



REPÚBLICA DE NICARAGUA



Gobierno de Reconciliación y Unidad Nacional

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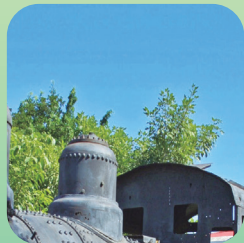
UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua
PROSEN

Módulo Auto formativo de Lengua Extranjera

9^{no} 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 de 9° 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

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INTRODUCCIÓN

El presente módulo auto formativo de lengua extranjera de noveno 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 las 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.

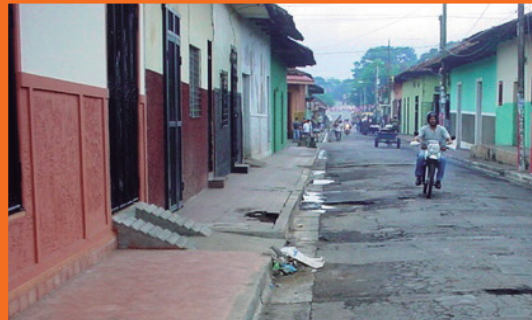
Se recomienda aprovechar este módulo para realizar prácticas individuales y grupales de manera que se pueda aprender compartiendo los aprendizajes y mejorando en conjunto el desarrollo del idioma inglés. El presente módulo además contiene consolidación de contenidos, tips gramaticales y ejercicios de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

Esperamos que esta herramienta sea de gran utilidad y provecho durante el noveno 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.

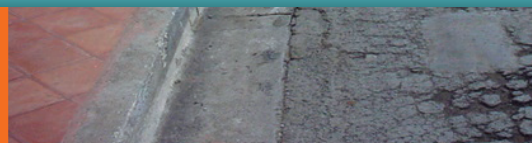
Finalmente es importante recordarle en buen uso, manejo y cuidado de este módulo auto formativo para que las y los docentes así como sus estudiantes puedan hacer uso de este material didáctico y mejorar así sus condiciones de enseñanza aprendizaje de una forma digna y asertiva.



UNIT
one



TRANSPORTATION



Lesson A: Means of Transport

En esta lección usted:

- Usará estrategias de comprensión lectora y auditiva.
- Empleará vocabulario adecuado para referirse a medios de transporte.
- Utilizará la preposición by.
- Interactuará en conversaciones sencillas sobre medios de transporte.



Foto La Prensa Nicaragua. Agosto 2015.

1 SPEAKING.

Work in groups of four and answer the questions. Report your answers to the class.
(Trabaja en grupos de cuatro y contesta las preguntas. Reporta sus respuestas a la clase)

- a. What means of transport can you see in the picture? Where can you find this means of transport?
- b. Mention the means of transport you use in your community.
- c. Which means of transport are cheap? Expensive? Efficient? Comfortable?
- d. Which means of transport do you prefer to use?

2 VOCABULARY.

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

a. carro



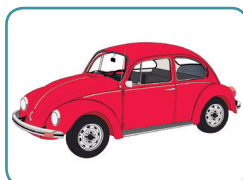
Car

b. avión



Bus

c. Bus



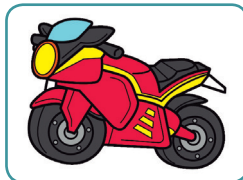
airplane/plane

d. Taxi



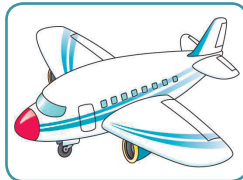
Bicycle/bike

e. Bicicleta



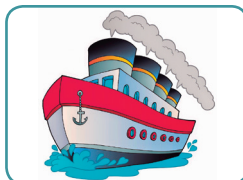
Boat

f. Motocicleta



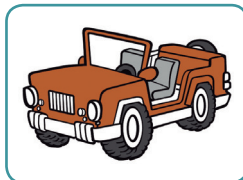
Taxi

g. Barco



Motorbike

h. Jeep



Jeep

3. GRAMMAR.

Read the following dialogue and observe the words in bold. (*Lee el siguiente dialogo y observa las palabras en negrilla*)

Dialogue:

Martin: How do you come to school, Erick?

Erick: I get here by bus. And you?

Martin: I usually walk but sometimes I get here by bike.

Aprendamos un poco más: The Preposition by.

*Usamos la preposición **by** para referirnos en general a las formas de viajar.
Ejemplo:

We say: I am going to travel **by plane**.

Usamos **by + means of transportation: by car, by motorcycle, by bicycle, by bus, by truck**. Sin embargo decimos: **on foot**. (When we walk, we usually use "on" **on foot., on horseback**.)

4. VOCABULARY.

Useful language. Work with a partner and discuss the meaning of these expressions. (*Trabaja con un compañero y discute el significado de estas expresiones*).

- a. Could you tell me the time of the next ferry to Moyogalpa, please?
- b. Is it an express bus/train/microbus or do I have to change bus/train/microbus?
- c. What station does it leave from?
- d. What time does the plane depart/arrive?
- e. How long is the journey/flight?
- f. Is there a direct flight to Puerto Cabezas or do I have to change planes?
- g. Can I have a window seat, please?
- h. In the harbor, in the port, on the water, in the station, at the bus stop, at the platform, in the garage, at the bus station.

5. GRAMMAR.

Collocations

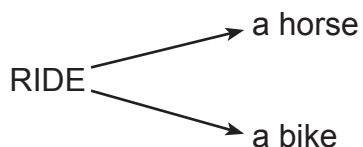
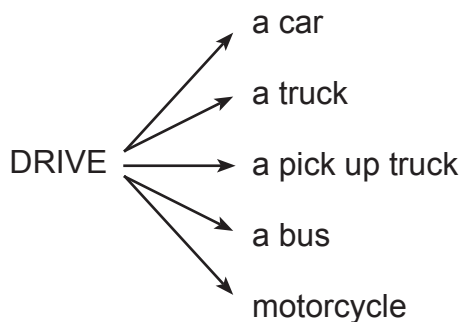
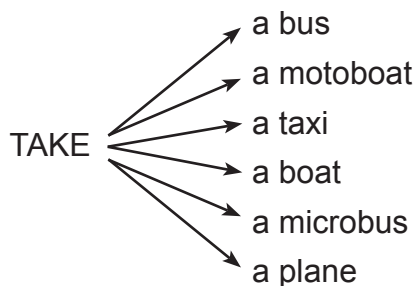
Remember that:

Collocation (singular noun) collocations (plural noun)

A **collocation** is the use of certain words together. A collocation is the combination of words that occur naturally in language use.

Es importante que al usar una palabra tomemos en cuenta las combinaciones que lingüísticamente son aceptables en inglés. Dichas combinaciones están determinadas por el uso que hace el hablante nativo y que son consideradas correctas.

For example we say:



6. LISTENING.

Listen to a conversation between Alex and María and fill in the gaps. Practice the conversation with a partner. (Escucha la conversacion entre Alex y Maria y completa los espacios. Practica la convarsacion con un compañero).

Alex: Hi Maria, How's it going?

María: Oh _____, busy as ever.

Alex: What's the matter? You look worried!

María: Oh, I'm late for school.

Alex: What time do you take the _____?

María: At half past six. I'm ten minutes delayed!

Alex: I see. How long does it take you to get to school?

María: About twenty minutes by bus but it takes only ten minutes by _____.

Alex: Why don't we take a _____ instead? My school is near yours. We could both be on time.

María: Yes, you're right. Let's take a taxi indeed.

Remember that:

How's it going es un saludo informal que equivale a nuestro saludo: ¿Cómo va todo?

7. SPEAKING.

Ask and answer questions about how to get to places. Use information from the chart. (Realiza y contesta preguntas sobre como llegar a lugares. Usa información del cuadro).

Places	Means of transport
*Ometepe Island	*Taxi
*Bilwi	*Plane
* Masaya Volcano	*Boat
* Estelí	*Bus
* Local market	*Motorbike
*Catholic church	*Bike

Example:

A: How can I get to Corn Island?

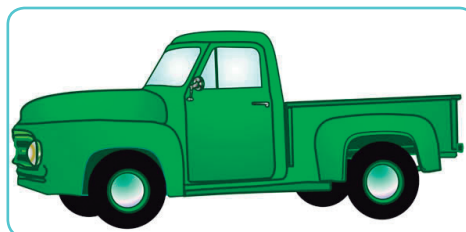
B: You can get there by plane.

8. PRONUNCIATION.

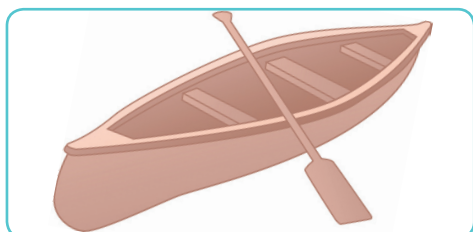
Listen to your teacher and practice the pronunciation of these words. (*Escucha a tu profesor y practica la pronunciación de estas palabras.*)



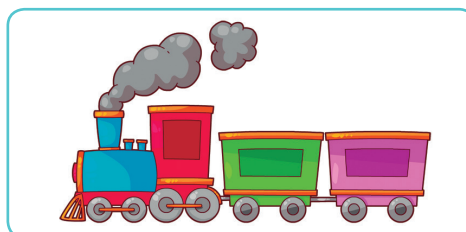
Motorboat



Pick up truck



Canoe



Train



Tricycle



Helicopter



Truck

9. GAME: Run to the board

Rules:

The teacher divides the class in two teams: A and B.

The teacher writes a list of words /tapes pictures of means of transport.

The teacher says a word one student from each team runs to the board and touches the word or the picture. The first student to touch the word or picture earns a point for his/her team.

The winner is the team with more points.

10. READING.

Before Reading: Answer these questions. (Contesta estas preguntas).

What means of transport are there in your town? In your city? In your community?

How do you come to school?

Remember that: Modal CAN

*El modal CAN se usa para expresar habilidad o posibilidad.

Example:

I can ride a horse (Affirmative).

I cannot ride a horse = I can't ride a horse. (Negative).

Can you ride a horse? (Question).

Yes, I can. No, I can't (Short answer).

Read this conversation between a tourist and Rosa.

Tourist: Hello! I'm sorry to bother you; can I ask you a question?

Rosa: Sure, No problem!. How can I help you?

Tourist: What time is the next bus to San José Harbor, please?

Rosa: Hmm, I'm not too sure but I think the next one leaves in half an hour.

Tourist: And how long does it take to get to the Harbor, please?

Rosa: About thirty-five minutes.

Tourist: What? I can't wait that long! I need to take the next boat to San Jorge and it leaves in an hour. I need to be there before 7.30!. Is there any other option?

Rosa: You can rent a motorbike. It's a convenient and fast service.

Tourist: Yeah, you're right but I don't have a driving license.

Rosa: Oh, I see. Then why don't you rent a microbus?

Tourist: How much do they charge?

Rosa: Between four and five hundred Córdoba.

Tourist: I'm afraid I can't afford that much. I guess I have to take a bus to Moyogalpa and the 9.00 a.m. ferry to San Jorge. There's no other choice! Thanks for your help!

Rosa: You're welcome.



Aprendamos un poco más: The Preposition in

*La expresión **in half an hour** significa **half an hour from now** (dentro de media hora o en una hora). Otros ejemplos son:

In an hour = Dentro de una hora o en una hora.

In a week = Dentro de una semana o en una semana.

In a few minutes = Dentro de unos minutos o en pocos tiempo

In a year = Dentro de un año o en un año.

After reading: Answer the following questions. (*Contesta estas preguntas*)

1. Where does the tourist want to go?
2. When does the next bus leave?
3. When does this conversation probably take place?
 - a. After six thirty a.m.
 - b. Before six thirty a.m.
 - c. At six a.m.
4. Which means of transportation leaves at 7.30 a.m.?
5. What does the tourist do at the end?
6. What does the expression "I can't afford that much" mean?
 - a. Not to have any money to pay that amount.
 - b. Not to have enough money to pay that amount.
 - c. Not to have the desire to pay that amount.
7. What is a synonym of the Word option in the text?
8. When the tourist says 'I need to be there, what does there mean?
 - a. Moyogalpa.
 - b. San Jorge.
 - c. San José Harbor.
9. What does the expression "I can't wait that long" mean?
 - a. Not to have enough time to wait.
 - b. Not to have the desire to wait.
 - c. Not to have any time to wait.
10. Circle all the means of transport that appear in the reading.

11 GRAMMAR.

Complete the following sentences. (*Completa las siguientes oraciones*).

- a. _____ you help me, please?
- b. When does this bus leave? It leaves _____ ten minutes.
- c. I _____ afford to buy a house in the area of Masaya Highway. Houses are too expensive there.
- d. Are you leaving now? It's too early! The boat leaves _____ two hours.
- e. Why don't you buy a car? You earn a good salary. You _____ afford it.
- f. Can I call you back _____ a few minutes, please? I'm too busy now.
- g. Is this the next _____ to Pearl Lagoon?
- h. Can I travel to Bocana de Paiwas _____ car? No, you _____.
- i. How _____ I get to La Boquita Beach, please? You can get there _____ bus.
- j. When is your birthday? _____ three months.

12 GAME.

Bingo! Choose nine words from the box and write them on the bingo card. Listen to your teacher and cross out (×) the word you hear. (*Escoge nueve palabras del cuadro y escríbelas en la tarjeta bingo. Escucha a tu profesor y marca la palabra que escuchas*).

Plane	truck	tractor	motorbike	bicycle	tricycle
pick up truck	Helicopter	van	taxi	bus	boat
ferry	motorboat	car	cart		



13 WRITING.

Write a sentence with each of the following places of Nicaragua. Use a means of transport in the sentence. (*Escribe una oración con cada uno de los siguientes lugares de Nicaragua. Usa un medio de transporte en la oración.*)

Example: *People usually travel to San Juan del Sur by bus.*

- a. Bluefields _____
- a. Siuna _____
- a. Cerro Negro _____
- a. Tipitapa _____
- a. Jalapa _____
- a. Camoapa _____
- a. Granada Islands _____
- a. My school _____

14 SPEAKING.

Role play. Choose role play card A and work with a partner. Present the conversation to the class. (*Escoge una tarjeta de roles y trabaja con un compañero. Presenta la conversación a la clase.*)

Begin the conversation

Student A

Role play card A

1. Ask your partner: ***How do you go to school?***
2. Ask your partner: ***How long does it take you?***
3. Ask your partner: ***Does your little sister walk to school as well?***
4. Answer your partner's question: ***My dad usually drives me there, but sometimes, I take the bus.***

Student B

Role play card B

1. Answer the question: ***I go to school on foot or by bike. It's not very far.***
2. Answer the question: ***It's five minutes away from my house.***
3. Answer the question: ***No, she goes in the school bus.***
4. Ask your partner: ***How do you go to school?***

15 GRAMMAR.

Use the words or phrases from the box to complete the sentences. (Usa las palabras o frases del cuadro para completar las oraciones).

- | | | | |
|---------|--------|--------|---------|
| Catch | get in | drive | ride |
| Get | take | get on | get off |
| get out | | | |

- a. I have to _____ the first bus from Managua to Rivas at five thirty a.m. on Saturdays.
- b. My dad travels to Bluefields every Monday. He has to _____ the plane at August Cesar Sandino Airport in Managua.
- c. Do you _____ your car to work?
- d. I sometimes _____ my bike in the afternoons.
- e. Are you going to get _____ this bus or the next one?
- f. Get _____ of my car! I don't want to talk to you anymore!
- g. Get ready boys that we will get _____ the bus at the next stop!
- h. Why don't you get _____ the car and enjoy a ride to the beach?
- i. Come on girls get _____ the bus quickly. We have to be at school in ten minutes!

16. VOCABULARY.

Add words to the list. (Agrega palabras a la lista)

- a. Take, drive, walk, _____, _____, _____
- b. Car, helicopter, tractor, _____, _____, _____
- c. First, second, third, _____, _____, _____
- d. How, where, which, _____, _____, _____
- e. in, on, behind, _____, _____, _____
- f. slow, fast, cheap, _____, _____, _____
- g. January, March, September, _____, _____, _____

17. PRONUNCIACION.

Tick (✓) the word you hear. (Marca la palabra que escuchas).

- | | | | |
|--------------|--------------------------|-------------|--------------------------|
| a. car | <input type="checkbox"/> | cart | <input type="checkbox"/> |
| b. bus | <input type="checkbox"/> | boss | <input type="checkbox"/> |
| c. trick | <input type="checkbox"/> | truck | <input type="checkbox"/> |
| d. drive | <input type="checkbox"/> | ride | <input type="checkbox"/> |
| e. plane | <input type="checkbox"/> | play | <input type="checkbox"/> |
| f. bicycle | <input type="checkbox"/> | tricycle | <input type="checkbox"/> |
| g. motorbike | <input type="checkbox"/> | motorboat | <input type="checkbox"/> |
| h. Bus stop | <input type="checkbox"/> | Bus station | <input type="checkbox"/> |

18. SPEAKING.

Match the sentences to make a conversation. Write answers in the blanks. Practice the conversation with a partner. (Une las oraciones para hacer una conversación. Escribe las respuestas en los espacios. Practica la conversación con un compañero)

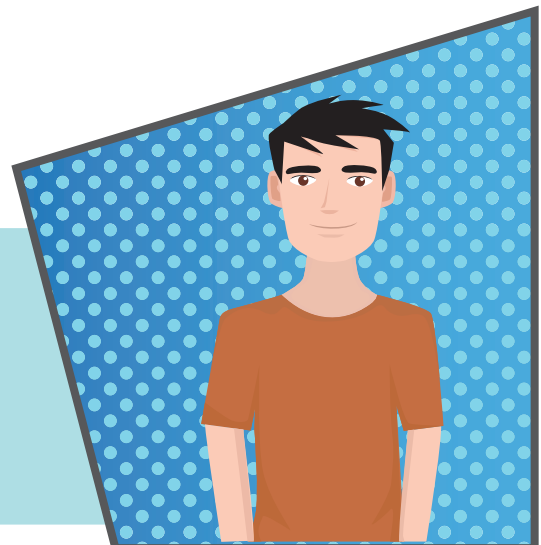


Speaker A

- ___ Should we take a bus or a taxi to the university?
- ___ Look! There's a taxi over there. Oh no! It didn't stop!
- ___ There's a bus now.
- ___ Oh, no! We just missed it.

Speaker B

- a. It's OK. There will be another in a few minutes.
- b. Let's take a taxi. All buses are crowded during rush hours.
- c. Let's run to catch it!
- d. Oh God!



Aprendamos un poco más:

La expresión **Should we....or...?** se utiliza en preguntas para situaciones en que nos interesa la opinión de la otra persona sobre dos alternativas. Es como **Which is better...?** Otros ejemplos son:

Should we walk or drive? = Debemos caminar o conducir?

Should we go now or stay a little longer?= Debemos marcharnos ahora o quedarnos un poco más?

19. READING.

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



- What can you see in the picture?
- Where do you think it is? Which city is it?
- What means of transport are there in Nicaragua?
- Which is the most common means of transport in Nicaragua?
- Which is the cheapest means of transport?

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

The railway is one of the most important means of transportation in many countries of the world. One advantage of the railway network is that it provides high speed transportation across vast areas of a country. Another advantage is that trains can carry heavy loads. This system also provides cheap transportation for both people and goods. Before the invention of trains, people had to rely on horses for journeys across a country. During those days, the roads were poor and journeys could take several days or even weeks.

The rail transport in Nicaragua began in 1860s. The first line opened in 1882. In the past, there were three railroads on the Pacific coast, connecting major cities. A private line also operated on the Atlantic coast.

The first engine arrived in Chinandega in November 1880, and the first segment Corinto to Chinadega began operations on March 10, 1882. Construction work continued and in 1883, the railroad system reached the city of León and León Viejo, a settlement on the bank of Managua Lake. The construction of the railway system reached Masaya in 1884 and then it spread in 1885 from Masaya to the towns of Diriamba across an area of coffee farming. This railway network connected the city of Granada in 1886. Between 1895 and 1898, the railway extended from Chinandega to El Viejo. During the years 1900 – 1902, the railroad system connected Managua, the capital city.

There were plans to extend the network to the Atlantic coast. However, In 1909, after constructing about 16.1 km of tracks, the works stopped and never continue again.

Nicaraguan railroads never connected both coasts. Private investors later built an isolated line of approximately 100 km long between Puerto Cabezas and Cocoland. It operated from 1925 until 1955.

In 1940, the National Railroads consisted of the following lines:

- Corinto - Granada 191.98 km
- Masaya - Diriamba 43.49 km
- León - El Sauce 72.00 km
- San Jorge - San Juan del Sur 31.00 km
- Chinandega -Puerto Morazán 31.00 km
- El Sauce - Río Grande 13.00 km

Most lines were shut down on December 31, 1993 by President Violeta Chamorro. The last line from Chichigalpa to San Antonio Sugar Factory was decommissioned in September 2001.

a. Matching. *Une las palabras con su significado.*

- | | |
|----------------------|---------------------|
| via ferrea | 1. decommissioned |
| Proporcionar | 2. major cities |
| Ciudades principales | 3. investors |
| Asentamiento | 4. railway/railroad |
| Rivera | 5. Provide |
| Inversionistas | 6. Bank |
| desmantelado | 7. Settlement |

Questions.

Identify three advantages of rail transport.

b. When did the railway system start operations in Nicaragua?

c. Find synonyms for the following words:

- linked (paragraph 3) _____
- closed (last paragraph) _____
- about (paragraph 4) _____
- constructed (paragraph 4) _____
- started (paragraph 3) _____
- depend (paragraph 1) _____
- spread (paragraph 4) _____

d. Which is the best title for the reading?

- History of the railway system in Nicaragua
- Advantages of the railway system
- The railway system and Nicaraguan cities.

Lesson B: Traffic Signs

En esta lección usted:

- Reconocerá el significado de advertencias y señales de tránsito.
- Realizará conversaciones cortas sobre temas de seguridad vial.
- Usará correctamente preposiciones de lugar y el modal SHOULD
- Escribirá párrafos sencillos de forma coherente y cohesiva.
- Utilizará correctamente el imperativo en afirmativo y negativo.

1. VOCABULARY.

Look at the traffic signs. Listen and repeat. (*Mira las señales de tránsito. Escucha y repite*)



Stop



No left turn



No right turn



One way



Slow



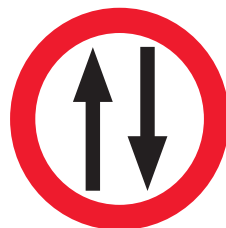
No U-turn



Turn left



Turn right



Two way traffic



No parking

2. WRITING.

Use the pictures of traffic signs and complete the sentences. (*Usa las imágenes de señales de tránsito y complete las oraciones*)



A



B



C



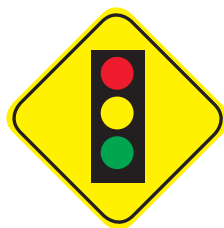
D



E



F



G



H

- A. You can't _____ on this street.
- B. This is a _____ only.
- C. _____ in front of the Museum.
- D. Keep going along this street. We can't _____ here..
- E. There is a _____ at the end of this street.
- F. _____ at the end of Socorro Santana Street.
- G. We have to stop here. There is a _____.
- H. _____ please.

3. SPEAKING.

Work with a partner. Ask and answer questions about the pictures. (Trabaja con un compañero. Realiza y contesta preguntas sobre las imágenes).



- a. Which sign means bicycles are not allowed?
- b. Which sign means drivers may drive in one direction only?
- c. Which sign means drivers turn left only?
- d. Which sign means pedestrian can walk?
- e. Which sign means drivers can't park in this area?
- f. Which sign means to reduce speed?

Aprendamos un poco más: The Present Imperatives

Los imperativos se usan para decirles a las personas que hacer. Se usan para dar consejos, instrucciones, advertencias o direcciones.

Los imperativos afirmativos tienen la misma forma del infinitivo pero sin "to".

Verbo (Base Form)+ Complemento.

Ejemplos:

Stand up. Be quiet.

Los imperativos negativos se forman con:

Do not (don't)+ el verbo (Base Form)+ Complemento. Ejemplos: ***Do not enter. Do not disturb, please.***

Smile and greet people (consejos).

Be careful! There's a big hole there. (advertencia).

Don't forget to do your homework.

Come to the board and write a sentence. (instrucciones).

4. VOCABULARY.

Match the traffic signs with their meaning. *(Una las señales de tránsito con su significado).*

a. No cycling.



b. Roundabout ahead



c. Yield



d. Maximum speed



e. Minimum speed



f. Keep right



g. No overtaking



h. Roadworks



i. Stop light ahead or signal ahead



j. Pedestrian crossing



k. Curve



Aprendamos un poco más: Imperatives: NO+NOUN or NO +GERUND

Observa que algunos imperatives toman la forma **NO+NOUN** o **NO+GERUND**.

Ejemplos:

No littering = Prohibido tirar basura.

No U turn = No girar en U.

No dogs = No se permiten perros.

5. SPEAKING.

Read and practice this conversation. (*Lea y practica esta conversación*).

Police officer : Get down. You are on the wrong way.

Motorcyclist : Sir, I am sorry, I did not see the signal.

Police officer : You must be careful when crossing the road. You can cause an accident.

Motorcyclist : Yes, Sir.

Police officer : Can I see your documents, please?

Motorcyclist : Yes, sir. Here you are.

Police officer : All right. Everything is in order.

Motorcyclist : Thank you, sir.

Police officer : Don't forget to watch out for traffic signs. Be careful at all times!

Motorcyclist: Yes, sir. I'll do it.

Now work with a partner and practice the conversation. (*Ahora trabaja con un compañero y practica la conversación*).

Aprendamos un poco más: **Meaning of words in context**

Es importante que observemos el significado de algunas palabras y expresiones en contexto, es decir, el significado en la situación en que las usa el hablante.

Ejemplos:

Get down. Significa **bajar, apearse**. *Example: The bus driver got down from his bus to inspect the tyres.*

En la conversación se usa como un imperativo y por lo tanto significa **baja** o **apéate** (del vehículo).

Here you are. Significa **tenga, aquí tiene, ten**. Esta es una expresión cuyo significado no se deriva del significado de cada palabra que la componen sino de su uso como una expresión.

Everything is in order. Significa **Todo está en regla** según la situación en que se emplea.

Watch out significa **estar atento**. En este contexto es un imperativo.. Observemos este ejemplo: **Watch out! There's a hole up ahead. = Ten cuidado! Hay un hoyo allí adelante.**

Watch out for pickpockets when you are at a bus stop. = Estate atento a los carteristas cuando estés en una parada de bus.

6. GRAMMAR.

Change the Affirmative imperatives into Negative. (*Cambia los imperativos de afirmativo a negativo*).

Example: Smoke in the classroom. Don't smoke in the classroom.

- a. Turn right. _____
- b. Stop, please. _____
- c. Lock your car doors _____
- d. Turn left. _____
- e. Be polite with other drivers _____
- f. Cross the street. _____
- g. Drink while you drive _____
- h. Cross the bridge in case of an earthquake _____

7. WRITING.

Work in groups. For each situation create a sign (*warnings, instructions or suggestions*). **Present your situation and signs to the class.** (*Para cada situación crea una señal (advertencia, instrucción o sugerencia) Presenta tu situación y tu señal a la clase*).

Situation

- a. You are a guide at the local Arboretum in your town. Create signs for tourists, students, and local people.

Situation

- b. You are a teacher at a secondary school. Create signs for your students.

Situation

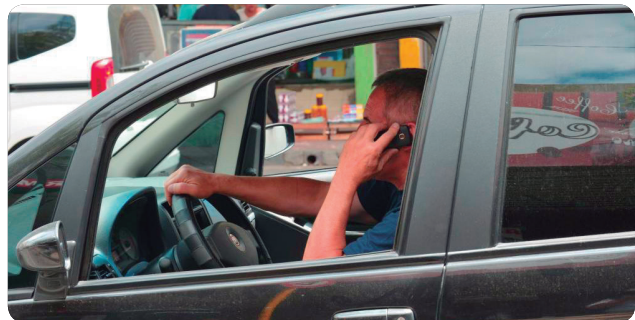
- c. You are a tour guide to climb the Masaya Volcano. Make signs for tourists.

Situation

- d. You are the guide at the zoo in your town. Make signs for visitors, especially for children who want to see the animals.

8. READING.

Before reading. Look at the pictures and say what is happening. (Mira las imagenes y di que esta sucediendo)



Read the text

Nowadays the use of Mobile Phones is an activity that all kinds of people do in their free time or when they are working. The use of mobile phones can distract people from other tasks, including driving. Driving is a task that needs all of our attention to avoid a crash. For this reason, if you are driving you should follow some rules that restrict the use of mobile phones while driving.

Don't use a mobile phone in your hand while driving. This includes making and receiving calls or using other functions of the phone.

Don't use a mobile phone when you are at the traffic lights.

Send messages and make calls before you drive or afterwards.

If you are an inexperienced driver, you can avoid accidents by keeping your maximum speed slightly under the speed limit. It is also important to drive safety. One thing you can do is to check your car regularly and fix mechanical faults for long and difficult trips. For instance, when you drive at night or under difficult weather conditions. a great deal of car accidents occur in our country because people consume alcohol while they are driving, so remember:

If you drink don't drive and if you drive don't drink. Avoid driving when you are tired and asleep. Consider to take a taxi in both situations.

In the case that you are a passenger, don't distract the driver, making loud noises or talking. Choose not to be a passenger in a car when you do not feel safe with the driver.

Read each sentence and circle the correct answer according to the reading. (Lee cada oración y encierra en un círculo la respuesta correcta de acuerdo a la lectura).

1. If you drive a car you should not:
 - a. Switch off your mobile phone.
 - b. Put your mobile phone away.
 - c. Make and receive calls.
2. If you are an inexperienced driver you should:
 - a. Keep your maximum speed above the speed limit.
 - b. Keep your maximum speed under the speed limit.
 - c. Keep very close to another vehicle.
3. To drive safety, drivers should:
 - a. Check their car often to look for any mechanical problem.
 - b. Fix their car after driving every day.
 - c. Fix their car after driving at night and under difficult weather conditions.
4. To avoid a car crash drivers should:
 - a. Drive when they feel tired.
 - b. Take a taxi instead of driving tired.
 - c. Drive when they feel sleepy.
5. If you are a passenger you should:
 - a. Talk to the driver.
 - b. Tell jokes and stories to entertain the driver.
 - c. be quiet and avoid distracting the driver.

9. GRAMMAR.

Complete the sentences. Use the affirmative or negative form of the word in parenthesis. (Completa las oraciones. Usa la forma afirmativa o negativa de la palabra en paréntesis).

Example: Don't turn (turn) right here.

- a. _____ (feed) the animals.
- b. _____ (eat) in class.
- c. _____ (wear) your school uniform everyday.
- d. _____ (bring) your English book to class.
- e. _____ (throw) your trash in the classroom.
- f. _____ (use) your cell phone in class.
- g. _____ (bring) food into the classroom.
- h. _____ (be) polite and say good morning.
- i. _____ (interrupt your classmates when they are talking).
- j. _____ (knock) the door before you come into the classroom.

Aprendamos un poco más: The modal SHOULD

Should es un modal auxiliar, el cual se usa para dar sugerencias o consejos. También lo usamos para dar una opinión o recomendación. Al escribir oraciones en tercera persona del singular utilizando **SHOULD** no se le agrega **-s**. **SHOULD** es seguido por un verbo pero sin la preposición **“to”**.

Affirmative Statements: **Sujeto+ should + verbo+ complemento.**

Ejemplo:

People should drive more carefully.

In negative statements se usa **should + not**, o la contracción:

shouldn't.

Ejemplo: **Sujeto + shouldn't + verbo + complement.**

You shouldn't make phone calls in the classroom.

We should not overtake vehicles in this curve.

10. SPEAKING. GAME.

Find someone who. Walk around the class asking questions to fill in the form. The first student who completes the form is the winner. (*Camina alrededor de la clase realizando preguntas para completar el formato. El primero que complete el formato es el ganador.*)

Examples: How do you come to school?

Do you use your cell phone in class?

Find someone who	Name
Walks to school everyday	
Comes to school by bus	
Has a pet	
Works on a farm	
Asks questions in class	
Uses his/her cell phone in class	
Respects traffic signs	
Always comes to school by bike	

11. GRAMMAR.

Match the sentences of the left with the sentences of the right. Write the numbers in the blank. (*Una las oraciones de la izquierda con las oraciones de la derecha. Escriba los numeros en los espacios*).

- | | |
|--|--|
| a. The traffic light is red. | 1. We shouldn't enter here. |
| b. She receives calls when driving. _____ | 2. We shouldn't bring food. |
| c. That driver is overtaking. _____ | 3. We should leave it at home. |
| d. Don't eat here. _____ | 4. You should wear a helmet. |
| e. This is a restricted area. _____ | 5. You should follow the instructions. |
| f. Dogs are not allowed in the store. _____ | 6. You should stop. |
| g. I throw burning cigarettes into the waste basket. _____ | 7. She shouldn't answer. |
| h. The guide said "Follow me". _____ | 8. You should pull over. |
| i. I ride a motorcycle to work every day. _____ | 9. You should extinguish it, first. |

Remember that: Prepositions of place

Las preposiciones de lugar te indican donde se encuentra una persona, un lugar o cosa. Recordemos algunos usos:

*Usa **in** + location (city/town/country/neighborhood) Ejemplos:

Tatiana lives in El Viejo.

My sister lives in Balgüe, Altagracia.

Flora is from Diría but she works in Rivas.

*Usa **on** + street. Ejemplos:

My school is on main street in Santo Tomas.

Ruben Dario Theater is on Bolivar Avenue.

* Algunas expresiones con **at**:

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

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

12. SPEAKING.

Work with a partner and fill in the location where you find each sign. Prepare a dialogue about one of the signs. (*Trabaja con un compañero y completa el lugar donde encuentras cada señal. Prepara un dialogo sobre una de las señales*).

Example:

A: Do you come here often to this library?

B: I come everyday. Look at that sign. We must be quiet in the library!

A: Oh God! You're right.

Sign	Location
Keep this door closed	In an office
No smoking	
Don't take chairs out of the classroom	
No littering	
Cross the street	
Wet and Slippery	
Do your homework on time	
Push / pull	
Be aware of dogs	
Please be very quiet	
No cameras	

13. LISTENING.

Listen and circle the correct instruction. (*Escucha y encierra en un círculo la instrucción correcta*)

1.

- a. Don't turn left.
- b. Don't turn right.
- c. Turn right.

2.

- a. Don't come this way.
- b. Come this way.
- c. Don't go this way.

3.

- a. Don't cross the street.
- b. Cross the street.
- c. Let's cross the street.

4.

- a. You should stop at the traffic light.
- b. You should keep right.
- c. You shouldn't stop at the traffic light.

5.

- a. Wheelchair access.
- b. Caution stairs.
- c. Wear a seatbelt.

6.

- a. You should smoke while you are driving.
- b. You shouldn't smoke while you are driving.
- c. You should smell while you are driving.

7.

- a. Don't exceed the speed limit.
- b. Exceed the speed limit.
- c. Don't keep your maximum speed limit.

14. SPEAKING.

Group work. The teacher will give you images of different signs. Post them on the wall and discuss their meaning. Walk around the classroom and ask other groups these questions. (*El profesor les dará imágenes de diferentes señales. Ponlas en la pared y discute el significado de ellas. Camina alrededor del aula y realiza estas preguntas a otros grupos*).

1. What does this sign mean?
2. Where can you see this sign?

15. READING.

Complete each statement with the corresponding traffic sign. (*Completa cada afirmación con la señal correspondiente*).

- | | | |
|--------------------|------------------------|----------------------|
| 1. Signal ahead | 2. pedestrian crossing | 3. slippery when wet |
| 4. T- intersection | 5. Two way traffic | 6. school crossing |

- a. Keep right! Traffic is traveling in both directions: _____
- b. There's an intersection with traffic light ahead: _____
- c. Watch out for people that could walk in front of you: _____
- d. The road ends ahead. We must go left or right: _____
- e. Road can be slippery when it rains: _____
- f. Watch out for children: _____

16. WRITING.

Write a short paragraph about traffic signs in your community. (*Escribe un párrafo corto sobre las señales de tránsito en tu comunidad*).

Lesson C: Driving Safety

En esta lección usted:

- * Realizará conversaciones cortas sobre temas de seguridad vial y de transporte.
- * Reforzará el uso del imperativo y vocabulario aprendido.
- * Expresará opiniones coherentes y cohesivas sobre temas de seguridad vial y de transporte.
- * Usar estrategias de comprensión lectora y auditiva en textos sencillos.

1. VOCABULARY.

Match the pictures with the words. Work with a partner and discuss the meaning of the words. *(Une las imágenes con las palabras. Trabaja con un compañero y discute el significado de las palabras).*

1. Parking space



5. Traffic jam



2. Roundabout



6. Sidewalk



3. Path



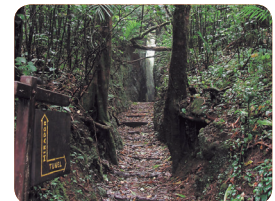
7. Trail



4. Bridge



8. Boulevard

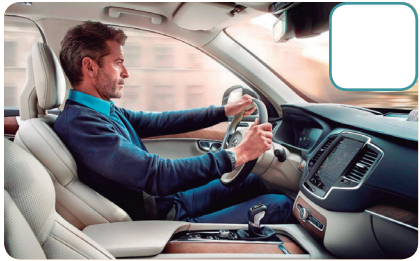


Listen to your teacher and practice the pronunciation of the words. (Escucha a tu profesor y practica la pronunciación de las palabras).

2. READING.

Read each sentence. Then write the number of the sentence next to the corresponding picture. (Lee cada oración. Luego escribe el número de la oración junto a la imagen).

1. You should wear your seat belt while driving.
2. You shouldn't text on your phone while driving.
3. You should watch out for signals on the road.
4. You should show respect to the other drivers.
5. You shouldn't drive recklessly.



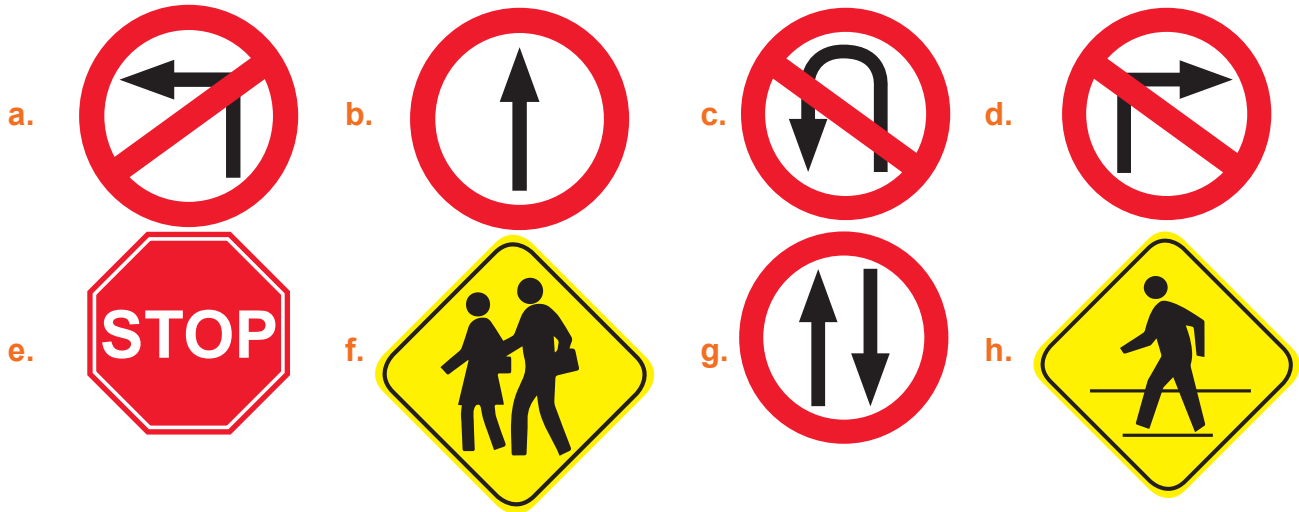
3. WRITING.

Write about what you should do and should not do while you walk to school. Compare your list with a partner. (Escribe acerca de las cosas que debes y no debes hacer mientras caminas a la escuela. Compara tu lista con un compañero).

Things I should do	Things I should not do

4. VOCABULARY.

Match the traffic signs with their meaning. Write the answer in the blank. (*Une las señales de tránsito con su significado. Escribe la respuesta en el espacio*):



School crossing _____
 Stop _____
 Two ways _____
 No U – turn _____

Pedestrian crossing _____
 One way _____
 No left turn _____
 No right turn _____

5. SPEAKING.

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

Jordania: I heard there was an accident on the road today.

Melissa: You don't know what happened?

Jordania: No, Tell me the news.

Melissa: A truck and a microbus crashed on a curve of the road.

Jordania: Really?

Melissa: I'm telling you the truth.

Jordania: Were there any injuries?

Melissa: I heard that the bus driver and a passenger got hurt.

Jordania: How did the accident happen?

Melissa: The microbus driver did not respect the speed limit.

Jordania: Oh my god. That's really dangerous.

Melissa: It is.



Find words that mean the following: (*Encuentra palabras que significan lo siguiente*).

Salir herido, lastimado o golpeado: _____

Chocar, colisionar, estrellarse: _____

Límite de velocidad: _____

Decir la verdad : _____

En una curva : _____

Lesiones, daños: _____

Me entere, supe que, escuché que: _____

6. READING:

Before reading. Work with a partner and discuss the meaning of these expressions. Use the reading to guess. (*Trabaja con un compañero y discute el significado de estas expresiones. Usa la lectura para adivinar*).

Milk the cows _____

Brush the horse _____

Plant vegetables _____

Fix the fences _____

Reading. Read the following text and do the exercises below. (*Lee el texto y realiza los ejercicios siguientes*).

The Farm School

La Fraternidad is a farm school in Muy Muy, Matagalpa. It is a working farm that takes school children. Children stay for two days to learn about life on a farm, to taste a little bit of nature, and to understand the value of hard work. With a little help from the farm school teachers, children do the farmers' work: They milk the cows; plant vegetables; collect the chicken eggs; make cheese; brush Lucero, the farm horse; or fix the fences.

Kids love the farm work said Carmelo, one of the farm school teachers. They love to see the work they did with their own hands. He said. According to the farm school principal, children are excited to make things with their hands using ideas they studied back at school. A group of students who built a fence out of wood from the farm's trees said happily, " We really used math." Working on the farm makes kids feel great about themselves and their hard work.

Based on the passage, write T if the statement is true, write F if it is false. (*En base a la lectura, escribe T si la afirmación es verdadera, escribe F si es falsa*).

- _____ a. La Fraternidad is a high school located in Matagalpa.
- _____ b. School children learn about farm games.
- _____ c. Working on the farm makes kids feel great about their hard work.
- _____ d. Children apply what they learnt at their school.
- _____ e. Children love not doing homework for two days.

Answer these questions (*Contesta estas preguntas*)

What does "it" refer to in paragraph 1? _____

What does "they" refer to in paragraph 2? _____

What does "he" refer to in paragraph 2? _____

What does "we" refer to in paragraph 2? _____

Remember that: Meaning of words

El significado de una palabra puede variar en dependencia de la función que desempeña en la oración. Al analizar el significado de una palabra en un texto debemos observar su categoría gramatical. Es decir, si es un sustantivo, un verbo un adjetivo, etc.. También debemos recordar que una palabra puede ser parte de una expresión idiomática.

Ejemplos: Milk (noun).

Milk the cows: Ordeñar las vacas (verb).

Plant the vegetables: Cultivar hortalizas.

Brush Lucero (the horse:) Cepillar a Lucero (el caballo).

Incluso aunque una palabra pertenezca a una categoría gramatical puede tener varios significados. Ejemplos:

Milk (v) Exprimir, extraer.

The boss milked his employees.

7. PRONUNCIATION.

Listen to your teacher and practice these words. (*Escucha a tu profesor y practica estas palabras*)

- a. Overtaking
- b. Traffic police
- c. Reckless driving
- d. Traffic signals
- e. Tragic
- f. Seat belt
- g. Narrow
- h. Vehicle
- i. Intersection
- j. roundabout

8. SPEAKING.

Read and practice the dialogue with a partner. (Lee y practica el dialogo con un compañero).

Gabriel: Hello Eyrel! How are you?

Eyrel: I am fine. What about you?

Eyrel: I am not so good. One of my neighbors died last night at a tragic road accident near Tipitapa.

Gabriel: Really?, I'm sorry to hear that.

Eyrel: Yeah, there is not a single day without a road accident.

Gabriel: You're right, nowadays it is something common in our country.

Gabriel: I read in the paper that the main causes are reckless driving, lack of traffic police, overtaking, and violation of traffic signals.

Eyrel: I think that the conditions of roads, too.

Gabriel: I agree. Well, I have to go to school now.

Eyrel: You should be careful when crossing the road.

Gabriel: Yeah, I know. bye !

Eyrel: Bye!



Find words in the dialogue that mean the following: (Encuentra palabras en el dialogo que significan lo siguiente)

Violación de señales de tránsito: _____

Manejo imprudente : _____

Aventajar : _____

Accidente de tránsito: _____

Policía de tránsito: _____

Trágico: _____

Remember that: Imperatives

Los imperativos se usan para dar instrucciones, hacer peticiones, sugerencias, dar recordatorios y precauciones.

	Afirmativo	Negativo
Estructura:	Base form of verb	Don't + base form of verb
Examples:		
Instrucciones	Turn off your cell phones.	Don't turn the light.
Peticiones	Please close the door.	Please don't smoke in here.
Sugerencias	Relax.	Don't worry.
Recordatorios	Remember to call me later.	Don't forget your keys.
Precauciones	Watch out!	Don't look at your.

Utiliza *Please* (por favor) para solicitar algo con amabilidad.

9. WRITING.

Complete the text with words from the box. (Completa el texto con palabras del cuadro).

- | | | |
|-----------|------------|----------|
| 1. report | 2. advise | 3. write |
| 4. road | 5. Country | 6. Stay |
| | | 7. crash |

Hundreds of people are involved in _____¹ accidents every year in our _____². Here are some _____³ to follow if you are one of these unfortunate people.

The most important thing is to _____³ calm. Call the police and _____⁴ the accident. If you are involved in a _____⁶ and the driver tries to leave the accident scene, _____⁷ down the vehicle's license plate number.

Aprendamos un poco más: The modal SHOULD

El modal **SHOULD** lo empleamos para expresar una opinión personal y su significado es menos enfático que otros modales tales como 'must' or 'have to'. Observa que cuando lo usamos le agregamos una expresión personal como: 'pienso que' u 'opino que'. Ejemplos:

- **I think they should** be careful when driving. (Pienso que deben de ser más cuidadosos al conducir).
- **I don't think they should** drive without a driving license. (No creo que ellos deban manejar sin licencia de conducir).
- **Do you think we should** park here? (¿Crees que debemos parquearnos aquí).

10. GRAMMAR.

Match column A with column B to make sentences. (*Une la columna A con la columna B*).

Column A

- a. I don't think you should.
- b. Do you think the police should be.
- c. I think we should respect the.
- d. I don't think they should .

Column B

- 1. traffic signs and traffic lights.
- 2. drive fast in the rain.
- 3. drive without light at night.
- 4. strict with reckless drivers.

11. LISTENING. GAME. Vocabulary chain.**RULES.**

- *El profesor divide la clase en dos equipos.*
- *El profesor dice una palabra y un miembro de cada equipo escribirá una palabra que empieza con la ultima letra de la palabra que dijo el profesor.*
- *Cada equipo debe continuar escribiendo tantas palabras puedan siguiendo la regla.*
- *El equipo que escriba más palabras es el ganador.*

Example: The teacher says: BOAT.

Students can write: TABLE, TEACHER, TRAFFIC, TOMATO, ETC.

The teacher says ERASER.

Students can write: ROAD, RIVER, RAINBOW, ETC.

12. SPEAKING.

Prepare a list of sentences using imperatives. Work in group of four and tell your sentences to your classmates. (*Prepara una lista de oraciones usando imperativos. Trabaja en grupo de cuatro y di las oraciones a tus compañeros.*)

Examples:

Open your notebook and write your name and phone number.

Stand up and Walk to the door.

Don't use Spanish in class.

Close your note book and keep it in your backpack.

Ask your classmate his/her last name.

Move your chair backward.

Go to the board and spell your name.

Raise your left hand and move it.

Take out a pencil and a pen.

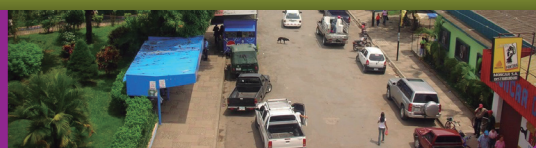
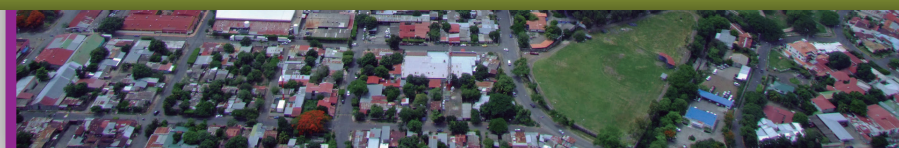
Take out your english notebook.



UNIT
two



GIVING DIRECTIONS



Lesson A: Can you help me please?

En esta lección usted:

- *Reforzará el uso de imperativos y vocabulario aprendido.
- * Realizará y contestará preguntas con modales CAN, COULD, WILL, WOULD.
- * Dará y pedirá direcciones.
- *Usará estrategias de comprensión lectora y auditiva sobre temas del contexto natural y socio cultural.

1. SPEAKING.

Listen to the conversation. Then practice the conversation with a partner. (*Escucha la conversación. Luego practica la conversación con un compañero*).

Police officer: Excuse me, Sir. You can't park here.

Man: Can you tell me, why officer?

Police officer: Look at this sign. It says, "No parking".

Man: Oh, I'm really sorry, officer. I didn't see the sign.

Police Officer: You can go to the parking lot.

Man: Where is it?

Police officer: It's behind that building.

Man: OK. Thanks a lot.

Police Officer: You're welcome.



2. READING.

Answer these questions based on the conversation. (*Contesta estas preguntas basadas en la conversación*).

- Why did the police officer stop the driver?
- Did the driver know where to park?
- Where can the driver park?

Aprendamos un poco más: Uso de CAN, COULD

Uso del Modal Auxiliar CAN. Usamos CAN para solicitar a alguien que haga algo.

Ejemplo: ***Can you tell me the way to the market, please?***

Así mismo usamos COULD para solicitar a alguien de una manera educada que haga algo.

Ejemplo: ***Could I have my bill, please?***

Cuando solicitamos una dirección a alguien:

Can you tell me where the Health Center is?

En el caso que la persona a quien le preguntamos no conoce el lugar, también puede emplear COULD para dar una respuesta.

Ejemplo: ***I'm sorry. I don't know. You could ask the bus driver.***

También se usa CAN para ofrecer ayuda.

Ejemplo: ***Can I help you?***

Usamos COULD para referirse al pasado de CAN.

Ejemplo: ***I could see the sign in the distance.***

3. GRAMMAR.

Complete these questions with the correct alternative. (Completa estas preguntas con la alternativa correcta).

- a.** Could you tell me _____ to get to the Toy Store, please?
a. what b. where c. how
- b.** Could you tell me _____ the souvenir shop is, please?
a. where b. how c. when
- c.** Can you tell me how to get _____ the police station, please?
a. to b. at c. in
- d.** Excuse me, How _____ get to the local market, please?
a. I can b. can't I c. can I
- e.** Where _____ the Local Museum, please?
a. are b. is c. am
- f.** Excuse me, Where can _____ a good bakery?
a. I go b. I find c. find

Remember that: Uso de CAN y COULD

CAN y COULD expresa habilidad o posibilidad.

Ejemplos:

People in my community can use e-mail

Fifteen years ago, people in my community could not have access to internet.

Affirmative Statements:

Subject	Can/could	Base form of verb	Complement
I, You, We, They, He, She. It	can could	have	access to internet

Negative statements:

Subject	Can/could	Base form of verb	Complement
I, You, We, They, He, She. It	can't cannot couldn't could not	have	access to internet

Questions:

Subject	Can/could	Base form of verb	Complement
Can Could	I, you, we, they, he, she. It	have	access to internet?

Answers

Yes,	I, you, we, they, he, she. It	Can could
No,	I, you, we, they, he, she. It	can't cannot couldn't. could not

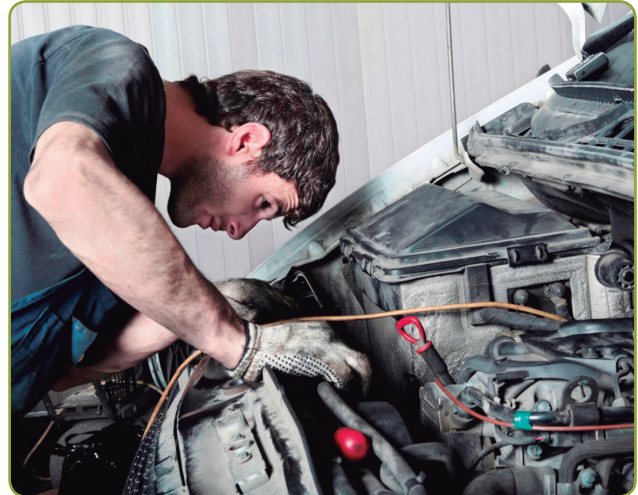
4. SPEAKING.

Work with a partner. Ask and answer questions about the things you can do in your community or town. (Trabaja con un compañero. Realiza y contesta preguntas sobre las cosas que puedes hacer en tu comunidad o pueblo).

Example

Can you.....?

- a. take photos in the museum?
- b. drive fast?
- c. pay by credit card in restaurants?
- d. change dollars to córdobas?
- e. surf on the internet?
- f. park wherever you want?
- g. throw the garbage in the park?
- h. wear shorts in a church?
- i. Smoke in public places?



5. WRITING.

Write five sentences about things you can do and five sentences about what you can't do in your community or town. (Escribe cinco oraciones sobre las cosas que puedes hacer en tu comunidad y cinco oraciones sobre lo que no puedes hacer).

Example: In Santo Domingo, you can pay by credit card in restaurants.

Aprendamos un poco más: More about CAN and COULD

CAN y COULD se usan para solicitar algo, y para dar permiso.
Ejemplo:
Can I take pictures in the Museum?
No, you can't.

Observa que para negar permiso usamos **can't**. El uso de CAN es más frecuente que COULD. Sin embargo, COULD es más formal
Ejemplo:
Could I sit here?
Yes, you could.

6.GRAMMAR.

Look at the pictures. Write **You can...** or **You can't.** (*Observa las imágenes. Escribe lo que puedes o no puedes hacer*).



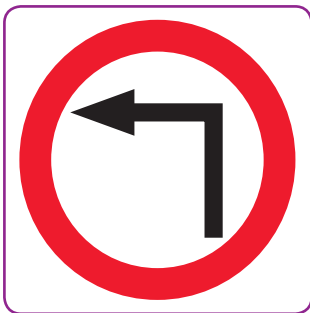
Example: **You can park here.**



a. You _____ use your camera here.



d. You _____ use your cell phone.



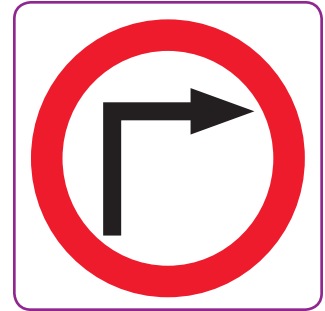
b. You _____ turn left.



e. You _____ smoke here.



c. You _____ park here.



f. You _____ turn right.

7. LISTENING.

Listen to these conversations. Then practice with a partner. (*Escucha estas conversaciones. Luego practica con un compañero.*)

Conversation one

A: Could you tell me where the Bello Amanecer Hotel is, please?

B: Sure. Walk along this street till you get to the park. Then turn right at the park. It's across from "Doña Miriam" bar.

A: Thank you very much.

B: Don't mention it.

Conversation two

A: Could you help me, please? How can I get to the bus station?

B: Walk till the corner of the Police station. Then turn right and walk one block. It's opposite the church.

A: Thanks a lot.

B: You're welcome.

Conversation three

A: Excuse me, sir. I'm looking for a good food stand. Is there any near here?

B: There's a good one. Go north on Main Street. It's on the left next to the Local Museum.

A: Thanks.

B: Don't mention it.

Aprendamos un poco más: **CAN, COULD, WILL and WOULD** in polite requests

Se usa CAN, COULD, WILL y WOULD para solicitar ayuda de manera educada.

Ejemplo:

Would you open the window, please? O Would you help me, please? Can you help me, please? Could you help me, please? Así mismo, podemos usar will para solicitar ayuda aunque es menos cortés. **Ejemplo: Will you help me, please?**

Para ser mas cortés usamos **PLEASE** en nuestras solicitudes.

Hay dos posibles lugares de la palabra **PLEASE**: Antes del verbo o al final de la pregunta.

Can you help us, please?

Can you please help us?

En el caso de WILL también se usa para dar una expectativa relacionada al futuro.

Ejemplo:

A: Could you please tell me how to find a hospital?

B: Yes, walk three blocks south, on your left you will see the hospital.

La contracción de los pronombres más WILL son los siguientes: I will (I'll), you will (you'll), He will (He'll), She'll (She'll), It will (it'll) They will (They'll), We will (we'll).

8. READING.

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

- a. Do you have favorite places in your town? What are they?
- b. What are the most important places in your community?
- c. Where are they located?

Read Diana's description of her favorite places and do the exercises below. (*Lee la descripción de los lugares favoritos de Diana y realice los ejercicios a continuación*).

My name is Diana. I am in ninth grade at Alfonso Cortes School in Managua, the capital city of Nicaragua. I live in a very convenient and safe neighborhood. It is near different kinds of stores and other important places. There is a big park and a library in my neighborhood. The park is big and it is opposite the post office. The library is across from my favorite grocery store. There is a popular ice cream shop between the bank and the pharmacy. I really love my neighborhood!

There are other places in Managua that I like a lot. One of them is the old Cathedral of Managua which is situated next to the National Palace. The National Ruben Dario Theater is another favorite place. It is located across from El Paseo Xolotlan near Salvador Allende Harbor. Another place I like going is Tiscapa Lagoon which is near Plaza Inter Shopping Center. I love going to all those places!

Mark each statement T (true) or F (false) according to the reading. If it is false, correct the statement. (*Marca cada afirmación VERDADERO o FALSO de acuerdo a la lectura. Corrige las afirmaciones falsas*).

- a. Diana enjoys living in her neighborhood. _____
- b. The park is across from the post office. _____
- c. Diana has a favorite restaurant in her neighborhood. _____
- d. The National Ruben Dario Theater is behind Tiscapa Lagoon. _____

Choose the correct answer (*Escoge la respuesta correcta*)

1) The word “popular” in paragraph one means?

- favorite
- hated
- unknown

2) The word “which” in paragraph two means?

- The National Palace.
- The Old Cathedral.
- Ruben Dario Theater.

3) An antonym of the word “far” is?

- located
- near
- situated

9. PRONUNCIATION.

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

Asking for directions

- How can I get to ...? (Como puedo llegar a...)
- What’s the best way to get to ...? (Cual es la mejor manera para llegar a..)
- Where is ...? (Donde es...?)

Giving directions

- Go straight on until you come to (*siga recto hasta que llegues a*)
- Turn back./Go back. (*regrese*)
- Turn left/Turn right into street. (*Gire a la izquierda/Gire a la derecha en la calle*)
- Go along this street (*Continue en esta calle*)
- It’s on the left/right. (Es a la izquierda/Es a la derecha)
- It’s at the end of the street (Es al final de la calle)
- It’s on/at the corner (Es en la esquina)
- It’s just around the corner (Es justamente al doblar la esquina)
- Go straight on this street (*Siga recto en esta calle*)

10. GRAMMAR.

Complete the dialogue with expressions for giving directions. Use the map and these expressions. (Completa el dialogo con expresiones para dar direcciones. Usa el mapa y estas expresiones).



Turn left
opposite
turn right
go straight on

A: Excuse sir, can you tell me the way to the post office?

B: Sure! _____ at the next corner. Then _____ until you come to the traffic lights. _____ there. The post office is _____ the cinema.

A: Thank you very much.

B: You're welcome.

Now complete this dialogue. Use these expressions.

On your right go back east right

A: Excuse me, where is the hardware store, please?

B: You need to _____ on this street. Turn _____ at the corner. Then walk two blocks _____. The hardware is _____ at the corner.

A: Thanks a lot.

B: Any time.

11. SPEAKING.

Work with a partner. Use the map and take turns to ask for and give directions. (Trabaja con un compañero. Usa el mapa y turneense para pedir y dar direcciones).



Situation one:

You are at the church. You need to go to fruit stand. Ask your partner.

Situation two:

You are at the park. You need to go to the Pizza shop. Ask your partner.

Situation three:

You are at the primary school. You need to go to the Bus Station. Ask your partner.

Situation four:

You are at the market. You need to go to hospital. Ask your partner.

Situation five:

You are at the primary school. You need to go to the bakery. Ask your partner.

Situation six:

You are at the snack bar. You need to go to the church. Ask your partner.

Situation seven:

You are at the park. You need to go to the Pizza shop. Ask your partner.

Situation eight:

You are at the parking lot. You need to go to the Pharmacy. Ask your partner.

12. GRAMMAR.

Write affirmative and negative imperatives. Use the verbs in parentheses. (Escribe imperativos afirmativos y negativos. Usa los verbos en paréntesis).

- a. _____ upstairs. (not / to go)
- b. _____ your homework. (to do)
- c. _____ during the lesson. (not /to talk)
- d. _____ the animals in the zoo. (not / to feed)
- e. _____ your mobile phones. (to switch off)
- f. _____ late for school. (not/ to be)
- g. _____ on this street, please. (to turn left)
- h. _____ your trash in your classroom. (not to / throw)

13. LISTENING.

Andrea is travelling to Managua. Roger wrote an e-mail to her explaining the way to get to his house. Listen to your teacher and fill in the blanks. (Andrea viajará a Managua. Roger escribió un correo a ella explicándole como llegar a su casa. Escucha al profesor y completa los espacios en blanco).

Dear Andrea,

How is everything? I'm looking forward to seeing you next Saturday. I would like to pick you up from Roberto Huembes _____ at 9:00 a.m. but I'm sorry I _____. You know I have to work at that time. I'm sure you are nervous because it is your first time you travel to Managua, but don't worry; I _____ tell you how to get to my house. When you get to Roberto Huembes bus station, ask someone for the 119 bus stop, but remember to ask for the bus line that goes _____. Don't forget to bring your TUC transportation card. When you are on the bus, ask a passenger to tell you where Metrocentro bus stop is. When you get there, you will see a big building on your right, that's Metrocentro shopping center. Cross the highway and walk one block north. Turn left at BDF bank and walk two blocks _____. My house is on the corner _____ Charlie's Bar. You _____ miss it. My mother will be there waiting for you. Remember to write my house address on a piece of paper in case you get lost. Could you please call me as soon as you get there? I will come back home at around 6 p.m. and we will go out in the evening. See you tomorrow.

Love,

Roger

Lesson B: Places around town

En esta lección usted:

- Usará preposiciones de lugar en conversaciones.
- Brindará información sobre la ubicación y características de lugares de su comunidad.
- Repasará el uso estrategias de comprensión lectora y auditiva sobre temas del contexto natural y socio cultural.
- Incorporará nuevas palabras en textos orales y escritos.

1. SPEAKING.

Survey. Walk around the classroom and ask and answer questions to complete the survey. *(Camina alrededor del aula y realiza y contesta preguntas para completar la encuesta).*

Examples:

- Is there a public library in your town?
- Do you have a recreation center in your town?

Name	Questions	Yes	No	Don't know
	Health center?			
	Hardware store?			
	Internet café?			
	Drug store/Pharmacy?			
	Restaurant?			
	Community center?			
	Bed and Breakfast?			
	Bookstore?			
	Gas station?			
	Shoe store?			

Now present a short report to the class. *(Ahora presenta un reporte corto a la clase).*

Example:

- There isn't any internet café in Carlo's town.
- Maria doesn't have any supermarket in her town.

2. LISTENING.

Bingo Game! Choose nine words from the box and write them on the bingo card. Listen to your teacher and cross out (×) the word you hear. (Escoge nueve palabras del cuadro y escríbelas en la tarjeta bingo. Escucha a tu profesor y marca la palabra que escuchas).

Farmer store	hospital	market	bicycle repair shop
beauty shop	barber shop	Legal office	dental clinic
Police station	bakery	bus station	Pet shop
church	Mayor's office	Hostel	park

Bingo card



REMEMBER THAT: Prepositions of place

Las preposiciones de lugar se usan para indicar donde se encuentra un lugar, una cosa, una persona o un animal. Observa los ejemplos:

- a. The guest house is **between** the Elementary School and the Mayor's Office.
- b. The bed and breakfast is **across from** the Legal Office.
- c. The child care center is **behind** Don Pepe grocery store.
- d. The tourist information Center is **near** the internet café.
- e. My best friend always seats **in front of** me.
- f. My school is **opposite** the baseball field.
- g. My parent's farm is **next to** a river.
- h. My sister's school is **on** Ruben Dario street.
- i. I always put my backpack **under** the chair.
- j. The clock is **above** the board.

3. GRAMMAR.

Circle the correct letter to complete each question. (*Encierra en un círculo la letra correcta para completar cada pregunta*).

1. What time do you arrive ____ school?
a. at b. to c. under d. on
2. How far is the school _____ home?
a. at b. in c. from d. near
3. What do you usually do _____ the afternoon?
a. in b. on c. from d. at
4. What time do you go to school _____ Saturday?
a. at b. in c. on d. between
5. How do you usually get _____ Managua?
a. at b. behind c. by d. to
6. Do you like to travel _____ boat?
a. on b. by c. to d. at
7. Do you live _____ El Sauce?
a. on b. at c. from d. in
8. Do you work _____ Main Street?
a. at b. in c. on d. from
9. Do you always sit _____ Maria?
a. in front of b. on c. at d. above
10. Why do you always sit _____ the whiteboard?
a. above b. on c. near d. under

4. SPEAKING.

Work with a partner .Ask and answer questions about places in your community or town. (*Trabaja con un compañero. Realiza y contesta preguntas sobre los lugares en tu comunidad o pueblo*).

Examples:

A: Is there a supermarket in your town?

B: No but there's a convenience store.

A: Where is it?

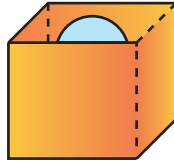
B: It's opposite the central park.

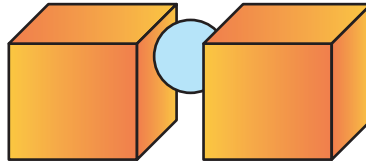
5. WRITING.

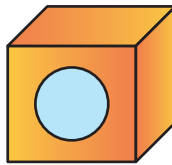
Write a sentence about each picture. Use prepositions of place. (Escribe una oración acerca de cada imagen. Usa preposiciones de lugar).

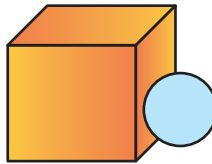
Example:

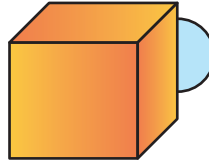
The ball is in the box

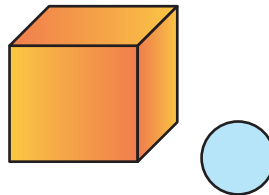


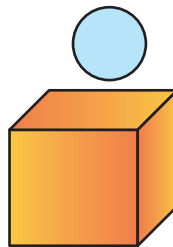












6. LISTENING.

Listen to each conversation and choose the correct response. (*Escucha cada conversacion y escoge la respuesta correcta*).

Conversation one

A: Excuse me, Could you tell me where the local Museum is?

- a. It's from the "Delis" Bakery.
- b. It's in "Delis" Bakery.
- c. It's across from the "Delis" Bakery.

Conversation two

A: Hi, Miguel. Where are you working now?

- a. I'm working far from the Health Center.
- b. I'm working at the Health Center.
- c. I'm working on the Health Center.

Conversation three

A: Excuse me, Can you tell me the way to the library, please?

- a. Of course. It's on Main Street, next to the pharmacy.
- b. Of course. It's in Main Street, next to the pharmacy.
- c. Of course. It's at Main Street, next to the pharmacy.

Conversation four

A: Hello, Fátima. Where are you?

- a. I'm from home.
- b. I'm at home.
- c. I'm near home.

Conversation five

A: Excuse me Sir, Where's Rubén Darío High School?

- a. It's front the park.
- b. It's opposite park.
- c. It's next to the park.

7. WRITING.

Read the following description of places in Mario's town. Then write what is true for your community or town. (*Lea las siguientes oraciones. Luego escriba lo que es verdad para su comunidad o pueblo*).

My town is small but there are many community and work places. The Mayor's Office is next to the Police Office. There is a nice restaurant on Main Street. There are two clothing stores. One is between the hardware store and the Pharmacy. The other is opposite Doña Berta Grocery store. There is a barber shop on park street. My school is near the community center.

REMEMBER THAT: Collocations

Es importante usar las palabras apropiadamente según el contexto y el tema de la comunicación. Para describir lugares debemos usar las combinaciones de palabras que naturalmente ocurren. Ejemplos:

El adverbio **EXTREMELY** siempre va seguido de un adjetivo.

Extremely rare= extremadamente/sumamente/muy raro.

Extremely careful= Sumamente cuidadoso.

Extremely unusual= muy inusual.

8. PRONUNCIATION.

Listen and pronounce the following words. (*Escucha y pronuncia las siguientes palabras*).

- a. **Extremely safe:** Extremadamente seguro.
- b. **Isolated area:** área aislada.
- c. **Convenient transportation:** transporte conveniente.
- d. **Noisy place:** lugar ruidoso.
- e. **Really dangerous:** realmente peligrosa.
- f. **Very polluted air:** aire muy contaminado.
- g. **Quiet streets:** calles tranquilas.
- h. **Beautiful view:** vista Hermosa/ preciosa.
- i. **Lots of trees:** muchos arboles.
- j. **Heavy traffic:** tráfico pesado.
- k. **Shady trees:** árboles con sombra.
- l. **Unpaved road:** carretera /camino sin pavimentar.
- m. **Winter crops:** cultivos / cosechas de invierno.
- n. **Large forest:** bosque grande.
- o. **Small population:** población pequeña
- p. **Large population:** población grande.
- q. **Peaceful place:** lugar tranquilo.
- r. **Clean air:** aire puro.
- s. **Clean water:** agua limpia.

9. VOCABULARY.

Put the words under the correct column. Do they describe a rural or an urban area? (Pon las palabras en la columna correcta. ¿Las palabras describen un área rural o un área urbana?).



Urban area	Rural area
Example: isolated area	Polluted air

10. SPEAKING.

Talk about your community. Use the questions bellow. (*Habla acerca de tu comunidad. Usa las preguntas a continuacion*):

What's your city or community like?

Do you live in a rural community? How do you feel living in a rural community?

Is your community safe? Is it peaceful? Is it a healthy place to live?

11. READING.

Before Reading: Answer these questions. (*Contesta estas preguntas*).



What can you see in the picture?

What city is it?

What are people doing?

Read the conversation about Silvia and her friends on a trip. (*Lee la conversación sobre Silvia y sus amigos en un gira*).

Silvia: OK. Here we are at the Colón Central Park.

Oscar: Look at that amazing cathedral!

Dora: Wow, it's big! How old is it?

Oscar: Well, I read that it is a hundred and fifty nine years old.

Silvia: Listen guys! It's lunch time. Where are we going to go, first?

Dora: Why don't we go to the calzada street and have something to eat? Then we can go to the cathedral and take some pictures.

Silvia: I agree. A friend of mine told me there are a lot of choices there.

Oscar: Good idea. But, where’s the calzada street?

Dora: I have no idea. I’m a stranger here.

Silvia: Let’s ask someone else.

Oscar: Excuse me sir, Can you tell us the way to the calzada street, please?

Local Person: Certainly. It’s not far from here. Cross the street and go straight ahead for two blocks. Then turn right.

Oscar: Thank you!

Local Person: You’re welcome

Dora: OK. Let’s go!

Write TRUE or FALSE for each statement. Correct the false statements. (Escribe VERDADERO o FALSO para cada afirmacion. Corrige las afirmaciones falsas).

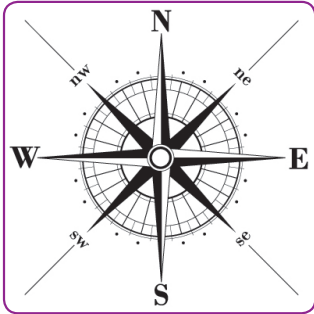
- a. Silvia and her friends are on the Calzada Street. _____
- b. The Cathedral is over one hundred seventy years old. _____
- c. Silvia and her friends decided to have lunch first. _____
- d. After lunch they want to take some pictures. _____
- e. Silvia and her friends know the city very well. _____
- f. The Calzada Street is far from the Central Park. _____

Aprendamos un poco más. CARDINAL DIRECTIONS OR CARDINAL POINTS

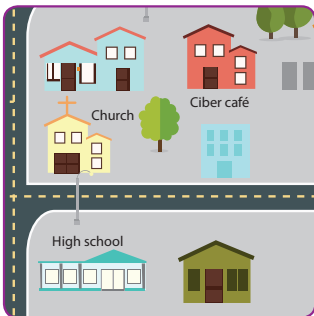
Los puntos cardinales se emplean para ubicar lugares en un mapa o para identificar la ubicación de lugares o personas en un área geográfica. Los cuatro puntos cardinales son **North (N), East (E), South (S), West (W)** comúnmente indicados por sus iniciales. Los puntos intercardinales son puntos intermedios ubicados entre los cuatro puntos cardinales. Estos son **Northeast (NE), southeast (SE), southwest (SW), y northwest (NW)**.

12. PRONUNCIATION.

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



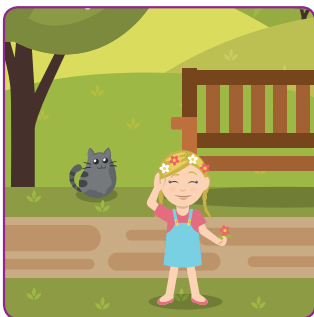
The dog is northeast of the horse.



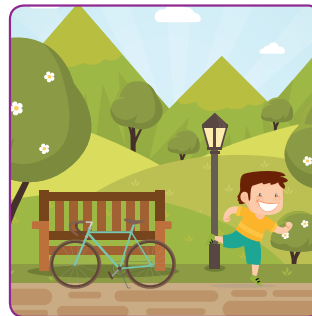
The church is north of the school.



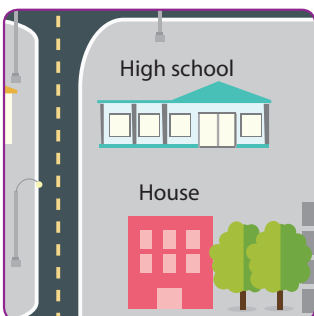
The car is west of the bus.



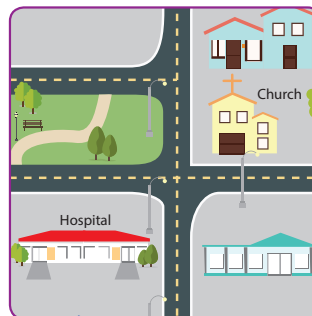
The child is southeast of the cat



The child is east of the bike.



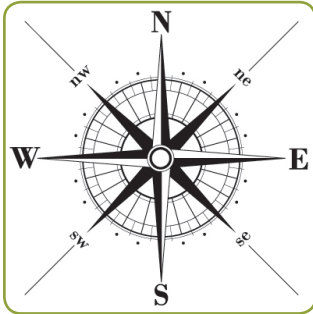
The house is south of the school.



The church is northwest of the hospital

13.GRAMMAR.

Use the map and the cardinal points to answer the questions (Use el mapa y los puntos cardinales para contestar las preguntas).



ANDRES CASTRO STREET

Doña Berta Grocery Store, Barber shop, Car park, Los Alvaro Hotel

MAIN STREET

Veterinary clinic, Camilo Zapata Music School, Bike Repair Shop, Melisa's Pizza, Fanny's Snack Bar, Hardware store, Clothing store, Amusement park, Photocopy center

COLLEGE STREET

Coffee Shop, Beauty Salon, Ruben Dario High School, Bookstore, Elmer Cisneros Community college, Child hospital, Kindergarten, Museum, Julia's Fruit Stand, Public Library

ARLEN SIU STREET

Pharmacy, Car repair shop, Church, Farmer's Market, Cyber café

What is north of Melissa's Pizza?

What is south of Ruben Dario High school?

What is between Doña Berta grocery store and the Barber shop?

What is east of the bookstore?

What is west of the photocopy center?

What is behind Camilo Zapata Music School?

What is north of Fanny's snack bar?

What is opposite the museum?

Are these sentences **TRUE** or **FALSE**?

The museum is between the kindergarten and the church. _____

The church is next to the Farmer's Market. _____

The Public library is east of Julia's stand fruit. _____

The car park is west of Melissa's Pizza. _____

The amusement park is on Arlen Siu Street. _____

The clothing store is opposite the beauty salon. _____

The coffee shop is west of the beauty salon. _____

The pharmacy is south of the car repair shop. _____

14. SPEAKING.

Work with a partner. Ask and answer questions about places in the map. (*Trabaja con un compañero. Realiza y contesta preguntas sobre lugares en el mapa.*)

Examples:

A: What is north of the Farmer's Market?

B: Julia's Fruit Stand is north of the Farmer's Market.

A: Where's the bookstore?

B: The bookstore is opposite Elmer Cisnero Community College.

15. READING.

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

- a. What can you see in the pictures?
- b. What part of the country is it?
- c. What do you know about San José de Cusmapa?



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

San José de Cusmapa

San José de Cusmapa is a small town located in the Department of Madriz, Nicaragua. This town does not probably appear at the top of places to visit for tourists that come to Nicaragua. However, this small town is a fascinating place surrounded by hills at an elevation of more than 1,200 meters above sea level. The town offers spectacular panoramic views of its surroundings. The best time of the day for a clear view is around noon on a clear day. Some of the points people can enjoy the scenery are Mano del Diablo and El Divisadero. At these points visitors can enjoy an incredible view of mountains and valleys and the chain of volcanoes of the western departments of the country.

San Jose de Cusmapa does not have much development of the tourism infrastructure but it offers visitors the opportunity to learn more about the Nicaraguan landscape and about life in the north region of the country. One important aspect to observe is how the young generation combines school work with work at home. Students that attend schools in town, go to schools in the morning and help their parents with work at home in the afternoon.

- a. What does this (paragraph one) refer to? _____
- b. What does its (paragraph one) refer to? _____
- c. What does these points (paragraph one) refer to? _____
- d. What does it (paragraph two) refer to? _____
- e. What does their (paragraph two) refer to? _____
- f. What is a synonym of the word around? _____
- g. What are the two points that visitors can enjoy the landscape from?

16. WRITING.

Write a few sentences to describe the picture. Use the above words to describe places. *(Escribe unas oraciones para describir la imagen. Usa las palabras anteriores para describir lugares).*



- What places can you see in the picture?
- What town is it?
- What is it like?

Example: There are a lot of trees. It looks a quiet place. There are a few people in the street.



Lesson C: Where is your town?

En esta lección usted:

- Consolidará el uso de preposiciones de lugar.
- Intercambiará información sobre la ubicación y características de lugares de su comunidad.
- Incorporará nuevas palabras en textos orales y escritos.
- Repasará estructuras y vocabulario aprendido.

1. LISTENING.

Listen to your teacher and complete the conversations. Then practice with a partner.
(*Escucha a tu profesor y completa las conversaciones. Luego practica con un compañero.*)

Conversation one

A: Excuse me. _____ you tell me where the bank is?

B: It's on Main Street, _____ the bus stop.

A: Oh, and do you know what time it opens?

B: It opens at 8:30 A.M.

Conversation two

A: Excuse me madam, _____ you tell me how to get to the bus station?

B: Certainly. Go straight on this street until you come to park. The bus station is _____ the park.

A: Oh. Thank you.

B: You're welcome.

Conversation three

A: _____ you help me, please? Where can I find a public restroom?

B: Sure. There's one at the park, _____ the tourist information center. You will see the sign.

A: Thanks a lot.

B: My pleasure.

2. SPEAKING.

Ask and answer questions about your town or city. Use the phrases of the box. (Realiza y contesta preguntas sobre tu pueblo o ciudad. Use las frases del cuadro).

Example:

A: Could you please tell me how often buses leave?

B: They leave every twenty minute.

It's 20 córdobas.
They leave every thirty minutes.
Sorry, I don't know.
Go down this street and turn right at the bank.
It's round the corner.
They come every fifteen minutes.
It's next to the Museum.

- a. Will you help me to find the health center?
- b. Can you tell what time buses come?
- c. Could you tell me how much is the bus fare?
- d. Where can I get a good meal?
- e. Where is the Mayor's Office?

3. GRAMMAR.

Check the correct answer. (Marca la respuesta correcta).

1. Can you tell me where _____, please?
a. is the bus stop b. the bus stop is c. the bus stop
2. When you get there you will _____ a roundabout.
a. drive b. park c. see
3. Turn _____ at the Pharmacy, the grocery store is on your left next to the hospital.
a. right b. on c. off
4. Walk for three _____ west, then turn right. The market is at the corner.
a. streets b. roads c. blocks

- 5. _____ do I get to the city center from here.
 a. What b. Where c. How
- 6. _____ there any hostel cyber café near here?
 a. are b. is c. were

4. VOCABULARY.

Match the questions with their meaning. *(Une las preguntas con sus significados).*

Questions	Meaning
Where is your hometown located?	Que comunidades estan situadas al norte y al sur?
How far is your town from the capital city?	Que te gusta hacer en tu pueblo?
What communities lie to the north and to the south?	Te gusta tu pueblo?
What are the main attractions	Como es el clima?
How long does it take to get to your hometown from the capital city?	Donde esta ubicado tu pueblo natal?
What is the weather like?	Cuanto tarda llegar a tu pueblo natal desde la ciudad capital?
What do you like doing in your town?	A que distancia esta tu pueblo de la ciudad capital?
Do you like your town?	Cuales son las principales atracciones?

5. GRAMMAR.

Write sentences to describe the picture. Use CAN or CAN'T in your sentences. (Escribe oraciones para describir las imágenes. Usa CAN o CAN'T en tus oraciones).



You can't take pictures here.



You can put your trash here.



You can park here.



You can't talk loudly here.



You can't drive fast here.



You can't feed the animals.

6. WRITING.

Look at the map and answer the questions below. Then work with a partner and share your answers. (*Observa el mapa y contesta las preguntas a continuación. Luego trabaja con un compañero y comparte tus respuestas*).



- Where is your hometown located? Is it in the north, the south, the west, the east part of the country?
- What communities, towns or cities lie to the north, the south, the east, and the west of your hometown?
- Do you like your hometown? Why or why not?
- How far is it from the capital city?
- How long does it take to get from your hometown to the capital city?
- What are the main attractions in your hometown?

7. VOCABULARY.

Make a list of the vocabulary words for community places and work places you know. Then, compare your list with a partner. (*Haz una lista de palabras de lugares de una comunidad y lugares de trabajo. Luego compara tu lista un compañero*).

Example:

Elementary school, carpenter's workshop, beauty salon, etc.

8. Look at the following pictures (a-h). Match the pictures with the words in the box (1-8). (*observa las siguiente ilustraciones (a-d). Une cada una respectivamente con las palabras del cuadro (1-8).*)

A



1- Park

B



2- Church

C



3- Police station

D



4- Health center

E



5- Hair dresser

F



6- Grocery store

G



7- Farm

H



8- Library

9. VOCABULARY.

Complete the sentences with the correct vocabulary word from the box. (Completa las oraciones con la palabra correcta del cuadro).

hospital	market	gas station
neighborhood	bookstore	hardware store

1. If you are sick or need a doctor, you go to the _____
2. You can buy almost anything—food, clothing, furniture—at the _____
3. You can find things to build a house at a _____
4. You can buy all of your school supplies like notebooks, pencils, and pens at a _____
5. Cars and taxis have to go to buy gas to a _____
6. Your _____ is the place where you live.

10. READING.

Before reading. Do the following activities (Realiza las siguientes actividades).

- a. Make a list of words that describe your community.
Example: peaceful, quiet, noisy, safe, etc.
- b. Work with a partner and share your list.

Reading. Read the following text and answer the questions that follow. Compare your answers with your classmates. (Lee el siguiente texto y responda las preguntas a continuación).

My name is Maria Erminia Flores. I live in San Jose de los Remates. It is a small mountainous town in the center of Nicaragua, in the Department of Boaco. It is 97 kilometers from the capital city, Managua. It has beautiful green views and it is the best place to relax and breathe fresh and pure air. There are a lot of mountains to go hiking. So, if you come to this awesome place it is impossible to leave without having the chance to hike and exercise a little.

My town offers a peaceful life like very few places in the world nowadays offer. People are very friendly and the environment is wonderful. In this lovely town you can enjoy the quietness of its streets. You can freely walk in the streets without much care because it is a safe town. In this lovely place it is very common to see peasants riding their mules or horses and carrying stuff from their farms.

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

- Where is San José de los Remates?
- How far is it from the capital city Managua?
- Is that a busy town?
- Is it a dangerous place to live?
- Mention two characteristics of the town.

Write a brief description of your hometown and prepare a presentation about it. (*Escribe una breve descripción de tu comunidad y prepara una presentación*).

11. LISTENING.

Game. Listen to your teacher and follow the instructions. (*Escucha a tu profesor y sigue las instrucciones*).

Rules:

- Every student should represent a place in the town. For example a restaurant, a school, etc. (Cada estudiante debe representar un lugar en el pueblo. Por ejemplo un restaurant, una escuela, etc.).
- The teacher will call two places and will say their location. (El professor dira en voz alta dos lugares y su ubicacion).

Example:

“The church is north of the park.” (*La iglesia está al norte del parque*)

El estudiante que representa la iglesia y el que representa el parque deben ubicarse físicamente de acuerdo a lo que el profesor dijo.

El profesor continuara de la misma forma con otros lugares y los estudiantes deben actuar según las instrucciones hasta construir una ciudad.



UNIT three



OCCUPATIONS

Lesson A: Job skills and characteristics

En esta lección usted:

- *Utilizará el modal CAN en afirmativo, negativo e interrogativo.
- * Expresará habilidades y características de las ocupaciones.
- * Aplicará técnicas básicas de comprensión lectora .
- *Brindará información personal en textos sencillos.
- * Aprenderá nuevas palabras relacionadas a ocupaciones.

1. LISTENING.

Manuel and Monica are at a party. Listen to their conversation and fill in the blanks. (Manuel y Mónica están en una fiesta. Escucha su conversación y complete los espacios en blanco)



Manuel: Hi, Monica! How are you?

Monica: Hi Manuel, Fine thanks.

Manuel: Who is that girl standing by the _____?

Monica: She is my cousin, why?

Manuel: well, she is really _____, what does she do?

Monica: She is a hair stylist; she works at a _____ in the city center.

Manuel: Really? And who is the guy next to her?

Monica: He is her boyfriend. He is a professional _____.

Manuel: Oh, and where does he work?

Monica: He works in a _____ in the coastal area of Padre Ramos .

Manuel: mmm , they look great together.

Monica: what about you? Where are you working now?

Manuel: I have my own dental clinic in Quezalaguaque.

Monica: that´s brilliant! Congratulations!

Manuel: Thanks. And you? Are still at the _____?

Monica: Yeah, I love those kids!

2. VOCABULARY.

Look at the pictures and write the name of the occupations. Use your dictionary to check their meaning. (*Observa las imágenes y escribe el nombre de las ocupaciones. Usa tu diccionario para verificar su significado*).



























3. GRAMMAR.

Match each occupation with its definition. Write the answers in the blanks. (*Une cada ocupacion con su definicion. Escribe las respuestas en los espacios*).

- | | |
|----------------------|-------------------------------|
| a. a security guard. | 1. plays musical instruments. |
| b. fashion designer. | 2. answers the phone. |
| c. tour guide. | 3. takes pictures. |
| d. police officer. | 4. guards stores at night. |
| e. taxi driver. | 5. designs clothes. |
| f. receptionist. | 6. catches fish. |
| g. musician. | 7. guides people on tours. |
| h. fisherman. | 8. drives in the city. |
| i. photographer. | 9. prevents delinquency. |

REMEMBER THAT... CAN, CAN'T

Usamos el modal CAN para expresar habilidades y posibilidades.

Ejemplos:

- I can ride a horse.*
- I can play the guitar.*
- I can come to the party.*

Para expresar afirmaciones en negativo usamos CAN'T /CANNOT.

Ejemplos:

- I can't speak French.*
- I can't drive a car.*

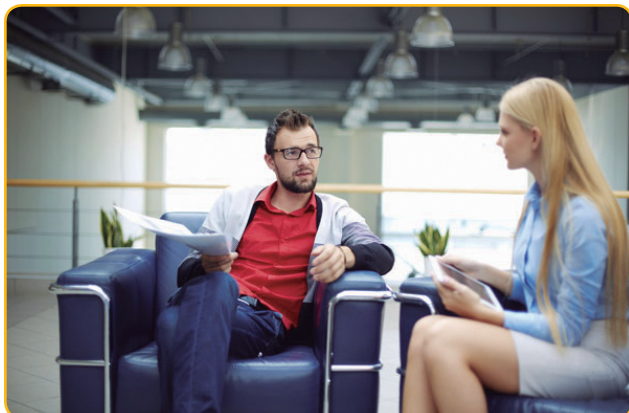
4. VOCABULARY.

Match each word with its meaning. (*Une cada palabra con su significado*).

English	Spanish
Guard (v), (n) Security guard	Prevenir
Catch (v)	Cuidar, velar por, ocuparse de
Prevent (v)	Navegar. Navegar en internet
Guide (v)	Escribir a maquina.
Surf (v) <i>surf the internet</i>	Servir
Hate (v)	Guiar
Look after (v)	Cortar
Cut (v)	Circuitos eléctricos
Serve (v)	Cuenta. Cuenta bancaria
Type (v)	Atrapar
Bake (v)	Vigilar, proteger. Guarda. Guardia de seguridad.
Account (n) <i>Bank account</i>	Hornear
Electric circuits (n)	Odiar, detestar

5. SPEAKING.

Complete the conversations with can or can't. Then practice with a partner. (Completa las conversaciones con can o can't. Luego practica con un compañero).



Conversation One

Mario: _____ you type, Marcela?

Marcela: No, I _____, but I _____ speak two languages, Miskito and Creole English.

Mario: That's awesome!



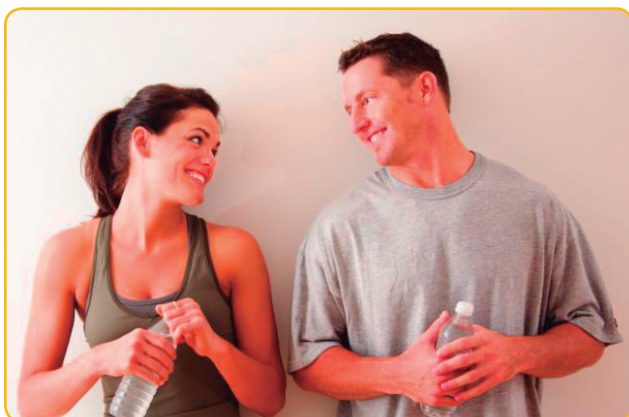
Conversation two

Luis: _____ you dance May pole, Marcos?

Marcos: Yes, I _____. I love dancing reggae and Caribbean music, And you?

Luis: I can't, but I can do other things. I _____ play the flute, I _____ ride a bike, and I _____ surf in the internet.

Luis: Really? I _____ do that. I need to learn how to do it.



Conversation three

Carmen: _____ you play baseball, Carlos?

Carlos: No, I _____, but I _____ play football. It is my favorite sport.

Carmen: Really? I hate football. My favorite sport is volleyball.

Carlos: _____ you play it?

Carmen: Of course I _____

REMEMBER THAT... Simple present tense rules

Usamos simple present tense para hablar de situaciones permanentes, habituales o sobre cosas que pasan regularmente, repetidamente o todo el tiempo. Ejemplo:

Alberto works for a travel agency.

Recuerda que para las terceras personas del singular (**he, she, it**) se le agrega " **s, es o ies**" al verbo. Debes aplicar las reglas para su uso.

6. READING.

Read the descriptions of each job. Use words from the box to match the descriptions.
(Lee las descripciones de los empleos. Usa palabras del cuadro para unir las descripciones).

- | | | |
|-------------|-----------------|------------------|
| 1. Vet | 5. Waiter | 9. student |
| 2. nurse | 6. Teacher | 10. Accountant |
| 3. Baker | 7. hair stylist | 11 office worker |
| 4. Optician | Barber | 12. Gardener |
| | | 13. secretary |

- _____ Bakes cakes and bread to sell to the public or work in a bakery.
- _____ Looks after people’s animals.
- _____ Looks after people’s eyes.
- _____ Serves people food and drink.
- _____ Helps students learn various subjects
- _____ Looks after the finances of businesses.
- _____ Helps keep people’s gardens tidy and beautiful.
- _____ Looks after patients by giving medicine.
- _____ Studies at school, college and universities.
- _____ Cuts men’s hair and facial hair.
- _____ Cuts and style people’s hair.
- _____ Types letters and arrange appointments.
- _____ Has computer skills and work in office.

7. LISTENING.

Listen to your teacher and complete the conversations. *(Escucha a tu profesor y completa las conversaciones).*

1.

A: Where does he work?

B: He works in a hospital. He’s a _____

2.

A: Where does she work?

B: She works at a school. She’s a _____

3.

A: Where does he works?

B: He works in a kitchen at a restaurant. He’s a _____

4.

A: Where does he work?

B: He works in an airplane. He's a _____

5.

A: Where does she work?

B: She works in a hospital. She's a _____

6.

A: Where does he work?

B: He works in a barbershop. He's a _____

8. WRITING.

Write sentences. Use information from exercise 5. (Escribe oraciones. Usa la información del ejercicio 5).

Example:

A baker is someone who bakes cakes and bread to sell to the public.

A bus driver is someone who drives buses.

A vet _____

An office worker _____

A teacher _____

A barber _____

A nurse _____

A gardener _____

A secretary _____

A student _____

A waiter _____

An accountant _____

An optician _____

Now compare your sentences with a partner. Ask each other questions about job skills. (Ahora compara tus oraciones con un compañero. Pregúntense el uno al otro sobre las habilidades de los empleos).

Example:

A: What does a teacher do?

B: She/he helps people learn a subject.

Aprendamos un poco mas. Talking about occupations.

Si deseamos saber cuál es la ocupación o a que se dedica una persona podemos usar las siguientes preguntas:

What do you do for a living? (A que te dedicas?)

What is your occupation? (Cuál es tu ocupación?)

What do you do?(Cuál es tu ocupación/trabajo?)

9. SPEAKING.

Read the conversations and practice them with a partner. (*Lee las conversaciones y practicalas con un compañero*).



1.

Antonio: Sylvia, are you a Nurse?

Sylvia: No, I'm not. I'm a doctor.

Antonio: That's great!



2.

Karla: So Benito, what do you do?

Benito: I'm a businessman. How about you?

Karla: I'm a singer. I sing with Los Hermanos Cortéz Band from León.

Benito: Wow, that's great!



3.

Pedro: Hello Irania, what do you do for a living?

Irania: I am a teacher at a high school.

Pedro: A teacher? That sounds like a lot of hard work.

Irania: Sometimes. I teach high school children.

Pedro: Are there a lot of students in your class?

Irania: Most classes have about fifty students on average.

Pedro: Oh my God! That's a lot of people! You must be patient with kids.

Irania: I think I am. It's hard work but I love my job!

10. GRAMMAR.

Look at each picture and circle the correct answer for each definition. (*Observa cada imagen y encierra en un círculo la respuesta correcta para cada definición.*)



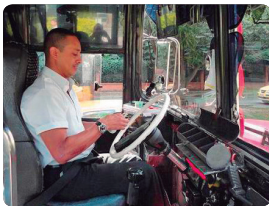
1) A person who works with the money and accounts of a company.

- a) Carpenter b) farmer c) accountant



2) A person who designs buildings and houses.

- a) Architect b) teacher c) engineer



3) A person who drives buses.

- a) Baker b) bus driver c) janitor



4) A person who prepares food for others, often in a restaurant or café.

- a) chef b) secretary c) manager



5) A person who works with electric circuits.

- a) Electrician b) dentist c) cashier



6) A person who works with flowers.

- a) Salesman b) florist c) computer engineer

11. READING.

Read the table about jobs and skills. Use words from the box to complete the table with the corresponding workplace. (*Lee la tabla sobre empleos y habilidades. Usa palabras del cuadro para completar la tabla con el lugar de trabajo que le corresponde.*)

Business	Law court	vet shop	hospital
bakery	airplane	restaurant	shops
barber shop	factory/construction	office	farm
kitchen	optics	dental clinic	
beauty salon	reception	schools	

Job	Skills	Workplace
Accountants	Look after the finances in a business.	
Bakers	Bake bread.	
Barbers	Shave men's beards and cut men's hair.	
Chefs	Prepare and cook food.	
Dentists	Look after people's teeth.	
Doctors	Look after people's health.	
Flight attendants	Look after passengers.	
Hair stylist	Cut and style people's hair.	
Lawyers	Defend and prosecute people.	
Opticians	Look after people's eye sight.	
Receptionists	Greet and help visitors.	
Shop Assistants	Sell goods and help customers.	
Secretaries	Arrange appointments, type letters and organize meetings.	
Teachers	Teach people.	
Vets	Look after people's animals.	
Waiters/Waitresses	Serve people food and drinks.	
Welders	Weld metal to make things.	
Farmers	Grow vegetable.	

12. LISTENING.

Listen to your teacher and fill in the blanks with the correct word. (Escucha a tu profesor y completa los espacios en blanco).

1.

Interviewer: Good afternoon Miss Rodriguez. We are looking for a bilingual _____
Can you type?

Miss Rodriguez: yes, I _____, but I _____ type so fast.

Interviewer: _____ you speak English very well?

Miss Rodriguez: Yes, I can. I studied English at UNAN-Managua.

Interviewer: Can you be at work before 7.00 a.m. every day?

Miss Rodriguez: of course I _____. I'm a very responsible and hardworking person.

Interviewer: That's excellent.

2.

Interviewer: Good morning Mr. Fuentes, We are looking for an experienced milkman. Do you know how to milk a cow?

Mr. Fuentes: That's no problem. I _____ do that.

Interviewer: Do you have any experience?

Mr. Fuentes: Sure! I was born in a _____. I'm a cowboy!

13. SPEAKING.

Survey. Your teacher will give each student a job. Ask your classmates questions and complete the survey. (Tu profesor le dará a cada estudiante un empleo. Realiza preguntas a tus compañeros y completa la encuesta).

The first student that completes the survey is the winner!

Example:

A: What do you do?

B: I'm a musician.

A: What can you do?

B: I can play musical instruments.

Name	occupation	skills
Joseph	Musician	He can play musical instruments

Now tell the class the results of your survey. (Ahora dile a tus compañeros los resultados de la encuesta).

Example:

Joseph is a musician. He can play musical instruments.

14. GAME .

Musical chairs. (*sillas musicales*). **Your teacher will explain the rules.** (*Tu profesor explicará las reglas*).

Rules:

- a. Put the chairs in a circle. Facing outwards.** (*Pon las sillas en un círculo. Mirando hacia fuera*).
- b. You have to dance around the chairs when the teacher plays music.** (*Tienes que bailar alrededor de las sillas cuando el profesor pone música*).
- c. When the teacher stops the music, every student must race to find a seat.** (*Cuando el profesor detiene la música, cada estudiante debe correr para sentarse*).
- d. The student standing faces elimination. He/she will have to ask a question.** (*El estudiante que no encuentre sillas queda eliminado. Tendrá que hacer una pregunta a sus compañeros*).

Example:

What do you do?

What can you do?

- e. Take out a chair, so there is one less chair than the number of students.** (*Quita una silla, de manera que haya una silla menos que el número de estudiantes*).
- f. The teacher will play the music again and continue with the game.** (*El profesor pondrá la música nuevamente y continúa con el juego*):

15. READING.

Read about people's profiles and use the picture to guess the job and the workplace of each person. (*Lee acerca del perfil de las personas y usa las imágenes para adivinar el trabajo y el lugar de trabajo de cada persona*).



Profile 1

I like to help people. I give them legal advice. I work both indoor and outdoor. I have my own office.

Job: _____ Workplace: _____



Profile 2
I fight crime and prevent accidents. I know all traffic regulations and signs. I help people in the streets.

Job: _____ Workplace: _____



Profile 3
I can type and use the computer. I answer the phone and give information over the phone. I can speak English and Spanish.

Job: _____ Workplace: _____



Profile 4
I can repair vehicles. I am hardworking. I work all day long. I can multi tasks.

Job: _____ Workplace: _____

Lesson B: Help wanted

En esta lección usted:

- * Aplicará conocimientos gramaticales y de vocabulario para comprender anuncios de empleos.
- * Escribirá anuncios sencillos de empleos.
- * Identificará la idea principal e información específica de un texto.
- * Realizará conversaciones cortas sobre ocupaciones y sus habilidades.
- * Repasará el uso del modal CAN, de BE y de otros verbos en presente.

1. VOCABULARY.

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

- a. creative
- b. responsible
- c. punctual
- d. organized
- e. energetic
- f. easygoing
- g. encouraging
- h. enthusiastic
- i. hardworking

REMEMBER THAT: Professional characteristics.

Es importante identificar las habilidades que cada trabajo requiere y las características profesionales que la persona debe tener para ser un buen candidato al momento de solicitar un empleo.

Example.

A nurse has to be patient, kind, hard working, and energetic.

Some professional characteristics: Resourceful, flexible, honest, friendly, polite, independent, experienced, qualified.

2. READING.

Read each statement about the person's professional characteristics. Guess the word or use words from the list. *(Lee cada afirmación sobre la característica profesional de la persona. Adivina la palabra o usa palabras de la lista).*

Ambitious	energetic	Adventurous
autonomous	honest	competitive
cheerful	Organized	polite
confident	resourceful	enthusiastic
Cooperative	friendly	
easygoing	educated	

- I use my initiative. _____
- I create a positive atmosphere at work. _____
- I can work under pressure. _____
- I can work long hours. I can do hard work. _____
- I can work well with other people. _____
- I have formal education and training. _____
- I take risks. _____
- I have a strong desire to be successful at work. _____
- I believe in myself. _____
- I value integrity and honesty. _____
- I am easy to communicate. _____
- I put all of myself into a project. _____
- I can adapt to different situations. _____
- I care about workplace atmosphere and people. _____
- I use every tool at hand. _____
- I am careful with everything. I plan every activity. _____

3. SPEAKING.

Listen and repeat. Practice the dialogue with a partner. (*Escucha y repite. Practicar el dialogo con un compañero*).



Iris: Hi Ana, This is Iris, are you at home?

Ana: Hi Iris, I'm at home now but I have a job interview in half an hour at the Mayor's Office.

Iris: Wow, that's really good news. Don't forget to look professional!

Ana: Yeah, I know.

Iris: Are you nervous?

Ana: Not much, really. I think I can answer all the questions.

Iris: Remember that employers ask questions about education and work experience.

Ana: That's no problem. I am a qualified secretary and I want this job!

Iris: Good luck! Talk to you later.

Ana: Thanks. Bye!

4. SPEAKING.

GAME. Find your partner. (*Encuentra tu pareja*)

Rules:

- The teacher will divide the class into two groups Group A and Group B (*El profesor dividira la clase en dos grupos: Grupo A y Grupo B*).
- The teacher will give students A job professional characteristics. (*El profesor le dara a los estudiantes A características profesionales de una ocupacion*).
- The teacher will give students B a job. (*El profesor le dara a los estudiantes B una ocupacion*).
- Students A have to find their partner by asking questions. (*Los estudiantes A deberan encontrar su pareja realizando preguntas*).

Example: Imagine you are student A.

Student A:

Ask your classmates questions:

Can you type?

Can you use a computer?

Are you friendly?

Are you responsible?

Student B : Secretary.

I can type, I can use a computer. I am friendly and responsible

REMEMBER THAT: Questions with BE and modal CAN.

Modal CAN: Affirmative statements:

I can work well with other people.

I can work well under pressure.

Questions: Recuerda que cambiamos el orden del sujeto con el modal.

Can you work well with other people?

Can you work well under pressure?

BE. Affirmative statements

I am flexible and cheerful.

I am a risk taker.

Questions:

Are you flexible and cheerful?

Are you a risk taker?

5. LISTENING.

Listen to your teacher and fill in the blanks. (*Escucha a tu profesor y complete los espacios en blanco*).

Leslieth is currently unemployed and she is looking for a _____ in town. She studied computer science at the university. She can use the _____ very well. She can also fix computers. Leslieth is _____, she can multi tasks, and she can _____ with other people.

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

6. GRAMMAR.

Write questions to these answers. (*Escribe preguntas para estas respuestas*).

a. _____ ?

b. I'm an agricultural engineer.

a. _____ ?

b. Yes, I can

a. _____ ?

b. Yes, I am

a. _____ ?

b. I can work in the sun, I am energetic and hardworking.

a. _____ ?

b. No, I can't but I can play baseball very well.

7. Game.

Find someone who. Ask and answer these questions and complete the table. The first student to complete the table is the winner. *(Realiza y contesta estas preguntas para completar la tabla. El primer estudiante que complete la tabla es el ganador).*

Find Someone who.....	Name
Can type fast.	
Is energetic.	
Is a risk taker.	
Can use the computer.	
Is a carpenter.	
Can work well with other people.	
Is creative.	
Can work hard for long hours.	
Is easygoing.	
Is flexible.	
Milk a cow.	
Is enthusiastic.	

Aprendamos un poco más: Topic sentence and main idea of a paragraph

Quando leemos un texto es importante que identifiquemos la oración tópica de un párrafo. La oración tópica nos ayuda a identificar la idea principal de un párrafo. Las oraciones tópicas usualmente se encuentran al inicio de un párrafo. Sin embargo, debemos recordar que no siempre ya que en algunos textos su ubicación puede variar.

8. READING.

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

- a. Is there a cooperative in your community?
- b. What products do they produce?
- c. What services do they provide?

Reading. Read an abstract from a brochure and underline the words you do not know. Use a dictionary to find their meaning or ask your teacher. (*Lee un extracto de un brochure y subraya las palabras que desconoces. Usa tu diccionario para encontrar su significado o pregunta a tu profesor*):

The *Tierra Nueva Cooperative Union* is a cooperative company of small scale farmers, who commercialize a variety of certified products. We commercialize healthy products with an organic certification as a benefit for all the customers and for the environment too, getting a better life quality for all the country families.

The organization started in 1998 with 22 farmers. There are currently about 680 members, with 82 female members. The main services that the company provides are:

1. Technical assistance and training.
2. Management and Administrative Training.
3. Commercialization with coffee products and honeybees.
4. Procedures to certify organic products.
5. Financial assistance for production.

The coffee that we produce as members of the *Tierra Nueva Cooperative Union* is excellent for its great taste, smell and its delicious sourness. Most of our coffee comes from the high mountains of Boaco. We produce and process coffee with organic certified technology with quality standards for the international market. We also commercialize coffee and honey with a Fair Trade certification.

Now answer these questions based on the text. (*Contesta estas preguntas en base al texto*).

- a. The opposite of large scale is _____
- b. A synonym of began is _____
- c. A synonym of approximately is _____
- d. A synonym of the majority of is _____
- e. The opposite of local market is _____
- f. The opposite of male member is _____
- g. Underline the topic sentence in each paragraph. Compare your answers with a partner.

9. SPEAKING.

Choose an occupation. Work with a partner and ask each other questions. Use questions with BE and the modal CAN. (*Escoge una ocupación. Trabaja con un compañero y preguntense el uno al otro. Usa preguntas con BE y con el modal CAN.*)



Example:

- A:** What do you do, Marcos?
- B:** I'm a farmer.
- A:** Can you milk a cow?
- B:** Yes, I can.
- A:** Can you feed the animals?
- B:** Yes, I can.
- A:** Are you energetic?
- B:** Yes, I am.
- A:** Can you lift heavy things?
- B:** Yes, I can.
- A:** You're an excellent farmer!

10. GRAMMAR.

Complete the dialogue. Then practice the dialogue with a partner. (*Completa el dialogo. Luego practica el dialogo con un compañero.*)

Mario: So Fanor, What do you do?

Fanor: I am a doctor.

Mario: Wow! That's a good profession! Are you _____?

Fanor: Yes I am.

Mario: Are you _____?

Fanor: Yes, I am.

Mario: Can you _____?

Fanor: Yes, I can.

Mario: You're amazing!

Fanor: Of course, I am!

11. GRAMMAR.

Unscramble the words to make questions. (*Ordena las palabras para hacer preguntas*).

Example:

you/send/photos/your/can/cell phone?

Can you send photos from your cell phone?

a. e-mail/use/you/can?

b. surf/you/can/the internet?

c. text/can/messages/you/quickly?

d. videos/you/can/on your cell phone/take?

e. give/could you/me/information/about/ tours?

f. you/energetic/are/and/enthusiastic?

g. teachers/are/your/creative?

12. READING.

Before reading. Work in groups. Answer these questions. (*Trabaja en grupos. Contesta estas preguntas*).

- Can you buy newspapers in your community or town?
- Can you find information about job opportunities in the newspapers?
- Where can you find information about job opportunities?

Read the job advertisement. Answer the questions. (*Lee el anuncio de empleo. Contesta las preguntas*).

Tour guide Needed

The Nicaraguan Travel Agency (NTA) located in Jinotega, is seeking for a tour guide.

Candidates must have the following characteristics:

- An energetic and sociable person.
- Excellent communication skills.
- Ability to work with other people.
- Be fluent in English.
- Have working experience as a tour guide.
- Be 24 – 35 years old.

Benefits:

Attractive salary, transportation, and a bonus. Please apply to: nicanta@yahoo.com or call Juan Ramirez at: (505) 23609015.

- a. What job does the travel agency need?
- b. Where is the job location?
- c. What characteristics does NTA agency require?
- d. What is the contact information?

13. LISTENING.

Listen to three people describing their job. Complete the chart. (*Escucha a tres personas describiendo su trabajo. Completa el cuadro*).

Name	Job	Place of work
a. Flor		
b. Bernabé		
c. Rosa		

14. SPEAKING.

Read the Help Wanted Advertisement. Work with a partner and play a role. (Interviewer and interviewee) Ask and answer questions. (Lee el anuncio de oportunidad de empleo. Trabaja con un compañero y representa un papel (entrevistador o entrevistado). Realiza y contesta preguntas).

Example:

Entrevistador: Are you a receptionist?

Entrevistado: Yes, I am.

Are you.....?

Can you.....?

Caribbean Inn.

Receptionist needed

Professional Characteristics: responsible, creative, hardworking and organized.

Job Skills: Speak English, Creole, and Miskito. Use a computer.

Please call: 55596542

15. WRITING.

Now write your own advertisement. Use the above advertisement as a model. (Ahora escribe tu propio anuncio. Usa el anterior como modelo).

_____ **Needed**

_____ is looking for a _____,

Professional characteristics:
 . Candidates must be: _____, _____, _____
 and _____.

Job skills:
 _____, _____, _____ and

Salary: _____

Please apply to _____ or contact to _____

If you are interested contact: Melissa Garcia: 88552347

Lesson C: Workplaces and jobs

En esta lección usted:

- Relacionará las ocupaciones con su contexto laboral.
- Escribirá textos sencillos sobre información personal.
- Identificará la idea principal y la oración tónica de un texto.
- Realizará conversaciones cortas sobre ocupaciones y sus habilidades.
- Repasará el uso WH questions en presente.
- Consolidará vocabulario y estructuras gramaticales.

1. VOCABULARY.

Match each word from the box with a picture. Write the answer next to the picture.
(Une cada palabra con una imagen. Escribe la respuesta junto a la imagen).

Waiter barber carpenter cleaner vet photographer



2. GRAMMAR.

Answer these questions. (Contesta estas preguntas).

Example:

Where does a barber work? He works in a barber shop.

- a. Where does a shop assistant work? _____
- b. Where does a tour guide work? _____
- c. Where does a police officer work? _____
- d. Where does a photographer work? _____
- e. Where does a teacher work? _____
- f. Where does a farmer work? _____
- g. Where does a veterinarian work? _____

Aprendamos un poco mas. indoor and outdoor jobs

Indoor jobs: Se refiere a aquellos trabajos que se realizan dentro de un edificio como oficina.

Example: a secretary, cashier, housewife.

Outdoor jobs: Se refiere a aquellos trabajos que se realizan fuera de un edificio. *Example: farmer, gardener, builder, horse trainer, tour guide.*

3. SPEAKING.

Pair work. Imagine your partner is looking for a job. Find out about the things he/she likes to do or can do. Ask and answer the questions. (Imagina que tu compañero esta buscando trabajo. Averigua las cosas que le gusta hacer o que puede hacer. Realiza y contesta preguntas).

Do you like to.....? / Can you.....?	Yes	No
work with computers		
work indoors		
speak a foreign language		
work in an office		
work with plants and animals		
type and talk on the phone		
drive vehicles		
travel and meet new people		
work in the sun		
work with children		

Now tell the class your opinion about the best job for your partner. (Ahora dile a la clase tu opinión acerca de cuál es el mejor trabajo para tu compañero).

Example:

I think Gloria can work as a receptionist, because she likes to talk on the phone.

4. LISTENING.

Listen to Ricardo talking about her abilities. Put a check (✓) in the correct column. (Escucha a Ricardo hablando sobre sus habilidades. Marca la columna correcta).

Abilities	can	can't
Milk the cows		
Ride a horse		
Ride a cow		
Drive		
Cook		
Play baseball		
Play football		
Play the guitar		

5. READING.

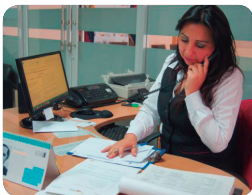
Read the job descriptions and match each picture with the correct description. (Lee las descripciones de los trabajos. Une cada imagen con la descripción correcta).



- Sergio: My father works at a Secondary School. He teaches Mathematics and Physics. He loves his job.



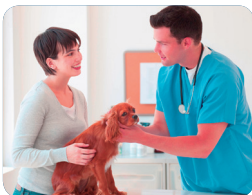
- Celina: My mother works too hard. She works in an office. She writes letters and answers the phone. She says it is tiring but she likes her job.



- Enrique: My brother works at a Primary School. He teaches music. He enjoys playing the violin.



- Pablo: I like to help sick animals. I work in my own clinic from Mondays to Saturdays, but I'm always available for emergencies.



- Ruth: My sister takes care of people at the hospital. She helps sick people. She often works at night.

Now complete the table with information from the texts. (Ahora complete la tabla con información de los textos)

	Job	Workplace
Sergio's father		
Celina's mother		
Enrique's brother		
Pablo		
Ruth's sister		

6. GRAMMAR.

Complete with words from the box. (Completa el texto con palabras del cuadro).



- Go
- water
- work
- sell
- milk
- grow
- Help

Francisco and his family live on a farm in La concha, Masaya. He _____ fruits and vegetables. He also has to get up early to _____ his cows every morning. His wife _____ tomatoes, carrots, watermelons, melons and pineapples in the market in Masaya. Their children _____ them on the farm. They _____ the plants and feed the animals. They _____ to school on Saturdays. They all _____ very hard, but they are very happy on the farm.

REMEMBER THAT: Topic sentence and main idea

La oración tópica usualmente se encuentra al inicio de un párrafo. Debemos localizar la oración tópica para identificar la idea principal del párrafo.

7. READING.

Read the paragraph in exercise 6 and do the following. (Lee el párrafo del ejercicio 6 y realice lo siguiente).

- a. Underline the topic sentence.
- b. Work in pairs. What is the main idea of the paragraph?
- c. Compare your answer with other classmates.

REMEMBER THAT: WH Questions

WH Questions son preguntas informativas. Usamos una WH question para solicitar información con una palabra- pregunta:

Where..? (donde?), When ...? (Cuando...?), What...? (Que..?, Why..?(Poque..?)

Who..? (Quien..?), Which..? (Cual..?)

8. WRITING.

Look at the pictures and answer the questions. Work in pairs. Ask and answer the questions (*Observa las imágenes y contesta las preguntas. Trabaja en pareja. Realiza y contesta a las preguntas*).



a. What does Paola do?

b. Where does she work?

c. What time does he work?



a. What does Fernanda do?

b. Where does she work?



a. What is Miguel's job?

b. Where does he work?

c. What can he do?



a. What is Juan's job?

b. Where does he work?



- a. What does Gonzalo do? _____
- b. What does Juana do? _____

9. SPEAKING.

Find people in your class who can do these activities. Write their names in the chart. *(Encuentra personas en tu clase que pueden hacer estas actividades. Escribe sus nombres en el cuadro).*

Can you.....?

Abilities	Names	Yes/No
Make bread	Cristel	yes
Sew		
Use a computer	Cristel	No
Repair a bike		
Play a musical instrument		
Ride a horse		
Take photos		
Tell jokes		
Drive a car		
Milk a cow		
Type		
Draw		

10. WRITING.

Write sentences about what your classmates can or can't do. *(Escribe oraciones acerca de lo que tus compañeros pueden o no pueden hacer).*

Example: *Cristel can make bread but she can't use the computer.*

11. GRAMMAR.

Circle the best answer to the question. (*Encierra en un círculo la mejor respuesta de la pregunta*).

- 1) Can you help me with this heavy bag, please?
 - a. Yes, I can't.
 - b. Yes, I do.
 - c. Yes, I can.
- 2) Where do you work?
 - a. a. At a Hospital.
 - b. b. In the morning.
 - c. c. I can
- 3) What things can you do?
 - a. a. I am a janitor
 - b. b. I can make furniture
 - c. c. In a shop
 - d.
4. What time do you work?
 - a. a. at home
 - b. b. Yes. I do
 - c. c. In the mornings
5. When do you start work?
 - a. Last year.
 - b. From Monday to Friday
 - c. At seven a.m.

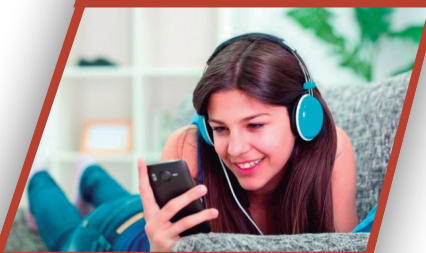
12. SPEAKING.

Pair work. Read the following questions and share the answers with a classmate. (*Lee las siguientes preguntas y comparte las respuestas con un compañero*).

- a. What is your father's / mother's job?
- b. Where does he / she work?
- c. What skills does he / she have?
- d. Does he / she like his / her job?
- e. Is there anything he/she does not like about his/her job?
- f. Would you like to have the same job as your father? Why?
- g. Would you like to have the same job as your mother? Why?
- h. Which indoor jobs do you like? Why?
- i. Which outdoor jobs do you like? Why?
- j. Is there any outdoor jobs that you dislike? Why?



PERSONAL AND SOCIAL DEVELOPMENT



UNIT four



Lesson A: Likes and preferences

En esta lección usted:

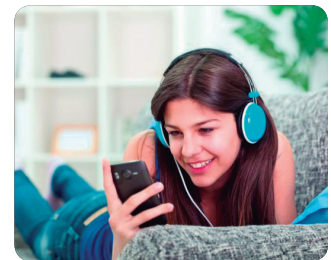
- Expresará opiniones sobre lo que le gusta hacer y sus preferencias.
- Compartirá sus ideas y opiniones sobre el contenido de textos.
- Aplicará técnicas de comprensión lectora y auditiva en textos relevantes.
- Participará de forma efectiva en actividades interactivas.
- Escribirá textos sencillos de forma coherente y cohesiva.

1. VOCABULARY.

Match the words with the pictures. (*Une las palabras con las imágenes*)



dancing



playing video games



cooking



taking photos



riding a bike



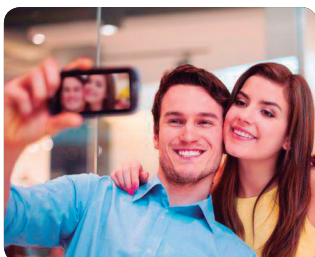
swimming



listening to music



reading a book



watching soap operas



fishing

2. SPEAKING.

Work in pairs. Answer the following questions. (*Trabaja en parejas. Contesta estas preguntas.*)

- a. Which of those activities in the box do you like?
- b. Which activities don't you like?

<ul style="list-style-type: none"> a. To talk on the phone. b. To listen to music. c. To watch tv. d. To grow plants. e. To read a book. 	<ul style="list-style-type: none"> f. To take the dog for a walk. g. To sing. h. To dance. i. To use social networking sites.
---	---

Example: *I like to talk on the phone Or I don't like to talk on the phone.*

3. WRITING.

Write sentences about the things you like and dislike doing. (*Escribe oraciones acerca de las cosas que te gusta hacer y de las cosas que no te gusta hacer.*)

Example: *I like to go shopping with my mom. I dislike to play football with my friends.*

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

Aprendamos un poco más: Infinitives

Un infinitivo es to+ base form of the verb.

Ejemplos: to work, to drive, to study, to draw, to be.

Siempre usamos infinitivo después de algunos verbos:

Ejemplos: like, love, started, want, need, hope, learn, try, prefer, begin, etc.

I like to play video games with my kids.

Aprendamos un poco más: Gerunds

A gerund is the base form of the verb+ing.

Ejemplos: working, smoking, talking, listening, reading, etc.

Siempre usamos gerundio después de algunos verbos:

Ejemplos: stop, finish, enjoy, avoid, keep, etc.

I stopped using so many social networking sites.

I keep practicing my listening comprehension skills everyday.

4. GRAMMAR.

Complete the sentences. (*Observa las imágenes y completa las oraciones*).



Example: The baby likes to drink milk.



a. Cecilia likes to _____



d. The boy likes to _____



b. Julio y Angela like to _____



e. Dora likes to _____



c. Andrés y Juan like to _____



f. Fátima likes to _____

5. LISTENING.

Listen to your teacher and fill in the blanks (*Escucha a tu professor y complete los espacios en blanco*).

Students like _____ different activities at school. Some students like _____ football during the break; others enjoy _____ with their classmates. Most students prefer _____ to the snack bar and spend their break there. They love _____ soft drinks, tacos, and enchiladas. A few students prefer _____ to a quiet place and surf on the internet on their cell phones. When the classes are over, most students go back home but a few students like _____ at school for a while.

6. READING.

Before reading. Answer these questions (*Antes de leer. Contesta estas preguntas*).

- a. What things do you like to do?
- b. What are your preferences about music, sports, and entertainment activities?

Read about the things Mercedes likes to do in Ometepe Island. (*Lee acerca de las cosas que Mercedes le gusta hacer in Ometepe*).

My name is Mercedes and I have finished my third year at Salomón de La Selva Secondary School. Now, I'm thinking about my vacations in December. My family and I like to go to Ometepe Island in Rivas every year. I love to go there. The journey is a little tiring but it is really rewarding. I enjoy traveling by bus and by boat. When we get to "San Jorge" Harbor we can see the impressive view; two great volcanoes in the Cocibolca Lake.

When I am in Ometepe, I like to get up early and to go to the beach to see the sunrise. It's very pleasant. I love walking on the sand. I also enjoy making tortillas and cuajadas with my grandmother. I like eating gallo pinto, tortilla and cuajada with a cup of coffee for breakfast. It's really traditional and delicious! I like to talk to my grandmother. She always gives me advice about how to live healthier and better in this world. I look forward to having my vacation. December is coming soon!

Answer these questions about the reading. (*Contesta estas preguntas acerca de la lectura*).

- a. Where does Mercedes like to go on her vacation?
- b. How does she travel there?
- c. What does she like to see?
- d. What does she like to eat for breakfast?
- e. Why does she like to talk to her grandmother?

The reading talks about:

- a. Mercedes and her family in Rivas.
- b. Mercedes likes and dislikes.
- c. What Mercedes likes to do in Ometepe Island.

7. GRAMMAR.

Write “love, like, don’t like, doesn’t like, or hate” in the blanks to complete each sentence. (Escribe love, like, don’t like, doesn’t like o hate en los espacios en blanco para completar cada oración).



: love/loves.



: like/likes.



: don’t like/ doesn’t like.



: hate/hates.

a. I _____ eating Pizza on Saturdays.



b. My sister _____ to study in her room.



c. Sara _____ making dinner on Mondays.



d. Juan _____ playing baseball with his friends.



e. My aunt _____ driving at night.



f. My brothers _____ sleeping in the afternoon.



8. WRITING.

Look at the pictures and answer the questions. (Observa las imágenes y contesta las preguntas).



Example:

A: What does he like to do?

B: He likes to swim.

A: What does she like to do?

B: _____



A: What does he like to do?
 B: _____



A: What do they like to do?
 B: _____



A: What do they like to do?
 B: _____



A: What does he like to do?
 B: _____

9. VOCABULARY.

Read the information in the table. Then decide which things you like and which ones you don't like. (Lee la información en la tabla. Luego decide que te gusta y que no te gusta).

Music	Sports	Food	Entertainment
Classical	Baseball	Vegetarian	Dancing
Rock	Football	Fast food	Traveling
Romantic	Volleyball	Typical food	Watching TV
Bachata	Basketball	Chinese	Going to the movies
Merengue	Boxing	Spicy food	Playing games
reggeaton	cycling	Nicaraguan food	Surfing on the internet

Now complete the following chart about your likes and dislikes. (Ahora complete el siguiente cuadro sobre lo que te gusta y no te gusta).

Music	Sports	Food	Entertainment
I like to...	I like ...	I like to eat...	I like ...
I don't like ...	I don't like...	I don't like...	I don't like...

10. PRONUNCIATION.

Listen to your teacher, then work with a partner and practice the dialogue. (Escucha a tu profesor, luego trabaja con un compañero y practica el dialogo).

A: What do you like doing in your spare time, Martin?

B: I like listening to music and playing video games.

A: Which one do you prefer?

B: I prefer listening to music to playing video games.

11. SPEAKING.

SURVEY. Ask your classmates questions. The first student to complete the survey is the winner. (Realiza preguntas a tus compañeros. El primero en terminar la encuesta es el ganador)

Example:

A: What do you prefer: romantic music or bachata?

B: I prefer romantic music to bachata.

A: Why?

B: Because it is more relaxing.

What do you prefer...?	Preferences	Reason
Romantic music or bachata	<i>Romantic</i>	<i>More relaxing</i>
Baseball or volleyball		
Hamburger-sandwich		
Horror movies- comedies		
Banana-mango		

12. WRITING

Read the following activities. Write sentences about what people like or dislike doing in your community. (*Lee las siguientes actividades. Escribe oraciones acerca de lo que le gusta o no le gusta hacer a la gente en tu comunidad.*)

horse riding	To make tortillas	feed the animals
to work on a farm	to sing Nicaraguan songs	swimming
To climb volcano	running	playing football
fishing	shopping	

Example: *People like to go horse riding in my community.* _____

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

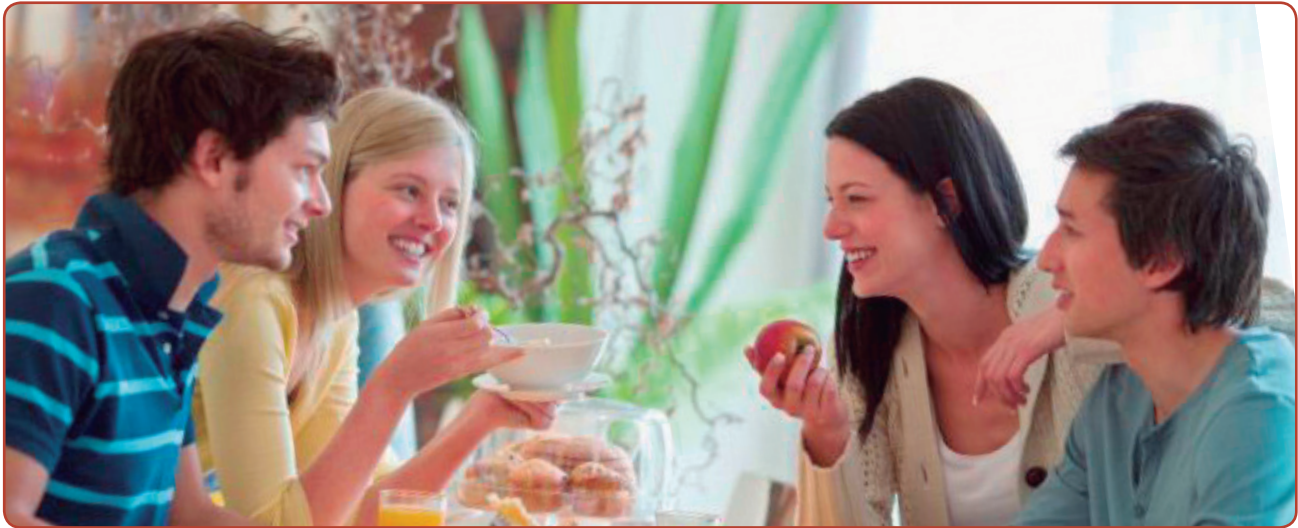
Lesson B: What do you do in your spare time?

En esta lección usted:

- Identificará la idea principal e información específica en un texto.
- Utilizará correctamente las formas comparativas y superlativas.
- Diferenciará las formas regulares e irregulares de sustantivos
- Expresará opiniones sobre temas sociales y buenos modales.

1. LISTENING.

Listen to four people talking about the things they like. Put a check (✓) next to the things each person likes. (*Escucha a cuatro personas hablando de las cosas que les gusta. Pon un check junto a las cosas que a cada persona le gusta.*)



	Julio	Marcos	Linda	Erick
Music	Classical	Classical	Classical	Classical
	Salsa	Salsa	Salsa	Salsa
	Rock	Rock	Rock	Rock
	Pop	Pop	Pop	Pop
Movies	Horror	Horror	Horror	Horror
	Western	Western	Western	Western
	Thrillers	Thrillers	Thrillers	Thrillers
	Science fiction	Science fiction	Science fiction	Science fiction
TV programs	T.V. shows	T.V. shows	T.V. shows	T.V. shows
	Sports	Sports	Sports	Sports
	News	News	News	News
	concerts	concerts	concerts	concerts

REMEMBER THAT: Comparative of superiority

Usamos las formas comparativas para describir como una persona o cosa es diferente de otra. **Ejemplos:**

I am *older than* my sister.

Patricia is more hardworking than her brothers.

Reglas:

a. Para adjetivos de una sílaba, agregamos *er*.

My sister is *taller* than me.

b. Para adjetivos de una sílaba que terminan en *e*, agregamos *r*.

León is *safer* than Managua.

c. Para adjetivos que terminan en vocal +consonante, doblamos la última letra y agregamos *er*.

Chinandega is *hotter* than Matagalpa.

d. En el caso que el adjetivo tiene dos sílabas y termina en *y*, cambiamos la *y* por *i* y agregamos *er*.

Mathematics is *easier* than Chemistry.

En el caso que el adjetivo tenga más de dos sílabas, usamos *more* seguido del adjetivo.

My garden is *more beautiful* than your garden.

My town is *more peaceful* than other towns in the region.

Irregular: Good-Better, Bad-worse

2. GRAMMAR.

Write the comparative form for the following adjectives. (*Escribe la forma comparativa de los siguientes adjetivos*).

a. old _____

f. easy _____

b. small _____

g. lazy _____

c. big _____

h. heavy _____

d. cold _____

i. tall _____

e. large _____

j. long _____

REMEMBER THAT: Comparative of equality/inferiority

También podemos comparar dos personas, lugares o cosas para expresar igualdad.

Example:

Girls are as strong as boys.

People from the countryside are as happy as people from the city.

Structure: **as+adjective+as**

Comparative of inferiority

Structure: **less+adjective+than**

Example: The countryside is less dangerous than the city.

3.

Complete the sentences. Use the comparative form of the words in parenthesis.

(Completa las oraciones. Usa las formas comparativas de las palabras en paréntesis)

- a. Health and happiness are _____ (important) money.
- b. A horse is _____ (strong) a person.
- c. Managua is _____ (hot) Matagalpa.
- d. Estelí is _____ (cool) Matagalpa.
- e. Granada is _____ (large) Jinotepe.
- f. Jinotega is _____ (small) than Matagalpa.
- g. León is _____ (quiet) Managua.
- h. This street is _____ (narrow) the main street.

REMEMBER THAT: Superlatives

Usamos las formas superlativas para describir como una persona o cosa es diferente de todas las otras. **Ejemplos:**

León is the most historic city in Nicaragua.

Rules:

- a. Para adjetivos de una sílaba, agrega est.
That road is the longest way to Managua.
- b. Para adjetivos de una sílaba que terminan en e, agregar st.
The Caribbean cost is the largest area of Nicaragua.
- c. Para adjetivos que terminan en una vocal +una consonante, doblar la consonante final y agregar est.
Cocibolca is the biggest lake in Nicaragua.
- d. Para los adjetivos de dos sílabas que terminan en y, cambiar y a i y agrega est.
Mathematics is the easiest subject in high school.

Structure: statements

Noun	Be	the	Superlative	Noun	Complement
Granada	is	the	Most historic	city	in Nicaragua
My wife	is	the	Most beautiful	woman	in town
Concepcion volcano	is	the	highest	place	in Ometepe
My car	is	The	most economical	vehicle	in town
Don Toro	is	The	cheapest	restaurant	in the city,

4. READING.

Before reading. Work in pairs. Answer these questions. (*Trabaja en parejas. Contesta estas preguntas.*)

- a. Is there a library in your school?
- b. Is there a public library in your town?
- c. Do you visit the library? How often do you go there?
- d. What do you do when you visit the library in your school?

Reading. Read the story and do the activities below. (*Lee el relato y realice las actividades a continuación.*)

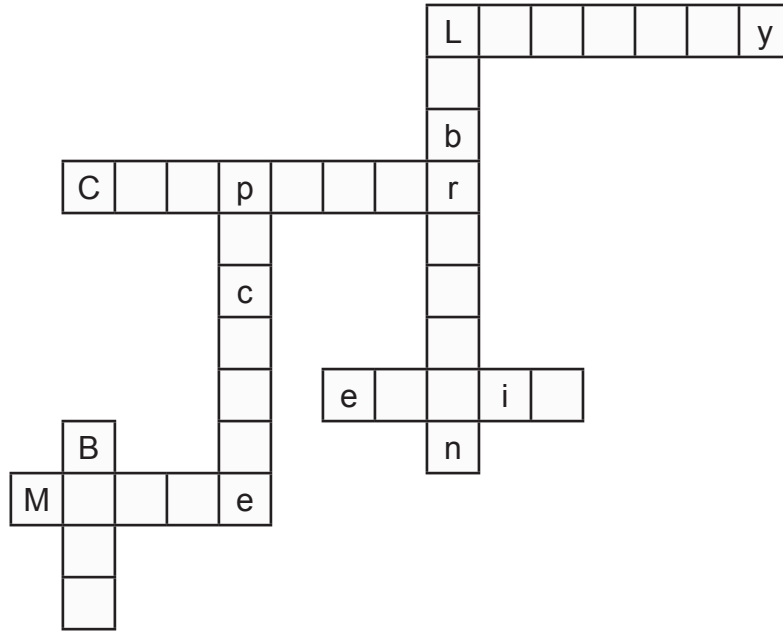


Today, Juan and his mom are in the library. Juan wants to borrow some books about history of Nicaragua. His mom loves poetry, so she is looking for books about Nicaraguan poets there. Juan finds a book about social relationships. He sits at a table and begins to read it. His mom sits at one of the computers in the library. She enjoys reading poetry and checking her e-mail. She also likes to download pictures of Nicaraguan tourist attractions from the internet. After an hour, Juan’s mom leaves the computer and walks over to him, holding a video for him. “I came across with this movie about history of Nicaragua, she says. “Would you like to watch it?” “Sure,” Juan says, holding three books. . “These books are interesting mom. They are about social development” he says. Then Juan puts the books and the movie on

the front desk. The librarian is behind the counter and checks out the books and the movie. “You made a good choice. These are excellent books, she says. . “I am proud of you Juan” his mom says.

Activities:

- a. Underline the unknown words in the story. Work with a partner and discuss their meaning. You can use a dictionary to check the meaning of the words.
- b. Underline the main idea of the text.
- c. Complete the crossword using key words from the text. Then check your answers with the answer key at the end of this lesson.



- d. What does the word there refer to? _____
- e. What does it refer to? _____
- f. Find a word that means the opposite of upload. _____

5. GRAMMAR.

Complete the sentences. Use the superlative of the words in parenthesis. (Completa las oraciones. Usa el superlativo de las palabras en parenthesis).

- a. Granada is _____ (expensive) in Nicaragua.
- b. San José de Cusmapa is _____ (cold) town in the north region of Nicaragua.
- c. Cocibolca lake is _____ (big) lake in Nicaragua.
- d. Olga Ligia is _____ (intelligent) student in the class.
- e. Diriamba is _____ (small) city in the pacific region.
- f. I am _____ (young) child in my family.
- g. Ometepe Island _____ (beautiful) tourist attraction in Rivas.
- h. Denis Martinez is one of _____ (famous) baseball player in our country.
- i. I think English is _____ (important) subjects in high school.
- j. Leon is one of _____ (old) cities in Nicaragua.

6. LISTENING.

Listen to Magaly talking about her routine activities. Choose the correct option to complete each sentence. (*Escucha a Magaly hablando acerca de sus actividades rutinarias. Escoge la alternativa correcta para completar cada oración.*)

- a. Magaly is (*thirteen/thirty*) years old.
- b. Magaly works from Monday to (Fridays/Saturdays) only.
- c. Magaly (does not like/likes) to work on weekends.
- d. Magaly gets up (early/late) on Saturdays.
- e. Magaly prefers to download (movies/music) from internet.
- f. Magaly always goes to church on Sunday (*afternoons/mornings*).

7. GRAMMAR.

Complete the sentences with the comparative form of adjective in parenthesis. (*Completa las oraciones con la forma comparativa del adjetivo en paréntesis.*)

- a. Swimming is _____ (boring) riding a horse.
- b. Climbing mountains is _____ (difficult) running.
- c. Football is _____ (exciting) baseball.
- d. Cycling is _____ (safe) mountain climbing.
- e. Fishing is _____ (easy) hunting.
- f. Surfing is _____ (dangerous) swimming.
- g. Baseball is _____ (popular) football.
- h. Table tennis is _____ (expensive) football.
- i. Football is _____ (healthy) fishing.
- j. Basketball is _____ (cheap) golf.

REEMBER THAT: Good manners

Es importante demostrar respeto y cortesía al comunicarnos con las personas. Usa estas expresiones al momento de solicitar algo. **Ejemplos:**

- Would you open the door for me, please?*
- Could you bring me a glass of water, please?*
- Could you possibly open the door for me, please?*
- Would you kindly open the door for me please?*

Tambien recuerda decir:

- Please* cuando solicitas algo.
- Thank you* cuando te dan algo.
- Excuse me* cuando interrumpes a alguien.
- I'm sorry* cuando le causas daño a alguien.

8. PRONUNCIATION.

Useful expressions. Listen to your teacher and repeat these expressions. (*Escucha a tu profesor y repite estas expresiones*).

Checking someone is not busy.

Are you free on Saturday?

Are you busy on Saturday?

What are you doing on Saturday?

Would you like...?

Good manners

Please tuck in your shirt before you enter the classroom.

You should give up your seat for a pregnant or elderly person on a bus.

You should take off your hat before entering a restaurant or a church.

Keep your elbows off the table while you are eating.

9. SPEAKING.

Read these dialogues. Pay attention to polite expressions. Then practice them with a partner. (*Lee estos dialogos. Pon atención a las expresiones de cortesía. Luego practícalos con un compañero*).

1. María meets Carlos at Salvador Allende Harbour

Carlos: Hello, I'm Carlos.

Maria: Hi, My name's María. It's so nice to meet you, Carlos.!

Carlos: I'm so glad to meet you, too!.Are you originally from Managua?

Maria: No. I come from a small town in the north.

Carlos: Would you like to have coffee with me?

Maria: That would be nice. I love coffee!

Carlos: I know a good place for coffee here.

Maria: That sounds fantastic!

2. A police officer and a taxi driver

Taxi driver: I'm very sorry for speeding, officer.

PO: Would you please take out your driver's license, sir?

Taxi driver: Yes, of course, officer.

PO: Please watch your speed.

Taxi driver: I will. It will never happen again, officer.

PO: Have a nice day!

Taxi driver: Thank you. You too.

3. On the bus

Man: Please take my seat, madam.

Woman: Oh, you're very sweet but I'm going to get off soon.

Man: Please.

Woman: All right. That's very kind of you!

10. READING.

Read the text and work with a partner. (*Lee el texto y realiza las actividades*).

My family is very concerned about climate change and pollution. We started implementing a plan to save energy and recycle our garbage. We avoid using electrical appliances unnecessarily. We started to travel by bike or by bus instead of driving our truck. Sometimes I walk to school in the mornings. Another thing we began doing is collecting rain water to water the plants. Finally, my dad decided to process garbage to make organic fertilizer.

- a. Identifica la oración tópica del texto.
- b. Identifica la idea principal.
- c. Identifica las formas de ahorrar energía.
- d. Compara tus respuestas con un compañero.

REMEMBER THAT: Nouns

En general formamos el plural de los sustantivos agregando **S** al sustantivo.

Ejemplo: Car-cars.

- Si el sustantivo termina en SS, SH, CH or X, agregamos **-ES**. Ejemplo:
Kiss-kisses, wish- wishes, match-matches, box- boxes.
- Si el sustantivo termina en vocal+y, agregamos **S**. Ejemplo: boy-boys.
- Si es sustantivo termina en consonante+y, cambiamos **y** por **i** y agregamos **ES**.
Ejemplo: city-cities.

Sin embargo hay ciertos sustantivos que no siguen estas reglas. Estos sustantivos se llaman **irregulares** y toman formas diferentes. **Ejemplos:**

man-men, woman-women, child- children, foot-feet.

Otros irregulares toman la misma forma en singular y en plural. **Ejemplos:** fish-fish, sheep-sheep, deer-deer.

11. WRITING.

Write five sentences using the words in their plural form. (Escribe cinco oraciones usando la forma plural de las palabras).

Fish. _____

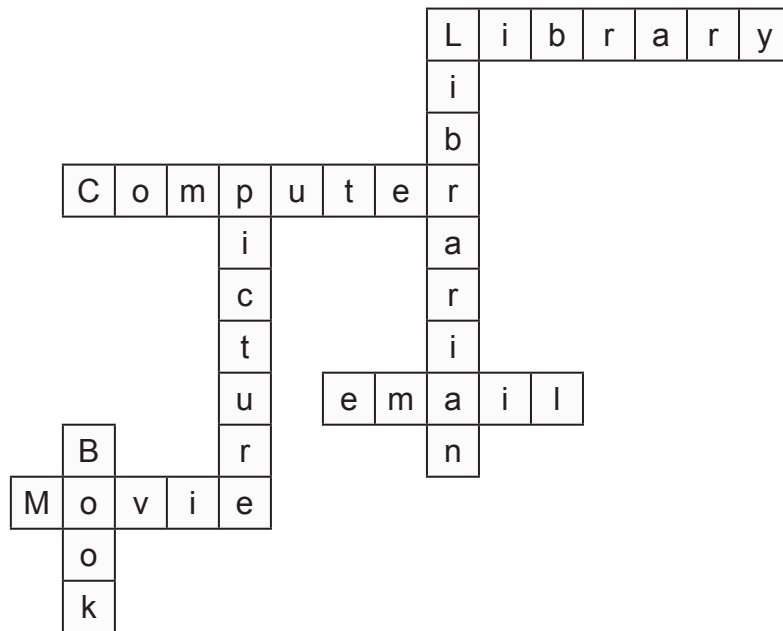
Child _____

Foot _____

Watch _____

Party _____

Respuesta al ejercicio 4. (lectura)



Lesson C: What did you do?

En esta lección usted:

- Identificará la idea principal e información específica en un texto.
- Reforzará el uso de formas comparativas y superlativas.
- Describirá acciones del pasado empleando verbos regulares e irregulares.
- Aplicará técnicas de comprensión lectora en textos sencillos.

1. READING.

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

This is the story of Carlos' search for the perfect job. As soon as he graduated from secondary school he started looking for a job. His first job was as a waiter. He did not have any experience but he learned quickly how to serve food. However, he did not like the job because customers got mad at him sometimes. So he decided to quit. After that, he tried to work as a mechanic. He didn't know very much about cars, but he began to learn on the job. Marcos loved that job. However, he found that it was hard work and he didn't like getting grease on his body. Later on Marcos tried working as a chef. That job lasted only a couple of weeks because he had no experience as a cook. Next, he decided to become a police officer but it was a big mistake because he realized that he needed to be strong enough for that job and he was not good at dealing with people. He decided to leave the Police Academy. After all these experiences, Carlos came to the conclusion that there is not a perfect job.

- a. What was Carlos' first job?
- b. Why did Carlos quit his first job??
- c. What did Marcos dislike about working as a mechanic?
- d. Why did Carlos leave the Police Academy?
- e. What was Carlos' conclusion about the perfect job?
- f. When did Carlos start looking for the perfect job?
- g. Underline the topic sentence of the story.
- h. What is the message of the story?

REMEMBER THAT: Simple past tense

Usamos **simple past tense** para referirnos a acciones del pasado, describir secuencia de eventos o hablar de nuestra experiencia, sentimientos y emociones que empezaron y terminaron en el pasado.

Ejemplo: *I graduated in computing at UNAN-Managua in 2015.*

I felt very nervous after the earthquake yesterday evening.

First I went to the supermarket, then I went to the University, and finally I came back home.

Recuerda que los verbos se clasifican en regulares e irregulares.

Los verbos regulares terminan en **ed**: called, started, liked, happened.

Los verbos Irregulares no terminan en **ed**: Read, become, go, make, see.

Debemos aplicar las reglas respectivas para la formación del pasado con verbos regulares y la pronunciación correspondiente según sea el caso.

También recordemos que en el caso de los verbos irregulares, su forma del pasado es diferente ya sea en su forma de escribir o pronunciar y debemos aprendernos el pasado de estos verbos.

2. GRAMMAR.

Write the past form of these verbs. Then write them in the correct column. (*Escribe la forma del pasado de estos verbos. Luego escríbelos en la columna correcta*).

Learn _____	Close _____	Look _____
Love _____	Think _____	Wear _____
Tell _____	Die _____	Break _____
See _____	Live _____	Read _____
Understand _____	Drive _____	
Hate _____	Ride _____	

Regular verbs	Irregular verbs

REMEMBER THAT: Simple past tense. Pronunciation

Cuando el verbo termina en /t/ o /d/ la pronunciación de ed es /id/

Ejemplos: wanted, needed.

Si el verbo termina en /f/, /k/, /p/, /s/, /ʃ/, y /tʃ/ la terminación ed se pronuncia como /t/.

Ejemplos: missed, washed, watched. Etc.

Para los verbos cuyas terminaciones son en otras consonantes y sonidos vocales la terminación ed se pronuncia como /d/.

Ejemplos: called, happened.

3. PRONUNCIATION.

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

Walked	Visited	Needed
danced	Wanted	Hoped
Stopped	Washed	
Learned	Watched	

4. LISTENING.

Listen to the following conversations and complete the blanks. (*Escucha las siguientes conversaciones y complete los espacios en blanco*).

1.

Did you _____ at home on Saturday?

No, I _____ with my girlfriend and we had lunch together.

2.

How did you _____ your last birthday?

I _____ a party. But the neighbors didn't like the noise.

3.

Did you _____ on Friday night?

No, I didn't. I _____ to study for my test.

5. GRAMMAR.

Fill in the blanks with the past form of the verb in parenthesis . (Completa los espacios en blanco con la forma del pasado del verbo en paréntesis).

UNAN-Managua (send) _____ me a letter of acceptance for a Master's Program in Administration of Education on January 10th, I (let) _____ my father to be the first to read the letter. He read it silently and then he (read) _____ it aloud to the whole family. I know that he and my mother (be) _____ proud to be my parents. I (be) _____ really excited. I (not sleep) _____ very well that night. The next day my parents (decide) _____ to go out for dinner (celebrate) _____ the good news.

6. SPEAKING.

Work in pairs and practice this dialogue. (Trabaja en parejas y practica este dialogo).

Maribel: What did you do last night, Mario?

Mario: I did not go anywhere. I stayed in my room.

Maribel: Why?

Mario: I felt a little down. My baseball team lost a very important game.

Maribel: Come on, cheer up! You're a great team and I'm sure you're gonna win next time.

Mario: You're very sweet, Maribel. What about you?

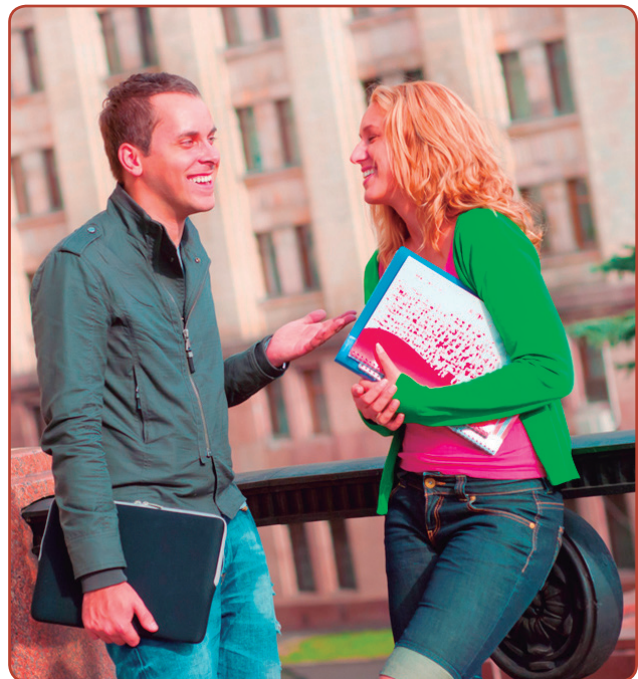
Maribel: I went to the park with some of my friends. We had a long conversation!

Mario: What did you talk about?

Maribel: About our future plans. We all want to go to University.

Mario: That sounds great!

Maribel: Yeah!



7. GRAMMAR.

Circle the correct alternative to complete each sentence. (*Encierra en un círculo la alternativa correcta para completar cada oración.*)

a. school/went to/Mary/on Saturdays/with her brother.

_____.

b. learnt/the guitar/Marlon/to play/weekends/on.

_____.

c. four/Miguel/night/pictures/took/last.

_____.

d. Martin/ last/played/weekend/football.

_____.

e. Roxana/last Friday/watched/all morning/T.V.

_____.

8. SPEAKING.

GAME. Twenty questions. (*Juego. Veinte preguntas.*)

Rules: Reglas:

a. **The teacher chooses a student to come to the front of the class.** (*El profesor escoge a un estudiante para pasar al frente de la clase.*)

b. **The student thinks of an activity he/she did recently.** (*El estudiante piensa en una actividad que realizó recientemente.*)

c. **The class has to guess what the activity is by asking yes/no questions** (*La clase tiene que adivinar la actividad realizando preguntas si/no.*)

d. **The class has 20 opportunities to guess.** (*La clase tiene veinte oportunidades para adivinar.*)

Example:

Class: Did you go out last night?

Class: Did you watch T.V.?

9. WRITING.

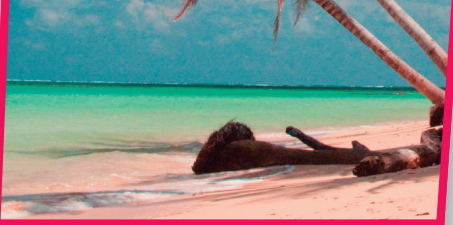
Write a paragraph about the things you did last weekend. (*Escribe un párrafo acerca de las cosas que hiciste el fin de semana pasado*)

Example:

Last Saturday I went to the cinema with my friends, we saw the movie Titanic , it was a very romantic movie, we enjoyed it a lot because it was a love story, after that we went to the food court to look for some food, we chose pizza, it was delicious and cheap, then one of my friends invited us to go to her house and have a cup of coffee with some rosquillas, we stayed with her until 8:30 pm, my mother called me and asked me to pick me up at nine, but our conversation was very interesting so I told her that I wanted to stay until 10:00 pm and she said ok. Finally, my mother picked me up and I came back home about 10:20 pm, I really spent a wonderful time with my friends.



TALKING ABOUT PAST AND FUTURE EVENTS



UNIT five



Lesson A: What are you going to do?

En esta lección usted:

- Expresará acciones futuras usando GOING TO en afirmativo, negativo e interrogativo.
- Identificará la idea principal del texto y la oración tópica.
- Escribirá textos sencillos de forma coherente y cohesiva.

1. PRONUNCIATION.

Listen to your teacher and repeat these sentences. (Escucha a tu professor y repite estas oraciones).

- a. I am going to go to the movies next Sunday afternoon.
- b. You are going to learn more English today.
- c. He is going to go to the movies tomorrow evening.
- d. She is going to study grammar tomorrow morning.
- e. It is going to rain today.
- f. We are going to go to Masaya volcano next Monday.
- g. You are going to work in groups today.
- h. They are going to practice speaking next Friday.

Aprendamos un poco más: **Going to+Verb**

Usamos **going to + verb** para hablar de eventos del futuro. A menudo, enfatiza una intención que se quiere realizar así como una decisión que ya ha sido tomada. Observa que la estructura gramatical está formada por un: **sujeto + verbo be+ going to + verbo + complemento.**

Ejemplo: Melina is going to call her mother this evening.

También usamos “**going to+verb**” para hacer predicciones en el futuro. Ejemplo: **Look at the sky. It is going to rain.**

2. GRAMMAR.

Choose the correct sentence that describes each picture. (Escoge la oración correcta que describe cada imagen).



- He's going to open the door.
- The boy is going to put money in his pig.
- Felipe is going to catch the bus.
- Rosa is going to write a story.
- Diego is going to give his mother flowers.

a. What's Felipe going to do?



b. What's Diego going to do?



d. What's Rosa going to do?



c. What's he going to do?



e. What's the boy going to do?

Remember that: Time Expressions

Usamos expresiones de tiempo para el futuro. Ejemplos: tonight, this morning, this afternoon, this evening, tomorrow, next week, next year, next month.

Ejemplo: Are you going to eat rundown **tomorrow**?

3. SPEAKING.

Work in pairs. Ask and answer questions about future events. (Trabaja en parejas. Realiza y contesta preguntas sobre eventos del futuro).

Example:

A: Are you going to take cooking lessons in your summer vacations?

B: No, I'm not.

- a. Relax at the beach.
- b. Visit a city or town.
- c. Take English Lessons.
- d. Go camping.
- e. Take dancing lessons.
- f. Read interesting books.

4. GRAMMAR.

Change the affirmative sentences into negative. (*Cambia las oraciones afirmativas a negativas*).

a. Teresa is going to have a birthday party on Sunday.

b. Enrique is going to graduate in November.

c. I'm going to make Indio Viejo on Saturday.

d. Berta and Jilma are going to plant some flowers in the afternoon.

e. We're going to go to Solentiname Island next year.

Aprendamos un poco más: Going to+verb

Oraciones afirmativas	Oraciones negativas
I am= I'm I'm going to visit my friend.	I am not = I'm not I'm not going to visit my friend.
You are= You're You're going to Boaco this weekend.	You are= You aren't You aren't going to travel to Boaco this weekend.
He is= He's He's going to study after lunch.	He is= He isn't He isn't going to study after lunch.
She is= She's She's going to wear a jacket.	She is= She isn't She isn't going to wear a jacket.
We are= We're We're going to have lunch at a fritanga.	We are= We aren't We aren't going to have lunch at a restaurant.
They are= They're They're going to swim in the river.	They are= They aren't They aren't going to swim in the river.

5. READING.

Read the text and do the following: (*Lee el texto y realiza lo siguiente*).

- Underline the topic sentence.
- Identify the main idea of the text.
- Circle all verbs with be going to.

Maritsa is going to go shopping with her husband and her son next Saturday. They are going to buy several Christmas presents for their family and friends. First, they are going to go to a shoe store and buy a pair of shoes for grandpa. Then, they are going to go to the market. They are going to buy a towel for grandma and some clothes for them and some gifts for their friends. After that, they are going to buy some candies and drinks at a convenience store. Finally, they are going to have lunch at the Family Fair of the town.

Remember that: Questions/Short answers with Be going to+verb

Are you going to Boaco this weekend? *Yes, I am / No, I'm not*

Is he going to study after lunch? *Yes, he is / No, he isn't*

Is she going to wear a jacket? *Yes, she is / No, she isn't*

Are we going to have lunch at a restaurant? *Yes, we are / No we aren't*

Are they going to swim in the river? *Yes, they are / No, they aren't*

6. SPEAKING.

What are your plans for your summer vacation? Tell a partner about the things you are going to do. (*Cuáles son tus planes para tus vacaciones de verano? Dile a un compañero sobre las cosas que vas a hacer*).

7. WRITING.

Look at each picture and write a sentence. (*Observa cada imagen y escribe una oración*).



Example: *My father / paint my room.*

My father is going to paint my room.



a. Samuel / ride a horse.



b. The boy / drink water.



d. Camilo / eat chicken.



e. Federico / watch TV.



f. The children / take the bus

Lesson B: My community project

En esta lección usted:

- Realizará una presentación sobre los proyectos de su comunidad o del gobierno local utilizando estructuras y vocabulario aprendido.
- Reforzará el uso de la preposición ON+date/day of the week.
- Usará correctamente la preposición IN + period of time.
- Describirá de forma sencilla, coherente y cohesiva eventos del pasado o futuro.

1. SPEAKING.

Pair work. Tell your partner about an event in your life or the life of someone you know. Your partner will ask you questions about the event. (*Dile a tu compañero sobre un evento en tu vida o la vida de alguien que conoces. Tu compañero te hará preguntas sobre el evento*).

Example:

A: My sister is going to move to the city.

B: Why is she moving?

A: She is going to look for a new job.

2. GRAMMAR

Match each situation with its solution. (*Une cada situación con su solución*).

Situations

My dad's car doesn't work.

Bertha has a hearing problem.

Pedro's raincoat is dirty.

Leyla likes photography.

It's late and I'm tired.

Solutions

She's going to see the doctor next week.

I'm going to go to bed early.

She's going to a photography show next week.

He's going to take it to the car repair shop.

He's not going to wear it.

3. READING.

Before reading. Look at the picture and answer the questions. (*Antes de leer. Observa la imagen y contesta las preguntas*).

- Which volcano is this?
- Would you like to go there on your vacations?
- What activities can you do?



Read the following text. (Lee el siguiente texto.)

Tipitapa, November 4th 2015

Dear Magdalena.

I recently finished my primary school studies and I'm getting ready for my vacations in December. I have a plan with my classmates. We are going to climb Masaya Volcano next weekend. Did you know that this is the most active volcano of Nicaragua? It's really exciting! First, we are going to travel from Managua to Masaya by bus. It's about thirty minutes. Then, we're going to visit the museum which includes Geology, Natural Science, History and samples of local flora and fauna. Next, we are going to camp. A guide is going to wait for us at the main crater to explore the different trails. He's going to tell us about the volcanic system and security recommendations. The most exciting moment is going to be when we get to the highest peak of the volcano. I'm looking forward to having my vacations.

Please write soon. Love

Francisco

Answer the questions. (contesta estas preguntas).

- a. Where is Francisco going to go on his vacations?
- b. When is he going to go?
- c. Who is he going to go with?
- d. What are Francisco and his classmates going to do there?
- e. What is the guide going to tell them?

Aprendamos un poco más: Prepositions of time

Usamos la preposicion **in + times of day**: in the morning, in the afternoon, in the evening. Excepción: night (at night). Ejemplo: **Lorena is going to do her homework in the afternoon.**

- Usamos **in + months of the year**: In January, in March, in July. Ejemplo: **My birthday is in May.**
- Usamos **on + days of the week**: on Mondays, on Tuesdays, on weekends, on weekdays. Ejemplos: **Pedro is going to study English on Saturday.**
- Usamos **on + specific dates**: on December 24th. Ejemplo: **Nicaraguan people are going to celebrate Christmas Eve on December 24th.**

4. GRAMMAR.

Choose the correct preposition to complete the sentences. (Escoge la preposición correcta para completar las oraciones).

- a. Teachers are going to have a meeting _____ (in / on) Friday.
- b. My birthday is going to be _____ (on / in /at) September 15th .
- c. The weather is going to be hotter. _____ (in / at / on) April.
- d. We are not going to have class _____ (on / in) the afternoon.
- e. Melissa is going to bake a cake _____ (in / on) Thursday.

5. SPEAKING.

Plan a trip to a tourist destination in Nicaragua. Make questions with going to+verb. Work with a partner and complete the chart. (Planea una gira a un destino turístico en Nicaragua. Realiza preguntas con going to +verb. Trabaja con un compañero y complete el cuadro).

Example: Where are you going to go?

Where / go?	When / go?	Who / go with?	How / go?	What/do?

Now give a short report to the class

6. WRITING. Project.

Write down your plan for the trip. Prepare some pictures about your tourist destination. Give a presentation to your class. (Escribe tu plan para la gira. Prepara algunas imágenes sobre tu destino turístico. Da una presentación a tu clase).

I'm going to go to.....

Lesson C: Who did it?

En esta lección usted:

- Expresará acciones en pasado usando verbos regulares e irregulares.
- Reafirmará el uso de la idea principal del texto y la oración tópica.
- Realizará conversaciones sencillas sobre eventos del pasado.
- Usará estrategias de comprensión lectora y auditiva con textos sencillos.
- Reforzará conocimientos gramaticales y de vocabulario aprendido.

1. SPEAKING. Group work.

- Write five true and five false sentences about things you did in the past. The sentences can be affirmative or negative. (*Escribe cinco oraciones verdaderas y cinco oraciones falsas sobre cosas que hiciste en el pasado. Las oraciones pueden ser afirmativas o negativas*).
- Read your sentences to the group. The rest of the members decide which sentences are true and which ones are false. (*Lee tus oraciones al grupo. El resto del grupo decide que oraciones son verdaderas y cuales son falsas*).
- Finally, tell your group the truth. (*Finalmente, dile al grupo la verdad*).

Example:

You: I went to Matagalpa last year.

A member: I think that's false .

You: You are right, I did not go to Matagalpa last year.

2. READING.

Before reading. Answer these questions. (*Antes de leer. Contesta estas preguntas*).



- Do you like your home town or community?
- Do you think life in the city is better than in the countryside? Why?

Read the story and do the activities below. (*Lee el relato y realiza las actividades a continuación*).

Julio was born in a village by the Rio Coco River, near the Honduras border. His

village was very far from the capital city. **It** was in a beautiful area full of trees, wildlife and clear water rivers. However it was at disadvantage because most of its economy was based on agricultural activity with little commercial, economic, and educational development. The community suffered from other limitations such as poverty, lack of important services such as electricity, health care and water supply.

When Julio was a teenager, he heard that life in the city was better than in the countryside. Julio heard stories of people who became rich in the city. One day he decided to move to the city in search of better job opportunities and more entertainment. When he came to the city, he started to look for a job but unfortunately he only had experience in farming. He could get a job in the area of construction. At first Julio was happy about almost everything in the city but after a few weeks he began to feel tired of the noise, the heavy traffic, and garbage everywhere. **He** did not feel safe because there were a lot of pick pockets and accidents in the streets. Julio learnt that life in the city was not good as he expected. One day he decided to go back to his village.

Activities.

- What does **it** in paragraph one refer to? _____
- What does **he** in paragraph two refer to? _____
- Circle all the irregular verbs that appear in the story.
- Underline all the comparative forms of adjectives.

Write TRUE or FALSE next to each statement. (*Escribe verdadero o falso a la par de cada afirmación*).

- Julio lived in a poor village. _____
- People told Julio that life in the city was better. _____
- Julio lived in a rich village. _____
- Julio found a good job in the city. _____
- Julio did not like the noise and traffic of the city. _____.

Remember that: Simple past tense.

Usamos simple past tense con expresiones de tiempo para indicar cuando sucedieron los eventos o acciones. **Ejemplos:**

I went swimming to the river yesterday.

My English lessons started last week.

My brother entered University in 2014.

I went to the river two days ago.

3. VOCABULARY.

Complete the table to express the same thing in two ways. (Completa la tabla para expresar la misma cosa en dos formas).

on- in -last	ago
Example: Last week	A week ago
On Saturday	_____ days ago
Last august	_____ month(s) ago
In 2012	_____ years ago
In _____	Ten years ago
On _____	Three days ago

4. SPEAKING. Guessing Game. Work in groups

Rules: Reglas:

- One student tells the group an activity he/she did recently. (Un estudiante dice al grupo una actividad que realizó recientemente).
- The group has to guess when their classmate did the activity by asking yes/no questions with time expressions. (El grupo tiene que adivinar cuando su compañero de clase realizó la actividad haciendo preguntas con expresiones de tiempo).
- When el grupo adivina el juego continua con otro estudiante. (Cuando el grupo adivina, el juego continua con otro estudiante).

Example:

A: I went fishing to the river.

B: Did you do it yesterday?

A: No, I didn't.

C: Did you do it last Saturday?

A: No, I didn't.

D: Did you do it in April?

A: Yes, I did.

5. LISTENING.

Listen to your teacher and complete each sentence. (*Escucha a tu professor y complete cada oracion*).

- I _____ these regular verbs yesterday.
- We _____ a great movie on TV last night.
- Juana _____ when you were out.
- You are late. The class _____ ten minutes ago.
- Maria _____ her father in June.

6. WRITING.

Write a sentence with each of the following verbs in the past. Use time expressions. (*Escribe una oración con cada uno de los verbos en pasado. Usa expresiones de tiempo*).

- a. grow up _____
- b. become _____
- c. begin _____
- d. buy _____
- e. bring _____

GLOSSARY (*Glosario*)

- Bed and breakfast (n) Posada.
- Care (v) Preocuparse.
- Curve (n) Curva.
- Depart (v) Partir.
- Earthquake (n) Terremoto.
- Easygoing (adj.) Llevadero.
- Get on (v) Subir.
- Get out (v) Salir.
- Hardworking (adj.) Trabajador.
- Hate (v) Odiar, Detester.
- Investor (n) Inversionista.
- Lock (v) Cerrar con llave.
- Motorboat (n) Lancha.
- Neighborhood (n) Barrio.
- Overtake (v) Aventajar.
- Pedestrian (n) Peaton.
- Platform (n) Andén.
- Project (n) Proyecto.
- Proud (adj.) Orgullosa.
- Railway (n) Via ferrea.
- Raincoat (n) Impermeable.
- Reckless driving (n) Manejo imprudente.
- Resourceful (adj.) Ingenioso.
- Roundabout (n) Rotonda.
- Safe (adj.) Seguro.
- Sample (n) Muestra.
- Seat belt (n) Cinturon de seguridad.
- Settlement (n) Asentamiento.
- Sew (v) Coser/Hacer costura.
- Social networking sites (n) Redes sociales.
- Stand (n) Puesto.
- Traffic lights (n) Semaforos.
- Trail (n) Sender.
- Welder (n) Soldador.

WORKBOOK

UNIT 1

LESSON A: Means of transport

1. VOCABULARY.

For each means of transport put a tick (✓) in the corresponding column. Work with a partner and talk about the means of transport you use. *(Para cada medio de transporte marca en la columna correspondiente. Trabaja con un compañero y habla sobre los medios de transporte que usas).*

Example:

A: Which of these means of transport do you use?
B: I travel by bus everyday but I use the car on weekends.

Means of transport	Everyday	On weekends	On vacations	Never
Bus				
Train				
Plane				
Motorbike				
Plane				
Boat				
Ferry				
Car				

2. WRITING.

Write sentences with the following words. Use there is and there are. *(Escribe oraciones con las siguientes palabras. Usa There is y there are).*

Example:

There are a lot of tricycles in my town.
 There isn't any train service in my town.

- * Public transport service * cars * taxi service * traffic light
- * bikes * motorbikes * Tricycles * highways

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

3. READING.

Read each description and write the corresponding letter next to each picture. (*Lee cada descripción y escribe la letra correspondiente junto a cada imagen*).

- a. It travels on rail tracks. It carries many wagons.
- b. This is a very common means of transport in the city. People use it to go from home to work. They also use it to go out with their family. It carries about five passengers.
- c. It travels on water and carries passengers and cargo. People use it on vacations.
- d. This means of transport is cheap and people use it to go from one city or town to another in the country. It carries about fifty passengers.
- e. People from the Caribbean coast use it to travel quickly. It is an expensive means of transport. It travels in the air.
- f. This means of transport is common in the cities. People use it to get to places quicker. People usually stop it in the street by raising their hands. Another word for this vehicle is cab.

barco



taxi



un tren



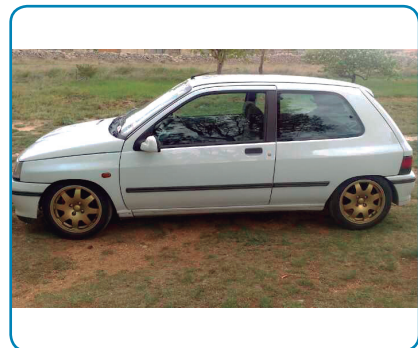
bus



avión de la costaña



carro



4. LISTENING.

Listen to your teacher and put a cross (x) next to each sentence you hear. (*Escucha a tu profesor y pon una (x) junto a la oración que escuchas*).

One

- a. Most students go to school by bus.
- b. Most students go to school by boat.

Two

- a. There isn't any train system in Nicaragua.
- b. There are a lot of trains in Nicaragua.

Thee

- a. I drive to work everyday.
- b. I drive to school everyday.

Four

- a. Travelling by plane is very expensive.
- b. Travelling by plane is very excited.

Five

- a. I cannot afford to buy a pickup truck.
- b. I can afford to buy a truck.

5.SPEAKING.

Survey. Walk around the classroom asking other students how to get from one place to another. Complete the table. (*Camina alrededor del aula y realiza preguntas sobre como llegar de un lugar a otro*).

Example:
A: How do you get from Bluefields to Pearl Lagoon?
B: By boat

Starting location	Destination	Means of transport
Jalapa	Rio San Juan	
Chinandega	León	
Granada	Rivas	
San Jorge Rivas	Moyogalpa	
Jinotega	San Rafael del Norte	
Managua	Puerto Cabezas	

6. VOCABULARY.

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

- a. Buscar train truck minivan
- b. Tractor microbus pick up truck ferry taxi
- c. plane bus driver taxi driver cyclist car driver
- d. Motorbike bike tricycle boat jeep
- e. ferry motorboat ship bus boat

7. GRAMMAR.

Unscramble the words to make sentences. (*Ordena las palabras para hacer oraciones*).

a. Cell phone / photos / receive / can / on your / you?

b. Can / where / I / rent / a bike?

c. Do / I / change / buses / have to?

d. A lot of / are / bicycles / in / there / your town?

e. Take / where / can / an express / to / microbus / Matagalpa / I?

f. Is / a direct / there / bus / Estelí / from / Leon / to?

g. Can / how / I / travel / Corn Island / from / Bilwi / to?

h. Ask / you / can / I / a question?

8. READING.

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

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

- a. What do you know about Camoapa?
- b. Where is Camoapa located?
- c. What are the main economic activities of its population?

Camoapa is a small town in Boaco. Camoapa is the largest cattle producing region in Nicaragua. The economy of this city is based primarily on agriculture and the cattle industry, (cattle raising, cattle trading and milk products). Other local industries include leather handcrafting and the crafting of hand woven hats (sombreros de pita).

One of the most important festivals is held on June 24th in honor of the Sacred Heart of Jesus. In addition, on October 4th, Camoapa celebrates with a big festival to honor the city's patron St. Francis of Assisi. There are other important festivals people from Camoapa celebrate such as La purisima, (a national holiday), and the National Cattle fair which takes place in April.

Popular local entertainment places include bars, nightclubs, discotheques and rodeos. Some of the popular activities are bull riding, Cattle ranching, cock fighting, and farming..

Answer these questions

- a. Mention three economic activities that people from Camoapa do.
- b. What are the festivals that people celebrate in Camoapa? When do they take place?
- c. Find a synonym of the word dairy in the text.
- d. Find an antonym of the word big in the text.

9. VOCABULARY.

Match each verb from the left with the words on the right. Write the answers in the boxes. *(Une cada verbo de la izquierda con las palabras de la derecha. Escribe las respuestas en las casillas).*

- | | |
|------------|--------------------------------|
| a. Cross | 1. the car in the parking lot. |
| b. Park | 2. right |
| c. Take | 3. a horse |
| d. ride | 4. the street carefully |
| e. Turn | 5. a taxi |
| f. Get on | 6. the bus quickly |
| g. Get out | 7. the bus at the next stop |
| h. Get off | 8. of my car now |

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

Now match each adjective with a noun on the right. Write the answers in the boxes.
(Une cada adjetivo con un sustantivo de la derecha. Escribe las respuestas en las casillas).

- | | |
|--------------|---------------|
| a. Crowded | 1. road |
| b. fatal | 2. street |
| c. flat | 3. bus |
| d. busy | 4. traffic |
| e. great | 5. difficulty |
| f. winding | 6. accident |
| g. rush | 7. tyre |
| h. congested | 8. hour |
| i. long | 9. trip |
| j. narrow | 10. bridge |

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

10. WRITING. Complete the dialogues. *(Completa los diálogos).*



One:

A: Excuse me, is this the express bus to Jinotega, please?

B: _____

A: What time does it leave?

B: _____

A: How long is the journey?

B: _____

A: Thank you very much. I really appreciate it.

B: _____

Two:

A: Excuse me, where can I take an intercity bus to Chinandega, please?

B: At _____ bus station.

A: How often _____?

B: I think that every hour.

A: Is it an express service or do I have to change bus in León?

B: _____

A: And how much is the bus fare?

B: _____

A: Thanks a lot!

B: _____

11. LISTENING.

Listen to each word and put it under the correct column. (*Escucha cada palabra y ponla en la columna correcta*).

Road transport	Rail transport	Air transport	Sea transport

12. WRITING.

Complete the sentences. (*Completa las oraciones*).

- a. My brothers and I go to school by _____ because it is more convenient.
- b. A lot of people go to work on _____ for two reasons. First, it is good for their health and second, it is _____.
- c. Flying by _____ is very safe but it is one of the most expensive means of transport.
- d. In rural areas it is common to see people travelling by _____ or by _____ to go to work or to school.
- e. It is very uncommon to see people in rural communities travelling by _____ or by _____. These means of transport are not available.
- f. Do people in the city travel by _____ or by _____?

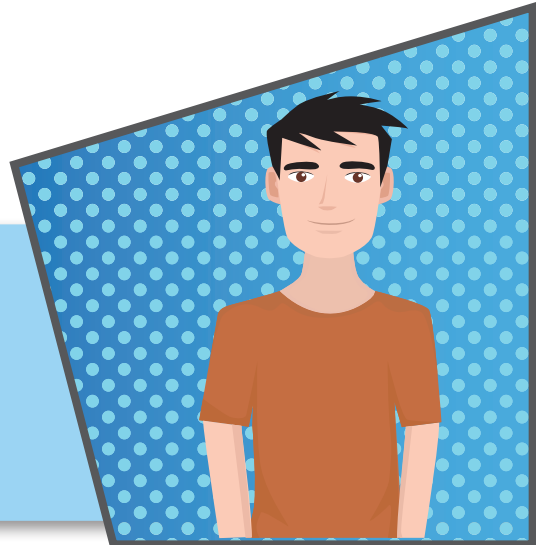


Speaker A

- _____ Should we walk or take a bus?
- _____ Why don't we ask for a raid?
- _____ Look! there's a pickup truck coming now.
- _____ It's OK. There will be another in a few minutes.
- _____ Why don't we use our bikes? It's economical and fun.

Speaker B

- a. Oh no! It didn't stop!
- b. It is difficult to take a bus now. They run every two hours.
- c. That's a good idea!
- d. Well, what else can we do?
- e. Yeah, you're right!



14. VOCABULARY.

Circle the correct word to complete the sentences. (*Encierra en un círculo la palabra correcta para completar las oraciones*).

- a. We waited for my mum at Roberto Huembes bus (driver/station).
- b. All boats to El Bluff leave the (airport/harbor) at 7.00 a.m. every morning.
- c. Do you go to school by (foot / bus?)
- d. All public transport bus (passengers / drivers) wear uniform in my town.

15. READING.

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

- a. What activities can you do on a farm?
- b. What animals can you see in the picture?
- c. What is better? Living in a city or living in the country? Why?



Reading.

Read the story (*Lee el relato*).

My new life on a farm

My name is Pablo. Last year I moved from a city to a farm in a rural community. I am a student at the local high school in the morning and I have a part time job on a farm in the afternoon. Life on a farm is rather different from life in the city. I am learning many new things. I feel my life is more interesting now.

When I was a student in my hometown, I got up at six a.m., I had breakfast and I always took the bus at 6.50 a.m. My school was near my house and it took me five minutes to get there. However, my school here is far away from the farm and I have to walk about five kilometers to be in class on time. After school I work on the farm till late in the afternoon. Among the things I do are cleaning the barn, feeding the animals, milking the cows, and packing cheese and milk. When I came to the farm I did not know how to milk a cow or how to ride a horse. I also learned how to make organic fertilizer by using organic wastes. Living in the country is a new experience for me.

During the weekend I go fishing with some of my classmates. Sometimes I go for a long walk in the forest. I enjoy taking pictures of different plants and birds I see around. I also enjoy seeing stars at nights and listening to funny stories that farmers tell their children.

After reading: Answer these questions.

- a. When did Pablo move to the farm?
- b. What does he do on the farm?
- c. How does he feel on the farm?
- d. What does he do at the weekends?
- e. What time did he get up in the city?

Do you live on a farm? What do you like about it?

16. WRITING.

Complete the sentences. Use words from the box. (*Completa las oraciones. Usa palabras del cuadro*).

Bus station	journey	Get on	catch	taxi
express	take	motorboat	went	

The first time I went to Bluefields I got up very early to _____ the first public transport bus. I arrived at the _____ at 5.20 a.m. just on time to _____ the first _____ bus to El Rama. The _____ took two hours. When I arrived in El Rama, I _____ to the harbor to take a _____ to Bluefields. I spent a week in Bluefields. During the evenings I went to places to entertain myself. I always took a _____ because there is no public transportation service at night.

LESSON B:

Traffic Signs

1. SPEAKING.

Work in group of three and practice this conversation. (*Trabaja en grupo de tres y practica esta conversación*).



Man: Excuse me, are you okay?

Woman: Yes, I'm fine. But my baby!!!

Man: Is he fine?

Woman: Oh, my God, he's okay, I think. I was scared.

Man: Now, I feel relieved.

Woman: Me too. I think we should call the police.

Man: I agree.

Police officer: Good morning, Police Station. Can I help you?

Woman: Good Morning. I'm calling to report a car accident close to Roberto's Huembes Market. Could you come immediately, please?

Police officer: Sure. We will be there in a few minutes.

Woman: Thanks.

A few minutes later...

Police officer: Let's see what happens here...

2. WRITING.

Work with a partner. Imagine you saw the car accident and you have to tell the police officer about it. Write the end of the conversation. (*Trabaja con un compañero. Imagina que presenciaste el accidente y tienes que decirle al oficial de policía. Escribe el final de la conversación*).





3. LOOK AT THE TRAFFIC SIGNS and write the correct meaning in the blanks. (*Mira las señales de tránsito y escribe el significado en el espacio*).

a. No girar a la derecha

b. Solo una vía

c. Despacio

d. Gire a la derecha

d. No girar en U

e. Doble vía

f. No girar a la izquierda

g. Ceda el paso

h. No parquearse

i. Cruce de peatones

j. Intersección T

k. Signal ahead

4. GRAMMAR.

Complete the text with the correct preposition of place. (*Completa el texto con la preposicion de lugar correcta*).

a. My mother works _____ Matagalpa but my dad works _____ a rural community of Jinotega.

b. My sister's school is located _____ Arlen Siu street.

c. Pedro and Alison are English teachers. They work _____ a primary school _____ Waslala.

d. Catarina is a nice town _____ Masaya.

e. I am _____ class now, my sister is _____ home and my parents are _____ work.

5. READING.

Before reading.

Work with a partner and discuss the meaning of the signs. (*Trabaja con un compañero y discute el significado de las señales.*)

Where can you see these signs?
 Do drivers respect them in your town?
 What are the names of these traffic signs?



Read this story about Tatiana and do the activities below. (*Lee la historia de Tatania y realiza las actividades a continuacion.*)

Tatiana is a ten year old girl from El Viejo, Chinandega. She is a student at a local primary school. She is in fifth grade and she really loves going to school because she enjoys learning lots of things from different subjects and playing with her friends.

Most students come to school on foot because they live nearby. However, some students come to school by bus or by bike. Tatiana always walks to school. Her grandfather Carmelo always takes her to school by the hand to protect her, because they have to cross a few streets where the cars usually go through very fast. On the way to school Tatiana's grandfather tells her stories and gives her advice about many things. She loves her grandpa's stories.

One day, they were going back from school when something happened to them. They were about to cross one of the streets, when suddenly a car went through without respecting the zebra crossing and almost hit them. Tatiana and her grandfather tried hard to avoid an accident. The car almost ran over them and the driver did not even stop to check if they were OK. Tatiana's grandfather was furious about the incident that he decided to go to the Police Station to report the case.

Work with a partner. Find the meaning of these words. (*Trabaja con un compañero. Encuentra el significado de estas palabras.*)

- a. zebra crossing _____
- b. run over somebody _____

- c. go through _____
- d. case _____
- e. incident _____

Answer these questions.

- a. What does the word 'she' (paragraph 1) refer to: _____
- b. What does the word 'her' (paragraph 1) refer to: _____
- c. What does the word 'they' (paragraph 2) refer to: _____
- d. What does the word 'they' (paragraph 3) refer to: _____
- e. What does the word 'them' (paragraph 3) refer to: _____
- f. What does the word 'he' (paragraph 3) refer to: _____

6. GRAMMAR.

Complete the conversations. Use IN, ON, and AT. (*Completa las conversaciones. Usa IN, ON y AT.*)

One

Margarita: Hello, can I speak to Carlos, please?

Carlos: Speaking.

Margarita: Hi Carlos. This is Margarita. Are you _____ Sebaco now?

Carlos: No, I'm _____ school _____ Matagalpa. How about you? Are you _____ home?

Margarita: No, I'm _____ Masaya _____ the Old Market _____ main street.

Carlos: Enjoy your shopping.

Margarita: Thanks. See you _____ Sunday _____ the church.

Carlos: Bye.

Two

Heydi: Hi Dilia, It's Heydi. Are you _____ school today?

Dilia: Hi, Heydi, what a nice surprise! Yes, I'm _____ class now. Why?

Heydi: Well, I'm _____ a fritanga here _____ Nagarote _____ church street. Can you come?

Dilia: Sure, see you in ten minutes.

7. VOCABULARY.

Match each sign with its meaning in Spanish. Write the answer next to each number. (*Une cada señal con su significado en español.*)

a. No pets



b. No left turn



c. No smoking



d. One way



e. Zebra crossing



f. No trespassing



Meanings

- _____ 1. Prohibido el paso.
- _____ 2. No girar a la izquierda.
- _____ 3. Una vía.
- _____ 4. No se permiten mascotas.
- _____ 5. Cruce peatonal.
- _____ 6. Prohido fumar.

8. LISTENING.

You teacher will say a sentence twice. Circle S if the sentences are the same, circle D if they are different. (Tu profesor dirá una oración dos veces. Si las oraciones son iguales marca S, si son diferentes, marca D).

- | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| S <input type="radio"/> | S <input type="radio"/> | S <input type="radio"/> | S <input type="radio"/> | S <input type="radio"/> | S <input type="radio"/> | S <input type="radio"/> |
| D <input type="radio"/> | D <input type="radio"/> | D <input type="radio"/> | D <input type="radio"/> | D <input type="radio"/> | D <input type="radio"/> | D <input type="radio"/> |

9. GRAMMAR.

Imagine you have to give advice to tourists. Use SHOULD or SHOULDN'T in your sentences. (Imagina que tienes que darle consejo a turistas. Usa SHOULD o SHOULDN'T en tus oraciones).

- a. carry a lot of money in their bag.

- b. buy a map of the tourist attractions of the community.

- c. speak Spanish with local people.

- d. hire tour guide service

e. Stay in the hotel watching T.V

f. rent a pickup truck to go to the sights.

g. respect local people and their customs.

10. WRITING.

Group work. Read the following situations and write down some advice on a piece of paper, using **SHOULD**. (*Lee las siguientes situaciones y escribe consejos en un pedazo de papel usando SHOULD*).

Example:

Situation: The earth is getting warmer each day. What should we do?

Advice: You should not burn garbage. You should plant trees.

Each team will receive one point for each piece of appropriate advice.

- a. I just had an accident. What should I do?
- b. I have to make an important phone call but I'm driving now! What should I do?
- c. It's raining and it's foggy. I'm driving. What should I do?
- d. The earth is getting warmer each day. What should we do?
- e. I have an important exam tomorrow. What should I do?
- f. I want to be healthy. What should I do?

11. SPEAKING.

Work in groups and order the pictures of a car accident. Prepare a presentation of the story. (*Trabaja en grupo y ordena las imágenes de un accidente de tránsito. Prepara una presentación*).

Escena 1: Un conductor cruza la calle con el semáforo en rojo o un vehículo aventajando a otro con otro en dirección contraria.

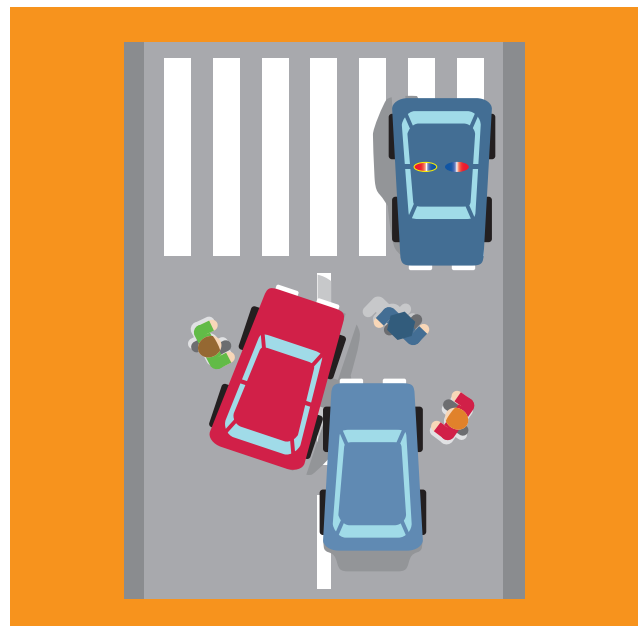
Escena 2: Un oficial de policía investiga el caso.

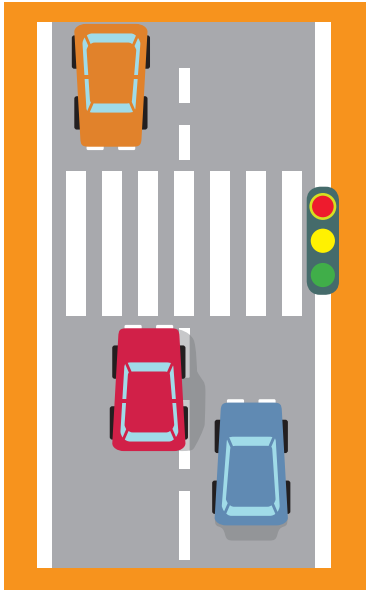
Escena 3: Otro conductor maneja y habla por el celular al mismo tiempo.

Escena 4: Un accidente automovilístico.

Escena 5. Uno de los conductores involucrados llama a la policía.

Report your story to the class.





12. LISTENING.

Listen to your teacher and circle the correct instruction you hear. (*Escucha a tu profesor y encierra la instrucción que escuchas*)

1.

- a. Don't smoke here
- b. Don't turn left
- c. Watch out

2.

- a. Listen to me please
- b. Raise your hand
- c. Don't speak too loud

3.

- a. Don't sit on the table
- b. Cross the street
- c. Don't interrupt the teacher please

4.

- a. Work in groups of three
- b. Don't work in groups of three
- c. Be quiet please

5.

- a. No dogs allowed
- b. No smoking
- c. No food in the classroom

6.

- a. Work in pairs
- b. Work in groups
- c. Work individually

7.

- a. Don't come late to class
- b. Don't make noise in class
- c. Respect your classmates

Lesson C:

Driving Safety

1.VOCABULARY.

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

- a. Highway / motorway
- b. Avenue
- c. Street
- d. Lane
- e. Overpass
- f. Parking lot
- g. Bay
- h. license plate
- i. Platform
- j. Bus fare

2.GRAMMAR.

Circle the correct alternative to complete each sentence. (*Encierra en un círculo la alternativa correcta para completar cada oración*).

- a. Be safe. Always wear a (seat belt/cap) when you are driving.
- b. Look at both sides before crossing a (street/river).
- c. Never (get off/get in) the bus if it is moving.
- d. Never (drive/ride) your bike on the sidewalk.
- e. (watch out/look) for traffic signs on the road.
- f. You must stop when the traffic lights turn (green/red).
- g. I arrived at the bus (fare/station) at five thirty.
- h. Make sure you (get on/get off) the right bus when you are travelling.
- i. Always wear a (helmet/hat) when you are riding your bike.
- j. Be polite with other people. Always (say/tell) hello to them.

3.READING.

Read a message from Karen to Dalia. (*Lee un mensaje de Karen a Dalia*).

Hí Dalia,

You were so right! This city is awesome.

Yesterday morning Julian and I played volleyball on Las Peñitas beach. The players were great. Then we visited the Cathedral in the afternoon. What a beautiful architecture! In the evening, we enjoyed a delicious meal at El Convento (a grilled steak restaurant).

Travelling here was the only bad part of the trip. All the way from Esteli

was bumpy, and we did not arrive on time at the bus station. Someone from the hotel picked us up in a van, and we arrived at the hostel before midnight.

Everyone here is helpful, and our room is comfortable, quiet and tidy. The weather is a bit warm. I did not need to pack my umbrella or my jacket. Say hi to everyone at the office.

Love, Karen

What city did Karen visit?

Now read Dilia's reply. (*Ahora lee la respuesta de Dilia*).

Hey Karen,

I am glad you are having such a great time. It is very cold here.

Yesterday it rained all day long, it was foggy and windy. So we didn't travel to the communities because of the weather conditions.

I stayed up late Monday and Tuesday preparing for the students workshop. I had tacos for dinner from a bar in downtown. Then guess what happened? Mr. Canelo canceled the workshop.

So enjoy every minute of your vacation.
Miss you.

Love, Dalía

Use your dictionary and find the meaning of these words: (*Usa tu diccionario y encuentra el significado de estas palabras*).

- a. bumpy b. stay up late c. hostel d. workshop e. downtown f. cancel

4. WRITING.

Complete following sentences with suitable words. Use the pictures. (*Completa las siguientes oraciones. Usa las imágenes*).

1. No girar a la derecha 2. zona escolar 3. una via 4. un semáforo en rojo
5. doble via



- a. When drivers see a _____ traffic sign near schools they must slow down.
- b. In some streets in Managua you can't turn _____.
- c. Drivers can go on one direction when they see a _____ sign, and in both directions if they see a _____ sign.
- d. Drivers must stop if the _____ turn red.

5. READING.

Match the problem with the solution. Write the letter next to the number. *(Une el problema con la solución. Escribe la letra junto al número).*

Problem	Solution
1.- _____ No lines on the streets	a.- More traffic officers on the roads.
2.- _____ Vehicles in bad conditions	b.- More budget for public lighting.
3.- _____ Traffic violations	c.- paint on streets signaling.
5.- _____ poor light condition on the streets.	d.- mechanical inspection.

6. GRAMMAR.

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

- a. Not / do / in case of / use/fire / elevators.

- b. Before / knock / you / enter / the door.

- c. Do / smoke / not / at school.

- d. Smoke / never / are / when / driving / you.

- e. Copy / don't / another / student's homework.

- f. Loudly / don't / on the bus / talk.

- g. In line / get on / to / stand / the bus.

- h. Wear / a seat belt / driving / when / you are.

7. SPEAKING.

Prepare a presentation about what your local government should do to avoid accidents in your city. *(Prepara una presentación sobre lo que tu gobierno local debería hacer para evitar accidentes).*

8. LISTENING.

Circle the word(s) you hear. (Encierra la(s) palabra(s) que escuchas).

- a. Get on get off
- b. Get in get out
- c. Stop slow
- d. Don't cross don't walk
- e. Turn right turn left
- f. Don't smoke never smoke
- g. Be sure Be safe
- h. Walk work

9. WRITING.

Write sentences using imperatives for each situation. Situation. (*Escribe oraciones usando imperativos para cada situacion*).

a. How to learn English

Example:
Affirmative: Always use English in class
Negative: Don't forget to do your homework

b. Things that teachers say:

Affirmative: _____
 Negative: _____

c. Things that parents say:

Affirmative: _____
 Negative: _____

d. How to ride on horseback:

Affirmative: _____
 Negative: _____

10. LISTENING.

Game "Simon Says". Your teacher will give you instructions. Follow the instructions and do the actions. (*Tu profesor les dará instrucciones. Sigue las instrucciones y realiza las acciones*).

UNIT 2

LESSON A: Can you help me please?

1. SPEAKING.

Complete the dialogues. Then practice them with a partner. Use words from the box.
(Completa los diálogos. Luego practícalos con un compañero . Usa palabras del cuadro).

Sit down / be / make / open / put / do / go

Dialogue one:

- A:** _____ careful!
B: Why? What's wrong?
A: You're standing on my foot.
B: Oh, sorry.

Dialogue two:

- Teacher:** Hello everybody. Please _____ and open your books.
Roman: Teacher, let's play a game!
Teacher: I'm sorry, we can't do that now. _____ your books, and let's start!
Rosa: come on Teacher!, let's read a story.
Teacher: _____ back to your sit Rosa and open your book.

Dialogue three:

- Teacher:** This classroom is really a mess!
Student: Yea, we know, teacher
Teacher: _____ all your things on top of your desk, please.
Students: OK teacher!
Teacher: Now, _____ groups of four students and _____ the grammar exercises on page 12.

Remember that: Use of imperatives

Los imperativos se usan para dar órdenes, sugerencias , instrucciones y direcciones. Los imperativos no llevan el sujeto. El sujeto esta implícito. Por ejemplo:

Come here! = (You) come here!.

2. VOCABULARY.

Complete these expressions. Use words from the box. (*Completa estas expresiones. Usa palabras del cuadro.*)

Write / stop / open / take out / stand up / don't / close / work

- a. Take off your jackets, please. _____ the door,
- b. _____ the date on your notebook, please.
- c. _____ your dictionary, please.
- d. Carlos, _____ with Alicia and finish your assignment.
- e. Patricia, _____ talking and sit down.
- f. _____ forget to compare your answers.
- g. Everybody _____ and go out of the classroom.
- h. _____ on until you come to the bank.
- i. _____ left at the traffic lights and _____ one block south.

3. GRAMMAR.

Complete the following sentences. Use WILL, CAN, COULD, WOULD. (*Completa las siguientes oraciones. Usa WILL, CAN., COULD, WOULD.*)

- j. _____ help me, please?
- k. _____ tell me where the bank is?
- l. _____ you pay attention, please?
- m. _____ you open the window, please?
- n. _____ you be quiet , please?
- o. _____ you bring me the bill, please?
- p. _____ can I pay by credit card?
- q. _____ you stop that noise, please?
- r. _____ you be on time next time, please?
- s. _____ give me a call?

4. PRONUNCIATION.

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

- a. I will I'll
- b. You will You'll
- c. He will He'll
- d. She will She'll
- e. It will I'll
- f. We will We 'll
- g. You will You'll
- h. The will They'll

5. SPEAKING.

Work with a partner. Ask and answer questions about the location of places in your town. (*Trabaja con un compañero. (Realiza y contesta preguntas sobre la ubicación de lugares en tu pueblo).*)

Example:

Is there a second hand cloth store in your town?
Yes, It's near the central park next to the Pizza shop.

6. LISTENING.

Check the sentence you hear (*Marca la oración que escuchas*).

1

- a. Can you help me, please?
- b. Could you help me, please?
- c. Will you help me, please?

2.

- a. Would you tell your mom I'm here, please?
- b. Could you tell your mom I'm here, please?
- c. Can you tell your mom I'm here, please?

3.

- a. Turn right at the corner.
- b. Turn left at the corner.
- c. Turn right on the corner.

4.

- a. Go straight on until you come to the park.
- b. Carry on until you come to the park.
- c. Continue until you come to the park.

5.

- a. Turn back and turn right at the corner.
- b. Go back and turn left at the corner.
- c. Go back and turn right at the corner.

7. SPEAKING.

Use numbers (1-7) to order the dialogue. Practice the dialogue with a partner. (*Usa números (del 1-7) para ordenar el dialogo. Practica el dialogo con un compañero*).

_____ Robert: Who's that young girl standing there next to Isaias?

_____ Monica: That's my mom.

_____ Robert: Interesting! And who's the guy behind her?

_____ Robert: Really?

_____ Monica: mmm That's Marcos, my neighbor.

_____ Robert: Really? And who's the old lady standing near the window?

_____ Monica: She's my cousin, Patricia?

8. PRONUNCIATION.

Write **S** if the words you hear are the same. Write **D** if they are Different. (*Escribe S si las palabras que escuchas son iguales, escribe D si son diferentes*).

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

9. GRAMMAR.

Unscramble the words to make sentences. (*Ordena las palabras para hacer oraciones*).

- a. Is / where / the bank / could / tell / you / me?

- b. Right / turn / corner / at / the

- c. Video / is / store / the / next to / the / church

- d. My school / between / the church / and / is / the library.

- e. walk / two / block / south.

10. READING.

Before Reading. Work in pairs. Answer these questions. (*Trabaja en pareja. Contesta estas preguntas*).

- a. What places of your town do you like going with your friends?
- b. How often do you go out with your friends?
- c. What do you do when you do not know the location of a place?

Reading.

Read the conversation and make a list of the words you do not know. Work with a partner and find out their meaning. (*Lee la conversacion y haz una lista de las palabras que no sabes su significado. Trabaja con un compañero y averigua su significado*).

Hanging Out With Friends

Laura: Hello guys! Are we ready for our afternoon date?

Estela: Hi Laura! Yes we are. Which place are we going?

Rene: I think the sports bar is a good choice. We can watch the football match and have lunch at the same time.

Laura: and where is the sports bar?

Estela: it's not far from here. It's near the Mayor's Office. .

Laura: And do you know how to get there?

Rene: Sure. We can walk until we come to the Shoe store, then turn left and walk three blocks north. The sports bar is just round the corner.

Laura: Sounds great. What are we waiting for?

Write T if the statement is TRUE or F if it is FALSE. Correct the false statement (Escribe T si la afirmación es verdadera, escribe F si es falsa) Corrige las afirmaciones falsas).

- a. Laura, Estela and Rene are lost in the city. _____
- b. Estela wants to go to the cinema. _____
- c. Rene wants to watch a football match. _____
- d. The sports bar is far from the Mayor's Office. _____
- e. Laura knows where the Sports bar is. _____
- f. Laura does not want to go to the sports bar. _____

Write the meaning of these expressions in Spanish. (Escribe el significado de estas expresiones en español).

- a. Hanging out with friends. _____
- b. Good choice. _____
- c. Afternoon date. _____
- d. At the same time. _____
- e. Sounds great. _____

11. WRITING.

Use the map and write sentences about the location of places. *(Usa el mapa y escribe oraciones acerca de la ubicación de los lugares).*



Examples:

The bus station is across from the park.

12. SPEAKING.

Work in pairs. Take turns to ask for and give directions. Use the map of exercise 9. *(Trabaja en parejas. Túrnense para dar y pedir direcciones. Usa el mapa del ejercicio 9).*

UNIT 2

Lesson B: Places around town

1. VOCABULARY.

Translate these words from English to Spanish. (*Traduce estas palabras del inglés al español*).

- | | |
|-----------------------|------------------|
| a. Bed and Breakfast. | g. Theater. |
| b. Furniture store. | h. Butcher shop. |
| c. Gym. | i. Shoe store. |
| d. Fire station. | j. Barber shop |
| e. Cinema. | k. Zoo. |
| f. Public library. | l. Store. |

Now translate these words from Spanish to English. (*Ahora trace estas palabras del Español al inglés*).

- | | |
|---------------------|----------------------|
| a. Aeropuerto. | h. Avenida. |
| b. Parada de buses. | i. Librería. |
| c. Gasolinera. | j. Panaderia. |
| c. Gasolinera. | k. Farmacia. |
| d. Piscina. | i. Centro de salud. |
| d. Piscina. | l. Ferreteria. |
| f. Cuadra. | m. Escuela primaria. |
| g. Bosque. | |

2. READING.

Match each word with its definition. (*Une cada palabra con su definición*).

- | | | | | |
|-----------------|-------------|-----------------|-----------------|---------------------|
| 1. Bank | 4. Market | 7. Fire station | 10. Pet shop | 13. School. |
| 2. Church | 5. Bus stop | 8. Library | 11. Gas station | 14. |
| 3. Beauty Salón | 6. Hospital | 9. Park | 12. Post office | 15. Furniture store |

- a. A place where you can get a haircut. _____
- b. A place where people go to cash a cheque _____
- c. A place where buses stop _____
- d. A place where people go to pray. _____
- e. A place where you go to do your shopping _____
- f. A place where fire fighters work. _____
- g. A place where you can buy different types of furniture. _____
- h. A place where you can buy gas for your car. _____

- i. A place where you go when you are sick. _____
- j. A place where you can buy pets like a dog or a cat. _____
- k. A place where you can play with your friends. _____
- l. A place where you can mail a letter or buy stamps. _____
- m. A place where students go to learn and make new friends. _____
- n. A place where you can buy shoes. _____
- o. A place where you can borrow books to read. _____

3. SPEAKING.

Work with a partner. Ask and answer questions about places in the community. Use the map. (Trabaja con un compañero. Realiza y contesta preguntas sobre lugares en la comunidad. Usa el mapa).



Example:

A: is there a cyber café in your town?

B: Yes, it's opposite the high school.

4. LISTENING.

Carlos wants to buy a house in Granada. Listen to the conversation and fill in the blanks. (*Carlos quiere comprar una casa en Granada. Escucha la conversación y complete los espacios en blanco.*)



Carlos: Good morning, I'm Carlos Santamaria. I'm calling about the house.

Owner: Good morning Mr. Santamaria. This can be the perfect _____ for you.

Carlos: Can I ask you a few questions?

Owner: Sure, no problem.

Carlos: Is it near the _____? My wife wants to live far from the lake.

Owner: No, it's not near the lake. It's actually in the _____, on Real Xalteva Street.

Carlos: Are there any _____ in the neighborhood?

Owner: Yes, there are two very good schools near here and the central park is a few blocks from the house.

Carlos: And _____ and stores? Are there any?

Owner: Yes, of course there are plenty of choices around here. There are a lot of nice _____ and the _____ is near as well.

Carlos: That sounds great. What about transportation services?

Owner: Well, There are three bus stations near the area. There's a micro bus _____ a few blocks from the house near the central park.

Carlos: Oh, that's great. One more question. How much is the house?

Owner: a hundred and fifty thousand dollars.

Carlos: A hundred and fifty thousand dollars? But the advertisement in the newspaper says a new and cheap house.

Owner: But it's a very competitive price.

Carlos: No, thank you. Goodbye.

Are these sentences TRUE or FALSE?

- The house is near the lake. _____
- The house is far from the city center. _____
- There are two bus stations near the house. _____
- There isn't any stores near the house. _____
- Carlos like the house. _____
- Carlos bought the house. _____

5. GRAMMAR.

Complete these sentences with the correct preposition.

Use **BETWEEN, ON, AT, IN, NEXT TO**. (*Completa estas oraciones con la preposición correcta. Usa BETWEEN, ON, AT, IN, NEXT TO*).

Example: I live in a small apartment in the city.

- I go to school _____ Saturdays.
- I never work _____ the weekend.
- My classroom is _____ eighth and tenth grade.
- Telica Volcano is _____ Santa Clara Volcano.
- I rarely watch TV _____ the evening.
- I usually go to bed _____ 9:00 pm.
- The park in my town is _____ the church
- There is a bus stop _____ main street.

9. My birthday is _____ 12 December.
 10. Martha always sit _____ Patricia.

6. READING.

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

- a. Do you carry a map when you travel to another city?
 b. Do you ask for directions if you get lost?
 c. How do people give directions in your community or town?

Reading. Read the text and do the activities below. (Lee el texto y realice las actividades a continuación).

Asking for directions in Nicaragua

My name is Mike and I am from Canada. One of my great hobbies is travelling to other countries. I have a special rule for traveling: Never carry a map. I prefer to ask for directions. Sometimes I get lost, but I usually have a good time going round and round. There are some other advantages: I can practice a new language with local people, meet new people, learn new customs, and the like.

My experience travelling in Nicaragua tells me that tourists may often feel confused because of the way people give them directions. One interesting thing I observed is that most of the streets do not have a name. So people most often use landmarks in their directions. For example travelers might hear something like this: "Go straight down the corner. Turn left at the Carmelo hotel and go past the fruit stand. The post office is across from the bus stop, next to the fast food bar."

What if a person does not know the answer about the location of a place? Someone from my country might say, "Sorry, I have no idea" and walk away quickly. But in Nicaragua, most residents would never answer, "I don't know." Nicaraguans may believe that a quick "I don't know" is impolite. They might stay and talk to you, and usually they will try to give you an answer, sometimes a wrong one.

Are these statements TRUE or FALSE.?

- a. Tourists in Nicaragua feel confused because most of the streets do not have names. _____
 b. The writer's rule for travelling is to carry a map. _____
 c. Landmarks are used to give directions in Canada. _____
 d. Nicaraguans always try to be polite with foreigners. _____
 e. Nicaraguans never say "I don't know" because they think it is impolite. _____

7. LISTENING.

Listen to the conversations and circle the word you hear. (Escucha las conversaciones y encierra en circulo la palabra que escuchas).

Conversation one

A: Hello! Sorry... I think I got lost. (Could/Can) you help me, please?

B: Yes, of course. Where are you now?

A: I think I am (near/opposite) Centroamerica (roundabout/neighborhood). Do you know which bus goes to Metrocentro shopping center?

B: Well, you (can/could) take an express bus from Granada or Masaya and it (can/will) take you exactly to Metrocentro shopping center.

A: Ok... thanks!!! Bye

Conversation two

Manuel: Hi Aracely! I'm at Roberto Huembes Market and I need to (go/get) to a place called "El Quetzal". Should I take a bus or a taxi to get there?

Aracely: Well, a bus is OK but I recommend you to take a taxi. It's (safer/faster) and more comfortable.

Manuel: Ok. Thanks for your advice.

Aracely: My pleasure.

8. VOCABULARY.

Match column A with column B to complete each word. (*Una la columna A con la columna B para completar cada palabra*).

Columna A

- a. Gas
- b. Health
- c. Pet
- d. Beauty
- e. Amusement
- f. Parking
- g. Elementary
- h. Post
- i. Fruit
- j. Bus
- k. Traffic
- l. Street

Columna B

- 1. Shop
- 2. Center
- 3. Station
- 4. Park
- 5. Salon
- 6. light
- 7. Vendor
- 8. stand
- 9. stop
- 10. Office
- 11. lot
- 12. school

9. PRONUNCIATION.

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

- a. Video store
- b. Pizza shop
- c. Jewelry store
- d. Ice cream shop
- e. Drug store
- f. Shoe store
- g. Main street
- h. Car park

10. GRAMMAR GAME.

Hot cabbage. The teacher will explain the rules of the game. *(El profesor explicara las reglas del juego).*

Rules

- The teacher will write sentences on a piece of paper about places in the community. For example: The pharmacy is opposite the health center.
- Wrap the papers around each other to make a ball (cabbage).
- The teacher will make a noise while the students pass the cabbage around the class.
- When the noise stops, the student with the cabbage removes the top layer and read the sentence. Then he/she has to say another sentence about places in hi/her community.

Example:

The tourist information center is opposite the church.

11. SPEAKING.

Complete the map with names of places of your town. Work with a partner and ask each other questions about the location of places. *(Completa el mapa con nombres de lugares de tu pueblo. Trabaja con un compañero y preguntense el uno al otro sobre la ubicación de los lugares).*

Example:

A: Is there a church in your town?

B: Yes, It's on Main Street opposite the central park.



12. WRITING.

Write sentences describing the pictures. Say what the differences are. Use the words you learned in this lesson to describe places. (*Escribe oraciones describiendo las imagenes. Di cuales son las diferencias. Usa las palabras que aprendiste en esta lección.*)



Example:

In this pictures the streets are unpaved. In the other they are paved. In this town the streets are narrow but in this other they are wide.

13. VOCABULARY.

Circle the Word that does not belong to the group. (*Encierra en un circulo la palabra que no pertenece al grupo.*)

- | | | | | | |
|----|-------------|----------|-----------|----------|-----------|
| b. | Crowded | quiet | store | polluted | safe |
| c. | Street | road | avenue | car | boulevard |
| d. | Park | bakery | library | motel | weather |
| e. | Florist | gardener | beekeeper | hotel | clerk |
| f. | Forest | mountain | street | valley | hill |
| g. | Lake | road | lagoon | river | waterfall |
| h. | Sightseeing | hiking | volcano | cycling | camping |
| i. | Board | eraser | clock | chair | ticket |

14. PRONUNCIATION.

Check the work you hear (*Marca la palabra que escuchas.*)

- | | | | | | |
|----|-------|-------|-----|--------|----------|
| 1. | Bed | bad | 6. | Light | lie |
| 2. | Ship | sheep | 7. | Fall | false |
| 3. | Bored | bird | 8. | Funny | false |
| 4. | Wash | watch | 9. | Tree | three |
| 5. | Line | fine | 10. | Thirty | thirteen |

15. SPEAKING.

Information gap. Work in pairs. Choose a map and fill in the blanks with names of places. Use prepositions of place and cardinal points. (*Trabaja en pareja. Escoge un mapa y complete los espacios en blanco con nombres de lugares. Usa preposiciones de lugar y los puntos cardinales*).

Example 1.

A: What is west of the bookstore?

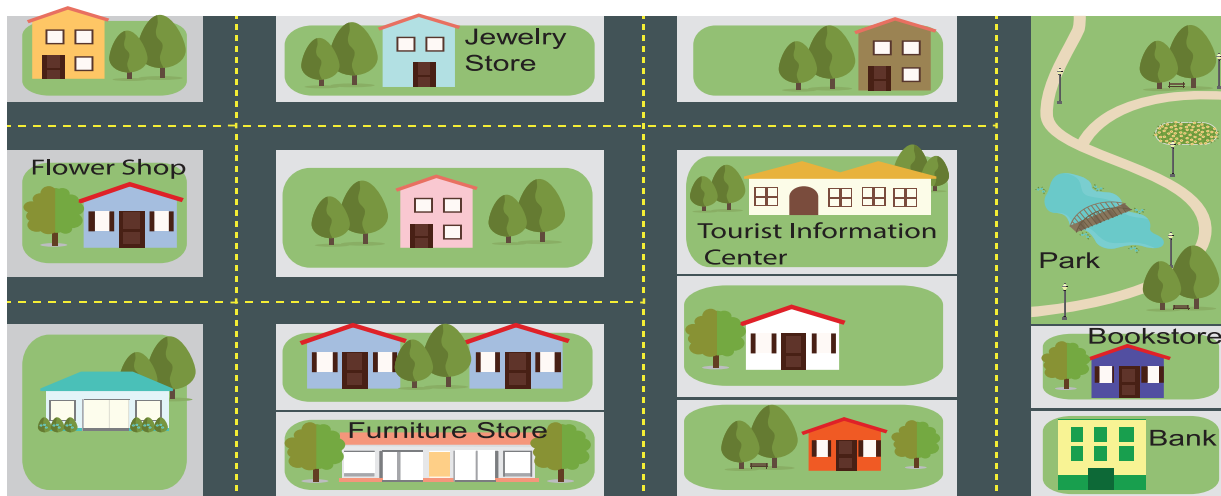
B: The grocery store is west of the bookstore.

Example 2.

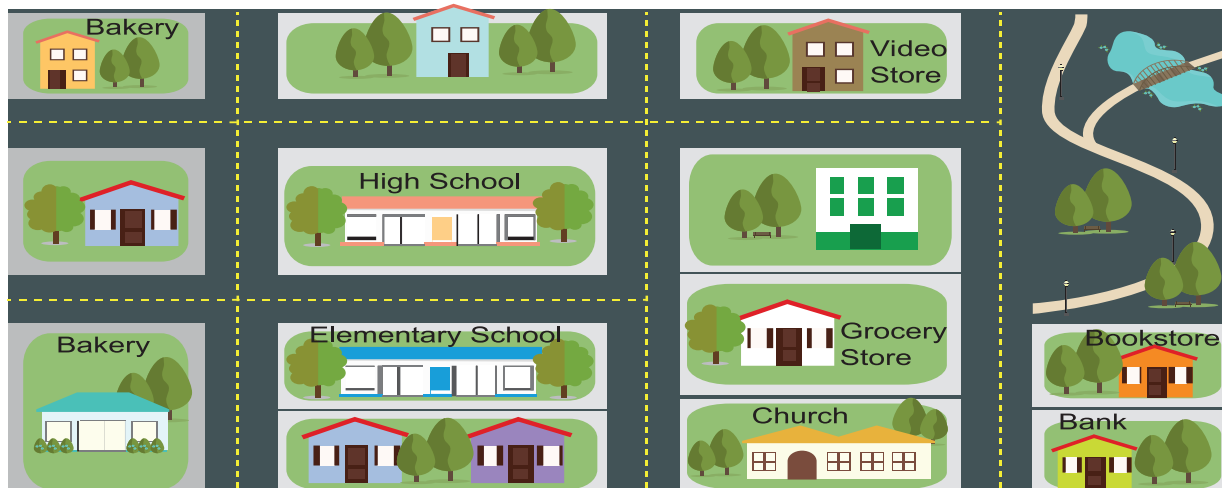
A: What is opposite the bookstore?

B: The grocery store is opposite the bookstore.

MAP A



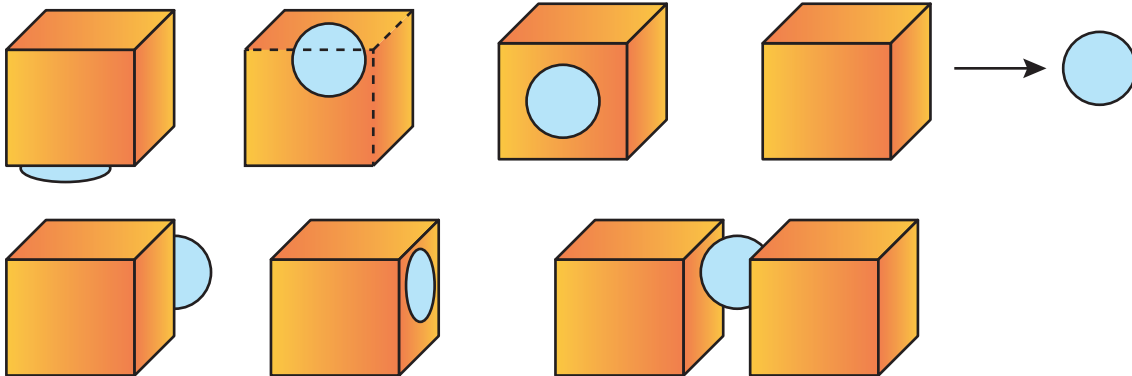
MAP B



UNIT 2

Lesson C: Where is your town?

1. GRAMMAR. Look at the following pictures. Use prepositions of place to say where the blue circle is. (*Observa las siguientes ilustraciones. Usa preposiciones de lugar para decir dónde está el círculo azul*).



2. SPEAKING.

Use the map below to answer the questions. Then work in pairs and take turns asking and answering questions using prepositions of place. (*Usa el mapa para responder las preguntas. Luego trabaja en parejas y tomen turnos para hacer y responder preguntas utilizando las preposiciones de lugar*).



Example :

A: Excuse me, Where is the police station?

B: It's between the restaurant and the hardware store.

- a. Where is the bank?
- b. Where is the park?
- c. Where is the school?
- d. Where is the church?
- e. Where is the supermarket?

3. GRAMMAR.

Use the map above to fill in the blanks with the correct places. (utiliza el mapa anterior para completar los espacios en blanco con el lugar adecuado).

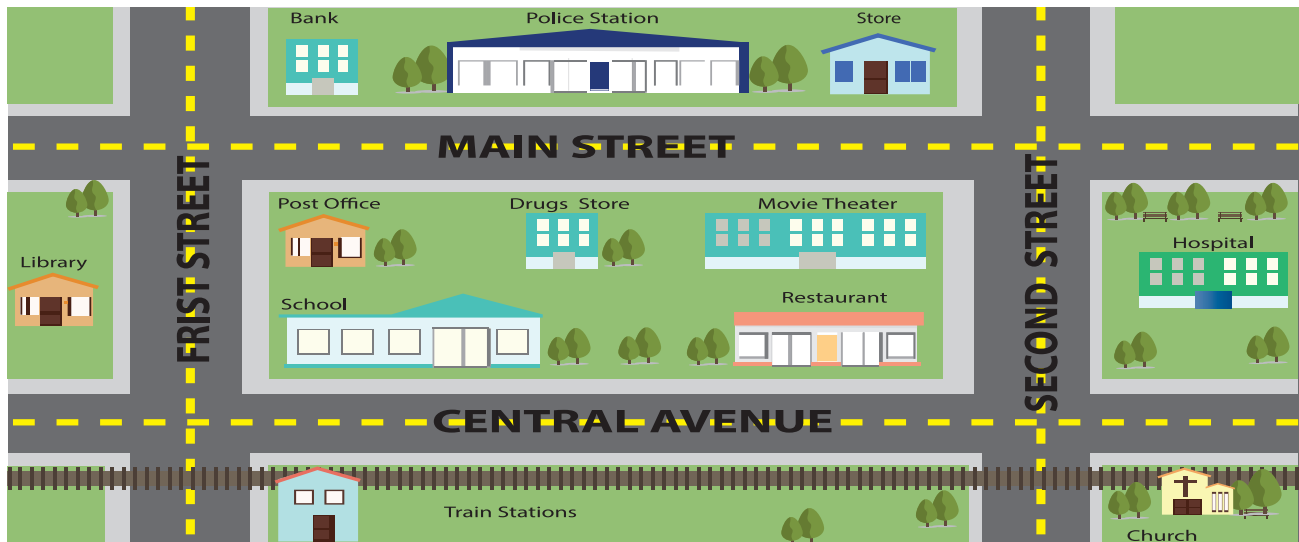
1. The _____ is next to the school.
2. The _____ is in front of the church.
3. The _____ is between the police station and the bank.
4. The _____ is beside the hospital.
5. A _____ is across from the market.
6. The _____ is next to the bank.
7. The _____ is on Main Street.
8. The _____ is on National Avenue.

4. WRITING.

Draw a map of your hometown and write 8 sentences about the location of the different places using prepositions of place. Then, share your sentences with the class. (Dibuja un mapa de tu pueblo natal y escribe ocho oraciones acerca de la ubicación de los diferentes lugares usando preposiciones de lugar. Luego comparte tus oraciones con el resto de la clase).

5. SPEAKING.

Look at the map of a city. Work in pairs. Your partner will read directions to you and you will say where you are. (Observa el mapa. Trabaja en pareja. Tu compañero te leerá direcciones y tu diras donde estas).



- a. You are outside the church on Second Street. Turn left on Central Avenue. It's the building next to the restaurant. Where are you?
- b. You are outside the bank on Main Street. Walk straight ahead and then turn right on Second Street. It's across from the movie theater. Where are you?
- c. You are outside the School on First Street. Turn right on Main Street. It's the building between the post office and the movie theater. Where are you?
- d. You are outside the hospital on Second Street. Turn left on Main Street. You will see the building at the corner, across from the post office. Where are you?
- e. You are outside the library on First Street. Turn right on Main Street. It's the building between the bank and the store. Where are you?

6. WRITING.

Look at the map and complete the conversations. (*Observa el mapa y complete las conversaciones*).

Conversation one

A: Excuse me. Will you help me, please? Is there a drugstore near here?

B: Yes, there's one on _____, next to the _____

A: Thanks.

B: Any time.

Conversation two

A: Excuse madam, could you please tell me where the post office is?

B: Certainly. It's on Main Street just _____ the corner.

A: Thanks a lot.

B: You're welcome.

Conversation three.

A: Can you help me, please? Is there any restaurant near here?

B: Sure. There's one on _____ next to the _____

A: Thanks,

B: You're welcome.

7. PRONUNCIATION.

Circle the word you hear. (*Encierra en un círculo la palabra que escuchas*).

- a. can can't
- b. could would
- c. hotel hostel
- d. street strict
- e. work walk
- f. straight store
- g. sure shoe
- h. will won't
- g. sure shoe
- i. school cool

8. READING.

Read the story and remember everything you can. (*Lee el relato y recuerda cuanto puedas*).

I recently moved from the city to the countryside with my family. I did it because I wanted to live far from pollution and the noise from the city. Life here is very quiet! I am a writer and I can easily concentrate on my work. However, my wife is a little unhappy because there are not many shops, big supermarkets or theaters in the community like in the city. There is only one park but it is very safe. My children are happy because they have a lot of new friends. People in the country are friendly, polite, and they are very good neighbors. I love country life.

9. SPEAKING.

Now work with a partner and tell the story. Then your partner will retell the story to another student. (*Ahora trabaja con un compañero y cuéntale el relato. Luego tu compañero contara el relato nuevamente a otro estudiante*).

10. VOCABULARY.

Cross out the word that does not belong to the list. (*Marca la palabra que no pertenece a la lista*).

- | | | | | | |
|----|----------------|------------|---------------|----------|------------|
| a. | Candy store | toy store | hostel street | pharmacy | |
| b. | bike | motorbike | car | bus | bar |
| c. | pen | pencil | plane | chair | ruler |
| d. | police officer | bus driver | carpenter | teacher | uncle |
| e. | on | in | walk | at | under |
| f. | cute | handsome | secretary | tall | attractive |
| g. | garden | yard | truck | bedroom | bathroom |

11. SPEAKING.

Role play. Work with a partner and prepare a conversation. One of you will be student A and the other student B. (*Trabaja con un compañero y prepara una conversación. Uno de ustedes sera el estudiante A y el otro el B*).

Role play card A

Imagine you are a visitor in student B town. Ask questions about places.

Example: Are there any places to shop in town?

Is there any park? Any church? Where can I have lunch with my friends? Is it safe to walk in the streets at night?

Role play card B

Imagine a visitor in your town wants to find out about places. Answer the visitor's questions.

Now present the conversation to the class. (*Ahora presenta la conversacion a la clase*).

12. LISTENING.

Listen to your teacher and complete the conversation. (*Escucha a tu profesor y complete la conversacion*).

A: Hi, Good morning. My name's Ricardo and I'm your _____. I just moved to this _____.

B: Hi, Nice to meet you. My name's Socorro. Welcome to the neighborhood.

A: Thank you. Is there a _____ in the neighborhood?

B: Yes, there's one _____ the Elementary school, on main street.

A: Thanks.

B: Any time.

UNIT 3

Lesson A: Job skills and characteristics

1. LISTENING.

Listen to your teacher describing people's jobs. Write the number under the corresponding picture. (*Escucha a tu profesor describiendo el trabajo de las personas. Escribe el número debajo de la imagen que corresponde*).

















2. GRAMMAR.

Match column A with column B to make sentences. (*Une la columna A con la B para hacer oraciones*).

Column A

- a. A farmer _____
- b. A janitor _____
- c. A delivery person _____
- d. A hair stylist _____
- e. A butcher _____
- f. A baker _____
- g. carpenter _____
- h. A chef _____

Column B

- 1. makes furniture.
- 2. cooks food at a restaurant.
- 3. delivers packages and letters.
- 4. grows vegetables to sell to the public.
- 5. cuts and styles hair.
- 6. makes bread.
- 7. cuts and sells meat.
- 8. cleans buildings.

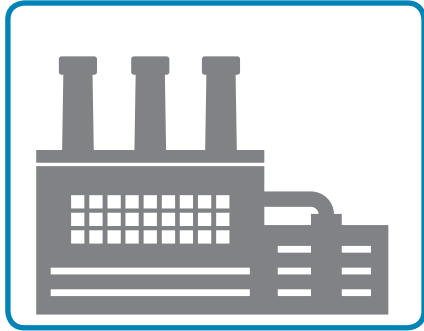
3. PRONUNCIATION.

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

- a. fisherman
- b. gardener
- c. taxi driver
- d. agricultural engineer
- e. beekeeper
- f. tourist guide
- g. trash collector
- h. shop assistant
- i. tailor
- j. veterinarian

4. VOCABULARY

Match each workplace with an occupation. (Une cada lugar de trabajo con una ocupación).



1. A doctor works in a _____
2. A trash collector works in a _____
3. A machine operator works in a _____
4. A pharmacist works in a _____
5. A salesperson works in a _____
6. A teacher works in a _____
7. A chef works in a _____

5. LISTENING.

Listen to your teacher and circle the correct sentence you hear. (Escucha a tu profesor y encierra en un círculo la oración correcta).

- | | |
|--|---|
| <p>1.</p> <p>a. Maria can drive a car.</p> <p>b. Maria can't drive a car</p> | <p>2.</p> <p>a. Pablo can't play the guitar.</p> <p>b. Pablo can play the guitar.</p> |
|--|---|

3.

- a. Olga y Patricia can swim.
- b. Olga y Patricia can't swim.

4.

- a. Mercedes can't speak Miskito.
- b. Mercedes can speak Miskito.

5.

- a. Pedro can drive trucks.
- b. Pedro can't drive trucks.

6. GRAMMAR.

Circle the correct option to complete each sentence. (*Encierra en un círculo la opción correcta para completar cada oración*).

1. A lawyer is someone who _____ people in court and gives legal advice.

- a) defends b) defending c) defend

2. A gardener is someone who _____ care of the plants in the garden.

- a) taking b) take c) takes

3. A secretary is someone who _____ letters and answers the phone.

- a) typing b) types c) type

4. A tailor is someone who _____ clothes for others.

- a) making b) make c) makes

5. A teacher is someone who _____ at a school.

- a) teaches b) teaches c) teach

6. A taxi driver is someone who _____ a taxi.

- a) drives b) driving c) drive

7. READING.

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

- a. What do you do for a living?
- b. What skills does your job require?
- c. Do you like your job? Why?

8. READING .

Read the following texts and answer the questions based on the reading. *(Lee los textos y contest alas preguntas en base a la lectura).*

1.

Hi! My name is Sara and I live in Matagalpa. I am a third grade teacher and I love teaching children. I enjoy talking to kids at break time. I teach from 7:00 am until 12:30 pm Monday through Friday. My job demands a lot of patience and time. As a teacher I have to be good at listening and at reacting to students' questions or comments. I don't usually have much free time on weekends because I have to plan my lessons or I have to grade my students' homework. I know my job is hard work but it is rewarding to see the results at the end of the year.



1. What does Sara do? _____
2. What skills does her job require? _____
3. What does Sara usually do on weekends? _____

2.

Hi! My name is Marcos and I'm a chef. I work at Mr. Chef Bar and Grill. I begin work at around 4.00 p.m. and I finish work at 10.00 p.m. However, my schedule changes on weekends because I have to be at work at 9.00 a.m. and I finish work at 10.00 p.m. My job requires a lot of concentration particularly when I am cutting meat or vegetables. I have to be able to do more than one thing at a time. I have to be careful with ingredients and to be organized with the orders. Sometimes I feel a lot of pressure but I feel better when I see customers happy with their food.



1. What does Marcos do? _____
2. What skills does his job require? _____
3. What time does Marcos begin work on weekends? _____

8. VOCABULARY.

Work in groups of four and make a list of skills that each job require. *(Trabaja en grupos de cuatro y realiza una lista de las habilidades que cada trabajo require).*

Example.

Jobs	Skills
Taxi driver	Polite with people, to know all places of the city, to respect traffic signs.
Farmer	
Fisherman	
Security guard	
Doctor	
Shop assistant	

9.WRITING.

Now complete the sentences with the description of the occupations. (Ahora completa las oraciones con la descripción de las ocupaciones).

Example:

A. A security guard guards stores at night.

- a. A farmer _____
- b. A tourist guide _____
- c. A police officer _____
- d. A taxi driver _____
- e. Areceptionist _____
- f. Amusician _____
- g. A fisherman _____
- h. Aphotographer _____

10.READING.

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

- a. What do your parents do?
- b. Where do they work?
- c. What skills do their jobs require?

11. Reading.

Read the story and do the activities that follow (Lee el relato y realiza las actividades a continuación).

The Barreto Family

My name is Juana Barreto. There are seven members in my family. My parents are teachers. They met at the school where they work. They fell in love and decided to get married. I am glad they are teachers because they are very patient, kind, and cheerful with us. They are also hard working people. I have two brothers and two sisters. All of them work indoors.

My brothers' names are Pedro and Rolando. Pedro is a mechanic. He knows everything about fixing cars and car parts. Rolando is a carpenter. He can fix chairs and tables, but he can also make desks, closets, and any kind of furniture. My older sister, Patricia, is a nurse and my younger sister, Julia is a veterinarian. Patricia is good at helping people. She is very patient just like my dad and mom. Julia loves animals. She can prescribe medication for sick animals. My older sister also works at home to help my mom with the chores. Sometimes she cooks, cleans the house, and does the laundry. I am a musician. I can play the guitar, the drums, and the piano. Sometimes I teach kids how to play a musical instrument. I love my family!

According to the reading, write T if the statement is True, write F if it is false, write NI if there is no information. (De acuerdo a la lectura, escribe T si la afirmación es verdadera, escribe F si es falsa, escribe NI si no hay información).

- a. Julia helps her parents with the housework. _____
- b. Rolando works in a carpenter's workshop. _____
- c. Julia hates animals. _____
- d. Julia works in a hospital. _____
- e. Juana plays more than one musical instruments. _____
- f. Pedro can repair cars. _____
- g. There are three brothers and two sisters in the Barreto Family. _____

Answer these questions (*Contesta estas preguntas*)

- a. What does the Word they refer to? _____
- b. What does the word us refer to? _____
- c. What does the word them refer to? _____
- d. Find a word in the story that means the opposite of outdoors _____
- e. What is a synonym of the word fix? _____

12. LISTENING.

Listen to Daysi talking about her family. There are five mistakes in the text. Identify and correct them with the information you hear. (*Escucha a Daysi hablando sobre su familia. Hay cinco errores en el texto. Identificalos y corrégelos con la información que escuchas*).

My name is Daysi. I live in Masaya. I have big family. My mother works at the Central Market. She has a shoe store there. My father is a machine operator. He works in a factory at night. I have a brother. His name is Alberto and he works as a messenger. He delivers letters and packages to people. I have two sisters. They are university students. They want to be translators in the future. I study at a primary school. I am usually busy on weekdays but I spend my free time with my friends on weekends.

12. VOCABULARY.

Complete each sentence with the correct occupation. (*Completa cada oración con la ocupación correcta*).

- a. I collect trash from the streets of the city. I am a _____
- b. I teach Music at school. I am a _____
- c. I drive a truck. I am a _____
- d. I serve food in a restaurant. I am a _____
- e. I guide tourists. I am a _____
- f. I milk the cows and feed the animals. I am a _____
- g. I look after people's babies. I am a _____

13. SPEAKING.

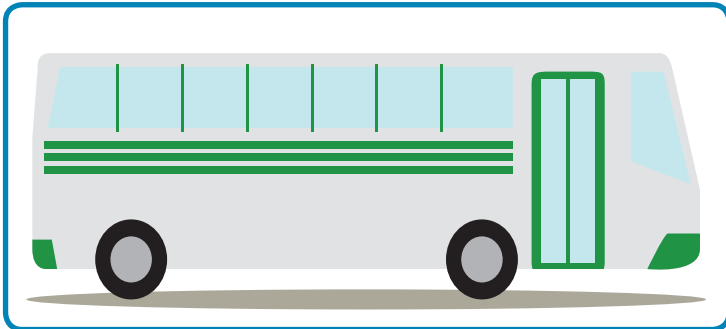
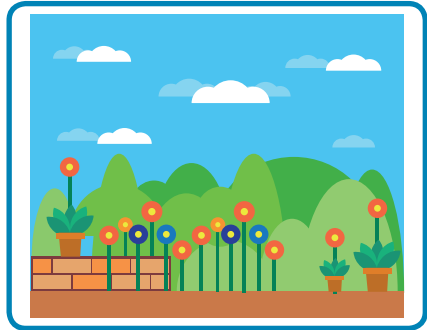
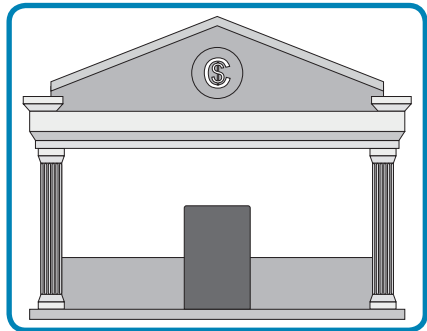
Ask five classmates about what they do and where they work. (*Pregunta a cinco compañeros de clases acerca de sus ocupaciones y donde trabajan*).

Example: What do you do? Where do you work?

Name	Occupation	Workplace

14. VOCABULARY.

Write an occupation for each of the following pictures (*Escribe una ocupacion para cada una de las siguientes imagenes*).



15. WRITING.

Write a paragraph about your family. Say what their occupations are, where they work and what they do at work. (*Escribe un parrafo acerca de tu familia. Di cuáles son sus ocupaciones, donde trabajan y que hacen en el trabajo*).

UNIT 3

Lesson B: Help wanted

1. READING.

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

Deyanira's friend Antonio just graduated from college and he is looking for a job. So Deyanira and Antonio bought the newspaper today and they are reading the help-wanted ad section.

"There are a lot of jobs for nurses and English teachers" said Antonio, "but my degree is in agricultural engineering, there aren't many jobs for people like me. I want to build my own house and I also need to buy a motorbike. I need to find a good job".

"Don't feel bad", said Deyanira. "You'll find something soon. Why don't you try an employment agency?"

"That's a good idea. We can surf the internet. Maybe we can find a job opportunity.". "Yeah!" said Deyanira

Answer these questions.

- Why are Deyanira and Antonio reading the newspaper?
- What section are they reading?
- What is Antonio's occupation?
- What is the topic sentence of the first paragraph? Underline it.
- What does Deyanira suggest Antonio doing?

2. SPEAKING.

GAME. WHO AM I? Choose a profession and write a description of the job skills. Use the modal CAN. Then work in groups and read your description. Your classmates must ask questions to guess your profession. (*Escoge una profesion y escribe una descripcion de las habilidades. Usa el modal CAN. Trabaja en grupos y lee tu descripción. Tus compañeros deben realizar preguntas para adivinar tu profesion*).

Example:

I can make different types of bread, cookies, and cakes. I work in a bakery. I am creative and hardworking. Who am I?
Classmates: Are you a/an ...?

3. READING.

Read the Help Wanted Ad. (Lee el anuncio de oportunidad de empleo).

Divine Mercy Kindergarten School is searching for a Music teacher
 Requirements: Candidates must:

- * Have at least 2 years of teaching experience.
- * play at least three musical instruments.
- * be able to work with children.
- * be organized, responsible, cheerful, and creative

Please contact: DMSchool@edu.ni
 Phone: (505) 55596542

4. WRITING.

Complete the following advertisement. (Completa el siguiente anuncio).

CARUNA

Is looking for: _____

Professional Characteristics: _____,
 _____ and _____.

Job Skills: _____, _____ and

Please call: _____

5. VOCABULARY.

Game. Job skills and characteristics

Rules:

- a. The teacher will divide the class into two teams.
- b. Each team will have a time limit to write a list of job skills and characteristics.
- c. Each member of a team will have the opportunity to write a skill or a characteristic on the board.
- d. Each skill or characteristic worth a point.
- e. The winner is the team with more points.

6. GRAMMAR.

Complete these sentences. Use words from the box. (Completa estas oraciones. Usa palabras del cuadro).

- a. A _____ is a person that drives buses.
- b. A _____ is a person that makes things from wood.
- c. A _____ is a person that prepares food for other people.
- d. A _____ is a person that cleans a place or an office.
- e. A _____ is a person that can fix problems with your teeth
- f. A _____ is a person that helps sick people.
- g. A _____ is a person that catches fish.

7. VOCABULARY.

Circle the word that is misspelled. (*Encierra en un círculo la palabra mal escrita*).

- a. cherful cheerful
- b. ambitious ambitios
- c. responsible responsible
- d. Respectful respectfull
- e. careful carefull
- f. sociable socialble

8. SPEAKING.

Complete these dialogues. Then practice the dialogues with a partner. (*Completa estos dialogos. Luego practica con un compañero*).

1.

Alicia: What do you do, Gabriel?

Gabriel: I'm a gardener.

Alicia: Can you _____?

Gabriel: Yes, I can.

Alicia: Can you _____?

Gabriel: Yes, I can.

Alicia: Wow, you're awesome!



2.

Oscar: What do you do, Carmen?

Carmen: I'm a photographer.

Oscar: Can you _____?

Carmen: Yes, I can.

Oscar: Are you _____ and _____?

Carmen: Yes, I am

9. LISTENING.

Listen to a person talking about his job. Fill in the blanks. (*Escucha a una persona hablando sobre su trabajo. Completa los espacios en blanco*).

Hello! My name is Marlon. I'm a _____ in Managua. Every day, I get up early to start my work. I am _____ with people. I am also very _____ when I am driving. I love my job but my dream is to be an _____. However, I _____ work and study at the same time because I don't have enough time. I have to work hard all day long to pay for my children's education. But I hope one day my dream will come true.

Hello! My name is Marlon. I'm a bus driver in Managua. Every day, I get up early to start my work. I am polite with people. I am also very careful when I am driving. I love my job but my dream is to be an architect. However, I can't work and study at the same time because I don't have enough time. I have to work hard all day long to pay for my children's education. But I hope one day my dream will come true.

10. WRITING.

Work in pairs and write an advertisement for a profession. Present your ad to the class. (Trabaja con un compañero y escribe un anuncio para una profesión. Presenta tu anuncio a la clase)

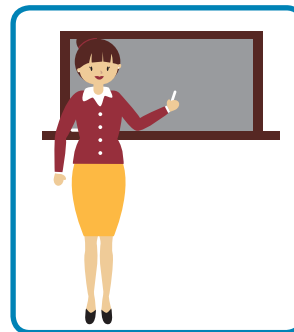
_____ Needed
 _____ located in _____
 is looking for a _____, _____
 person. You must _____.
 You must have _____ years old.
 Salary: _____
 Please apply to _____ or contact

Unit 3

Lesson C: Workplaces and jobs

1. VOCABULARY.

Match each picture with the corresponding occupation (Une cada imagen con la ocupación que corresponde).



2 .READING.

Read about people's jobs. Work in pairs and answer the questions. (Lee los siguientes textos. Trabaja en parejas y contesta las preguntas).

Feliciano is a high school teacher. He teaches Maths and P.E. (Physical Education) at El Coroso Alvarado school in San José de los Remates, Boaco He likes his job very much. He has worked as a teacher for 20 years. In Maths class, Feliciano teaches algebra to his students. In PE class Feliciano and his students play different kinds of sports. He likes working with young students but sometimes the job is tiring and he feels tired.

Questions:

1. What is Feliciano's job?
2. Where does he work?
3. What does he teach in Maths?

Elena has a fritanga stand in the park. She likes his job very much. In her fritanga stand she sells different kinds of food. She sells grilled meat, roast chicken, enchiladas, tacos, and gallo pinto. Elena likes to sell fresh food to her customers.

1. What does Elena do?
2. Where does she work?
3. What does she sell?

Marcia is a businesswoman. She has a shop in the market. She sells watches and perfumes. She likes her job very much because she likes talking to customers.

1. What is Marcia's job?
2. Where does she work?
3. What does she do at her job?
4. Why does she like her job?

3. LISTENING.

Listen to three people saying why they need a job. Tick (✓) the correct answer. (Escucha a tres personas diciendo porque necesitan un trabajo. Marca la respuesta correcta).

Reasons	Josefa	Fernando	Marta
a. To save money			
b. To buy a bike			
c. To pay the rent of the house			
d. To buy clothes			
e. To pay for education			

4. VOCABULARY.

Match the occupations with the workplaces (Une las ocupaciones con los lugares de trabajos).

- | | | |
|-------------------|-------|-------------------------|
| a. butcher | _____ | 1. Dental clinic |
| b. cook / chef | _____ | 2. Butcher shop |
| c. dentist | _____ | 3. Law Office |
| d. Carpenter | _____ | 4. Restaurant |
| e. lawyer | _____ | 5. Workshop |
| f. mechanic | _____ | 6. Police station |
| g. nurse | _____ | 7. Carpenter's workshop |
| h. Police officer | _____ | 8. Hospital |

5. SPEAKING.

Interview one of your classmates about his /her job. Use WH-questions. (*Entrevista a uno de tus compañeros sobre su trabajo. Usa WH-questions.*)

Example:

1. What is your job?
I am a _____.
2. Where do you work?
I work at _____.
3. What do you do at your job?
I _____ and _____.
4. Do you like your job?
Yes. I do.

Give a short presentation about your partner. (*Brinda una presentación corta sobre tu compañero.*)

Example:

Marlon is a tailor. He works at home. He makes trousers and shirts. He likes his job.

6. VOCABULARY.

Make a list of indoor jobs and outdoor jobs. Then compare your list with a partner. (*Realiza una lista de trabajos bajo techo y trabajos al aire libre. Luego compara tu lista con un compañero.*)

Indoor jobs	Outdoor jobs

7. GRAMMAR.

Complete the following text. Use words in parenthesis. (*Completa el siguiente texto. Usa palabras en paréntesis.*)

Carla _____(work) in a school cafeteria in her town. She is working part time because she _____(want) to be home when her son _____(come back) from school. Since her job is only part time, she doesn't _____(receive) benefits. That is not a problem because her husband, Pablo, _____(get) full benefits at his job. She earns only C\$ 5.000 per month, but at the beginning of the year, she will _____(get) a raise.

A good thing about her job is that she has the opportunity to practice her English by talking with the teachers and the students. She has more confidence about her English and has even made new friends. Beginning next month, Carla will _____(go) to school in the evening to learn computer skills. Pablo would like to _____(own) his own business in the future, and Carla would like to _____(be) the manager of the business.

8. WRITING.

Imagine that you are applying for a position as a teacher in a school and the principal asks you questions in a interview. Write the answers to the questions. (*Imagina que estas solicitando un trabajo como maestro en una escuela y que el director te hace preguntas en una entrevista. Escribe las respuestas a las preguntas.*)

- a. Where did you work before?
- b. Can you work in a team?
- c. Can you use a computer?
- d. How many languages can you speak?
- e. Can you work with children?
- f. Why did you quit your last job?
- g. What abilities do you have as a teacher?
- h. Can you work under pressure?
- i. Do you like teaching? What do you like about teaching?
- j. What time are available?

9. SPEAKING.

Role play. Choose a role card and work with a partner. (*Esgoge una tarjeta de rol y trabaja con un compañero.*)

Student A: You are the owner of a restaurant. You need a chef to be in charge of the kitchen. Interview someone who wants to get the job.

You will ask him/her about his/her skills.

Useful expressions:

What things can you do?
 What kind of food can you cook?
 What time are you available?
 Why do you want to work here?
 Can you work on the weekends?

Student B: You are a chef who is looking for a job in a restaurant. You have an interview with the owner of a restaurant.

He/she will ask you about your skills as a chef.

Useful expressions:

I can cook many different dishes.
 I can't cook Lasagna.
 Your restaurant is the most prestigious in the city.
 I can work everyday
 I am available at any time.

10. READING.

Work in groups. Read the ads and make a list of the skills each job requires. (Trabaja en grupos. Lee los anuncios y realiza una lista de las habilidades que cada trabajo requiere).

Salesperson

Work hours from
8:00 A. M- 5:00 P.M.
Weekdays only.
Good salary

Tutor for children

Weekends only.
No experience required
Female only

Waiter / waitress

Work hours from
8:00 A. M- 5:00 P.M.
Weekdays only.
Good salary

Receptionist

Flexible work hours
Previous experience is
required.
Between 20-30 years
old

11. SPEAKING.

GAME Twenty questions.

Rules:

- a. A student comes to the front of the class and chooses a profession. (Un estudiante pasa al frente de la clase y escoge una profesion).
- b. The rest of the class has to guess the profession by asking yes/no questions. (El resto de la clase tiene que adivinar la profesion realizando preguntas).
- c. Each student asks a different question to find out about the profession. (Cada estudiante realize una pregunta diferente para averiguar sobre la profesion).
- d. The student can only answer yes/no. (El estudiante solo puede responder si/no).

Example:

Class: Can you speak a foreign language?

Student: Yes, I can.

Class: Do you work with people?

Student: Yes, I do.

Do you work outdoors?

Student: No, I don't
 Class: Are you patient and hardworking?
 Student: Yes, I am
 Class: Do you work in a school?
 Student: Yes, I do.
 Class: Are you a teacher?
 Student: yes, I am.

12. WRITING.

Write three sentences about the skills of each occupation. *(Escribe tres oraciones acerca las habilidades de cada ocupacion).*

a. A Chef

1. _____
2. _____
3. _____

b. A Janitor

1. _____
2. _____
3. _____

c. A Doctor


1. _____
2. _____
3. _____





UNIT 4

Lesson A: Likes and preferences

1. VOCABULARY.

Match the words in column A with the pictures in column B. *(Une las palabras de la columna A con las imágenes de la columna B).*

Column A		Column B	
1.	Baseball	a.	

2.	Soccer	b.	
3.	Swimming	c.	
4.	Boxing	d.	
5.	Tennis	e.	

2. GRAMMAR.

Unscramble the words to make sentences. (*Ordena las palabras para hacer oraciones*).

a. Piano / playing / the / Clara / loves.

b. doesn't / My brother / like / food / spicy.

c. horse / riding / Manuel / likes.

d. doesn't / Elvira / like / eating / fish.

e. Enjoys / drawing / José.

f. hates / to cook / Juana / rice .

3. SPEAKING.

Write down two related things on a piece of paper. Ask your classmates questions to find out about their preferences. (*Escribe dos cosas que se relacionan en un pedazo de papel. Pregúntale a tus compañeros para averiguar sus preferencias*).

Example:

Enchiladas-tacos

A: Do you prefer enchiladas or tacos?

B: I prefer enchiladas to tacos

4. GRAMMAR.

Complete the sentences with the correct form of the verb in parenthesis. (*Completa las oraciones con la forma correcta del verbo*).

Example:

Sara likes to watch (watch) football on TV, but she doesn't like to play it.

- a. Amelia likes to cook vigorón, but she does not like _____ (eat) it.
- b. Rodrigo likes _____ (listen) to romantic music, but he does not like to dance it.
- c. Children like to drink milk, but they do not like _____ (drink) coffee.
- d. I enjoy swimming in the beach, but I hate _____ (walk) on the sand.
- e. Ruth loves to work with animals, but they do not like _____ (feed) them.

5. WRITING.

Read the following profile. Then write your own profile or of a friend. Write a report about him/her. (Lee el siguiente perfil. Después escribe tu propio perfil o el de un amigo. Escribe un reporte acerca de el o ella).

Name: Samuel Ramos
Age: 19
Address: Central Park two blocks south.
La Concepción Masaya.
Occupation: mechanic .
Music: Romantic
Favorite food: typical
Favorite singer: Marco Antonio Solís.
Favorite sport: baseball
Interests: going to the beach, dancing,
playing baseball and reading.

Example:

Report

Samuel Ramos is a 19 year old mechanic. He lives in La Concepción, Masaya. He likes to listen to romantic music. His favorite Singer is Marco Antonio Solís and his favorite sport is baseball. He loves to eat Nicaraguan typical food such as: gallo pinto, baho and vigorón. He likes to go to the beach, dancing, playing baseball and reading.

Name: _____
Age: _____
Address: _____
Occupation: _____
Music: _____
Favorite food: _____
Favorite singer: _____
Favorite sport: _____
Interests: _____

Report:

6. GRAMMAR.

Complete each sentence with the correct form of the verb in parenthesis. (Completa cada oración con la forma correcta del verbo en paréntesis).

- a. Sara loves _____ (eat) gallo pinto.
- b. I hate _____ (go) to the dentist.
- c. Patricia enjoys _____ (walk) to school every day.
- d. Pedro prefers _____ (travel) by bus to driving his car.
- f. My brother _____ (buy) a new car.
- g. My mom keeps _____ (practice) English .
- h. Valeria dislikes _____ (wake) up early.
- i. My dad stopped _____ (smoke) cigarettes.

7. VOCABULARY.

Choose the correct word to complete each sentence according to the picture. (Escoge la palabra correcta para completar cada oración de acuerdo a la imagen).

- 1. Ronald _____ doing homework. 2. Brenda _____ cooking.
- a. loves b. enjoys c. hates a. dislikes b. hates c. enjoys



- 3. Oscar _____ reading books. d. Sandra prefers _____ to walking in the mornings.
- a. loves b. hates c. dislikes



- e. Milton likes _____ to music.



8. SPEAKING.

Work in pairs. Ask and answer questions. Give a report about your partner. (*Trabaja en parejas. Realiza y contesta preguntas. Da un reporte sobre tu compañero.*)

- a. What kind of music do you like?
- b. Who's your favorite singer?
- c. What do you prefer watching football or baseball?
- d. What kind of food do you like to eat?
- e. What's your favorite T.V. program?

9. READING.

Before reading. Answer these questions. (*Antes de leer, Contesta estas preguntas.*)

- a. What is your favorite place to go with your friends? Why?
- b. Is food important for you? Why?

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

Whenever I come to Managua I like to go to one of my favorite restaurants and have lunch with my friends. I think that one of my favorite places is María Bonita restaurant because I love Mexican food. However, I like to eat different kinds of food. For instance, Chinese food, Italian food, fast food, and fritangas. However, the best place to eat Nicaraguan food is Asados el Toro for three main reasons; first, because its menu offers a variety of typical dishes for the different tastes; second, the service is fast and finally, the atmosphere is lovely.

Activities:

1. The best title for this reading is:
 - a. My favorite restaurant.
 - b. My favorite food.
 - c. Nicaraguan food.
2. Underline the topic sentence of the paragraph.
3. What is the main idea of the text?
4. What are the reasons why the author prefers Asados El Toro?

3. GRAMMAR.

Circle the correct option to complete each sentence. (*Encierra en un círculo la respuesta correcta para completar cada oración*).

1. I am _____ my brother.
a. taller than
b. the tallest

2. Zayda is _____ student in her class.
a. younger than
b. the youngest

3. My dog is _____ my cat.
a. the older than
b. older than

4. The red jacket is _____ the blue jacket.
a. as expensive as
b. more expensive

5. My mother is _____ in her family.
a. the shorter
c. the shortest

6. I like Pizza, but Nicaraguan food is _____.
a. healthier
b. more healthy

7. Ometepe Island is _____ than other places in Nicaragua .
a. less dangerous
b. the most dangerous

8. My sister is _____ student in her class.
a. as smart than
d. the smartest

4. VOCABULARY.

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

- | | | | | |
|----------------------|---------|----------------|----------|------------|
| a. Mountain climbing | Hiking | Camping | Walking | Music |
| b. Baseball | Tennis | Football | Writing | Volleyball |
| c. Respect | Honesty | Responsibility | Equality | Reading |
| d. Fishing | Surfing | Theater | Swimming | Drawing |
| e. Movies | Concert | Office | Park | Restaurant |
| f. Party | Singing | Painting | Hunting | |

5. READING.

Read the story and do the activities below. (*Lee el relato y realiza las actividades a continuación*).

Once upon a time, there was a young fisherman named Peter who lived in a small community near Coco River, on the Caribbean Coast. Peter's father was a fisherman and he taught him how to fish. Fishing was the main economic activity of the local people and Peter and his father enjoyed going to the river everyday because they had a good time with the other fishermen. A few years later, Peter noticed that there were no fish in the river. He sat there for hours but he did not catch any fish. One day Peter talked to the other fishermen and encouraged them to work together. "We need to find out why there are not fish", he said. "Let's find a way to get food for everyone" They all agreed. After a couple of weeks, they observed that women washed clothes every day in the river. "Hmm.... Maybe that's why there are no fish," Peter said. "The soap in the water keeps them away". They talked to the women and convinced them to stop doing the laundry in the river.

Activities:

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

- a. What's the topic sentence of the story?
- b. What did people in the community do for a living?
- c. Why could not Peter catch any fish in the river?
- d. What does we refer to? _____
- e. What does them refer to? _____

Now work in groups and give your opinion about the end of the story.

- a. What do you think happened at the end of the story?
- b. Do you think fish came back to the river?
- c. Could Peter catch fish in the river again?

6. SPEAKING.

Read the dialogue. (*Lee el dialogo*).

- A: What kind of movies do you like?
 B: I like science fiction movies and comedies.
 A: Which one do you prefer?
 B: I prefer comedies to science fiction movies.
 A: Why?
 B: They are funnier.

Now work in pairs and complete this dialogue (*Ahora trabaja en parejas y complete el dialogo*).

- A: What kind of T.V. programs do you like?
 B: I like _____ and _____.

A: Which one do you prefer?

B: I prefer _____ to _____

A: Why?

B: They are _____

7. WRITING.

Write sentences to express your opinion about the following topic. Use the comparative of an adjective. (*Escribe oraciones para expresar tu opinion acerca de los siguientes temas. Usa el comparativo de un adjetivo.*)

Example:

Gallo pinto –Pizza : I prefer gallo pinto to pizza because gallo pinto is healthier than Pizza.

- a. Baseball- football _____
- b. Classical music-romantic music _____
- c. horror movies- western movies _____
- d. English-French _____
- e. Listening to music- watching T.V. _____

UNIT 4

Lesson C: What did you do?

1.GRAMMAR.

Complete these sentences. Use one of these verbs from the box. (*Completa las oraciones. Usa los verbos del cuadro.*)

brush die live watch listen

- 1. I _____ television yesterday evening.
- 2. I _____ my teeth three times yesterday.
- 3. Sandino _____ from 1895 to 1934.
- 4. Ruben Dario _____ in 1916.
- 5. My sister _____ to music all Saturday morning.

2. LISTENING.

Listen to the story and fill in the blanks (*Escucha el relato y completa los espacios en blanco.*)

Manuel jumped from his bed as soon as his cell phone alarm _____. He brushed his teeth and then he _____ milk and cereal for breakfast. Then he

_____ to his room and took his backpack from his closet and _____ to put in some of his favorite things to take with him on his trip with grandpa. He was ready for his favorite summer vacation. He had a good relationship with his grandpa because grandpa _____ him how to fish, to ride a bike, and to play baseball. Grandpa is here, his mom _____ Manuel _____ his backpack and ran to the front door. Are you ready guy? _____ his grandpa. Of course I am!, Manuel said.

3. GRAMMAR.

Complete each sentence. Use words from the box. (*Completa cada oracion. Usa palabras del cuadro.*)

understood	learned	opened	lost	bought
brought	sold	watched	wrote	fell in love

- a. Carlos _____ his car because he bought a new one.
- b. Melissa _____ to read and write at the age of four years.
- c. I _____ a present to my mom in her birthday.
- d. Rolando _____ 100 Latinos Dijeron in my house last night.
- e. Vanessa _____ a letter to her boyfriend last week.
- f. Cristina and José _____ when they were at school.
- g. Marcela _____ her cell phone on a bus yesterday.
- h. I _____ the lesson very quickly.
- i. My grandpa _____ the door very slowly.
- j. Marisol _____ a cake to the party.

4. READING.

Before reading. Answer these questions. (*Antes de leer. Contesta estas preguntas.*)

- a. Do you have a pet?
- b. What do you usually do together?
- c. Do you have an interesting experience about your pet?

Reading. Read the story and answer the questions below. (*Lee el relato y contesta las preguntas.*)

As soon as I woke up this morning, I went to the back yard to see my dog, Canelo. He was happily waiting for me. He wanted to go for a walk. It was about 5.30 a.m. and I felt a little hungry. So first I decided to make a sandwich and a cup of black coffee. Then I took my dog to the park for a walk. He was so happy that he ran and jumped up and down. After a few minutes, I decided to go back home because it began to rain. Canelo did not want to but I pulled him hard and I managed to take him back. When we arrived at the front door, I realized I did not have my keys with me, so I understood that Canelo was probably trying to tell me about the keys. We went back to the park and we found the keys on a bench. I gave my dog a reward. We stayed a little more in the park and I did not care about the rain.

Answer the following questions

1. The best title for the story is:
 - a. What happened to my pet this morning.
 - b. An awesome experience with my dog.
 - c. My intelligent dog.
2. What did the writer do first?
3. What did he have for breakfast?
4. What was the weather like?
5. What happened when he came back home?
6. What does we refer to? _____
7. What does him refer to? _____

5. PRONUNCIATION.

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

- | | | | | | |
|-----------|------------|-------------|-------------|-------------|------------|
| a. agreed | b. allowed | c. answered | d. arrived | e. asked | f. baked |
| g. cooked | h. danced | i. dressed | j. accepted | k. arrested | l. decided |

6. GRAMMAR.

Read the following text and do the activities below. (*Lee el siguiente texto y realiza las actividades a continuación*).

My brother and I went to Jalapa see a football match last Saturday afternoon. We watched our two favorite teams, Jalapa and the Walter Ferretí teams. It was the second week of December and the weather was much colder than I expected. I was glad to see Jalapa win the Walter Ferretí team. Jalapa is a better team than Walter Ferretti.

Activities

- a. Underline the comparative forms of adjectives.
- b. Circle the regular verbs in the past tense.
- c. Tick (✓) the irregular verbs in the past.

7. SPEAKING. GAME. Find someone who. Ask your classmates questions. The first student to complete the survey is the winner. *(Realiza preguntas a tus compañeros. El primer estudiante en completar la encuesta es el ganador).*

Questions	Yes	No
Did you watch T.V. yesterday evening?		
Did you go to the park last weekend?		
Did you talk to your friends on the phone yesterday?		
Did you drink milk this morning?		
Did you kiss your mom goodbye today?		
Did you eat nacatamal last Saturday?		
Did you go to church last Sunday?		
Did you clean your room recently?		
Did you get up late last Sunday?		

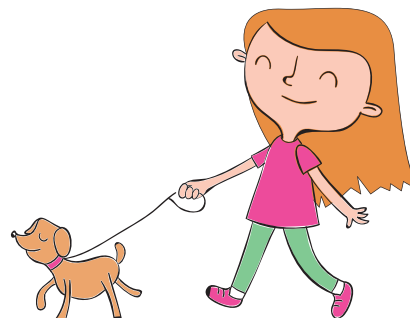
Now give a report to the class

Example:

Nobody ate nacatamal las Saturday. Most people talked to their friends on their phones. Four people got up late last Sunday.

8. WRITING.

Look at the sequence of pictures and write sentences to describe each picture. *(Observa la secuencia de imágenes y escribe oraciones para describir cada imagen).*



Unit 5

Lesson A: What are you going to do?

1. GRAMMAR.

Complete the sentences with **going to + verb**. (*Complete las oraciones con going to + verb*).

rain	ride	do
visit	eat	take

- a. Laura _____ her final test next week.
- b. Pablo and his brother _____ their bikes this afternoon.
- c. Elena _____ a taco.
- d. The clouds are dark. It _____ very soon.
- e. My parents _____ my grandmother next Saturday.
- f. Debora _____ her homework after school.

2. SPEAKING.

Raquel and Marcela are talking about their plans for the weekend. Practice the conversation with a partner. (Raquel y Marcela hablan sobre sus planes para el fin de semana. Practica la conversación con un compañero).

Raquel: How's it going?, Marcela?

Marcela: Oh, I'm excited! My family and I are going on a trip to San Juan River next weekend. We are going to relax on the beach. My brother likes to fish, so I'm going to go fishing with him.

Raquel: That sounds great.

Marcela: What about you?

Raquel: I don't have any special plan for the weekend. I'm going to stay at home.

Marcela: Why don't you come with us?

Raquel: I'd love to but I have to help my mom. We're going to do some shopping on Saturday and I'm going to go to church with her on Sunday.

Marcela: What a pity!

Raquel: Yeah!

Answer True (T) or False (F). (*Responde Verdadero o Falso*).

- a. Raquel and her family are going to go to San Juan River. _____
- b. Marcela is going to fish in the river. _____
- c. Raquel doesn't have any plan for the weekend. _____
- d. Marcela is happy that Raquel can go on the trip. _____
- e. Raquel is going to go to the trip. _____

3. LISTENING.

Listen to Jorge, Raúl, and Lucia describe their summer plans. Complete the chart. (Escucha a Jorge, Raúl, and Lucia describir sus planes para el verano. Completa el cuadro).

Summer Plans	
Jorge	
Raúl	
Lucía	

4. GRAMMAR.

Complete the dialogue with the correct forms of be going to. Then practice the dialogue with a partner. (Completa el dialogo con las formas correctas de be going to. Luego practica el dialogo con un compañero).

Maria: _____ you _____ have a big family when you grow up, Sara?

Sara: Definitely! I _____ have four or five kids!

Maria: Wow!, Your children _____ be lonely!

Sara: That's for sure! They _____ have fun.

Maria: But, you know, raising so many kids is very expensive!

Sara: I know. I _____ work hard and save a lot money. I _____ be rich!

Maria: What a plan! You are only eight years old and you already know that you _____ be rich! That's amazing.

5. SPEAKING.

Group work. Find out about projects of your community. Prepare a presentation. Use the vocabulary and structures you learnt in this lesson. (Trabajo en grupo. Averigua sobre proyectos de tu comunidad. Prepara una presentación. Usa las estructuras y el vocabulario que aprendiste en esta lección).

Unit 5

Lesson B: My community project

1. GRAMMAR.

Each of these sentences contain a mistake. Identify the mistakes and rewrite the sentences correctly. (Cada una de estas oraciones contiene un error. Identifica el error y reescribe las oraciones).

a. We going to see a film this evening.

b. The weather forecast says it going to rain tomorrow.

c. What you are going to do next weekend?

d. I think my team are going to win the football match tonight?

e. I am going be a doctor.

2. SPEAKING.

Work in pairs. Your partner will read the answers and you have to make the question. Then practice asking and answering questions. (Trabaja en parejas. Tu compañero dir alas respuestas y tu haras las preguntas. Luego practica preguntando y respondiendo).

a. A: _____?
B: We are going to travel to Chinandega.

b. A: _____?
B: Alexander is going to do his homework tonight.

c. A: _____?
B: I am going to play soccer with my friends.

d. A: _____?
B: Anabell is going to have a baby.

e. A: _____?
B: Ricardo and David are going to fish on October 15th.

3. VOCABULARY.

Use the pictures to complete the sentences. (Usa las imágenes para completar las oraciones).





- a. Mike is going to be a _____.
- b. Manuel is a _____. After classes he is going to work at the bakery.
- c. Laura likes sweets. She is going to buy sweets in the _____.
- d. Carlos and Marla graduated from high school last week. They are going to have a _____ next weekend.
- e. I cannot go out with my friends because I _____ my pets to the vet.

4. GRAMMAR.

Write the correct preposition: **in / on**. (*Escribe la preposición correcta: in/on*).

- a. _____ Tuesday.
- b. _____ the morning.
- c. _____ June.
- d. _____ November 27th.
- e. _____ weekend.
- f. _____ the afternoon.

5. SPEAKING.

Work in pairs. Ask your partner the questions. He has to use the pictures to answer. (*Tu realiza las preguntas. Tu compañero tiene que usar las imagenes para responder*).

Example:

A: Is Leticia going to go to a concert?
 B: No, she is going to go to a birthday party.

A: Are the children going to go to the beach?
 B: No, they _____

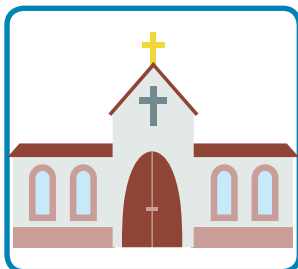
A: Is he going to drink soda?
 B: No, he _____



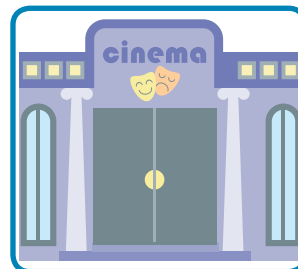
A: Are they going to climb a tree?
 B: No, they _____



A: Is Guadalupe going to go to the park?
 B: No, She _____



A: Is Lorena going to climb a mountain?
 B: No, She _____



6. WRITING.

Write the question or the answer in the blanks (*Escribe la pregunta o la respuesta en cada espacio*).

A: _____?

B: I am going to have lunch with my parents tomorrow.

A: Is she going to visit her friends tonight?

B: _____

A: _____?

B: I am not going to travel.

A: Is your brother going to have a big family?

B: _____

A: _____?

B: She is not going to get married soon.

Unit 5

Lesson C: Who did it?

1. READING.

Before Reading. Work with a partner. (*Trabaja con un compañero*).

- a. What can you see in the pictures?
- b. What do you think the Reading is about?





READING.

Read the story and do the activities. (*Lee el relato y realiza las actividades*).

Karina is my best friend. When he was ten, she lived in Malacatoya, a mountainous rural community in San José de los Remates, Boaco. Karina and her family often went swimming in the river. One day, Karina went to the river with her mother. It was a hot, sunny day and Karina went into the river and started to swim. Her mother began to wash some clothes.

After half an hour, Karina felt tired and sleepy and decided to get out of the river. She went to sleep under a tree that was near the shore. Her mother was still washing clothes. At that moment a peasant from the community was passing nearby and saw Karina sleeping under the tree. He was surprised to see that next to Karina there was a big snake. He came quietly near Karina with a big machete. "Don't worry and please don't move!" he said to Karina. She woke up and did not move. The man killed the snake.

A few minutes later, Karina and her mother got together and talked about what happened. "Karina you should stay with your mom next time, said the peasant. Karina and her mother learnt the lesson. The next day, they returned to the river, but this time they decided to stay together.

Activities:

a. Underline the words that you do not know. Then, use your dictionary and find their meaning. Compare your answers with a partner.

b. Order the events according to the story. Use numbers 1-5.

- _____ Karina and her mother learnt to be together.
- _____ The peasant killed the snake.
- _____ Karina woke up and did not move.
- _____ Karina went swimming to the river.
- _____ Karina's mother started to wash clothes.

c. Find the simple past form of the following verbs from the story above.

Simple present	Simple past
return	
Wake up	
feel	
start	
Be(is , am,are)	
kill	
go	
say	
come	
live	
See	

2. GRAMMAR.

Write the past form of these verbs. (*Escribe la forma del pasado de estos verbos*).

- a) Ask _____
- b) Call _____
- c) Love _____
- d) Want _____
- e) Play _____
- f) Work _____
- g) Study _____
- h) Watch _____
- i) Start _____
- j) Stop _____

3. SPEAKING.

Work in pairs. Ask and answer questions. Use the verbs and the time expressions. (*Trabaja en pareja. Realiza y contesta preguntas. Usa los verbos y las expresiones de tiempo*).

Examples:

A: Are you going to move to a different city this year?
 B: No, I'm not going to move to a different city.

Verbs

Go shopping
Take a vacation
Move to a different city
See a movie
Visit a good friend
Buy a car

Time expressions

this year
next week
in a month
soon
tonight
tomorrow

4. PRONUNCIATION.

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

- a. see saw
- b. call called
- c. come came
- d. bring brought
- e. buy bought
- f. read read

5. LISTENING.

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

Roxana _____ a college student. She usually _____ hard and _____ good grades. However, she _____ very well in Biology this semester. There were so many things to memorize. Each time she _____ a Biology exam, she _____ very nervous.

6. WRITING.

Write a paragraph about something that happened to you when you were a child. Use time expressions. (*Escribe un párrafo sobre algo que te sucedió cuando eras niño. Usa expresiones de tiempo*).

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