



REPÚBLICA DE NICARAGUA



Gobierno de Reconciliación y Unidad Nacional

El Pueblo, Presidente!

MINED

Un Ministerio en la Comunidad

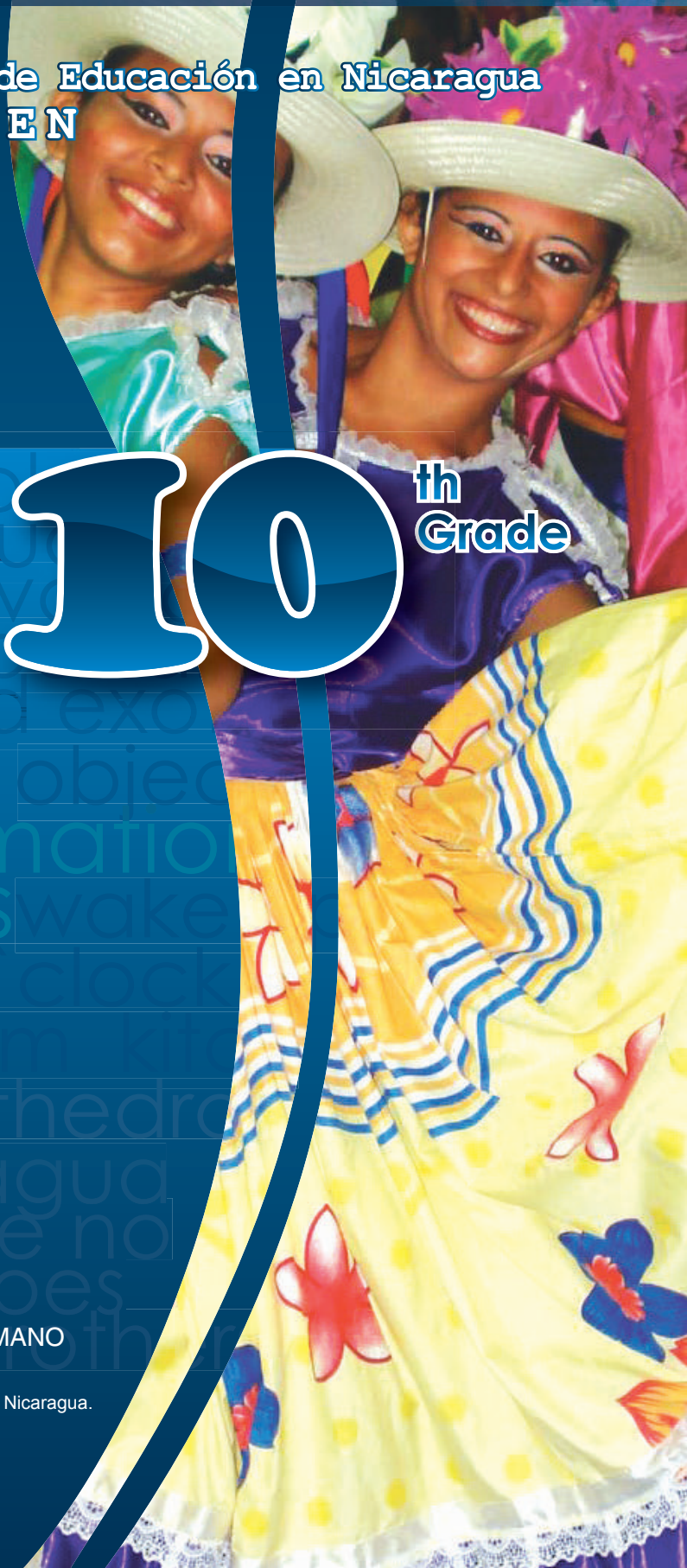


UNIÓN EUROPEA

Programa de Apoyo al Sector de Educación en Nicaragua
PROSEN

Secondary **ENGLISH** **BOOK**

10th Grade



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

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Primera Edición _____

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PRESENTACIÓN

El Gobierno de Reconciliación y Unidad Nacional, a través de Ministerio de Educación (MINED) entrega a docentes y a estudiantes de Educación Secundaria, el libro de texto de Lengua Extranjera como una herramienta para el desarrollo efectivo de la competencia comunicativa en una segunda lengua, en este caso el inglés.

El propósito fundamental del texto, es propiciar en los estudiantes un papel más activo en el proceso de aprendizaje para que puedan interactuar con los conocimientos planteados en el libro, permitiéndoles que complementen lo desarrollado en la clase, consolidar, comparar, profundizar en aquellos aspectos que explicó su docente y prepararse para la evaluación entre otros aspectos importantes.

El libro de texto a través de sus contenidos y actividades, contribuye a la formación en valores individuales, comunitarios y sociales los que se reflejarán en el comportamiento de la o el estudiante dentro y fuera del Centro Educativo.

El libro de texto es un tesoro valioso en las manos de cada estudiante, y cuidarlo con esmero, permitirá que otros compañeros que están en los grados que les anteceden también puedan hacer uso de él, en su proceso de aprendizaje.

Esto significa que el libro de texto es una propiedad social por tanto se debe cuidar porque no solo a usted le será de ayuda, sino que dependiendo del cuidado que le dé, también le será de provecho a otros, razón por la que le sugerimos lo forre, no lo manche, no lo ensucie, no lo rompa, ni lo deshoje. Esa será su contribución desinteresada y solidaria, con los próximos estudiantes que utilizarán este libro.

Ministerio de Educación

INTRODUCCIÓN

El conocimiento y dominio del idioma inglés tiene como objetivo permitir a los estudiantes, futuros profesionales de nuestro país, acceder al conocimiento global. Un ciudadano que no tiene acceso al conocimiento, limita sus oportunidades de desarrollo personal y por tanto las oportunidades de contribuir al desarrollo de su entorno y al desarrollo de su país.

Un aprendizaje que se limita al conocimiento teórico, estructural del idioma es poco útil porque no propicia las posibilidades de aplicación práctica de la comunicación oral, de la interacción social que son condiciones indispensables para la difusión del conocimiento y desarrollo de potencialidades.

De qué sirve entonces un amplio conocimiento de los fenómenos relacionados con el idioma sino se convierten en instrumentos para la comunicación. Comunicación que nos ayude a forjar una actitud crítica y constructiva que fomente los buenos valores para que nuestra sociedad se mueva hacia la prosperidad.

El texto de inglés para décimo grado, se ha concebido en un intento de interpretar de manera dinámica y creativa las metas y los objetivos encomendados por el Ministerio de Educación (Mined).

Con este fin en mente, hemos procurado incluir diversas actividades con un enfoque comunicativo, es decir que desarrollen la expresión oral. Actividades que crean la necesidad de encontrar la solución a un problema o expresar un criterio u opinión a un tema o situación.

Otro elemento importante es el desarrollo de la comprensión lectora. Con este propósito se han incorporado textos diversos entre los que se incluyen personajes importantes que han contribuido al desarrollo de nuestro país y la humanidad en general, educación ambiental sobre el cuidado y protección de nuestros recursos naturales. La participación ciudadana en el desarrollo local, la formación de valores cívicos y morales.

Tanto la gramática como el vocabulario se presentan de manera contextualizada y relevante para fácil comprensión. De modo tal que se entienda el concepto en primera instancia y el estudiante pueda utilizar ese conocimiento de forma rápida y sencilla.

Cada una de las unidades del texto de inglés para décimo grado está compuesta de tres lecciones de cinco páginas cada una, mas diez páginas de ejercicios que se pueden utilizar para trabajo en casa o actividades de reforzamiento en la clase.

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Unit 1

Relationships



Contents

- Family
- Friendship
- Healthy Relationships

LESSON 1: Family



Activity 1

Listen to your teacher and repeat the words.

- grandfather
- brother
- mother
- daughter
- husband



Activity 2

Match the words with their opposites.

grandmother	sister	daughter	father	husband	nephew
	1. wife	_____			
	2. mother	_____			
	3. brother	_____			
	4. son	_____			
	5. grandfather	_____			
	6. niece	_____			

Activity 3

Circle the word that does not belong.

- | | | | |
|-----------|-------------|------------|-------------|
| a. father | b. brother | c. son | d. mother |
| a. niece | b. nephew | c. uncle | d. husband |
| a. sister | b. wife | c. brother | d. daughter |
| a. aunt | b. daughter | c. father | d. wife |

Activity 4



Pair work: Practice saying which words are for men and which for women. (Ex: Uncle is for men. Wife is for women).

Reading: Gloria's family

Activity 1

Read about Gloria's family.

My name is Gloria and this is my family tree. My father's name is Manuel. He is a farmer worker, we live in Jalapa with my mother Alicia. My mom is a talented artist. She paints beautiful landscapes. I have one sister named Karla. He is a student. I also have a brother, his name is Juan Carlos, he is studying in Managua, he is an excellent student and the government gave him a scholarship to study in the University, we are very happy for him, he is going to be an agronomist and he will help my family in the future.



Activity 2

Check True, False, or No information.

Statement	True	False	No information
1. Gloria is a mother.			
2. Gloria has two brothers.			
3. Alicia paints everyday.			
4. Manuel is a husband			

Activity 3

Read and check the correct answers.

1. Gloria is not:

a. a mother

b. a daughter

c. a girl

2. Juan Carlos isn't:

a. a student

b. a doctor

c. a boy

3. Juan Carlos and Gloria aren't:

a. cousins

b. siblings

c. brother and sister

4. Manuel isn't:

a. a doctor

b. a man

c. an engineer

Activity 4

Write three sentences about your family.

Activity 5



Pair work: Choose sentences 1 or 2 and practice the dialogue with your partner. Then practice with a different partner.

- A. Tell me about your family.
B. Sure, what do you want to know?
A. 1. Do you live with your parents? 2. Do you have any brothers or sisters?
B. 1. Yes, I do. I live with my mother and father. 2. I have a younger sister.
A. Aunt and uncles?
B. I have one aunt and one uncle.
A. Nieces and nephews?
B. I don't have any nieces or nephews.



Activity 6



Pair work: Now write your own dialogue.

Activity 7

Put in order the conversation.

- _____ a. No, I don't have any brothers or sisters.
_____ b. Yeah, and you?
_____ c. Tell me about your family, Roberto.
_____ d. Wow, that's a big family.
_____ e. Well, I have a sister and four brothers.

Activity 8

Make the sentences from Activity 7 true for you. Then practice with your partner.

Grammar

Affirmative	Negative	Interrogative
I am in the Lab. He is in Managua. She is an artist. Diana and Victor are parents. Eduardo is a doctor.	I am not in the hospital. He isn't in Granada. She isn't a manager. They aren't engineers. He isn't a teacher.	Are you married? Is he from Masaya? Is she a nurse? Are they parents? Is he a teacher?

Activity 9

Using the information above, circle the correct word.

- a. Use (am / are / is) for questions with the personal pronouns He, She and It.
- b. Use (am not / are not / is not) for negative sentences with the personal pronouns He, She and It.
- c. Use (am / are / is) for question with the personal pronouns You, We, and They.

Activity 10

Complete the paragraph with the words from the box.

are	am not	is	is	am
-----	--------	----	----	----

Hi, My name is Manuel. I come from Puerto Cabezas. I (1)_____ a systems engineer at a University in Managua. I (2)_____ from a big family. I have only three uncles and one aunt. My aunt Mariela (3) _____ a teacher in a school. She (4)_____ married and has a daughter named Elizabeth. My Uncles Gabriel, Camilo, and Rigoberto (5) _____ bricklayers. They work for a construction company in Jinotega. They build houses for other people.

Activity 11

Complete the answers.

- | | | |
|----------------------------------|------------|------------------|
| 1. Are you from a big family? | Yes, I am. | _____ |
| 2. Is your brother a bricklayer? | _____ | No, He isn't. |
| 3. Are your uncles married? | _____ | No, they aren't. |
| 4. Is your mother from Managua? | _____ | _____ |
| 5. Are you single? | _____ | _____ |

Activity 12

Write the questions to these answers. Use the information in parenthesis.

- A: Ex: (they / married) Are they married?
B: Yes, they are. They have a son and a daughter.
- A: (you / student) _____?
B: Yes, I am. I study math in the university.

Writing: Jose Diaz's family

Activity 1

You are going to write a paragraph about Jose Diaz's family. First read the notes.

a. Jose Diaz- bus driver and lives in Managua. Single.

b. Father is Joel and mother is Paula.

c. Paula is a housewife and lives in Diriamba, too.

d. Joel is a lawyer and lives in Diriamba.

e. Two sisters, Andrea and Alioska. Andrea is a student and Alioska works as a cashier in a supermarket.

f. Alioska- married to Anibal and has one little daughter named Alexandra.

Activity 2

Write a paragraph using the notes above.

Activity 3



Pair work: Take notes about your partner's family. Then write a paragraph.

Activity 4

Put the paragraph in order. There is more than one answer.

LESSON 2: Friendship



Activity 1

Listen to your teacher and repeat the words and phrases from the box below.

bond	twin spirit	
mate	pal	resolved our differences
spouse	underprivileged	hate each other
strangers	community project	a shoulder to cry on
best friend	close friend	

Activity 2

Complete the sentences with vocabulary from the box.

1. Those people who lack the rights and advantages of other members of society and who were forgotten by previous governments are called _____.
2. A good sympathetic friend who listens to your troubles can give you _____.
3. They don't _____ over their political ideas but they agree with each other on just about everything else
4. They used to be friends but after that huge dispute they _____
5. We _____ and now we are pals again.
6. We are more than _____, we are not _____ but we are good _____
7. Your _____ is your husband or wife.
8. Their love for their country is something they have in a _____.
9. Jacinto, a _____ of mine, is a community leader in the neighborhood I live in.
10. We organized a night watch in my block because many _____ were coming to the neighborhood at midnight.

Reading: Do you think anybody can become your friend?

Some friends come into our lives for just a short time. Others come and stay forever. Think about your closest friends. Some people say that their spouse or family member is their best friend. Others say they have known their closest friends for many years. And some great friends have known each other for a little while, but knew right away that there was a connection, or bond, between them. Do you think there is a twin spirit for every one?



What turns a stranger or acquaintance into a friend? Do you know immediately if you are going to like someone? Some people think that any person can become a friend if they spend enough time together. That is probably true for some people. But one thing most of us agree on is that true friendships apparently happen when people have a common cause. For example, they fight for the freedom of their nation; they have community projects to help the underprivileged, and so on. Perhaps we see a part of ourselves in our friends. Maybe seeing the good in them helps us to see the good in ourselves as well.

Activity 1

Check true or false for each statement about friendship.

True **False**

- ___ ___ Your spouse cannot be your best friend.
- ___ ___ To be considered a good friend you have to be a friend for many years.
- ___ ___ Anybody can become your friend if you spend enough time together.
- ___ ___ You know right away when there is connection with someone.
- ___ ___ A common cause is a bond that keeps friendship alive.

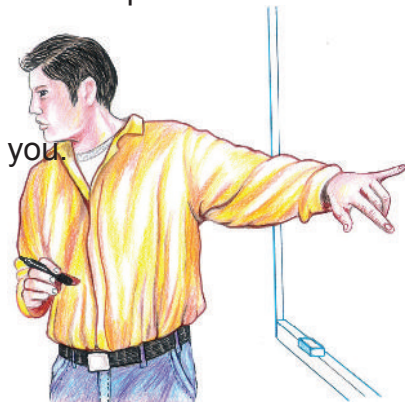
Activity 2

Rewrite the statements above so that they are true for you.

Ex. *Your spouse can be your best friend.*

Activity 3

Compare your sentences with your partner.



Activity 4

Put the following adjectives and phrases into the category of best friend or undesirable friend.

confident in his/her abilities	rather reserved
loves to tell stories	serious
trustworthy	ambitious
outgoing	plans for the future
timid	happy with what he/she has
punctual	from different social background
fun-loving	talkative
possessive	critic
possesses athletic abilities	committed
wasteful	from the same social background
creative	interested in the same things
free spirit	interested in different things
speaks English well	sensitive to social causes

Best friend	Undesirable friend

Activity 5



Pair work: Explain why you chose to put the description in one or the other category.

Activity 6



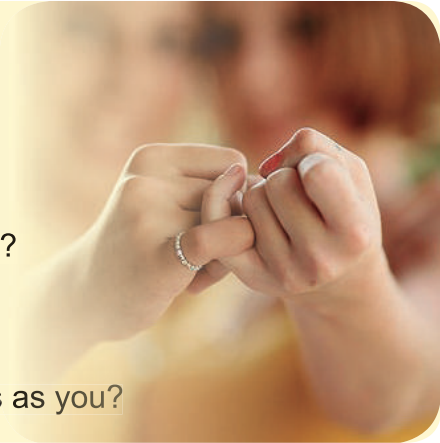
Pair work: Quotes about friendship. Tell your partner what you think these quotes mean. Do you agree or disagree?

1. Love is blind; friendship closes its eyes.
2. Your friend is the person who knows all about you, and still likes you.
3. A real friend is one who walks in when the rest of the world walks out.
4. A friend in need is a friend indeed.

Activity 7

Ask a partner the following questions about his/her best friend.

1. Does your friend notice your feelings?
2. Does your friend always tell you the truth?
3. Does your friend like to study very much?
4. Can you trust your friend with a secret?
5. Does your friend listen well when you are speaking?
6. Does your friend think the future will be good?
7. Does your friend like to help people?
8. Does your friend share the same political principles as you?



Grammar:

When something happens regularly or is a permanent situation we usually use the simple present tense.

Statements +	Statements -	Questions	Short answers +	Short answers -
I work.	I don't work.	Do I work?	Yes, you do.	No, you don't.
You work.	You don't work.	Do you work?	Yes, I do.	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
We work.	We don't work.	Do we work?	Yes, we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes, they do.	No, they don't.

Activity 8

Complete the questions and answers.

- | | | |
|---|---------------|-----------------|
| Ex. <u>Does</u> your father help in the house? | Yes, he does. | No, he doesn't. |
| ___ you and your friends chat on line? | Yes, _____. | No, _____. |
| ___ your family participate in local projects? | _____. | _____. |
| ___ your best friend always tell you the truth? | _____. | _____. |
| ___ you do things to protect the environment? | _____. | _____. |
| ___ our diplomats defend our sovereignty? | _____. | _____. |

Activity 9

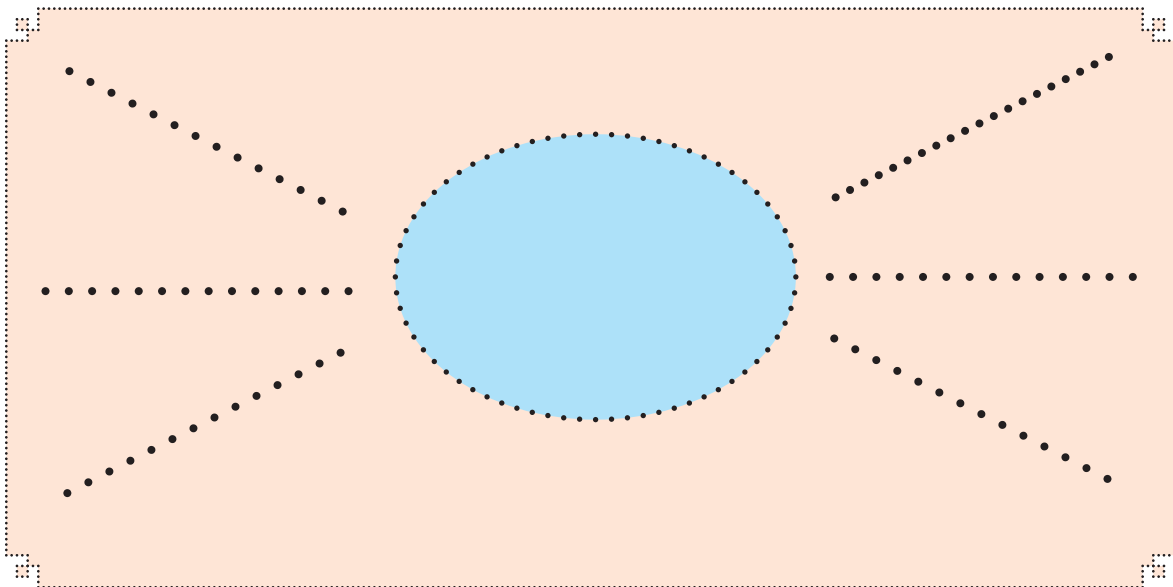
Write true statements about yourself from the prompts.

- a) work / weekends _____
- b) attend / political meetings _____
- c) understand / the recent history of Nicaragua _____
- d) defend / the rights of our people _____
- e) debate / different points of view _____
- f) make an effort / to speak good English _____

Activity 10

Writing: Describe a friend.

- a) Write his / her name inside the center circle.
- b) Write the ideas that come to your mind on the lines around the main circle (personality traits, interests, accomplishments, personal qualities, etc.).



- c) Write a paragraph describing your friend.

Activity 11

Match the verbs with the corresponding complement.

- | | | |
|----------|-------|----------------------------------|
| a. study | _____ | 1. a class |
| b. live | _____ | 2. in the countryside |
| c. use | _____ | 3. the house chores |
| d. walk | _____ | 4. the computer |
| e. work | _____ | 5. breakfast |
| f. teach | _____ | 6. English |
| g. speak | _____ | 7. to swim |
| h. do | _____ | 8. in the park |
| i. eat | _____ | 9. at the university |
| j. like | _____ | 10. for an international company |

Activity 12

Complete the sentences. Use these verbs (remember proper conjugations).

study work like use do eat walk teach speak live

1. He _____ his school, it's fun.
2. They _____ in a house provided by the government.
3. She _____ German on Mondays.
4. I _____ breakfast at 8.00 am.
5. I _____ from home.
6. We _____ computers.
7. They're very good students; they always _____ their homework.
8. He never _____ to work; he always gets a ride.
9. Mr. Tellez _____ English at the university.
10. His students _____ Miskito.





LESSON 3: Healthy Relationships

Activity 1

Listen to your teacher and repeat the words and phrases from the box.

if	together	relationship	presidential campaign
near	seriously	small farm	housing project
local	weather	committee	to get organized
leader	creek	field trip	

Activity 2

Match the words with their opposites.

- | | |
|--------------|------------------|
| 1. together | a. foe |
| 2. local | b. foreign |
| 3. creek | c. enter |
| 4. seriously | d. big |
| 5. friend | e. insignificant |
| 6. little | f. playfully |
| 7. go out | g. separate |
| 8. important | h. pond |

Activity 3

Match these phrases.

- | | |
|---------------------------------|-------------------------------------|
| 1. You have decided to | a. went out to a little creek. |
| 2. I returned from | b. at the Ministry of Labor. |
| 3. We visited community | c. to get organized. |
| 4. We rode a horse and | d. start thinking seriously. |
| 5. I hope I can meet people | e. leaders and local committees. |
| 6. I am going to | f. have a meeting in a few minutes. |
| 7. How is your job | g. like those I met in Cinco Pinos. |
| 8. It's important for everybody | i. the new housing project. |

Reading: Letter written by Victoria

Activity 1

Read this letter written by Victoria and fill in the blanks with the phrases below.

Dear Clarisa,

Thank you for your last letter (1) _____. I am happy that you have decided to start thinking seriously about your future. If you want, we can go on vacation together next month to Corn Island; (2) _____. When I come to visit you in Managua in December, we can talk about your new relationship if you want.

Yesterday, I returned from the new housing project we have in Cinco Pinos. I went with Aminta, my friend that you met (3) _____. Do you remember her? We stayed in her small farm near Masaya but the weather was terrible for (4) _____ we were there. While I was at the project I met interesting people. We visited community leaders and local committees, (5) _____. One day, (6) _____ rode horses and went out to a little creek which is near the project place. It was hot all day, so we decided to go for a swim; that was wonderful.

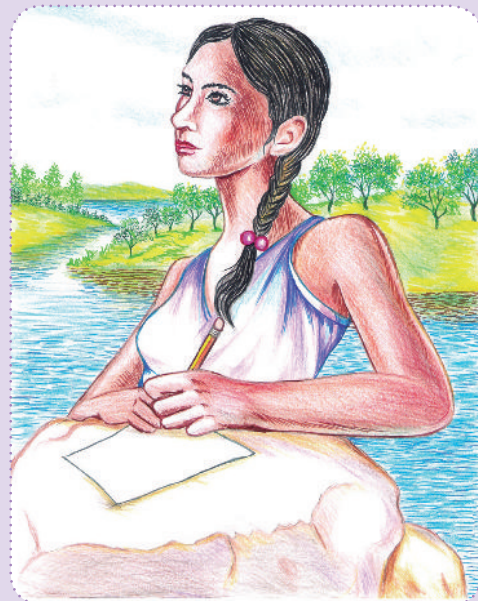
I am planning another field trip to Rio San Juan. (7) _____ and I hope I can meet people like those I met in Cinco Pinos. It is very important for everybody to get organized. It is very useful for me (8) _____ in the presidential campaign when I come back. How is your job at the Ministry of Labor? Please tell me what (10) _____.

I am going to have a meeting in a few minutes!

Best regards,

Victoria

- a. which I received last Saturday
- b. you are doing this month
- c. the whole four days
- d. myself and a couple of locals
- e. my fiancé lives there
- f. my uncle works there
- g. the last time you were here
- h. because I want to work
- i. they are well organized



Activity 2

Write down a problem you had recently at home or with your studies on the left.

Your problem	_____’s problem
1.....	1.....

Activity 3

Ask a classmate about his or her problem and write it in the right column above.

Activity 4

Recreate your problem and role play it. Then do the same for your classmate’s.

Activity 5

Interviewing a partner

Activity 6

Choose a classmate or family member to interview. Write the answers to the questions below.

What makes you happy?

Are you happy now?

What makes you cry?

When did you cry? Why?

What is your favorite food?

When did you eat it the last time?

Are you optimistic or pessimistic?

When were you optimistic/ pessimistic?

What is your best quality?

What is your biggest worry?

What do you do to relax?

What do you dream about?

Grammar

The simple past tense is used to talk about actions that happened at a specific time in the past. A time phrase expresses when the action occurred.

Statements +	Statements -	Questions	Short answers +	Short answers -
I worked	I didn't work.	Did I work?	Yes, you did.	No, you didn't.
You worked	You didn't work.	Did you work?	Yes, I did.	No, I didn't.
He worked	He didn't work.	Did he work?	Yes, he did.	No, he didn't.
She worked	She didn't work.	Did she work?	Yes, she did.	No, she didn't.
It worked	It didn't work.	Did it work?	Yes, it did.	No, it didn't.
We worked	We didn't work.	Did we work?	Yes, we did.	No, we didn't.
They worked	They didn't work.	Did they work?	Yes, they did.	No, they didn't.

Verbs

Regular (ed in the past)			Irregular (different form in the past)		
Present		Past	Present		Past
• participate	-----	participated	• lead	-----	led
• decide	-----	decided	• fight	-----	fought
• protest	-----	protested	• think	-----	thought
• discuss	-----	discussed	• go	-----	went
• talk	-----	talked	• come	-----	came
• return	-----	returned	• meet	-----	met
• plan	-----	planned	• tell	-----	told
• organize	-----	organized	• get	-----	got

Pronunciation

Practice pronouncing the past tense of regular verbs

-ed pronounced / t /

asked
pushed
laughed
helped
stopped

-ed pronounced / d /

believed
enjoyed
filled
described
offered

-ed pronounced / ed /

defended
waited
counted
attended
demanded

Additional Activities

I. VOCABULARY

Activity 1

Find all of the names of family members in the box below.

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

Activity 2

Create verbs by completing the blanks with vowels.

1. l ___ v ___ s
2. c ___ m ___
3. w ___ r k
4. s t ___ d y
5. d ___ ___ s
6. p ___ ___ t s

Activity 3

Take turns asking and answering the questions.

- a. Are friends more important than family? What do you think?
- b. Are your parents strict?
- c. How big is your family?

Activity 4

Unscramble each of the clue words from Activity 3 in Lesson 1. Copy the letters in the numbered cells to other cells with the same number to create a new word.

IF		<input type="text"/>	11		
RANE		<input type="text"/>	8		
LOCLA		<input type="text"/>	4		
DAELER		<input type="text"/>			
RECKE		<input type="text"/>			
WEATRHE	FIEDL TIPR	<input type="text"/>	10	<input type="text"/>	<input type="text"/>
LYUSESOIR	NOUGHS COTPERJ	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
HEGRTTOE	TO GTEZEINORDAG	<input type="text"/>	1	<input type="text"/>	<input type="text"/>
HASLOITNPIRE	SIPTLDIANEER	<input type="text"/>		<input type="text"/>	<input type="text"/>
SLMLA FAMR		<input type="text"/>	3	<input type="text"/>	
CEIMETMOT		<input type="text"/>	6		

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	2	3	4	5	6	7	8	9	10	11	12	13

Activity 5



Pair work: Take turns spelling the words in III.

How do you spell field trip?

F-I-E-L-D-T-R-I-P



Activity 6

Find the words.

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

AMBITIOUS

RESERVED

COMMITTED

SENSITIVE

CONFIDENT

SERIOUS

HAPPY

TALKATIVE

OUTGOING

TIMID

PUNCTUAL

WASTEFUL

Activity 7



Pair work: What qualities are necessary for a good relationship?

Me	My partner

Activity 8

Use the information in the box to write sentences about your family.

lives paints from is comes in
business an Venezuela have beautiful Managua
administration engineer three kids landscapes studies

My brother is an engineer.

II. Grammar

Activity 1

Match the questions in column A with the answers in column B.

A	B
1. Do you work? _____	a. No, I don't. I am the only child.
2. Does your brother study? _____	b. I live in Moscow.
3. Where do you live? _____	c. Yes, I do. I have my own business.
4. Is your sister a student? _____	d. Yes, he does. He studies medicine.
5. Do you have any brothers or sisters? _____	e. Yes, she does. She goes to high school.
6. Ask your own question.	f. _____

Activity 2

Circle the correct answer.

I live in an apartment with my family. I (1) _____ (have / has / have) a brother and a sister and I think I (2) _____ (isn't / am / are) very lucky to live with them. My brother is a painter. He's working in Argentina this month. He (3) _____ (have / has / have) an exhibition there. My sister is an accountant. She (4) _____ (does / has / works) for an international firm. My mother is a housewife. She (5) _____ (clean / cleaning / cleans) the house and does the grocery shopping every week. My father (6) _____ (cleans / comes / visits) back home on weekends. He works in the north of Nicaragua. He builds houses and schools. Sometimes our relatives (7) _____ (visit / visits / visit) us. Our apartment becomes very crowded sometimes, but I like it.

Activity 3

Choose the best answer to the question.

1. Aunts and Uncles?

- a. And you? b. Sometimes c. Yes, one aunt, but I don't have any uncles.

2. What about you?

- a. Oh, no please b. Well, not really c. I have an aunt and an uncle.

3. Tell me about your family.

- a. Sure, what do you want to know? b. I am sorry. c. I don't work.

4. Say, do you live with your parents?

- a. No, they don't. b. See you later! c. Actually, I live on my own.

Activity 4

Match the verbs in column A with the expressions in column B.

- | | |
|------------------|-------------------------------|
| 1. went _____ | a. out loud with his jokes |
| 2. came _____ | b. to the beach last weekend |
| 3. met _____ | c. spending time with friends |
| 4. planned _____ | d. a going away party |
| 5. bought _____ | e. over yesterday |
| 6. enjoyed _____ | f. me after class to study |
| 7. laughed _____ | g. lots of food for the trip |

Activity 5

Circle the verb with the ending that is different from the other two.

- | | | |
|-----------|------------|--------------|
| 1. bought | 2. met | 3. laughed |
| 1. told | 2. planned | 3. discussed |
| 1. lived | 2. knew | 3. wanted |

Activity 6

Use the verbs and expressions from Activities 3 and 4 to write about a trip. Use the graphic to guide you.

Last summer,

I...

Also,

Then,

Finally,

Activity 7

Choose the correct response.

1. Did they fight for the freedom of their country?
 - a. Yes, they don't.
 - b. Of course not.
 - c. Yes, they did.
2. Did you go to the march yesterday?
 - a. Yes, I did.
 - b. Yes, I does.
 - c. No, I don't.
3. Did you return the book to the library?
 - a. No, I did.
 - b. Yes, I did.
 - c. Of course I do.
4. Did she offer any help?
 - a. Well, she any.
 - b. No, she didn't.
 - c. Yes, we can.

Activity 8

Complete the blanks with either the present form or the past form of the verb.

- | | |
|------------------|-------------------|
| a. decide _____ | b. _____ offered |
| c. _____ fought | d. go _____ |
| e. _____ led | f. think _____ |
| g. talk _____ | h. discuss _____ |
| i. _____ bought | j. _____ believed |
| k. return_ _____ | l. protest _____ |

Activity 9

Write the verb in the corresponding column.

meet buy wait go enjoy know come

your company	over the weekend	many people	me at the airport	swimming	food and drinks	for my friends
the food	here	a lot of cities		dancing	a new car	a minute
time with friends		how to play a guitar		to the beach		

Activity 10

Use the words in the box to create questions.

you	know	count	do	go	return	did
wait	buy	enjoy	laugh	meet	believe	come

III. Reading

Activity 1

Discuss:

1. Do you have a pet?
2. What is your favorite animal?

Activity 2

Read.

There are many reasons why people decide to keep a pet and find themselves faced with the question: which kind of pet will I choose? They may be looking for a replacement for a lost, faithful and trusted housemate; they may need a companion because they live alone; they may want a playmate for their children and a way of teaching them responsibility and care for other creatures; they may seek a pet to share the life of a childless home; but whatever the reason for wanting a pet, no one should rashly rush into acquiring a pet. They should not only consider their own interests as prospective owners but, first and foremost, think of the happiness of their future companion.



Activity 3

Complete some benefits of having a pet

1. they can be a _____
2. they can be a _____
3. they can be a _____
4. they can be a _____
5. they can be a _____

Activity 4

Match the verbs in column A to the appropriate complement in column B.

- | | |
|------------------|--------------------|
| 1. went to _____ | a. a pair of shoes |
| 2. made _____ | b. a party |
| 3. stayed _____ | c. in a plane |
| 4. watched _____ | d. a movie |
| 5. flew _____ | e. a museum |
| 6. visited _____ | f. a phone call |
| 7. bought _____ | g. in a hotel |

Activity 5

Write the action below its corresponding picture.



Activity 6

Ask and answer questions with a partner about the activities in Activities 4 and 5 using the phrase, "When was the last time you _____?"

IV. Speaking

Activity 1



Pair work: Tell me about your family
Ask and answer questions with a partner to complete the information.

Student A

My family lives in Spain. There are six people in my family. My older brother, Leonardo, is married to Andrea. He is a _____. Leonardo's wife is a business woman. She owns a clothes store. My younger brother, Carlos, and my sister, Susana, live with my parents. Carlos works for a repair shop on weekdays and studies psychology on Saturdays. Susana is a _____ and she doesn't work. My father works as a consultant for a construction company in Chile. He is an architect. My mother doesn't work. She is a housewife.

Student B

My family lives in Spain. There are six people in my family. My older brother, Leonardo, is married to Andrea. He is a doctor. Leonardo's wife is a business woman. She owns a clothes store. My younger brother, Carlos, and my sister, Susana, live with my parents. Carlos works for a _____ on weekdays and studies psychology on Saturdays. Susana is a student and she doesn't work. My father works as a _____ for a construction company in Chile. He is an _____. My mother doesn't work. She is a housewife.

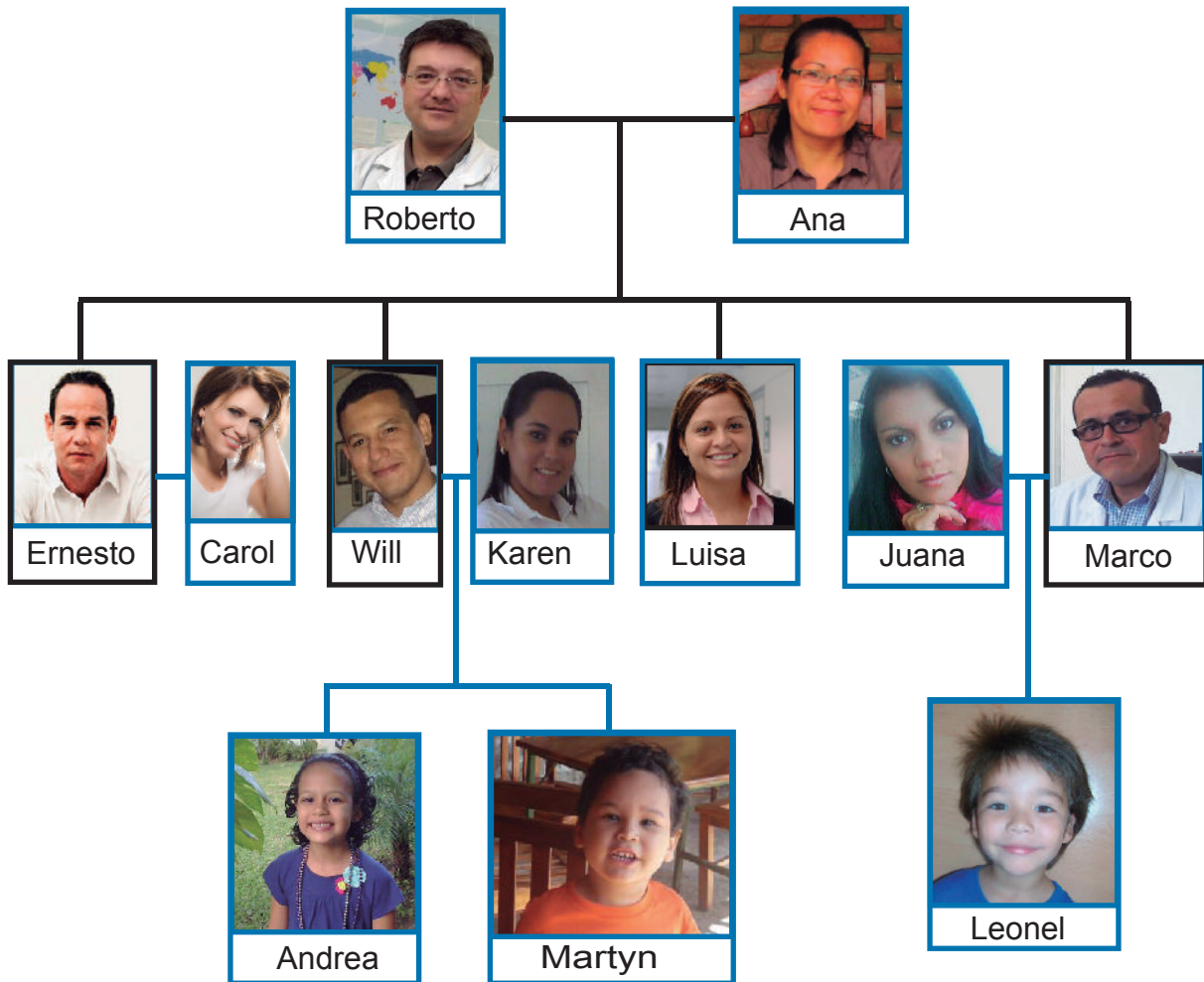
For example: Student A says, "My older brother Leonardo is married to Andrea. He is a _____." Student B says, "My older brother Leonardo is married to Andrea. He is a doctor." So, Student A asks, "What does Leonardo do?" Student B answers, "He is a doctor."

The Family Tree

Activity 2

You are going to describe the relationships between the people in the family tree. Ask and answer questions using the names in the boxes below

Example: Student A asks “Who is Roberto?” Student B answers, Roberto is Ernesto’s father. Another example is “Who is Karen?” She’s Will’s wife.



ROBERTO	ANA	ERNESTO	CAROL
WILL	KAREN	LUISA	JUANA
MARCO	ANDREA	MARTYN	LEONEL

Your Vacation

Activity 3

You are going to describe your most recent vacation to your partner. Choose from the pictures below the activities you want to describe.



- Did you read the newspaper last weekend?
- Did you go shopping?
- Did you have dinner at a restaurant?
- Did you work around the house?
- Did you go to the movies?
- Did you exercise?
- Did you go dancing?
- Did you play any sports?
- Did you go to the park?
- Did you see any friends?
- Did you check your e-mail?
- Did you travel?
- Did you sleep late?
- Ask your own question.

Example:

A: Did you read any books last weekend?

B: Yes, I did. I finished the biography of Salvador Allende. I loved it! Did you go shopping?

A: No, I didn't. I didn't have any money.

Unit 2

Culture



Contents

- Folklore
- Music
- Nicaraguan Legends and
- Superstitions

LESSON 4: Folklore

Activity 1

Read the text about El Gueguense and find a synonym for the words in the box

Language facial hair business man enemy merchandise

El Gueguense

El Gueguense is an attractive and interesting play as a result of various components that make it a comic ballet: the speech, music, and dance, as well as the theatrical costumes of the actors. These costumes are similar to the clothing originally used in the play, with the exception of some modifications and enrichments that were made over time.

The name of the play comes from its main character, 'El Gueguense', which is derived from the Nahuatl word 'huehue', meaning 'old man' or 'wise man'.

The costumes of the different characters are remarkable. The Spanish are dressed in elegant, colonial clothes with spangles and high stocking, and they have masks that show a white or light-brown skin, a mustache, and blue or light-colored eyes. The mestizos use masks with a vague mustache, and they wear a straw hat and more simple clothing. They go barefoot or wearing sandals and they carry a rattle with a metal point. The beasts ("machos") walk barefoot and use vests with spangles and horse masks, horsehair rope, and they carry a metal rattle as well. The ladies have no masks and use long dresses, necklaces, and earrings.

The Gueguense describes himself as a merchant who travels between the different colonial territories of Mexico and Central America in order to sell his goods. His sons are his helpers: don Forsico is his right hand whereas don Ambrosio is his detractor. The four animals are his beasts of burden used for doing heavy work.

Governor Tastuanes is the highest authority and Captain Alguacil Mayor has the political power. The Royal Clerk and Royal Assistant are local government officials. Doña Suche Malinche is the daughter of Governor Tastuanes and the other ladies are her servants.

The Gueguense was declared by UNESCO in 2005, "A Masterpiece of Oral Heritage and Intangible by Humanity".

Activity 2

Match the sentences with the appropriate information.

- | | |
|-----------------------------|---|
| 1. The Gueguense is derived | a. a merchant |
| 2. The Spanish use masks | b. That show a white or light-brown skin |
| 3. The mestizo use masks | c. Governor Tastuanes |
| 4. The Gueguense is | d. with a vague mustache |
| 5. The highest authority is | e. derived from the Nahuatl word 'huehue' |

Activity 3

Complete the words by adding vowels.

Vocabulary

- | | | | |
|-------------|--------------------|--------------------|----------|
| a. h _ _ t | b. d _ s s _ l v _ | c. m _ x | d. _ d d |
| e. bl _ n d | f. m _ l t | g. m _ r _ n _ t _ | h. c _ t |
| i. s _ _ k | j. _ a r _ n g _ | k. pl _ c _ | |

Activity 4

Match the verbs a, b, d, e, f, g, h from Activity 3 with the pictures below.



Activity 5

Match the vocabulary with the appropriate phrase.

- | | |
|-------------|---|
| 1. blend | a. the process of soaking foods in a seasoned, often acidic, liquid before cooking- |
| 2. heat | b. put into a certain place |
| 3. marinate | c. combine into one; "mix the nuts and raisins together |
| 4. dissolve | d. separate with an instrument |
| 5. cut | e. make hot or hotter |
| 6. melt | f. pass into a solution; "The sugar quickly dissolved in the coffee |
| 7. place | g. reduce or cause to be reduced from a solid to a liquid state |

Activity 6

Unscramble the verbs. Then read the recipes.

(1) Htae the milk and slowly (2) Divessol instant mashed potato mix into it. Dissolve corn flour in enough water to produce a thick paste and (3) dad to milk and potato mix. (4) Belnd the rest of the ingredients together (except the margarine) in a blender. (5) Metl the margarine in a large pot and add the dough to fry it slowly, watch until it is well fried and avoid the dough stick to the pot.

(6) tenariMa the chicken breast with sour orange, ground garlic, onion, and salt for two hours—all to taste. (7) tuC chicken breast into medium-sized strips. (8) Skao the raisins and raw rice in water for two hours. Arrange two halves of the plantain leaves in a t-shape over a one-foot strip of aluminum foil. (9) ecPIa 1 cup of the cooked dough in their center. Place the following on top of the dough, in this order:

- What food is this recipe for?

Activity 7

Group work. Take turns describing how to make your favorite food.

- A: What's your favorite food?
B: Let's see, I like to make _____.
A: How do you make it?
B: First, you . . .

Gallopinto

Ingredients

- | | |
|-------------------------------|---|
| 2 to 3 tablespoons of oil | 2 cups of cooked red (kidney) beans, drained, reserved liquid |
| 1 Onion, finely chopped | Salt and peper - to taste |
| 1 Bell pepper, finely chopped | 3 cups of hot cooked rice -- |
| 2 or 3 cloves Garlic, minced | |

Method

1. Heat the oil in a large skillet or sauté pan over medium-high flame. Add the onions, bell pepper and garlic and sauté for about 2 or 3 minutes, or until cooked through.
2. Stir in the drained beans, some of their reserved liquid, salt and pepper. Bring to a boil, then reduce heat to medium-low and continue to simmer until heated through.
3. Add the rice and stir into the beans and heat through. Adjust seasoning and add a little more bean liquid if necessary. Serve hot.

Grammar

Sequence:

First, rinse rice until the water is clear.

Then, add water.

Next, boil the rice for 15 minutes.

After that, turn the heat down to low.

Finally, fluff the rice up with a fork and serve hot.

Activity 8

Circle the correct answer.

1. We use sequence adverbs to:
 - a. Talk about future plans.
 - b. Talk about the frequency of events.
 - c. Talk about the order of steps in a process.
2. The correct order of the sequence adverbs is:
 - a. First, then, next, after that and finally.
 - b. After first and before finally they can be used in any order.
 - c. First, next, after that, finally.

Activity 9

Match the pictures with the steps in the Grammar box.



LESSON 5: Music

Activity 1

Discuss the following questions:

1. What song do you love at the moment?
2. What's your favorite genre of music?

I Love His Music!

(1) Nicaraguan salsa vocalist Luis Enrique was one of Latin music's first pioneers of the romantic "salsa sensual" style. Substituting an otherwise aggressive and bright musical style with a smoother, more emotive sensibility, Enrique laid the (3) groundwork for salsa and Latin pop artists to follow, such as Marc Anthony and Victor Manuelle.



Enrique immigrated to the States in 1978, taking up residence in L.A. He applied the musical training and apprenticeship he'd received from his father wherever possible, including a variety of theatrical and musical endeavors throughout high school. When Enrique auditioned for a local salsa group, he made (9) such a strong impression on the band's producers, Alex Cobos and Frank Miret, that they took the young talent directly into the studio to cut a demo. That demo led to a deal with Sony in 1987 for the release of Enrique's debut CD, *Amor de Media Noche*.

Though many had held the title before him, his sensual, romantic approach earned Enrique the title of "Prince of Salsa." Enrique's sizable (17) discography has earned him five Grammy nominations and five Lo Nuestro Awards, in addition to numerous gold and platinum records. He enjoyed a ten-year relationship with Sony, but in 2000 moved to WEA Records, who offered him not only the opportunity to record his own (21) material but to write and publish for other artists as well. His 2007 release, *Dentro y Fuera*, marked a successful 20 years in the industry for the artist. *Mi Mundo Musical* followed on Sony BMG in 2008.

Activity 2

Find the following words or expressions in the text. Then circle the synonym.

follow (line 4)

- a. pursue
- b. understand
- c. accompany

endeavors (line 7)

- a. effort
- b. company
- c. debut

deal (line 12)

- a. earn
- b. contract
- c. industry

successful (line 23)

- a. release
- b. material
- c. prosperous

Activity 3

Complete the mind map with words from the box.

Horror Western Documentary Poetry Pop Guitar
Classical Salsa Science Fiction Rock Flute Marimba

Music

TV Programs

Movies

Activity 4

Complete the sentences with the appropriate word from the box.

westerns guitar documentary horror
salsa music poetry marimba classical music

- _____ is a large wooden percussion instrument with resonators, resembling a xylophone.
- _____ is a musical instrument having a flat-backed rounded body that narrows in the middle, a long fretted neck, and usually six strings.
- _____ is a genre of music, generally defined as a modern style of playing Cuban Son.
- _____ is the art music produced in, or rooted in, the traditions of Western liturgical and secular music.
- _____ presents facts objectively without editorializing or inserting fictional material.
- _____ is a verbal composition designed to convey experiences, ideas, or emotions in a vivid and imaginative way.
- _____ is a film dominated by elements of a feeling of intense fear, anxiety, or hopelessness.
- _____ often stress the harshness of the wilderness and frequently set the action in a desert-like landscape.

Grammar

Ability:

I **can** play the piano and the guitar.

My brother **can't** read poetry. He **can't** understand metaphors.

I **can** dance salsa, but I **can't** sing in English.

Can your father play the cello, Alberto?

Yes, he **can**. He is very talented

No, he **can't**, but he **can** sing.

Activity 5

Circle the correct answer.

1. We use modal can:

- To talk about abilities in the present.
- To talk about abilities in the past.

2. The simple form of all verbs go with:

- CORRECT**: The infinitive without "to". (Ex: My mother can sing).
- INCORRECT**: The infinitive with "to". (Ex: My sister can to play the piano).

3. Circle the incorrect sentence.

- Can you dance folklore?
- She cans recite poems.
- He can play the flute.

Activity 6

Complete the answers.

- Can you play more than one musical instrument? Yes, I can. No, _____
- Can anybody in your family compose or arrange music? _____ No, anybody can't.
- Can they teach something to other people? _____
- Can your brother speak more than one language? _____ No, he can't.

Activity 7

Match the columns to talk about abilities in occupations.

- a. a doctor.
- b. a dancer
- c. a teacher
- d. a driver
- e. a sailor
- f. a farmer
- g. a nurse

- 1. Can explain different topics
- 2. Can assist a doctor
- 3. Can change a wheel
- 4. Can sail a boat
- 5. Can prescribe medicine
- 6. Can dance very well
- 7. Can grow vegetables

Activity 8

Write a paragraph telling what abilities you have and what abilities you don't, use modal can to make the sentences.

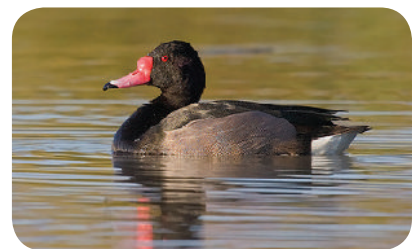
Ex: *I can swim very well but I can't drive at all.*



Activity 9

Complete the sentences with can or can't.

- A girl _____ fly.
- 1. Ducks _____ swim.
 - 2. Babies _____ ride bikes.
 - 3. A dog _____ play tennis.
 - 4. Squirrels _____ climb trees
 - 5. a snake _____ jump.



Activity 10

Read the web page and match the descriptions with the photos of the people.

Save NEJAPA ECOLOGY PROJECT

The Save NEJAPA Lagoon Project wants artists to come and work with them for three months. We meet on Sundays to clean up lagoons and plant trees around them. Here are two of the artists who are helping us on the Project this year.



1. Hello, my name is Karla. I am 20. I am a lead singer in my band and I can play the guitar. My favorite band is La Cuneta Son Machin. I love the music
2. Hi my name is Luis. I am 25. I am a music instructor. I live in Jinotepe. I love photography and music. Classical is my favorite type of music, and I enjoy going to concerts.

- Do you want to join us? Write a short description of yourself using no more than 50 words and e-mail it to us today.

Activity 11

Write a short description of yourself for the project. Remember to include the following points.

your name

your favorite music

your age

talents and abilities

your favorite band



LESSON 6: Nicaraguan Legends and Superstitions

Activity 1

Match the legend with the corresponding title.

The Crying Lady

The Devil

The Headless Rider

This legend is about a lady who can be heard crying on the river banks. The story is that her only son drowned and was never found, so, with a lamenting cry, she **looks** for him every night on the banks of the river.

This one is a legend that also came out during Holy Week. This one is about a headless man riding the devil's horse. It is said that if you see him you will become mute. I actually heard this horse running through our streets after midnight one year. I was **scared**.

This legend is said to take place in all of the coffee plantations in Nicaragua during the harvest season where there could be hundreds of people picking coffee beans. The owners of the coffee plantations, would sell their souls to the devil, and the devil himself would **come** at night to take a person's soul. In some cases the people would be **transformed** into cattle.

Activity 2

Find the words **in italics** in the article. Then circle the meaning of each word or phrase.

1. If you look for something, you are **searching for or seeking / thinking of a future pleasurable event**.
2. When you are scared, you are in a **state of emotional excitement / struck with a sudden sense of fear or alarm**.
3. If you come down, you **acquire an inheritance / advance toward the speaker or toward a specified place**.
4. If something is transformed, **it changes markedly the appearance or form / it does something unusual**.

Activity 3

Create new phrases by matching the two groups of phrases.

- | | |
|--------------------------|--------------------------|
| 1. That must be _____ | a. heard of that |
| 2. It's just _____ | b. crazy! |
| 3. Never _____ | c. and off the wall! |
| 4. That sounds _____ | d. scared |
| 5. It sounds _____ | e. fascinating/ terrible |
| 6. It's just weird _____ | f. unusual! |
| 7. I would get _____ | g. frightening! |
| 8. That's really _____ | h. amazing! |

Activity 4

Look at the pictures. Write expressions using "I _____."



Visit a haunted house
I visit a haunted house.



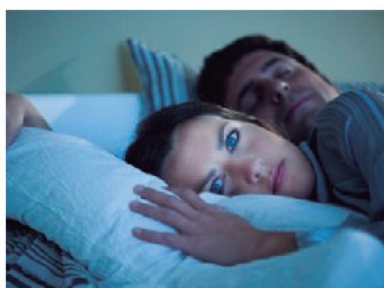
Catch a strange fish



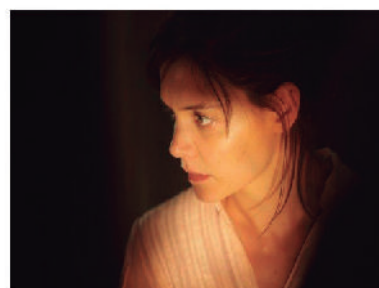
Find crop circles



Sleepwalking



Have nightmares



Be afraid of dark

Activity 5

Complete these sentences with words from the list.

- | | |
|--|----------------|
| 1. Nightmares can be very scary, you know. They can be really _____ | a. crazy |
| 2. I think other people's dreams are really interesting. Really _____ | b. fascinating |
| 3. Dreams have no meaning. They are just weird, _____ thoughts. | c. frightening |
| 4. Insomnia must be awful. I mean, not being able to sleep must be _____ | d. scared |
| 5. Most kids are afraid of the dark at some point. They all get _____ | e. terrible |
| 6. Sleepwalking is pretty common. It's nothing _____ | f. unusual |

Activity 6

Choose the correct endings for these popular superstitions.

I. If you hear ringing in your ears ...

- a. there are two entities that are not similar.
- b. you will never need to go to a doctor.
- c. it means that someone is talking about you.



II. Breaking a mirror...

- a. means good luck.
- b. means that someone is talking about you.
- c. brings 7 years of bad luck.



III. Don't cross your eyes...

- a. or you will be someone's favorite person.
- b. or they'll stay like that.
- c. or you will never need to go to a doctor.



Activity 7

Complete using the correct adjectives.

Comparisons		
	Adjective	Comparatives
1. One-syllable adjectives	dark	darker weirder
2. Two-syllable adjectives	common	
3. Two syllable adjectives ending in -y		crazier than
4. Three-syllable adjectives	interesting	
5. Irregular adjectives	good	
6. Modifiers		
7. (not) as...as	well-known	not as scary as

Activity 8

Put the sentences in order.

1. sleepwalking. / Nightmares / as / are / not as / unusual
2. fairy tales. / scarier / are a bit / Horror films / than
3. among elderly people / Superstitions / among young people. / are more popular / than
4. is more / interesting / watching TV / Describing our culture / than / to foreigners.

Activity 9

Make the comparatives form of the adjectives from Activity 5.

Frightening –more frightening than



Activity 10



Work with another student. Read the passages on page 41 again, Write 5 sentences about them using comparatives.

- A: The crying lady's story is weirder than the headless rider's story
- B: Yeah, it is just weird and off the wall.

Activity 11

Compare the pictures below. Write two sentences about each. Use the words in the box and a bit / much / not as _____ as.

tall	modern	happy
		

Activity 12

Read the texts.

NIC EXTREME SPORTS HOLIDAYS

Kayaking, mountain climbing, base jumping and free diving.

Accommodations:
4-star hotel, all meals provided.

You need to be:
Over 16, a strong swimmer, very fit

Cost:
C\$ 1500 for one week and C\$ 3000 for one month.



NICARAO VACATIONS

Try 10 extreme sports in Nicaragua! Minimum age is 18. No experience is required. Beginners are welcome!

NON-STOP FUN!

Accommodations:
Simple apartments for 5 people.

Price:
C\$ 700 per person. All vacations last 7 days.

For a Holiday in Nicaragua you will never forget!



Activity 13

Which words best describe each vacation.

flexible	safe	enjoyable	inconvenient
expensive	cheap	convenient	dangerous

Activity 14

Complete the sentences using the words in brackets. Use the texts from Activity 12.

1. These courses at NIC are _____ (expensive) the courses at NICARAO.
2. NIC has _____ (good) accommodation _____ NICARAO.
3. NICARAO sounds _____ (enjoyable) NIC.
4. NICARAO seems _____ (friendly) NIC.
5. You can do _____ (longer) courses at NIC.
6. NICARAO has a _____ (great) variety _____ NIC.
7. NIC welcomes people who are _____ (young) 18.
8. For NIC you need to be _____ (fit) normal people.

Activity 15

Read these texts about 2 main cities in Nicaragua.

León is a department that has a lot to offer. In addition to the colonial city of León, you can also find many small, picturesque towns that border the Pacific Ocean, great for sun and beach activities, a range of volcanoes offering a variety of possible activities, ruins from the past, among other attractions. The city of León is located about 100 km from Managua.

Granada is a department in western Nicaragua. With an estimated population of 110,326 (2003), it is Nicaragua's fourth most populous city. Historically it is one of Nicaragua's most important cities both economically and politically. It also has two volcanic lagoons; Genizaro small lagoon and the famous Apoyo. Apoyo, which is shared with the Department of Masaya, is the largest volcanic lagoon in Nicaragua.

Activity 16

Write an account about their similarities and differences.

- Which offers more touristic attractions?
- Which has a better weather?
- Which beaches are better?

Leon is a bit more interesting than Granada...

Additional Activities

I. VOCABULARY

Activity 1

Find seven words connected with cooking.

blend heat marinated dissolve cut melt place

Activity 2

Make a phrase by matching a word from A to a word from B.

A

heat
add
serve
stir and heat
fry

B

through
rice and beans
oil over medium
heat
onion and garlic
with your favorite
hot sauce

Activity 3

Put the recipe from Activity 2 in the correct order.

First,	heat oil over medium heat
Then,	
Next,	
After that,	
Finally,	

The recipe in this activity is of a traditional Nicaraguan food. Which one is it?

Activity 4

Find the words in the box.

documentary rock flute horror poetry guitar salsa

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

Activity 5

Use the words above to complete the sentences. There is an extra word.

1. The painting that others found so beautiful was a _____ to him.
2. The book gives a _____ account of the events.
3. _____ has its roots in 1940s and 1950s.
4. Learning to play the _____ takes a while.
5. _____ began and had its roots in the era of the Ancient Greeks.
6. _____ often uses particular forms and conventions to expand the literal meaning of the words.
7. _____ music is a group of musical styles having their roots in Cuba, the Caribbean and Latin America.

Activity 6

Complete the chart with adjectives and comparatives.

- | | |
|---------------|----------------------|
| 1. expensive | a. more expensive |
| 2. convenient | b. _____ |
| 3. _____ | c. more dangerous |
| 4. _____ | d. cheaper |
| 5. enjoyable | e. _____ |
| 6. _____ | f. more inconvenient |
| 7. boring | g. _____ |
| 8. safe | h. _____ |

Activity 7

Match the opposites.

expensive-cheap

Grammar (Can)

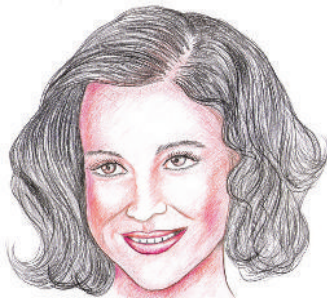
Activity 1

Complete the conversations with **can** and **can't**. Three women are discussing their abilities and talents.

1. Man: _____ you ski, Marcela?
Woman: No, I _____. And skiing is dangerous.
2. Man: Are you good with machines? _____ you fix things?
Woman: No, I _____. I guess I'm more athletic. I can play tennis and basketball. Oh, and I can skate really well. Skating is my favorite sport.
3. Man: Are you musical, Andrea?
Woman: No, not really. I _____ play any musical instruments- like the piano or the guitar.
Man: _____ you dance?
Woman: No, I can't dance at all. I'm terrible! I guess I am more mechanical. I can fix cars and other things.
4. Man: Do you have any technical skills, Suji?
Suji: Technical skills?
Man: Yeah. Can you fix things? Can you use a computer?
Suji: Well, I _____ use a computer, but I can't fix things.
Man: Are you musical?
Suji: I think so. I _____ sing very well, but I can play the guitar.

A**Pedro**

I am a musician, so I ___ sing and play the piano really well.

B**Elizabeth**

I ___ cook really well; I am a chef. And I love to take photos on weekends with my camera. I think I ___ do that really well, too.

C**Luis Carlos**

Well, I am an artist, so I ___ draw really well. I often do my homework on a computer, so I ___ use computers really well, too.

Comparatives

Activity 1

Complete these sentences with the comparatives. Use the adjectives in the box to create the necessary comparatives.

exciting old far happy quiet bad

His CV says that he is only twenty-three years old. I thought he was older.

- This restaurant is very noisy. Can we eat somewhere _____?
- This movie sounds really boring. *Thirty Years of Freedom* sounds _____.
- My job is quite good. It could be a lot _____.
- You look _____ today; you looked quite sad yesterday.
- The apartment is _____ from the park than I thought.

Activity 2

Complete the sentences below with a comparative and with “not as _____ as.”

Example:

Celia is 1.64 meters. I am 1.75. (Tall).

I'm taller than Celia. Celia isn't as tall as me.

1. The gold watch is C\$ 500. The silver watch is C\$ 200.

The gold watch... The silver watch...

2. The bus to Estelí leaves at 3.30. The bus to Somoto leaves at 5.00 (late)
3. Health is very important to me. Money is not important to me. (important)
4. White bread tastes good. Brown bread tastes very good. (good).

Activity 3

Complete the chart.

	Born	Height	Weight
Uncle or aunt	_____	_____	_____
Father or mother	_____	_____	_____
Best friend or classmate	Aug./16/82	1.79 mts	285 lbs
Teacher	_____	_____	_____
You	Sept./17/99	1.69 mts	180 lbs
Brother or sister	_____	_____	_____

Activity 4

Make sentences with the information in the chart.

My best friend Carlos is older than I am.

Speaking

Activity 1

Fill in the blanks with the names of classmates. Then decide whether the phrase is true (YES) or false (NO).

_____ Can make a sand castle YES NO

_____ Can send an e-mail YES NO

_____ Can speak Russian YES NO

_____ Can climb a coconut tree YES NO

_____ Can cook YES NO

_____ Can speak Chinese YES NO

_____ Can play a musical instrument YES NO

Activity 2

Sentence Race Use the words below to make as many sentences as possible. You can transform adjectives into comparatives.

not as	he	is	attractive	happy	my best friend
famous	and	thin	as	a bit	she
FREE	nice	we	than	Aas	light
my neighbor	are	much	my teacher	Strong	healthy
FREE	tall	rich	I am	more	successful
FREE	well-known	funny	my cousin	fit	lucky

Activity 3

Let's Talk!

1.
START

2. Talk about things you and your family can do.

3. Talk about something weird and off the wall.



6. What do you think about dreams with no meaning?

5. Say a superstition.

Free question



Free question

8. Talk about how you cook your favorite snack.

9. Talk about your favorite music or singer.



12. What musical instruments can you play?

11. Make a comparison between two cities in Nicaragua

Move three spaces



Move back one space

14. Say three things that a superhero can do.

15. What do you think about nightmares?



FINISH

17. What do you think about sleepwalking?

Move two spaces

Activity 4

Plan a Menu

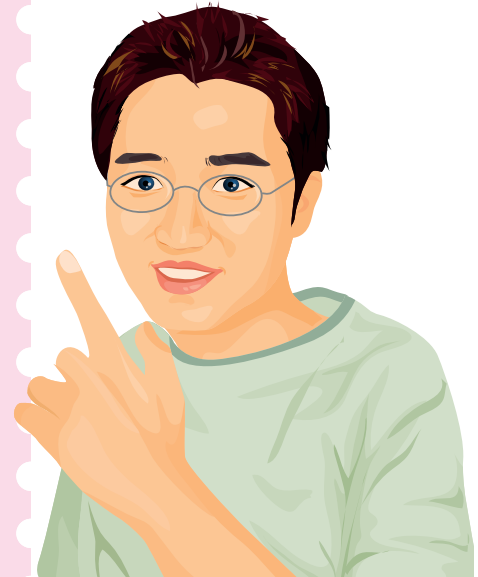
Soups	Salads
_____ C\$	_____
_____ C\$	_____
_____	_____
Main dishes	Kids' menu
_____	_____
_____	_____
Desserts	Beverages
_____	_____
_____	_____



Activity 5

Put the steps of these recipes in order.

- a. _____ After that, pour it into a bowl.
- b. _____ Then heat the oil.
- c. _____ Finally, sprinkle a little salt over it and enjoy!
- d. _____ When the oil is hot- but not too hot- put it on the kernel.
- e. 1 First, you put a little oil in a pan.
- f. _____ Next, when you see that the kernels are starting to pop, cover the pan.



- a. _____ Finally cut into slices.
- b. _____ Then put the dough into the oven and bake for a few minutes.
- c. _____ First roll out the dough into a circle and rub a little oil on it.
- d. _____ Next , spoon a little sauce over the dough.
- e. 4 After that, cover the sauce with cheese. Then, put it back into the oven and bake for another ten minutes.

Activity 6

Can you guess which snacks they are talking about in Activity 5?

Activity 7

Role play

Activity 8

Work in groups of four. Two students are the judges. Two are the chefs.

“My recipe is called _____.
To make it, first you _____.
Then, _____ Finally
_____.”



Activity 9

Change roles and role play again.

Instructions for additional activities:

I Guess

Ask students to guess which of their classmates can do each of the activities on the worksheet and then complete the sentences by writing the names of the classmates in the appropriate blanks. For example: *Santo can make sand castles.* Encourage the students to write as many different names as possible. Then, when they have completed all the sentences, the students walk around the class asking and answering the questions. For example: *Santo, can you make sand castles?*

“Yes, I can” OR “No, I can’t.”

The students check their answers and put an **X** next to their incorrect guesses.

Sentence Race

Have students work together to make as many sentences as they can from the cards. Tell them that they will get one point for each word that they use, but that they must make complete sentences. Set a time limit. At the end of the time, check sentences and give points.

Let’s talk

Divide the class into groups of three to five. Explain the rules of the game:

Students take turns tossing a coin and moving around the board. Explain that one side of the coin means move two spaces; the other side means move one space. Students move their game piece onto a square and speak for 30 seconds on the subject of the square. If a student lands on a free question cell he/she must create a question and ask it to another member of the group, and that student must give an appropriate answer. The students proceed until someone has finished. If time allows, they can start again in new groups.

Plan a Menu

In small groups, students discuss their favorite dishes in each category. Then collect their answers and write them on the board. Set the scene and explain the task. Explain that a kids menu has dishes children like. They are usually cheaper and smaller than the dishes on the regular menu. Ask for possible dishes for this menu. Have students complete the task in small groups. In the same groups choose a good name for a restaurant and write it on the top of the menu. Collect each group’s menu. Then put them around the class so that each group can see the each other groups’ menus.

Create Your Own Similes

Present a few similes and the sample sentences to the class. Write the sentences with underline. Ex. - The baby's skin was as white as snow. - Finishing up the project by himself, the boy was as proud as a peacock.

Prepare flashcards with one adjective on each. Students pick out one card in turn and create similes by using the adjective on the card. Emphasize that unique ideas are welcome. Instructor shouldn't be judgmental, and accept any similes as long as they are logical. Ex. - as big as Mt. Lopez / as soft as a cotton candy Students compare their ideas and discuss which ones are interesting or funny.

Finding the best person for the job

The idea of this activity is to review or learn personality adjectives. Tell the students that they are the owners of a cafe and they have to choose a new waiter/waitress from a list of four applicants for the job.

The teacher's preparation involves thinking of four personality adjectives for each applicant. Give the applicants a name and a color. One applicant should be ideal for the job, two neutral and the other totally useless. After this the teacher writes each adjective on a separate card using a different color pen for each applicant. Four applicants, four colors, sixteen adjectives altogether.

The next step is to hide the cards in sixteen different places around the classroom.

When the class starts, you explain the activity by telling the students their aim is to decide which applicant is best for the job. There are four applicants, each with their own color and a total of sixteen words. The pair that finds all the words and chooses the best applicant first are the winners. But first they have to find the cards!

Pair the students off. Student A stays put while student B searches for the hidden words. When a word is found B must read it, (without alerting the other searchers) return to A and quietly say the word. A writes the word, keeping words of the same color together. If B forgets the word or the correct spelling, he /she has to return to the word. A and B should swap roles after a number of words have been found.

At the end of the activity stick all the words on the board, in their color groups, under the correct name. All the students can then discuss why the applicants are/are not suitable for the job.

Unit 3

People



Contents

- Social Movements
- Personality
- Diversity

LESSON 7: Social Movements

Activity 1

Listen to your teacher and repeat the words from the box below.

Nouns

respect

icon

involvement

torture

prison

racial lines

unity

event

apartheid

message

oneness

leader

Verbs

to admire

to spread

to struggle

Activity 2

These underlined scrambled words are from the box above. Write the correct spelling.

1. He has seen a lot of different tenevs. _____
2. A well tedrespec person. _____
3. He wanted to presad his message. _____
4. He was in poisrn for 27 years. _____
5. Mandela is an icon of the grugstle for freedom. _____

Activity 3

Read the following text:

A life full of courage

José Leonel Rugama, possibly the most “paradigmatic” figure on 60’s; formed part of the anti student revolts against Somoza and mixed immediately to the movement of Sandinista National Liberation Front (FSLN). Previously, he was dating with a girl named Lina Guillen. He aspired to a scholarship to study engineering in Germany; just because he had some knowledge of German. Loves soccer, he played with the seminarian’s cassock in center field where he studied philosophy and theology. Leonel Rugama was born on March 27, 1949, in Matapalos Valley Estelí. Rugama’s father was a carpenter and his mother was a teacher. When he was eleven years old, he entered to Managua seminar where he starts his studies. After graduating from Secondary School, he gets back to Estelí and he becomes an excellent chess player. In 1976, he became a contact of El Frente Sandinista de Liberación Nacional. He starts to write poetry when fighting in the mountains. Then, he receives orders to move to León and he registers as a student at UNAN. He starts to work as a Mathematics teacher at home and is in charge of “El Estudiante” journal. (A student magazine) he begins to publish his poetry in a literary column from La Prensa. in January 15, 1970, with two young boys like him, Roger Núñez Dávila, Mauricio Hernández Baldizón, face a fully armed with tanks and guns squad of the National Guard. A lot of people witnessed that combat. Many people say that when the fight was almost finished, a guard shouted asking them to surrender; but Leonel Rugama answered: Ask your mother give up! (QUE SE RINDA TU MADRE) and he kept fighting... was killed in action on January 15, 1970 at 3 pm in front of the eastern cemetery in Managua.



Activity 4

Check true or false for each statement about Rugama’s life.

True

False

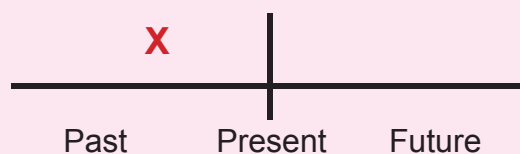
- | | | |
|-----|-----|--|
| ___ | ___ | Rugama was the most paradigmatic 60’s figure. |
| ___ | ___ | He went to study to Germany. |
| ___ | ___ | Was a great chess player. |
| ___ | ___ | The most famous phrase from Leonel was: Ask your mother give up. |
| ___ | ___ | Leonel Rugama’s Father was a teacher. |

Activity 5

Use the reading in Activity 3 to put the events in the correct order.

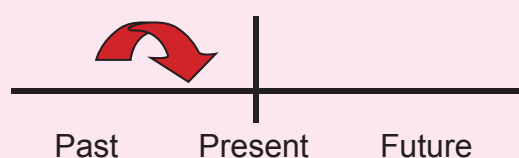
- () Formed part of the anti student fights against Somoza and mixed immediately to the movement of Sandinista National Liberation Front (FSLN).
- () Was killed in action on January 15, 1970 at 3 pm in front of the eastern cemetery in Managua.
- () Born on March 27, 1949, in Matapalos Valley Estelí
- () He starts to write poetry when fighting in the mountains.
- () After graduating from Secondary School, he gets back to Estelí and he becomes an excellent chess player.
- () He receives orders to move to León and he registers as a student at UNAN.
- () He starts to work as a Mathematics teacher at home
- () Many people say that when the fight was almost finished, a guard shouted asking them to surrender; but Leonel Rugama answered: Ask your mother give up! (QUE SE RINDA TU MADRE) and he kept fighting...
- () his mother was a teacher.
- (**1**) José Leonel Rugama, possibly the most “paradigmatic” figure on 60’s
- () and is in charge of “El Estudiante” journal. (A student magazine) he begins to publish his poetry in a literary column from La Prensa
- () Loves soccer, he played with the seminarian’s cassock in center field where he studied philosophy and theology.
- () When he was eleven years old, he entered to Managua seminar where he starts his studies.

Use 1: Completed Action in the Past



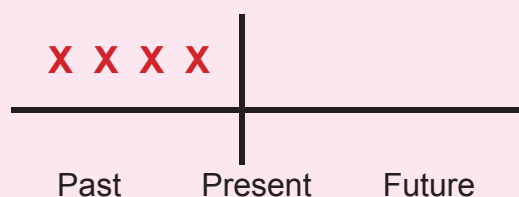
Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but because of the content in which the conversation develops, they do have one specific time in mind.

Use 2: Duration in the Past



The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Use 3: Habits in the Past



The Simple Past can also be used to describe a habit that no longer exists. To make it clear that we are talking about a habit, we use expressions such as **always**, **often**, **usually**, **when I was a child**, and **when I was younger**.



LESSON 8: Personality

Activity 1

Read adjectives for describing personality.

brave clever honest kind rude
neat quiet liberal generous persistent

Activity 2

Match the words to the description.

Word	Description
Brave	Someone who is not afraid of danger.
	A person with bad manners.
	A person who is very tidy.
	Someone who is not very talkative.
	A person who is good at learning things.
	Someone who shares things with others.
	A truthful person who does not cheat or steal.
	A person who behaves in a caring way.
	Someone who is not stingy or conservative.
	A person who refuses to give up.

Activity 3

Read the following text.

The Moth and the Star

Adapted from the fable by James Thurber

A young moth once saw a certain star. He talked to his mother about this and she counseled him to focus on a bridge lamp instead. "Stars are not the things to hang around," she said, "lamps are the things to hang around." "You reach somewhere that way," said the father of the moth. "You go nowhere chasing stars." But the moth did not listen to his parents. Every evening at dusk when the star came out he started flying toward it and every morning at dawn he returned home completely exhausted from his vain endeavor.

One day his father said to him, "You have not burned a wing in months, boy, and it looks to me you are never going to. All your brothers have been badly burned flying around street lamps and all your sisters have been terribly injured flying around those lamps. Come on, now, get out of here and get yourself scorched! A moth like you should have a mark on him!"

The moth left his father's house, but he did not fly around street lamps and he did not fly around house lamps. He went right on trying to reach the star, which was twenty-five trillion miles away. He never did reach the star, but he went right on trying, night after night, and when he was a very, very old moth he began to think that he had really reached the star and he went around saying so. This gave him a deep and lasting pleasure, and he lived to a great old age. His parents and brothers and sisters had all been burned to death when they were quite young.



Discuss these questions.

1. The moth never reached the star. Do you think he had a successful life?
2. How do you describe his personality?
3. His parents tried to discourage him to reach the star. Why did they do that? Do you agree with their feelings?
4. How do you describe your personality? Is it similar to the personality of the moth?

Activity 4

Match the character from the reading with the concept it symbolizes. Explain.



- A. the star _____ fear to change.
- B. street lamps _____ a goal.
- C. the moth's father _____ unrealistic goals.
- D. 25 trillion miles away _____ routine, old habits.

Activity 5

Choose the best word to fill in the blank in the following sentences.

outgoing clever honest brave neat
kind rude liberal generous

1. My friend Juan is clever. He is good at learning things.
2. People who push in front of you in lines are very _____
3. My boyfriend is very _____. He is always buying me nice things!
4. I'm an _____ person. I think it is important to tell the truth.
5. My neighbor is a good person. She has been very _____ to me.
6. I am not a very _____ person. I hate visiting the dentist!
7. My brother Julio is very _____. His bedroom is always tidy.
8. My sister Magda is _____. I'm the opposite. I am quiet.
9. Her parents are very conservative. They disagree with her _____ ideas.

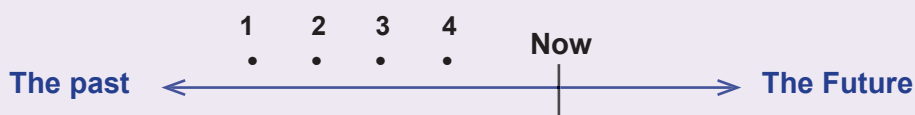
Grammar

The narrative tenses

Narrative tenses are the grammatical structures used to tell a story or to talk about situations and activities which happened at a defined past time.

1. The Simple Past Tense.

a) to express a completed action at a definite time in the past. The separate events which occur in sequence in a narrative are expressed using this tense.



I got up (1) at six yesterday, I took a shower (2) and ate breakfast (3). I left for work (4) at quarter past seven.

b) to express past habits.

I went to school in Corn Island until my family moved to Managua.

2. The Past Continuous Tense.

a) To describe the situation in which the events of the narrative occurred.



When I (1) saw him, he (2) was wearing a shirt and (3) was riding a bike.

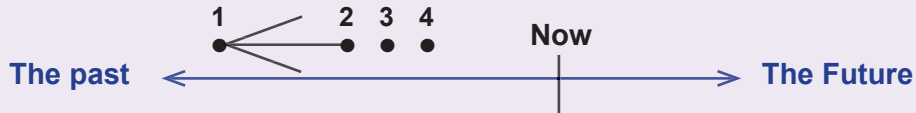
b) to express an activity in progress at a time in the past.



What (1) were you doing when I phoned you?

3. The Past Perfect.

a) it is used to show that an action or situation happened BEFORE the events in the narrative described in the simple past.



I woke up (1) at half past seven yesterday. I had slept very badly (2) because there had been a power cut (3) during the night.

Activity 6

Put the verb in brackets into the past simple, past continuous or past perfect. Sometimes more than one tense is possible.

I _____ (HEAD) home yesterday when I _____ (SEE) a group of people in front of a gas station. They _____ (LAUGH) and one man with a big camera _____ (FILM) something, so I _____ (STOP) to have a closer look. Some guys _____ (HAVE) long sticks in their hands and they were apparently attacking somebody poorly dressed.

A guy with a megaphone _____ (NOTICE) my surprise. He _____ (approach) me and _____ (SAY) that it was a piece of performance art. The bum was indeed an actor who _____ (DRESS) up in those kinds of clothes. The director _____ (invite) the people who _____ (pass by) to enjoy the activity.

Activity 7

Writing

Everything that occurs in our lives helps us grow. These events can bring us happiness or pain. Whether happy or painful, we learn from them. Think of an important event in your life and write about it. Ask your teacher for specific paragraph writing standards.



LESSON 9: Diversity

More similarities than differences

We all listened attentively as our teacher spoke.

“If you want to say ‘OK’, don’t make a circle with your thumb and index finger, it means OK to us, but in Russia it is an obscene gesture.”

“It is fine if you like something very much, but don’t sound too enthusiastic. Do not say something like ‘your tablecloth is really beautiful.’ Your Russian friend will probably offer it to you and will be offended if you don’t take it.

“For Canadians, it is very important to look a person directly in the eyes when you are having a conversation with him or her. If you look down or to the side when the other person is talking, that person will think that you are not interested in what he or she is saying.

“In the United States, it is important to have a firm handshake. This is particularly important in the business world. Many Americans think that a weak (soft or gentle) handshake means that the person has a weak character too and is probably not honest.

“In Japanese culture, you are supposed to take off your shoes when you enter a Japanese home and arrange them so that they point toward the door. In that way you do not have to turn around to put them on when you are leaving.

In Nicaragua we are hospitable; we like host visitors and share their meals. Nicaraguans are friendly and hard-worker and we love solidarity and commitment with our people’s causes.

“Remember that language, customs, and food are definitely different. Even simple every day things like making phone calls are different.

“In spite of ethnic diversity, differences in language and culture, all humans aspire to enjoy freedom, a family to share life with, education and health. We can all learn from one another and we can say that people all over the world are more alike than they are different”.

Activity 2

With a partner read the paragraph in the box and match the paragraph to the family it describes. Then write a paragraph for the family without a description.

In these families, children frequently stay home until they are middle age adults. They often have their own children and spouses living together with their parents.



In these families, most children “leave the nest” when they are between the ages of 18 to 21. They rent their own apartment and get jobs to begin an independent life.

In these families, it is quite acceptable for young adults to live with their parents if they are single. The legal age in this country is 20. When elderly people scold them for something, they often obey immediately and respond with a polite bow.



Activity 3

Read the following family descriptions and questions. Discuss your answers with your classmates.

Modern society has changed the traditional concept of family. In your opinion, what are the advantages and disadvantages of these types of families?

- Extended families
- Nuclear families
- Single-parent families



Extended family

A family that consists of parents, children, and other close relatives.



Nuclear family

A family unit consisting of a mother and father and their children.



Single-parent family

Single-parent families are families with children under the age of 18 and a parent who is widowed or divorced and not remarried or a parent who has never been married.

Answer

- What is the ideal type of family?
- How important is your family to you?
- How much of a family person are you?
- Is there a black sheep in your family?
- Is blood thicker than water regarding your family?



Basic question structure

1. Yes / No questions

Auxiliary verb	Subject	Main verb		Answer Yes or No
Do	you	have	a big family?	Yes, I do.
Can	she	take care of	a baby	No, she can't.
Did	your parents	plan	their family?	Yes, they did.
Should	young adults	stay	home with their parents?	No, they shouldn't.

Exception: verb "to be"

Is	she	a single mother?	Yes, she is.
Are	they	twin brothers?	No, they are not.

2. Wh- questions and How

Wh-	Auxiliary verb	Subject	Main verb	Answer
When	will	you	leave	When I get a job.
Where	did	they	meet?	At a party.
Who	does	she	like?	Her friend John.
How many children	should	couples	have?	Two children.

Exception: verb "to be"

How	was	the family reunion?	Unforgettable.

3. Choice questions

Auxiliary verb	Subject	Main verb		or		Answer in the question
Do	you	want	a big family	or	a small family?	A big family.
Will	you	rent	a room	or	buy a house	A room.

Exception: verb "to be"

Is	the baby	a boy	or	a girl?	A girl.
Are	you	seventeen	or	eighteen?	Seventeen.

Activity 4

Unscramble the following words to form a question. Add an auxiliary verb if required.

- or / math / you / physics? / like _____
- Mary? / did / meet / Where / you _____
- today? / we / What / study / should _____
- that / or / father / uncle? / your / Is / your _____
- to? / Who / can / talk / they _____
- in / do / What / the / she / office? / does _____
- like / to / Why / sociology? / would / study / you _____
- are / book / What / semester? / this / reading / we _____

Activity 5

Fill the spaces with the simple past or past continuous forms of the verbs found in the list below.

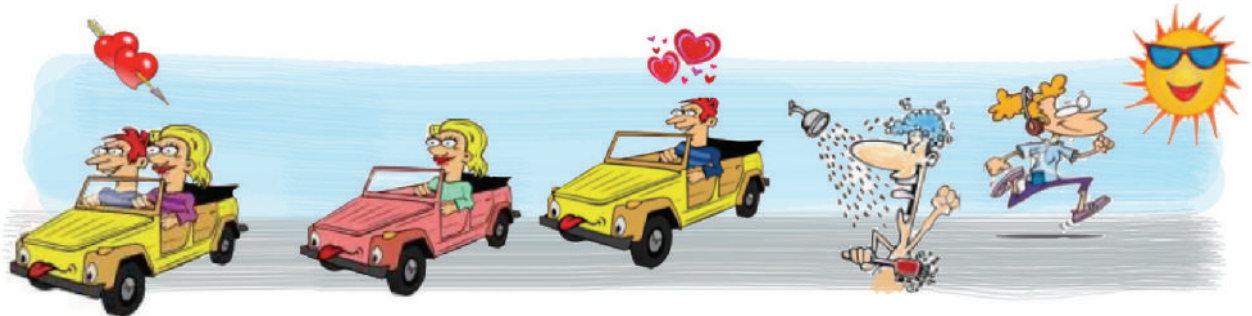
decide rain go be get feel have try cry like stop

Last weekend Jenny _____ to the cinema to see "The Core". Jenny _____ (not) it because it _____ about weird creatures and she is afraid of them. When she _____ home with her friend Stacy, she _____ goose bumps.

There _____ a noise behind them, but they could not see anything. It _____ a lot and there _____ any taxis on the street, so they _____ to go home walking. The noise _____ still behind them and while they _____ to see what or who it _____, the lights on the street _____ out and they _____ walking for some minutes. Do you know what happened next?

Activity 6

Use the illustrations to create a story about John's lucky day using the simple past and the past continuous.

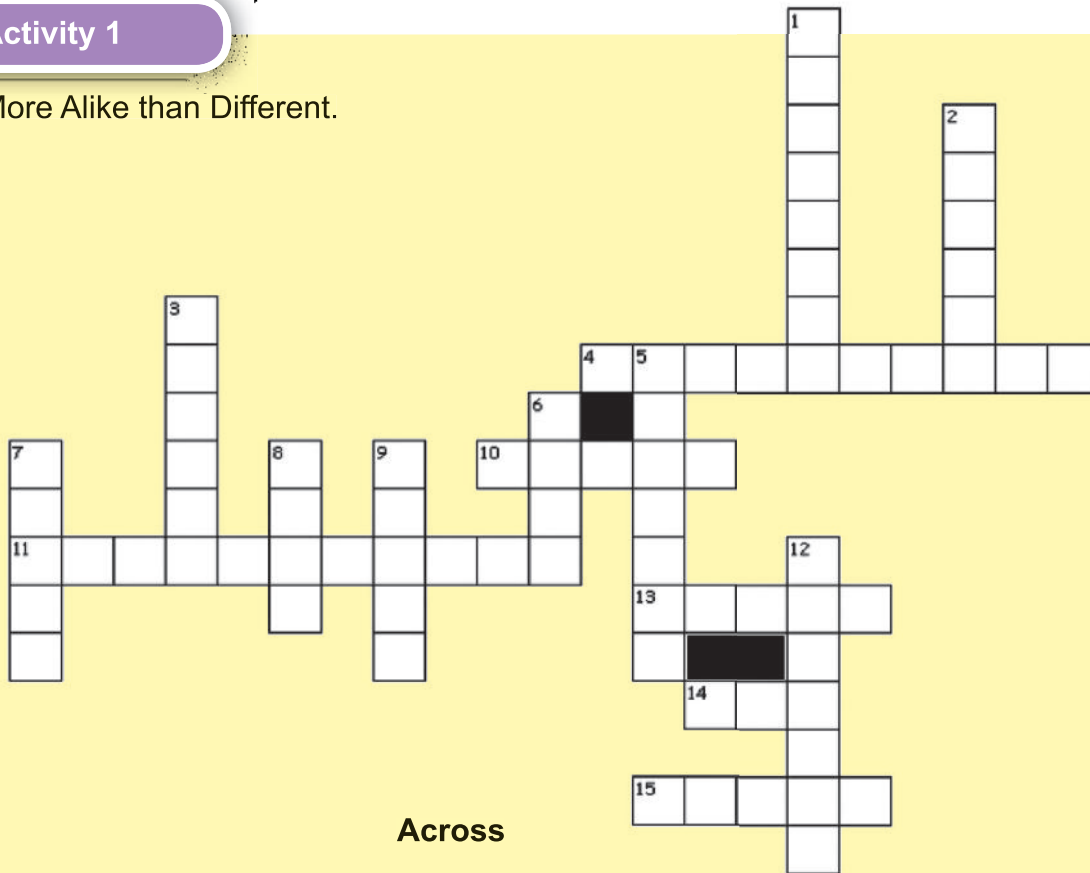


Additional Activities

I. VOCABULARY

Activity 1

More Alike than Different.



Across

4. A teenager.
10. To go out of or away from.
11. Free from the influence, guidance, or control of another.
13. To reprimand or criticize harshly and usually angrily.
14. The length of time that one has existed.
15. One who has attained maturity or legal age.

Down

1. Person connected with another by blood.
2. A marriage partner; a husband or wife.
3. Not accompanied by another or others; solitary.
5. Made up of distinct characteristics or qualities.
6. To obtain occupancy or use of in return for regular payments.
7. To bring up; to rear.
8. To carry out or fulfill the command, order, or instruction of.
9. Woman who lost her husband by death.
12. Being past middle age and approaching old age.



Activity 2

Pursuing a Dream

Word Search Puzzle



CHARISMA

FREEDOM

WISDOM

ENERGY

HEROISM

LEADERSHIP

ENTHUSIASM

INVOLVEMENT

LEGACY

EXAMPLE

RESPECT

READING

Roberto Clemente

An Example of Solidarity

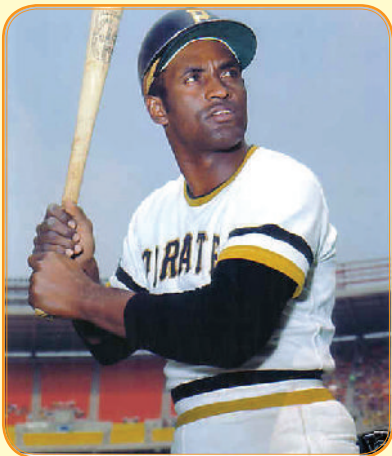
"Any time you have an opportunity to make things better and you don't, then you are wasting your time on Earth."

Roberto Walker Clemente was born in Barrio San Anton in Carolina, Puerto Rico on August 18, 1934. Clemente was the first Latin American player elected to the Baseball Hall of Fame.

He became one of the best baseball players in history. He also worked to change the way baseball and the country treated racial minorities in the 1950s and 1960s. He stood up against racism and did not permit anyone to be treated differently in his presence.

Early Life

Roberto Clemente was the youngest of the seven children of Melchor and Luisa Clemente. His father was a foreman on a sugarcane plantation and his mother ran a grocery store for plantation workers. His family was poor, and Clemente worked hard as a youngster delivering milk and doing odd jobs to earn extra money for the family.



While in high school, Roberto signed a contract to play baseball for the Santurce Crabbers in the Puerto Rican winter league. At the age of 18, Roberto was already hitting a baseball better than many professional players. By the time he finished high school, Roberto had received several other offers from major league teams in the United States.

Equal Rights for Everyone:

Clemente was shocked when he experienced racism in the United States in the 1950s. In the Spring, baseball players attended training camps in the southern state of Florida. Many eating places in the South at that time did not serve black people. So the black players on the team were forced to ask their white teammates to buy food for them. The black players would then eat on the bus that drove them to the games. Roberto Clemente had a very strong sense of self-worth. He would not let others treat him unequally.

Activity 4



Pair work. In pairs, determine which of these make people respected?



Money	Age
Hard work	Power
Talent	Social status
Personality	

Writing

There are three main parts to a story. The **BEGINNING** says where and when a story happens and who the people or characters are. The **MIDDLE** tells what happens to these people. The **CONCLUSION** tells how the story ends.

Activity 5

Read the story below. It has a beginning and a conclusion but not a middle.

Our teacher's problem

Our teacher was sitting at the classroom desk, looking out of the window. She didn't hear what the students said because she was thinking about her big problem



.....

.....

.....

.....

Our teacher jumped up and ran to the door with a crumpled piece of paper in her hands. She just knew everything was going to be alright again.

Activity 2

Write two possible problems the teacher could have had.

Activity 3

Choose the idea you like best and write about it. Write the middle part of the story.

Activity 4



Pair work. Write your own story, but do not include the middle. Ask your partner to complete it for you by following Activities 1, 2, and 3.

The text below contains many incorrect pronouns (he, it, we, us, them, etc). Find and correct the incorrect pronouns by writing the correct pronoun above them.

Example: ~~He~~ is a new desk in the classroom.
IT is a new desk in the classroom.

She was a beautiful summer day. there wasn't a cloud in the sky.

I was happy because school had finished and it had no more homework or tests. Now I needed to find a job. He wanted to be a doctor and work in the rural areas of my country, but first I wanted to have a rest.

You was hot in the house; there was no wind. I thought to myself, "I'll go for a walk. I'll go down to the river."

While I was walking by the river, we suddenly saw a beautiful girl. He had long blond hair and big dark eyes. It was standing on the river bank looking into the water. I went up to him and started to speak, but they just looked at us and shouted, "Stay away from it or he'll scream!"

"Don't be afraid of me," I said "I just want to be my friend."

Vocabulary

Leadership vocabulary

caring, character, courage, discipline, correctness, empathy, fairness, honesty, integrity, loyalty, patience, reliance, respect, goals, tolerance, trustworthy

Activity 1

Write the correct vocabulary word under its definition.

Quality characterized by honesty, reliability, and fairness, developed in a relationship over time.

Quality characterized by honesty, reliability, and fairness, developed in a relationship over time.

Quality characterized by honesty, reliability, and fairness, developed in a relationship over time.

Quality characterized by honesty, reliability, and fairness, developed in a relationship over time.

Quality characterized by honesty, reliability, and fairness, developed in a relationship over time.

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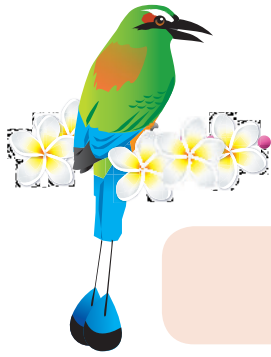
Unit 4

Tourism



Contents

- ☑ Vacations
- ☑ Tourist Sites
- ☑ Making a Reservation
- ☑ Travelling



LESSON 10: Vacations

Visiting the capital of Nicaragua

Dear Rosalia,

I finally arrived in Managua! The city is so crowded that it's hard to walk down the streets. There are people here from all around the country; we even met people who live in our city! There are more buildings here than back home. I liked the tallest building called Bank of America but I liked Metrocentro mall most of all.

Yesterday, we drove to my cousin's house. She lives in Tipitapa, a very rural area. As we drove away from the city we saw more trees than buildings. My cousin told me that there are less people living in her town than in the city. Her nearest neighbors live so far away that they have to drive to visit them! Her house is next to a lake, so we went swimming. The water was much colder than the lake we have at home!

I'll see you in a few weeks. I can't wait to show you all my pictures!

Love,
Allan



Activity 1

Answer the questions in your notebook.

1. What city did Allan visit?
2. Which building did Allan like most?
3. Who did Allan visit in Tipitapa?
4. What did Allan do in Tipitapa?



Activity 2

Write a note to a friend describing a trip to a rural area. Describe how different it is from a city.

Activity 3

Look at the pictures of four cities. Which of the places in the box can you see?

a palace

a bridge

a port

a cathedral

a church

a hill

a house

a mountain

a river

a mall

a temple

a park



Activity 4

Work in groups of four or five. One student thinks of a place, such as a city or a country. The other students try to find out what the place is by asking **YES / NO** questions. They can ask a maximum of 20 questions.

If you are visiting a new city or area, how do you find out about places of interest?

- On the Internet
- From a guidebook
- From tourist information
- From people you know

Activity 5

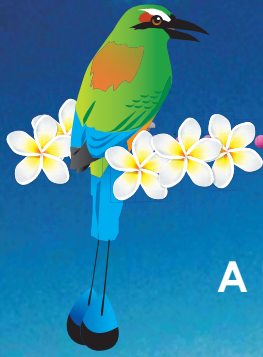
Which adjectives in the box can describe a place you know or visited? Make sentences in your notebook and read them to the class.

Comfortable	Friendly	Traditional	Difficult
Interesting	Modern	Attractive	Lively
Fashionable	Expensive	Peaceful	Fun
Value for money	Delicious	Excellent	Easy



Matagalpa is a friendly city, but Managua is difficult.

Washington is a modern city, but Boston is traditional.



LESSON 11: Tourist Sites

A beautiful place in a beautiful country

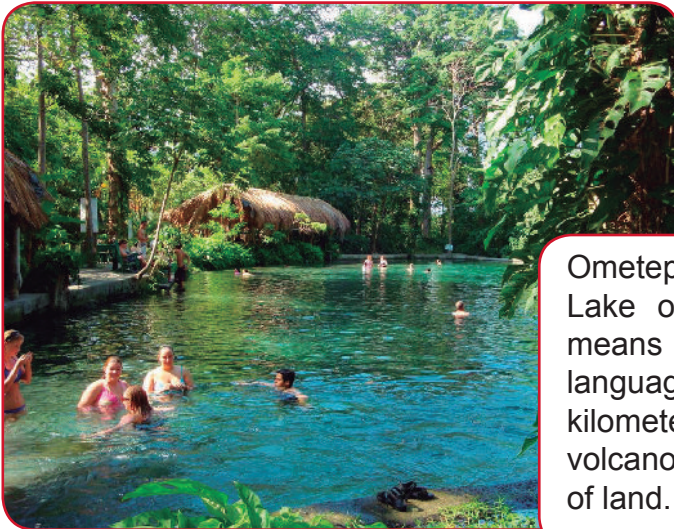
Activity 1

Before we start, let's talk about this beautiful picture.

- Do you know the place in the picture?
- Have you ever been there?
- What do you know about Ometepe Island?

Activity 2

Let's talk about tourist sites. Answer these questions and share the information in class.



- How many tourist sites do you know in Nicaragua?
- What is your favorite tourist site?
- What do you like the most?

Ometepe Island is located inside the Big Lake of Nicaragua. The name Ometepe means "two hills" in the indigenous Náhuatl language. The island measures 276 square kilometers and it houses two majestic volcanoes connected through a small strip of land. They are Concepción and Maderas.

Ometepe Island

The island is a gem in the middle of the lake; there are lots of touristic attractions and museums. Ometepe is currently one of the destinations admired by both local and international tourists for its nature, hospitality, beautiful landscapes, the two volcanoes, a rich archeological background, relaxing beaches, and its numerous natural reserves and forests that enjoy a high biodiversity.



For ages, the island has represented a paradisiacal destination. According to stories obtained by historians, indigenous tribes traveled from up north to find a paradise as foreseen in a vision by their prophets; a place formed by two hills which they found at Ometepe while traveling down south. The island consequently transformed into a sanctuary inhabited by a mix of different tribes and cultures – something that is revealed by the immense amount of petroglyphs, ceramics, and statues that can be found all throughout the island.

The island is currently inhabited by friendly people who love their territory, dedicated to fishing and high quality agricultural production which is made possible by the fertile soil. More recently, the ometepinos (inhabitants of Ometepe) have started to attend tourists and nowadays the island houses numerous establishments offering lodging, food, tours, and other services that enable tourists from all over the world to visit and explore this paradise.

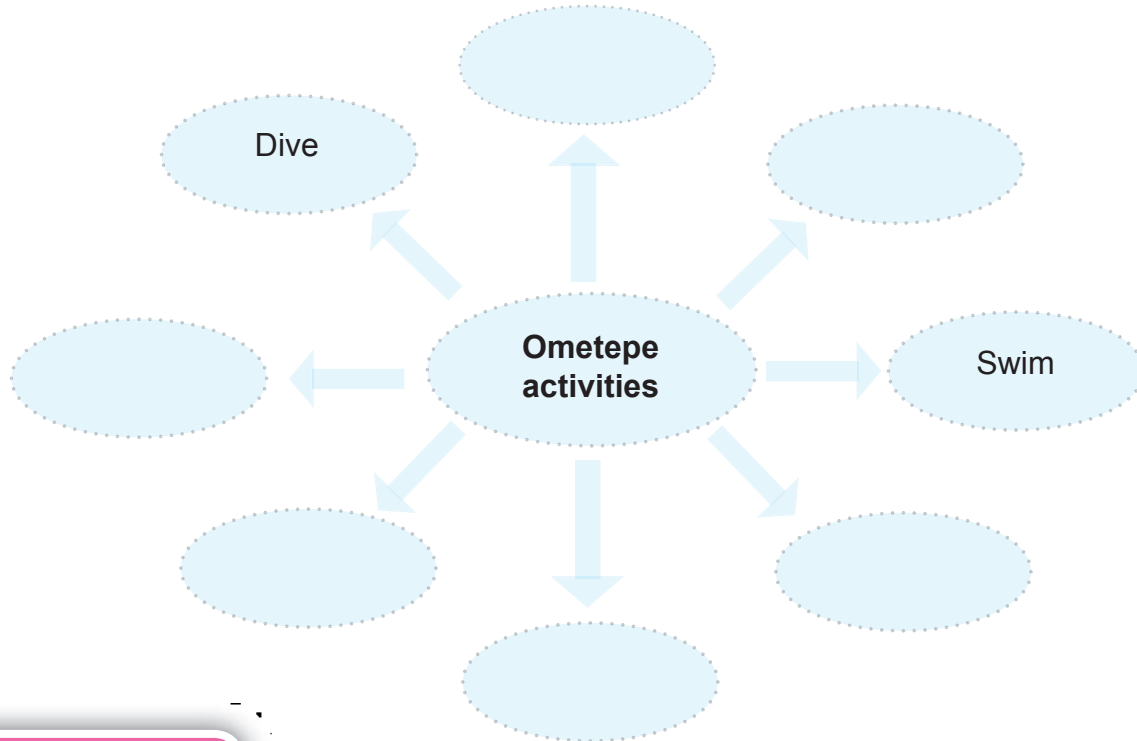
Activity 3

Read these central ideas from every paragraph of the reading about the Ometepe Island. Write them in order in your notebook.

- The origins of the inhabitants of Ometepe ()
- The location of the Ometepe Island ()
- People in Ometepe nowadays ()
- Local attractions on Ometepe ()

Activity 4

Draw this mind map in your notebook and complete it with activities you can do on Ometepe Island. Then write sentences using the vocabulary you used to complete the map.



Activity 5

Some people say tourism is a negative industry. Others state that tourism is an important part of our life. Read this chart about the advantages and disadvantages of tourism and state your positions. Then discuss with your classmates about it.

Tourism Advantages	Tourism Disadvantages
<ul style="list-style-type: none"> • It creates employment. • It develops Infrastructure (roads, water, and electricity). • Cultural preservation (economic incentives to preserve festivals and physical history). • Environmental protection (economical incentives to preserve nature, wildlife and urban cleanliness). • Foreign exchange. • Development of health care services (those these aren't always available to local people). 	<ul style="list-style-type: none"> • Environmental destruction (game drives, resorts: golf, ski, beach, desert, world as play ground). • Marginal employment (low skill, low wage, gambling, hustlers). • Seasonal employment. • Unrealistic expectations (divert young people from school and brighter futures). • Package programs. • Unstable market (fickle, affected by local and world events, generally highly elastic).



LESSON 12: Making a Reservation

Activity 1

Practice the following dialogue.

Calling to make a hotel reservation.

A: I'd like to book a hotel room.

B: That should be no problem. May I have your full name, please?

A: My name is Carlos Campos.

B: Hello, Mr. Campos. My name is Mirna. What days do you need that reservation, sir?

A: I'm planning to visit Granada from Friday, April 14 until Monday, April 17.

B: Our room rates recently went up. Is that okay with you, Mr. Campos?

A: How much per night are we talking about?

B: Each night will be \$30.00.

A: That price is perfectly acceptable.

B: Wonderful! Do you prefer a smoking or non-smoking room?

A: Non-smoking, please.

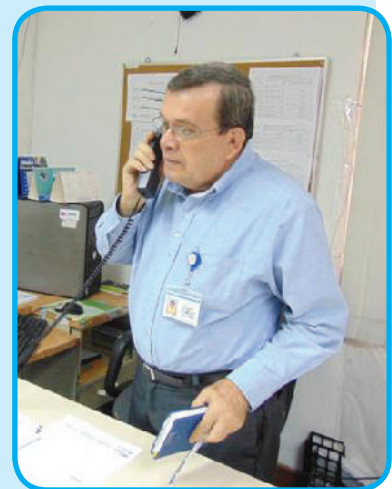
B: Next question: Is a queen-size bed okay?

A: That sounds fine.

B: Okay, Mr. Campos. Your reservation is in our computer. All we need now is a phone number.

A: Certainly. My phone number is 626-555-1739.

B: Thank you, Mr. Campos. We look forward to seeing you soon.



Activity 2

Let's practice unknown words. Learn the pronunciation and use them to create sentences.

Book

Nonsmoking

Rates

Certainly

Queen-size

Look forward

- We have to **book** a room in a hotel for our trip.
- **Certainly**, we have to do it.
- I prefer a **non-smoking** room.
- I agree, and you get better **rates** with that kind of rooms.

Activity 3

Work with a partner. Look at the pictures below. Which destination would be more appropriate for the following people? Share your answers with the class.

Where should these people go?

- a middle-aged couple with no children
- a single young man
- a young couple with a baby
- a middle-aged couple with teenage boys
- a middle-aged couple with teenage girls
- a single young woman
- a large family
- a group of friends



Activity 4

Here is some more information on a very popular destination: the Grand Canyon. Read the text and select the correct verb forms in brackets. Check that you understand these words and then copy the correct form of the text in your notebook.

hiking • hike • pine tree • canyon • rim • elevation

The Big Hole in the Ground

If you (like / are liking) hiking, the Grand Canyon is for you. You can choose from a variety of hikes that range from easy to difficult.

If you (want / are wanting) to take a short hike, you can choose a day hike around the rim of the canyon. It is an easy way to (see / seeing) the landscape. However, if you (want / are wanting) to (hear / hearing) the birds singing and (smell / smelling) the flowers, go down into the canyon.



If you (dislike / are disliking) the heat, do not hike to the bottom of the canyon in summertime; it can get very hot. You will (feel / feeling) the cool air the higher up you are in elevation. No matter which hike you choose, though, just (enjoy / enjoying) it; it is the world's most spectacular hole in the ground. The fresh pine trees up close, you (need / are needing) to choose an overnight hike.

Expressing emotions and senses

Vocabulary focus:

When we express our emotions or use our senses, we often use the following verbs:

Senses: smell, taste, see, hear, look, sound like

Emotions: like, love, hate, dislike, want, need, feel, enjoy

Some of these verbs can be followed by another verb in the infinitive or '-ing' form.

- I smell the fresh mountain air.
- She hates to go shopping.
- Can you taste the pepper in the sauce?
- We love going hiking.
- I hear a noise. It sounds like a bird.

Activity 5

Write sentences on your notebook using the senses to describe your favorite holiday place.

Activity 6

Write sentences to express your emotions about your favorite holiday place.

Activity 7

Write sentences to express your emotions about a place you do not enjoy.

Activity 8

Answer the following questions with a partner.



1. Do you like to go shopping during your vacation?
2. Which is more relaxing, a weekend at a cabin in the wilderness or a weekend at the beach?
3. Do you feel happier when you are with friends or alone on vacation?
4. What are two activities you love doing on vacation?

Activity 9

Think of your favorite travel destination. How would you describe it? Here are some useful words for talking about travel. Use them to describe your favorite travel destination to your partner. Next, listen as your partner describes his or her favorite destination.

cheap • expensive • breathtaking • gorgeous • safe • dangerous • comfortable • quiet • hot chilly • crowded • lively



Activity 10

Now, with your partner, compare the two places by answering these questions.

1. Which place is hotter in the summer?
2. Which place is more expensive?
3. Which place is more crowded?
4. Which place is livelier?
5. Which place is safer?



Activity 11

Compare your vacation destination with another classmate's. Decide which place...

- ... is safer for children.
- ... has better food and/or restaurants.
- ... has friendlier people.
- ... has more interesting things to see.



Activity 12

As a class, vote on the best and worst destinations based on the following factors.

weather • food • prices • sightseeing • friendly people • transportation

Activity 13

Form small groups and select a travel destination you would like to write about. Use the Internet to find information, if you can. Well-known travel book publishers offer some good websites, for example, www.lonelyplanet.com, www.fodors.com, and www.roughguides.com offer some ideas.

Activity 14

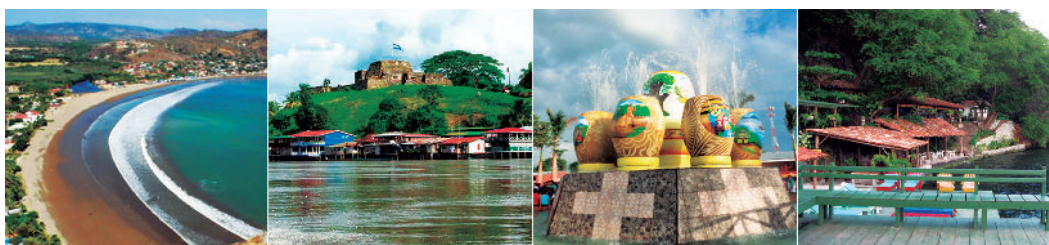
Look at some examples of online or print holiday brochures. Do the following:

1. Make a list of any adjectives that describe the place.
2. Make a list of phrases you want to use in your brochures.
3. Make a list of specific places you plan to advertise as well as some practical details you plan to write about (hotels, transportation, prices).
4. Try to plan one day of activities for visitors, such as places to visit and how to get around.



Activity 15

Work in groups to design and write a print brochure for your destination. Use pictures and maps. Share your materials with the class. Which place would you choose and why?



Where did you go for your vacations last year? What was good about it? What was bad about it? If you could go anywhere in the country, where would you go?

Activity 16

Classify these words in your notebook using three tourism categories: hotel, transportation, and restaurant.

book	dessert	ferry	tip	room service
waiter	double bed	menu	ticket	reception
drink	passenger	light attendant	suitcase	train

Activity 17

Class project: choose five categories from the following list and create a history of your vacations.

- my favorite beach
- my favorite place to go with friends
- my favorite restaurant
- favorite city in the world
- favorite museum
- place I'd like to go with my family
- place I want to visit with my class

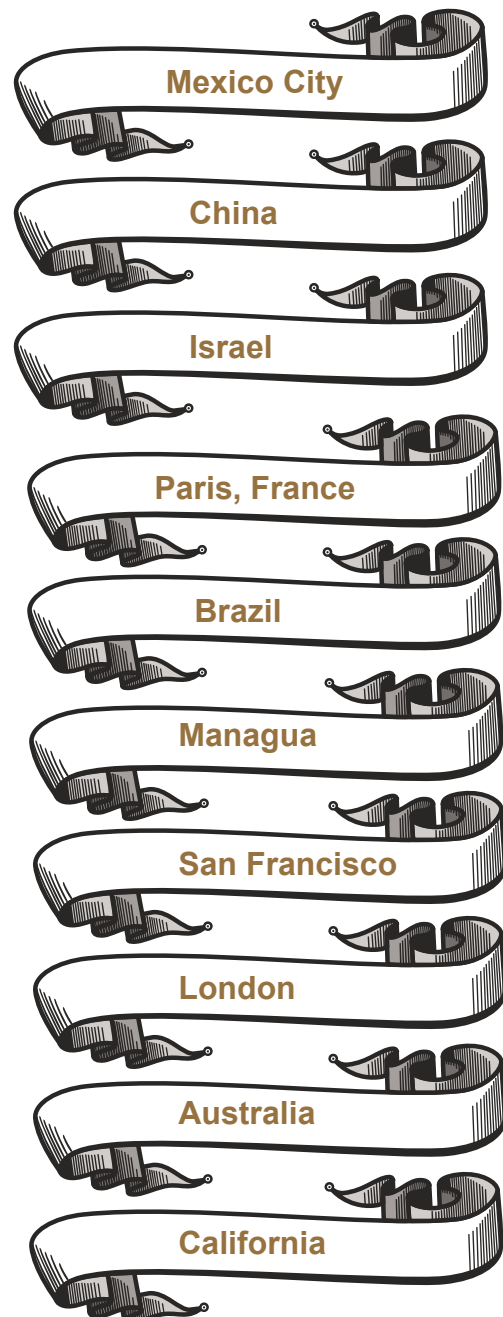


Activity 18

Share your project with the class. You can use pictures and photos to complement your work and explain your ideas.

Activity 19

This is a game to test your geographical knowledge. Match the famous sites with the places they belong. Write the sentences in your notebook.





LESSON 13: Travelling

Activity 1

Work in groups. Read the following questions and write them down in your notebook. Then answer them using your own ideas. Present your answers to the class.

Is Granada a tourist destination?

1. Is Granada a good tourist destination? Why?
2. What kind of people visit Granada?
3. What are the main attractions of the city?
4. What leisure activities can you practice in Granada?
5. What kind of entertainment can you find during the day?



Activity 2

Which of the following aspects do you consider potentially touristic?



- **Nature:** the sea, beaches, cliffs, mountains, caves
- **Wildlife:** plants, flowers, trees, animals, birds
- **Arts:** paintings, buildings, museums, monuments
- **Shopping:** street markets, handcrafts
- **Entertainment:** fairs, theme parks, shows, parades
- **Hotels:** spas, hostels, hotels
- **Towns and villages**
- **Culture:** traditional festivities, theatre, folklore

Activity 3

Draw a chart in your notebook and categorize the words from Activity 2 as **touristic** and **non-touristic**.

Touristic	Non-Touristic

Activity 4

Travel Expressions. Write the sentences in your notebooks and complete the sentences with **travel**, **trip**, or **travelling**.

1. Have you made your _____ arrangements for the conference yet?
2. I prefer to arrange my holidays myself rather than use a _____ agent.
3. It's a rather difficult overnight _____ to the mountains, but it is well worth it.
4. John is away on a business _____ all week.
5. Was it a tiring _____ from Brazil to the USA?
6. I'll get some _____ brochures today and we can start planning our holiday.
7. On Saturday we went on a day _____ to an interesting old castle.

Activity 5

These are sentences or sentence parts.

Sentence Beginnings				
It's the most important thing for me	It's not too cold but it's also not too busy	I'd want to go to Alaska, but it's too cold	And got sunburned	Where would you travel to?
When I'm at restaurants in new cities	Would ever hold everything I want to bring	Than sit in a cruise ship	I prefer to have a window seat	But sometimes I travel with other people

Activity 6

Now match the sentences or sentence parts from Activity 5 with the sentences and sentence parts below.

1. I like to travel alone...
2. The last place on earth...
3. When I fly...
4. I'd much rather walk around a museum...
5. My advice is to travel in the fall...
6. If you could go anywhere in the world...
7. I never forget to bring my towel when I travel...
8. I spent too much time on the beach...
9. I just love tasting all the new foods...
10. There's no way one suitcase...

Activity 7

Match the advertisements below with the details on the next page of the vacations they offer. There's an extra advertisement that you will not use.

Singles & Couples

Child-free vacations

- Great beach
- Friendly and relaxed atmosphere
- Be as active as you want to be

Family Vacations

With fantastic vacations

- Supervised childcare clubs
- English-speaking nannies
- Daily sports and activities

Skiing Vacations

Great choices, great values

- Europe's top resorts
- Family and adult-only options
- Skiing and snowboarding

1. When you are travelling with children, family vacations need planning. We organize clubs, activities and supervision for children of all ages.

As a result, they have a great time and you don't have to worry about a thing. Children love our vacations, and we love having them along. Our childcare staff is English-speaking and has a great number of fun ways to keep children happy. During the morning and afternoon they organize nature walks, face painting, singing sessions, and games on the beach. Older children learn how to sail, go snorkeling, try their hand at windsurfing, practice football, or learn to play volleyball.

2. With over 30 years of experience in the Alps, we know what makes a great vacation. We choose the best Alpine resorts, with lots of snow for you to enjoy. Our hotels are warm, welcoming places that combine hotel-style comforts with the relaxed atmosphere of a chalet. Some hotels are for adults, while others also offer childcare. You'll find good food, wine, and company at all hotels.



Activity 8

Read the texts again and write in your notebook which vacation the following questions refer to.

1. What time do activities for kids start every morning?
2. Do we need to bring our own skis?
3. What other languages do nannies speak?
4. Are there any vegetarian dishes?
5. Can 7-year olds go snowboarding?

Activity 9

Class project. Your parents are planning a family vacation and they have just shown you this advertisement. You think it is interesting. Use your notes to write an e-mail to your friend to tell him / her:

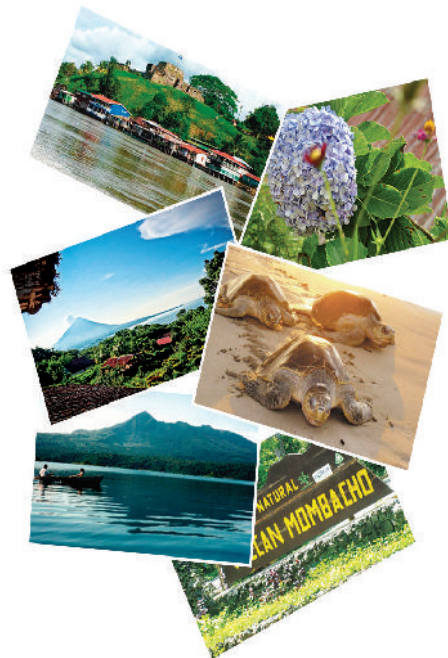
- **About this vacation:**
where it is
when you are leaving
- **What you plan to do there:**
activities and sports
facilities
- **Ask him / her if he / she would like to join you with his / her family.**



Activity 10

Class discussion. In pairs, read the following questions and discuss them with your partner.

1. If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?
2. If you could go on vacation with a famous person, who would you go with? Why? What would you talk about?
3. Do you prefer vacations where you travel around and visit different places or do you prefer staying in one place? Explain your reasons.
4. How important is it to find out about the culture and customs of the country where you go on a vacation?



Additional Activities

Activity 1

Write the conversation between the receptionist and the customer in the correct order in your notebook.

- A: No, I reserved a single room with a bath.
- A: The same price? That's fine, Thank you.
- A: Thank you.
- B: Good morning sir. What's your name, please?
- B: Yes, sir. A double room with a shower.
- B: Here's your key, sir. Room one.
- B: Oh, I'm sorry, sir. There is a mistake. But we can give you the room at the same price
- A: Mario Acevedo. My reservation is for two nights.
- A: Good Morning. I have reservations.

Activity 2

In the museum. Read this dialogue in the picture and answer the questions in your notebook. You can also practice the pronunciation or make a role play.

Of course, do you have your student card? You can have a student discount.

Good morning, sir. I would like three tickets for the Van Gogh exhibition.

Here it is.

It costs \$3. Do you need a guide or an audio system for the visit? It only costs \$2 for the whole group.

It would be convenient. Can I pay with a credit card or cash?

By credit card if you want. Thanks, here is your receipt. It is \$11. Enjoy the exhibition.

Questions:

1. How many tickets are necessary?
2. What is needed to get a cheaper ticket?
3. With the card, how much is the entry for one person?
4. What's the man's proposition?
5. What's a receipt?

Activity 3

At the airport. Read about Danny's experience at the airport.

Danny is a Nicaraguan student. A few weeks ago, he received a letter from his Venezuelan friend Alfredo, who asked him to come and visit Venezuela.

Danny arrived at the airport in advance in order to complete some formalities and check-in procedures. The check-in counters were open two hours before the departure time of the flight.

The agent's duty is to check for valid documents:

- Passport
- The ticket
- The visa
- The reason of the visit
- The arrival
- The destination of the trip



Danny's luggage is checked by the airport security in order to ensure that it is not above the weight limit and that it does not contain any forbidden material.

The agent may ask Danny if he wants a window or an aisle seat. Danny is advised to be at the boarding gate at least 30 minutes before the departure time of his flight to Venezuela.

Activity 4

According to the reading above, the text below has some errors. Write the text down in your notebook and correct the errors.

Danny received an email from his Venezuelan friend. He is traveling to England to visit his grandmother. He arrived at the airport in advanced in order to have a drink. The check-in counters are open thirty minutes before the departure time. Danny will travel to Venezuela by train. The agent asked Danny for his driving license. Danny's luggage is checked by the seating registration officer.

The agent advised Danny to be in the dining room at least thirty minutes before the departure time.

Activity 5

Match the sentences with the corresponding expression that is used by tourists in different places. Write the corresponding questions and their answers in your notebook.

- | | |
|-------------------------------------|---|
| 1. What was the hotel like? | Excellent. The waiters were very efficient. |
| 2. What was the food like? | It had lovely white sand. |
| 3. What was the beach like? | It was a bit small but very comfortable. |
| 4. What were the bars like? | It was absolutely delicious. |
| 5. What was the swimming pool like? | It was clean and there was one for the kids, too. |
| 6. What were the people like? | It was sunny and warm all day. |
| 7. What were the shops like? | It was wonderful; it has four stars. |
| 8. What was the room like? | There were only a few selling souvenirs. |
| 9. What was the service like? | They were great and they serve drinks all day. |
| 10. What was the weather like? | They were very friendly and easy-going. |

Activity 6

Travelling by plane. Complete the sentences in your notebook using the following compound words.

charter flight

travel agency

check-in desk

departure lounge

holiday resort

excess baggage

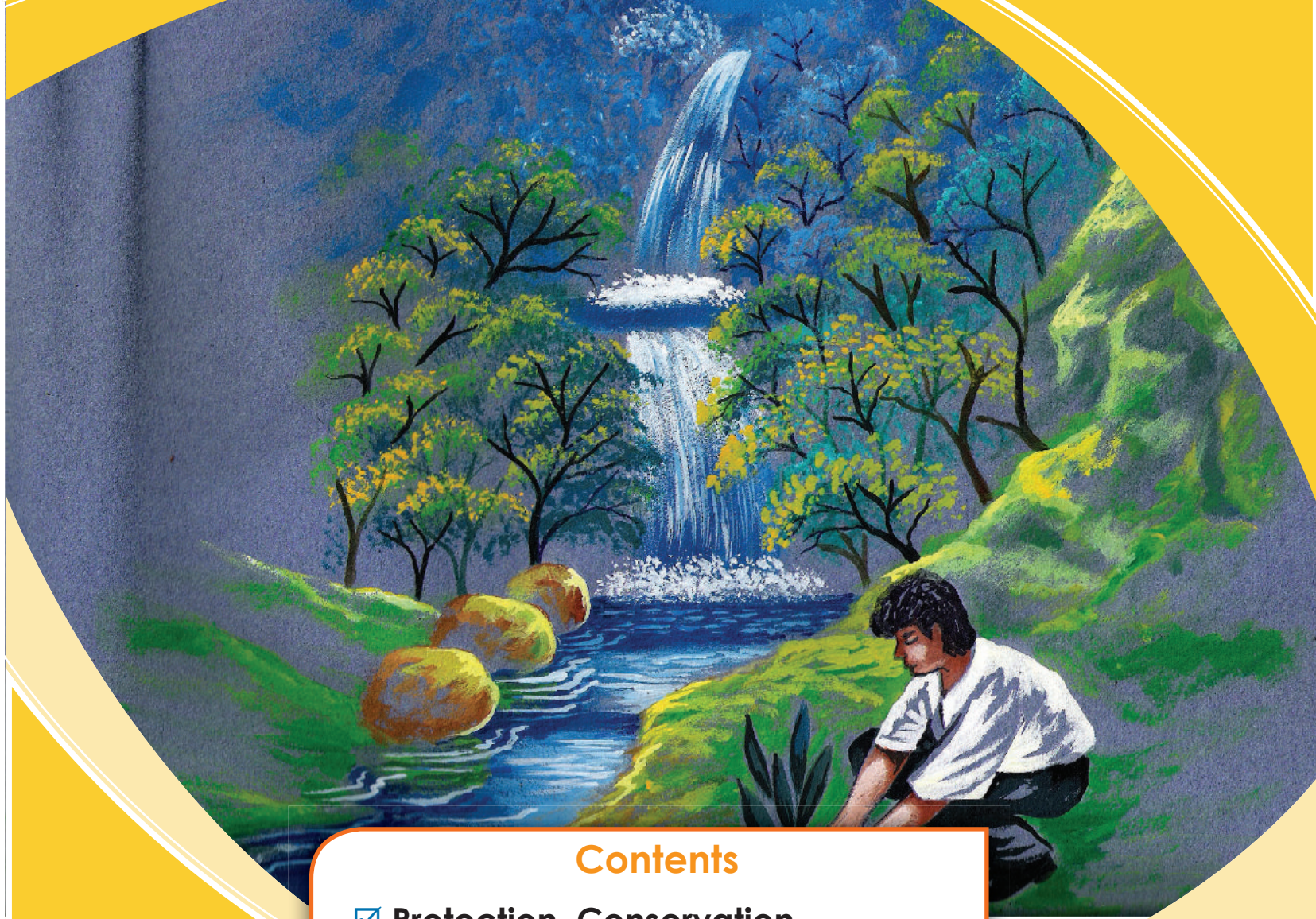
boarding ticket

traveler's checks

First of all, I went to a _____ to get some information. Then I booked a _____ to Germany. I decided to stay in a three-star hotel in a _____ before I left, so I went to the bank to get some _____. Then, at the airport, I registered my luggage at the _____ but I had too much and I had to pay some fee for _____. After that, I made my way to the _____ to wait for the flight. Finally, just before getting on the plane, I showed the stewardess my _____.

Unit 5

Environment



Contents

- Protection, Conservation, and Preservation of the Natural Environment
- Universal Declaration of the Common Good of Earth and Humanity



LESSON 14 : Protection, Conservation, and Preservation of the Natural Environment

Activity 1

Read the following text: The Global Village.

Since life first appeared on the Earth four billion years ago, there have been tremendous changes. Ice ages have come and gone and volcanoes have erupted. Earthquakes have shattered ancient mountains and changed the course of rivers. Some species have been displaced by others which are more favored by new environments. Nowadays scientists are studying the changes which are likely to take place in 50 years' time. Here are some of them:

A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of consumption. If we cannot feed 6 billion people today, how will we satisfy the needs of 8 billion people or more by 2030? Global food shortages will become much more serious than today, leading to poverty.

Wireless technology will be everywhere. There will be no wires on or behind your desk. We'll be able to control people around us with a tiny microchip and through access to the Internet.

Here are some more predictions about the future:

- Electric currents applied to the soil will make valuable plants grow larger and faster.
- There will be no street cars in our large cities. All traffic will be below or high above the ground.
- People will be able to see the bus coming closer to their stop by means of web-site.



Activity 2

Group work. What other challenges will the world face in the in the 21st century?

Activity 3

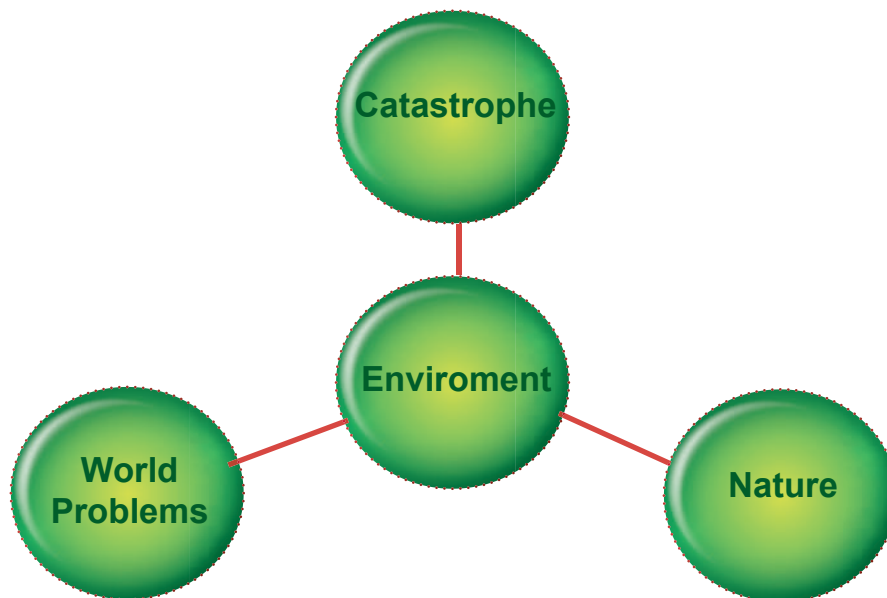
Complete the chart with information from the article from Activity 1.

Cause (Reason)	Effect (Result)
1. _____	a) Global food shortages will become much more serious than today.
2. _____	b) We'll be able to control people around us with a tiny microchip.
3. high technology	c) _____
4. earthquakes	d) _____

Activity 4

Complete the word map with words from the box.

global warming mountains poverty hurricane volcanoes landslide
climate change drug trafficking earthquake pollution lake rivers



Activity 5



Pair work. In pairs, discuss why you are concerned about these problems.

Activity 6

Match the words from column A with words from column B to make a common combination. Then use these combinations to complete the sentences below.

A	B
drilling _____	down
oil _____	shore
snow _____	turtle
cut _____	rig
blue _____	species
sea _____	warming
off _____	spill
endangered _____	leopard
global _____	whale

a) The (1) _____ is the largest whale and the largest animal that ever lived on Earth.

b) World Wildlife Fund is committed to (2) _____ protection.

c) Several beaches in Nicaragua, both in the Pacific and in the Caribbean, are among the few sites in the world where (3) _____ arrive.

d) Winter donations are incredibly important and help us prepare for research and saving (4) _____ next year.

e) The article is about the effects of (5) _____ and climate change.

f) Do not (6) _____ trees! If you do plant two more trees.

g) (7) _____ oil Spills may take months or even years to clean up.

h) Oil and Natural Gas (8) _____ drilling rigs can be used not only to identify geologic reservoirs.

i) National Office of Hydrocarbon (NOH) has signed petroleum agreements for two (9) _____ exploration permits.

Grammar

Future

People **will be able** to see the bus coming closer to their stop.

Global food shortages **will become** much more serious than today.

There **will be** no street cars in our large cities.

Activity 6

Circle the correct word.

1. “Will” is used for:

- involuntary actions that take place in the past.
- promises.
- actions that take place in the future.

2. “Will” can also be used to make:

- predictions about the future.
- facts about the present.
- anecdotes in a continuous tense.

Activity 7

Insert the missing word into the following sentences.

- Humans will be able (a) _____ produce far more food through technology than now.
- There (b) _____ be no water available for human consumption.
- This is already happening, and (c) _____ continue to spread as population continues to increase.
- I think that the environment (d) _____ be in a far better place than it is right now.
- Countries will be (e) _____ to utilize clean energy such as wind energy, solar energy.
- Houses in the future (f) _____ discard the conventional heating systems.

Activity 8



Pair work. Do you agree or disagree with the statements above?

Activity 9

Read about these issues.

Increased pollution is threatening the sustainable use of Lake Victoria, a vital resource for Kenya, Uganda, and Tanzania.



Starting next month, a local company is planning to cut down 6,000 trees to build up their new facilities.



A new company that has been established in your community is polluting the air. This is making it harder for bees and other pollinating insects to find food.

Activity 10

Group work. Find other students who chose the same topic. Then design an awareness campaign to be held in local schools. Present your campaign to the class.



Some ideas are:

- Circulate a petition
- Distribute pamphlets about the issue
- Organize talks in local schools



Activity 11

Imagine you are writing a letter to a local government representative. Suggest a solution to one of the issues in Activity 9.

Activity 12

Read the article. These titles are missing from the text. Add the correct heading to each paragraph.

How Paper is Made

Recycling Paper

(a) _____

What is the number one material in trash? Look around your classroom. What do you see? Posters? Notebooks? Cardboard boxes? Textbooks? Bulletin Boards decorated with construction paper? You get the picture. Paper is everywhere!

Paper is the number one material that we throw away. Of every 100 pounds of trash we throw away, 39 pounds is paper. Newspapers take up about 14 percent of landfill space, and paper packaging accounts for 15 to 20 percent.

There are many kinds of paper. It can be glossy or ragged, thin or thick. It can be for newspapers or stuffing diapers. Most paper products are made from trees, though paper can also be made from old cloth or grass.

(b) _____

Papermaking uses a renewable resource, trees! The first step is cutting down the trees. Paper companies plant trees just for papermaking, like an apple farmer plants apple trees. If one tree is cut down, another is planted.

After the trees are cut, they are taken to a paper mill. Paper mills use every part of the tree, so nothing is wasted. The bark and roots are burned and used for energy to run the paper mill.

The rest of the tree is chopped into small chips to be made into paper. The raw paper is the color of the grocery bag. Good papers are whitened with bleach and sometimes coated with clay to make them shiny.

Paper mills need a lot of energy to make paper. About 50 percent of their energy comes from burning wood scraps they cannot use to make paper. They buy the rest.

Activity 13

Group work. Can you think of ways of recycling paper in your school? What other material do you think that can be recycled?

Activity 14

Test your memory. Complete with the correct preposition. Some words can use more than one preposition. Go back to the previous page and check your answers.

with from into to For away by down

- | | |
|--------------------|------------------|
| 1. came _____ | 2. cutting _____ |
| 3. coated _____ | 4. throw _____ |
| 5. inspected _____ | 6. taken _____ |
| 7. chopped _____ | 8. used _____ |
| 9. whitened _____ | |

Activity 15

Combine a word from column A with a word from column B to make a phrase. Then use the words to complete the sentences.

A	B
1. death	a) energy
2. dying	b) ice caps
3. exhaust	c) of the forests
4. the polar	d) out
5. wind	e) fumes

1. The _____ is a big problem in Latin America.
2. Animals are _____ far more often than you might think.
3. Over the past month officers have been stopping vehicles in Manchester to test _____.
4. If the _____ melt, the ocean levels rise.
5. _____ is widely used in South Africa for water pumping.

Grammar

Passive Voice

The rest of the tree is chopped into small chips.

Good papers are whitened with bleach.

Papers that are coated with plastic or aluminum foil are usually not recycled.

Activity 16

Circle the correct answer.

1. **The passive voice is used:**
 - a. To talk about the causes of future actions
 - b. When focusing on the action
 - c. When focusing on the person or thing affected by an action
2. **We form the passive voice:**
 - a. Subject + auxiliary verb (be)+ main verb (past participle)
 - b. Main verb (past participle) + subject auxiliary verb (be)
 - c. Subject + auxiliary verb (be) + main verb (past simple)

Activity 17

Complete the steps for recycling plastic using the correct form of the verbs.

1. Plastic is (a) _____ (inspect) by workers.
2. The plastic is (b) _____ (wash) and (c) _____ (chop) into flakes.
3. Mixed plastics are (d) _____ (sort) in a flotation tank, where some types of plastic sink and other float.
4. The plastic flakes are (e) _____ (dry) in a tumble dryer.
5. The dried flakes are (f) _____ (melt). Different types of plastics melt at different temperatures.
6. The melted plastic is (g) _____ (push) through a fine screen to remove any dirt.
7. The ropes are (h) _____ (cool) in water, and then (i) _____ (chop) into pellets. Companies buy the pellets to make new products. Recycled plastics can be made into flowerpots and carpet.

Activity 18

Group work. Read the steps in Activity 17 for the process of recycling plastic. Draw a picture for each step.



Activity 19

How green are we? Go around the class to ask and answer these questions.

How green are you?			
1. Do you regularly turn off the light before you leave a room?	Me	Partner A	Partner B
2. Do you unplug electronics before you go to bed?			
3. Write your own question.			
4. Are your showers less than 10 minutes long?			
5. Do you own a reusable water bottle?			
6. Write your own question.			
7. Do you let the water run while you brush your teeth?			

Activity 20

Group work. Conduct your own survey to find out how green your classroom, your school, or your community is. Here are some questions to guide you.

- How often do you walk, ride your bike, or use public transportation instead of riding in a car per month?
- How long do the lights stay on in the school after the students have left for the day? Who is responsible for turning off the lights?
- What local regulations affect local businesses? What industries in your community are major polluters?
- How do most teachers and other school personnel (such as the principal, teachers, or your guidance counselor) get to school each day?
- How many light bulbs do you have in your home?

Activity 21

Present your findings to the class.

Activity 22

The messages below were posted on a website for teenagers who replied to the question, "Why should we save animals from extinction?" Write your own reply (50 - 80 words). Which comment do you most agree with?

Forum



I am doing a report on saving animals! I need an ethical, logical, and emotional appeal! So far I have seen that environmentally and health wise for humans can be a benefit in saving animals! Does anyone know any other good reasons to save endangered animals instead of the two I gave out?



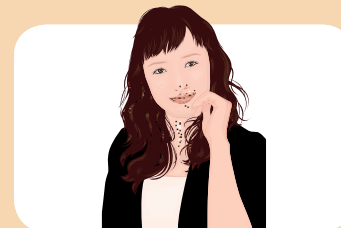
If enough animals went extinct the food chain would break down and we would be next. Every animal has a part to play in the ecosystem, and removing species can cause catastrophic effects on other species and, then other species, and so on.



When we save a species, we do in fact do harm in some ways. For example, recently in Europe, the courts ordered a state to pump less water out of a main river delta because of the endangered delta smelt.



Less available water of course harms society in some ways. There is less water to make our lawns green and less available water for private swimming pools. There may also be less water to keep the golf courses green. Less water available to farmers may also mean higher prices for produce and economic hardship for some individual farmers, who may even go bankrupt.



Losing a certain animal could damage the environment. For example, if frogs went extinct, because they eat insects, more and more insects would run rampant.





LESSON 15 : Universal Declaration of the Common Good of Earth and Humanity.

Activity 1

Read the article. Find and underline a sentence in the article that answers each question below.

1. Why does Mars cool off so much at night?
2. Mention two reasons why the atmosphere is so important to Planet Earth.

The Green House Effect

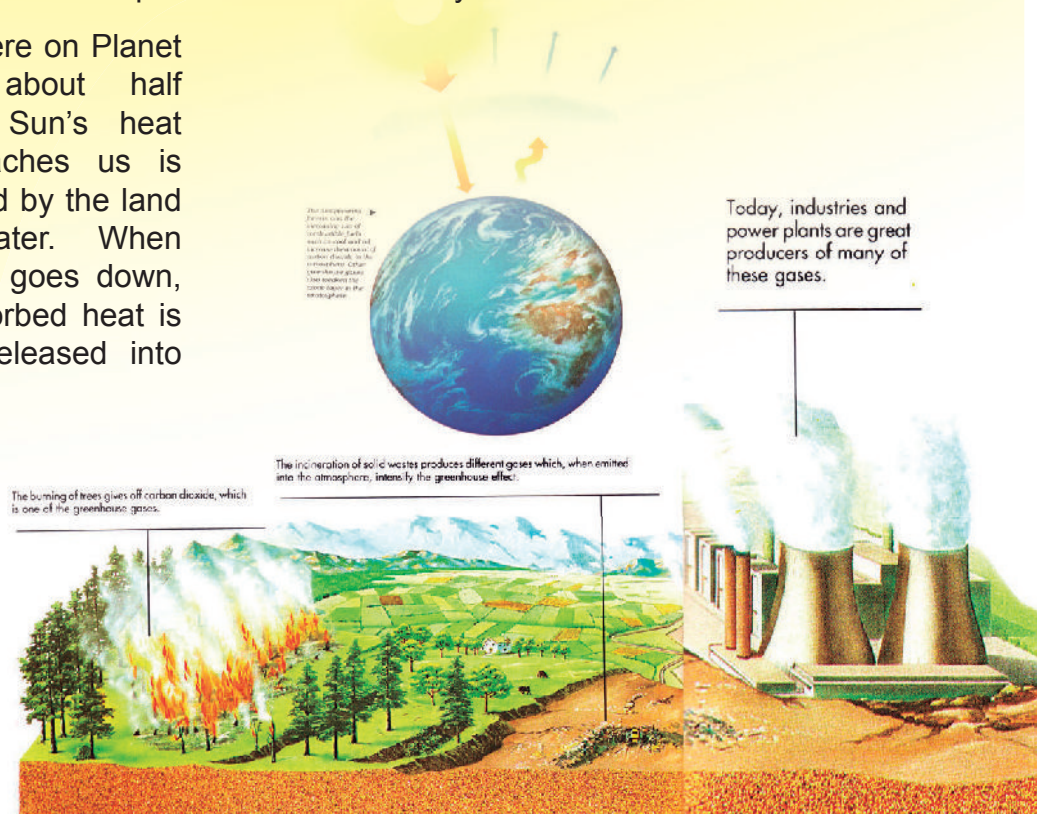
We know that climate change is being caused by the warming of our planet. But what causes this warming? Who or what is in control of the thermostat?

This text provides the answers to these questions.

You think the North is cold! If you went for a walk on Mars during the day, you'd probably want to wear a bathing suit and a lot of sunscreen, as it would be about 37°C. But at night, the warmest parka wouldn't do you much good as temperatures would plummet down to a nippy -123°C or so!

Why does Mars cool off so much at night? It's because the sun's heat scoots right back out into space when the Sun goes down. Mars doesn't have much of a blanket to in keep the warmth of the day.

Down here on Planet Earth, about half of the Sun's heat that reaches us is absorbed by the land and water. When the Sun goes down, the absorbed heat is slowly released into the air.



We also have an atmosphere – a layer of gases surrounding the earth – that absorbs some of the Sun’s heat and also helps keep the released surface heat from floating quickly off into space. The atmosphere is like a blanket that surrounds the world.

This atmosphere also lets in just the right amount of the Sun’s heat (about 70%) and reflects the rest – sending it packing back out into space.

Most of the atmosphere is made up of nitrogen and oxygen. As you know, oxygen is pretty important as it allows us to breathe! However, it is the water vapor in the atmosphere and a tiny amount of trace gases that keep us from frying and freezing on Planet Earth.

Activity 2

Read the article again. Mark each sentence **true** or **false**. Correct the false sentences.

1. Both planets, Mars and Planet Earth, reflect the sun’s heat. _____
2. Only Mars absorbs some of the sun’s heat. _____
3. The Sun’s heat is only absorbed by the atmosphere on Planet Earth. _____

Activity 3

Write the expressions from the box in the appropriate column.

“I think...” “What do you think?” “I feel that...” “In my opinion...” “I’m absolutely convinced that...” “I’m sure that...” “I strongly believe that...”	What’s your view?” “How do you see the situation?” “I have no doubt that...” “As far as I’m concerned...” “As I see it...” “In my view...” “I tend to think that...”
--	--

Giving your opinion neutrally	Giving a strong opinion	English expressions for asking someone’s opinion

Activity 4

Write an appropriate question for the given answer.

A: _____?

B: I'm sure that we may face serious water problems, if we don't use our water supply well.

A: _____?

B: I'm absolutely convinced that access to family planning and health care for youth and women should be given importance.

A: _____?

B: I strongly believe that many species of animals will disappear in the coming years.

Grammar Conditionals

- If you went for a walk on Mars, you'd probably want to wear a bathing suit.
- If I went to the moon, I would look for the existence of any living beings.

1. Second conditional is used :

- To talk about unreal situations in the present or in the future.
- To make formal invitations.
- When focusing on things that you haven't understood clearly.

2. We don't form the second conditional:

- if + subject + simple past verb + subject + would + verb
- subject + would + verb + if + subject + simple present verb
- subject + would + verb + if + subject + simple past verb

Activity 7

Then go around the class and take turns reading your sentence and reacting to your partner's sentence.

Activity 8



Pair work. Complete the questions with an appropriate ending. Then ask the questions to your partner.

1. How would you react if _____?
2. What would happen if _____?
3. If you were rich and handsome would you _____?
4. Your own question.

Activity 9

Read the leaflet and match the advice with the pictures.



Your Planet in your Hands Environmentally Friendly Practices at School

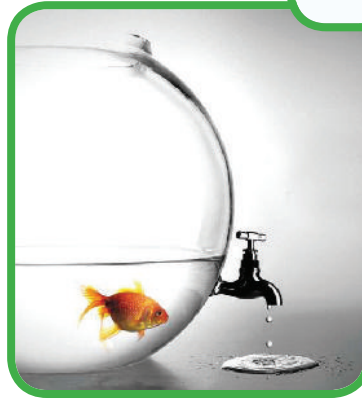
a. If you have a sink, don't let the water run.

b. If you don't need them, turn the lights off.

c. Put recycling bins for cans (if food / drinks are allowed in the class) and especially for paper materials to be recycled.

Activity 10

Write a similar leaflet to the one in Activity 9. Title it **Environmentally Friendly Practices at Home**. Use the pictures below to help you.



Your Planet in Your Hands Environmentally Friendly Practices at Home

<p>a. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>b. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>c. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---	---

Additional Activities

Lesson A-B-C. Vocabulary.

Activity 1

Match each newspaper headline with a word from the box.

landslide

rivers

hurricane

poverty

mountain

earthquake

1. 5.7 magnitude quake hits off the Greek coast.
2. A shipment of timber has been taken through the Caledonian Canal in a new scheme to revive commercial traffic on the waterway.
3. At least three people died and more than 250 were injured when a storm lashed Hungary's capital.
4. Food for every child in extreme need is the new slogan for Feed the Children Association.
5. Nicaragua seeks aid as rescuers dig out avalanche victims.
6. Ten climbers have died after getting caught in strong winds and torrential rain while scaling two peaks in North Korea.

Activity 2

Match each kind of energy with the correct sentence.

- | | |
|--------------------------|---|
| 1. Solar panels ____ | a. is generated from running water. Dams are built across a lake or river in a valley to trap water. The water flows through tunnels and turns the turbines which make electricity. |
| 2. Geothermal power ____ | b. are used to convert the Sun's energy into electricity. |
| 3. Biomass ____ | c. is used to turn wind turbines and make electricity. |
| 4. Hydroelectricity ____ | d. uses the energy from plants and waste materials to make electricity. |
| 5. Wind energy ____ | e. uses the heat that comes from deep rocks under the surface of the Earth. |

Activity 3

Search for the words in the square.

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

climate
drilling
drug
dying
wind

exhaust
global
polar
snow
taken

used
whitened
endangered

Activity 4

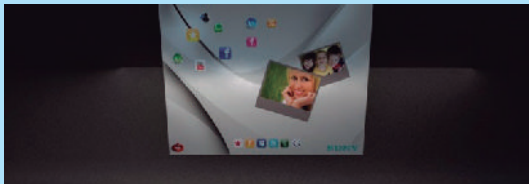
Choose the appropriate word from Activity 3 that relates to the headlines below.

1. Seven-year-old boy in care after father arrested, charged for allegedly selling drugs. _____ trafficking
2. Risk to environment poses same danger as terror, warn presidents. _____ change
3. Green Organizations warns polar ice may be gone in the next five years. _____ ice caps
4. Baby snow leopard filmed in wild mountains of Bhutan. _____ species
5. All countries are doubling inspection after the United Petroleum oil spill. _____ rig
6. Diversifying the power supply by developing renewable energy resources would help shield consumers from spikes in energy prices. _____ energy

Grammar

Activity 1

Read the report about the future of Planet Earth. Circle the correct word.



This is the stark warning from the biggest single report to look at the future of the planet – obtained by The Weekly Chronicles ahead of its official publication next year.

Scientific and technological progress **(a) (will/ will be able to/ have to)** continue to accelerate. Computer and software developers promise a computer at 20,000 trillion calculations per second by 2011, which is estimated to be the speed of the human brain. And nanomedicine **(a) (is / will be able to/ there will)** rebuild damaged cells atom by atom. But technological progress carries its own risks. “Globalization and advanced technology **(a) (will/ must / there will)** allow people to do more damage and in less time, so that possibly one day a single individual **(a) (will/ will be able to/ should)** to make and deploy a weapon of mass destruction.”

The report also mentions that **(a) (should / will be able to/ there will)** be immediate problems such as: rising food and energy prices, shortages of water and increasing migrations “due to political, environmental and economic conditions”, which could plunge half the world into social instability and violence. And organized crime **(a) (will/ ought to / there will)** flourish, with a global income estimated at \$3 trillion – twice the military budgets of all countries in the world combined.

The effects of climate change are worsening – by 2025 **(a) (won’t/ will be able to/ there will)** be three billion people without adequate water as the population rises still further. And massive urbanization, increased encroachment on animal territory, and concentrated livestock production **(a) (will/ can’t / there will)** trigger new pandemics.

Activity 2

Write an appropriate response to the questions.

A: Do you think that the environment belongs principally to the human race?

B: I feel that _____.

A: Do you think that developers should be permitted to build big hotels and tourist complexes in the most beautiful places in your country?

B: In my opinion _____.

A: What government and private campaigns are there in your country to protect the environment?

B: I think that _____.

Activity 3

Read the newspaper headlines below. Insert the missing word.

in are by (2 times) is to (2 times)

1. Millions forced ___ move by dam construction in China.
2. Fish population ___ threatened due ___ global warming.
3. Amazon region hit ___ drought.
4. Plastic bags ___ banned ___ London.
5. Giant Pandas threatened ___ new highways.



Activity 4

Group work. Choose one of the headlines from Activity 3 and create a story.

Activity 5

Complete each sentence with an appropriate form of the verb in parentheses. You may need to add an extra word.

a. If each of us (1) _____ (save) just one can a day from landfill, that (2) _____ (add) up to hundreds of millions of cans in just one day.	a.
b. Grass like this (3) _____ (be) everywhere if we did not make so many roads and houses.	b.
d. Trees like these would be almost everywhere if we (4) _____ (not cut) them down.	c.
e. The greenhouse effect (5) _____ (be) a big problem if we didn't cut down so many trees.	d.
f. If we changed our habits, we (6) _____ (save) our planet.	e.

Activity 6

Draw a picture that represents the idea of a situation from Activity 5.

Speaking Radio Show Plan

Activity 7

Group work. Imagine you are DJs at a local radio station. Check the kind of topic you talk about in your program. Then choose a person to interview.

- **Animal Rights.**
- **Houses for the people.**
- **Food for the Humanity.**
- **National Recycling Program.**
- **Group of Forrest Conservation.**

Interviewer _____

Activist

International Specialist

Local Major or government representative

Activity 2

Group work. Perform a radio interview. Decide who will be the interviewer, and then the other students each choose a different organization to represent. Use these questions and your own questions to research information about what they do in their organizations.

1. What do you do in your organization?
2. Where is your headquarters? Do you have offices in other countries?
3. When did your organization begin? How?

Activity 3

Your own questions:

Activity 4

Whole Class Activity. Perform your radio interview for the entire class.

The Green Neighborhood

- Discuss what makes a neighborhood green. Why are these things important?

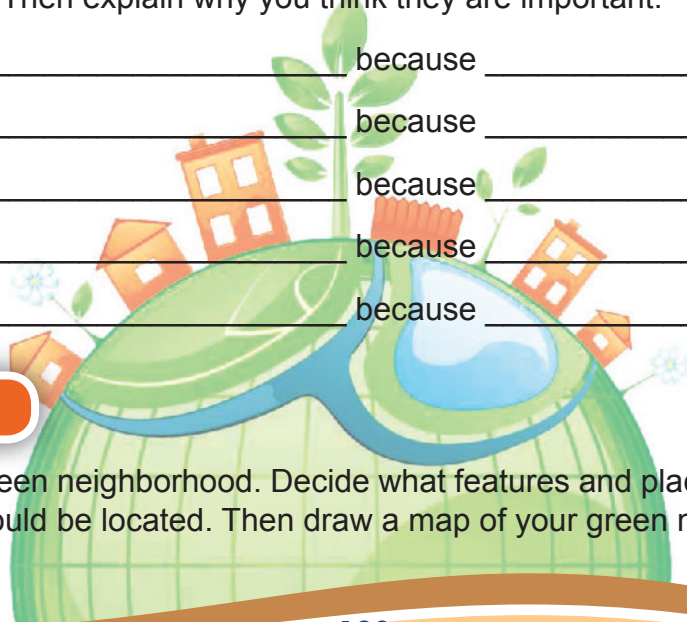
Activity 1

Imagine you are city planners. Choose the five most important things for a green neighborhood. Then explain why you think they are important.

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

Activity 2

Design your green neighborhood. Decide what features and places to include and where they should be located. Then draw a map of your green neighborhood.



Activity 3

Present your map to the class. Explain why each place and its location is so important.

Activity 4

Newspaper Headlines

Write newspaper headlines for the stories presented in the following pictures. Be creative! Use the passive voice.



Activity 5

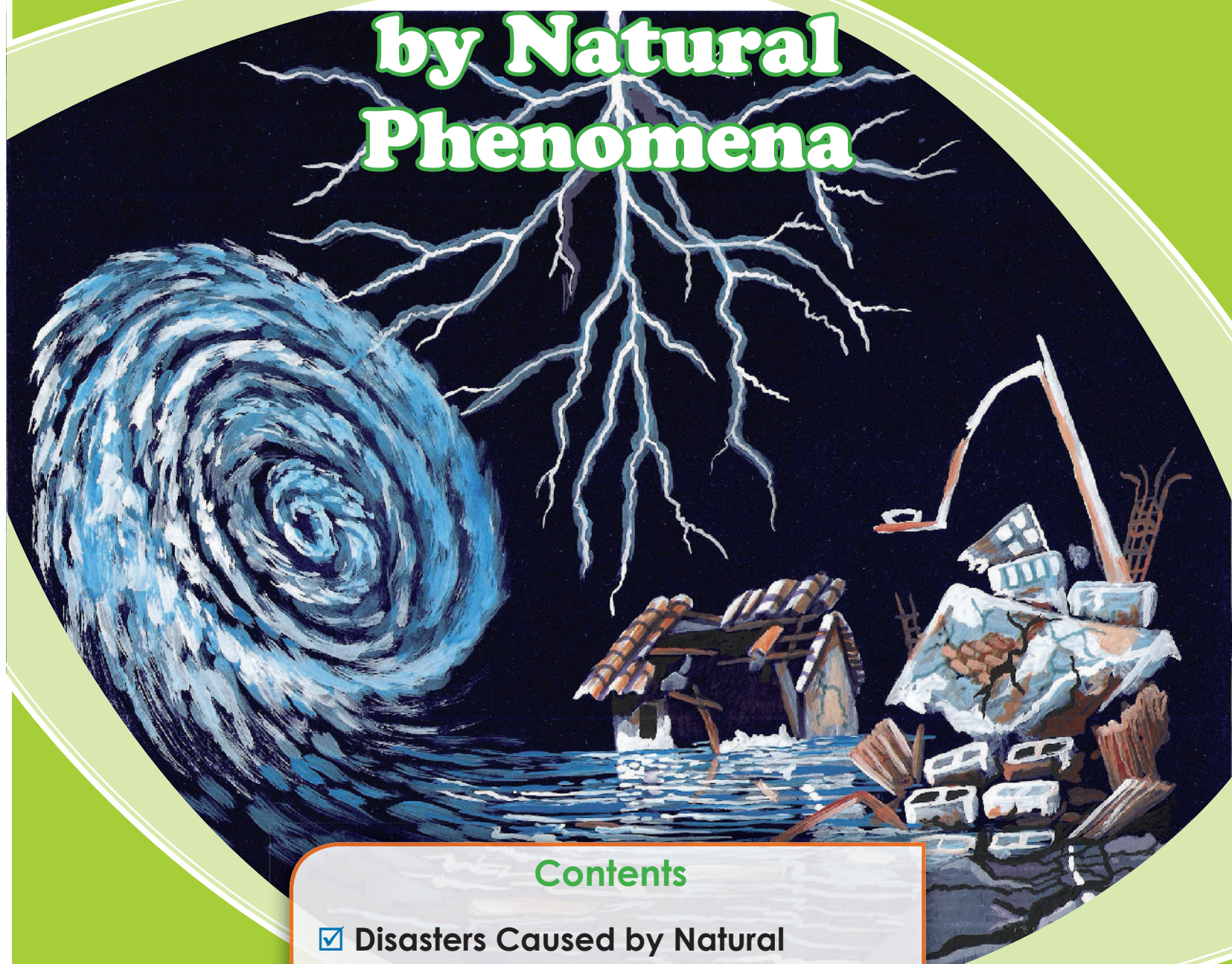
Read your headlines to a partner, but not in order. Your partner must guess which headline corresponds with each picture.

Activity 6

Choose one of the headlines and create the complete story with a partner. Prepare it as if it were a news broadcast on TV. Present your story to the rest of the class

Unit 6

Disasters Caused by Natural Phenomena



Contents

- Disasters Caused by Natural Phenomena
- Preparing for Disasters Caused by Natural Phenomena



LESSON 16: Disasters caused by natural phenomena

Activity 1

Skim the article: What are three disasters caused by natural phenomena that the article mentions?

What is the worst disaster caused by natural phenomena?

A disaster is caused by natural phenomena, such as floods, volcanic eruptions, earthquakes, tsunamis, avalanches, lahars (volcanic mudslides), landslides, drought, hurricanes, and tornadoes. Epidemics caused by bacteria or viruses are sometimes disasters caused by natural phenomena, but sometimes put into a different category.

Some disasters are caused by factors both natural and human being-made. Famines, the chronic lack of food, may be caused by a combination of natural and human factors. Asteroids and solar flares rarely occur, but they can affect humans. Some scientists argue that in the long term, the likelihood of death by asteroid is similar to that of death caused by natural phenomena such as disease.

The deadliest disasters are famines, which claimed 70 million people during the 20th century alone, with 30 million dying during the famine of 1958–61 in China. Around the world there were several human being-made famines that killed millions.

Activity 2

- I. Read through the text again and find expressions that mean the same as the following:
 - a. Famine (paragraph 2) _____
 - b. Classification (paragraph 1) _____
 - c. Claim that (paragraph 2) _____
 - d. Throughout (paragraph 3) _____
 - e. Making someone show the negative quality that they have (paragraph 3) _____

Activity 3

I. Match each picture with the corresponding word.

lightning tornado hurricane earthquake tsunami eruption



Activity 4

Write the name of the disasters caused by natural phenomena next to the security recommendation.

1. Make plans to protect your property. Board up windows with plywood that is cut to fit and ready to install. _____
2. Evacuate low-lying coastal areas if you hear sirens. Go inland or to higher ground. _____
3. Keep as far away from the volcano as possible. _____
4. Abandon low-security homes. _____
5. If you're outside, get into the open. Stay clear of buildings, power lines or anything else that could fall on you. _____
6. Unplug radios and televisions, and listen to weather reports on your battery radio. _____

Grammar

Imperative

Make plans to protect your property

Abandon mobile homes

In a storm, **do not ride** a bicycle, motorcycle, tractors, golf carts or use shovels or golf clubs because they can conduct electricity

Activity 5

Circle the correct word

1. "Imperatives" are used for:
 - a. plural nouns
 - b. probability
 - c. giving orders, encouraging people to do things, making suggestions and following instructions
2. "Imperative" sentences do not require a:
 - a. stress
 - b. please
 - c. subject

Activity 6

Complete this bulletin with the correct imperative.

stay have store know turn



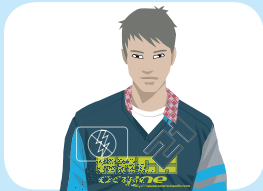
At home, have a family tornado plan in place, based on the kind of dwelling you live in. (1) _____ where you can take shelter in a matter of seconds, and practice a family tornado drill regularly. (1) _____ a shelter to meet after a disaster. Flying debris is the greatest danger in tornadoes; so (1) _____ protective coverings (e.g., mattress, thick blankets, etc) in your home. When a tornado watch is issued, think about the drill and check to make sure all your safety supplies are handy. (1) _____ on local TV, radio or Weather Radio and (1) _____ alert for warnings. All administrators of schools, hospitals, and stadiums, should have a tornado safety plan in place, with easy-to-read signs posted to direct everyone to a safe, close-by shelter area. Schools and office building managers should regularly run well-coordinated drills.

Activity 7


The following e-mail messages were sent to an online forum during Hurricane Katrina in 2005. Each message contains two spelling mistakes and one grammatical mistake. Find the errors and correct them.

— □ X

Hurricane Felix slammed into Nicaragua's Miskito Coast as a record-setting Category 5 storm Tuesday, whipping metal rooftops through the air like razors and forcing thousands to flee.



"The winds are horrible," Red Cross official Claudio Vanegas said by phone from the Nicaraguan town of Puerto Cabezas shortly after Felix struck land nearby with 160 mph winds. "They send roofs flying through the air, so we aren't going outside because it is too dangerous."



Felix landed around dawn, destroying many homes. "There are some that are nothing more than a few remaing walls," he said

Activity 7

I. Write a resume about Felix's hurricane.

LESSON 17: Preparing for Disasters caused by natural phenomena



For some people, everything is easy. Life is a breeze. They're always healthy. They're never **under the weather**. If they walk into a room full of strangers, they make friends in five minutes. They have no trouble **breaking the ice**. They even earn enough to save some money every week. They're saving money for a **rainy day**. So, if trouble ever does come, they will be able to **weather the storm**. Yes, some people have no problems if times are good or bad. They're ok **come rain or shine**.



Activity 1

Read through the text again and fill in all the words that are related to weather.

Storm



Activity 2

Match the expressions in bold from the reading with its meaning.

- a. To prepare for trouble, usually by saving money.
- b. To wait and be patient until things get better.
- c. Nothing will stop me from doing that.
- d. Sick.
- e. To begin a conversation with a stranger no matter how hard it is to do.

Activity 3

Test your memory. Complete the sentences with the correct idiom.

1. Martha wasn't shy and broke _____ ice at the cocktail party.
2. I am pretty sure that she'll finish the report come _____.
3. Marlon didn't come to school today because he is feeling _____.
4. You should save some money for _____ day.
5. You have no other choice but to weather _____.

Activity 4

Emergency Evacuation Procedures.

The evacuation procedure in the school is important for the safety of the educational community; the activation is usually activated in the form of an alarm. The Evacuation Routes are used to facilitate the movement of the school population from the respective venues to the Assembly Point in a quick and orderly manner.

Students must participate in evacuation drills seriously and be familiar with the Evacuation Route to be prepared for these situations of emergency.

Procedures

When the Alarm is Activated

Everyone is to stop work and be alert, leave their books and belongings behind, and line up orderly in twos outside their rooms as quickly as possible.

Students are to remain calm and obey instructions given by the teachers.

Upon instructions, students are to proceed to the Assembly Point in an orderly manner using the assigned Evacuation Route.

Activity 5

What are the evacuation routes in your school?.

Activity 6

Circle the correct word.

1. The infinitive form of a verb is usually preceded by:

- a. another verb
- b. to
- c. -ing form

2. The infinitive phrase includes the infinitive and:

- a. a gerund phrase
- b. another infinitive phrase
- c. the object of the infinitive

Activity 7

These are tips to prevent natural disasters. Unscramble the sentences.

1. An kit get emergency.
2. Evacuation prepare plan a.
3. Tune for radio local for news weather.
4. Some food extra prepare for emergency.

Activity 8

Take turns giving recommendations for emergency situations:

- | | |
|-----------------------|----------------|
| a. Stay together. | b. Keep calm |
| c. Help the children. | d. Be informed |

Activity 9

The weather: opinions






Ask a partner what he/she likes or dislikes about topics concerning weather. Choose from the following or use your own ideas:

summer, the hot season, the wet/rainy season, cloudy weather, windy weather, winter, lightning, thunder, the cool season, freezing weather, storms, and floods.



	Me	My partner
The thing I like most about..... (summer)		
The thing I like least about..... (rainy season)		
The thing I like most about.....		
The thing I like least about.....		

Board Game

<p>1.</p> <p>START</p>	<p>2. Is it easy for you to break the ice? Why?</p>	<p>3. What are ways to de-stress?</p> 
<p>6. Why should people save money for a rainy day?</p> 	<p>5. Give some recommendations about how to lose weight.</p>	<p>Free question</p>
<p>Free question</p>	<p>8. What are some tips to improve your memory?</p>	
	<p>9. Give two tips to facing your fears.</p>	<p>Move three spaces</p>
<p>Move back one space</p>	<p>12. Say two idioms about weather.</p>	<p>13. Talk about ways to make new friends.</p> 
<p>FINISH</p>	<p>15. What is something you would do come rain or shine?</p>	<p>Move two spaces</p>

IRREGULAR VERBS

MEANING	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
ser o estar	be	was/were	been
golpear, vencer	beat	Beat	beaten
convertirse, llegar a ser	become	Became	become
Empezar	begin	Began	begun
morder, picar	bite	bit	bitten
Soplar	blow	blew	blown
Romper	break	broke	broken
Traer	bring	brought	brought
construir, edificar	build	built	built
arder, quemar	burn	burnt	burnt
Comprar	buy	bought	bought
Coger	catch	caught	caught
Elegir	choose	chose	chosen
Venir	come	came	come
Costar	cost	cost	cost
Cortar	cut	cut	cut
Hacer	Do	did	done
Dibujar	Draw	drew	drawn
Beber	Drink	drank	drunk
Conducir	Drive	drove	driven
Comer	Eat	ate	eaten
caer(se)	Fall	fell	fallen
Sentir	Feel	felt	felt
luchar, pelear	fight	fought	fought
Encontrar	find	found	found
Volar	Fly	flew	flown
Olvidar	forget	forgot	forgotten
Perdonar	forgive	forgave	forgiven
helar, congelar	freeze	froze	frozen
Conseguir	Get	got	got
Dar	give	gave	given
Ir	Go	went	gone
crecer, plantar	grow	grew	grown
Colgar	hang	hung	hung
Tener	have	had	had
Oír	hear	heard	heard
Esconder	hide	hid	hidden
golpear, pegar	hit	hit	hit
sostener, sujetar	hold	held	held
herir, lastimar	hurt	hurt	hurt

guardar, conservar	keep	kept	kept
saber, conocer	know	knew	known
colocar, poner	lay	laid	laid
dirigir, guiar	lead	led	led
Apoyarse	lean	leant	leant
Aprender	learn	learnt	learnt
salir, marcharse	leave	left	left
Permitir	let	let	let
tumbar, yacer	lie	lay	lain
encender, iluminar	light	lit	lit
Perder	lose	lost	lost
hacer, fabricar	make	made	made
Significar	mean	meant	meant
reunirse con, conocer	meet	met	met
Pagar	pay	paid	paid
poner, colocar	put	put	put
Leer	read	read	read
librarse de	Rid	rid	rid
montar, cabalgar	ride	rode	ridden
llamar, sonar	ring	rang	rung
eleva, aumentar	rise	rose	risen
Correr	Run	ran	run
Decir	say	said	said
Ver	see	saw	seen
Vender	sell	sold	sold
Enviar	send	sent	sent
Brillar	shine	shone	shone
Disparar	shoot	shot	shot
Mostrar	show	showed	shown
Cerrar	Shut	shut	shut
Cantar	Sing	sang	sung
Sentarse	Sit	sat	sat
Dormir	sleep	slept	slept
deslizarse, resbalar	Slide	slid	slid
rajar, hendir	Slit	slit	slit
Oler	smell	smelt	smelt
Hablar	speak	spoke	spoken
darse prisa	speed	sped	sped
deletrear	spell	spelt	spelt
gastar(dinero), pasar (tiempo)	spend	spent	spent
partir (en dos)	Split	split	split
estropear	spoil	spoilt	spoilt
extender	spread	spread	spread

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