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Gobierno de Reconciliación y Unidad Nacional

El Pueblo, Presidente!

MINISTERIO DE EDUCACIÓN



UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua

PROSEN

Orgullo de mi País!

MÓDULO Autoformativo de

English

8th Grade

2016

Vamos Adelante!

EN BUENA ESPERANZA,

EN VICTORIAS!

EDUCACIÓN SECUNDARIA A DISTANCIA EN EL CAMPO

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

CRISTIANA, SOCIALISTA, SOLIDARIA!

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PRESENTACIÓN

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

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

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

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

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

Ministerio de Educación

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Introducción

El módulo auto formativo de lengua extranjera de octavo grado para estudiantes de la modalidad de secundaria a distancia en el campo es la continuación del proceso de desarrollo de la segunda lengua que iniciaron en el grado anterior. El propósito de esta herramienta es consolidar el aprendizaje y desarrollo de habilidades básicas de la comunicación en el lenguaje del inglés

Es importante que las y los estudiantes aprovechen este documento en los encuentros semanales con los docentes y en los momentos de auto estudio y consolidación de los aprendizajes para que se pueda lograr un verdadero aprovechamiento de su contenido y actividades prácticas del inglés a través de todo el año escolar.

Se mantiene el enfoque comunicativo con la forma de desarrollo de la competencia comunicativa en la segunda lengua. Las cuatro habilidades de la lengua son tomadas en cuenta de manera que el estudiante acceda a suficiente ejercicios de práctica del idioma y conozca su uso en un contexto real.

Igualmente que el módulo del grado anterior este se compone de cuatro unidades que son abordadas con actividades sencillas, claras y dirigidas a desarrollar un aprendizaje para la vida y la comunicación efectiva. Todo esto con el fin de motivar al estudiante a apropiarse correctamente de esta segunda lengua.

Se sugiere aprovechar el uso del módulo para realizar prácticas individuales y grupales de manera que se pueda aprender compartiendo los aprendizajes y mejorando en conjunto el desarrollo del inglés. Algunas actividades se acompañan de contenido de consolidación y aclaración de la gramática y la pronunciación de manera que el estudiante puede consolidar sus habilidades por cuenta propia y con sus compañeros.

Finalmente es importante señalar la importancia del uso adecuado y cuidado de estos módulos auto formativos para que las y los docentes, las y los estudiantes puedan aprovechar adecuadamente la riqueza de estos documentos para mejorar las condiciones de aprendizajes y por consiguiente la calidad educativa en la modalidad de secundaria a distancia en el campo. Nuestra responsabilidad es cuidar estos documentos y aprovecharlos de la mejor manera para poder lograr aprendizajes significativos.

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

UNIT
one



My Country



Lesson A: I Love my Country!

En esta lección usted aprenderá a:

- * Dar y pedir información personal.
- * Usar nombres de países, la nacionalidad y el idioma de los países centroamericanos y de otros países.
- * Comprender y usar vocabulario apropiado al referirse a las principales tradiciones, costumbres y fiestas de los países centroamericanos.
- * Reforzar el uso de estructuras y vocabulario aprendido.

1. Vocabulary. Observe these sentences. Vocabulario. (*Observa estas oraciones*)

- Kaka is from Brazil. He is Brazilian. He speaks Portuguese.
- Fidel Castro is from Cuba. He is Cuban. He speaks Spanish.
- Jose is from Honduras. He is Honduran. He speaks Spanish.
- Marie is from France. She is French. She speaks French.
- Karla is from Germany. She is German. She speaks German.
- Mike is from the United States. He is American. He speaks English.
- Valeria is from El Salvador. She is Salvadorian. She speaks Spanish.
- Ian is from China. He is Chinese. He speaks Chinese.

Aprendamos un poco mas.

Suffixes. Las palabras para referirse a las nacionalidades de las personas tienen terminaciones que se forman con los siguientes sufijos: **an, ian, ish, ch, ese**. Ejemplos:

Nicaraguan, Canadian, English, Japanese, French.

Otro aspecto importante es que la nacionalidad y el idioma de un país pueden ser diferentes. Ejemplo:

Canada: Canadian (Nationality) English/French (Language)

People from Canada are Canadian. They speak English and French

France: French (Nationality) French (Language)

People from France are French. They speak French.

2. Complete the conversation. Then work in pairs and practice a similar conversation with your partner. (*Completa la conversación. Luego trabaja en parejas y practica una conversación similar con tu compañero*)

A: Hello. What's your name?

B: Fernando. What's _____ ?

A: Karla. Where _____ you _____, Fernando?

B: I _____ from Brazil. How about you?

A: I'm Nicaraguan.

B: Oh, I love Nicaragua! It _____ a really beautiful country.

A: Thanks. Brazil is beautiful too!

3. Grammar revision. Simple present tense.

Aprendamos un poco mas

Las siguientes oraciones describen hábitos, rutinas y hechos:

Affirmative statements.

I love Nicaragua

I eat gallo pinto with cheese for breakfast every day.

Negative statements

I do not eat meat.

She does not speak French.

He does not exercise in the morning.

* Cuando nos referimos a cosas que suceden regularmente usamos expresiones de tiempo como: every day, every+ day (Saturday, Sunday, Monday, etc), on weekends, at night, in the morning/afternoon/evening, in June, In the summer, at 7.00, etc.

* Las expresiones de tiempo usualmente se ubican al final de la oración. Si se ubica al inicio usamos coma después de la expresión. Ejemplo:

In December, I have a long break from school.

I and my son go for a long walk every morning.

4. Countries, nationalities and languages. Learn these words. (Aprenda estas palabras).

Country	Nationality	Language
Argentina	Argentine / Argentinean	<i>Spanish</i>
Australia	Australian	<i>English</i>
Belgium	Belgian	<i>French / Flemish</i>
Bolivia	Bolivian	<i>Spanish</i>
Brazil	Brazilian	<i>Portuguese</i>
Canada	Canadian	<i>English / French</i>
Chile	Chilean	<i>Spanish</i>
China	Chinese	<i>Chinese</i>
Colombia	Colombian	<i>Spanish</i>
Costa Rica	Costa Rican	<i>Spanish</i>
Cuba	Cuban	<i>Spanish</i>
Denmark	Danish	<i>Danish</i>
Dominican Republic	Dominican	<i>Spanish</i>
Ecuador	Ecuadorian	<i>Spanish</i>
Egypt	Egyptian	<i>Arabic</i>
El Salvador	Salvadorian	<i>Spanish</i>
England	English	<i>English</i>
Finland	Finnish	<i>Finnish</i>
France	French	<i>French</i>
Germany	German	<i>German</i>
Greece	Greek	<i>Greek</i>
Guatemala	Guatemalan	<i>Spanish</i>
Haiti	Haitian	<i>French</i>
Honduras	Honduran	<i>Spanish</i>
Ireland	Irish	<i>Irish / English</i>
Italy	Italian	<i>Italian</i>
Japan	Japanese	<i>Japanese</i>
Korea	Korean	<i>Korean</i>
Mexico	Mexican	<i>Spanish</i>

5. Fill in the blanks with the nationalities of famous people. Then work in pairs and ask and answer questions about famous people you know. (Completa los espacios con las nacionalidades de personas famosas. Luego trabaja en parejas y haga preguntas y responde sobre personas famosas que conoces).

Example:

A: Where's Pele from?

B: He's from Brazil

A: What language does he speak?

B: Portuguese.

- a. Edgard Tijerino is from Nicaragua. He is _____.
- b. Leonel Messi is from Argentina. He is _____.
- c. Fidel Castro is from Cuba. He is _____.
- d. Penelope Cruz is from Spain. She is _____.
- e. Shakira is from Colombia. She is _____.
- f. Hugo Chavez is from Venezuela. He is _____.
- g. Pele is from Brazil. He is _____.
- h. Thalia is from Mexico. She is _____.

6. Grammar revision. Simple present of BE

Aprendamos un poco mas

Recuerda que usamos BE (am, is, are) para conectar otras formas gramaticales (sustantivos, pronombres, palabras). Por ejemplo:

Affirmative statements. Be + noun

I am a doctor (I'm a doctor)

They are students (They're students)

Be + adjective

My girlfriend is Panamanian.

My dad is hardworking

My mother is very tall.

My English class is very interesting.

Negative statements

They are not 45 years old.

Jose is not from Colombia.

Questions

Are you Costa Rican?

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

7. Look at the map of Nicaragua. Answer the questions. Then work in pairs and ask and answer questions about places in Nicaragua. (*Observa el mapa de Nicaragua. Responde las preguntas. Luego trabaja en parejas y haga preguntas y responde sobre los lugares en Nicaragua*).

Example:

a. Is Managua the capital of Nicaragua?

Yes, it is.

b. Is Rivas in the north of Nicaragua?

c. Are Estelí and Matagalpa capital cities?

d. Are Granada and León capital cities in the central region of Nicaragua?

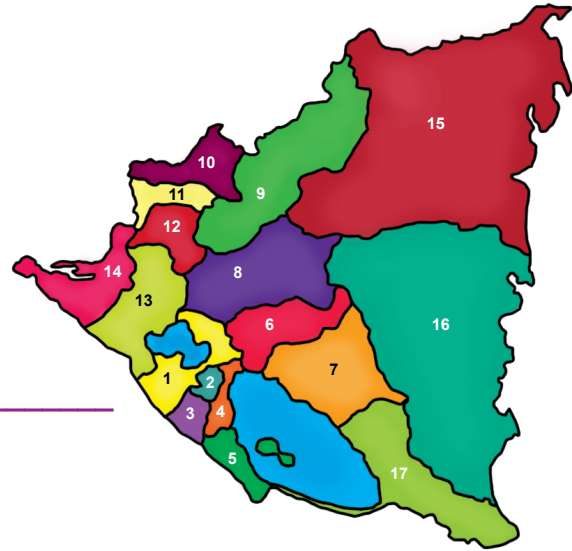
e. Is Rio San Juan located in the west of the Nicaragua?

f. Is Bluefields in the west of Nicaragua?

g. Which city is in the western part of the country between Chinandega and Managua?

h. Which city is between Managua and Granada on the pacific coast?

i. What is the capital city of Nueva Segovia?



- 1- Managua
- 2- Masaya
- 3- Carazo
- 4- Granada
- 5- Rivas
- 6- Boaco
- 7- Chontales
- 8- Matagalpa
- 9- Jinotega
- 10- Nueva Segovia
- 11- Madriz
- 12- Estelí
- 13- León
- 14- Chinandega
- 15- Atlántico Norte
- 16- Atlántico Sur
- 17- Río San Juan

8. Reading. Read the following story. (Lectura. Lee el siguiente relato).

My friend's name is Manuel. He is from San Salvador, in El Salvador. He is married and has two children. His wife, Gabriela, is Nicaraguan. She is from San Jorge in Rivas. They live in Nicaragua. They speak Spanish and English. Their children go to school with other children from different countries. Laura, their daughter, has friends from France and Spain. José, their son, goes to school with students from Germany, Portugal, Canada and Italy. They love to have friends who speak different languages.

Now circle the best answer for each question. (Ahora encierra en un círculo la mejor respuesta para cada pregunta).

- I. Where is Gabriela from?
 - a. She is from El Salvador
 - b. She is from Nicaragua
 - c. She is from Spain

- II. Manuel speaks three languages.
 - a. True
 - b. False

- III. Where does Manuel's family live?
 - a. They live in Italy
 - b. They live in El Salvador
 - c. They live in Nicaragua

9. Answer the following questions about the reading. (Responda las siguientes preguntas sobre la lectura).

- a. What the names of the countries that appear in the reading?

- b. How many children do Gabriela and Manuel have?

- c. Where are Jose's friends from?

10. Listening. Listen and circle the word you hear. (*Escucha y encierra la palabra*).

- a. Honduras - Honduran
- b. Costa Rica - Costa Rican
- c. Panama - Panamanian
- d. Nicaragua - Nicaraguan
- e. Colombia - Colombian
- f. Venezuelan - Venezuela
- g. Mexican - Mexico
- h. Argentina - Argentinean
- i. Cuban - Cuba
- k. Guatemalan - Guatemala

11. Write questions to the following answers. Then practice with a partner. (*Escriba las preguntas de las siguientes respuestas. Luego practica con un compañero*).

- a. . _____ ?
They're from Venezuela.
- b. . _____ ?
We're Chinese.
- c. . _____ ?
Yes, It's an exciting city.
- d. . _____ ?
No, I'm not. I'm in class.
- e. . _____ ?
Yes, she's in my class.
- f. . _____ ?
It's Rodriguez.

Aprendamos un poco mas

* Recuerda que usamos formas completas de Be escritos formales y usamos contracciones en el lenguaje oral como conversaciones.

* Usualmente en conversaciones las contracciones se usan diferente. Observa estos ejemplos:

She's not at home. (Pronoun)

Melissa **isn't** at home. (Noun/names).

12. Reading.

Read the personal profiles on a website about dating and answer the questions. Then work with a partner and share your answers. (*Lee los perfiles en el sitio web de citas y responde las preguntas. Luego trabaja con un compañero y comparte tus respuestas.*)

Profile One



- How old is Sonia?
- Where is she now?
- What does she do every weekend?
- What are her hobbies?

Hi, I'm Sonia. I'm 16, and I'm a high school student. I'm writing to you from my home La Habana, Cuba. I really like to watch movies. Comedy is my favorite type. Every weekend I go to the movie theater. I want to have e-pals all over the world, so please write to me!

Profile two



- Where is Isabel from?
- What does she do?
- What are her hobbies?
- What language does she speak?

Name: Isabel age: 20

Occupation: College student

Home: I am from Nicaragua

I love romantic music, gallo pinto with roast beef, and I also love animals especially dogs.

I especially love singing.

Profile three



- What's Fernando's favorite sport?
- What language does he speak?
- What's his native language?
- What are his hobbies?

Hello, friends!

I'm Fernando. I'm a 23 – year- old doctor. I'm from Barranquilla, Colombia. I love my job. I'm an athlete, too. I play soccer. It's my favorite sport. I love foreign languages, too. I speak French, Russian, Italian, and a little Portuguese.

Profile four



- Where does Ernesto live?
- What does he do?
- What does he like doing?
- What language does he speak?

Name: Ernesto Age: 25

Occupation: Teacher

Home: I live in Mexico, I spend a lot of time with my family. I'm teaching Chemistry at a primary public school.

Likes: I love experiments, teaching and readings related to technology. I like to meet people from all over the world. Email me!

13. Write an e-mail to one of these people. Describe your interests and what you're doing these days. Read it aloud to the class. (Escribe un e-mail a una de estas personas. Describe tus intereses y lo que estás haciendo estos días. Léelo en voz alta a la clase).

14. Vocabulary. Countries, nationalities, and languages. Learn these words. (Aprende estas palabras).

Country	Nationality	Language
Nicaragua	Nicaraguan	Spanish
Norway	Norwegian	Norwegian
Panama	Panamanian	Spanish
Paraguay	Paraguayan	Spanish
Peru	Peruvian	Spanish
Philippines	Filipino	Tagalog / Filipino
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Puerto Rico	Puerto Rican	Spanish
Romania	Romanian	Romanian
Russia	Russian	Russian
Saudi Arabia	Saudi	Arabic
Spain	Spanish	Spanish
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss
Taiwan	Taiwanese	Chinese
Tajikistan	Tajik	Tajik (Persian)
Thailand	Thai	Thai
Turkey	Turkish	Turkish
Ukraine	Ukrainian	Ukrainian
United States	American	English
Uruguay	Uruguayan	Spanish
Venezuela	Venezuelan	Spanish
Vietnam	Vietnamese	Vietnamese

15. Complete the sentences. (Completa las oraciones).

- Ronaldhino is from Brazil. He speaks _____.
- Kaylor Navas is Costa Rican. He speaks _____.
- Oscar Duarte is Nicaraguan. He is from _____.
- Diego Armando Maradona is Argentinean. He speaks _____.
- Rosario Murillo is Nicaraguan. She is _____. She speaks _____.

- f. Cristiano Ronaldo speaks Portuguese. He is _____. He is from _____.
- g. Pedro and Marlene are Mexican. They speak _____. They are from _____.
- h. Wayne Rooney is English. He speaks _____. He is from _____.
- i. Evo Morales is _____. He is from _____. He speaks Spanish.
- j. Mario Balotelli is from Italy. He is _____. He speaks _____.
- k. James Rodriguez is Colombian. He speaks _____. He is from _____.
- l. Sokratis Papastathopoulos is from Greece. He speaks _____.

16. Reading. Marta is an English Student at the university in Managua. Read her letter to Carlos, her brother in Juigalpa, Chontales. (*Lectura. Marta es una estudiante de Inglés de la Universidad en Managua. Lee su carta para Carlos, su hermano en Juigalpa, Chontales.*)

Managua December 12th 2014

Dear Carlos,

How are you? I am fine. I am writing to you from Managua—you know it's a beautiful city and it is the capital city of our country. I'm in a class now with twenty eight students. They are from different cities of Nicaragua: Rivas, Estelí, Masaya, Granada, Chontales, Boaco and León. Our English teacher's name is Rosa. She's from Matagalpa. She's very nice and a good teacher, too.

I have two friends, Patricia and Ileana. Patricia's twenty years old and Ileana's eighteen. They are friendly, loyal and hardworking. We study together every day.

Managua is an exciting city but life is very expensive! The buses for public transportation are always crowded, they are difficult to take but the fare is cheap. The weather in Managua is very often hot, but it is warm in the evenings. I hope you can come to Managua for a weekend. We could go to Luis Alfonso Velasquez Park and El Malecon. It is awesome in the afternoon.

Write to me soon.

Love,

Marta

Write T if the sentence is TRUE; write F if it is FALSE. Correct the false (F) sentences. (*Escribe T si la oración es verdadera, escribe F si es falsa. Corrige las oraciones falsas (F)*).

Example:

Marta's teacher is from Managua. F
No, she isn't. She's from Matagalpa.

- a. Marta is in Managua. _____

- b. Marta is on vacation. _____

- c. Marta's class is very big. _____

- d. The students in her class are all from the pacific region of Nicaragua. _____

- e. Patricia and Ileana are both Marta's sisters. _____

- f. Buses for public transportation in Managua are not easy to take. _____

- g. The weather in Managua is always hot. _____

17. Write a similar letter to a friend of yours about your class. (*Escribe una carta similar a un amigo(a) sobre tus clases*).

Dear...

Paragraph 1
.....
.....

Paragraph 2
.....
.....

Paragraph 3
.....
.....

Your friend,
Signature

18. Listening. Listen and complete the story. (*Escucha y Completa el relato*)

My name is Jaime. I am _____ but I live in Nicaragua. I am studying _____ Sciences at an international program at UNAN-MANAGUA. I have many friends at the University. They are international students from different countries. For example, I have friends from _____, Italy, Venezuela, _____, Brazil, and Argentina. I also have friends from _____. I am learning a little about the _____ and the _____ of each country. All my friends speak different languages. For example, _____ speak Italian, Brazilians speak _____, and Canadians speak English and _____. However, Central Americans, _____, and Argentinean speak _____. I love my university and I love Nicaragua, too.

19. Read the information about Cecilia. (*Lee la información sobre Cecilia*).

Cecilia Mendoza	
Job	Nurse
Country	Nicaragua
City	Estelí
Home Town	La Trinidad
Place of work	Health Center
Language	Spanish
Married?	Yes
Family	Two sons
Free time	Reading and gardening

Now work with a partner. Ask and answer questions about Cecilia. Use information from the form. (*Ahora trabaja con un compañero. Pregunta y responde sobre Cecilia. Usa la información del formulario*).

Example:

A: What's Cecilia's job?

B: She's a nurse.

A: Where does she work?

B: She works at a Health Center.

20. Now work in pairs and ask your partner the same questions about a friend or a relative. (*Ahora trabaja en parejas y realiza las mismas preguntas a tu compañero sobre un amigo o pariente.*)

Example:

Where is Marlene from?

What language does she speak?

Where does she work?

Is she married or single?

21. Listening. Listen to a conversation between an immigration officer and Julio at Cesar Augusto Sandino Airport in Managua. Complete his identity card. (*Escucha la conversación entre un funcionario de inmigración y Julio en el Aeropuerto César Augusto Sandino en Managua. Completa su cédula de identidad.*)

PERSONAL IDENTITY CARD

LAST NAME _____

FIRST NAME _____

COUNTRY _____

JOB _____

ADDRESS _____

PHONE NUMBER _____

MARITAL STATUS _____

23. Reading. Read the following text and then complete the exercise below. (*Lee el siguiente texto y luego completa el ejercicio*).

Before reading. Useful vocabulary

Migrated= past tense form of migrate

Brought= past tense form of bring

A typical Nicaraguan meal is Gallo Pinto or “Rice and Beans” in English. It consists of fried rice and boiled beans. Most of the time Nicaraguans eat gallo pinto with eggs, cheese, and bread, tortilla or plantain. They also drink coffee or a delicious cacao juice. But where does this delicious dish come from?

Gallo pinto or gallopinto is a traditional dish of Nicaragua and Costa Rica, too. People know little about its history, and there are disputes between Costa Ricans and Nicaraguans about where the origin of the dish. One theory suggests that African slaves that **migrated** into Latin America **brought** gallo pinto. Most Latin Americans agree that the dish is part of both countries now and that they share more similarities than differences. Variations of gallo pinto are popular in many countries close to the Caribbean.

There are other variations of this dish. Similar dishes are Moros y Cristianos (“Moors and Christians”) in Spain and Cuba, or just Moro. There is a similar dish in Panama and in El Salvador, where people call it casamiento. Other variations include using pigeon peas or kidney beans instead of black beans in the Dominican Republic and Puerto Rico. There are similar dishes in Colombia (calentado paisa) and even in Peru (tacu tacu).

Write T if the statement is true or F if it is false according to the reading. (*Escribe T si la oración es verdadera o F si es falsa según la lectura*).

- a. Gallo Pinto is a traditional food in Nicaragua. _____
- b. Rice and Beans is the name in English. _____
- c. Nicaraguans agree that Gallo Pinto comes from Costa Rica. _____
- d. Costa Ricans believe that Gallo Pinto belongs to Nicaraguan’s culture. _____
- e. Nicaragua and Costa Rica share more similarities than differences. _____
- f. Variations of gallo pinto are popular in many Asian countries. _____
- g. There is not any variation of Gallo Pinto. _____
- h. There are variations of Gallo Pinto in Colombia and Peru. _____

24. Game: Your teacher will put a sticker with the name of a famous person on the back of each student. Work in pairs and ask as many yes/no questions as possible about the famous person in order to guess. (*Tu profesor(a) pondrá una etiqueta con el nombre de una persona famosa en la espalda de cada estudiante. Trabaja en parejas y realiza tantas preguntas con respuestas si/no posibles sobre la persona famosa a fin de adivinar*).

Example:

Student A: Is it a man?

Student B: Yes, it is.

Student A: Is he an actor?

Student B: No, he isn't.

Student A: Does he speak Spanish?

Student B: Yes, he does.

Student A: Is he from Argentina?

Student B: Yes, he is.

Student A: Does he play football?

Student B: Yes, he does.

Student A: Is it Lionel Messi?

Student B: No, he isn't

Student A: Is it Diego Armando Maradona

Student B: Yes, he is!!

Lesson B: What are you doing?

En esta lección usted aprenderá a:

- * Dar y pedir información personal.
- * Usar vocabulario para describir como visten las personas.
- * Describir rutinas y reforzar el uso de estructuras y vocabulario aprendido.
- * Reafirmar el uso de preguntas y respuestas (Wh/how).
- * Describir acciones que están sucediendo al momento de hablar.
- * Consolidar el uso del artículo indefinido y el plural de sustantivos.

1. Vocabulary. Write the word that corresponds to each picture. (Escribe la palabra que corresponda a cada imagen)

a. un par de botas _____



b. un par de guantes _____



c. un vestido _____



d. una blusa _____



e. un pantalón _____



f. un traje de baño _____



g. un par de sandalias _____



h. una falda _____



i. Jeans _____



j. Gafas oscuras _____



k. Un sombrero _____



l. Una gorra _____



m. Una chaqueta _____



n. Una camiseta _____



o. Un par de zapatos _____



Aprendamos un poco mas

The indefinite article “a” and “an”.

Recuerda que usamos “**A**” antes de sustantivos singulares contables que inician con sonido consonante.

Ejemplo: **a** fruit **a** vegetable **a** tomato **a** lemon

Usamos “**An**” antes de sustantivos singulares contables que inician con sonido vocal.

Ejemplo **an** orange **an** erase **an** apricot **an** avocado

* También es importante recordar algunos sustantivos que inician con la letra **u** tienen a sonido consonante..

Ejemplo: **a** university, **a** unique tourist place.

2. Write "A" or "An" in the blanks. (Escribe A o An en los espacios).

- | | |
|----------------------|------------------------|
| ___ exercise | ___ Orange |
| ___ Papaya | ___ engineer |
| ___ electrician | ___ Eggplant |
| ___ Egg | ___ Strawberry |
| ___ accident | ___ Hospital |
| ___ Ice cream | ___ Peach |
| ___ unit | ___ Apple |
| ___ Island | ___ Onion |
| ___ Pizza | ___ Grape |
| ___ European country | ___ elephant |
| ___ Hill | ___ Cucumber |
| ___ uniform | ___ Italian restaurant |
| ___ Bell Pepper | ___ artist |
| ___ awful painting | ___ machete |
| ___ hotel | ___ horse |
| ___ Carrot | |

3. Complete the following sentences with "A" or "An" (Completa las siguientes oraciones con A o An).

1. My teacher always gives me ___ orange.
2. Pedro is ___ English teacher.
3. My grandpa is ___ old man.
4. My brother has ___ yellow car.
5. My father eats ___ a banana every day.
6. My mom makes me ___ sandwich for my school break.
7. My child has ___ nice toy.
8. I need ___ artichoke.
9. She is looking for ___ onion in the fridge.
10. Martha is eating ___ cabbage salad.

4. **Speaking. Work in pairs. Ask and answer questions about things or animals you see around.** (*Trabaja en parejas. Realiza preguntas y responde sobre cosas o animales que miras a tu alrededor.*)

Example:

- A:** What's that?
- B:** It's a rabbit
- A:** And that other animal?
- B:** It's a donkey.
- A:** What kind of tree is that?
- B:** It's a coconut tree

5. **Match each picture with the corresponding word writing the letter of the word in the circle of the picture.** (*Relaciona cada imagen con la palabra que corresponda escribiendo la letra en el círculo junto a la imagen.*)

- a. Shorts
- b. watch
- c. Short sleeve shirt
- d. Sweatpants
- e. Sneakers
- f. earrings
- g. Uniform
- h. Helmet
- i. Long sleeve shirt
- j. Belt
- k. Tie
- l. Blazer
- m. Raincoat
- n. Glasses
- o. Purse



6. Speaking. Look at the pictures. Ask and answer questions. (*Observa las imágenes. Realiza y responde preguntas*).

Example:

A: What's this?

B: It's a belt.

7. Match the following sentences with the corresponding picture writing the letter of the sentence in the circle of the picture. (*Relaciona las siguientes oraciones con la figura correspondiente escribiendo la letra de la oración*).



- a. The woman is wearing a dress.
- b. He is wearing jeans.
- c. He is wearing a hat.
- d. They are wearing school uniform.
- e. The girl is wearing a jacket.

Aprendamos un poco mas

Present Progressive statements.

She is wearing a dress (Subject + be + verb + ing)

La oracion anterior describe una accion que esta ocurriendo en el presente y que no ha finalizado. Podemos usar la misma estructura para describir acciones que las personas estan realizando al momento de hablar o escribir.

Ejemplo;

I am writing a letter.

She is reading the newspaper.

They are walking in the park.

Todos los ejemplos anteriores corresponden a afirmaciones (affirmative statements)

Ahora observa estos ejemplos en negativo (**negative statements**)

She is not listening to the teacher.

They are not using their cell phones.

* Para realizar preguntas invertimos el orden de las oraciones afirmativas:

Ejemplo:

Is she Reading the newspaper?

Yes, she is. No, she's not.

Are they walking in the park?

Yes, they are. No, they're not.

8. Look at each picture. Say what each person is wearing in the picture. (Observa cada imagen. Diga como esta vistiendo cada persona).

Angela viste de una blusa, falda y sandalias



a. What's Angela wearing?

She's wearing...



Alfredo viste de shorts, camiseta y tennis.

b. What's Alfredo wearing?

He's wearing...

Victor viste de saco y corbata y zapatos negros



c. What's Victor wearing?

He's wearing...

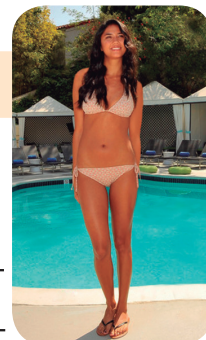


Leticia viste de un vestido y zapatos altos

d. What's Leticia wearing?

She's wearing...

Melania viste de un traje de baño y chinelas



e. What's Melania wearing?

She's wearing...

Recuerda que:

She is wearing a blouse= She's wearing a blouse

La diferencia entre estas oraciones es en la forma. Una tiene contracción. La contracción es común en el lenguaje oral. No es recomendable usar contracciones en el lenguaje escrito formal.

9. Reading. Read the following conversation. Then practice the conversation with a partner (*Lee la siguiente conversacion. Despues practical con un compañero*).

Valeria: Hello, can I speak to Melissa, please?

Melissa: This is Melissa, who is speaking?

Valeria: Hi, this is Valeria

Melissa: Hi Valeria, What are you doing?

Valeria: Oh, I'm just watching TV. What about you?

Melissa: Well, I'm baking a vanilla cake for my little brother. Today's his birthday.

Valeria: Oh really? Is he helping you?

Melissa: No, he's not. He's playing games with his cell phone.

Valeria: And your mom? Is she at home?

Melissa: Yes, she's cooking lunch. I think she's frying some potatoes and grilling a steak.

Valeria: It sounds delicious.

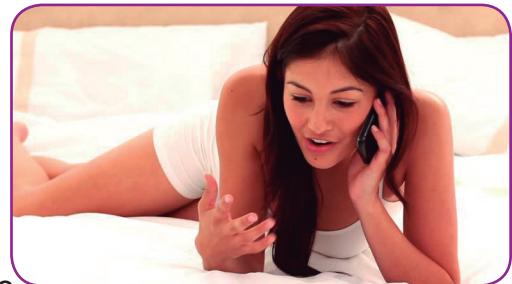
Melissa: Well, Why don't you join us?

Valeria: What time?

Melissa: At half past twelve.

Valeria: OK, see you them, Bye

Melissa: Bye



Now underline all sentences in present progressive in the conversation

10. Listening. Listen carefully and circle the sentence you hear. (*Escucha cuidadosamente y encierra en un círculo la oración que escuchas*).

- a. That woman is wearing a long dress
 - b. That woman is wearing a short skirt.
-
- a. The little boy is wearing a red and yellow hat.
 - b. The little boy is wearing a red and yellow cap.
-
- a. They are wearing jeans and a white t-shirt.
 - b. They are wearing jeans and a white shirt.
-
- a. Are you wearing a suit and a scarf for the wedding?
 - b. Are you wearing a suit and a tie for the wedding?
-
- a. Is he wearing shorts and sneakers?
 - b. Is he wearing shorts and sandals?
-
- a. They are not wearing trousers.
 - b. They are not buying trousers.
-
- a. Is she selling books at the market?
 - b. Is she selling boots at the market?
-
- a. She is looking for a watch.
 - b. He is looking for a watch

11. Grammar. Present Progressive Spelling rules.

Aprendamos un poco mas

Spelling ing rules. (Algunas reglas para escribir los verbos)

* La mayoría de los verbos se les agrega **ing**.

Ejemplo:

Talk-**talking**

Work-**working**

* Si el verbo finaliza con la letra **e** pero suena al pronunciar la palabra, entonces se elimina la letra **e** y se agrega **ing**.

Ejemplo:

Make-**making**

Take-**taking**

* Si el verbo tiene una silaba y tiene consonante-vocal-consonante, duplica la ultima letra y agregue **ing**

Ejemplo:

Sit-**sitting**

Put-**putting**

* Tambien se duplica la consonante final cuando el verbo tiene dos silabas y termina en consonante-vocal.consonante y se acentua la ultima silaba

Ejemplo:

Begin-**beginning**

* Si el verbo tiene dos silabas y la primera silaba se acentua, no duplique la ultima letra antes de agregar **ing**

Ejemplo:

Listen-**Listening**

Visit-**visiting**

12. Write the correct form of the verb in parenthesis using the present continuous.

(Escribe la forma correcta del verbo en paréntesis)

- José _____ (read) a book now.
- What _____ (you/ do) tonight?
- Carmen and Pamela _____ (work) late today.
- Silvia _____ (not listen) to music now.
- My dad _____ (take) the dog for a walk now
- Karla _____ (talk) on the phone at the moment.
- Are you and your husband _____ (live) in an apartment or in a house?
- Is she _____ (dance) reggae or salsa music?

13. Match column A with column B to make sentences. Write the correct letter in the blank. (*Une la columna A con la columna B. Escribe la letra correcta en el espacio.*)

Column A	Column B
a. Jane is wearing	1. _____ shoes at Multicentro shopping center
b. Oscar is buying food at	2. _____ a nice blouse
c. Allan is selling	3. _____ Roberto Humbes market
d. My teacher is wearing	4. _____ casual clothes
e. Those students are wearing	5. _____ school uniforms
f. I am wearing	6. _____ a purple tight dress

14. Vocabulary. Time expressions.

Aprendamos un poco mas

Present Progressive: Time expressions

* Hay diferentes expresiones de tiempo que puedes usar para expresar que la acción esta ocurriendo al momento de hablar o escribir.

Ejemplo:

At the moment, tonight, this evening, this morning, this afternoon, today, now, right now, etc.

Right now, I'm playing games with my computer.

Maria is listening to the news **now**.

* Observa que la expresión de tiempo puede ubicarse al inicio o al final de la oración. Si se usa al inicio, debe usarse coma después de la expresión.

- 15. Write what a classmate is wearing in class. Don't say the person's name. Read the sentences and your classmates have to guess the person you are describing.** *(Escribe como viste en clase un compañero. Lee las oraciones y tus compañeros tienen que adivinar a la persona que describes).*

Example: My classmate is wearing a white T-shirt, a black skirt and red shoes. She's also wearing earrings, a sport watch and a silver nice ring.

- 16. Listening. Listen to a conversation between Jenny and Andrea in a party. Write the names of the clothes that each person is wearing.** *(Escucha una conversación entre Jenny y Andrea en una fiesta. Escribe los nombres de la ropa que cada persona viste).*

Andrea's relatives	clothes
Martin	Grey trousers
Danelis	Purple T-shirt
Mario	Orange sweater
Miguel	Blue jeans

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

At Oriental market

Angela: Hi, Carlos, nice to see you! What are you doing here?

Carlos: Hi, Angela. I'm _____ (look) for a pair of shoes and a toy for my little sister. What about you?

Angela: I'm _____ (work) here. This is my grandma's stand. I'm _____ (sell) clothes.

Carlos: Oh really? It sounds interesting. See you then, bye.

Angela: Bye, Have a nice day!



18. Grammar revision. Simple present or present progressive. Write the verb in the correct form to complete the sentences. (Escriba el verbo en la forma correcta para completar las oraciones).

1. Babies always _____ (sleep) in pajamas.
2. Look at that beautiful woman. She _____ (wear) a nice dress.
3. Mario _____ (wear) a suit and a tie at the bank.
4. Real Esteli football players _____ (not/wear) their colorful uniform today.
5. When it's hot, Verónica _____ (wear) a tank top
6. In cold weather, people usually _____ (wear) a scarf.
8. _____ you _____ (look) for a new house right now?
9. Do you often _____ (work) in pairs in your English class?
10. _____ you _____ (use) this dictionary now?

Aprendamos un poco mas

Simple present tense revisión.

Recuerda que usamos simple present tense para describir hábitos, actividades rutinarias y hechos.

Affirmative and negative statements

I eat a lot of vegetables
She does not eat meat.

Questions and short answers

Do you **feel** tired in the morning?
Yes, I do. / No, I don't.

Does she **wake up** during the night?
Yes, she does. No, she doesn't.
Spelling rules. Revision.

Recuerda estas reglas.

Agregamos **s** a la mayoría de los verbos en tercera persona singular :She **drinks** a lot of coffee.

Agregamos **es** a verbos que terminan en **ch, sh, ss, x**.
My father **teaches** History.

Si el verbo termina en consonante + **y**, cambiamos **y** por **i** y agregamos **es**: My sister **studies** Agricultural engineering.

Recuerda que algunos verbos tienen formas irregulares.

I **have** a nice garden in my house.
He **has** a car

19. Reading. Read the conversation. Then practice it with a partner. (*Lee la conversacion. Luego practica con un compañero*).

Student A: What kind of food do you like?

Student B: Well, I like Nicaraguan food, I love my country food.

Student A: What kind of food do you prefer?

Student B: Actually, I like rice and beans with cheese and fried plantain. Also, I like Vigoron and Indio Viejo.

Student A: Wow! That's really typical Nicaraguan food!

Student B: Oh yeah! And what about you? What kind of food do you like?

Student A: Well I like Nicaraguan food too. I love Nacatamal. I eat it for breakfast on Sundays. I also like beef steak, fried fish and chicken with vegetables.

Student B: Oh really? I feel hungry now. Why don't we cook something?

Student A: That's a good idea.

Student B: Yeah! Let's do it!

20. Speaking. Practice the following conversation with a partner. (*Practica la siguiente conversacion con un compañero*).

Salesclerk: Hello. Can I help you?

Customer: Yes, I'm looking for a skirt.

Salesclerk: What color?

Customer: Blue

Salesclerk: What size?

Customer: Medium

Salesclerk: Okay. They're over here. Do you want to try it on?

Customer: Yes, please. How much is it?

Salesclerk: 550 cordobas but I can give a discount.

Customer: I think I'll take it. Thank you!

Salesclerk: My pleasure!

21. Listening. Listen to the conversation and circle the correct answer. (*Escucha la conversacion y encierra en un circulo la respuesta correcta*).

1. What is the man wearing for his trip to León?
 - a. a cool hat
 - b. casual clothes
 - c. a jacket

2. Where is Ana going on Saturday?
 - a. to León
 - b. to Managua
 - c. to Jinotega

3. What is the weather like in Jinotega?
 - a. It's hot
 - b. It's cold
 - c. It's cool

4. What's Ana wearing to walk?
 - a. sandals, shorts and T- shirts
 - b. boots
 - c. shirt and tie

5. When does the man need to wear formal clothes?
 - a. in a business meeting
 - b. in a party
 - c. in a farm

22. Speaking. Put the conversation in the right order. Then practice the conversation with a partner. (*completa la conversación usando las oraciones. Luego practiquela con un compañero*).

Salesclerk: Can I help you? __ 1 __

Salesclerk: It's four hundred córdobas. _____

Salesclerk: What color? __ 3 __

Salesclerk: Here's a beautiful purple one _____

Customer: Yes, please. I'm looking for a blouse _____

Customer: How much is it? _____

Customer: Purple or pink? _____

Customer: That's rather expensive. _____

Customer: large, please __ 6 __

Salesclerk: What size?

Salesclerk: Yes, it is. But it's a beautiful blouse. __ 11 __

Customer: Ok! I'll take it! __ 12 __

23. Vocabulary. Imagine you are looking for clothes for different occasions. Write the colors, sizes, and prices. (*Imagina usted busca ropa para diferentes ocasiones. Escribe el color, la talla y el precio*).

Clothes for:	Clothing item	Color	Size	Price
A job interview				
The first day of class				
Christmas Eve party				
My birthday				
My dad's birthday				

Now practice with a partner. (*Ahora practica con un compañero*).

Example:

Salesclerk: Hello. Can I help you?

Customer: Yes, please. I'm looking for a dress.

Salesclerk: What size?

Customer: small please.

Salesclerk: How about this one? It's a nice color

Customer: Yes, I like it. How much is it?

Salesclerk: It's 1,200 Cordóbas.

Customer: That's too much!

24. Listening. Circle the word you hear. (Encierra en un círculo la palabra que escuchas).

- | | |
|-----------|--------|
| a. skirt | shirt |
| b. boot | suit |
| c. scarf | skirt |
| d. tie | tights |
| e. watch | wash |
| f. shorts | shirts |
| g. wallet | water |
| h. bake | take |
| i. shoes | shorts |
| j. hat | hot |

Lesson C: Where is the bakery?

En esta lección usted aprenderá a:

- * Dar y pedir información personal.
- * Usar vocabulario para describir la ubicación de lugares y referirse a tradiciones, costumbres de ciudades. .
- * Consolidar el uso de sustantivos contables y no contables.
- * Reafirmar el uso de preguntas y respuestas (Wh/how).
- * Reforzar el uso de preposiciones de lugar.
- * Consolidar el uso del orden de adjetivos +sustantivos.
- * Describir acciones que están sucediendo al momento de hablar.

1. Vocabulary. Work in groups and discuss the meaning of these words. Which of these places do you have in your community, town or city? (*Trabaja en grupos y discute el significado de estas palabras. ¿Cuáles de estos lugares tienes en tu comunidad, pueblo o ciudad?*).

Cliff	Legal office
bakery	Bay
Forest	Lake
Harbor	Stream
Waterfall	Hill
Hardware store	canal
Grocery store	Valley
Fish shop	Beach
Pet shop	Mountain
River	Football ground
volcano	Café
Holliday resort	Child care center

2. Grammar revision. Count and noncount nouns.

Aprendamos un poco más

Recuerda que los sustantivos son palabras que se refieren a personas, animales, cosas, y lugares. Los sustantivos pueden clasificarse en contables y no contables. Sustantivos contables: Son aquellos que se pueden contar

Ejemplos:

Vegetables, eggs, volcanoes, hills, lakes, buses, tigers, lions.

Sustantivos no contables: Son aquellos que no se pueden contar.

Ejemplos:

Water, sugar, cheese, milk, butter, beef, bread,

Now classify the words from exercise 1 in count and noncount nouns. *(Ahora clasifica las palabras del ejercicio 1 en sustantivos contables y no contables).*

3. Work with a partner. Ask and answer questions about places in your community, town or city. Use prepositions of place (next to, in front of, across from, between, opposite, behind) *(Pregunta y responde las preguntas sobre los lugares en tu comunidad, pueblo o ciudad. Usa las preposiciones de lugar).*

Places

- a. Grocery shop
- b. Police station
- c. Market
- d. hotel
- e. tourist information center
- f. Pharmacy

Example: Pharmacy.

Student A: Is there a pharmacy in your community?

Student B: Yes, there is/ No, there isn't

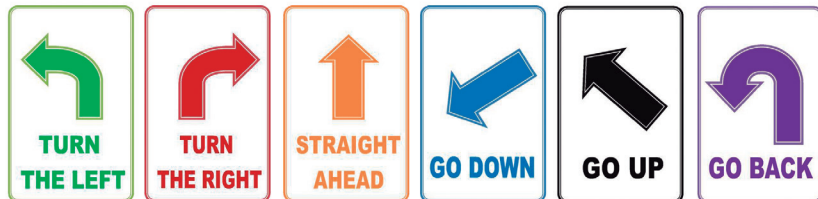
Student A: Where is it?

Student B: It's across the bank.

4. **Vocabulary.** Look at the signs and discuss the meaning of these expressions with a partner. (*Observa las señales y discute el significado de estas expresiones con un compañero*).

- a. Go straight ahead
- b. Turn left
- c. Turn right
- d. Turn back/go back
- e. At the corner of

DIRECTIONS



5. **Reading.** Read the conversation. Work with a partner and ask and answer questions about places in your community. (*Lea la conversación. Trabaja con un compañero(a) pregunta y responde las preguntas sobre lugares en tu comunidad*).

A: Excuse me, How do I get to the information tourist center?

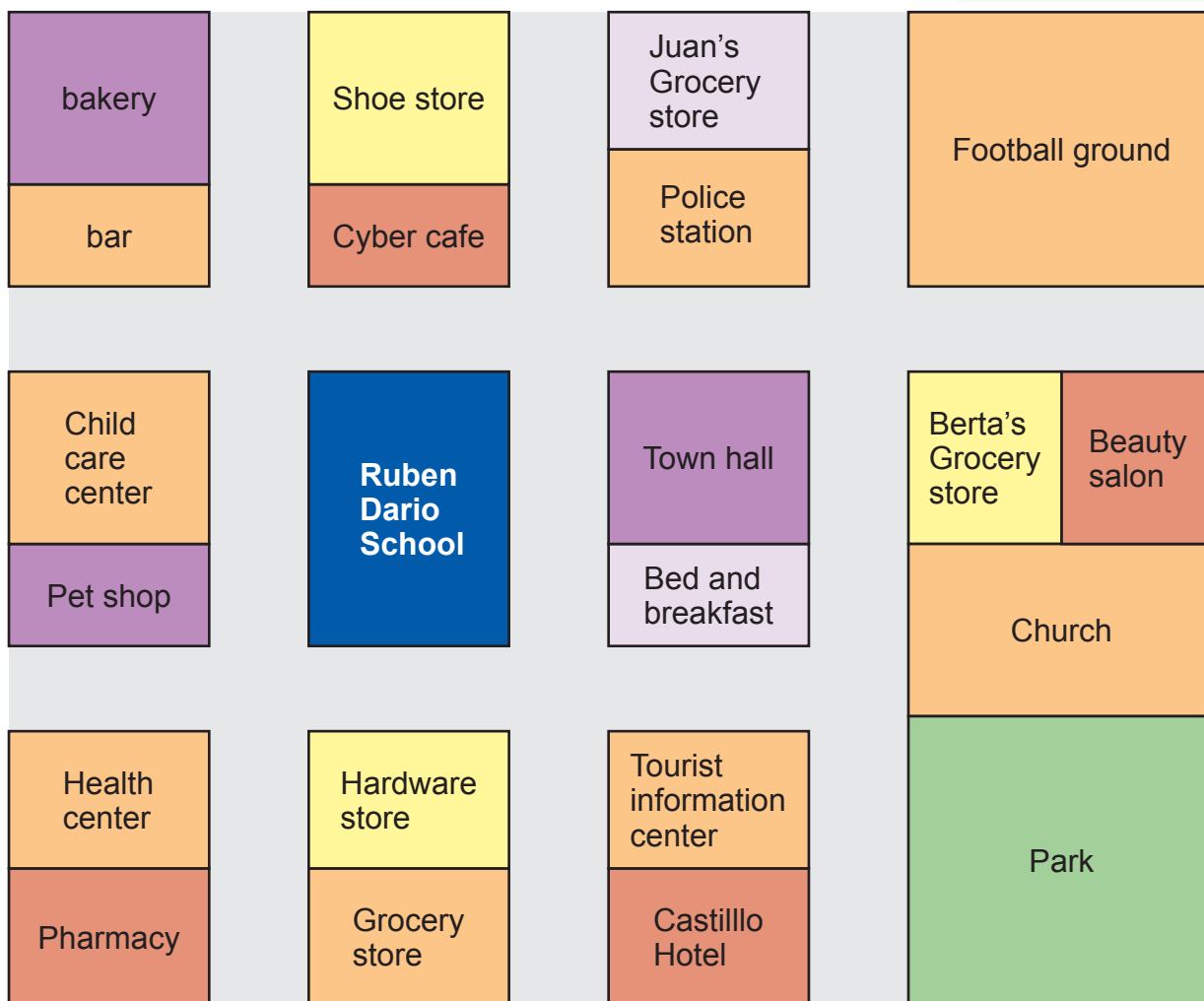
B: *Go straight* on this street till you get to Ruben Dario School. Then turn right and walk for one block. It's at the corner, next to a Castillo hotel.

A: Thank you!

B: You're welcome!

6. **Reading.** Read each statement about places in the map. Write T if the statement is true, write F if it is false. (*Lee cada afirmacion sobre lugares en el map. Escribe T si es verdadera, escribe F si es falsa*).

- a. The shoe store is next to Juan's grocery store. _____
- b. The beauty salon is behind Berta's grocery store. _____
- c. The town hall is opposite the police station. _____
- d. The bakery is next to the bar. _____
- e. The church is between the park and Berta's grocery store. _____
- f. The hardware store is opposite the pharmacy. _____
- g. The park is next to the church, opposite the town hall. _____
- h. The child care center is next to the pet shop. _____
- i. The health center is at the corner, opposite the hardware store. _____
- j. Bed and breakfast is opposite Ruben Dario School. _____



7. Speaking. Practice with a partner. Ask and answer questions about places in the map. (*Realiza y responde preguntas sobre lugares en el mapa*).

Example:

A: Where's the cyber café?

B: It's next to the shoe store.

8. Speaking. Work in pairs. Say what is true about your community, town or city. Ask and answer questions about places. (*Diga lo que es verdadero acerca de tu comunidad. Realiza y responde preguntas sobre lugares*).

Example.

A: Is there a child care center in your town?

B: Yes, there is. It's between a pharmacy and a grocery store.

9. Complete the questions with the appropriate word from the box. (*Completa las preguntas con la palabra apropiada del cuadro*).

- a. _____ is your name?
- b. _____ are they from?
- c. _____ are you?
- d. _____ is your father?
- e. _____ is your birthday?

How
Where
When
Whose
Who
What

10. Reading

Before reading.

Look at the pictures of this city. What's the name of the city?

What's the weather like there? What are its people like?

(*Observa las imagenes de esta ciudad. ¿Cual es el nombre de la ciudad?, ¿Como es el clima?, Como es su gente?*).

Now read the text.



Location

The city where I am from is called “León Santiago de los Caballeros”. It is located along the Rio Chiquito (Chiquito River), 90 kilometers northwest of Managua. It is the capital and municipality of León department and the intellectual center of the nation where the National Autonomous University of Nicaragua (UNAN) is also located.

People

People from León are warm and friendly. If you make friends from Leon, they offer you their home, food and assistance.

Weather

The weather is usually warm or hot in my city. There are only two seasons. Summer is from May to October and it is very sunny and dry– usually between 34° or 37°. The best time to come is in summer. Winter is from November to April. It is warm – usually between 30° or 33°. There is little rain in my city during this season. Its climate is appropriate for the agriculture of sugar cane, cattle, peanut, plantain and sorghum.

Places to Visit

León has a unique architectural city center which is one of the main tourist attractions for National and International tourists. One of the historic landmarks is the old cathedral Basilica of the Assumption of Virgin Mary, where the poet Rubén Darío and other memorable Nicaraguans are buried. The city has eleven churches and houses with colonial Spanish architecture. If you come, do not forget to visit the fascinating Rubén Darío Museum to know about our “Principe de las Letras Castellanas”.

León has two beautiful beaches that are important tourist attractions in Nicaragua. They are PoneLOYa and Las Peñitas which are located about 20 minutes from the center of León. So, come and bring T- shirts, shorts and sandals and enjoy life on the beach!

Answer the following questions about the reading. (*Respond alas siguientes preguntas sobre el texto*).

a. What is best title for the text? Write a title in the box.

b. Where is León located? _____

c. What are the people from León like? _____

d. What's the weather like in León during summer?

f. What are the main tourist attractions there? _____

11. Listening. Listen to these people talking about the things they like and dislike shopping. Write yes or no. (*Escucha a estas personas hablar de lo que les gusta y lo que no les gusta comprar. Escribe si o no*).

a. _____ Rosa doesn't like shopping for clothes.

b. _____ Rosa likes shopping for presents.

c. _____ Héctor likes shopping for food at the supermarket.

d. _____ Tomás doesn't like shopping for bread.

e. _____ Domingo doesn't like shopping for shampoo.

f. _____ María likes shopping for shoes.

- 12. Reading.** Read the passage and discuss the meaning of new words with a partner.
(Lee la lectura y discute el significado de las palabras nuevas con un compañero).

Holidays in Nicaragua



How do Nicaraguan people celebrate these holidays?

New Year (January 1st): Families get together at home, dance, listen to music, drink and eat a special dinner.

Holy Friday and Holy Saturday (Between March – April) People go to church to participate in processions or the holy Mass to commemorate the passion of Jesus Christ. Other people go on vacation to the different beaches of Nicaragua.

Labour Day (May 1st): People stay at home, or go out to different places: restaurants, shopping centers, and cinemas.

FSLN Revolution Day (July 19th): People and Sandinistas families all over Nicaragua celebrate this event in “La Fe Plaza” in Managua. They join to listen to the speech of the President of the Republic Daniel Ortega Saavedra.

Battle of San Jacinto (September 14th) and Nicaragua Independence Day (September 15th): Both events are celebrated together. Students and teachers of Primary and Secondary schools from Nicaragua participate in ceremonies. There are parades in the streets with rhythmic bands and gymnastics. Also, people fly the national flag on their houses.

Immaculate Conception of Virgin Mary (December 8th): Many Nicaraguan Christians celebrate the Blessed Virgin Mary in a holy Mass at the church. Other Christians celebrate this holy day at their homes..They pray, set off fireworks and give presents to the participants.

Christmas Day (December 25th): Christians go to church to attend the Holy Mass of the nativity of Jesus Christ. Also, families and friends give each other presents; They have a special food and drinks. The traditional Nicaraguan food for this occasion is stuffed chicken.

13. Speaking. Work in pairs. And ask and answer questions about what Nicaraguan people do on holidays. (*Realiza y responde preguntas sobre lo que los nicaragüenses hacen en días festivos*).

- a. What do Nicaraguan people usually do for New Year 's Eve?
- b. How do the Christians commemorate the passion of Jesus Christ during the Holy week?
- c. When is Labour Day?
- d. How do students and teachers of primary and secondary school celebrate Independence Day?
- e. When is the FSLN revolution day?
- f. What do people do in Nicaragua on December 8th?
- g. What do you usually do for Christmas Eve?

14. Listening. Listen to two friends talking about their holidays. Write yes or no. (*Escucha a dos amigos hablar sobre sus días de fiesta. Escribe si o no*).

1. _____ Susana spends her vacation in Corn Island.
2. _____ Susana spends her vacation at her grandmother's house.
3. _____ Angela goes swimming, walking and sightseeing during her vacation.
4. _____ Tourist visit the museums go climbing and sailing.
5. _____ Angela has a wonderful plan for her vacation.
6. _____ Susana invites Angela to Ometepe Island.

15. Grammar revision. Circle the correct sentence. (*Encierra la respuesta correcta*).

1. a. We likes holidays.
b. We like holidays.
2. a. Where does she go on her holidays?
b. Where does she goes on her holidays?

- 3. a. What does we need on our trip?
b. What do we need on our trip?
- 4. a. They walks through the forest every morning.
b. They walk through the forest every morning.
- 5. a. What do Elena do during her vacations?
b. What does Elena do during her vacations?
- 6. a. How do you get there?
b. How do you gets there?

16. Write an adjective to describe each piece of clothing. (*Escribe un adjetivo para describir cada pieza de ropa*).

Example:

A new hat.



a.



b.



c.



d.



e.

17. Write two adjectives to describe each picture. (*Escribe dos adjetivos para describir cada imagen*).



a.



b.



c.



d.

18. Reading. Read the text and do the activities below. (*Lea le texto y realice las actividades*).

Palo de Mayo

Maypole or Mayo Ya is the most famous and attractive holiday of Bluefields. This cultural event has its origin in the British tradition of celebrating the arrival of spring on the first day of May, a month when the rainy season starts in Nicaragua.

Maypole is a type of Afro-Caribbean dance with sensual movements that are part of the culture of several communities in the Caribbean region of Nicaragua. This dance is also part of the culture of Belize, the Bay Islands of Honduras and Bocas del Toro in Panama. It

is also the name of the long May Day festival of the Caribbean coast. Both the festival and dance are Afro-Nicaraguan traditions which are part of the history and culture of Bluefields, Nicaragua.

Maypole is celebrated in Bluefields during the month, with dances in each of the neighborhoods of the city. The most important days are the last day of May, since it takes a culinary competition, a massive and colorful parade of dance competitions and the election of the queen of the festivities. The festivities finish on May 31st..

Maypole dances and their music is spread throughout Nicaragua. The festival is a tourist attraction in Bluefields and visitors can see the dances on the streets of the city

Answer these questions (*Contesta estas preguntas*).

- a. How do people from Bluefields celebrate Maypole?
- b. In what other countries is Maypole present?
- c. What is the most important day of Maypole celebrations?

19. Listening. Listen and underline the word you hear. (*Subraya la palabra que escucha*).

- | | |
|---------------|------------|
| a. Boot | Book |
| b. Bad | Bat |
| c. Word | Work |
| d. Pen | Pin |
| e. Pay | Day |
| f. History | Story |
| g. Attractive | Attraction |

20. Reading. Read this passage about Bluefields. (*Lea esta lectura sobre Bluefields*).

Blufileños: multiracial and multilingual

The total urban and rural population of Bluefields is approximately 49, 000. Bluefields has a wide variety of religions, including Catholicism, Evangelicals, Adventists, Moravians, Anglicans, Baptists and Jehovah's Witnesses. These religions have about 20 churches throughout the city.

There are about six ethnic groups living in Bluefields. Mestizos, constitute the majority of the ethnic population who are not only **those** who come from the North, Central and Pacific Nicaragua or **they** are descendants from ethnic mix Rama, Miskito, Creole, Garifuna Ulwas and the mestizos.

A peculiarity of the city is that people speak Creole, a dialect of English with American presence in the Caribbean. It is also very easy to find people who speak Spanish and English. Bluefields has a shopping area, which covers more than six city blocks. **It** includes the municipal Teodoro Martínez market, where tourists can take pangas to go to The Bluff or **they** can buy seafood at affordable prices. There are also many shops, restaurants, hotels, small food outlets, cyber cafes, bars, karaoke and disco bars. There are also banks, health centers, schools, and two universities.

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

a. What does the word **those** in paragraph two refer to?

b. What does the word **they** in paragraph two refer to?

c. What does the word **it** in paragraph three refer to?

d. What does the word **they** in paragraph three refer to?

e. Which word of the reading is a synonym of the word **characteristic**?

f. Which word of the reading is an opposite of the word **rural**?

g. Which word of the reading is a synonym of the word **approximately**?



UNIT two



Descriptions



Lesson A: What does she look like?

En esta unidad usted aprenderá a:

- * Describir de forma oral y escrita la apariencia física de personas.
- * Usar estrategias de comprensión lectora y auditiva en textos orales y escritos sobre actividades rutinarias.
- * Consolidar el uso de estructuras y vocabulario para describir personas, lugares y cosas.

1. Grammar. Complete the sentences with the correct form of the verb HAVE or BE. (Completa las oraciones con la forma correcta de HAVE o BE).

- Mario _____ short wavy red hair.
- Esteban _____ brown eyes and short hair.
- Mariana _____ thin and tall.
- Lisa and Ana _____ long blond hair.
- My girlfriend and I _____ slim and medium height.
- Joseph and his girlfriend _____ tall and good looking.
- Marianita _____ black hair and dark eyes.
- Patricia _____ kind and talkative.
- Juana and Danny _____ three children.
- Martha _____ a red Japanese car.
- Alex _____ a big dog.
- Andres and Leonor _____ two young brothers.
- My little dog _____ a small bone.

2. Read the descriptions and complete the table below. (*Lea las descripciones y complete la table de abajo*).

Description 1: Maria has long curly hair and blue eyes. She's short and fat. She is young.

Description 2: Karla has long straight Brown hair and dark eyes. She's medium height and slim.

Description 3: Mario has short wavy black hair and Brown eyes. He's tall and thin. He is middle age.

Information		Maria	Karla	Mario
Hair	Length			
	Shape			
	Color			
Eyes				
Height				
Weight				

3. Grammar. Read each questions and circle the correct answer. (*Lee cada pregunta y encierra en un circulo la respuesta correcta*).

- 1. Does she have black hair?
 - a. Yes, she does.
 - b. She has black hair.
 - c. No, he doesn't.

- 4. Is she tall?
 - a. Yes. She is.
 - b. Yes she does.
 - c. No, he isn't.

- 2. What color hair does he have?
 - a. Yes, she does.
 - b. Black.
 - c. No, he doesn't.

- 5. What color eyes does she have?
 - a. Yes she does.
 - b. Green.
 - c. No, she doesn't.

- 3. Does she have blue eyes?
 - a. No, she doesn't.
 - b. She has.
 - c. Yes, she is.

4. Reading. Before Reading. Look at the picture and answer the question. (Observa la imagen y responde la pregunta).

What do you think the reading is going to be about?

- a. A job meeting
- b. A family
- c. A party



Now read the story. (Ahora lee el relato).

My great family

My name is Marvin and I am a student. I have the best family in the world. My father's name is Ruperto. He is fifty two years old. He is a carpenter. He is tall and has brown eyes. My mother's name is Iraida. She is forty nine years old. She is a housewife. She has dark eyes and long hair. She is rather short. I have one sister and one brother. My sister Julia is the oldest. She is 24 years old. She is a doctor and she is tall and beautiful. She has dark eyes, too. She has two children Isidro and Paulino.. My brother's name is Orlando. He is handsome, tall, and has hazel eyes. He is 18 years old. He is a football player. I would never change my family.

Answer the following questions (Contest alas siguientes preguntas).

- a) What does Marvin do?
- b) What does Marvin's father do?
- c) What does Marvin's mother do?
- d) What does Julia do?
- e) What does Orlando do?

5. Fill the chart with the information from the reading. (Llena el cuadro con informacion de la lectura).

	Age	Gender	Eye color	Marital stated
Ruperto				
Iraida				
Julia				
Orlando				

6. Work in pairs. Practice the conversation. (Trabaja en pareja. Practica la conversaci3n).

Maria: Do you have a best friend, Martin?

Martin: Yes, I do. His name is Fanor.

Maria: Tell me about him. What's he like?

Martin: He's a little crazy sometimes, but he's a great guy..

Maria: Yeah, why do you say that?

Martin: He's really talented. He's outgoing and very athletic, too. What about you? Do you have a best friend?

Maria: Yeah. Her name is Karla. She's tall, slim and very attractive.

Martin: It sounds interesting.

7. Read the following e-mail from Margarita describing her friend. Fill in the blanks with the words from the box. (Lee el siguiente correo de Margarita describiendo a su amigo. Llene los espacios con palabras del cuadro).

brown	glasses	friend	funny
handsome	twenty	tall	Venezuela
short	polite		

From: Margarita2512@hotmail.com

To: Claudia_leon@yahoo.es

Subject: Hello!

Hi Claudia,

Guess what! I have a new _____, his name is Roberto. He's _____ years old. He is from _____. He is _____ and slim with _____ dark hair. He looks _____ and intelligent with his _____.

Roberto is very _____ and _____. We have a great time together. I hope you come soon and meet him. I am sure you will like him very much.

Keep in touch, lol

Margarita

8. Listening. Listen to Luis and Jaime talking about their physical appearance and personality. Answer yes or no. (Escucha a Luis y Jaime hablando sobre su apariencia física y personalidad. Responde si o no).

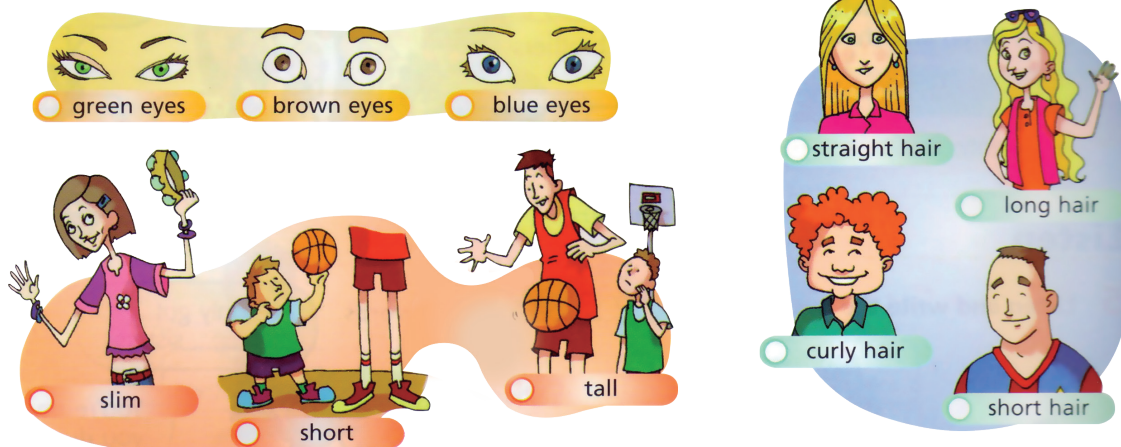
Luis

- 1. _____ Luis has dark hair.
- 2. _____ Luis is tall.
- 3. _____ Luis is quiet.
- 4. _____ Luis is unfriendly.

Jaime

- 1. _____ Jaime is short.
- 2. _____ Jaime is fat.
- 3. _____ Jaime is funny and friendly with his family.
- 4. _____ Jaime has dark hair.

9. Speaking. Work in pairs. Take turns to describe each picture. (Trabaja en pareja. Turnarse para describir cada imagen).



- 10. Bring pictures of two people of your family. Describe their physical appearance to the class. *(Trae fotos de dos personas de tu familia. Describe su apariencia física).*
- 11. Choose at least four expressions to describe yourself. Then use expressions to describe a partner. *(Escoge al menos cuatro expresiones para describirte. Después usa expresiones para describir a tu compañero).*

Example:

I have wavy black long hair. I'm a slim and medium height girl.

Marvin is short and handsome. He has short brown hair and brown eyes.

ME	My partner
_____	_____
_____	_____
_____	_____
_____	_____

12. Listening. Circle the sentence you hear. *(Encierra la palabra que escuchas).*

- 1. a. Rachel has long black hair
b. Rachel has short curly hair.
c. Rachel has long blonde hair.

- 3. a. My dad has a beard and a moustache.
b. My dad has blue eyes and a moustache.
c. My dad has brown hair and a gray beard.

- 2. a. My sister is tall and beautiful.
b. My sister is dark and pretty.
c. My sister is tall and good looking.

- 4. a. My mother has big eyes and a round pretty face.
b. My mother has big eyes and an oval pretty face.
c. My mother has small eyes and a round pretty face.

13. Grammar revision. Complete each question with a word from the box. (Completa cada pregunta con una palabra del cuadro).

Why	What	Where	Who	When	Which
-----	------	-------	-----	------	-------

- a. _____ do you live with?
- b. _____ do you live?
- c. _____ do you usually get up?
- d. _____ is she happy?
- e. _____ does he do?
- f. _____ other language do you speak better?

14. Speaking. Survey. Answer these questions. Then ask your classmates to answer them. Take notes. (Contesta estas preguntas. Luego realize las preguntas a tus compañeros. Toma nota.)

Questions:

- a. What do you usually wear at home?
- b. What do you usually wear to go to school?
- c. What do you usually wear to go to the beach?
- d. What do you usually wear to go to church?
- e. Do you always wear uniform to go to school?
- f. How often do you wear a suit?
- g. What do you usually wear in cold weather ?
- h. What do you usually wear in hot weather?

Aprendamos un poco mas

Recuerda que usamos adverbios de frecuencia (**always, usually, often, sometimes, rarely, never**) para expresar con que frecuencia realizamos una actividad o con que frecuencia sucede algo. Generalmente los usamos para describir rutinas o actividades diarias.

- I always climb the volcano with my dad. (100%)
- I usually spend the weekend on my grandpa's farm. (90%)
- I often do my homework in groups. (70%)
- I sometimes eat a sandwich with white coffee for breakfast. (50%)
- I rarely eat nacatamal on weekdays. (5%)
- I never smoke in public places. (0%)

Nota: Los porcentajes solamente te dan una idea del orden de frecuencia de la lista de adverbios y no se deben interpretar como un dato exacto.

Now give an oral report about one of your classmates. (Ahora prepara un reporte oral sobre uno de tus compañeros de clase para presentarlo).

15. Listening.

Before listening. Answer these questions. Then work in pairs and tell your answers to your partner. (*Antes de escuchar el siguiente ejercicio responde estas preguntas, después trabaja en parejas y comparte tus respuestas con un compañero.*)

- a. Do you have a best friend?
- b. What is a best friend?
- c. What's his/her name?

Listening. Listen to Flora talking about her best friend. Answer the questions. (*Escucha a Flora hablando sobre su mayor amigo. Contesta las preguntas.*)

1. Eduardo's mother is:

- a. a farmer
- b. a teacher
- c. a school principal

2. What does Eduardo look like?

- a. He is tall and slim
- b. He is tall and fat
- c. He is friendly and honest

3. What is Eduardo like?

- a. He has small black eyes
- b. He is truthful, honest and friendly
- c. He likes to play the guitar

4. What does Eduardo like to do?

- a. He plays the violin
- b. He watches TV programs
- c. He plays and watches sports

5. What kind of student is Eduardo?

- a. He is an average student
- b. He is a good student
- c. He has a good heart

16. Listen again. Write T if the sentence is True, write F, if it is false. (Escucha nuevamente. Escribe T si la oracion es verdadera, escribe F si es falsa).

- a. Flora's best friend is Ernesto. _____
- b. Flora's friend is a rude and messy boy. _____
- c. Teachers have a good opinion of Flora's friend. _____
- d. Flora's friend doesn't like to play the guitar. _____
- e. Flora's friend has curly black hair. _____
- f. Flora's parents are proud of her best friend. _____

17. Speaking. Work with a partner. Ask and answer questions. Take notes of the answers. (Realiza y responde preguntas. Toma notas).

Example:

- a. What's your best friend's name?
- b. How old is he/she?
- c. Where is she/he from?
- d. What does he/she do?
- e. What's he/she like?
- f. What are her/his daily routines?
- g. What language does he/she speak?

Now give a report about your partner's best friend. (Ahora da un reporte a tu compañero sobre tu mayor amigo(a)).

Example:

My partner's best friend is Olga. She's 14 years old. She's from...

18. Reading. Read the story and do the activities below. (Lee el relato y haz las actividades a continuacion).

The Hodson is a Nicaraguan family that lives in the countryside in a small community near a natural reserve on the Caribbean Coast. There are many tourist attractions in the community like indigenous groups with **their** own local culture, a variety of farming practices, and

lifestyles. The community is surrounded by hills and rivers, and a coconut plantation. Life in the community is quiet and safe. The weather is cool and it rains every day.

Pedro is the leader of the Hodson family. **He** is a cheerful, friendly, and hardworking man. Pedro has a large family. He has seven children. All of **them** love living in the country. **They** love animals, fishing in the rivers, and working in the field. Pedro and **his** children get up early in the morning; they put on **their** leather boots and big hats to work in the field. Pedro's children have to walk long distances to go to school on Saturdays. Sometimes they have to take a rope and ride on their horses to go shopping to the nearest town

Alicia is Pedro's wife. **She** is a talkative and friendly woman. She is a natural healer in the community. Sometimes she has to go to other communities to help sick people. Pedro and **his** family are loved by members of the community. The Hodson family is proud of living on the Caribbean Coast.

Answer these questions (*Contesta esta preguntas*).

- a. What does **their** paragraph one refer to? _____
- b. What does **he** paragraph two refer to? _____
- c. What does **them** paragraph two refer to? _____
- d. What does **they** paragraph two refer to? _____
- e. What does **his** paragraph two refer to? _____
- f. What does **their** paragraph two refer to? _____
- g. What does **she** paragraph three refer to? _____
- h. What does **his** paragraph three refer to? _____

For each of the following words find an antonym in the text. (*Para cada una de las siguientes palabras, encuentra un antonimo en el texto*).

- a. Unnatural _____
- b. Dangerous _____
- c. Noisy _____
- d. Far _____
- e. Small _____
- f. Short _____
- g. Quiet _____
- h. Hate _____

19. Speaking. Bring a picture of a person you admire the most. Talk about him/ her to the class. (*Trae una foto del amigo(a) que mas admiras. Habla de el/ella a tu clase*).

Say all about his/ her personal information.

Describe his/her physical appearance and personality.

Say about his/ her likes and dislikes.

20. Writing. Write a short description of your own community. (*Escribe una breve descripcion de tu propia comunidad*).

Say what things you like about it.

Say what places there are in the community

Say what is the weather like

Say what people usually do in the community.

Lesson B: Feelings

En esta unidad usted aprenderá a:

- * Consolidar el uso de descripciones orales y escritas de la apariencia física .
- * Usar estrategias de comprensión lectora y auditiva en textos orales y escritos.
- * Usar estructuras y vocabulario para referirse al tiempo, actividades de entretenimiento, y los sentimientos.

Adjectives to describe persons. *Adjetivos para describir a las personas*

Happy

Sweet

Demanding

Lazy

Hardworking

Funny

Carefree

Interesting

Shy

Witty

Quiet

1. Complete these sentences. Use the personality adjectives above. Complete las oraciones. Use los adjetivos de personalidad que están arriba.

- a. I envy her. She's always smiling. She's a really _____ person.
- b. Isn't she an _____ teacher? I just love listening to her classes.
- c. When I first met him, I thought he was just a _____ guy, but now that I know him, I think he's super _____. He always says nice things and buys me flowers.
- d. I like my boss, but he's too _____. If we don't relax sometimes, we'll go crazy!
- e. Sometimes I wish I could be more _____ like my brother. Nothing bothers him.
- f. If you want to be successful, the most important thing is to be _____.
- g. Why are you always so _____? Clean your room! Do your homework! Do anything!
- h. A: Why do you like Jake?
- i. B: He makes me laugh. He's _____. That's really important to me.
- j. I wish I were more _____. I never think of good things to say quickly.
- k. She doesn't like to talk too much in public. She is very _____.

2. Let's practice some adjectives to describe feeling. Use the vocabulary below to match the pictures with the corresponding word. *Vamos a practicar algunos adjetivos para describir sentimientos. Usa el vocabulario de abajo para relacionar los dibujos con la palabra correspondiente*



1



2



3



4



5



6



7



8



9

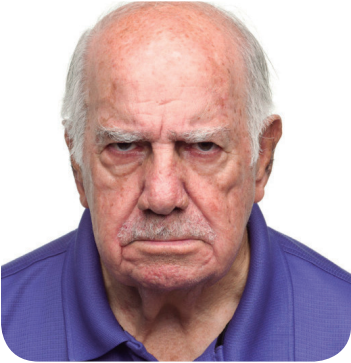
lonely
frustrated

disappointed
worried

excited
enthusiastic

confused
embarrassed
bored

3. Look at the pictures and the words that describe the moods and feelings. Practice the pronunciation of the words aloud and then, match the corresponding emotion with the correct picture. *Mira las figuras y las palabras que las describen en estados de ánimo y sentimientos. Practica la pronunciación de las palabras en voz alta y después, relaciona cada estado con su figura correspondiente.*



Excited



Sad



Bored



Surprised



Angry

Scared



Worried



4. Now complete the sentences with a suitable adjective. *Ahora complete las oraciones con el adjetivo adecuado.*

- a. Ana is having fun with her friends, she's _____
- a. Elena was late for work yesterday, she's late again today, her boss is _____
- a. There was a thief in my house, I was so _____
- a. Jorge lost his wedding ring, he was _____
- a. Arlen hasn't phoned since last month, we are _____
- a. I didn't expect a party! I was really _____
- a. The children were very _____ about the trip.

5. Can you find six of the eight adjectives in exercise 4? *¿Puedes encontrar seis de los ocho adjetivos en el ejercicio número 4?*

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

6. Personality vocabulary survey. *Encuesta sobre el vocabulario de la personalidad.*

Talkative survey

- a) Why are some people very **talkative**?
- b) Do you usually like **talkative** people? Explain.
- c) When are you **talkative**?

7. Choose one of the words or phrases from below and write 5 survey questions below. *Escoge una de las palabras de abajo y escribe 5 preguntas de encuesta usando los modelos de las preguntas de arriba.*

sincere outgoing passionate serious weird romantic
 easygoing cheerful organized energetic silly enthusiastic
 reliable annoying Intelligent shy

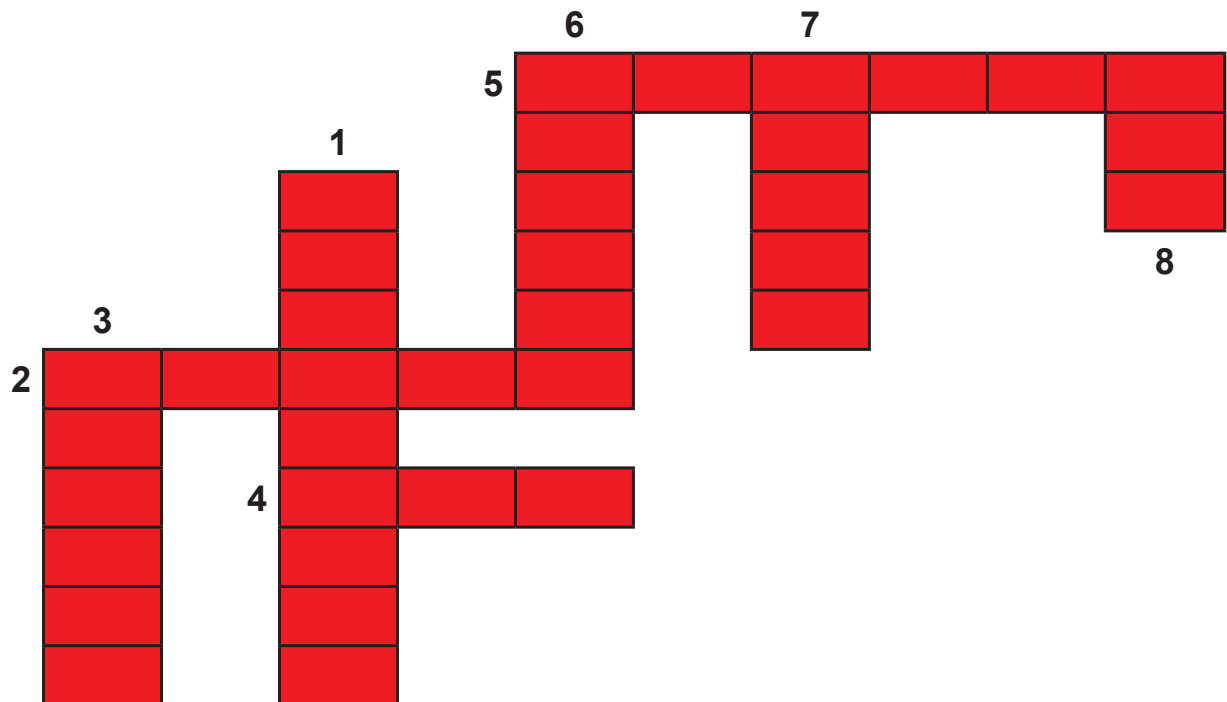
example: Why are some people very outgoing?

8. Using the questions you made for your survey, choose three classmates and ask the questions, use the chart below to put the information and then present it to the class.

Questions	Student 1 Name: _____	Student 2 Name: _____	Student 3 Name: _____
1.			
2.			
3.			

9. Complete the sentences with the missing word to fill in the crossword. Complete las oraciones con la palabra que falta en el crucigrama.

- a) I didn't know you were coming to the party. I am _____
- b) I studied a lot and I got a good mark in my test. I'm quite
- c) _____
- d) I can't wait for lunch. I'm _____ I need to eat something.
- e) My teacher didn't come to school yesterday because she was
- f) _____ I think she had a cold.
- g) When my sister sees a mouse she is _____ and she starts screaming.
- h) I want to go to bed. I'm tired and _____
- i) My friend Helen is _____ with me because I forgot to
- j) call her for her birthday.
- k) The girl is _____ because she can't find her dog.



Lesson C: Is it hot in your city?

En esta unidad usted aprenderá a:

- * Consolidar el uso de descripciones orales y escritas de personas, lugares, cosas y eventos.
- * Usar estrategias de comprensión lectora y auditiva en textos orales y escritos.
- * Usar estructuras y vocabulario para referirse al tiempo, actividades de entretenimiento, y los sentimientos.
- * Reforzar estructuras y vocabulario aprendido.

1. Look at the pictures of the seasons and write the numbers. (Mira las fotos de las diferentes estaciones del año y escribe los números según corresponda).

• It's fall _____ • It's winter _____ • It's summer _____ • It's spring _____



2. Vocabulary. Match each word with the corresponding picture. (*Relaciona cada palabra con la foto correspondiente*).

Column A

a. Hail

b. sun

c. clouds

d. wind

e. rainbow

f. fog

Column B



Column A

g. rain

h. lighting

i. snow

j. flood

k. tornado

Column B



3. Look at the pictures and complete about the weather using the sentences in the box.
(Mira las fotos y completa los espacios en blanco sobre el clima usando las oraciones en el cuadro).

What's the weather like today?

- It's cloudy
- It's sunny
- It's snowy
- It's windy
- It's rainy
- It's foggy



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

Seasons in Nicaragua.

There are only two seasons in Nicaragua: winter and summer. Other countries like the United States or England have four seasons: winter, spring, summer, and autumn. Winter in Nicaragua is usually a **rainy** season from May to October. Summer is a **dry** season from November to April. This is a **good** time to go to the beach. The weather in summer is usually **hot** and **sunny** but it is sometimes windy. In the western parts of the country, the temperature is really hot in April and March that some people feel it is **melting**. In winter the weather is usually **warm** and **cloudy** and it is often **wet** or **stormy** in some regions of the country. During the winter the weather is also **foggy** particularly in the evenings or **early** in the mornings in places like el Crucero on the Pacific coast or in Jinotega or Matagalpa cities in the central region of Nicaragua.

- a. How many seasons are there in Nicaragua?
- b. What is the weather like in your community or town?
- c. Which season do you like? Why?
- d. What do you do in your favorite season?

5. Vocabulary. Match the following words with those in bold and with opposite meanings in the text. (Relaciona las siguientes palabras con las que están en negrita y signifiquen lo opuesto en el texto anterior).

- a. Sunny _____
- b. Cold _____
- c. Bad _____
- d. Wet _____
- e. Clear _____
- f. Calm _____
- g. Chilly _____
- h. Afternoon _____
- i. Late _____
- j. Freezing _____

6. Writing. Write about your favorite season. Say what you do. *(Escribe sobre tu estación del año favorita. Di lo que haces usualmente en esa temporada).*

Example:

My favorite season is winter. I love the green color of the trees, the grass and the woods. I like playing with my friends in the rain. I also like the sound of the rain. I like to take photographs of flowers of different colors. That's my special hobby.

7. Listening. Listen to the news reporter and complete the text. Then check the answers with a partner. *(Escucha al reportero de noticias y completa el texto. Después revisa las respuestas con un compañero o compañera).*

Hello! This is Joseph García Alvarez. Welcome to the weather forecast on radio "Nicaraocalli". Now, let's see what the weather is _____ (1) today in Nicaragua. In the _____ (2) of the country it's windy and cold. There is a possibility of _____ (3) too, so don't leave home without your umbrella or _____! (4) The temperature is around 20° centigrade. In the east it's rainy all day _____ (5). There may be a thunderstorm at night. The _____ (6) is a bit higher, at around 23°. In the west and middle of the country the _____ (7) is dry, but cloudy. The temperature is just _____° (8). The south of the country _____ (9) the best weather today. It's _____ (10) most of the time but sunny this afternoon. The temperature is around 25°. That's all my friends. Thank you for listen us on your favorite radio "Nicaraocalli".

8. Now use information from the weather report and circle the correct answer. *(Ahora usa la información del reportero del clima y encierra en círculo la respuesta correcta).*

The weather report is about.

- a. Costa Rica
- b. North of Nicaragua
- c. Nicaragua

The weather in the north of the country is mostly:

- a. cloudy and sunny
- b. dry and cloudy
- c. windy and cold

The weather in the east is mostly:

- a. rainy
- b. sunny
- c. cloudy

The weather in the west is mostly:

- a. dry but windy
- b. dry but cloudy
- c. windy but cloudy

The weather in the south in the afternoon is:

- a. windy
- b. hot
- c. sunny

9. Vocabulary. Daily routines. (*Vocabulario. Rutinas diarias*).

Which of the following activities do you do indoor? Which of the following activities do you do outdoor? Put a tick in the correct category.

Activities	Indoor	Outdoor
Watering the plants		
Swimming in the lake		
Horse riding		
Watching TV		
Playing baseball		
Riding a bike		
Milking the cows		
Listening to music		
Playing cards		
Climbing a volcano		
Gardening		
Going to church		

10. Speaking. Pairwork. Ask and answer questions about the list of activities above.
(Trabajo en pareja. Haz preguntas y responde sobre la lista de actividades en el cuadro anterior).

Example:

A: Do you always water the plants in the morning?

B: Yes, I do.

A: How often do you go swimming in the lake?

B: I usually go swimming every Saturday

A: Do you always milk the cows in the mornings?

B: Yes, I do.

A: Do you usually ride your bike to go to school?

B: No, I don't. I always walk.

11. Practice the dialog with a partner. (Practica el dialogo con un compañero y compañera).

Pablo: Erick! How's everything?

Erick: Not bad. How are you, Pablo?

Pablo: Fine. What a lovely day!

Erick: Yes, it's a clear and cool day.

Pablo: Do you have any plans for today?

Erick: Not, really. Why?

Pablo: Let's go for a walk on the beach.

Erick: That sounds great. I love walking.

Pablo: We can walk round Charco Verde Lagoon and climb Chico Largo view point.
The scenery there is wonderful!

Erick: What are we waiting for? Let's do it!

12. Writing. Write a similar conversation. Use information about your community. *(Escribe una conversación similar. Usa la información sobre tu comunidad).*

A: _____! How's everything?

B: Not bad. How are you, _____?

A: Fine. What a _____ day!

B: Yes, it's a _____ and _____ day.

A: Do you have any plans for today?

B: Not, really. Why?

A: Let's go _____!

B: That sounds _____. I love _____.

A: We can _____ and _____.

B: What are we waiting for? Let's do it!

Now role play the conversation *(Ahora actúa la conversación).*

13. Listening. Listen and complete the text. *(Escucha y completa el texto).*

The weather is all around us, all the _____. It is an _____ part of our lives. We do not have any control over the weather. Instead, the weather often _____ how and where we live, what we do, what we _____ and what we _____. The weather has different components like for example the _____, rain, snow, temperature, _____, humidity, and clouds.

14. Draw a map of your community. Then use the map to ask and answer questions about places. *(Dibuja un mapa de tu comunidad. Después usa el mapa para hacer y responder preguntas sobre tu lugar).*

A: Is there any school in your community? Where is it?

B: Yes, there is one. It's opposite the church

A: How many tourist attractions are there in your community?

B: There are two interesting places. Charco verde and Santo Domingo Beach.

15. Speaking. Choose a city or town from Nicaragua and find out information about its location, people, weather and main attractions. Give a report to the class. *(Escoge una ciudad o pueblo de Nicaragua y encuentra información sobre su localidad, clima, atracciones. Presenta un reporte a la clase).*

16. Now write about your city. Include this information.

What's the name of your city or town?

Where is it located?

What are the people like?

What's the weather like in each season?

What are the main attractions?

17. Match the Opposites. Check the two lists and try to identify what the opposite of every word is. *(Relacionando. Revisa las dos listas y trata de encontrar el opuesto de cada palabra).*

- | | |
|-------|--------|
| hot | wet |
| clear | cold |
| cool | cloudy |
| dry | rainy |
| sunny | warm |

Estas palabras son para usarlas cuando hablamos del clima. Revisalas con tu profesor y compañeros de clase.

Cold Words	Hot Words	Wet Words	Storm Words	Other Weather Words
cool	warm	rainy	blizzard	windy
freezing	sizzling	downpour	hurricane	clear
snow/snowy	sunny	dew	thunder	blue sky
frost	humid	icy patches	lightening	breezy
			flood	cloudy
			hail	dry
			earthquake	foggy
			watch	windy
			warning	

Clothes & Weather

What do you wear when its...?



_oots



_weater



_kirt



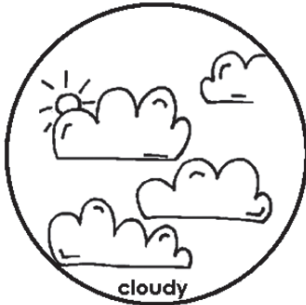
_carf



_ap



_unglasses



_andals



_loves



_oat



_hortpants



_hirt



UNIT three



THE WEATHER

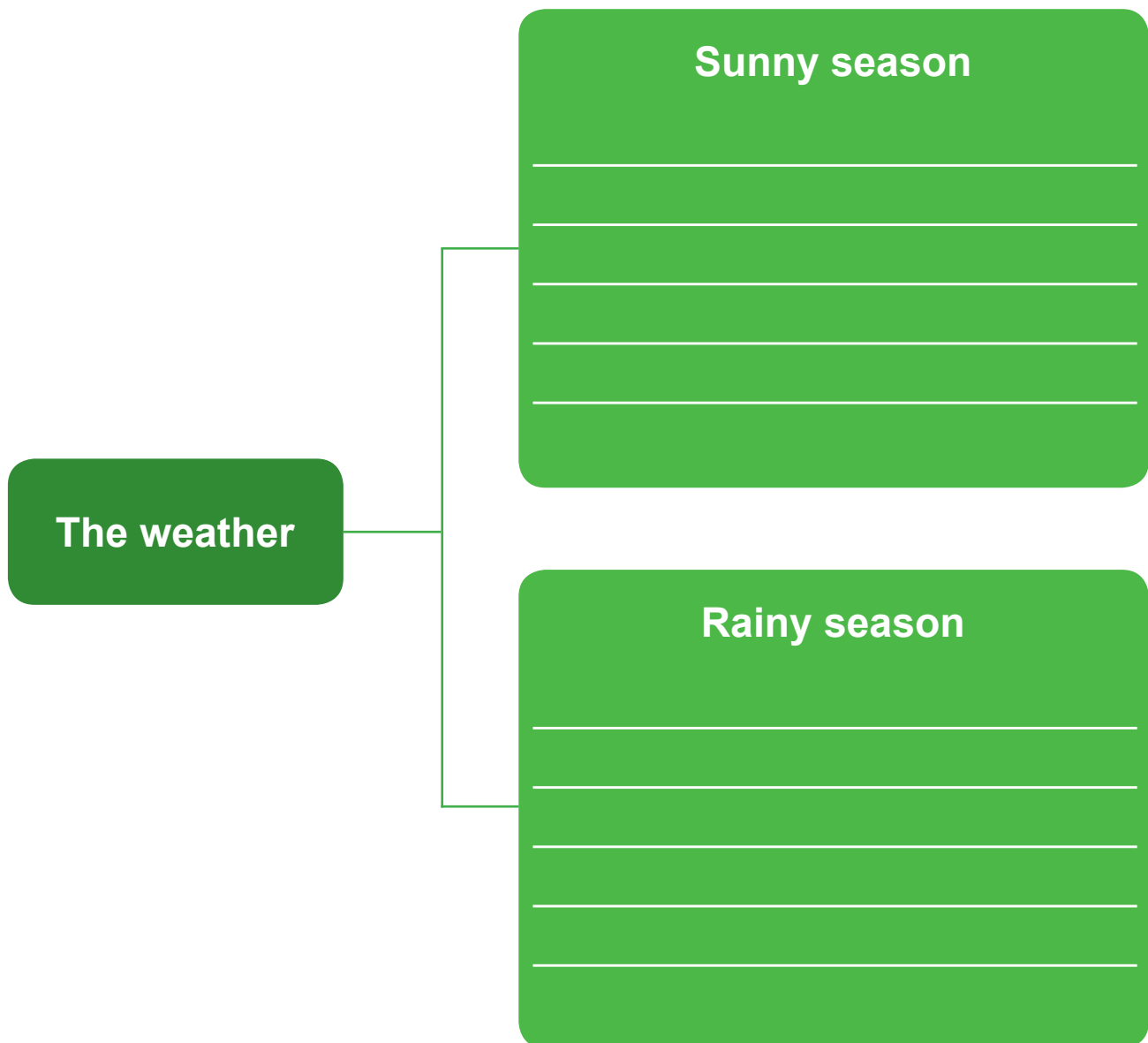


Lesson A: The weather in Nicaragua

En esta lección usted aprenderá a:

- ▣ Hablar sobre las estaciones del año
- ▣ Describir problemas ambientales y sus soluciones
- ▣ Redactar párrafos descriptivos cortos

Complete the diagram with common activities for the sunny and rainy season. *(Complete el diagrama con actividades comunes de verano e invierno).*



Compare the information in your diagram with two classmates. (Compare la información en su diagrama con dos compañeros).

Classmate 1	Classmate 2

Write the season of the year, rainy season or sunny season, next to the month. (Escriba la estación del año junto al mes).

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

1. Vocabulary



2. Write the expression below the right picture. (Escriba la expresión en la imagen correcta).

It's rainy. It's cloudy. It's foggy.
 It's sunny. It's windy.

3. Now complete the following sentences. *(Ahora complete las siguientes oraciones).*

- a. It's always windy in _____
- b. It's never foggy in _____
- c. It's often rainy in _____
- d. It's usually sunny in _____

4. Grammar: It's + weather adjective

Aprendamos un poco más:

Para hablar sobre el clima en inglés a menudo se usa la expresa "it's" junto con el adjetivo deseado. Por ejemplo, "hace frío" o "hace calor" se dice "It's cold" y "it's hot" respectivamente.

Note que no se usa ningún verbo que signifique "hacer" en español. También es importante observar que el adjetivo que describe el estado del clima se forma al

agregar "y" al sustantivo:

Sustantivo	Adjetivo
Cloud	cloudy
Wind	windy
Rain	rainy
Fog	foggy

5. Reading

The weather and you

Do you like the rainy season? Or do you prefer the sunny days? Does the weather affect your mood?

Some people feel sad during rainy days. My friend Ana says she actually feels miserable when there is no sun. She likes going out, but she can't. Also public transport is usually stopped because of the rain. So she visit her friends.

In contrast, I love the rainy season. I like the greenery, especially in rural areas. I don't like the sunny season. The heat makes me feel moody. I like it when it fresh and pleasant. What about you? Are you sensitive to the weather? How do you feel during cold weather? What kind of weather do you like best?

Answer the following questions. *(Responda las siguientes preguntas).*

Does Ana like the rainy season? Why?

Does the author like the rainy season? Why?

6. Listening

Listen to the following weather forecast and fill in the missing word. (*Escuche el reporte del clima y ponga la palabra que hace falta*).

Winds windy rains rain storms shower

It is expected to be _____ in the northern part of the country up until tomorrow morning. However, _____ and _____ are expected in Managua, Masaya and Granada. The _____ may affect the Caribbean coast where strong _____ have destroyed several houses already. There may be occasional _____ in other parts of the country such as Chinandega and Leon.

7. Speaking

Dialog

Student A: How's the weather in Matagalpa today?

Student B: It's raining.

Student A: What's the weather forecast for tomorrow?

Student B: It will be cloudy.

Complete the dialog and practice it with a partner. (*Complete el dialogo y practíquelo con un compañero*).

Dialog

Student A: How's the weather in _____ today?

Student B: It's _____.

Student A: What's the weather forecast for tomorrow?

Student B: It will be _____.

8. Writing

Topic sentences/ oraciones tópicas

When we write descriptive or argumentative paragraphs, we write topic sentences, usually at the beginning of the paragraphs. The topic sentence tells the reader about the content of the rest of the paragraph.

Al escribir párrafos descriptivos o argumentativos, usualmente escribimos oraciones tópicas al inicio de los párrafos. La oración tópica informa al lector sobre el contenido del resto del párrafo.

Living in the country

Living in the country is not always easy. Sometimes you do not have access to schools, hospitals or jobs. In addition, when there is no rain, you can have a hard time because your crops depend on it.

La oración inicial del párrafo anterior describe el contenido de todo el párrafo. Es por eso que la denominamos oración tónica.

9. Read each set of sentences. Write the topic and choose the best topic sentence.
(Lea cada set de oraciones. Escriba el tema y escoja la mejor oración tónica).

1. Topic: _____

- a) The rainy season is good.
- b) In the rainy season, there are floods.
- c) The best season for relaxing is the rainy season.

2. Topic: _____

- a) Martha does not like the sunny season.
- b) It gets too hot in April.
- c) The sunny season depresses her.

3. Topic: _____

- a) Aura has a farm.
- b) She has cows, pigs, and hens.
- c) She loves her animals.

Lesson B: Getting the news

En esta lección usted aprenderá a:

- a pedir información usando “Qué”, “Como?”, “Por qué?”, etc.
- hacer preguntas en presente simple
- narrar eventos cotidianos

1. Grammar

Aprendamos un poco más:

Las *wh*-questions sirven para pedir información. Los ejemplos más comunes de *Wh*-questions constituyen: *when*, *why*, *how*, *where*, *what time*, *who* or *what*.

Veamos:

- a. When do you study English?
- b. Why do you get up so early?
- c. How do you like your new job?
- d. Where do you live?
- e. What time do you finish work?
- f. Who is your favorite author?

Note que para formular la pregunta se usa la *wh-question* y luego el auxiliar *do*. Recuerde que en *presente simple* debe usarse “do” o “does” según sea el caso. *Do* se usa con *I, you, we, they*. *Does* se usa con *he, she, it*.

2. Write the wh-questions in the simple present. (*Escriba la wh-questions en presente simple*).

1. (*where/ you/ work*)

2. (*what time / you/ start work*)

3. (*what/ you do in your job*)

4. (*who/ you/ work with*)

5. (*what/ books/ you like reading*)

6. (*What /she/ does in her free time*)

7. (*how/ you/ like Managua*)

3. Write the Wh-questions. (*Escriba la pregunta a la respuesta dada*).

1. a. _____

b. *I live in Carazo.*

2. a. _____

b. *It's 9'00 o'clock.*

3. a. _____

b. *I feel good.*

4. a. _____

b. *I play the guitar.*

5. a. _____

b. *I like it a lot.*

4. Vocabulary

Translate the following words and expressions into Spanish.

English	Spanish
Different from	
What do you mean?	
More crowded	
perhaps	
Developed	
I don't think so	
(to) stay	

5. Reading

How do you like your new city?

Marcos: So how do you like Estelí?

Estefanía: I like it a lot. It's a nice city, but it is different from Rivas.

Marcos: What do you mean?

Estefanía: Well, I think the weather is nicer here. It's much hotter in Rivas.

Marcos: What else is different?

Estefanía: Estelí is more crowded and perhaps more developed.

Marcos: Do you really think so?

Estefanía: Yes. But many people don't think so.

Marcos: How much longer will you stay in Estelí?

Estefanía: Until March 2016 when the project ends.

Marcos: I see. I must go. It so nice to see you.

Estafanía: Nice to see you too.

6. Listening

Listen and answer the questions about Esperanza's job. (*Escuche y responda las preguntas sobre Esperanza y su trabajo.*)

What does Esperanza do?

How does she feel about her job?

What does she do in her job?

What do her children think of her job?

Does she like her schedule?



7. Speaking

Use this not too formal conversation as a model. Ask your partner questions about other activities. (Use esta conversación no tan formal como modelo. Luego pregúntele a su compañero sobre otras actividades).

Do you like your job?

Roberto: Hi Mario, How are you?

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

Roberto: Fine, thanks. How is work?

Mario: It's okay.

Roberto: Where do you work by the way?

Mario: At a gas station. Where do you work?

Roberto: At a school. I am a Geography teacher. Do you like your job?

Mario: Yes, I do. Do you like your job?

Roberto: Not very much.

Mario: Really! Why?

Roberto: I have to work long hours.

Mario: I see what you mean.

8. Writing

Read the text and choose the expression that best complete the sentence.

Learning English is a challenge. Everything seems to be *difficult/easy*. I know many words. However, every time I read something in English I *find/meet* new words. Speaking English is another *problem/activity*. My teacher speaks too fast. So I do not always understand what she *says/means*. Writing is the most *difficult/important* skill. It takes me an hour to write a good paragraph. In addition, I do not have much *time/money* to study because I have to work at the farm.

Now rewrite the story here. (Ahora reescriba la historia aquí).

Lesson C: Can I help you?

En esta lección usted aprenderá a:

- * Expresar lo que puede hacer usando “can”
- * Preguntar a los demás sobre sus habilidades
- * Usar vocabulario para responder a una entrevista de trabajo

1. Grammar : Modal CAN

Aprendamos un poco más:

“Can” es un verbo modal que expresa habilidad y significa “poder”, “tener la capacidad de”. En inglés existen otros verbos modales (*must, may, might, will, would, should*) que expresan obligación, posibilidad, etc. Los modales se diferencian de los otros verbos ya que no tienen inflexión en la tercera persona del presente simple.

“Can” para pedir permiso:

a. “*Can I open the window?*”

Yes, you can.

No, you can't.

b. *Can I sit here?*

Yes, you can.

No, you can't.

c. *Can you help me, please?*

Yes, you can.

No, you can't.

d. *Can you speak louder, please?*

Yes, you can.

No, you can't.

“Can” para expresar habilidad:

a. I can speak a little English.

b. She can drive a car.

c. He can swim.

d. They can ride a horse.

e. You can climb mango trees.

2. Write two sentences for each of the pictures using “can”. (Escriba dos oraciones para cada una de las imagines usando “can”).



3. Vocabulary

Complete the chart with the right information.

Profession	Can do
Geography teacher	Can teach Geography
Engineer	
Mechanic	
clown	
farmer	
secretary	
Athlete	

4. Reading

What can you do?

My name is Roberto Alvarado. I am 25 years old. I live in a small town in El Crucero. I grew up in a farm. There are many things I can do and there are other things I can't do. For example, I can ride a horse. However, I cannot ride a motorcycle yet. I can cook simple foods, but I can't cook fancy foods. I can climb big trees. I can swim, but I can't run very fast. I also can play soccer, my favorite sport. I like telling people what I can do. And I like asking them the following question: "what can you do?"

Questions

What can Roberto do?

He can _____

What can't Roberto do?

He can't _____

5. Listening

Listen as your teacher talks about some people. Check the answer you hear. (Escuche la descripción y marque la respuesta correcta).

Language	Spanish	English	Portuguese	Arabic
Edward				
Leonardo				
Said				
Georgina				
Perla				

Questions

- What languages can Edward speak?
- Can Leonardo speak English?
- What languages can Said speak?
- Can Georgina speak Portuguese?
- Can Perla speak Arabic?

6. Speaking

The job interview

Employer: Hello, what's your name?

Job applicant: I am Alfredo Martinez. Nice to meet you?

Employer: Nice to meet you too, Alfredo. Can you speak English?

Job applicant: Yes. I can also speak Chinese.

Employer: can you drive a car? Do you have a license?

Job applicant: Yes, I can drive a car; and I have a driving license.

Employer: Great. We'll call you by the end of next week.

Job applicant: Thank you.

Employer: Thank you!

Now practice reading this dialog out loud with a partner. *Ahora practique leyendo este párrafo en voz alta con un compañero.*

7. Writing

Suppose a tourist visits your hometown. What can she do there? *(Suponga que una turista visita su pueblo. ¿Qué actividades puede hacer allí?)*

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

Can / Can't Practice – Interview . *(Entrevista sobre cosas que se pueden o no hacer).*

1. What can't you do in Nicaragua on vacations?
answer: _____
2. What couldn't you do 1 year ago?
answer: _____
3. What could you do 1 year ago, but can't do now?
answer: _____
4. What can women do, but men can't?
answer: _____
5. What can men do, but women can't?
answer: _____
6. What could you do when you were a child, but can't now?
answer: _____
7. What can't Americans do, but people in your country can?
answer: _____
8. What can some animals do, but people can't?
answer: _____

ANIMAL CAN...



What can monkeys do?



What can birds do?



What can spiders do?



What can chameleons do?

HEALTH



UNIT four

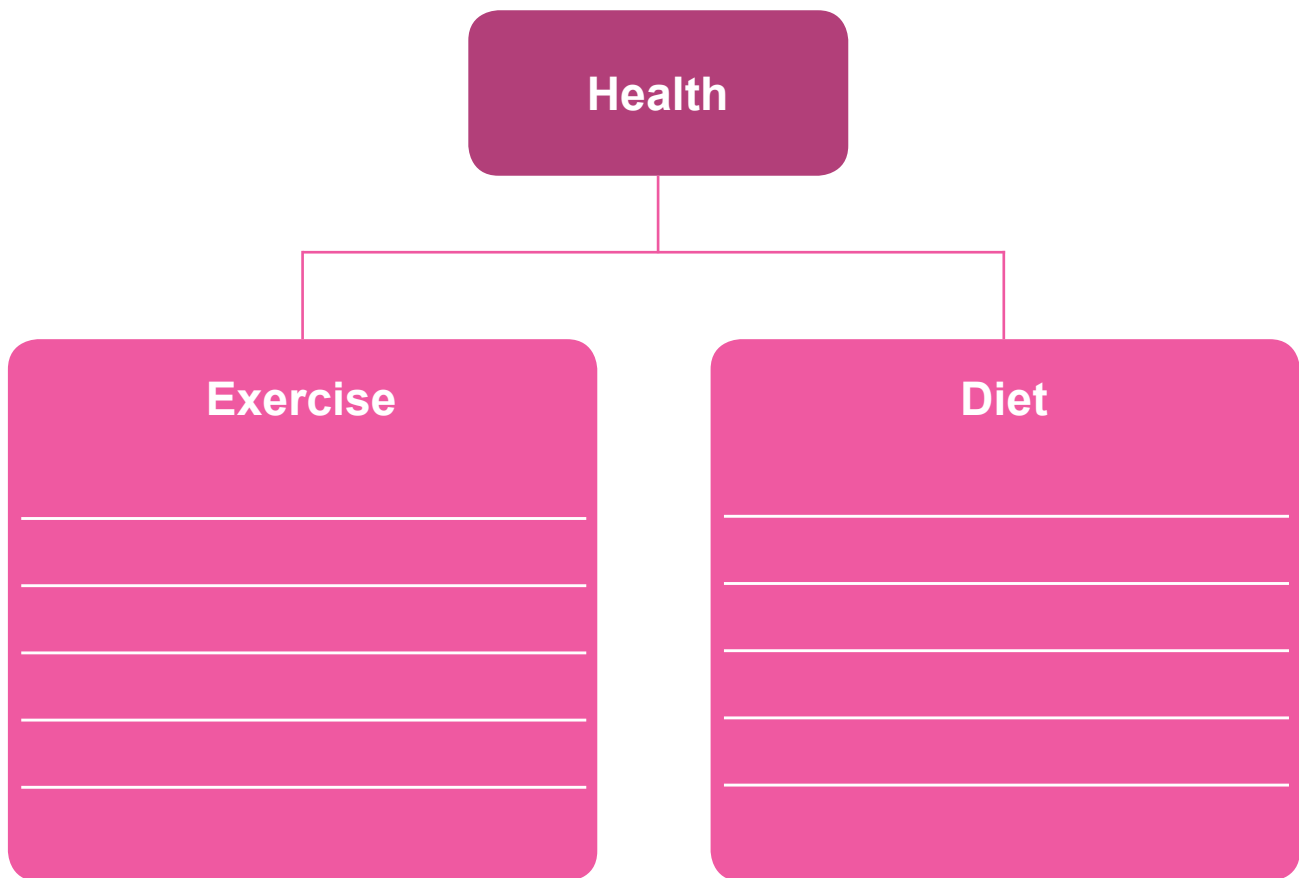


Lesson A: Staying Healthy

En esta lección usted aprenderá:

- Vocabulario para hablar sobre la salud
- A expresar recomendaciones
- A pedir y dar consejos

1. List five kinds of exercises and diets to keep healthy. (*Escriba cinco tipos de ejercicios y dietas utilizadas para mantenerse saludable*).



2. Survey. Ask five classmates about their favorite exercise and diet. (*Pregunte a sus compañeros sobre sus ejercicios y dietas preferidas*).

What's your favorite exercise?

- a. My favorite exercise is: a) walking, b) lifting weight, c) swimming, d) I don't have any.

What's your favorite diet?

- b. My favorite diet is: a) vegetarian food, b) fast food, c) traditional food, d) I don't have any.

3. Translate the following health proverbs into Spanish. (*Traduzca los siguientes proverbios sobre la salud al español*).

a. An apple a day keeps the doctor away.

b. Early to bed, early to rise, makes one healthy, wealthy and wise.

4. Discussion. Discuss with a partner whether we have similar proverbs in Nicaragua. Write two proverbs. (*Discuta con su compañero si existen proverbios similares en Nicaragua. Escriba dos de ellos*).

a. _____

b. _____

5. Grammar : should

Aprendamos un poco más:

Should es un modal que significa *debería*. Se usa frecuentemente para hacer sugerencias y dar recomendaciones.

a. You should do your homework.

b. He should study more

Con base en la explicación anterior, la oración (a) se traduce como, *deberías hacer tu tarea*, y la oración (b) como, (el) *debería estudiar más*.

Note que **no** se agrega “to” después de “should”. Tampoco se le agrega “s” como sucede con los verbos conjugados en tercera persona del presente simple (e.g. He **walks** everyday). Esto se debe a que los modales y auxiliares en inglés no se conjugan como el resto de verbos (lexicales).

Las preguntas con “should” se hacen al posicionarlo antes del sujeto, como en: “Should I buy a dictionary?” “Should he see the doctor?”

6. Choose the letter that best answer each sentence. (Escoja la letra que mejor responde el enunciado).

Juana has fever.

- a. She should see the doctor.
- b. She should talk to her boss about it.
- c. She should call a friend.

Mr. Espinoza needs a new job.

- a. He should tell his friends about it.
- b. He should advertise it on facebook.
- c. He should move to another city.

Jasmine likes Maths.

- a. She should study it at the university.
- b. She should write a book.
- c. She should change her look.

Practice

7. Complete the sentences with the write answer. (Complete las oraciones con la respuesta correcta).

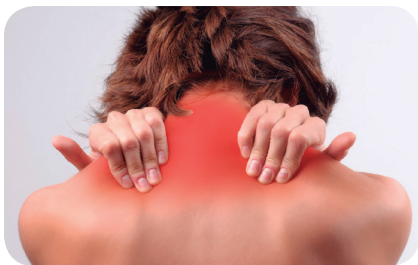
- a. He has a cut. So he should _____
- b. She has a headache. So she should _____
- c. They are late for work. So they should _____
- d. Her hair is too long. So she should _____
- e. It's rainy today. So I should _____
- f. Our bus just left. So we should _____

8. Use should or shouldn't to match the statements to the advice. Write the letter in the box. (Una los enunciados con el consejo. Escriba la letra correcta en la caja. Use should o shouldn't).

- | | |
|--|--|
| 1. <input type="checkbox"/> I have a headache. | a. You should stay in bed. |
| 2. <input type="checkbox"/> It's hot in here. | b. We should leave at seven-thirty. |
| 3. <input type="checkbox"/> The class starts at eight o'clock. | c. He shouldn't stay up so late. |
| 4. <input type="checkbox"/> He's always tired in the morning. | d. You shouldn't sit so close to the TV. |
| 5. <input type="checkbox"/> I don't feel very well today. | e. You should open the window. |
| 6. <input type="checkbox"/> I want to lose weight. | f. You should do some exercise. |

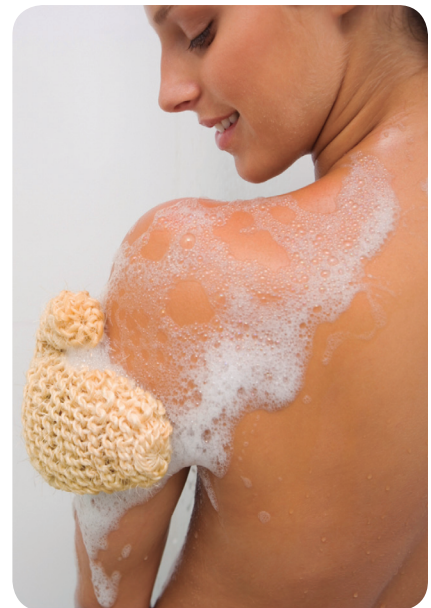
9. Vocabulary

10. Match the pictures with the corresponding words in the chart on the next page.
 (Relaciona las fotos con las palabras correspondientes en el cuadro de la siguiente página).



back ache	dizzy	allergy	diarrhea
sore throat	flu	stressed	toothache
earache	neck ache	tired	overweight
fever	rash	vomiting	
sore muscles	stomach ache	cough	
headache	high temperature	sore knee	

11. Reading



Healthy Habits

My mother has healthy habits. She keeps her house clean. So we never get stomach illnesses such as diarrhea and vomit. She also cleans the yard and puts away the trash. By doing this, mosquitoes fly away to other places. Her food is delicious and is not fatty. This too helps our health.

However, other members of the community have unhealthy habits. Some of them do not put the trash away. Thus, they often get sick with malaria and fever. Yet others do not keep their food in clean containers. Fortunately, these bad habits are changing.

Our government spends a lot money on the prevention of health problems. That's why many doctors and health experts travel to remote areas to train people. In the past, people got seasonal illnesses easily. Today, people are more informed. They have better healthy habits.

Answer the following questions. (Responda las siguientes preguntas).

1. What are the author's mother healthy habits?
2. What are some unhealthy habits mentioned in the text?
3. How does the government help the people?

12. Listening

13. Listen to the following statements and put them in the order you hear them.
(Escuche y ponga las oraciones en el orden en que las escucha).

- ___ The disease was not contagious.
- ___ The germs spread when sick people sneeze.
- ___ This illness is not passed by touch.
- ___ It is easy to recover.
- ___ They should not eat fast food.

14. Speaking

15. Ask people what they should and should not do in the following situations.
(Pregúntele a sus compañeros lo que debería hacer o no hacer en las siguientes situaciones).

Looking for a new job	
Should do	Should not do
Moving to another city	
Should do	Should not do
Getting the flu	
Should do	Should not do
Gaining weight	
Should do	Should not do

16. Practice the following telephone conversation. (*Practique la siguiente conversación telefónica*).

Caller 1: Dr. Rodriguez' office. How can I help you?

Caller 2: I'd like to make an appointment to see the doctor.

Caller 1: Sure, are you ill at the moment?

Caller 2: Yes, I'm not feeling well at all.

Caller 1: Do you have high temperature, or any other symptoms?

Caller 2: Well, I have a stomachache.

Caller 1: OK, Dr. Rodriguez can see you this afternoon. Can you come in this afternoon?

Caller 2: Yes, this afternoon is fine.

Caller 1: How about 3 o'clock?

Caller 2: Yes, 3 o'clock is fine.

17. Now complete the following dialog and practice out loud with a partner. (*Ahora complete el dialogo y practiquelo con un compañero*).

Caller 1: Dr. _____ office. How _____ I help you?

Caller 2: I'd like to make an appointment to see the doctor.

Caller 1: Sure, are you _____ at the moment?

Caller 2: Yes, I'm not feeling _____ at all.

Caller 1: Do you have _____, or any other symptoms?

Caller 2: Well, I have a _____.

Caller 1: OK, Dr. _____ can see you _____. Can you come in _____?

Caller 2: Yes, _____ is fine.

Caller 1: How about _____ o'clock?

Caller 2: Yes, _____ o'clock is fine.

18. Writing.

A problem in my community

My community has several health problems. One of them is cleanliness. We do not have enough trash containers. So some of the trash stays on waysides. This has become a real concern and we need to find a solution soon.

Use this model paragraph to write about a health problem in your community. (*Use el párrafo modelo para escribir sobre un problema de salud en su comunidad*).

Lesson B: Changing Habits

En esta lección usted aprenderá a:

- * *Describir actividades cotidianas*
- * *Redactar párrafos cortos sobre hábitos y costumbres*
- * *Dar recomendaciones*

1. Grammar: Gerunds / Gerundios

Verbs ending in –ing may be used as nouns. When they are used as nouns, they are called gerunds. Los verbos que terminan en –ing pueden ser usados como sustantivos. Cuando se usan como sustantivo, se les llama gerundio.

E.g.:

Walking is important. (Dar una caminata/ caminar es importante)

Swimming is good for your health. (La natación/ nadar es bueno para la salud)

Drinking three bottles of water is necessary. (Tomar tres botellas de agua es necesario)

Match the gerunds with the sentence. More than one answer is possible in some cases. (*Una el gerundio con la oración. A veces más de una respuesta es posible*).

Talking to our parents

is very important.

Studying English

is not easy.

Working hard

is a good habit.

Saving money

is necessary.

Doing the homework

is good for the future.

2. Vocabulary



3. Reading

4. Translate the following words and phrases into Spanish.

English	Spanish
(to) get rid of (something)	
(to) break	
(to) be better off	
Because of	
(to) spend	
(to) rush	
(to) save	

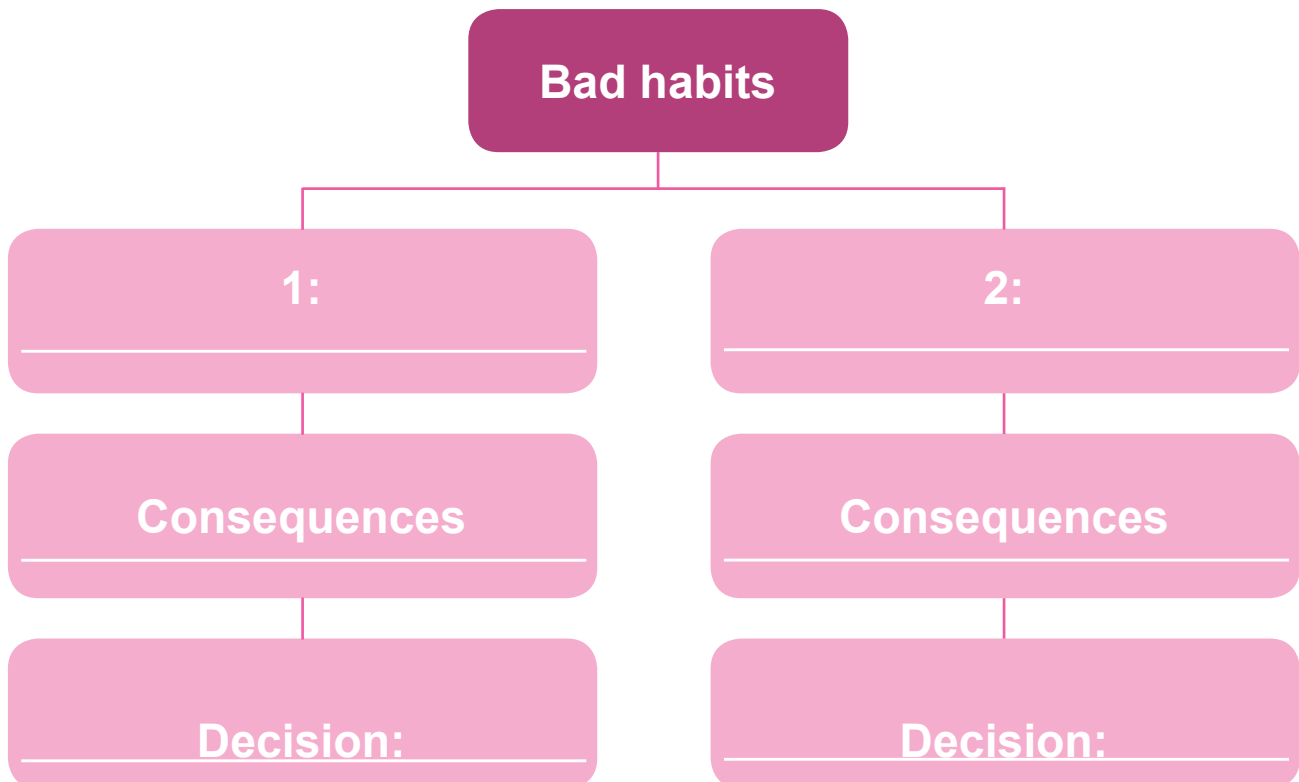
Bad habits

We all have some personal bad habits. We want to get rid of them. Our lives are difficult because of these habits. We would be happier if we did not have them. I have two awful bad habits: procrastination and spending all my money.

Procrastination is my number one bad habit. I do this when I have something unpleasant to do. This is not an easy habit to break. I need to learn to have a plan and follow it. If I do this, I will not have to rush to do things at the last minute.

Spending all my money is my other bad habit. I spend all my income and do not save for the future. I need to stop this bad habit. There is no other way to prepare for the bad days. My life will be better off when I learn to save for tomorrow.

5. Complete the diagram with information from the text. (Complete el diagrama con información del texto).



6. Listening

7. Circle the word you hear. (*Encierre en un círculo la palabra que escuche*).

- a. *Walking/ talking* is good for your health.
- b. *reading / writing* books is a nice habit.
- c. *planting / watering* trees is important.
- d. *teaching / learning* another language is fun.
- e. *meeting/ making* friends is easy these days.

8. Speaking

9. Talk to a classmate about what you see in the pictures. (*Hable con un compañero sobre lo que ve en las imágenes*).

Use expressions such as these ones:

- *Reading the newspaper is...*
- *Walking is ...*
- *Going to the gym ...*
- *Watching t.v. is ...*
- *Learning Mathematics is...*



10. Writing

11. Write paragraphs using the topic sentences given. (*Escriba párrafos usando las oraciones tópicas dadas.*)

- a. My neighbors are friendly. _____

- b. I like my school. _____

- c. Olga is a doctor. _____

- d. Roberto teaches Spanish. _____

Lesson C: Making Life Decisions

En esta lección usted aprenderá a:

- * Dar y recibir sugerencias usando los modales May
- * Dar sus puntos de vista sobre diversos asuntos
- * Pedir y otorgar permiso

1. Grammar: May

May es un modal que se usa para expresar posibilidad, pedir y otorgar permiso. Al igual que el resto de modales, su estructura no cambia al ser conjugado en la tercera persona del singular.

Ejemplo.

- a. She may be sick.
- b. He may be late.

Al realizar preguntas con el modal May, este se antepone al sujeto de la oración.

Ejemplo.

- a. May I come in?
- b. May I close the door?

Veamos otros ejemplos.

- a. You may leave now (permiso)
- b. May I borrow your eraser? (pedir permiso)
- c. They may be farmers (posibilidad)

La forma negativa se forma al agregar “not” al modal.

- a. They may not agree with me.
- b. It may not be a good idea.
- c. She may not be at work. It’s too late.

2. Say whether the following sentences express or requests permission or possibility. *(Diga si las siguientes oraciones expresan u otorgan permiso, o simplemente expresan posibilidad).*

- a. The boy may be hungry. _____
- b. You may go home. _____
- c. May Mary come too? _____
- d. They may be tired. _____
- e. We may not drink here. _____

3. Put the sentences in the right order. *(Ponga las oraciones en el orden correcto).*

- a. *to buy/ she may/ a ticket / need*

- b. *early/ to leave/ need / I / today*

- c. *dogs/ I/ feed/ may/?*

- d. *your pen/ borrow/ I / may*

- e. *see the doctor/ you / to see / have/ may*

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

- a. Ana has fever.
She may _____
- b. I need to learn English.
You may _____
- c. Carlos needs to find a new job.
He may _____
- d. They want to move to a new city.
They may _____
- e. You need to read the newspaper.
You may _____

5. Vocabulary

6. Translate the following words into Spanish. *(Traduzca las siguientes palabras al español).*

English	Spanish
Cheap	
empty	
(to) find	
Adventure	
seashore	
seafood	
Hectic pace of life	

7. Reading

Vacationing in Pochomil

One of my favorite vacation places is Pochomil. It is very easy and cheap to get there. The fare costs 30 cordobas. You can take the bus to Pochomil at the terminal in “El Mercado Israel Lewites.” If you are lucky, you may find empty seats. But this seldom happens as many people travel to San Rafael del Sur every day. Sure, taking the bus may not be a happy experience. However, if you like adventures, you may find it very interesting.

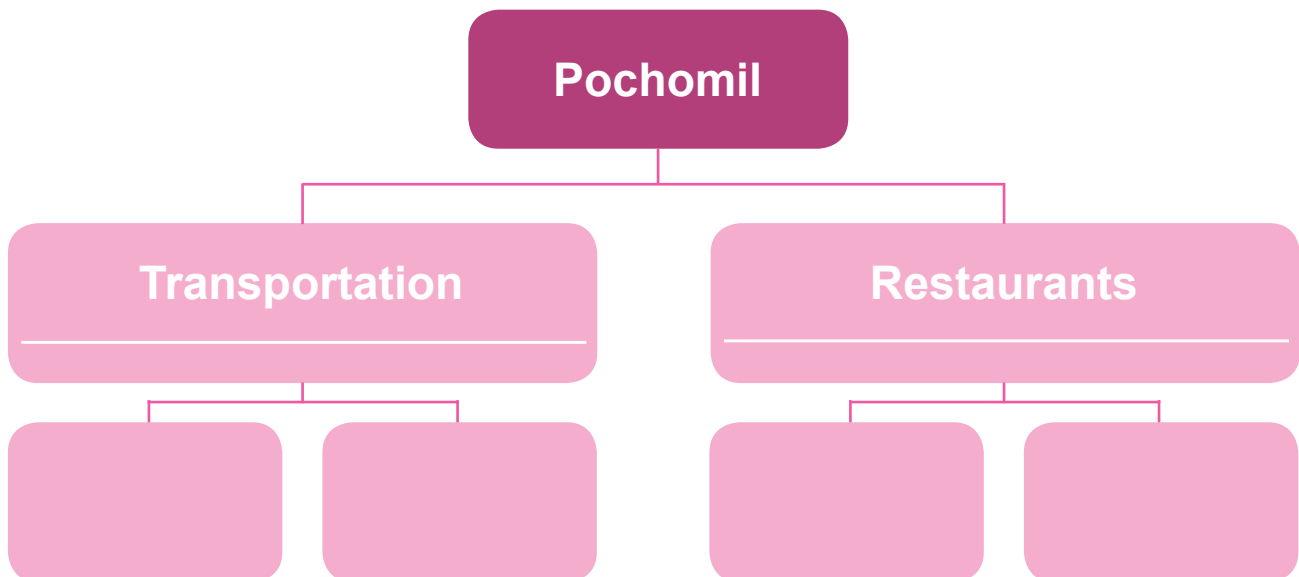
I really like the restaurants in Pochomil. They are a few yards from the beach. In fact, you can walk from the restaurants to the seashore. The prices are not too expensive either. The waiters and waitresses are very nice too. The food is really good. You can find anything from traditional Nicaraguan food to exquisite seafood.

Pochomil is a very nice place to visit. It has great white-sand beaches. It also has lots of *Ramadas* for people who like to spend their time overlooking the waves and the swimmers. Pochomil is the right place if you want to escape the hectic pace of life in the city.

Answer true or false. (Conteste verdadero o falso).

- a. It is not cheap to get to Pochomil _____
- b. You can take the bus to Pochomil at El Mercado Israel Lewites _____
- c. You can always get empty seats in the buses _____
- d. Pochomil restaurant are not affordable _____
- e. Pochomil has many Ramadas for visitors _____

Draw a concept map of the passage. (Dibuje un mapa conceptual del pasaje que acaba de leer).



8. Listening

Fill in the gaps with the word you hear. (*Escuche y escriba la palabra que hace falta*).

- a. She needs to _____ the doctor.
- b. José may _____ an aspirin.
- c. Lucrecia really _____ English.
- d. Alfoso should take a _____.
- e. They should _____ together.
- f. We may _____ to Managua next week.
- g. Perla and I may _____ late.
- h. You should _____ more.
- i. May I open the _____?
- j. Should she _____ too?

9. Speaking

Look at the picture. Describe what you see in it. (*Observe la imagen y describa lo que ve en ella*).



10. Writing

Outlines: Bosquejos

When we write, we often use outlines. Outlines are like maps. They are very useful, especially when we write long texts. Outlines show the main parts of any texts, for example, the introduction, the body, and the conclusion.

For example, an outline of a three-paragraph text shows three blocks. Each block represents a paragraph. So we write the main idea of each paragraph.

Cuando escribimos, a menudo usamos bosquejos. Los bosquejos son como mapas. Son muy útiles, especialmente cuando escribimos textos largos. Los bosquejos muestran las partes más importantes de cualquier texto: la introducción, el cuerpo, y la conclusión.

Por ejemplo, un bosquejo de un texto de tres párrafos muestra tres bloques. Cada bloque representa un párrafo. Por lo tanto, en nuestro bosquejo escribimos la idea principal de cada párrafo.

Let's study the following outline. (Veamos el siguiente bosquejo).

(Topic) Looking for a job

(Introduction)	<i>"I need to find a job"</i>
(Body)	<i>"I may need to make calls"</i>
(Conclusion)	<i>"I hope to find a job soon"</i>

Este bosquejo solamente muestra la idea principal de cada uno de los tres párrafos. Ahora es más fácil redactor el resto del contenido de cada párrafo si quisiéramos.

Now write an outline for the following topics.

- Topic 1: **Visiting old friends**

Introduction:

Body:

Conclusion:

- Topic 2: **Staying healthy**

Introduction:

Body:

Conclusion:

- Topic 3: **Learning to drive**

Introduction:

Body:

Conclusion:

LISTENING SCRIPT

UNIT 1

Lesson A exercise 10

Listen and circle the word you hear.

- Honduras
- Costa Rican
- Panamanian
- Nicaraguan
- Colombia
- Venezuelan
- Mexican
- Argentinean
- Cuban
- Guatemala

UNIT 1 Lesson A exercise 18

Listening. Listen and complete the story.

My name is Jaime. I am **Ecuadorian** but I live in Nicaragua. I am studying **Social** Sciences at an international program at UNAN-MANAGUA.. I have many friends at the University. They are international students from different countries. For example, I have friends from **Spain**, Italy, Venezuela, **Canada**, Brazil, and Argentina. I also have friends from **Central America**. I am learning a little about the **culture** and the **language** of each country. All my friends speak different languages. For example, **Italians** speak Italian, Brazilians speak **Portuguese**, and Canadians speak English and **French**. However, Central Americans, **Venezuelans**, and Argentinean speak **Spanish**. I love my university and I love Nicaragua, too.

UNIT 1 Lesson A exercise 21

Listening. Listen to a conversation between an immigration officer and Julio at Cesar Augusto Sandino Airport in Managua. Complete his identity card.

Immigration officer: Good morning sir, welcome to Nicaragua. Can you tell me your name, please?

Julio: Julio Alvarez

Immigration officer: How do you spell your last name?

Julio: A-l-v-a-r-e-z.

Immigration officer: What's the purpose of your visit?

Julio: I'm here for business.

Immigration officer: Where are you from?

Julio: Dominican Republic.

Immigration officer: What do you do Mr. Alvarez?

Julio: I'm a police officer.

Immigration officer: What's your address, please?

Julio: Avenida Anacaona 3, Santo Domingo

Immigration officer: And your phone number?

Julio: (809) 788-6303

Immigration officer: And how old are you?

Julio: I'm 24

Immigration officer: Are you married?

Julio: No, I'm not

Immigration officer: Thank you very much Mr. Alvarez, have a nice stay.

UNIT 1 Lesson B exercise 10

Listening. Listen carefully and circle the sentence you hear

1. That woman is wearing a long dress
2. The little boy is wearing a red and yellow cap.
3. They are wearing jeans and a white t-shirt.
4. Are you wearing a suit and a tie for the wedding?
5. Is he wearing shorts and sneakers?
6. They are not wearing trousers.
7. Is she selling boots at the market?
8. She is looking for a watch.

UNIT 1 Lesson B exercise 16

Listening. Listen to a conversation between Jenny and Andrea in a party and complete the table. Write the names of the clothes Martin, Danelis, Mario and Miguel are wearing.

Jenny: Hi Lisa! How are you?

Andrea: Fine. Thanks for the invitation.

Jenny: I'm glad you are here. Come in!

Andrea: So, Who are your relatives?

Jenny: That's my uncle. He is wearing the grey trousers and the white shirt.

Andrea: Ok... What's his name?

Jenny: Martin... and that's my sister. She's wearing a purple T-shirt and a brown skirt.

Andrea: And her name is ...

Jenny: Danelis.

Andrea: Right, I see.

Jenny: and those boys over there are my cousins. Mario is wearing an orange sweater and black jeans. Miguel's wearing a brown jacket and blue jeans.

UNIT 1 Lesson B exercise 21

Listening. Listen to the conversation and circle the correct answer.

Ana: Hey, Jorge. Are you ready for your trip to León?

Jorge: Well, not really. I still have to buy some clothes.

Ana: Well, what's the weather like there?

Jorge: Well, uh, it's really hot, so I want to buy some shorts, sandals, and t-shirts. What about you?

Ana: I'm going to Jinotega to my grandmother's farm on Saturday.

Jaime: What clothes do you need there?

Ana: Well, the weather gets too cold in the mountains, so I think that a couple of warm sweaters, a jacket, jeans and a scarf.

Jaime: Are you taking anything else?

Ana: I think I'm taking a pair of boots to walk.

Jaime: That's great!

Ana: Do you need any clothing for formal occasions, Jaime?

Jaime: Well, I'm taking a shirt, a tie, pants and shoes for a business meeting at work.

Ana: Um, that's a good idea

UNIT 1 Lesson B exercise 24.

Listening. Circle the word you hear

- a. skirt
- b. boots
- c. scarf
- d. tights
- e. wash
- f. shorts
- g. wallet
- h. bake
- i. shoes
- j. hat

UNIT 1 Lesson C exercise 11.

Listening. Listen to these people talking about the things they like and dislike shopping. Write yes or no.

Rosa,

I like shopping for everything. I like shopping for clothes. I enjoy buying new shirts or new jeans to put on. I like shopping for presents.

Héctor

I like shopping for food, I love going to the supermarket I -- especially a nice good supermarket and looking at all different types of food.

Tomás

I don't really like shopping at all but I have to go shopping, the one type of shopping I like is bread shopping. I really enjoy looking for really good bread and smelling the bread in the bread shop.

Domingo

I like shopping for food because I like eating and I do not like shopping for cosmetics like for example shampoo – things for girls.

María

The thing I really like shopping for is shoes. I shop and shop and never get tired of them. I have twenty pairs of shoes. I just love them.

UNIT 1 Lesson C exercise 14

Listening. Listen to two friends talking about their holidays. Answer yes or no.

Susana: Hi, Angela, How are you?

Angela: I'm pretty good. What about you?

Susana: I'm fine. Thanks.

Angela: so, we almost finish this year; do you have any plans for your vacation?

Susana: Well, I usually spend my whole vacation in Ometepe Island at my grandma's house.

Angela: That sounds great! What do you do there?

Susana: I go swimming in the lake; I also go walking and sightseeing. I really enjoy it.

Angela: That's awesome! What kind of activities do tourists do in Ometepe?

Susana: Tourists visit the local museums in Moyogalpa and Altagracia; they go climbing the Maderas Volcano, horse riding, and sailing.

Angela: It sounds really interesting.

Susana: What about you? What do you want to do on your vacation?

Angela: I want to travel to an exciting place and meet new people.

Susana: Why don't we go to Ometepe?

Angela: That's a good idea!

UNIT 1 Lesson C exercise 19

Listen and underline the word you hear.

- a. Book
- b. Bad
- c. Word
- d. Pin
- e. Day
- f. Story
- g. Attractive

UNIT 2

Unit 2 Lesson A exercise 8

Listening. Listen to Luis and Jaime talking about their physical appearance and personality. Answer yes or no.

Luis, a college student:

Okay, I am tall and athletic. I play a lot of sports such as basketball, football, and tennis. I have brown hair and dark brown eyes. My friends say I am friendly and nice. I am very talkative. I talk a lot. I love making new friends.

Jaime, a doctor

I am short, but I am fat! I am sometimes quiet around people. I am very friendly and funny with my friends and family. My mum says I have a handsome face. I like my beard and moustache. I also like my short, brown hair. My favorite color is red and I like listening to music.

UNIT 2 Lesson A Exercise 12

Listening. Circle the sentence you hear

- 1 Rachel has long black hair
- 2 My sister is tall and good looking.
- 3 My dad has brown hair and a gray beard.
- 4 My mother has small eyes and a round pretty face.

UNIT 2 Lesson A exercise 15

Listening. Listen to Flora talking about her best friend and answer the questions.

MY BEST FRIEND

My best friend's name is Eduardo, and he is my classmate. We go to school together. Eduardo comes from a hardworking family. His father is a school principal and his mother is also a teacher. He is punctual, has good manners, and friendly. He always does his homework. He is also a neat person and well-behaved. All the teachers have a good opinion of him. Eduardo has a well-built body. He is tall and slim and has small black eyes and curly black hair. He likes to do different things. He loves to play and watch sports and he also likes to play the guitar. He has a good heart. He is truthful, honest and obedient. Eduardo makes his parents very proud of him. He gets good marks and is usually top of his class in examinations. He inspires me to work hard. He keeps me away from bad company. I am happy to have such a friend.

UNIT 2 Lesson A exercise 16

Listen again. Write T if the sentence is true, write F, if it is false.

UNIT 2 Lesson C exercise 7

Listening. Listen to the news reporter and complete the text. Then check the answers

News reporter: Here is the weather.

Weather reporter:

Hello! This is Joseph García Alvarez. Welcome to the weather forecast on radio "Nicaraocalli". Now, let's see what the weather is like today in Nicaragua. In the north of the country it's windy and cold. There is a possibility of rain too, so don't leave home without your umbrella or raincoat! The temperature is around 20° centigrade. In the east it's rainy all day today. There may be a thunderstorm at night. The temperature is a bit higher, at around 23°. In the west and middle of the country the weather is dry but cloudy. The temperature is just 23°. The south of the country has the best weather today. It's cloudy most of the time but sunny this afternoon. The temperature is around 25°. That's all my friends. Thank you for listening to your favorite Nicaraocalli radio.

13. Listening. Listen and complete the text.

The weather is all around us, all the **time**. It is an **important** part of our lives. We do not have any control over the weather. Instead, the weather often **controls** how and where we live, what we do, what we **wear** and what we **eat**. The weather has different components like for example the **wind**, rain, snow, temperature, **sunshine**, humidity, and clouds.

UNIT 3. Lesson A.

It is expected to be windy in the northern part of the country up until tomorrow morning. However, rains and storms are expected in Managua, Masaya and Granada. The rain may affect the Caribbean coast where strong winds have destroyed several houses already. There may be occasional showers in other parts of the country such as Chinandega and Leon.

UNIT 3. Lesson B.

Esperanza works as a journalist. She loves her job. Sometimes she works very long hours. But that is okay with her. She reports about social events mostly. In the morning, she works for a local newspaper. However, in the afternoon she works for a radio station. Her family is not very happy with her job. Her children say she does not have time for them. Her husband feels good about Esperanza's job. But he thinks her job is dangerous, especially when she covers evening events. Her schedule is the only thing, Esperanza worries about. She wishes she could change it.

UNIT 3. Lesson C.

Here are my new friends from Europe. Edward is from Portugal. He can speak Portuguese and Arabic. Leonardo is from Spain. He can speak Spanish and English. Said is from Palestine. He speaks Arabic and English. Georgina is from England. She can only speak English, but she will study Spanish next year. Perla is from France. She can speak French and the other languages my friend speak.

UNIT 4. Lesson A.

It is easy to recover.
This illness is not passed by touch.
The germs spread when sick people sneeze.
They should not eat fast food.
The disease was not contagious.

UNIT 4. Lesson B.

Circle the word you hear. Encierre en un círculo la palabra que escuche.

- a. *Walking* is good for your health.
- b. *reading* books is a nice habit.
- c. *planting* trees is important.
- d. *learning* another language is fun.
- e. *making* friends is easy these days.

UNIT 4. Lesson C.

- a. She needs to see the doctor.
- b. José may take an aspirin.
- c. Lucrecia really likes English.
- d. Alfonso should take a taxi
- e. They should study together.
- f. We may go to Managua next week.

- g. Perla and I may arrive late.
- h. You should study more.
- i. May I open the window?
- j. Should she come too?

Grammar Chart

I	usually never don't sometimes often always rarely	go to play speak drive read work have eat drink dance	parties TV horror movies out shopping romance books the internet very well juice
---	---	--	--

