras*)

folklore	procession	
customs	sandals	party
tales	legend	ancestors
sayings	myth	town
folks	culture	witch
dress	heritage	elf
pants	tradition	pants
hat	dances	songs
parade	religious	

Remember that... word stress

Word stress _ Acento léxico o Mayor fuerza de voz en las palabras

Indica la articulación de la voz para destacar una sílaba respecto a las demás es decir cual sílaba tiene la mayor fuerza de voz o énfasis en una palabra. Usar la mayor fuerza de voz en el lugar correcto ayuda a sonar más natural a la hora de hablar.

Examples: Folklore_ Folk contains the stress. Ancestors_an parade_rade

6.LISTENING.

Listen again and underline the stressed syllable in each word. Then, place each word in the correct column. Practice saying the words with your classmate. (*Escucha de Nuevo y subraya la sílaba que lleva la mayor fuerza de voz. Luego coloca cada palabra en la columna correcta según su sílaba*)

Stress in the 1 st syllable	Stress in the 2 nd syllable	Stress in the 3 rd syllable

7. VOCABULARY.

Group work: Use your dictionary to check your answers of exercise 5 and look for the meaning of each word. Make drawings or paste a picture to illustrate the meaning. *(Trabajo en grupo. Utiliza tu diccionario para chequear tus respuestas del ejercicio 5 y busca el significado de cada palabra. En tu cuaderno dibuja o pega imágenes de cada palabra para ilustrar su significado)*

Example: Parade

Choose 10 words from exercise 6 and write one sentence for each one. Compare and share them with the whole class. *(Elija 10 palabras del ejercicio 6 y escribe una oración para cada una. Luego compare y compártalas con sus compañeros).*



8. SPEAKING.

Listen and practice this conversation with a partner. *(Escuche y practique esta conversación con un compañero)*

Conversation Part I: A weekend plan.

Roberto: Hey, Roberto. How are you?

Ricardo: Hi, buddy. How are you doing?

Roberto: Well, I am a little tired. I had a busy week. We just finished collecting coffee in the farm. But the good thing is that I earned some money.

Ricardo: Calm down man. You should relax a little bit! What are your plans for the weekend?

Roberto: I do not have anything to do. What about you?

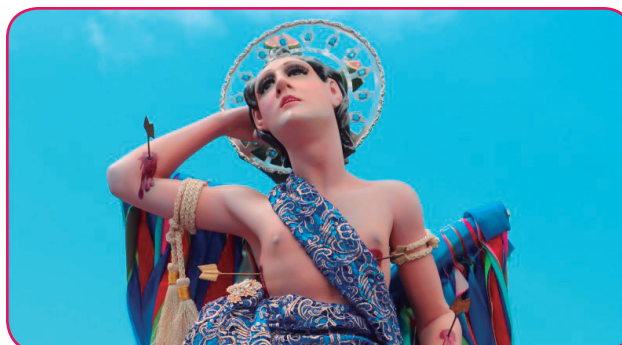
Ricardo: Oh boy! Of course I do. How could I miss the festivities in Diriamba.

Roberto: Festivities? Diriamba?

Ricardo: Yes. Remember that Diriamba celebrates its festivities to Saint Sebastian. This is the most attractive and interesting festival in Nicaragua.

Roberto: Oh, that's true. And it is this weekend, January 19th

Ricardo: That's right. So, Do you want to join me?.



Roberto. Of course I will. I have some friends there; we could meet them.

Ricardo: Let`s meet at the bus stop on Saturday at 7:00 am.

Roberto: Sure:

Questions. Discuss the following questions with a classmate. Then, share your ideas with the class. (*Discute las siguientes preguntas con un compañero y luego comparte sus ideas con el resto de la clase*)

- Is there any festivities in your town?
- When do they celebrate it?
- What activities do they do during this festivity?
- How long does it last?

9. LISTENING.

Listen to the following conversation. Work with a partner and practice the conversation. (*Escucha la siguiente conversación. Luego practicala con un compañero*)

Sandra: Hi Roberto. You look so excited today. Why is that?

Roberto: Yes, I made it!. It was amazing. I can`t stop thinking of it!

Sandra: Hmm. You are talking Greek to me. Be more specific.

Roberto: There are so many things to talk about it.

Sandra: Where did you go?

Roberto: I went to the festivities in honor to Saint Sebastian in Diriamba.

Sandra: Oh, I see. I have heard those are the best festivities in Nicaragua.

Roberto: Yep, That`s right.

Sandra: So, tell me why was it so amazing?

Roberto: I went to a horse parade, to the procession of Saint Sebastian, and to see the play of El Güegüense.

Sandra: That sounds great. I have never seen El Güegüense play. It should be a great experience.

Roberto: It is!. It is a colorful and unique performance. It is a masterpiece of The Nicaraguan folklore. You must go with me next year.

Sandra: It is definitely a must. It is incredible that many Nicaraguan people don`t know much about their culture.

Roberto: El Güegüense play inspired me to learn more about the rich folklore we have in Nicaragua.

Sandra: You are right. Thank you for that reflection. I will take it into account.



Work in group and answer the following questions. (trabaja en grupo y responde a las siguientes preguntas)

- What is the conversation about?
- Why was Roberto so excited?
- What was Sandra reaction to Roberto`s attitude?
- What is the final reflection of the conversation?
- Do you think it is important for Nicaraguan people to know about their folklore? Why?
- How much do you know about it? Provide examples.

Language tip:

¿Notó algunas de las frases utilizadas en los diálogos?

Oh boy! Es una expression idiomática para expresar admiración o sorpresa, Similar a Oh my God!

You are talking Greek to me!, equivalente a nuestra expresión "me estas hablando en chino" para expresar que no entendemos de lo que se nos esta hablando.

That sounds great! Expresando una opinion. Equivalente a Suena muy bien /genial.

Oh, I see! Oh ahora entiendo. (Cuando aclaramos una idea)

It should be a great experience. _ Debe ser una muy Buena experiencia.

It is definitely a must go/do. _Esto es definitivamente un tengo que (ir/hacer)

Expresiones y frases como estas nos ayudan a hablar con un tono más natural en nuestras conversaciones.

Remember that.... WH- questions:

Recordemos las preguntas con Wh-

Estas son las principales

What?= ¿Qué? ¿Cuál? ¿Cuáles? Se refiere a: (Cosa específica u objeto)

When?= ¿Cuándo? Se refiere a: (Tiempo ocasión, momento)

Where?= ¿Dónde? ¿Adonde? Se refiere a: (Posición o lugar)

Why?= ¿Por qué? ¿Para qué? Se refiere a: (Razón o explicación)

Who?= ¿Quién? ¿Quienes? Se refiere a: (Persona)

How?= ¿cómo? ¿Cuan? Se refiere a: (Forma, manera)

Which?= ¿Cual? Se refiere a: (Opción, alternativa)

Es importante recordar que de how- questions se derivan muchas combinaciones de preguntas principalmente más adjetivos calificativos o adverbios.

Ejemplo: How far? How much? How interesting? Etc...

En el diálogo anterior nos tocó repasar la estructura de las preguntas wh- para hablar sobre el pasado. Recordemos la estructura.

Where did you go? What did you do? **Wh- question + auxiliary verb did + subject + verb in infinitive without to?**

Why was it so exciting? Wh- question + main verb be + the subject + complement?

10. SPEAKING.

Discuss about your opinion and preferences about Nicaraguan Folklore. (*Discute tu opinión y preferencias sobre el folklore Nicaragüense*)

- Do you like listening to Nicaraguan legends? Why? What are the most common ones?
- Which is your favorite one?
- Do you like dancing? What is your favorite music?
- Mention the typical Nicaraguan dishes? Which one is your favorite?
- What are the most popular Nicaraguan sayings? Mention some and explain their meaning.
- What do you like the most of your culture? Why?

**Language tip:**

Usualmente cuando queremos expresar una simple opinión o preferencia acerca de algo utilizamos lo siguiente.

I like _ Me gusta

I don't like _ No me gusta

I don't mind _ No me importa/ no me interesa

I love _ me encanta

I hate _ Lo detesto/ lo odio

También podemos utilizar frases como.

I think it is _____ = pienso que es _____

Ex: I think it is interesting/ scary/boring.

In my opinion that is +adjective or adjective phrase _____ = En mi opinión eso es _____ ex: In my opinion that is a fantastic play.

I prefer _____ - Yo prefiero _____.

I prefer Nacatamal than tamal .

11. WRITING.

Choose one aspect of Nicaraguan folklore that you like the most and write a paragraph about it. Do not forget to write a topic sentence, main idea, and supporting details. Be ready to present it to the class. (*Elija un aspecto del folklore Nicaragüense que más le guste y escriba un párrafo sobre el mismo. No olvide escribir la oración tónica, la idea principal y los detalles. Prepárese para presentarlo en su clase*).

12. SPEAKING.

Talk to your grandparents or any elder you know and ask them about any old tales, legends or sayings they know. Share them with the class. *(Habla con tus abuelos o cualquier adulto mayor que conozcas y diles que te cuenten viejos relatos, leyendas o dichos que conozcan y luego compártelo con tu clase).*

13. VOCABULARY.

Look at the pictures related to folklore and match them with the correct heading from the box. Write the correct heading for each one. *(Observa las imágenes relacionadas a folklore y escribe el encabezado correcto del recuadro de manera que concuerde con cada imagen)*

Dances Music Food Legend Art Poetry Sayings Costumes Religion History



**Tín Marín
De dopingüé
Cúcaramácara
Títtere fue.**



*Margarita está linda
la mar,
y el viento,
lleva esencia sutil
de azahar;*

Lesson C: Legends and Stories

En esta lección:

- Identificarás la secuencia de eventos de un texto.
- Realizarás conversaciones sobre leyendas y narraciones de tu comunidad.
- Repasarás las formas gramaticales regulares e irregulares del pasado.
- Describirás las características físicas de los personajes de leyendas y narraciones sencillas.



1.GRAMMAR.

In pairs, write the Spanish meaning of these verbs in the first column. Then write their simple past form in the second column (*En parejas, escribe el significado en Español de estos verbos en la primera columna. Luego escribe su forma en pasado simple en la segunda columna*).

ride	_____	_____
leave	_____	_____
see	_____	_____
look	_____	_____
like	_____	_____
decide	_____	_____
go	_____	_____
think	_____	_____
turn	_____	_____
be	_____	_____
defend	_____	_____
kill	_____	_____
live	_____	_____
walk	_____	_____
pray	_____	_____
have	_____	_____

2. PRONUNCIATION.

Practice the pronunciation of the simple past form of the verbs above (*Practica la pronunciación de la forma pasada de los verbos anteriores*).

3. GRAMMAR.

Categorize the verbs in 1 into regular and irregular. Put each verb in the correct column below (*Clasifica los verbos en la actividad A en regulares e irregulares. Pon cada verbo en la columna correcta*).

Regular Verbs	Irregular Verbs

What is the difference between English regular and irregular verbs? Write your answer on the space given (*Cual es la diferencia entre los verbos regulares e irregulares en pasado en Ingles? Escibe tu respuesta en el espacio dado*).

Remember that: Using the Simple Past Tense

- En oraciones afirmativas los verbos son usados en su forma en pasado simple.
e.g: The lion killed the man.
 She saw the kids playing in the park.
- En oraciones negativas el auxiliar negativo did not (didn't) es usado antes del verbo. Los verbos en este tipo de oraciones se mantienen en su forma simple.
e.g: She did not (didn't) see me in the supermarket.
 The tiger did not (didn't) kill the man.
- En oraciones interrogativas tambien se usa el auxiliar did. Este auxiliar se usa al inicio de las oraciones y, al igual que en las oraciones negativas, los verbos se usan en su forma simple. Las respuestas a estas preguntas son respuestas cortas.
e.g: Did the lion kill the man?
 Yes, it did / No it didn't.

4. WRITING.

Write affirmative (✓), negative (X), and interrogative (?) sentences in simple past tense using the clues (Escribe oraciones afirmativas (), negativas (X) e interrogativas (?) en pasado simple usando las claves).

Example: Javier / go to Jinotega (X)
Javier didn't go to Jinotega.

Cris/ have a car. (✓)
Cris had a car.

- a. They / ride elephants (X)
b. She / think it was late (✓)
c. We / look back (✓)
d. The pastor / pray for everybody (✓)
e. Juana / decide to move to Rio San Juan (?)
f. They / like the movie (?)
g. The kids / leave home (X)
h. Luz and Jose / walk to the beach (✓)

5. READING.

Before reading. Answer these questions. (Contesta estas preguntas)

- a. What can you see in the pictures?
b. Do you know any story related to the pictures? Which one?

Reading. In groups, Complete the short stories with the past form of the verbs from the boxes (En grupos, completa las historias con la forma pasada de los verbos de los cuadros).

walk Live defend pray kill have not like

During colonial times there was a priest who the rights of the Indians. The Spanish conquerors his politics, so they him by cutting off his head. But his ghost. He the streets every night, going from church to church. He without stopping. He had no head, but he a rosary hanging from his neck and a cord around his waist. People say that the headless priest still walks at night praying for eternal peace. Watch out for this headless priest during Holy Week, when his dark figure appears.



See (2) not be look leave decide ride think go have

One night, a man _____ the bar and rode home on his horse. He _____ a woman washing clothes in the river. Her back was turned, and she _____ beautiful. The man _____ to have a lot of women, so he _____ to talk to her. She turned around and the man _____ that her face _____ human. She _____ a horrible ugly horse's face. The man _____ crazy, and _____ his horse quickly away. He _____ he escaped, so he turned around to look behind him. But La Cegua was riding with him on his horse! Be careful when you go out at night, La Cegua could be waiting for you.



Language tip.

Quando leemos una historia o leyenda corta usualmente podemos identificar lo siguiente:

- Who?: Se refiere a los personajes que participan en la historia.
- Where?: Se refiera al lugar especifico donde la acción ocurre.
- When?:Expresa el tiempo o época en que ocurre la acción.
- What?:Expresa los eventos mas importantes que ocurren.
- Why?: Se refiere al proposito o razón por la que fue escrita la historia o leyenda.

After reading. As a class and with the help of the teacher, complete the following charts for each story (*Como clase y con la ayuda del profesor, complete los siguientes cuadros para cada historia*).

Story 1

Title: _____	
Who	
Where	
When	
What	
Why	

Story 2

Title: _____	
Who	
Where	
When	
What	
Why	

6. SPEAKING.

Read carefully the short stories in activity 5. Are they familiar to you? Why? What are their titles? What other examples of these types of stories do you know? Talk to a partner (*Lee cuidadosamente las historias en la actividad 5. ¿Te son familiar? Por qué? ¿Cuáles son sus títulos? ¿Que otros ejemplos de este tipo de historias conoces? Conversa con un compañero de clases*)

In groups, think of a story you know. Can you explain the **who, where, when, what** and **why** of the story? Discuss within your group and share your discussion with the class.

7. VOCABULARY.

Use a dictionary to look up the meaning of the following words. Then practice their pronunciation (*Usa un diccionario para buscar el significado de las siguientes palabras. Luego practica su pronunciación*).

cart: _____

death: _____

ghost: _____

ox: _____

oxen: _____

skeleton: _____

disappear: _____

pass through: _____

soul: _____

8. SPEAKING.

Work with a partner. Discuss the answers to these questions (*Trabaja con un compañero. Discute las respuestas de estas preguntas*)

- Have you ever heard of The Carretanagua?
- What do you know about it? Tell your partner (Alguna vez haz escuchado de la Carretanagua?)
- ¿Qué sabes sobre ella? Cuéntale a un compañero).
- Look at the pictures and describe what you see (observa las imágenes y describe lo que observas)



9. LISTENING.

Listen to the story of The Carretanagua. Write T (true) or F (false) on the spaces based on what you hear (*Escucha la historia de la Carretanagua. Escribe T (Verdadero) o F (falso) de acuerdo a lo que oigas*).

- The Carretanagua is a car that goes out during the day. _____
- The Carretanagua is a cart driven by an ugly man. _____
- The Carretanagua is pulled by two oxen of different colors. _____
- The Carretanagua is very typical that people are not scared anymore. _____
- The Carretanagua doesn't make turns because it disappears at the end of roads. _____
- The Carretanagua takes people's souls. _____

After listening. Can you explain the Who? Where? When? What? And Why? Of the story?. Discuss in groups of three (*Puedes explicar el Who? Where? When? What? And Why? de la historia? Discútelo en grupos de tres*).

10. READING.

Read the stories: The Headless Priest and La Cegua again. Then order the events presented by numbering them from 1 to 6 (*Lee las historias: El Padre sin Cabeza y La Cegua de nuevo. Luego ordena los eventos presentados enumerándolos del 1 al 6*).

The Headless Priest:

- _____ The headless priest has been seen at night walking from church to church.
- _____ The Spaniards cut the head of the priest because they hated his way of thinking.
- _____ The priest believed that the Indians have rights that needed to be defended.
- _____ The figure of the headless priest is seen mainly in Holy Week.
- _____ People believe that the priest's ghost prays for peace and justice.
- _____ The priest's ghost lived.

La Cegua:

- ___ The man escaped quickly riding his horse.
- ___ People have to be careful at night because La Cegua can be around.
- ___ The man liked the woman and decided to talk to her.
- ___ The man believed he was safe, but La Cegua was on his horse.
- ___ The man saw a woman washing clothes in the river and she looked beautiful from her back.
- ___ The man got close and the woman turned. She had a horrible face like the one of a horse.

11. SPEAKING.

Group work. Your teacher will give you pieces of paper with sentences. Put the sentences in order to make a story. (Tu profesor te dará trozos de papel con oraciones. Pon las oraciones en orden para formar una historia).

Now with the participation of all of the members of your group, retell the story in your own words. Focus on the Who? Where? When? What? and Why? of the story (Con la participación de todos los miembros del grupo, cuenta la historia con tus propias palabras. Enfócate en el Who? Where? When? What? Why? de la historia).



12. WRITING.

Write wrong sentences about the story you talked about in exercise 11, then read your sentences for the class. Your classmates will correct your sentences. (Escribe oraciones con información equivocada sobre la historia de la que hablaste en el ejercicio 11, luego lee las oraciones para la clase. Tus compañeros corregirán las oraciones).

13. VOCABULARY

Describing characters in a story

Match the words with their correct meaning in Spanish. Put the letters on the correct spaces (*Asocia las palabras con su significado correcto en Español. Pon las letras en los espacios correctos*).

funny _____	a. horroroso / horrible
ugly _____	b. gracioso
horrible _____	c. interesante
beautiful _____	d. tenebroso
handsome _____	e. feo
interesting _____	f. bonita
scary _____	g. guapo

14. SPEAKING.

Practice the pronunciation of the words with the help of your teacher. Then give examples of people or things that have those qualities.

Examples:

El Gueguense is a very funny character.

El cadejo is an interesting story.

Chucky is a scary movie.

• Useful Tip:

Al describir los personajes de una historia puedes incluir los siguientes elementos:

Physical appearance: tall, short, ugly, beautiful, handsome, etc.

Personality: intelligent, funny, interesting, nice, gentle, shy, etc.

Action in the story: was born in Managua, married a man, had a baby, scared people, etc.

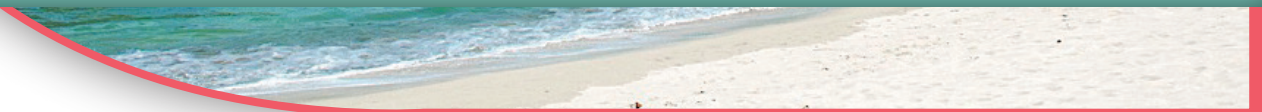
Example: El Gueguense is not handsome, but he is always laughing and making jokes and tricks. He is wise and very funny.



UNIT
three



TOURISM



Lesson A: Vacations

En esta lección:

- Realizaras conversaciones sobre tus experiencias de vacaciones.
- Reforzaras el uso de estrategias de comprensión auditivas
- Reforzaras el uso de estructuras gramaticales para describir acciones del pasado.
- Escribirás un reporte sobre una experiencia de vacaciones real o imaginada.

1. VOCABULARY.

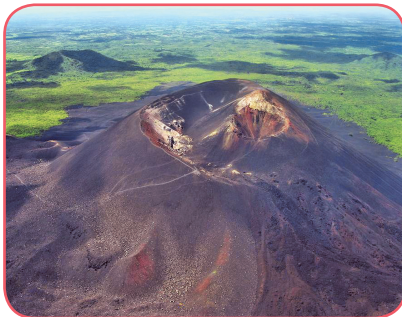
Match each picture with an appropriate word. (Une cada imagen con una palabra apropiada).



lagoon



waterfall



beach



island



volcano



lake



farm

2. GRAMMAR.

Put the words in order to make questions (*Pon las palabras en orden para hacer preguntas*)

a. you/vacations/last/your/did/enjoy?

b. Did/where/go/ you/vacations/for your/?

c. spend/How many/on your vacations/days/ did/you?

d. interesting/did/meet/people/you/?

e. did/you/your/eat/type of food/during/vacations/what?

f. do/interesting/you/anything/did?

g. did/learn/something/you/new/during/your vacations?

h. . who/you/did/with/go/?

3. SPEAKING.

Work with a partner and practice this conversation. (*Trabaja con un compañero y practica esta conversación*).

Ana: So, Carlos, what did you do on your last vacations?

Carlos: I went to several places and I did different things for the first time in my life.

Ana: Really? Tell me about it.

Carlos: I was lucky because I won a trip to some tourist attractions in Leon and Chinandega. First, I visited the Cathedral. Then, I went on a tour round the city center and finally I spent a day in Poneloya Beach. It was great!

Ana: I imagine. And what did you do in Chinandega?



Carlos: First, I went hiking in Cosiguina Volcano area. Next, I spent a day on a farm with a host family.

Ana: What did you do there?

Carlos: Horseback riding, milking a cow and swimming in a river.

Ana: It sounds brilliant!

Carlos: It was, indeed!

Remember that: Talking about past events.

Al referirnos a una secuencia de eventos del pasado, usamos palabras para conectar un evento con otros en una secuencia lógica. Estas palabras ayudan a que el texto tenga una secuencia lógica y cohesión. Observa:

First, then, next, after that, finally.

First I travelled to El Rama. Then I took a boat to Bluefields. After that, I had a tour to the main tourist attractions in town. Next, I went to El Bluff and finally I had lunch at a restaurant on the Caribbean beach.

4. PRONUNCIATION.

Listen to your teacher and circle the word you hear. (*Escucha a tu profesor y encierra en un círculo la palabra que escuchas.*)

- | | |
|-----------|-----------|
| a. climb | climbed |
| b. drive | drove |
| c. travel | travelled |
| d. visit | visited |
| e. swim | swam |
| f. take | took |
| g. arrive | arrived |
| h. fly | flied |

5. VOCABULARY.

Words used to describe your vacations. (*Palabras usadas para describir tus vacaciones*)

VACATION	Adjectives used to describe your vacation			
	Expensive	Exciting	Relaxing	Popular
	Favorite	Romantic	Ideal	Amazing
	Brief	Perfect	Fabulous	Terrific
	Luxurious	Wonderful	Free	Enjoyable
	Memorable	Great	Special	Awesome

6. READING.

Before reading. Work with a partner and answer these questions. (*Trabaja con un compañero y contesta estas preguntas*):

Questions:

- What can you see in the pictures?. Describe what you see.
- Which of these places would you prefer to spend your vacations? Why?
- Which place has the best weather?

Reading. Read the text and do the activities below. (*Lee el texto y realiza las actividades a continuacion*)

Sofia's Memorable Vacations

Sofia lives with her husband and children in a small village of Jinotega, a city located in the center of the country. Sofia has always spent her vacations with her family in her community. **They** always do the same things every year. For example, they go swimming in a river, they go to church, and they hang out with friends and family members. Last summer, Sofia and her family decided to spend their vacations at the beach because they had never been to a beach and they wanted to experience the hot weather on the pacific coast.



Sofia made arrangements with a travel company in Jinotega and chose a tour to San Juan del Sur. They decided to spend a few days in a small guesthouse near the beach. The tour included the following activities: On Monday, they had tour to Cristo de la Misericordia statue near the beach. They enjoyed the view of the city. After that, they had lunch at a restaurant on the beach and then, they went swimming. On Tuesday, Sofia and her husband went to church early in the morning but her children went for a walk in the central park of the city. Then, **they** all went swimming in the beach again but the weather was hot. Therefore, they decided to rent a small boat and go on a tour round the bay. Finally, Sofia and her family went back to her village. They had a great time.



After reading. Circle the correct answer to each question. (*Encierra en un círculo la respuesta correcta de cada pregunta*).

1. Sofia and her family decided to go to the beach because
 - a. They wanted to experience the hot weather on the beach
 - b. They were bored of going to the same beach in their village
 - c. They had always been to the beach on their vacations

2. According to the reading, they rented a boat in order to
 - a. Go swimming.
 - b. Enjoy the hot weather
 - c. Have a tour round the bay.

3. The word they in paragraph 1 refers to
 - a. Sofia and her husband
 - b. Sofia and her children
 - c. Sofia, her husband, and her children

4. The word they in paragraph 2 refers to
 - a. Sofia and her husband
 - b. Sofia's children
 - c. Sofia, her husband, and her children

5. We can infer that the weather in Sofia's community is
- Hot
 - Cold
 - Cool
6. Next year, Sofia and her family will probably
- Spend their vacations at home
 - Go to the Caribbean coast
 - Go to a beach on the pacific coast

7. LISTENING.

Before listening. Answer these questions. Then compare your answers with a partner.
(Contesta estas preguntas. Luego compara tus respuestas con un compañero)

Questions:

- Can you identify the places in the pictures?
- Have you been to any of those places?
- Which of these places do you like better? Why?



Listening. Listen to your teacher and correct the mistakes in the text. They are in bold.
Escucha a tu professor y corrige los errores en el texto. Ellos están indicados en negrillas)

San Juan del Sur Beach

One of my favorite vacation places is Rivas. I really liked the weather there because it never gets cold. People are very nice too. They were always laughing and very friendly. The food was good everywhere you go. It always has that wonderful Nicaraguan taste. Rivas is a very interesting place to visit. It has great museums and lots of fascinating urban tourist attractions. There are different expensive types of resorts, hotels, and restaurants to stay but there are also other affordable places.



After listening. Work with a partner and talk about a place you have spent your vacations.

(Trabaja con un compañero y habla sobre un lugar que has pasado tus vacaciones.)

Consider these aspects:

- What is good about this place
- What you did in that place
- What you liked about your vacations
- What places you visited there

Remember that: Simple past tense forms

Al referirnos a acciones que ocurrieron en el pasado, usamos verbos que describen la acción que realizamos. Usamos formas verbales del pasado de los verbos (simple past tense) para expresar una acción que ya finalizó. Estas formas pueden ser de verbos regulares o irregulares. . Ejemplos:

a. La regla general es agregar la terminación “ED” al verbo .

Work worked

Want wanted

b. Los verbos irregulares tienen formas diferentes para el pasado.

Swim swam

8. GRAMMAR.

Complete the text with the past form of the verbs in parenthesis. *(Completa el texto con la forma del pasado de los verbos en paréntesis)*

During our las vacations my family and I _____ **1 (go)** to visit our grandparents in Matagalpa. Their house is located in the countryside. Every day we _____ **2 (wake up)** early in the morning, we _____ **3 (have)** breakfast in the garden and then we _____ **4 (help)** them with some of the chores. It _____ **5 (be)** very rewarding for us to do things that are different to what we usually do in our house. For example, sometimes we went fishing in a river near grandpa’s farm. Every afternoon we _____ **6 (visit)** a family in the community and we _____ **7 (talk)** about life in the country. Sometimes they _____ **8 (come)** to our grandpa’s house and we _____ **9 (have)** a family reunion. Another important thing is that we _____ **10 (enjoy)** our stay there because it is a very quiet and we _____ **11 (be)** always in contact with nature. The weather _____ **12 (be)** nice and we had a great time.

9. WRITING.

Work with a partner. Imagine you went on vacations to the vacation places below. Complete the itinerary of your vacations. (*Trabaja con un compañero. Imagina que fueron de vacaciones a los lugares que se presentan a continuación. Completa el itinerario de tus vacaciones*).

Vacation place	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student A: Bluefields	travelled to Bluefields. Arrived at the hotel.	Go to Aberdeen Gallery			Go to Four Brothers Disco	
Student B: Masaya	Travelled to Masaya. Hike to the Laguna de Apoyo	Go shopping to Masaya Market				

10. SPEAKING.

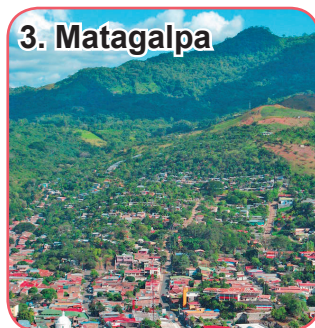
Now report your vacation itinerary to the class. Use your notes. (*Ahora reporta tu itinerario de vacaciones a la clase. Usa tus notas*).

Example.

I went to Bluefields for my vacations. First, I travelled to Bluefields on Monday. I arrived there in the morning...

11. READING.

Work in groups. Choose one of the destinations below. Research about the top things you can do there. Write a vacation itinerary for the group. (Trabaja en grupo. Escojan uno de los destinos de abajo. Investigen acerca de las principales cosas que pueden hacer allí. Escriban un itinerario de vacaciones para el grupo.)



After reading. Imagine you made a trip to the place you chose. Use your vacation itinerary to give a report as a group of your trip to your vacation place. (Imagina que hicieron una gira al lugar que escogieron. Usen su itinerario de vacaciones para dar un reporte como grupo de su gira a su lugar de vacaciones)

Example:

We travelled to Granada. We arrived there on Monday. The first thing we did was to go to the Granada Cathedral. Then we hanged out in the Central Park. Next, we.....

Remember that: Simple past tense rules

1. Si un verbo finaliza en “E” solo agregamos la “D” al final del verbo.
Live Lived Love Loved
2. Si el verbo termina en “Y”, cambiala por “I” y agrega “ED”
Study studied
3. Si el verbo finaliza en consonante+vocal+consonante, duplicamos la ultima consonante y agregamos “ED”.
Stop stopped plan planned

Excepciones de lo anterior:

- a. Si un verbo tiene dos sílabas y finaliza en consonante+vocal+consonante, NO DUPLICAMOS la última consonante si el acento recae en la primera silaba.
Happen Happened Suffer suffered
- b. Si el verbo finaliza en consonante+vocal+consonante y la ultima sílaba es W, X, o Y.
fix fixed enjoy enjoyed
snow snowed

12. GRAMMAR.

Put the verbs into the correct form to complete the sentences. (*Pon los verbos en la forma correcta para completar las oraciones.*)

- Last year I (go) _____ to Solentiname on vacation.
- Going to Pearl Lagoon (be) _____ a fabulous vacation.
- I (visit) _____ lots of interesting places in Jinotega.
- My friends and I (walk) _____ in the streets of León.
- My girlfriend (work) _____ in Corinto last year.
- Carolina (study) _____ Tourism at UNAN Managua.
- It (not / rain) _____ much yesterday afternoon in Madriz.
- Ricardo (see) _____ a beautiful rainbow in Nandaime yesterday.
- Where (spend / you) _____ your last holiday?

13. SPEAKING.

A. Look at the pictures and answer these questions. (*Observa las imagenes y contesta estas preguntas?*)

- What tourist place is it?
- What are people doing?
- How do they feel? Give your opinion.



Now share your answers with a partner.
(*Ahora comparte tus respuestas con un compañero.*)

B. Work with a partner and practice the following conversation. Present the conversation to the class. (*Trabaja con un compañero y practica la siguiente conversación. Presenta la conversación a la clase*)

Mario: So, how was your vacation?

Luis: Oh! It was the best vacation I've ever had in my life!

Mario: Wow! Where did you go?

Luis: I went to La Boquita. It's such an awesome place.

Mario: Really? Did you go with your parents?

Luis: Of course not! I went with my girlfriend and my friends. We had a great time !

Mario: I can imagine that. Did you take any pictures?

Luis: Yes. I'll upload them to Facebook today. You can check them out.

Mario: That'd be great!

C. Now make a similar conversation and show it to the class. (*Ahora prepara una conversación similar y preséntala a la clase.*)

Language tip.

No todas las palabras que terminan en ED son verbos en el pasado.

a. Algunas palabras que terminan en ED pueden ser adjetivos. Ejemplos:

Excited (entusiasmado)

Interested (interesado)

b. Algunas veces estas palabras pueden ser verbos en su participio pasado. Ejemplo:

Maria has worked a lot. (Maria ha trabajado mucho)

14. LISTENING.

Your teacher will describe a vacation itinerary. Listen carefully and put a tick (✓) next to each activity you hear. (*Tu profesor describirá un itinerario de vacaciones. Escucha cuidadosamente y pon un tick (✓) junto a cada actividad que escuchas.*)

- | | |
|--------------------------------|---------------------------------|
| a. go shopping _____ | i. go camping _____ |
| b. climb a mountain _____ | j. cycling _____ |
| c. relax _____ | k. go to church _____ |
| d. hang out with friends _____ | l. go to a disco _____ |
| e. listen to music _____ | m. eat at a restaurant _____ |
| f. take pictures _____ | n. visit the Cathedral _____ |
| g. go swimming _____ | o. visit the central park _____ |
| h. hike around a volcano _____ | p. go on a tour _____ |

15. SPEAKING. Cocktail party.

Instructions:

- a. Your teacher will give you a piece of paper with a vacation destination written on it. (Tu profesor te dará un pedazo de papel con un destino vacacional escrito)
- b. Walk around the classroom and ask each other questions about your destinations. (Camina alrededor del aula y realiza y contesta preguntas sobre tu destino)

Examples:

A: What can you do in Jalapa?/Mozonte?

B: You can hike round the hills.

- c. Exchange pieces of papers and continue with the activity. (Intercambia pedazos de papel y continua con la actividad)

16. VOCABULARY. Game. Run to the board

- a. Make two groups: A and B.
- b. Each team has to write as many vacation activities as possible on the board.
- c. The teacher will give you a time limit.
- d. The winner is the team that writes more activities.

Example:

Team A

Hike

Reading

Team B

Swimming

Fishing

17. SPEAKING.

Complete the following chart. Interview three classmates about what they did on their vacations. *(Completa el siguiente cuadro. Entrevista a tres compañeros sobre lo que hicieron en sus vacaciones)*

Classmates' name	Where did you go on your vacations?	What kind of food did you eat?	What kind of activities did you do there?
Classmate 1			
Classmate 2			
Classmate 3			

Report your findings to the class. *(Reporta tus resultados a la clase)*

18. WRITING.

Write a short paragraph expressing what you did on your last vacations. Remember to use verbs in simple past. *(Escribe un párrafo corto expresando lo que hiciste en tus últimas vacaciones. Recuerda usar los verbos en el pasado.)*

Lesson B: Tourist Places

En esta lección:

- Expresarás tus preferencias sobre lugares turísticos.
- Realizarás descripciones de lugares turísticos.
- Escribirás un reporte sobre una gira a un lugar turístico.
- Reforzarás el uso de COULD en actividades orales y escritas.
- Identificarás información general en conversaciones.

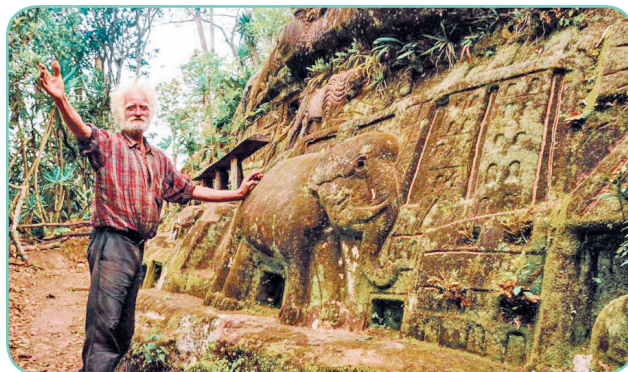
1. SPEAKING

A. Do you like travelling when you are on vacation? Look at the following pictures and discuss the questions that follow with a classmate. (¿Te gusta viajar? Observa las siguiente imágenes y discute con un compañero las preguntas a continuación)

Picture A



Picture B



Questions

- What can you see in the pictures?
- Can you notice any differences between pictures **A** and **B**?
- What tourist places can you see in the urban area? What about the rural area?
- What kind of activities could you do in a city that you could not do in the countryside and vice versa?

Example. You could go horseback riding in the countryside.

You could mount a roller coaster in the park.



B. As a class, brainstorm different types of vacation destinations/ tourist places. (Realiza una lluvia de ideas de diferentes tipos de destinos vacacionales/ lugares turísticos)

Example: Beach, island, Lagoon, etc.

LANGUAGE TIP: Tourism (turismo) es básicamente la acción de viajar a otro destino con propósitos de recreación, ocio o negocios.

Se define como **tourist (turista)** a una persona quien viaja a un destino y permanece fuera de su lugar de residencia por un periodo mayor a 24 horas, pero menos de un año.

El tipo de turismo se tipifica según la razón del viaje, entre las más comunes tenemos: Adventure/extreme tourism (turismo de aventura o extremo), Ecotourism (ecoturismo) Heritage/cultural tourism (turismo cultural/), rural tourism (turismo rural) urban tourism (turismo urbano), sustainable tourism (turismo sostenible) entre otros.

También el turismo se clasifica según el destino de viaje_ turismo doméstico y turismo internacional (**domestic tourism:** Los residentes viajan dentro de su país or **international tourism: Residentes viajen a otro país).**

Tourist place/attraction (sitio turístico) es un sitio de interés donde los turistas visitan ya sea por su atractivo natural, histórico, cultural, arquitectónico, ocio, diversión, aventura, etc.

Remember that Modal COULD

En inglés utilizamos el modal COULD para indicar una posible acción. Por ejemplo: Podríamos escalar la montaña. (We could climb the mountain)

Podríamos montar a caballo en la finca. (We could ride horse in the farm).

Veamos a continuación la estructura de la oración utilizando el modal COULD

Modal COULD Sentence Structure

Affirmative:

Subject + Modal +Verb (Simple Form).

I could go jogging.

We could visit the museum.

Interrogative:

Modal + Subject + Verb (Simple Form) +?

Could he swim?

Could they take the bus?

Negative:

Subject + Modal +not +Verb (Simple Form).

You could not swim in Xolotlan Lake.

We could not go to the nightclub.

2. VOCABULARY.

Pair Work. Make a list of the different activities a person could do at the different destinations/tourist places. Then, share it with the class. *(En pareja, realiza una lista de las diferentes actividades que una persona podría hacer en los diferentes lugares turísticos. Luego comparte tus ideas con la clase).*

For example:

What could we do on vacations at the beach?

Example: **At the beach**

- We could tan, swim, and surf.
- What could we do at a square/ mountain?
- In a square we could go running.
- In a mountain we could hike



3. PRONUNCIATION.

Listen to your teacher and repeat. *(Escucha a tu profesor y repite).*

Buildings (edificaciones)	Nature (Naturaleza)	Leisure and entertainment (Entretenimiento)	Events (Eventos)
Castle	Mountains	Theater	Music/art festivals
Art galleries	Lakes	Concert hall	Religious festivals
Historic sites	Rivers	Nightclub	Carnival
Archeological sites	Waterfalls	Casino	parades
Museums	Parks	Zoo	
Cathedral	Beach	Shopping centers	
Square	volcanoes	Stadiums	
	lagoon		
	viewpoint		

Work in pairs and use a dictionary to look for the meaning of the unknown words. *(trabaja en pareja y usa un diccionario para buscar el significado de las palabras desconocidas).*

4. VOCABULARY.

Mention 5 tourist places from your community. Write a sentence about what we could do in each place. *(Menciona 3 lugares turísticos de tu comunidad. Escribe una oración sobre lo que podríamos hacer en cada lugar)*

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

5. WRITING.

Complete the chart. Add names of tourist places and attractions that you know. Write each name under the correct category. See the examples. *(Completa el cuadro. Agrega nombres de lugares y atractivos turísticos que conoces. Escribe cada nombre en la categoría correcta. Observa los ejemplos)*

Buildings (edificaciones)	Nature (Naturaleza)	Leisure and entertainment (Entretenimiento)	Events (Eventos)
Leon Viejo Cathedral	Mombacho volcano	El Chaman disco	Horse parade

6. SPEAKING.

Work with a partner and compare your answers. Discuss the answers to the following questions. *(Trabaja con un compañero y compara tus respuestas. Discutan las respuestas de las siguientes preguntas)*

- a. When was the last time you went there?
- b. How long did you stay?
- c. Who did you go with?
- d. What did you do?

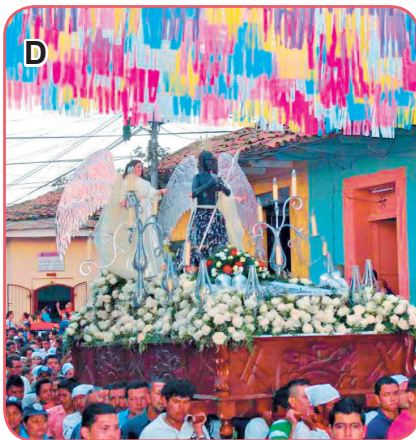
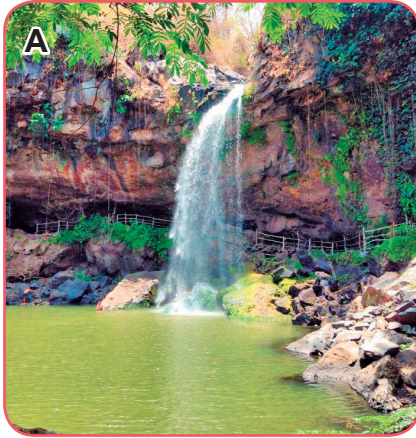
Now share your answers with the class. Give a report.

Example:

Marcos visited Leon Viejo last year. He stayed there a couple of days. He went with his girlfriend and his parents. He swam in the lake and he took many pictures of the city.

7. VOCABULARY.

Match each word from the box with the corresponding picture. Write the correct letter. There is one extra word. (Une cada palabra del recuadro con su imagen correspondiente. Escriba la letra correcta. Hay una palabra extra).



8. LISTENING.

Before listening. Answer these questions.

- a. What can you see in the picture?
- b. What are people doing?
- c. Where are they from? Give your opinion.

Listening. Listen to the conversation between a tourist and a tour guide. Complete the blanks with words from the box. There are two extra words. (*Escucha la conversación entre un turista y un guía. Completa los espacios con las palabras del recuadro. Hay dos palabras extras*)

archeological	interestingly	national	awesome
good	international	amazing	fantastic

Managua sightseeing

Tour guide: Hello, Can I help you?

Tourist: Do you have any information about local places of interest?

Tour guide: Sure, there are many (1) _____ places here.

Tourist: Great! So where should I start sightseeing?

Tour guide: Puerto Salvador Allende is always a (2) _____ place to begin?

Tourist: I went there during my last visit here. Could you recommend somewhere else?

Tour guide: Hmm. What are you interested in?

Tourist: I'd really like to see something archeological and local art.

Tour guide: Aha. Have you been to Las Huellas de Acahualinca or the National Museum?

Tourist: No, but I have heard a lot about them.

Tour guide: Well, Acahualinca is an (3) _____ site. Then, you could head to the National museum to enjoy the (4) _____ art.

Tourist: (5) _____! That sounds like a plan. Thanks a lot.

Tour guide: I am sure you will have an (6) _____ time there.

Check your answers and practice the conversation with a partner. (*Revisa tus respuestas y practica la conversación con un compañero. Después, practica con un compañero.*)

Remember that: Adjectives

El adjetivo es una palabra que complementa a un sustantivo para calificarlo; expresa características o propiedades atribuidas a un sustantivo, ya sean concretas (la estatua roja, el viejo museo) o abstractas (el camino difícil).

Examples: **picturesque** places **popular** local places **arqueological** site,

En inglés los adjetivos siguen un orden, ya que usualmente se ponen dos adjetivos antes del sustantivo.

Adjectives usually come in this order: Los adjetivos usualmente vienen en este orden:

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Color	Nationality	Material

Ejemplo: I want to visit an **interesting old** place.

El Puerto Salvador Allende is a **wonderful colorful** place.

9. GRAMMAR.

The adjectives in the box are used to describe tourist places. Put each adjective under the correct column. (Los adjetivos del cuadro se usan para describir lugares turísticos. Pon cada adjetivo bajo la columna correcta)

Crowded	exciting	unique	polluted	traditional
beautiful	noisy	terrific	interesting	peaceful
expensive	boring	dull	ugly	deserted
fabulous	Stressful	modern	Big	

Positive adjectives	Negative adjectives

10. WRITING.

A. Fill in each gap with an appropriate adjective. (*Completa cada espacio con un adjetivo apropiado*)

David's Vacations

On my last vacations, I went to Bluefields with my parents. Bluefields is a (1) _____ place to go on vacations. We felt excited about going to places as soon as we landed. We were (2) _____ with the hostel where we stayed in. It was (3) _____ and comfortable. Moreover, the host and the maids were (4) very _____. Our rooms were nice and clean, and we all had an (4) _____ view of the town.

We went to the bay area and we found many (5) _____ restaurants there. They are (6) _____ but they serve (7) _____ seafood. Bluefields has the most (8) _____ beaches in the Caribbean Coast. I am looking forward to going back to Bluefields soon.



B. Rewrite the above text to make it sound negative. Use a dictionary and look for negative adjectives. (*Reescribe el texto anterior para que suene negativo. Usa tu diccionario y busca adjetivos negativos*)

Example:

On my last vacations, I went to Bluefields with my parents. Bluefields is a horrible place to go on vacations. We felt frustrated about going to places as soon as we landed...

11. READING.

Before reading. Work in pairs. Look at the pictures and answer these questions. (*Trabaja en pareja. Observa las imagenes y contesta estas preguntas*)

- What can you see in each picture?
- Is there any difference between picture A and picture B?
- Which picture show a better life for people? Why?

Picture A



Picture B



Reading. Read the following interviews and do the activities below. (*Lee las siguientes entrevistas y realiza las actividades a continuación*)

One.

Interviewer: Do you like your city, Fernando?

Fernando: Oh yes, I feel lucky to live in Managua. It's so big and exciting.

Interviewer: What do you like the most about it?

Fernando: There are many places to go around. Nightlife is lovely. There is a variety of options for eating out or having fun.

Interviewer: Ah: What's the weather like?

Fernando: It's hot. I love hot weather though.

Two.

Interviewer: Where do you live Lucia?

Lucia: I live with my parents in San Jose de los Remates. It's a small town in the central region of the country. My grandparents, aunts and uncles live there too. I think I'm related to most of the people there.

Interviewer: What's your town like?

Lucia: It's fascinating. The countryside is beautiful, and the air is fresh and clean. Nightlife is rather calm and a little boring. There aren't any discos, movies or theaters.

Interviewer: What are the people like?

Lucia: Oh, they are nice and really friendly.

Questions. Answer the following questions about the interviews. (*Responde las siguientes preguntas sobre las entrevistas*).

- a. Where does Fernando Live? What about Maria?
- b. Who lives in a small town?
- c. What adjectives does Fernando use to describe his city?
- d. What adjectives does Maria use to describe her town?
- e. What does “it” in interview one refer to?
- f. What does “there” in interview two refer to?
- g. Which place would you like to vist? Why?

After reading. Work in groups of three. Practice the interviews.

12. SPEAKING. Poster presentation

Prepare a poster presentation about 2 popular tourist places in Nicaragua. Include as many details as possible such as location, specific description, activities that people can do there. Imagine that you have to persuade a group of tourists to visit those places. (*Prepara una presentación oral e ilustrada de 2 sitios turísticos populares en Nicaragua. Incluye tantos detalles sean posibles, tales como ubicación, descripciones específica, que actividades pueden hacer las personas allí. Imagina que tienes que persuadir a un grupo de turistas a visitar esos lugares*).

13. WRITING.

Write a report about your last vacation. Use the language structures and vocabulary studied in this unit. Be ready to present your report to the class. (*Escribe un reporte de tus últimas vacaciones. Toma en cuenta las estructuras del lenguaje y el vocabulario estudiado en esta unidad. Prepárate para presentar tu reporte a la clase*).

Lesson C: Making a Reservation

En esta lección:

- Simularás conversaciones sobre cómo hacer una reservación.
- Identificarás ideas principales e información específica en textos sencillos relacionados al turismo.
- Reforzarás el uso de los modales WOULD and WILL.
- Usarás vocabulario relacionado al turismo.

1.VOCABULARY

A. Match the activities with the correct picture by writing them on the spaces. (Asocia las actividades con la ilustración correcta. Escribe la expresión en el espacio correcto).

swim	surf	take pictures
tan	observe animals	take a tour
climb	go shopping	relax
ride a horse	hike	kayak





Remember that: The use of modal WILL

El uso de “WILL” es otra manera de expresar acciones futuras en Inglés. La estructura es la siguiente:

- **Affirmative sentences:**

Subject + WILL + Verb in simple form + Complement

I will travel to Jinotega next week.

I will kayak in Rio San Juan.

- **Negative sentences:**

Subject + WILL NOT (WON'T) + Verb in simple form + Complement

We will not go to Esquipulas.

Our friends won't go shopping in Masaya.

- **Interrogative sentences and Short Answers:**

WILL + Subject + Verb in simple form + Complement?

Will you rent a car?

Yes, I will / No, I won't.

Will Carmen take pictures of the lagoon?

Yes, she will / No she won't.

4. SPEAKING. GAME: Mr. Yes, Mr. No and Mr. Question!

Work in groups of four, your teacher will give you clues (*Trabaja en grupos de cuatro, tu profesor les entregara claves*).

- One student of the group will be **Mr. Yes** and will make affirmative sentences with WILL (*Un miembro del grupo será Mr. Yes y hara oraciones afirmativas con WILL.*)
- Another student will be **Mr. No** and will make negative sentences only (*Otro será Mr. No y hara solo oraciones negativas*).
- A third student will be **Mr. Question** and will ask questions using the clues (*Un tercer estudiante será Mr. Question y hara preguntas con las claves*).
- The fourth student will provide short answers for the questions (*El cuarto estudiante dara las respuestas cortas para las preguntas*).

After three or four rounds, you can switch roles within the group (*Después de tres o cuatro rounds de oraciones pueden cambiar los roles de los miembros del grupo*).

- Example:** **Clue:** my classmates / suntan on La Boquita beach.
Student 1: My classmates will suntan on La Boquita beach.
Student 2: My classmates won't suntan on La Boquita beach.
Student 3: Will my classmates suntan on La Boquita beach?
Student 4: Yes, they will / No, they won't.

5. LISTENING. Before listening.

Discuss with a partner (*Discute con un compañero*).

- a. What is a vacation itinerary?
- b. What type of information is in an itinerary included?
- c. What do these expressions mean? Use a dictionary if necessary.

rest: _____
 get a massage: _____
 hang out with friends: _____

Listening

Listen to a student describing his vacation itinerary. Then complete the information in the table below (*Escucha a un estudiante describir su itinerario de vacaciones. Luego completa la información de la tabla dada*).

Number of vacation days:	
Place the student is going:	
Activities he will do on day 2:	
Activities he will do on day 4:	
Activities he will do on day 5:	
Day he is going back home:	

After Listening. What activities of the student's vacation itinerary would you like to do? What activities you wouldn't like to do? Tell the class (*Que actividades del itinerario de vacaciones te gustaría hacer? Que actividades no te gustaría hacer? Cuéntale a la clase.*

6. WRITING

In groups of 4, choose a place you would like to go for vacation. Think about the activities you can do there. Then write a vacation itinerary. Specify the activities that you will do each day. *(En grupos de 4, Elijan un lugar al que les gustaría ir de vacaciones. Piensen en las actividades que pueden hacer ahí. Luego escriban un itinerario de vacaciones. Especifiquen las actividades que harán cada día).*

Example:

Our Vacation Itinerary

Day 1	Travel to San Juan del Sur, arrive at the hotel
Day 2	...

7. SPEAKING.

With the participation of all of the members of the group, present your itinerary to the class. You can start as in the example *(Con la participación de todos los miembros de grupo, presenten su itinerario a la clase, Pueden iniciar como en el ejemplo).*

Example:

We will have a four day vacation. We will go to San Juan del Sur. On day 1, we will travel to Rivas and arrive at the hotel. On day 2....

8. READING. Before reading.

Discuss with a classmate *(Discute con un compañero).*

- a. Have you ever made a hotel reservation? If so, where?
- b. What type of room did you reserve?
- c. How many days were you there?

Reading. Read the following conversation then do the activities that follow.

Receptionist: Hotel Dona Flora, How may I help you?

Foreigner: I would like to reserve a room for two nights. From September 3rd to the 5th.

Receptionist: Would you tell me your name, please?

Foreigner: My name is Francisco Hernández.

Receptionist: How many people would you like to make the reservation for?

Foreigner: Three people. I would like one double room and one single room, please.



Receptionist: Okay, your reservation is made. Is there anything else I can help you with?

Foreigner: No, thank you.

Receptionist: Okay, see you on the 3rd.

A. Underline the words or phrases that you don't understand. Ask your teacher for their meanings. Then practice the pronunciation (*Subraya las palabras o frases que no entiendes. Pregunta a tu profesor por sus significados y practica su pronunciación*).

B. Write T (True) or F (False) according to the dialog. (*Escribe verdadero o falso de acuerdo al texto*)

- a. The foreigner will stay in the hotel for a week. _____
- b. The foreigner is reserving three rooms. _____
- c. The foreigner is reserving two single rooms. _____
- d. The reservation will be made on September 3rd. _____

C. What sentences from the dialog have the same meanings as the following? Write them on the lines (*¿Qué oraciones del diálogo tienen el mismo significado que las siguientes? Escríbelas sobre las líneas*).

I want to reserve a room. _____

Tell me your name. _____

How many people do you want to make the reservation for? _____

D. Can you explain the difference between the two groups of sentences in C? Discuss with a partner (*¿Puedes explicar la diferencia entre los dos tipos de oraciones en la actividad C? Discútela con un compañero*).

After Reading

Your teacher will give you the role of the receptionist or foreigner. Then, receptionists and foreigners will make concentric circles in the center of the classroom. Play your role by practicing the dialog with your classmate (*Tu profesor te asignara el rol de receptionist o foreigner. Luego los receptionists y foreigners harán círculos concéntricos en el centro del aula. Desempeña tu rol practicando el dialogo con tu compañero*).

9. GRAMMAR

Language Tip:

El modal WOULD se usa para expresar cortesía. Es una manera formal de preguntar o solicitar algo. Al igual que otros modales, se usa de la siguiente manera:

- **Affirmative sentences:**

Subject + WOULD + Verb in simple form + Complement

I would like to make a reservation.

- **Negative sentences:**

Subject + WOULD NOT (wouldn't) + Verb in simple form + Complement

I wouldn't like to meet that person again.

- **Interrogative sentences:**

WOULD + Subject + Verb in simple form + Complement

Rewrite these informal sentences in formal language using WOULD. (*Reescribe estas oraciones informales en lenguaje formal usando WOULD*).

- I want a room with two beds. _____
- What kind of room do you want? _____
- We prefer two single rooms. _____
- Can you open the window? _____
- Do you want two beds in your room? _____
- Where do you want me to put your bags? _____

10. LISTENING.

Before listening. Work in groups and tell your partner the answers these questions. (*Trabaja en grupo. Cuéntale a tus compañeros las respuestas de estas preguntas*).

- When will your next vacation be?
- Where would you like to go?
- What hotel would you like to stay?
- What type of reservation would you make?

Listening: Listen to a travel agent and a traveler talking about a hotel reservation. Then, answer the questions below.

(Escucha a un agente de viajes y un viajero hablando sobre una reservación de hotel. Luego contesta las preguntas que siguen).

a. Where does the traveler plan to go?

b. How long will he stay there?

c. How many people will go with him?

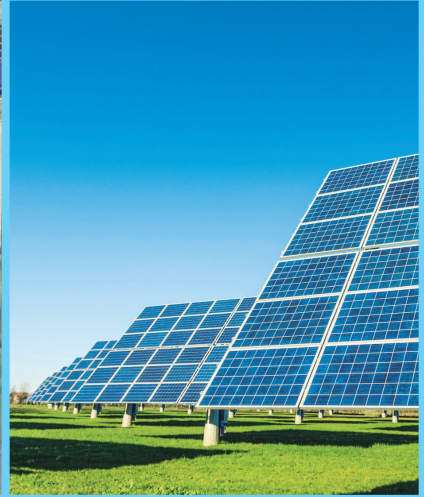
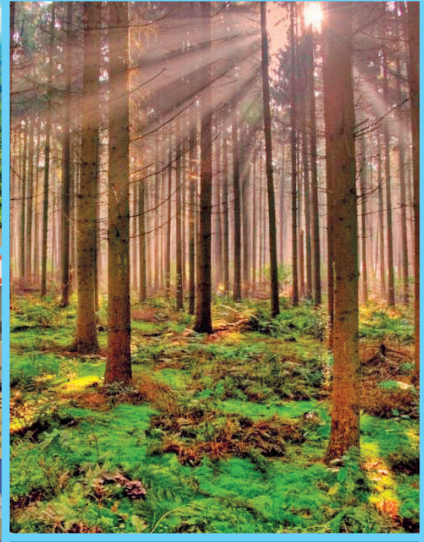
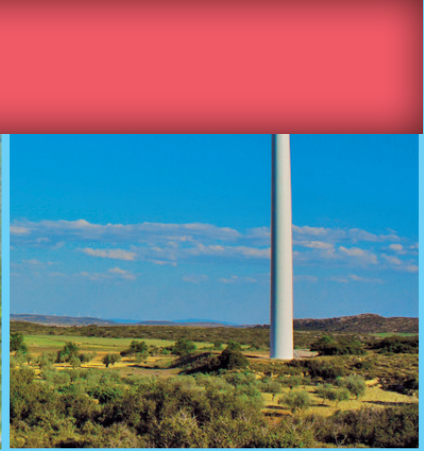
d. What type of room would he like?



After listening: In pairs, role play a conversation in which you make a hotel reservation. One student will be a travel agent or receptionist and the other will be the traveler or hotel customer. Consider the conversations studied in this lesson as guidance.

(En parejas, dramatiza una conversación en la que hagas una reservación en un hotel. Un estudiante será el agente de viajes o el recepcionista del hotel y el otro será el viajero o el cliente del hotel. Considera las conversaciones estudiadas en esta lección como guía).

ENVIRONMENT



UNIT four



Lesson A: Describing the Environment

En esta lección:

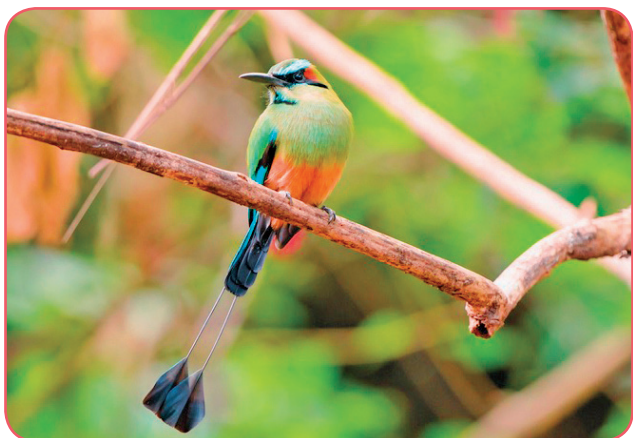
- Describirás las características del medio ambiente de tu comunidad.
- Repasaras el uso de THERE IS/THERE ARE.
- Usaras vocabulario para describir el medio ambiente de tu comunidad.
- Identificaras ideas principales e información específica en actividades de comprensión auditiva.



1. VOCABULARY.

Match each word with the corresponding picture. Use the words from the box. (Une cada palabra con la imagen correspondiente. Usa las palabras del cuadro).

Garbage	Hill	bird	
grass	river	cow	snake
mountain	forest	horse	





2. PRONUNCIATION.

Listen to your teacher and repeat these words. Discuss the meaning of the words with a partner. (*Escucha a tu profesor y repite estas palabras. Discute el significado de las palabras con un compañero*)

- a. chickens
- b. monkeys
- c. pigs
- d. lakes
- e. rocks
- f. lions
- g. garden
- h. fruits
- i. animals
- j. donkey

Remember that: There is /There are

Usamos **There is +singular noun** y **There are+plural noun** en oraciones afirmativas.

Ejemplo:

- There is a lot of pollution in the city.
- There are many cars in the capital city.

Questios:

- Is there a lot of pollution in the city?
- Are there many cars in the capital city?

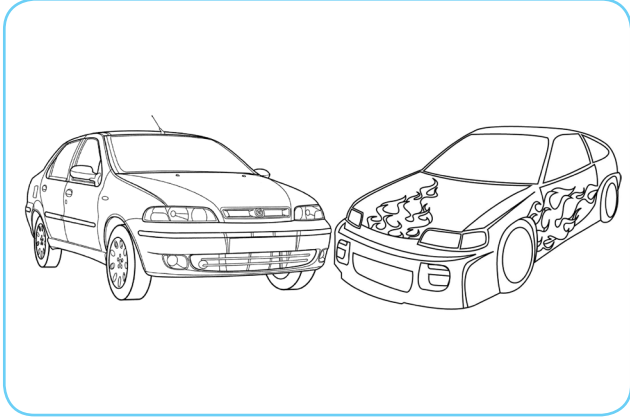
Short answers:

- Yes, there is.
- No there isn't.
- Yes, there are.
- No, there aren't.

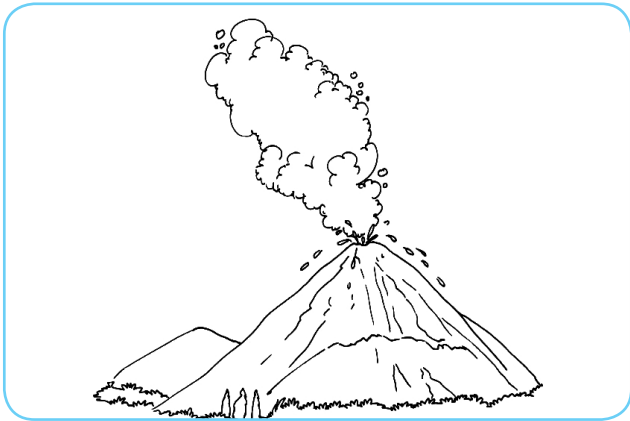
3. GRAMMAR.

Draw a picture next to each sentence to represent its meaning. (*Dibuja una imagen junto a cada oración para representar su significado*).

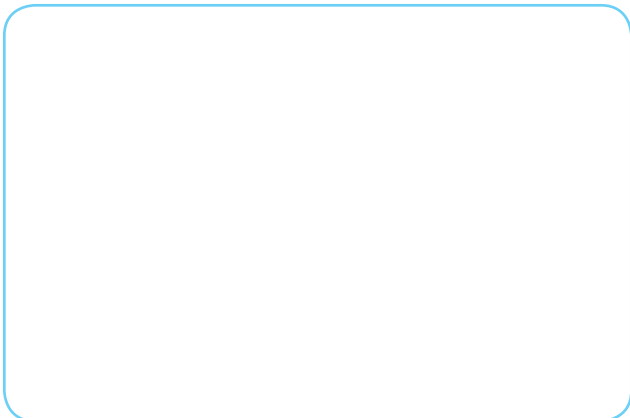
Example:



There are two cars.



There is a volcano in my community.



a. There are two frogs.



b. There are three cats.



c. There is a river.



d. There are two mango trees.



e. There is a boat in the lake.

f. There are three volcanoes.

g. There are a lot of clouds in the sky.

4. SPEAKING.

Work in pairs. Interview your partner about his/her community/neighborhood. Use the clues. (Trabaja en parejas. Entrevista a tu compañero sobre su comunidad /barrio. Usa las claves).

Example:

Clue	Question	Answer
<i>Volcanoes/community?</i>	<i>Are there volcanoes in your community?</i>	yes
Hills?		
A lake?		
A zoo?		
A lot of birds?		
Cars?		
A forest?		
Fruit trees?		
A river?		
A mountain?		
Wild animals?		
Endangered species?		

Now use the information and prepare a short presentation.

Example:

There is a volcano in Manuel's community. There are hills but there isn't any lake...

5. LISTENING.

Put a tick (✓) next to the sentence you hear. (*Pon un tick (✓) junto a la oración que escuchas*).

One

- There are many cows in the farm.
- There are many houses in the farm

Two

- There is a lake in my town.
- There is a snake in my town

Three

- There are hills around the village.
- There are mills around the village.

Four

- There are hundreds of ducks in the river.
- There are hundreds of dogs in the river.

Five

- There are donkeys all around.
- There are monkeys all around.

6. READING. Before reading.

Work in groups. Look at the pictures and answer the questions. (*Trabaja en grupos. Observa las imagenes y contesta las preguntas*)



- What can you see in the pictures?
- What is happening in each picture?
- Do the pictures reflect what happens in your community?

Reading. Read the text and do the activities below. *(Lee el texto y realiza las actividades a continuacion).*

Pollution is a serious problem in most industrialized cities. **This** happens because factories, power stations and motor vehicles emit large quantities of carbon dioxide and other gases into the air. This is a major cause of pollution of the air. The great amount of cars in these cities use petrol, **which** contains lead. Lead is very poisonous and can cause brain damage in children. Another example is that some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. There are other ways of environmental pollution like the industrial waste from factories, chemical fertilizers, and pesticides that farmers use which also pollute rivers.

Questions:

- What is the best title for the reading?
- What is the main idea of the text? Underline it.
- Write the examples of pollution that appear in the reading.
- What does this refer to?
- What does which refer to?
- According to the reading, what does acid rain affect?

7. WRITING.

Write answers to these questions. Then report your answers to the class. *(Escribe respuestas a estas preguntas. Luego reporta tus respuestas a la clase)*

- Do people in your community care about the environment?

- Do people cut down trees for firewood? Do they plant trees?

- Is there a garbage collection service in your community?

- Do people litter in your community?

- Are there many birds in your community?

f. Is there any river?

g. Is there any wood or mountain near your community?

h. Is there any kind of pollution in your community?

Example of a report:

People in my community do not care much about the environment. They cut down trees for firewood. There isn't any garbage collection service and people litter a lot. There are few birds and there isn't any river. There isn't any mountain or wood in my community. There is pollution from a volcano.

8. VOCABULARY.

Work in groups of four. Analyse the following sentences. What do the highlighted words mean? (*Trabaja en grupos de tres. Analiza las siguientes oraciones. Cual es el significado de las palabras en negrilla?*)

- a. **Aerosol sprays** are the worst cause of pollution to the environment
- b. I think a lot of people **are not aware of** polluting the environment.
- c. Nowadays many farmers use **biodegradable** products.
- d. The concentration of **carbon dioxide** in rural areas is very low.
- e. Cars emit **Carbon monoxide**.
- f. Poor people in the countryside chop down trees for **firewood**.
- g. **Drought** ruins crops every year in the Pacific Coast of the country.
- h. **Environmentalists** are people who love the natural world.
- i. The streets are filled with **litter** because there was a big party in town.
- j. **Garbage collection** is an important government service.

9. GRAMMAR.

Write questions to the answers. (*Escribe preguntas para las respuestas*)

a. _____ ?

Yes, there are beautiful gardens full of flowers in my community.

b. _____ ?

Yes, there are trash cans in every street.

c. _____ ?

No, there isn't any lagoon in my town.

d. _____ ?

Yes, there are many fruit trees in every house.

e. _____ ?

No, there are not flowers in the park.

f. _____ ?

People never smoke indoors.

10. SPEAKING.

Work in groups of four and discuss the answers to these questions. (*Trabaja en grupos de cuatro y discute las respuestas a estas preguntas*)

- How often is garbage collected in your neighborhood? Is that enough?
- What do you think of smoking indoors (private houses, restaurants, etc)? Should the government ban smoking?
- Are there litter laws in your area? What are the penalties for littering?
- Why are there so many forest fires? What can we do to protect forests?
- How important is recycling?
- How do people in your community protect the environment?
- Do you have garbage collection service in your community? How good is it?

Now share your answers with the class. (*Ahora comparte las respuestas con la clase*)

11. VOCABULARY.

Choose the correct word to complete the sentences. (*Escoge la palabra correcta para completar las oraciones*)

- The exhaust from cars cause a lot of **pollution/benefits** especially in the cities.
- Everyone who cares about the environment should know how to **pollute/recycle**.
- Fanny is **environmentalist/environmental**. She walks to work instead of driving.
- Baking/Biking** does not pollute the air.
- Many unethical businesses **throw/give** their waste into rivers.
- Karla puts her garbage out in the street so that the garbage **track/garbage** dump can take it to the landfill
- There is a high risk of forest **fires/rain** forest in the west part of Nicaragua due to lack of rain.
- We like to go to the freshwater **lake/ocean** in San Jorge to fish.
- A chain **smoker/chain** of volcanoes surrounds my community

12. READING.

Before reading. Put each word next to the correct picture. (Pon cada palabra junto a la imagen correcta).

- a. Windmills
- b. water power
- c. solar power
- d. recycling









Reading. Read the texts and do the activities below. (*Lee los textos y realiza las actividades a continuación*)

Reading A: Alternative Energy

Most of the energy we use today comes from coal, oil and gas. But **these** will not last forever, and using **them** is slowly damaging the atmosphere. We need to look for other

ways of supplying energy. There are several sources of alternative energy such as solar power, wind power, and water power. We can use the sun's energy to make electricity. We can also make electricity by using modern windmills that spin in the wind. Some of these windmills are located in the Department of Rivas. We can also generate hydroelectric power by using river water in mountainous areas or sea water.

Reading B: Recycling

Recycling is the processing of used objects and materials so that people can use them again. About 60% of rubbish from homes and factories contain materials that could be recycled. Glass, paper and aluminum cans are examples of materials that we can recycle very easily. Recycling saves energy and raw materials. **It** also reduces damage to the environment. Many towns are beginning to put special bins in the streets where people can put **their** garbage for recycling. We now use recycled paper to produce paper bags, writing paper and greeting cards.

Questions:

- a. What does these in reading A refer to? _____
- b. What does them in reading A refer to? _____
- c. What does it in reading B refer to? _____
- d. What does their in reading B refer to? _____
- e. Find a synonym in reading A of the word hurting. _____
- f. Find a synonym in reading A of the word providing. _____
- g. Find a synonym in reading B of the word garbage _____

13. WRITING.

Write T next to each statement that is true for your community's environment. Write F for each statement that is false. Then change the false statements to make them true. (*Escribe T junto a cada afirmación que es verdadera para el medio ambiente de tu comunidad. Escribe F junto a cada afirmación que es false. Luego cambia las falsas a verdaderas*).

My Community's Environment

- a. Every house in my community has beautiful gardens full of flowers. _____
- b. There are hills with lots of trees. _____
- c. There is a lake _____
- d. There is a lagoon. _____
- e. People care about the environment. _____
- f. There isn't any mountain. _____

- g. People often throw garbage in the streets. _____
- h. Drinking water is safe. _____
- i. People never chop down trees for firewood. _____
- j. There are fruit trees in every house. _____

14. SPEAKING.

Work with a partner. Role play the conversation. (*Trabaja con un compañero. Escoge un rol y simula la conversación.*)

Mirna: So Carlos, you're from Diriamba, right?

Carlos: Of course I am.

Mirna: Your city is the cleanest city in the country! That's awesome!

Carlos: It is. I'm very proud of that. Tell me about your town.

Mirna: There's a lot of pollution from Masaya volcano and people throw garbage everywhere.

Carlos: Are there fruit trees and gardens in the houses?

Mirna: Not really. My town looks like a desert.

Now make a similar conversation about your community.

15. LISTENING. Game. Run to the board.

- Your teacher will:
- Divide the class into two teams. A and B.
- tape pictures to the board.
- Describe one of the pictures (Example: There are many trees...)

Members of each team will race to the board and touch the picture that corresponds to the description.

Lesson B: Pollution

En esta lección:

- Expresarás tu opinión sobre como la contaminación ambiental y como preservar el medio ambiente.
- Reforzarás el uso del modal SHOULD para expresar opiniones o sugerencias.
- Realizarás conversaciones sencillas sobre las causas de la contaminación ambiental.
- Usarás estrategias de comprensión lectora.

1. SPEAKING

Pair work: Look at the pictures and answer the questions below. (*Observa las imágenes y responde las siguientes preguntas*)



- What can you see in the pictures?
- Do you observe any difference? Which one?
- What do you think happened in picture B?
- What comes to mind when you hear the word 'pollution'?
- Read the definition of pollution and mention some types of pollution.
- What different forms of pollution do you know?
- Who pollutes the environment?
- How does pollution affect our health?

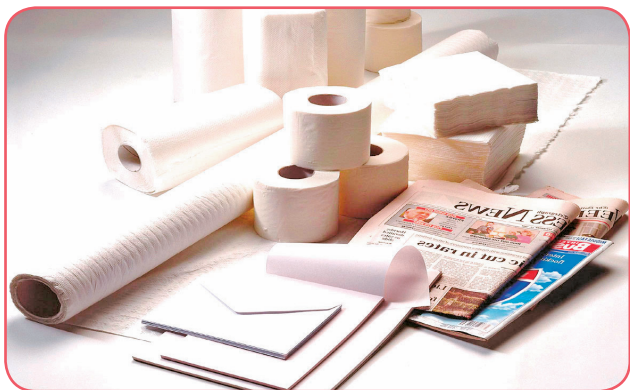
Language Tip. Pollution: The presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects. (La presencia de o la introducción de una sustancia o materia extraña en el medio ambiente que causan efectos dañinos o venenosos).

Example: "The level of pollution in the Xolotlan Lake is high".

2. VOCABULARY.

Pair work: Label the pictures with the correct word from the cloud.. Then, answer the following questions. (Etiqueta las imágenes con la palabra correcta de la nube. Luego contesta las preguntas)

Plastic bag	cigarette	trashcan	refrigerator
global warming	tree	car	recycling
pesticide	ax	cattle	deforestation.
dump	paper		

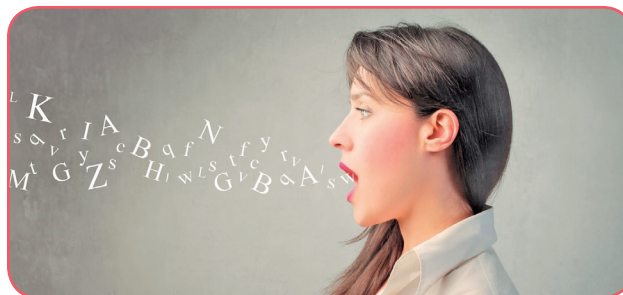




- a. How are these words related? Do they have anything to do with pollution?
- b. What other words can you mention?

3. PRONUNCIATION.

The words in the cloud from exercise 2 have one vowel underlined. Put each word under the correct vowel sound accordingly. (Las palabras en la nube del ejercicio 2, tienen un sonido vocálico subrayado. Coloque cada palabra debajo del sonido vocálico respectivamente)



/æ/	/ɛ/	/i: /	/ɪ /	/ɑ/	/u:/	/ʊ/
hat	pet	Pete	kite	law	blue	book

Language tip: Algunos sonidos vocálicos en inglés son bastante similar y suelen confundirse. Practíquelos muchas veces para aprender a distinguirlos.

Listen to your teacher and check your answers. Then, practice with a partner. (Escuche a su profesor y revise sus respuestas. Luego, practique con un compañero)

4. READING

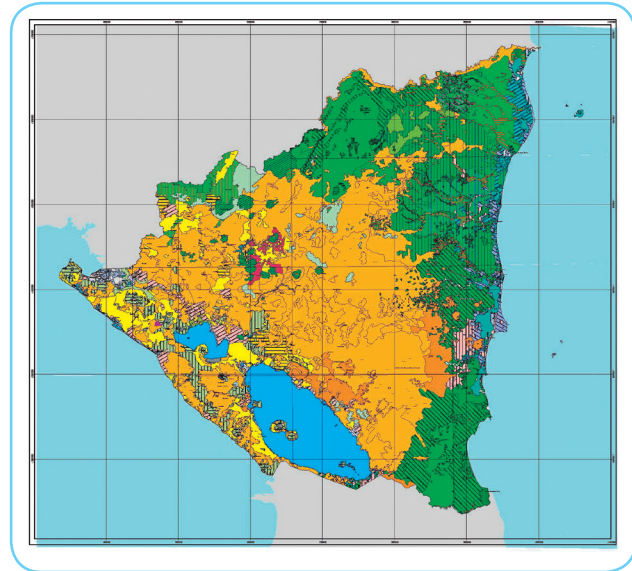
Before reading: Discuss the following questions with a partner. (Discute las siguientes preguntas con un compañero).

- a. How is the quality of water in your hometown?
- b. Do you think water will become cleaner or more polluted in your area in the future? Provide reasons for your predictions.
- c. Have you ever been to a city that has poor air quality? Describe your experience.

Reading. Read the following article about Nicaragua. Then, answer true or false to the questions that follow. (Lea el siguiente artículo acerca de Nicaragua. Luego, responda verdadero o falso a las preguntas a continuación).

Nicaragua is known as the “Land of Lakes and Volcanoes.” It is the largest nation in Central America. It has thick rain forests, green mountains, and fertile **farming** areas. Nicaragua contains the largest lakes in Central America and a chain of volcanoes in the Pacific region. Despite of the apparent **abundant** natural resources, our country faces serious environmental issues.

Reveling in its status in Central America as the country with the freshest water; Nicaragua has very little safe drinking water. Those who do not have access to **drinkable** water; which are a majority mainly in rural areas, are extremely **vulnerable** to a variety of health issues.



On the other hand, around 75 percent of Nicaraguan forests have already been transformed into crop and pasture land, and at least 50 percent of that **deforestation** has occurred since 1950. Yet there is still hope for **preservation**. The Atlantic Coast region in Nicaragua has the largest **remaining** rainforests in Central America. The Indio-Maíz Biosphere Reserve in southeastern Nicaragua and the Bosawás Biosphere Reserve in northeastern Nicaragua which are threatened by farming, **encompass** **pristine** and intact rainforests that lie at the center of the Mesoamerican Biological Corridor.

Adapted from <http://www.fsdinternational.org/country/nicaragua/envissues>

A. True or false?

- There is no hope for natural resources in Nicaragua. _____
- In Nicaragua everyone has access to drinkable water. _____.
- Bosawás Biosphere Reserve is part of the Mesoamerican Biological Corridor. _____
- Nicaragua still has adequate lands for farming _____
- The destruction of the forests stopped in 1950. _____
- In Nicaragua there are not any serious threatens to the Environment. _____.

B. The best title for this article is: _____.(*El mejor título para este artículo es.*_____)

- a. Nicaragua, “land of lakes and volcanoes”
- b. Biological resources in Nicaragua.
- c. Environmental issues in Nicaragua.

C. Work with a partner. What do the words in bold mean? Match them with their meanings 1-10, (Trabaja con un compañero. Que significan las palabras en negrilla? Unelas con su definicion correcta)

- 1. _____ still existing, present, or in use; surviving.
- 2. _____ existing or available in large quantities; plentiful.
- 3. _____ susceptible to being destroyed or hurt.
- 4. _____ the activity or business of growing crops and raising livestock.
- 5. _____ in its original condition; unspoiled.
- 6. _____ to take great pleasure or delight in something.
- 7. _____ to keep safe from harm or injury; protect or spare.
- 8. _____ surround and have or hold within.
- 9. _____ (of a liquid) fit to drink; potable.
- 10. _____ permanent destruction of forests in order to make the land available for other uses

5. VOCABULARY.

What types of pollution do you know? ¿Qué tipos de contaminación conoce?

A.Look at the following pictures and identify the different types of pollution. (Observa las siguientes imágenes e identifca los distintos tipos de contaminación)

A. Air pollution



B. Water pollution



C. Noise pollution



D. soil/land pollution.



B. Observe some of the different causes of pollution and classify them according to the type. Write the correct letter *(observa algunas de las diferentes causas de contaminación y clasificalas según el tipo. Escribe la letra correcta. .*

Causes	Water pollution	Air pollution	Noise pollution	Land /soil pollution
a. Household and farming chemicals				
b. Loud music				
c. Agricultural machinery				
d. Emissions from industries				
e. Oil pollution				
f. Transportation				
g. Burning fossil fuels				
h. Deforestation and soil erosion				
i. Horns				
j. Agricultural activities				
k. Alarm systems				
l. Mining activities				
m. Overcrowded landfills				

Language tips:

Una Buena práctica para prevenir la contaminación de los suelos es aprender a reciclar, reducir y reusar. Es muy importante aprender a clasificar la basura en orgánica e inorgánica. Por ejemplo una bolsa plástica puede ser utilizada varias veces, Una la puedes transformar en un gotero para las plantas.



Basura orgánica: son todos aquellos residuos o desechos de origen biológico, es decir, que provienen o formaron parte de un ser vivo y que pueden volver al medio natural y formar parte de suelo sin causar ningún daño.

Ejemplo: Cascaras de frutas, cadáveres de animales.

Basura Inorgánica: todo aquel desecho que no presenta un origen biológico, es decir, no proviene de un organismo vivo directamente sino que proviene del medio industrial o es el resultado de algún proceso no natural.

Ejemplo: Bolsas plásticas, jeringas etc.

C. Classify the following list into organic and inorganic. Write O for Organic and I for inorganic. (Clasifica la siguiente lista en orgánica e inorgánica. Escribe O para Orgánica e I para inorgánica)



1. candy wrapper. ____
2. dirt. ____
3. bottle. ____
4. soda can. ____
5. plastic bag. ____
6. pen. ____
7. piece of paper. ____
8. stick. ____
9. batteries. ____
10. fruit peel. ____
11. lollipop stick. ____
12. leaf. ____

6. LISTENING.

Before listening: Discuss the following quote. (*Discute la siguiente cita*)

The famous marine biologist Jacques Cousteau said: “Water and air...have become global garbage cans.” What do you think of his words? (*El famoso biólogo Marino dijo: “El agua y el aire se han convertido en los cubos de basura del mundo”*)

Listening.

A. Listen to the conversation between two friends about environmental pollution. Complete the blanks with the words from the box. (*Escucha la conversación entre dos amigos hablando acerca de la contaminación ambiental. Completa los espacios con las palabras del recuadro.*)

sewage	awareness	threat	
danger	pollution	harmful	disasters

Patricia: Hello Manuel, how are you?

Manuel: I am fine, and you?

Patricia: I am fine, too. Why do you look so worried?

Manuel: You are right. I am worried about (1) _____. Have you seen our river?

Patricia: Oh, Yes! The farmers are dumping their (2) _____ into it. Our environment is in a great (3) _____.

Manuel: You are right. The problem of environment pollution has become a major (4) _____ for human beings and animals.

Patricia: Exactly! What do you think about its impact?

Manuel: The impact of environmental pollution is serious. It gives rise to ecological imbalance and brings about natural (5) _____.

Patricia: Yeah! But what can we do to prevent environmental pollution?

Manuel: Everyone should stop polluting the environment. There should be public (6) awareness of its (7) harmful effect.

Patricia: We should go to the mayor’s office to talk to an official of MARENA.

Manuel: Yes, that sounds like a great idea. Let’s go.

B.Listen again and check your answers. Then, practice with a partner. (*Escucha nuevamente y revisa tus respuestas. Luego, practica con un compañero.*)

Remember that: The modal SHOULD

REMEMBER THAT:

El verbo should se traduce como “**debería**”. Usamos should para hacer sugerencias de forma educada, expresar obligación de una forma no muy fuerte. Cuando queremos indicar que algo es o no es correcto. Ejemplo:

Should expresa obligación débil (consejo). Por el contrario, must se usa para expresar obligación fuerte (orden).

¿CÓMO SE FORMA?

Afirmativos: sujeto + should + infinitivo sin to

They should put the trash in the trashcan,

Negativas: sujeto + should not / should not + infinitivo sin to

We should not pollute the river.

Interrogativas: Should + sujeto + infinitivo sin to

Should I recycle my bottles? Yes, you should.

Should I reuse needles? No, you should not.

7. WRITING.

Write sentences about how to protect the environment. Use should/shouldn't. (*Escribe oraciones sobre como proteger el medio ambiente. Usa should/shouldn't.*)

Example:

To prevent water pollution we should/ shouldn't :
We shouldn't throw garbage into the rivers.

- 1. _____
- 2. _____

To prevent air pollution we should/ shouldn't :
We should plant more trees.

- 1. _____
- 2. _____

To prevent land/ soil pollution we should/ shouldn't :

1. _____
2. _____

To prevent Noise pollution we should/ shouldn't :

1. _____
2. _____

8. SPEAKING. Project:

In groups. Think of a project in your community in order to promote the preservation of the environment in your community and to avoid pollution. Say, what, why, how, who, when, and where For example, collect all the plastic bottles and turn them into trashcans. **Be ready to present it to the class and make it real.** *(En grupos. Piensa en un proyecto que puedas llevar a cabo en tu comunidad para promover la preservación del medio ambiente y evitar la contaminación. Diga que, como, porque, cuando y donde Por ejemplo, recolectar botellas plásticas para convertirlos en botes de basura. Prepárese para presentar su proyecto a sus compañeros y hacerlo realidad.*



Lesson C: Future Environmental Problems

En esta lección:

- Expresarás tu opinión sobre las causas y efectos de la contaminación ambiental.
- Usarás la estructura gramatical IF...THEN para referirte a causas y efectos.
- Escribirás textos sencillos sobre los futuros problemas ambientales de tu comunidad.
- Identificarás ideas principales y específicas en un texto.

1.SPEAKING

Discuss with the classmate next to you the meaning of the following phrases. Do they mean the same thing? Can you give examples of their meanings (*Discute con el compañero de clases que tienes a la par el significado de las siguientes ideas. ¿Tienen el mismo significado? ¿Puedes dar ejemplos de dichos significados?*)

- A. "All of our actions have consequences"
- B. "For each action there is a reaction"

2.WRITING

A. In groups, write a list of posible positive and negative consequences of the actions we take with trash (*En grupos, escribe una lista de posible consecuencias positivas y negativas de las acciones que tomamos referente a la basura*).



B. Write your list of consequences on the board and present them to the class (*Escribe tu lista de consecuencias en la pizarra y preséntalas a la clase*).

3. GRAMMAR

A. We have talked about actions and reactions or causes and consequences. Can you underline the causes and circle the consequences in these two sentences? (Hemos hablado de acciones y reacciones o causas y consecuencias. ¿Puedes subrayar las causas y encerrar en círculo las consecuencias en estas dos oraciones?)

1. If I recycle, then my town will be clean.
2. If Rafael burns plastic bottles, then the smoke will produce bad gases.

B. What tense or gramatical structure is used in the cause sentences? What about the consequence sentences? (¿Qué tiempo gramatical es usado en las oraciones de causa? ¿Qué acerca de las oraciones de consecuencia?).

C. Which sentence gives a negative idea? Which one gives a positive idea? (¿Que oración expresa una idea negativa? ¿Cuál expresa una idea positiva?).

4. LISTENING

A. Before listening: What do the following words and phrases mean? Use a dictionary or ask your teacher if necessary (¿Que significan las siguientes palabras y frases? Usa un diccionario o pregunta a tu profesor si fuese necesario).

- a. pollute: _____
- b. throw trash: _____
- c. candy wrapper: _____
- d. litter: _____
- e. make compost: _____

- Practice their pronunciation with the help of your teacher (Practica su pronunciación con ayuda de tu profesor).

B. Listening: Listen to your teacher say some ideas about the future of the environment based on our actions with trash. Then complete each idea with the words you hear (Escucha a tu profesor decir algunas ideas sobre nuestras acciones con la basura y el futuro del medio ambiente. Luego completa cada idea con las palabras que escuches).



1. If we _____ on the ground, then The Earth will be dirty and _____.
2. If I litter a candy wrapper, then the wrapper will _____ the _____.
3. If people _____, then they will _____ the air.
4. If I _____, then the town will _____.
5. If we _____ then we will reduce _____.

C. After Listening:

- a. **Practice the reading of the sentences with the correct stress and intonation** (*Practica la lectura de las oraciones con el énfasis y entonación correcta*).
- b. **Say what each sentence means in Spanish. Start as instructed below** (*Di que significan las oraciones en Español. Inicia a como se indica abajo*).

Sentence number one means...

5.SPEAKING

Give your opinions about the sentences in the Listening activity in 4. Use should / shouldn't and If... then... as in the examples provided (*Da opiniones sobre las oraciones en la actividad Listening en la sección 4. Usa should / shouldn't y If... then... como en los ejemplos dados*).

Remember that: Giving opinions

Cuando se expresa una opinion en Ingles, generalmente se usan expresiones como:

- | | |
|--------------|------------------|
| I think... | I feel... |
| I believe... | In my opinion... |

Examples:

1. **In my opinion**, we **shouldn't** throw trash on the ground. Because **if** we throw trash on the ground, **then** The Earth will be dirty and ugly.
2. I think people **should** recycle. Because **if** people recycle...

6. READING

A. Before reading: With a partner, discuss some predictions about the conditions of the environment in 100 years. Provide reasons for your predictions (*Con un compañero, discute algunas predicciones sobre las condiciones ambientales en 100 años. Da razones para tus predicciones*).

Example: In 100 years, the air will be very polluted. People burn too much plastic trash and factories produce a lot of smoke.

B. Reading: Read the following text. Then do the activities below (*Lee el siguiente texto. Luego haz las actividades que siguen*).



Imagine it is the year 2118. The Earth is not beautiful with colors blue, green, and White. Now it is ugly with colors black, brown, and gray. The forests have disappeared, so there are no trees or grass. The oceans and rivers have a lot of trash -plastic bottles, soda cans, candy wrappers, and electronics. All of the animals are dead and deformed. For example, the fish have four eyes, and the dogs have no legs. The humans are sad because their beautiful earth was destroyed, and now The Earth is horrible and ugly.

If we continue to contaminate The Earth, then this story will not be imaginary -it will be reality!

1. Circle the correct answer.

a. The reading describes:

the past the present the future

b. What colors does The Earth have in the future?

Blue, Green, and White

Purple and pink

Black, brown, and gray

c. **What are the colors blue, green, and white associated with?**

Beauty ugliness the forest

d. **What are the colors black, brown, and gray associated with?**

The beauty of nature

A horrible environment

Big trees and rivers

e. **Are there trees in the future?**

Yes No Maybe

f. **What happened to the animals?**

They are dead or deformed

They are happy and healthy.

They live in houses.

g. **If we continue to contaminate The Earth then...**

The Earth will have more trees, oceans, and animals.

The story will be true.

Humans will be happy.

2. Give examples of the following (*Da ejemplos de lo siguiente*).

Trash in wáter: _____

Deformed animals: _____

3. What would be a good title for the text? Underline the best choice (*¿Cuál sería un buen título para el texto? Subraya la mejor opción*).

- a. A Change for the Better
- b. The Future of The Earth
- c. A Sad Future

C. After Reading: The text presents a negative future. In groups, rewrite the text so that it presents a positive future. Start you text like this (El texto presenta un futuro negativo. En grupos, reescribe el texto de tal manera que presente un futuro positivo. Inicia tu texto así).



Imagine this is the year 2118. The Earth is beautiful with colors blue, green, and White. It is not ugly with colors black, brown, and gray. There are... _____

- With the participation of all of the members of the group, read the new text for the class (Con la participación de todos los miembros del grupo, lee el nuevo texto para la clase).

7.GRAMMAR

Complete the following sentences with a logical consequence for the environment (Completa las siguientes oraciones con una consecuencia lógica para el ambiente).

- a. If I burn my trash, then _____.
- b. If I don't throw trash on the ground, then _____.
- c. If people cut trees down, then _____.
- d. If we fumigate fields too much, then _____.
- e. If people pollute rivers, then _____.
- f. If the town is very dirty, then _____.
- g. If we teach kids that it is not okay to throw trash out the bus window, then _____.
- h. If governments regulate the smoke coming from factories, then _____.

- Share your answers with the class (Comparte tus respuestas con la clase).

8.WRITING

A. In pairs, write short dialogs about the positive and negative effects of people’s actions on the environment in your community. There are two examples for you (*En parejas, escribe diálogos cortos sobre los efectos positivos y negativos de las acciones de la gente de tu comunidad en el ambiente. Hay dos ejemplos para ti*).

Example 1:

Roland: What are you doing?

Jorge: I’m burning my plastic bottles.

Roland: Don’t do that! It’s bad for the environment.

Jorge: What? Why?

Roland: Because if you burn your trash, then you will contaminate the air.

Jorge: Oh! I didn’t know!



Example 2:

Carla: What are you doing?

Javier: I’m making compost

Carla: That’s cool!

Javier: What? Why?

Carla: Because, if you make compost, then you will reduce contamination.

Javier: Oh, wow, cool!



B. With the help of your teacher, practice the dialogs with the correct Intonation (*Con la ayuda de tu profesor, practica los diálogos con la debida entonación*).

C. Now practice your own dialogs with a partner. Then memorize and perform them for the whole class (*Ahora practica tus propios diálogos con un compañero. Luego memorízalos y preséntalos para toda la clase*).

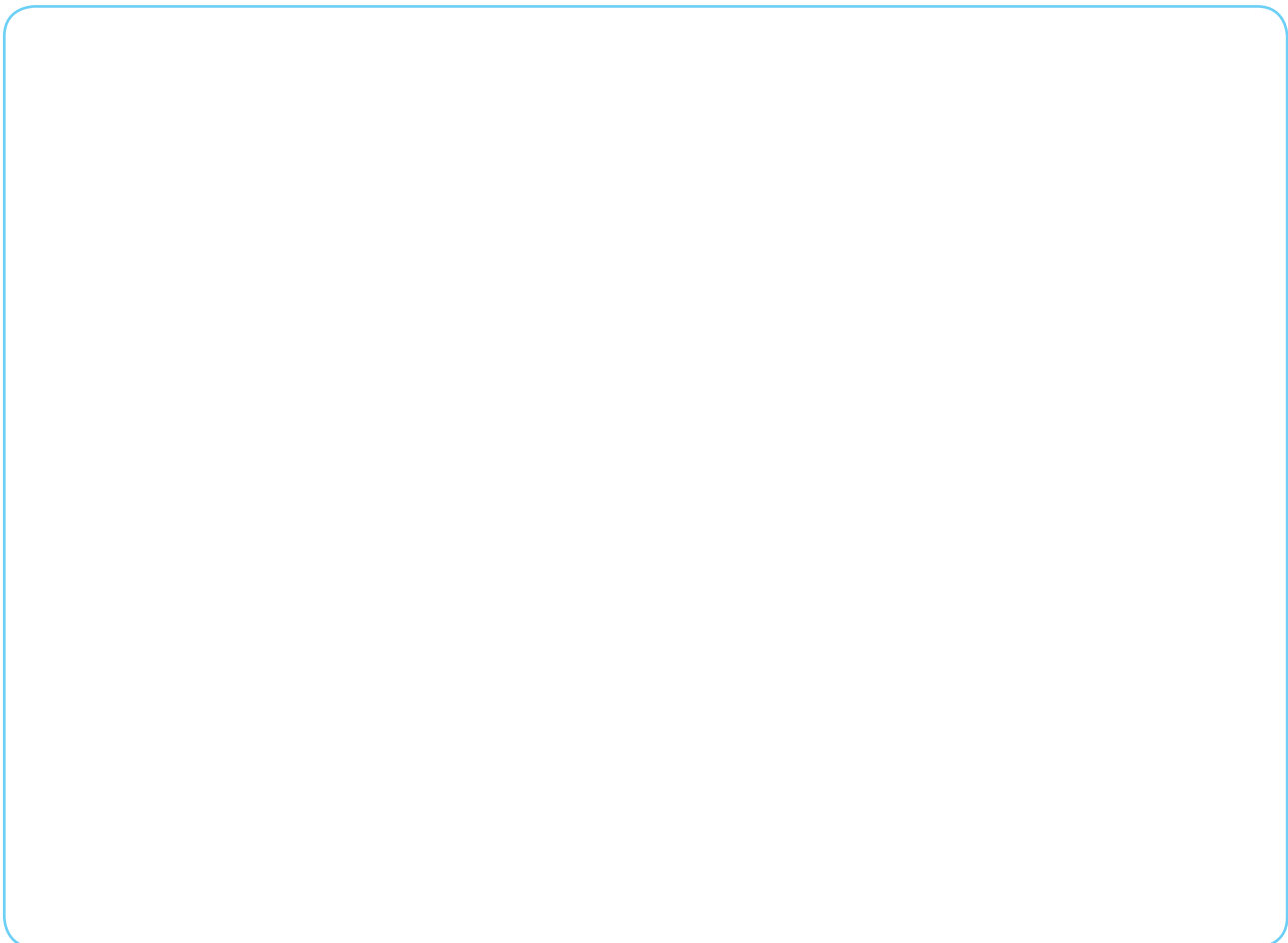
9.SPEAKING: Creating Your Own Environment

A.You have a list of environmental conditions in the box. Discuss with a partner what they mean. Ask your teacher or use a dictionary if necessary, then practice pronunciation (*Se te presenta una lista de condiciones ambientales en la caja. Discute con un compañero que significan. Pregunta a tu profesor o usa un diccionario si es necesario. Luego practica su pronunciación*).

- All fish are dead.
- Babies are healthy.
- Men are fumigating fields.
- Rivers are clean.
- People are burning trash.
- Babies are sick.
- Boys are fishing in the rivers.
- There are many fish and animals.
- There is deforestation.
- There is a healthy forest with many trees.
- Men are harvesting many different crops.
- Rivers are polluted.
- Women are burning trash.
- Parents teach their kids to protect the environment.

B. In groups, Choose the conditions you want to create your own environment. Draw them in the circle. *(En grupos, elije las condiciones que quieres para tu propio medio ambiente ideal. dibújalas).*

Our Ideal Environment



C. Collaboratively, present the environment you want to the class. Give advice on what people should or shouldn't do to keep it. Follow the example. (*Colaborativamente, presenta el medio ambiente que quieres a la clase. Da consejos sobre lo que la gente debe hacer o no debe hacer para mantenerlo. Sigue el ejemplo.*)

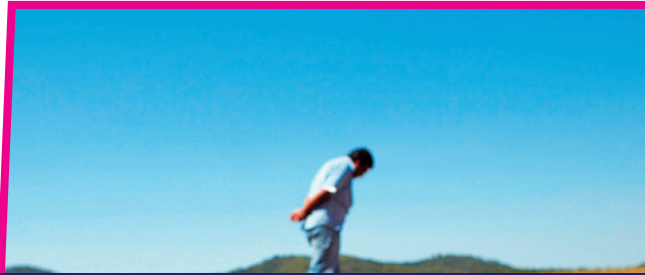
Example:

Student 1: This is our ideal environment / This is the environment we want.

Student 2: We want an environment where babies are healthy.

Student 3: If we want healthy babies; we should stop pollution.

Student 4: We want an environment where....



NATURAL DISASTERS



Lesson A: Emergencies

En esta lección:

- Usaras vocabulario relacionado a desastres naturales.
- Reforzaras el uso de estructuras gramaticales para referirse a eventos del presente y del pasado.
- Describirás que hacer en situaciones de emergencia.
- Identificaras la idea principal de un texto.

1. SPEAKING.

Look at the picture and answer these questions with a partner. (*Observa la imagen y responde las preguntas con un compañero.*)



- What kind of natural disaster is this? It is a _____
- Which volcano do you think it is? I think it is the _____ volcano.
- Where in Nicaragua does this event often occur? It often occurs in _____
- Have you experienced a volcanic eruption? Yes, I have / No, I haven't.
- Do you know someone in your community that has experienced a volcanic eruption?

2. VOCABULARY.

Look at the pictures and choose the appropriate word from the box. Write the word in the corresponding blank. (*Observa las imágenes y selecciona la palabra apropiada del cuadro. Escríbela en el espacio correspondiente.*)

Tsunami	fire	Hurricane	
storm	earthquake	volcanic eruption	flood
drought	tornado	landslide	



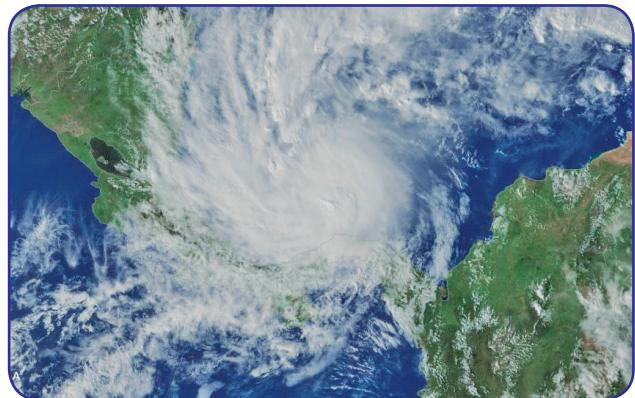
a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____

3. LISTENING.

Listen to the pronunciation of these words and repeat. (*Escucha la pronunciación de estas palabras y repite.*)

- a. Drought
- b. Fire
- c. Flood
- d. Earthquake
- e. Tornado
- f. Hurricane
- g. Volcanic eruption
- h. Tsunami
- i. Landslide

4. WRITING.

Look at the pictures and answer the questions by using two words from the parenthesis that describe the natural disasters. (*Observa las imágenes and responde las preguntas usando dos palabras del parentesis que describan los desastres naturales.*)

Example:



a. What is hurricane like?

It is powerful and windy (dry / powerful / hot / windy)



b. What is a volcanic eruption like?

It is _____ and _____
(dangerous / rainy / dry/ hot)



c. What is a landslide like?

It is _____ and _____
(wet / tragic / hot/ destructive /)



d. What is a flood like?

It is _____ and _____
(wet / sad / widespread / dry)



e. What is a tsunami like?

It is _____ and _____
(dry / devastating / scary / hot)



f. What is a fire like?

It is _____ and _____
(wet / unstoppable / dry / severe)



g. What is an earthquake like?

It is _____ and _____
(catastrophic / hot / cold / sudden)

5. LISTENING.

Listen the following sentences and complete them with words from the box. (*Escucha las siguientes oraciones y completalas con las palabras del cuadro.*)

Earthquake	flood	landslide	tsunami
drought	hurricane	tornado	volcanic eruption

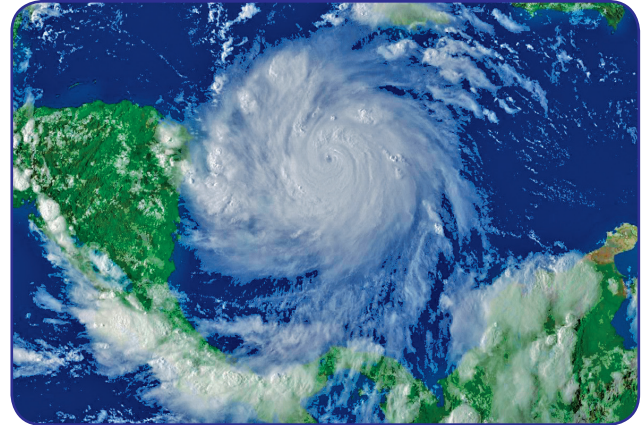
- When the volcano explodes, the event is called a _____.
- A _____ is when soil, rocks, and mud falls down the side of a hill or mountain.
- A _____ often referred to as a twister is a powerful column of winds concentrated in one area.
- _____ is when there is not enough water, because it has not rained for a long time.
- In an _____, the ground shakes and crack. Buildings that are not designed with a good structure are often destroyed.

- f. A _____ is a large, circular storm with strong winds.
- g. A _____ occurs when it rains a lot and the rivers get so high that it overflows the river and invades surrounding areas.
- h. In a _____ the water from the ocean comes in and covers the land. It is caused by an earthquake in the middle of the ocean.

6. READING.

Before reading. Answer these questions in pairs. (*Antes de Leer. Contesta estas preguntas en parejas.*)

- a. Look at the picture. What natural disaster is this?
- b. What is it like?
- c. Have you experienced a hurricane?



Reading. Read the text and do the activities below. (*Lee el texto y realiza las actividades a continuacion*)

The most devastating hurricanes

Our country has been affected by natural disasters throughout its history. They have caused millions of homeless victims, thousands of death and billions of dollars in losses. Some of the most severe disasters are the hurricanes Joan and Mitch. Here you have a summary of the effects they left when they hit Nicaragua.

Hurricane Joan

The most powerful hurricane in Nicaragua’s history dated on October 22, 1988. This severe event became a category 4 with 135 mph winds razed Corn Island and slammed ashore of Bluefields. According to newspaper articles and reports, 6,000 houses were blown or lost their roofs and most of the main buildings were destroyed. In addition 148 were dead, 184 people were seriously injured, 100 missing and 187, 000 homeless. The estimated damage was \$840 million. The hurricane Joan was considered devastating with a great number of victims and destroyed homes.

Hurricane Mitch

This hurricane was one of the most violent disaster which hit Central America especially Nicaragua. There was a huge landslide in Posoltega, due to the avalanche of mud on the slopes of Casita Volcano, where more than 2,000 people died. This devastating event occurred in October 1998. The intense rains in the country particularly in the western area left more than 867,752 people homeless, 287 seriously injured, nearly 1000 missing and over 4,000 primary victims. The Departments of León and Chinandega had the greatest number of victims and homeless.

Complete the following chart with the information from the text. (*Lee el texto y complete el cuadro con la información del texto.*)

Hurricanes' names	Where did it happen?	When did it happen?	Number of victims

7. VOCABULARY.

Complete the sentences using the words from the box. (*Completa las oraciones usando las palabras del cuadro.*)

Earthquake	flood	fire	volcanic eruption
drought	hurricane	tornado	

- a. In 2006, there was a mini _____ in Potosí, Rivas. It affected 34 families.
- b. There was a _____ in 2008 at Sebaco, Matagalpa. It rained very little.
- c. By 2015, fire and smoke came from a _____ at “El Casitas” Volcano.
- d. Water from a _____ covered roads and bridges in Managua last winter.
- e. The _____ “Mitch” was the biggest phenomenon of that kind registered in Nicaragua.
- f. Many buildings fell during an _____ in 1972 in Managua.
- g. A _____ burned 21,000 acres of forest in the pacific region of Nicaragua.

8. GRAMMAR.

Complete the sentences with the correct form of the verb in parenthesis. (*Completa las oraciones con la forma correcta del verbo en paréntesis*)

- a. The ambulance (start) _____ to work at 8:00 p.m.
- b. Many children (run) _____ when they hear the ambulance alarm.
- c. Maria (write) _____ a letter to her mother about the recent floods.
- d. Lisa and Karla (see) _____ a big volcanic eruptions in Masaya volcanos.
- e. Tourists usually (not/go) _____ to Mombacho volcano because it is dangerous.
- f. Pedro always (take) _____ the boat to cross the river.
- g. Ana (think) _____ it is a good idea to prevent forest fires.

9. READING.

Before reading. Look at the picture and answer these questions in pairs. (*Antes de Leer. Observa la imagen y contesta estas preguntas en parejas.*)

- a. What natural disaster is this?
- b. Where does earthquakes usually occur?
- c. When did this earthquake happen?



READING. Read the text and answer the questions below. (*Lee el texto y contesta las preguntas a continuacion*)

Earthquake in Managua, 1972

Nicaragua is called the land of lakes and volcanoes; it is situated within an active volcanic zone, the Central American volcanic chain. This particular characteristic makes it vulnerable to natural disasters such as volcanic eruptions and earthquakes. The city of Managua, the capital of Nicaragua since 1857, **underwent** a considerable development in construction and infrastructure. There were government buildings and universities throughout the city. For this reason, it became the most Central America's developed city. Managua is located on the southern shore of Xolotlan Lake on the western coast of Nicaragua. It **experienced** one of the most destructive earthquake that ever **happened** before. It was on Saturday December 23, 1972, at 12: 29, when an earthquake of 6.2 of magnitude struck the most beautiful city of Central America, with a population of 400,000 residents. After this event **occurred**, the results **were** devastating. The earthquake **destroyed** 90% of the city; the buildings **fell, collapsed or burned** down and others were damaged. One week later, only 10 % of the population **had** water and electricity. In addition, the earthquake **caused** 5,000 dead people, 20,000 injured and 250,000 **left** homeless.



Questions

Circle the correct answer to complete these statements. Then compare your answers with a partner. (*Encierra la respuesta correcta para completar estas oraciones. Luego compara tus respuestas con un compañero.*)

1. Nicaragua is vulnerable to natural disasters such as:
 - a. snowstorm
 - b. volcanic eruptions
 - c. volcanic eruptions and earthquakes

2. Managua became the capital of Nicaragua in:
 - a. 1972
 - b. 1857
 - c. 1957
3. Managua became the most Central America's developed city because of:
 - a. its government buildings and universities
 - b. its people
 - c. its president
4. The earthquake occurred on:
 - a. Saturday, December 24, 1972
 - b. Sunday, December 23, 1972
 - c. Saturday, December 23, 1972
5. The earthquake destroyed:
 - a. 90% of the city
 - b. 99% of the city
 - c. 95 % of the city
6. The earthquake left:
 - a. 4,500 victims
 - b. 5,500 victims
 - c. 5,000 victims

10. VOCABULARY.

Complete the chart with the simple past verbs in bold from the reading. Change them into the base form. Write if they are regular or irregular verbs. (Completa el cuadro verbos en pasado simple en negrillas de la lectura. Cambialos a la forma infinitiva. Escribe si son verbos regulares o irregulares.)

Simple Past	Base form	Regular or irregular?

11. GRAMMAR.

Change these affirmative sentences into negative. (*Cambia estas oraciones afirmativas en negativas.*)

Example:

Managua became the capital of Nicaragua in 1987.

Managua **did not become** the capital of Nicaragua in 1987.

a. Managua underwent a considerable development in agriculture.

b. It became the most Central American developed city.

c. In 1974, Managua experienced one of the most destructive earthquakes.

d. The earthquake destroyed 50% of the city.

e. The earthquake caused 3,000 killed.

12. SPEAKING.

Discuss in groups of three the answers to these questions. (*Discute en grupos de tres las respuestas a estas preguntas*)

1. How do you feel in a natural disaster?

- a. nervous
- b. sad
- c. hungry
- d. calm
- e. excited

2. Do you know what to do in a natural disaster?

13. LISTENING.

Listen to your teacher and put the recommendations for an earthquake in order. Use numbers. (*Escucha a tu profesor y pon las recomendaciones para un terremoto en orden. Usa números.*)



Recommendations for an Earthquake

Earthquakes are common to happen in our country. Thus, we must have a plan to protect ourselves from an earthquake. Here we have some recommendations to follow:

Before an earthquake

- _____ Keep a supply of canned food, first aid kit, enough water per person.
- _____ Keep batteries –operated radio and flashlights.
- _____ Identify places to protect your family. It should be safe where nothing falls on you.
- _____ Locate a place to keep your keys.

During an earthquake

- _____ If you are outside, stay away from buildings, trees, and power lines. Go to a clear place.
- _____ If you are in a car, drive to a clear place and stay there until the shake stops.
- _____ Stay away from windows, bookcases or furniture that can fall on you.
- _____ Stay into the house until the shaking stops. Go out if you are sure there is not a shake.
- _____ Keep calm.
- _____ Take cover under a desk or table and hold on.

14. WRITING.

Write a paragraph about a natural disaster. Follow the example to write your paragraph. (*Escribe un párrafo acerca de un desastre natural. Sigue el ejemplo para escribir tu párrafo.*)

Last Sunday at 2:30 p.m., we had a hurricane in Bluefield. It was destructive because it destroyed 1,200 houses and 450 people died. I was calm. It is important to listen to the radio and to follow the recommendations provided by the government.

Last _____ we had a _____ in _____.

It was _____ because it _____. I was _____. It destroyed _____ houses and _____.

15. SPEAKING.

Project. Cut, draw, or look for pictures on the internet of a natural disaster that occurred in Nicaragua. Write information about what, where, and when the event happened. Paste all the information on a papelógrafo. Then, present it to the class. (*Proyecto. Recorta, dibuja o busca información en internet sobre de un desastre natural ocurrido en Nicaragua. Escribe información sobre qué, donde y cuando sucedió el evento. Pega toda la información en un papelógrafo. Luego, preséntala a la clase.*)

Lesson B: Preventing Natural Disasters

En esta lección:

- Reforzaras el uso de vocabulario relacionado a desastres naturales.
- Reforzaras el uso de estructuras gramaticales en actividades orales y escritas.
- Describirás como prevenir desastres naturales.
- • Aplicaras estrategias de comprensión lectora

1. SPEAKING:

Group work: Look at the following pictures and answer the questions. *Observa las siguientes imágenes y responde las preguntas.*



- What do you think happened?
- What are natural disasters?
- Have you ever experienced a natural disaster?
- What was the last natural disaster you saw on TV?
- Are there often-natural disasters in your country? What type?

Read the concept of natural disaster and check your idea.

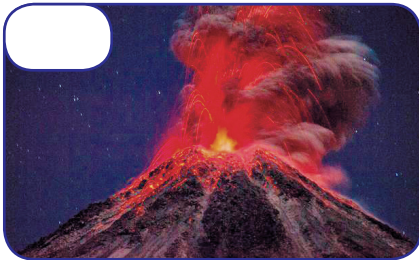
Natural Disaster: Es cualquier evento o fuerza de la naturaleza que trae consecuencias catastróficas tales como avalanchas, terremotos inundaciones, incendios forestales, huracanes, relámpagos, tornados tsunamis, y erupciones volcánicas que causan gran daño y pérdida de vida.

It is any event or force of nature that has catastrophic consequences, such as avalanche, earthquake, flood, forest fire, hurricane, lightning, tornado, tsunami, and volcanic eruption that causes great damage or loss of life.

2. VOCABULARY:

Match the number of the disasters to the pictures. Then read the definitions and write their names on the line. *(Relacione los numeros de los desastres naturales con las imágenes. Luego, lee las definiciones y escribe sus nombres en la línea)*

- | | |
|--------------|---------------------|
| 1 flood | 5 tsunami |
| 2 avalanche | 6 drought |
| 3 hurricane | 7 forest fire |
| 4 earthquake | 8 volcanic eruption |



- a. A mass of ice, snow, and rock that slides rapidly down the side of a mountain: _____
- b. Violent and destructive storm over an area: _____
- c. A great overflowing of water over a place: _____
- d. An unusually large sea wave produced by a seaquake or undersea volcanic eruption. _____
- e. Sudden violent movement of the earth's surface: _____
- f. Continuous dry weather, when there is not enough water for people's needs: _____
- g. Lava, ash, and gases that come up suddenly from below the earth surface through an opening of a mountain: _____
- h. An uncontrolled fire in an area of combustible vegetation that occurs in the countryside or a wilderness area: _____

Listen to your teacher and repeat the pronunciation of the words in the box. *Escuche a su profesor y repita la pronunciación de las palabras en el recuadro.*

3. SPEAKING

Pair work. Write answers to the question “what is a (hurricane) like?” about natural disasters. Remember to use adjectives. Then, compare your answers with your classmates. *Escriba oraciones respondiendo a la pregunta ¿Cómo es un _____? sobre desastres naturales. Recuerde usar adjetivos. Luego compare sus respuestas con sus compañeros.*

For example:

Hurricanes are dangerous and scary.

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

Pair work: Take turns asking and answering questions about what are the different natural disasters like. Ask follow up questions. *Tome turnos preguntando y respondiendo preguntas acerca de como son los desastres naturales. Haga preguntas de seguimiento.*

What is a tornado like? Why?

Remember that:WH Questions

Usualmente cuando hablamos de preguntas de seguimiento usamos las WH-questions.

Recordemos un poco

Who? = Person

Where?= position, place

When? =Time, occasion, moment.

Why? = Reason, explanation.

What? = Specific thing, object

Which?= Choice, alternative

How?= Way, manner, form

Por ejemplo: **Who** suffers the effects of Natural disasters?

4. GRAMMAR:

Complete the questions with the correct questions words: who, what, when, where, why, how. *(Completa las preguntas con la pregunta de seguimiento correcta).*

1. _____ can we prevent natural disasters?
2. _____ do we call them natural disasters?
3. In your opinion, _____ is more dangerous, a flooding or a tornado?
4. _____ was the last natural disaster that hit your community?
5. _____ is the worst natural disaster in your opinion?
6. _____ should we act in case of an emergency?
7. _____ should we go in case of a flooding?
8. _____ should he help first in case of a natural disaster?

Check your answers with your teacher. Then, discuss the questions with a classmate. *(Revisa tus respuestas con tu profesor. Luego, discute las preguntas con un compañero).*

5. LISTENING.

Before listening: Are you worried about natural disasters? Why? Talk to a partner. *(Te preocupan los desastres naturales? Porque? Habla con un compañero)*

Listening. Listen to your teacher. Fill in the blanks with the appropriate information. *Escucha a tu profesor y rellena los espacios en blanco con la información apropiada.*

It is really worrying that _____ natural disasters now than before. _____ the news on TV or radio there's some kind of disaster somewhere in the world. There are forest fires in the United States, _____ in Haitii, hurricanes in Central America, and _____ Africa. I'm sure global warming is creating more natural disasters. I feel blessed that in Nicaragua we have natural disasters but not too _____. I've never experienced anything _____ TV. Japan has many natural disasters. They have earthquakes, typhoons, flooding, volcanoes, and _____. They are lucky they have the money _____. There are many developing countries like ours that When a natural disaster hits _____.

After listening. Compare your answers with a partner and then check them with your teacher. Use a dictionary in case you find some unknown words. *(Compare tus respuestas con un compañero y luego revisen sus respuestas con su profesor. Utiliza un diccionario en caso que encuentres palabras desconocidas).*

6. READING.

Now read the text again and write true or false next to the following sentences. (Ahora lee el texto nuevamente y escribe verdadero o falso junto a las siguientes oraciones).

- a. If you want to escape from natural disasters, you should go to Japan. ____
- b. The occurrence of natural disasters is increasing every single day. ____
- c. Global warming does not have any connection to natural disasters. ____
- d. In Nicaragua there are a lot of typhoons and tsunamis. ____
- e. Nicaragua is a rich country. ____
- f. It is uncommon listening to news about natural disasters. ____.
- g. Natural disasters is an isolated problem of some regions in the world. ____
- h. Countries with stable economies never suffer natural disasters. ____

Check your answers with the class. (Revise sus respuestas con la clase).

Language tip.

Cuando leemos es importante hacer uso de técnicas y estrategias de lectura para no hacer de la lectura algo complicado y aburrido. Hay dos técnicas muy importantes; estas son skimming y scanning o exploración.

Skimming: implica la búsqueda de las ideas principales mediante la lectura de los párrafos primero y último, teniendo en cuenta otras señales de organización, tales como resúmenes, utilizados por el autor. Skimming se utiliza para identificar rápidamente las ideas principales de un texto. Cuando se lee el periódico, probablemente no estás leyendo palabra por palabra, sino que escaneas el texto. Se realiza a una velocidad de tres a cuatro veces más rápido que la lectura normal.

Scanning o exploración: La exploración es una habilidad que requiere que leas rápidamente en la búsqueda de información específica. Para escanear un texto de lectura debes comenzar en la parte superior de la página y luego mover rápidamente hacia la parte inferior. En general, la exploración es una técnica útil cuando estás buscando una respuesta a una pregunta conocida. Esto es **especialmente** útil a la hora de tomar una prueba.

7. SPEAKING:

Game: I must be rescued

Group work: Follow your teacher's instructions. (Sigue las instrucciones de tu profesor).

Imagine that you are in an emergency of a natural disaster and you want to be saved. Each person has to justify why they should be saved. (Imagina que te encuentras en una emergencia de desastre natural y quieres ser rescatado. Cada persona tiene que argumentar por qué debe ser rescatado).



8. READING.

Before reading. Can you mention some natural disasters that have hit your community? Give as many details as possible. *¿Podría Mencionar algunos desastres naturales que haya impactado a su comunidad?*

Reading. Read the text about one of the most harmful natural disasters in Nicaragua. *(Lee el siguiente texto acerca de uno de los desastres naturales más severos que ha experimentado Nicaragua)*



The Managua Earthquake of 1972

On December 23, 1972 a sudden earthquake hit Managua. The city was destroyed. Water and electrical lines broke, and buildings caught on fire. Three-quarters of the city was destroyed. Roads, hospitals, offices, and schools all fell. Two-thirds of the residents in Managua lost their homes. About 5,000 people died, and 15,000 were injured. International aid organizations came to help, but famine and disease affected the survivors. Managua has not rebuilt its city center, and you can still see traces of the ruins today. The earthquake was one of the most devastating natural disasters in the history of the Americas.

Questions.

- What happened on December 1972?
- When did it take place?
- What consequences did it carry?
- Who supported survivors after the catastrophe?
- How many people died/ survived/ were injured?
- Has Nicaragua experienced something similar so far?
- What happened to the infrastructure? Did they rebuild the city center?

Whole class: Discuss about the strategies you used in order to find the answer to each question either **skimming** or **scanning**. *(Discute acerca de las estrategias de lectura que utilizastes para encontrar la respuesta a cada pregunta, ya sea skimming or scanning.)*

Language tip.

Es cierto que los desastres naturales son fenómenos de los cuales no podemos tener el control; sin embargo, algunas acciones humanas aumentan nuestra vulnerabilidad.

Por ejemplo, cuando se cortan demasiados árboles y no se reponen esta área queda deforestada y como consecuencia el sector queda vulnerable a sequías, inundaciones, deslizamientos, etc.

Por eso, es importante que las comunidades conozcan los factores y lugares de riesgo y de esta manera estar prevenidos ante cualquier eventualidad.

Lesson C: Revision

En esta lección:

- Expresarás tu opinión sobre la importancia de prevenir desastres naturales.
- Integrarás el uso de estructuras gramaticales en actividades orales y escritas.
- Aplicarás estrategias de comprensión lectora y auditivas.

1. VOCABULARY

A. Let's review six natural disasters. Check the parentheses of the natural disasters that you know. How do you pronounce them?

earthquake ()

landslide ()

volcanic eruption ()

drought ()

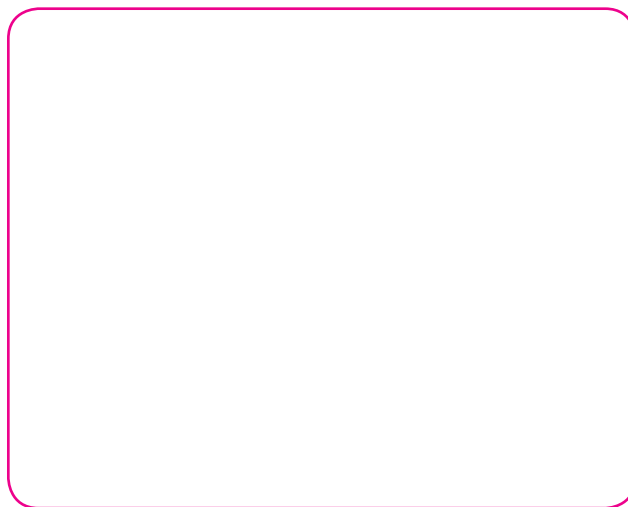
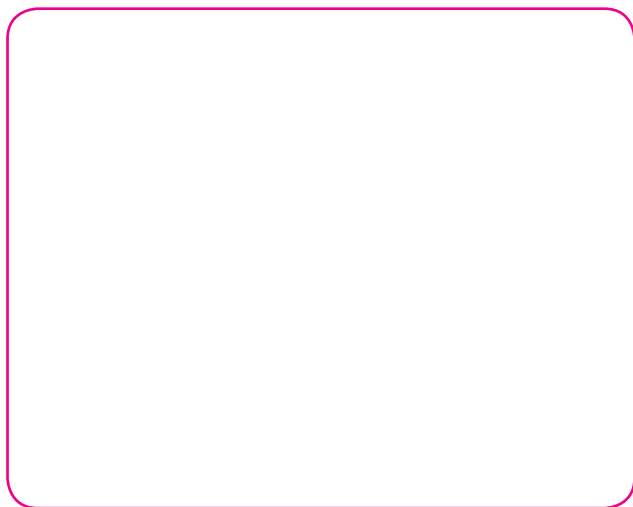
storm ()

flood ()

B. Now say the natural disaster from A that is occurring in each picture below (*Ahora di el desastre natural de la actividad A que está ocurriendo en cada ilustración*).



C. Draw a picture for the two natural disasters that are not illustrated in B. Write their names (*Dibuja una imagen para los dos desastres naturales que no están ilustrados en la actividad B. Escribe sus nombres*).



2.SPEAKING

Number the pictures, from 1 to 6, in the vocabulary section. Then ask and answer questions using the pictures as in the following examples (*Enumera las ilustraciones, del 1 al 6, en la sección de vocabulario. Luego pregunta y responde usando las ilustraciones como en los siguientes ejemplos*).

Examples:

- 1. A: What natural disaster is occurring in picture 1?
B: An earthquake.
- 2. A: Is picture 1 a tornado?
B: No it isn't. It's an earthquake.

3.READING

A. Before reading: Discuss with a partner (*Discute con un compañero*).

- a. What is vulnerability?
- b. What is natural disaster prevention?
- c. Is prevention of natural disasters important? Why?
- d. What do these words mean in Spanish? (Use a dictionary or ask your teacher if you have no idea)

increase: _____

reduce: _____

hazard: _____

B. Reading. Read the text, then do the activities that follow (*Lee el texto, luego haz las actividades que siguen*).

What human actions can increase our vulnerability?

There are several situations that can increase our vulnerability to disasters. One example is when people cut down too many trees at a faster pace than nature can replace them. This is what we call deforestation. It increases the vulnerability of many communities to rain which, when they fall on unprotected soil, cause mudslides, landslides, floods and avalanches. Building homes in high-risk places makes us more vulnerable. For instance, if you live too close to a river and people have been throwing **garbage** into it so that the water cannot **flow on through**, you will be more vulnerable to floods. A **well-informed** and **well-organized** community, that meets to talk about what they are going to do about the natural hazards, is less vulnerable than a community that is **unaware** of them.



Prevention and **mitigation** of disasters begin with:

- a. Knowing which hazards and risks we are exposed to in our community.
- b. Getting together with our family and our neighbors and making plans to reduce those hazards and risks and to avoid them harming us.
- c. Actually doing what we planned to do in order to reduce our vulnerability.
- d. Taking action, not just talking.

Activities.

1. Match the words and phrases in bold in the text with the correct definition. Write them on the space provided (*Asocia las palabras en negrita en el texto con la definición correcta. Escríbelas en el espacio dado*).

- a. _____ “reduction of the severity or the seriousness of something”
- b. _____ “move freely”
- c. _____ “that has very good organization”
- d. _____ “another word for trash”.
- e. _____ “not having knowledge of something”
- f. _____ ” that knows very well”

2. In pairs, Complete the chart with the correct information from the reading (*En parejas, completa el cuadro con la información correcta de la lectura*).

Two examples of situations that increase vulnerability to disasters	1.
	2.
Definition of deforestation	
Consequences of deforestation	
Example of a home in a high-risk place	

3. At the end of the reading there are 4 recommendations on how to start prevention and mitigation of disasters. What does each recommendation mean? Write the letter (a-e) on the correct line (*Al final de la lectura hay 4 recomendaciones sobre como iniciar la prevención y mitigación de desastres. ¿Que significa cada recomendación? Escribe la letra (a-e) sobre la línea correcta*).

- a. Discussion is important, but we need to do concrete things too. _____
- b. We have to follow what we plan. _____
- c. We need to know the possible dangers in our town. _____
- d. We need to help each other and make plans as a group to protect ourselves from dangers. _____

D. After Reading:

Discuss in groups (*Discute con en grupos*):

1. Do you agree with the vulnerability situations that the reading presents? What other human actions can make us vulnerable?

2. Is prevention and mitigation important? Why?

3. What other things **SHOULD** we do to prevent and mitigate natural disasters?

- **Share your answers with the rest of the class** (*Comparte tus respuestas con el resto de la clase*).

4. GRAMMAR

Remember that: Simple past tense

Cuando expresamos experiencias o acciones pasadas usamos la forma pasada de los verbos a como se muestra en los ejemplos.

An earthquake **happened** in Managua in 1972.

It **destroyed** three-quarters of the city.

Roads, hospitals, and schools all **fell**.

Many people **lost** their homes.

About 5,000 people **died**.

En negaciones e interrogaciones es necesario el uso del auxiliar **DID** (not). Los verbos se mantienen en su forma base.

The earthquake **didn't affect** regions in the North and South of the country.

Did you **experience** the earthquake?

5. LISTENING.

A. Before listening. Work with a partner.

(*Trabaja con un compañero*)

- What can you see in the pictures?
- What is happening in each picture?
- Are you familiar with any of those situations?



B. Listening. Listen to your teacher and complete the spaces with the words you hear

(*Escucha a tu professor y completa los espacios con las palabras que escuches*).

Last year, I _____ a terrible natural disaster. The winds _____ ferocious; They _____ the roof of many houses. Many trees _____ down. The strong winds _____ away the cars that were on the streets. The phenomenon _____ lots of rain with it. We were completely _____ out. Finally, after three days, it all _____ over.

- **Now compare your answers with a partner** (*Compara tus respuestas con las de un compañero*).

Answer (*Contesta*).

1. What type of natural disaster is the person describing?

2. What do these phrases mean?

Blow away: _____

Flooded out: _____

Blow over: _____

C. After listening. Rewrite the person's experience using negative sentences in simple past. Start like the example (*Reescribe la experiencia de la persona usando oraciones negativas en pasado simple. Inicia como el ejemplo*).

Last year I experienced a terrible natural disaster. Fortunately, the winds were not ferocious. They did not ...

- Read your new text to a classmate (*Lee tu nuevo texto para un compañero de clases*)

6. GRAMMAR.

Order the words to make logical questions (*ordena las palabras para formar preguntas lógicas*).

1. Nicaragua-in-natural-what-happened-disasters-have-disasters?

2. you-them-did-experience?

3. happen-they-did-when?

4. were-what-like-they?

7. SPEAKING

A. Interview a partner using the questions in exercise 6. Take notes of your partner's answers (*entrevista a un compañero de clases usando las preguntas del ejercicio 6. Toma nota de las respuestas de tu compañero*).

B. Now report the information you got to the class (*Ahora reporta para la clase la información que obtuviste*).



8. GRAMMAR

Al iniciar conversaciones sobre experiencias vividas generalmente se inicia con preguntas en el tiempo presente perfecto (Have you ever experienced...?) y los detalles adicionales se expresan usando el tiempo pasado simple. Veamos el siguiente ejemplo.

A: Have you ever experienced a hurricane?

B: Yes, I have. When I was 12 yrs old.

A: What was it like?

B: It was a scary experience! There were floods and strong winds everywhere, and many people died.

A: How terrible!

A. With the help of your teacher, practice the pronunciation and intonation of the conversation in the box. Then practice it again with a partner (*Con ayuda de tu profesor, practica la pronunciación y entonación de la conversación en la caja. Luego practícala de nuevo con un compañero*).

B. Let's analyze and practice the following possibilities to talk about experiences with natural disasters (*Analiza y practica las siguientes posibilidades para hablar sobre experiencias con desastres naturales*)

Questions	<p>Have you ever experienced a/an</p> <ul style="list-style-type: none"> hurricane? landslide? tsunami? earthquake? drought? flood?
------------------	---

Affirmative answers	Yes, I have. When I was ____ years old When I lived in ____. It was ____ years ago.
Negative answers	No, I haven't. But my mother has. No. And I don't want to have an experience like that. of that nature

9. SPEAKING.

Move around the classroom and make short conversations using the questions and answers above. Take turns so that everybody asks and answers (*Ve alrededor del aula y haz conversaciones cortas usando las preguntas y respuestas anteriores. Toma turnos de tal manera que todos pregunten y respondan*).

10. READING

A. Before reading: Share with a classmate your answers for these questions (*Comparte con un compañero tus respuestas para estas preguntas*).

- a. Do you think your community, town, or country is ready to face a natural disaster? Why?
- b. How do people in your community, town, or country prevent natural disasters?

B. Reading: Read the text and then do the activities that follow (*Lee el texto y luego haz las actividades que siguen*).



Can we prevent disasters?

(1) We can't stop natural phenomena from happening. But we can make them less damaging if we understand better why they happen, and what we can do to prevent or mitigate them. Since people are partly responsible for disasters happening, we have to change what we are doing wrong in order to avoid or (5) reduce the impact of natural phenomena. Every community must get to know its own features and surroundings: the natural environment as well as environment built by human beings. This is the only way for a community to manage the hazards that surround it and to reduce its own vulnerability to these hazards.

Here are some tips we can follow in order to prepare in case of a natural disaster:

Spot dangerous place

(11) Draw a risk map of your community that shows all the important buildings such as schools and hospitals, farmland, roads, and any other things that could be affected in the event of a disaster. It also must show potentially hazardous (14) elements or places such as nearby volcanoes, or areas that might get flooded. In addition, it must show where the safest buildings are or which buildings are the best routes to follow if you are ordered to evacuate the area

Organize prevention campaigns

(18) You can also talk to your neighbors about preparedness plans and making risk maps. Find out which neighbors could help you in the event of an emergency: doctors, engineers, firefighters, psychologists. Another important thing to consider is the preparedness family plan.

Encourage people to protect nature

All of the members of a community have to be aware of the consequences of damaging the natural environment because its death is our death.

Activities.

1. Find the words in the text that have these meanings (Encuentra las palabras en el texto que tienen los siguientes significados).
 - a. Destructive (in line 2): _____
 - b. Being the cause of (in line 3): _____
 - c. Decrease (in line 5): _____
 - d. Effect (in line 5): _____
 - e. Characteristics (in line 6): _____
 - f. Risks or dangers (in line 9): _____
 - g. To Leave, to go out (in line 16): _____

2. Now share your answer to these questions:

a. What is a cause for disaster happenings?

b. How can a community get to know its features and surroundings?

c. What important places need to be controlled and observed?

d. What types of campaigns help to prevent disasters?

C.After Reading: In groups, provide ideas that can help to answer these questions

1. How can we encourage people to protect nature?
2. Do you know the vulnerable places in your community? Give examples.
3. What is the preparedness plan in your school in case of an earthquake?

WORKBOOK

LISTENING SCRIPTS

UNIT 1 LESSON A

UNIT 1 LESSON A exercise 7

LISTENING. Listen and complete the definitions. Use words from the box.

- a. A cheerful person is someone who is happy.
- b. An argumentative person is someone who argues a lot.
- c. A hardworking person is someone who works a lot.
- d. An impolite person is someone who is rude.
- e. A moody person is someone who changes his/her temper easily.
- f. A cruel person is someone who causes pain to others.
- g. An understanding person is someone who shows tolerance.
- h. A helpful person is someone who gives help.
- i. A generous person is someone who is not selfish

UNIT 1 LESSON A exercise 13

LISTENING. Listen to Camilo describing his family. Write TRUE or FALSE next to each statement.

Hi my name is Camilo and I am from La Dalia, Matagalpa. I am 15 years old. I live with my parents and my grandparents in a nice house near a river. We are a hardworking family. My mother works as a secretary in the Municipal Mayor's office of Matagalpa. She is very polite and cheerful. I get along with her. My father is a farmer and he is a very kind man. He always helps me with my homework and we go fishing on weekends. My sister Patricia is only five but she is a nice girl. We seldom fight. I don't have any brothers but I have a lot of friends from my community. My grandparents are enthusiastic and talkative. They tell us stories before go to bed.

UNIT 1 LESSON B

UNIT 1 LESSON B exercise 8

Listening: Listen to a description of Adela's classmate. Write **T** (True) or **F** (False) according to the information she gives.

This is my friend Teresa. We have many things in common. We were born in La Guinea in the Atlantic coast and we live in the same neighborhood. I am 14 years old and Teresa is one year younger than me, but people think that she is older because she is very tall and thin. We usually walk to school together and do homework together too. We like to watch the same TV programs and ride horses in our freetime. I like to spend time with Teresa because she is a nice and friendly person, but what I like the most from her is that she is a good listener. I tell her my problems and she gives me good advice. Teresa is one of my best friends.

UNIT 1 LESSON C

UNIT 1 LESSON C exercise 6

Listening. Listen to three people talking about their relationship with another person. Complete the first column in the chart.

Person 1:

I met Sara at the restaurant we work for. At the beginning she seemed to be a nice and friendly person. Now I've been working at the restaurant for 3 months and I can tell she is bossy, she is always telling me what to do all the time even though she is not my boss. She is often serious and in bad mood. Honestly, she makes me feel uncomfortable.

Person 2:

Miss Ana Sanchez is my English teacher. I met her last year in her English class for beginners. I like her because she is responsible, warm and she always has a good sense of humor. She is also a very good teacher. I definitely love her class.

Person 3:

Freddy lives next house from mine. I think he is kind of a special person. One day he says hello and the other day he ignores you. I have heard that he says bad things about me to other neighbors, things that are not true. I would like to know what exactly the problem is so that we can talk about it and have a better relationship.

UNIT 1 LESSON C exercise 15

Listening. Listen to four people talk about a person they know. What is their relationship? Choose the correct letter for each speaker

Speaker 1:

I met Carlos when my grandma got sick. We took her to the health center and Carlos was the doctor in turn. He was very kind and nice. Who would say that we would get married one year later!

Speaker 2:

I met Sofia while I was working. I delivered a package to a school in Granada and she was the receptionist. She had a very big smile, and thought “she looks friendly”, so I invited her to a party. What a surprise it was when I introduce Sofia to my friend Roberto. They were already very good friends!

Speaker 3:

I was in Rio San Juan when I met Luisa. She was swimming in the river. I looked at her because she seemed a very experienced swimmer. I said hello and she said hello in a very friendly way. We started to talk and now I can tell she is my best friend.

Speaker 4:

I remember I was at a bus stop waiting for a bus to Rivas when somebody told me that my back pack was open. That was the way I met Cesar. We got on the bus and started to talk during the whole ride. Then we exchanged phone numbers. Now, Cesar and I rent a two bed room in a house in Managua because we study at the same university. We have a very good relationship!

UNIT 2 LESSON A**UNIT 2 LESSON A exercise 2**

LISTENING. Listen to Camilo Zapata’s biography and answer the questions.

Camilo Zapata Castrillón, well known as Camilo Zapata was born in the city of Managua on September 25th, 1917. He is considered one of the most important song writers and the inventor of the Son nica music rhythm which is characteristic of Nicaragua. His mother was from Carazo and his father was from Chinandega. At the age of fifteen, he started his artistic life, singing solo at “Rubén Darío “ radio station of Managua. Camilo Zapata and his friends used to sing in the public area of Miralagos in the Xolotlan lake. He graduated from the Baptist School. After the earthquake on December 23rd, 1972, that destroyed the capital, he settled in the city of Chinandega. He passed away on June 23rd, 2009.

UNIT 2 LESSON A exercise 14

LISTENING. Listen to your teacher and complete the text.

There is one song I really **love** listening. The title of this song is Viva Leon Jodido! It was originally **composed** by Tino Lopez Guerra and it has been **recorded** by other artists. Every time I listen to this song, I feel like if I am in heaven. I **enjoy** listening to it because I am from Leon and I am a fan of the local baseball team. Another reason is that it **reminds** me of my dad. He used to sing the song every time we went to the stadium to watch our favorite baseball team play. I really love this song.

UNIT 2 LESSON B

UNIT 2 LESSON B exercise 6

LISTENING. Listen again and underline the stressed syllable in each word. Then, place each word in the correct column. Practice saying the words with your classmate

folklore	hat	heritage	
customs	parade	tradition	
tales	procession	dances	witch
sayings	sandals	religious	elf
folks	legend	party	pants
dress	myth	ancestors	song
pants	culture	town	

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