

Teaching English as a Foreign Language

7th-11th Grade

3rd
edition

*Manual of Activities, Grammar,
Teaching Strategies, and Vocabulary
for the Nicaraguan Classroom*

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How to Use This Manual: An Introduction to APA/PPP

Welcome To the TEFL Manual, 3rd Edition!

You will not find daily lesson plans in the new TEFL manual. You will find all the tools you need to guide you through the planning process so you can create successful daily lesson plans that incorporate different learning styles and dynamic activities. The revised TEFL manual is divided into three basic sections to help you achieve a more communicative classroom.

What are the three sections?

- I DO/PRESENTATION (Aprendo)
- WE DO/PRACTICE (Practico)
- YOU DO/PRODUCTION (Aplico)

These three basic parts of class are known as APA (Aprendo/ Practico/ Aplico) in Spanish and PPP (Presentation, Practice, Production) in English. Each part is necessary to introduce, practice, and successfully evaluate any MINED content. However, all three parts do not necessarily have to be developed completely in one class period; many successful lesson plans use multiple class periods to complete all three parts.

How do I use the manual?

Consistency

Think of this manual like it is a menu in your favorite restaurant. The menu is divided into three different parts: Starters, Main Dish, and Desserts. Under the title STARTERS, you expect to find small portions of food to begin your meal. Under the title MAIN DISH, you can be sure to find different options of hearty, filling food. Under DESSERTS, there will most likely be a selection of sweets to finish the meal. You can count on there being these three essential parts to the menu. Imagine if the menu was lacking and there were no desserts—what kind of restaurant is this?!

Just like the menu, the TEFL manual has three parts and a good lesson plan will incorporate enough class time to cover all of them. The PRESENTATION, PRACTICE and PRODUCTION sections are essential to a complete coverage of any content. Remember how unsatisfied you felt when there was no dessert? Imagine how upset your students will feel if you leave out the production stage and they don't have a chance to produce all the language they have learned! However, unlike the menu analogy where you must eat all three parts in one dinner, you may finish the three parts of class over multiple class periods or even a few weeks until you have completed them satisfactorily.

Content

When you look at the three parts of the menu, you more or less know what to expect in each section. Steak and potatoes belongs in MAIN DISH. A STARTER might be tajadas. Wouldn't it be strange to see rice and beans as a DESSERT? Cake? That's more like it!

Just as the menu's terms identify the types of food to follow, the TEFL manual's three sections identify the different types of activities for each content. We will now examine and better understand the three sections:

1. I DO/PRESENTATION/APRENDO

You, the teacher, present new information during this part. You will introduce and explain new vocabulary and new grammar structures. If students are seeing a concept for the first time (*Ex: Spelling changes using He/She*), you must present what they need to know to succeed and master this concept.

The teacher is very active during this part of class. Out of the three parts, the teacher talks the most in this one. Remember: you, the teacher, are talking and presenting, but that doesn't mean students have to be passively copying from the board (and probably feel bored themselves!) Use innovative and engaging strategies to make your presentations effective. Ideas include:

- Use pictures to introduce new vocabulary (instead of translating to Spanish!).
- Use Big Story Books (See the Multi-Purpose Activities Index) or topic-related Readings to introduce grammar in context.
- Use gestures that allow students to actively uncover vocabulary and grammar meanings.
- See any PRESENTATION section in this manual for more ideas!

Presentations are also a good time to review past concepts and reinforce connections between past lessons and today's new lesson. Did you teach chores vocabulary last week? Review those vocabulary words to help students succeed in discussing their daily chore schedules.

Quick Summary: During I DO/PRESENTATION, the teacher presents new concepts actively and engagingly; the teacher uses this time to talk the most in class; the teacher reviews past concepts and connects them to the new lesson.

2. WE DO/PRACTICE/PRACTICO

In this part, you, the teacher, and the students practice the concepts together. Use the information recently presented during the I DO section and help the students complete related activities. Because you and the students are working together to practice, many activities are done on the board as a class with students participating together on the board or individually in their notebooks.

Drills and grammar activities are usually good PRACTICE activities because they allow the teacher to work with the

students and identify any doubts or misunderstandings the students have about what they learned in the PRESENTATION.

All PRACTICE activities should help students build confidence in speaking, reading, writing and listening to the content. PRACTICE activities should also be directly related to the next part, PRODUCTION, by helping students practice the skills they will need to produce proof of learning at the end. Ideas include:

- Use Multi-Purpose Activities like Simon Says, BINGO, Sparkle, Tic Tac Toe, etc.
- Use fill in the blank and other similar activities together.
- Sing songs to practice new vocabulary.
- See any PRACTICE section in this manual for more ideas.

Since the teacher and students complete the PRACTICE activities together, students will talk and participate just as much, if not more than, the teacher. Remember, teachers talk to PRESENT, students must talk and participate in order to PRACTICE. Your role is a helper. Ask important questions so students arrive at the correct answer (*Ex: What is the last letter in this word? What rule do we use? Why?*) Asking the correct questions during PRACTICE is as instructive as what you presented earlier.

Quick Summary: During WE DO/PRACTICE, the teacher and the students do work together; the students practice speaking, writing, listening or reading the content already presented; the teacher talks less and asks important questions so students participate; the activities develop skills students will need in PRODUCTION.

3. YOU DO/PRODUCTION/APLICO

In this part, students produce on their own with minimal help from the teacher. Students feel comfortable with the content they already PRACTICED. Students use language skills in authentic situations. Students will still make mistakes. It is the teacher's job to give feedback through an evaluation.

Teacher talk time is very minimal and the students are the main speakers, listeners, writers and readers in this part of class. Students must use the material the teacher PRESENTED that they PRACTICED together in order to PRODUCE proof of learning. Many production activities can be evaluated for a grade because it is the last step in the sequence. Ideas include:

- Students write and perform dialogues or skits.
- Students create mini books related to the content.
- Students answer questions by writing, speaking, or illustrating.
- See any PRODUCTION section in this manual for more ideas.

PRODUCTION activities should be related to what has been presented and practiced. For example, if you presented 10 new vocabulary words and how to describe the weather and practiced reading a dialogue, students are equipped to use those words to write a dialogue. However, if all the practice activities were silent, reading activities students are ready

to write a dialogue but are not ready to say the dialogue because they did not practice speaking. Therefore, if you want to evaluate in a certain way (presentations, written work, listening quizzes, etc.) most of the practice activities must correspond to the final evaluation to prepare the students adequately.

Quick Summary: During YOU DO/PRODUCTION, the students produce without help and the teacher evaluates their work; all production activities must be directly related to the content presented and the practice activities; the teacher provides the authentic, communicative assignments and the students perform and produce the language needed to complete them.

To return to the menu analogy: just like a menu is certain to list *Indio Viejo* under MAIN DISH instead of DESSERT, you can anticipate the types of activities found in each section in the TEFL Manual. Do you need to introduce a new concept? Look at I DO! Do you need an activity to practice with your students? Look at WE DO! Do you need the students to demonstrate their learning? Or maybe you would like a good activity to evaluate what they learned? Look at YOU DO!

Options and Objectives

A good menu has options. If you want to order a MAIN DISH, you can choose steak, chicken, fish, or pasta. Likewise, there are many DESSERTS to choose from. Should you order the cake or the ice cream?

The TEFL manual has many options as well. Some contents have five or six practice activity options. There are also many options for production activities—should you do a dialogue or a mini-book? Which option should you choose?

When you choose menu items, you have an objective in mind to have the most satisfying lunch. If you order a STARTER of *tajadas*, the MAIN DISH of *gallo pinto* and *cuajada* will taste delicious! A tasty DESSERT would be *arroz con leche*. You chose three options that tasted good together and complemented each other to meet your objective: eat a delicious lunch.

Similarly, when you plan your lessons, choose an objective. Instead of a satisfied stomach, think of satisfied learners. Do you want your students to be able to say a dialogue? Then choose practice activities and production activities that focus on speaking and listening. Do you want your students to understand a text? Then choose reading and writing practice and production activities. Remember, activities are labeled according to which English Language competency they exercise, R for Reading, W for Writing, L for Listening, and S for speaking.

As a teacher, you have the power to construct the perfect lesson plan that meets your goal and your students' needs. This manual cannot be copied directly into a lesson plans. You, the teacher, must actively make choices. Read all of your options. Think about the objective for your lesson. Choose the activities that help you to achieve your goal.

Happy Teaching (and Buen Provecho!)

Como usar este manual: Una introducción a APA/PPP

¡Bienvenidos a la 3ra Edición del Manual de TEFL!

Usted NO encontrará planes diarios de clase en el Manual de TEFL. Pero SÍ encontrará todas las herramientas necesarias para guiarle en el proceso de planificar para que pueda crear planes de clase exitosos que incorporan los diferentes estilos de aprendizaje y actividades dinámicas. La segunda edición del Manual de TEFL está dividida en tres secciones básicas para ayudarle a lograr una clase más comunicativa.

¿Cuáles son las tres secciones?

I DO/PRESENTATION (Aprendo)
WE DO/PRACTICE (Practico)
YOU DO/PRODUCTION (Aplico)

Estas tres partes básicas de la clase se conoce como APA (Aprendo/Practico/Aplico) en español y PPP (Presentation, Practice, Production) en inglés. Cada parte es necesaria para presentar, practicar, y luego evaluar eficazmente cualquier contenido del currículo de MINED. Sin embargo, no es imperativo desarrollar completamente las tres partes en cada periodo de clase; muchos planes de clase exitosos usan más de un periodo de clase para completar las tres partes.

¿Cómo uso este manual?

Consistencia

Piense en este manual como si fuera un menú en su restaurante favorito. Este menú está dividido en tres partes diferentes: Aperitivos, Platos Fuertes, y Postres. Debajo del título APERITIVOS, uno espera encontrar porciones pequeñas para empezar la comida. Debajo del título PLATOS FUERTES, seguro que encontrará opciones de comidas que le llena a uno. Debajo de POSTRES, a lo mejor habrá una selección de comidas dulces para terminar la comida. Uno puede contar con estas tres partes esenciales del menú. Imagine si en el menú faltasen los postres—¿qué tipo de restaurante es este?!

Igual al menú, el manual de TEFL tiene tres partes y un buen plan de clase utilizará suficiente tiempo para incluir las tres. Las secciones de PRESENTACIÓN, PRÁCTICA, y PRODUCCIÓN son esenciales para completar un contenido. ¿Recuerda lo insatisfecho que se siente cuando no hay postre? ¡Imagine como se sienten l@s estudiantes cuando falta la sección de producción y no tienen la oportunidad de producir el lenguaje que han aprendido! Sin embargo, a diferencia de una comida donde uno tiene que comer las tres partes de una sola vez, usted puede completar las tres partes de un plan de clase en más de un periodo de clase, o aún en unas semanas hasta que ha completado las tres partes de una manera satisfactoria.

Contenido

Cuando usted mira las tres partes del menú, ya sabe qué esperar de cada sección. Carne de res con papas pertenece a los PLATOS FUERTES. Tajadas podría ser un APERITIVO. ¿No sería raro ver arroz y frijoles como un POSTRE? ¿Queque? ¡Aja, eso sí!

Igual como los títulos del menú identifican los diferentes tipos de comida, las tres secciones del Manual de TEFL identifican los diferentes tipos de actividades para cada contenido. Ahora examinaremos para entender mejor las tres secciones:

1. I DO/PRESENTATION/APRENDO

Usted, el/la profesor@, presenta la nueva información durante esta parte. Usted introduce y explica el nuevo vocabulario y estructuras de gramática. Si l@s estudiantes están viendo un concepto por primera vez (*Ej: El -s/-es de tercera persona en el presente*), usted tiene que presentar lo que necesitan saber para tener éxito y dominar este concepto.

Usted, el/la profesor@, es muy activo durante esta parte de la clase. De las tres partes, es en ésta cuando usted habla más. Recuerde – usted está hablando y presentando, pero eso no significa que l@s estudiantes tienen que estar copiando de la pizarra (¡que a lo mejor les hace sentir aburridos!) Use estrategias innovadoras y dinámicas para hacer la presentación más efectiva. Ideas incluidas:

- Usar dibujos para introducir el nuevo vocabulario (¡en vez de traducir al español!).
- Usar los Big Story Books (Vea el Multi-Purpose Activities Index) o lecturas relacionadas al tema para introducir la gramática en contexto.
- Usar gestos que permiten a l@s estudiantes descubrir de forma activa el significado del nuevo vocabulario o gramática.
- Ver cualquier sección de PRESENTACIÓN en este manual para más ideas.

La sección de PRESENTACIÓN también es un buen momento para repasar conceptos viejos y fortalecer las conexiones entre clases pasadas y la clase de hoy. ¿Enseñó el vocabulario de tareas en casa la semana pasada? Repase esas palabras para ayudar a l@s estudiantes a tener éxito cuando hablan de sus horarios diarios de quehaceres.

Resumen: Durante I DO/PRESENTACIÓN, el/la profesor@ presenta conceptos nuevos de una forma activa y dinámica; él o ella usa este momento para hablar más; él o ella repasa conceptos viejos para conectarlos al nuevo contenido.

2. WE DO/PRACTICE/PRACTICO

En esta parte, usted, el/la profesor@, y l@s estudiantes practican los conceptos juntos. Use la información que presentó durante la sección de I DO y ayude a l@s estudiantes a realizar actividades relacionadas. Porque usted y l@s estudiantes están trabajando juntos para practicar, muchas actividades se hacen en la pizarra con toda la clase participando, o de manera individual en sus cuadernos.

Las actividades de gramática sirven como actividades de PRÁCTICA porque permiten al/la profesor@ trabajar con l@s estudiantes e identificar cualquier duda o falta de comprensión que tengan sobre lo que aprendieron en la PRESENTACIÓN.

Todas las actividades de PRÁCTICA deben ayudar a l@s estudiantes a desarrollar su confianza en las cuatro habilidades en relación al contenido. Las actividades de PRÁCTICA también deben estar relacionadas directamente a la siguiente parte, PRODUCCIÓN, ayudando a l@s estudiantes a practicar las habilidades que necesitarán para producir evidencia de lo que han aprendido al final. Unas ideas para este tipo de actividad son:

- Usar actividades de multi-uso como Simon Dice, BINGO, Sparkle, Tic Tac Toe, etc.
- Usar un complete y otras actividades parecidas juntas.
- Usar canciones para practicar el nuevo vocabulario.
- Ver cualquier sección de PRÁCTICA en este manual para más ideas.

Como el/la profesor@ y l@s estudiantes completan las actividades de PRÁCTICA juntos, l@s estudiantes hablan tanto como (si no más que) el/la profesor@. Recuerde, el/la profesor@ habla para PRESENTAR, y l@s estudiantes tienen que hablar y participar para PRACTICAR. Su papel como profesor@ es el de ayudante. Haga preguntas importantes para que l@s estudiantes lleguen a la respuesta correcta (Ej: ¿Cuál es la última letra de esta palabra? ¿Cuál regla de gramática vamos a usar? ¿Porqué la usamos aquí?) Hacer la pregunta correcta es tan importante como lo que usted presentó en la primera parte.

Resumen: Durante WE DO/PRACTICE, el/la profesor@ y l@s estudiantes hacen el trabajo juntos; l@s estudiantes practican las cuatro habilidades en relación al contenido que ya se presentó; el/la profesor@ habla menos y hace más preguntas para que l@s estudiantes participen; las actividades desarrollan las habilidades que l@s estudiantes necesitarán para la parte de PRODUCCIÓN.

3. YOU DO/PRODUCTION/APLICO

En esta parte, l@s estudiantes producen solos con ayuda mínima del/la profesor@. L@s estudiantes se sienten cómodos con el contenido porque ya han PRACTICADO. Usan sus habilidades con el idioma en situaciones auténticas. Todavía cometerán errores, así que es el trabajo del/la profesor@ darles retroalimentación a través de una evaluación.

El tiempo que el/la profesor@ habla es mínimo y l@s estudiantes son los hablantes/lectores/escuchadores/escritores principales en esta parte de la clase. L@s estudiantes deben usar el contenido que el/la profesor@ PRESENTÓ y que ellos/ellas PRACTICARON juntos para PRODUCIR evidencia de lo que aprendieron. Muchas actividades de producción se pueden evaluar para puntos porque es el último paso en la secuencia.

Algunas ideas son:

- L@s estudiantes escriben y hacen diálogos.
- L@s estudiantes crean mini-libros relacionados al contenido.
- L@s estudiantes contestan preguntas de forma oral o escrita, o con ilustraciones.
- Ver cualquier sección de PRODUCCIÓN en este manual para más ideas.

Las actividades de PRODUCCIÓN deben estar relacionadas con lo que ya se ha presentado y practicado. Por ejemplo, si usted presentó 10 palabras nuevas de vocabulario y cómo describir el clima, y luego practicó con ellos leer un dialogo, entonces l@s estudiantes están preparados para usar estas palabras para escribir un diálogo. Sin embargo, si todas las actividades de práctica eran actividades de leer en silencio, significa que l@s estudiantes están preparados para escribir un dialogo pero no están preparados para hablarlo, porque no han practicado el hablar. En consecuencia, si usted quiere evaluar de una forma particular (exposiciones, trabajos escritos, exámen de escucha, etc.), entonces la mayoría de las actividades de práctica deben corresponder a la evaluación final para preparar a l@s estudiantes de una forma adecuada.

Resumen: Durante YOU DO/PRODUCTION, l@s estudiantes producen sin ayuda y el/la profesor@ evalúa su trabajo; todas las actividades de producción deben estar relacionada directamente con el contenido que se ha presentado y practicado; el/la profesor@ les da a l@s estudiantes tareas auténticas y comunicativas y ellos producen el lenguaje necesario para completarlas.

Regresando a la analogía del menú: como el menú siempre va a identificar indio viejo como un PLATO FUERTE en vez de POSTRE, usted puede anticipar los tipos de actividades que va a encontrar en cada sección del Manual de TEFL. ¿Necesita introducir un concepto nuevo? ¡Busque en "I DO"! ¿Necesita una actividad para practicar con l@s estudiantes? ¡Busque en "WE DO"! ¿Necesita que l@s estudiantes demuestren lo que han aprendido, o tal vez una buena actividad para evaluarl@s? ¡Busque en "YOU DO"!

Opciones y Objetivos

Un buen menú tiene opciones. Si quiere un PLATO FUERTE, puede elegir res, pollo, pescado, o pasta. De la misma manera, hay muchos POSTRES para elegir. ¿Prefiere la torta o un helado?

El Manual de TEFL también tiene muchas opciones. Unos de los contenidos tienen cinco o seis opciones para actividades de práctica. Hay también muchas opciones para actividades de producción—¿debe hacer un diálogo o un mini-libro? ¿Cuál opción debe elegir?

Cuando usted elige cosas en un menú, tiene un objetivo en mente para tener un almuerzo que le va a satisfacer. Si pide un APERITIVO de tajadas, ¡un PLATO FUERTE de gallo pinto y cuajada será delicioso! Y un POSTRE rico sería arroz con leche. Usted elige tres opciones que tienen buen sabor cuando están combinadas y se complementan para lograr su objetivo: comer un almuerzo rico.

De igual forma, cuando usted planifica su clase, elige un objetivo. En vez de una barriga satisfecha, piense en estudiantes satisfechos. ¿Quiere que puedan decir un diálogo? Pues elija actividades de práctica y producción con un enfoque de escuchar y hablar. ¿Quiere que puedan entender un texto? Pues elija actividades de práctica y producción con un enfoque de escribir y leer. Recuerde que las actividades son indicadas por la competencia de inglés que ejercitan, R para Lectura, W para escritura, L para escuchar, S para el hablar.

Como profesor@, usted tiene el poder de construir un plan de clase perfecto para lograr sus metas y las necesidades de sus estudiantes. NO se puede copiar este manual directamente a sus planes de clase. Usted, el/la profesor@ tiene que elegir de forma activa. Lea todas las opciones. Piense en el objetivo de su clase. Elija las actividades que le ayudan a lograr su meta.

Disfrute la Enseñanza (y ¡Buen Provecho!)

Strategies for the Communicative Classroom

This section includes ideas to create a classroom where students feel comfortable. When students are comfortable, they are going to communicate more.

Be Positive

1. Have Positive Expectations.

The teacher must believe in the ability of the students. They can learn English. Students rise to the teacher's expectations.

- Communicate that you expect great work and explain what great work is.
- Change your negative phrases to positive: Negative: *"You didn't do your homework. You were lazy."* Positive: *"You can do your homework and I expect you to show me."*
- Encourage students to answer questions with phrases like *"Aquí no hay pena."*
- Encourage students to participate. Give a participation grade.
 - On note cards or wooden sticks, write the numbers 1-60 or more or less, depending on your class size. When you want someone to participate, choose a number and that student must participate or lose their points. This material can be used for all of your classes.
 - For each class make a note card for each student. Choose the note card like above, but write directly on the note card a mark for participation and a different mark if the student does not participate. At each quarter, use the note card to calculate the participation grade for each student.

2. Give positive reinforcement.

- Participation books
 - Students make Mini-Books (See Multi-Purpose Activities Index).
 - Give stamps or sign the book as a reward for participation or good behavior.
 - Cross out stamps or signatures for bad behavior. (See "Have Rules" in this section.)
 - Collect books at the end of the month and give extra points for stamps.
- Letter Game
 - On a poster paper or with letters cut out of paper, reward good behavior with one letter in a predetermined word. For example, if the word is "song," when the students complete the word (with their good behavior) they can choose a song in English to listen to and learn in class.
 - When students spell the word, do a Multi-Purpose Activity or give the reward that the word spells.
 - Take letters away for bad behavior. (See "Have Rules" in this section.)

- Learn students' names.
 - This shows students that you value them and notice their presence in your class.
 - Make nametags or participation cards with individual students' names in class to help learn names faster.
- Praise deeds, not students.
 - Ex: "Good work!" or "Thank you for listening."
 - Ex: "Thank you for being prepared," instead of "Juan is always prepared."
 - Ex: "Looking at your notes from last time is very intelligent," instead of "Tatiana is very intelligent."

Use Procedures

Procedures are the way you do something. In class, procedures can be how the students begin the class, how they pass in papers, how they write in their notebooks, etc. You must model and practice each procedure with the students. Procedures must be taught and practiced in the first weeks of school. With practice, procedures become routines. Then, you must be consistent and always use the same procedures. Routines and consistency make students feel comfortable. They also save you time so that you don't have to spend a lot of class time on administrative things (like taking attendance or getting students' attention) and you can dedicate your time to learning.

You should practice procedures for the following with the students:

1. Getting immediately to work.

- Bellwork or Warm-Ups. This is work that you put immediately on the board that the students know they must begin to work on when the class starts. It can be a short activity or just the date and agenda for the class.

2. Coming to attention.

- It is good to use a silent signal like raising your hand.
- Use the phrase "If you can hear me, clap once..."
- Use only one method consistently.

3. Listening and responding to questions.

- Students raise their hands to answer a question.
- Students have their notebooks closed or are taking notes when the teacher or another student is presenting.

4. Students asking questions.

- Students raise their hands.
- Students write the question on a piece of paper and pass it in at the end of class.

5. Indicating whether or not they understand.

- Ask students if they understand the content or directions to an activity.
- Students can indicate their understanding with thumbs up or thumbs down

- Before beginning an activity, ask for a student to translate the directions to Spanish to check understanding.

6. Working in groups.

- Assign groups, and give each student a role. Students can work in these groups all semester or all month.
- Arrange the seats in rows so it's easy to transition into group work. Assign groups based on their place in the row.

7. Writing in your notebook.

- Explain to the students when to copy things into their notebooks and when it is not necessary.
- Tell the students where to write vocabulary in their notebooks. (Ex: a vocabulary list in the back of their notebook)
- Explain that the students must keep a list of vocabulary in English and Spanish, even if you only present the English word and a picture.
- Tell the students where to put their exercises and how to label them.

8. Passing in papers.

- Pass papers to the right. A person in the last row collects all of them.
- First student in each row collects the papers.

9. When students are absent.

- Students must copy the lesson from someone before the next class.
- Create clear rules about when students can make up tests and missed assignments.

10. When students need a pencil, pen, eraser, etc.

- Students cannot ask for materials when the teacher is talking.
- If students need materials during an evaluation, they must raise their hands and ask the teacher.
- Students cannot stand up to borrow materials from other students.
- Students cannot throw materials across the room.

11. When students finish early. (See "Take time to plan" in this section)

12. Being prepared for class.

- Delegate jobs to the students to save time. Use a system of student monitors.
 - Attendance, Erase the board
- Students must finish aso before the class starts.

Remember, if you establish a procedure in your class (like asking permission before leaving their seats), but you allow students to leave their seats even when they haven't asked permission, then you are demonstrating to the class that they don't have to ask permission. For this reason it is VERY important that you, the teacher, respect the procedures and be consistent in your class.

Have Rules

Write 3-5 rules with consequences for your class. Do not write more than 5 because research shows that it is difficult to remember more than 5. Consequences are necessary because without them, the student has no reason to follow the rules.

Rule	Consequence
1. Be on time.	- Lose participation points for the day. - More than 5 minutes late, student has to write a letter of apology.
2. Listen when the teacher or a classmate is speaking.	- <i>First time</i> : Name on the board as a warning. - <i>Second time</i> : Check mark next to the name, lose points. - <i>Third time</i> : 2 check marks, lose points and call to parents.
3. Throw trash in the trashcan.	- Lose points - Pick up trash during the break
4. No leaving your seat without permission.	- <i>First time</i> : Warning - <i>Second time</i> : Teacher takes away points for discipline.

Examples of Rules and Consequences:

If possible, rules should be positive. For example, say *"listen"* instead of *"don't talk"* and *"throw trash in the trashcan"* instead of *"don't throw trash on the floor."* Sometimes, it is clearer to use a negative rule like *"No leaving your seat without permission."*

Consequences should be:

- 1. Immediate**—have a system for immediately writing the names of students who will receive consequences.
 - Have a consequences book you can give to the students to sign their names and recognized the consequences.
 - Use a section of the board.
 - Use a poster paper.
- 2. Consistent**—If sometimes there are consequences and sometimes not, students will not believe the rules are serious.
- 3. Reasonable**—(See "Positive Reinforcement" in this section and consequences above.)

4. Uncomfortable—If a consequence is something that the student wants (like not entering class) then it won't have any effect in deterring bad behavior.

When students break rules or do not follow procedures:

- Speak softly and slowly.
- Ask *"what?"* not *"why?"* For example, *"What are you doing?"* not *"Why are you doing that?"* If you ask *"Why?"* you will get an excuse. If you ask *"What?"* you are reminding the student that she/he is not doing what they should be doing.
- Ask *"What should you be doing?"*

Take Time to Plan

As a general rule, it takes about twice as long to develop an effective lesson plan as it does to teach the lesson.

When you plan your lessons, you should:

1. Break concepts into small learning chunks.

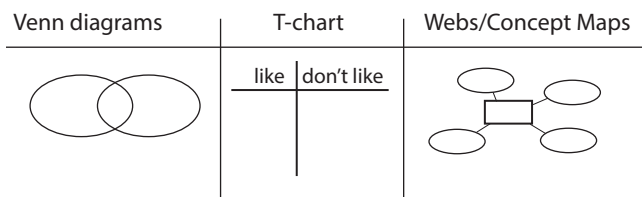
2. Write clear, simple instructions.

3. Plan a lot of time to give instructions. Activities will work better and you will save time repeating and clarifying to individual students later.

- Write and say the instructions.
- Repeat the instructions.
- Students repeat.
- Check for understanding. (See "Use Procedures.")
- Model.
- Give examples.

4. Teach to different types of learners.

- Use visuals.
 - Maps
 - Pictures
 - Drawings—*stick figures are good!*
 - Graphic organizers



- Engage students physically. (See Multi-Purpose Activities.)

5. Have activities ready for students who finish work early.

Being positive, using rules and procedures consistently and planning lessons carefully all help make a classroom more comfortable for the students and therefore more communicative.

Estrategias para el Aula Comunicativa

Esta sección contiene algunas ideas para crear un ambiente en el aula donde l@s estudiantes se sienten cómodos, de tal manera que les permite comunicarse más.

Sea Positivo

1. Tenga Expectativas Positivas

El/la profesor@ tiene que creer en la habilidad de l@s estudiantes. Ellos PUEDEN aprender inglés. L@s estudiantes alcanzan las expectativas del/la profesor@.

- Comunique a sus estudiantes que usted espera un buen desempeño de ellos y explíqueles como es un buen desempeño.
- Cambie sus frases negativas a frases positivas: Negativa: *"No hiciste la tarea. Que haragán que sos."* Positiva: *"Podes hacer la tarea y espero que me lo demuestres."*
- Motive a l@s estudiantes para responder en inglés con frases como *"Aquí no hay pena."*
- Motive a l@s estudiantes para participar. Deles puntos para participación.
 - En fichas o palitos, escriba los números de 1-60, dependiendo en el tamaño de la clase. Cuando quiere que alguien participe, elija un número y ese estudiante debe participar o pierde puntos. Se puede usar estos materiales en todas las clases.
 - Para cada clase haga una ficha para cada estudiante. Cada vez que un estudiante participe en clase marque su ficha. Si no participa, márquela con una marca distinta. A cada corte, use la ficha para calcular la nota de participación para cada estudiante.

2. Deles reforzamiento positivo

- Libros de participación
 - L@s estudiantes hacen Mini-Libros. (Vea el Mutli-Purpose Activities Index)
 - Ponga un sello o firme el libro cada vez que el estudiante participa o demuestra buen comportamiento.
 - Borre o manche los sellos o firmas por mal comportamiento. (Vea "Tenga Reglas" en esta sección.)
 - Coleccione los libros al final del mes para dar extra puntos para los sellos.
- Juego de Letras
 - En un papelógrafo o con letras cortadas, premie buen comportamiento añadiendo una letra a la palabra predeterminada. Por ejemplo, si la palabra es "Song," significa que cuando l@s estudiantes completan la palabra (por comportarse bien), pueden elegir una canción en inglés para escuchar y aprender en clase.
 - Cuando l@s estudiantes completan la palabra, deles el premio.
 - Quite letras de la palabra por mal comportamiento. (Vea "Tenga Reglas" en esta sección.)

- Aprenda los nombres de l@s estudiantes
 - Esto demuestra a l@s estudiantes que usted l@s valora y nota su presencia en la clase.
 - Haga etiquetas en clase para ayudarlo aprender sus nombres más rápido.
- Elogie los hechos, no l@s estudiantes
 - Ej: *"Buen trabajo!"* or *"Gracias por escuchar."*
 - Ej: *"Gracias por estar preparado,"* en vez de *"Juan siempre está preparado."*
 - Ej: *"Revisar el contenido de la clase anterior es una estrategia muy inteligente para prepararte para la prueba."* en vez de *"Tatiana es muy inteligente."*

Use Procedimientos (Rutinas)

Los procedimientos son las maneras en que hacemos algo. En la clase, algunos procedimientos pueden ser como l@s estudiantes empiezan cada clase, como entregan sus trabajos, como escriben en sus cuadernos, etc. Usted debe modelar y practicar cada procedimiento con l@s estudiantes. Se debe enseñar y practicar los procedimientos en las primeras semanas de clase. Con la práctica, los procedimientos se convierten en rutinas. Usted tiene que ser consistente y siempre usar los mismos procedimientos. Rutinas y consistencia les hace sentir cómodos a l@s estudiantes porque saben qué esperar en su clase. También ahorran tiempo para que usted no tenga que dedicar mucho tiempo en clase a asuntos logísticos (como entregar trabajos o llamar la atención de l@s estudiantes) y puede dedicar el tiempo al aprendizaje.

Usted debería practicar procedimientos para las siguientes acciones con l@s estudiantes:

1. Empezar a trabajar inmediatamente.

- *"Trabajo del timbre."* o *"Calentamientos."* Es una tarea que usted pone en la pizarra cuando entra en el aula. L@s estudiantes saben que tienen que empezar esta tarea cuando tocan el timbre. Puede ser una actividad breve o solamente que escriban la fecha y agenda de la clase.

2. Llamar la atención de la clase.

- Use una señal como levantar la mano.
- Use la frase *"If you can hear me, clap once..."*
- Use solamente un método consistentemente.

3. Escuchar y responder a preguntas.

- L@s estudiantes levantan sus manos para responder a una pregunta.
- L@s estudiantes tienen sus cuadernos cerrados o están tomando notas cuando el/la profesor@ u otro estudiante está exponiendo sobre algo.

4. Hacer preguntas.

- L@s estudiantes levantan sus manos.
- L@s estudiantes escriben su pregunta en un papel y lo entregan al final de clase.

5. Demostrar si entiende las instrucciones o no.

- Pregunte a l@s estudiantes si entienden el contenido o las direcciones de una actividad.
- L@s estudiantes demuestran un pulgar arriba si entienden o un pulgar abajo si no.
- Antes de comenzar una actividad, un(a) estudiante traduzca las direcciones para verificar comprensión.

6. Trabajar en grupos.

- Asignar grupos, y de cada estudiante un rol. Estudiantes pueden trabajar en estos grupos todo el semestre o mes.
- Poner las hileras en formación para facilitar la transición a trabajo en grupos. Asignar los grupos basado en su lugar en la hilera.

7. Escribir en su cuaderno.

- Explicar a l@s estudiantes cuando deben copiar y cuando no es necesario.
- Dígalos donde escribir vocabulario. (Ej: una lista de vocabulario en la esquina del cuaderno)
- Explicar que l@s estudiantes deben tener una lista de vocabulario ambos en inglés y español, aunque se presente el vocabulario sin traducirlo.
- Dígalos donde escribir los ejercicios y como titularlos.

8. Entregar trabajos.

- Pasar los papeles a la derecha. Una persona en la última fila recolecta todos.
- La primera persona en cada fila recolecta los papeles.

9. Cuando un@ estudiante está ausente.

- L@s estudiantes deben copiar la lección de otra persona antes de la próxima clase.
- Dar reglas claras sobre cuando el/la estudiante puede re-hacer exámenes o trabajos perdidos.

10. Cuando un@ estudiante necesita un lápiz, lapicero, borrador, etc.

- No se puede pedirlo mientras el/la profesor@ habla.
- Si l@s estudiantes necesitan materiales durante una evaluación, hay que levantar la mano y pedir permiso.
- No puede levantarse para prestar materiales.
- No se puede tirar materiales en el aula.

11. Cuando un@ estudiante termina temprano. (Vea "Tome tiempo para planificar" en esta sección.)

12. Estar preparado para la clase.

- Delegar responsabilidades a l@s estudiantes para ahorrar tiempo. Usar un sistema de monitores.
 - Pasar la asistencia, Borrar la pizarra
- L@s estudiantes tienen que terminar el aseo antes de que comienza la clase.

Recuerde, si usted establece un procedimiento en su clase (como pedir permiso para salir del aula), pero luego permite a l@s estudiantes salir aun cuando no han pedido permiso, entonces usted está demostrando a todos que no es necesario salir sin pedir permiso. Por esta razón, es MUY importante que usted, el/la profesor@ respete los procedimientos y que sea consistente en su clase.

Tenga Reglas

Escriba 3-5 reglas con medidas para su clase. No escriba más de cinco porque según investigaciones, es difícil recordar más de cinco. Las medidas son necesarias porque sin ellas, el estudiante no tiene porque seguir las reglas.

Reglas	Medida
1. Sea puntual.	<ul style="list-style-type: none">- Pierde puntos de participación para ese día.- Si llega más de cinco minutos tarde, tiene que escribir una carta de disculpa.
2. Escuche al/la profesor@ o a otro companer@ cuando está hablando.	<ul style="list-style-type: none">- <i>Primera falta:</i> Nombre en la pizarra como advertencia- <i>Segunda falta:</i> Pierde puntos.- <i>Tercera falta:</i> Pierde puntos y una llamada a sus padres o tutor.
3. Ponga la basura en su lugar.	<ul style="list-style-type: none">- Pierde puntos- Recolecta basura en el patio durante receso.
4. No levantarse de la silla sin permiso.	<ul style="list-style-type: none">- <i>Primera falta:</i> Advertencia- <i>Segunda falta:</i> El/la profesor@ quita puntos de disciplina.

Ejemplos de Reglas y Medidas:

Si es posible, las reglas deberían ser positivas. Por ejemplo, puede decir "escucha" en vez de "no hables" y "ponga la basura en su lugar" en vez de "no tires basura en el suelo." Sin embargo, a veces es más claro y directo usar una regla como "No levantarse de la silla sin permiso."

Las medidas deben ser:

- 1. Inmediatas**—tenga un sistema para escribir inmediatamente nombres de l@s estudiantes que han violado la regla.
 - Tenga un libro de medidas donde l@s estudiantes firmen cuando han violado una regla.
 - Use una sección específica de la pizarra o un papelógrafo.
- 2. Consistentes**—Si usted solo cumple con las medidas a veces (no siempre), l@s estudiantes no tomarán en serio las reglas.
- 3. Razonables**—(Vea "Reforzamiento Positivo" en esta sección.)
- 4. Incomodas**—Si la medida es algo que es deseable para l@s estudiantes (como no entrar en clase) no tendrá ningún efecto en detener el comportamiento malo.

Cuando un@ estudiante viola una regla o no sigue un procedimiento:

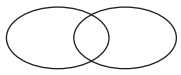

- Habla con calma.
- Pregúntele al estudiante “¿Qué está haciendo?” y no “¿Por qué está haciendo esto?” Si pregunta porque, recibirá una excusa. Cuando usted pregunta que está haciendo, esta recordándole de una forma indirecta lo que debería estar haciendo.
- Pregúntele “¿Qué debería estar haciendo?”

Tome Tiempo para Planificar

Como una regla general, si una clase es de una hora, se le debe tomar dos horas en planificarla.

Cuando planifica sus clases, debería:

1. Dividir los conceptos en partes pequeñas.
2. Escriba instrucciones que son claras y simples.
3. Planifique suficiente tiempo para dar las instrucciones. Las actividades funcionan mejor y ahorra tiempo porque no tendrá que repetir y clarificar después.
 - Escriba las instrucciones y dígalas en voz alta.
 - Repita las instrucciones.
 - L@s estudiantes repita las instrucciones.
 - Chequee su comprensión de las instrucciones. (Vea “Use procedimientos” en esta sección.)
 - Sea el ejemplo.
 - De ejemplos.
4. Enseñe de una forma que toma en cuenta los diferentes estilos de aprendizaje.
 - Use materiales visuales.
 - Mapas
 - Fotos
 - Dibujos – *aunque sean recortes!*
 - Organizadores gráficos

Venn diagrams/ mapas conceptuales	T-chart	Redes/ mapas de burbujas		
	<table><tr><td>like</td><td>don't like</td></tr></table>	like	don't like	
like	don't like			

- Involucre movimiento físico. (Vea Actividades de Multi-Uso.)

5. Tenga actividades preparadas para los que terminan las tareas antes de los demás.

Ser positivo, usar reglas y procedimientos y planificar con cuidado son todas buenas estrategias para crear un ambiente cómodo en el aula, y en consecuencia hacer una clase más comunicativa.

Objective Writing and Assessment

In teaching as well as in many aspects of life, we need to set goals and know where we are headed. When you arrive at the bus station, do you know where you want to go? No one arrives at the bus station without a destination in mind. Likewise, when you walk into English class do you know what you'd like to accomplish? Do you have a goal for your students? What skills or abilities would you like them to have at the end of class, the end of the week, or the end of the school year? We need to know our destination, and once we know, we can make a plan on how to arrive there in the simplest and most enjoyable manner. In the classroom, our destination is a learning objective that MINED gives us in the form of an Achievement Indicator, such as **7th grade, Unit II: Personal Information**, “*The student interacts in short introductions confidently.*” But how will I know that my students have achieved this indicator? This is why we have to write objectives that are specific to our classes and that are easy to measure.

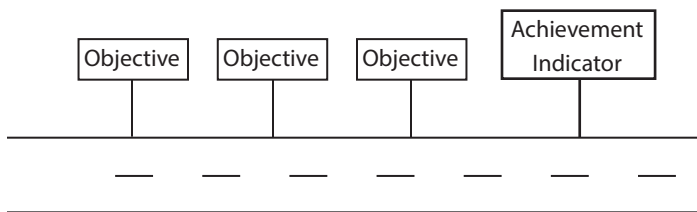
Student assessment is important, and not only because students must receive grades: assessment allows students to monitor their own progress as English learners, and for teachers to see whether we are effectively transmitting the information to students. Assessment tells us whether or not we have reached our destination—the achievement indicator. But in order to reach this destination, we have to start planning our journey from the beginning, always keeping the end goal in mind.

Objectives

Let's go back to the bus station analogy. There's much more to a trip than just choosing a destination. Usually we expect to see landmarks along the way to know we're on the right track. For example, if I'm going from Managua to Esteli, I expect to see signs for Tipitapa, then San Benito, then Sebaco, etc. If I see a sign that says “Welcome to Rivas,” I know I'm not going in the direction of my destination.

As learners and teachers of the English language, Nicaraguan professors know from experience that communication is the ultimate goal of our classes. We dream that our students will graduate from high school with the ability to communicate in English with one another and with native speakers. What's more, we have Achievement Indicators to tell us what our destinations should look like. But how can we measure our students' ability to communicate in English to make sure they're on the right track?

This is the reason we write objectives. Objectives are landmarks along the road to the Achievement Indicator. Objectives are clear, specific, and measurable, so they help us assess whether or not we are moving closer to the Achievement Indicator.



So how do we write a weekly or class objective for our class that is based on our Achievement Indicator and that is specific to our students' needs? Let's imagine that this is your Achievement Indicator:

7th grade, Unit III: Usual Activities

Achievement Indicator: *The student describes daily activities using simple present tense.*

- A possible weekly objective might be: *At the end of this week, students will be able to describe at least 6 daily activities using the simple present tense.*

In order to write this clear, specific, measurable objective, we answered these questions:

1. What?

What is the new ability that is going to be achieved? Based on the achievement indicator, we chose "describe daily activities." The verb is very important. The verb needs to be an action that the students can demonstrate. For example, "understand" is not an action verb that you, the teacher, can observe. (Simply because a student says, "Yes, I understand" does not mean that he or she actually does.) What you can observe is an action that is the result of understanding, like *responding, identifying, describing, explaining*, etc.

2. When?

When will they achieve this new ability? The objective above is a weekly objective, because it says "At the end of the week," but depending on your needs, you can write a daily objectives, weekly objectives, bi-weekly objectives, etc.

3. Who?

Who is achieving the new ability? In our classes, our focus is always on what the students will be able to do. An objective cannot be, "Explain the simple past," because this is an objective for the teacher. The teacher can "Explain the simple past," and the students might not understand anything. Our objectives are based on what the students can do, not on what the teacher can do.

4. How many?

In this case, how many daily activities will the students be able to describe? This makes the objective easier to measure. This also depends on your students' needs. In one class, ten may be enough, but in another class ten would be too many. You decide based on your knowledge of your students.

5. In what manner?

What grammatical or vocabulary knowledge will the students need to achieve the new ability? Will they need to use the simple present? Will they need to use adjectives?

Look at the examples below and identify the answers to these five questions in the objective.

8th grade, Unit II: National Identity

Achievement Indicator: *The student recognizes vocabulary and tradition associated with major Central American holidays and contrasts with native customs.*

- **Objective:** *At the end of the week, students will be able to explain the customs and traditions of at least one Central American holiday using the simple present tense.*

9th grade, Unit III: Directions

Achievement Indicator: *The student communicates effectively using vocabulary related to locations and directions.*

- **Objective:** *At the end of the week, students will be able to give directions to three places in their community using commands.*

Connecting Objectives to Assessment

A well-written objective tells you, the teacher, exactly what to assess. Now that you have written a clear, specific, measurable objective, the next step is choosing an assessment tool that actually measures the objective.

Most teachers are very familiar with "traditional" forms of assessment. Some characteristics of traditional assessment are:

- **Decontextualized:** In traditional assessment we often use written tests with fill in the blank or multiple-choice questions. This doesn't reflect real life. How many times have you arrived at the bus station and the lady at the window passes you a paper that says: *I would like to go to: A) Leon B) Matagalpa C) Chinandega D) Managua*. Decontextualized evaluation does not measure a student's ability to use the language in a real-life situation.
- **Discrete point:** In traditional assessment students translate vocabulary words one at a time or conjugate verbs in isolated sentences.
- **Reliable:** One positive thing about traditional assessment is that since the questions only have one correct answer, anyone can give the test and grade it. The teacher does not have to speak English to administer the test.
- **Not valid:** The biggest problem with traditional assessment is that it usually does not measure our objectives very well. Imagine this is my objective: "At the end of the week, students will be able to give directions to five places in their community using commands." If my assessment is a test with fill in the blank and multiple-choice, the results will not tell me which students can actually give directions around town. The only thing it tells me which students are

good at taking tests. The only way for me to know if my students are able to give directions in their community is if they actually give directions in their community.

In this section of the manual, we are promoting a different kind of assessment. It is called "Authentic, Performance-Based Assessment," and some of its characteristics are:

- **Authentic:** This kind of assessment reflects real life situations. For example, if the objective is that the students will be able to order food in a restaurant, then the assessment could be a dialogue play where one student is a customer in a restaurant and the other is a waiter. The customer chooses food from a menu and the waiter brings it to him. This allows the teacher to measure the student's ability to use the language in a real life situation.
- **Integrated:** Authentic, Performance-Based Assessment combines grammar, vocabulary, culture, and many other parts of language in a way that is natural.

- **Valid:** Authentic, Performance-Based Assessment is based on learning objectives. Therefore, if your objective is, "At the end of this week, students will be able to describe at least 6 daily activities using the simple present tense," then that is exactly what they will do in the assessment. Maybe the students do a role play or maybe they write a letter. In this way, the teacher can see if they are able to use the language.

- **Requires planning of parameters:** One disadvantage of this type of evaluation is that it is susceptible to the opinion of the teacher. Two teachers grading the same student's assessment can come up with two completely different grades. That is why the teacher has to plan the parameters of the assessment long before the day of the assessment.

Look at the table below and compare traditional assessment tools to performance-based assessment tools:

Objective	Traditional Assessment	Authentic Performance-Based Assessment
9th grade, Unit III: Directions At the end of the week, students will be able to give directions to three places in their community using commands. (See Rubric for this activity in the chart below.)	Students take a written test with questions like: <i>Where is the bank?</i> It is _____ the grocery store.	In pairs students perform a dialogue where a person explains to a tourist about three places to visit in town and how to get there.
10th grade, Unit VI: Natural Disasters At the end of two weeks, students will be able to explain what to do in the case of one natural disaster using modal verbs "should," "have to," and "must."	Students take a written test with questions like: <i>In a flood, you must:</i> A) hide under a table B) eats lots of fruit C) move to higher ground D) all of the above	Students make a pamphlet in English explaining what to do in the event of a natural disaster using modal verbs and illustrations.
11th grade, Unit VI: Parents and Children And the end of the week, students will be able to state two opinions on values related to family life and defend their reasons using at least one different argument phrases. (Ex: "In my opinion..." "I see your point, but..." "Personally, I think that...")	Students take a written test with questions like: <i>State two opinions you have on family life and defend your reasons.</i>	Students participate in a class debate on one topic related to family life. (Ex: "How much influence should parents have in their children's life decisions?") All students must participate by stating their opinions and using argument phrases.

Example Rubric
for 9th Grade,
Unit III: Directions

	Excellent (25 pts)	OK (15 pts)	Poor (5 pts)
Use of commands	Uses at least 5 commands correctly	Uses 3-5 commands correctly	Uses 2 or less commands correctly
Use of prepositions of place	Uses at least 4 prepositions of place correctly	Uses 2-3 prepositions of place correctly	Uses 2 or less prepositions of place correctly
Pronunciation	Almost no errors in pronunciation	A few errors in pronunciation	Many errors in pronunciation
Presence	Speaks loud and clear, not shy when speaking	A little timid, but easy to understand	Very timid, mumbles when speaking
Total points:			

Rubrics

As mentioned before, authentic, performance-based assessment can be difficult to grade if there are not clear parameters set from the beginning. In order to make sure that both teacher and student are clear about what will be graded on the exam, it is very helpful to use a rubric. The chart on the bottom of page 12 is an example rubric for the 9th grade assessment in the chart above.

In pairs students perform a dialogue where a person is telling a tourist about three places to visit in town and how to get there.

This rubric contains four parameters: use of commands, use of prepositions of place, pronunciation, and presence. It also contains a scale of excellent, ok, and poor. For each parameter, there is a descriptor which describes what an excellent performance, ok performance, and poor performance looks like.

On the day that the teacher explains the assignment, the students copy the rubric in their notebooks. With this information the students know exactly what to do to receive a good grade. In addition, the teacher has less work to do on the day of the assessment: he or she simply uses the rubric to grade the students, and writes the grade on the rubric in the student's notebook.

Summary

With these tools—objectives, performance-based assessment, and rubrics—you, the teacher will be able to assess your students in a way that not only measures your students' ability to use English in real situations, but also in a way that helps you to be sure that you're on your way to reaching your goal. These practices are like a roadmap that provides landmarks on the way to your destination—communication in English!

Escribiendo Objetivos y Evaluación

Tanto en la enseñanza como en muchos aspectos de la vida, necesitamos establecer metas para saber hacia dónde vamos. Cuando uno llega a la estación de buses, ya sabe donde quiere ir. Nadie llega hasta la estación de buses sin un destino en mente. Igualmente, cuando entra en el aula de clase, ¿sabe lo que quiere lograr? ¿Tiene una meta para sus estudiantes? ¿Cuáles habilidades o destrezas quiere que tengan ellos al final de la clase, al final de la semana, al final del año? Necesitamos saber nuestro destino, y una vez que sabemos, podemos hacer un plan sobre cómo llegar en la manera más sencilla y agradable. En el aula, nuestro destino es un objetivo de aprendizaje que nos da MINED en la forma de indicador de logro, como este: **7º grado, Unidad II: Personal Information**, *"The student interacts in short introductions confidently."* ¿Pero como sabrá que los estudiantes han logrado este indicador? Por eso, tenemos que escribir objetivos que son específicos a nuestras clases y que son fáciles de evaluar.

La evaluación de estudiantes es importante, y no solo porque los estudiantes deben recibir calificaciones: la evaluación les permite a los estudiante monitorear su propio progreso como hablantes de inglés, y para que el/la profesor@ vea si está transmitiendo la información de una forma eficaz. La evaluación nos dice si hemos llegado a nuestro destino—el indicador de logro. Pero para llegar a este destino, tenemos que empezar a planificar el viaje desde el principio, sin perder de vista la meta que queremos alcanzar.

Objetivos

Regresemos a la analogía de la estación de buses. Hay mucho más en planear un viaje que solamente elegir un destino. Normalmente, esperamos ver puntos de referencia a lo largo del camino para saber que vamos por la vía correcta. Por ejemplo, si voy de Managua a Estelí, espero ver rótulos para Tipitapa, luego San Benito, luego Sébaco, etc. Si veo un rótulo que dice "Bienvenidos a Rivas," sé que no voy en la dirección de mi destino.

Como estudiantes y profesor@s de inglés, sabemos por experiencia que la comunicación es la meta final de nuestras clases. Soñamos que nuestros estudiantes se gradúen de la secundaria con la habilidad de comunicarse en inglés entre ellos y con hablantes nativos. Además, tenemos indicadores de logros para decirnos como será este destino. ¿Pero cómo podemos medir la habilidad del habla o la comunicación en nuestros estudiantes y asegurarnos que van por el camino correcto?

Por esta razón escribimos objetivos. Los objetivos son nuestros puntos de referencia en el camino hacia el indicador de logro. Los objetivos son claros, específicos, y medibles, así que nos ayudan a evaluar si estamos acercándonos al indicador de logro.

Ahora, ¿cómo escribimos un objetivo de clase o semanal que está basado en nuestro indicador de logro y que es específico según las necesidades de nuestros estudiantes? Imaginemos que este es su indicador de logro:

7º grado, Unidad III: Usual Activities

Indicador de Logro: *The student describes daily activities using simple present tense*

- Un objetivo semanal podría ser: *Al final de la semana, los estudiantes serán capaces de describir al menos 6 actividades diarias usando el presente simple.*

Para escribir este objetivo claro, específico, y medible, contestamos estas preguntas:

1. ¿Cuál?

¿Cuál es la nueva habilidad que será lograda? Basado en el indicador de logro, elegimos “describir actividades diarias.” El verbo que usamos es muy importante. Necesita ser una acción que los estudiantes pueden demostrar. Por ejemplo, “comprender” no es un verbo de acción porque usted, el/la profesor@ no puede observar comprensión. (Simplemente porque el/la estudiante dice, “Si, entiendo” no significa que realmente entiende.) Lo que sí puede observar es una acción que es el resultado de comprensión, como *responder, identificar, describir, explicar, etc.*

2. ¿Cuándo?

¿Cuándo lograrán esta nueva habilidad? El objetivo arriba es un objetivo semanal, por eso dice “*Al final de la semana,*” pero dependiendo de sus necesidades, puede escribir objetivos diarios, semanales, quincenales, etc.

3. ¿Quién?

¿Quién va a lograr esta nueva habilidad? En nuestras clases, nuestro enfoque siempre está en lo que los estudiantes pueden hacer. Un objetivo no puede ser, “*Explicar el pasado simple,*” porque esto es un objetivo para el/la profesor@. El/la profesor@ puede lograr el objetivo de “*Explicar el pasado simple,*” y tal vez los estudiantes no entenderán nada. Nuestros objetivos están basados en lo que los estudiantes serán capaces de hacer, no en lo que el/la profesor@ será capaz de hacer.

4. ¿Cuántos?

En este caso, ¿cuántas actividades diarias describirán los estudiantes? Cuantificar el objetivo lo hace más fácil de medir. Esto también depende de las necesidades de sus estudiantes. En una sección, tal vez diez es suficiente, pero en otra sección diez es demasiado. Usted decide según cuánto conozca a sus estudiantes.

5. ¿De qué manera?

¿Qué gramática o vocabulario necesitarán saber usar los estudiantes para poder lograr la nueva habilidad? ¿Necesitarán el presente simple? ¿Necesitarán usar adjetivos? En el ejemplo de arriba, incluimos esta parte con la frase “*usando el presente simple.*”

Mire los ejemplos siguientes e identifique las respuestas a estas cinco preguntas en cada objetivo.

8º grado, Unidad II: National Identity

Indicador de logro: *The student recognizes vocabulary and tradition associated with major Central American holidays and contrasts with native customs.*

- **Objetivo:** *Al final de la semana, los estudiantes serán capaces de explicar los costumbres y tradiciones de al menos una fiesta centroamericana usando el presente simple.*

9º grado, Unidad III: Directions

Indicador de logro: *The student communicates effectively using vocabulary related to locations and directions.*

- **Objetivo:** *Al final de la semana, los estudiantes serán capaces de dar direcciones de tres lugares en su comunidad usando comandos.*

Conectando los Objetivos a la Evaluación

Un objetivo bien escrito le dice a usted, el/la profesor@, exactamente lo que va a evaluar. Ahora que ha escrito un objetivo que es claro, específico, y medible, el siguiente paso es elegir una herramienta de evaluación que realmente mide el objetivo.

La mayoría de los profesores están muy familiarizados con la forma tradicional de evaluar. Aquí hay unas características de evaluación tradicional:

- **Descontextualizada:** Frecuentemente en la evaluación tradicional usamos exámenes escritos con un complete o preguntas de selección múltiple. Este tipo de examen no refleja la vida real. ¿Cuántas veces ha llegado a la estación de buses y la señora en la ventanilla le pasa una hoja que dice “*Me gustaría ir a: A) León B) Matagalpa C) Chinandega D) Managua?*” La evaluación descontextualizada no mide la habilidad del estudiante para usar el idioma en una situación de la vida real.
- **Lenguaje aislado:** En la evaluación tradicional, los estudiantes traducen palabras de vocabulario una por una o conjugan verbos en oraciones aisladas.
- **Confiable:** Una cosa positiva de evaluación tradicional es que cualquier persona puede aplicar y calificar el examen, porque cada pregunta solo tiene una respuesta correcta. El/la profesor@ no tiene que hablar inglés para aplicar el examen.
- **No válida:** El problema más grande con la evaluación tradicional es que normalmente no mide muy bien los objetivos. Imagine que esto es mi objetivo: “*Al final de la*

semana, los estudiantes serán capaces de dar direcciones a cinco lugares en su comunidad usando comandos." Si mi evaluación es un examen con un complete y elección múltiple, los resultados no me dirán cuales estudiantes realmente pueden dar direcciones en su comunidad. Solo me dirá cuales estudiantes tienen buenas destrezas de tomar exámenes. La única manera de saber si mis estudiantes pueden dar direcciones en su comunidad es si realmente dan direcciones en su comunidad.

En esta sección del manual, estamos promoviendo un tipo de evaluación diferente. Se llama Evaluación Auténtica de Desempeño," y algunas de sus características son:

- **Auténtica:** Este tipo de evaluación refleja situaciones de la vida real. Por ejemplo, si el objetivo es que los estudiantes serán capaces de pedir comida en un restaurante, la evaluación podría ser que los estudiantes hagan un diálogo donde uno es cliente y otro es mesero. Uno tiene que pedir comida de un menú y el otro tiene que traerla. Este tipo de evaluación permite al/la profesor@ medir la habilidad de los estudiantes de usar el lenguaje en una situación de la vida real.

- **Integrada:** La evaluación auténtica de desempeño combina gramática, vocabulario, cultura, y muchas otras partes del idioma de una manera natural.
- **Válida:** La evaluación que es auténtica y está basada en el desempeño del estudiante siempre está basada en objetivos de aprendizaje. Como consecuencia, si su objetivo es, "Al final de la semana, los estudiantes serán capaces de describir al menos 6 actividades diarias usando el presente simple," entonces es exactamente lo que harán los estudiantes en la evaluación. Tal vez hacen un sociodrama o escriben una carta. De esta manera, el/la profesor@ puede ver si pueden usar el idioma.
- **Requiere planeamiento de parámetros:** Una desventaja de este tipo de evaluación es que es susceptible a la opinión del/la profesor@. Dos profesores calificando la evaluación del mismo estudiante puede sacar dos notas completamente diferentes. Por eso un/a profesor@ debe planificar los parámetros de la evaluación mucho antes del día de la evaluación.

Mire la tabla abajo y compare las herramientas de la evaluación tradicional con las herramientas de la evaluación auténtica de desempeño:

Objetivo	Evaluación Tradicional	Evaluación Auténtica de desempeño
9º grado, Unidad III: Directions Al final de la semana, los estudiantes serán capaces de dar direcciones a tres lugares en su comunidad usando comandos.	Los estudiantes toman un examen escrito con preguntas como: <i>Where is the bank?</i> It is _____ the grocery store.	En parejas los estudiantes hacen un diálogo donde una persona explica a un turista sobre tres lugares para visitar en su comunidad y cómo llegar.
10º grado, Unidad VI: Natural Disasters Al final de dos semanas, los estudiantes serán capaces de explicar que hacer en el caso de un desastre natural usando verbos modales como "should," "have to," y "must."	Los estudiantes toman un examen escrito con preguntas como: <i>In a flood, you must:</i> A) hide under a table B) eats lots of fruit C) move to higher ground D) all of the above	Los estudiantes hacen un panfleto en inglés explicando qué hacer en el evento de un desastre natural usando verbos modales e ilustraciones.
11º grado, Unidad VI: Parents and Children Al final de la semana, los estudiantes serán capaces de decir dos opiniones sobre valores relacionados con la familia y defender su opinión usando frases de discusión. (Ej: "In my opinion..." "I see your point, but..." "Personally, I think that...")	Los estudiantes toman un examen escrito con preguntas como: <i>State two opinions you have on family life and defend your reasons.</i>	Los estudiantes participan en un debate en clase sobre un tema relacionado con la vida familiar. (ej: "How much influence should parents have in their children's life decisions?") Todos los estudiantes deben participar diciendo sus opiniones y usando las frases de argumento.

*Vea ejemplo de una rúbrica para esta actividad en la próxima pagina

Rúbricas

Como mencionamos antes, la evaluación auténtica de desempeño puede ser difícil de calificar si no hay parámetros claros desde el principio. Para asegurar que el/la profesor@ y el/la estudiante están claros sobre lo que será calificado en el examen, es conveniente usar una rúbrica. Abajo hay un ejemplo de una rúbrica para la evaluación de 9º grado en la tabla de la página 16.

En parejas los estudiantes hacen un diálogo donde una persona explica a un turista sobre tres lugares para visitar en su comunidad y cómo llegar a dichos lugares.

Esta rúbrica contiene cuatro parámetros: uso de comandos, uso de preposiciones de lugar, pronunciación, y presencia. También contiene una escala de excelente, ok, y pobre. Para cada parámetro hay un descriptor, lo cual describe cómo es un desempeño excelente, un desempeño ok, y un desempeño pobre.

El día que el/la profesor@ explica la tarea que harán para la evaluación, los estudiantes copian la rúbrica en sus cuadernos. Con esta información los estudiantes saben exactamente lo que tienen que hacer para sacar una buena nota. Además, el/la profesor@ tiene menos trabajo el día de la evaluación: solo usa la rúbrica para calificar el trabajo de los estudiantes y escribe la nota en la rúbrica en el cuaderno del/la estudiante.

Resumen

Con estas herramientas—objetivos, la evaluación auténtica de desempeño, y rúbricas—usted, el/la profesor@, será capaz de evaluar a sus estudiantes de una manera que no solamente mide su habilidad de usar inglés en situaciones de la vida real, pero que también le ayuda a asegurar que está en el camino para alcanzar su meta. Estas prácticas son como el mapa que le da los puntos de referencia en el camino hacia su destino—¡comunicación en inglés!

Ejemplo de una rúbrica para 9º grado, Unidad III: Directions

	Excelente (25 pts)	OK (15 pts)	Pobre (5 pts)
Uso de comandos	Uso de por lo menos 5 comandos correctamente	Uso de 3-5 comandos correctamente	Uso de 2 o menos comandos correctamente
Uso de preposiciones de lugar	Uso de por lo menos 4 preposiciones de lugar correctamente	Uso de 2-3 preposiciones de lugar correctamente	Uso de 2 o menos preposiciones de lugar correctamente
Pronunciación	Casi no hay errores de pronunciación	Pocos errores de pronunciación	Muchos errores de pronunciación
Presencia	Habla fuerte y claramente, no es tímido cuando habla	Un poco tímido, pero fácil de entender	Muy tímido, casi no se escucha cuando habla
Total de puntos:			

Preparing Students for Real Communication

Our goal as teachers is to help students use English to communicate information relevant to their lives. Therefore, our objective in the classroom is to engage students in communicative activities that use authentic language. However, before students are ready to participate in realistic communicative tasks, they must master the necessary grammar and vocabulary. This mastery comes only through sufficient and appropriate practice. The aim of this chapter, thus, is to present ways to improve practice activities and offer strategies for transitioning to production activities. If we adequately prepare our students, they will be able to use English not just to pass an exam, but rather to really communicate!

I. USING DRILLS AS PRACTICE

We learn habits through repetition. Using repetition in the classroom, therefore, helps students establish English structures as habits, which greatly helps the language learning process. These habits will help students communicate without having to think about every single word. This helps build student confidence, so that they will feel more ready to produce original language in the "You Do/Production" phase.

Repetition exercises, or "drills," sometimes have a bad reputation, because they can be very boring if students simply repeat vocabulary words after the teacher. However, if used with adequate variation, drills can be a fun and effective practice exercise for teachers and students. Following are some techniques that offer variety for the very important process of learning through repetition.

A. Oral Substitution Drills

In oral communication, drills help students' pronunciation. Students hear the teacher's correct pronunciation, imitate what they hear, and later are able to substitute new language in the same structure. Students repeat not just vocabulary words, but rather useful phrases or "chunks" of language.

To implement oral substitution drills, give students a common structure that will be useful in their lives and that demonstrates the lesson's grammar. Start with the basic structure from the lesson and vary the language as the students engage in the repetition. Students will replace the language in the sentence with the language you give as a "cue."

Example:

<i>Teacher says:</i>	<i>In my backpack, I have a notebook.</i>
<i>Class repeats:</i>	<i>In my backpack, I have a notebook.</i>
<i>Teacher says (cue):</i>	<i>a pencil</i>
<i>One student says:</i>	<i>In my backpack, I have a pencil.</i>
<i>Teacher repeats:</i>	<i>In my backpack, I have a pencil.</i>
<i>Class repeats:</i>	<i>In my backpack, I have a pencil.</i>
<i>Teacher says (cue):</i>	<i>a ruler</i>
<i>One student says:</i>	<i>In my backpack, I have a ruler.</i>
<i>Teacher repeats:</i>	<i>In my backpack, I have a ruler.</i>
<i>Class repeats:</i>	<i>In my backpack, I have a ruler.</i>
<i>Teacher says (cue):</i>	<i>a marker</i>
	<i>Etc.</i>

The teacher gives the original phrase or sentence (which can be written on the board) and the students repeat it as a group. The teacher then gives a new word (the cue). Then the teacher indicates a single student to repeat the sentence, substituting the new word (in the example above, "pencil") for the original word (in the example above, "notebook"). The student might correctly substitute the cue, or he/she might produce an incorrect sentence. In either case, the teacher repeats the sentence in its correct form, so that all of the class can verify if the student's response was correct or not. After the teacher has given the correct sentence, the whole class repeats it together. The pattern is thus:

1. Teacher says the original sentence.
2. Class repeats the original sentence.
3. Teacher gives the cue and indicates an individual student.
4. Individual student responds, using the cue.
5. Teacher gives the correct response.
6. Class repeats the correct response.

Change the exercise frequently to keep the students interested. Subject pronouns, negative forms, and interrogative forms can also be used as cues.

Example:

<i>Teacher says:</i>	<i>I don't have a notebook in my backpack.</i>
<i>Class repeats:</i>	<i>I don't have a notebook in my backpack.</i>
<i>Teacher says (cue):</i>	<i>a pen</i>
<i>One student says:</i>	<i>I don't have a pen in my backpack.</i>
<i>Teacher repeats:</i>	<i>I don't have a pen in my backpack.</i>
<i>Class repeats:</i>	<i>I don't have a pen in my backpack.</i>
<i>Teacher says (cue):</i>	<i>He</i>
<i>One student says:</i>	<i>He doesn't have a marker in his backpack.</i>
	<i>Etc.</i>

The final stage of this process is to use a variety of types of changes in one exercise:

Example:

Teacher says:	<i>I have long hair.</i>
Class repeats:	<i>I have long hair.</i>
Teacher says (cue):	<i>brown</i>
One student says:	<i>I have brown hair.</i>
Teacher repeats:	<i>I have brown hair.</i>
Class repeats:	<i>I have brown hair.</i>
Teacher says (cue):	<i>eyes</i>
One student says:	<i>I have brown eyes.</i>
Teacher repeats:	<i>I have brown eyes.</i>
Class repeats:	<i>I have brown eyes.</i>
Teacher says (cue):	<i>He</i>
One student says:	<i>He has brown eyes.</i>
Teacher repeats:	<i>He has brown eyes.</i>
Class repeats:	<i>He has brown eyes.</i>
Teacher says (cue):	<i>They</i>
One student says:	<i>They have brown eyes.</i>
Teacher repeats:	<i>They have brown eyes.</i>
Class repeats:	<i>They have brown eyes.</i>

While students focus on substituting nouns or changing the verbs, they are also repeating the structures (affirmative, negative, interrogative) and mastering useful phrases. Each cue is focused on making one small change, but in reality students are practicing many different aspects of language.

NOTE: Drilling with many different kinds of changes is almost as difficult as talking in real life, so mistakes are natural and expected. When students make a mistake, tell them not to worry. Students just need to focus on repeating the correct version after you.

B. Written Substitution Drills

Sometimes it is difficult for students to make changes in fast-paced oral substitution drills. Therefore, you can use the same kind substitution-repetition drills as written exercises.

To use a written substitution drill, write the model for the conjugation (affirmative, negative, interrogative) on one side of the board. Write a sentence on the board, then give a cue for the change you want applied to the sentence. Call an individual student to come to the board and write (in a different color) a new sentence, according to the cue that you gave. Then continue giving cues and calling on different individual students to apply the corresponding changes to the sentence.

Example:

Teacher writes:	They have brown eyes.
Cue for Student 1:	blue
Student 1 writes:	They have blue eyes.
Cue for Student 2:	I
Student 2 writes:	I have blue eyes.

Students should copy the written drills in their notebooks. The written drills can then be practiced orally.

Quick Summary, Oral and Written Drills: Oral and written drills are one way to improve practice activities, because they are an opportunity to practice many aspects of language at once. Although they have a reputation for being boring, drills can be an interesting and effective practice activity if used with sufficient variety. Follow the structure provided above in order to implement drills in your classroom.

II. APPLYING CONTEXTS TO PRACTICE AND PRODUCTION ACTIVITIES

Many English exercises, especially written exercises, use language out of context. Real communication, however, always occurs within a context. Therefore, practice activities are more authentic and interesting for students when they are given within a situation or story.

An exercise with context has a theme or specific content, and all language tasks within the exercise occur within the same "situation." For example, consider the content area Family Members from 7.2.4. A practice activity without context would be an assortment of unrelated, random sentences about different peoples' family members. In this case, the target vocabulary and grammar would be practiced, but students would have difficulty connecting the new language to a realistic life situation. Compare that activity with the family tree activity (7.2.4 I Do/Presentation), which is an activity with context. In this activity, all sentences are related in a single context of one family. Furthermore, all statements about family members can be verified; students can search the tree for answers to the questions they are given. The grammar exercise comes from a realistic situation, which helps students understand the new language structure's practical use in real life. The exercise is even more effective when attached to an authentic context, like a real family tree of people the students know.

Following are examples of how to implement contexts into classroom practice activities.

A. Fill-In-The-Blank Exercises with a Context

Fill-in-the-blank exercises, in which students complete a space with a correct verb or pronoun, are a very common "We Do/ Practice" step for any content. However, these exercises are often a random collection of sentences that are completely unrelated in their topics. When using a fill-in-the-blank exercise, maintain a consistent theme or story in all the sentences in order to give the exercise a context and to keep student interest.

Compare the two sets of exercises below:

Set A. Present Progressive Exercises

1. I _____ medicine. (study) *I am studying medicine.*
2. Joe _____ a sandwich. (eat) *Joe is eating a sandwich.*
3. We _____ to school. (walk) *We are walking to school.*
4. Donna and Matthew _____ TV. (watch) *Donna and Matthew are watching TV.*

Set B. Present Progressive Exercises: The Soccer Competition

1. I _____ for a soccer competition. (prepare) *I am preparing for a soccer competition.*
2. My brother _____ with me. (practice) *My brother is practicing with me.*
3. We _____ to improve our skills. (try) *We are trying to improve our skills.*
4. My team _____ tickets to the game. (sell) *My team is selling tickets to the game.*

Exercise Set B is more interesting to students, because it provides a context for the language and allows students to picture a “story” for the sentences. It is also a more realistic use of language, because real communication is always part of a situation or context.

When writing fill-in-the-blank exercises, try to imagine a situation for the target language, and maintain the consistent theme throughout all of the sentences.

B. Scenarios

Scenarios are another type of exercise that practice language structures within a context. A scenario is a short paragraph explaining a situation, followed by questions. It is a useful practice activity, because it shows students how target language structures are applied to real situations. Scenarios can be used to practice any vocabulary or grammar structures.

Example (from 10.1.3 Family Ties):

Mrs. Smith asks her son, Mike, to please take out the garbage and wash the car. She orders her daughter, Alice, to wash the dishes and sweep the floor.

Questions:

- Does Mike have to wash dishes?*
- Does Mike have to wash the car?*
- Does Alice need to wash the floor?*
- Should Alice take out the garbage?*
- Is it true that Mike must not sweep the floor?*

Note how the context makes the grammar much clearer. Without a situation, it would be difficult to distinguish between degrees of necessity, but when a clear situation is given, students can imagine themselves in the story and thus determine the correct answers.

This technique can be useful combined with fill-in-the-blank exercises as well. For example:

Read the paragraph and then complete the following sentences using has to, doesn't have to, should, and must not:

1. Mike _____ wash the dishes.
2. He _____ wash the car,
3. Alice _____ wash the floor.
4. Alice _____ take out the garbage.
5. Mike and Alice _____ forget to do their chores.

C. Skits

Skits, or role-plays, are another good way to approach authentic language use within a context. First, give students a scenario, and ask them to determine what they would say and do in the given situation. Next, ask groups of students to write scenes based on their scenarios. Later, ask students to act out their scenes. If students have difficulty, have them write scenes based on a model, controlling the kind of language they will use.

Example:

Students read the scenario in groups:

You arrive at school and you see that your best friend, María José, is crying. She is very sad because her ex-boyfriend has a new girlfriend. María José asks you to accompany her to the park to talk to her, but English class is starting. What will you do?

Next, the group members determine their roles within the scenario. Then students create a dialogue using the target language structures. For example, if the students are practicing have to/must/don't have to/must not/should/need to, their skit might look like this:

Alicia: Teacher, I have to miss class. I need to go to the park with María José.

Teacher: No, you must sit down and be quiet.

Alicia: You don't understand. María José has a problem, and I have to talk to her.

Ramón: You should help your friend, but you don't have to do it right now. You can talk to her after class. We students must be in class.

Alicia: But María José is very sad! I think I should talk to her now.

Interesting hypothetical situations are more fun for the students than thinking about their real life chores, family problems, etc. You can also include discussion questions about whether or not students agree with their classmates' suggestions or actions.

Quick Summary, Context: Giving context to language is another easy way to improve practice and production activities. Context not only makes language exercises more interesting but also more authentic. Fill-in-the-blank stories, scenarios, and skits are all examples of practice activities that use context.

Preparing and Transitioning to Communicative Production Activities

The ultimate goal of practice activities is to prepare students for communicative “You Do” activities, but students cannot produce language without sufficient preparation. Remember that students will need to practice target language structures with two or three activities before becoming comfortable enough with the new material to use it to communicate independently.

Even after a lot of appropriate, effective practice activities, it is often still difficult for students to proceed to the “You Do/ Production” phase. You can help students make this transition from practice to production by giving clear instructions and explaining specifically the type of language that will be used in each activity.

Consider, for example, a lesson on family (7.2.4).

For this lesson, you can present the activity “Find Someone Who...”

Find someone who...

_____ *has no sisters.*
_____ *has a grandmother over 70 years old.*
_____ *has an uncle named Carlos.*
_____ *has a niece.*

After the students have copied the list in their notebooks, ask them: “What questions will you need to ask to find someone? How will you find, for example, someone who has no sisters? What will you ask each person you talk to? How will you answer the questions?” These questions make students think about the specific language they will need to do the activity. Next, give examples for the type of language you want students to produce in the activity (in this case, questions and answers about family members).

Example:

How many brothers/sisters do you have? *I have _____/(no) sister(s).*

How old is your grandmother? *She’s _____ years old.*

What are your uncles’ names? *My uncles’ names are _____, _____, and _____.*

Do you have a niece? *Yes, I do/No, I don’t.*

Always model the activity before starting, so that students have an example of how the interaction should look and sound. Also remember to leave examples written on the board for students’ reference.

Many activities in the manual will require this kind of extensive preparation before students can transition to communication. Luckily, if you use the same types of activities frequently, the students will remember them, and you won’t have to explain them each time. See the Multi-Purpose Activities Index for activities you can apply to many contents.

Quick Summary, Transition to Production: Even with a lot of practice activities, students may have difficulty producing language on their own. Help students make the transition to production by giving clear instructions, explaining the language needed for communication, and modeling activities.

Choosing the Right Content

Sometimes there isn’t enough time to get all the students to master all of the material suggested for each lesson. It can be a long, slow process going from simple repetition to being able to use new constructions and vocabulary to genuinely communicate. You can’t usually go from I do/Presentation to We do/Practice to You do/Production in one lesson. So you need to limit the content that you present and the skills (reading, writing, listening, speaking) that you focus on.

Think about the lesson and how students will use it in their lives. For example, take Classroom Actions (7.1.2). Students need to understand these sentences when you say them in class, but they don’t need to be able to say them, because they are not the teacher. Therefore, you can focus on just listening activities for this section, not on speaking, reading, or writing. In Giving Directions (9.3.2) it may be important for students to understand oral directions (if they are in a foreign English speaking city) or to be able to give directions (to a foreigner in their city). But it is unlikely that they will need to read or write such directions as often. So you can focus on speaking and listening, instead of reading and writing.

An important thing to remember: Test students on what you teach them. If there isn’t time to teach both writing and speaking for a topic, make sure your evaluation reflects what the students practiced. For example: If you teach Classroom Actions through listening, you shouldn’t give a test that requires the students to write out the classroom action commands. This is not authentic to how they will use English in the real world or classroom, and does not reflect what you taught. On the other hand, if you teach Folklore (10.2.2) through reading exercises, a reading comprehension quiz on the stories you studied would be appropriate.

Preparando al Estudiante para Comunicación Real

Nuestra meta como profesores es ayudar a los estudiantes a que usen el inglés para comunicar información que sea relevante en sus vidas. Por lo tanto nuestro objetivo en la clase es impulsar a los estudiantes a que participen en actividades comunicativas que imiten el uso auténtico del lenguaje. Sin embargo, antes de que los estudiantes estén listos para participar en tareas comunicativas reales, deben dominar el vocabulario y la gramática necesaria. Este dominio viene sólo de suficiente y adecuada práctica. El objetivo de este capítulo, entonces, es presentar maneras de mejorar las actividades de práctica y ofrecer estrategias para la transición a actividades de producción. ¡Si preparamos a los estudiantes de forma adecuada, tendrán la habilidad de usar el inglés no sólo para aprobar un examen, sino para comunicarse de verdad!

I. Usando “Drills” Como Práctica

Adquirimos hábitos a través de la repetición. Usando la repetición en el aula de clase ayudamos a los estudiantes a reconocer estructuras gramaticales de forma rutinaria, lo que facilita el proceso de aprendizaje del idioma. A través del uso de la repetición, los estudiantes pueden comunicarse (de forma oral o escrita) sin necesidad de pensar en cada palabra. Esto ayuda a darles confianza, para que se sientan más preparados a producir lenguaje original en la fase de “You Do/ Producción.”

Ejercicios repetitivos, o “drills,” a veces tienen una mala reputación, porque pueden ser bastante aburridos si el estudiante sólo tiene que repetir el vocabulario que dicta el profesor. No obstante, si se usa una variación adecuada, “drills” pueden ser ejercicios divertidos y efectivos para el profesor y los estudiantes. Lo que sigue son algunas técnicas para ofrecer una variedad de ejercicios para el indispensable proceso de aprendizaje a través de la repetición.

A. Ejercicios de Sustitución Oral

En comunicación oral, los ejercicios repetitivos ayudan a la pronunciación de los estudiantes. Los estudiantes escuchan la pronunciación correcta del profesor, imitan lo oído, y después son capaces de sustituir nuevas palabras en la misma estructura. Los estudiantes no solo repiten el vocabulario, sino frases o “trozos” útiles del idioma.

Para implementar ejercicios de sustitución oral, dé a los estudiantes una estructura común que será útil en sus vidas y que presente la gramática de la lección. Empiece con una estructura básica de la lección y varíe el lenguaje con cada repetición de los estudiantes. Los estudiantes reemplazan el lenguaje de la oración con lenguaje que usted da como “pistas.”

Ejemplo:

<i>Profesor dice:</i>	<i>In my backpack, I have a notebook.</i>
<i>Clase repite:</i>	<i>In my backpack, I have a notebook.</i>
<i>Profesor dice (pista):</i>	<i>a pencil</i>
<i>Un estudiante dice:</i>	<i>In my backpack, I have a pencil.</i>
<i>Profesor repite:</i>	<i>In my backpack, I have a pencil.</i>
<i>Clase repite:</i>	<i>In my backpack, I have a pencil.</i>
<i>Profesor dice (pista):</i>	<i>a ruler</i>
<i>Un estudiante dice:</i>	<i>In my backpack, I have a ruler.</i>
<i>Profesor repite:</i>	<i>In my backpack, I have a ruler.</i>
<i>Clase repite:</i>	<i>In my backpack, I have a ruler.</i>
<i>Profesor dice (pista):</i>	<i>a marker</i>

Etc.

El profesor da la oración original (que puede estar escrita en la pizarra) y los estudiantes la repiten como grupo. Entonces el profesor da una nueva palabra (la pista). Después, el profesor elige a un solo estudiante para que repita la oración, sustituyendo la nueva palabra (en el ejemplo dado, “pencil”) por la palabra original (en el ejemplo dado, “notebook”). El estudiante puede que sustituya la palabra original por la pista de forma correcta, o el/ella puede que produzca una oración incorrecta. En cualquier caso, el profesor repite la oración de forma correcta, para que toda la clase pueda verificar si la respuesta del estudiante fue correcta o no. Después de que el profesor dé la respuesta correcta, la clase entera lo repite.

1. El profesor dice la oración original.
2. La clase repite la oración original.
3. El profesor da la pista y elige a un estudiante.
4. El estudiante responde, usando la pista.
5. El profesor da la respuesta correcta.
6. La clase repite la respuesta correcta.

Cambie el ejercicio frecuentemente para mantener interesados a los estudiantes. Los pronombres, la forma negativa, y la forma interrogativa también pueden ser usados como pistas.

Ejemplo:

<i>Profesor dice:</i>	<i>I don't have a notebook in my backpack.</i>
<i>Clase repite:</i>	<i>I don't have a notebook in my backpack.</i>
<i>Profesor dice (pista):</i>	<i>a pen</i>
<i>Un estudiante dice:</i>	<i>I don't have a pen in my backpack.</i>
<i>Profesor repite:</i>	<i>I don't have a pen in my backpack.</i>
<i>Clase repite:</i>	<i>I don't have a pen in my backpack.</i>
<i>Profesor dice (pista):</i>	<i>He</i>
<i>Un estudiante dice:</i>	<i>He doesn't have a pen in his backpack.</i>

En la etapa final del proceso se aplican varios tipos de cambios a un solo ejercicio:

Ejemplo:

<i>Profesor dice:</i>	<i>I have long hair.</i>
<i>Clase repite:</i>	<i>I have long hair.</i>
<i>Profesor dice (pista):</i>	<i>brown</i>
<i>Un estudiante dice:</i>	<i>I have brown hair.</i>
<i>Profesor repite:</i>	<i>I have brown hair.</i>
<i>Clase repite:</i>	<i>I have brown hair.</i>
<i>Profesor dice (pista):</i>	<i>eyes.</i>
<i>Un estudiante dice:</i>	<i>I have brown eyes.</i>
<i>Profesor repite:</i>	<i>I have brown eyes.</i>
<i>Clase repite:</i>	<i>I have brown eyes.</i>
<i>Profesor dice (pista):</i>	<i>He</i>
<i>Un estudiante dice:</i>	<i>He has brown eyes.</i>
<i>Profesor repite:</i>	<i>He has brown eyes.</i>
<i>Clase repite:</i>	<i>He has brown eyes.</i>
<i>Profesor dice (pista):</i>	<i>They</i>
<i>Un estudiante dice:</i>	<i>They have brown eyes.</i>
<i>Profesor repite:</i>	<i>They have brown eyes.</i>
<i>Clase repite:</i>	<i>They have brown eyes.</i>

Mientras los estudiantes se enfocan en sustituir el sustantivo o en cambiar el verbo, también están repitiendo la estructura gramatical (afirmativa, negativa, interrogativa) y dominando oraciones útiles. Cada pista esta enfocada en hacer un pequeño cambio, pero en realidad los estudiantes están practicando muchos diferentes aspectos del idioma.

NOTA: Usar muchos diferentes cambios durante un ejercicio es casi tan difícil como hablar en la vida real, así que es natural que los estudiantes cometan errores. Cuando esto ocurra, dígame al estudiante que no se preocupe. Los estudiantes solo necesitan enfocarse en repetir la versión correcta después de que la repita el profesor.

B. Ejercicios de Sustitución Escrita

A veces es difícil para los estudiantes hacer cambios en ejercicios acelerados de sustitución oral. Por lo tanto, puede usar el mismo tipo de ejercicios de sustitución-repetición pero de forma escrita.

Para usar un ejercicio de sustitución escrita, escriba el modelo de la conjugación (afirmativo, negativo, interrogativo) en un lado de la pizarra. Escriba una oración en la pizarra y dé una pista del cambio que quiera aplicar a la oración. Llame a un estudiante a que vaya a la pizarra y escriba (en un color diferente) una nueva oración, dependiendo de la pista que usted haya dado. Después, continúe dando pistas y llamando a diferentes individuos a que suban a la pizarra y apliquen los cambios correspondientes.

Ejemplo:

<i>Profesor escribe:</i>	<i>They have brown eyes.</i>
<i>Pista para Estudiante 1:</i>	<i>blue</i>
<i>Estudiante 1 escribe:</i>	<i>They have blue eyes.</i>
<i>Pista para Estudiante 2:</i>	<i>I</i>
<i>Estudiante 2 escribe:</i>	<i>I have blue eyes.</i>

Los estudiantes deben copiar el ejercicio en sus cuadernos. El ejercicio escrito puede entonces ser practicado de forma oral.

Resumen, “Drills” Orales y Escritos: “Drills” orales y escritos son una manera de mejorar las actividades de práctica, porque ofrecen una oportunidad de practicar diferentes aspectos del lenguaje todos al mismo tiempo. Aunque tienen la reputación de ser aburridos, los ejercicios repetitivos pueden ser interesantes y efectivos si se usa suficiente variedad. Siga la estructura indicada arriba para implementar ejercicios repetitivos en su aula de clase.

II. APLICANDO CONTEXTO A ACTIVIDADES DE PRÁCTICA Y PRODUCCION

Muchos ejercicios en inglés, especialmente ejercicios escritos, usan el lenguaje fuera de contexto. La comunicación en la vida real, sin embargo, siempre ocurre dentro de un contexto. Por lo tanto, las actividades de práctica tienen mayor autenticidad y son más interesantes para los estudiantes cuando son dadas dentro de una situación o historia.

Un ejercicio con contexto tiene una temática y un contenido específico y todas las tareas lingüísticas dentro del ejercicio ocurren dentro de la misma “situación.” Por ejemplo, considere el contenido de Family Members de 7.2.4. Una actividad de práctica sin contexto sería un conjunto de oraciones que no están relacionadas y que tratan de miembros familiares de varias personas. En este caso, los estudiantes practicarían el vocabulario y la gramática del tema, pero tendrían dificultades conectando estos nuevos conocimientos a una situación de la vida real. Compare esa actividad con la actividad del árbol genealógico (7.2.4 I Do/Presentation), que es una actividad con contexto. En esta actividad, todas las oraciones están relacionadas a un solo contexto: el de una sola familia. Lo que es más, todas las declaraciones sobre los miembros de la familia son verificables; los estudiantes pueden consultar el árbol para responder las preguntas que se les hace. El ejercicio gramatical viene de una situación real, lo que ayuda a los estudiantes a entender el uso en la vida real de esa nueva estructura gramatical. El ejercicio es aun más efectivo cuando se le conecta a un contexto autentico, como un árbol genealógico de personas que el estudiante conoce.

Lo que sigue son ejemplos de cómo implementar actividades de práctica con contexto en el aula de clase.

A. Ejercicios de Rellenar el Espacio con Contexto

Ejercicios de rellenar el espacio, en donde los estudiantes rellenan un espacio con el verbo o sustantivo correcto, son muy comunes en el paso “We Do/Practice” de cualquier contenido. Sin embargo, frecuentemente estos ejercicios son una colección de oraciones elegidas al azar que no tienen relación alguna al tema. Al usar ejercicios de rellenar el espacio, mantenga una temática o narrativa consistente en todas las oraciones para darle al ejercicio un contexto y mantener al estudiante interesado.

Compare las dos series de ejercicios siguientes:

Serie A. Present Progressive Exercises

1. I _____ medicine. (study) *I am studying medicine.*
2. Joe _____ a sandwich. (eat) *Joe is eating a sandwich.*
3. We _____ to school. (walk) *We are walking to school.*
4. Donna and Matthew _____ TV. (watch) *Donna and Matthew are watching TV.*

Serie B. Present Progressive Exercises: The Soccer Competition

1. I _____ for a soccer competition. (prepare) *I am preparing for a soccer competition.*
2. My brother _____ with me. (practice) *My brother is practicing with me.*
3. We _____ to improve our skills. (try) *We are trying to improve our skills.*
4. My team _____ tickets to the game. (sell) *My team is selling tickets to the game.*

El ejercicio de la Serie B es más interesante para los estudiantes, porque plantea un contexto para el lenguaje y permite a los estudiantes imaginarse una "historia" relacionada a las oraciones. También usa el lenguaje de una forma más real, porque la comunicación real siempre forma parte de una situación o contexto.

Al escribir ejercicios de rellenar el espacio, intente imaginarse una situación para el lenguaje que va a enseñar y mantenga la misma narrativa a lo largo de todas las oraciones.

B. Escenarios

Escenarios son otro tipo de ejercicio que aplica estructuras lingüísticas dentro de un contexto. Un escenario es un breve párrafo que explica una situación, seguida de unas preguntas. Es una actividad de práctica útil, porque le enseña a los estudiantes como la estructura lingüística del tema se aplica a situaciones reales. Se pueden usar escenarios para practicar cualquier vocabulario o estructura gramatical.

Ejemplo (de 10.1.3 Family Ties):

Mrs. Smith asks her son, Mike, to please take out the garbage and wash the car. She orders her daughter, Alice, to wash the dishes and sweep the floor.

Questions:

- Does Mike have to wash dishes?*
- Does Mike have to wash the car?*
- Does Alice need to wash the floor?*
- Should Alice take out the garbage?*
- Is it true that Mike must not sweep the floor?*

Note como el contexto hace que la gramática sea más accesible. Sin una situación, sería difícil distinguir entre los grados de necesidad, pero cuando se les da una situación clara,

los estudiantes pueden situarse dentro de la historia y, como resultado, pueden determinar la respuesta correcta.

Esta técnica también puede ser útil en combinación con ejercicios de completar la oración. Por ejemplo:

Read the paragraph and then complete the following sentences using has to, doesn't have to, should, and must not:

1. Mike _____ wash the dishes.
2. He _____ wash the car,
3. Alice _____ wash the floor.
4. Alice _____ take out the garbage.
5. Mike and Alice _____ forget to do their chores.

C. Socio-Dramas

Socio-dramas, o dramatizaciones, son otra manera de plantear el uso de lenguaje autentico dentro de un contexto. Primero, déle al estudiante una situación, y dígales que determinen que dirían y harían en esa circunstancia. Segundo, dígales a diferentes grupos de estudiantes que escriban una escena basada en la situación. Más tarde, dígales a los estudiantes que actúen su escena. Si los estudiantes tienen dificultades, haga que escriban escenas basadas en un modelo, controlando el tipo de lenguaje que pueden usar.

Por ejemplo:

Los estudiantes leen la situación en grupos:

You arrive at school and you see that your best friend, María José, is crying. She is very sad because her ex-boyfriend has a new girlfriend. María José asks you to accompany her to the park to talk to her, but English class is starting. What will you do?

Después, los miembros del grupo determinan qué papel interpretarán dentro de la escena. Luego, los estudiantes crean un dialogo usando las estructuras lingüísticas del tema. Por ejemplo, si en la lección los estudiantes están practicando have to/must/don't have to/must not/should/need to, su dramatización podría verse así:

Alicia: Teacher, I have to miss class. I need to go to the park with María José.

Teacher: No, you must sit down and be quiet.

Alicia: You don't understand. María José has a problem, and I have to talk to her.

Ramón: You should help your friend, but you don't have to do it right now. You can talk to her after class. We students must be in class.

Alicia: But María José is very sad! I think I should talk to her now.

Interesantes situaciones hipotéticas son más divertidas para los estudiantes que la realidad de sus tareas de la casa, sus problemas familiares, etc. También puedes incluir preguntas de discusión sobre si los estudiantes están de acuerdo o no con las sugerencias y acciones de sus compañeros.

Resumen, Contexto: Dándole contexto al lenguaje es otra manera fácil de mejorar las actividades de práctica. El contexto no solo hace que los ejercicios sean más interesantes sino también más auténticos. Ejercicios de rellenar el espacio, escenarios, y socio-dramas son todos ejemplos de actividades de practica que usan contexto.

Preparación y Transición a Actividades de Producción Comunicativa

La meta principal de las actividades de práctica es preparar a los estudiantes para las actividades comunicativas de "You Do," pero los estudiantes no pueden producir lenguaje autentico sin suficiente preparación. Recuerde que los estudiantes necesitarán dos o tres actividades de práctica de las estructuras lingüísticas del tema para poder sentirse lo suficientemente cómodos con el nuevo material como para poder usarlo para comunicarse de forma independiente.

Aún después de muchas actividades efectivas y adecuadas de práctica, es común que los estudiantes todavía tengan dificultades al avanzar a la fase "You Do/Production." Puede ayudar a los estudiantes a hacer esta transición de práctica a producción dándoles instrucciones claras y especificando el tipo de lenguaje que se debe usar en cada actividad.

Considere, por ejemplo, una lección sobre la familia (7.2.4).

Para esta clase, puede presentar la actividad "Find someone who..."

Find someone who...

_____ *has no sisters*
_____ *has a grandmother over 70 years old*
_____ *has an uncle named Carlos*
_____ *has a niece*

Después de que los estudiantes hayan copiado la lista en sus cuadernos, pregúnteles: "¿Qué preguntas necesitarán hacer para encontrar a una de esas personas? ¿Cómo, por ejemplo, encontrarán a alguien que no tiene hermanas? ¿Qué le preguntarán a cada persona con la que van a hablar? ¿Cómo responderán las preguntas?" Estas preguntas hacen que el estudiante piense en el lenguaje específico que necesitará usar. Luego, dé ejemplos del tipo de lenguaje que quiere que el estudiante produzca en la actividad (en este caso, preguntas y respuestas sobre miembros de la familia).

Por ejemplo:

How many brothers/sisters do you have? *I have*
_____ */ (no) sister(s).*

How old is your grandmother? *She's* _____ *years old.*

What are your uncles' names? *My uncles' names are*
_____, _____, *and* _____.

Do you have a niece? *Yes, I do/No, I don't.*

Siempre dé un modelo de la actividad antes de empezar, para que los estudiantes tengan un ejemplo de cómo la interacción

debería sonar. También recuerde dejar los ejemplos escritos en la pizarra como referencia para los estudiantes.

Muchas actividades en el manual requieren este tipo de extensa preparación antes de que el estudiante pueda hacer la transición a la comunicación. Por suerte, si usa los mismos tipos de actividades frecuentemente, el estudiante las recordará, y no tendrá que explicarlo de nuevo cada vez. Vea el Multi-Purpose Activities Index para actividades que se pueden aplicar a varios contenidos.

Resumen, Transición a Producción: Aún con muchas actividades de práctica, los estudiantes pueden tener dificultades produciendo lenguaje por sí solos. Ayude a los estudiantes a hacer la transición a la producción dando instrucciones claras, especificando el lenguaje que se necesita para la producción, y ofreciendo un modelo de las actividades.

Eligiendo el Contenido Correcto

A veces no hay suficiente tiempo para que todos los estudiantes dominen todo el material sugerido en cada tema. El proceso de ir de simple repetición a usar nuevas construcciones y vocabulario a comunicación real puede ser largo y arduo. Normalmente no se puede ir de I do/ Presentation a We do/Practice a You do/Production en una sola clase. Así que va a ser necesario limitar el contenido que se presenta y las habilidades (leer, escribir, escuchar, hablar) en las que se va a enfocar.

Piense en el tema y como los estudiantes lo usarán en sus vidas. Por ejemplo, miremos el tema de Classroom Actions (7.1.2). Los estudiantes necesitan entender las frases cuando usted las dice en clase, pero no es necesario que las digan, porque no son profesores. Por lo tanto, para esta sección puede simplemente enfocarse en actividades de escuchar, en vez de actividades de hablar, leer, o escribir. En Giving Directions (9.3.2) puede ser importante para los estudiantes entender direcciones orales (si están en un país extranjero donde se habla el inglés) o ser capaz de dar direcciones (a un extranjero en su ciudad). Pero es poco probable que vayan a necesitar leer o escribir esas direcciones con la misma frecuencia. Así que puede enfocarse en actividades de hablar y escuchar, en vez de leer y escribir.

Una cosa importante que vale la pena recordar: evalúe a los estudiantes conforme a lo enseñado. Si no hubo tiempo de enseñar como escribir y hablar sobre un tema, asegúrese de que su evaluación refleja lo que los estudiante practicaron. Por ejemplo: si enseña Classroom Actions a través de ejercicios de escuchar, no debería dar una prueba que requiera que el estudiante escriba las acciones. Esto no coincide con cómo los estudiantes usarán el inglés de ese tema en la vida real o en el aula de clase, y no refleja lo que usted les enseñó. Por otro lado, si enseña Folklore (10.2.2) a través de ejercicios de lectura, una prueba donde los estudiantes responden preguntas de comprensión sobre la lectura de un cuento que estudiaron sí sería apropiado.

7th Grade

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7th Grade 1.1 Classroom Rules

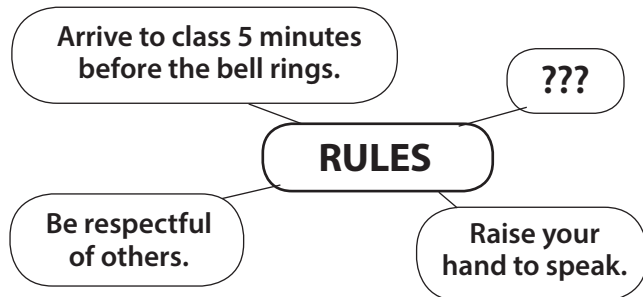
Target Vocabulary

ARRIVE on time, consequence, homework, name, PARTICIPATE, respect, rule

I Do/Presentation

A. Introduction to Classroom Rules

1. Discuss classroom behavior with students.
2. Use a concept map to organize students' ideas visually.
3. Write "Rules" in the center circle of the concept map.
4. List student suggestions around the circle.



Variation: Help students think of ideas by writing an idea.

Ex: Respect and ask students questions about what "respectful" behavior looks like in a classroom.

B. Show Classroom Rules Written in English

1. Bring poster paper with rules written in English.
2. Students copy the rules on the last page of their notebooks.
3. Ask if students recognize any vocabulary in the rules. If not, students guess what the words mean.
4. Clarify meaning in Spanish.

Teaching Tip:

Choose vocabulary from your unique classroom rules.

We Do/Practice

A. Play Hot Cabbage/Potato (See Multi-Purpose Activities Index for More Directions) (R)

1. Write each rule in Spanish on a small piece of paper.
2. Wrap the small papers to form a ball (the cabbage).
3. Students read a rule in Spanish, and match with the English rule on the poster paper.
4. Students copy the rule in Spanish in their notebooks.
5. Explain the consequence to each rule.

You Do/Production

A. Writing the Contract (W)

1. Students write the consequences to each rule in their notebooks in Spanish.
2. Students sign their name, understanding that these rules are a contract for the entire school year.
3. During the school year, if a student breaks a rule, refer them to this contract and enforce the consequence immediately.

Variation: Parents must sign the contract, too.

B. Reviewing the Contract (W)

1. In small groups or individually, students create a small sign with a rule and its consequence.
2. Use these signs to decorate the classroom.
3. Students study the rules and their consequences.
4. Students complete a written evaluation in the next class on rules and consequences.

7th Grade 1.2 Classroom Actions

Target Vocabulary

BE quiet, CLOSE your notebook, COME to the board, COPY in your notebook, LISTEN, LOOK, OPEN your notebook, PAY attention, please, RAISE your hand, REPEAT, SIT down, SIT up straight, STAND up, thank you, WORK in groups, WORK in pairs

I Do/Presentation

A. Review

1. Review the rules students learned in the last class with a pop quiz or review homework.

B. Introduce New Vocabulary

1. Pronounce each word and make a gesture.
Ex: Close your notebook (and make the gesture)
2. Write new vocabulary on the board.
3. Students copy English word and Spanish definition.
4. Practice pronunciation together.
5. Students practice the gesture and say the word.

We Do/Practice

A. Practice New Vocabulary and Gestures (L, S)

1. Pronounce each vocabulary command. Students will listen and watch the gesture.
2. Students then repeat after the teacher and repeat the gestures.
3. Say and do gestures together with students.

You Do/Production

A. Comprehension Check (L)

1. Say vocabulary commands without doing the gesture.
2. Students perform the correct gesture.
3. Start slowly to check that each student performs the correct gesture and understands the command.
4. Give commands faster.

Ex: Sit down! Stand up! Listen! Look! Be quiet...

B. Play "Simon Says" (See Multi-purpose Activities Index for More Directions) (L)

1. Students perform the correct classroom command.
2. If students 1) perform the wrong command, 2) do nothing, or 3) act without the phrase "Simon Says," those students are "OUT" of the activity.

Variation: When students are "OUT," they must stand on one leg or cover one eye, or do another action. These students then continue playing.

C. Play Question Relay Race (See Multi-purpose Activities Index for More Directions) (L, S)

1. Say classroom commands to the first student in each row.
2. Students respond with the correct gesture. Student 1 says the same classroom command to the next student, Student 2. Student 2 performs the gesture.
3. Each student must perform and say the classroom command.
4. The first entire row to successfully perform the correct gesture wins a point.

D. Mini-Books (See Multi-purpose Activities Index for More Directions) (W)

1. Students create mini-books and draw pictures for each command on each page.
2. Students write the vocabulary word or phrase in English under each picture.

7th Grade 1.3 Greetings

Target Vocabulary

bye, EXCUSE me, good morning, good afternoon, good evening, good night, goodbye, hello, hi, I'm sorry, nice to MEET you (too), please, SEE you later, THANK you

I Do/Presentation

A. Expressions of Time

1. Greet students with "GOOD MORNING!"
2. Present new vocabulary with images to represent different times of day.
Ex: Sun=Morning, Clouds=Afternoon, Sunset=Evening, Moon=Night
3. Discuss what time is appropriate to say Good Morning/Afternoon/Evening/Night.

Variation: Use a large clock or write hours and minutes on the board.

B. Greetings and Leavings

1. Identify and pronounce new vocabulary.
2. Use a gesture to differentiate saying "hello" (greetings) and saying "goodbye" (leavings)
Ex: Always shake hands when presenting a "Greeting" word and wave when presenting a "Leaving" word.
3. Students copy and repeat the new vocabulary, practicing gestures.

Note: "Good night" is not a greeting; it is a way to say goodbye at the end of the day.

"Nice to meet you" is only used when you meet someone for the first time.

We Do/Practice

A. Fill in the Blanks (W)

Students fill in the blanks with the correct vocabulary word.



Teacher's Tip:

In Spanish, "Adios" is a greeting and a leaving phrase. In English, "good-bye" is only used when leaving.

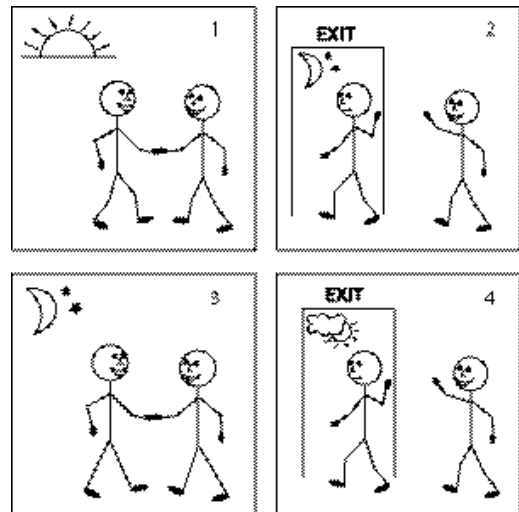
B. Time of Day Expressions (W)

Students write the correct greeting. Use Good Morning, Good Afternoon, Good Evening or Good Night.



C. What Are They Saying? (W, S)

1. Before class, create 5-10 drawings, using the examples below.
2. Each drawing should show two people speaking.
3. Students suggest appropriate vocabulary for each drawing. There may be a few correct answers.
Ex: Hi or Hello, Good night or Goodbye, etc.
4. Check that students do not confuse "Greetings" and "Leavings."
5. Students present each drawing to practice speaking.
- 6.



1. Hi/Hello/Good Morning
2. Bye/Good Night
3. Good Evening
4. Bye/See You Later

You Do/Production

A. Categories (L, W)

1. Teacher says or writes a new vocabulary word.
2. Students organize the words in their notebooks and determine if they are a "Greeting" or "Leaving."

B. Hello/Goodbye (S)

1. Before class, write all vocabulary on slips of paper
2. Put papers in a plastic bag.
3. Students select a paper from the bag and *respond* appropriately with "Hello" or "Goodbye."

C. Good Morning, Sunshine (L, S)

1. Review the four symbols that represent Time of Day greetings (Sun rising=Morning, Sun in the sky=Afternoon, Sunset=Evening, Moon=Night)
2. Students stand in a circle.
3. Each student draws one large symbol on notebook page.

4. Teacher says one of the greetings.

5. All students who have the symbol that corresponds to the time the greeting is used will step into the circle and repeat the greeting.

6. Begin to say greetings faster as the students feel more comfortable with the vocabulary.

Variation: Students must change drawings with their neighbors, repeat activity.

D. Good Morning Song (Listen to CD Track #2)

Good Morning, Good Morning

How are you? How are you?

I am fine, thank you. I am fine, thank you.

Good-bye. Good-bye.

7th Grade 1.4 Classroom Objects

Target Vocabulary

Classroom objects: a backpack, the board, a book, a corrector pen, a desk, an eraser, a marker, a notebook, a paper, a pen, a pencil, a ruler, scissors, a table

Colors: black, blue, brown, gray, green, orange, pink, purple, red, white, yellow

Target Grammar

Demonstratives (This/That)

*What is **this**?*

*What is **that**?*

Indefinite articles (a/an)

*This is **a** pen.*

*That is **an** eraser.*

Adjective + Noun word order

*This is a **blue** pencil.*

*This is an **orange** backpack.*

I Do/Presentation

A. Real Objects

1. Students look in their backpacks for classroom objects.
2. Bring extra objects in case students do not have any of the target vocabulary.
3. Identify vocabulary with real objects.
4. Say English word and show object.
5. Write vocabulary on the board.
6. Students repeat and copy vocabulary in their notebooks.

B. Indefinite Articles "A" and "An"

1. For singular nouns, use:

a + consonant noun: a pencil

an + vowel noun: an apple

C. "This" and "That"

Teacher: "What's this?"

(Show object in hand. Ex: Eraser)

Students: "Eraser."

Teacher: "Yes! This is an eraser!"

Teacher: "What's that?"

(Point to object far away. Ex: book)

Student: "Book."

Teacher: "Yes! That is a book!"

D. Colors

1. Check if students already know any color vocabulary.
2. Use a color wheel, colored paper, or colored objects to identify color vocabulary.
3. Students copy vocabulary and practice pronunciation.

E. Adjectives + Nouns (Word Order)

1. Identify objects in the classroom and their color. Focus on word order: *in English adjectives come before nouns.*

Teacher: "What is this?"

Student: "This is a pencil."

Teacher: "Yes. This is a pink pencil"

We Do/Practice

A. Practice Vocabulary (W, L)

1. Use a Multi-Purpose Activity to practice the new vocabulary for classroom objects or colors. Suggestions include: BINGO, Pictionary, Run to the Board, Memory, etc.

B. This and That: Fill in the Blanks (W)

1. Place objects/pictures near you and objects/pictures farther away.
2. Label items and use them to answer the exercise.
3. Students circle *What's this?* (near items) or *What's that?* (far items).
4. Students also write a sentence identifying the object using new vocabulary.

Fill in the Blank

1. What's this/that? *This/That is a notebook.*
2. What's this/that? *This/That is a book.*
3. What's this/that? *This/That is a ruler.*
4. What's this/that? *This/That is a marker.*
5. What's this/that? *This/That is a backpack.*

C. Write the Correct Indefinite Article (W)

1. (a) backpack
2. (a) pen
3. (an) eraser
4. (a) desk
5. (an) apple

Variation: Use colors and objects

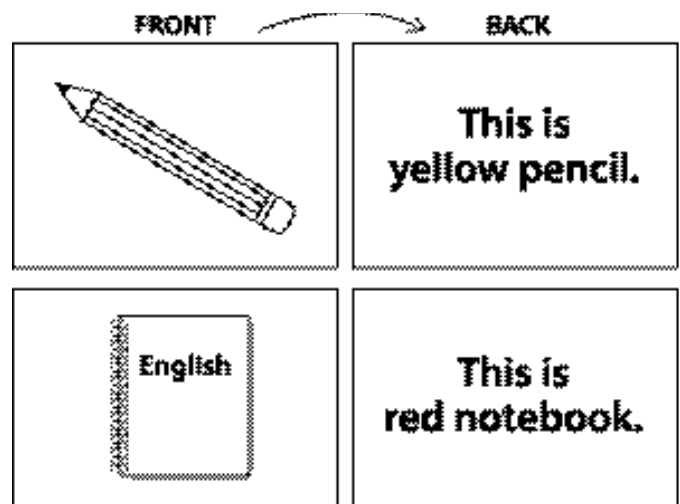
1. (a) blue backpack
2. (a) green pen
3. (a) yellow eraser
4. (an) orange desk
5. (a) red apple

D. Human Word Order (R)

1. Half the class writes a color on a slip of paper. The other half writes a classroom object.
2. Words should be large enough to read from a distance.
3. Collect these papers. Mix them.
4. Give each student one slip of paper.
5. Students must form pairs matching color and object in the correct order.
6. Check to see if the pair is assembled correctly.
Ex: Student #1: backpack
Student #2: blue
Correct pair: Blue backpack

E. Flashcards (W, R)

1. Students make flashcards of classroom objects.
2. Students draw a colorful picture on the front of each card and write a sentence about the color and the object on the back of the card.
Ex: "This is a brown chair."
3. Students use these flashcards to study for an evaluation.



A. Shopping List (S, L)

1. Students work in groups. Half of the group is the Vendor, the other half is the Shopper.
2. Put classroom objects on the desks.
3. After the vendor sells all the objects, the “shopper” and “vendor” change roles.

Shopper: “*I want a pen, please.*” (The vendor identifies and gives the object to the Shopper.)

Shopper: “*Thank You.*” (If the vendor is correct. If not, the vendor tries again.)

Variation (W): After the vendor sells the objects, the group must write sentences describing the objects they have using a/an and colors.

B. Mystery Bag (S)

1. Teacher has a bag full of classroom objects.
2. Reach into the bag and grab an object.

Teacher: (show a pen) “*What is this?*” (give pen to the student)

Student: (holding the pen) “This is a pen.”

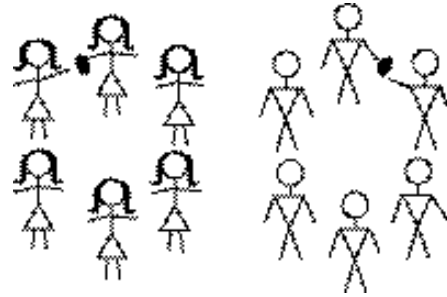
Teacher: (show a pen) “*What is this?*” (continue to hold pen)

Student: (points) “That is a pen.”

Variation (W): Take objects from the bag and ask the class “*What is this?*” Students write the answer in their notebooks.

C. Whaaaaat Is This/That? Circle Activity (L, S)

1. Divide the students into two teams: boys and girls.
2. Girls form 1 circle and boys form a second circle.



Hold an object and say:

Teacher: “*This is a pen.*”

Student: “What is this?” or “A whaaaaaaat?”

Teacher: “*This is a pen.*”

Student: “Oh, a pen!”

3. Give the object to the student. The student takes the teacher’s role and says to the student next to him, “*This is a pen.*”
4. Students pass the object in the circle practicing the dialogue with each other.

Variation: For a challenge, introduce another object (Ex: a pen, a ruler) and pass it around the circle in the opposite direction.

D. Correct the Mistake Reading (R, W)

1. Bring a reading with mistakes to class on poster paper:

Hello! My name is Emily. I am a student. This is a **blue pen** and a **pencil yellow**. This is a **backpack black** and a **ruler green**. That is a brown desk. That is a **chair brown** too. This is an orange marker and a **notebook white**.

2. Read with students. Explain that there are many mistakes.
3. Students work in pairs to correct the mistakes.

7th Grade 1.5 Plural Nouns

Target Vocabulary

ADD, CHANGE, consonant, noun, plural, singular, vowel

Target Grammar

Plural Nouns

I Do/Presentation

A. Present Vocabulary

1. In this unit, use vocabulary to explain the spelling changes.
2. Choose target vocabulary that follows the rules presented.
Ex: library shows the -ies rule, boy shows the -s rule, woman shows the irregular rule.
3. Can choose theme vocabulary or varied words. Meaning is secondary to spelling rules in this unit.

B. Plural Noun Rules

1. Discuss: *What is a plural noun?*
2. Show a singular classroom object and plural classroom objects to illustrate the meaning of plural.
3. Bring poster paper with rules neatly organized in columns.
4. Introduce 5 rules for changing singular nouns into plural nouns.

PLURAL NOUN SPELLING RULES	
Regular nouns	Add -s <i>Ex: pen-pens, teacher-teachers, apple-apples, boy-boys, girl-girls</i>
Nouns ending in -h, -o, -s, -x	Add -es <i>Ex: watch-watches, potato-potatoes, glass-glasses, fox-foxes</i>
Nouns ending in a consonant -y	Change y to i and add -es <i>Ex: baby-babies, candy-candies, library-libraries</i> Caution: nouns ending in a vowel and Y do not follow this rule! <i>Ex: toy-toys, boy-boys</i>
Nouns ending in -f, -fe	Change f or fe to v and add -es <i>Ex: leaf-leaves, knife-knives</i>
Irregulars	man-men, woman-women, child-children, person-people, foot-feet, tooth-teeth, mouse-mice

We Do/Practice

A. Play Hot Cabbage/Potato (See Multi-Purpose Activities Index for More Directions) (S or W)

1. Write each singular noun on pieces of paper.
2. Wrap the small papers to form a ball (the cabbage).
3. Students read the word on the paper.
4. Change the singular word to plural, either written or orally.

B. Play Tic-Tac-Toe (See Multi-Purpose Activities Index for More Directions) (S, W)

1. Divide students into two teams: boys and girls.
2. Draw a Tic-Tac-Toe Grid on the board.
3. Write a singular noun in each square.
4. Teams select the word they want to change.
5. One representative changes the noun from singular to plural and pronounces it.
6. If it is correct, the team wins a point. If not, the other team can correct and steal the point.

Variation: Teams must also identify the correct rule.

You Do/Production

A. Identify the Rule (W)

1. Students work individually, in pairs, or in teams.
2. Write vocabulary lists on the board. Change the order of the lists to challenge the students. Do not write the rule.
3. Students must change each word to plural and identify the correct rule for the list.

RULE ? (Answer: Rule 1)	RULE ? (Answer: Rule 2)	RULE ? (Answer: Rule 3)
1. pencil (pencils) 2. notebook (notebooks) 3. orange (oranges) 4. ruler (rulers) 5. dog (dogs) 6. student (students) 7. chair (chairs) 8. shoe (shoes)	1. dress (dresses) 2. box (boxes) 3. mosquito (mosquitoes) 4. church (churches) 5. tomato (tomatoes) 6. class (classes) 7. fox (foxes) 8. patch (patches)	1. city (cities) 2. party (parties) 3. ferry (ferries) 4. cherry (cherries) 5. body (bodies) 6. candy (candies) 7. library (libraries) 8. baby (babies)
RULE ? (Answer: Rule 4)	RULE ? (Answer: Rule 5)	
1. life (lives) 2. shelf (shelves) 3. wife (wives) 4. calf (calves) 5. half (halves) 6. hoof (hooves)	1. child (children) 2. tooth (teeth) 3. woman (women) 4. mouse (mice) 5. foot (feet) 6. man (men) 7. person (people)	

B. Mixed Review (W)

Change each word to plural and identify the correct rule.

1. table	tables (Rule 1)	9. person	people (Rule 5)
2. crash	crashes (Rule 2)	10. backpack	backpacks (Rule 1)
3. potato	potatoes (Rule 2)	11. leaf	leaves (Rule 4)
4. lady	ladies (Rule 3)	12. dictionary	dictionaries (Rule 3)
5. girl	girls (Rule 1)	13. boy	boys (Rule 1)
6. child	children (Rule 5)	14. wife	wives (Rule 4)
7. brother	brothers (Rule 1)	15. watch	watches (Rule 2)
8. class	classes (Rule 2)	16. sister	sisters (Rule 1)

7th Grade 1.6 How Many? Numbers 0-10

Target Vocabulary

zero, one, two, three, four, five, six, seven, eight, nine, ten, How many?

I Do/Presentation

A. Numbers

1. Ask students what numbers they already know.
2. Bring pieces of paper with numbers spelled in English.
3. Write numbers 0-10 on the board.
4. Students must match the English word with the correct number on the board.
5. Students copy new vocabulary and practice pronunciation.

B. How Many?

1. Bring poster paper with drawings of classroom objects or other plural nouns.
2. Ask students "How many?" questions, reviewing classroom object vocabulary.
Ex: How many pencils? How many erasers?"
3. Students copy phrase in their notebooks and practice pronunciation.
4. Review plural noun rules to answer "How many?" questions.

Ex: Three dictionaries

We Do/Practice

A. Word Sequencing (W)

1. Write the following activity on the board.
2. Students come to the board, or copy in their notebooks, to fill in the blanks with the missing number.

(zero), one, (two), three, four, (five), six, (seven),
(eight), nine, (ten)

Variation: Can omit any number.

Ex: zero, (one), two, (three), four, etc.

B. Picture Sequencing (W, S)

1. Draw objects or bring real objects.
2. Bring 1 drawing for each number
Ex: 5 pencils, 8 erasers, 1 notebook, etc.
3. Students count the objects and write how many
Ex: Students look at the drawing of 8 erasers and write "8 erasers."
4. Students put the drawings in order 1-10.
5. Students count out loud. *"1 notebook, 2 backpacks, 3 markers, etc."*

C. Fill in the Missing Numbers (W)

1. Write the following activity on the board.
2. Students come to the board or copy and fill in the missing numbers in their notebooks.

1. (six) seven (eight)
2. (three) four (five)
3. (eight) nine (ten)
4. (one) two (three)
5. (seven) eight (nine)
6. (two) three (four)

D. How Many Nouns? (W)

Write the number in English and change the noun to plural.

2 potato	two potatoes
7 notebook	seven notebooks
10 child	ten children
2 toy	two toys
9 mosquito	nine mosquitoes
3 city	three cities
5 baseball	five baseballs
8 marker	eight markers
4 leaf	four leaves

E. How Many? Match the Drawing (W or S)

1. Bring a poster paper of drawings of plural nouns or bring real objects.
Ex: 5 pencils, 2 erasers, 3 women, etc.
2. Each drawing or object is labeled with a letter: A, B, C, etc.
3. Students copy the letter into their notebooks and identify the drawing/object.
Ex: A) three women B) two leaves
4. Ask "How many _____?" Students read their answers out loud to practice speaking.

F. Listen For Your Number (L)

1. Say a number out loud.
2. Students must hold up the correct number of fingers in the air.

Variation

- Write numbers 0-10 on cards for each student.
- Give each student a card.
- Instruct students to remember their number.
- Say a number.
- Students who have that number must hold up the card and stand up.

A. Number Baseball (S)

1. Bring a baseball or make a ball from paper.
2. Students stand in a circle.
3. Teacher tosses the ball to a student. Student says, "1."
4. Student tosses the ball to another student. That student says, "2." Count to 10.

B. Tic-Tac-Toe (See Multi-Purpose Activities Index for more directions) (W)

1. Divide students into two teams: boys and girls.
2. Write a number in each square of the Tic-Tac-Toe grid.
3. To win the point, teams must spell the number in English.

Variation (More difficult):

- Write a number and a singular noun in each square
- To win the point, teams must spell the number and change to a plural noun.

Ex: 4 cat = Four cats.

C. Phone Numbers (S, L)

1. Write dialogue on the board:

Student 1: What's your name?

Student 2: I'm Luis Obando.

Student 1: What's your phone number?

Student 2: 2358-2491.

2. Review meaning and practice pronunciation.
3. Students work in pairs. One student gives personal information (name and phone number). The other student writes what they hear.
4. Students change roles so the other student can practice speaking.

Variation: Teacher provides additional phone numbers on slips of paper for students that finish early. Students can check their own comprehension by comparing the number on the slip of paper to what the listening student heard and wrote.

D. Call Me (L, S)

1. Bring pieces of paper with phone numbers written, one for each student (phone numbers may repeat.)
2. Have a list with all the phone numbers written that only the teacher can see.
3. Give each student a piece of paper with a phone number.
4. Students read their phone number and "translate" it into English in their notebooks.
5. Teacher reads one of the phone numbers from the list.
6. Students listen to the number. If it is their number, they stand up and say, "Hello?" to answer the phone.
7. Students reread the number back to the teacher.

Variation: Students read the phone number on their piece of paper to call another student.

E. Run to the Board (See Multi-Purpose Activities Index for more directions) (W)

1. Take time to explain and explicitly model how to play the activity. Ask a student to explain the procedure after seeing the model.
2. Students line up. There are 10 students in each row. The first student has a board marker.
3. Count to 3 to begin the activity. The first student runs to the board and writes the number "one."
4. The student gives the marker to the next student. Student 2 runs to the board and writes "two."
5. The activity continues until all students have written the numbers 0-10 correctly. The first team to finish wins.

F. Bear Hug (L)

1. Students move desks against the wall so there is a lot of space in the classroom.
2. Students walk around the classroom.
3. Blow a whistle or clap your hands. This means the "Bear Hug" must form.
4. Say a number 1-10.
5. Students hold hands to form groups with the correct number of people.
Ex: If the teacher says "six," all students must form groups of six. These students are a complete Bear Hug.
6. Students without a group are "out." These students may help the teacher say the numbers.
7. Continue playing until there are only a few students remaining.

Variation (R): Write the number in English (in letters) on the board.

G. Around the World (See Multi-Purpose Activities Index for more directions) (S)

1. Make flashcards with numbers on them.
2. Have the first two students in a row stand up.
3. Show them a flashcard with a number on it
4. The first student to correctly pronounce the number advances to the next student. The other student sits down.
5. Repeat again between the winner of the first round and the next student with a new number.
6. When a student loses a round, they take the place or desk of their competitor, and the student that wins advances.
7. The winner is the student who can go all the way around the classroom winning every round until they get back to their original desk.

7th Grade 2.1 How Old Are You? Numbers 11-20

Target Vocabulary

Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, years old, age, too

Target Grammar

The verb BE

*Maria, how old **are** you? I **am** 12 years old.*

*How old **is** he? He **is** 13 years old.*

Subject pronouns

I, you, he, she, it, we, they

Contractions

I'm 12 years old.

He's 17 years old.

I Do/Presentation

A. Review

Review numbers 0-10 using a Multi-Purpose Activity such as Around the World, BINGO, Hangman, Hot Cabbage/Potato, Run to the Board, Sparkle, Tic-Tac-Toe, etc.

B. Numbers 11-20

Students copy new vocabulary and practice pronunciation.

C. The Verb BE (Singular Forms)

1. Present the singular subject pronouns and the verb BE.
2. Use a chart to explain the subjects and verb conjugation:

The Verb BE	Affirmative	
	Long Form	Contracted Form
Singular Pronouns	I am You are He is She is It is	I'm You're He's She's It's

3. Sing a song/rap. Students repeat and use gestures to signal different subject pronouns.

I am, I am

I am, I am

I am, I am...a wonderful friend!

You are, you are

You are, you are,

You are, you are...a wonderful friend!

4. Continue singing using "he" and "she." Students repeat.

5. Use gestures to emphasize the different subjects. Point at yourself or at other students to differentiate subjects.
6. Students copy the new verb and practice pronunciation.

D. The Verb BE (Plural Form)

1. Present the plural subject pronouns and the verb BE.
2. Use a chart and/or a song to explain verb conjugation.

The Verb BE	Affirmative	
	Long Form	Contracted Form
Plural Pronouns	We are You are They Are	We're You're They're

E. How Old Are You?/Contractions

1. Introduce the phrase "How old are you?" to discuss age.
2. Present the phrase with different subject pronouns.
Ex: How old is she? How old is he?
3. Students copy and practice pronunciation.
4. Introduce answers.
Ex: I'm 12 years old.

Note: You cannot use contractions in simple yes/no questions using the affirmative.

Is she a teacher?

Incorrect: Yes, she's.

Correct: Yes, she is.

We Do/Practice

A. Memory (See Multi-Purpose Activities Index for More Directions) (R, S)

1. Divide the class into groups of four.
2. Bring enough card sets (0-10 and 11-20) for each group to have one.
3. Give each group a card set.
4. Play Memory (See Mutip-Purpose Activities Index) to practice new vocabulary numbers 11-20.

Variation: Switch sets so that all students have a chance to play with both sets.

Ex: Students finished playing with 0-10 will receive set 11-20.

B. Fill in the Blank (W)

Use: I am, he is, she is.

David: Hello. (I) (am) David Pujols. (I) (am) in 7th grade. Alexa is my friend. (She) (is) in 7th grade, too.

Alexa: Hello. (I) (am) Alexa Rodriguez. (I) (am) in 7th grade. David is my friend. (He) (is) in 7th grade, too.

Variation: Do activity again using the contractions.

C. Fill in the Blank (W)

Fill in the blanks with the correct form of the verb BE.

1. I (am) thirteen years old.
2. He (is) ten years old.
3. You (are) my friend.
4. She (is) Shakira.
5. I (am) Rosa Gutierrez.
6. You (are) a student.

Variation: Do activity again. Use the contractions.

D. Fill in the Blank (W)

Fill in the blanks with the correct subject pronoun.

Rita: Hi, Carolina. How are (you) ?

Carolina: (I)'m fine. This is Sam. (He)'s 12 years old. (We)'re friends.

Rita: Hello, Sam! (You)'re 12 years old? Cool!

Carolina: Look! Jorge and Cristina! (They)'re my classmates.

Rita: Cristina's nice. (She)'s 12 years old, too.

Variation 1: Change the dialogue and use simple form

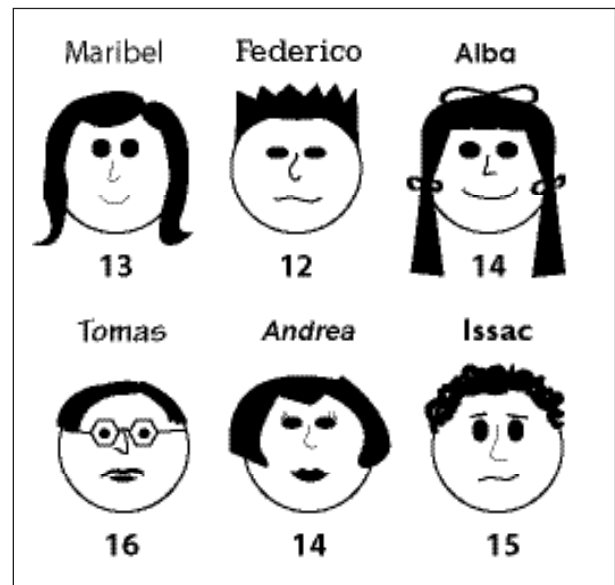
Ex: "We are" instead of "We're."

Variation 2: Use the same dialogue but change it by omitting the verb BE instead of subject pronouns.

Ex: How ____ you?

E. How Old is He/She? Fill in the Blank (W)

1. Bring photographs or drawings of people.
2. Under each drawing, write an age.



3. Students reference the drawing and fill in the blanks using the correct form of BE and the correct number word.

1. Issac: (He) is ____ years old.
2. Federico: (He) is ____ years old.
3. Tomás: (He) is ____ years old.
4. Maribel: (She) is ____ years old.
5. Alba: (She) is ____ years old.
6. Andrea: (She) is ____ years old, too.

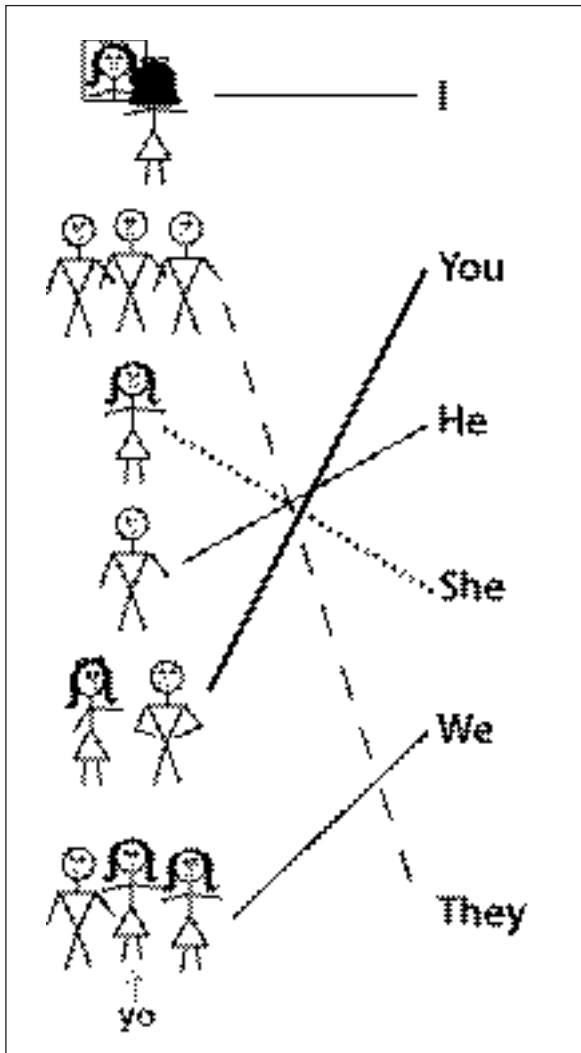
You Do/Production

A. Matching (R or W)

1. Bring photographs or drawings of people. (See example)
2. These drawings correspond to the subject pronouns.
3. Students match the correct drawing with the subject pronoun.

Variation: Students also write a sentence using the correct form of the verb BE.

Ex: How old are they? or, They are 13 years old.



B. King/Queen of the Mountain (See Multi-Purpose Activities Index for More Directions) (S,L)

1. Use the directions in the Multi-Purpose Activities Index.
2. Students take turns telling the king/queen a number.
3. The king/queen must say the numbers before and after the number given.

Ex: Student A says "fourteen." King/Queen answers "thirteen, fifteen"

C. Dialogue (L, R, S)

1. Students work in groups.
2. Bring lines from a dialogue written on pieces of paper.
3. Give one line to each group.
4. Students assemble dialogue on the board in the correct order:

Carlos: Hi!

Sabrina: Hello.

Carlos: I'm Carlos. What's your name?

Sabrina: I'm Sabrina. Nice to meet you.

Carlos: Nice to meet you, too. How old are you, Sabrina?

Sabrina: I'm twelve years old. How old are you, Carlos?

Carlos: I'm twelve, too. See you later, Sabrina!

Sabrina: Bye, Carlos!

5. Students copy dialogue and practice pronunciation. Check for understanding of meaning.
6. Students change ages in the dialogue and practice with a partner.

Variation: Students write their own dialogue, using this one as an example.

D. Age Baseball (S)

1. Form a circle.
2. Throw the ball to a student.
 - Student 1 catches the ball and says, "I am Denis. I am 12 years old. How old are you?"
 - Student 1 throws the ball the Student 2.
 - Student 2 catches the ball and says, "I am Ana. I am 11 years old. How old are you?"
 - Student 2 throws the ball to Student 3, etc.

Variation (More difficult):

- Student 1 catches the ball and says "I am Denis. I am 12 years old."
- Student 1 throws the ball to Student 2. Student 2 catches the ball and says, "He is Denis. He is 12 years old. I am Ana. I am 11 years old."
- Student 2 throws the ball to Student 3, etc.

E. Celebrity Ages (W, S)

1. Create a list of young famous singers and actors.
2. Students write sentences telling their ages.

Ex: Hannah Montana is sixteen years old.
3. Students can read their sentences to practice speaking.
4. Students can fill in a grid of celebrities by listening to name and age that other students announce.

7th Grade 2.2 Introductions

Target Vocabulary

good, great, okay, so-so, fine, bad

Target Grammar

Review verb BE and subject pronouns (See 7.2.1)

How are you? I'm great, thanks. And you?

What's your name? My name is Kate.

I Do/Presentation

A. Review Greetings

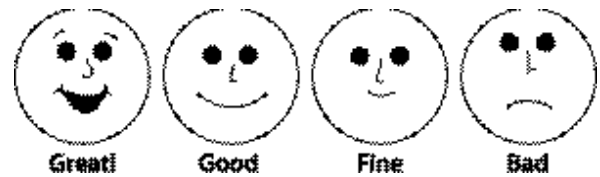
1. Review greetings from Unit 1. (See 7.1.3)
2. Review by using a Multi-Purpose Activity.

B. Names

1. Introduce the question: "What is your name?"
2. Students copy and practice the answer: "My name is..."

C. How Are You?

1. Introduce the question: "How are you?"
2. Use drawings to teach the responses:



3. Students copy vocabulary, write meanings and practice pronunciation.

We Do/Practice

A. Question and Answer (L, S)

1. Roll dice or pick numbers written on pieces of paper.
2. Begin at the front of the row and count out loud until you reach that number.
3. Students count with you.
4. Ask the student sitting in that desk number a question: "What's your name?"
5. If the student can't answer, ask the class to answer together.
6. Next ask the student "How are you?"
7. Hold up a drawing to indicate the response.
Ex: A smiling face means a student says, "I'm great!"
8. Count again and choose another student.

B. Question Relay Race (See Multi-Purpose Activities Index for More Directions) (L, S)

1. Students do this activity in their rows.
2. Use the questions "What's your name?" and "How are you?"

C. Dialogue (Listen to CD Track #3) (R, S)

1. Students work in groups of 4.
2. Bring pieces of paper with one line of a dialogue written on each piece.
3. Give each group a set of the pieces of paper.
4. The group must put the dialogue in the correct order.
5. Students copy the correct dialogue in their notebooks.
6. Discuss meaning and practice pronunciation.
7. Practice the dialogue as a class. Students perform in pairs.

Student 1: Good morning!

Student 2: Hi. How are you?

Student 1: I'm great, thanks. And you?

Student 2: I'm good. My name is Blanca. What's your name?

Student 1: My name is Ariel. It's nice to meet you.

Student 2: It's nice to meet you, too. See you later!

Student 1: Okay, goodbye!

Variation: Make one dialogue on a papelógrafo, cut it into strips, and tape the strips to the board. Students can copy it into their notebooks and order it there.

You Do/Production

A. Cocktail (See Multi-Purpose Activities Index for More Directions) (R, S, L)

1. Write out questions on small slips of paper, one for every student. Ex: "How are you?" "What's your name?" "How old are you?"
2. Give each student a different question on a small piece of paper.
3. Tell the students to stand up and walk around asking other students the questions.

4. After the students ask and answer their questions, they change papers and ask a different student.

B. Dialogue (W, S)

1. Students work in pairs
2. Students write their own dialogue. They use the class dialogue as a model.
3. Students present their dialogues and practice speaking.

7th Grade 2.3 The Alphabet

Target Vocabulary

Alphabet (A-Z)

I Do/Presentation

A. Introduce Alphabet

1. Write alphabet on the board with English pronunciation.
2. Students copy alphabet and repeat to practice pronunciation.
3. Review commonly mistaken letters, especially the vowels, C and Z, V and B, G, J and Y, K and Q.

A = ei	H = eich	O = o	U = iu
B = bi	I = ai	P = pi	V = vi
C = si	J = yei	Q = kiu	W = doblu
D = di	K = kei	R = ar	X = ecs
E = i	L = el	S = es	Y = uai
F = ef	M = em	T = ti	Z = zi
G = yi	N = en		

We Do/Practice

A. Pronunciation (S)

1. Divide alphabet into smaller sections with a few letters in each section:
ABCD/EFG/HIJK/LMN/OPQRST/UV/WX/YZ
2. Read sections out loud. Students repeat.
3. Carefully review letters with similar sounds like P/B/V, C/Z, and M/N.

B. Alphabet Song (Listen to CD Tracks #4 and 5) (S)

1. Use the letter sections from Practice Activity A.
2. Sing these sections. Students repeat.
3. Repeat sections and then entire song.
4. Write "Latin American Idol" on the board. Students volunteer to present the song/rap in groups.

Variation: Adapt the letters in the alphabet to a different pop song rhythm, like track #5 on the CD.

You Do/Production

A. Hangman (See Multi-Purpose Activities Index for More Directions) (S)

1. Review old vocabulary (numbers, classroom objects, etc.)
2. Play hangman and spell old vocabulary words.

Variation: Play using students' names.

B. Around the World (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Make flashcards, one for each letter of the alphabet.
2. Have the first two students of a row stand up.
3. Show them a flashcard with a letter on it.
4. The first student to correctly pronounce the letter advances to the next student. The other student sits down.
5. Repeat again between the winner of the first round and the next student with a new letter.
6. When a student loses a round, they take the place or desk of their competitor, and the student that wins advances.
7. The winner is the student who can go all the way around the classroom winning every round until they get back to their original desk.
8. Practice especially the letters that are difficult for students, like C, Z, V, B, J, G, Y, and W.

C. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Have the students stand up and walk around the room, asking other students for their names and phone numbers.

2. Students should spell their name and phone number. The other student should take notes.
3. If students don't have a phone number, they can make one up.

D. Spell Your Name, Please! (S)

1. Students memorize the spelling of their names in English for homework.
2. Take attendance for class. Ask students to, "Spell your name, please."
3. Students stand up and spell their names.
4. Write a dialogue on the board:

Customer: *Hello, I need a hotel room.*

Hotel Manager: Good morning. OK. What's your name, sir?

Customer: *Roger Smith.*

Hotel Manager: Can you spell your name, please?

Customer: *R-O-G-E-R. S-M-I-T-H.*

5. Students read the dialogue and practice in pairs.
6. Students modify the dialogue to use their own names.

7th Grade 2.4 Family

Target Vocabulary

mother/father (parents), sister/brother (siblings), grandmother/grandfather (grandparents), aunt/uncle, cousin, daughter/son (children), granddaughter/grandson (grandchildren), niece/nephew, wife/husband, family tree, HAVE

Target Grammar

Possessive adjectives (my, your, his, her, our, their)

My mother is Betty.

His brother is Carlos.

Possessive 's

Tom's mother is Kate.

My father's name is Michael.

WH-question Who?

Who is her mother?

Who is Yaritza's brother?

Verb HAVE

I have 2 brothers.

Maria's mother has 2 sons.

Teacher's Tip:
Use pictures or drawings of family members for visual learners.

Extra vocabulary for teacher reference

(You do not need to teach all of this, but some students may ask)

mother-in-law, father-in-law, daughter-in-law, son-in-law, sister-in-law, brother in law; godmother, godfather, godparents, goddaughter, godson

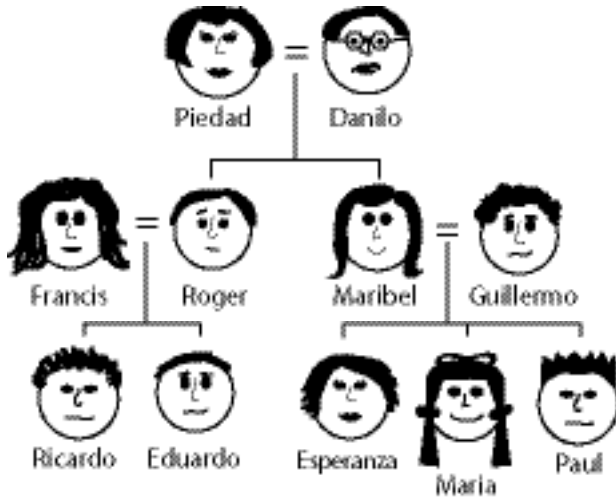
I Do/Presentation

A. Family Vocabulary

1. Bring a photograph or a drawing of your family.
2. Students identify family members in Spanish.
3. Students list the proper names of their own family members.

Ex: Maria, Juan, etc.

4. Bring poster paper of a family tree to class:



5. Introduce new vocabulary using the family tree
6. Students copy vocabulary and practice pronunciation.

Variation: present a famous family the students know, like the Simpsons.

B. Possessive Adjectives and Wh-Question "Who"

1. Review subject pronouns (7.2.1)
2. Introduce possessive adjectives.

I have a pencil.	= It is <u>my</u> pencil.
You have a notebook.	= It is <u>your</u> notebook.
He has a backpack.	= It is <u>his</u> backpack.
She has an eraser.	= It is <u>her</u> eraser.
We have a classroom.	= It is <u>our</u> classroom.
They have a family.	= It is <u>their</u> family.

3. Introduce the question word "Who" and ask questions using possessive pronouns and the family tree.

Ex: Who is her mother? Who is his aunt?

C. Possessive 's

1. Introduce the possessive form using 's.
Ex: The sister of Shakira = Shakira's sister. The mother of Roger = Roger's mother.
2. Use boxes, underlining, or different colors to illustrate the sentence structure.

D. HAVE

1. Review numbers 0-20 (See 7.1.6 and 7.2.1).
2. Introduce the verb HAVE. Use chart above.
3. Students copy examples and practice pronunciation.

We Do/Practice

A. Practice Vocabulary (L, R or S)

Use a Multi-Purpose Activity to practice new vocabulary such as BINGO, Hot Cabbage/Potato, Run to the Board, or Memory to review vocabulary. See the Multi-Purpose Activities Index for more directions.

B. Family Tree: Possessive Adjectives (W)

1. Use the family tree above.
2. Students circle the correct possessive adjective.
3. Students fill in the correct names.

Look at Maribel...

Her/His/Their brother is _____. (Her brother is Roger.)

Her/His/Their father is _____. (Her father is Danilo.)

Look at Paul and Esperanza...

Her/His/Their mother is _____. (Their mother is Maribel.)

Her/His/Their aunt is _____. (Their aunt is Francis.)

Look at Ricardo...

Her/His/Their mother is _____. (His mother is Francis.)

Her/His/Their brother is _____. (His brother is Eduardo.)

C. Possessive 's Practice (W)

Change to the possessive 's form.

1. The brother of Esperanza = Esperanza's brother
2. The cousin of Ricardo = Ricardo's cousin
3. The mother of Maria = Maria's mother
4. The nephew of Maribel = Maribel's nephew
5. The daughter of Danilo = Danilo's daughter
6. The sister of Roger = Roger's sister
7. The grandfather of Paul = Paul's grandfather
8. The son of Francis = Francis's son

Variation: After teaching "Who," ask the question.

Ex: Who is Esperanza's brother?

D. Family Tree: Possessives 's (W)

Use the family tree and fill in the blank with the correct person's name.

Vocabulary Review

1. Who are Maria and Esperanza (to Paul)? *Maria and Esperanza are Paul's sisters.*
2. Who is Eduardo? *Eduardo is Ricardo's brother.*
3. Who is Maribel? *Maribel is Guillermo's wife.*
4. Who is Roger? *Roger is Maribel's brother.*
5. Who is Ricardo? *Ricardo is Eduardo's brother.*

Variation: Use only the possessive form.

1. Who are Maria and Esperanza? *Maria and Esperanza are Paul's sisters.*
2. Who is Eduardo? *Eduardo is Ricardo's brother.*
3. Who is Maribel? *Maribel is Guillermo's wife.*
4. Who is Roger? *Roger is Maribel's brother.*
5. Who is Ricardo? *Ricardo is Eduardo's brother.*

E. Possessive 's and Possessive Adjective (W)

Rewrite each sentence using a possessive adjective.

1. Paul is Maria's brother. *Paul is her brother.*
2. Piedad is Roger and Maribel's mother. *Piedad is their mother.*
3. Esperanza and Maria are Ricardo and Eduardo's cousins. *Esperanza and Maria are their cousins.*
4. Danilo is Eduardo and Esperanza's grandfather. *Danilo is their grandfather.*
5. We are Roger's children. *We are his children.*
6. I am Maribel's father. *I am her father.*

You Do/Production

A. Student Family Tree (W, S)

1. Students make their own family tree.
2. They label each member in English. *Ex: Maria/Mother.*
3. Students write sentences about family members. *Ex: My mother is Leydi. My father is Howard.*
4. Student presents her/his family tree to the class.
5. Class asks questions like "Who is your father?"
6. Student responds in complete sentences.

F. Fill in the Blank with Correct Form of HAVE (W)

1. I _____ one cousin. (*have*)
2. I _____ three sisters. (*have*)
3. We _____ two brothers. (*have*)
4. You _____ four aunts. (*have*)
5. They _____ nine uncles. (*have*)
6. He _____ twelve nephews. (*has*)
7. She _____ six cousins. (*has*)

G. Reading Comprehension (R, W)

1. Bring a poster paper with the reading "My Family":

My Family

Hello! My name is Danilo. This is my family. My wife is Piedad. We have two children. Roger is our son and Maribel is our daughter. My grandchildren are Ricardo, Eduardo, Esperanza, Maria and Paul. Ricardo and Eduardo's mother is Francis. Maribel's husband is Guillermo. We are a nice family.

2. Discuss the meaning and practice pronunciation.
3. Students make a list of words or phrases they recognize.
4. Students answer True or False questions in their notebooks. Students correct False answers by writing a true statement.
- 1) His name is Danilo. True or False (*True.*)
- 2) His wife is Lucia. True or False (*False. His wife is Piedad.*)
- 3) He has three children. True or False (*False. He has two children.*)
- 4) He has 5 grandchildren. True or False (*True.*)
- 5) Maribel's brother is Guillermo. True or False (*False. Maribel's brother is Roger.*)
- 6) His daughter's name is Maribel. True or False (*True.*)

Variation (Easier)

- Student chooses 2 people from her/his family tree. *Ex: Danilo/Roger, Maribel/Ricardo*
- Student writes a sentence about the relationship between these 2 people. *Ex: Danilo is Roger's father OR Danilo is my father.*

Variation 2 (More difficult)

- Students work in pairs.
- Student 1 writes/asks Wh-questions to Student 2. *Ex: Who is your mother? Who is Eduardo's sister?*
- Student 1 answers. "My mother is...", "Eduardo's sister is...", etc.

Variation 3: Famous Families

- Students work in groups of 5-6
- Student s pretend to be famous people in the family
- Ex: *I am Bart Smpson. Lisa is my sister.*

B. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (W or S)

1. Give students a piece of paper.
2. Each piece of paper has a question on it.
Ex: Who is your mother?
3. Students play Cocktail Party to practice speaking.

Variation: Students write their partners' answers to practice writing.

Ex: Student 1 has the question "Who is your mother?"

This student must ask at least 5 people and write the answers.

C. My Family Card (W)

1. Students create an information card about a family member.
2. The card must contain the following information:

My Mother
I have 1 mother.
My mother's name is Denise.
She is 50 years old.
Her brother is Dave.

3. Students draw a picture of the family members and present to the class.

Variation: Teacher can do a listening activity. Read the students' cards and they stand up when they hear their family member's information.

7th Grade 3.1 Everyday Activities

Target Vocabulary

WAKE UP, TAKE A SHOWER, GET DRESSED, BRUSH your hair/teeth, EAT breakfast/lunch/dinner, GO to school, GO home, DO homework, STUDY, HANG OUT with friends, PLAY soccer, EXERCISE, PLAY video games, READ a book, TALK on the phone/to friends, GO TO SLEEP

Target Grammar

Preposition of time IN + morning, afternoon, evening; AT + night

*I eat breakfast **in** the morning.*

*I eat lunch **in** the afternoon.*

*I watch television **at** night.*

*I go to sleep **at** night.*

Simple present verb forms and sentence structure (affirmative and negative)

*He **doesn't** eat breakfast.*

*I **play** soccer.*

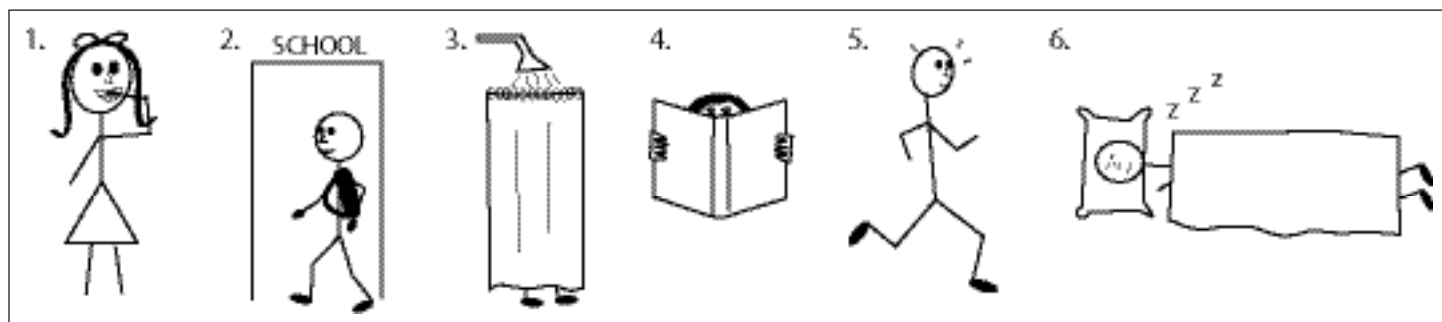
I Do/Presentation

A. Introduce New Vocabulary

1. Bring large drawings or pictures for each new verb.

NOTE: Save these drawings! You can use them again in Unit 4.

2. Use these drawings to introduce new vocabulary.
3. Do a gesture for each new word.
4. Students repeat the word and mimic the gesture.
5. Eventually, only show the drawing/do the gesture.
Students must say the word.



B. Review Time of Day (See 7.1.3 for Greetings)

Use a Multi-Purpose Activity from the index to review time of day.

C. Introduce Prepositions with Times of Day

1. Draw 4 columns on the board. Label them *In the Morning*, *In the Afternoon*, *In the Evening* and *At Night*.
2. Students copy prepositions and practice pronunciation.
3. Students put Greetings in the correct columns.

D. Present Verb Forms

1. Explain the simple present verb forms:
 - For subjects *I*, *you*, *we*, and *they*, the verb form is the simple form.
 - For the third person singular (*he*, *she*, and *it*), add *-s* to the verb.

Examples:

<i>I, You, We, They</i>	<i>He, She, It</i>
<i>eat breakfast</i>	<i>eats breakfast</i>
<i>play soccer</i>	<i>plays soccer</i>
<i>hang out</i>	<i>hangs out</i>
<i>listen to music</i>	<i>listens to music</i>

- For verbs ending in *-h*, *-x*, *-s*, and *-o*, third person singular add *-es* to the verb.

<i>I, You, We, They</i>	<i>He, She, It</i>
<i>watch television</i>	<i>watches television</i>
<i>brush your hair</i>	<i>brushes her hair</i>
<i>go to school</i>	<i>goes to school</i>

- For verbs ending in consonant *-y*, change the *y* to *i* and add *-es*.

<i>I, You, We, They</i>	<i>He, She, It</i>
<i>carry books</i>	<i>carries books</i>
<i>study English</i>	<i>studies English</i>
<i>fry plantains</i>	<i>fries plantains</i>

E. Simple Present Sentence Structure (Affirmative and Negative)

- Present examples:

<i>I, You, We, They</i>	<i>He, She, It</i>
<i>I play soccer.</i>	<i>He plays soccer.</i>
<i>You do not study English.</i>	<i>She does not study English.</i>
<i>We buy food.</i>	<i>Gerry buys food.</i>
<i>They do not fry rice.</i>	<i>My mother does not fry rice.</i>

- To form the simple present negative, use **DO NOT** and **DOES NOT**. **DO** is an auxiliary verb. It does not have meaning.
- Present structure:

Simple Present Sentence Structure

Affirmative:

Subject + Verb + Complement.

I play baseball.

He plays soccer.

Negative:

Subject + **DO** + **not** + Verb (simple form) + Complement.

You do not study French.

She does not study Chinese.

We Do/Practice

A. Charades (See Multi-Purpose Activities Index for More Directions) (S)

1. Play Charades to practice everyday action vocabulary.
2. Tell one student which word to act.
3. This student acts/makes the gesture to indicate the correct verb.
4. Other students guess the word.

Variation: Students may choose their own word to act.

B. Tic-Tac-Toe (See Multi-Purpose Activities Index for More Directions) (S or W)

1. Use drawings from presentation to do the activity.
2. Students select a drawing and say the word in English. They may also write it on the board.
3. Follow the activity rules until one team wins.

Variation: Students make sentences using time of day.

Ex: I brush my teeth in my morning.

Variation 2: Students make sentences using the negative form.

C. Categories (See Multi-Purpose Activities Index for More Directions) (W)

1. Students identify new vocabulary (wake up, go to school, etc.) that belongs in each column (morning, afternoon, evening and night).
2. Students put vocabulary drawing from presentation in the correct column. Students may also write the phrase in English.
3. In their notebooks, students make sentences combining the preposition and the activity.

Ex: In the morning I wake up. In the evening I watch TV.

D. Fill In the Blank Sentences (W)

1. Students come to the board and write the correct verb in the blank.
2. Use this activity after you teach I/you/we/they and he/she form rules.
 1. They _____ in the afternoon.
 2. She _____ in the evening.
 3. Alba _____ in the morning.
 4. He _____ in the evening.
 5. They _____ in the afternoon.
 6. José _____ in the afternoon.
 7. It _____ in the afternoon.

E. Fill In the Blank Story (W)

Fill in the blank with the correct form of the verb in parentheses.

In the morning, Rafaela always (wakes up) (wake up) and (eats breakfast) (eat breakfast). She (takes a shower) (take a shower), (gets dressed) (get dressed), and (brushes her hair) (brush her hair). In the afternoon, Rafaela and her brother, Saul, (clean) (clean) the house and (go to school) (go to school). In the evening, they (watch television) (watch television) and Saul (goes to sleep) (go to sleep). Rafaela (does homework) (do homework) and (listens to music) (listen to music). Then Rafaela (goes to sleep) (go to sleep), too.

Variation: Make some of the blanks negative to practice the negative form.

You Do/Production

A. Finish the Story (R, W)

1. Before class, prepare a Big Story Book that describes someone's typical day.
2. Each page has a drawing a simple fill in the blank sentence. For example page 1 can say: "Sally _____ up in the morning." (Picture of a bed). Page 2 can say "Sally and her brother Raul _____ breakfast: gallo pinto!" (Picture of breakfast).
3. Students and teacher fill in a few examples together, practicing different verb conjugations and reading the story.
4. In groups of 5, students must write the end to the story and draw pictures. Students may write 3 or 5 sentences.
5. Students present their story to the class.

B. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Give each student a small piece of paper with either a daily activity on it, or a time expression
2. Students stand up and find someone to make a sentence.
3. *Ex: Brush teeth, in the morning: I brush my teeth in the morning.*
4. After students form sentences, they exchange papers and find someone new to make a sentence with.

C. Daily Activities Schedule Interview (S, L, W)

1. Divide students into pairs.
2. Students should ask each other about their daily activities, using "When do you...?"
3. After students make a list of each other's daily activities, they should pair up with another partnership, to make small groups of four.
4. Students should tell the rest of their group about their partner's daily activities, now using the 3rd person.

D. Mini-Books (See Multi-Purpose Activities Index for More Directions) (W, S)

1. Students make a mini-book with drawings and sentences of the activities they do each day.
2. The mini-book includes a title page, two morning activities, two afternoon activities, and two evening activities.
3. Students can present their mini-books to practice speaking.

E. Mime and Write (W r S)

1. Say or mime an every day activity.
2. Students work in groups to write the activity correctly.

F. Charades (S), Telephone (L, S), or Categories (W)

Follow directions in Multi-Purpose Activities Index.

7th Grade 3.2 Frequent Activities

Target Vocabulary

Adverbs:

always, usually, sometimes, rarely, never

Verbs:

CLEAN the house, DRINK milk, EAT fruits and vegetables, EXERCISE, LISTEN to music, PLAY basketball, PLAY videogames, WATCH television

Target Grammar

Review Simple Present (7.3.1)

I eat fruit.

He drinks milk.

How often questions

How often do you drink milk?

How often does he clean the house?

Adverbs of frequency (word order)

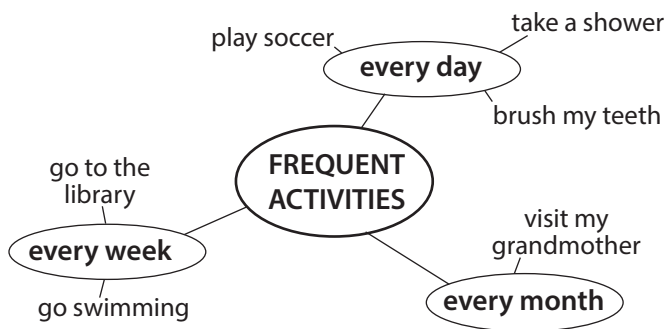
I always listen to Daddy Yankee.

He usually drinks juice.

I Do/Presentation

A. Brainstorm

1. Ask students about activities they do every day, every week and every month.
2. Write the answers in a concept map on the board.



2. Use a Repeated Activity Chart to illustrate the meanings of the new vocabulary.

How often?	1	2	3	4	5	6	7
always	x	x	x	x	x	x	x
usually	x	x		x	x	x	x
sometimes	x			x		x	x
rarely	x				x		
never							

3. Post pictures of new vocabulary. Students help by suggesting how many pictures should represent "always" versus "never."
4. Write example sentences on the board.
5. Explain that the adverb goes before the verb.

B. New Action Verb Vocabulary

1. Write new vocabulary on the board.
2. Use gestures or actions to engage the students
3. Use a Multi-Purpose Activity to present new vocabulary: Charades (See p. 225), Hot Cabbage/Potato (See p. 229), Pictionary (See p. 233), Run to the Board (See p. 234), etc.

C. Adverbs of Frequency

1. Use the frequency timeline to teach adverbs of frequency.

100%	75%	50%	25%	0%
always	usually	sometimes	rarely	never

D. How Often?

1. Teach question and answer structure. Use a variety of subjects.

QUESTION: How often do you (verb)?

ANSWER: I (adverb) (verb).

Ex: "How often do you brush your teeth?"

"I always brush my teeth."

2. Explain that the "How often . . . ?" questions use the auxiliary DO, the same as in yes/no questions in the Simple Present. The auxiliary DO must agree with the subject.

Ex: "How often do they play soccer?,"

"How often does she study English?"

We Do/Practice

A. How Often? Questions (W or S)

Students answer the questions about their own habits using adverbs of frequency:

1. How often do you watch Disney Channel?
2. How often do you play soccer?
3. How often do you drink Gatorade?
4. How often do you clean your brother's room?
5. How often do you drink Squiz?

C. Frequent Activities: Listening True or False (Listen to CD Track #6) (W, L)

1. Explain to the students that they are going to listen to a CD recording (or you can read the sentences yourself).
2. Students must listen to the sentences, and identify whether the sentences are true or false for themselves in their personal lives.
3. Students number their papers 1-6 and for each sentence write "True" or "False."
4. Play the CD recording at least two times.
5. Write the sentences on the board.
6. Read each sentence aloud. Students raise hands to show if they said true or false. Verify student comprehension.
7. Have students who answered "false" change the adverb of frequency so that it becomes true for them.

Sentences from the recording:

1. I rarely wash my hair.
2. I always do my homework.
3. I usually copy my homework.
4. I never help my family.
5. I sometimes watch television.
6. I rarely eat dinner.

B. Frequent Activities: Writing and Speaking True or False (W, L, S)

1. Write T if the statement is true.
2. Write F if the statement is false. Correct all false statements.
3. Students will have different answers depending on the frequency they do the activities.
 1. I rarely exercise.
 2. I always eat gallo pinto.
 3. I usually drink coca cola.
 4. I never listen to Daddy Yankee.
 5. I sometimes watch Disney Channel.
 6. I rarely eat vegetables.
4. Students stand up at their desks.
5. Read the sentence. Students wrote true must sit down.
6. Students still standing answer with a true sentence.

Ex: I rarely exercise.

"False. I always exercise."

D. Adverb of Frequency Question and Answer (W)

1. Use the chart to answer the questions.

	100%	75%	50%	25%	0%
Julio		drinks coffee	eats ice cream	eats candy	
Marcos	drinks water	eats bananas			eats cookies
Gema	eats pizza			drinks juice	eats salad
Rebecca	drinks coke		eats hot dogs		eats fruit

1. How often does Julio drink coffee? (*usually*)
2. How often does Gema drink juice? (*rarely*)
3. How often does Marcos eat bananas? (*usually*)
4. How often does Julio eat ice cream? (*sometimes*)
5. How often does Marcos eat cookies? (*never*)
6. How often does Rebecca eat fruit? (*never*)

E. "How Often?" Dialogue (W, S)

1. Students copy the dialogue and fill in the blanks

Note: Each blank is a "How Often?" question

Ana: Hello!

Dan: Hi!

Ana: _____?

(How often do you eat tortillas?)

Dan: I never eat tortillas.

Ana: _____?

(How often do you watch telenovelas?)

Dan: I sometimes watch telenovelas.

Ana: _____?

(How often do you drink coffee?)

Dan: I rarely drink coffee.

Ana: _____?

(How often do you exercise?)

Dan: I always exercise at school!

Ana: Thanks, Dan. Bye!

Dan: Goodbye.

2. Fill in the blanks. Practice the dialogue together.
3. Save the dialogue to use as an evaluation or for more practice another day.

Variation: Change the dialogue so that students are given questions and they fill in the answers.

You Do/Production

A. Survey (W, S)

Write this survey on the board:

1. How often do you play soccer? _____
2. How often do you eat pizza? _____
3. How often do you clean the house? _____
4. How often do you watch Animal Planet? _____
5. How often do you listen to Daddy Yankee? _____
7. How often do you drink fresco? _____
8. How often do you watch Lucha Libre? _____
9. How often do you play soccer? _____
10. How often do you exercise? _____

1. Students copy the survey into their notebooks.
2. Review meaning of questions as a class.
3. Explain that students will ask each other these questions.
4. Student 1 asks Student 2 the question and records Student 2's response.

Ex: Student 2 always plays soccer.

B. Frequency Chart (W)

1. Students create their own frequency chart using the chart from Practice Activity D as an example.
2. Students make a column for themselves and choose 4 friends.
3. Students fill in the chart based on the frequency of their daily activities and write sentences about their chart.
4. After students fill out the chart, they should write one sentence about each friend using frequency adjectives.

Ex: Mario usually plays soccer.

Julia never listens to Daddy Yankee.

How often do you?	always 100%	usually 75%	sometimes 50%	rarely 25%	never 0%
ME					
FRIEND #1					
FRIEND #2					
FRIEND #3					
FRIEND #4					
FRIEND #5					

C. Dialogue (S or W)

1. Students write a dialogue, using the Practice Activity E as a model.
2. Each student must ask at least two "How often?" questions and give two answers.
3. Students may turn in their dialogues.

Variation: Students present dialogues to the class.

D. Farm Versus City (W)

1. Students write a list of the new verb vocabulary.
2. They draw 2 pictures: 1 picture of a person who lives in a city in Nicaragua and 1 picture of a person who lives on a farm in Nicaragua.
3. Underneath the pictures, students write sentences about how often each person does an activity.

Ex: Manuel on the farm always eats gallo pinto. Marvin in the city sometimes eats hamburgers.

Variation: Draw two pictures on papelógrafo before class to save time.

7th Grade 3.3 Midterm Review

Target Vocabulary

Review Target Vocabulary from Units 1-3.

Target Grammar

Review Target Grammar from Units 1-3.

I Do/Presentation

A. General Review Notes

- The general review will depend on the level of your class.
- Some classes will not need much review; others will need a lot.
- Remember that this is a review and that you can't re-teach every vocabulary word or grammar topic.
- This is a time to focus on lessons that you noticed were challenging to your students.

We Do/Practice

A. Jeopardy Preparation: Student-Created Questions

Jeopardy is a good activity to use to review but it takes a lot of preparation. (See the Multi-Purpose Activities Index for more directions)

1. Divide your students into 6-8 groups.
2. Assign each group a category from the material covered so far (general vocabulary, every day activities, family, commands, etc.)
3. Students create five questions for their category.

Examples of Questions:

- Vocabulary: *What is a pen?* (3 pictures: PEN, PENCIL, ERASER).
- Adverb of Frequency: Complete the sentence:
She _____ goes to school. (90%)
- Spelling: Spell "FAMILIES."

4. Students turn in the questions.
5. Organize the board with the questions.

Variation: Teacher-Created Questions

- Before class, create 6-8 main categories from the material covered so far.
- Create questions in each category that are challenging but fairly represent the material already presented in class.
- Bring these questions to class and use them to organize the Jeopardy board.

You Do/Production

A. Jeopardy (S, L, R)

1. Play Jeopardy. (See Multi-Purpose Activities Index for more directions.)
2. If you are using Student-created questions, use the same groups you used to make the questions.
3. Groups that created a set of questions come to the front of the class to read their questions.
4. Do one category at a time.
5. Use the activity as an opportunity to see what topics are difficult.
6. Pause to review the difficult topics.

B. Student Teach

1. Use this activity if you do not use Jeopardy.
2. Divide the class into 6-8 groups.
3. Assign each group a topic or vocabulary set.
4. Groups are responsible for 10 minute presentations.
 - 5 minutes reviewing the topic.
 - 5 minutes for a short activity about the topic
5. Give groups enough time to prepare.

7th Grade 4.1 How Many? Cardinal Numbers 21-100

Target Vocabulary

twenty-one, twenty-two... ninety-eight, ninety-nine, one hundred

Target Grammar

Review 3rd person singular form of verb BE in "How old" questions and answers (See 7.2.1)

How old is he? He is 58 years old.

How old is she? She is 83 years old.

Review "How many" questions and answers (See 7.1.6)

There is/There are

How many books are there? There are fifty-two books.

How many pencils are there? There is one pencil.

I Do/Presentation

A. Review Numbers 0-20

Choose a Multi-Purpose Activity from the Index such as Memory, BINGO or Row Races to review numbers.

B. Introduce New Vocabulary (Numbers 21-100)

1. Introduce new vocabulary in units of ten: ten, twenty, thirty, forty...ninety, one hundred.
2. Write these numbers on the board in a column and practice pronunciation.
3. Review the numbers 1-9. Write these numbers in a separate column.
4. Explain how to combine the two columns to form numbers with a hyphen (-).
Ex: Twenty-one, thirty-five, sixty-eight, etc.
5. Copy and practice pronunciation.

C. Review "How Old Are You?" Question and Present 3rd Person Singular

1. Tell students to reference their notebooks to Unit 2's "How old are you?" lesson.
2. Use students' knowledge to practice asking and answering questions about age using the subjects you, he and she.
Ex: How old are you? I am . . .
How old is he? He is . . .

D. Present "There Is/There Are"

1. Review "How many?" and add "How many (plural noun) are there?"
2. Singular answer: *There is one (singular noun).*
3. Plural answer: *There are two (plural noun).*
4. Explain that the question is always plural and remind students that "is" is for singular subjects and "are" is for plural subjects.

We Do/Practice

A. Favorite Numbers (W)

1. Students write 3 favorite numbers in English.
2. Students explain why these numbers are important to them (in English, if possible).
Ex: Thirty-one is important. It is my birthday. Twelve is important. It is my age.

B. Fill in the Blank (W)

Write the following on the board:

1. twenty-one (21), twenty-two (22), _____ (23), twenty-four (24), _____ (25)
 2. thirty-three (33), _____ (34), thirty-five (35), _____ (36), (37), thirty-eight (38)
 3. forty-seven (47), _____ (48), forty-nine (49), _____ (50)
 4. fifty-nine (59), _____ (60), sixty-one (61), _____ (62), sixty-three (63)
 5. sixty-seven (67), _____ (68), sixty-nine (69), _____ (70), _____ (71)
3. Can continue this exercise up until 100.
 4. Students come to the board and fill in the blank to practice new vocabulary.

C. Math Problems (W)

1. Students write the answer to each math problem in words.
 1. $26 + \text{eighteen} = (\text{fifty-four})$
 2. $\text{ninety} + 5 = (\text{ninety-five})$
 3. $13 + 74 = (\text{eighty-seven})$
 4. $\text{sixteen} + \text{ten} = (\text{twenty-six})$
 5. $\text{fifteen} + \text{forty-five} = (\text{sixty})$

D. BINGO (See Multi-Purpose Activities Index for More Directions) (L)

1. Select 25 numbers. Write them on the board.
2. Students write these numbers in random order on their bingo cards.
3. Teacher says numbers and spells it on the board. Students mark their cards.
4. Eventually, teacher only says the number.

E. How Old Is He/She? (W)

1. Bring photographs, magazine pictures or drawings of people of various ages, some young and some old.
2. Students guess how old the people are.
3. Write a number underneath each photo. This is their age.
4. Students must write sentences using the number word.
Ex: He is eighty-five years old.

F. How Many Are There? (W)

1. Before class, prepare a poster paper with many objects drawn on it. Each object has a number written next to it.

Ex: There are twenty-two pencils.

2. Students work in groups to write sentences about how many objects there are.

Ex: There are fifty-five cats. There are seventy-one books.

You Do/Production

A. Sparkle (See Multi-Purpose Activities Index for More Directions) (S)

1. Students form a large circle.
2. Students play Sparkle using multiples of 10.

B. Number Baseball (S)

1. Bring a baseball, paper ball, tape roll or other small object you can throw.
2. Students stand in a circle.
3. Teacher tosses the ball to a student. Student says, "20."
4. Student tosses the ball to another student. That student says, "30."
5. Count to 100.

Variation: Student 1 says, "31," Student 2 says, "32", etc.

C. How Old Is Your Family? (W, S)

1. Students draw a picture/bring a picture of 5 or 6 family members.
2. Students write sentences telling their ages.
Ex: My uncle Juan is thirty-six years old.
3. Students read their sentences and show the picture to the class.

D. There Is/There Are (W)

1. Use the pictures from Practice Activity F as a model.
2. Students draw their own pictures and choose a number.
3. Students write sentences describing how many objects there are.

7th Grade 4.2 The Time

Target Vocabulary

A.M./P.M., midnight, noon, o'clock, time

Target Grammar

Preposition "at"

*I eat breakfast **at** 5:00.*

*I go to school **at** 12:30.*

I Do/Presentation

A. Review Numbers 0-60

1. Use a Multi-Purpose Activity from the Index to review numbers 0-60.

B. The Question

1. Introduce the question: *What time is it?* Practice asking and answering.

C. The Hours, A.M. and P.M.

1. Before class, create or bring a clock large enough for everyone to see easily.
2. Use the clock to introduce the *It's + hours + o'clock*:

It's + hours + o'clock

It's one o'clock

It's two o'clock

It's three o'clock

3. Explain that twelve o'clock A.M. = midnight and twelve o'clock P.M. = noon.

D. The Minutes

1. Use the clock to introduce the minutes: *It's eight fifteen (8:15), It's five forty-five (5:45), It's seven thirty (7:30).*
2. Explain that minutes 01-09 are pronounce "oh-one," "oh-two."
Ex: It's five oh-one (5:01).

E. Preposition "At"

1. Present use of "at" with time.
2. Differentiate "It's five o'clock." versus "I brush my teeth at five o'clock." Review Unit 3 verbs (See 7.3.1 p. 37 and 7.3.2 p. 40) to explain the preposition.
3. Ask questions.

Ex: What time does Sally brush her teeth? She brushes her teeth at 5:00.

We Do/Practice

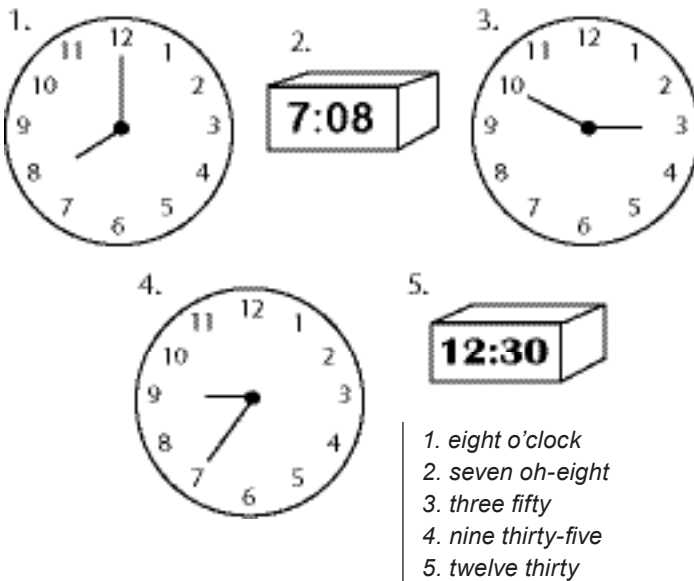
A. Write the Correct Time (W)

Write the time in English:

1. 6:00 (*six o'clock*)
2. 12:24 (*twelve twenty-four*)
3. 10:00 (*ten o'clock*)
4. 1:18 (*one eighteen*)
5. 3:15 (*three fifteen*)
6. 8:45 (*eight forty-five*)
7. 4:56 (*four fifty-six*)
8. 7:30 (*seven thirty*)

Variation 2:

- Use the model clock or draw clocks on the board.
- Students identify the correct time and write it in English.



B. Listen to the Schedules (L)

1. Write the chart on the board. Students copy.

	wake up	go to school	go home
Heather			
Angela			

2. Read the two paragraphs out loud. Students listen for the information and write it down in their charts.
3. Read each paragraph twice.

Heather's Day:

Good morning! My name is Heather. I wake up at five o'clock in the morning. I brush my teeth and eat gallo pinto for breakfast. I go to school at seven thirty. I go to class and play soccer. At noon, I go home.

Angela's Day:

Good afternoon! My name is Angela. I wake up at six thirty in the morning. I get dressed and clean the house. I go to school at twelve thirty. I go home at five forty-five and play video games with my brother.

4. Students compare their answers on the chart on the board.
5. Answer the comprehension questions:
What time does Heather wake up?
What time doe Heather go to school?
What time does Heather go home?
What time does Angela wake up?
What time does Angela go to school?
What time does Angela go home?

C. What Time Does He/She....? (R or W)

1. Use drawings/magazine pictures from 7.3.1 or 7.3.2.
2. Students must write sentences underneath each picture to invent the likely time of the activity.
Ex: "I eat breakfast at five-thirty." Or "I go to school at noon."

Variation 2

- Use drawings/magazine pictures from Unit 3.
- Write a sentence to describe the picture.
Ex: He brushes his teeth at 4:20.
- Students must write the time in words.
Ex: He brushes his teeth at four twenty.

You Do/Production

A. Mr. Wolf (S, L)

1. Write 5 or 10 possible times on the board.
Ex: 5:00, 4:15, 10:30, etc.
2. Each student selects one of the times on the board.
Students make a flashcard with one of the possible times.
3. One student is "Mr. Wolf." Mr. Wolf stands in front of the board, facing it.
4. All students stand up and hold up their flashcards. They say, "Mr. Wolf, what time is it?"
5. Mr. Wolf selects a time from the board.
Ex: "It's Three thirty."
6. He turns around. All the students who are holding "3:30" flashcards are "eaten." This means they sit down OR become wolves.

B. Never-Ending Board Game (See Multi-Purpose Activities Index for More Directions) (R, S)

Follow the rules of the activity to practice asking the time and telling the time.

C. Two Circle Conversations (See Multi-Purpose Activities Index for More Directions) (S)

1. Students choose a time. They write it on a slip of paper.
2. Students write it in numbers but practice pronouncing in English.
3. Students form two circles.
4. Students follow the rules of the game, asking "What time is it?" and telling the time.

D. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (R, S)

1. Give each student a small piece of paper with a daily activity on it.
2. Students stand up and find someone to ask about what time they do that daily activity.
3. Ex: Brush teeth: What time do you brush your teeth?
4. After students answer one another's questions, they exchange slips of paper and find someone new to ask.

7th Grade 4.3 Class Subjects

Target Vocabulary

Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, tomorrow, yesterday

Subjects: art, biology, chemistry, English, geography, history, math, physical education (P.E.), science, social studies, Spanish

Target Grammar

Preposition "on" with days of the week

On Mondays, I go to English class.

On Tuesday there is a show at 5:30.

• • • • •
• **Note:** When talking in general or about something
• habitual, the day takes an "s" at the end. When
• talking about a specific day, there is no "s."
•
• *On Tuesdays I have English class.*
• *On Tuesday I have an exam in English class.*
• • • • •

I Do/Presentation

A. Introduce Days of the Week

1. Ask the students what days they know in English.
2. Write a complete list on the board. Practice pronunciation.

Variation 1: Tune of Addams Family, an old U.S. comedy program. (Listen to CD Track #7)

*There's Sunday and there's Monday,
There's Tuesday and there's Wednesday,
There's Thursday and there's Friday,
And then there's Saturday.
Days of the week, (snap snap)
Days of the week, (snap snap)
Days of the week,
Days of the week,
Days of the week. (snap snap)*

Variation 2: Tune of Black Eyed Peas "I've Got A Feeling."

*Monday, Tuesday
Wednesday and Thursday
Friday, Saturday
Saturday to Sunday
We keep (keep keep keep keep) on going
We know what we say
Party every day, p-p-p-party every day.
I've got a feeling, that tonight's gonna be
a good night
That tonight's gonna be a good, good night.*

B. Student School Schedules

1. Ask students "What classes do you have on Mondays?" "On Tuesdays?" etc.
2. Write a complete list of new vocabulary on the board with their answers. (Students will answer in Spanish. Repeat in English and write on board.) Practice pronunciation.
3. Use pictures to illustrate the different subjects.
Ex: A picture of a microscope for science or a picture of a paint brush for art.

C. "On" + Day of the Week

1. Review the preposition for time. (See 7.4.2)
Ex: At 3:00. At noon.
2. Introduce preposition "on" for days of the week.
Ex: On Monday. On Fridays.
3. Explain that when the day of the week is plural, it is a habitual action that always happens that day. When the day of the week is singular, it is something that happens one time.
Ex: On Mondays, I go to English class. On Tuesday there is a show at 5:30.

We Do/Practice

A. Telephone (See Multi-Purpose Activities Index for More Directions) (L, W)

Follow the rules of the activity to practice Days of the Week vocabulary or Class Subjects vocabulary.

B. Fill in the Blank (W)

1. Today is _____ (today's date, *Ex: August 2nd, 2010*).
2. Tomorrow is _____ (tomorrow's date, *Ex: August 3rd, 2010*).
3. Yesterday was _____ (yesterday's date, *Ex: August 1st, 2010*).

C. Fill in the Calendar (W)

1. Copy a blank calendar on the board.
2. Students come to the board and fill in the days of the week.

D. Interpreting a Schedule (W)

1. Students look at the schedules (next column). Check for understanding.
2. Students answer questions (below the charts) relating to one or all of the schedules.

Variation: Add times for each class.

Ex: Jessenia's civics class is Friday at 3:30.

Jessenia				
Monday	Tuesday	Wednesday	Thursday	Friday
Math	Spanish	Science	English	Civics

Juan				
Monday	Tuesday	Wednesday	Thursday	Friday
Art	English	Geography	P.E.	Science

Pamela and Gloria				
Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	P.E.	Math	Civics	English

Domingo and Carlos				
Monday	Tuesday	Wednesday	Thursday	Friday
Science	Geography	Art	Spanish	Math

1. Who has Math on Monday? *Jessenia has Math on Monday.*
2. Who has Spanish on Thursday? *Domingo and Carlos have Spanish on Thursday.*
3. Who has English on Friday? *Pamela and Gloria have English on Friday.*

1. What day is Juan's art class? *Juan's art class is on Monday.*
2. What day is Jessenia's civics class? *Jessenia's Civics class is on Friday.*
3. What day is Pamela and Gloria's PE class? *Pamela and Gloria's P.E. class is on Tuesday.*

You Do/Production

A. Song Talent Show (S)

1. Students practice one of the Days of the Week songs.
2. Students perform the song in small groups.
3. Grade students on pronunciation and enthusiasm.

B. Create Your Schedule (W)

1. Students write a list of all their classes (in English).
2. Students organize this list according to the day of the week they attend each class.
3. Students use the chart from practice activity as a model. They create their own schedule.
4. Students write at least 5 sentences to describe their schedule using days of the week, time and prepositions.

C. Information Gap Activity: Mario's Schedule (S, L, R, W)

1. Divide students into two groups.
2. Students in Group 1 receive part of Mario's class schedule. Students in Group 2 receive a different part of Mario's class schedule.
3. Students exchange information to complete Mario's schedule.

Group 1 receives:

MARIO	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	English		Science	Spanish	
9:00	Math				P.E.
10:00		Civics	Geography		Art

Group 2 receives:

MARIO	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		P.E.			Math
9:00		English	Spanish	Geography	
10:00	Science			Art	

7th Grade 4.4 Yearly Calendar

Target Vocabulary

Months: January, February, March, April, May, June, July, August, September, October, November, December, birthday, month, next

Ordinal Numbers: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), sixth (6th) . . . ninety-ninth (99th), one hundredth (100th)

Target Grammar

Review BE (7.2.1)

My birthday is on July 8th.

Today is Sunday, August 1st.

I Do/Presentation

A. Months of the Year

1. Use realia, for example a real English calendar, to introduce months of the year.

Variation 1: Use drawings or photos of important events to introduce each month.

Ex: September show the Nicaraguan flag, February show a heart.

Variation 2: Use a song or rap present the months of the year. Write lyrics to the song on the board. Practice singing with students. Tune of "Ten Little Indians." Listen to CD Track #8.

January, February, March, and April

May, June, July, and August

September, October, November, December

These are the months of the year.

B. Review Numbers 1-10

1. Use a Multi-Purpose Activity to review. (See p. 224-241)

C. Introduce Ordinal Numbers 1-10

1. Show uses of ordinal numbers.

Ex: January is the FIRST month. February is the SECOND month.

2. Discuss possible uses of ordinal numbers.

Ex: 7th grade, July 1st, etc.

3. Transform cardinal numbers into ordinal numbers.

4. Emphasize the -st, -nd and -rd endings to the first three numbers: First, Second, Third

5. Show the "-th" pattern for the rest: Fourth, Fifth, Sixth, etc.

6. Show the abbreviations: First = 1st, Second = 2nd, Third = 3rd, Fourth = 4th, etc.

D. Introduce Ordinal Numbers 11-100

1. Explain Ordinal Numbers 11-20 end in “-th.”
Ex: eleventh, twelfth, thirteenth, fourteenth, etc.
2. Explain Ordinal Numbers 21-29 follow the same pattern as numbers 1-10 in Presentation Activity A.

Ex: twenty-first, twenty-second, twenty-third, etc.

3. Show that the thirties (31-49), forties (41-49), fifties (51-59), etc. follow the same pattern.

Ex: thirty-first, thirty-second, thirty-third, etc.

We Do/Practice

A. Fill In the Blank (W)

Students identify the month and predict the next month.

1. This month is May. Next month is (June).
2. This month is September. Next month is (October).
3. This month is March. Next month is (April).
4. This month is (June). Next month is July.
5. This month is (January). Next month is February.
6. This month is (November). Next month is December.

B. Run to the Board (See Multi-Purpose Activities Index for More Directions) (W)

Follow the rules of the activity to practice spelling the months of the year, one letter at a time.

C. Poetry Reading Activity (R, W)

1. Before class, copy the poem on a large poster board.
2. Bring the poem to class and read together with students.

Months of the Year

JANUARY is white snow.
FEBRUARY is gray ice.
MARCH is silver clouds.
APRIL is blue rain.
MAY is green flowers.
JUNE is yellow sand.
JULY is a red sunset.
AUGUST is clear breezes.
SEPTEMBER is a black backpack.
OCTOBER is a brown leaf.
NOVEMBER is gold grass.
DECEMBER is a bright star.

3. Clarify new vocabulary.
4. Discuss what a “metaphor” is. Metaphors are phrases that refer to two things not literally related (*Ex: A scream and a firework*) to show a connection between them. (*The scream is a firework.*) Poets like Ruben Dario used many metaphors.
5. Students answer questions about the poem.
 1. What month is silver rain? Draw a picture.
 2. What month is a black backpack? Draw a picture.
 3. What month is yellow sand? Draw a picture.
 4. What month is a bright star? Draw a picture.
 5. What month is green flowers? Draw a picture.

D. Stand Up! It’s Your Birthday! (L)

1. Say different months. Students listen.
2. Students stand up when their month is called.

E. Transform the Number (W)

1. Write numbers on the board.
2. Student writes ordinal number and ordinal number abbreviation.
 1. One = First/1st
 2. Two = Second/2nd
 3. Three = Third/3rd
 4. Four = Fourth/4th

F. BINGO/Listening Activity (See Multi-Purpose Activities Index for More Directions) (L)

1. Students use Cardinal and Ordinal numbers to fill a BINGO card.
2. Read numbers, clearly pronouncing the endings to the ordinal numbers.
3. Record the numbers already read to verify if the BINGO is correct.

Variation: Students choose 5 ordinal numbers and 5 cardinal numbers in a list. Read the numbers and students listen for the difference, crossing off the numbers the teacher says. Check if they cross out the correct numbers.

Ex: Eleven versus Eleventh

G. Who Won the Race? (W)

1. Draw or use a photograph of 10 different people running a “race.” They can be famous people (*Ex: Daddy Yankee*) or generic photographs.
2. Write the cardinal number above each racer.
3. Students must write sentences using the ordinal number.
Ex: She is first. Daddy Yankee is second. He is third.

H. Birthdays (W, S)

1. Students write their birthday using ordinal numbers.
Ex: My birthday is July 8th.
2. Practice saying these sentences out loud.
3. Students work in pairs to share information and record the answers.
4. Students present their pair’s information.
Ex: Her birthday is March 1st.

You Do/Production

A. Change Seats (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Tell the students to sit in a circle with their chairs, with one person standing in the middle.
Ex: For 20 people, use 19 chairs
2. Start in the middle of the circle and say "Change seats if your birthday is in April."
3. Everyone whose birthday is in April stands up and changes seats.
4. Students cannot move to the seat immediately next to where they were sitting.
5. The person who does not find a chair stays in the middle and says the next sentence with a new month.

B. Sparkle (See Multi-Purpose Activities Index for More Directions) (S)

1. Follow the activity rules.
2. Use months of the year vocabulary.

C. Calendar Project (W, S)

1. Divide class into 12 groups (1 for each month)
2. Try to divide students according to their birthday month.
3. Each group creates a calendar page for the month in the current year
4. Students label each date with the written ordinal number, days of the week, important holidays and birthdays in the month.
5. Students present their calendar and one sentence.
Ex: "My birthday is Friday, August sixth."

D. Find Somebody Who (See Multi-Purpose Activities Index for More Directions) (S, L, W)

1. Students must go around and ask each other "When is your birthday?" until they find somebody whose birthday is each month.
2. Evaluate students by asking them whose birthday is in each month.
3. Reinforce the difference between second-person possessive adjectives (When is your birthday?), first-person (My birthday is in June), and third person (Juan's birthday is in June. His birthday is in June.)

7th Grade 4.5 Coins and Currency

Target Vocabulary

penny, cent, nickel, dime, quarter, dollar

Target Grammar

"How much" questions

How much is an eraser?

How much are the books?

I Do/Presentation

A. Transition to Content

1. Ask students, "What is currency?"
2. Write two columns on the board: 1 column of countries and 1 of currencies.
3. Students match the countries with their currencies.

Nicaragua	Pound
Guatemala	Colon
Honduras	Cordoba
Costa Rica	Dollar
Mexico	Euro
U.S.	Quetzal
England	Peso
Spain	Lempira

B. Present New Vocabulary

1. Use pictures of U.S. currency and show actual Nicaraguan currency (realia).
2. Discuss relative value. One dollar (\$1.00) is about 23 cordobas, according to current exchange rates.

Cents:

1 penny = 1 cent

1 nickel = 5 cents

1 dime = 10 cents

1 quarter 25 cents

1 dollar = 100 cents

Dollars and Cents

\$1.50 = One dollar and fifty cents

C. How Much?

1. Introduce the question "How much?"
2. Put classroom objects on a table. Each object has a price tag. This is the "store."
3. Point to a singular object. Ask students "How much is the _____?"
4. Point to plural objects. Ask students "How much are the _____?"
5. Students respond "It is" for singular and "They are" for plural.

	Singular	Plural
Question	How much is _____?	How much are _____ ?
Answer	It is _____. It's _____ .	They are _____. They're _____.

We Do/Practice

A. How Much Money? (W)

1. Use drawings or large replicas of U.S. currency.
2. Draw a large "bag" or "purse" on the board. Post the pictures inside.
3. Students must label all currency in the bag.
4. Students add the money and write how much is in the bag.
 1. a nickel + a dime = (15¢ or fifteen cents)
 2. a quarter + (a penny) = **26 ¢** *(Twenty-six cents)*
 3. (A dollar) + a quarter = **\$1.25** *(One dollar and twenty-five cents)*
 4. a nickel + a quarter = (30¢ or thirty cents)
 5. a dollar + a nickel + (a penny) = **\$1.06**
 6. five dollars + a quarter + a dime + a nickel = \$5.40
or five dollars and forty cents)

B. How Much is It? (W)

1. Use the classroom objects.
2. Decide with students how much each item costs.
3. Write the price on the item's price tag.
4. Write questions about the objects on the board.
5. Students answer the questions in their notebooks. Use the class' prices.
 1. How much is the eraser? *It is _____ .*
 2. How much is the backpack? *It is _____ .*
 3. How much are the books? *They are _____ .*
 4. How much are the pencils? *They are _____ .*

C. Tic-Tac-Toe (See Multi-Purpose Activities Index for More Directions) (S)

1. Use the drawings of U.S. currency.
2. Follow the activity rules. Teams must identify the currency in each square.

Variation: Use drawings of classroom objects with price tags. Students must say the price of each object to win the square.

You Do/Production

A. My Store (W, S)

1. Students imagine that they are going to open a store of their choice (grocery store, clothing store, sports store, hardware store, bookstore, etc).
2. Students make a store with their own objects. They can bring in objects, drawings, or pictures from magazines.
3. Students should assign prices to their objects for sale.
4. Students go around and ask questions about the prices of other stores.
5. Students record the answers. For example, Student 1 asks: "How much is the pencil?" Student 2 answers, "It's five dollars and ten cents." Student 1 writes the answer in her notebook.
6. Students turn in their products and papers with all prices recorded for an evaluation.

7th Grade 5.1 Inside My House

Target Vocabulary

inside, outside, rooms, bathroom, bedroom, garage, hall, house, kitchen, living room, dining room patio, furniture, bed, chair, dresser, lamp, latrine, hammock, refrigerator, shower, sink, sofa, stereo, stove, table, television, toilet, washboard, washing machine

Target Grammar

Review "How Many?" and "There is/There are" (See 7.4.1)

Wh-question "Where" and definite article "the"

Where is the table?

Where is the sofa?

Phrases with the preposition "in"

*There are two tables **in** the living room.*

*The table is **in** the kitchen.*

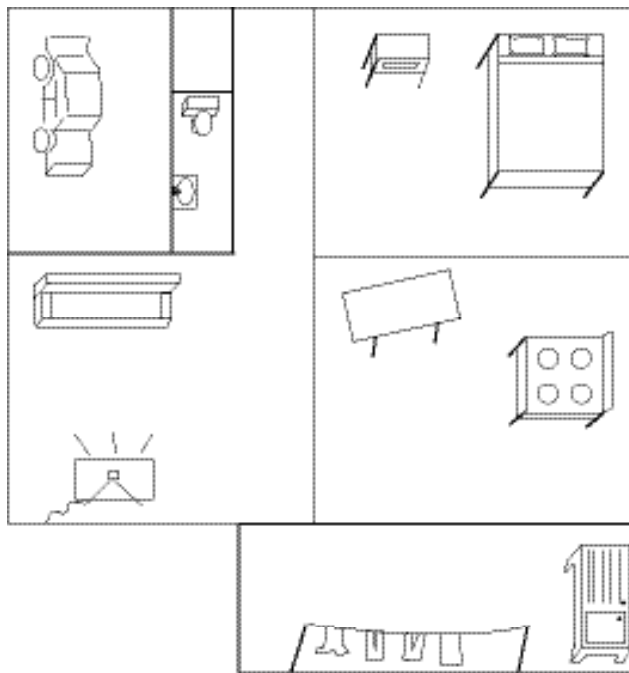
I Do/Presentation

A. Review "There Is/There are"

Use a Multi-Purpose Activity from the index to review "There Is/There Are."

B. Rooms of the House Vocabulary

1. Before class, prepare a poster paper drawing of a house. Each room has at least 2 furniture vocabulary words drawn to represent the room.



C. Furniture Vocabulary

1. Ask students to identify furniture words they already know.
2. Use the drawing of the house to identify new vocabulary words.
3. Write a list of new words and meanings next to the drawing.
4. Students copy vocabulary and practice pronunciation.

D. "Where?" Question and Definite Article "the"

1. Review some classroom objects with question "What is this?" Students should respond "a book" or "a pencil."
2. Show three pencils. With gestures, ask a student to "Give me a pencil." Emphasize the word "a." Repeat this three times, each time accepting any pencil.
3. Give a student one of your pencils. Ask again, emphasizing "the": "Give me **the** pencil." Can also specify and say: "Give me **the** blue pencil."
Ex: "A" refers to any object; "the" refers to a specific object.
4. Write the word "Where" on the board.
5. Use the poster paper drawing of a house. Ask students questions about the furniture.
Ex: Where is the chair? Where are the tables?
6. Students come to the board and point to the correct object.

2. Ask students to identify rooms of house vocabulary they know.
3. Use drawing to identify new vocabulary words.
4. Students copy vocabulary and practice pronunciation.

E. Introduce Answers Using Preposition “IN”

1. Use poster paper drawing of house to ask more questions using “Where?”
2. This time, write the complete answer on the board.
Ex: Where is the table? The table is in the living room.
3. Ask more “Where?” questions. Students answer using the new sentence structure and identifying the correct room.

We Do/Practice

A. Play Hot Cabbage/Potato (See Multi-Purpose Activities Index for More Directions) (R, S)

1. Students select slips of paper with Rooms of the House and Furniture vocabulary words.
2. Students tape each slip to the drawing in the correct room/next to correct piece of furniture saying the name as they tape it.
3. Check for meaning and pronunciation.

Variation: Play once with rooms and once with furniture. When playing with furniture vocabulary students must make a complete sentence using the preposition “in”.

Ex: The stove is in the kitchen.

B. Fill in the Blank (W)

Students use “There is a” or “There are” to fill in the blank correctly.

1. (There are) two beds in the bedroom.
2. (There is a) refrigerator in the kitchen.
3. (There is a) green chair in the living room.
4. (There are) two brown tables in the bedroom.
5. (There is a) white toilet in the bathroom.
6. (There are) four stereos in the living room.

C. How Many Are There? (R, W)

1. Present the text about Alejandra’s house.
2. Students read it. Clarify any new vocabulary.
3. Students answer questions individually or in pairs.

Hello, my name is Alejandra. Welcome to my house. My house has three rooms. This is the bedroom. The bedroom is my favorite room! There is one lamp. There are two tables and one bed. There are two dressers. This is the kitchen. It is outside in the patio. There is one sink and there are five chairs. This is the living room. My mother and my father talk and watch TV in this room. There is one television, two sofas and three chairs. The latrine is outside.

1. How many rooms are in Alejandra’s house?

There are three rooms.

2. How many lamps are there? *There is one lamp.*

3. How many tables are there? *There are two tables.*

4. How many televisions are there?

There is one television.

5. How many toilets are there? *There are no toilets.*

There is a latrine.

D. Fill in the Blank (W)

1. Use the poster paper drawing of the house from I DO/ Presentation Activity B. Students fill in the blanks with the correct room.
2. Adapt the questions to reflect your own drawing.

1. Where is the sofa? It’s in the _____ .

2. Where is the stove? It’s in the _____ .

3. Where are the dressers? They’re in the _____ .

4. Where is the television? It’s in the _____ .

5. Where are the tables? They’re in the _____ .

6. Where is the sink? It’s in the _____ .

Variation (easier): Instead of “It’s”, use the noun.

Ex: Where is the sofa? The sofa is in the living room.

E. Secretary (See Multi-Purpose Activities Index for more directions) (R, W, S, L)

1. Follow the directions in the Multi-purpose Activities Index.
2. Write a description of a house and hang it in four corners of the room.
Ex: There is a kitchen. There is a table and two chairs in the kitchen, etc.
3. Divide students into groups of four with two runners, a secretary, and an artist.
4. Runners take turns going to read and memorize a line from the description of the house.
5. Runners tell the secretary the line from memory. The secretary takes notes.
6. The artist draws a picture of the house.
7. Verify student comprehension by comparing their drawing with the description you wrote.

You Do/Production

A. Blind Partner Drawings (S, L)

1. Follow directions in the Multi-purpose Activities Index.
2. Draw a picture of a house with furniture on the board.
3. One student sits facing forward (the speaker) and describes the picture of their house to their partners.
4. One student facing backwards (the artist) listens to their partner and draw the house in their notebooks.
5. Students can verify their accuracy by whether they included all the rooms and furniture.

B. Scenarios and Discussions (R, S, L)

1. Divide students into small groups and give each a card.
 2. Students should discuss the situation on their card.
- * *Mark lost his passport in his bedroom. Where should he look?*
 - * *Juanita can't find a bowl for the beans. Where should she look?*

- * *Ana is getting ready for school and she realizes she has no English notebook. Where should she look?*
- * *Your parents offer for your birthday a room of your own and six things you want in the room. What six things do you choose?*
- * *Your house is burning. You have five minutes to take a few things and escape. What will you take? Why?*

C. Build a House (S)

1. Students build a house using recycled materials. Ex: *popsicle sticks, Ranchitas bags, straws, cardboard, etc.*
2. Each house must have at least 4 rooms and 7-8 furniture vocabulary items represented.
3. Students present their house to the class using target grammar.
Ex: This is the living room. There are two tables in the living room. There is one green lamp.

7th Grade 5.2 Household Chores

Target Vocabulary

CARRY water, COOK, DUST, HELP around the house, IRON clothes, MOP, RUN errands, SWEEP, TAKE CARE of children, WASH clothes/dishes, WATER plants

Target Grammar

Simple Present interrogative form

Does he wash *the dishes?*

Do boys help *around the house?*

I Do/Presentation

A. Brainstorm

Students brainstorm chores they do in the house.

B. Present Vocabulary

1. Use gestures to mimic the vocabulary words.
2. Students perform the gesture and repeat the word.
3. Next, just make gesture. Students must produce the word.
4. Students copy meanings and practice pronunciation.

C. Simple Present Interrogative Form

1. Explain that the interrogative form asks a question.
2. Emphasize the forms of the auxiliary DO for different subjects.

You	= DO	He	
They		She	= DOES
		It	

3. Write examples.

Ex: Do you clean the house? Does he run errands?

4. From the examples, derive the Simple Present Interrogative Structure:

DO + subject + Verb (simple form) + Complement + ?
Do you clean the house?

5. Students add the interrogative structure to their notes on the Simple Present structure.
6. Form the short answers in positive and negative forms:

Affirmative:

Yes, Subject + DO.

Do you clean the house? Yes, I do.

Does he run errands? Yes, he does.

Negative:

No, Subject + DO NOT (DON'T/DOESN'T).

Do you clean the house? No, I don't.

Does he run errands? No, he doesn't.

A. Charades or Pictionary (See Multi-Purpose Activities Index for More Directions) (L)

Follow the rules to practice vocabulary words using one of these Multi-Purpose Activities.

B. Answer the Question (W)

Students read the question and answer in a complete sentence using the correct form of the verb DO.

1. Do we mop the floors? No, *(we don't.)*
2. Does Enrique take care of the children? Yes, *(he does.)*
3. Does Carmen water the plants? Yes, *(she does.)*
4. Do they dust the house? No, *(they don't.)*
5. Do you wash clothes? Yes, *(I do.)*
6. Does Mario help around the house? Yes, *(he does.)*

C. Answer the Question with Chart (W)

1. Use the information in the chart to answer the questions.
2. If the answer is no, write a sentence telling who does the chore.

1. Does Gloria cook food? *(No, she doesn't.)*
2. Does Rosa wash clothes? *(No, she doesn't. Gloria and Douglas wash clothes.)*
3. Does Douglas take care of children? *(Yes, he does.)*
4. Do Gloria and Rosa sweep the floor? *(Yes, they do.)*
5. Does Rosa take care of children? *(No, she doesn't. Gloria and Douglas take care of children.)*
6. Do Gloria and Douglas cook food? *(No, they don't. Rosa cooks food.)*

	sweep the floor	wash clothes	cook food	take care of children
Gloria	X	X		X
Rosa	X		X	
Douglas		X		X

D. Pen Pal Fill in the Blank (R, W)

1. Copy the letter on the board or bring poster paper with the letter written.
2. Students read the letter. Check for comprehension and clarify any new vocabulary.
3. After reading the paragraph, students complete reading comprehension questions.

Dear *(your school name)*,

My name is Yumiko. I am 12 years old. I live in Japan in Asia and go to school here. Here, I have to do many chores. I cook sushi, clean the house, sweep the floors, and take care of my grandparents. Our elders are very important to us. Do you cook sushi too? Do you help around the house? Do you take care of your grandparents? Do you do any other chores? I want to learn about Nicaragua!

Best Wishes,

Yumiko

1. What is her name?
2. How old is she?
3. Does she cook sushi?
4. Does she dust the house?
5. Does she take care of her grandparents?
6. Tell 1 other chore that Yumiko does.

You Do/Production

A. Find Someone Who... (S, L)

1. Write "Find A Girl Who..." and "Find A Boy Who..." on the board.
2. Write 5 sentences underneath using unit vocabulary.
*Ex: ... washes dishes.
... sweeps the floor.
... usually cooks.
... takes care of children.
... runs errands.*
3. Students copy sentences into notebooks, check for understanding of each sentence.
4. Explain that students need to find 1 boy and 1 girl who does each chore.
5. Review the questions they will ask to get this information.
Ex: Do you wash dishes? Do you sweep the floor?
6. Review the answers: "Yes, I do." or "No, I don't."
7. If a student answers yes, the student asking the question will write that student's name next to the question.
Ex: Do you wash dishes? (Yaritza Yorlenis Gonzales Oporta)
8. When all students have completed the activity, discuss what they noticed. *What kind chores do boys do? What kind of chores do girls do? Who does more chores: boys or girls? What do students think about this?*

B. Pen Pal Letters (W)

1. Show the class Yumiko's letter from the Practice Activity F.
2. Read it again. Focus on the questions Yumiko asks at the end of the letter.

Ex: Do you cook sushi too? Do you take care of your grandparents?

3. Students write down and number her questions.

Students answer her questions in a reply letter. The letter must introduce themselves, answer her questions, describe the chores they do and ask Yumiko 3 questions.

7th Grade 6.1 Places in the Community

Target Vocabulary

Places: bank, bookstore, building, bus station, church, farm, hospital, market, neighborhood, park, police station, post office, restaurant, school, store, supermarket

Prepositions: above, across from, behind, between, in front of, next to, on, under

Target Grammar

Prepositions of place

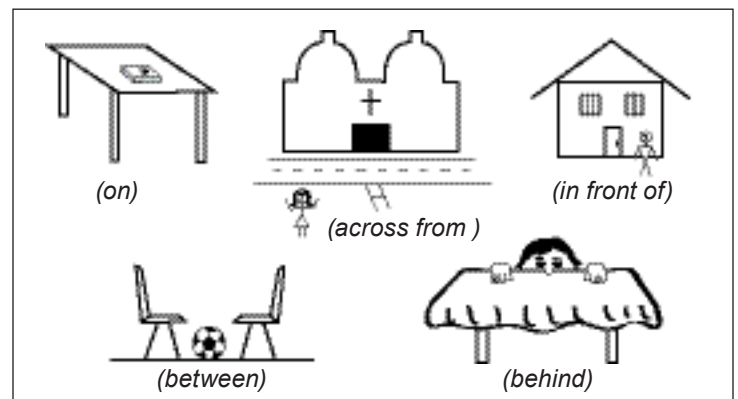
*The bank is **next to** the police station.*

*The hospital is **behind** the school.*

I Do/Presentation

A. Present Prepositions of Place

1. Draw a ball and a box on the board.
2. Use different positions of the ball and the box to introduce the prepositions of place.
Ex: The ball is across from the box.
3. Use gestures to emphasize meanings.
4. Students copy meanings and practice pronunciation.



B. Present Community Places Vocabulary

1. Bring drawings or photos of different places in the community.
2. Students copy the meanings and practice pronunciation.
3. Arrange the drawings on the board. Students relate prepositions of place with the new vocabulary.

Ex: "The police station is behind the bank."

We Do/Practice

A. Simon Says (See Multi-Purpose Activities Index for More Directions) (L)

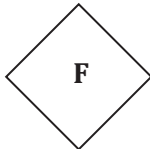
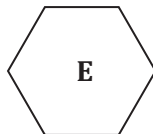
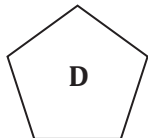
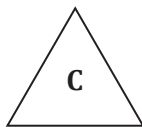
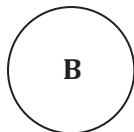
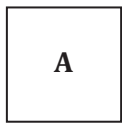
1. Follow the rules of the Multi-Purpose Activity to practice prepositions of place vocabulary.

Ex: Say "Simon says, put your pencil next to your notebook."

2. Students follow the commands.
3. Eventually, choose a student to give commands to the class.

B. Fill in the Blank (W)

1. Students look at the letters.
2. Students fill in the blanks with UNDER, ABOVE, NEXT TO, or BETWEEN.



1. The letter A is _____ the letter B. (next to)
2. The letter B is _____ the letter E. (above)
3. The letter F is _____ the letter C. (under)
4. The letter E is _____ the letters D and F. (between)
5. The letter C is _____ the letter B. (next to)

C. Listening Activity (L)

1. Draw 3 pictures of the ball and the box on the board.
2. Read one sentence out loud.
3. Students have to choose which picture is the correct one.

Ex: Read, "The ball is on the box." The pictures show the ball on the box, next to the box and under the box. Students listen to your sentence and select the correct picture.

4. Repeat as needed with new drawings and new sentences.

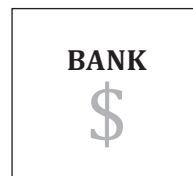
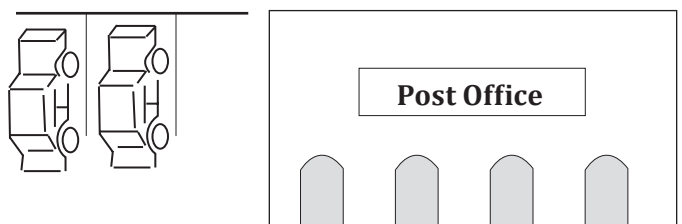
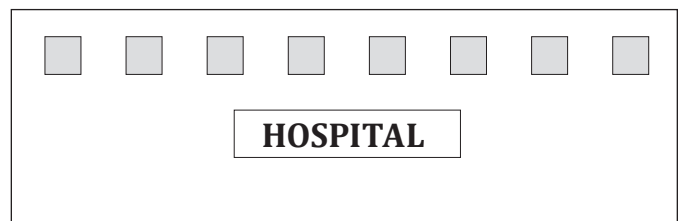
Variation: Students draw the pictures or read the sentence.

D. Label the Community (R)

1. Students read the paragraph.
2. Check for understanding and explain any new vocabulary.
3. Bring a poster paper/draw on the board the buildings without labels.
4. Students use the reading to put the correct label on the building.

My Town

The bank is next to the bookstore. The bookstore is between the bank and the police station. The police station is across from the post office. The hospital is behind the post office. There are cars in front of the hospital.



You Do/Production

A. Place Race (S, L, R)

1. Students work in pairs.
2. Put two chairs/desks in front of the class.
3. The pair comes to the front and listens for instructions.
4. Say a command using a preposition of place.
*Ex: "The student is in between the chairs." or
"The student is under the chair."*
5. The student that successfully completes the action the fastest wins.

Variation: Students work in pairs. Teacher writes the command on the board. All pairs complete the action. The first pair to complete the action first wins.

B. Create A Town (W)

1. Students use the "Label the Community" Practice Activity D as a model.
2. Students draw 5-7 buildings and label them.
3. Students write sentence describing where the buildings are located in relation to other buildings.
Ex: The restaurant is behind the bank .

7th Grade 6.2 Describing Places

Target Vocabulary

adjectives: awesome/terrible, beautiful/ugly, big/small, clean/dirty, exciting/dull, good/bad, interesting/boring, new/old, relaxing/stressful, safe/dangerous, spacious/crowded, quiet/noisy,

verbs: COME, SEE, TRAVEL, VISIT

Target Grammar

Review adjective + noun word order (See 7.1.4)

I Do/Presentation

A. Adjective Vocabulary

1. Introduce vocabulary in pairs.
Ex: Beautiful/Ugly, Boring/Interesting, etc.
2. Use drawings to represent the opposites.
3. Students copy meaning and practice pronunciation.

B. Review Word Order

1. Remind students that adjectives (colors, descriptions, etc.) go before the noun in English.
2. Use pictures of Nicaraguan landmarks to demonstrate the word order.
Ex: San Cristobal Volcano, Ometepe Island, the new cathedral in Managua, etc.
3. Write phrases to describe each picture, with help from the students.
Ex: This is a new cathedral. This is a beautiful volcano.
4. Remember: Use of A/An.
Ex: A beautiful picture. An exciting vacation.

We Do/Practice

A. Describe the Place (W)

Students complete the sentences with at least two adjectives for each place.

1. A haunted house is _____ and _____.
2. The Roman Coliseum is _____ and _____.
3. New York City is _____ and _____.
4. Paris, France is _____ and _____.
5. School is _____ and _____.
6. A police station is _____ and _____.

B. Write the Opposite (W)

1. Students read the sentences.
2. Students find another way to say each sentence using the words given.

Ex: The story is exciting. The story is not boring.

1. It's a stressful city. (*not relaxing*)
2. The streets are always full of people. (*crowded*)
3. It's not a very beautiful city. (*ugly*)
4. The city is safe. (*not dangerous*)

C. Vacation Memory Game (S)

1. Students work in groups of 5. In their notebooks, each student writes an item/noun they want to take on a vacation.
2. The item must have an adjective.
Ex: a blue ball, an old hat, a boring book, etc.
3. The group of students stands in a circle.
4. The first student in each group says "We're on vacation! I have a ____." The student can say the object he/she chose.
5. The next student says, "We're on vacation! (first student) has a _____ and I have a _____."
6. The next student says, "We're on vacation! (first student) has a _____, (second student) has a _____ and I have a _____."
7. Students continue and add to the sentence until all the students in the group participate.

D. The Boring Story (W)

1. Copy the story onto the board/bring the story written on poster paper.
2. Read the story in a dull, unexcited voice.
3. Check for understanding and clarify any new vocabulary.
4. Tell students that the story is boring and needs adjectives to make it more interesting.
5. Students come to the board to identify the nouns in the story.
6. Students decide what adjectives would fit best in the story.
7. Students write in the adjectives and read the story again, this time with lots of emotion and excitement.

Note: Don't put the blanks in the story. Students must identify the nouns without help from the blank space. All the nouns are highlighted below for teacher's purposes only.

We go to the restaurant next to the bank. The chefs all have mustaches. We sit down at a table. Next to our table, two men talk. They are a father and his son. I eat a hamburger and my friend eats a taco. We go home in my car.

Variation: Choose 11 adjectives. Put them in a word bank. Each adjective must be used once in the story.

You Do/Production

A. Write Your Own Description (W)

1. Students choose 5 places in the world and write sentences about them using the "Describe the Place" Practice Activity A as a model.

B. Mini-Books (See Multi-Purpose Activities Index for More Directions) (W, S)

1. Students create a mini-book. Each page has one item and a description.
Ex: This is a big police station.
2. Students present their books to the class to practice speaking.

Variation: Assign a theme for the book or have students pick a theme for their book.

Ex: My City, Places to Visit, or Furniture in my house

C. Visit Nicaragua! (W, S)

1. Students choose one of the landmarks from the Presentation of vocabulary, OR they choose an attraction from their local town or city.
2. Students work individually or in pairs to create a flyer for this Nicaraguan landmark to attract tourists.
3. Students write 5-6 sentences describing the place and draw a picture.
4. Students present their sentences to the class to practice speaking.
5. Post all the projects around the classroom.
6. Students vote on the place they want to visit based on the descriptions.

7th Grade 6.3 Final Review

Use the lesson plan from 7.3.3 to do a final review of units 4-6.

8th Grade

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8th Grade – 1st Day of Class

See 7.1.1 for suggestions for the 1st day of class.

8th Grade 1.1 Describing People with Verb BE

Target Vocabulary

Physical descriptions: beautiful (women), pretty (women), handsome (men), cute, ugly, big, small, fat, thin, tall, short, old, young

Target Grammar

Review using the verb TO BE (See 7.2.1)

I am young.

She is beautiful.

I Do/Presentation

A. Physical Description Vocabulary

1. Ask students for adjectives they know.
2. List vocabulary or use pictures.
3. Present the use of commas and "and" with lists.
Ex: She is pretty. She is pretty and young. She is pretty, young, and small.
4. Students copy and identify new vocabulary, then practice pronunciation.

B. BE with Physical Descriptions

1. Review verb BE. (See 7.2.1)
2. Bring pictures of vocabulary.
3. Write example sentences for the pictures using the verb BE.
Ex: She is short.

C. Review Questions with BE

Review questions with BE.
Ex: He is tall. Is he tall?
Yes he is./No he isn't.
I am tall. Are you tall?
Yes I am./No I'm not.

We Do/Practice

A. Form Sentences with BE (W)

Students write a complete sentence with the correct form of BE.

1. I : short *I am short.*
2. You : tall, old *You are tall and old.*
3. She : big, beautiful *She is big and beautiful.*
4. He : ugly *He is ugly.*
5. Manuel : small *Manuel is small.*
6. We : cute, young *We are cute and young.*
7. They : tall, handsome *They are tall and handsome.*
8. Ana : short, thin *Ana is short and thin.*
9. Samuel and Erik : big, fat, ugly, old *They are big, fat, ugly, and old.*
10. Enrique Iglesias : handsome *He is handsome.*
11. The boys : short, cute, small *They are short, cute and small.*
12. Carol and I : young, beautiful *We are young and beautiful.*
13. The pencil : short *It is short.*

B. Change Seats (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Follow the rules of the activity to practice physical descriptions.

Ex: If you are tall, change seats!

If you are young, change seats!

C. True or False Listening (L, W)

1. Bring or draw pictures of different people and hang them on the board.
2. Read descriptions of the people, one at a time.
3. Students decide if the descriptions are true or false. Students correct the false sentences.
4. Students write the answers in their notebooks and then review answers as a class.

Ex: Maria is old and pretty. TRUE. Or Maria is old and pretty.

FALSE, Maria is young and pretty.

D. Find Somebody Who (See Multi-Purpose Activities Index for More Directions) (S, W)

1. Follow the directions for this activity. Students must find people who are tall, short, beautiful, etc.
2. Note: Because students will be talking about their classmates, do not use negative adjectives.

E. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Each student writes down one adjective on a small slip of paper.
2. Students stand up and ask one another questions based on the adjective they have.

Ex: tall: Are you tall?

3. Students answer, then exchange pieces of paper.
4. Students go find somebody else to ask.

You Do/Production

A. Describing a Picture (S or W)

1. Students bring in a picture of a person (a photograph or picture from a magazine or newspaper).
2. Students describe the picture using both affirmative and negative descriptions.

Ex: She is tall. She is not fat.

Variation: Work in groups. Each group describes 1 picture. After 5 minutes, the groups exchange pictures and describe a different picture. At the end of the activity, groups turn in their papers with descriptions of all the pictures.

B. Fly Swatter (See Multi-Purpose Activities Index for More Directions) (L)

1. Bring or draw pictures of many different people and hang them on the board.
2. Divide the students into 2 or 3 teams. One student from each team comes forward.
3. Describe one picture from the board using adjectives.
Ex: He is old and ugly.
4. The first student to identify the correct picture by "swatting it" with their hand earns a point for their team.
5. Have the student that gains the point narrate the description for the next students competing.

C. Picture Dictation (S, L, W)

1. In the previous class, tell students to bring coloring utensils.
2. Divide students in groups of 4.
3. Students create a brief description of a person on a piece of paper.
Ex: Allison is tall and thin.
4. Students read their descriptions one by one to their group.
5. As the students read their descriptions, the other group members draw a picture of what they hear on their papers.
6. Students turn in a paper with the description and three drawings.
7. Collect the papers by group.
8. Check to see if students drew the descriptions correctly.

D. Blind Partner Drawings (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Follow the directions for this activity in the index.
2. Divide the students into pairs.
3. One student sits facing the board, the other student faces the back of the classroom.
4. Draw a simple picture of a few people on the board. They can be very simple, but make sure they look different, one fat, one short, one skinny, etc.
5. Students facing front should describe the drawing to their partner.
6. The student facing the back listens to the descriptions and draws a picture accordingly.
7. Have students switch roles and do a new drawing.

8th Grade 1.2 Describing People with Verb HAVE

Target Vocabulary

Eyes: big/small, dark/light, black, blue, brown, green, hazel

Hair: black, blonde, brown, gray, red, white, curly, straight, wavy, spiky, fine, thick, long, short

Skin: dark, light

Target Grammar

Review using the verb HAVE (See 7.2.4)

*She **has** brown eyes.*

Review Auxiliary DO (See 7.5.2)

***Do you** have brown eyes? Yes, **I do**.*

***Does he** have red hair? Yes, **he does**.*

I Do/Presentation

A. Hair, Eyes and Skin Vocabulary

1. Divide the board into 3 categories: HAIR, EYES and SKIN.
2. List vocabulary or use pictures for each category.
3. Students copy and identify new vocabulary, then practice pronunciation.
4. Explain that you use BE for physical descriptions and HAVE for eyes, hair, and skin.

B. HAVE with Hair, Eyes and Skin Description

1. Review verb HAVE. (See 7.2.4)
2. Use pictures of people to introduce HAVE to describe eyes, hair and skin.

Variation: Use students in the classroom and describe their appearance with HAVE.

3. Review word order adjective + noun. (See 7.1.4)

Ex: She has blue eyes and brown hair.

C. Questions with “DO”

1. Review the use of DO. (See 7.5.2)
2. Practice questions and negative sentences using descriptions with HAVE.

Ex: Do you have short hair?

Answer: Yes, I do./ No, I don't.

Does she have green eyes?

Answer: Yes, she does./ No, she doesn't.

We Do/Practice

A. Form Sentences with HAVE (W)

Students write a complete sentence with the correct form of HAVE.

1. **You :** eyes (hazel) *You have hazel eyes.*
2. **She :** eyes (big, blue) *She has big, blue eyes.*
3. **He :** hair (short, spiky) *He has short, spiky hair.*
4. **They :** hair (straight) *They have straight hair.*
5. **We :** hair (long, brown) *We have long, brown hair.*
6. **The girls :** eyes (brown) *They have brown eyes.*

C. Change Seats (See Multi-Purpose Activities Index for more directions) (S, L)

1. Follow the rules of the activity to practice physical descriptions.

*Ex: If you have brown hair, change seats!
If have green eyes, change seats!*

D. Don't Lie! (W)

1. Bring or draw pictures of people.
2. Under each picture, write one of the questions.
3. Students answer the question in the affirmative or the negative, depending on the photo.
Ex: Under a picture of Shakira ask, "Does she have wavy hair?" Students answer, "Yes, she does."

Example Questions:

1. **Do they** have curly hair?
2. **Does she** have light eyes?
3. **Do we** have thick hair?
4. **Does Daddy Yankee** have blue eyes?

A. Murder Mystery (S,L, R)

1. Split the class into pairs. One partner will be the police officer, one partner will be the witness.
2. Send the police officers out of the classroom for a few minutes.
3. Distribute photographs, pictures, or drawings of the "murderers" to the witnesses.
4. There should be at least one photograph per partnership, plus a few extras.
5. After the witnesses examine and memorize the photograph, tape them all back up on the board.
6. The police officer must interview the witness about the physical description of the murderer.
7. The witness must describe the murderer to the police officer based on the photograph.
8. When the police officer identifies the murderer based on the physical description, they "arrest" the murderer by taking their picture off the board.
9. The witness must confirm that this is the murderer because it is the correct photograph.

Variation: To make the interview easier for students, the police can carry a "checklist" to help them remember questions to ask. *Hair? Eyes? Skin? Height? Weight? Age?*

B. Describing a Picture (S or W)

1. Students bring in a picture of a person (a photograph or picture from a magazine or newspaper).
2. Students describe the picture using both affirmative and negative descriptions.

Ex: She is tall. She is not fat.

Variation: Work in groups. Each group describes 1 picture. After 5 minutes, the groups exchange pictures and describe a different picture. At the end of the activity, groups turn in their papers with descriptions of all the pictures.

C. Describing Classmates (S)

1. Students form a circle.
2. Students orally describe the hair and eyes of the student next to them.

Ex: Ana has black hair and brown eyes.

D. Missing Person Dialogue (Listen to CD Track #9) (W, L, R, S)

1. Write the dialogue on the board (from top right).
2. Students practice the dialogue in pairs.
3. Underline the name and the description in the dialogue. Students change name and description to describe their partner.
4. Students present.

Police Officer: *Hi, can I help you?*

Person: *Yes, I am looking for my friend Carlos. He is missing.*

Police Officer: *Okay, what does he look like?*

Person: *He is tall. He has brown hair and brown eyes.*

Police Officer: *How old is he?*

Person: *He is young. He is 16 years old.*

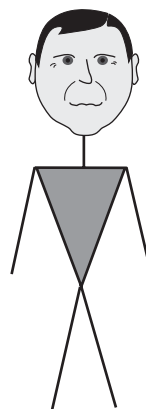
Police Officer: *Okay, I will look for him.*

Person: *Thank you.*

E. Missing Person Ad (W, S)

1. Students create a Missing Person Ad.
2. Students write at least two sentences using physical descriptions and at least two sentences using hair/eyes/skin vocabulary.
3. Students name their missing person and draw a picture of him or her.

Ex: MISSING: Louis Armstrong



Louis Armstrong is 55 years old. He has short black hair and dark skin. He has brown eyes. He is tall and handsome. Please call 423-5673 (Claro)

4. Students present their ad.

F. Guess Who (S, L)

1. On the board draw or tape pictures of people.
2. One student picks a picture. The student does not say which picture he/she chose.
3. The rest of the class asks questions of the student.
Ex: Is it a man? Does he have green eyes?
4. The student must answer "Yes, he/she does" or "No, he/she doesn't."
5. Students guess which picture the student chose.

Variation 1: Use other students instead of pictures. The student chooses one of his/her classmates.

Variation 2: Split the class into groups of 5-6 people so there is more time for each student to speak.

G. Picture Dictation (S, L, W)

1. Follow the directions for the activity in 8.1.1
2. Students should use "Have" and physical descriptions.
Ex: Allison has long, red, curly hair. She has green eyes.

H. Blind Partner Drawings (See Multi-Purpose Activities Index for more directions) (S, L)

1. Follow the directions for the activity in 8.1.1.
2. Make a drawing of a person's face.
3. Organize the students in pairs. One partner should describe the drawing to their partner using "Have" and physical descriptions.
4. The other student should draw the face based on what they hear.

8th Grade 1.3 Being Happy, Being Sad

Target Vocabulary

happy, sad, angry, excited, busy, tired, lazy, bored, scared, nervous, worried, proud, confused, depressed, embarrassed, in love, sick, thirsty, hungry

Target Grammar

Review verb BE (See 7.2.1)

You are happy.

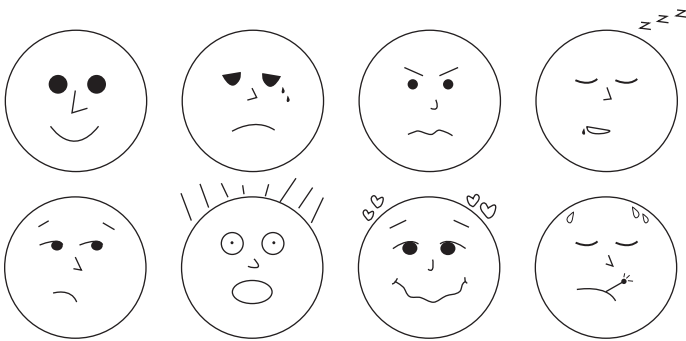
You aren't happy. You're not happy.

Are you happy? Yes, I am./ No, I'm not.

I Do/Presentation

A. Introduce Vocabulary

1. Use drawings of faces.



2. Identify each feeling in English.
3. Read each feeling twice or more.
4. Students repeat each feeling twice or more.
5. Give students time to draw the faces and write the vocabulary.

B. Review BE

1. Review the affirmative, negative, and interrogative forms of BE.
2. Use the face pictures and feelings vocabulary to make example sentences.

Ex. You: happy

Affirmative: *You are happy.*

Negative: *You are not happy. / You aren't happy.*

Interrogative: *Are you happy? Yes, I am./ No, I'm not.*

Ex. He: lazy

Affirmative: *He is lazy.*

Negative: *He is not lazy. / He isn't lazy.*

Interrogative: *Is he lazy? Yes, he is./ No, he's not.*

We Do/Practice

A. Forming Sentences (W)

1. Post one of the feelings faces on the board.
2. Identify the subject (I, You, He/She, etc.)
3. Students write the affirmative and negative for each feeling.

Example subjects/feelings:

1. They : angry

(+) *They are angry.*

(-) *They aren't angry.*

2. She : proud

(+) *She is proud.*

(-) *She isn't proud.*

3. We : excited

(+) *We are excited.*

(-) *We aren't excited.*

4. Ariel : shy

(+) *Ariel is shy.*

(-) *Ariel isn't shy.*

B. Question Practice (W or S)

1. Use the same pictures of faces from Practice Activity A.
2. Write questions under the pictures. Use different subjects
Ex: Are we sad?, Is he happy?
3. Students look at the picture and answer correctly.

Ex: If the picture is "sad" and the question is "Are we sad?," students respond "Yes, we are." If the picture is "happy" with the same question, students respond "No, we are not."

Variation: Students say the correct feeling. *Are we sad? No, we are not. We are happy.*

C. Draw Feelings (W, S)

1. Divide students into small groups.
2. Assign each group 2-3 faces of emotions.
3. Each group writes questions and answers for each face.
(See Practice Activity B)
4. Encourage creativity.
5. Groups present their work.

Ex:



Is she sad?

No, she isn't. She's happy.

Is she happy?

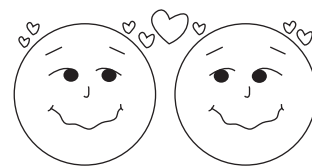
Yes, she is.

Are they angry?

No, they aren't. They are in love.

Are they in love?

Yes, they are.



D. Practice Forming Questions (W)

Students write the questions to the following answers.

1. (Is he excited?)

Yes, he is excited.

2. (Are you bored?)

Yes, you are bored.

3. (Are you happy?)

Yes, I am happy.

4. (Is she angry?)

No, she isn't angry. She's worried.

5. (Are they busy?)

No, they aren't busy. They're tired.

Variation (easier): Provide a sentence bank for students to choose from:

Are you bored?

Is she angry?

Are they tired?

Are you happy?

Is he excited?

You Do/Production

A. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S, L)

1. Students say an affirmative or negative sentence with BE and feelings.
Ex: Student: "I am happy."
King responds: "I am not happy./I'm not happy."
2. If the king responds incorrectly the student who gave the sentence corrects the king and takes his/her place.

B. Small Conversation (S, L, W)

1. Divide students in groups of 4 or 5.
2. Student writes how they are today on a piece of paper.
3. Students ask others in their group how they are and write down their responses.
Ex: Carlos: "How are you?"
Ana: "I am tired." (Carlos writes, "Ana is tired")

C. Masks and Cocktail Party (See Multi-Purpose Activities Index for more directions) (S,L)

1. Give students one half of a sheet of block paper.
2. Students create a mask by drawing a face that represents one of the feelings.
3. Students stand up and go around asking each other "How are you?"
4. Students respond by answering according to the feeling of their mask.
Ex: Student 1: "How are you?"
Student 2: "I am angry. How are you?"
Student 1: "I am excited"
5. Then students change masks and ask a new person how they are.

Variation: Students can guess how the other person is feeling based on their mask. "Are you happy?" "No, I am not. I am excited."

8th Grade 2.1 Countries and Continents

Target Vocabulary

Continents and Countries:

Africa: Egypt, Kenya

Asia: China, India, Iraq, Japan, Russia

Europe: England, France, Germany, Italy, Spain

Oceania: Australia

The Americas: Belize, Brazil, Canada, Costa Rica, Cuba, Dominican Republic, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, United States, Venezuela

Target Grammar

Review verb BE (See 7.2.1)

*Where **are** you from?*

*He **is** from Belize.*

Note: There are many countries to choose from here. Alternatively, you could focus just on Central American countries for 8.2.1, 8.2.2, and 8.2.3.

I Do/Presentation

A. Introduce Countries and Continents

1. Make a column for each continent.
2. Students write the names of countries they know in the correct column.
3. Start with North/Central America.
4. Students copy target vocabulary and practice pronunciation.

Variation: Use a world map to locate countries and continents.

Variation: Use the countries' flags to present their names. Students might know some of the flags from soccer games.

We Do/Practice

A. Answer the Questions (W)

Answer with the correct nationality of the country in parentheses.

1. Where are you from? (Nicaragua) *I am from Nicaragua.*
2. Where is she from? (Panama) *She is from Panama.*
3. Where are they from? (China) *They are from China.*
4. Where is Rutger from? (Russia) *Rutger is from Russia.*
5. Where is Paco from? (Brazil) *Paco is from Brazil.*
6. Where is Prince William from? (England)
Prince William is from England.
7. Where is Gandhi from? (India) *Gandhi is from India.*
8. Where are Juanita and Sumo from? (Peru)
They are from Peru.

B. Photo Match-Up (W)

1. Post different photos/drawings of people on the board.
2. Students brainstorm what country the people are from.
3. Students write sentences identifying the country of origin.

Ex: She is from England.

C. Dynamic Activity (S, R or L)

Use a Multi-Purpose Activity such as Hangman, Sparkle, or Telephone to practice new vocabulary and sentence structure. See the Multi-Purpose Activity Index for more directions.

You Do/Production

A. World Map (S)

1. Bring an outline of a world map or borrow a world map from your library.
2. Cover up the continent and country names.
3. Students must identify each in English to practice vocabulary.

Note: This production works best if you use the map to present the vocabulary as well.

B. Character Drama (W, S)

1. Students create 3 characters who are friends.
2. These characters live in different countries all over the world.
3. Each character must ask the other where he/she is from.
4. Each character must answer.

Ex: I am from Peru.

5. Students present their drama to the class for a grade.

8th Grade 2.2 Nationalities and Languages

Target Vocabulary

Nationalities: Belizean, Brazilian, Canadian, Chinese, Costa Rican, Cuban, Dominican, Salvadorian, English, French, German, Guatemalan, Honduran, Italian, Japanese, Mexican, Nicaraguan, Panamanian, Spanish, American

Languages: Chinese, French, German, Hindi, Italian, Japanese, English, Portuguese, Spanish, SPEAK

Target Grammar

Word Formation: Country + Suffix = Nationality

Brazilian

Spanish

I Do/Presentation

A. Introduce Suffixes and Vocabulary

1. Discuss the suffixes of the nationalities.
2. What is the most common? (-an).
3. Create a list of the other suffixes with their nationalities:
 1. -an: Nicaraguan
 2. -ian: Salvadorian, Panamanian, Canadian
 3. -ish: English, Spanish
 4. -ch: French
 5. -ese: Chinese, Japanese
4. Practice the pronunciation.

B. Asking about Nationalities

1. Present the question "What is your nationality?"
2. Practice answers with students.

C. Introduce Languages

1. Ask students if they know any languages for any corresponding nationalities.
2. Introduce "languages" vocabulary and practice pronunciation.
3. Students circle the languages that are the same as the nationalities (English, Spanish, French, Italian, German.)
4. Explain that in English, languages always have a capital letter.

D. The Verb SPEAK

1. Introduce verb SPEAK.
2. Use examples of famous people from different countries to form sentences using SPEAK.

Ex: I am Kaka! I am Brazilian. I speak Portuguese.

We Do/Practice

A. Practice Nationalities (W)

Students write a sentence with the correct nationality.

1. José is from Honduras. *He's Honduran.*
2. Fidel is from Cuba. *He's Cuban.*
3. Ursula is from Panama. *She's Panamanian.*
4. Billy is from the United States. *He's American.*
5. Pierre is from France. *He's French.*
6. Vera is from Costa Rica. *She's Costa Rican.*
7. Tyson is from Canada. *He's Canadian.*
8. Greta is from Germany. *She's German.*
9. Muo is from China. *He's Chinese.*

B. Practice Answering Nationality Questions (W)

Students answer the question using the information in parentheses.

Ex: What nationality are you? (Nicaragua) I'm Nicaraguan.

1. What nationality is Lolita? (Brazil) *She's Brazilian.*
2. What nationality are Franz and Nicolas? (France) *They are French.*
3. What nationality are they? (United States) *They are American.*
4. What nationality is Sunshine? (Belize) *She's Belizean.*
5. What nationality is she? (Mexico) *She's Mexican.*
6. What nationality are we? (Spain) *We're Spanish.*
7. What nationality are you? (El Salvador) *I'm Salvadorian.*
8. What nationality is Leonardo? (Italy) *He's Italian.*

C. Fill in the Blanks (W)

Students complete the sentence with the correct language.

Ex: The English speak English.

1. The Spanish speak _____.
2. The French speak _____.
3. Italians speak _____.
4. Germans speak _____.
5. Nicaraguans speak _____.
6. Americans speak _____.
7. Cubans speak _____.
8. Mexicans speak _____.

D. Fill in the Blanks (W)

Students complete the sentence with the correct nationality and language.

1. Shakira is from Colombia. She is (Colombian).
She speaks (Spanish).
2. Ruben Blades is from Panama. He is (Panamanian).
He speaks (Spanish).
3. David Beckham is from England. He is (British).
He speaks (English).
4. Michael Phelps is from the United States. He is (American). He speaks (English).
5. RBD is from Mexico. They are (Mexican).
They speak (Spanish).
6. Ronaldinho is from Brazil. He is (Brazilian).
He speaks (Portuguese).
7. I am from Nicaragua. I am (Nicaraguan).
I speak (Spanish).

E. Famous People Cocktail Party (See Multi-Purpose Activities Index for More Directions) (S)

1. Give each student a piece of paper with a famous person on it, their nationality, and the language they speak.
2. Students get up and have a conversation with other students, introducing themselves as the person on the piece of paper.

Ex: What is your name? My name is Kaka.

Where are you from? I am from Brazil.

What language do you speak? I speak Portuguese.

David Beckham/England/English.

Shakira/Colombia/Spanish. etc

3. Students trade papers and interview someone else.

F. Country Baseball (S)

1. Students form pairs.
2. Students use notebook paper, tape roll, a ball, etc.
3. Student 1 says, "Hello! I am from (country)." He/she tosses the ball to Student 2.
4. Student 2 says, "I am (nationality)." Student 2 tosses the ball back.
5. Student 1 finishes and says, "I speak (language). Goodbye."
6. The students switch roles; Student 2 begins the exchange.

Variation: Students perform the dialogue in front of the class or everyone performs at their desks monitored by the teacher.

G. Reading: Tourist Descriptions (R, W)

1. Divide the students into groups.
2. Students look at the reading and questions and underline words they do not understand.
3. Students answer the questions about each tourist.

Tourist Descriptions:

Hello my name is Helga. I am sixteen years old. I am a student in high school. I have blonde hair and blue eyes. I am from Germany. I speak German, English and Spanish.

Hello my name is Henry. I am thirty-eight years old. I am a doctor. I have brown hair and brown eyes. I am from Canada. I speak French and English.

Hello my name is Harlen. I am twenty-six years old. I am an accountant. I have brown hair and green eyes. I am from Brazil. I speak Portuguese.

Hello my name is Molly. I am fifty years old. I am a writer. I have light brown hair and hazel eyes. I am from the United States. I speak English and Spanish.

Hello my name Christina. I am twenty-two. I am a university student. I have black hair and brown eyes. I am from Venezuela. I speak Spanish.

Questions:

1. What is the tourist's name?
2. How old is the tourist?
3. Where is the tourist from?
4. What languages does the tourist speak?
5. What does the tourist do?
6. What color hair and eyes does the tourist have?

You Do/Production

A. Student Tourist Descriptions (R, W, S)

1. Use Tourist Description Practice Activity G as a model.
2. Students pretend they are tourist in another country.
3. Students write a paragraph about themselves with the same information from the practice activity.
4. Students present their paragraph to practice speaking.

B. Student Interviews (W, S, L)

1. Students work in pairs.
2. Students write questions to ask their partners.
*Ex: What is your name?, Where are you from?,
What language do you speak?, How old are you?*
3. Students ask their partners and write the answers.

C. Soccer Teams (W, S)

1. Students work in pairs or groups.
2. Each pair or group creates a World Cup soccer team with 9 players.
3. Students create player profiles for each team member.
4. Students write sentences about where the team member is from, what language he/she speaks, their nationality, name, and position on the team.
5. Players can be real or imaginary.

Variation: Students draw pictures of the team and present the information to the class to practice speaking.

8th Grade 2.3 Passports

Target Vocabulary

name, date of birth, age, country, capital, nationality, passport number, signature

Question Words: who, what, where, when, why, because

Target Grammar

Wh-Questions

What is your name?

Where do you live?

I Do/Presentation

A. Question Words

1. Before class, prepare pieces of paper for the entire class, or for pairs.
2. Write one word on each piece of paper. The words belong to one of these categories:
 - 1) A NOUN (Ex: *old vocabulary like "a pencil," "a chair"*)
 - 2) A DATE or TIME (Ex: *"On Tuesday," "August 3rd"*)
 - 3) A PERSON (Ex: *"Michael Jackson," "Shakira"*)
 - 4) A PLACE (Ex: *"Managua," "the bathroom"*)
 - 5) A REASON (Ex: *"because I'm tired," "because I'm happy"*)
3. All the NOUN cards are the same color. All the DATE/TIME cards are the same color, etc.
4. Give all students/student pairs a card.
5. Write 5 Wh-questions on the board:
 - 1) What is it?
 - 2) Who uses it?
 - 3) When do you use it?
 - 4) Where do you use it?
 - 5) Why do you use it?
6. Write the questions IN THE SAME COLORS as the cards.
Ex: If NOUN cards are orange, write WHAT IS IT? in orange.

7. Read the questions. Students with the color card that matches stand up and read their answers.

Ex: Teacher reads the orange question WHAT IS IT?

All students with orange NOUN cards stand up and answer, "a pen," "a library," etc.

8. Students tape their papers on the board next to the question.
9. At the end of the activity, students define the meaning of each Wh-question word.
10. The board may look like this:

What is it? *A baseball*

Who uses it? *Michael Jackson*

When will you use it? *On Tuesday*

Where will you use it? *In the bathroom*

Why will you use it? *Because I'm tired*

11. Students copy Wh-question meanings into their notebooks.
12. Explain that responses to WHY questions begin with BECAUSE.

B. Questions and Answers Structure

1. Review the structure for yes/no questions with BE and in the Simple Present. (See 7.2.1)
2. Give examples of questions with question words.

Questions and Answers Structure:

Questions with BE:

Question word + BE + Subject + ?
What is your father's name?
When is Math class?

Questions with other verbs:

Question word + DO + Subject + Verb (simple form) + ?
Where do you live?
What do you eat for breakfast?

3. Ask students for the structure of questions with question words.
4. Write the structures on the board.
5. Students copy the structure and examples.
6. Explain that the structure of the answer is the structure of an affirmative sentence in the Simple Present. (See 7.2.1)
7. Use the question words presentation to explain that the answer to a "Who?" question is a person, the answer to a "Where?" question is a place, etc.

C. Introduce Passport

1. Copy the chart on the board (See below).
2. Identify each category and practice the pronunciation.

Passport Chart

INFORMATION	What does it mean?	Answer
Name		
Date of Birth		
Age		
Country		
Capital		
Nationality		
Passport Number		
Occupation		
Signature		

We Do/Practice

A. Matching (R)

Match each question with the appropriate response.

1. What do you like to do? (b)
 2. Who is your best friend? (d)
 3. When is English class? (c)
 4. Where are you from? (a)
 5. Why do you want water? (e)
- a. Nicaragua
b. Play soccer.
c. 3:30
d. Moises
e. Because I'm thirsty.

B. Asking and Answering questions (S, L, W)

1. Students answer these questions about themselves.
2. Students work in pairs and ask their partner these questions and write down the answer.
3. Students present their partner's answers to the class.

Questions:

1. What is your name? *My name is . . .*
2. What is your date of birth? *My birthday is . . .*
3. How old are you? *I am ____ years old.*
4. Where are you from? *I am from . . .*
5. What is your capital city? *My capital city is . . .*
6. What is your nationality? *I am . . .*
7. What is your passport number?
My passport number is . . .
8. What is your occupation? *I am a/n . . .*

C. Fill Out the Passport Chart (W)

1. Using the passport chart students write their name, date of birth, and age in the “answer” column.
2. Students create a passport number and choose an occupation.

You Do/Production

A. Mini-Book Passport (See Multi-Purpose Activities Index for more directions) (W)

1. Students make a mini-book for their passport.
2. Passports include:
 - Information from the chart
 - Picture/drawing of the person
 - Color and creativity

B. Presenting Passports (S, L, W)

1. Students present Passports.
2. Students write the information of 3 students that present on a piece of paper and turn it in.

C. Customs Agent Cocktail Party (See Multi-Purpose Activities Index for more directions) (S, L)

1. Follow the rules of the Multi-Purpose Activity to practice asking questions about passport information.
2. Students pretend to be customs agents and choose three questions to ask others.
3. Students sign a “visa” in each others passports after they ask and answer.
4. See who has the most signatures.

D. Never-Ending Board Game (See Multi-Purpose Activities Index for more directions) (S, R)

1. In small groups, tell students to create their game board. Game board questions can include:
 - What is your name?
 - What city are you from?
 - What country are you from?
 - What is your nationality?
 - What is your passport number?
 - What is your birthday?
 - What language do you speak?
 - What is your occupation?
 - How old are you?
2. Players begin by placing their game pieces on the “Free” space.
3. On four small pieces of paper, write the numbers 1 through 4. Turn them face down. The first player chooses a number and moves that many spaces ahead.
4. The student responds to the question written on the space where their piece stops.

Variation: Students can answer according to their personal information or about an invented character if they made a passport for a different person.

E. Question Relay Race (See Multi-Purpose Activities Index for more directions) (S, L)

1. Place students in rows.
2. Ask the first students a question: *“What is your nationality?”*
3. The students in the front of each row must answer the question according to their passport. *“I am Peruvian,” “I am Costa Rican,” etc.*
4. The first student in each row then turns around and asks the students behind them. After they answer, they ask the next student in the row.
5. The first row to ask and answer the question wins.
6. Repeat with other questions. *What is your name? What city are you from? What country are you from? What is your nationality? What is your passport number? What is your birthday? What language do you speak? What is your occupation? Why are you going there?*

Variation: Students can answer according to their real personal information or to an invented character.

F. Find Someone Who (See Multi-Purpose Activities Index for more directions) (S, R)

1. Create a list of characteristics that would be included on the passports (nationality, age, occupation, physical descriptions from their photo, etc).
2. Tell students to ask each other and fill in the survey.
3. The first student to fill in the survey wins.
4. Students can use names from the passport they created, so their is a variety of nationalities and languages..

Ex: _____ is Panamanian.

_____ is from Canada.

_____ speaks Spanish.

_____ speaks Russian.

(Note: This activity works best if students have made passports for imaginary people, because there will be more different answers.)

8th Grade 2.4 Capitals

Target Vocabulary

Central American Capitals: Belmopan (Belize), Guatemala City (Guatemala), Managua (Nicaragua), Mexico City (Mexico), Panama City (Panama), San Jose (Costa Rica), San Salvador (El Salvador), Tegucigalpa (Honduras)

Nicaraguan Department Capitals

Target Grammar

Present Progressive

I am writing from Matagalpa.

I am reading a book.

I Do/Presentation

A. Transition to Content

1. Write the Nicaraguan departments on the board in one column and a list of department capital cities in the other.
2. Students draw a line to match the department capital with the correct department.
3. Write Central American capitals on the board without the country names.
4. Students come to the board and write the name of the country.
5. Reveal the correct capital city-country pairs.
6. Students copy the information and practice pronunciation.

Present Progressive Verb Structure:

Affirmative:

Subject + BE + Verb (simple form) + -ing.

I am studying.

He is eating.

Negative:

Subject + BE + not + Verb (simple form) + -ing.

You are not sleeping.

She is not reading.

Interrogative:

BE + Subject + Verb (simple form) + -ing + ?

Are they cooking?

Is he playing?

B. Present Progressive

1. Review verbs.

Ex: play, watch, go, listen, etc.

2. Review verb forms of BE. (See 7.2.1)

3. Write examples of the affirmative, negative and interrogative in the Present Progressive.

Ex: I am going to the store.

We are not talking on the phone.

Are you listening to music?

4. Ask students to tell you the structure.

C. Present the Spelling Changes with Verb + -ing.

1. One syllable verbs that end in consonant + vowel + consonant, double the last letter and add -ing.

Ex: RUN = I am running a race.

Note: Rule does not apply to W, X or Y.

Ex: playing, fixing, growing

2. If verb ends in "e", drop the "e" and add -ing.

Ex: WRITE = He is writing.

3. If a verb ends in "ie", change the "ie" to a "y" and add -ing.

Ex: DIE = The flower is dying.

4. For all other verbs, just add -ing.

Ex: eating, reading, cooking

D. The Meaning

1. Discuss the difference between the PRESENT and the PRESENT PROGRESSIVE.



We Do/Practice

A. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S,L)

Follow the rules of this Multi-Purpose Activity to practice countries and capitals.

Ex: Student: I am from Costa Rica.

King/Queen: The capital city is San Jose.

Variation: Play the game to change simple present into the present progressive form.

Ex: Student: I run.

King/Queen: I am running.

B. Fill in the Blank (R, W)

Students fill in the blanks with the missing information.

Use this activity to review nationalities, languages, countries AND capitals.

1. Gloria is from San Jose. Gloria is Costa Rican. (nationality)
2. Fabio lives in Rome. He speaks Italian. (language)
3. Sara is American. She is from the United States. (country)
4. Raul lives in the capital of Cuba. He lives in Havana. (capital)
5. Priya is from France. She speaks French. (language)
6. Jonathan is from Australia. He speaks English. (language)
7. Taichi speaks Japanese and lives in Tokyo. He is from Japan. (country)
8. Alex is from China. He speaks Chinese. (language)

C. Correct the Mistake (W)

1. Students read the following sentences.
 2. Students identify errors and correct them on the board.
 3. Students copy the corrected sentences into their notebooks.
1. She wearing a traditional sombrero in Mexico City.
(She is wearing a traditional sombrero in Mexico City.)
 2. We are eat gallo pinto in San Jose.
(We are eating gallo pinto in San Jose.)
 3. They're make a mural in the Belmopan school.
(They're making a mural in the Belmopan school.)
 4. He are reading the Tegucigalpa Times newspaper.
(He is reading the Tegucigalpa Times newspaper.)
 5. I is drinking the water in San Salvador.
(I am drinking the water in San Salvador.)

D. What Are You Doing? (W, S)

1. Bring pictures or drawings to class of tourists at a tourist location.
2. Ask students to identify who is in the picture and where they are.
Ex: A woman and a man in Macchu Picchu.
3. Ask "What are they doing?" and write some example sentences together.
Ex: They are climbing a mountain. He is taking pictures.
4. Students write at least 5 sentences about the picture and read them to the class to practice speaking.

E. Reading Comprehension (R, W)

1. Read the text with students and clarify new vocabulary.
2. Students underline the verbs in present progressive.
3. Students answer the questions in pairs or groups.

Dear Rosa,

I'm writing to you from Guatemala City—you know it's the capital of Guatemala! It's a beautiful city. I am taking a tour right now of all the tourist sites. I am looking out the bus window and I'm enjoying the colorful market streets. My brother is here too. He is taking lots of pictures to send to our mom. I love Guatemala! We are always riding our bicycles and exploring new places. I recommend it—I am eating all the local food. We love it here!

Sincerely,

Dinora

Comprehension Questions

1. Where is Dinora? *She is in Guatemala.*
2. What is she doing on the bus? *She is taking a tour.*
3. What is her brother doing?
Her brother is taking pictures.
4. What are some of the activities they are doing?
They are riding bicycles and exploring new places.

You Do/Production

A. Having Fun in the Capital (W)

1. Students choose a Central American capital city.
2. Students write 5 sentences about the activities they are doing in that city using the present progressive.


B. No, Really...What Are You Doing? (W, S)

1. Use "What Are You Doing?" Practice Activity D as a model.
2. Students draw a scene with 3 people and 1 location. Each person must be doing an activity.
3. Students work in pairs to write sentences to describe their drawing.
4. Students present their work to the class.

C. Postcards from Nicaragua (W, S)

1. Students write a postcard from a tourist attraction in one of the department capitals in Nicaragua.
2. Students use the present progressive to describe their activities.
3. Students "mail" their postcard to a classmate, who reads it out loud to practice speaking.

Example Postcard

<p>Dear Enrique,</p> <p>I am writing to you from the capital of Masaya—Masaya! It's a nice city. I am shopping in the market right now. My mother is buying a hammock. My brother and father are looking for a baseball cap. We are enjoying our visit.</p> <p>See you soon!</p> <p style="text-align: right;">Your friend, Mercedes</p>	 <u>Enrique Velasquez</u> <u>P.O. Box 78</u> <u>Jinotega, Jinotega</u> <u>Nicaragua</u>
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8th Grade 3.1 National Food

Tip for teachers:

This is too much vocabulary to teach in one day. Divide it into sections. Have students practice and produce vocabulary for each section (fruit, vegetables, meats, dairy, grains, and other before you move on to the next category.)

Target Vocabulary

Fruits:

an apple
an avocado
a banana
a cantaloupe
a cherry
a grape
a lemon
a lime
a mango
an orange
a papaya
a pineapple
a plantain
a star fruit
a strawberry
a tomato
a watermelon

Vegetables:

beans
a beet
broccoli
a cabbage
a carrot
a yucca
celery
corn
a cucumber
lettuce
an onion
a pepper
a potato
squash

Meats:

beef
chicken
fish
pork
pork rind
sausage

Grains:
bread
cereal
flour
oatmeal
pasta
rice

Dairy:

cheese
cream
milk
yogurt
an egg

Other:

coffee
garlic
juice
oil
salt
sugar

Target Grammar

Review indefinite article singular a/an (See 7.1.4) and plural nouns (7.1.5)

*I eat **an** apple.*
*He eats **a** potato.*
I eat strawberries.
He eats rice.

I Do/Presentation

A. Introduce Vocabulary – Grocery Shopping

1. Make large pictures for each vocabulary word. The pictures show the food item on one side and the word written in English on the other side.
2. Put all the pictures of food on a table in front of the white board.
3. Write **Fruits, Vegetables, Dairy, Meat, Grains** and **Other** on the board in columns.
4. The students divide into groups to “go shopping.”
5. Each group represents a Food Group.
Ex: One group is the Fruit Group, one group is the Meat Group.
6. The groups come to the “store” one at a time and tape the pictures of the food in the correct column.
Ex: The Fruit Group tapes all pictures of fruit vocabulary.
7. Students correct the group.
Ex: If a carrot is in the Fruit column, students correct it.

8. After each group tapes the pictures, turn over the picture to show the word in English on the back.
9. Practice pronunciation. Students copy meanings into their notebooks.
10. Continue “shopping” with the next Group.

Variation: Students make the pictures.

B. Review Present and Present Progressive

1. Review simple present tense of EAT and DRINK. (See 7.3.2)
2. Review present progressive of EAT and DRINK. (See 8.2.4)

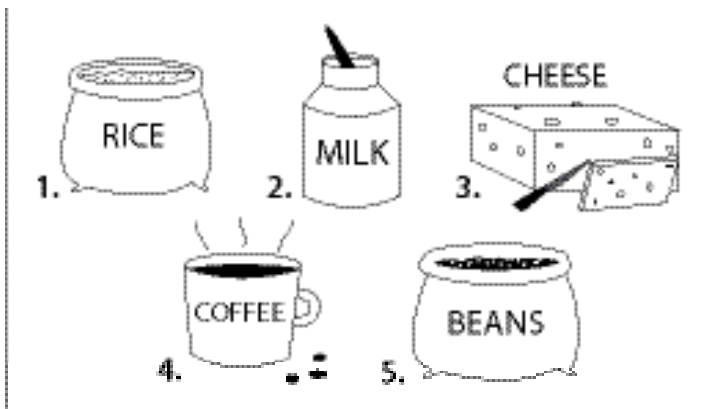
We Do/Practice

A. Identifying Vocabulary (S)

1. Use pictures of food from presentation.
2. Students practice answering questions using the present progressive:
 1. (holding picture of rice) What are you eating?
I am eating rice.
 2. (holding picture of milk) What are they drinking?
They are drinking milk.
 3. (holding picture of cheese) What are we eating?
We are eating cheese.
 4. (holding picture of coffee) What is he drinking?
He is drinking coffee.
 5. (holding picture of beans) What are you eating?
I am eating beans.

Variation: Bring real objects.

Ex: A bag of rice, a package of coffee



B. I Am Hungry Song (Listen to CD Track #10) (L, S)

1. Present the song:

*I am hungry, I am hungry.
Please bring me, please bring me
Rice and beans and chicken, rice and beans and chicken.
Thanks a lot, thanks a lot.*
2. Have the students modify the song to place a different food order in the 3rd line.
3. Practice singing the song with students.
4. After students master the first verse, present the "Drinks" verse:

*I am thirsty, I am thirsty.
Please bring me, please bring me
A cold glass of fruit juice, a cold glass of fruit juice,
Thanks a lot, thanks a lot.*
5. Again, have students modify the song to make different drink orders.

C. Mini-Book with Verb Forms (See Multi-Purpose Activities Index for more directions) (W)

1. Students make a mini-book in class.
2. On each page, they draw one food.
3. Students write sentences about classmates to practice using verbs EAT and DRINK with different subjects.

Ex: Yulissa and Raul eat onions, Sara eats bread, Maria and I drink Coca Cola.
4. Supervise the students and help to correct common mistakes on the board as a class.

D. Shopping List (S)

1. The group forms a circle.
2. One student starts by saying "I am going to the market to buy fish."
3. The next student says, "I am going to the market to buy fish and potatoes."
4. The third student says, "I am going to the market to buy fish, potatoes, and rice."
5. Each student must repeat the list, and add an item.

E. Categories: Speaking (See Multi-Purpose Activities Index for more directions) (S, L)

1. One student thinks of a category, such as Fruits.
2. Everyone must take a turn saying a fruit.
3. If someone takes too long to give an answer, then that person is out and a new category begins, like Vegetables or Meats. (To decide how long is "too long," the lead student should count to five.)
4. If someone gives an answer that is incorrect, then he or she is also out.

Ex: If the category is Fruits and someone says "potato," then that person is out.
5. The game continues until only one person is left.

Variation: Split the students into smaller groups.

F. National Foods (S, L, W)

1. Students make a list of national foods on the board.

Ex: gallo pinto, nacatamal, vigorón, etc.
2. Give each student a food from the vocabulary list.
3. Each student writes their food on a piece of paper.
4. Students form a circle.
5. Ask students "What's in (national food)?"

Ex: What's in gallo pinto?
6. Students with that food step in the middle of the circle and say their ingredient.
7. Explain that the ingredients together make the "recipe."

Variation: Use the pictures from the Vocabulary Presentation. Students must say the word and also show their picture.

G. Change Seats/Fruits Salad (See Multi-Purpose Activities Index for more directions) (S, L)

1. Make flashcards of food and give one flashcard per student. In this example, we use fruit.
2. There should be several different kinds of fruit according to your vocabulary list. There can be multiple flashcards for each fruit.

Note: To make flashcards, use photographs of food from grocery store advertisements in the newspaper or have students draw pictures. These flashcards should have a picture, but no words.

3. Tell the students to sit in a circle with their chairs, with one person standing in the middle. For 20 people, use 19 chairs
4. Start in the middle of the circle and have the students ask you all together, "What are you eating?"
5. Say a sentence in present progressive about foods on the students' flashcards, like "I am eating mangos and pineapples."
6. Everyone who has a flashcard with a mango or a pineapple stands up and changes seats.
7. Students cannot move to the seat immediately next to where they were sitting.
8. The person who does not find a chair stays in the middle, the students ask them what they are eating, and he or she says the next sentence with a new fruit.
9. Students can answer using one fruit, two fruits, as many fruits as they want.

10. They can also say "I am eating fruit salad" which means everyone must change seats. .

Variation: This can be used with other types of vocabulary, like meats or national foods, as well as other grammar structures like "I like...squash" or "I eat.... nacatamales."

H. Ten Questions Cocktail Party (S, L)

1. Review "Do you" questions to ask "Do you eat rice?" etc.
2. Give each student a flashcard with a picture of a food.
3. Students should stand up and find a partner, and ask them "Do you eat___?" to guess what their flashcard is.
4. The student will respond "No, I don't" until their partner guesses correctly.
5. If the student guesses their partner's vocabulary in less than ten questions, they exchange flashcards.
6. If they don't guess their pair's food in less than ten questions, they move on with their own flashcard and find somebody else to interview.

I. Memory (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Follow the directions for this activity.
2. Divide students into groups of four. Each group cuts a set of flashcards (for example, 20 cards). On one half of the flashcards, put vocabulary on one side. In the other half of flashcards, put pictures on one side
3. Students will play memory, saying the name of the food they turn over.

You Do/Production

A. Restaurant Scene (S, W, L)

1. Collect photographs, drawings, or clean food wrappers for all of the food vocabulary.
2. Divide students into groups of 3.
3. Each student will have a role: customer, waiter or chef.
4. Organize the students so that the chefs are standing around the food wrappers in the "kitchen" and customers are sitting at desks in the "restaurant."
5. Waiters go to the customer from their group. Customers say their food and drink order.
6. Waiters remember the food order, and go tell the chef from their group. (If memorization is too hard, waiters can write down the food order, but they should still say it orally to the chef.)
7. Chefs select the food that was ordered from the pictures or wrappers, and give the order to the waiter.
8. The waiter brings the food to the customer, who verifies that it is what they ordered.

Variation: If you do not have old, clean food wrappers, the chef can draw a picture of the food for the customer.

B. Food Dialogue (S, W, L) (Listen to CD Tracks #11 and 12)

1. Present an example dialogue to the class. Check for understanding.
2. Students divide into groups of four.
3. Students write a small dialogue using the present progressive.
4. Students substitute the foods in the example dialogue with their own food vocabulary words.
5. Students use at least five new food vocabulary words
6. Groups present to practice speaking.

Variation: Use the example dialogues as readings first. Do reading comprehension activities before beginning student projects.

Example dialogue #1:

Maria: Pablo, what are you eating?

Pablo: I am eating an avocado, rice and beans. What are you drinking?

Maria: I am drinking coffee and milk.

Pablo: How delicious!

Maria: Yes, it is. See you later, Pablo.

Pablo: Bye, Maria!

Example dialogue #2:

Washington: Hello, Pablo. What do you eat for breakfast?

Pablo: I eat gallo pinto.

Washington: What's in gallo pinto?

Pablo: Rice, beans, salt, oil and onions. What do you eat for breakfast?

Washington: I eat an omelet.

Pablo: What's in an omelet?

Washington: Eggs, onions, peppers, tomatoes, sausage and salt. What do you drink in the afternoon?

Pablo: I drink juice. What do you drink?

Washington: I drink coffee. Ok, bye, Pablo!

Pablo: See you later, Washington.

C. National Food Recipe Cooking Show (S, W)

1. Present verbs: MIX, ADD, STIR, CUT, and nouns: pot and pan.
2. Review ordinal numbers. (See 7.4.4)
3. Divide students into groups.
4. Give groups a national food.
5. Students write the instructions for how to prepare the

food using the present progressive.

6. Groups present.

Ex: To make gallo pinto:

First, I cut the onions, garlic and peppers.

Second, I add the beans to the pot.

Third, I mix the rice and the onions, garlic and peppers.

Fourth, I cook it in the pot until it is finished.

D. Create a Menu (W, S)

1. Students work in pairs or groups to create a restaurant menu.
2. The menu has 3 items: 1 breakfast, 1 lunch and 1 dinner plate.
3. Bring example menus to show students to give them ideas.
4. Students must name their food, write a description, and draw a picture of the item.
Ex: The Meat Queen Sandwich: sausage, beef, chicken, peppers, onion, and salt on bread; Has a salad: avocado and tomato.
5. Students present their restaurant menu to the class.
6. The class votes on which restaurant they like the best and which food they want to eat.

NOTE: Tell students to be creative!

8th Grade 3.2 Food Containers and Quantities

Target Vocabulary

Containers: bag, bottle, box, can, container, glass, loaf, sack

Quantities: liter, pound

Target Grammar

Count/Non-count nouns

a carrot, carrots

rice, beans, cheese

How many...?/How much...? (How many? See 7.1.6)

How many apples?

How much sugar?

I Do/Presentation

A. Vocabulary

1. Review food vocabulary. (See 8.3.1)
2. On the board, identify how to measure/sell food.
Ex: Rice is sold by the pound, Milk is sold by the liter, Juice is sold in boxes, plastic bottles or plastic bags, etc.
3. Ask students to group the food vocabulary by the way they are sold (either container or quantity).
4. Students copy the new vocabulary and write meanings, then practice pronunciation.

B. Count/Non-Count Nouns

1. Create a list of foods that are considered count nouns and a list of foods that are considered non-count nouns.

Count		Non-count	
a plantain	an apple	rice	corn
a potato	an orange	beans	water
an egg	a papaya	cheese	bread
a salad	a canteloupe	meat	coffee
a tomato	a mango	chicken	soda
an onion	an avocado	pork	juice

2. Explain that for count nouns you can use articles a/an and the plural form. Non-count nouns are *not* preceded by a/an and have no plural form.

3. Explain that a non-count noun can become countable.

*Ex: milk, can become countable when using the container word before such as "Can I have one bottle/box of milk?" because we **can** count containers, but we **can't** count milk.*

C. Buying Food Dialogue: "How Much?/How Many?" (Listen to CD Track #13)

1. Write the dialogue from the upper right on the board or on a papelógrafo.
2. Students copy the dialogue.
3. Read the small dialogue to the class with a student volunteer.
4. Write the dialogue from the right on the board.
5. Students underline words they don't know; make a list on the board.
6. Show the students the two ways of saying "cuanto" in the dialogue (How much?/How many?)
7. Explain that "How much?" is used with non-countable nouns.
8. Explain that "How many?" is used with countable nouns.

Variation: Students read the dialogue. Assign each student a food vocabulary word from the dialogue. Every time the students read a count/non-count noun, all Count or Non-count students raise their hands.

Storekeeper: Good morning, how may I help you?

Customer: I need to buy some food for my mother.

Storekeeper: What do you need?

Customer: Rice, cheese, chicken, tomatoes, cantaloupe, and milk.

Storekeeper: How much rice?

Customer: Two pounds.

Storekeeper: How much cheese?

Customer: A half of a pound.

Storekeeper: How much chicken?

Customer: One and a half pounds.

Storekeeper: How many tomatoes?

Customer: Four.

Storekeeper: How many cantaloupes?

Customer: Two

Storekeeper: How much milk?

Customer: A liter.

Storekeeper: Is that everything?

Customer: Yes.

Storekeeper: Have a good day.

D. How Many/Much Questions and Answers

1. Introduce how to form the correct "How much...?" or "How many...?" question.
Ex: How much bread do you want?
How many mangoes do you have?
2. Explain that there are different ways to answer each question.

HOW MUCH?	HOW MANY?
<i>Use containers/quantities:</i> A liter of milk A bottle of water A loaf of bread A pound of cheese A pound of rice	<i>Number:</i> 5 apples An apple 145 bananas <i>Use Containers:</i> A box of apples A can of tomatoes

We Do/Practice

A. Fill in the Blank (W)

Students fill in the blank with "How Much" or "How Many."

1. _____ rice do you have? (*How much*)
2. _____ onions does he need? (*How many*)
3. _____ tomatoes does she want? (*How many*)
4. _____ water is there? (*How much*)
5. _____ coffee do they like? (*How much*)

B. Categories (W)

1. Write a list of 20 food vocabulary words on the board.
2. Students organize the words into 2 lists: Count and Non-Count.
3. For each vocabulary word, students make a "How many?/How much?" question.
4. In pairs or working together as a class, students answer each question.

Variation: Use the drawings from 8.3.1 presentation.

C. Mini-Dialogue (W, S)

1. Students work in pairs.
2. Give each pair 2 vocabulary drawings.
3. Write these mini-dialogues on the board.
4. Help students identify different Count Nouns and Non-Count Nouns that can fit into the spaces.
5. Review on the board together different ways to answer the question.
6. Students come to the board and write the correct vocabulary word.

Buyer: *Good morning!*

Shopkeeper: Good morning. What do you need?

Buyer: (plural count noun) and (non-count noun).

Shopkeeper: How many (plural count noun)?

Buyer: (number).

Shopkeeper: How much (non-count noun)?

Buyer: (A container).

Shopkeeper: Here you go.

Buyer: *Thanks.*

An example student dialogue:

Buyer: *Good morning!*

Shopkeeper: Good morning. What do you need?

Buyer: *Carrots and milk.*

Shopkeeper: How many carrots.

Buyer: *5 carrots.*

Shopkeeper: How much milk?

Buyer: *A liter of milk.*

Shopkeeper: Here you go.

Buyer: *Thanks.*

D. Who Stole The Cookies (Listen to CD Track #14) (R, S, L)

1. Present the following song to the class.
2. Practice the song.
3. Call on a student in the song, and then that student should turn the song to a new student.
4. Change the food and food containers. (Who ate the apples from the apple box, who took the mangoes from the mango bag? etc.)

Class: *Who stole the cookies from the cookie jar?*

Teacher: *[Student's name] Mauro stole the cookies from the cookie jar!*

Student (Mauro): Who, me?

Class: *Yes, you.*

Student (Mauro): Couldn't be.

Class: *Then who?*

Student (Mauro): *[Next student's name] Leydi stole the cookies from the cookie jar!*

New Student (Leydi): *Who, me?*

You Do/Production

A. Going to the Market (S, L)

1. Divide students into pairs.
2. Students create a dialogue.
3. One student is the vendor at the market; the other student is the buyer.
4. Students can use food drawings from Presentation Activity A.

B. For Sale at the Market Signs (W)

1. Students pretend they own a store.
2. They must make a sign with the following:
 - Foods they sell
 - How they sell the food (per pound, in a can, a bag, etc.)

Ivan's Market

*5 pound bags of rice
Tomatoes
Oranges
Boxes of Juice
Loaf of Bread
Bottle of Soda*

8th Grade 3.3 Nutritional Food

Target Vocabulary

Unhealthy foods: cake, candy, chips, cookies, sod, sweets

Nutrition words: calcium, calories, carbohydrates, diet, fiber, fat, minerals, oils, protein, vitamins

Adjectives: good, bad, balanced, unbalanced, healthy, nutritious, unhealthy

Target Grammar

Review HAVE (See 7.2.4)

*Sweets **have** calories.*

*Meat, eggs, and beans **have** protein.*

I Do/Presentation

A. Introduce Vocabulary

1. Write the vocabulary on the board.
2. Many of the words are cognates; see how many the students can recognize.
3. Practice pronunciation and students copy meanings.
4. Make a list of food vocabulary.
5. Students match the food vocabulary to the correct nutrition word.

Ex: Eggs = Protein

Bread = Carbohydrates

Milk = Calcium

6. Discuss, in Spanish, what is important about each nutrition category.

Ex: What is important about proteins?

Why do we need proteins?

Why do we need carbohydrates?

Variation (easier): Make two columns (*Healthy Foods* and *Unhealthy Foods*). Students categorize food vocabulary.

NOTE: Potatoes, yucca, plantains are carbohydrates. Gallo pinto is a full protein (the combination of the beans and rice together make a full protein).

B. Introduce Healthy Food Habits

1. Before class, prepare drawings of different plates.
2. Each plate has different food on it:
 1. One plate with gallo pinto, chicken, a salad, and fried plantains
 2. One plate with spaghetti, rice, bread and mashed potatoes
 3. One plate with rice, beef, tomato, and squash in cream (guiso de pipian)
 4. One plate with gallo pinto, pork rinds, fried plantains, and fried cheese
3. Ask the students to identify what each plate has on it.

Ex: The plate has rice, beans, chicken, a salad and fried plantains.
4. Ask students what kind of nutrition each food has.

Ex: The plate has carbohydrates, protein, vegetables with vitamins and oils and fat.
5. Repeat with the rest of the plates; ask the students if the plate is healthy or unhealthy.

Ex: Plate 2 is only carbohydrates. It is not balanced. It is not healthy.

We Do/Practice

A. Food Journal Mini-Book (W)

1. Students keep a journal of what they eat for 2-3 days.
2. Students write the food word or draw a picture.
3. In class, add sentences to identify the picture and write the nutritional value.

Example of what students write in class:

Breakfast: *For breakfast I eat gallo pinto and papaya.*

They have protein and vitamins.

Snack: *For snack I have enchiladas, chips and soda. They have oils, fats and sweets.*

4. Students say if what they eat is healthy or unhealthy.
5. Ask students how to make their meals healthier.

Variation: Students trade mini-books with a partner. The partner reports on what that student eats.

Ex: Marlon eats gallo pinto. It has protein.

B. Reading a Nutrition Label (R, W)

1. Before class, copy the nutrition label on poster paper, or make photocopies for groups of students.
2. Students read the information on the label and identify vocabulary they know.
3. Clarify meaning and any new vocabulary.

Students work in pairs to answer reading comprehension questions.

1. How many calories does this food have?
It has 690 calories.
2. How many calories are from fat? *76 calories from fat.*
3. How much fiber? *It has 11% OR 3 mg of fiber.*
4. How much Vitamin A? *It has 2% Vitamin A.*
5. What kind of food is this? Healthy? Unhealthy? Why?

Nutrition Facts			
Serving Size 6 oz			
Servings Per Container 25			
Amount Per Serving			
Calories	690	Calories from Fat	76
			% Daily Value *
Total Fat	8g		13%
Saturated Fat	3g		15%
Cholesterol	126mg		42%
Sodium	408mg		17%
Total Carbohydrate	109g		36%
Dietary Fiber	3g		11%
Sugars	27g		
Protein	43g		
Vitamin A	2%	*	Vitamin C 3%
Calcium	3%	*	Iron 10%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs :			
	Calories :	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	* Carbohydrate	4 * Protein 4

You Do/Production

A. Create a Character (W, S)

1. Divide students in groups of 3.
2. Each group creates a character.
3. The group decides if the character is healthy or unhealthy.
4. Students write 5 sentences about what that character eats and drinks in a typical day.
5. Show students **Teacher Examples** to give them ideas.
6. Students draw a picture of their character.
7. Students present to the class.

Variation: Groups exchange paragraphs and the new group decides if the character is healthy or unhealthy.

Teacher Examples

My name is Betty. I eat Ranchitas chips and drink 5 bottles of Coca Cola. They have sugar and fat. I always eat enchiladas and drink fresco at school. They have oil and sugar. I eat rice, tortillas, pasta, and yucca in one plate. They all have carbohydrates. I eat beans but I fry them in oil. My diet is unbalanced.

My name is Juan. I eat mangoes and chile and salt. I drink 2 bottles of water. I eat rice and beans—it has a complete protein. I eat a salad of cabbage, onions, avocados and tomatoes. They have vitamins and minerals. I eat eggs too. They have protein. I sometimes eat chocolate bananas and always eat a papaya for breakfast. I have a balanced diet.

B. Design a Plate or a Superfood (W, S)

1. Students use the plates from Presentation Activity B as a model.
2. Students create a plate that has 4 different foods.
3. Students write sentences identifying the item, telling its nutritional value and telling if the plate is healthy or unhealthy.

Variation: Students create a Superfood. The food must have a name and nutritional value. Students write sentences telling if the new food is healthy or unhealthy and why.

Ex: This is a Clumiclata. It is a fruit. It has vitamins, minerals and protein. It is very healthy.

8th Grade 3.4 Midterm Review

See 7.3.3 for Midterm Review lesson plan suggestions.

8th Grade 4.1 Clothing Items

Target Vocabulary

Clothing: shirt, t-shirt, sweater, shorts, pants, jeans skirt, dress, jacket, socks

Shoes: sneakers, heels, sandals, boots

Accessories: belt, earrings, glasses, hat, necklace, ring, scarf, suit, tie, umbrella, watch

Other: hot, cold WEAR

Target Grammar

Review Present Progressive (See 8.2.4), Review BE (See 7.2.1), Review word order adjective + noun (See 7.1.4)

I am wearing a red shirt.

She is wearing a blue dress.

I Do/Presentation

A. Introduce Vocabulary

1. Use real clothes or drawings of clothing.
2. Read each clothing item at least twice.
3. Students repeat each clothing item at least twice.
4. Give students time to draw the clothing item and copy the meanings in their notebooks.

B. Colors

1. Review color words. (See 7.1.4)
2. Review word order. Adjectives (*Ex: colors*) go before the nouns. (See 7.1.4)

C. Making Sentences with BE and Indefinite Articles

1. Review indefinite articles a/an before singular nouns. (See 7.1.4)
2. Use "It's" with singular nouns.
3. Use "They're" with plural nouns.
4. Vocabulary like: jeans, pants, glasses, sandals, shoes, etc. are always plural.

Ex: Singular: Shirt (blue): It's a blue shirt.

Hat (orange): It's an orange hat.

Plural: Jeans (blue): They're blue jeans.

Shoes (black): They're black shoes.

D. WEAR in Present Progressive

1. Introduce the verb WEAR and practice making sentences in the present progressive. (See 8.2.4)

Ex: The teacher is wearing pants, a shirt, glasses, shoes and socks.

2. Review how to write a list of items.

3. A list of colors works the same way. The list goes before the noun and is separated by commas with "and" before the last color.

Ex: The teacher is wearing a blue, green and red tie.

We Do/Practice

A. BINGO (See Multi-Purpose Activities Index for more directions) (L)

Follow the rules of this Multi-Purpose Activity to practice clothing vocabulary.

Variation: Students draw pictures of the clothes instead of writing words to fill in their BINGO cards.

B. Categories (See Multi-Purpose Activities Index for more directions) (W, S)

1. Make two columns on the board, "When it's HOT" and "When it's COLD."

When it's HOT	When it's COLD
shorts	jacket
skirt	scarf
sandals	boots
shoes	shoes

2. Students write the clothing words under the correct column.

3. Some clothing appears in both columns.

Ex: shoes

C. Practice Sentences (W)

1. Students write a sentence to describe each clothing item using the color in parentheses.
2. Students use singular indefinite articles and "It's" and "They're" correctly. Focus on word order.

1. Hat (brown) *It's a brown hat.*
2. Shirt (white) *It's a white shirt.*
3. Pants (khaki) *They're khaki pants.*
4. Dress (orange) *It's an orange dress.*
5. Earrings (gold) *They're gold earrings.*
6. Necklace (silver) *It's a silver necklace.*
7. Jacket (red) *It's a red jacket.*
8. Skirt (purple) *It's a purple skirt.*
9. Shoes (gray) *They're gray shoes.*
10. Belt (black) *It's a black belt.*

D. Fill in the Blanks (W)

Students fill in the blanks with the correct form of the verb BE to complete the present progressive.

1. Maria and Pedro _____ wearing boots. (*are*)
2. I _____ wearing glasses. (*am*)
3. He _____ wearing a pink shirt. (*is*)
4. They _____ wearing brown shoes. (*are*)
5. Eleazar _____ wearing a green scarf, a yellow jacket, and black sunglasses. (*is*)
6. We _____ wearing white shirts, blue pants, and black shoes. (*are*)
7. She _____ wearing a red swimsuit and a gold ring. (*is*)

E. Arrange the Sentence (W)

1. Put a few pictures on the board that show people wearing different clothing items.
2. The pictures can be photographs or drawings.
3. Assign each person in the pictures a name or a personal pronoun, so that students can practice different forms of BE.

Ex: She is wearing...

I am wearing...

4. Students write a sentence about what each person is wearing.

Example drawings answers:

1. She is wearing a purple dress, gold earrings, and black shoes.
2. He is wearing a red jacket, a blue t-shirt, green pants, white socks and black shoes.
3. They are wearing white shirts, navy blue pants, and green sneakers.
4. You are wearing an orange blouse, blue jeans, a brown belt and yellow shoes.
5. She is wearing a gray dress, gold earrings, black heels and a white necklace.
6. We are wearing green jackets, khaki shorts and yellow hats.

F. Shopping List (See Multi-Purpose Activities Index for More Directions) (S,L)

1. The group forms a circle.
2. One student starts by saying "I am going to the market to buy a red shirt."
3. The next student says, "I am going to the market to buy a red shirt, and blue jeans."
4. The third student says, "I am going to the market to buy a red shirt, blue jeans, and white socks."
5. Each student must repeat the list and add an item.

G. Fly Swatter (See Multi-Purpose Activities Index for More Directions) (L)

1. Post pictures of people in different colored clothes and different clothing types across the board. (These pictures can be drawings, cartoons, photographs, pictures from magazines or newspapers, etc.)
2. Divide the students into two or three teams. One student from each team comes forward.
3. Describe one of the people from a picture on the board by what they are wearing. (For example: "He is wearing a red shirt, black tie, and gray pants.")
4. The first student to identify the correct picture by "swatting" it with their hand earns a point for their team.

Variation: Include vocabulary from physical descriptions and clothing to reinforce previous content.

H. Simon Says (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Give instructions to the students, and students must follow them.
Ex: "Simon Says touch your shirt." Students must touch their shirts.
2. You can give instructions without saying "Simon Says" and students must not do the action. Students must only follow directions when preceded by "Simon says."
Ex: "Touch your shirt." Students must NOT touch their shirts.
3. Any student who 1) touches their clothing when you do not say "Simon says" 2) touches the wrong clothing item, or 3) does not touch any clothing at all, is "out" and must sit down.
4. Play until one student remains.

Variation: Students can become Simon and give directions.

You Do/Production

A. Describe the Person: Look at the Picture (W, L)

1. Use pictures from magazines, newspapers or drawings of people wearing clothing.
2. Divide students into groups of 4.
3. Each group receives a picture and must write sentences describing what the person is wearing using the present progressive and the verb WEAR.
4. Students write their sentences on only one piece of paper (the Group's Paper).
5. Each student must write at least one description on the group's paper.
6. The Group Paper will have 4 sentences about 1 picture.
*Ex: (Student 1 writes) She is wearing a blue hat.
(Student 2 writes) She is wearing black sandals.
(Student 3 writes) She is wearing gold earrings.
(Student 4 writes) She is wearing a blue belt.*
7. When the group finishes with one picture, they trade pictures with another group and write another description.
8. Collect the groups' papers and tape the pictures on the board.
9. Read one description from each group and students listen and identify the correct picture.

Variation (easier): Students write one sentence about each picture and pass to the next group.

B. Guess Who (L, S)

1. Put photos on the board of people wearing different clothing. (To get the photos, use catalogs, the newspaper, magazines, or simple drawings.)
2. Each student secretly chooses a picture and describes the person's clothing.
3. Students take turns guessing which photograph the person is describing.

Variation: If the students don't have to wear a uniform, they can describe their classmates instead of photographs.

C. Describe the Person: Draw the Picture (L, S)

1. Students need coloring utensils for this activity.
2. Read a description of a person.
*Ex: I am wearing a blue dress and a yellow belt.
I am wearing black sandals.*
3. Students draw a picture of the clothes they hear.
4. Students share their drawings and describe them using the same language.
*Ex: She is wearing a blue dress and a yellow belt.
She is wearing black sandals.*

D. Fashion Show (S, L)

1. Plan a small fashion show for the next class.
2. Students form groups of four.
3. Two students are models.
4. Two students describe the clothes. Students must describe at least five things the models are wearing.
5. The models bring the clothing to change into at the beginning of class.

Ex: Student A describes what Student B is wearing.

Student A says: "Student B is wearing blue pants, a white t-shirt, black shoes, a silver necklace, and a silver watch."

6. Student B points to the clothing as it is described.
7. Student C describes what Student D is wearing.

E. Murder Mystery (S, L, W)

See 8.2.1. Do the same activity, but use photographs of people wearing different clothes, and have students describe suspects based on their clothing.

8th Grade 4.2 Buying Clothes

Target Vocabulary

Sizes: small (S), medium (M), large (L), extra-large (XL)

Adjectives: big, small, tight, loose, long, short, cheap, expensive, affordable, beautiful, cool, comfortable, fashionable, nice, pretty, stylish

Verbs: COST, FIT, TRY ON

Target Grammar

Review "How much" questions (See 7.4.5)

How much does the blue dress cost?

How much do the sandals cost?

TOO + negative adjective

It's too small.

VERY + positive adjective

It's very beautiful.

Conjunction BUT

The jeans are very stylish, but they're too expensive.

The dress is very pretty, but it's too tight.

I Do/Presentation

A. Review Clothes

1. Choose a Multi-Purpose Activity from the Index such as Pictionary to review clothing vocabulary.

B. Buying Clothes Dialogue (Listen to CD Track #15)

1. Students copy Part 1 of the dialogue.
2. Introduce size vocabulary: small (S), medium (M), large (L), extra-large (XL) and new verbs that appear in the dialogue.
3. Students practice pronunciation and copy meaning.

Dialogue Part 1:

Shopper: *Hi, I need some brown shoes. Do you have any?*

Salesperson: I think so. Yes. They're on sale! What size do you wear?

Shopper: *I wear a size 40.*

Salesperson: I'm sorry. I don't have brown shoes in your size, but I have them in size 42.

Shopper: *Okay, I'll try them on.*

C. Dialogue to Introduce Adjectives: Positive and Negative

1. Students copy Part 2 of the dialogue.
2. Introduce all positive and negative adjectives. Underline the adjectives that appear in the dialogue.
3. Introduce new verbs that appear in the dialogue.
4. Students practice pronunciation and copy meaning.

Dialogue Part 2:

Salesperson: *Do the shoes fit?*

Shopper: No, these shoes are too big and too loose.

Salesperson: *I have black shoes in size 40. Do you want to try them on?*

Shopper: Yes, please. These shoes are very comfortable and stylish!

D. Dialogue to Introduce Too + Adjective and Very + Adjective

1. Use the same Part 2 Dialogue to identify instances of TOO + adjective and VERY + adjective.
2. Explain that TOO expresses EXCESS of a "negative" adjective.
Ex: Too big. Too expensive.
3. Explain that VERY expresses abundance of a "positive" adjective.
Ex: Very nice. Very beautiful.
4. Underline the instances of TOO + adjective and VERY + adjective in the dialogue.

E. Dialogue to Introduce COST and Conjunction BUT

1. Use Dialogue Part 3 to review TOO and VERY.

Dialogue Part 3:

Shopper: *Yes, these shoes fit. How much do they cost?*

Salesperson: They cost C\$550.

Shopper: *The shoes are very comfortable, but they're too expensive. I'm sorry. They cost too much money.*

Salesperson: I understand. Please come again soon.

2. Students identify the new word "BUT" and discuss its meaning in the dialogue. Does the shopper want the shoes? No. How do we know? Because the word BUT indicates a change in the sentence and introduces a problem.
*Ex: The dress is very affordable, but it's too tight.
The necklace is very pretty, but it's too expensive.*
3. Use the dialogue to introduce the interrogative with the verb COST.
4. Students practice pronunciation and copy meanings.

Questions with COST Structure:

How much + DO + ITEM + cost?

Singular: *How much does the shirt cost?*

Plural: *How much do the pants cost?*

Answer with COST Structure:

The + ITEM + COST + amount of money.

IT/THEY + COST + amount of money.

Singular: *The shirt costs 100 córdobas.*

It costs 100 cordobas.

Plural: *The pants cost 500 cordobas.*

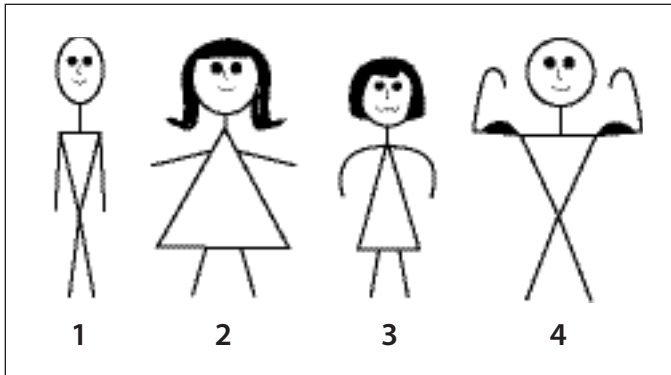
They cost 500 cordobas.

We Do/Practice

A. What Size? (W or S)

- Before class, prepare a poster paper showing 4 different body types.
- Ask students What size does he/she wear?
- Students must answer/write the correct size.

Ex: She wears a size small. He wears a size extra large.



B. Practice TOO + Adjective with Drawings (W)

Use the drawings from "What Size?" to answer questions about the people using adjectives.

- Person 1 wears a size (small). He is trying on a large shirt. The shirt is too (big/loose/long).
- Person 2 wears a size (extra large). She is trying on pants that are size small. The pants are too (tight/small/short).
- Person 3 wears a size small dress. She is very short and the dress is size extra large. The dress is too (long).
- Person 4 wears a size (large) and size 40 shoes. He is wearing size 50 shoes. The shoes are too (big).

C. Practice TOO + Adjective with Word Bank (W)

Students fill in the blank with the correct adjective from the box.

expensive	small	big	short
tight	long	loose	

- Josue is very tall but he has pants for a short person. The pants are too (short).
- Maria is small but is trying on an extra large shirt. The shirt is too (big) and (loose).
- Marcos wears size 40 shoes, but he is trying on size 38 shoes. Those shoes are too (small) and (tight).
- Pedro wants to buy new boots and he has C\$200. The boots he likes cost C\$500. They are too (expensive).
- Abigail is buying a skirt but she is very short and the skirt is a large. The skirt is too (long).

D. Draw the Picture (W)

Students draw a picture to illustrate each sentence.

- The sweater is too loose.
- The skirt is too short.
- The hat is too big.
- The sneakers are too small.
- The ring is too expensive.
- The shirt is too long.

E. Sell the Item! (W, S)

- Write a list of "positive" adjectives on the board.
- Tape pictures or write a list of different clothing items on the board.
- Students select an item of clothing.
Ex: A ring, a necklace, a scarf, etc.
- Students come to the board and underneath the item, write a sales pitch to sell that item.
- Students use VERY + adjective.
Ex: This ring is very beautiful and affordable. It's gold and silver and very stylish.
- Students vote at the end for the most persuasive sales pitch and say the item that they want to buy.

F. Listening Activity (L)

- Students draw the chart below and copy the headings "Clothing Item, Very ____?, and TOO ____?"
- Read the four sentences below slowly and clearly. Emphasize the word "but."
- Student copy the information they hear in order to complete the chart.

Clothing Item	Very ____?	TOO ____?
necklace	affordable	tight
shorts	cool	loose
hat	nice	big
dress	pretty	expensive

- My name is Martha. I'm buying a necklace. I am a size extra large. The necklace is very affordable, but it's too tight!
- My name is Joe. I'm buying shorts. I am a size small and the shorts are size extra large. The shorts are very cool, but they're too loose.
- My name is Raul. I'm trying on a blue hat. The hat is too big, but it's very nice.
- My name is Kaitlin. I'm trying on a purple dress. The dress is very pretty, but it's too expensive!

G. Form a Question (W)

1. Students form a question with "How much...?"
2. Students write the answer using the cost in parentheses.
 1. shoes (C\$350) *How much do the shoes cost? 350 cordobas.*
 2. hat (C\$90) *How much does the hat cost? 90 cordobas.*
 3. dress (C\$475) *How much does the dress cost? 475 cordobas.*
 4. socks (C\$25) *How much do the socks cost? 25 cords.*
 5. earrings (C\$55) *How much do the earrings cost? 55 cordobas.*

You Do/Production

A. It's Great, But... (W, S)

1. Students choose an item.
2. Students write sentences describing the item using VERY and TOO. Use the Listening Practice Activity F as a model.
3. Students present their sentences to the class to practice speaking.

B. Clothing Dialogue (S, L, W)

1. Divide students in pairs.
2. Students write a dialogue: one student is a *Salesperson* and the other is the *Shopper*.
3. Use the dialogue from the Presentation Activities B, C, and E as models.
4. In the dialogue, the shopper wants to find an item of clothing. Use TOO and VERY to describe the object and tell how much it COSTS.
5. Students present their dialogues to the class.

Variation: Students bring realia objects for their presentation.

C. Two Circle Conversation (See Multi-Purpose Activities Index for more directions) (S, L)

1. Students draw an item of clothing on a piece of paper and write the size and how much it costs.
2. Each student will ask their partner if they want to buy the item and give a reason using VERY.
3. Students use this model:
"Do you want to buy a/an (item)? It's/They're VERY (adjective)."
Ex: Do you want to buy a scarf? It's very stylish.
4. The partner must say "No" and give a reason why not using TOO.
Ex: No, it's too expensive.
No, the shoes are too small.

8th Grade 4.3 The Weather

Target Vocabulary

Seasons: spring, summer, fall, winter

Weather: sunny, cloudy, foggy, rainy, snowy, windy, hot, warm, humid, cool, cold, lightning, rain, snow, wind, temperature, BLOW, RAIN, SNOW.

Target Grammar

BE (See 7.2.1) + weather adjective

It's rainy in the spring.

Review present progressive (See 8.2.4)

He's wearing boots because it's raining.

I am wearing a scarf because it's snowing.

I Do/Presentation

A. Present Vocabulary

1. Use drawings of weather.
2. Students listen to each weather word twice or more.
3. Students then repeat each weather word at least twice.
4. Students say the weather word.
5. Allow students time to draw the weather word and write the vocabulary.

B. Weather Reading (Listen to CD Track #16)

1. Students copy the reading and read it individually.
2. Students draw a circle around the season vocabulary words.
3. Students draw a square around the weather adjectives.
4. Students underline the weather verbs (RAIN, SNOW, BLOW).
5. After the students read, explain the difference between verbs (*It rains.*) and adjectives (*It is rainy.*)

Variation: Write out the reading but put blanks in the place of new vocabulary. Have students listen to the reading and fill in the blanks.

Reading:

Nicaragua only has two seasons, the summer when it is warm and sunny and the wind blows, and the winter when it is hot and rainy.

In the United States, there are four seasons. The winter is in the months of December, January, and February. It is very cold and cloudy and it snows. The spring is March, April, and May. It is warm and rainy. It doesn't rain every day, but it rains sometimes and there is a lot of thunder. The summer is hot and sunny and is during June, July, and August. Finally, the fall is cool, foggy, and windy in September, October, and November.

We Do/Practice

A. Identify the Seasons (W)

1. Students label the pictures with the correct seasons using the information from the reading in Presentation Activity B.

Variation: Students write sentences using adjectives to describe the season as the drawing shows.



B. Telephone (See Multi-Purpose Activities Index for more directions) (L)

1. Follow the rules of this Multi-Purpose Activity to practice new vocabulary.
2. Write the weather vocabulary words on the board.
3. Students listen carefully to differentiate word pairs.

Ex: rain and rainy

C. Categories (See Multi-Purpose Activities Index for more directions) (W)

1. Students make two columns: clothing items and seasons.
2. After listening and writing the words in the correct category, students draw lines and match the correct clothing to the season.

Ex: A scarf -> Winter, Sunglasses -> Summer

3. Students write sentences.

Ex: In the winter, I wear a scarf.

D. Fill in the Blank (W)

Students complete the sentences with a weather vocabulary word. Identify if the word is a season, an adjective, or a verb.

1. Today I need to bring my umbrella because it is (rainy).
2. In the summer, it is (warm) and (sunny).
3. I have to wear a scarf, boots, and a hat in the (winter).
4. When there are dark clouds, it is going to (rain).
5. I like to wear shorts and sandals when it is (hot).
6. What's that loud noise? Is it a helicopter or is it (thunder)?
7. The winter is fun because we can play in the (snow).

You Do/Production

A. Answering Questions (W, S)

1. Students answer the following questions with a complete sentence.
2. Students share their answers with a partner.
1. What is the weather today? *Today it is . . .*
2. What is your favorite type of weather?
My favorite type of weather is . . .
3. What is the weather like in Nicaragua in the winter?
In Nicaragua in the winter, it is . . .
4. What is the weather like in the United States in the spring? *In the United States in the spring, it is . . .*

B. Vacation (W, S)

1. Students pretend they are going on vacation.
2. Students choose location or give locations.

Students complete the following sentences:

- 1) I'm going to _____ (place).
 - 2) It's _____ (weather adjectives).
 - 3) I'm bringing _____ (clothing items).
3. Each student must list at least 5 items that they are bringing. Clothes must be appropriate for the weather.
Ex: Bringing shorts to Antarctica does NOT make sense!
 4. Students present to the class.

C. Weather Around the World (W, S)

1. Students create a weather forecast for a world capital.
2. Students include the place, the temperature, and describe the weather.
*Ex: Today in Mexico City, Mexico it is very hot and sunny.
The wind is blowing and the temperature is 100 degrees.*

Variation: Students choose 3 capital cities and use a world map to point to them as they present.

8th Grade 5.1 Sports

Target Vocabulary

Equipment: ball, bat, glove, football, goal, net, hoop, racket, bicycle, sneakers

Sport: baseball, basketball, football, cycling, golf, running, soccer, swimming, tennis, volleyball

Place: court, field, gym, pool

Verbs: CATCH, KICK, HIT, PASS, PLAY, RUN, SWIM, SWING, THROW, USE

Target Grammar

Review Simple Present (See 7.3.1)

*She **kicks** the ball in the goal.*

*They **swim** in the pool.*

I Do/Presentation

A. Vocabulary

1. Ask students to name all the sports they know.
2. Make a list on the board.
3. Add the target vocabulary that the students did not name.
4. Do a gesture to represent each sport.
Ex: swinging a bat for baseball, or kick a ball for soccer.
5. Students mimic the actions.
6. Using the actions, say the word and do the action.
7. Students repeat the word after you.
8. Then, only say the word and have students do the actions.
9. Finally only do the action and students say the words.

B. My Favorite Sport Is...

1. Present the question: "What is your favorite sport?"
2. Answer the question yourself: "My favorite sport is ____."
3. Ask the students until they answer using the model.

C. More Vocabulary

1. Use Categories (See Multi-Purpose Activities Index) to match sports vocabulary with the correct equipment and the correct place to play.
2. Create one column for each category. Students match words or draw lines to connect them. (See chart -->)
3. Students copy meanings and practice pronunciation

Ex: Baseball -> field -> bat, glove, ball

Soccer -> field -> ball, goal,

Sport	Place	Equipment
Baseball	Field	Racket
Soccer		Hoop
Basketball	Gym	Goal
Volleyball		Glove
Tennis	Pool	Bat
Swimming		Net
Running		Ball

We Do/Practice

A. Fill in the Blank (W)

1. Use the words in the box to complete the paragraph below.
2. First students work individually and fill in all the blanks.
3. Then have students work in pairs to fill in any remaining blanks they have.
4. Finally review as a class.

ball	hits	kicks	net	ball	plays
plays	soccer		ball		swims

Sara plays (soccer) every Saturday. She plays with a ball on a field. She kicks the (ball) in the goal. On Tuesdays and Thursdays, Sara (plays) volleyball. She (hits) the ball over the (net). On Mondays, she (swims) in a pool.

B. Verb Review (W)

Students put the correct verb form in the blank.

1. Andy (kicks) the ball in the goal. (kick)
2. We (play) soccer in the afternoon. (play)
3. They always (run) in the morning. (run)
4. I (hit) the ball with the bat. (hit)
5. You (use) a bat to (play) baseball. (use, play)
6. Dora (swims) in the pool every Friday. (swim)

C. Sports Reading (R)

1. Read the short paragraph below.
2. As a class answer the True/False questions.
3. Students correct the false statements to make them true.

My name is Alex. I play basketball. When I play basketball I use a ball, and I pass the ball and run a lot. My sister plays volleyball. She hits the volleyball over a net. My brother plays soccer. He runs up and down the field.

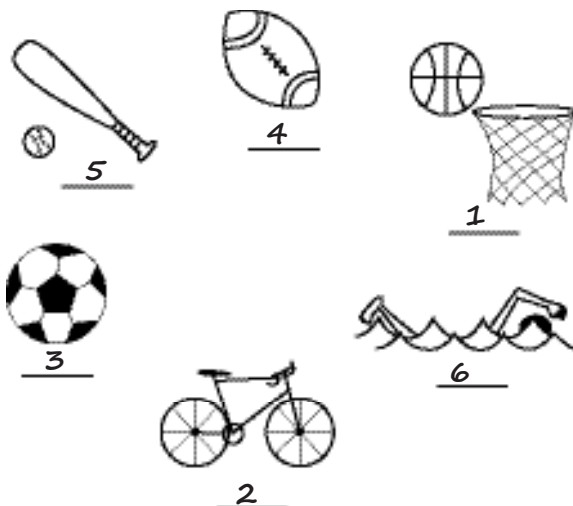
- | | | |
|-------------------------------------|------------|------------|
| 1. Alex plays basketball. | <u>(T)</u> | F |
| 2. Alex's brother plays volleyball. | T | <u>(F)</u> |
| 3. Alex's sister plays baseball. | T | <u>(F)</u> |
| 4. You play volleyball with a net. | <u>(T)</u> | F |
| 5. You play soccer on a field. | <u>(T)</u> | F |

D. Sports Listening (L)

1. Read the following paragraph to the students.
2. Students put the sports in the order as they hear them in the paragraph.
3. Students write "1" next to the sport that they hear first, "2" next to the 2nd sport, etc.

Reading:

I love to play a different sport every day: Monday through Saturday. On Monday I play basketball with my friends. On Tuesday morning I ride my bike around the park. On Wednesday we play my favorite sport soccer at school during lunch. Thursday is football night, and all of the neighborhood plays. Friday I play baseball. Finally, on Saturday I relax and go swimming all day at the Laguna de Apoyo.



E. Sports Song: I Like to Play (Listen to CD Track #17) (S, L, W)

1. Use the CD or sing the song for your students.
2. Students listen, copy and sing the song.
3. Have students write new lines to change the sports vocabulary. They can include different sports and actions.

*I like to play, play, play
soccer and basketball.*

*I like to play, play, play
soccer and basketball.*

*He likes to hit, hit, hit,
hit the baseball.*

*He likes to hit, hit, hit
hit the baseball.*

*They like to play, play, play
tennis and volleyball.*

*They like to play, play, play
tennis and volleyball.*

*She likes to pass, pass, pass
pass the basketball.*

*She likes to pass, pass, pass
pass the basketball.*

You Do/Production

A. Guess Who: Athletes (W, S, L)

Use this activity to review physical descriptions, clothing, and sports equipment.

1. Have students brainstorm lists of their favorite athletes. Make sure to include female athletes wherever possible. Try to get at least 3 athletes for every sport.
2. Students choose an athlete secretly and write a description, without telling the name.
Ex: This athlete plays basketball. He wears shorts and a jersey. He uses sneakers and a basketball. He is tall and bald. (Answer: Michael Jordan)
3. Split students into small groups of 4-6 students.
4. One at a time, students will read their descriptions to their group. Group members can ask questions to find out more information. (For example: "Is he strong?" "Is he dark-skinned?" "Is he from the United States?")
5. Members of the group should guess who the athlete is.

B. Write a Paragraph (S, L, W)

1. Students create their own short paragraphs.
2. Students use at least 3 different sports and sports verbs.
Ex: I play baseball with my brother. We hit the ball and play in the field. I play soccer at school at recess. My sister plays volleyball and she hits the ball over the net.
3. Students present to the class.
4. When students hear a sport, they do the gesture and write the sport under their paragraph.

C. Ask a Partner (W, S, L)

1. Divide students in pairs.
2. Students ask each other what their favorite sport is and what they do in that sport.
Ex: Student 1: What is your favorite sport?
Student 2: My favorite sport is basketball. I shoot the ball in the hoop. What is your favorite sport?
Student 1: My favorite sport is swimming. I swim in the pool.
3. Students write their questions and answers.
4. Students present their dialogue.

D. The Nicaraguan Olympics (S)

1. Write 5 sports on the board.
Ex: Basketball -> Soccer -> Tennis -> Baseball -> Running
2. Students must think of one action and location or equipment for each sport.
Ex: I shoot the ball on the court. I kick the ball in the goal. I hit the ball with a racket, etc.
3. Students form rows of 5.
4. The first student says the first sport: *I play basketball!* + ONE sentence about that sport.
Ex: I play basketball. I shoot the ball.
5. The student does the gesture for the sport and sits down.
6. Student 2 says the second sport: *"I play soccer! I kick the ball in the goal."* He does the gesture and sits down.
7. Continue until all students are sitting.
8. The fastest team to sit down wins the Olympics.

8th Grade 5.2 Leisure Activities and Games

Target Vocabulary

PLAY cards, checkers, chess, marbles, video games, sports, a musical instrument
CHAT online, HANG OUT, LISTEN to music, READ a book, SURF the web, WALK in the park, WATCH TV, LIKE

Target Grammar

Simple Present affirmative, negative, and interrogative with LIKE

I like to play cards

I don't like to play chess

Do you like to play marbles?

I Do/Presentation

A. Vocabulary

1. Students brainstorm pastimes and things they like to do in their free time.
2. Write the words in English on the board.
3. Students copy vocabulary and write meanings, then practice pronunciation.

B. The Verb LIKE: Affirmative and Negative

1. Introduce the verb LIKE.
2. Give examples of sentences in affirmative and negative forms.
3. Discuss how LIKE works with verbs and nouns:
 - LIKE + infinitive verb
Ex: I like TO PLAY chess. (the action)
 - LIKE + noun
Ex: I like chess. (an activity)

C. The Verb LIKE: Interrogative

1. Review the interrogative form. (See 7.5.2)
2. Introduce the questions and short answers.

AFFIRMATIVE	NEGATIVE
I like	I don't like
You like	You don't like
He/she likes	He/she doesn't like
We like	We don't like
They like	They don't like

Questions with DO and DOES Structure

DO + subject + Verb (simple form) + complement + ?

Do you like soccer?

Does he like apples?

Affirmative: Yes, Subject + DO.

Do you like soccer? Yes, I do.

Does he like apples? Yes, he does.

Negative: No, Subject + DO NOT (DON'T/DOESN'T).

Do you like soccer? No, I don't.

Does he like apples? No, he doesn't.

We Do/Practice

A. What Kind of Leisure Activity Is It? (W)

1. Draw a Venn Diagram (See 9.2.2) on the board and write "Solitary" on one side and "Group" on the other.
2. Begin with one vocabulary word.
Ex: PLAY checkers
3. Ask students if the activity is a "Solitary" or a "Group" activity or both.
4. Write the activity in the correct part of the diagram.
5. In groups, students write the other activities in the correct part of the diagram.
6. Students compare answers.

B. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S)

1. Students use sentences with LIKE in the affirmative and negative.
*Ex: Student: "He likes to play video games."
King/Queen: "He doesn't like to play video games."*
2. If the King/Queen responds incorrectly, the student who gave the sentence corrects the King and takes his/her place.

C. Charades or Pictionary (See Multi-Purpose Activities Index for more directions) (S)

Follow the rules of this Multi-Purpose Activity to practice the Leisure and Game vocabulary.

D. Put the Questions and Responses in Order (R, S)

1. Write the questions and responses on the board out of order.
2. Divide students into pairs.
3. Students match the questions and responses and write them in order.
4. Students practice the dialogue.

Questions and Responses: Leisure activities

Do you like marbles?

Yes, I do. I play marbles with my friends.

Do you like to read books?

No, I don't. I like to do activities in groups.

You like sports? I like to play soccer.

I like to play soccer, too!

You Do/Production

A. Find Someone Who (S, L, W)

- Students copy the following chart into their notebooks:

Do you like to . . . ?	Signature	Sentence
1. . . . chat online?	<i>Silvia</i>	<i>Yes, I do.</i>
2. . . . play chess?	<i>Marcos</i>	<i>No, I don't.</i>
3. . . . play video games?		
4. . . . surf the web?		
5. . . . play marbles?		
6.		
7.		
8.		
9.		
10.		

- Practice asking the question: *Do you like to _____?*
- Students ask other students the question.
- All students sign their names in the "signature" column.
- The student writes the response next to the signature.
"Yes, I do" or "No, I don't."
- When a student has ten signatures (from ten different students), they sit down.
- Students must write 10 sentences to describe the results of their interview.

Ex: Silvia likes to chat online.

Marcos doesn't like to play chess.

B. In the Bag (R, S)

- Before class, cut out or draw small pictures and put them in a bag.
- If the students do not know the name of the object in the picture, write the English word on the picture.
- One by one, students choose a picture from the bag.
- The student forms a sentence using like.
Ex: If the student chooses a picture of a chicken and the student does not like chicken, the student says "I don't like chicken."

Variation: Students work in groups and each group has a bag with some pictures.

C. Guessing Likes and Dislikes (R, W)

- Students write one affirmative and one negative sentence with LIKE on a piece of paper.
- Collect the papers and mix them.
- Give the papers to different students.
- Students read the paper and guess whose paper they have.

Variation 1: Students work in groups.

Variation 2: Students ask yes/no questions to certain students to help them guess.

8th Grade 5.3 Holidays

Target Vocabulary

Holidays: Valentine's Day, Holy Week, Easter, International Women's Day, Labor Day, Mother's Day, Children's Day, Father's Day, Independence Day, Halloween, Thanksgiving Day, Christmas Eve, Christmas, New Years' Eve, Patron Saint Festival

Activities: CELEBRATE, DECORATE, GIVE gifts, HONOR, MARCH in a parade, PARTY, PRAY, SPEND time with family and friends, USE fireworks

Target Grammar

Review Wh- questions and How questions (See 8.2.3)

What is the holiday?

When is the holiday?

How do people celebrate the holiday?

I Do/Presentation

A. Vocabulary

1. Write the months of the year on the board in English.
(See 7.4.4)
2. Ask students what holidays they celebrate in Nicaragua during each month.
 - Children's Day (June 1st)
 - Father's Day (3rd Sunday in June)
 - Independence Day (July 4th)
 - Labor Day (1st Monday in September)
 - Mother's Day (2nd Sunday in May)
 - Thanksgiving (4th Thursday in November)
 - Halloween (October 31st)
3. Make a list of holidays in the United States.
4. Write the American holidays in the correct month with the Nicaraguan holidays. Compare the differences.
5. Students copy the vocabulary and write meanings, then practice pronunciation.
6. Use drawings or gestures to help with new vocabulary words.

B. Wh-Questions

1. Review meaning of each Wh-question (See 8.2.3). Add "How" to the list and review the meaning. Remind students of the question "How are you?"
2. Review that WHY questions are answered with BECAUSE + a reason.

3. Present questions about holidays:

- What is the holiday?
- Who celebrates it?
- When is the holiday?
- Where do we celebrate the holiday?
- Why do we celebrate?
- How do we celebrate the holiday?

4. Students copy the questions and their meaning and practice pronunciation.
5. Present answers to the questions using holiday vocabulary as an example.
6. Present new verbs to help answer the "how" question.
Ex: decorate, march, use fireworks, etc.
7. Use gestures to help teach the new vocabulary words.
Ex: March in place to teach MARCH.

Example:

What is the holiday? *New Year's Eve*

Who celebrates it? *Everyone*

When is the holiday? *December 31st.*

Where do we celebrate the holiday?

We celebrate in homes and in the neighborhood.

Why do we celebrate?

Because we want to welcome the new year.

How do we celebrate the holiday??

We use fireworks and stay awake until midnight.

We Do/Practice

A. Choose the Question Word (W)

1. Students read the answer to each question.
2. Check for comprehension and clarify new vocabulary.
3. Students identify the correct Wh-question word to ask a question.
1. _____ are the traditional colors for Christmas? (*What*)
The traditional colors for Christmas are green and red.
2. _____ Christmas songs do people sing? (*What*)
People sing songs like "Deck the Halls" and "Joy to the World."
3. _____ do people put gifts? (*Where*)
People put gifts under the tree.
4. _____ do people prepare for Christmas? (*When*)
People prepare on December 24th.
5. _____ do people go to celebrate? (*Where*)
People go to church or celebrate in their homes.
6. _____ celebrates the holiday? (*Who*)
Families and friends celebrate the holiday.

B. Reading Comprehension (R, W)

1. Students copy the following paragraphs on the next page. (See next page)
2. Identify, define, and practice any new vocabulary.
3. Divide students into groups of three.
4. Assign each group one of the holidays.
5. For their holiday, the group answers the following questions in complete sentences:
 1. Who celebrates this holiday?
 2. What do people do on this day?
 3. What does the holiday celebrate?
 4. Where do people celebrate the holiday?
 5. When is the holiday?
 6. How do people celebrate?
6. Each group shares its answers; the groups with the same holidays compare what they wrote.

Christmas

People around the world celebrate Christmas on December 25th. Everybody spends time with their family, goes to church, and in some countries they give gifts. Christmas is a Christian holiday to celebrate the birth of Jesus Christ.

Thanksgiving

In the United States, Americans celebrate Thanksgiving in November. They eat turkey and other foods. Thanksgiving celebrates when the pilgrims arrived in America on a ship called The Mayflower. Americans give thanks for and spend time with their families and friends.

Independence Day

Independence Day is different all around the world. In Nicaragua it is in September, and in the United States it is in July. Independence Day celebrates when countries liberated themselves from colonizers. In the United States, people celebrate Independence Day with fireworks and eat barbecue food. In Nicaragua, students march in parades and use fireworks.

Mother's Day

Many countries, like Nicaragua and the United States, celebrate Mother's Day in May. Children do something special for their mothers to thank them for all of the hard work they do—some give gifts and others help around the house.

C. Cocktail Party (See Multi-Purpose Activities Index for more directions) (W, S)

Follow the rules of this Multi-Purpose Activity to practice asking Wh-questions and How questions about holidays.

You Do/Production

A. Dialogue with a Tourist (S, L, W)

1. Divide students into pairs or groups of three.
2. Students write a dialogue about a foreigner who is visiting their town during their holiday.
3. They must explain the holiday to the visitor. The foreigner will ask lots of Wh- questions. The students answer his questions.
4. Students present their dialogues. Everyone must speak during the dialogue.

B. Create a Poster (W)

1. Students pretend they work for the department of culture and tourism.
2. Students create a poster with holiday information to attract tourists to Nicaragua for different holidays.

Ex: Patron Saint Festival!

Our patron saint festival is the first week of August. We celebrate our Patron Saint, Saint English. People use fireworks, eat corn and drink chicha, and spend time with family and friends. We celebrate in the park and in the church.

C. Research a Holiday (W)

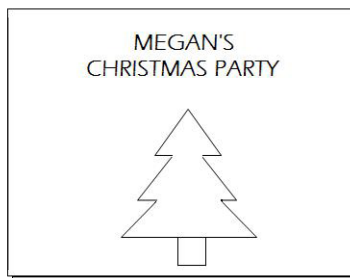
1. Students work in groups.
2. Students research a holiday from a different country not presented in the vocabulary list.
Ex: Hanukah, Kwanzaa, Ramadan.
3. Students ask and answer 5 Wh-questions about the holiday.
4. Students present their research to the class.

D. Planning a Holiday Party

(Note: This activity has three parts: Invitations, Response Sheets, and To-Do List. You can do just the invitations, but the activity is more communicative if you allow time for all three activities.)

D.1. Invitations (R, W)

1. Students will make invitations to a holiday party.
2. Present a model invitation using Wh- questions. Invitations should be decorated with a picture that reflects the party (for example, a Christmas tree).



WHO: Family and friends

**WHEN: December 25th
at 4:00 pm**

WHERE: Megan's house

**WHY: To celebrate Christmas
with dinner and music**

3. Present the instructions to students:
 - a. Choose a holiday.
 - b. Create a party.
 - c. Make and decorate an invitation.
4. Brainstorm with students which holidays they will choose, who they will invite, when, where, and why.
5. Students individually will make and decorate an invitation to a party of their choosing.

D.2. Response Sheets (R, W)

1. To plan a party, students must know who is coming.
2. Students should make Response Sheets for their invitees to fill out.
3. Students cut at least five small sheets of paper with the information "Name, Yes/No, Bring." Leave these sheets on their desks with their invitations.
4. Students get up and go around the room reading each other's invitations.
5. Students should respond to 3-5 of their classmates' invitations by filling out their Response sheets. They should write their name, whether they are attending or not, and if they attend, what they will bring.
Ex: Romelia, yes, music
6. (Note: Students should bring things that are relevant to the party. Costumes to a Halloween party, nacatamales to a Christmas party, etc.)

D.3. To-Do Lists (R, W)

1. Students return to their desks and analyze the results of the RSVP slips.
2. They should make a To-Do list of what other people are doing, and what they still need to do.
Ex: Megan's Christmas Party
Chairs: Geoconda
Music: Jefferson
Nacatamales: Marcela
To-do: Soda, chicken, salad, decorations
3. Students can turn in all three elements (Invitation, RSVP slips, and To-do list) for an evaluation.

8th Grade 6.1 Parts of the Body

Target Vocabulary

The body: head, neck, shoulder, back, chest, arm, hand, fingers, nail, stomach, butt, hips, leg, knee, foot/feet, toes, skin

The face: cheek, chin, ears, eyes, lips, mouth, nose, tongue, tooth/teeth

Senses/Abilities: COOK, LISTEN, PLAY, RUN, SEE, SMELL, TALK, TASTE

Target Grammar

Review the verb HAVE (See 7.2.4)

I Do/Presentation

A. Vocabulary

1. Draw a body on the board.
2. Ask students if they know any "body" vocabulary.
3. Identify the rest of the body vocabulary.
4. Students copy.
5. Practice pronunciation.

Variation: Use a student as a model and tape the vocabulary words to their body.

We Do/Practice

A. BINGO (See Multi-Purpose Activities Index for More Directions) (L)

Follow the rules of this Multi-Purpose Activity to practice body vocabulary.

Variation: Students can draw the body parts in the boxes instead of writing the words

B. Simon Says (See Multi-Purpose Activities Index for More Directions) (L)

1. Follow the rules of this Multi-Purpose Activity to practice body parts.
2. When students have practiced a few times, make the student that wins Simon.

C. Song: "Head, Shoulders, Knees and Toes" (L, S) (Listen to CD Track #18)

1. Teach the song "Head, Shoulders, Knees, and Toes."
2. While singing the song point to the body parts.

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Stomach, elbows, butt and feet, butt and feet
Stomach, elbows, butt and feet, butt and feet
Hands and hips and chin and cheeks
Stomach, elbows, butt and feet, butt and feet

D. Useful Body Parts (W)

1. Fill in the blanks with the correct body part.
2. When the students finish, have them write four more sentences using other body parts.
 1. You run with your (feet/legs).
 2. You talk with your (mouth).
 3. You listen with your (ears).
 4. You see with your (eyes).
 5. You smell with your (nose).
 6. You cook with your (hands).
 7. You taste with your (tongue).
 8. You play the piano with your (fingers).

E. Trace the Body (W)

1. Divide students into groups of 5.
2. Students will trace one student's body with chalk on the floor.
3. Students label the body parts as a group.
4. The first group to finish wins.

Variation (Challenging): Have students label the body parts without their notebooks.

You Do/Production

A. People to People (S, L)

1. Every student finds a partner.
2. A leader calls out actions such as "nose to nose," "back to back," "head to arm," "leg to foot," etc.
3. Students have to follow the instructions in their pairs, and touch the right body parts.
4. When the leader calls out "people to people," everyone must change partners.

B. Body Parts Song (S, W)

1. This activity is based on the "Head, Shoulders, Knees, and Toes" song and movements.
2. Divide the students into small groups.
3. Give each group 4-8 vocabulary words for other parts of the body.
4. Each group should make a song of the body parts and a dance movement that indicates the correct part of the body.
5. Groups should present their songs and teach the dance movements to the class.

C. Fly Swatter (See Multi-Purpose Activities Index for more directions) (L)

1. Draw a picture of a person on the board.
2. Divide the students into two or three teams. One student from each team comes forward.
3. Say one part of the body.
4. The first student to identify the correct body part by "swatting" it with their hand earns a point for their team.
5. Students may not "swat" or try to guess more than one time.
6. After their turn, new students from each team come forward and you call another part of the body.

D. Monster on Board (S, L)

1. In this activity, students draw a monster on the board as a class.
2. First, name the monster.
3. One student speaks and another student starts the drawing.

- The student that speaks says the body part he wants the person to draw, the number and maybe an adjective. The adjective is optional.
Ex: Gregorio the Monster has two big heads or Gregorio has nine eyes.
- The student at the board draws two big heads or nine eyes and they continue with all the body parts, ears, mouth, legs, arms, etc.
- Change the students who are speaking and drawing.
- You can make more than one monster so everyone gets at least one turn.
- If you want to hang it up in their room afterward, draw on poster paper instead of the white board.

E. Around the World (See Multi-Purpose Activities Index for more directions) (S)

- Have the first two students of a row stand up.
- Point to a part of your body.
- The first student to correctly pronounce the name of the body part advances to the next student. The other student sits down.
- Repeat again between the winner of the first round and the next student with a new body part.
- When a student loses a round, they take the place or desk of their competitor, and the student that wins advances.
- The winner is the student who can go all the way around the classroom winning every round until they get back to their original desk.

8th Grade 6.2 Illnesses and Injuries

Target Vocabulary

VERBS: BLEED, BURN, COUGH, CUT, PASS OUT, FEEL, HURT, SNEEZE, VOMIT

HAVE	BE
allergies, a back ache, the flu, a blister, a headache, a bruise, an infection, a burn, an insect bite, chills, an itch, a cold, malaria, a cough, a rash, a cut, a sore throat, dengue, a stomachache, fever, a symptom	cold, congested, dizzy, hot, hurt, itchy, nauseous, sick, sore, sweaty

Target Grammar

HAVE + noun and BE + adjective

I have a cold.

I am sick.

Review Wh- questions (See 8.2.3)

Where does it hurt?

What is wrong?

Tip for teachers:

This is probably too much vocabulary to teach in one day.

Separate your lesson plan to teach the "HAVE" illnesses on one day and "BE" illnesses after students have practiced.

I Do/ Presentation

A. Vocabulary

- Present Vocabulary in two columns according to the verb it uses.
- Review HAVE (See 7.2.4) and BE. (See 7.2.1)
- Write several example sentences with HAVE and several with BE on the board.
Ex: She has a headache. We are congested.
- Ask students what the difference is between words that go with HAVE and words that go with BE.
- Explain that you use HAVE with nouns and BE with adjectives.
Ex: I am cold. vs. I have a cold.

B. Review Possessive Adjectives

Explain that in English we use possessives, not articles, to describe our body parts. (See 7.2.4)

C. Question Words

- Ask students what questions we use to ask about illnesses in Spanish.
- Present questions:
 - What's wrong?
 - Where does it hurt?

We Do/Practice

A. Charades: Illnesses (See Multi-Purpose Activities Index for more directions) (S)

1. Divide the class into two teams.
2. Write the names of the illnesses on small pieces of paper.
3. Students come forward one at a time, alternating teams, to act.
4. Have students choose a piece of paper, and then act out the illness on the paper.
5. Their team should guess the illness for points.

B. Verb Forms (W)

Students write the correct form of the verb in parentheses.

1. Michael (feels) sick. (feel)
2. His stomach (hurts). (hurt)
3. They (are) coughing. (be)
4. We (have) an infection. (have)
5. She (has) the chills. (have)
6. It (feels) dizzy. (feel)
7. Ariel's arm (is) bleeding. (be)
8. We (vomit) on the bus. (vomit)
9. Her sister usually (passes out). (pass out)
10. He (sneezes) in the morning. (sneeze)

C. Make a Sentence (W)

Students write sentences with an illness from the box.

Ex: Ana's head hurts. She has a headache.

stomachache rash fever backache congested

1. My back is sore. *I have a backache.*
2. Carlos is sneezing a lot. *Carlos is congested.*
3. Your head is hot. *You have a fever.*
4. I am nauseous. *I have a stomachache.*
5. Marbely has red, itchy skin. *Marbely has a rash.*

D. What is Wrong? (R, W)

1. Students read the following lists of symptoms.
2. Students diagnose simple illnesses.

1 Lucia is congested and has a very bad cough. She has a fever and a sore throat. What's wrong?
(Lucia has a cold.)

2 Mario has an itchy insect bite. He has a high fever and his body aches. He has a bad headache. What's wrong?
(Mario has dengue.)

3 Carol is nauseous and throws up. She is congested and has a cough. What's wrong?
(Carol has the flu.)

4 Maria is eating a mango and is itchy and has a rash on her arms and legs. What's wrong?
(Maria has allergies.)

5 Tom has a high fever and chills and is sweaty. He has an insect bite on his arm. What's wrong?
(Tom has malaria.)

E. Charades: What's Wrong? (See Multi-Purpose Activities Index for more directions) (S)

1. Give each student in the class a small piece of paper with an illness on it. It's okay to have repetitions; a large class might have several copies of each illness.
2. Students stand up and ask each other "What's wrong?"
3. Each student answers according to their illness, with an action that reflect their problem.
Ex: "What's wrong?" "I have a stomachache." (Student moans and clutches his/her stomach.)
4. After asking each other, students exchange papers and find another student to ask.

You Do/Production

A. Dialogue (W, S)

1. Students work in pairs.
2. Students make a dialogue. One student is the doctor and the other is the patient.
3. The doctor asks what symptoms the patient has, the patient responds.
4. Then the doctor tells the patient what illness he or she has.
5. Students present in front of the class.

B. What's Wrong? Listening Diagnosis (W, S, L)

1. Students write symptoms on a piece of paper.
2. Student reads their symptoms to the class and asks "What's wrong?"
3. The class listens and writes the illness down on their paper.
4. The class diagnoses the student.
5. Check their work to see if they listened correctly.

8th Grade 6.3 Medicine and Prevention

Target Vocabulary

antacid, antibiotics, aspirin, balanced meals, cough drops, cough syrup, decongestant, eye drops, injection, medicine, ointment/cream, pain reliever, pill, vitamins

health center, hospital, doctor, pharmacy, prescription

GO to, REST, SLEEP well, STAY, TAKE, USE, PREVENT, EXERCISE

Target Grammar

Modal SHOULD

*You **should** take an aspirin.*

*You **should** rest.*

I Do/Presentation

A. Vocabulary

1. Ask students for treatments for common illnesses.
2. Ask students how they prevent illnesses (getting rest, eating well, etc.).
3. Students copy vocabulary, write meanings and practice pronunciation.

B. Modal SHOULD

1. Write examples on the board:
Ex: You should get rest.
You shouldn't take an aspirin.
Should I go to the doctor?
2. Ask students for the structure. Use questions like "What is first? What is second?"
3. Write structure on the board. (See chart on the right)
4. Explain that SHOULD + not can be a contraction: SHOULDN'T.

C. The Meaning of SHOULD

1. Explain that we use should to make suggestions and give advice.
2. Present situations and the suggestions or advice.

Ana is tired.

*She **should** rest.*

We are hungry.

*We **should** eat.*

Marco is sick.

*He **should** go to the doctor.*

I have a stomachache.

*I **shouldn't** take an aspirin.*

You are tired.

*You **shouldn't** drive.*

We are vomiting.

*We **shouldn't** go to school.*

Modal SHOULD Structure

Affirmative:

Subject + Modal + Verb (simple form) + Complement.

*You **should** eat fruit.*

*She **should** take vitamins.*

Negative:

Subject + Modal + not + Verb (simple form) + Complement.

*He **should not** do drugs.*

*They **should not** smoke.*

Interrogative:

Modal + Subject + Verb (simple form) + Complement + ?

***Should** she go to the doctor?*

***Should** I take cough syrup?*

Short answers:

Yes, Subject + should./No, Subject + shouldn't.

Should** she go to the doctor? **Yes, she should.

Should** I take cough syrup? **No, you shouldn't.

We Do/Practice

A. Matching (R)

Students match the symptom to the medical advice:

SYMPTOM	MEDICAL ADVICE
1. fever	<u>5</u> Drink hot tea, use cough drops
2. congestion	<u>6</u> Take an antacid
3. cough	<u>1</u> Take an aspirin
4. cold/flu	<u>7</u> Use a pain reliever
5. sore throat	<u>8</u> Use ointment or cream
6. stomachache	<u>4</u> Drink liquids and get rest
7. back ache	<u>2</u> Take a decongestant
8. rash	<u>3</u> Take cough syrup or use cough drops

B. Giving a Suggestion (W)

Students use the pairs from the Matching Practice Activity A to form sentences with HAVE/BE and SHOULD.

Ex: **fever:** You have a fever. You should take an aspirin.

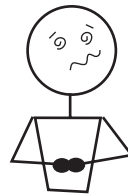
- congestion:** You are congested. You should take a decongestant.
- cough:** You have a cough. You should take cough syrup.
- cold/flu:** You have a cold/flu. You should drink liquids and rest.
- sore throat:** You have a sore throat. You should drink hot tea.
- stomachache:** You have a stomachache. You should take antacid.
- backache:** You have a backache. You should take an aspirin.
- rash:** You have a rash. You should use ointment or cream.

C. What's Wrong? (W)

- Before class, prepare pictures for 5 to 10 illnesses.
- Students look at the picture and answer the questions according to the pictures.



What's wrong? I am congested.
What should you do?
I should take a decongestant and vitamins.



- What's wrong? I have a stomachache.
What should you do? I should take an antacid.



- What's wrong? She has a sore throat.
What should she do? She should drink hot tea.



- What's wrong? He has a fever.
What should he do? He should take aspirin.

You Do/Production

A. Dialogue (S, W, R)

- Divide the class into pairs.
- Students create a dialogue where one student is at school sick and the other is the teacher.
- The student tells the teacher what is wrong.
- The teacher tells the student what they should do.
- Students present in front of class.

B. Skits (W, S, L)

- Divide the class into small groups.
- Assign each group an illness.
- Groups should write and present a short skit involving that illness and recommendations given by another character, such as a doctor, mother, or father.
- Students should try to create the skit without writing and memorizing a dialogue. They can use simple present tense, but encourage them to be creative and speak without a script.

C. Sick Cocktail Party (S, L)

1. Give each student in the class a small piece of paper with an illness on it. It's okay to have repetitions; a large class might have several copies of each illness.
2. Students stand up and ask each other "What's wrong?"
3. Each student answers according to their illness, with an action that reflects their problem.
4. Students should listen to their partner's problem, and recommend a course of action.

Ex: Student 1: What's wrong?"

Student 2: "I have a stomachache." (Student 2 moans and clutches their stomach.)

Student 1: "You should take an antacid."

5. After asking each other, students exchange papers and find another student to ask.

D. News Show (L, S, W)

1. Divide the class into groups of 4-6.
2. Tell them they are going to make a news show.
3. Each group will be assigned a different section of the news they have to act out.
4. Groups present different news segments:
 - a crash that just happened and the injuries
 - an illness that has been going around
 - a new cure that was found or some miracle medicine
 - family medical advice and traditional remedies
5. Give students lots of preparation time to write their news report.
6. Give the students specific parameters for what you expect the report to have.
7. On presentation day, students present their news stories in the front of the class.
8. The students who are listening to the news story write two interesting facts about each story.
9. Students turn in the papers at the end of the activity.

Note: This is a long activity and you will need a lot of time. These topics are only suggestions. Students can choose other contents.

Variation: Students can also review past units. *Ex: Sports, Weather and Fashion news segments.*

8th Grade 6.4 Staying Healthy: HIV/AIDS

Target Vocabulary

transmission, relationship, sex, fluid, illness, treatment, prevention, faithful, true, female, male, condom, contraceptive

ACQUIRE, TRANSMIT, DISCOVER, EXIST, AFFECT, CAUSE, PREVENT

Target Grammar

Review modal SHOULD (See 8.6.3)

*You **should** always be faithful.*

*You **should** never have unprotected sex.*

I Do/Presentation

A. Who Has the Ball?

1. Line up about 6 or 7 students in front of the class.
2. The students stand shoulder to shoulder.
3. The students move their hips together from side to side.
4. Give students a ball/paper ball/tape roll, etc.
5. The students pass the ball behind their backs.
6. The class guesses who has the ball. Use verb HAVE.

Ex: Shyra has the ball. Denis has the ball.

7. After a few guesses, correct or incorrect, students sit down.
8. Ask the class these questions:
 - "Can you see who has the ball?"
 - "Was it hidden?"
 - Then tell them: "Pretend the ball was an illness; do you know who had the illness?"
 - Explain to students that HIV is an illness and you CANNOT tell who has HIV by looking at them.

B. Introduce Vocabulary (Listen to CD Track #19)

1. Ask students what they already know about HIV/AIDS.
2. Make a list of the vocabulary words and students copy the meaning.

C. Information about HIV/AIDS

1. Present the information to the students
2. Explain what HIV and AIDS stand for, how you can transmit and also prevent HIV/AIDS. Finally, they teach the ways people do not transmit HIV/AIDS.

● **HIV** (Human Immunodeficiency Virus)
AIDS (Acquired Immune Deficiency Syndrome)

● **There are only four liquids that transmit HIV/AIDS:**

1. Blood
2. Breast Milk
3. Semen
4. Vaginal Secretions

● **What kinds of activities transmit HIV/AIDS?**

1. Sharing syringes
2. Breastfeeding from HIV positive mother
3. Sex or oral sex without a condom
4. Transfer during pregnancy through blood

● **Liquids that do not transmit HIV/AIDS**

1. Tears
2. Urine
3. Mosquito bites
4. Feces
5. Sweat
6. Saliva

● **Activities that do not transmit HIV/AIDS**

1. Sharing a bathroom
2. Sharing food or drinks
3. Shaking hands
4. Hugging or kissing
5. Sharing clothes or shoes

3. Prevent HIV/AIDS: **ABCs:**

Abstinence,

Be faithful - Mutual fidelity

Condoms

We Do/Practice

A. Transmits/Does Not Transmit (L, S)

1. Divide the board into two columns, labeled "Transmits" and "Does Not Transmit."
2. Create a list of ways HIV/AIDS can and cannot be transmitted.
3. Read them aloud, one at a time. Students must decide whether this action transmits or does not transmit HIV/AIDS.
4. Write the action on the board under the correct heading.
Ex: Mother's milk (transmits)
Playing Soccer (does not transmit)
Sharing needles for tattoos (transmits)
Kissing (does not transmit)
Sex with a condom (does not transmit)

Variation: Split the class into teams, and have them take turns assigning the actions for points.

B. How HIV Becomes AIDS (L, S)

1. Assign 9 students name tags to demonstrate the following roles:
1 Student: The Human Body
4 Students: The Immune System
1 Student: H1N1
1 Student: A cough
1 Student: Pneumonia
1 Student: HIV (will later become AIDS)
2. Organize the students as you read the sentences explaining how HIV becomes AIDS.
3. The Human Body should stand behind the Immune System, with H1N1, cough, and pneumonia on the other side, like a barrier. *"A healthy human body uses the immune system to fight H1N1, coughs, and pneumonia."*
4. HIV stands up and comes next to the Human Body. *"But, after the human body gets HIV, their immune system begins to die."*
5. One by one, the immune system sits down as coughs, the flu, and pneumonia attack the human body. *"After 10 years, the immune system does not work at all and HIV turns to AIDS."*
6. Re-enact as necessary until the students understand how the process works.

C. HIV/AIDS True/False

1. Write the following statements on big pieces of paper and post them on the board.
2. Read each statement as a class to understand new vocabulary.
3. Divide students into groups of four.
4. Students decide which statements are true/false.
5. Draw two columns on the board and label them "True" and "False."
6. Discuss as a class the correct answers and put the papers in the correct column.

- | | |
|--|--|
| <p>1 There is treatment for HIV/AIDS illnesses.
(TRUE—Medications, treatment programs, and a better understanding of HIV and AIDS allows those infected to live normal, healthy, productive lives. However there is no cure.)</p> <p>2 HIV/AIDS doesn't exist in Nicaragua.
(FALSE—there are more than 4,000 people in Nicaragua with HIV/AIDS.)</p> <p>3 People who are HIV positive look different.
(FALSE—Anybody can get HIV, even if you are rich or poor; 14 years old or 70; black or white; homosexual or heterosexual; married or single. It's what you do, not who you are, that puts you at risk for HIV.)</p> <p>4 A condom is the only contraceptive that can prevent AIDS transmission.
(TRUE—when used correctly, condoms prevent the transmission of HIV and other sexually transmitted diseases.)</p> <p>5 A virgin can't acquire HIV during their first sexual relation.
(FALSE—anyone can be infected if they have sex without a condom or share needles or other objects that have blood on them.)</p> <p>6 HIV can be transmitted through shaking hands, kissing, or sharing food.
(FALSE—Transmission can only occur if someone is exposed to blood, semen, vaginal fluid or mother's milk from an infected person.)</p> | <p>7 HIV causes AIDS
(TRUE—AIDS is caused by the human immunodeficiency virus (HIV). This virus destroys or weakens the cells of the body's immune system. When this happens, the body can no longer fight off infections.)</p> <p>8 I don't feel sick, so I can't have HIV/AIDS.
(FALSE—People can have HIV for 10 years or more and never show any symptoms. Other people can get symptoms within a short time after being infected. The only way you can tell if you have HIV is to get an HIV test.)</p> <p>9 Using two condoms is good.
(FALSE—Using two condoms can cause friction between condoms and cause the condoms to rip or break. Use one condom and use a condom every time.)</p> <p>10 Not having sex is a good way to prevent HIV infection.
(TRUE—The most common way that HIV is passed from one person to another is through having sex. A good way to prevent the spread of HIV is not to have sex. This is called "abstinence." Having a faithful relationship</p> |
|--|--|

with only one other person, carries a lower risk of getting HIV.)

D. Hand Shaking (HIV/AIDS Transmission Activity)

PREPARATION:

1. Pass out an index card to every student in the class
2. Before handing them out, do the following:
 - On about a fourth of the cards put an "X."
 - On about a third of the cards put a "C."
 - On one write "A (*Do not shake hands!*)"
 - On two write "F (*Only shake hands with F.*)"
 - The rest of the cards can be blank.
 - Fold the cards before giving them to the students so they can't see what is written in the card.
3. Every student must receive a card at random.
4. As you give out the cards, take note of who receives A and F1 and F2. Talk to these students separately.
5. **Student A is told he or she cannot shake hands with anyone and Student F1 and Student F2 are told they can only shake hands with each other.**
6. Remind students that they cannot look at their cards.

SHAKING HANDS:

7. Students walk around the classroom and shake hands with three of their classmates.
 - They shake without looking at their cards or showing their cards to anyone else.
8. They write down the name of three people they shake hands with.

Ex: Beth shakes hands with Marcos. Beth writes "Marcos" on her card. Marcos writes "Beth" on his card.
9. After students shake hands with 3 classmates they sit down.
10. In their chairs, students may open their cards and look at the "X," the "C," or the blank card.

DEVELOPING THE ACTIVITY:

11. Before discussing the activity remind students this is only pretend it is not real!
12. On the board write a red "X." All students who have red "Xs" on their cards stand up.
 - Tell the class that the students who are standing have been infected with HIV.
 - Any student who shook hands with one of these students should also stand up (look at the names on the cards to remember).
 - They are also infected with HIV.
 - Any student who shook hands with any other student

standing should also stand up.

- Continue this process until everyone who shook hands with an HIV-infected person is also standing.
 - Again inform the class that the students who just stood up are also infected with HIV.
13. Write a "C" on the board and ask the class who has the "C" on their cards.
 - Tell every student who has the letter "C" on their cards to sit down.
 - Reveal to the class that "C" stands for condom, and all those persons who have the letter "C" on their cards used a condom, and therefore, are not infected with HIV.
 - Tell everyone to sit down.
 14. Write "F" on the board
 - Ask students to stand up if they have an "F" on their card.
 - Ask students who shook their hands to stand up (no one should stand up.)
 - Only two should stand up, explain they are safe from HIV because they are a couple and they are faithful to each other.
 15. Write "A" on the board
 - Ask students to stand up if they have the letter "A" on their card.
 - Letter "A" stands for abstinence, they are safe from HIV/AIDS because they did not shake anyone's hand.
 - Have the class sit down in order to start the safe sex and HIV/AIDS transmission discussion.
 - Remind students this activity is only pretend. You cannot get HIV from shaking hands.

ASK STUDENTS:

1. What did they learn from this activity?
2. How did the students with X feel when they found out they were infected?
3. How did the students with C feel when they found out they were safe?
4. What are the 3 ways to prevent HIV/AIDS? (Condom Use, Faithful Partner, Abstinence)

WRAP-UP

1. To finish the class, go over what students have learned today:
 - Transmission happens through blood or sex.
 - You don't know by looking at someone if they have HIV/AIDS.
 - HIV turns into AIDS and that is when you start getting sick.
 - 3 ways of prevention
 - Abstinence

You Do/Production

A. Make a Poster (W)

1. Divide students into groups.
2. Have each group create a poster on the 3 prevention methods of HIV/AIDS.
3. The posters should contain one sentence with "SHOULD"

.....

and pictures or drawings.

4. If allowed, post the posters around the school.

For the teacher: Basic Information about HIV/AIDS in Spanish

A. Información Básica sobre VIH y SIDA

- VIH: (Virus Inmunodeficiencia Humana) **es el virus que ataque el sistema de defensa (inmunológico) de nuestro organismo para que la persona pueda adquirir otras enfermedades más fácilmente .**
- SIDA: (Síndrome Inmuno Deficiencia Adquirida) **es el con junto de enfermedades (Ej. Gripe, tuberculosis, gonorrea, diarrea, etc.) que llega a una persona después de un tiempo de infectarse.**
- VIH y SIDA NO SON las mismas cosas. **Una persona puede estar infectada con VIH por años sin el conocimiento de esa persona y sin desarrollar los síntomas. Después de uno o dos años de tener el VIH en su sistema, la persona va a desarrollar los síntomas de otras enfermedades, ej. fiebre, calentura, catarro, diarrea, baja de peso, etc. Pero NO HAY síntomas específicos que puede clasificar que la persona tiene SIDA.**
- Cuando una persona esta infectada con VIH, nunca se puede quitar el virus de su cuerpo, ni matarlo. **De estar**

infectada con VIH es fatal, no hay cura. Pero hay tratamiento de los síntomas de las enfermedades que uno tiene cuando se ha desarrollado el SIDA.

La Prueba

- Solo por una prueba de sangre (el test de ELISA) una persona puede saber si está infectada con VIH o no. **NO se puede saber si uno tiene el VIH o SIDA solo por su físico o síntomas, SOLO por la prueba de sangre que puede saber. Hacerse la prueba de ELISA NO es una manera de prevención, después de hacer la prueba todavía se puede adquirir el virus si no toma precauciones.**

Transmisión y Prevención

- Solo hay 4 líquidos que son portadores de VIH: Sangre, semen, flujo vaginal y leche materna. **El VIH NO puede transportarse o vivir en el aire, el sudor, la orina, o la saliva.**
- Hablar acerca de otros tipos de líquido, como por ejemplo el líquido amniótico o el líquido cerebroespinal, que podrían también poner en riesgo a trabajadores de salud. **Enfatizamos que la saliva, las lágrimas, el sudor y la orina no contienen concentraciones lo suficientemente altas del virus como para transmitir el VIH.**

¿Dónde está la puerta?

Aperturas/cortadas/desgarros en la piel

- Incluyendo úlceras de enfermedades transmitidas sexualmente (ETS) y Equipo para inyectar, incluyendo agujas o jeringas, etc.

Membranas mucosas

- Vagina
- Punta de pene
- Boca, nariz, ojos, orejas

Transmisión de madre a hijo

- Dentro del útero
- Durante labor y parto
- A través de la alimentación con leche materna

8th Grade 6.5 Final Review

See 7.3.3 for lesson plan suggestions to do a final review of Units 4-6.

9th Grade

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9th Grade 1st Day of Class

See 7.1.1 for suggestions for the 1st day of class.

9th Grade 1.1 Workplaces and Jobs

Target Vocabulary

Jobs: artist, babysitter, chauffeur/driver, cashier, chef, dentist, doctor, engineer, farmer, housekeeper, housewife, manager, pharmacist, police officer, priest, salesman/saleswoman, secretary, singer, teacher, teller, waiter/waitress

Workplaces: agency, bank, field/farm, health center, home, hospital, hotel, office, pharmacy, police station, restaurant, studio, university

Target Grammar

Review Wh- Questions (See 8.2.3)

What *do you do?*

Where *do you work?*

I Do/Presentation

A. Jobs Vocabulary

1. Write a list of new words on the board.
2. Use pictures or gestures.
3. Practice pronunciation.
4. Students copy.

B. What Do You Do?

1. Present “What do you do?”
2. Explain that this question asks about someone’s job.
Ex: What do you do? I am a farmer.

C. Workplaces Vocabulary

1. Write jobs such as teacher, waitress, teller, priest, and police officer on the board.
2. Students should know these workplaces from 7th grade Unit 6.
3. Ask students “Where does a _____ work?”
4. Students generate workplace vocabulary list, reviewing 7th grade knowledge.
5. Add new jobs and provide the remaining workplaces.
Ex: Singer -> Studio
6. Students copy entire list and practice pronunciation.

D. Where Do You Work?

1. Review Wh-question Where.
2. Present “Where do you work?” and “Where does he/she work?”
3. Give example sentences using new vocabulary.

We Do/Practice

A. Matching (R)

Write a list of jobs and a list of workplaces and have the students match. *Ex: chef and restaurant*

B. What Do You Do? (W)

1. Bring 5 pictures or draw on the board.
2. Students write sentences about each picture answering the questions *Where does he/she work?* and *What does he/she do?* *Ex: Sara is an artist. She works in a studio.*

C. Memory (See Multi-Purpose Activities Index for more directions) (R)

1. Follow the rules of the activity.
2. Use jobs and workplaces vocabulary.

D. Cocktail Party (See Multi-Purpose Activities Index for more Directions) (S)

Students should imagine they have jobs. Ask one another “What do you do?”

E. Hot Cabbage/Potato (See Multi-Purpose Activities Index for more directions) (S)

1. Write Wh-questions on slips of paper.
2. Follow the rules of the activity. Students read the questions and answer out loud.

Ex: "Where does a teacher work?" *Student: "A teacher works in a school."*

You Do/Production

A. Project (W)

1. Students draw or cut a picture from a magazine of a person. They will build the character throughout Unit 1. This is the first step.
 - Name the character.
 - Choose a job.
 - Choose job skills for the character.
 - Choose characteristics.

Variation: Students work in pairs or groups to create their character.

B. Reading: Patricia's Interview (S, L, R, W)

1. Show students the title of the reading.
2. Show students 3 or 4 pictures of women. Use pictures of women who are doing different things. One should look like she is going to an interview. Ask students to guess which picture is Patricia.
3. Ask why they think this. Discuss what she is wearing, what she is doing, etc.
4. Explain that the reading is a series of text messages between Patricia and her friend Sara.
5. Read the reading aloud.
6. Students answer the Reading Comprehension Questions.

Patricia's Interview

Patricia: I have an interview today at the bank.

Sara: What are you wearing?

Patricia: A nice dress. I want to look professional.

Sara: What time is the interview?

Patricia: In three hours and I'm already going to get a taxi. I will definitely be on time. I'm so nervous.

Sara: Bank managers usually ask about education and work experience.

Patricia: Well, I can answer all of the questions. I want to be a teller. I want this job!

Reading Comprehension Questions

1. Who goes to the interview?
2. Where is the interview?
3. How does Patricia feel?
4. How does Patricia travel to the interview?

C. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S)

A student says a sentence with a job or a workplace and the King/Queen says a sentence with the other.

Student: I am teacher. King/Queen: I work in a school.

Student: I work in a school. King/Queen: I am a teacher.

D. Flashcard Match Up (S, L)

1. Make flash cards of workplaces and professions. Make sure that each flashcard has a group that it can belong to. For example, if you make a flashcard that says 'secretary' make sure there is another flashcard that says 'office'. There should be at least one profession for each workplace. (For large classes, you can do multiples of vocabulary).
2. Give one flashcard to each student.
3. Students must stand up and find their groups by asking the questions "Where do you work?" or "What do you do?" and answering each other according to their flashcard.
4. Verify that students can match profession with workplace by checking that the groups are formed correctly. (Examples of groups: (a) school, teacher, student, secretary (b) hospital, nurse, doctor, (c) field, farmer.)

E. Family Occupations (S, L, W)

1. Students copy the following chart into their notebooks (Note: Students must copy a blank chart, they will fill in their own classmates' names).
2. Students must interview at least three classmates about their family members' occupations by asking the question "What does your (mother/ father/ sister/ brother) do?" Students then fill in the chart with the professions of their classmates' families.
3. Evaluate students and practice using possessive 's by having them form sentences describing their classmates' family members.
4. *Examples according to chart: Ramón's brother is a student. Maritza's mother is a housewife. Josseling's father is an engineer.*

What does your.... do?	Maritza	Josseling	Ramón
mother	housewife	teacher	maid
father	farmer	engineer	no father
brother	student	no brother	student
sister	shopkeeper	secretary	baby

F. Telephone (S, L)

1. This activity is to evaluate the previous activity, Family Occupations.
2. Divide the students into equal rows.
3. The first student in each row must choose one sentence according to information from their chart. *For example, "Ramon's brother is a student."*
4. The first student whispers this sentence to the student behind them.
5. The second student whispers the sentence to the next student, so on until the end of the row.
6. The last student in each row says the sentence out loud.
7. Because the sentences are about the family of other students in the class, everyone must listen in case the sentence is about them.
8. Ramón would have to say "Yes, my brother is a student."
9. The evaluation checks that the students' interviews were correct, and that they passed on the correct pronunciation of the sentence during Telephone.

G. Musical Chairs (S, L)

1. Organize the students' chairs in a circle, facing outwards. There should be one less chair than there are students. (Ex: If there are 24 students, there should be 23 chairs.)
2. Tape a picture to each chair of different occupations.
3. Tell the students to dance around in a circle when you play music.

4. When the music stops, every student must race to find a seat.
5. The one student who is left standing faces elimination. They will be "out" unless they can save themselves.
6. Students can save themselves by asking a question to a classmate. The question is "What do you do?" The classmate must answer according to the picture on the chair where they are sitting.
7. If they ask the question correctly, and their classmate answers incorrectly, they stay in and the other classmate is out. If their question is asked incorrectly, or their classmate answers correctly, the student standing is out.
8. Start the music again, students must move and dance while the music plays.
9. Take out a chair, so again there is one less chair than students.
10. When the music stops, students must find a seat.
11. Again, the student facing elimination can save himself by asking a classmate a question.
12. Remove another chair, play the music again, etc.
13. Continue until there is one winner.

Variation: For larger classes or to make the game go faster, you can take out more than one chair every turn, and have more students have to answer questions or be eliminated.

9th Grade 1.2 Job Skills and Characteristics

Target Vocabulary

Job Skills: BUILD houses, COOK, CUT hair, DANCE, DELIVER, DO carpentry, DRAW, DRIVE, IRON clothes, LIFT heavy objects, MAKE furniture, MULTI-TASK, PAINT, PLAY a sport, PLAY an instrument, RIDE a bike, SEW clothes, SING, SPEAK a language, SWIM, USE a computer, WORK early/late/at night, WORK well with others

Professional Characteristics: creative, flexible, friendly, hard-working, honest, organized, punctual, resourceful, responsible

Target Grammar

Modal CAN, affirmative, negative, and interrogative

We can do it!

They can't swim.

I Do/Presentation

A. Project

1. See 9.1.1 for continuing project details.
2. Students continue their project, updating with new information.

B. Present Job Skills

1. Brainstorm jobs from previous content.
2. Write the skills for each job.

C. Present Grammar: Modal CAN

1. Read the examples.

Brenda can use a computer.

We cannot speak German.

Can you cook Nicaraguan foods?

Yes, I can./No, I can't.

A child can't drive a motorcycle.

2. Ask the students to tell you the sentence structure using the terms: subject, modal CAN, verb, simple form, affirmative, negative and interrogative.
3. Use the questions "What is first?" in order to ask for the subject and "What is second?" in order to ask for the verb. In this way, elicit the sentence structure.
4. Write the structure on the board (see chart).
5. Explain the contracted form of the negative.
Can + not = can't

D. Present Professional Characteristics

1. Write a list of characteristics on the board.
2. Students copy meanings and practice pronunciation.
3. Ask students to write examples of people they know with that characteristic.

Ex: honest: My mother, Katia

Modal CAN Sentence Structure

Affirmative:

Subject + CAN + Verb (simple form) + Complement.

I can ride a horse.

He can play baseball.

Negative:

Subject + CAN + not + Verb (simple form) + Complement.

I cannot ride a motorcycle.

We can't travel to Leon.

Interrogative:

CAN + Subject + Verb (simple form) + Complement + ?

Can you play basketball?

Can she iron the clothes?

Short answers:

Yes, Subject + CAN./No, Subject + CAN'T.

Can you play basketball? Yes, I can./ No, I can't.

Can she iron the clothes? Yes, she can./ No, she can't.

We Do/Practice

A. Exercise: Modal CAN (W)

1. Students use the information to write an affirmative sentence.
Ex: she/use a computer
+ She can use a computer.
2. Students also write the negative and interrogative forms with short answers.
Ex: - She can't use a computer.
? Can she use a computer?
Yes, she can./No, she can't.

1. He/drive a car

+ He can drive a car.

- He can't drive a car.

? Can he drive a car?

Yes, he can. No, he can't.

3. We/build houses

+ We can build houses

- We can't build houses

? Can we build houses?

Yes, we can. No, we can't

2. You/speak English

+ You can speak English.

- You can't speak English.

? Can you speak English?

Yes, you can. No, you can't

4. They/cut hair

+ They can cut hair

- They can't cut hair

? Can they cut hair?

Yes, they can. No, they can't.

B. Put the Sentence in Order (R)

1. Write the affirmative, negative and interrogative forms of sentences with the modal CAN on pieces of paper.
2. Cut the sentence into individual words.
3. Divide students into groups to put the words in order to make correct sentences. Make enough for the number of groups you form.

Variation 1: The activity can be a race.

Variation 2: Only make one set of sentences and do the activity as a whole class. The word size is bigger.

Students will have one word each and they stand in a line in the correct order.

C. Jobs Listening Activity (Listen to CD Track #20) (R, W, L)

1. Explain that the students will hear three people answer questions about their jobs, workplaces and skills or characteristics on the CD.
2. Tell the students to answer the following questions for each person:
 - What does he/she do?
 - Where does he/she work?
 - What skills or characteristics does he/she have?
3. Play CD. Students listen and write answers in their notebooks.
4. Students read answers aloud.

D. Listening Activity: Miguel's Job Search (L, R, W)

1. Write the reading on the board with blanks in place of the underlined words.
2. Explain that you will read, the students will listen and write the words they hear in the blanks.
3. Read once at a slow pace.
4. Read a second time, repeating sentences and giving the students time to write.
5. Read a third time at normal speed.
6. Students listen and fill in the blanks.

Miguel is looking for a job, and he has many useful skills that can help him. He can use a computer because he learned in high school. Miguel can speak Spanish and English, and also he can drive. He loves to work with others. With these skills, Miguel can find a good job.

F. Hire Me Dialogue (R, W, S)

1. Present the dialogue with blank spots.
2. Students will work in pairs.
3. Tell students to fill in the dialogue according to a profession they choose, and the job skills needed for that job.

Diego: I want to be a _____.

Diana: Can you _____?

Diego: Yes, I can.

Diana: Can you _____?

Diego: Yes, I can.

Diana: Can you _____?

Diego: _____.

Diana: You're hired.

E. Talking About Jobs, Workplaces and Skills (W or S)

1. Students work in pairs.
2. Students answer same three questions from Listening Activity (With CD) about the following people.
3. Explain that they will use the verb BE with jobs and characteristics (*He is a teacher, He is resourceful*), the verb WORK with workplaces (*She works in a hospital*), and the modal CAN with skills (*She can use a computer*).

4. **Note: Students' answers will vary.**

Ex: I/secretary

I am a secretary. I work at the Mayor's office. I can use a computer and multi-task. I am organized, flexible, and friendly.

1. Carlos/farmer

Carlos is a farmer. He works on a farm. He can drive and lift heavy objects. He is friendly and hard-working.

2. Ana/housekeeper

Ana is a housekeeper. She works in a house. She can sew and cook. She is punctual and responsible.

3. Henry/chauffeur

Henry is a chauffeur. He works at a hotel. He can drive and speak English. He is responsible and flexible.

4. We/teachers

We are teachers. We work at a school. We can speak English and draw. We are organized and honest.

5. Miguel and Eddy/waiters

Miguel and Eddy are waiters. They work in a restaurant. They can multi-task. They are resourceful.

You Do/Production

A. Two Circle Conversation (See Multi-Purpose Activities Index for more directions) (S, L)

1. Students write different job skills on slips of paper.
2. They take turns asking one another if they can perform the activities.

Ex: **Student A:** *Can you ride a bike?*

Student B: Yes, I can.

Student A: *Can you make nacatamales?*

Student B: No, I can't.

3. Students exchange slips of paper and repeat with four other students.

B. Mr. Yes, Mr. No and Mr. Question (W)

1. Divide students into groups of 5.
2. Give each group an illustration of a job skill from the vocabulary.
3. Each student writes 1 sentence.

Ex: **Student 1 forms the affirmative:** "He can cook."

Student 2 forms the negative: "He can't cook."

Student 3 forms the interrogative: "Can he cook?"

Students 4 and 5 answer "Yes, he can," and

"No, he can't."

4. Students present their sentences.

C. Information Gap Activity (S, L, W, R)

1. Divide students into groups of 3.
2. Give each student in the group a different version of the chart. They must not show their charts to the other students.
3. Students ask yes/no questions with the modal CAN to get the information to complete their chart. For example, *Can Rachel swim?*
4. The other people answer "Yes, she does," "No, she doesn't" or "I don't know" depending on the information on their charts.
5. When students complete the chart, have students form sentences based on the results of the activity. This could be written or oral.

Variation: Students walk around and ask any students they want instead of working in groups of three.

D. Who Am I? (W, S, L)

1. Each student writes a description of a profession, using modal "can" and job skills.
2. Divide the class into groups of 4-6.
3. Each student should read their description, and the other students in the group must guess which professional they are describing.

Ex:

a. I can work in a hospital. I can examine people. I can prescribe medicine. Who am I? (Answer: a doctor)

b. I can lift heavy objects. I can work early. I can work in the sun. I can plant corn. Who am I? (Answer: a farmer)

Variation: This activity can be done with the whole class, rather than in groups. But group work provides more opportunity for the student to speak.

E. Ranking Characteristics (S, R)

1. Write a list of 5-7 characteristics on the board.
Ex: hard-working, punctual
2. Students think individually about how important each quality is to get a job.
3. Present phrases like more important and less important for the group work.
4. Divide students into groups to agree on a ranking for the characteristics. Students write the characteristics in their notebooks in order from most important to least important.
5. Class discusses the results.

STUDENT 1	Rachel	Monica	Phoebe
Multitask	yes		no
Swim		no	
Paint	no		
Speak English		yes	yes

STUDENT 2	Rachel	Monica	Phoebe
Multitask	yes		no
Swim	yes		no
Paint		no	
Speak English		yes	

STUDENT 3	Rachel	Monica	Phoebe
Multitask		no	
Swim	yes		
Paint		no	yes
Speak English	yes		yes

TEACHER'S	Rachel	Monica	Phoebe
Multitask	yes	no	no
Swim	yes	no	no
Paint	no	no	yes
Speak English	yes	yes	yes

F. Two Truths and a Lie (See the Multi-Purpose Activities Index for more directions) (S, L, W)

1. Tell the students to write down two things that are true about themselves and one thing that is untrue.
2. Students must use the modal "Can" and job skills.

Ex: I can paint houses. I can drive a car.

I can use a computer.

3. Break students into small groups of 5-6 students.
4. Within their groups, students read their sentences aloud to their classmates.
5. Other members of the group must guess which sentence that their classmate reads is the lie.

Variation: You can do this as a whole class instead of small groups. But small groups allow for more student speaking time.

9th Grade 1.3 Help Wanted

Target Vocabulary

help needed/wanted, ad, classified ads, applicant, requirements, degree (university), diploma (high school), experience, recommendation, pay rate, available, at least, early, late, per month/week

SEEK, WANT, LOOK for, MUST be/have/be able to, NEED, EARN, WORK, please CALL

Target Grammar

Review Simple Present verb forms (See 7.3.1)

I Do/Presentation

A. Project

1. Present the new situation for the characters the students created in Production Activity A.
 - The character loses his/her job.
 - Character looks for a new job using Help Wanted ads.

B. Present Help Wanted Ad on Poster Paper

1. Bring real Help Wanted ads from the newspaper.
2. Ask questions like *What is a help wanted ad?*, *Where can you find it?*, *Why do people read help wanted ads?*
3. Present vocabulary.
4. Read Help Wanted ad.

Bancentro is looking for a cashier

Requirements:

- five years experience
- a university degree
- organized, honest, responsible
- between 25 and 40 years old
- able to work under pressure

If you are interested, please contact:

José López: 88524762
jlopez@bancentro.com

We Do/Practice

A. Help Wanted (L)

1. Bring a world map to class.
2. Show the students the map and the title of the Help Wanted Ad.
3. Ask students where in the world this ad could be from.
Ex: Where can you swim and surf?
4. Ask students what type of job the ad could be for.
5. Write the True/False questions on the board:
 1. The waiters work in the mornings.
 2. Swim and Surf wants responsible, friendly people.
 3. The waiters and chefs work on Sunday.
 4. Chefs make more money than waiters.
 5. The restaurant is at the beach.
6. Give the students time to study the questions.
7. Read the Ad one time at a slow pace.
8. Read a second time, repeating sentences and giving the students time to write.
9. Read a third time at normal speed.

Swim and Surf Restaurant Summer Job Opportunities!!

Chefs and Waiters Needed

Chefs must be responsible, friendly, and energetic.
Chefs must be able to cook food and clean facilities.

Waiters must be friendly, energetic, and hardworking.
Must be able to attend tables and speak English.

Must be able to work afternoons and nights.
Must be between 18 and 30 years old.
No experience required

Where: Swim and Surf Restaurant, San Juan del Sur
When: November to February.

Pay for waiters: \$75 USD/week
Pay for chefs: \$100 USD/week

If you are interested, please call:

Juan Paniagua Tel: 555-6598

B. Help Wanted Ad (R, W)

1. Copy the "Swim and Surf Restaurant" Help Wanted Ad to poster paper or write on the board.
2. Students read the help wanted ad and answer questions.

1. When do these jobs start? *late November*
2. True or False: The work will last for about two and a half months *True*

3. What jobs are available? *waiters and chefs*
4. What characteristics does Swim and Surf want in their employees? *responsible, friendly and energetic*
5. Where is the job location? *San Juan del Sur*
6. How much do waiters earn in a month? *\$300 USD*
7. Who do you contact at Swim and Surf Restaurant?
Juan Paniagua

You Do/Production

A. Making Help Wanted Ads (W)

1. Assign students a job to advertise.
2. Students write a Help Wanted Ad.
3. Students can work in groups, pairs or individually.
4. They must include the job, location, skills/characteristics needed, pay rate, experience, and contact information.
5. See example Chef Needed!

Chef Needed!

- Must be at least 20 years old.
- Must have experience in restaurants.
- Must be responsible and punctual.
- Must be able to cook Mexican food.
- C\$ 10,000 a month

Call Carlos 8555-2223 today!

B. Who Can Do the Job? (S, R, W)

1. Divide students into groups
2. Give the "Experienced Secretary" ad and descriptions of the three applicants to each group or have the students copy it.
3. Students choose Perla, Manuel, or Abigail for the job in the Help Wanted Ad (see applicant information below for Perla, Manuel, and Abigail).
4. Students write a short paragraph about why they chose the applicant.
5. Adapt the locations to your department.

Perla Cruz, 22

- 1
 - Single, has one child
 - Lives in Dolores with her mother
 - 3 years of university
 - Can use a computer
 - Can type
 - No work experience

Manuel Mercado, 40

- 2
 - Married, has three children
 - Lives in Jinotepe
 - Has a university degree
 - Can type 50 words per minute
 - Responsible and hard-working
 - Has many years of work experience

Abigail Duarte, 35

- 3
 - Married, has two children
 - Lives in Masaya
 - University education
 - Responsible, punctual
 - Has three years experience in office work
 - Can type 90 words per minute

Experienced SECRETARY

The law office of Segura and Gonzalez in Jinotepe needs a secretary.

Requirements:

- must be able to use a computer
- must be able to type 75 words per minute
- must be available to work weekends
- must be organized, hard-working and responsible
- must have a high school diploma
- university degree preferred
- must have at least one year work experience

Offering C\$4000 per month

Contact: Pablo Segura, p.segura@yahoo.es, 8383-4027

C. Secretary (See Multi-Purpose Activities Index for more directions) (S, L, W, R)

1. Make a simple help wanted ad on a small piece of paper and place it in the front of the classroom.
2. Divide students into groups.
3. One person in the group is the secretary. The secretary is the only person who can write.
4. One person at a time from each group goes to look at the ad, and then tells the secretary what they remember.
5. The secretary writes the ad using the information from their group members.
6. Repeat with other students until a group finishes.
7. When they finish, they raise their hands. Check their work.
8. The first group to recreate the ad correctly wins.

9th Grade 1.4 Résumés

Target Vocabulary

address, education, employer, employment, experience, heading, location, phone number, résumé, skills

Target Grammar

Review Simple Present BE and other verbs (7.3.1)

I Do/Presentation

A. What is a Résumé?

1. Present a poster paper with the parts of a résumé.
2. Explain that a résumé is something you write and give to employers in order to get a job.
3. Explain the parts of the résumé.
 - Name
 - Address
 - Phone number
 - Email
 - Education
 - School
 - Location
 - Work experience
 - Dates of employment
 - Location
 - Employer
 - Job
 - Skills

Example Résumé:

Jane A. Smith Del Reloj 2c al oeste, Diriamba, Carazo 555-1254 jsmith278@yahoo.es	
<hr/>	
Education	
Western Michigan University	Kalamazoo, Michigan
Marshall High School	Marshall, Michigan
Work Experience	
August 2006-June 2008	Teacher, Lake High School
St. John, Indiana	
September 2005- July 2006	Waitress, Pablo's Pizza
Mexico City, Mexico	
Skills	
Use a computer	
Bilingual	
Cook	

B. Present an Example Résumé

C. Present New Vocabulary and English Definitions

1. Address is where a person lives.
2. Employer means the person who gives the job.
3. Employment is having a job.

D. Explain that You Can Use BE or MEAN to Give a Definition

1. ____ means a person who...
2. ____ is a thing that...
3. ____ is a place where...

Example Résumé Structure:

(Name)
(Address)
(Phone number)
(Email)
<hr/>
Education
(School/University) (Location)
Work Experience
(Dates of employment) (Job-Employer)
(Location)
Skills

We Do/Practice

A. Parts of a Résumé Activity (R)

1. Make an example résumé and cut apart the different parts you presented.
2. Hand out the different parts to students.
3. Write the titles of the different sections on the board: Education, Work Experience, Skills with space to tape the parts under them.
4. Students come to the board and tape the part of the resume they have in the correct place.

Variation: Students work in groups and each group has a set of materials.

B. Definition Matching Activity (W, R)

1. Write vocabulary words from previous lessons on one side of the board.
2. Write definitions on the other side in any order.
3. Students match the correct definition to each word.
4. Students write a sentence for each vocabulary word using MEAN or BE.

C. Writing Definitions (W, R)

1. Divide students into groups.
2. Give each group two words.
3. Students write definitions as well as they can.
4. Then, students pass the words to the next group and they will improve or add to the definition.
5. Repeat several times.
6. Write definitions on board for students to copy.

D. Star of . . . (See Multi-Purpose Activities Index for more directions) (S, L)

1. Students stand in the middle of the room.
2. Teacher calls out “north” and the students walk north. Teacher calls out “south,” “east” or “west” and students walk in that direction.
3. While students are walking, Teacher calls out “Star of” + a number. For example “Star of 3!”
4. Students quickly form groups of that number.
5. Any student without a group must give definitions for résumé vocabulary.

E. Reading a Résumé (R, W, S)

1. Give students an example resume.
2. Students read the resume and answer questions either written or orally.

Example questions:

What is his/her name?

Where does he/she live?

Where did he/she go to school?

Where did he/she work?

What skills does he/she have?

You Do/Production

A. Project/Create A Character (W, S, L)

1. If doing the project from 9.1.1, continue with original character or give students pictures of people to create a character in class.
2. Students write the character’s resume.
3. Divide students into groups or have them work individually.
4. Students present character and answer questions about the information in the resume. (See the questions in We do/Practice Activity E).
5. Students need time to practice, so advise the students the previous class to practice answering the questions.

9th Grade 1.5 Job Fair

This Content is a simpler adaptation of the contents Résumés, Help Wanted, Job Skills, and Interviews. This section can substitute for 9.1.3 and 9.1.4 for classes that need more simple practice with oral activities. It is recommended to go through all steps of the four activities in order to do the Job Fair.

A. Help Wanted Ad: Simple Version (R, W)

1. Present the Help Wanted Ad, "Engineer Needed"
2. Students should write their own Help Wanted Ad.
3. Students can imagine that they are managers of a business and are seeking employees.

B. Résumé: Simple Version (R, W)

1. Present the model résumé.
2. Students should write their own résumé.
3. Students can imagine themselves in ten years from now
4. By ten years from now, they will have work experience or a university degree.

C. Review Hire Me Dialogue

Practice interviews in pairs to prepare for the interviews in the job fair. See 9.1.2 We do/Practice Activity "Hire Me" Dialogue.

D. Job Fair

1. Divide the students into 2 groups: the managers and the potential employees.
2. Explain that the managers are holding a job fair. The managers want to find qualified employees, and the employees want to get hired for a job.
3. Managers stand at their desks with their want ads.
4. Potential employees go around talking to the managers, carrying their résumé
5. Managers should evaluate the potential employees' résumé, and ask interview questions.
Ex: Can you work weekends? Are you responsible? Can you speak English?
6. After the interview, the manager decides whether or not to hire the applicant.
7. Employees continue interviews until all students are hired.
8. Evaluation:
 - * Go around to employers and ask them to justify why they hired the employee. Make sure that the positions employees were hired for were what they were seeking. (A doctor should not be hired to a secretary position.)
 - * In the case of students that were not hired by anyone, analyze why not. What job skills were they missing?
 - * In the case of managers that did not hire anyone, ask them to justify why not. Why weren't employees qualified?
9. At the end, switch roles between managers and employees so everyone has a chance to interview and be interviewed.

Engineer Needed

Must be hard working, responsible, punctual.
Must be able to use a computer and do math.
Must have a university degree.

Pay: C\$6,000 monthly

Please Call: **Celltech** Tel: 555-2956

_____ Needed

Must be _____, _____, and _____.
Must be able to _____ and _____.
Must have _____.

Pay: _____

Please Call: _____

Maria Pérez

Looking for: Secretary Job

Professional Characteristics:

Hardworking, punctual, creative, and organized.

Job Skills:

Can do math, use a computer, speak English.

Can work nights.

Name

Looking for: _____ job

Professional Characteristics:

_____, _____, _____,
and _____.

Job Skills:

_____, _____, _____,
and _____.

_____.

9th Grade 2.1 Safety Warnings and Signs

Target Vocabulary

Beware of _____, no [NOUN] allowed, safety, sign, warning, caution

Ex: Beware of dog! No smoking allowed. Caution: poison!

Target Grammar

Imperative: affirmative and negative

Don't cross the street!

Walk carefully!

No + NOUN or No + Gerund

No swimming.

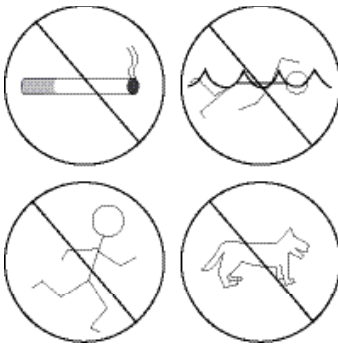
No dogs.

I Do/Presentation

A. Brainstorm

1. Students brainstorm common signs and symbols to express warning.
2. Students draw images on the board.

Ex:



B. Present Imperative (Orders)

1. Draw a pig without a tail on poster paper or on the board.
2. Make a pig's tail before class and bring it.
3. Present the following commands to the students:
 - Go up!
 - Go left!
 - Go right!
 - Go down!
4. Practice pronunciation.
5. One student wears a blindfold and tries to put the tail on the pig.
6. The other students give commands to help the student.
7. Explain that they used the imperative to help the student.
8. Write the examples.

Open your notebooks! Be careful!
Do not talk! Don't erase the board!
9. Ask students where the subject is.
10. Explain that you do not say the subject because it is implicit: **You**.

11. Ask students for the structure and write it on the board.

Present Imperative Structure

Affirmative:

Verb (simple form) + Complement + !

Raise your hand!

Come to the board!

Negative:

Do + not + Verb (simple form) + Complement + !

Do not run!

Don't eat in class!

C. The Gerund

1. Explain that one way to express prohibitions is through the negative command.

Ex: Do not swim!
2. Another way to express prohibition is to use No + NOUN.

Ex: No animals allowed!
No cell phones!
No swimming!
No talking!
3. Ask students what part of speech "swimming" and "talking" are. They might say verb. Explain that in the other examples, the rule is No + NOUN. Therefore, "swimming" and "talking" are nouns. The Gerund is the noun form of a verb.

Gerund:

Verb (Simple Form) + ing

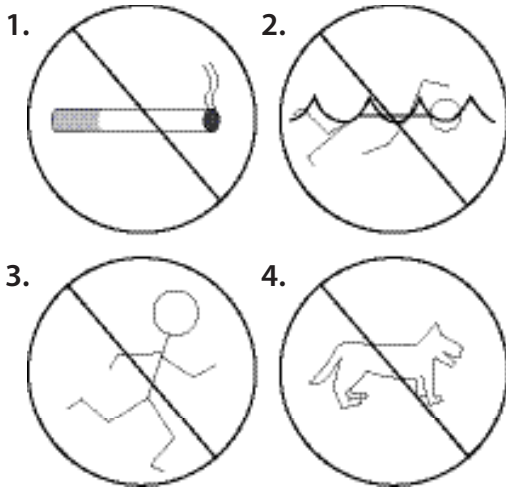
Talk + ing = talking

Note: The same spelling changes occur as with the -ing form in the present progressive. See 8.2.4 Present Progressive for the spelling changes. Because the Gerund is a noun, it can be used with another verb in the same sentence. It can be the subject. *Swimming is fun!*

We Do/Practice

A. What's the Sign? (W)

1. Students look at symbols and create written warnings.



B. Fan Activity (See Multi-Purpose Activities Index for more directions) (R,S)

1. Fold paper to make a fan.
2. On each fold, write a command.
3. The first student reads the first command and performs the gesture without speaking.
4. The second student watches the first student and gives a negative command.

Ex: If the first student opens his/her notebook, the second student says Don't open your notebook!

5. Students pass the fan to the third student and the third and fourth student repeat the process. Repeat until you use all of the commands on the fan.

Variation: Use two or three fans to have more participation.

C. Telephone (See Multi-Purpose Activities Index for more directions) (S, L)

1. Use the Imperative form and the No + Noun form.

Ex: Beware of bombs! Do not smoke! No hats allowed.

You Do/Production

A. Create a Sign (W)

1. Students design and make a warning sign with an imperative or No + NOUN.
2. Students create signs they need at home or at school.

Ex: Do not use my cell phone. No copying.

B. Danger on the Job (S, W)

1. Divide students into groups.
2. Give each group a situation (see below).
3. Students create three safety warning signs based on the situation.
4. Students use Imperative and No + Noun.
5. Explain that the students must be creative.
6. Students present their situation and signs to the class.

C. Jeopardy (See Multi-Purpose Activities Index for more directions) (R, W, S, L)

1. Do the activity according to the directions in the Index.
2. Use these categories:
 - Affirmative orders
 - Negative orders
 - Gerunds
3. Students work in pairs to give the answers.
4. Each card has one verb. For a class of 50, for everyone to participate, you need about nine verbs in each category.
5. For the affirmative orders, one student gives an order and the other performs the action.
6. For the negative orders, one student does the action. .

Ex: Category: Negative orders, verb on the card: run. The first student must say "Do not run." Their partner must demonstrate not running (walking).

"Danger on the Job" Situations:

1. You are the coach of a sports team. Create signs for the children in order to remind them of the rules of the team.
2. You work in the kitchen at a restaurant. Create signs to warn the workers.
3. You work in a private park. Create safety warnings for the park visitors and to keep the park clean.
4. You own a farm. Your friends want to spend a week on your farm. It is not a safe place. Create safety warning signs for your friends.
5. You are the leader at a Summer Camp with your classmates at Selva Negra. You sleep outside. Create safety warning signs for your classmates.

9th Grade 2.2 Work Regulations and Schedules

Target Vocabulary

ARRIVE, FINISH, KEEP, LEAVE, LIVE, MUST, NEED, START, WALK, WEAR, WORK

Target Grammar

Modal verb MUST

*Students **must** not answer cell phones in class.*

*We **must** arrive on time.*

I Do/Presentation

A. Present Work Regulations with a Venn Diagram

1. One circle is rules and regulations at school.
2. One circle is rules and regulations at home.
3. Students brainstorm and teacher writes the rules in English in the appropriate category: at school, at home or both.
4. Students copy. This serves as vocabulary for the content.



B. Modal verb MUST

1. The structure for MUST is the same as for CAN.
2. Review the structure for CAN. (See 9.1.2.)
3. Give examples of MUST in affirmative, negative and interrogative.

I must arrive on time.

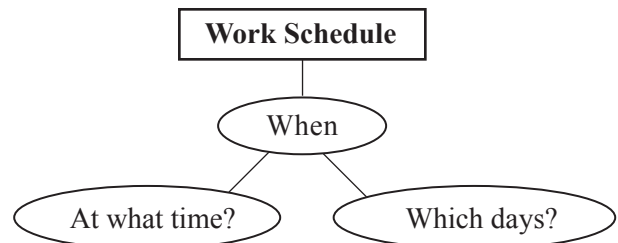
The students must not smoke.

Must we arrive on time?

4. Ask students to give the sentence structure.
5. Explain that MUST is used to express obligation.
6. Explain that MUST NOT is used to express prohibition.
7. Review the two ways to express prohibition (See 9.2.1) and the third, MUST NOT.

C. Work Schedule

1. Write "Work Schedule" on the board and draw a rectangle around it.
2. Draw an arrow from the circle and write "when?" with a circle around it.
3. Explain that a Work Schedule tells when you work.
4. From the circle with "When?" draw two arrows to two more circled questions: "At what time?" and "Which days?"
5. Explain that these two questions ask for specific information about work schedules.
6. Check for understanding of meaning of the questions.
7. Practice pronunciation.



We Do/Practice

A. Marta's Work Schedule (Listen to CD Track #21) (R, L)

1. Students copy the questions from the board.
2. Students read the questions and ask questions if they do not understand.
3. Teacher reads the **Marta's Work Schedule** Reading three times, once slowly, once slowly and repeating each sentence and once at normal speed. Variation: Play the CD.
4. While the teacher reads, students mark the correct answers.

Marta's Work Schedule

My name is Marta. I am a nurse, and I work at the health center. I work on Monday, Wednesday, and Friday. Sometimes, I work on Saturday. I live close to the health center. I always walk to work. I leave my house at 7:20 a.m. During the week I start at 7:30 am and finish at 2:00 p.m. On Saturday I work from 8:00 am to noon. I must arrive on time, wear my uniform and keep the rooms clean. I need to be careful with needles, and I must wear latex gloves.

Questions:

1. Marta is a . . .
 - a) Doctor.
 - b) Nurse.
 - c) Police officer.
2. Marta does not work on . . .
 - a) Tuesday.
 - b) Wednesday.
 - c) Friday.
3. How does Marta go to work?
 - a) She walks.
 - b) She rides a bicycle.
 - c) She takes the bus.
4. On Saturday, Marta works . . .
 - a) In the morning.
 - b) In the afternoon.
 - c) In the evening.
5. Marta must . . .
 - a) Work at night.
 - b) Give people medicine.
 - c) Wear a uniform.

B. Reading Comprehension (R, W)

1. Use the *Marta's Work Schedule* Reading.
2. Write questions on the board and students copy.
3. Read and check for understanding of the questions.
4. Give students a defined amount of time to answer the questions.
5. Students work in pairs or groups.
6. Write answers on the board as a class as students correct their mistakes.

Reading Comprehension Questions:

1. What does Marta do? *She is a nurse.*
2. What days does she work? *She works on Monday, Wednesday, and Friday.*
3. At what time does she work? *She works at 7:30.*
4. What are her work regulations? *She needs to arrive on time, wear her uniform and keep the rooms clean. She also needs to be careful with needles and wear latex gloves.*

C. Work Schedules (L, R)

1. Write the chart on the board with only the names column filled in.
2. Students copy the chart.

Name	Hours	Days
Adam	9AM-5PM	M-F
Beatriz	7AM-12PM	M-F
Carmen	8AM-5PM	W-S
Diego	5AM-1PM	Sunday

3. Write the questions and answers on pieces of paper. There are two question and answer pairs for each person in the chart.

Ex: At what time does Adam work? Adam works from 9 to 5. What days does Adam work? Adam works Monday through Friday.
4. Give the 16 pieces of paper (two questions and two answers each for Adam, Beatriz, Carmen and Diego) to 16 different students.
5. Tell a student with a question to read the paper.
6. The other students listen and the student with the answer reads it.
7. All other students listen and fill in the chart.
8. Fill in the chart on the board.

E. Obligation or Prohibition? (W)

1. Students decide if the actions are obligations or prohibitions.
2. Students write sentences for each action using MUST or MUST NOT.
 1. Wear hats in the classroom.
 2. Do your homework.
 3. Respect your classmates.
 4. Ask to go to the bathroom.
 5. Talk when the teacher is explaining.
 6. Speak during a quiz.

You Do/Production

A. Work Regulations (W)

Students write a list of 4-5 work regulations for different workplaces.

Ex: home, school, hotel, construction site.

B. Work Schedule Descriptions (W)

1. Students work in small groups. Use the **Work Schedule Practice** activity chart as a model.
2. Students write three work schedule descriptions using the chart.
3. Include, name, job, workplace, hours, and days of the week.
4. Students will create their own work regulations for each job. Use MUST or MUST NOT.

C. Information Gap Activity (R,S,L)

1. Divide students into 5 groups.
2. Explain the questions the students need for the activity.
 - *Where does (name) work?*
 - *What hours does (name) work?*
 - *What days does (name) work?*
3. Give each group one chart to copy.
4. Students copy the chart into their notebook.
5. Tell the students that they must not show the other members of the class.
6. Students circulate around the classroom and ask each other questions about the missing information in their chart.
7. Students continue until everyone completes the chart.

Note: It is very important that the students do not copy from other students' notebooks or show each other their charts.

1:				
Name	Job	Workplace	Hours	Days
Carlos	Farmer	Farm		
Danika	Doctor	Hospital		Tues-Sat
Ana	Secretary		8 am-5pm	
Marcos	Teacher		12pm-5 pm	Mon-Fri
Julia	Manager			

2:				
Name	Job	Workplace	Hours	Days
Carlos	Farmer		4:30 am-12 pm	
Danika	Doctor			Tues-Sat
Ana	Secretary		8 am-5pm	
Marcos	Teacher	School		
Julia	Manager	Hotel		Mon-Sat

3:				
Name	Job	Workplace	Hours	Days
Carlos	Farmer	Farm		Mon-Sat
Danika	Doctor		6 am-4 pm	
Ana	Secretary	Office		Mon-Fri
Marcos	Teacher			
Julia	Manager		5 am-5 pm	

4:				
Name	Job	Workplace	Hours	Days
Carlos	Farmer		4:30 am-12 pm	
Danika	Doctor			
Ana	Secretary	Office		Mon-Fri
Marcos	Teacher	School	12pm-5 pm	
Julia	Manager			Mon-Sat

5:				
Name	Job	Workplace	Hours	Days
Carlos	Farmer			Mon-Sat
Danika	Doctor	Hospital	6 am-4 pm	
Ana	Secretary			
Marcos	Teacher	School		Mon-Fri
Julia	Manager		5 am-5 pm	

Teacher Copy/Answers				
Name	Job	Workplace	Hours	Days
Carlos	Farmer	Farm	4:30 am-12 pm	Mon-Sat
Danika	Doctor	Hospital	6 am-4 pm	Tues-Sat
Ana	Secretary	Office	8 am-5pm	Mon-Fri
Marcos	Teacher	School	12pm-5 pm	Mon-Fri
Julia	Manager	Hotel	5 am-5 pm	Mon-Sat

9th Grade 2.3 Paychecks and Budgets

Target Vocabulary

bill, budget, earnings, expense, insurance, paycheck, savings, transportation, utilities
EARN, SAVE, BUY, COST, PAY, RENT, SPEND, EXCHANGE

Expressions of frequency: a day/a week/a month/a year, monthly, weekly, biweekly, once, twice, three times

Target Grammar

Review How much? Question (See 7.4.5 and 8.4.2)

I Do/Presentation

A. Big Numbers: Hundred, Thousand, etc. . . .

1. Write the numbers in both numbers (1,000) and in letters (one thousand).
2. Practice reading numbers aloud.
3. Give examples of big numbers. Write them in letters.
Ex: 5,386 (five thousand three hundred eighty-six)
4. Practice reading the numbers.

B. Transition to Content

1. Write the money symbol on the board and ask what the symbol means.
2. Write "money" on the board by the symbol.
3. Ask the following questions:
 - *Do you like money?*
 - *Do you have money?*
 - *How do you get money?*
 - *What do you buy with your money?*
4. Make a list of Student Expenses on the board.
5. Discuss the expenses a family has each month.

C. What is a Budget?

Definition: a plan of how much money you have and how much you spend.

D. Present Vocabulary

1. Write new vocabulary on the board.
2. Students practice pronunciation.
3. Students copy meaning.

E. Review "How Much?" Question

1. Explain to the students that "How much is the pencil?" is an abbreviated version of saying "How much does the pencil cost?"
2. ring a bag with 5-6 items in it to class.
3. Take out one item and ask how much it is.
Ex: How much is the pencil? Write the question on the board.
4. Students take out other items one by one and ask how much it is.
5. Write the questions on the board.
6. Practice pronunciation.

We Do/Practice

A. Hot Cabbage/Potato (See Multi-Purpose Activities Index for more directions) (S)

1. Write a number on each piece of paper.
Ex: 88,555. (Do not use letters.)
2. The student reads the number out loud.

Variation: Students write the numbers in their notebooks or another student writes the number on the board to practice listening.

B. A Monthly Budget (R, W)

1. Write the reading on the board. Students copy.
2. Read.
3. Students work in pairs to answer questions.

A Monthly Budget

Maria earns one thousand córdobas weekly. Her boss pays her biweekly. Her rent costs one thousand córdobas a month, the water bill is seventy córdobas a month, and the electricity bill is two hundred córdobas monthly. She buys five hundred córdobas of food a week.

Questions about "A Monthly Budget"

1. How much does Maria spend a month?
2. What are Maria's expenses?
3. How much does Maria earn a month?
4. How often does Maria get paid?
5. How much does Maria save a month?
6. What can Maria do with the money she saves?

C. Student Budgets (S, R, W)

1. Brainstorm as a class what students spend money on.
2. Present Yasmina's budget.
3. Tell the students that Yasmina is a student.
4. Have students answer the comprehension questions.

Yasmina's Budget

Allowance: C\$200/week
Snacks: C\$70/week
Transportation: C\$ 15/week
Phone credit: C\$40/week
School supplies: C\$25/week
Internet: C\$20/week
Savings: C\$30/week

Yasmina's Budget Comprehension Questions

1. How much money does Yasmina receive per month?
2. What are Yasmina's expenses?
3. How much money does Yasmina spend per week?
4. How much money does Yasmina save per month?
5. What can Yasmina do with the money she saves?

D. How Much Does He Earn? (W)

1. Brainstorm a list of jobs in the community.
2. Present question "How much does a _____ earn?"
Ex: How much does a police officer earn? Ask students using the list on the board.
3. Students choose a dream job that they want to have
Ex: movie star, pop singer, dancer, artist, race car driver, model, business man, etc.
4. Students write about their job and one sentence about what they earn/buy/spend/pay, etc.
Ex: I am a singer. I earn C\$3,000 a month.

E. Matching Activity (R)

1. Students match the number in numerical form with the number in written form.
2. Use the examples in the box below.
3. Add a third column of possible expenses.
4. Students match the items to the price.

\$1,500	sixty-five dollars and seventy five cents	baseball tickets
\$250	one thousand five hundred dollars	shoes
\$65.75	five hundred fifty dollars and twenty cents	food
\$3,950	two hundred and fifty dollars	clothes
\$550.20	three thousand nine hundred and fifty dollars	new car

You Do/Production

A. Discussion (S)

1. Divide students into groups.
2. Students answer the following questions.
 - How much do you spend on snacks at school a day?
 - How much in a month?

B. Student Budgets

1. Using Yasmina's Budget in We do/Practice, have students make a personal budget.
2. Students should analyze how much money they receive (through work or family) and what their expenses are.
3. Students should answer the comprehension questions from Yasmina's Budget, but analyzing their own income, expenses, and savings.

C. Monthly Expenses (W)

1. Divide students into groups.
2. Assign each group one job.
Variation: Post pictures of 3 or 4 people. Students assign a job and a name to each picture and each group chooses one character to work with.
3. Students copy the chart and make a budget for a person with that job or their character.
4. Write "Paycheck" in the chart and explain that the amount goes in the "Earnings" row.
5. Explain other examples of items that can be earnings (prize, gift, bonus).

- Write an example of an "Expense" such as food, transportation, or electricity and explain that the amount goes in the proper row.
- Explain that students will invent the earnings and expenses for their person then add the numbers to calculate total earnings and expenses.
- Students calculate total savings.
- Students present their budget by answering "How much?" questions.

*Ex: How much does he earn?
How much does he spend?*

Job	Farmer	Maid	
Paycheck	C\$40/day	C\$2000/month	
Transportation	X	C\$10/6 days	
Food		C\$150/week	
Utilities			
Earnings		C\$2000	
Savings			

9th Grade 3.1 Places Around Town

Target Vocabulary

Places: bookstore, community center, church, gas station, hardware store, hospital, internet café, library, market, mayor's office, neighborhood, supermarket

Cardinal Directions: north, east, south, west; northeast, southeast, northwest, southwest.

Target Grammar

Review the prepositions of place (See 7.6.1)

I Do/Presentation

A. Vocabulary

- Use vocabulary lists from 7th grade (See 7.6.1) and earlier this year (See 9.1.1) to review community places and workplaces.
- Use a Multi-Purpose Activity to review old vocabulary lists.
- Present new community places from current vocabulary list.
- Students copy meaning and practice pronunciation.

B. Review Prepositions of Place

- Ask for examples of prepositions of place from students.
- Write all prepositions of place on the board.
- Practice pronunciation.
- Give orders like "Put your pen next to your notebook," and "Put your notebook behind the desk," to practice meaning.

C. Present Cardinal Directions

- Write the 4 cardinal directions (north, south, east and west) and northeast, northwest, southeast, southwest on pieces of paper big enough for the whole class to see.
- Give 4 students the papers with north, south, east and west and tell them to stand on the appropriate side of the room according to the real directions in the town.
- Give the 4 papers with northeast, northwest, southeast, southwest to 4 other students and tell them to go to the correct place in the room.
- Give papers with places on them to 2 students.
Ex: library and church
- Place students so that the library is clearly north of the church.
- Ask "Where is the library?"
- Explain that the answer to your question should be "The library is north of the church," and write the sentence on the board.
- Continue with other examples.

A. Vocabulary Activity (R)

1. Divide students into pairs or groups.
2. Students complete the sentences with the correct vocabulary word.
 1. If you are sick or need a doctor, go to the _____.
(hospital)
 2. You can buy almost anything—food, clothing, furniture—at the _____. (market)
 3. You can find things to build a house at a _____.
nails, paint, and wood. (hardware store)
 4. You can buy all of your school supplies like notebooks, pencils, and pens at a _____. (bookstore)
 5. Cars and taxis have to go to a _____ to buy gas. (gas station)
 6. Your _____ is the part of the city where you live. (neighborhood)

B. Writing Definitions (W)

1. Explain that in the previous exercise, the sentences are definitions.
2. Students change the sentences to definitions using BE.
Ex: A hospital is a place you go if you are sick or need to see a doctor.

C. Physical City (L)

1. Make flashcards with pictures of all the vocabulary for places in the community.
2. Pass out one flashcard per student.
3. Clear the classroom (desks to the sides) so there is a lot of room for walking around.
4. Define the cardinal directions within the classroom
5. Call two places to start and give their directions relative to one another.
Ex: "The church is north of the park." Students with the flashcards for "church" and "park" must come forward and organize themselves accordingly.
6. Call a new place and give its location relative to the students that are still standing.
Ex: The elementary school is next to the park.
7. Students must listen for you to call their flashcard, and must arrange themselves physically to reflect the "virtual city" you are building with them.

Variation 1: To make this activity simpler for students, you can use just prepositions of place, or just cardinal directions, and not both.

Variation 2: If you have limited space, you can post the flashcards on the board and make a map. However, many students enjoy the physical aspect of this activity and being "inside the virtual map."

D. Vocabulary and Prepositions Activity (R, W)

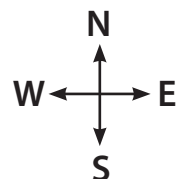
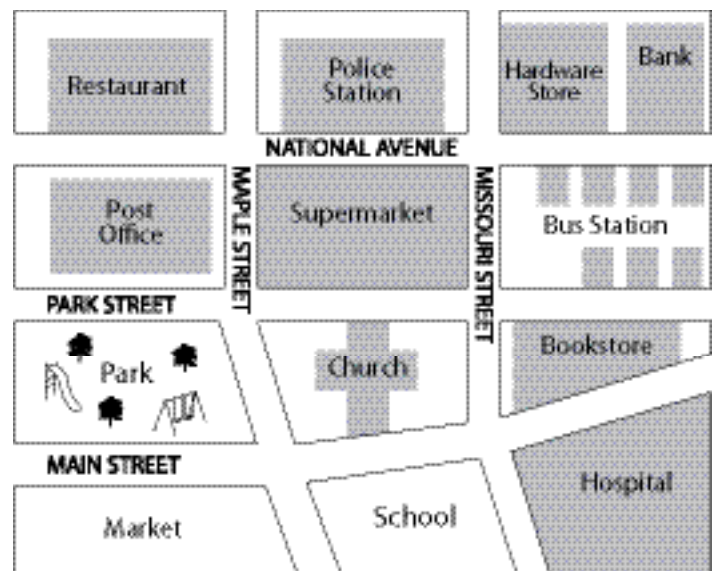
Students use the map below to fill in the blanks with the correct places. Copy the map onto a papelógrafo.

1. The _____ is next to the school.
2. The _____ is in front of the church.
3. The _____ is between the police station and the bank.
4. The _____ is beside the hospital.
5. A _____ is across from the market.

E. Cardinal Directions Activity (R, W)

Students use the map below to answer the questions in complete sentences.

1. What is west of the bookstore?
The church is west of the bookstore.
2. What is north of the hospital?
The bookstore is north of the hospital.
3. What is between the hardware store and the restaurant? *The police station is between the hardware store and the restaurant.*
4. What is south of the post office?
The park is south of the post office.
5. What is east of the hardware store?
The bank is east of the hardware store.



F. Run to the Board (See Multi-Purpose Activities Index for more directions) (L)

1. Read the descriptions below.
2. Students slap their fly swatters on a desk to "buzz in."
3. The first student to slap and answer correctly with a complete sentence according to the map from Practice Activities C and D wins a point for his or her team.

1. This is east of the hardware store. (*bank*)
2. This is south of the restaurant. (*post office*)

3. This is north of the church. (*supermarket*)
4. This is north of the market. (*park*)
5. This is east of the restaurant. (*police station*)
6. This is west of the church. (*park*)
7. This is south of the hardware store and bank. (*bus station*)
8. This is west of the supermarket. (*post office*)
9. These are north of the bus station. (*hardware store, bank*)

You Do/Production

A. Dream City (S, L)

1. Students design their dream city and draw a map of it. The map should include, at a minimum, a church, a school, a park, a market, and a bank.
2. In the next class, students turn in their maps.
3. Distribute each map to a different student (not the artist who drew it).
4. Those students describe (on a separate sheet of paper) the maps that they received (using prepositions of place, cardinal directions, etc.). On the description, each student should write his or her name and the name of the student whose map he or she is describing.
5. Collect all the maps and descriptions and return each map and description to its artist.
6. Students check to see if the description is correct.

B. Secretary (See Multi-Purpose Activities Index for more directions) (S, L, R, W)

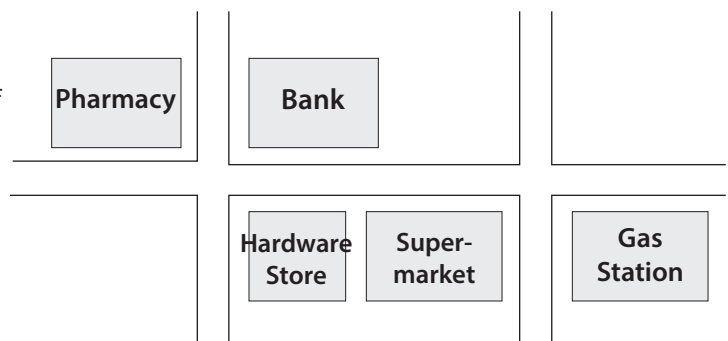
1. Write the instructions below on 4 small pieces of paper.
2. Tape one copy of instructions in each of the 4 corners of the classroom.
3. Divide students into groups of 4.
4. Students will have the following roles:
 - **Secretary:** the only person who can write; writes notes from what the Runners say.
 - **Artist:** draws what the instructions describe.
 - **Runners:** the other two students run to look at the

instructions and come back to tell the secretary; only one runner can leave the group at a time.

5. Explain that each group will draw a map, that the instructions are on the wall and that all 4 sets of instructions are the same.
6. When a group finishes, check to see if it is correct. (See map below.)

Instructions:

- There is one street going east to west.
- There are two streets going north to south.
- The pharmacy is in the northwest corner.
- The bank is across from the pharmacy.
- The bank is to the east of the pharmacy.
- The hardware store is south of the bank.
- The supermarket is between the hardware store and the gas station.
- The gas station is east of the supermarket.



9th Grade 3.2 Giving Directions

Target Vocabulary

BEGIN, WALK, GO, PASS, TURN CONTINUE, ARRIVE
block, corner, left, right, straight

Target Grammar

Review Imperative (9.2.1)

Modal CAN, COULD, WILL, WOULD used for polite requests

Would you please help me with this problem?

Can you help me, please?

I Do/Presentation

A. Review the Imperative (See 9.2.1)

B. Giving Directions (Listen to CD Track #22)

1. Use the dialogue to illustrate new vocabulary.
2. Students copy the dialogue and practice pronunciation.

Alice: *Excuse me, can you help us? We are looking for the post office. Do you know where the post office is?*

Javier: Yes. Right now we are in the central park, so you need to walk one block east, turn left and pass the old market and the police station. Then turn right at the bank. The post office is on your right.

Alice: *That sounds difficult. I don't know if we can*

find it. Can you walk with us to the post office?

Javier: No problem. It's very close, and I need to go to the bank. Let's go!

C. Present Polite Requests

1. To make a polite request, use the modal verb CAN, COULD, WILL, or WOULD.

*Ex: Can you help us? Could you help us?
Will you help us? Would you help us?*

2. To be extra polite, you can say "please."

*Ex: Can you help us, please?
Could you please help us?*

3. There are two possible places to say please: before the verb or at the end of the question.

We Do/Practice

A. Orders vs. Requests (W)

Students change the orders to polite requests.

1. Close the door!
2. Help me!
3. Give me a pencil!
4. Stop that!

B. Fan Activity (See Multi-Purpose Activities Index for more directions) (R, S)

1. Write verb phrases on the sections of the fan.
Ex: help me, tell me how to get to the park
2. Students say the polite request.

C. Giving Directions (R, W)

Students use the map from Practice Activities C and E to fill in the blanks to complete the directions.

1. Would you help me find the hardware store?

From the northwest corner of the school (A) to the hardware store (B): Begin at the school. Walk ____ (northeast/southwest) on Main Street for ____ (one/two) blocks.

Turn ____ (right/left) on Missouri Street. Go ____ (north/east) for ____ (two/three) blocks. Turn (right/left) on National Avenue and walk ____ (south/east) for half a block. Arrive at the hardware store.

2. Could you please tell me how to get to the bookstore?

From the south side of the restaurant (C) to the bookstore (D): Begin at the restaurant. Walk ____ (east/west) on National Avenue for ____ (half a/three) block. Turn ____ (right/left) on Maple Street and walk ____ (north/south) for ____ (one/two) block. Turn ____ (left/right) on ____ (Main/Park) Street and walk ____ (south/east) for ____ (one half/one and a half) blocks. Arrive at the bookstore.

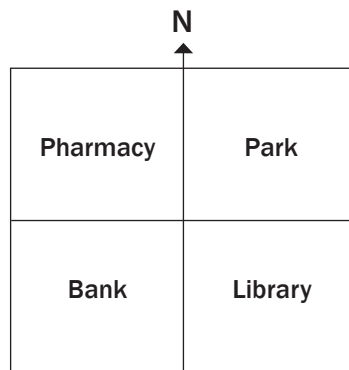
D. Telephone (S, L) (See Multi-Purpose Activities Index for more directions)

Follow the directions for the activity to practice phrases for giving directions.

Ex: Go straight, Turn left, etc.

E. Four Squares (S, L)

1. Write phrases for giving directions on pieces of paper.
Ex: Begin at the northwest corner of the park, Turn right, etc.
2. Draw a big square on the floor with chalk or use tape and divide it into 4 smaller squares. Draw or tape an arrow



pointing north and write "N" to indicate north.

3. Write a place in each small square.
Ex: Library, Pharmacy, etc.
4. Students come to the middle of the room in pairs.
5. Student 1 chooses a phrase to give directions from the pieces of paper and reads it.
6. Student 2 follows the direction.
Ex: If the direction is "Begin at the northwest corner of the park," Student 2 goes to the northwest corner of the smaller box that says "park" in it.
7. Student 2 repeats the process with student 1.
8. Repeat with other pairs.

You Do/Production

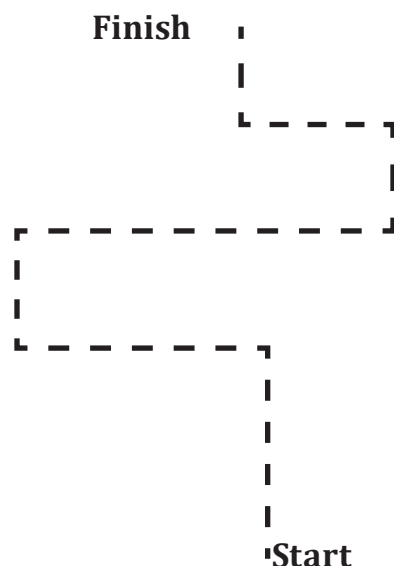
A. Writing Directions (W)

1. Students write directions from the central park to the Mayor's office in your town.
2. Students write directions from the school to their house.

B. Giving Directions (S, L)

1. Students work in pairs.
2. Student 1 draws a dotted line map on a piece of paper. See the dotted line drawing below as an example.
3. Student 1 must not show the map to her/his partner.
4. Student 1 gives his/her partner, Student 2, directions on how to draw the map using the imperative.
5. The directions must be specific because Student 2 cannot see.

Ex: Go straight two blocks. Turn left. Go two blocks. Turn right, go one block. Turn right again, and go three blocks. Turn left and go one block. Turn right and go one block more. You're finished!



6. Student 2 closes her/his eyes and draws a path from the start to the finish. Student 2 may not open her/his eyes.
7. Student 2 follows Student 1's directions until she/he reaches the finish.
8. Students compare maps to check their comprehension.

C. Classroom City (L, S)

1. Create a city in the classroom. Form groups of chairs in rows and columns. The chairs represent the blocks where the buildings are and the spaces represent the streets.
2. Students write places in the community vocabulary on pieces of paper big enough for the class to see.
3. Give directions and have students follow them to walk through the "city."
4. Ask one student to give directions and another to follow them.
5. Repeat with other pairs of students.

Variation: Bring small pieces of paper with places. Student selects a place and forms a polite request before the other student gives directions.

D. Requesting Activity (R, W)

1. Divide students into groups.
2. Give students situations (see below).
3. Explain that they need or want something in each situation and they must ask for it.
4. Students decide what they need or want for each situation.
5. Students write polite requests for each situation.

Situations:

1. You didn't eat lunch. You are hungry.
2. You don't understand the English lesson.
3. It's cold.
4. You were sick and you didn't go to school.

9th Grade 3.3 Midterm Review

See 7.3.3 for Midterm Review lesson plan suggestions.

9th Grade 4.1 Means of Transportation

Target Vocabulary

bus stop, microbus stop, highway, schedules, transportation, on foot

DRIVE a car/motorcycle/truck, TAKE a taxi/bus/boat/microbus, RIDE a bicycle, WALK

Target Grammar

Preposition "by"

*We went there **by** bus.*

*You can travel to Bluefields **by** plane.*

I Do/Presentation

A. Present Vocabulary

1. Place a map of Nicaragua on the board and ask students to name places they have visited.
2. Ask students where around the world they would like to visit.
3. Explain the term “transportation”: a way to travel from one place to another.
4. Put pictures of transportation vocabulary with the English word next to it on the board.
5. Students copy/draw in their notebooks.
6. Students write meanings and practice pronunciation.

B. Present Preposition “By” with Transportation Vocabulary

1. Explain and then practice the following dialogue:
A: “How do I get to Managua from Jinotepe?”
B: “By microbus.”
2. Explain that you use the preposition “by” with means of transportation.
3. Explain that “on foot” is the exception.
4. Give more examples and have students copy.

We Do/Practice

A. Vocabulary Practice: Multi-Purpose Activities

1. Run to the Board (L)

2. Pictionary (S)
3. Tic-Tac-Toe (L,S). Use clues like “the way you travel from Rivas to Ometepe”
4. Make Flashcards to play Memory

You Do/Production

A. “How do you get from Y to Z?” Cocktail Party (S,L)

1. Each student should write two locations down on a small piece of paper.
Ex: Matagalpa to Rio San Juan, Managua to Spain, the school to the police station
2. Tell the students to stand up and walk around asking other students how to get from one place to another.
3. Students listen to the questions and answer according to the correct means of transportation.
Ex: Question: How do you get from Matagalpa to Rio San Juan?
Answer: Take a bus
4. When students have asked and answered their questions, they change papers and ask a different student.

B. How We Travel (W, S)

1. Place students into groups of four or in pairs.
2. Give a list of starting locations and destinations on the board.
3. The list will solicit different means of transportation: San Jorge, Rivas to Moyogalpa; Managua to Bluefields; Managua to Matagalpa; Managua to Miami, etc.
4. Assign a location/destination to each group.
5. Students write a dialogue that involves politely asking for directions and an explanation of how to travel from one location to another..
6. Students present their dialogue.

9th Grade 4.2 Driving Safety Warnings and Traffic Signs

Target Vocabulary

Traffic signs: PASS, STOP, YIELD, alert, detour, slippery, speed limit, stoplight, u-turn, (one) way

Warnings: FOLLOW, WEAR caution, drunk, fine, law, safe, seatbelt, ticket, tired, unsafe, violation

Target Grammar

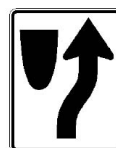
Review Modal SHOULD (See 8.6.3)

Review Imperative: Affirmative and Negative. (See 9.1.1)

I Do/Presentation

A. Traffic Signs Vocabulary

1. Students draw traffic signs that they know.
2. Show pictures or drawings of some traffic signs in English and see if the students can guess their meanings.
3. Students draw and write meanings in their notebooks.
4. Practice pronunciation.



B. Review the Imperative (See 9.2.1)

C. Brainstorm Safe and Unsafe Driving Practices

1. Can be in English and/or Spanish.
2. Use a T-chart to organize the information

Safe Practices	Unsafe Practices
Wearing a seatbelt	Drinking and Driving

D. Warnings Vocabulary

1. Present using the imperative and MUST
Ex: Wear a seatbelt!
Don't drive drunk!
You must follow the law.
Continue with caution.
Pay the fine for your traffic violation.
Don't get a ticket!
2. Underline or write the vocabulary in a different color.
3. Explain meanings.

E. Review Structure of Modal Verbs: CAN and MUST

1. Give individual words of a sentence to different students.
2. Tell students to form an affirmative sentence in the front of the room.
3. Give cards with "not" and question marks to other students.
4. Tell students to form the negative (the question mark is not part of the sentence at this point).
5. Tell students to form the interrogative ("not" is not part of the sentence at this point).

F. Review Modal SHOULD

1. Write examples on the board:
Ex: You should wear a seatbelt.
We should drink more water.
I should go home now.
2. Tell students to look for the structure of CAN or MUST in their notebooks and tell them the structure is the same for SHOULD.
3. Write structure on the board (see text box).

Modal SHOULD Sentence Structure

Affirmative:

Subject + SHOULD + Verb (simple form) + Complement.

I should drink water.

You should study English.

Negative:

Subject + SHOULD + not + Verb (simple form) + Complement.

You should not take drugs.

She should not wear shorts.

Interrogative:

SHOULD + Subject + Verb (simple form) + Complement + ?

Should we study for the test?

Should I eat tacos for breakfast?

4. Explain that we use should to make suggestions.
5. Explain the difference between *Orders* and *Suggestions*.
6. Explain the difference between MUST and SHOULD.

Orders	Suggestions
Wear a seatbelt!	You should wear a seatbelt.
Don't drive drunk!	You should not drive drunk.
Pay the fine for your traffic violation!	You should pay the fine for your traffic violation.
Don't get a ticket!	You shouldn't get a ticket.

Required: MUST	You must drive slowly.
Prohibited: MUST not	You must not drive fast.
Suggestion: SHOULD	You should drive slowly.
Suggestion: SHOULD not	You should not drive fast.

We Do/Practice

A. What's Missing? (L, S)

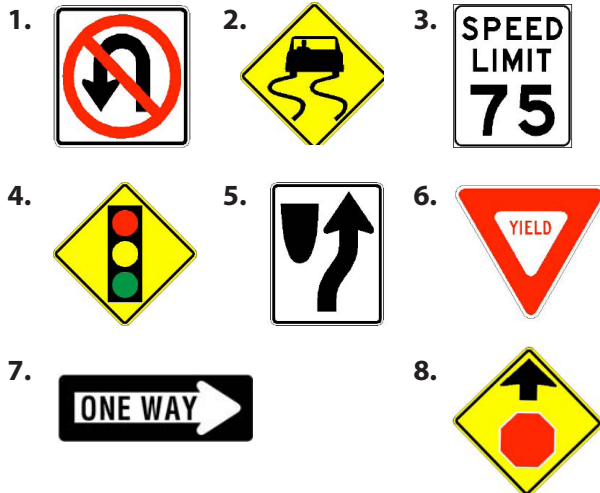
1. Before class, draw traffic signs on separate pieces of paper.
2. Put them on the board and have students study them.
3. Students close their eyes and you take one away.
4. Ask, "What is missing?" The students should respond with the correct traffic sign in English.

B. Simon Says (See Multi-Purpose Activities Index for more directions) (L)

1. Follow the directions for the activity and use imperatives like "Simon says, stand up"; "Simon Says, don't sit down"; "Simon Says, go outside"; etc.

C. Matching (R)

Students write the number of the sign next to the correct meaning.



Stop Ahead (8)

No U-Turn (1)

Keep Right (5)

Yield (6)

Speed Limit (3)

One Way (7)

Slippery Road (2)

Stop Light Ahead (4)

D. Identify the Meaning (R)

Students match the traffic sign to the correct explanation (use traffic signs on the left).

1. You should stop ahead. (8)
2. You should not drive faster than 75 miles per hour. (3)
3. You must drive one way only. (7)
4. You should be careful. You must not drive quickly because the road is slippery. (2)
5. You must not drive on the left side. (5)
6. You must not make a U-turn. (1)
7. You should yield to other vehicles. (6)

E. Hot Cabbage/Potato (See Multi-Purpose Activities Index for more directions) (R, S)

1. Review answers to yes/no questions.
2. Write yes/no questions like "Should you talk on your cell phone while driving?" on each piece of paper.
3. When it is his/her turn, the student reads and answers the question.

Variation: The student reads and chooses another student to answer the question.

You Do/Production

A. Student Investigation (S, W)

1. Students look for other traffic signs in the community and draw them.
2. In the next class, discuss what those signs mean.

B. The 10 Driving Suggestions (W)

1. Divide students into groups.
2. Students create an illustrated poster with 10 safe driving suggestions.
3. Suggestions can be in English and Spanish.

C. Police Officer Role Play (L, S)

1. One student is the police officer and the other is a driver.
2. The police officer asks five questions with should.
3. If the "driver" answers the questions appropriately, then the police officer approves a license.
4. Then the pairs switch roles.

9th Grade 5.1 Entertainment Activities

Target Vocabulary

Music: classical, country, hip hop, jazz, pop, rap, rock, romantic, salsa

Movies and TV Shows: action, actor, actress, comedy, documentary, drama, game shows, horror, movie, news, romantic comedy, science fiction, soap operas, talk shows

Adjectives: bad, beautiful, clean, expensive, famous, far, fast, fat, fun, funny, good, happy, helpful, important, intelligent, interesting, modern, new, romantic, sad, slow, ugly

Target Grammar

Review LIKE (See 8.5.2)

Comparative of Equality, Comparative of Inferiority, Comparative of Superiority

*Classical music is **as boring as** rap music.*

*Romantic comedies are **less educational than** documentaries.*

*Movies are **longer than** television shows.*

I Do/Presentation

A. LIKE

1. Review sentence structure for "I like" and "I don't like."

B. Music Vocabulary

1. Students brainstorm types of music that they know.

C. Movie and TV Show Vocabulary

1. Students brainstorm types of music that they know.

D. Adjectives

1. Write the list of adjectives.
2. Use a Venn Diagram to categorize the new words into positive and negative adjectives. (See Multi-Purpose Activities Index for directions.)

E. Comparatives.

Note: Do not teach all the different types of comparatives on the same day. Do practice and production activities for each type.

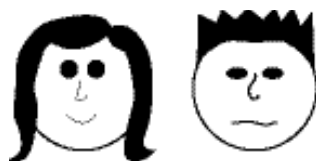
1. Comparative of Equality

Structure: as + adjective + as

The boy is as happy as the girl.



The boy is *as happy as* the girl.



The boy is *less happy than* the girl.

The girl is *happier than* the boy.

2. Comparative of Inferiority

Structure: less + adjective + than

The boy is less happy than the girl.

3. Comparative of Superiority

Structure:

more + long adjective + than

more beautiful than

more amazing than

short adjective + -er + than

newer

cooler

Long adjective = more than one syllable

Short adjective = one (or two) syllable(s)

Comparative Spelling Chart

1. Regular	+ -er	new fast	newer faster
2. Ends in -e	+ -r	cute nice	cuter nicer
3. End in -y	-y → -ier	ugly funny	uglier funnier
4. Consonant + vowel + consonant ending	double the consonant + -er	fat sad	fatter sadder
5. Irregular		good bad fun famous	better worse more fun more famous

A. Comparing Music (W)

Student completes each sentence using types of music.
Student writes the opposite sentence as well.

Ex: Pop music is newer than classical music. Classical Music is older than pop music.

- _____ is faster than _____.
- _____ is better than _____.
- _____ is happier than _____.
- _____ is more romantic than _____.
- _____ is more modern than _____.
- _____ is more fun than _____.

B. Student Survey (L)

- One half of the classroom is "agree" and the opposite half is "disagree." If students agree with a statement, they move to the "agree" side, and if they disagree they move to the "disagree" side.
- Read the following statements:
 - Rock music is better than salsa.
 - Bachata music is better than reggaeton.
 - Dramas are more interesting than comedies.
 - Shakira is more beautiful than Britney Spears.
 - Movies are more interesting than television.
 - Listening to music is more fun than watching television.

C. Comparative of Equality (W)

Students write a sentence using the comparative of equality

Ex: Girls/intelligent/boys
Girls are as intelligent as boys.

- The movie/good/the book
(The movie is as good as the book.)
- Folkloric dance/entertaining/modern dance
(Folkloric dance is as entertaining as modern dance.)
- Penelope Cruz/beautiful/Julia Roberts
(Penelope Cruz is as beautiful as Julia Roberts.)
- The Daddy Yankee concert/expense/the Luis Enrique concert. (The Daddy Yankee concert is as expensive as the Luis Enrique concert.)
- This song/sad/that song. (This song is as sad as that song.)

D. Comparative of Inferiority (W)

Students write a sentence using the comparative of inferiority.

Ex: The movie/interesting/the book
The movie is less interesting than the book.

- A drama/funny/a comedy
- Cheating/helpful/studying
- The USA/far/China
- A bicycle/expense/a car
- Rap music/romantic/tango music

E. Comparative of Superiority (W)

Students fill in the blank with the correct comparative form of the adjective in parentheses.

- New movies are (more expensive) than old movies. (expensive)
- Jackie Chan is (older) than The Karate Kid. (old)
- Pop music is (newer) than classical music. (new)
- Hip hop is (faster) than jazz. (fast)
- Soap operas are (more interesting) than game shows. (interesting)

F. Comparative of Superiority II (W)

Students complete each sentence with the correct comparative adjective.

- Their television is (bigger) than our television. (big)
- Romantic movies are (better) than horror movies. (good)
- Is Jennifer Lopez (more famous) than Marc Anthony? (famous)
- Comedies are (funnier) than dramas. (funny)
- Talk shows are (worse) than the news. (bad)

G. Name the Album/Movie (W)

- Before class, prepare drawings or cut out pictures. Example pictures include people, places, animals, or any object.
- These drawings or pictures represent new music albums and movies.
- Write a title above each drawing/picture. Include a blank space instead of the adjective.
Ex: The _____ Dog, The _____ City,
The _____ Teacher.
- Divide students into groups.
- Give each group 1 picture/drawing.
- Students must make a list of appropriate adjectives to describe the new album or movie to complete the title.
Ex: The Crazy Dog, The Lonely City, The Thin Teacher.
- Students choose the funniest/most creative title and share with the class.

J. Madlib: Fill in the Blank Story (W, S)

1. Before class, create a poster paper of a completed **Fill in the Blank** Story. This is the Teacher Example.
2. Fill the blanks with words that correspond to the categories.
Ex: In a blank that says Type of music, write "pop music" or "classical."
3. The word is always correct if it belongs to the right category.
Ex: In "type of movie" blanks write horror, science fiction, romantic, etc. Do not write other vocabulary like rock or game shows.
4. The teacher example can be funny and show proper use of vocabulary.
5. Bring the Teacher Example to class.
6. In class, show the story. Read it as a reading. Check for understanding.
7. Explain that students will fill in the blanks in their own story. Explain that their answers are always right, and can be funny, if they belong to the correct category.
8. Write the story on the board. Under the blanks, write the category.
Ex: adjective, type of music, type of movie, TV show.
9. Students copy in their notebooks and fill in the blanks.

We Want To Be Famous

We have a (adj) music group. Our name is The (adj) Guitar Heroes. We usually play (type of music) music, but sometimes we play (type of music) music because it's more popular. We play in Diriamba, Leon, Granada and Matagalpa. They are (adj) cities. There are three people in our music group. My name is Rodrigo, but my nickname is The (adj) Drummer. I like (type of movies) movies. This is Leyla, The (adj) Rockstar. She likes to watch (tv show) on television. Our third member is Eric, but all the girls call him (adj) . We want to be famous!

You Do/Production

A. Similar and Different (R, W, S, L)

1. Students form pairs.
2. Each student writes three ways they are similar to their partner using the comparative of equality.
Ex: I am as smart as Roger.
3. Each student writes three ways they are different from their partner using comparative of inferiority or comparative of superiority.
Ex: I am less fast than Roger. I am taller than Roger.
4. Students share their sentences with their partner.
5. Students can turn in for a grade or share with the class.

B. Choosing Musicians (S, W)

1. Write a list of about ten famous musical artists on the board.
2. Divide students into groups.
3. Tell students they are going to choose a musical group to play at the town's next party.
4. Tell them to choose 6 options from the list and put them in order of importance.
5. Students write at least six sentences using comparative of superiority to explain their answers.
Ex: Shakira is more interesting than Beyoncé.

C. Do You Like...? Question Board (See Multi-Purpose Activities Index for more directions) (S, L, W)

1. Have students fold a piece of paper in half three times, so there are eight rectangles when unfolded.
2. In each rectangle, students write a type of music or movie.
3. Students stand up and ask each other "Do you like...?"
4. When a student responds, the question-asker should write the other students' name and yes/no in the rectangle.
5. Students then ask "Why" and the responding student answers using "Because..."
Ex: If Mary asks John whether he likes comedies, if he says "yes," Mary asks "Why?" If John responds "Because they are funny," Mary writes "John, yes, funny" in the rectangle that says "comedies" on her paper.
6. Students should only ask each person questions about one category in order to have at least eight partners with different responses to one question each.
7. After all students have asked at least 8 classmates and filled every rectangle with a response, have the students write sentences in the third person about their classmates' answers.
Ex: Mary would write "John likes comedies because they are funny."

D. Mini-Books (See Multi-Purpose Activities Index for more directions) (W)

1. Each student writes one comparative sentence per page in the minibook.
2. Students draw a picture to illustrate each.

9th Grade 5.2 Likes and Preferences

Target Vocabulary

agree, disagree, most, PREFER

Target Grammar

Superlatives

*That was **the best** weekend ever!*

*Cheetahs are **the fastest** animals on earth.*

I Do/Presentation

A. Review Structure for Comparatives and Continue Practicing Vocabulary (See 9.5.1)

B. Present the Superlative

1. Explain that the comparative is for comparing two things, people, etc.
2. Explain that the superlative is for comparing more than two things, people, etc.
3. Present examples:

Ex: Haiti is the poorest country in the western hemisphere

Coca-Cola is the most common drink.

Catarina is the cleanest place to swim.

The Oriental Market in Managua is the biggest market in Central America.

4. Present structure:

Structure:

Short adjective + -est

newest

fastest

Most + long adjective

most wonderful

most intelligent

5. Explain that the same spelling change rules apply as for the comparative
6. Present irregulars:

Irregulars:

Good—better—best

Bad—worse—worst

Far—farther—farthest

Fun—more fun—most fun

C. Likes and Preferences

1. Present dialogue examples:

A: What kind of movies do you like?

B: I like horror movies.

A: Do you prefer horror movies or comedies?

B: I prefer horror movies to comedies.

2. Practice asking and answering questions.

3. Use similar dialogues using music and movie vocabulary.

D. Defending Likes and Preferences

1. Present dialogue examples:

A: What kind of movies do you like?

B: I like horror movies.

A: Why?

B: Because I like to feel scared.

A: Do you prefer horror movies or comedies?

B: I prefer horror movies to comedies.

A: Why?

B: Because horror movies are scarier than comedies.

2. Explain how to answer the question "Why?"

Structure:

Because + sentence (Subject + Verb + Complement)

Why do you wake up early? Because I work at 6AM.

Superlative Spelling Chart

1. Regular	+ -est	new fast	newest fastest
2. Ends in -e	+ -st	cute nice	cutest nicest
3. End in -y	-y → -iest	ugly funny	ugliest funniest
4. Consonant + vowel + consonant ending	double the consonant + -est	fat sad	fattest saddest
5. Irregular		good bad fun famous	best worst most fun most famous

We Do/Practice

A. Superlatives (R, W)

Students complete each sentence.

1. _____ is the funniest actor.
2. _____ is the worst movie.
3. _____ is the most famous actress.
4. _____ is the most popular kind of music.
5. _____ is the saddest kind of movie.
6. _____ is the best TV show.

B. Comparatives and Superlatives (R, W)

Students fill in the blanks with the correct comparative and superlative form of the adjective in parentheses.

1. Horror movies are (*more popular*) than science fiction, but action movies are the *most popular*. (popular)
2. Jon Bon Jovi is (*more famous*) than Phil Collins, but Michael Jackson is the *most famous*. (famous)
3. Reggaeton music is (*better*) than hip hop, but romantic music is the *best*. (good)
4. Watching television is (*more fun*) than listening to music, but watching movies is the *most fun*. (fun)
5. This movie is (*longer*) than that one, but Titanic is the *longest*. (long)

6. June is (*hotter*) than December, but April is the *hottest*. (hot)

C. Stating Preferences (W, S)

1. Students take out a small piece of paper.
2. Students write a kind of music, kind of movie or kind of television show on their paper.
3. Collect the pieces of paper.
4. Mix the papers and give them to the students.
5. Explain that the students must choose a way to spend their time.
6. Students work in pairs.
7. Students write a dialogue (See examples in Presentation Activity C) using the words on their small pieces of paper.
8. Students practice dialogue.

D. Defending Preferences (S)

Students complete the sentence using *because* in order to defend each preference.

1. I don't like horror movies . . .
2. We prefer pop music . . .
3. They prefer to watch television . . .
4. Laura likes action movies . . .
5. Justo and Josue prefer listening to music . . .

You Do/Production

A. Cocktail Party (See Multi-Purpose Activities Index for more directions) (S)

1. Have students write down two related things on a small piece of paper. (For example, horror movies and comedies, soccer and baseball, etc).
2. Students stand up and ask each other "Do you prefer horror movies or comedies?" according to their paper.
3. When students ask and answer their partners' questions, they exchange pieces of paper and find someone else to ask.

B. Two Circle Conversation (See Multi-Purpose Activities Index for more directions) (S)

1. Follow the rules of the activity.
2. Students write two kinds of music on a small piece of paper.
Ex: Bachata and Rap.
3. Students form a question about preferences.
Ex: Do you prefer bachata music or rap?
4. Students answer with their preference.

C. Comparatives and Superlatives: Good, Better, Best (W, S)

1. Students work in pairs.
2. The teacher writes the original sentence on the board.
Ex: Daddy Yankee is a good singer.
3. Explain that the students must use the model sentence as a base. Students create comparatives and superlatives based on the model.
4. Student 1 writes a Comparative sentence. Student 2 writes a Superlative sentence.
Ex: Student 1 writes Daddy Yankee is better than Don Omar. Student 2 writes Daddy Yankee is the best singer in the world.
5. Write a new model sentence. Continue using vocabulary from this unit.
Ex: I like rap music. I like rap music better than jazz. Rap music is the best kind of music.

D. Stating and Defending Preferences (W, S, L, R)

1. Write two musicians on the board.
Ex: Aventura vs. Daddy Yankee.
2. Students volunteer to write comparisons between the two musicians on the board. Students write one comparative of superiority and one of inferiority.
Ex: Aventura is better than Daddy Yankee.
Aventura is worse than Daddy Yankee.
3. Divide students into groups.
4. Ask students if they agree or disagree with the statements on the board. Students must choose which statement represents their preference.
5. Ask students "Why?"
6. Students must defend their preference.
Ex: If a student thinks that Aventura is better than Daddy Yankee, the student defends the preference and writes Why? Because Aventura is romantic and more fun than Daddy Yankee.
7. Students can volunteer to write their answers on the board.
8. Write two new subjects to compare.
Ex: science fiction vs. comedy, pop music vs. classical, etc.
9. Students write the comparatives and repeat the process.

9th Grade 6.1 A Future Trip

Target Vocabulary

Time Expressions: tonight, this morning/this afternoon/this evening, tomorrow, the day after tomorrow, next week/month/year

Travel: airport, arrival, departure, suitcase, tour, reservation

Verbs: GET ON, GET OFF, GUIDE, LEAVE, PACK, PREPARE, RESERVE, TRAVEL, VISIT

Target Grammar

GOING TO

*We are **going to** do our homework tonight.*

*Are you **going to** come to my party next week?*

IN + period of time (an hour, a week, a month, a year)

***In December**, the weather is cold.*

*My birthday is **in a week**.*

Review ON + date/day of the week (See 7.4.3)

***On Monday**, August 10th, I won a prize.*

*We are not going to have English class **on Wednesday**.*

I Do/Presentation

A. Present Future with GOING TO

1. Present a Timeline to demonstrate the three tenses:
Past, Present, Future



2. Review Simple Present with examples
Ex: I am a student.
We go to school.
She eats breakfast.
3. Present Examples of Future with GOING TO
Ex: I am going to be a university student.
We are going to go to school.
She is going to eat breakfast.

4. Ask students to identify the verb form.

Structure: Subject + BE + going to + Verb (simple form)

5. Present examples of the sentences with time expressions.
He is going to study English tomorrow.
We are going to play soccer this afternoon.
I am not going to visit Granada next week.
Are you going to buy fruit at the market this morning?

6. Ask students to identify sentence structure.

Future with GOING TO Sentence Structure:

Affirmative:

Subject + BE + GOING TO + Verb (simple form) + Complement.

I am going to watch baseball this weekend.

We are going to visit our grandparents in May.

Negative:

Subject + BE + not + GOING TO + Verb (simple form) + Complement.

He is not going to eat dinner tonight.

They are not going to clean the patio.

Interrogative:

BE + Subject + GOING TO + Verb (simple form) + Complement + ?

Is she going to call her father next week?

Are you going to go to sleep soon?

B. Present Time Expressions

1. Use examples from presentation of GOING TO.
2. Underline the time expressions.
3. Make a list on the board and students copy.

C. Present Prepositions "In" and "On" with Time Expressions

1. Review days of the week, months of the year and the date (See 7.4.3 and 7.4.4)
2. Give examples

Ex: In an hour, I am going to pack my suitcase.

In a year, I am going to be in 10th grade.

On Saturday, she is going to come to my house.

On December 24th, we are going to celebrate Christmas.

School begins in February.

My birthday is in October.

My birthday is on October 2nd.

3. Explain the rule:

IN + period of time

ON + specific day or date

We Do/Practice

A. Writing a "To Do" List (W)

1. Students make a list of activities that they are going to do tomorrow, next week, and next month.
2. Review common verbs for the list, like DO homework, PLAY soccer, TAKE a test in English, etc.

B. Future with GOING TO (R, W)

Students change each sentence to the future tense using GOING TO.

1. Julio eats pupusas on his trip to El Salvador. *Julio is going to eat pupusas on his trip to El Salvador.*
2. We speak English in Bluefields. *We are going to speak English in Bluefields.*
3. I clean my room before my sister's visit. *I am going to clean my room before my sister's visit.*
4. You arrive at the bus station at 12:45. *You are going to arrive at the bus station at 12:45.*
5. It rains in Costa Rica. *It is going to rain in Costa Rica.*
6. Maria and Antonio plan their trip. *Maria and Antonio are going to plan their trip.*

C. Complete the Sentence (R, W)

Students complete the sentences using GOING TO. Students share their sentences.

1. Tonight, I _____.
2. Next week, my family _____.
3. On December 31st, _____.
4. Next year, Nicaragua _____.
5. In five years, I _____.

D. Prepositions "In" and "On" (R, W)

Students answer the questions using the correct preposition and the time in parentheses.

1. When are you going to go to Managua? (3/1) *I am going to go to Managua on January 3rd.*
2. When is she going to visit Miami? (May) *She is going to visit Miami in May.*
3. When are we going to see the beach? (December) *We are going to see the beach in December.*
4. When is Paulo going to leave for the United States? (26/11) *He is going to leave for the United States on November 26th.*
5. When are you going to begin your job at the travel agency? (November) *I am going to begin in November.*
6. When are they going to celebrate Mother's Day? (30/5). *They are going to celebrate on May 30th.*

E. Complete the Sentence (R, W)

Students complete the sentence with the phrases in parentheses and GOING TO.

Ex: Usually I eat gallo pinto for breakfast, but (tomorrow/
EAT pancakes.) Tomorrow, I am going to eat pancakes.

1. Yesterday Gloria won a prize so (today/BUY a plane ticket to Miami.) Today she is going to buy a plane ticket to Miami.
2. On Thursday I am going to reserve a hotel room because (on Friday we/VISIT Ometepe Island.) On Friday, we are going to visit Ometepe Island.
3. Sometimes they take a taxi to their aunt's house, but (today/ARRIVE by bus.) Today, they are going to arrive by bus.
4. The bus is very full so I don't think (I/GET ON.) I am going to get on.
5. The departure is at 8:00 so (we/LEAVE at 7:00 to get good seats on the bus.) We are going to leave at 7:00 to get good seats on the bus.

F. GOING TO Fill in the Blank (R, W)

Students fill in the blanks with GOING TO and the verb in parentheses.

This year, I am in 9th grade. Next year, I am going to be (BE) in 10th grade, and I am going to graduate (GRADUATE) from high school in two years. After that, I am going to attend (ATTEND) college and study English because I am going to be (BE) a tour guide. My friend Julie wants to be a tour guide also. We are going to study (STUDY) in the United States to practice English. We are going to visit (VISIT) many interesting places. When we travel to the United States, we are going to learn (LEARN) what tourists like to do. That information is going to help (HELP) me with my job.

Variation 1: Present the words in a word box. Students decide which verb fits where.

Variation 2: Use a second time with the verbs in a box as an evaluation.

G. Tour Package (R)

1. Present two tour package readings on poster paper or write them on the board.
2. Explain that they are tour packages and that the students are going to choose one.
3. Read the readings.
4. Give students 5 minutes to read silently.
5. Ask students if they have any questions.
6. Students choose one tour and write two sentences about why they are going to go on that tour.
7. Students volunteer to read their sentences to the class.

Short version:

Ruins of Leon

You are going to visit Nicaragua's first colonial city. You are going to learn historical facts and see amazing landscapes.

Leon City Tour

Our guide is going to introduce you to Leon's rich history, legends, culture and colonial architecture. Then you are going to take an indigenous art tour.

Long version:

Discover and swim in the beautiful Laguna Asososca (1 day)

A place where there are not many travelers, the hidden Laguna Asososca is a beautiful place. It has cool and refreshing waters. On the walk to the lagoon, we are going to have spectacular views of Momotombo, Lago de Managua and of course the Laguna. Then, we are going to swim in the pure volcanic waters. This hike is going to include a visit to the ruins of León Viejo, the first capital of Nicaragua. We are going to start at 7 am in the tour office. We are going to return the same day at 5 pm to the tour office.

Price: \$30

Climb San Cristóbal, the highest volcano in Nicaragua! (2 days)

We are going to go to the village of La Bolsa near Chinandega. We are going to hike past fields and through forest. We are going to sleep on a farm. The farmer is going to talk to us about his life next to a giant active volcano. We are going to leave the camp the next day and hike through forest. Then we are going to go up the volcano. After a long hike, we are going to be at the peak of Nicaragua's highest volcano at 1,745 meters. We are going to enjoy the views of volcanoes, the plains and the Pacific Ocean. We are going to start at 10 a.m. and return the next day at 7 p.m.

Price: \$60

H. Cocktail Party (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Each student writes a sentence with GOING TO and the subject "I."
2. Students stand up and walk around with their sentence and ask each other the question "What are you going to do today?"
3. Students answer by reading their sentence.
4. When both students have asked and answered, they exchange papers and go talk to a different person.

Variation: Give the students the verbs they will use to write their sentence.

You Do/Production

A. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S, L)

Students say a sentence in the simple present sentence, and the king or queen must change it to the future with GOING TO.

B. Calendars (R, W)

1. Each student makes a calendar for December.
2. They must include at least five items on their calendars that they or their families are going to do.
3. It can include special events or regular activities.
4. Using the calendars, students write sentences describing what they are going to do during the vacation.

C. We're Going To Go On a Trip (S)

1. Divide students into groups.
2. The group should imagine they are going on a trip to a certain destination. Decide on the destination.
3. The first student in each group says "We are going to go on a trip and I am going to bring ____." The student can choose any object to bring that someone would need at that destination.

4. The next student says, "We are going to go on a trip. (First student) is going to bring _____ and I am going to bring _____."
5. The next student says, "We are going to go on a trip. (First student) is going to bring _____, (second student) is going to bring _____ and I am going to bring _____."
6. Students continue and add to the sentence until all the students in the group participate.
7. When they finish, the group should choose a new destination and repeat.

D. Going on a Trip (W)

1. Give the students the following situation and instructions:
 - You are going on a trip but you are not prepared.
 - Make a "To Do" list of everything you are going to do in order to prepare for the trip.
 - Write a paragraph using the verbs in the "To Do" list and GOING TO.

Variation 1: Students write another paragraph about what they are going to do on their trip

Variation 2: Make a minibook with pictures and sentences with GOING TO about their trip.

9th Grade 6.2 The Past

Target Vocabulary

last + week/weekend/month/year/Monday/night, yesterday

Target Grammar

Simple past tense with regular verbs

Laura kicked the soccer ball.

The students finished the homework.

A. Simple Past of Regular Verbs

1. Present Reading

A Past Romance

Once upon a time, Claudia and Guillermo lived in Nicaragua. As children, they played together and visited each other's houses. Later, they studied together at the same school. One day, Guillermo kissed Claudia and they decided to be girlfriend and boyfriend. All through school, they laughed and danced. One day, Claudia talked to Guillermo because she wanted him to call her more on the phone. "But I never have saldo!" he shouted. Guillermo asked her to give him another chance. They both cried and then the relationship ended.

2. Read the reading.
3. Underline the verbs
4. Ask students to identify verb form.

Verb Form: Verb (simple form) + -ed

B. List of Regular Verbs (Listen to CD Track #23)

Students copy list of regular verbs:

ask - asked	cook - cooked
count - counted	dance - danced*
finish - finished	help - helped
kiss - kissed	laugh - laughed
like - liked*	listen - listened
look - looked	need - needed
paint - painted	play - played
plan - planned*	start - started
study - studied*	talk - talked
use - used*	visit - visited
walk - walked	want - wanted
watch - watched	work - worked

Note: The starred (*) verbs have irregular spelling

1. Explain/Review meaning of verbs.
2. Mark verbs with irregular spelling.

C. Spelling of Past Tense Verbs

1. Use the chart below to show the spelling of regular past tense verbs.

1. Regular	+ -ed	asked watched
2. Ends in -e	+ -d	used liked
3. Ends in consonant -y	-y → -ied	studied applied
4. Consonant + vowel + consonant end	double the consonant + -ed	planned mopped

D. Pronunciation of -ed

1. Explain that -ed has three pronunciations: /t/, /d/, and /ed/.

/t/	-ed is pronounced /t/ after voiceless sounds like k, p, s, ch, sh, and f. Ex: looked = look/t/; watch=watch/t/
/d/	-ed is pronounced /d/ after voiced sounds, like l, v, n, b, and all vowels. Ex: save = save/d/; play = play/d/
/ed/	-ed is pronounced /ed/ after t and d sounds, adding a whole syllable to the word. Ex: needed = need/ed/; invite = invite/ed/

Note: The last sound, not the spelling, determines the pronunciation of the -ed

Ex: "Invite" ends with an "e". The "e" is not pronounced.
The last sound is /t/ so the pronunciation is invite/ed/.

Teacher Tip: Voiced or Voiceless? Vibration Test

To determine whether sounds are voiced or voiceless, touch your throat at when you say them. Does your throat vibrate when you say the end of the word? If your throat vibrates, it's a voiced sound and the past tense verb -ed will be pronounced /d/. If your throat doesn't vibrate, it's a voiceless sound and the -ed will be pronounced /t/. You can teach students this test to check whether sounds are voiced or not.

E. Present Sentence Structure for Simple Past

1. Present examples:

Affirmative: Claudia lived in Nicaragua last year.

Negative: Claudia did not live in Nicaragua last month.

Affirmative: I studied at the university yesterday.

Interrogative: Did you study for the quiz last Monday?

2. Ask students to identify the structure.

F. Present Time Expressions

1. Use examples from presentation of the sentence structure.
2. Underline the time expressions.
3. Make a list on the board and students copy.

Simple Past Sentence Structure:

Affirmative:

Subject + Verb (simple past) + Complement.

I worked in Boaco last year.

Mariano traveled to Guatemala last week.

Negative:

Subject + DO (simple past) + not + Verb (simple form) + Complement.

She did not eat dinner last night.

They did not go to church last Sunday.

Interrogative:

DO (simple past) + Subject + Verb (simple form) + Complement + ?

Did you watch The Simpsons last Monday?

Did Osmani pass the English test last week?

We Do/Practice

A. Categories: Writing (See Multi-Purpose Activities Index for more directions) (W, L)

1. On the board, students categorize the regular verbs by their pronunciation:

/t/	/d/	/ed/
asked	learned	counted
cooked	listened	needed
danced	planned	painted
finished	played	started
helped	studied	visited
kissed	used	wanted
laughed		
liked		
talked		
walked		
watched		
worked		

4. Students hold up the correct card and pronounce the verb in the past with the correct pronunciation.

Ex: For the verb "talk" students hold up the /t/ card and pronounce "talked" with the /t/ sound.

- | | |
|-------------|------------|
| 1. talked | talk/t/ |
| 2. sobbed | sobb/d/ |
| 3. graded | grad/ed/ |
| 4. filled | fill/d/ |
| 5. defended | defend/ed/ |
| 6. waited | wait/ed |
| 7. enjoyed | enjoy/d/ |
| 8. laughed | laugh/t/ |

C. Simple Past (R, W)

1. Students form a sentence using the past tense.
2. Students write the sentences in the form indicated in parentheses.
1. (affirmative) I/study/for my English test last night.
I studied for my English test last night.
2. (Interrogative) Roberta/play/volleyball this morning.
Did Roberta play volleyball this morning?
3. (negative) He/work/at the factory ten years ago.
He did not work at the factory ten years ago.
4. (negative) We/visit/our grandparents last weekend.
We didn't visit our grandparents last weekend.
5. (affirmative) They/kiss/under the palm tree yesterday.
They kissed under the palm tree yesterday.
6. (Interrogative) You/laugh/at the joke.
Did you laugh at the joke?

B. Rules of Pronunciation (S)

1. Students use notebook paper to make 3 cards. Write /t/ on the first card, /d/ on the second card, and /ed/ on the third card.
2. Students practice holding up each card and pronouncing the sound.
Ex: Students hold up the card that says /t/ and pronounce that sound.
3. Read a verb from the list.

B. Tic-Tac-Toe (See Multi-Purpose Activities Index for more directions) (S, L)

1. Use these verbs to do the activity: *helped, listened, needed, played, used, visited, wanted, watched, worked*
2. Follow the rules of the activity to practice past tense verb forms.
3. Write the simple form of a regular verb in each box.
4. Students change to the past tense and pronounce to win the square.
5. (See example board at right.)

Tic-Tac-Toe Example:

want	listen	watched
play	helped	need
use	visit	work

Variation 1:

- Follow the rules of the activity to practice sentence structure.
- Write a verb in the past tense in each box.
- Students create a sentence using the verb in the box and
- pronounce it correctly to win the square.

Variation 2: Students must use a time expression in the sentence.

You Do/Production

A. Pronunciation of -ed (S, L)

1. Assign each student a regular verb.
2. Instruct students to move to one area of the classroom if their verb takes /t/, another if it takes /d/ and another if it takes /ed/.
3. Students form a circle with the other students with the same sound.
4. Students go around the circle and each student pronounces his/her word.

Variation: To form the groups in a unique way, students walk around the classroom making the sound -ed makes with their verb and students making the same sound find each other and form their circle.

B. Past Tense Interrogative (R, W)

1. Make a set of flashcards with regular verbs.
2. Students come to the board in pairs, select a card and write a yes/no question in the past using the verb on the card.
Ex: Did you watch TV yesterday?
3. If the question is correct, give a "thumbs up" and the next pair writes a question.
4. If the question is not correct, give a "thumbs down." The next pair corrects the mistakes.

Variation 1: Students must use a time expression in the sentence.

Variation 2: Practice all three. Make a set of flashcards that say "affirmative," "negative" and "interrogative." Students select one card from each set and write the sentence using the structure and verb selected.

9th Grade 6.3 Who Did It?

Target Vocabulary

BE, COME, DO, GO, HAVE, MAKE, SEE, STEAL, TELL, TAKE, INTERROGATE

Mysteries: alibi, crime, detective, guilty, innocent, interrogation, suspect, thief

Target Grammar

Simple Past Irregular Verbs (See Irregular Verb Chart, last page of manual)

I ate the nacatamal.

You had a problem.

I Do/Presentation

A. Transition to Content

1. At the beginning of class, tell the students "Someone stole the _____!" and write it on the board.
2. For example, "Someone stole the National Championship soccer trophy!"
3. Explain that students will use English to solve the mystery.

B. Present BE in the Simple Past

1. Explain that BE has two forms in the simple past: WAS and WERE.
2. Give examples:
Ex: My grandfather was a detective.
We were at home at seven o'clock last Saturday.
I was afraid.
They were at the party last night.
3. Review Subject Pronouns.

	Singular	Plural
1st Person	I	we
2nd Person	you	you
3rd Person	he she it	they

4. With subjects I, he, she, and it, use WAS. With subjects you, we, and they, use WERE.

	Singular	Plural
1st Person	I was	we were
2nd Person	you were	you were
3rd Person	he was she was it was	they were

C. Explain the Affirmative, Negative and Interrogative of BE

1. Explain that the structure for BE in the past is the same as in the present.
2. Use the information from the text box in the upper right.

Past Tense BE Structure:

Affirmative:

Subject + BE + Complement.

I was happy this morning.

She was sad last night.

Negative:

Subject + BE + not + Complement.

I was not at school yesterday.

You were not at your sister's house.

Interrogative:

BE + Subject + Complement + ?

Was he happy yesterday?

Were they ready for the test?

D. Present Irregular Past Tense Verbs (Listen to CD Track #24)

1. Explain that in English, there are many irregular verbs in the simple past and that the students must memorize them.
2. Give list of irregular verbs used in this unit.
3. Practice pronunciation.

Write the irregular past form(s) for the infinitives below:

to be	<u>was, were</u>	to make	<u>made</u>
to come	<u>came</u>	to see	<u>saw</u>
to do	<u>did</u>	to steal	<u>stole</u>
to go	<u>went</u>	to tell	<u>told</u>
to give	<u>gave</u>	to take	<u>took</u>
to have	<u>had</u>		

Teacher Tip: Rhyming Irregular Verbs

A good strategy for presenting irregular verbs is in rhyming groups. Instead of giving students a list in alphabetical order, you can choose the verbs that students will need. Present the verbs in groups that rhyme with one another. It helps students remember the pronunciation. For example:

Fed	Knew	Brought	Drove
Led	Grew	Bought	Rode
Read	Blew	Caught	Wrote
Let	Threw	Fought	
Met	Flew	Taught	
Said		Thought	

We Do/Practice

A. Flashcards (See Multi-Purpose Activities Index for more directions) (W)

1. Students fold a piece of notebook paper into rectangles.
2. Students cut or tear apart rectangles.
3. Students write simple form of verbs on one side and past forms on the other.
4. Students use these cards to do a Multi-Purpose Activity like BINGO or Memory or use them to study for homework.

B. Detective (S, L)

1. Review "yes/no" questions in the Simple Past.
2. One student leaves the room. This student is the detective.
3. Give an object to one student. That student is the thief.
4. Explain that the detective is going to ask the students "Did you take the _____?" and review how to answer. Explain that everyone is going to say "No, I didn't." (The thief will lie.)
5. The detective enters the classroom.
6. Say to the detective "Someone took the _____." and write the sentence on the board.
7. Ask students what question the detective is going to ask and write it on the board. "Did you take the _____?"
8. The detective asks the students one by one and the students answer "No, I didn't."
9. The detective has three opportunities to guess who took the object.

Variation: Give objects to 5-6 students to have more thieves.

C. Question Relay Race (See Multi-Purpose Activities Index for more directions) (S, L)

1. Follow the rules of the activity to practice interrogation questions.
2. Use these questions:
 1. Where were you (time expression)?
 2. What did you do?
 3. What did you see?
 4. Where did you go?
3. Review the past tense forms of BE, SEE, and GO.
4. Brainstorm some possible answers for each question.

Variation: Students do the activity one row at a time. Each student must answer something different. The other students listen for a repeated answer.

D. Suspects and Alibis (L)

1. Tell students that there was a crime last night and there are three suspects.
2. Explain that an alibi is an explanation of what a person did that proves they did not commit a crime.
3. Read the three alibis. Students listen.
4. Students decide who is guilty.

Alibi #1

My name is Miranda. I didn't steal the _____, because yesterday I was in my house watching TV all evening. I didn't leave the house all night. I went to sleep early at 7:00 P.M. I talked to my mother on the phone at 6:50 P.M. She knew I was at home and is going to prove my innocence!

Alibi #2

My name is Emily and I didn't steal the _____ because yesterday I went to a baseball game in the stadium. I came home right after the game and stayed in my house until it was dark. We didn't have much food, so I went to the store but I was gone for only a few minutes. No one saw me leave, but I promise I stepped inside the house again in only five minutes! Maybe four! Three? Three maximum.

Alibi #3

My name is Philip and I didn't steal the _____ because I don't like _____. I don't like it at all. I went to work yesterday, came home, made dinner and went to sleep. That's it. Don't look at me like that. I told you the truth. I stopped at my friend Benny's house around 6:30. He saw me there. Now leave me alone.

E. What Happened? (W, R)

Students fill in the blank with the past tense form of the verb in parentheses.

Yesterday was (BE) almost the best day ever. First, my mom made (MAKE) me my favorite breakfast: two fried eggs and a big glass of pinol. After breakfast I showered (SHOWER) and was (BE) ready in ten minutes. I watched (WATCH) TV with my dad until it was (BE) time to leave. I went (GO) to school. At recess my friend wanted (WANT) to buy me Ranchitas. I was (BE) so excited, I saved (SAVE) the Ranchitas in my backpack to eat them later. After school I walked (WALK) home, did (DO) my homework, and played (PLAY) with my little brother. I helped (HELP) my mom cook dinner too! It was (BE) a great day, until I looked (LOOK) in my backpack and discovered (DISCOVER) the Ranchitas were gone! Who took (TAKE) my Ranchitas?!

F. Reading Comprehension

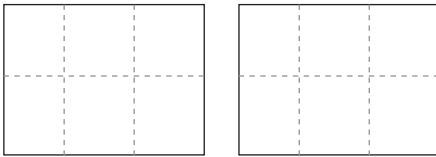
Students read the reading from activity E and answer the questions.

1. Who gave the author the Ranchitas? *Her friend gave her the Ranchitas.*
2. What did the author do first? *She saved the Ranchitas.*
3. Where were the Ranchitas? *The Ranchitas were in the backpack.*
4. When did the author take a shower? *She showered after breakfast.*
5. What was the mystery in the story? *Who took the Ranchitas?*

You Do/Production

A. Comic Strips (See Multi-Purpose Activities Index for more directions) (W, R)

1. Explain what a comic strip is and show an example.
2. Each student writes two names of famous people on small pieces of paper.
3. Collect pieces of paper in a bowl and mix them up.
4. Students work in pairs.
5. Each pair chooses two names from the bowl.
6. Explain that these two people were involved in a crime yesterday and that the students are going to invent a story about what happened.



7. Students fold two pieces of paper into 6 squares.
8. Students draw one scene in each square on the first piece of paper.
9. Students write 2-3 sentences for each square in the Simple Past on the second piece of paper, describing the story in the drawings.
10. Students must use at least 6 different verbs, at least 3 irregular verbs.
11. Students cut or tear apart drawings and written descriptions and mix them up.
12. Students trade squares with another pair and match the drawings to the correct descriptions.

Variation: Students make 6 large drawings and present the story to the class saying 2-3 sentences for each drawing.

B. Alibi (S, L)

1. Write the reading on the board.
2. Review the word “*alibi*.” (See Practice activity D for this content).
3. Read the reading and check for understanding.

Last night someone stole a diamond from a store on the main street of our town. The diamond was very expensive. Nobody knows exactly when the thief stole the diamond, but they took it between 6 pm and 9 pm. Three people were outside the store last night, and the police took them in to ask them questions. Right now, they are the prime suspects, and they are in this room!

4. Divide the class into two groups.
5. Choose three suspects from each group.
6. Explain that the suspects must invent an alibi. Each group's three suspects will work together to invent one alibi. The three suspects from each group must have the same alibi or they are guilty. (There will be two alibis total because the class divided into two groups.)
7. The suspects leave the room and write with as many details as possible about what they did last night (the alibi).
Ex: We went to a restaurant. We ate fish. We shared the bill. We went home on the bus.
8. Explain that the other students are the police officers.
9. While the suspects write their alibis, divide each group into three smaller groups (6 total). The three smaller groups are the police station groups.
10. The police station groups write questions to ask the suspects.
11. The suspects enter, and one suspect sits at each police station.
12. The police officers ask the suspects questions, and the suspects answer using their alibi. The police officers take notes.
13. The suspects change police stations and answer questions at the new police station.
14. The suspects change again and answer questions at the last police station.
15. The three police station groups compare information and decide if the suspects are guilty (if the suspects gave different information, they are guilty).

9th Grade 6.4 Final Review

See 7.3.3 for lesson plan suggestions to do a final review of Units 4-6.

10th Grade

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10th Grade-1st Day of Class

Review appendix for suggestions for the 1st day of class.

10th Grade 1.1 Friends

Target Vocabulary

honest, trustworthy, kind, helpful, jealous, mean, selfish, boring, angry
DATE, BREAK UP (with someone)

Target Grammar

Review Modal SHOULD (See 8.6.3)

Modal HAVE TO

*A good friend **has to** be honest.*

*I **have to** help my friend this afternoon.*

I Do/Presentation

A. Brainstorm Qualities of Good and Bad Friends

1. Draw two columns:

Qualities of a good friend	Qualities of a bad friend
<i>helpful kind (etc.)</i>	<i>angry jealous (etc.)</i>

2. Students brainstorm qualities for the two columns.
3. Students copy the diagram and words from the board.

4. Explain that HAVE TO means that something is a necessity.
5. Ask students for the structure and write it on the board.
6. Students copy the examples and the structure.

HAVE TO Sentence Structure

Affirmative:

Subject + HAVE TO + Verb (Simple Form).

I have to study.

He has to practice soccer.

Negative:

Subject + DO + not + HAVE TO + Verb (Simple Form).

You do not have to listen.

She does not have to eat chicken for dinner.

Interrogative:

DO + Subject + HAVE TO + Verb (Simple Form) + ?

Do I have to sweep the patio?

Does she have to clean today?

B. HAVE TO

1. Review SHOULD. (See 8.6.3 and 9.4.2)
2. Give example sentences with HAVE TO.
Ex: He doesn't have to go to class today because the teacher is not at school.
Do we have to finish this assignment before the next class?
Manuel has to tell her the truth.
3. Ask students to guess the meaning of HAVE TO from the examples.

We Do/Practice

A. Crosswords (See Multi-Purpose Activities Index for more directions) (S, L, W)

Follow the rules of this Multi-Purpose Activity to review vocabulary.

B. Acrostic Poems (See Multi-Purpose Activities Index for more directions) (W)

1. Students choose a name of a friend that they are going to write about.
2. Write the name of that person vertically.
3. Use the letters of the name to start adjectives describing that person.

Ex:

Joyful

Understanding

Loving

Intelligent

Outgoing

Variation: Use the letters to form sentences describing their friends instead of just words

C. Friend Quiz (R)

1. Students draw a box next to each friend quality from the brainstorm list.
2. Each student uses the lists to evaluate one friend. If the friend possesses the quality, the student will write an X next to the word. If not, the student will leave it blank.

Qualities of a good friend:

Helpful

X Kind

X Honest

etc.

Qualities of a bad friend:

X Angry

Jealous

Boring

etc.

3. Students count the number of Xs in the good quality column and in the bad quality column.
4. Students determine their friends' "grades." Each good quality is worth +1 point, and each negative quality is worth -1 point.
5. Give students the results of their friend quiz.
 - > 6 points: A great friend!
 - 4-5 points: A good friend
 - 2-3 points: A friend
 - < 1 point: An enemy!

D. Matching Friend Problems with Advice (R)

Students match the friend problem with the corresponding advice:

Friend Problem	Advice
1. ___ My friend is addicted to drugs.	A. You should explain to your friend that you value honesty.
2. ___ My friend is dishonest.	B. You should bring your friend to parties or fun events.
3. ___ My friend has a violent boyfriend.	C. You should help your friend prepare for the next test.
4. ___ My friend is boring.	D. You should accompany your friend to the health center, and you should help your friend talk to her parents.
5. ___ My friend is pregnant.	E. You have to convince your friend to find help for the addiction problem.
6. ___ My friend has a grade of 40 in English class.	F. You have to tell your friend to break up with her boyfriend and to talk to the police.
Answers for teachers:	1-E, 2-A, 3-F, 4-B, 5-D, 6-C

Variation: Make strips of paper with the friend problems and advice. Divide students into groups, and give each student in the group one strip of paper. Within their groups, students pair the problems and the advice.

E. Do You Agree? Think Pair Share (R, L, S)

1. Ask students to think about the advice given in the activity "Matching Friend Problems with Advice." Explain to them that this advice may not be perfect. Ask them, "Do you agree with the advice?"
2. Divide class into pairs and have students discuss their opinions.
3. Finally, call for the group to discuss the advice as a whole. Is there anything the students would advise differently?

F. Modal Practice

Students fill in the blank with HAVE TO or SHOULD. Both possible answers in parentheses are correct.

1. A: I am angry at Xiomara. I don't know what to do.
B: You _____ talk to her. (have to or should)
2. People _____ talk to fix problems. (have to or should)
3. A: What do I need to be your friend?
B: You _____ always be genuine and kind. (have to or should)
4. She _____ be honest with John, or he will dump

her. (should or has to)

5. I don't have any money for the bus, so I _____ walk to my friend's house. (have to)
6. A: I'm going on vacation next week, but I don't know where to go.
B: You _____ go visit Alexandra in Masaya. It's beautiful! (should)
7. A: My girlfriend tells me to exercise more, but I don't want to.
B: You _____ listen to her. (should)
8. A: We're having a party tonight. Do you want to come?
B: I can't. I _____ stay with my little sister. (have to or should)

You Do/Production

A. Describe a Friend: Guess Who (W, S, L)

1. Students choose a friend in their class and write a paragraph about that friend..
Ex: My friend is kind. She is funny and intelligent. She likes pop music. She is good at math. She is never angry or jealous.
2. Students should read their paragraphs aloud, and other members of the class should guess which friend their classmates are describing.

Variation: Students can include leisure activities, physical descriptions, and likes and dislikes to review contents from 8th and 9th grade.

B. I Like You Because (S or W)

1. Ask all the students to think about what they like about the person sitting next to them.
2. Students should say aloud what they like about that person. .
*Ex: I like you because you are kind.
I like you because you are honest.*

Variation: Students tape a piece of paper on their backs. Classmates use the paper to write things they like about each student.

C. Scenarios, Skits, and Discussions (R, W, S, L)

1. Divide students into small groups.
2. Give each group a card with a situation on it.
3. Groups should analyze the situation and take notes on their answers to the discussion questions.
4. Students should prepare a presentation acting out the situation and ask the discussion questions of their classmates

Note: If possible, encourage the students to act out the scenario without writing and memorizing a dialogue. They can use simple present. This can be difficult, but it is an important skill for them. There are many scenarios here; choose the ones most relevant to your students.

Today Mariana has an exam. She likes Juan José, and he sits next to her in class. He never studies, but he asks her for the answers.

1. What should Mariana do?
2. How common is this in your high school?

Peter's friends are using drugs. They invite him to smoke marijuana. He is nervous, but doesn't want to lose his friendship.

1. What should Peter do?
2. What do you think about friends that use drugs?

Helen and Tom are best friends, and they do everything together. Tom tells Helen that he wants to date her. Helen doesn't want to date him, but she doesn't want to lose the friendship.

1. What should Helen do?
2. What does it mean to date? How is it different than friendship?

Jairo and Teresa are in the same class. Jairo is gay. He is very nice and fun. Teresa's friends always make mean comments about him, and she thinks it is wrong.

1. What should Teresa do?
2. Should she say something?

Carolina and Adrienne take art class together. They are partners for an assignment and must prepare a painting. But only Carolina works on it. Adrienne always says she is too busy. Carolina decides she will present the painting alone. Adrienne gets very angry.

1. What should Carolina do?
2. How common is this problem at your high school?

Thomas likes Kathy and wants to ask her to be his girlfriend. But his best friend, Matthew, likes Kathy too.

1. What should Thomas do?
2. How do romantic relationships affect friendship?

Sara is on a no-sugar diet. But she is nervous that she failed her history exam, so she asks her friend Alex for some candy. He knows about her diet.

1. What should Alex do?
2. What do you think about dieting?

Andrew sees his friend Michael take money from another boy's backpack. Michael says not to tell the teacher, or else he'll end the friendship. But when the teacher finds out the money is stolen, she punishes the whole class.

1. What should Andrew do?
2. Is Michael a good friend?
3. Have you ever stolen anything? How did you feel about it?

Jorge and Kevin have been friends forever and they do everything together. Lately Jorge has been drinking a lot. His friends and his parents are worried because he is spending a lot of money and getting very drunk. He tries to get Kevin to drink a lot too, and is angry when Kevin says no.

1. What can his friends say and do?
2. What should his parents do?

10th Grade 1.2 Love

Target Vocabulary

patient, caring, responsible, loving, tolerant, smart, attractive, interesting, creative, outgoing, open-minded, handsome, beautiful, rich, boyfriend, girlfriend, healthy, unhealthy
BREAK UP with him/her, TRUST him/her, TELL the truth, CHEAT on, CHANGE, MAKE new friends, INTRODUCE, TRY new activities, DATE

Target Grammar

Review descriptive sentences with BE and MUST (See 9.1.3) and HAVE TO (See 10.1.1)

My partner **must be** attractive.

You don't **have to be** rich to be my partner.

I Do/Presentation

A. Famous Partners (Vocabulary Presentation)

1. Review adjectives (See 8.1.1)
2. Select pictures of famous couples to describe.
Ex: Angelina Jolie and Brad Pitt, Minnie and Mickey Mouse, or Pepe Cabezón and la Gigantona.
3. Using two large separate pictures of the selected couple, place one picture on the left side of the board and the other picture on the right side of the board.
4. Next to one picture write "My partner must..."
Ex: If you are using Minnie Mouse to describe Mickey Mouse, "My partner must be . . . a mouse, dark, short, handsome, famous, funny and nice."
5. Write "My partner must not..." next to one picture.
Ex: If you are using Minnie Mouse to describe Mickey Mouse, "My partner must not be . . . a cat, tall, mean or angry."
6. Solicit responses from the students for the second picture.

Variation: Select and show students one individual from the couples (Ex: Mickey Mouse) and tape the other pictures on the board.

Ex: Minnie Mouse, Angelina Jolie, Brad Pitt, la Gigantona, Pepe Cabezón.

Students ask Mickey "What kind of partner do you want?" and the teacher says (as Mickey) "My partner must be a mouse, dark, short, beautiful, famous, funny, nice." Students choose which partner is for Mickey. Repeat for all the individuals until everyone has the correct partner.

7. Write a list of characteristics. Practice pronunciation. Students copy.

B. Healthy and Unhealthy Relationships

1. Students brainstorm a list of characteristics of healthy and unhealthy relationships.

Healthy: patient, caring, responsible, loving, tolerant

Unhealthy: jealous, violent, abusive, superficial

C. Giving Advice

1. Review how to give advice (See 10.1.1)
2. Introduce vocabulary that students may not have used last unit:
BREAK UP with him/her, TRUST him/her, TELL the truth, CHEAT on, CHANGE, MAKE new friends, INTRODUCE, TRY new activities, DATE

D. Meanings of Modals

1. Review meaning of MUST. (See 9.2.2)
2. MUST means that something is an **obligation** and it is a little stronger than HAVE TO which mean that something is a **necessity**.
3. Explain that in the negative, MUST NOT shows **prohibition** and DON'T HAVE TO shows **lack of necessity**.

100%	Something required, totally necessary	HAVE TO, MUST/MUST NOT	Ex: You have to be nice to her. You must be nice to her. You must not be mean to her.
60%	Strong suggestion	SHOULD/ SHOULD NOT	Ex: You should be more open-minded. You should not be close-minded.
0%	No obligation, not necessary, optional	Don't HAVE TO	Ex: You don't have to be rich to be my boyfriend.

Ex: You must respect his family. (Something required)
 You have to have a positive outlook on life. (Totally necessary)
 You must not come home late. (Prohibited)
 You don't have to always be outgoing. (Not necessary, Optional)

Variation: For classes that have more problems with grammar, teach only "SHOULD and SHOULD NOT", or continue with the grammar in 10.1.1. Modify the following activities accordingly.

We Do/Practice

A. Fill in the Blank (R, W)

Students use **MUST NOT** or **DON'T HAVE TO** to fill in the blank.

1. I finished my work, so I (don't have to) study tonight.
I will go get ice cream with John.
2. You (must not) come home late. You are too young.
3. You (don't have to) introduce me to Christopher. We met yesterday.
4. I (don't have to) go to her house. I saw her this morning.
5. If you see Christina, you (must not) tell her what I said.
6. A person (doesn't have to) be rich to be happy.
7. We (don't have to) go to the party if you don't want to, but maybe it will be fun.

B. Choosing a Partner (L, S, R, W)

1. Discuss new vocabulary and practice pronunciation of each quality.
2. Students rank the following characteristics from 1 to 13, using each number only once.
3. The characteristic ranked "1" is the most important, and the characteristic ranked "13" is the least important.

My partner must . . .

- _____ be attractive
- _____ have a lot in common with me
- _____ be rich
- _____ be smart
- _____ be interesting/creative
- _____ be patient
- _____ be funny
- _____ be kind
- _____ have a good family
- _____ have the same racial/ethnic background
- _____ be outgoing
- _____ have a positive outlook on life
- _____ be loving

4. Divide students into small groups of five to compare their charts.
5. Students add the numbers for each quality.
Ex: If the five students ranked "be attractive" as number 1, 10, 11, 10, and 8, the number for the group would be 40.
6. Each group orders the qualities from most important (smallest number) to least important (biggest number).
7. Draw a chart on the board and each group writes its group rankings
8. Compare the groups' results. Students discuss their opinions.

C. What Should David Do? (L, S, W)

1. Make a picture of David, who should be dirty and have long hair.
2. Show the picture to the students. Read David's letter:
Dear Nicaraguan Students, I have a big problem. I arrived in Nicaragua five months ago, but I still don't have a girlfriend. What should I do?
3. Help the students answer the question of what David should do.
4. Make and show a picture of David after accepting the advice (clean, in a popular place, with a girlfriend).

D. Describing Relationships (L, S)

1. Read a description of a relationship to your students.
2. Students must say a sentence that describes the relationship.

My boyfriend and I always talk. I know all about his life.
(This relationship is honest.)

Wendy and Carolina help each other with their problems. They are very friendly and kind to each other. (This relationship is kind.)

My father doesn't like when my mother hangs out with her friends. He calls her all the time. He doesn't like when she talks to other men. (This relationship is jealous.)

Carlos hits Julia every night. They fight constantly. He yells at her and controls her. (This relationship is violent.)

E. Question Relay Race (S, L)

1. Students should think about what characteristic is most important to them in a relationship.
2. Place students in rows.
3. Ask the first students the question: "What kind of relationship do you want?"
4. The students in the front of each row must answer the question. "I want a relationship that is kind," "I want a relationship that is tolerant," etc.
5. The first student in each row then turns around and asks the students behind them. After they answer, they ask the next student in the row.
6. The first row to ask and answer the question wins.

Variation: Change the question structure to ask about what students want in a partner, or what kind of relationship they don't want, etc.

F. My Love Letter (W)

1. Students complete the love letter with qualities they value in a partner.

Dear _____,
I fell in love with you the first time we met. I love you because you are _____, _____, and _____.
I respect you because you are _____, _____, and _____.
Love, _____

G. Matching Relationship Problems with Advice (R)

1. Use the activity from Friendship, 10.1.1 as a model for writing problems and advice.
2. Write relationship problems and possible advice.
3. Students match the problem with the corresponding advice.

Variation: Have students write problems and advice in pairs, and then assemble them to make the worksheet.

You Do/Production

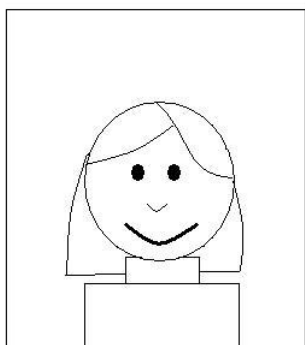
A. Two Circle Conversation: Celebrity Speed Dating (See Multi-Purpose Activities Index for more directions) (W, S, L)

1. Follow the instructions for Two Circle Conversations.
2. Students write six questions using the Target Vocabulary.
Ex: Are you intelligent? or Are you open-minded?
3. Students create a small name tag and pretend to be a famous celebrity.
4. The inner circle begins asking the questions.
5. Students ask their partner three of the six questions.
6. The outer circle answers the questions using complete sentences.
Ex: Yes, I am intelligent, or No, I am not open-minded.
7. When both students have asked and answered three questions, only the outer circle rotates so each student has a new partner. Repeat.

Variation: The classroom desks can be arranged in a long line of two desks facing each other. Students on one side of the line of desks rotate, until all pairs have met.

B. Online Dating Profiles (R, W, L, S)

1. Divide students into small groups.
2. Each group must invent an online dating profile for an imaginary character.
3. Students stand up and walk around room, comparing profiles to find a match for their character.
4. Students must justify their pairs based on the information in their profiles. "Ana and Jorge are a good pair because they have a lot in common and both want a relationship that is caring."
5. If the students do not find a match for their character, they must justify why they would not make a good pair with another profile. "Ana and Mauricio are not a good pair because they have nothing in common."



Example Profile:

Name: Anna Jones

Age: 22

Profession: Secretary

Interests: traveling, listening to music, dancing bachata

I want a relationship that is: fun, caring, tolerant, romantic.

I don't want a relationship that is: jealous.

Note: If possible, encourage the students to act out the scenario without writing and memorizing a dialogue. They can use just simple present tense if they need to. This can be difficult, but it is an important skill for them. There are many scenarios here; choose the ones most relevant to your students.

Heydi is 12 years old, and Toño is 16. They want to date, but Heydi's parents say she is too young. So they meet in secret.

1. Are they ready to start a relationship?
2. How common is this in your town?

Melissa and Kevin are dating. Melissa really likes Kevin, but Kevin is jealous. When he doesn't know where she is, he gets violent.

1. What should Melissa do?
2. Is jealousy good or bad for a relationship?

Maria's boyfriend called her fat behind her back.

1. What should she do?
2. Are most relationships honest or dishonest?

Susan's family is rich. She is in love with Ronald, but Ronald is very poor. Susan's parents don't want them to date.

1. What should Susan do?
2. How does money affect relationships?

Maritza is dating Roger. But Roger tries to flirt with Luisa, Maritza's best friend.

1. What should Luisa do?
2. Why is infidelity a problem?

Rosa and Pedro are in love and are considering getting married. Pedro confesses that he has HIV.

1. What should they do?
2. How can we prevent HIV/AIDS transmission?

Rachel and Martin are dating. Rachel doesn't want to have sex yet. But Martin says he will break up with her if she doesn't have sex with him.

1. What should Rachel do?
2. When do you think people should start having sex?

Miguel and Junieth are dating. Junieth and Heradio have been friends forever, but their friendship makes Miguel uncomfortable.

1. What should Miguel do?
2. Can men and women just be friends?

Liz and Steve are dating. When they go on dates, Steve always invites his friend Mark. He says he feels bad if he doesn't invite him. But Liz wants time alone with Steve sometimes.

1. What should Liz do?
2. How can we balance friends and boyfriends/girlfriends?

C. The Perfect Partner (W, S)

1. Students write a list of requirements for "The Perfect Partner."
2. Students write affirmative and negative sentences with MUST/HAVE TO.

Ex: My partner must respect me.

My partner must not use drugs.

My partner has to be intelligent.

3. When students complete the list, divide students into pairs.
4. Students exchange papers with a partner and discuss their requirements.
5. Choose several student pairs to read their partner's list of requirements to the class.

Variation: Class discussion – for example, "Which group thinks that physical appearance is more important?" Try not to make value judgments, because you can influence the students' responses. Guide the discussion, but allow the students to express their opinions.

D. Scenarios, Skits, and Discussions (R, W, S, L)

1. Divide students into small groups.
2. Give each group a card with a situation on it.
3. Groups should analyze the situation and take notes on their answers to the discussion questions.
4. Students should create a presentation acting out the situation and ask the discussion questions.

10th Grade 1.3 Family Ties

Target Vocabulary

INVITE, ACCEPT, DECLINE, letter, family vocabulary (7.2.4)

Target Grammar

Review SHOULD (See 10.1.1)

What **should** she do?

She **should** talk to her parents.

I Do/Presentation

A. Review Family Members

Use a multipurpose activity to review family member vocabulary (7.2.4).

B. Reading: A Letter to Aunt Perla

Bring to class a poster paper with the following letter:

Dear Aunt Perla,

I want to invite you to a party at my house next Friday at 5:00pm. The party is for my brother Saúl (your nephew). The party will celebrate Saúl's birthday. At the party we will have food, Chicheros music, and dancing. It will be cool! I know the situation is complicated, because you and my mother are enemies. But I hope that you will come to the party for Saúl. Please accept my invitation.

Sincerely,

Your Nephew Ramón

C. Accept or Decline

Explain that when we receive an invitation, we can either accept or decline. To accept means to say "yes" to an invitation, and to promise that you will attend. To decline means to say "no" to the invitation in a polite manner, while offering an explanation of why you can't attend.

We Do/Practice

A. Reading Comprehension Questions (L, R, S)

Students answer the questions based on the letter to Aunt Perla (above).

1. Who wrote the invitation?
2. What is the party for?
3. What types of activities will be at the party?
4. Why is the situation complicated?

B. Listening Comprehension (L)

1. Read aloud the following answers from Aunt Perla.
2. Students must determine if the answer is to accept or decline.
3. Do not tell in advance if it is to accept or decline!

ACCEPT:

Dear Ramón,

Thanks for the invitation to the party. I will attend. I want to go to the party for Saúl, so I will try to be friends with your mother. I am excited to eat the delicious food and dance to the Chicheros music! See you Friday!

Sincerely, Aunt Perla

DECLINE:

Dear Ramón,

Thanks for the invitation to the party. Unfortunately, I will not attend. I want to go to the party for Saúl, but my relationship with your mother is very tense, so I feel uncomfortable. Please excuse my absence, and enjoy the delicious food and the music.

Sincerely, Aunt Perla

C. Never-Ending Board Game (See the Multi-Purpose Activities Index for more directions) (R, S)

1. In small groups, tell students to create their game board with questions about families.
2. Each student uses a small piece of paper with their initials as a game piece.
3. Game board reading comprehension questions can include:
 - Describe your sister or brother.*
 - Describe your cousin.*
 - Describe your grandparents.*
 - Describe your parents*
 - What does your father do?*
 - What does your mother do?*
 - Do you have a big family or a small family?*
 - Do you want to have children in the future?*
 - Do you want to have a big family or a small family in the future?*
4. Players begin by placing their game pieces on the "Free" space.
5. On four small pieces of paper, write the numbers 1 through 4. Turn them face down. The first player chooses a number and moves that many spaces ahead.
6. The student responds to the question written on the space where their piece stops, according to their family.
7. If a student lands on the "Free" spaces, that student can rest until their next turn.
8. The game is "never-ending" so students can keep playing and continue in a circle for as long as you would like.

D. Smith Family Chores (R, W)

1. Present the scenario and question to students.
2. As a class, discuss the questions.

Mrs. Smith asks her son, Mike to take out the garbage and wash the car. She tells her daughter, Alice, to wash the dishes and sweep the floor.

- * *Does Mike have to wash dishes?*
- * *Does he have to wash the car?*
- * *Does Alice need to wash the floor?*
- * *Should Alice take out the garbage?*
- * *Is it true that Mike must not sweep the floor?*

3. Have students complete the following sentences using **has to, doesn't have to, and must not**:
 1. Mike _____ wash the dishes.
 2. He _____ wash the car,
 3. Alice _____ wash the floor.
 4. Alice _____ take out the garbage.
 5. Mike and Alice _____ forget to do their chores.

You Do/Production

A. Invitation Writing (W)

1. Students write an invitation for a family member following the model presented in the I DO section.
2. The invitation includes the day and time of the event, planned activities, and a "complication" (e.g., the invitee doesn't like the food that will be served; the invitee will be busy the day of the party; etc.)

B. Acceptance/Decline Writing (R, W)

1. Students "mail" their invitations to a classmate, who they pretend is their family member.
2. Classmates decide whether they want to accept or decline the invitation.
3. Students write an acceptance or a decline of the invitation, following the model from the We Do/Practice section. They must include their answer and the reason why they accept or decline.
4. Students "mail" their letter to accept or decline to the classmate who sent them the invitation.

C. Scenarios, Skits, and Discussions (R, W, S, L)

1. Divide students into small groups.
2. Give each group a card with a situation on it.
3. Groups should analyze the situation and take notes on their answers to the discussion questions.
4. Students should create a presentation acting out the situation and ask the discussion questions of their classmates

Note: If possible, encourage the students to act out the scenario without writing and memorizing a dialogue. They can use simple present tense if they need to. This can be difficult, but it is an important skill for them. There are many scenarios here; choose the ones most relevant to your students.

See next page for scenarios...

Alfredo's mother and father are worried because he is never home. He is a good student at school but he spends all afternoon on the street. He gets angry if they ask him where he is going. He comes home at 11:00 p.m. and then goes to bed.

1. What should his parents do?
2. Do you always tell your parents where you are going?

Carlos wants to go to the United States because his family is very poor and his mother is very sick. He would have to go illegally. His mother says no.

1. What should Carlos do?
2. How common is illegal immigration in your community?

Juana finds pornographic videos in her son Johnny's cell phone. Johnny is 11 years old. Juana tells Johnny's father, but he just laughs. She tries to talk to the boy, but they are both very embarrassed.

1. What should she do?
2. Why is pornography a problem?

Joel finds 1,000 córdobas on the sidewalk. Later he sees a rich man looking for the money. Joel is poor and knows the money will buy medicine for his sick sister.

1. What should he do?
2. Why?

José failed his math test, but he hid it from his parents. His teacher was worried about him, and talked to his mother. She was very angry that he hid the test and did not study.

1. What should she do?
2. Why do people hide things from their parents?

Janier is worried. He sees his father beat his mother.

1. What should Janier do?
2. What do you think can happen to children who see family violence?

Raquel's little sister Julieta is very annoying. Whenever Raquel goes to visit her friends, Julieta wants to go with her.

1. What should Raquel do?
2. Do you have siblings? What is your relationship like?

10th Grade 2.1 Music

Target Vocabulary

indigenous, instrument, guitar, marimba, trumpet, trombone, tuba, drums, performer, PLAY, LISTEN

Target Grammar

Review Simple Present and Simple Past (See 7.3.1) and (9.6.2)

*Martha **likes** to play the piano.*

*Raul **played** the marimba like a professional.*

I Do/Presentation

A. Brainstorm Types of Music

1. Students brainstorm types of music. Ex: pop, romantic, rap, reggaeton, bachata, hip-hop, folkloric, chicheros, palo de mayo merengue, salsa, classical, Christian, cumbia, etc.
2. Students brainstorm adjectives to describe each type of music. (Chicheros: loud, fun; Bachata: slow, fun to dance to.)
3. Students rank the music types in order of their preferences, from best to worst.

Variation: You can focus on popular types of music that the students like, or on Nicaraguan music so students can describe national music.

B. Review the Verb LIKE: Affirmative and Negative (8.5.2)

1. Ask the students about their rankings of music types, and use their answers to transition into a discussion about the verb LIKE.
2. Present the affirmative and negative forms of LIKE using music preferences and a variety of personal pronouns (See 8.5.2)
3. Present how to give reasons using “because” and ask for reasons using “why?” (E.g., I like reggaeton music because it is fun to dance to. She doesn’t like romantic music because it is slow.)

C. Present Musical Instruments Vocabulary

Use pictures or gestures to present the new vocabulary (guitar, piano, drums, marimba, trumpet, tuba, trombone, violin).

D. Music Exploration

1. Students listen to a short music clip from an English song.
2. Lead a short discussion about the song.
3. Possible discussion questions include:
 - What genre was the song?
 - Who was the performer?
 - What sounds did you hear?
 - What instruments did you hear?
 - Who likes to listen to this type of music?
 - Did you like the song?
 - What was the topic of the song?
 - What words were familiar?
 - What type of music do you like?

E. Nicaraguan Music and Culture (Listen to CD Track #25)

1. Present the reading.
2. Students look for known words and cognates and try to identify new expressions or words.
3. Create a list of new vocabulary words.
4. At the beginning of the next class, quiz the students on the words’ meanings.
5. Read “Nicaraguan Music and Culture” to the students.
6. Guide students through the reading until everyone understands the general idea. It is not important for them to understand every word of the reading.

Nicaraguan Music and Culture

Nicaraguans listen to lots of local and international music. Folkloric music is indigenous to Nicaragua, and has a traditional dance that accompanies it. Folkloric music uses the marimba. Palo de Mayo music is from the Caribbean coast. It is loud and fun to dance to. Chicheros music is also popular, especially for parties. Chicheros bands use the trumpet, trombone, tuba, drums, and other instruments. Nicaraguans like local artists’ music, but they also like international music. Bachata, merengue, reggae, reggaeton, cumbia, and punta are popular. Some people like pop, rock, and classic music in English.

We Do/Practice

A. Practice: LIKE (W)

Students form sentences with the verb LIKE using the information given. A (+) means that the sentence will be affirmative; a (-) means that the sentence will be negative.

1. (+) She, Enrique Iglesias: She likes Enrique Iglesias.
2. (-) Tania, cumbia music: Tania doesn’t like cumbia music.
3. (-) I, sing: I don’t like to sing.
4. (+) The boys, rap music: The boys like rap music.
5. (-) We, play the piano: We don’t like to play the piano.
6. (+) You, Luis Enrique: You like Luis Enrique.
7. (+) I, play the marimba: I like to play the marimba.
8. (-) Raúl, rock music: Raúl likes rock music.

Variation 1: Give groups of students a set of four sentences cut up into individual words. The students must arrange the words to make logical sentences with LIKE.

Variation 2: Have students expand the sentences by writing reasons why each person does or doesn’t like the type of music.

B. My Opinion (R, W, L, S)

1. Before class, prepare clips of several different types of music to play.
2. Students copy the following chart in their notebooks:

Type of Music	My Opinion
1.	
2.	
3.	
4.	
5.	
6.	
7.	

3. Play a short clip of a song and ask the students to identify the type of music played and to write their opinion of that type of music.

Ex: I like hip-hop music because it is in English, I don't like bachata music because it is slow.

4. Ask students about their responses and repeat back to them using the third-person personal pronouns.

Ex: "Juan, do you like folkloric music?"

"Yes, I like folkloric music."

"Why?"

"Because it is Nicaraguan."

"Juan likes folkloric music because it is Nicaraguan."

C. Nicaraguan Music and Culture (R, W)

1. Use the reading from the I do/Presentation Activity E.
2. Divide students in pairs.
3. Students make a list of all of the instruments and types of music in the reading.
4. Students rank the types of music from the best to the worst.

D. True or False (L)

1. Students stand up and push the desks to the walls.
2. Divide the class in half.
3. Designate one side to be "True" and the other side "False."
4. Use one piece of masking tape in the middle of the class to make the two sides distinct.
5. Read the questions aloud. Questions are according to the "Nicaraguan Music and Culture" reading from I do/Presentation E.
6. Students walk the correct side.
7. After students have chosen one side, read the correct answer.
8. Use the information in the reading to answer the following questions:

1. Folkloric music is indigenous to Nicaragua. True

2. Classic music in English is not popular in Nicaragua. False

3. Palo de Mayo music is famous on the Caribbean Coast of Nicaragua. True

4. Nicaraguans also like local and international music. True

5. Chicheros music is NOT popular in Nicaragua. False

6. Chicheros music includes the trumpet and the piano. False

E. Music Never-ending Board Game (See Multi-Purpose Activities Index for more directions) (R, S)

1. In small groups, tell students to create their game board with questions about music.
2. Each student uses a small piece of paper with their initials as a game piece.
3. Game board reading comprehension questions can include:
 - * What's your favorite band?
 - * What's your favorite type of music?
 - * What's your favorite song?
 - * What's your favorite Nicaraguan song?
 - * Who is your favorite singer from the United States?
 - * Do you like music in English? Why?
 - * Sing a song
4. Players begin by placing their game pieces on the "Free" space.
5. On four small pieces of paper, write the numbers 1 through 4. Turn them face down. The first player chooses a number and moves that many spaces ahead.
6. The student responds to the question written on the space where their piece stops, according to their family.
7. If a student lands on the "Free" spaces, that student can rest until their next turn.
8. The game is "never-ending" so students can keep playing and continue in a circle for as long as you would like.

You Do/Production

A. Sentence Art (R, W)

1. Divide students in pairs.
2. Student choose a sentence from the list below and draw a picture of that sentence. They DO NOT write the sentence they choose to draw.
3. Students write a minimum of four more sentences to explain their drawing.
4. Student-pairs exchange drawings with another pair.
5. Both pairs look at the drawings and try to guess the original sentence.
6. Students move around the class and exchange with new pairs until they find the five other sentences.



Sentences:

1. Juana is a popular guitar player for a local group.
2. I can't read music. I play the piano by ear.
3. This weekend, an Austrian orchestra is playing Mozart at the theater.
4. Vicente Fernandez played in Managua in April. My friends attended the concert.
5. We all play a musical instrument in my family.
6. On The Simpsons, Lisa plays the saxophone.

B. Project: Our Favorite Type of Music (S, L, W)

1. In small groups, students choose their favorite type of music and prepare a poster presentation to explain it orally.
2. The presentation must include the following information: type of music, why the students like it, types of instruments used, famous artists, and an example of a song.
Ex: Our favorite type of music is pop. We like pop music because it has a great rhythm for dancing and because the singers are very attractive and wear interesting clothes. Pop music uses many instruments, like the electric guitar and the drums. Some famous pop artists are Lady Gaga, Britney Spears, and Justin Bieber. An example of a pop song is "Never Say Never" by Justin Bieber.
3. Students play a clip or sing a short piece of a song from a song from this type of music.

Variation: Students watching the presentations make sentences about their classmates' music preferences.
Ex: Daniela's group likes pop music. At the end, the class determines based on their sentences which is the most popular type of music in the class.

C. My Friends' Opinions: Question Board (S, L, W)

1. Students fold a piece of paper in half three times.
2. When unfolded, the paper should have 8 rectangles. In each rectangle, they should write one type of music
3. Practice asking the question, "Do you like...?"
4. Students circulate and ask other students the questions orally.
Ex: "Do you like romantic music?"; "Yes, I do."/ "Yes, I like romantic music" "Why?" "Because it's beautiful."
5. Student record their classmates' answers with the name and reason their classmate does or does not like certain music.

Folkloric <i>Juan likes folkloric music because it is beautiful.</i>	Cumbia
Classic	Chicheros <i>Daniel doesn't like chicheros music because it is too loud.</i>
Salsa	Bachata
Palo de Mayo <i>Gema likes palo de mayo music because it is fun to dance to.</i>	Hip hop

D. Music Interpretation (W, R, S, L)

1. Play music.
2. Choose one of the following variations:

Variation 1: Students write what color it reminds them of and why. Students read their sentences to each other. Ask one or two students to read their sentences to the class.

Variation 2: Students write what kind of person the music makes them think of. Students read their descriptions to each other.

Variation 3: If it is not possible to listen to music, bring a musical instrument or an object to class that can be hit to make sounds.

Students describe the musical instrument or object (for example the color, the size, the shape, the price, etc.).

Nicaraguan Folklore Stories

Target Vocabulary

Vocabulary will depend on the legends you choose to present in your class. Adapt the vocabulary lessons according to the content.

Target Grammar

Review Wh-questions (See 8.5.3)

Review Simple Past regular and irregular (See 9.6.2 and 9.6.3)

Note: There are many stories here to choose from. This is more information than you should teach in one unit. You should choose just a few stories, according to your region or students' interests. Adapt the activities according to which stories you choose. Re-write the stories if necessary, according to your students' language level.

Introduction

Folklore legends in Nicaragua have been told for many years through Nicaraguan history. Some stories are for fun, some stories have a valuable lesson, and some stories are about history. Some are told all over Nicaragua, and some come from specific cities. What stories do they tell in your community?

La Mocuana

La Mocuana was an Indian princess. Her father, the chief, was nice to the Spanish conquerors at first but then ordered them to leave. Soon the Spanish returned to conquer the village and take their gold. The chief hid the treasure and his daughter, La Mocuana, was the only other person who knew where it was. During a battle between the two groups the tribe won. Later, the son of one of the Spanish soldiers came to the village and fell in love with La Mocuana. She fell in love with him and they planned to run away together. She gave him her father's treasure so they could have money. The Spaniard locked La Mocuana in a cave, and he ran away with the treasure. La Mocuana escaped through the back of the cave. The heartbroken princess began to explore the woods and went crazy because she was betrayed. Some people say that they see her on dark nights, and La Mocuana brings drunkards to her cave where they disappear. If you are outside at night, be careful because La Mocuana is there, too!

La Carretanagua

On dark nights, a ghost cart passes the streets of Nicaragua. The cart is driven by Death. There are two oxen, one white and one black, and they are so skinny they are practically skeletons. People hear the cart passing their house, and they are afraid. The cart cannot make turns, it just disappears at the end of the road. When the carretanagua passes through a town, it takes peoples' souls with it.

El Cadejo

At night when men return home from work a big strong white dog follows them at a distance, protecting them until they arrive at home. It is the Good Cadejo, the friend of men who travel at night. Men feel safe when they notice that the animal is close by; all of the dangers of the night disappear. The big white dog always defends them. But there is another dog that travels at night too. It is big and black with a white neck. This is the Bad Cadejo. He is the enemy of all men who travel at night. If you meet the Bad Cadejo, he will attack you. Many men die. If a man accompanied by the White Cadejo meets the Black Cadejo the two dogs will fight. But the White Cadejo will win and protect the man.

The Headless Priest (León Viejo)

During colonial times there was a priest who defended the rights of the Indians. The Spanish conquerors did not like his politics, so they killed him by cutting off his head. But his ghost lived. He walked the streets every night, going from church to church. He prayed without stopping. He had no head, but he had rosary hanging from his neck and a cord around his waist. People say that the headless priest still walks at night praying for eternal peace. Watch out for this headless priest during Holy Week, when his dark figure appears.

El Güegüense (Diriamba)

Once upon a time there was a merchant in Diriamba named El Güegüense. He resisted the Spanish government and mocked them. He was very clever and sold fake merchandise. He did not want to pay taxes to the Spaniards, so he arranged a marriage between his son and the daughter of the Spanish governor. He represents the Nicaraguan spirit against the Spanish.

Adiact and the Tamarind Tree (León)

Once upon a time in León, the Spanish conquerors tried to defeat the Subtiava people. Adiact, the chief of the Subtiava people, fought hard against the Spanish. Adiact's daughter Xochilt Acalt fell in love with a Spanish soldier. When Adiact learned of his daughter's love, he was ashamed. Adiact hung himself from a tamarind tree. Xochilt Acalt disappeared from town. The tamarind tree still stands today in León and the indigenous people are very proud of its history.

La Cegua (Nueva Segovia)

One night, a man left the bar and rode home on his horse. He saw a woman washing clothes in the river. Her back was turned, and she looked beautiful. The man liked to have a lot of women, so he decided to talk to her. She turned around and the man saw that her face was not human. She had a horrible ugly horse's face. The man went crazy, and rode his horse quickly away. He thought he escaped, so he turned around to look behind him. But La Cegua was riding with him on his horse! Be careful when you go out at night, La Cegua could be waiting.

Ometepe and Zapatera (Lake Cocibolca)

Once upon a time, there was an Indian woman named Ometepetl of the Niquirano tribe. Ometepetl fell in love with Nagrando, an Indian warrior from the Nagrando tribe. The Niquiranos and Nagrandos were enemy tribes. Ometepetl's father discovered their love, and was so mad he swore to kill Nagrando. Ometepetl and Nagrando ran away. To have peace, they killed themselves together. Sadness overwhelmed the earth, and rain flooded the valley. Ometepetl's breasts swelled and became the two volcanoes of the island of Ometepe, Concepción and Maderas. Nagrando grew into an island, Zapatera, which is located halfway between his homeland and his love, Ometepe. Ometepetl's father and his soldiers went to search for the lovers, but died in the flood. The soldiers became the islets of Granada and the Solentiname islands.

Chico Largo (Ometepe)

Once upon a time, Cacique Nicarao was the most famous and powerful chief of Nicaragua. Chico Largo was a descendent of Cacique Nicarao and lived on the island of Ometepe. Chico Largo's spirit comes out at night to guard the tomb of Cacique Nicarao. Chico Largo also protects the forest, and animals of Ometepe.

The Lost City, Miraflor (Estelí)

In the Miraflor Reserve in Estelí, there is an enchanted lagoon. There is a secret entrance to the lagoon that takes travelers to a lost city. The lost city is at the bottom of the lagoon, and is filled with food and fruit trees. Visitors can eat all the food they want. But if visitors try to bring the fruit back to the world above, they will not be permitted.

Cihuacoatl the Snake God (Matagalpa)

Once upon a time there was a queen that was the most beautiful woman in the land. But the queen's husband was very jealous. The king sent soldiers to follow the queen on her trips to the river. At the river, the queen hit the water with her hand, and a giant snake came out. The queen fed the snake delicious foods, and then the two made love. The king's soldiers ran to tell the king what they had seen. The jealous king killed the queen for her infidelity. When the snake realized that his lover was dead, he shook the river with his tail. The water rose up from the river and destroyed the king's town. The Nahuatl people in the area still worship the snake god today.

I Do/Presentation

A. Transition to Content: Walk to the Line (See Multi-Purpose Activities Index for more directions) (L,S)

- Follow the rules for this Multi-Purpose activity. Use the following questions:
 - Walk to the line if . . . you like scary stories.
 - If so, which scary stories do you like.
 - Walk to the line if . . . you like scary movies.
 - If so, which scary movies do you like.
 - Walk to the line if . . . you are afraid of the night.
 - If so, why are you afraid of the night.
 - Walk to the line if . . . you know a folklore story.
 - If so, which folklore stories do you know?
- Explain that folklore in English does not refer to a dance, but usually refers to traditional stories of a culture.

B. Review Simple Past

- Review the verb form for regular verbs. (See 9.6.1)
- Remind students of the list of irregular verbs.
- Give students a list or ask them to bring one.

C. Story Previews

- Ask the students what they know about the story you are going to present.
- Students complete the “Who, Where, When, What, and Why” about the story.

Ex: El Güegüense

Who: El Güegüense, his son, the Spanish governor, the governor’s daughter

Where: Diriamba

When: Colonial times

What: El Güegüense doesn’t want to pay taxes. He makes fun of the Spanish.

Why: The Indians created the play to make fun of the Spaniards.
- You will not necessarily use this activity for El Güegüense. Adapt the activity for each story you present.

We Do/Practice

A. Reading: Fill in the Blank Verbs (L, R)

- Choose a story to present.
- Write the story on a papelógrafo before class, but in the space of the past tense verbs, draw a blank space.
- Read the story to the students. Repeat as necessary.
- As they listen, they must identify and write the verbs.
- Fill in the verbs on the papelógrafo.
- Read the story through as many times as necessary, identifying new vocabulary.

Example: The Headless Priest

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

Answers: was, defended, did not like, killed, lived, walked, prayed, had, had

B. Present a Story (R, L)

- Choose a story to present, according to your students’ region and interests.
- Write the words **Who**, **What**, **When**, **Where**, and **Why** on the board, and review their meanings.
- Tell students to identify these elements in the story.
- Students read the story and/or listen to you read it.
- Guide the students through the reading until everyone understands the general idea.
- As a class refer back to the Wh-questions on board and complete the following:

Her is another example for La Mocuana Reading:

Who: La Mocuana the princess, her father the chief, the Spaniard

Where: Nicaragua

When: During the Spanish conquest

What: La Mocuana fell in love with a Spanish soldier and he stole her gold and locked her in a cave.

Why (Why do we have this story?): To keep people from wandering around at night, to enjoy the story, to scare children.

C. Run to the Board/ Flyswatter (See Multi-Purpose Index for more directions) (L)

1. Write the names of the legends on the board that the students have read.
2. Divide the class into two teams.
3. One student from each team comes forward.
4. Read a sentence from one of the legends the students have read.
5. Students must race to the board and touch the name of the correct legend.
6. The first student to touch the correct legend gets a point for his or her team.
7. Repeat with a new sentence.

Note: This activity should only be done if you have time to read and study at least two folklore legends.

D. True or False Listening (L)

1. Write descriptions of characters from the folklore stories that your class read.
2. Read descriptions of the people, one at a time.
3. Students decide if the descriptions are true or false.
4. Students correct the false sentences.
5. Students write the answers in their notebooks and then review answers as a class.

Ex: El Güegüense was Spanish.

FALSE, El Güegüense was Nicaraguan.

Ometepetl was a Spanish warrior.

FALSE, Ometepetl was an Indian Princess.

The Black Cadejo protects men at night.

FALSE, the Black Cadejo attacks men at night.

E. Story Order Race (R, S)

1. Photocopy or write out a folklore story from the readings. You can choose multiple stories that the students have read if it is a large class.
2. Cut the stories into individual sentences on different pieces of paper.
3. Hand the sentences randomly to the students.
4. Students find other classmates with parts of the same story.
5. Students put the paragraph in the correct order.
6. Students read their paragraph to the class.
7. The class confirms if their story matches and is in the correct order.

Variation (Easier): Divide students into groups by their story.

Variation: If you only read one story, you can do this activity in small groups. Make sure each student has a sentence.

F. Wrong Reading (L, S)

1. After studying a folklore legend, re-write the reading with incorrect information.
2. Tell students they are going to listen to it again and identify where the reading goes wrong.
3. Read the incorrect version to the students.
4. When you come to a part that is incorrect, students must raise their hands and say "Wrong!"
5. Students should correct the wrong information by telling you the correct information from their memory of the story.
6. Continue the story with several places of wrong information.

Ex: The Lost City, Miraflor

In the Miraflor Reserve in Esteli, there is an enchanted volcano (wrong: lagoon). There is a secret exit (wrong: entrance) to the lagoon that takes travelers to Managua (wrong: a lost city). The lost city is at the bottom of the lagoon, and is filled with pencils and markers (wrong: food and fruit trees). Visitors can eat all the food they want. But if visitor try to bring the fruit back to the world above, they will be elected president (wrong: they will not be permitted).

G. Never-Ending Board Game (See Multi-Purpose Activities Index for more directions) (R, S)

1. Follow the directions in the index for this activity.
2. Students read a folklore story, and use the board game for comprehension questions.
3. In small groups, tell students to create their game board. Each student uses a small piece of paper with their initials as a game piece.
4. You can have students make a game board, and re-use the same questions for every folklore story you read.
5. Game board reading comprehension questions can include:
 - * Where is the story from?
 - * When does the story take place?
 - * Who is the story about?
 - * What happened?
 - * Do you like the story?
 - * Why do we tell the story?
6. Players begin by placing their game pieces on the "Free" space.
7. On four small pieces of paper, write the numbers 1 through 4. Turn them face down. The first player chooses a number and moves that many spaces ahead.
8. The student responds to the question written on the space where their piece stops, according to the folklore story.
9. If a student lands on the "Free" spaces, that student can rest until their next turn.
10. The game is "never-ending" so students can keep playing and continue in a circle for as long as you would like.

H. Reading Comprehension (R)

Students match folklore terms with their definition.

Note: There are many legends in this example. Only include the legends for which the students have studied the story.

Legend	Explanation
___ La Mocuana	A. was a snake god that flooded a town in revenge for his lover's murder.
___ Chico Largo	B. was under the lagoon in Mirafior, Esteli, and was filled with fruits and food.
___ Ometepetl and Nagrando	C. was an Indian Princess who haunts the woods at night because she was betrayed.
___ Adiact	D. were lovers from opposing tribes whose bodies became the islands in Lake Cocibolca.
___ The Lost City	E. was a clever merchant who resisted paying taxes to the Spanish by arranging a marriage between his son and the daughter of the Spanish government.
___ Chicucotl	F. was the guard of the tomb of Cacique Nicarao and protected the animals on the island of Ometepe.
___ El Güegüense	G. was a king in León who killed himself when his daughter fell in love with a conquistador.
Answers for teachers:	La Mocuana, C, Chico Largo, F, Ometepetl and Nagrando, D, Adiact, G, The Lost City, B, Chicucotl, A, El Güegüense, E

I. Verb Practice: Fill in the Blank Relay Race (R, W)

- Before class, copy one of the eight sentence sets of irregular and regular past tense verbs on separate pieces of paper.
- Divide students into groups of five.
- Give each group one of the eight pieces of paper face-down and a separate blank piece of paper.
- Tell students not to turn the paper over, until you say "Go!"
- Tell students to write only on the blank piece of paper.
- After you say "Go!" the first student of each group will flip the piece of paper over and write the verb in Simple Past on the blank piece of paper.
- After the first student writes the verb on the blank piece of paper, he or she passes both pieces of paper to the student sitting next to him or her.
- This continues until every student in the group writes a past tense verb.
- The last student in the group to finish takes the piece of paper with the Simple Past verbs to the teacher.
- The teacher verifies the correct answers.
- If the students have mistakes, the student goes back to his or her group and, as a group, corrects the mistakes.
- The first group who gives the teacher correct answers wins the race.
- Rotate the list of sentences to different groups until every group has had all the different lists of sentences.

Variation: Different students start and finish the relay races each time.

Sentence sets

Regular:

- I _____ the stories. (believe)
The girls _____ in the rain. (dance)
The children _____. (disappear)
The people _____ from the conquerors. (escape)
She _____ about the tales. (talk)
- It _____ to rain. (start)
We _____ to the village. (return)
He _____ her in a cave. (lock)
They _____ very loud. (scream)
The man _____ the people. (scare)
- The Cegua _____ in the woods. (live)
The tribe _____ victory. (gain)
He _____ for love. (die)
She _____ him very much. (love)
We _____ to escape. (plan)
- You _____ to leave. (want)
The Spanish _____ the Indians. (conquer)
They _____ to the New World. (sail)
She _____ for the drunkards. (search)
The people _____ their chief very much. (love)

Irregular:

1. We _____ about the past. (think)
The girl _____ in the woods. (hide)
He _____ the gold. (take)
They _____ the truth. (know)
I _____ my soul. (sell)
2. The soldier _____ in love with La Mocuana. (fall)
You _____ to the village. (go)
The noise _____ at night. (begin)
My father _____ not to go. (say)
The Spanish _____ the treasure. (steal)
3. She _____ the chief's daughter. (be)
They _____ to the village. (come)
We _____ them the treasure. (give)
She _____ him yesterday. (meet)
I _____ an idea. (have)
4. He _____ the gold. (find)
The soldier _____ the beautiful princess. (see)
She _____ back to Spain with him. (go)
They _____ from Europe. (be)
She _____ in love with the soldier. (fall)

Answers for Teachers:

Regular

1. believed, danced, disappeared, escaped, talked
2. started, returned, locked, screamed, scared
3. lived, gained, died, loved, planned
4. wanted, conquered, sailed, searched, loved

Irregular

1. thought, hid, took, knew, sold
2. fell, went, began, said, stole
3. was, came, gave, met, had
4. found, saw, went, were, fell

You do/Production

A. Name that Character (S, L)

1. Students choose a character from a folklore story they have studied.
2. Students pretend to be that character, and describe themselves to their classmates.

Ex: "I am an Indian Princess. I fell in love with Nagarando, and it made my father angry. We killed ourselves and now my body is the islands of Lake Cocibolca. Who am I?"
(Answer: Ometepetl)

(Variation: This can be done in small groups so all students participate, or in two teams competing in front of the whole class for points.)

B. Role Play (S, R, L)

1. Split the students into small groups.
2. Give each group a folklore story.
3. Students act out the story in a skit.

(Note: This can be very challenging for students, so be sure to provide a lot of speaking practice beforehand. But this is a fun way to learn many stories without just reading.)

C. Comic Strip Cards (See the Multi-purpose Activities Index for more directions) (R, W)

1. Have students write a folklore story on small loose pieces of paper.
2. There should be an order to the story, but if you shuffle the papers the order should be mixed up.
3. Then, students exchange their papers with a partner.
4. Students should illustrate their partner's drawings and try to put the comic in order.
5. Student return the drawings to the author who should verify that the pictures reflect their writing.
6. After the drawings are complete, students can change comic strip cards with other students, and try to order the papers to tell the story correctly.

D. Character Study (W, S)

1. Students select and draw one character from a folklore story they read.
2. On the back of the paper students write a short description of the character and why they chose that character.

Ex: I chose the character the Güegüense because he is always laughing, and doing tricks. He is wise, cynical and very funny. I think he is very intelligent.

E. Jig Saw: Folkloric Story (R, W, S)

- 1. Choose one of the folklore stories studied in class.
- 2. Divide students into small groups.
- 3. Give each group one small part of the story and a papelógrafo.
Ex: Captain Alguacil Mayor visits the Güegüense to tell him to go to the Royal Cabildo to pay his taxes.
- 4. Students draw that scene from the reading and write the part at the bottom of the papelógrafo.
- 5. Students present their papelógrafos in chronological order.

Variation: Students role-play the small part that was given to their group.

10th Grade 3.1 Life Events

Target Vocabulary

BORN, LIVE, START, HIRE, WORK, SELL, GRADUATE, FINISH, MARRY, MOVE, RECEIVE, PROMOTE, DIVORCE, MEET, WIN, BRAKE, ENTER, TRAVEL, BUY, RESIGN, ELECT, VISIT

Target Grammar

Review Wh-questions (See 8.2.3) and Simple Past Sentence Structure (See 9.6.2)

When did you start school?
Where did she live?

I Do/Presentation

A. Brainstorm

- 1. Students think of the most important events in their lives.
Ex: being born, moving to a new city, starting school, etc.
- 2. Students make a list of these most important events in their notebooks.

B. Teacher Timeline

- 1. Before class, prepare your own personal timeline and Mini-Book.
- 2. Include funny, serious, and important events.
- 3. Present timeline to students.
- 4. Present Mini-Book for students to follow.

Note: The following timeline is only an example. You must use your own life story.

Example Timeline: Prof. Juan Gutierrez

Age	Important Events
0	I was born in 1984.
6	I had my first day of primary school.
12	I broke my arm.
13	I had my first kiss.
16	I started to ride a motorcycle.
18	I graduated from high school.
18	I entered UNAN.
20	I traveled to Bluefields.
21	I finished my university studies.
23	I had my first English teaching job.
26	I married my wife, Penelope.
28	I bought my first home in Granada.
29	My first child was born.
30	I resigned from my teaching job to be director.
35	I visited my family in Rio San Juan.
36	I was elected Mayor of Granada.

We Do/Practice

A. Picture Dictation (L, S)

1. Describe a scene of an important event from the list in the brainstorm.

Ex: Being Born: Imagine a hospital. There are a lot of loud noises. Babies are crying and people are happy. There is a mother, father and a doctor. The doctor is giving the baby to the mother.

2. Give the students time to draw what you say.
3. Students compare pictures with each other.
4. Students dictate the picture back to you while you draw it on the board.

Variation: Students dictate a drawing to you.
Each student says one sentence.

Variation: Students work in pairs, dictating to each other.

B. Dynamic Activity (S, L, W)

Use a dynamic activity to practice the new vocabulary. Suggestions include: Two Truths and a Lie and Change Seats. See Multi-Purpose Activities index for more directions.

C. Example Timeline Comprehension (L, S)

1. Review Simple Past Interrogative sentence structure (See 9.6.2)
2. Use the timeline example from Presentation Activity B.
3. Read the following sentences about Juan Gutierrez (or about yourself if you used a timeline about you).
4. Students decide if the sentences are true or false.
5. Students correct the sentences with mistakes.
Ex. Juan started to ride a motorcycle when he was 18 years old. FALSE. Juan started to ride a motorcycle when he was 16 years old.

1. Juan started to ride a motorcycle when he was 18 years old. *Juan started to ride a motorcycle when he was 16 years old.*
2. Juan lives in New York City. *Juan lives in Granada.*
3. Juan broke his arm. *True.*
4. Juan has been married twice. *Juan has been married once.*
5. Juan has one child. *True.*
6. Juan visited family in Rio San Juan when he was 30. *Juan visited family in Rio San Juan when he was 35.*

D. Timeline Questions (L, S)

Students use the cues to ask questions about Juan Gutierrez. If you wrote your own timeline, change the questions to relate to your personal timeline.

1. When (start university studies) *When did he start his university studies?*
2. How many cities (visit) *How many cities did he visit?*
3. How many children (have) *How many children does he have?*
4. When (get married) *When did he get married?*
5. How long (study) *How long did he study at UNAN?*
6. When (have first kiss) *When did he have his first kiss?*
7. How many degrees (receive) *How many degrees did he receive?*
8. Which universities (attend) *Which universities did he attend?*
9. How long (teach) *How long did he teach English?*
10. Where (buy) *Where did he buy his first home?*

You Do/Production

A. Make a Timeline (W, R)

1. Students create a timeline of their lives with ages and events.
2. Students include the most important events.
3. In pairs, students share and discuss timelines.
4. In pairs, students write questions and answers about their partners' timelines.

B. Mini-Books (See Multi-Purpose Activities Index for more directions) (W)

1. Students create Mini-Books with the information from their timeline.
2. In pairs, students read and share their Mini-Books, then exchange them with their partners.
3. The partner reads the Mini-Book and writes 3 questions about the timeline.
*Ex: What was Bluefields like? Did you like it?
How did you break your arm?*
4. Each partner answers the questions their partner wrote.

10th Grade 3.2 Diversity

Target Vocabulary

economic class, ethnicity, gender, handicap, political view, race, religion, sexual orientation
stereotype, diversity, val, typical, population, similarities, differences, Patron Saints,
attractions

Target Grammar

Review Wh-questions (See 8.2.3)

What is the typical food of Bluefields?

What languages do they speak in Masaya?

Where is Matagalapa?

I Do/Presentation

A. Odd One Out (See Multi-Purpose Index for more directions)

1. Write the following groups of words on the board.
2. Students must choose the word that is different and does not fit with the rest.
 - * *Palo de Mayo, Punta, Marimba, Reggae*
 - * *Gallo Pinto with Coconut, Rundown, Vigoron, Coconut bread*
 - * *Monimbo, Rama, Garifuna, Creole*
 - * *Chinandega, Bluefields, Masaya, Esteli*

B. Diverse Music

1. Have the students listen to some songs from different parts of Nicaragua (marimba, punta, palo de mayo testimonial for example).
2. Ask them what part of Nicaragua the songs come from.

C. Diversity Brainstorm: Think Pair Share

1. Present the question to the students: "In what ways is Nicaragua diverse?"
2. Have students brainstorm a list individually, and then share with a partner.
3. Call the class together and take notes on the board.
4. Target areas to discuss: diversity of economic class, ethnicity, gender, handicap, personality, political view, race, religion, and sexual orientation.
5. Guide students to think about the differences between the Atlantic and Pacific coasts of the country.

D. Our City and Region

Present p Students write a list to identify things they know about their city or region, such as Languages, Typical Food, Dances, Famous People, Famous spots.

E. Characteristics vs. Stereotypes Brainstorm

1. Ask students what they know about different regions of Nicaragua.
 - * *What are people like in Managua?*
 - * *What are they like in Chontales?*
 - * *The North?*
 - * *The Atlantic Coast?*
2. Divide the students into groups according to different regions.
3. Each group should make a list of qualities they think people have in that region of Nicaragua. (See "Diversity and Stereotypes in Nicaragua" for examples.)
4. Each group presents their brainstorm.
5. Have students define the word "stereotype."
6. Ask students to analyze their brainstorm of characteristics.
 - * *Did they make a list of true characteristics, or of stereotypes?*
 - * *Why is it wrong to use stereotypes?*
 - * *How can stereotypes hurt people?*
 - * *How can diversity be a strength for Nicaragua?*
7. Ask students to think about how we can appreciate diversity without using stereotypes.

We Do/Practice

A. Diversity and Stereotypes in Nicaragua (R, S)

1. Brainstorm a list of distinct regions in Nicaragua.
2. Read the following sentences to students. They must listen and take notes about qualities of different people in different regions.

People from Chontales and Boaco are cowboys. They wear boots, hats, and belts. They like to drink milk and eat cheese.

People from the Atlantic Coast are creole. They speak English. They like to dance and listen to reggae music. They eat lots of fish and coconut products.

People from Managua are professionals. They have good jobs and make lots of money. They love technology and have cell phones and internet service.

People from Carazo and Masaya are indigenous. They dance folklore and make typical foods like Indio Viejo and Sopa de Mondongo.

People from the North are coffee growers. They drink coffee and eat rosquillas. They like the mountains and cold weather.

3. Break students into pairs to analyze these sentences. Students should answer these questions:
 - * Are these stereotypes or true characteristics?
 - * Are they valid statements?
 - * What are the stereotypes of people in your area of Nicaragua? Is everyone like that? Is it valid?
 - * How can these stereotypes hurt people?

B. Masaya Reading (R, W, S)

1. Present the reading.
2. Students should answer comprehension questions.
3. Create a Venn Diagram about similarities and differences between your city and Masaya. (See Multi-Purpose Activities Index for more directions.)

Masaya is known as the capital of folklore. It is located between Managua and Granada. The typical foods from Masaya are Mondongo Soup and Baho. Masaya has very famous handicrafts market where tourists like to visit to buy presents for their families. Masaya also attracts tourists because of Coyotepe fortress, the Apollo and Masaya Lagoon, and the Masaya Volcano. Masaya has a Patron Saint festival for San Jeronimo. During these festivals there are processions and folkloric dances where people dress up in traditional costumes and dance to marimba or chicheros music. Masaya has an indigenous neighborhood called Monimbo that preserves its traditions.

Reading Comprehension:

1. What is the typical food of Masaya?
2. Who is the Patron Saint?
3. Where is Masaya located?
4. What can you do in Masaya?

Note: If you live far from Masaya, this is an example reading for your students. But if you live close to Masaya, you should prepare a reading for your students about a different city far away from your own. Use this as a model.

B. Find Somebody Who Preparations (W)

1. Students write down on a piece of paper three true things that other students might not know about them, but that they don't mind their classmates learning.

Ex: I was born in Madriz. I am a Jehova's Witness. I have family in Puerto Cabezas.
2. Students turn these slips into the teacher. You will use them for Find Somebody Who (in You do/ Production).

You Do/Production

A. Find Somebody Who (See Multi-Purpose Activities Index for more directions) (S, R, L)

1. Sort through the student's secrets from We do/ Practice B.
2. Choose the most interesting and diverse things about your students to create a "Find Somebody Who" list that represents the diversity of the class.
3. Write the list on the board. Students must go around and ask each other the questions until they fill in the list.
4. Follow-up the activity with a discussion about what students learned about their classmates.

B. Inside the Circle (S, L, R, W)

1. Divide the class into groups of 4-5.
2. Give each group a sheet of papelógrafo and marker.
3. Tell the groups to draw a large circle on the paper.
4. Inside the circle they should write down four things that the whole group have in common. Outside the circle they should write what is unique to each member.
5. Display the papers for the rest of the class.
6. Discuss the diversity in the class.

C. Change Seats (See Multi-Purpose Activities Index for more directions) (S, L)

1. Organize the students into a circle of chairs, with one student standing in the middle.
2. The first student should make a sentence using diversity vocabulary.
Ex: Change seats if you are part Indian. Change seats if you are Evangelical.
3. Students stand up and change seats if the sentence applies to them.
4. The person who does not find a chair will now stand in the center and say a new sentence.

Variation: If talking about personal issues is difficult for students, change the sentence structure to be about people the students know. Change seats if you know someone who is Indian. Change seats if you know someone who is atheist.

D. Character Drawing (W, R, S, L)

1. Each student draws a picture of themselves without their name.
2. Then ask them to write down ten words to describe themselves, around the picture. These can be words that describe their identity (ex: woman, soccer player, musician), physical attributes (eg, short, skinny, dark-skinned) or characteristics (eg, funny, shy, out-going).
3. Post the drawings around the room.
4. Students go to the drawings and guess whose they are.
5. Students confirm which drawings are theirs, and present them to the class.

E. Research a City (W, R)

1. Students research a different department or city than their own.
2. Students write a paragraph about that city using the model of Masaya.
3. Then students do a Venn Diagram of similarities and differences between their own city and local culture and the city they research.
4. If students are from the Pacific coast, it's best for them to research places on the Atlantic Coast such as Bluefields, Puerto Cabezas, Corn Islands, Pearl Lagoon, Waspam, Bonanza, Kukra Hill.
5. Other options are for teachers to print out information beforehand.

F. Diversity in Nicaragua Mini-Book (See Multi-Purpose Activities Index for more directions) (W, R)

1. Students should make mini-books about diversity in Nicaragua and in their community.
2. Each page should have one sentence, but no illustration.
Ex: In Nicaragua, there are rich people and there are poor people. In the Atlantic coast there are creole people. In my community there are mestizo and indigenous people. In my community, some people are farmers, some people work in the factory.
3. Students should exchange mini-books with a partner and illustrate their partner's mini-book.
4. Verify that the mini-books are grammatically correct, reflect diversity in Nicaragua and the community, and the pictures match the sentences.

10th Grade 3.3 Personalities

Target Vocabulary

aloof, depressed, energetic, happy, hyper, sad, serious, shy, bold, leader, charming, practical, considerate, loyal, angry, boring, smart

I Do/Presentation

A. Personality Brainstorm

1. Review adjectives. (See 10.1.1)
2. Students brainstorm words about the diversity of personalities in the class.
3. Explain that personalities are a form of diversity too.
4. Generate a list of new vocabulary about personalities.

B. Picture Personalities

1. Present several pictures of celebrities or famous personalities such as Mother Teresa or Robin Hood.
2. Students create a small list of adjectives for each personality.

*Ex: Mother Teresa: kind, loving, considerate
Robin Hood: bold, daring, intelligent*

Variation: Focus on Nicaraguan people if possible.

A. Personality Quiz (R, L)

1. Explain that the students are going to take a personality quiz.
2. Write the questions on the board. Read each question and the options aloud.
3. Students write the letters they choose for each question.
4. Students add the total number for each letter at the end.

Ex: A=2, B=2, C=1 and D=1

5. Explain that the letter with the highest number represents the personality.
6. If there are ties, students decide which letter is more correct after seeing the results.
7. Tape a papelógrafo with the results on the board and read them aloud.

Variation: Explain to students that this is not a scientific quiz. Have students evaluate whether or not they agree with this assessment of their personalities.

Note: This language may be difficult for your students. Re-write according to your students' abilities.

Personality Quiz:

1. It's Friday night. You are . . .
 - a) out dancing with your friends
 - b) playing soccer or watching a movie with friends
 - c) at home with your family
 - d) studying
2. What job do you want?
 - a) Salesperson
 - b) Politician
 - c) Teacher
 - d) Scientist
3. On your ideal vacation, you would be
 - a) skydiving
 - b) at Disney World
 - c) at the beach
 - d) exploring a historical place
4. For your best friend's birthday, you . . .
 - a) say "happy birthday" but you forgot which day it was
 - b) plan a surprise birthday party for him or her
 - c) make a gift for him or her
 - d) give him or her a card

5. When you are studying and someone talks to you, you . . .
 - a) are happy to stop studying and want to keep talking
 - b) are happy if it is a friend and you can talk for a few minutes
 - c) say you need to study
 - d) feel very angry

6. Which are your favorite colors?

- a) Black or Blue
- b) Red or Orange
- c) Yellow or Green
- d) White or Brown

□ _____
Mostly As: You are always the center of attention and love to make people laugh. You are a natural leader. You make decisions quickly. People love to be around you.

□ _____
Mostly Bs: You are charming, practical, and always interesting. You have many friends, and you are often a leader. You are a kind, considerate, and understanding.

□ _____
Mostly Cs: You are very smart but modest. You do not make friends easily but you are loyal to your friends, and you want them to be loyal to you. You are logical, and sensitive. You like to be alone to process your emotions.

□ _____
Mostly Ds: People think you are shy and nervous. You value others' opinions and do not like to make people angry. You are content to let others be the leader. Your friends who know you well know you are interesting and smart.

□ _____

B. I Like You Because... (S)

1. Ask all the students to think about what they like about the person sitting next to them.
2. Students should say aloud what they like about that person.
Exs: I like you because you are intelligent. I like you because you are considerate. I like you because you are loyal. I like you because you are practical.

You Do/Production

A. Friend Personality: Guess Who (S, L)

1. Students should choose a friend in the class whose personality they will describe.
2. Students should write a small paragraph describing that person.
3. Divide the students into groups of 4-6.
4. Each student should read their paragraph.
5. The other members of the group must guess who that person is describing.

Variation: Students can include physical descriptions and likes and dislikes to reinforce that vocabulary.

B. Change Seats (See Multi-Purpose Activities Index for more directions) (S, L)

1. Organize the students into a circle of chairs, with one student standing up in the middle.
2. The first student should make a sentence using personality vocabulary.
Ex: Change seats if you are energetic. Change seats if you are aloof.
3. Students stand up and change seats if the sentence applies to them.
4. The person who does not find a chair will now stand in the center and say a new sentence.

10th Grade 3.4 Midterm Review

Review appendix for suggestions for evaluation.

10th Grade 4.1 Vacations and Tourist Places

Target Vocabulary

Destinations: beach, island, lagoon, mountain, river, volcano, waterfall, jungle, lake, city, countryside, forest

Activities: CLIMB, GET a massage, RIDE a horse, GO shopping, HIKE, RELAX, SURF, SWIM, TAKE a tour, TAKE pictures, SNORKLE, KAYAK, OBSERVE animals

Target Grammar

Modal COULD

We could tan on the beach.

I could kayak on the river.

I Do/Presentation

A. Vacation Destination Vocabulary

1. Ask students to brainstorm different types of vacation destinations.
2. Present the new vocabulary using pictures. (Beach, island, lagoon, mountain, river, volcano, waterfall, jungle, lake, countryside, forest, city)
3. Use a multi-purpose activity to practice the vocabulary.

B. Vacation Activity Vocabulary

1. Show students a picture of one of the vacation destinations from Part A.
Ex: the beach.
2. Ask students what types of activities a person could do at the destination.
Ex: At the beach, we could swim, surf, and relax.
3. Write each vacation activity on the board for students to copy.
4. Repeat with different destinations until you have a complete list of vacation activities.

B. Modal COULD

1. Remind students of vacation destinations and activities.
2. As a class, discuss what you could do on a vacation at the beach.
3. Ask students *"What could we do on a vacation at the beach?"*
4. Explain that COULD indicates a possible action.
5. Write example sentences.
Ex: We could tan. We could swim.
6. Explain that the modal COULD has the same sentence structure as other modals.
7. Ask for examples of modals (CAN, MUST, SHOULD, etc.)
8. Ask students *"What form of the verb is after a modal?"*
Answer: The Simple Form.

Modal COULD Sentence Structure

Affirmative:

Subject + Modal + Verb (Simple Form).

I could eat tacos.

She could visit her grandmother.

Negative:

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

You could not watch television.

We could not go to the game.

Interrogative:

Modal + Subject + Verb (Simple Form) + ?

Could he swim?

Could they take the bus?

We Do/Practice

A. Hot Cabbage: Vacation Fun (See Multi-Purpose Activities Index for more directions) (S, L, R)

1. Follow the instructions for this Multi-Purpose Activity to practice COULD.
2. List possible activities for different vacation spots on the pieces of paper.
Ex: hike, take a tour, visit a museum, eat at a restaurant
3. Crumble the papers into a ball and throw the ball to different students.
4. When students get the ball, they take a piece of paper.
5. Ask them a question regarding the vacation spot written on the piece of paper.
6. Ask the students, *"What could you do at the lake?"* or *"What could you do in the jungle?"*
7. All students write possible answers on pieces of paper for the activity.

B. Total Physical Response (See Multi-Purpose Activities Index for more directions) (L, S, R, W)

1. Read explanation of Total Physical Response in the Index.
2. Assign an action to each vocabulary word and act them out for the students while saying the word.
3. Students do the action and say the word after you.
4. At the end of the activity, act the word out and the students guess the word while you are acting it out.

Variation: Play Charades. Students can act the words out for their classmates to guess

C. Cocktail Party (See Multi-Purpose Activities Index for more directions) (S)

1. Give each student a piece of paper with a type of vacation destination written on it (beach, lagoon, jungle, etc).
2. Students stand up and ask each other the question based on their piece of paper. *"What could you do at the beach?"*
3. Students must answer the question, and then ask their own.
4. Students exchange pieces of paper and find somebody new to ask.

D. Vacation Basketball (W, S)

1. As a class, select five vacation places.
2. Divide students into groups.
3. Assign each group a different vacation place.
4. If there are more than five groups then repeat vacation places.
5. In groups, students write sentences using COULD about their vacation spots.
Ex: At the beach we could swim.
At the beach we could go horseback riding.
6. Students write all the possible answers they can think of in 5-7 minutes.
7. Once time is up, the groups read the sentences aloud for correction by the class.
8. For each correct sentence, the groups get one basketball shot into the classroom trashcan.
9. The team that makes the most shots wins.

Variation: Switch vacation spots after the first round, encourage students to be creative and think of new sentences.

You Do/Production

A. Create-a-Brochure (W)

1. Students fold a piece of paper into thirds horizontally.
2. Students create a brochure for a vacation get-away in their favorite vacation place in Nicaragua or someplace they would like to visit one day.

Ex: a 3-day cruise to the Hawaiian Islands

3. Students include six sentences of things visitors could do using the information from this lesson.
4. Students include pictures, colors and cost of the vacation.
5. Divide students into groups.
6. Students present their brochures to the group and talk about why they chose it.

B. Suitcases (L, S, W)

1. Divide the students into small groups. Give each group a card with a vacation destination on it. (For example, Corn Island, the Somoto Canyon, New York City, etc)
2. Each group should decide what they could bring in their suitcases according to their destination.
3. Groups present what they could bring on their trip, but should not say where they are going.
4. Other students in the class must guess where they are going. They may ask questions.
5. You can evaluate the students with points for the teams that present a specific and revealing list for their suitcases, and students who guessed correctly or asked questions.

Variation: Students list things they could do on their vacation instead of what they could bring.

10th Grade 4.2 Traveling

Target Vocabulary

TRAVEL, ARRIVE, TAKE, REST, schedule, itinerary, FLY

Target Grammar

Future with WILL

*We **will** travel to the lagoon.*

*They **will** arrive in Nicaragua tomorrow.*

I Do/Presentation

A. Class Vacation

1. As a class, select a vacation place.
Ex: the moon
2. Tell the students *"We will go on an imaginary vacation."*
3. The class decides what they will do at this place and their itinerary. Ask students *"What will we do?"*
Ex: What will we do on the moon?
4. Write the days of the week on the board. Ask students for one activity per day.
5. Write the activities for each day with a sentence using the Future with WILL.

Example Itinerary:

Tuesday: We will arrive on the moon.

Wednesday: We will moon walk.

Thursday: We will talk to Aliens.

Friday: We will fly our spaceship.

Saturday: We will leave the moon.

B. Future with WILL

1. Use the example sentences from your itinerary.
2. Draw a timeline on the board. Mark the present and label it. Ask the students when on the timeline the vacation takes place (Answer: the future).
3. Review Future with "GOING TO." (See 9.6.1)
4. Explain that there is a second way to talk about the future: WILL.
5. Ask students for the affirmative structure and write it on the board.
6. Using an example from the itinerary, ask students a yes/no question that has a negative answer. With the examples above, "Will we arrive on the moon on Thursday?" Write the question on the board. Write the negative answer, "We will not arrive on the moon on Thursday."
7. Ask students for the negative and interrogative sentence structure.
8. Students copy examples and sentence structure.

Future Tense WILL Sentence Structure

Affirmative:

Subject + WILL + Verb (Simple Form) + Complement.

I will study in Managua next year.

You will work in Jinotega next week.

Negative:

Subject + WILL + not + Verb (Simple Form) + Complement.

He will not watch baseball on Sunday.

We will not pick coffee next year.

Interrogative:

WILL + Subject + Verb (Simple Form) + Complement + ?

Will she play volleyball this weekend?

Will they drink coffee?

We Do/Practice

A. Picture an Itinerary (R, W)

1. Tape four or five pictures of different places on the board.
Ex: pictures of Leon, Granada, Bluefields, Ometepe or Corn Island
2. Choose one student for each picture on the board.
3. Students write one itinerary sentence for one of the pictures.
Ex: Granada: We will go to the Granada cathedral on Monday.
4. Continue selecting students until all students have written one sentence on the board.
5. Each picture will have 8-10 sentences.

B. Host a Special Guest Visit (R, W)

1. Tape four or five pictures of special guests on the board.
Ex: Barack Obama, Queen of England, Bill Gates, Enrique Iglesias
2. Students imagine one of these people is coming to Nicaragua and they are hosting them.
3. Write sample questions on the board.
Ex: What will he/she do? Where will we go with him/her?
4. Students then make the itinerary for the person's visit.

Variation: Students do a role-play of taking their special guest to their own town.

You Do/Production

A. Making a (Group) Vacation Itinerary (R, W)

1. Students form groups of 5.
2. Each group selects or is assigned a destination.
3. Students make a trip itinerary (schedule) for their group.
4. The group has seven days for their trip, two travel days and five days of activities.
5. Each student chooses what he or she prefers to do on vacation.
Ex: Day 1: Travel to the Laguna de Apollo. Arrive at the hotel.
Day 2: Hike to the lagoon. Take pictures.
Day 3: Rest, read a book, or sunbathe.
Day 4: Go shopping in Masaya or go horseback riding.

Day 5: Get a massage or swim.

Day 6: Rest and hang out with friends.

Day 7: Travel home to Esquipulas.

6. Students add options for their daily activities, because everyone does not like to do the same things.
7. Students copy their itinerary into their notebooks.
8. Students form sentences with WILL for each day from their itinerary.
Ex: Day 1: We will travel to the lagoon and arrive at the hotel.

B. Tourist Trip Prize Vacations (S, L, W)

1. Review future “WILL.”
2. Brainstorm a list of tourist destinations in Nicaragua. (Corn Island, Granada, San Juan del Sur, Selva Negra, the Coco River, León, etc)
3. Divide students into small groups of 3-5, and have each group choose a destination.
4. Students imagine that they are giving out a free trip for someone to their destination. They must create a one-week itinerary for the trip.

Ex: Congratulations! You have won a free trip to Ocotol. On Monday you will visit the church, the park, and the city's best restaurant. On Tuesday you will travel to Madriz to go to the Somoto Canyon, where you will hike and swim down the river. On Wednesday you will visit the shrine at Dipilto. On Thursday you will drive to visit the border at Las Manos. On Friday you will hike around a beautiful coffee plantation. On Saturday you will go dancing at the disco. On Sunday you will take a picnic to the hot springs and bathe in the warm natural water.

5. After groups finish the itineraries, each group selects one representative.
6. Representatives rotate around from group to group asking questions and hearing the itineraries of the other destinations. They should take notes. Remaining members of the group stay in place to present their itinerary to the representatives that come by.
7. After the representatives hear every other destination's presentation, they return to their group. The representative presents the information about other destinations, and the group chooses which destination they would most like to visit.

Note: You can disperse the most advanced students across the groups and choose them to be the representative, so they can take on a leadership role, listen, and ask questions of the other groups.

Variation: Brainstorm local tourist destinations in your area.

C. Imaginary Vacation Never-ending Board Game (See Multi-Purpose Activities Index for more directions) (S, R, L)

1. Students must create an imaginary vacation that they would like. They should keep the information about their vacation in their head.
2. In small groups, tell students to create their game board. Each student uses a small piece of paper with their initials as a game piece. Game board questions can include:
 - * *Where will you go?*
 - * *When will you arrive?*
 - * *When will you come back?*
 - * *How will you get there?*
 - * *Who will you go with?*
 - * *How much money will you spend?*
 - * *What will you do?*
 - * *Why will you go there?*
3. Players begin by placing their game pieces on the “Free” space.
4. On four small pieces of paper, write the numbers 1 through 4. Turn them face down. The first player chooses a number and moves that many spaces ahead.
5. The student responds to the question written on the space where their piece stops, according to their imaginary vacation.
6. If a student lands on the “Free” spaces, that student can rest until their next turn.
7. The game is “never-ending” so students can keep playing and continue in a circle for as long as you would like.

10th Grade 4.3 Making a Reservation

Target Vocabulary

available, vacancy, full, hostel, hotel, MAKE a reservation, single/double/dorm room, trip, check-in, check-out, PLAN

Target Grammar

Modal WOULD

I would like to make a reservation.

Would you like a single or double room?

Note: The modal “would” is for situations that require courtesy. However, it is difficult for students. You can re-write the exercises in this chapter using more simple language and focus on the “normal” instead of “polite” language if necessary. If so, emphasize other norms of courtesy, like “please” and “thank you.”

I Do/Presentation

A. Travel Agent and Traveler Dialogue (Listen to CD Track #26)

1. Copy dialogue on the board.

Travel Agent (TA): Hello, how are you?

Traveler (T): I'm fine thanks.

TA: How can I help you?

T: I'm planning a trip to Selva Negra for three days, November 3rd through the 6th. I would like to make a reservation in a hotel.

TA: Ok, let me see what's available. There are rooms available in the hotel. How many people are going with you?

T: There are three of us in total.

TA: What kind of room would you prefer?

T: We would prefer a room with two double beds.

TA: Ok. Yes, that is available. Would you like me to make the reservation?

T: Yes, please. Thank you very much!

2. Students copy the dialogue into their notebooks. Read the dialogue slowly, explain the content, and underline any unknown words or phrases. Read out loud or listen to the dialogue using the supplemental CD.

3. Explain that WOULD is a modal and the structure is the same for all other modal verbs. (See 10.4.2 for example) Ask students what form of the verb follows a modal verb (Answer: the Simple Form).
4. Ask students to find WOULD in the dialogue. Ask for volunteers to come to the board and underline the modal WOULD.
5. Read the examples of WOULD in the dialogue.
6. Write the informal way to say these sentences and the formal way.
7. Explain that we use WOULD to express politeness and in formal conversations.

Informal	Formal
I want to make a reservation in a hotel.	I <i>would like</i> to make a reservation in a hotel.
What kind of room do you prefer?	What kind of room <i>would</i> you prefer?
We prefer a room with two double beds.	We <i>would</i> prefer a room with two double beds.
Do you want me to make the reservation?	<i>Would</i> you like me to make the reservation?

We Do/Practice

A. Mock Conversations (S, L)

1. Divide students into groups of 4.
2. Assign parts to the students, two travel agents and two travelers per group.
3. Read the dialogue from the presentation aloud slowly and have the students with the designated parts repeat after you.
4. Read through the dialogue at least two times.
5. In groups, pair one travel agent with one traveler and have them practice the dialogue together.
6. Walk around the room. Listen to each group. Help them with pronunciation.
7. Students change partners (not their role; travel agents will stay travel agents and travelers will stay travelers).
8. Students practice again with new partners for five minutes.
9. Repeat the dialogue to the students once more to practice pronunciation.

Variation: Use Two Circle Conversation (see Multi-purpose Index for directions) for students to practice with a variety of speakers and at a faster pace.

B. Dialogue: Hotel Reservations (S, R)

1. Before class, cut the dialogue into strips.
2. Students put the dialogue in order.
3. The first group to complete the dialogue correctly, wins.

Receptionist: Hostel La Buena Onda, how may I help you?

Traveler: I want to reserve a room for two nights, from September 3rd through the 5th.

Receptionist: So that's two nights in September. Tell me your name please.

Traveler: My name is Martha Sanchez.

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

Traveler: 3 people. I want one double room and one single room please.

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

Traveler: No, thank you.

Receptionist: Okay, see you on the 3rd.

(continued on the next page)

4. As a class students make the dialogue more polite by using WOULD.

Example with WOULD:

Receptionist: *Hostel La Buena Onda, how may I help you?*

Traveler: I would like to reserve a room for two nights, from September 3rd through the 5th.

Receptionist: *Would you tell me your name, please?*

Traveler: My name is Martha Sanchez.

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

Traveler: 3 people. I would like one double room and one single room please.

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

Traveler: No, thank you.

Receptionist: *Okay, see you on the 3rd.*

You Do/Production

A. Students Create a Reservation (W, S)

1. Divide students in pairs.
2. Students rewrite the dialogue to match their own vacation preferences (if they want their own beds, or to stay in a hostel, hotel, breakfast, etc.)
3. Students practice the new dialogue that they created with their partner so they can present it to the class.
4. All students present dialogues.
5. Ask comprehension questions after each dialogue to ensure students pay attention to repeated dialogues.

B. Comic Strip (See Multi-Purpose Activities Index for more directions) (W)

1. Review practice dialogue from class.
2. Students create a four square Comic Strip with a dialogue of a person making a reservation.

10th Grade 5.1 Our Environment

Target Vocabulary

Nature Words: dirt, flower, fruit, grass, lake, leaf, moon, mountain, ocean, plant, rock, sand, stars, sun, tree, water

Animals: bird, cat, chicken, cow, dog, fish, frog, horse, mouse, monkey, pig, rabbit, snake, turtle

Locations: community, neighborhood

Target Grammar

Review there is/there are (7.4.1)

There are many flowers in the garden.

There is a big mango tree in the park.

I Do/Presentation

A. Nature Vocabulary

1. Present the nature vocabulary using pictures.
2. Students copy the vocabulary and the pictures.
3. Students practice pronunciation.

B. Animals Vocabulary

1. Present the vocabulary using pictures or mimics.
2. Students copy the vocabulary and practice pronunciation

C. Review There Is/There Are

1. Show a picture (a drawing, a photo, or a picture from a magazine) of a scene from nature.
2. Describe the single nouns in the picture using "There is" and emphasizing the number "one."
Ex. There is one chicken. There is one pig.
3. Describe the plural nouns in the picture using "There are" and emphasizing the plural numbers.

Ex. There are two trees. There are five plants.

4. Ask students to guess the difference between "There is" and "There are."
5. Explain that "There is" is used for singular nouns and "There are" is used with plural nouns.
6. Also introduce the negative form by pointing out what is not in the picture. When using "no" we do not use an article "a/an."

Ex. There is no moon. There are no stars.

We Do/Practice

A. Practice Nature Vocabulary

Use a multi-purpose activity to review nature vocabulary
(Suggestions: Flashcards, Bingo, Run to the Board, Telephone)

B. Charades for Animals (See Multi-Purpose Activities Index for More Directions) (S)

Play Charades to practice animals.

C. Complete the Blanks (R, W)

Students complete the blanks with "There is" or "There are"

1. _____ (There are) five chickens in my patio.
2. _____ (There is) no mountain in my city.
3. _____ (There are) six jocote trees at the school.
4. _____ (There are) no flowers in the park.
5. _____ (There is) a river in the town.
6. _____ (There are) two lakes in Nicaragua.
7. _____ (There is) a big mango tree in my yard.

D. Run to the Board (L)

1. Bring pictures of nature vocabulary. Some of the pictures should have just one object, and some of the pictures should have multiple objects (*Ex. Two flowers, five trees, one fish*)
2. Divide students into two teams.
3. Tape two of the pictures to the board.
4. Select a volunteer from each team.
5. Describe one of the pictures (*Ex. There are two flowers.*).
6. Volunteers race to the board and touch the picture that corresponds to the description they heard
Ex. If the students hear, "There are two flowers," they must touch the picture of two flowers.
7. Repeat the activity with different students and different pictures.

Variation: Select a student to describe the pictures.

E. My Community's Environment: True or False (R, W, L, S)

1. Students copy the sentences in their notebooks.
In my community...
 1. There is a river. _____
 2. There are many fruit trees. _____
 3. There are flowers in every house. _____
 4. There is a lake. _____
 5. There are rocks, dirt, and grass. _____
 6. There are many turtles. _____
 7. There are mountains. _____
2. Students write "true" next to the sentences that are true for their communities. They write "false" next to the sentences that are false for their communities, then change these sentences to make them true.
Ex. There is a river in my community. FALSE There is no river in my community.
3. Students stand up at their desks.
4. Read each sentence slowly. Students who wrote "true" must sit down.
5. Students still standing up (who wrote "false") must say a true sentence.
Ex. In my community, there is a river.
False. There is no river in my community.

Note: This works best if the students in the school come from different communities. In larger cities, you can teach "neighborhood" and students can talk about what is and is not in their neighborhood.

A. Nature Mini-Books (W, R)

1. Students make a mini-book with a one-sentence description on each page using “there is” or “there are.”
2. Students exchange mini-books with a partner, and their partner must illustrate the pages according to the descriptions.
3. Verify that the students have correct grammar, and that their partner’s drawings are correct for the sentences.

Ex. There is an orange tree. There are five birds.

B. Our Zoo (W, S, L)

1. Divide students into small groups.
2. Each group makes a plan for a zoo with different animals in it.
3. Students draw the zoo on a papelógrafo, but do not write their sentences on their papelógrafo.
4. On a separate sheet of paper, students write sentences describing their zoo, using “there is” and “there are.”
Ex: There are five brown monkeys. There are ten green turtles. There is a gray elephant. There is a white horse.
5. Tape students’ papelógrafos to the board.
6. Ask a volunteer from each group to read the group’s sentences out loud.
7. Classmates listen and determine which zoo belongs to which group.

C. Describing Pictures (W, S)

1. Students bring a picture of a natural scene (a magazine picture, a photo, or a drawing), preferably of their community or a place they have visited in Nicaragua.
2. Students write a paragraph to describe the natural objects they see in the picture.

Ex. The picture is in Ometepe Island, Nicaragua. There is a pretty lake and sand. There are many purple flowers. There are two tall coconut trees and there is a mango tree. The place is very beautiful.

3. Students present their pictures and paragraphs to a partner or to the entire class.

Variation: Hang all of the students’ work around the room and do a Gallery Walk (see Multi-Purpose Activities Index for more directions).

D. Blind Partner Drawing (See Multi-Purpose Activities Index for More Directions) (S, L)

1. Bring to class a simple papelógrafo drawing of nature with grass, a sun, two trees, four flowers, and a snake.
2. Students select a partner.
3. Tell the students that in every pair, one student will be the speaker and one student will be the artist.
4. Arrange the students back-to-back, so that in every pair, one student is facing towards the board and the other student is facing away from the board. The students facing towards the board will be the speakers, and the students facing away from the board will be the artists.
5. Tape the papelógrafo drawing to the board. Only the speakers can see the drawing; the artists must not see it.
6. The speaker describes the drawing to the artist (*Ex. There is a sun. There are four flowers.*).
7. The artist listens to the description and tries to recreate the original drawing based on what he hears.
8. Compare the students’ drawings to the original drawing.

Variation 1: Instead of a papelógrafo prepared by the teacher, use one of the students’ pictures and descriptive paragraphs from part A.

Variation 2: Make a picture of a zoo with only animals. *Ex. There are five snakes, there are three monkeys, there is a bird, there is a turtle.*

10th Grade 5.2 Trash Disposal and Recycling

Target Vocabulary

BURN, LITTER, BURY, FEED animals, MAKE compost, THROW AWAY, RECYCLE, REUSE, USE the garbage truck/chatarra truck

organic, inorganic, trash

Target Grammar

Review Modal SHOULD (Review 10.1.1)

I should re-use plastic bottles.

We shouldn’t burn inorganic trash.

I Do/Presentation

A. Organic and Inorganic Trash

1. Draw two circles on the board.
2. Write "dirt" in one circle (organic) and "plastic bag" in the other circle (inorganic).
3. Ask students, "What's the difference?"
4. Add "leaf" and "soda can" to the appropriate circles.
5. Ask students again, "What's the difference?"
6. Continue adding to both circles until students understand the difference between organic and inorganic things.
7. Label each circle "organic" or "inorganic."
8. Write a definition for each on the board.

Organic: exists in nature.

Inorganic: does not exist in nature; made by humans.

B. Trash Disposal Methods

1. Write on the board "What should you do with your trash?"
2. Brainstorm with students to formulate a vocabulary list
3. Ex. Burn, bury, feed animals, litter, make compost, throw away, use the garbage truck, recycle, re-use
4. Give examples of littering
Ex. Throwing trash out of the bus window, throwing a candy wrapper on the classroom floor.

We Do/Practice

A. Organic/Inorganic Scavenger Hunt (L, S, W)

1. Write the list of items on the board.
2. Students copy the list and meanings, and practice pronunciation.
3. Divide students into groups of 4-5.
4. Students find as many things on the list as possible in 7 minutes.
5. The Scavenger Hunt can be done inside or outside the classroom.
6. If students are not inside the classroom in their groups when 7 minutes is over, then items they collected don't count.

List of Items

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

B. Charades (See Multi-Purpose Activities Index for More Directions) (S)

Play charades to practice the trash disposal vocabulary.

C. Ways To Recycle (L, S)

1. Make a list of different types of inorganic trash. (Plastic bags, plastic bottles, cans, wrappers)
2. Explain that not every type of trash can be easily recycled or reused, but we need to look for ways to limit inorganic pollution.
3. Brainstorm ways to recycle different kinds of trash. Ex: Use plastic bottles to fill with oil or drinking water. Take plastic bags to the pulperia to re-use them. Sell cans to the chatarra truck.

D. Juanita's Trash (Listen to CD Track #27) (L)

1. Write the following paragraph on the board or on papelógrafo with blanks in place of the **BOLD** words.

*Juanita has a big family, and they produce a lot of **trash**. Juanita's mother cooks a lot. She always has **coffee grounds**, fruit peels, and other food trash. This type of trash is **organic**. Juanita's mother uses the organic trash to **feed animals** and to make **compost**. Juanita's brother, Ramón, is always eating Ranchitas and drinking soda. He produces a lot of **inorganic** trash; for example, plastic bags and aluminum cans. Ramón usually **throws away** his trash, but sometimes he **litters** and pollutes the environment.*

2. Students copy the paragraph in their notebooks with the blanks.
3. Read the paragraph out loud slowly or play the CD. Students complete the blanks with the words they hear.
4. Read the paragraph twice more.
5. Have a discussion about how organic and inorganic trash is disposed of in your community.

E. True/False Comprehension Questions (L, S)

1. Divide the classroom in two parts with masking tape.
2. Explain that one side of the room represents "true" and one side of the room represents "false."
3. Read the comprehension sentences out loud, based on the reading from Practice Activity C.
4. Students listen to the sentences and determine if each is true or false. If they believe the sentence is true, they walk to the side of the room that corresponds to "true." If they believe the sentence is false, they walk to the side of the room that corresponds to "false."

1. *Juanita's family is small.* FALSE
2. *Juanita's mother produces a lot of organic trash.* TRUE
3. *Juanita's mother burns her organic trash.* FALSE
4. *Ramón's plastic bags and aluminum cans are organic.* FALSE
5. *Sometimes Ramón litters his trash.* TRUE

F. Our Trash Disposal Comprehension (R, S)

1. Review "Should" (10.1.1)
2. Assess the trash disposal system in your community. Is there trash collection, or should families bury their inorganic trash?
3. Write a list of types of trash on the board.
Ex: banana peel, plastic bottle, leaves, paper, plastic bag
4. Students must assign each type of trash a method of disposal: bury, feed animals, make compost, throw away, use the garbage truck, recycle, re-use.
5. Write sentences with "should" based on the students' ideas.
*Ex. We should make compost with banana peels.
You should re-use a plastic bag.*

You Do/Production

A. Two Circle Conversation (See Multi-Purpose Activity Index for more directions) (L, S, W)

1. Students make a list in their notebooks of trash disposal methods.
Ex. Burn, recycle, throw away
2. Students do the 2 Circle Conversation Activity, asking each person, "What do you do with your trash?"
*Ex. María, what do you do with your trash?
I burn my trash.*
3. As they hear each classmate's response, students place a check mark (✓) next to the corresponding vocabulary word in their list.
*Ex. Burn ✓✓✓✓✓
Recycle ✓✓✓
Throw away ✓✓✓✓*
4. When students have recorded all of their classmates' answers, they count the check marks to determine which is the most common disposal method in the class.

Variation: Students write sentences based on their classmates' answers. (Ex. María burns her trash. Pablo, Paola, and Maycol recycle their trash).

B. My Trash, My Friends' Trash (W, S, L)

1. Students copy the chart in their notebooks.

	What do you do with your trash?
Me	
Friend #1	
Friend #2	
Friend #3	
Friend #4	
Friend #5	

2. In the "Me" row, students write what they do with their trash.
Ex. I recycle my trash.
3. Students select five friends to whom they ask the question, "What do you do with your trash?"
*Ex. Juan José, what do you do with your trash?
I feed animals.*
4. Students record their classmates' answers in their charts.
Ex.

	What do you do with your trash?
Me	I recycle my trash.
Friend #1	Juan José feeds animals.
Friend #2	Rebecca burns her trash.
Friend #3	Yuran recycles his trash.
Friend #4	Yahoska buries her trash.
Friend #5	Thelma throws away her trash

Variation: Separate the activity into two questions "What do you do with your organic trash?" and "What do you do with your inorganic trash?"

C. Trash Project (W, S)

1. Divide students into small groups.
2. Students prepare a presentation about what they do with their organic and inorganic trash.
3. Students bring trash as visual aids while presenting their projects.
*Ex. Student 1 (showing a can of Coca-Cola): A can of soda is inorganic. I throw it away and use the garbage truck.
Student 2 (showing an orange peel): An orange peel is organic. I feed my pigs with the orange peel.*

Variation: Students can talk about what they do with their trash now, and what they SHOULD do with their trash.

10th Grade 5.3 Consequences in the Environment

Target Grammar

If...then (cause and effect)

If Julio litters a candy wrapper, then the wrapper will pollute the river.

If Ramona burns her plastic bottle, then the smoke will produce bad gases

I Do/Presentation

A. Consequences of Our Actions

1. Review the trash disposal methods.
2. Remind students that all of our actions have consequences.
3. Brainstorm possible positive and negative consequences of our actions with trash.

Positive consequences

- The earth will be beautiful
- My town will be clean
- People and animals will be healthy
- We will maintain the environment

Negative consequences

- The earth will be ugly
- My town will be dirty
- People and animals will be sick
- We will destroy the environment

B. If...Then Sentences

1. Use the phrases on the list of consequences to generate If...then sentences
Ex: If I recycle, then my town will be clean
If I litter my trash, then my town will be dirty.
2. Explain that there are two parts of the sentences (the "if" part and the "then" part).
3. Explain that the "if" part of the sentence is a cause and the "then" part is a consequence.
4. Ask students what tense the verb is in the "if" part of the sentence (simple present).
5. Ask students what tense the verb is in the "then" part of the sentence (future).
6. Students copy the chart.

	"If" (cause)	"Then" (consequence)
Example:	If people burn plastic	then they will contaminate the air.
Example:	If I litter	then the town will be dirty
Example:	If I recycle	then the town will be clean.
Example:	If we make compost	then we will reduce contaminations

We Do/Practice

A. Reading: 2112: A Sad Future (R)

1. Present the reading:

Imagine, it is the year 2112. The Earth is not beautiful with colors blue, green, and white. Now it is ugly with colors black, brown, and gray. The forests have disappeared, so there are no trees or grass. The oceans and rivers have a lot of trash—plastic bottles, soda cans, candy wrappers, and electronics. All of the animals are dead or deformed. For example, the fish have four eyes, and the dogs have no legs. The humans are sad because their beautiful earth was destroyed, and now the Earth is horrible and ugly.

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

2. Students answer the comprehension questions.
 1. The reading describes...
 - a) The past
 - b) The present
 - c) The future
 2. What colors does the Earth have in the future?
 - a) Blue, green, and white
 - b) Purple and pink
 - c) Black, brown, and gray
 3. Are there trees in the future?
 - a) Yes
 - b) No

4. What happened to the animals?
 - a) They are dead or deformed.
 - b) They are happy and healthy.
 - c) They live in houses.
5. If we continue to contaminate the Earth, then...
 - a) The Earth will be beautiful
 - b) The story will be reality.
 - c) Humans will be happy.

B. Complete with the Consequence (W)

Students complete with a logical consequence for the environment.

1. If I recycle my trash, then...
2. If I litter, then...
3. If I make compost, then...
4. If I burn my trash, then...
5. If I teach my friends to protect the environment, then...

C. Dialogues: If...Then

1. Present Dialogue 1 with a student from the class.

Dialogue 1

Yilda: Hi, what are you doing?

Félix: I'm burning my plastic.

Yilda: Don't do that! It's bad for the environment.

Félix: What? Why?

Yilda: Because, if you burn your trash, then you will contaminate the air.

Félix: Oh! I didn't know!

2. Practice pronunciation with the entire class.
3. In pairs, students practice reading the dialogue out loud.
4. Ask students if the dialogue was about a positive human action or a negative human action. Remind them that a negative action will usually have a negative consequence.
5. Present Dialogue 2 with a student from the class.

Dialogue 2

Yilda: Hi, what are you doing?

Félix: I'm filling my old soda bottle with water.

Yilda: That's cool!

Félix: What? Why?

Yilda: Because, if you recycle your trash, then the town will be clean.

Félix: Oh, wow, cool!

6. Practice pronunciation with the class.
7. In pairs, students practice reading the dialogue out loud.
8. Ask students if the dialogue was about a positive human action or a negative human action. Remind them that a positive action will usually have a positive consequence.

You Do/Production

A. Secretary: A Sad Future (See Multi-Purpose Activities Index for more directions) (R, W, S, L)

1. Write the instructions below on 4 small pieces of paper, a summary of the reading "A Sad Future."
 - The Earth is black, brown, and gray.
 - There are no trees or grass.
 - There is trash in the rivers and oceans.
 - The animals are deformed.
 - The humans are sad.
2. Tape one copy of the instructions in each of the 4 corners of the classroom.
3. Divide students into groups of 4.

4. Students will have the following roles:
 - a. Runners: Two students run to look at the instructions and come back to tell the secretary; only one runner can leave the group at a time; the runners can only memorize the information, but cannot write anything down.
 - b. Secretary: The only person who can write; writes notes from what the Runners say.
 - c. Artist: Draws from what the instructions describe.
5. Runners leave the classroom one at a time, and report to the secretary. The artist draws from the the secretary's text.
6. Students complete activity and you can verify that they understand the language because their drawing is correct.

B. Secretary: Different Environments (See the Multi-purpose Activities Index for more directions) (R, W, L, S)

1. Do the activity according to the directions in Activity A, but this time with the instructions for "Polluted Environment."
2. Have the students change roles and do the activity again for the "Clean Environment."

Instructions:

Polluted Environment	Clean Environment
<ol style="list-style-type: none">1. There is a polluted river.2. All the fish are dead3. There is deforestation.4. A woman is burning trash.5. A boy is throwing plastic on the ground.6. A man is fumigating the field.7. A baby is sick.	<ol style="list-style-type: none">1. There is a clean river.2. There are many fish and animals.3. There is a healthy forest with many trees.4. A woman is burying trash.5. A boy is fishing in the river.6. A man is harvesting many different of crops.7. A baby is healthy.

C. Writing Dialogues (W, S, L)

1. In pairs, students write their own dialogues about the positive or negative effects of human actions on the environment. They use the dialogues from Practice Activity C as models.
Ex: Paula: What are you doing?
Ramona: I'm making compost.
Paula: That's cool!
Ramona: What? Why?
Paula: Because, if you make compost, then you will reduce contamination.
Ramona: Oh, wow, cool!
2. Students present their dialogues to the class.
3. Classmates must listen to each dialogue and determine if it is about a positive human action or a negative human action.

Variation: Students can use "if... then" or "should" to make suggestions in their dialogues.

D. Chain Reaction (Listen to CD Track #28) (R)

1. Before class, cut the "If...then" sentences into strips.
2. Explain to the students that every action has a reaction.
3. Give one strip to each student.
4. Tell students that there are three different chain reactions.
5. Students form three groups, one for each chain reaction.
6. Students put the chain reaction in order. Each "if" statement has a "then" statement that's the same.
7. Students form a human chain. They link their arms.
8. Once all the students are linked together, the chain reaction is complete.
9. Students can check their reactions by listening to the CD.

Variation (easier): Put the three chain reactions on different colored paper or write the number on the back of the strip.

Chain Reaction 1:

If Julio throws his trash out the window of the bus, then Juanita will think it is ok to throw trash out the window.

If Juanita thinks it is ok to throw trash out the window, then she will teach her 6 kids that it is ok, too.

If Juanita teaches her kids that it is ok to throw trash out the window, then her kids will throw trash everywhere.

If Juanita's kids throw trash everywhere, then their town will be very dirty.

If the town is very dirty, then visitors will say it is very ugly.

If visitors say the town is very ugly, then tourists will not want to come.

If tourists do not want to come, then hotels and restaurants will not have a lot of business.

If hotels and restaurants don't have a lot of business, then they will not hire a lot of people.

If they don't hire a lot of people, then the people of the town will be very poor.

If the people of the town are very poor, then they cannot buy food for their families.

Chain reactions continue on the next page.

Chain Reaction 2:

If Julio throws his water bag on the street, then the rain will wash it to the river.

If the rain washes the trash to the river, then the trash will pollute the river.

If the river is very polluted, then the fish will die.

If the fish die, their dead bodies will contaminate the water.

If the dead fish contaminate the water, then the children who play in the water will get diseases.

If the children who play in the water get diseases, then they will spread disease.

If they spread disease, then everyone will get sick.

If everyone gets sick, then some people will die.

Chain Reaction 3:

If Julio throws his trash in the garbage can, then Juanita will do the same.

If Juanita throws her trash in the garbage can, then she will teach her kids to do the same.

If Juanita's kids throw their trash in the garbage can, then the town will look clean.

If the town looks clean, then visitors will say it is very pretty.

If visitors say the town is very pretty, then tourists will want to come.

If tourists want to come, then the hotels and restaurants will have a lot of business.

If hotels and restaurants have a lot of business, then they will hire a lot of people.

If they hire a lot of people, then the people of the town will have money.

If the people of the town have money, then they will be able to buy food for their families.

10th Grade 6.1 Natural Disasters

Target Vocabulary

Natural Disasters: drought, earthquake, fire, flood, hurricane, landslide, tornado, tsunami, volcanic eruption, storm

Adjectives: catastrophic, dangerous, destructive, devastating, powerful, scary, severe, sudden, tragic, unstoppable, wide-spread, hot, cold, wet, dry

I Do/Presentation

A. Brainstorm and Vocabulary Chart (L, S, W)

1. Present vocabulary for natural disasters relevant to Nicaragua (drought, earthquake, fire, flood, hurricane, landslide, tornado, tsunami, volcanic eruption, storm).
2. Fill in the chart below with the information students generate.
3. What is a _____ like?
 - a. Ask this question of each disaster to the students. "What is a hurricane like?"
 - b. As students respond, generate a list of adjectives that students can use to describe each disaster (target vocabulary: cold, dangerous, dry, destructive, hot, huge, powerful, sad, scary, severe, tragic, violent, wet).
4. Where in Nicaragua do _____ occur?
 - a. Ask this question of each disaster to the students. "Where in Nicaragua do hurricanes occur?"
 - b. As students respond, generate a list of areas susceptible to that natural disaster.
5. Have you experienced a _____?
 - a. Ask this question of each disaster to the students. "Have you experienced a hurricane?"
 - b. As students respond, generate a list of students who have experienced that natural disaster.

Natural Disaster	Description	Location	Who has experienced it
Hurricane	violent, wet, scary	All of Nicaragua	Francia, Pedro
Flood			
Fire			
Tsunami			
Volcanic Eruption			

Variation 1: If not many students have experienced natural disasters, they can talk about their family members who have.

Variation 2: Focus on the natural disasters that have occurred in your area (tsunamis in the Pacific coast, fires in the Segovias, etc.).

B. Present: Oral History Project

Instructions:

1. In the project, over the course of the unit students will interview a family member, friend or community member who experienced a natural disaster.
2. Students will write and revise a draft of a short report in English about the interview
3. Students will peer-edit each others' drafts.
4. Students will present their report to the class.
5. During the presentation of the Oral History Projects, students write the name of the presenter and facts from the interview.
6. During the unit, students think about which person they can interview and schedule a day and time to do the interview.
7. Students tell the teacher the name of their interviewee and the planned date of the interview.
8. Students begin to work on project for homework.

We Do/Practice

A. Simon Says (See Multi-Purpose Activities Index for more directions) (L, S)

1. Follow the rules to practice disaster vocabulary.
2. Practice gestures that represent each vocabulary word.
Ex: Spin in a circle to represent "tornado."

B. Radio Warning (L)

1. Students copy the chart from the board.

Disaster	When	Where	How

2. Read three radio warning announcements. Read slowly. Repeat several times.
3. Students fill in the chart with the information they hear.

WARNING 1: Hurricane Katrina

Good morning, America. There is a severe weather warning today, Monday, August 29th 2005 for the State of Louisiana. A hurricane named Katrina is coming to the coast. The wind speed is going to increase, there are severe rain storms and widespread damage is possible. Please be cautious if you leave your house.

WARNING 2: Managua Earthquake

Good morning, Nicaragua. This is a natural disaster alert for a powerful earthquake today, Saturday, December 23rd, 1972 for the department of Managua. An earthquake happened in the city early this morning. Buildings collapsed. Many people died in this tragic event.

WARNING 3: Chilean Tsunami

Good morning, Chile. This is a severe weather report warning for a tsunami on the Pacific coast today, Saturday February 27th, 2010 for the city of Concepcion. This devastating tsunami has destructive waves more than three meters tall. The tsunami is immense and citizens are warned to seek higher ground to escape the catastrophic effects.

C. The Managua Earthquake (Listen to CD Track #29) (R, S)

1. Read the reading to the students or play the CD.
2. After the reading, students identify the: *Who, What, When, Where, and Why* of the reading.

The Managua Earthquake of 1972

On December 23, 1972 a sudden earthquake hit Managua. The city was destroyed. Gas and electrical lines broke, and buildings caught on fire. Three-quarters of the city was destroyed. Roads, hospitals, offices, and schools all fell. Two-thirds of the residents in Managua lost their homes. About 5,000 people died, and 15,000 were injured. International aid organizations came to help, but famine and disease affected the survivors. Managua has not rebuilt its city center, and you can still see traces of the ruins today. The earthquake was one of the most devastating natural disasters in the history of the Americas.

You Do/Production

A. What a Disaster! (R, W)

1. Present the example newspaper article regarding a fire.
2. Review the structure of a newspaper article
 - a. Title: simple present
 - b. Body: simple past
 - c. Conclusion: present progressive
3. Split students into pairs or small groups. Each group writes an article about a natural disaster. (Real or imaginary)
4. Exchange articles between groups. Each group reads and illustrates an article written by another group
5. Teacher can evaluate the writing and content of the articles, as well as whether or not pictures reflect the content of the articles.
6. Collect students' articles and illustrations to "publish" a local newspaper

Example:

Fires Burn in San Fernando

Tuesday May 1, 2012

For two weeks fires burned in San Fernando, Nueva Segovia. The fires started when a man burned trash on his patio. The fire grew out of control. Residents reported damage to crops. "It was scary. We thought the fire destroyed our farm," said Marta Maradiaga of Santa Clara. The army worked to put extinguish the powerful fires.

Today the land is recovering. Many people are starting to plant their crops again. Police are advising people not to burn their trash.

B. Student Radio Warning (S, W, L)

1. Students create their own radio warning based on a real natural disaster in world history.
2. Students use the Practice Activity B radio warning paragraphs as a model.
3. Students write the radio warning script and read their warnings to the class to practice speaking.
4. The class fills out a similar chart to practice active listening during presentations.

10th Grade 6.2 Experiencing and Coping with Natural Disasters

Target Vocabulary

COPE, common, FIND out, COME, sudden, dangerous, scary, FRIGHTEN, nervous, BURST, frostbite, RECOVER

Target Grammar

Review word order of adjectives to describe vocabulary in the simple present (See 7.1.4)
Review Simple Past (See 9.6.2, 9.6.3)

I Do/Presentation

A. Brainstorm: Nicaraguan Natural Disasters

As a class, students answer the following questions:

1. What natural disasters have happened in Nicaragua?
2. What natural disasters are common in our community?
3. What natural disasters have you experienced?
4. How do you find out when a natural disaster is coming?

We Do/Practice

A. Categories : Writing (See Multi-Purpose Activities Index for more directions) (L, S)

1. Follow the rules for this Multi-Purpose Activity to practice vocabulary.
2. Give students three categories such as: Earthquake, Hurricane and Blizzard.
3. Read vocabulary words that describe each of the three natural disasters.
4. Students listen and write the correct vocabulary word in the corresponding category.
5. Review the correct answers.
6. Continue the activity with different natural disasters
Ex. Tsunami, Landslide, Tornado

B. Disaster Writing (W)

1. In groups, students are assigned one of the natural disasters mentioned in the brainstorm.
2. On papelógrafo, students draw a picture to represent the disaster.
3. Write a definition for the disaster and explain some of the effects of the disaster.

Ex: A blizzard is a strong storm of snow and ice. During a blizzard, electricity goes out if power lines fall. Roads are blocked by snow and ice. Pipes freeze and burst. People cannot leave their houses. Sometimes people get frostbite or they can freeze to death.

Note: Blizzard is a good choice to use for an example because there are no blizzards in Nicaragua; students usually use ones that are most relevant to Nicaragua.

You Do/Production

A. Disastrous Exposition (S, L)

1. In small groups, students draw and describe a natural disaster discussed in class.
2. Students present to the class, so students become familiar with each disaster and related vocabulary.
3. Post the papelógrafos on the wall showing the characteristics of each natural disaster.
4. As a class compare and contrast the differences between the disasters, for example, the difference between a hurricane and a tornado.
5. After the presentations, name one of the disasters (or characteristics) presented and have students point to the correct papelógrafo (or name the disaster.)

B. Presentations: Experiencing a Natural Disaster (L, S)

1. Divide students into groups and assign each group a natural disaster (ones that are relevant to Nicaragua.)
2. Students make a list of things that describe the effects of their natural disaster.

3. Students prepare a presentation from their list about what to do in the event of their natural disaster.
4. Presentations should be about 5 minutes, include visual aids, and be dynamic.
5. The objective is for students to infer a connection between natural disasters and their effects.

Ex: the similarities between a hurricane and a tornado

C. Natural Disaster Movie Scenes (S, W)

1. Students draw a Comic Strip movie scene with any two famous actors. (See Multi-Purpose Activity Index for directions.)
2. In pairs, students exchange Comic Strips and discuss the movie scene.
3. In pairs, students present their partners' Comic Strip to the class.

Variation: In small groups, students select any two famous actors and create a movie scene with a natural disaster. Students use target vocabulary. Groups present scene to class.

10th Grade 6.3 Oral History: Natural Disaster Experiences

Target Vocabulary

HAPPEN, EXPERIENCE, FEEL, DESCRIBE, TELL, emotion, SUMMARIZE, EXPRESS, oral, left, right, double

Target Grammar

Review Wh-questions (See 8.5.3)

What is a natural disaster?

When was the last major earthquake in Nicaragua?

I Do/Presentation

A. Update: Oral History Project (W)

1. Remind students about the Unit 6 project.
2. Read the dates of the interviews they scheduled.
3. Check to see if students started their interviews.
4. Give students example questions (and possible answers) to ask for their interview:

1. What natural disasters have happened in Nicaragua?
Hurricanes, Earthquakes, Volcanic eruptions
2. What natural disasters have you experienced?
I have experienced an earthquake and a hurricane.
3. Can you describe the experience? *It was terrible.*
I thought I was going to die.
4. How old were you? *I was 13 years old.*
5. Where were you when it happened?
I was in Managua when the hurricane hit.
6. How did you feel?
I felt sad and depressed after the disaster.
7. What should people do to survive a natural disaster?
People should always be prepared for a natural disaster.

Note: the interview will be in Spanish, unless the interviewee speaks English.

5. Students' final projects are summaries written in English.
6. Students ask these questions to their interviewee and write the answers on paper.
7. Students read the entire interview and choose the important parts to present.
8. Clarify any doubts or questions related to the project.
9. Give students a due date to turn in their final project.

Note: Students do not translate these interviews word for word. Students read through each interview and choose the most important information. Students write a summary of this information in English. The project is not an exercise in translation; it is an exercise in using the vocabulary and grammar structures specific to the unit.

We Do/Practice

A. Whiteboard BINGO (L, R)

1. Write 10-15 words on the board from 10.6.1.
2. Students select any five of the vocabulary words from the board and write them down.
3. Read out the words, one by one and in any order.
4. If the students have written down one of the words you call out they cross it off.
5. When they have crossed off all their five words they tell you, by shouting "BINGO!"
6. Keep a record of what you say in order to be able to check that the students really have heard all their words.

B. Earthquake (L, S)

1. Students put their chairs in a circle.
2. Say "left" and all the students move one to the left.
3. Say "left," "right," "double left," "double right," etc. for however long, but eventually say "earthquake" and all the students run to a completely different chair and you (the teacher) sit down in one.
4. The student that is left standing has to answer a question about the topic of the day.
Ex: How do you know an earthquake is coming?
How can you prepare for a hurricane?
5. That student then becomes the "caller" until the next "earthquake."
6. You should remain seated so that there is always one student left to answer a question.

C. Two Circle Conversations (See Multi-Purpose Activities Index for more directions) (L, S)

1. Follow the rules for this Multi-Purpose Activity to practice the questions.
2. Write questions for the project (from I do/Presentation A) on the board.
3. Students copy the questions and complete the Two Circle Conversations to practice answering in English.

D. What Should You Do? (W)

1. Tape 5 drawings or pictures of natural disaster vocabulary on the board.
2. Students identify each word and write suggestions for what should be done to survive each situation.
Ex: EARTHQUAKE: You should cover your head and neck.
You should find shelter.
FIRE: You should crawl on the floor. You should not breathe the smoke.

You Do/Production

A. Work: Oral History Project (W)

1. Students bring the important parts of the interview written in Spanish to class.
2. Write the project questions on the board again.
3. Students read through their information and decide on the most important parts that answer the questions.
4. Students begin to write summaries of this information in English using grammar structures and vocabulary from the unit.

Important: Do not encourage word for word translation of the entire interview. This is an exercise in summarizing important information and using vocabulary the students know.

B. Peer Review (R)

1. Students work in pairs.
2. Students read their partner's work and give suggestions and feedback.

Example Oral History Project Record Sheet

Student's name	Person Interviewed	Natural Disaster
Juan	Grandmother	-Was alive when a great storm hit Nicaragua -Had to move to new home with family -Didn't think she was going to survive
Maria	Father	-Experienced the earthquake of 1972 -Thought he was going to die -Remembers the destruction
Brian	Aunt	-Witnessed the eruption of a volcano -The ashes caused her to get sick -She now lives in Canada
Cristina	Neighbor	-Survived Hurricane Mitch -Had to swim through part of the city -Has a new home and moved

C. Oral History Project in Small Groups (W)

1. Each Oral History Project includes the student's name and the name of the person interviewed.
2. Divide students into small groups of four or five, and have each student present their Oral History Project.
3. Students should record each group member presentation including the name of the presenter, the person interviewed, and important facts about the oral history.
4. Students turn in Oral History Projects.

D. Oral History Reflection:

1. Students review their notes from the Oral History Presentations and write a short response to the question, "Why is remembering Oral History important?"

10th Grade 6.4 Final Review

Review appendix for suggestions for evaluation.

11th Grade

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11th Grade 1st Day of Class

See 7.1.1 for suggestions for the 1st day of class.

11th Grade 1.1 Tell Your Story

Target Vocabulary

Irregular Verbs: BE, WAS/WERE, MAKE, MADE, MEET, MET, WRITE, WROTE, BEGIN, BEGAN, DO, DID, HAVE, HAD, KNOW, KNEW, TEACH, TAUGHT, EAT, ATE

Target Grammar

Review past tense, regular and irregular verbs (See 9.6.2 and 9.6.3). Focus on verb form (add -ed) and on time expressions yesterday, last week, etc.

I walked to school yesterday.

Last week she wrote a paragraph for homework.

I Do/Presentation

A. Regular Verbs

1. Review past tense regular verbs; write the present and past forms of several verbs on the board at random.

planned	applied	enjoy	start
walk	study	need	loved
play	die	clapped	plan
apply	want	love	studied
wanted	clap	died	enjoyed
started	played	needed	walked

2. In groups (or pairs) students match the simple form of the verb with the past form.
3. Present the following chart. Explain each rule.
4. Students fill in blank spots with verbs from the list.

1. Regular	+ -ed	<i>asked, wanted, needed</i>
2. Ends in -e	+ -d	<i>loved, died</i>
3. Ends in consonant -y	-y -> -ied	<i>studied, applied</i>
4. Consonant + Vowel + consonant ending	double the consonant + -ed	<i>planned, clapped</i>

B. Irregular Verbs (See Irregular Verbs Appendix)

1. Review past tense irregular verbs; write the present and past forms of several verbs on the board.

be	know	met
did	begin	wrote
taught	meet	knew
was/were	had	make
have	do	began
write	eat	ate
made	teach	

2. Explain that there is no rule for irregular verbs in the past tense. The only way to learn them is to memorize them.
3. In groups (or pairs) students match the simple form of the verb with the past form.

Variation: For advanced classes combine Activity A and B omit the chart for regular verbs. To combine the activities, present all the verbs at the same time. Students match them together and then divide the words into groups of regulars and irregulars.

C. Verb Chart

1. Many of our students are not good note takers. To help them improve, demonstrate on the board how they can make a simple T-chart to study the different verbs.
2. The chart can be as simple as two columns. One column with verbs in their simple form and the other with verbs in the past tense.

simple	past tense
be	was/were
have	had
know	knew

A. Cocktail Party (See Multi-Purpose Activities Index for more directions) (R, S, L)

1. Write biographical interview questions on small pieces of paper.
Ex: Where were you born? What did you study? Where did you live? What did you do for fun?
2. Give one paper to each student.
3. Students should find classmates and ask each other the questions.
4. After they ask and answer the questions, they change papers and find someone else to ask.

B. Two Truths and a Lie (See Multi-Purpose Activities Index for more directions) (W, S, L)

1. Tell the students to write down two things that are true about themselves and one thing that is untrue.
Ex: I went to Managua last week. I broke my leg when I was ten years old. I played soccer on Saturday.
2. Students must use simple past.
3. Divide students into small groups of 5-6.
4. Within their groups, students read their sentences aloud to their classmates.
5. Other members of the group must guess which sentence is the lie.

Variation: You can do this as a whole class instead of small groups, but small groups allow more student speaking time.

C. Past Tense Tic-Tac-Toe (S, R, L)

1. See instructions for Tic-Tac-Toe in the Multi-Purpose Activities Index.
2. Divide the class into two teams.

Variation 1:

- Fill the board with past tense verbs.
- Students say a complete sentence to get an X or O in the square.

Variation 2 (easier):

- Fill the board with present tense verbs.
- Students say verb in simple past to win the square.
- Good activity to practice irregular simple past verbs.

D. Teacher Autobiography Paragraph (R, W)

1. This is a good activity for the students to know you better as their teacher. Write a paragraph about yourself.
2. Include examples of both regular and irregular past tense verbs.
3. Students write three questions that they want to know about their teacher's past.
*Ex: Where were you born?
What was your favorite sport as a child?
Why are you a teacher?*
4. Students volunteer to read their questions.
5. Present the Autobiography.

I was born to be a teacher. In 1980 I was born in Corinto in Chinandega. I loved to play sports. I played baseball, basketball or soccer every day. My mom and dad were teachers and they made sure that I studied. I needed to get good grades in school. When I was 18 I went to university, to become a teacher like my parents. Five years ago, I started to teach English in this high school. My parents are very proud that I became a teacher.

6. Read the paragraph out loud.
7. Volunteer students read parts of the paragraph.
8. Identify any new vocabulary.
9. Students circle regular past tense verbs.
10. Students underline irregular past tense verbs.
11. Students use the reading to answer the questions they wrote before reading the autobiography.
12. Answer any questions that were not answered in the paragraph.

You Do/Production

A. Students of the Year Interview and Newspaper Article (W, L, S)

1. Students should form pairs and conduct a biographical interview of their partner.
2. The interview should include general biographical questions like:
 - a. *Where were you born?*
 - b. *Where did you go to primary school?*
 - c. *What did you do for fun?*
 - d. *What did you like to study?*

3. Students must use the simple past.
4. Interviewers should create a "Student of the Year" award for their partner and draw a prize on a piece of paper, including an illustration that reflects something about their partner's life.

Ex: Marta's partner is Gema. Because Gema likes to play the guitar, Marta makes a prize that says "Gema: Student of the Year" with a drawing of Gema playing guitar.

5. Interviewers should present their partners with the imaginary award and explain to the class why this student won the award.

11th Grade 1.2 Write Your Story

Target Vocabulary

GET married, HAVE children, MAKE money, LOOK for a job, MOVE to (another place), GO to the university, GRADUATE from, BUY a house, TRAVEL to

Target Grammar

Review Simple Past, Regular and Irregular verbs.

He studied in Matagalpa.

He spent time in Rivas.

I Do/Presentation

A. Structure of a Biography

1. Explain that most biographies have a structure.
2. A biography starts with an introduction.
3. The biography should explain the person's BIRTH.
4. The biography should explain the person's LIFE.
5. The biography should explain the person's DEATH if the person is dead.
6. The biography ends with a conclusion.

B. A Biography of Rubén Darío (R, L) (Listen to CD Track #30)

1. Prepare the biography on a papelógrafo, but with the verbs left blank.
2. Read the full text to the class, or play the CD track.
3. Students should listen to fill in the blank verbs.

A Biography of Rubén Darío

Félix Rubén García Sarmiento, also known as Rubén Darío (**was**) Nicaragua's most famous poet. He (**was**) born on January 18th, 1867 in Metapa, Nicaragua. His parents (**died**) so he (**lived**) with his godfather Colonel Félix Ramírez. Darío (**learned**) how to read at the age of three. When he (**was**) 19 years old, he (**moved**) to Chile, where he (**wrote**) his most famous work, *Azul*. He (**worked**) as a journalist and diplomat. He (**shared**) his talent and creativity with the world. He (**died**) in the city of León on February 6th, 1916. He is remembered as the Prince of Castilian Letters.

We Do/Practice

A. Reading Comprehension (R, W)

1. Students complete the verbs in the biography of Rubén Darío.
2. Students should answer these comprehension questions. Use Think-Pair-Share.
 1. Where was Rubén Darío born?
 2. Where did Rubén Darío live?
 3. What jobs did Rubén Darío have?
 4. Why is Rubén Darío famous?

B. Fill in the Blank Relay Race (R, W)

1. Before class, copy one of the eight sentence sets of irregular and regular past tense verbs on separate pieces of paper. (Sentence sets are written in the space below these directions.)
2. Divide students into groups of five.
3. Give each group one of the eight pieces of paper, face down, and a separate piece of blank paper.
4. Tell students not to turn the paper over until you say "Go!"
5. Tell students to write only on the blank piece of paper (not on the sentence set).
6. After you say "Go!" the first student of each group will flip the pieces of paper over and write the correct verb in the Simple Past on the blank piece of paper.
7. After the first student writes the verb on the blank piece of paper, he or she passes both pieces of paper to the next student.
8. This continues until every student writes a past tense verb.
9. The last student in the group to finish takes the piece of paper with the verbs in Simple Past to the teacher.
10. The teacher checks the answers.
11. If the students have mistakes, the group must correct them.
12. The first group who gives the correct answers wins the race.
13. Rotate the sentence sets to different groups until every group has had all the different lists of sentences.

Sentence Sets

Regular:

Everyone _____ English in high school. (learn)
I _____ myself for the college entrance exam. (prepare)
Manuel _____ a lot for the exam. (study)
Julia _____ computation classes in Estelí. (attend)
We _____ to study engineering. (plan)

Manuel and Julia _____ to study in Rivas. (decide)
They _____ class in February. (start)
We _____ our degree after five years. (finish)
Manuel _____ his degree from engineering to administration. (change)
Julia _____ to her family every weekend. (talk)

Manuel _____ Julia. (like)
He _____ her house every day. (visit)
Julia _____ Manuel too. (love)
They _____ in April. (marry)
Everyone _____ at the wedding. (dance)

Manuel and Julia _____ to Estelí. (return)
They _____ to be near their family. (want)
Manuel's father _____ last year. (die)
Julia's sisters _____ in the neighborhood. (live)
I _____ at a store down the street. (work)

Irregular:

Manuel _____ an idea. (have)
He _____ a book of poems. (write)
He _____ the poetry to Julia. (give)
She _____ she loved him. (know)
They _____ to date. (begin)

Julia and I _____ at the university. (meet)
She _____ my notebook under my desk. (find)
I _____ her a soda to say thanks. (buy)
We _____ each other in class every Saturday. (see)
Manuel _____ jealous of our friendship. (feel)

Manuel and Julia _____ three children. (have)
Julia _____ computation at the school. (teach)
Manuel _____ an engineer with the Mayor's office. (be)

The family _____ chicken soup every Sunday. (eat)
They _____ a vacation to Somoto Canyon during Holy week. (take)

I _____ that Manuel and Julia were very happy. (think)
One day, Julia _____ from a horse. (fall)
She _____ a broken leg. (have)
Manuel _____ to visit her in the hospital. (go)
They _____ happy, even in the hospital. (be)

You Do/Production

A. Future Biography (W)

1. Students imagine that in year 2110, they were very famous for something and a biographer wants to write about them.
2. Students imagine what they were famous for.
3. Students write a one-paragraph biography about themselves (minimum five sentences).
4. Students focus on using the structure of the biography.

B. Mini-Books (See Multi-Purpose Activities Index for more directions) (W, R)

1. Students create mini-books using the paragraph of their future biography.
2. Mini-books must include:
 - Cover with a title.
 - Page with introduction.
 - Page with their birth.
 - Pages with sentences about their life.
 - Page about their death.
 - Page with a conclusion.
3. After students write their biographies, they should exchange their mini-books with a partner.
4. Students should illustrate their partner's autobiography.
5. Evaluate both the writing and drawing as proof that students understand each other's biographies.

Example Paragraph

Future Biography

Olman Pineda was Nicaragua's most famous surgeon. He was born in the city of Matagalpa on January 3, 1998. He studied at the Eliseo Picado Institute when he was a teenager. Later, he went to UNAN in Leon to study medicine. He worked for 35 years in the public hospital in Matagalpa. When he retired, he dedicated his life to giving medical care to the poor. He died on February 14, 2075. The Pope recognized his work, and named him "Nicaragua's Mother Teresa."

Note 1: Emphasize that the language should be simple, and that students can use verbs from the Fill-In-The-Blank activity practice.

Note 2: If a student doesn't want their partner to draw on their mini-book, the partner can complete the assignment on another piece of paper and turn it in with the mini-book.

11th Grade 1.3 Famous Stories

Target Vocabulary

investigation, research, famous, celebrity, DRESS UP

Target Grammar

Review "Wh" Questions

Where is he from? **Why** is he famous?

I Do/Presentation

A. Famous People Brainstorm

As a class, brainstorm a list of famous Nicaraguan people, locally and nationally

Examples of Famous Nicaraguan People:

Alexis Argüello, Andrés Castro, Augusto César Sandino, Cardinal Obando y Bravo, Carlos Fonseca, Carlos Mejía Godoy, Chocolatito, Daniel Ortega, Enmanuel Mangalo, Gioconda Belli, Gustavo Leytón, Luis Enrique, Oto de la Rocha, Rubén Darío, Vicente Padilla

Examples of Famous Local People:

The mayor, the principal, musicians, doctors, business owners

B. Important Information Brainstorm

As a class, brainstorm a list of information that is important to know to research a famous person.

Ex: when someone was born, where they were born, what their profession is, how many brothers and sisters they have, etc.

We Do/Practice

A. Who Am I? (L, S)

1. Pretend to be a famous Nicaraguan.
2. Students should ask you questions about your life using "Wh" questions.
3. Students must guess who you are based on your responses.

B. Celebrity Circle (S, L)

1. Divide students into groups of 4.
2. Give each student in the group a number 1-4.
3. Each student will have the opportunity to be famous.
4. Call out a number 1-4 and students with that number stand up.
5. Tell the class to give them a big applause because they are famous.
6. Students can use personal information or pretend to be a real celebrity.
7. The three other members of the group ask the famous person questions that were brainstormed.
8. After 3-5 minutes, call out another number.
9. Repeat the process until everyone has had a chance to be the celebrity.

Variation: Use the following Famous Nicaraguan People from the Atlantic Coast to do the Celebrity Circle Activity.

George Augustus Frederick II

George was the King of Mosquitia. He was born in 1833 in Puerto Cabezas. George ruled as the King of Mosquitia. He lived his entire life between in Honduras and Nicaragua. George was famous because he served as the last King of Mosquitia.

Sabu

Sabu is a Costeño musician. He was born in Puerto Cabezas in 1940. Sabu plays music and sings in a band. He lives in Puerto Cabezas and in Bluefields. Sabu is famous because people loved his music.

Scharlette Allen

Scharlette Allen is a model from Bluefields. She was born in Bluefields in 1991. Scharlette modeled clothes, jewelry, and cell phones. She lives in Bluefields and Managua. Scharlette is famous because she won "Miss Nicaragua" in 2010.

Darell Campbell

Darell Campbell is a Nicaragua baseball player. He plays baseball for the Coast Team. He was born in Bluefields in 1982. Darell lives in Bluefields when he isn't travelling. Darell is famous because he runs fast and fields well.

C. Biographical Research (W)

1. Each student thinks of one famous person they want to learn more about.
2. The person can be a famous Nicaraguan or a famous person in the community.
3. Students are going to do a short research project on that person.
4. Students make a list of 5-10 questions that they would like to research about their famous person.
5. Students should write down the answers of their research.
6. Student research can be done in books, internet, magazines and through interviews.

You Do/Production

A. Get into Character (W, S)

1. In advance, tell your students that the next class they will pretend to be the famous person they researched in Practice Activity C.
2. Students can dress up, make nametags or bring a prop like a microphone for a singer or a glove for a baseball player.
3. Students should be prepared to describe their famous person in English.

B. Who Are You? (L, S)

1. Students pretend to be a famous Nicaraguan.
2. One student comes and stands in front of the class.
3. The class should ask the student questions about their life using "Wh" questions.
4. Students must guess who they are based on their responses.

C. Hidden Identity (L, S)

1. Students write the name of a famous person on a card.
2. Students exchange cards with a classmate.
3. They should NOT look at the new card, they will be guessing their identity.
4. This card becomes their "Hidden Identity."
5. Students must ask questions about their hidden identity to reveal who they are.

Ex: Am I a man or a woman? Am I a musician? Am I alive or dead?

D. Cocktail Party (See Multi-Purpose Activities Index for more directions) (S, L)

1. All the students should come to class as their famous person.
2. Students take notes on 3 other famous people that they meet during the party.
3. Student to student interaction only in English and using question words and proper introductions.

E. Party Report (S, W)

1. Students write 2-3 sentences about 3 famous people that they met.
2. After the party, go around class and with their notes students describe another famous person until someone can guess who it is.

Variation: Go around the classroom and students describe 1 or 2 famous people that they met.

F. Change Seats in Character (S, L)

1. See Multi-Purpose Activity Index for more directions.
2. Students pretend they are their famous person.
3. Students call for each other to change seats according to characteristics of the famous people.

Ex: Change seats if you are a musician. Change seats if you are from Managua. Change seats if you are old.

11th Grade 2.1 My Future

Target Vocabulary

administration, art, business, computer science, cooking, economics, education, engineering, foreign relations, law, medicine, nursing, pharmacy, writing

Target Grammar

Review future tense with WILL (See 10.4.3)

*After class, I **will** eat lunch.*

*I **will** finish high school this year.*

I Do/Presentation

A. University and Career Vocabulary

1. Generate vocabulary list by asking students, "What will you study in the University?"
2. Students copy target vocabulary, then practice pronunciation.

B. Present WILL

1. Tell students, "Right now, you are studying in high school. In December, you WILL graduate. Many of you WILL go to a university. Some of you WILL work."
2. Draw attention to the word WILL, and have students guess its use.
3. Explain that WILL is used before the important verb to signal the future tense.
Ex: Tonight I will eat gallo pinto for dinner. Tomorrow we will have two hours of English class.
4. Remind students of the structure of WILL.
Subject + WILL + important verb

We Do/Practice

A. Run to the Board (See Multi-Purpose Activities Index for more directions) (L)

1. On the board write different university careers.
Ex: English, Medicine, Economics
2. Divide the class into two teams.
3. Read a sentence about goals for the careers.
4. The two student volunteers run to the board and slap the career that corresponds to the sentence they hear.

*Ex: I will study English grammar and pronunciation.
(English)*

I will learn how to take care of patients. (Medicine)

*I will practice mathematics and learn about money.
(Economics)*

B. Listening Activity: Future Timelines (Listen to CD Tracks # 31, 32, and 33) (L)

1. Bring papelógrafos with the following picture timelines (with no words)
2. Read the following descriptions of 3 students' future plans. Students decide which description corresponds to which picture timeline.

Ramona:

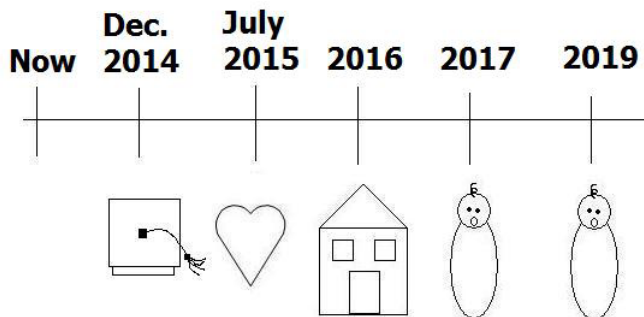
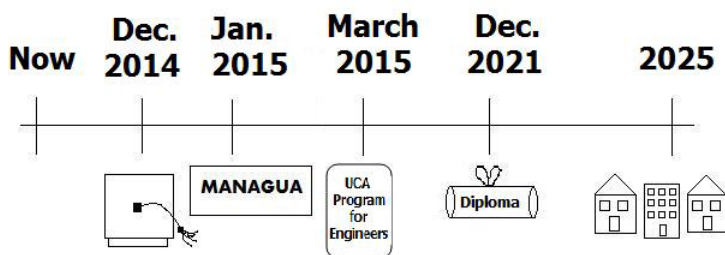
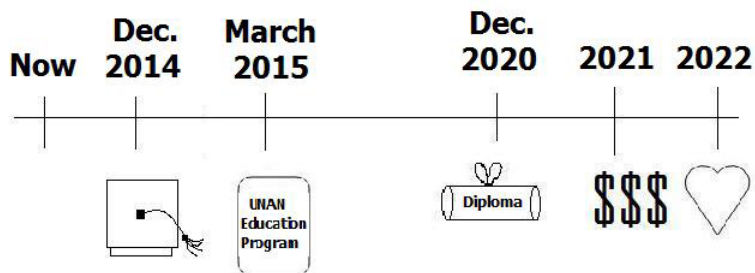
In December 2014, I will graduate high school. In January 2015, I will move to Managua. In March 2015, I will start classes in UCA. I will study engineering, because in the future I want to be a civil engineer. In December 2021, I will receive my engineering degree from UCA. In 2025, I will have an interesting job in engineering, and I will construct many houses and buildings.

Cristofer:

In December 2014, I will graduate high school. I will spend Christmas with my family, and then in March 2015 I will enter UNAN University to study education. I will study a lot, and in December 2020 I will receive my degree from the university. In 2021, I will get a job as a teacher in a primary school, and I will make a lot of money. Then I will get married 2022.

Tania:

I will graduate high school in December 2014. I will marry my boyfriend in July 2015, because we are in love. In 2016, my husband and I will buy a house. Then, in 2017, I will have a baby. In 2019, I will probably have another baby. I will be a housewife forever.



C. Paola's Future: Comprehension Questions (R, S)

1. Present the following reading:

In December, Paola will graduate high school. She will say "Goodbye" to her teachers and friends, and she will move to Juigalpa to study in UNAN University. In the university, Paola will study economics, because in the future she wants to work in a bank. Paola will work hard, and in five years she will graduate from the university. Paola will begin her career; she will be successful and earn a lot of money.

2. Use Think-Pair-Share for students to answer the comprehension questions individually, then in partners, then as a class. (See Multi-Purpose Activities Index for directions.)

1. When will Paola graduate high school?
2. Where will Paola study?
3. What will Paola study?
4. Why will Paola study economics?
5. When will Paola begin her career?

You Do/Production

A. My Future Timeline (W,S)

1. Show students a written version of one of the timelines from the listening activity.
2. Using the example as a model, students make their own future timelines with pictures and write a paragraph (using WILL) to accompany it.
3. Students present their timelines to the class.

B. Mini-Book: My Classmates' Futures (L,W)

1. Students listen to their classmates' timeline presentations from Part A.
2. Based on what they hear in the presentations, students write 1 sentence about the future plans of 5 classmates
Ex: Jennifer will move to Boaco in February. Pamela will study law in Managua. Raúl will graduate high school in December. Lorena will get married to her boyfriend. Samuel will study computer science in UNAN Juigalpa.
3. Students make a mini-book with their sentences. Each sentence is accompanied by a picture.

11th Grade 2.2 Getting A Job

Target Vocabulary

career, computer skills, dedicated, English knowledge, hardworking, experience, INTERACT, job, organized, punctual, respectful, responsible, university degree, WORK

Target Grammar

Review Modals MUST, HAVE TO and SHOULD (See 8.6.3, 9.2.2 and 10.1.1)

*Job applicant **should** have a university degree.*

*Applicant **must** be enthusiastic and hardworking.*

I Do/Presentation

A. Review Job Vocabulary (See 9.1.1)

1. Brainstorm job vocabulary list.
2. Make a list of jobs and examples of community members.

Job	Example
Teacher	Leyla Briceño
Shopkeeper	Doña Aura Lila
Artist	Jhonny Castellano

B. Review Professional Characteristics (See 9.1.2)

Use examples of students or community members to present the vocabulary.

Ex: Pablo is organized. Teacher Néstor is punctual.

C. Review Job Skills and Professional Characteristics (See 9.1.2)

1. Brainstorm requirements for different jobs.

Job	Requirements
Doctor	Understand medicine, have a medical degree
Waiter	Be friendly, serve clients
Teacher	Have university degree
Salesperson	Have mathematics skills
Tour guide	Speak English, drive a car

2. Using the list, make sentences with MUST.

Ex: A doctor must understand medicine.

A waiter must be friendly.

A tour guide must speak English and drive a car.

3. Remind students that MUST is used for requirements.

4. Draw attention to the structure of MUST.

Subject + must + verb

Some job ideas:

teacher	engineer	carpenter
student	police officer	tailor
principal	fireman	maid
doctor	mechanic	farmer
nurse	electrician	gardener
pharmacist	artist	cashier
tour guide	factory worker	baker
cook	street vendor	housewife
waiter	salesperson	bus/taxi driver
secretary	shopkeeper	janitor
		security guard

We Do/Practice

A. Review Job Vocabulary

1. Use a multi-purpose activity to review new vocabulary
2. Charades, Run to the Board, etc.

B. Review Job Skills and Professional Characteristics Vocabulary

1. Use a multi-purpose activity to review new vocabulary.
2. Look to 9.2.2 for review.

C. Listening Activity with MUST (L)

1. Before class, cut and organize several photographs of people with different job titles. The photographs can be from magazines, newspaper, etc.

Ex: driver, artist, housekeeper, teacher, pharmacist, secretary

2. Students copy in their notebooks the numbers 1-6.
3. Read ads describing the requirements of each job. Students decide which ad corresponds to which job and photograph.

1. (artist) The applicant for this job must be very creative. He/she must have experience drawing and painting pictures.

2. (teacher) The applicant for this job must be punctual and responsible. He/she must have a university diploma in Education.

3. (driver) The applicant must be friendly. He/she must drive a car.

4. (pharmacist) The applicant must be very intelligent and responsible. He/she must understand medicine and have a university diploma in pharmaceuticals.

5. (housekeeper) The applicant must be very hard-working and motivated. He/she must have experience washing clothes, cooking, and cleaning houses.

6. (secretary) The applicant for this job must be dedicated and organized. He/she must use a computer and make documents.

Variation: You can do this activity as a dictation, by reading the ads aloud and having students write the job in their notebooks. This may be less fun for the students, but all students can participate equally.

D. Word Association (S, L)

1. Divide the class in two teams.
2. Each team sends a volunteer to the front.
3. Say a job. The first volunteer to say a word related to that job wins the point.
Ex: Teacher says "Cook." Student wins for words like food, restaurant, eat, etc.
4. For advanced classes, students say a sentence with the occupation to earn the point.

E. Job Pairs (S, L)

1. Prepare cards with jobs for each student.
2. Each card has a match. Professions that are related or work together.
Ex: Nurse/Doctor, cook/waiter, teacher/student, police officer/fireman
3. When every student has a card they stand up and find their match.
4. Students explain why the jobs are a match.
5. Collect the cards and repeat the activity.

You Do/Production

A. Future Career Paragraph (W)

1. Using their timelines from the previous content, students write a plan on how they will achieve the things needed to get a job.

My Future Career

In one year, I will graduate high school and go to University. I will study engineering in UNI in Managua. I must be hardworking and organized. In five years, I will have my degree in engineering and will look for a job in Managua. I must have mathematics skills. I must speak English and be able to use a computer. In 10 years I will have a job at the mayor's office in Masaya as the head engineer.

2. Tell students who are unsure about their future that now is the time to start thinking about them.
3. Students can work in pairs but should create their own plan.
4. Pair students who are more confident of their futures with students who are less confident.

B. Future Career Mini-Books (See Multi-Purpose Activities Index for more directions) (W)

1. Students use their ideas about the next seven years of their future to make a mini-book.
2. Mini-books should include their career goals and the steps needed to achieve them.
3. Students should keep them to make sure they are on track to reach their goals!

C. Mini-Books Drawing Exchange (R)

1. After students make their mini-books, they exchange with a partner.
2. The partner should illustrate the mini-book according to the sentences.
3. You can verify and evaluate that the grammar is correct, and that the pictures match the writing.

11th Grade 2.3 Job Searches and Interviews

Target Vocabulary

ATTENDED, BEEN, DONE, GONE, HAD, LEARNED, STUDIED, TAKEN, WORKED, WRITTEN
applicant, interviewer, job desired, strengths, weaknesses

Target Grammar

Present Perfect

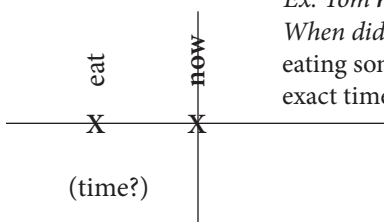
*Jane **has studied** engineering in the past.*
*They **have worked** in an office before.*

I Do/Presentation

A. Target Grammar

1. Review HAVE in the Simple Present.
2. Draw the diagram on the board and explain the use of the present perfect.

Present Perfect



*Ex: Tom **has already eaten**.*
When did Tom eat? Tom finished eating sometime before now. The exact time is not important.

3. The present perfect is used for something that happened before the present now. The exact time is not important.
4. Write examples on the board and underline the verbs.

Ex: I have earned this promotion.

Ruth has arrived on time every day since she started working here.

They have not confirmed their attendance at the meeting.

5. Explain that a verb in the present perfect has two parts: the auxiliary verb HAVE and the past participle.

Verb Form: HAVE (Simple Present) + past participle

6. Explain that the past participle for regular verbs is the same as the simple past.
7. Explain that there are many irregulars.
8. Give students a list of irregular past participles. (See last page of manual for verb index.)
9. Present Example sentences
Ex: They have spoken at the meeting.
She has not worked at that company for three years.
Has James taught at the university for many years?
We have waited here for over two hours!
10. Ask students for the sentence structure of the present perfect:
11. Students copy the verb form, sentence structure and examples.

Present Perfect Sentence Structure

Affirmative:

Subject + HAVE + past participle + Complement.
I have studied English.
He has been to Spain.

Negative:

Subject + HAVE + not + past participle + Complement.
You have not worked in Leon.
She has not written a cover letter.

Interrogative:

HAVE + Subject + past participle + Complement + ?
Have you gone to church?
Has he learned to drive?

Note: Present Perfect is a difficult tense. If your students have difficulty with grammar, do not teach present perfect, and do the following activities focusing on simple past and future.

B. Job Application

1. Present the Job Application on a papelógrafo:

Applicant Name: María José Téllez Rodríguez	Date of Birth: July 15, 1989
Age: 22 years old	Sex: F
Job desired: English Teacher	Salary desired: C\$4,000/month
Hours Available: Monday-Friday 7:00-1:00pm	
Education: I graduated from Tecolostote High school in 2005. I received a diploma in pedagogy from UNAN Juigalpa in 2010.	
Work Experience: I have worked as a substitute teacher in San Lorenzo in 2010 and as waitress in Villa Rosa Restaurant, 2008-2009	
Strengths: I am responsible and punctual. I have experience in schools. I am creative. I am bilingual (Spanish and English).	
Weaknesses: Sometimes I am a perfectionist.	

2. Identify the new vocabulary (applicant, job desired, strengths, weakness).

C. María José's Job Interviews (Listen to CD Track #34)

1. Explain to students that a job interview typically consists of questions about the applicant's job application and work experience.
2. Present the interview dialogue with a student from the class. The candidate should present his/her job application to the interviewer as the dialogue begins.

Interviewer: Good afternoon. Please, sit down.

Applicant: Good afternoon. I want to apply for the English teacher job in the high school.

Interviewer: Ok, what's your name?

Applicant: My name is María José Téllez Rodríguez.

Interviewer: Ok, what work experience do you have, María José?

Applicant: I have worked as a substitute teacher in San Lorenzo in 2010, and I have worked as a waitress in Villa Rosa Restaurant from 2008-2009.

Interviewer: Interesting. And what is your greatest strength?

Applicant: Well, I have many good qualities, but my greatest strength is creativity.

Interviewer: Ok, thanks. I will call you if a work opportunity is possible.

Applicant: Thank you for your time! Goodbye.

A. Present Perfect Drilling (W)

Students complete the following sentences in the present perfect using the verb in parenthesis.

Ex: I have finished (finish) my homework already.

1. She has read (read) Rubén Darío's poems before.
2. They have visited (visit) Matagalpa in the past.
3. Sarah has taken (take) English classes before.
4. I have worked (work) on a farm once before.
5. He has eaten (eat) sopa de mondongo.

Variation: Present verbs in a Word Box. Students decide which verb fits where and writes it in the present perfect tense.

B. Job Application True/False Comprehension Questions (R, L)

1. With masking tape, make a line in the middle of the classroom to divide it in half.
2. Explain to students that one side of the room represents TRUE and the other side represents FALSE.
3. Show the job application from the Presentation Part A.
4. Read the true/false questions.
5. If students believe the sentence is true, they walk to the side of the room that corresponds to TRUE. If they believe the sentence is false, they walk to the side of the room that corresponds to FALSE.
 1. The applicant is female. (True)
 2. The applicant wants to be a secretary. (False)
 3. The applicant studied English in Juigalpa. (True)
 4. The applicant does not have experience as a teacher. (False)
 5. The applicant is responsible and punctual. (True)
 6. The applicant is bilingual. (True)
 7. The applicant has no weaknesses. (False)

C. Job Interviews: Selecting Candidates (Listen to CD Tracks #35 and 36) (L)

1. With two different students from the class, read the two job interviews written below.
2. Explain that students will select which candidate will get the job.
3. The first candidate should act casual and unprofessional. The second candidate should act prepared, professional, and confident.
4. Students listen to the interviews, then vote to determine who will get the job.

Variation: Students can also practice the dialogues in pairs.

Interview #1:

Interviewer: Good morning. Sit down, please.

Applicant: Hey. I want to apply for the cashier job in the bank.

Interviewer: Great. What's your name?

Applicant: My name is Eduardo Daniel Gutiérrez Sabina.

Interviewer: Ok, Eduardo, what work experience do you have?

Applicant: Work experience? I have never worked before. I prefer to watch television or play soccer.

Interviewer: Ok... and what is your greatest strength?

Applicant: Usually I am punctual, but not if there is a Barcelona/Madrid game on TV.

Interviewer: Ok, thanks. I will call you if a work opportunity is possible.

Applicant: Ok. Bye.

Interview #2:

Interviewer: Hello, good afternoon. Sit down, please.

Applicant: Good afternoon. I want to apply for the cashier job in the bank.

Interviewer: Ok, what's your name, please?

Applicant: My name is Silvia Vanessa Contreras Toledo.

Interviewer: And what work experience do you have, Silvia?

Applicant: I have worked as a cashier at the Tecolostote gas station for six years.

Interviewer: Great! And what is your greatest strength?

Applicant: Well, I have many good qualities, but my greatest strength is that I have great math skills. I am also very responsible and honest.

Interviewer: Ok, thank you, Silvia. I will call you if a work opportunity is possible.

Applicant: Thank you very much for your time! Goodbye.

You Do/Production

A. Writing Job Applications (W)

1. Following the model, students complete a job application for their dream job.
2. Students or the teacher save the job applications, because they will be used in the job interview activity.

B. Job Interview Dialogue (W, L, S)

1. Return students their job applications from Part A.
2. Show students the written version of the job interview dialogue used in the Presentation Part B. This will be a model for students' work.
3. Students work in partners and use one of their job applications to make their own job interview dialogues. One student will be the applicant, and the other will be the interviewer.
4. Students present their interviews to the class.
5. Classmates listen to the presentations and vote "Yes" or "No" to decide if each candidate will get the job.

C. Create a Company (W, L, S)

1. Students work in pairs to create their own company.
2. Pairs create a name and write a Help Wanted ad.
3. They write their own job interview questions and answers.
4. Students try to include the present perfect at least once.

D. Job Fair (W, S, L, R)

Use the same pairs from the previous activity.

1. Half the pairs go first.
2. Students make a semi circle where the pairs going first set up their company name and job ad.
3. The other pairs go around to those companies and interview for the jobs.
4. Pairs use the interview questions they wrote in the last activity.
5. After 10-15 minutes, switch.
6. At the end, discuss who had the best/most interesting company, who gave a good interview, etc.

E. Think Pair Share (R, S, L)

1. Ask students to think about the scenarios below.
2. Students pair off and discuss their opinions
3. Finally, call for the group to discuss the scenarios as a whole.

Mr. Smith offers you a job after school helping fix cars. You really want to learn mechanics, but you know he offered your friend more money than he offered you.

1. What should you say?
2. What is fair pay for a job like this?

You go for a job interview. You haven't been trying in school, and now you're sorry because you really want this job. There is another student having an interview who is very good in school.

1. What should you tell the interviewer?
2. What can you do to prepare for a job interview?

11th Grade 3.1 Human Rights

Target Vocabulary

born, equal, education, religious freedom, free speech, vote, right, protest

Target Grammar

Adverb Clauses, Because (See 9.5.2) and Since

*The right to a free education is important **because** all children need to have the opportunity to go to school.*

*The right to food is critical to a country **since** it keeps people from starving.*

I Do/Presentation

A. Present Human Rights

1. Present to your class the list of Human Rights from the United Nations' Universal Declaration of Human Rights.
 1. All people are born free and equal.
 2. All people have the right to a free education.
 3. All people have the right to free speech.
 4. All people have the right to religious freedom.
 5. All people have the right to a home.
 6. All people have the right to food.
 7. All people have the right to work.
 8. All people have the right to vote.
 9. All people have the right to play.
2. Teach new vocabulary. Students volunteer to explain the Human Rights.

We Do/Practice

A. The Right to Act (R, W, S, L)

1. Write the following situations on small pieces of paper.
2. Divide the students into nine groups.
3. For smaller classes, use fewer groups. There should be at least three students in each group.
4. Give each group a situation.
5. In groups, students must read the passage and identify which human right is involved.
6. Each group should prepare a skit to represent the situation.
7. Groups present their skits.
8. The class should watch the skit and identify as a group which right is being presented.
9. Follow each presentation with a short discussion.
 - * Which right is being represented?
 - * What character did each student play?
 - * Where in the world can this situation happen?
 - * What is the status of this right in Nicaragua? In the world?
4. When Christopher arrives to vote on Election Day, a soldier tells him that he can't vote. Christopher says that he is registered. The soldier tells him that he can't vote because he is a member of the opposition party. The soldier forces him to leave. (*Right to vote*)
5. Isabella wants to play with her friends, but her parents will not permit her. Everyday she has to clean and cook after school. One day she leaves to play volleyball. When she gets home, her parents punish her. They tell her to never leave without permission again. (*Right to play*)
6. In Ramon's country it hasn't rained in two years. There is very little food. The government exports some food to make money. Ramon only eats one meal a day. His sister died from malnutrition. (*Right to food*)
7. Every Sunday, the people in Sarah's town go to different churches. But Sarah cannot practice her religion. Police close (or destroy) her church and tell her not to go there. (*Freedom of religion*)
8. Yaribell pays a stranger to take her across the border to find work. When she arrives, she is forced to work as a prostitute. The owners of the brothel take all the money, and she cannot leave the brothel because the owners are violent. She becomes pregnant and has a baby. Her child is born into slavery, too, and grows up in the brothel. (*Free and equal*)
9. In Osmani's country there is a civil war. He had to escape the violence and he lives in a United Nations refugee camp until the war ends. When he returns to his town, he discovers that the military built a base where his house was. He has no money to build a new house, and the military will not help pay. (*Right to a home*)

Variation: For a listening activity, you can read the passages aloud and students must listen and identify the right.

Passages

1. Ricardo doesn't go to school because his parents can't pay the fee. School should be free in Ricardo's country but the mayor makes every student pay \$5 a month to go to class. (*Free education*)
2. Ricardo's parents are sad and angry that their son can't go to school. They protest in front of the mayor's house. The mayor arrests the protestors and puts them in jail for protesting. (*Free speech*)
3. Rosa has a degree in engineering. She applies to 10 different jobs. Each time a man gets the job instead of her. None of the men have degrees. Rosa never gets a job. (*Right to work*)

B. Practice Dialogues (L, S)

1. Present one of the following dialogues.
2. Students guess which right from the Universal Declaration of Human Rights is being represented.

Example Dialogues:

Sara: Hi Juan! What are you doing?

Juan: Lupita and I are going to Mass at the Catholic Church.

Lupita: What church do you attend, Sara?

Sara: My family doesn't go to the Catholic Church...we are Evangelical.

Juan: That's okay, my family says we should all be friends. It's not important what religion you are.

Lupita: Yes, I agree!

Sara: Ok, good. Enjoy the Mass and see you later!

(Right to Religious Freedom)

Ana: Hi Melba! I am going to the plaza for the Fiestas Patronales. Do you want to come?

Melba: Yes! Wait. I need to ask my mom for permission. Mom!

Melba's Mom: Yes?

Melba: Can I go to the Plaza with Ana?

Melba's Mom: No, you can't. You need to iron the clothes, wash the dishes, and sweep the floor.

Ana: Oh, I'm sorry Melba.

Melba: It's okay. My mom never gives me time to play.

(Right to Play)

You Do/Production

A. Guess the Right (W, S, L)

1. Divide the students into small groups, and give each group a right. It should be a secret from the other groups.
2. Students prepare a dialogue or skit to represent the right.
3. Students can use very basic English. Encourage them to write the skit without memorizing.
4. Students present the dialogue or skit in front of the class.
5. After each presentation, the rest of the class should guess which right was being represented.

B. Presentations (W, S)

1. Divide the class into 9 groups.
2. Each group selects one of the Human Rights.
3. Each group is responsible for a presentation with oral and visual aspects.
4. Prepare a sample presentation to give as an example.
5. The visual aspect of the presentation can be a poster with drawings of the Human Right, or a short drama
6. The oral aspect of the presentation can include answers to the following questions:
 - What is the Human Right? Explain it.
 - Why is the Human Right important?
 - Can you give an example of the Human Right?
 - What would life be like without the Human Right?
 - Can you think of examples of the Human Right in Nicaragua and in your life?
7. Each group presents for 5-10 minutes.
8. Other students ask questions.
9. Ask questions to check comprehension.

C. Student Rights and Responsibilities: Think, Pair, Share (W, S, L)

1. Explain that students in Nicaragua have rights and responsibilities.
2. Individually, students think about the rights and responsibilities that they have as students, and make a list.
3. Students form small groups and discuss students rights and responsibilities.
4. Brainstorm a list of student rights and responsibilities as a class.
5. Discuss: What can the students do if their rights are being violated? Must students fulfill their responsibilities in order to have their rights? Why or why not?
6. As a follow-up, ask students to imagine education and schools in countries where student rights are not recognized. What kind of problems could occur?

Note: If you have doubts about the code of student rights and responsibilities, talk with your principal before this class. They might be happy to help, because this is a theme the students should be trained in.

D. Summary (W)

1. Each student selects two Human Rights that were presented by other groups.
2. Students write 3 sentences explaining why those two Human Rights are important.

E. Human Rights Think, Pair, Share (S, W)

1. Read these situation to the students. Ask them to think about the answers to the questions individually.
2. Students pair off and discuss the questions.
3. Finally, call for the group to discuss the situations as a whole.

A friend tells you she is going to Granada to date an American tourist. You think this might be human trafficking. She says not to tell anyone.

1. *What should you do?*
2. *What should you tell her?*

Enrique learned in English class that he has a right to an education. But he can't pay for his uniform so he thinks he cannot go to class.

1. *Can Enrique go to school in Nicaragua?*
2. *What are Nicaraguan students' rights to education?*

11th Grade 3.2 Freedom and Equality

Target Vocabulary

Inequality, oppression, racism, discrimination, poverty, pride, unity, PROMOTE, RAISE awareness

Target Grammar

Review modal CAN (9.1.2)

*I **can** say no to gender discrimination.*

*We **can** help poor people in our town.*

*The government **can't** change peoples' opinions.*

I Do/Presentation

A. Inequality in the Classroom: Part One

Note: This is an activity to bring a simulation of inequality into the classroom, based on students' names. It may be difficult for students, they might be frustrated by this activity. After the activity you should talk to them about their feelings in a final discussion about inequality and how it relates to them. (See Part Two in You do/Production.)

1. Divide the students and seats into two sections, the front and the back of the classroom.
2. Tell students that if their first name starts with A-M, they can sit in the front, but if their first name starts with N-Z, they have to sit in the back of the classroom.
3. When they are seated, tell them that everyone in the front is going to get ten extra points on their final grade because of their name. Everyone in the back is going to lose ten points because of their name.
4. Tell them that students sitting in the front of the class have permission to use the bathroom or leave to drink water, but that students in the back cannot leave the room.
5. Introduce the theme: Freedom and Inequality.

B. Inequality Brainstorm

1. Write the word "inequality" on the board.
2. Students come up with a definition or a sentence with the word inequality.
3. Students brainstorm ways in which people are seen as unequal in Nicaragua and in the world.
4. Ask the student to brainstorm historical examples of inequality in Nicaragua.

Ex: money, race, sex, gender, language, religion, political opinion, property, origin, appearance, skin color, social class, etc.

C. Sandino Brainstorm

1. Ask students to tell you what they know about Augusto C. Sandino.
2. Take notes on the board.

We Do/Practice

A. Reading: Augusto C. Sandino (R, L)

1. Present the reading.
2. Ask students to identify new vocabulary.
3. Read aloud several times until students understand the meaning.

B. Reading Comprehension (R, W, S)

1. Students should answer the questions individually, and then compare with a partner.
2. Lead a group class discussion on the comprehension questions.
 1. Why is Sandino famous?
 2. What problems existed in Nicaragua during his life?
 3. What did Sandino believe about race and poverty?
 4. Do you think Sandino was successful in promoting equality? Why or why not?
 5. Do you agree with Sandino's ideas?

Augusto C. Sandino: a Fighter for Equality

Augusto César Sandino is a hero in Nicaragua because he united the country to fight against the United States military occupation. He was also a fighter for equality in Nicaragua.

Sandino lived from 1895 to 1934, when racism and economic inequality created a lot of human rights problems in Nicaragua. The most oppressed people were workers, peasants, and Indians. But Sandino believed that all Nicaraguans, Indian and Mestizo, rich and poor, should fight against oppression. He was proud of having Indian blood and coming from a poor family. Sandino believed in racial pride for all Latin Americans. He said that equality was necessary for national unity. Many people of different races and classes joined in the fight together.

You Do/Production

A. Inequality in the Classroom: Part Two (L, S)

1. Allow students to go back to their normal seats.
2. Explain that you are not really going to change their points because of their names.
3. Have a class discussion about how students felt about the activity.
4. Ask students N-Z how they felt about the activity.
 - * *Did they feel discrimination?*
 - * *Did it seem unfair?*
 - * *Why did they accept or not accept their role?*
 - * *What more could they have done to stop the discrimination?*
5. Ask students A-M how they felt about the activity.
 - * *Did they like the preferential treatment?*
 - * *Did it seem unfair?*
 - * *Why did they accept or not accept their role?*
 - * *What more could they have done to stop the discrimination?*
6. Allow students to give feedback and express their feelings.
7. Emphasize to students that they ALL have an obligation to stop discrimination when they see it, whether they are face that discrimination personally or not.

B. Inequality in Nicaragua Today (L, S)

1. Divide the students into five groups and assign them a part of society to represent: Individuals, Families, Communities, Organizations, and the Government.
2. Tell each group to make a list of what their part of society can do to fight inequality.
3. Each group should consider these questions:
 - * *How has inequality changed in Nicaragua since Sandino's time?*
 - * *What inequality still exists?*
 - * *What can this group do about inequality?*
4. Each group should present.

Ex: Communities can raise money to help the poor. Communities can have events to celebrate racial diversity and honor Indian traditions. Communities can't change individuals' opinions, but they can educate individuals.
5. Follow each presentation with a group discussion about whether or not the other students agree.

11th Grade 3.3 Gender Inequality

Target Vocabulary

gender, because, why, better than, worse than, opinion, but, however

Target Grammar

Review Every day Activities (7.3.1) and Time Expressions (7.4.2)

I wash clothes in the morning.

My brother plays soccer in the afternoon.

I Do/Presentation

A. Vocabulary and Grammar for Debate

1. A possible project for this section is to hold a debate.
2. Teach new and old vocabulary to use in the debate.

B. Review Every Day Activities and the Time

1. If necessary, do a brief review of vocabulary necessary for interviewing people about their every day activities.
2. See 7.3.1, 7.4.2, and the Multi-Purpose Activities Index for suggestions.

C. Gender Inequality Discussion

1. Ask for examples of gender inequality in Nicaragua.
2. Ask if gender inequality is okay. Ask if you think there should be change.
3. Get the ideas flowing for the debate and get the students interested in the topic.

We Do/Practice

A. International Women's Day: Think Pair Share (W, S, L)

1. Ask the students the following questions:
 1. *Why do we celebrate International Women's Day?*
 2. *We learned in the last content that all people are born free and equal. Why do we only celebrate women?*
 3. *Is it necessary to celebrate men? Should we create an International Men's Day?*
2. Students brainstorm individually, and then share their answers in pairs.
3. Take notes of students responses as a class on the board.

Note: These questions are designed to explore the relationship between human rights and modern-day cultural issues.

B. International Men's Day Debate (W, S)

1. Propose the question to your students. "We celebrate International Women's Day. Should we create an International Men's Day to celebrate?"
2. Divide the students into those who say yes, and those who say no.
3. Have the students debate the topic.

Variation: Divide students into smaller groups so they have more speaking practice.

C. Debate Preparation (R, W, S)

1. Present the following argument structures to your students.
 - **There should be an International Men's Day, because...*
 - **There should not be an International Men's Day, because...*
 - **It is necessary to....*
 - **It is unfair that...*
 - **In addition...*
 - **In conclusion...*
2. Students should prepare their arguments for the debate.

D. Boys and Girls Daily Activities

1. Divide the Students into two groups, boys and girls.
2. Ask them each to consider what they think their opposite gender does on a normal day.
3. Boys tell you what they think the girls do in the morning, afternoon, and night. (You can divide it into hours if you want to.)
4. Take notes on the board to build an Imaginary Daily Activities' Schedule.
5. Girls tell you what they think boys do in the morning, afternoon, and night.

You Do/Production

A. Debate (S, L, W)

1. Set up chairs so that there are two lines facing each other in the front of class.
2. One from the "YES" side and one from the "NO" side go to the front.
3. One group gives an argument, then the other group gives an argument.
4. Continue going back and forth until one side can't respond.
5. After the debate, students should take 5 minutes to write a reflection in Spanish about gender inequality and what role they play in enabling it or fighting it.

B. Debate Follow-Up (S)

1. After the debate, ask the students to reflect.
 - a. *Why do we have International Women's Day?*
 - b. *What's the difference in celebrating women, and women workers?*
 - c. *Did they learn anything from their opponents?*

C. Daily Activities Schedule (S, L, W)

1. Divide students into pairs, one male and one female per partnership. (Use groups of three when there are uneven numbers of males and females in the class.)
2. Each student will make a daily activities schedule of their partner by asking questions like "What time do you wake up?" or "What do you do after school?"

Ex: Norman interviewed Bianca and created Bianca's Daily Activity Schedule

Time	Activity
5:00 a.m.	Wake up
5:15 a.m.	Make tortillas
6:00 a.m.	Bathe, dress
6:30 a.m.	Eat breakfast, walk to school
7:00 a.m.-12:30 p.m.	School
12:30 p.m.	Walk home
1:00 p.m.	Eat lunch
1:30 p.m.	Wash clothes
2:30-4:30 p.m.	Visit friends and run errands
4:30-6:00 p.m.	Do homework
6:00 p.m.	Eat dinner
6:00-8:30 p.m.	Watch TV
8:30 p.m.	Go to bed

3. After both male and female have interviewed each other and made their partner's Daily Activities Schedule, they should compare and answer the following questions.
 - a. *Did your partner's schedule surprise you?*
 - b. *What are the differences in your schedules?*
 - c. *Who does more housework?*
 - d. *Who spends more time outside?*
 - e. *Are those differences because of gender?*
 - f. *If the differences are because of your gender, do you think that is right?*
 - g. *If the differences are not because of gender, what other factors cause the difference? Personal interests? Distance you live from school? Family size or family responsibilities?*
4. Lead a class discussion in which students analyze the results of their schedules and how it may or may not relate to gender.

D. Role Model (W)

1. Students should choose a role model of the opposite gender. (Male students choose a female role model. Female students choose a male role model.)
2. Students should write a small paragraph about why they admire this person, including their personality traits or accomplishments.

E. In My Opinion (S, L, W)

1. Split students into pairs. When possible, pair boys with girls.
2. Students should discuss what they would like to see change about gender discrimination in Nicaragua. Pairs should make lists.
3. You can teach the students the following for expressing themselves:
 - * *I wish people would...*
 - * *I wish men could...*
 - * *I wish the government would*
 - * *I want the government to...*
 - * *I want women to be able to...*
 - * *I would like to see...*
4. Pairs should join up with other pairs to make small groups of 4-6 students.
5. Students should present their list of what they want to see change regarding gender.
6. They should also take note of examples of gender discrimination that they think cannot change.
7. Other students should say whether they agree or disagree.
8. Students should take note of what they all agree should change, and report back to the class as a whole.

F. Scenarios or Think Pair Share (R, S, L)

1. Read the situations to the students. Ask them to think about the answers to the questions individually.
2. Students pair off and discuss the questions.
3. Finally, call for the group to discuss the situations as a whole.

Variation 1: Split students into small groups and have them make skits representing the scenarios.

Variation 2: In the skits, have male students play female parts and female students play male parts.

Yamileth is from a big town, and sometimes she goes to the park with her friends after dinner. When she visits her cousins in the country, she is not allowed out after 6:00 p.m. But her cousin Ricardo, who is the same age, is allowed to meet his friends.

1. What should Yamileth do?
2. Is gender discrimination different in different parts of Nicaragua? How?

Bruklin's brothers always want him to play sports with them. But Bruklin doesn't like sports, and he prefers to cook. He wants to be a chef. They say he acts like a girl.

1. What should Bruklin do?
2. How do gender stereotypes affect boys?

Maya is 16 years old and was born in a very poor family. She studied and loved school, but had to leave to help her mother and sister work. But her brothers got to go to high school, and now they have good jobs and nice houses.

1. Is it more important for boys to study? Why or why not?
2. What should Maya do?
3. In your class, are there more boys or girls? Why?

Belkis is an excellent civil engineer. She hears the manager say he doesn't like to work with women. She does her work perfectly in the project, but does not get hired again by this company.

1. What can Belkis do?
2. Does gender discrimination exist more in some careers than others? Why?

Yarmin fell and broke his arm when he was on a bicycle. He began to cry, but his father told him to be quiet, "Men don't cry." He was embarrassed.

1. What other expectations of men do people have in your community?
2. Is this another kind of machismo?
3. Do these expectations have a positive or negative affect on boys? Why?

Marina's mother calls her "vaga" when she spends the afternoon playing with her neighbors. But her mother never says anything to her brother Ramón when he plays with his friends.

1. What should Marina do?
2. What does "vaga" mean and how does it relate to gender?
3. What are the expectations in your town about where girls and boys should be after school?

11th Grade 3.4 Midterm Review

See 7.3.3 for Midterm Review lesson plan suggestions.

11th Grade 4.1 My City Tourism

Target Vocabulary

benefit, tourist, VISIT, celebration, festival, PARTY

Target Grammar

Review modal CAN (See 9.1.2.)

You can watch the parade at the fiestas patronales.

Review Simple Present verb Forms (See 7.3.1)

*The restaurant **has** a great selection of fish.*

*All of the restaurants **have** a great selection of fish.*

I Do/Presentation

A. Example of Tourism Book Entry

1. Before class, prepare a poster paper with a short description for a potential tourist visiting your city.
2. The text can be about a special event (fiestas patronales), a restaurant, a museum, a volcano, a beach or any other interesting place in or nearby your town.
3. You can also create the topic.

Corinto Fish Festival

Every year, during the first weekend of May, people come from all over Nicaragua and the world for the Corinto Fish Festival. The best cooks in Corinto cook and sell different seafood plates like fried fish, ceviche, shrimp cocktails, crab soup and much more. During the festival there is also dancing, cultural events, parades and music. The festival starts on Saturday and ends when you can't eat anymore.

We Do/Practice

A. Brainstorm (S)

1. Brainstorm places or events in your community or nearby that a tourist might want to visit.
2. If your students don't think their town is special, remind them that there is a fritanga, a church, a park.
3. Exaggerating how great something is works perfectly for tourism books.
4. Alternately, you can brainstorm the events that are held within your fiestas patronales. Each town has its own traditions.

You Do/Production

A. Tourist Trip Prize Vacations (S, L, W)

See 10.4.3 for another example

1. Review modal "CAN" and expressions about tourism activities.
2. Brainstorm a list of tourist destinations close to your community.
3. Divide students into small groups of 3-5, and have each group choose a destination.
4. Students imagine that they are giving out a free trip for someone to their destination. They must create a description for the vacation.
Example: Congratulations! You have won a free trip to La Sirena, The Mermaid's swimming spot on the River. You can bathe in the clear waters. You can take a picnic to eat lunch. You can bring meats to grill. You can go fishing or exploring in the forest nearby. You can relax in the beautiful environment and look for birds. You can get there by foot, bicycle, or horse from the town.
5. After groups finish the descriptions, each group selects one representative.
6. Representatives rotate around from group to group asking questions and hearing the descriptions of the other destinations. They should take notes. Remaining members of the group stay in place to present their description to the representatives that come by.
7. After the representatives hear every other destination's presentation, they return to their group. The representative presents the information about other destinations, and the group chooses which destination they would most like to visit.

Note: You can divide the most advanced students across the groups and choose them to be the representative, so they can be leaders.

Variation: Have more students walk around, and just one representative stay at the station. See "Gallery Walk" in the Multi-purpose Activities Index for directions.

B. Fiestas Patronales Pamphlets (S, L, W)

1. Brainstorm a list of activities at the Fiestas Patronales or other holidays in your community.
2. Divide students into small groups of 3-5, and have each group choose an activity.
3. Students write a paragraph describing the event.
Example: At this festival we celebrate corn. Every community elects a candidate to be queen of the festival. They make girls dresses of corn grains and corn husks, and the people vote to elect the queen. We eat tamales, nacatamales, corn-on-the-cob, and everything made of corn! It is a delicious and beautiful event. (Corn Festival)
4. Each group should read their description aloud and the other students must guess which event they are describing.
5. Consider typing up the descriptions. (Computer Entry)

Variation: Have groups choose a representative to send around to hear about the other events, like the Tourist Trip Prize Vacation activity.

C. Make Tourism Books (W)

1. Divide the class into as many groups as places and events you came up with during the brainstorm.
2. Students pick which place or event they want to work with.
3. If the groups are uneven, ask some students to change groups to make them even.
4. Give each group a poster paper.
5. Students write a short description and draw a picture of their tourist attraction.
6. The description can include answers to the following questions:
 - What will the tourist enjoy?
 - What is the place or event?
 - When is the event?
 - Where is it?

7. For lower levels teachers should provide more structure.
 - Students write two sentences telling why the tourists will enjoy the event.
 - Students write three sentences describing the event.

D. Computer Entry (W)

1. If your school has computers this is a good project to have your students type up on a computer and add images.
2. When they finish you can put all the entries together and make a tourist book for your community.
3. Keep the book at the school to show to visitors or give it to the Mayor's Office.

11th Grade 4.2 Community Resources

Target Vocabulary

city, town, community, neighborhood, resources, need, drugs, gangs, mayor, non-governmental organization (NGO), internet service, cell phone service, well, running water, soccer field, basketball court, grocery store

Target Grammar

Review "There is" and "There are," prepositions of place, cardinal directions, and places in the community (see 7.6.1, and 9.3.1)

There is no hospital in our town, but there is a health center.

There is cell phone service but there are no internet cafés.

Review Modals MUST, HAVE TO, SHOULD (See 8.6.3, 9.2.2 and 10.1.1)

*Our community **must** address the existing drug problem.*

*The mayor **should** work with non-governmental organizations to bring more resources to our town.*

I Do/Presentation

A. Sample Community

1. Review places of the community vocabulary.
2. Prepare a sample community map (of a different community or a made up community—not your own community) on a poster paper. (See 9.3.1 for example of a map)
3. Present the community map with a short summary of the community.

*Ex: This community has 10,000 people and only one school.
There is a police station but no fire station. There is no market in town. People have to travel to the next community to buy food.
There is a hospital.*
4. Students brainstorm "What does the sample town need?"

Ex: clean water, dance club, roads, parks, etc.

B. Target Vocabulary

1. Use the sample map to explain the definitions of the vocabulary.
2. Emphasize that "resources" doesn't always mean money. Students can brainstorm other types of resources (labor, skills, natural resources, equipment, etc.)

We Do/Practice

A. Secretary (See 9.3.1, or the Multi-Purpose Activities Index for more directions) (R, W, S, L)

1. Write the instructions below on 4 small pieces of paper. ("A community")
2. Tape one copy of the instructions in each of the 4 corners of the classroom.
3. Divide students into groups of 4.
4. Students will have the following roles
 - a. Runners: Two students run to look at the instructions and come back to tell the secretary; only one runner can leave the group at a time; the runners can only memorize the information, but cannot write anything down.
 - b. Secretary: The only person who can write; writes notes from what the Runners say.
 - c. Artist: Draws from what the instructions describe.
5. Students complete activity and you can verify that they understand the language because their drawing is correct.
6. Have the students change roles and do the activity again with a different community with other resources.

Instructions:

A community

1. There are 2,000 people.
2. There is a police station, but no fire station.
3. There is no park, but there is a soccer field.
4. There is one school for elementary and high school.
5. There are five stores, but there is no market.
6. There is no hospital, but there is a health center.
7. There is a cell phone antenna, but no internet café.

B. Blind Partner Drawings (See the Multi-Purpose Activities Index for more directions) (S, L)

1. Divide students into pairs, and arrange desks so one partner is facing the front of the room and the board (the speaker), and one partner is facing the back of the room (the artist).
2. Explain that the partner facing the board is going to see a picture and describe the picture to their partner.
3. The partner facing the back of the room may not look at the picture, but must listen to their partner and draw the picture accordingly.
4. Draw map of a community, indicating some resources you have talked about in class.
5. For an example map, see 9.3.1.
6. Students facing forward describe the map to their partners.
7. Students facing backwards listen to their partners and draw the map.

Note: the map that the students draw does not have to look exactly like the map on the board. Students should focus on the resources in the picture, not the location of each resource on the map

C. Your Community (W)

1. Review MUST, HAVE TO and SHOULD.
2. Explain the difference in level of necessity between MUST (100%), HAVE TO (100%) and SHOULD (60%).
3. In groups of 5, students draw a small map of their community.
4. Give students no more than 5 minutes to draw.
5. Students label all of the existing resources on their map.
6. Students identify three necessities.
7. Individually students write a sentence for each necessity using one of the modals and explain why.

Ex. Pueblo Viejo should have a park because children need a place to play.
8. Students read the sentences out loud.

You Do/Production

A. Community Maps (W, S, L)

1. Divide the students into groups of 2-5, according to the community or neighborhood they live in.
2. Each group should draw a map of their community or neighborhood.
3. They should identify and label the resources in their community in English.
4. Groups should present, using descriptions of what there is and what there is not in their communities.
Ex: There are wells in my community, but there is no running water. There are fields for corn and beans, and many pine forests. There is a soccer field, but no basketball court. There is a pharmacy, and there are six pulperias, but there is no grocery store. There is electricity and cell phone service, but there is no internet service.
5. Other groups listen to the presentation and ask questions.
Ex: There are cornfields. Are there animals? Is there a mill?
6. After each presentation, have a group discussion to identify the community needs, according to the group presentation.
7. The class makes a list of the community needs, and the presenters state whether or not they agree that their community needs those things.
8. Explain that just because a community doesn't have something, it doesn't mean they need it. For example, a community might have a health center and not a hospital, but if the hospital is close by or if the community is small, students might say they don't need a hospital.

B. Letter to the Mayor (W)

1. Review the structure of a letter.
2. Each student selects one necessity for their town.
3. Each student writes a letter to the mayor addressing the need.
4. Remind students to use the modals.
5. The letter can answer these questions. For lower level classes, make the letter one paragraph.
6. In the first paragraph, students answer the following questions:
 - What is a community need?
 - Why is it important to address this need?
 - How will addressing the problem help the community?
7. In the second paragraph, students answer the following questions:
 - What are resources in your town that can help solve this problem?
 - What are some other solutions?
 - Will these solutions work for a long time (years) or a short time (days or months)?
8. If you present this letter to your students first make sure they do not copy it.

Dear Mayor,

Our town needs a central park. We must have a park for the children to play in. We should have a park to hold celebrations in. A park is a good place for a market too. To improve this town we need a central park.

A park will last a long time. There are a lot of people who could help build the park. We have the resource of vacant land. We also have the resource of skilled labor. We have the resources and need for a central park.

Sincerely,

Raúl Tortuga

11th Grade 4.3 Community Safety

Target Vocabulary

alcoholic, alcoholism, disease, pregnant, ready
BREAK UP, DROP OUT, MAKE FUN of (somebody)

Target Grammar

Conditional Sentences (See 10.5.3)

*If I have enough money, then I **buy** Eskimo everyday.*
*If I have enough money, then I **will buy** Eskimo tonight.*

Expressing Preferences

I don't like to drink, I prefer to visit friends.
I prefer to play soccer because it is fun.

I Do/Presentation

A. Risky Behavior

1. Students brainstorm the effects of risky behavior like alcohol and drug abuse in their school and community.
2. Review with students that alcohol and drugs change the way the body works.
3. Talk about all the negative effects that risky behaviors have on the community and on the individual.

B. Conditional Sentences with "If" (W, R)

1. Review *If... Then* statements (see 10.5.3)
2. Present examples.
Ex: If I smoke a lot of cigarettes, I will become addicted.
If I drink alcohol, I will get drunk.
I will get pregnant if my boyfriend doesn't use a condom.
I guard my possessions if I travel on the bus.
3. Read the first example and ask students "Where is the subject?" and "Where is the verb?"
4. Explain that there are two subjects and two verbs because there are two clauses in the example sentences.
5. Explain that the clause with "if" is a cause and the clause without "if" is a result.
6. Draw the chart on the board.
7. Explain that the "if clause" should be in the present and the result can be in the present or the future.

Clause with "if"	Clause without "if"
Cause	Result

8. Ask students what tense the verb is in the clause with "if". (Simple Present)
9. Ask students what tense the verb is in the clause without "if". (Simple Present or Future)
10. Write the tenses in the chart:

Clause with "if"	Clause without "if"
<i>Simple Present</i>	<i>Simple Present Future</i>
Cause	Result

C. Healthy Activities

1. Teacher and students brainstorm a list of alternative activities that are healthier than the risky activities from Part A.
2. Students copy the vocabulary in their notebooks.
Ex. Listen to music, go shopping, dance, read, draw, hang out with family and friends, play video games, watch television, exercise, play sports

A. Complete the Sentence (W)

Students complete the following sentences.

1. If I drink too much beer or rum, I . . .
2. If I don't use a condom, I . . .
3. If I drive after drinking, I . . .
4. If I use drugs, I . . .
5. If I get pregnant or my girlfriend does, I . . .
6. If I only drink and don't work or go to school, I . . .

B. Risky/Healthy Activities Dialogue (L, S)

1. Present the dialogue:

Juan: Hey, Pedro, where are you going?

Pedro: To the soccer field.

Juan: Cool, why?

Pedro: Because I'm going to drink rum with my friends. It will be cool! Do you want to go?

Juan: No, thanks. If I drink alcohol, then I will get sick and vomit.

Pedro: You are so boring!

Juan: Well, I prefer to play soccer or listen to music.

Pedro: Ok, bye.

2. Draw attention to the risky activity (drinking alcohol), the cause/result (If...then sentence), and the healthy activity (playing soccer/listening to music)
3. Practice pronunciation as a class.
4. Students read the dialogue in pairs, then switch roles and read again.

C. Matching Activities with Consequences (R)

1. Use the following "If"... "then" sentences:
If I drink a lot of alcohol, then I can get sick and vomit.
If I have sex without a condom, then I can contract a sexually transmitted infection.
If I drive my motorcycle after drinking, then I will cause an accident.
If I use drugs, then I will be addicted.
If I get pregnant, then I will have to take care of a baby.
If I don't study, then I will get terrible grades.
2. Write the cause ("If") parts of the sentences on the board
If I drink a lot of alcohol...
If I have sex without a condom...
3. On large strips of papers, write the result ("then") parts of the sentences.
then I might get sick and vomit.
then I might contract a sexually transmitted infection.

4. Student volunteers select a strip of paper with a result on it and they tape it next to the correct cause on the board.
If I drink a lot of alcohol...then I might get sick and vomit.
If I have sex without a condom...then I might contract a sexually transmitted infection.
5. Students copy the complete sentences in their notebooks.

Variation 1 : Repeat the activity with healthy activities and their results (Ex. If I read books, then I will be intelligent; If I play soccer, then I will exercise and have fun).

Variation 2: Do the matching exercise with a combination of risky and healthy behaviors.

D. Chain Reaction (R)

1. Before class, cut the "if...then" sentences into strips.
2. Explain to the students that every action has a reaction.
3. Give one strip to each student.
4. Students must put the chain reaction in order. Each "if" statement has a "then" statement that is the same.
5. Students form a human chain. They link their arms.
6. Once all the students are linked together, the chain is complete.
7. Analyze the reactions with the students. Ask if they understand and agree that these are possible scenarios.

Variation: Split the class into groups and have them race to order their chain reactions.

Chain Reaction 1:

If I drink alcohol, then I will get drunk.

If I get drunk, then I will lose control of my actions.

If I lose control of my actions, then I will become irresponsible.

If I become irresponsible, then I will spend too much time and money at the bar.

If I spend too much time and money at the bar, then I will neglect my work.

If I neglect my work, then I will fail my classes.

If I fail my classes, then I will put my future plans in danger.

Chain Reaction 2:

If I drive my motorcycle too fast, then I will be speeding.
If I speed, then I will lose control of the motorcycle.
If I lose control of the motorcycle, then I will have an accident.
If I have an accident, then I will hurt myself.
If I hurt myself, then I will go to the hospital.
If I go to the hospital, I will miss class and work.
If I miss class and work, I will put my future plans in danger.

Chain Reaction 3:

If I drink alcohol at the Fiestas Patronales, then I will get drunk.
If I get drunk, then I will lose control of myself.
If I lose control of myself, I will stop protecting my possessions.
If I stop protecting my possessions, then I will lose my cell phone.
If I lose my cell phone, I will have to buy a new one.
If I have to buy a new cell phone, I will have to work a long time to make money.
If I have to work a long time, I will not have fun after school.

You Do/Production

A. Public Safety Skits (S, L, W)

1. Divide the students into small groups.
2. Present each group with a topic relating to public safety.
3. Have students prepare and present a simple skit relating to the issue.
4. Issues should be related to public safety issues in the students' communities.

Ex: Drinking alcohol, speeding on motorcycles, walking around at night, drunk driving, pick pocketing, theft, gangs, fighting, etc.

Variation: You can give the students more structure to the skit if you want to, or provide them with a scene, like the fiestas patronales, the bus stop, the bar, the hospital.

B. Comic Strips (See Multi-Purpose Activities Index for more directions) (W)

1. Teacher and students make a list of activities that are healthier than drinking alcohol or using drugs.
2. Make a list of positive personality traits.
3. Write at least one example on each list to help the students think of other words.
4. Using the brainstormed words, students form groups and create a comic-strip that shows positive leisure activities.
5. Display the comic strips around the class.
6. Give the class time to read the different comics.
7. Have the students vote on the best comic strips.



C. Risky vs. Healthy Activities Posters (W)

1. Students fold a piece of paper in half.
2. In the left half of the paper, they draw a picture to represent a risky activity, and they write a sentence to describe the consequences of the behavior using an If...then sentence.
Ex. If I smoke marijuana, then I will be lazy.
3. In the right half of the paper, they draw a picture to represent a healthy activity and write a sentence about it.
Ex. I prefer to read because it is fun!
4. Decorate the school with the posters promoting healthy behavior.

11th Grade 5.1 Communication & Technology

Target Vocabulary

Technology: camera, cell phone, computer, e-mail, Internet

Target Grammar

Review Present Simple question Forms

Do you use the internet?

How often do you send text messages?

I Do/Presentation

A. Vocabulary Brainstorm

1. Students make a Vocabulary Web or Concept Map of technology vocabulary that they know (computer, cell phone, video game, etc.).
2. Students copy new technology vocabulary and write meanings, then practice pronunciation.

B. Review the Alphabet (See 7.2.3)

1. Practice spelling names and email addresses.
2. Note: @ is pronounced "at" and .com is pronounced "dot com"

C. Walk the Line If... (See the Multi-Purpose Activities Index for more directions) (S, L)

1. Draw a line with chalk down the floor of the classroom, with all students standing on one side.
2. Read the questions to the students, one at a time.
3. Have students walk to the other side of the line if they answer yes to the first question of each set.
4. If students walk the line, ask them the follow-up questions, which they should answer in English.
 - a. *Do you have family members living in another country? What countries?*
 - b. *Do you have a cell phone? What cell phone company do you use?*
 - c. *Do you use the internet? What do you use the internet for?*
 - d. *Do you have email? What is your email address?*
 - e. *Do you have facebook? What do you use facebook for?*

We Do/Practice

A. Networking Mixer (S, L, W)

1. Explain that "Networking" is when you meet people and get their information for personal or professional reasons.
2. Have students make up cell phone numbers and email addresses.
3. Students should go around and ask other students the following questions:
 - a. *Do you have a cell phone? What's your number? Is it Claro or Movistar? Do you want to text?*
 - b. *Do you have email? What is your email address?*
 - c. *Do you have facebook? Will you be my friend?*
4. They should take notes on their classmates' information.

B. Technology Fun Quiz (R)

1. Students answer the following questions.
2. Quiz will determine how dependent students are on technology.
3. After completing the sentences, students add up all the numbers in their answers.
4. Students use the following chart to determine their addiction to technology.

Your Addiction to Technology

More than 80 : You are a king or queen of technology
60 – 80 : You are a addicted to technology
45 – 59 : You are a computer nerd
30 – 44 : Don't worry, you are normal
15 – 29 : You need more friends to chat with
0 – 14 : Do you know what a computer is?

- a How many times have you been to the cyber in the past 10 days?
- b How many texts (chat) have you sent in the last 24 hours?
- c How many telenovelas have you watched since Sunday?
- d How many times have you listened to (insert popular song) in the last two days?
- e How many songs or videos have you downloaded on your phone?
- f How many DVD movies have you bought this year?
- g How many times have looked at your phone in class today?
- h How many texts have you received today?

You Do/Production

A. Group Questions (S, L, W)

1. Divide students into groups of four.
2. Students answer the questions using a chart like the one below.

Group Member	Question	Answers
Me	1	
Classmate #1	2	
Classmate #2	3	
Classmate #3	4	

Questions:

1. What do you do on the internet?
2. What do people in your town use the internet for?
3. Why is the internet important?
4. How can you use the internet to practice English?

B. Scenarios, Skits, and Discussions (R, S, L)

1. Divide students into small groups.
2. Give each group a card with a situation on it.
3. Groups should analyze the situation and take notes on their answers to the discussion questions.
4. Students should create a presentation acting out the situation and ask the discussion questions of their classmates.

Note: If possible, encourage the students to act out the scenario without writing and memorizing a dialogue. They can use simple present tense if they need to, but encourage them to be creative and speak without a script. This can be difficult, but it is an important skill for them.

Marina and Blanca were friends, but they got in a fight. Blanca wrote about Marina's personal secrets on Facebook, and now everyone is gossiping about Marina.

1. What should Marina do?
2. How does the internet affect friendship?
3. Is Facebook a good thing or a bad thing?

Gabriela is 13 years old and she loves the internet. She has an online friend, Mauricio, who says he is 14 years old. Mauricio invites her to Managua to meet in person, but tells her not to tell her parents.

1. What should Gabriela do?
2. What are the risks of meeting people online?

Antonio is 17 years old, and he meets a woman online, Griselda, who is 26. Griselda lives in the United States, and sends Antonio money and a cell phone. She says she wants to bring him to the USA.

1. What should Antonio do?
2. Why do people date for money?
3. How common is this problem?

Juan's mother moved to Costa Rica to work. He lives with his grandparents. His mother sends lots of money, and he bought a computer, a video game system, and a cell phone. He stays up every night until midnight playing video games, and comes to class too tired to pay attention.

1. What should Juan's mother and grandparents do?
2. Are video games a good or bad influence on kids?
3. How does having family members abroad affect families?

Yadixia's brother gave her his old cell phone. Now she spends all her time and money on text messages. Her teachers at school threatened to take away her cell phone. She doesn't visit her friends anymore, because she is too busy texting new people.

1. What can Yadixia's friends or teachers do to help her?
2. Why is text messaging so popular?
3. Is text messaging a good thing or a bad thing for kids?

11th Grade 5.2 Modern Inventions

Target Vocabulary

Technology: computer, land-line phone, car, tractor, clock, airplane, calculator, microscope
Adjectives: bad, big, boring, cheap, expensive, fast, fun, good, happy, interesting, short, slow

Target Grammar

Review Comparatives and Superlatives (See 9.5.1)

Tacos are better than enchiladas, but carne asada is the best.

Baseball is more popular than basketball.

I Do/Presentation

A. Present Adjectives

1. Students brainstorm a list of adjectives that they can use to make comparisons.
2. Use the comparison and superlative vocabulary above and then practice pronunciation.

B. Introduce Inventions

1. Students brainstorm a list of the most important inventions of all time.
2. Help them with vocabulary to create the target vocabulary list based on their opinions.

C. Review Comparatives and Superlatives

1. Review the structure of Comparatives and superlatives.
2. See 9.5.1 or Multi-Purpose Activities index for suggestions.

We Do/Practice

A. Comparative Sentences (W)

1. Review comparative of superiority sentences (is bigger than, is more expensive than).
2. Students write a comparative sentence using the adjectives below.
 1. Their television is _____ than our TV. (big)
 2. Cars are _____ than horses. (fast)
 3. Albert Einstein is _____ than Peter. (creative)
 4. Travel by airplane is _____ than travel by train. (expensive)
 5. Doctor Rudolfo is _____ than Carlos. (fat)
 6. Movistar is _____ than Claro. (good)

Answers: bigger, faster, more creative, more expensive, fatter, better

B. Superlative Sentences (W)

1. Review superlatives (best, oldest, worst, funniest, most important)
2. Students write a comparative sentence using the adjectives below.
 1. The printing press is the _____ invention because it expanded the impact of writing. (important)
 2. Travel by car is better than travel by motorcycle. But airplanes are the _____. (good)
 3. Nuclear weapons are old, guns are older. But gun powder is the _____. (old)
 4. Email is faster than the postal service. But cell phones are the _____. (fast)
 5. The metal plough is more efficient than the wooden plough. But the tractor is the _____. (efficient)

Answers: most important, best, oldest, fastest, most efficient.

C. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S, L)

1. Outside circle tells the King/Queen two nouns (TV and radio, baseball and soccer).
2. The King/Queen has to use the two nouns in a comparative sentence.

Ex: TV is more entertaining than the radio.

Variation (more difficult): Outside circle tells the King/Queen three nouns, and the King/Queen has to use them in a superlative sentence)

D. Technology Comparatives (S, W)

1. In groups, students talk about technology using comparisons.
2. Each person in each group comes up with a technology used now.
Ex: phones, cars, etc.
3. Students think back 100 years. They think of what their technology has replaced.

Ex: If student picked cars. "100 years ago we used horses."

4. If student picked phones. "100 years ago we used letters."
5. Students write three sentences using their current technology and their old technology. Students give their opinion on which technology is better, old or new.
Ex: 100 years ago people rode horses. Now people drive cars.
6. Cars are better than horses because they are faster.
7. Students that finish early can defend the other technology.
Ex: 100 years ago people rode horses. Now people drive cars.
8. Horses are better than cars because they don't harm the environment
9. In cases where there have been more than two types of technology, students should use the superlative.
Ex: 100 years ago people used letters. Then they used land-line phones. Now they use cell phones.
10. Cell phones are best because they are the fastest.

You Do/Production

A. Debate: Most Important Invention (S, L, W)

1. Students brainstorm a list of the most important inventions in history.
2. Divide students into groups of 3. Each group chooses an invention that they think is the most important invention in history. They prepare written and oral arguments for debate.
3. Make the groups into mega-groups of 3 groups (9 students per mega-group).
4. Students debate within their mega group which invention is the most important. (Note: There will be several debates going on at the same time in your classroom at this point.)
5. After the debate, the students in each mega-group vote on which team won and will advance to the next round of debates and represent them.
6. There is a second round of debates with all the winners from the first round. Conduct this debate in front of the whole class. Students who did not advance will be judges and vote for the most important invention.

Ex: Three groups choose the inventions the computer, the tractor, and penicillin. These three groups are a mega-group. After the debate, they decide that the penicillin group had the best arguments. The penicillin team will advance and represent their mega-group. Then all nine students help each other make penicillin the best argument for the next round. Students from the computer and tractor groups judge the final round.

7. In the debates, each student should speak at least once. Example structure for a debate (Team 1 is the computer, Team 2 is for the tractor):

Team 1 Presentation: Why the computer is important (using superlatives)

Team 2 Presentation: Why the tractor is important (using superlatives)

Team 1 Rebuttal: Why the tractor is less important than the computer (using comparatives)

Team 2 Rebuttal: Why the computer is less important than the tractor (using comparatives)

Team 1 Conclusion: Answer the other team's arguments, use comparative and superlative

Team 2 Conclusion: Answer the other team's arguments, use comparative and superlative

8. Judges in each group should listen, vote for one of the teams, and give a reason to support their decision.

Variation 1: All of the debates can go on in front of the class, so the teacher can evaluate grammar, superlatives, pronunciation, and teamwork. However, this takes a lot of class time. Also, small group practice means more students get to speak more often.

Variation 2: Give students more or less structure depending on their abilities.

B. Invent a Modern Product (S, L)

1. Divide students into groups of 4.
2. Students use their imagination to invent a product that doesn't exist yet.

Ex: Flying cars, hover boots, invisibility suit, see through glasses.

3. Each group prepares a presentation for their product,

including a drawing and a demonstration of how the product works.

4. Students are trying to sell their products to their classmates.
5. After all the presentations, the students vote for which product they would buy. Students can't vote for their group's product.

11th Grade 5.3 Globalization

Target Vocabulary

global age, globalization, however, although, also, in addition to

Target Grammar

Conjunctions: but, however, although, also, in addition to

*Spanish is the official language in Nicaragua, **but** English is becoming more important.*

*English is **also** the official language of business around the world.*

*Spanish lets people communicate around Latin America. **However**, English lets people communicate around the world.*

I Do/Presentation

A. Target Grammar

1. Create a concept map to define "Globalization."
2. Students should suggest any idea that relates to globalization.

B. Walk the Line If... (S, L)

1. Draw a line with chalk down the floor of the classroom, with all students standing on one side.
2. Read the questions to the students, one at a time.
3. Have students walk to the other side of the line if they answer yes to the first question of each set.
4. If students walk the line, ask them the follow-up questions, which they should answer in English.

a. Do you eat food from another country? What countries?

b. Do you watch movies or TV show from another country? What movie or show?

c. Do you listen to music by artists from other countries? What artists?

d. Do you travel to other countries? What country?

e. Do you have family members living in another country? What country?

f. Do you have friends from other countries? What country?

C. Target Grammar

1. Explain the uses of the Target Grammar: Conjunctions.
2. **But, Although, However** are used to present a contrasting idea.
3. **Also, In addition to** are used to add a parallel idea.

We Do/Practice

A. Fill in the Blank (R, L)

1. Students fold and cut a piece of paper into six squares.
2. Students write the conjunctions **but, although, however, also, in addition** on the squares.
3. Write the following sentences on the board and have the students hold up the conjunction they think fits.

1. Cars are faster than horses, _____ horses aren't bad for the environment. (but, although)

2. Horses are _____ cheaper than cars. (also)

3. Phones let people communicate faster than letters, _____ letters are more personal. (however, but)

4. There is a bigger choice of food today, _____ many of those foods are unhealthy. (although, but)

5. _____ more entertainment programs there are _____ more news programs. (in addition to, also)

6. _____ there have been health advances that allow people to live longer, there are more diseases than there used to be. (although)

7. I live in the global age, _____ I wonder what the world was like before advanced technology. (but)

8. Modern technologies have polluted our air _____ destroying many of the world's natural resources. (in addition to).

B. English Around the World Board Game (L)



1. Draw a poster paper with the game.
2. Divide the class into 5 teams.
3. Each team cuts a piece of paper in four squares. Write A, B, C, and D on the four squares.
4. Read the following questions about the spread of English around the world.
5. After each question call “time” after giving the teams a chance to think. Each team holds up the letter for their answer and freezes.
6. Correct answers for the questions are in italics.
7. If the answer is correct the team moves their piece one step.
8. First team to get back to Nicaragua wins.

English Around the World Board Game Questions:

1. Who was the first President of Nicaragua born in the USA?
a. Sandino
b. *William Walker*
c. Jose Zelaya
2. In what department of Nicaragua did people first speak English?
a. RAAS
b. Managua
c. Rivas
3. In what country in Central America is English the official language?
a. Nicaragua
b. Panama
c. *Belize*

.....

4. Why is it important to learn to speak English?

- a. *More jobs*
- b. *To get a visa to the USA*
- c. *To get a gringo boyfriend or girlfriend*

5. Where did the first English speakers in the USA come from?

- a. Mexico
- b. *England*
- c. Canada

6. On what continent do they not speak English?

- a. Africa
- b. Asia
- c. *None, they speak English on every continent*

7. Who were the first English speakers in Australia?

- a. surfers
- b. kangaroos
- c. *prisoners from England*

8. Why did English spread to South Africa?

- a. The World Cup
- b. *Traders from Europe came to mine diamonds*
- c. English has always been spoken in Africa

9. What are the official languages of the ONU?

- a. Spanish and French
- b. *English and French*
- c. Spanish and English

10. Most people around the world speak _____.

- a. English
- b. Spanish
- c. *Chinese*

11. Why did English speakers go to China?

- a. to trade rice
- b. to trade soy sauce
- c. to trade opium

12. What language is taught in schools in more than 100 countries?

- a. *English*
- b. Spanish
- c. German

13. What is the official language of the European Union?

- a. French
- b. German
- c. *English*

14. What language does the Manchester United football team speak?

- a. Russian
- b. *English*
- c. Chinese

15. Daddy Yankee speaks Spanish and _____.

- a. *English*
- b. Creole
- c. French

16. How many people speak English around the world?

- a. Less than 1 million
- b. 250 million
- c. *almost 1 billion*

17. Do more people learn English as a first language, or second language like you?

- a. first language
- b. *second language*

You Do/Production

A. Question and Answer (S, L)

1. Divide students into groups of four.
2. Students first answer the following questions in their groups.
3. Then discuss the questions as a class.

1. What are the advantages of learning English as a world language in the global age?
2. What are the advantages and disadvantages of traditional and modern technologies?
3. What are the negative and positive effects of globalization in Nicaragua?

B. Globalization Paragraph (W, L, S, R)

1. Students choose one of the three questions from the previous activity and write an argumentative paragraph about that question.
2. In an argumentative paragraph a student gives an opinion and gives examples or reasons that support the opinion.
3. Students must use conjunctions in the paragraph.
4. Students read their paragraphs in small groups.
5. Each group selects the best paragraph from their group to be read out loud to the whole class.

C. Positive and Negative Effects of Globalization (L, R, S, W)

1. Divide the board into two columns: Positive Effects of Globalization, and Negative Effects of Globalization.
2. Create a list of controversial topics that have had both positive and negative effects on Nicaragua.
3. Present them to the students and allow them to decide if they are positive, negative, or both. (For example: Facebook, Textile factories, Coca-cola, Parents working in other countries.)
4. Have the students think individually and then compare with a partner to come up with personal lists of the effects of globalization on Nicaragua.
5. Take notes on the board as students suggest positive and negative effects.
6. Ask the class whether or not they agree.

Note: There should be a lot of disagreement among students. It is very difficult to determine whether the effects of globalization are good or bad. Many direct effects have both positive and negative consequences for individuals, families, and society. Emphasize this if necessary to your students.

11th Grade 6.1 Responsibility

Target Vocabulary

irresponsibility, responsibility, unprotected sex, USE a condom, AIDS, STEAL

Target Grammar

Gerunds (See 9.2.1.)

Drinking beer all day is irresponsible.

Helping people is good.

Reported Speech

Quoted Speech: "I go to class everyday." Reported Speech: She said that she goes to class everyday.

Quoted Speech: "I love to eat ice cream." Reported speech: He said that he loves to eat ice cream.

I Do/Presentation

A. Match Irresponsible and Responsible

1. Write responsible and irresponsible on the left hand side of the board.
2. Write the examples of responsible and irresponsible behaviors on the right hand side of the board.
Silvia said she does her homework.
Winston said he has sex without a condom.
Deybin said he studies for his math test.
Omar said he does not brush his teeth.
Janet said she is waiting until marriage to have sex.
Eddy said he drinks rum every night.
3. Students match the behaviors to the correct word.

B. Present Reported Speech

1. Explain that Reported Speech is used to report what someone else said.
2. Present Examples.

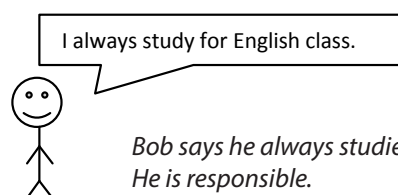
Quoted Speech: "I go to class everyday," she says.

Reported Speech: She says **that** she goes to class everyday. (Simple Present)

Quoted Speech: "Jon loves to eat ice cream," he said.

Reported Speech: He said **that** Jon loved to eat ice cream. (Simple Past)

3. Use the examples to point to the different parts of the sentences as you explain.
4. To change from Direct or Quoted Speech to Reported Speech, you create a sentence with 2 clauses separated by the word **that**.
5. In the first clause of the Reported Speech (before **that**), the speaker is the Subject and "SAY" is the verb. SAY is in the same tense as for the Quoted Speech.
6. In the second clause (after **that**), the subject is the subject from the sentence in quotation marks. The verb is the verb from the sentence in quotation marks. The verb is **in the same tense as SAY**.
7. In Reported Speech, there are no quotation marks.



We Do/Practice

A. Brainstorm (R, W, S)

1. Students brainstorm more examples of responsible and irresponsible behavior.
2. After each brainstorm, the students say who told them the behavior was responsible or irresponsible.
3. The goal is to get the students to use reported speech.
Ex:
1. Having sex without a condom. (Mom).
*My mom said **that** having sex without a condom is irresponsible.*
2. Drinking Toña all day. (Teacher)
*My teacher said **that** drinking Toña all day is bad.*

B. Reported Speech Sentences (R, W)

1. Students write sentences from below using reported speech.
2. Sentences include a behavior and who said it.
 - Dad: Helping people is generous.
 - The Neighbor: Working hard is responsible.
 - The Principal: Respecting people is kind.
 - Grandma: Not helping people is bad.
 - Mayor: Not working is lazy.
 - Friend: Not respecting people is unkind.

A. Responsible Before and After (W, S)

1. Divide the class into groups of five.
2. Each group picks one of the following topics.
3. Groups write a list of sentences about the consequences and new responsibilities that are a result of the irresponsible behavior.
4. Groups share paragraphs.
5. Possible Topics:
 - Not using a condom and having a child at age 17.
 - Dropping out of school before graduating.
 - Using drugs and drinking everyday.
 - Having unprotected sex and getting AIDS.
 - Stealing to make money instead of getting a job.

B. Irresponsible Behavior Dialogue (S, L, W)

1. Divide the students into groups of 5.
2. Give each group a card of an irresponsible behavior.
3. Use the irresponsible behaviors from the previous activity.
4. Students write a dialogue about the irresponsible behavior and the consequences.
5. Each dialogue should be at least five lines long and should offer advice about what the person should do.

Example Dialogue:

Janet: *Keep running. You aren't going to make the basketball team.*

Deybin: I can't. I am tired.

Janet: *Why?*

Deybin: I have been drinking a lot of beer.

Janet: *Man, you need to quit. You are too young to drink. It is bad for your health.*

Deybin: I know, but I like it.

Janet: *I will help you quit.*

6. Groups present dialogue.
7. Each group that is not presenting writes a sentence using reported speech to report one of the suggestions from the dialogue.

Ex: Janet said that I need to quit drinking beer.

Janet said that Deybin needs to quit drinking beer.

C. Responsible Behavior TV Show (S, L, R)

1. Divide the class into 8 groups.
2. Give each group one of the following role plays. Each role play goes to two groups.
3. Each group makes a short TV talk show.
4. There should be a host, the person with the problem, and several experts who give advice.
5. Discuss the behaviors and the decisions after the presentations.

Role Plays

Maria is 15. Her boyfriend is 19. He wants to have sex but she doesn't know if she is ready. He says he will break up with her if she doesn't have sex. What should Maria do? Should she have sex?

All of **Felipe's** friends go drinking after school everyday. Jose gets good grades and wants to go to university. His friends ask him to drink with them. Felipe usually goes home and does his homework or plays football. Felipe wants to be with his friends but he doesn't know if he should drink? What should Felipe do? What should he tell his friends? Should he drink?

Joe had unprotected sex last month. He drank too much and didn't use a condom. He is studying AIDS in school. He is worried that he made a big mistake not using a condom. He thinks he should get tested, but he is worried that he will have AIDS. What should he do? Should he get tested?

Sarah likes to drink and go to the disco with her friends. On Saturday night, she has a few beers and goes to the Centaro Disco to meet her friends. They dance for an hour. Her friend Elizabeth asks her to go to the bathroom with her. In the bathroom, Elizabeth pulls out a bag of cocaine. She asks Sarah if she wants to try the drug. What should Sarah do? Should she do drugs?

11th Grade 6.2 Gender Roles

Target Vocabulary

bills, chores, partner, gender roles, daily schedule, stereotype, equal, fair
TAKE CARE of children, DO laundry, FIX cars, MOP, SWEEP, WATER (plants)

Target Grammar

Review Frequency Adverbs (See 7.3.2)

*I **always** take a shower in the morning.*

*She **never** dances at parties.*

*They **usually** come late.*

I Do/Presentation

A. Vocabulary

1. Students brainstorm chores they do around the house.
2. Students copy vocabulary and write meanings, then practice pronunciation.

B. Chores Chart

1. Make a Venn Diagram (See Multi-Purpose Activities Index) on the board with Girls' Chores, Boys' Chores and Girls' and Boys' Chores
2. Students categorize each chore as either a chore that only girls do, a chore that only boys do, or a chore that both boys and girls do.
3. Ask students if boys can do the same chores as the girls:
Can girls do the same chores as the boys? Why? Why not?

We Do/Practice

A. Weekly Chores Schedule (W)

1. Review Adverbs of Frequency. (See 7.3.2)
2. Students make a weekly calendar.
3. For each day students write a sentence about a chore using adverbs of frequency.
4. Students include chores that they don't do.
(See additional examples below the calendar).

Ex: On Monday I always sweep the house.

B. King/Queen of the Mountain (See Multi-Purpose Activities Index for more directions) (S)

1. Students in outer circle ask the King/Queen if he/she does different chores.
Ex: Do you sweep? Do you do laundry? Do you cook?
2. King/Queen has to respond to the question with a complete sentence that includes an adverb of frequency.

*Ex: I never sweep. Usually I do laundry.
Sometimes I cook.*

3. When the King/Queen answers incorrectly, the student who asked the question becomes the new King/Queen.

Example Calendar:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
sweep the house		X					
water the plants			X				
do the laundry				X			
fix the car							
mop						X	
care for my sister							X
do chores	X						
pay bills						X	

1. On **Monday** I **always** sweep the house.
2. **Sometimes** I water the plants on **Tuesday**.
3. On **Wednesday** I do the laundry.
4. I **never** fix the car.
5. **Usually** I mop on **Friday**.
6. **Usually** on **Saturday** I care for my baby sister.
7. I **rarely** do chores on **Sunday**.

C. Gender Roles (S, R)

1. Gender Roles are the expectations that a society or a culture expect of you based on if you are male or female. Gender Roles are not physical differences; they are determined by social factors.
2. Before class write all or some of the following descriptive words on pieces of paper. Feel free to add words that are appropriate for your own class.
 - Leadership, education, building a house, intelligence, family decisions, wants sex, ask for sex, weak, decision making, authority, power, cooking, cleaning, sports, love, religion, strength, money, work, doctor, control, nurse, serving others, raising children, doing the laundry, helpless, sweeping, driving
3. Write Male and Female on opposite sides of the board, with Both in the middle.
4. Pass out the papers with descriptive words face down.
5. When you say "Go" all of the students turn over their paper.
6. Students tape their word on the board under Male, Female, or Both.
7. Help students with difficult vocabulary.
8. Go through every piece of paper and ask if students agree with the placement of each word.
9. If students have a strong opinion that the description is only male or only female, ask them, "Why can't it be both?"
10. There should be disagreement. Ask your students to explain why they disagree or agree.
11. Allow students to speak a little Spanish to explain themselves.
12. Make sure every student understands what gender roles are.
13. At the end of the activity, have a class discussion about gender stereotypes. Ask your students the following questions:
 - * How do gender stereotypes hurt women?
 - * How do gender stereotypes hurt men?
 - * How do gender stereotypes hurt society in general?
 - * **Note: Most students can understand how stereotypes are bad for women, but an important part of the discussion is getting men to see how stereotypes are bad for them.**

Ex: Always being expected to make money and never cry is bad for men because it makes them less human.

Ex: Men are expected to have several girl friends, but that means they need to spend a lot of money, which is a bad economic decision. This, in turn, makes monogamous men seem less masculine. How does that affect society (marriage, family structures)?
14. Empower your students to overcome the barriers that gender roles present.

Discussion Questions

You Do/Production

A. A World Without Gender Stereotypes (W, S, L)

1. Divide the class into boys and girls. Two groups of girls and two groups of boys.
2. Give each group a poster paper.
3. Students should imagine a world without gender stereotypes, where men and women can share responsibility equally.
4. Ask students to imagine that both men and women sweep, do laundry, and work outside the home equally.
5. The boy groups write or draw a daily schedule for what girls do. The girls make the schedule for the boys. Students should mix both types of roles.
6. Schedules include the use of adverbs of frequency.
7. It may be more interesting to do a schedule for Saturday or Sunday.
8. Each group presents their schedule.
9. Have a class discussion about the harmful effects of gender stereotypes.
10. Ask students to think about the ways stereotypes hurt not only women, but also men and society.
11. Refer to We do/Practice C Gender roles Discussion Questions to guide the class.

B. Two Circle Conversation (See Multi-Purpose Activities Index for more directions) (S, L)

1. Review future tense. (See 10.4.3)
2. Outside circle says a chore they do in the present.
3. Inside circle says a chore they *will* do in the future.
4. Students continue to use adverbs of frequency.
5. Halfway through the activity have the outside circle use the future tense and the inside circle the present tense.

11th Grade 6.3 Parenthood and Families

Target Vocabulary

adulthood, independent, custom, tradition, old-fashioned, advantage, disadvantage, pro, con, divorce, separation, teen pregnancy, adoption, on the other hand, MOVE out, PROHIBIT

Target Grammar

Expressions for Recommendations and Opinions

Recommendation Expressions: SHOULD (See 8.6.3), ought to, it is recommended that + (plural subject)

Opinion Expressions: In my opinion, I think that, I believe that

*You **should** do your homework so that you pass all your classes.*

***In my opinion**, you won't pass your classes if you don't do your homework.*

***It is recommended that** pregnant women don't drink coffee.*

I Do/Presentation

A. Household

1. Draw a house and explain the meaning of "household."
2. Ask students who lives in their household: Grandparents? Aunts and uncles? Brothers or sisters with university degrees? Who else?
3. Ask students how long they want to live with their parents?
4. Explain that children in some parts of the world leave their parents house when they turn 18.
5. Mention that in some families a man has more than one wife. In other families, there are two dads or two moms.

B. Vocabulary

1. Students copy new vocabulary and write meanings, then practice pronunciation.

C. Giving Recommendations

1. Review SHOULD. (See 8.6.3)
2. Remind students that we use SHOULD to suggest or recommend.
3. Explain that to make the sentence more impersonal, you can also use the phrase "*It is recommended that...*" followed by a complete sentence with a subject and a verb.

D. Expressing Opinions

1. Present the expressions: *In my opinion, I think that, I believe that.*
2. Explain that these expressions are used to give an opinion.
3. The expressions go before a complete sentence.

We Do/Practice

A. Divorce or Separation: Think, Pair Share, (R, S)

1. Have students individually brainstorm the pros and cons of divorce and separation.
2. Have the students share their ideas in pairs, and make a chart in their notebooks.
3. Discuss as a class.
4. Make a chart on the board.
5. Students may have very different opinions. Explain that you are not trying to get the students to think one way or another, but to start preparing for their futures

Variation: Do the same activity for teenage pregnancy or adoption.

Pros	Cons

B. Families Around the World (R, S)

- 1. Students work in pairs and read a paragraph about families around the world.
- 2. Students identify any unknown vocabulary.
- 3. Ask students for their initial reaction to the reading.

C. Who Am I (L)

- 1. Write the following four names on the board.
 - Lee (China)
 - Rosa (Nicaragua)
 - Brian (Kenya)
 - Sarah (USA)
- 2. Students work in pairs.
- 3. Read the following descriptions.
- 4. On a separate piece of paper, students write which person best matches which description.
- 5. Students should use the previous reading for clues.

Note: Families in any country come in different shapes and sizes. For example, families in Nicaragua can be big or small. Some people in Nicaragua live with their parents for a long time, some people move out on their own at a younger age. Explain that there may be different answers to some of these questions, but that the reading expresses general patterns in families across the world.

- a. I have 6 brothers and 5 sisters. (*BRIAN – KENYA*)
 - b. I am an only child. (*LEE – CHINA*)
 - c. I finished high school and then I moved out of my parent’s house. (*SARAH – USA*)
 - d. I am 28 and I still live with my parents. (*ROSA – NICARAGUA*)
 - e. I really want a brother but there is a law that says my parents can’t have another child. (*LEE – CHINA*)
 - f. I moved out so that I could be more independent. (*SARAH – USA*)
 - g. My parents had 12 children so that we could work on the family farm. (*BRIAN – KENYA*)
 - h. I will probably move out of my parent’s house when I get married. (*ROSA – NICARAGUA*)
- 6. Review the answers with the class to evaluate if the students understood the questions and the reading.

Families Around the World

Around the world, families have different traditions and come in different shapes and sizes. In Nicaragua, the custom is for children to live with their parents into adulthood. In the USA, children usually move out of their parent’s home when they are 18. They want to be independent. In some African and South Asian countries, families are really big. Parents there have many children so that they can help work on a family farm or in the house. On the other hand, in China there is a law that prohibits families from having more than one child. Many families don’t have a dad and a mom. Sometimes there is only one parent or other times there are two moms or two dads. In some countries husbands have more than one wife. Do you want to have a big family or a small one?

D. Household Chart (S, W)

- 1. List differences between Nicaraguan households and households around the world.
- 2. Explain “pros” (positives) and “cons” (negatives) so students can fill out the chart of advantages and disadvantages with their partners.
- 3. When the pairs are finished, draw a large chart on the board and ask students to share what they wrote down.

	Pros	Cons
American Households		
Nicaraguan Households		

You Do/Production

A. Interviews: My Ideal Future Family (S, W)

1. Students should copy the chart below into their notebooks.
2. Have students interview each other about their ideal future family.
3. Each student should interview 3 other students.
4. Questions could include:
 - What would your ideal partner be like?
 - Would you prefer to get married or stay single?
 - At what age would you like to get married?
 - Would you like to have kids?
 - How many?
 - If you had problems in your marriage, would you get separated or divorced?
 - Do you think marriage is old-fashioned?
5. After the students ask the questions, have a group discussion.
 - * Did people agree or disagree with their classmates' answers?
 - * What answers were the most common for each question?

B. Discussion: My Perfect Family (S, W)

1. Divide the class into groups of 5.
2. Each group agrees on 5 facts about their "Perfect Family."
3. Students can use the structure "My perfect family has...."
4. Students share the different opinions with the class.
5. Students write 4 sentences about their family or the perfect family.
6. Compare between classmates. Do students want the same things in their future families, or do they have different ideas about what a family should be like?

C. Scenarios, Skits, and Discussions (R, S, L)

1. Divide students into small groups.
2. Give each group a card with a situation on it.
3. Groups should analyze the situation and take notes on their answers to the discussion questions.
4. Students should create a presentation acting out the situation and ask the discussion questions.

Ana is a 5th year student and is planning on going away to university. But she learns that her father is leaving her mother to live with a girlfriend. Now she is depressed and doesn't want to leave for school.

1. What can her friends do?
2. What should her family do?

Elena lets her husband Carlos take their children with him to town on Saturdays. Then she discovers that Carlos is taking them to his girlfriend's house to play with their half sister. Elena is very mad. She does not want her children to think it is okay for their father to have two families.

1. What should she do?
2. How does "machismo" affect families?

Mary's husband went to work in Costa Rica. He sent money for her to support their children. But then the money stopped coming and she didn't hear anything from him for 3 months.

1. What should she do?
2. How should young women prepare to care for children without fathers?
3. How common is this problem?

Juan loves American rap music, even though he doesn't understand it. He plays it loud all day. But his parents hate the music.

1. What should Juan do?
2. Do you and your parents always agree? What do you do when you disagree?

Monica's best friend Amanda tells her she thinks she is pregnant. After promising not to tell anyone, Monica asks, "How could you have unprotected sex?"

1. What should Monica do?
2. Why do teens have unprotected sex? Where can you go for help?

11th Grade 6.4 Final Review

See 7.3.3 for lesson plan suggestions to do a final review of Units 4-6.

Multi-purpose Activities Index

Cross-Reference of English and Spanish Titles

Acrostic Poems_____Poemas Acrósticos
 Ambiguous Picture_____Dibujo Ambiguo
 Around the World_____Alrededor del Mundo
 BINGO_____BINGO (Tabla de Vocabulario)
 Blind Partner Drawings _____
 Dibujos Ciegos con Compañer@s
 Categories (Speaking)____Categorías (Hablado)
 Categories (Writing)_____Categorías (Escrito)
 Change Seats_____Cambiar Sillas
 Charades_____Charadas
 Cocktail Party_Preguntas Que Nunca Terminan
 Comic Strip_____Historietas
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 Find Someone Who__Busque Alguien a Quien
 Flashcards_____Fichas
 Four Corners_____Cuatro Esquinas
 Gallery Walk_____Caminata por la Galeria
 Hangman_____Ahorcado
 Hot Cabbage/Potato_____Repollo Caliente
 I Like You Because..._____
 Usted Me Cae Bien Porque...
 Jeopardy!_____Jeopardy!
 Jig Saw_____Pedazos de Rompecabezas
 King/Queen of the Mountain_____
 Rey/Reina de la Montaña
 Memory_____Memoria
 Mini-books_____Mini-Libros

Mr. Yes, Mr. No and Mr. Question_____
 Don Sí, Don No y Don Pregunta
 Musical Chairs_____Sillas Musicales
 Never-Ending Board Game_____
 El Juego que Nunca Termina
 Odd One Out_____La Palabra Perdida
 Pictionary_____Pictionary
 Question Board_____Tabla de Preguntas
 Question Relay Race__Concurso de Preguntas
 Run to the Board/ Fly Swatter_____
 Corre a la Pizarra/ Mata la Mosca
 Scavenger Hunt_____La Rebusca
 Secretary_____Secretaria
 Shopping List_____Lista de Compras
 Simon Says_____Simón Dice
 Sparkle_____Sparkle
 Star of..._____Estrella de...
 STOP_____ALTO
 Storytelling_____Contando Historias
 Telephone_____Teléfono
 Think, Pair, Share__Pensar, Juntar, Compartir
 Tic-Tac-Toe_____Tic-Tac-Toe
 TPR (Total Physical Response)_____
 TPR
 Two Circle Conversations_____
 Conversaciones de dos Círculos
 Two Truths and a Lie_____
 Dos Verdades y una Mentira
 Vocabulary Chain_____Cadena de Vocabulario
 Walk the line if...__Camina Hacia la Línea Si...
 Wrong Reading_____Lectura Equivocada
 Venn Diagram_____Venn Diagram

Multi-purpose Activities Index

Acrostic Poems

To practice writing and vocabulary/Para practicar la escritura y vocabulario

Rules

1. Students choose a name of a person that they are going to write about.
2. Write the name of that person vertically.
3. Use the letters of the name to start adjectives describing that person

J oyful
U nderstanding
L oving
I ntelligent
A rtistic

Uses: Describing people, friendship, famous people, personalities, diversity

Variation: Use letters of the name to form sentences, not just words.

Poemas Acrósticos

Reglas

1. L@s estudiantes escogen el nombre de alguien a quien van a escribir.
2. Escriben el nombre de esta persona al vertical.
3. Usen las letras del nombre para comenzar describiendo la persona.

Usos: Describiendo gente, amistades, gente famoso

Variación: Use letras del nombre para formar oraciones en vez de solamente palabras.

Around the World

To practice vocabulary and speaking/ Para practicar vocabulario y el hablar

Rules

1. Make flashcards with pictures of the new vocabulary on them. Do not include the written word in English.
2. Have the first two students of a row stand up.
3. Show them a flashcard.
4. The first student to correctly pronounce the vocabulary advances to the next student. The other student sits down.
5. Repeat again between the winner of the first round and the next student with a new flashcard.
6. When a student loses a round, they take the place or desk of their competitor, and the student that wins advances.
7. The winner is the student who can go all the way around the classroom winning every round until they get back to their original desk.

Uses: Vocabulary, numbers, parts of the body (Point to your body parts instead of using flashcards), ABCs

Variation: When appropriate, use mimics for action verb vocabulary, instead of flashcards.

Alrededor del Mundo

Reglas

1. Prepare fichas con dibujos del nuevo vocabulario. No incluya la palabra escrita en inglés.
2. L@s primer@s dos estudiantes de una hilera se ponen de pie.
3. Muéstreles una ficha.
4. El/la primer estudiante a pronunciar correctamente la palabra del vocabulario avance al próximo escritorio. El perdedor se sienta.
5. Repita de nuevo entre el/la ganador/a y el/la proxim@ estudiante con una nueva ficha.
6. Cuando un/a estudiante pierda, se sienta en el lugar de su competidor, y el/la estudiante que gana avanza.
7. El/la ganador/a es el/la estudiante quien puede pasar alrededor de toda la clase ganando cada vez hasta que regresa a su propio lugar.

Usos: Vocabulario: números, partes del cuerpo, ABCs

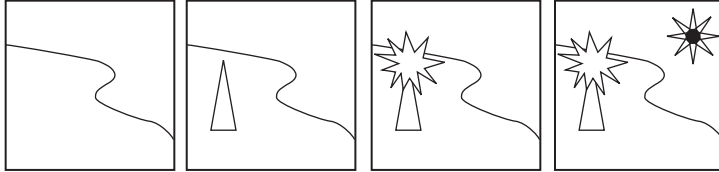
Variación: Cuando se puede, usa mímicas para vocabulario de verbos de acción, en vez de fichas.

Ambiguous Picture

To practice speaking and writing/Practicar el hablar y la escritura

Rules

1. Draw a small part of a picture.
2. Ask the students what it is going to be.
3. Encourage different opinions -- do not confirm or reject their ideas.
4. Add a little more to the drawing and ask the question again.
5. Build your picture in about four or five parts.



6. Students create their own ambiguous picture.
7. Students write a description of their picture.
8. Choose several students to come and demonstrate their ambiguous picture as the class tries to guess what the picture is. After they guess, the student reads the description.

Uses: *Adjectives, places in the community, use of HAVE*

Dibujo Ambiguo

Reglas

1. Dibuje una parte pequeña del dibujo.
2. Pregunte a l@s estudiantes que creen que va a ser.
3. Motive los opiniones diferentes—no hay que confirmar ni rechazar sus ideas.
4. Añada un poco más al dibujo y hacer la pregunta de nuevo.
5. Construya su dibujo en cuatro o cinco partes.
6. L@s estudiantes crean sus propios dibujos ambiguos.
7. L@s estudiantes escriben una descripción de sus dibujos.
8. Elija unos estudiantes para pasar en frente y demostrar su dibujo ambiguo mientras la clase intenta adivinar cuál es el dibujo. Después de adivinar, el/la estudiante lee su descripción.

Usos: *Adjetivos, lugares en la comunidad, uso de HAVE*

BINGO

To practice vocabulary and listening/ Para practicar vocabulario y el escuchar

Rules

1. Tell the students to fold a piece of paper 4 times to create 16 small squares. This is the bingo board:

orange	lemon	bread	eggs
meat	milk	tomato	beans
rice	juice	cheese	mango
oil	onion	chicken	avocado

2. Choose 16 or more different vocabulary words or images to put in the squares. Students should mix the order of the words.
3. Say different vocabulary words. If the student has that word on his or her board, he or she marks the square that corresponds to each word.
4. The goal is for a student to yell "BINGO!" when they form a line of 4 squares (horizontal, vertical, or diagonal).
5. Tell the student to read the vocabulary in the squares aloud in order to verify that the student wins.

Uses: *Vocabulary (numbers, clothing, or food), present and past verb forms.*

Variation 1: Instead of saying the word, show a picture or the written word.

Variation 2: Instead of making the board, students write a list of vocabulary words and cross them out when the teacher says the word. The first person to cross out all their words is the winner.

BINGO (Tabla de Vocabulario)

Reglas

1. Doble una hoja de papel 4 veces para crear 16 cuadritos. Esta es el bingo board.
2. Elija 16 palabras o imágenes diferentes del vocabulario para poner en los cuadros. L@s estudiantes deben mezclar las palabras.
3. El/la profesor@ dice diferentes palabras de vocabulario y l@s estudiantes marcan el cuadro que corresponde a cada palabra que el/la profesor@ ha dicho.
4. La meta es que un@ estudiante grite "BINGO!" cuando forma una línea de 4 cuadros marcados (horizontal, vertical, o diagonal).
5. El/la estudiante lee las palabras en los cuadros en voz alta para que el/la profesor@ pueda verificar que él o ella ganó.

Usos: *Vocabulario: números, ropa, o comida, verbos en presente y pasado*

Variación 1: En vez de decir la palabra, el/la profesor@ puede demostrar un dibujo o la palabra escrita.

Variación 2. En vez de hacer el board, l@s estudiantes escriben una lista de vocabulario y las tachan cuando el/la profesor@ dice la palabra. La primera persona que tacha todas sus palabras gana.

Blind Partner Drawings *To practice speaking and listening/Practicar el hablar y el escuchar*

Rules

1. Divide students into pairs, and arrange desks so one partner is facing the front of the room and the board (the speaker), and one partner is facing the back of the room (the artist).
2. Explain that the partner facing the board is going to see a picture and describe the picture to their partner.
3. The partner facing the back of the room may not turn around and look at the picture, but must listen to their partner and draw the picture accordingly.
4. Draw a map or picture on the board.
5. Students facing forward describe to their partners.
6. Students facing backwards listen to their partners and draw the picture.
7. In the end, students can verify their accuracy by how the picture reflects the picture you drew.

Uses: *Prepositions of place, things in the house, places in the community, physical descriptions, clothing, parts of the body, family members, environment, etc*

Dibujos Ciegos con Compañer@

Reglas

1. Organice l@s estudiantes en parejas, y arregle los escritorios para tener un/a estudiante mirando al frente (el/la hablante) y un/a estudiante mirando para atrás (el/la artista).
2. Explique que el/la compañera mirando a la pizarra va a ver un dibujo y tendrá que describirlo a su compañer@.
3. El/la artista mirando para atrás no debe mirar al dibujo, sino escuchar a su compañer@ y dibujar según sus instrucciones.
4. Dibuje un mapa o un dibujo en la pizarra.
5. L@s estudiantes habladores/as lo describen a sus compañer@s.
6. L@s estudiantes artistas escuchan y dibujan.
7. Al final, l@s estudiantes pueden verificar su comunicación oral con cómo refleja los dibujos de ell@s con el suyo.

Usos: *Preposiciones de lugar, objetos en la casa, lugares en la comunidad, descripciones físicas, ropa, partes del cuerpo humano, miembros de la familia, medio-ambiente, etc*

Categories: Speaking *To practice vocabulary and speaking/ Para practicar vocabulario y el hablar*

Rules

1. One student thinks of a category, such as Fruits or Family Members.
2. Everyone must take a turn saying a fruit or a family member.
3. If someone takes too long to give an answer, then that person is out and a new category begins.
4. To decide how long is "too long," the lead student should count to five.
5. If someone gives an answer that is incorrect, then he or she is also out. For example, if the category is Fruits, and someone says "potato," then that person is out.
6. The game continues until only one person is left.

Uses: *Vocabulary (numbers, clothing, or food)*

Variation: Divide the class into smaller groups.

Categorías: Hablado

Reglas

1. Un estudiante piensa en una categoría, como Fruits or Family Members.
2. Todos tienen que decir una fruta o miembro de la familia.
3. Si alguien tarda demasiado para contestar, él/ella va fuera y comienza una nueva categoría.
4. Para decidir cuanto tiempo es "demasiado," el/la líder debe contar a cinco.
5. Si alguien da una respuesta que es incorrecta, entonces él/ella va fuera también. Por ejemplo, si la categoría es Fruits, y alguien dice "potato," entonces él/ella va fuera.
6. El juego continua hasta que sólo haya un/a estudiante.

Usos: *Vocabulario: números, ropa, o comida, verbos en presente y pasado*

Variación: Divida l@s estudiantes en grupos pequeños.

Categories: Writing

To practice listening and writing/Practicar la escucha y la escritura

Rules

1. Write several categories on the board in columns.
Ex: healthy food, unhealthy food, drinks
2. Students copy the columns and categories.
3. Read a list of vocabulary words.
4. Students listen and write the word in the correct category.
Ex: If you say ice cream, the student writes ice cream under unhealthy food.
5. Verify whether students have the correct words.

Uses: Listening comprehension of any vocabulary, past tense -ed ending

Variation: Instead of writing the words, students put a check under the right category and then count the checks at the end. This makes the activity go faster.

Categorías Escritas

Reglas

1. Escriba unas categorías en la pizarra en columnas.
Ej: healthy food, unhealthy food, drinks
2. L@s estudiantes copian las columnas y las categorías.
3. Lea una lista de palabras de vocabulario.
4. L@s estudiantes escuchan y escriben cada palabra en la categoría correcta.
Ej: Si dice ice cream, el/la estudiante escribe ice cream debajo unhealthy food.
5. Verifique si l@s estudiantes tienen las palabras correctas.

Usos: Comprensión de vocabulario, la pronunciación de -ed en verbos en el pasado

Variación: En vez de escribir las palabras, l@s estudiante ponen un X debajo la categoría correcta y cuentan el número de X al final. Así va más rápido la actividad.

Change Seats

To practice speaking and listening/Para practicar el hablar y el escuchar

Best for a small class. If you have a large class, divide the class into smaller groups to play.

1. Tell the students to sit in a circle with their chairs, with one person standing in the middle.
Ex: For 20 people, use 19 chairs.
2. Start in the middle of the circle and say "Change seats if..." and continue with a sentence relating to the theme.
Ex: If the theme is clothing, a person who is wearing blue jeans says, "Change seats if you are wearing blue jeans."
3. Everyone who is wearing blue jeans stands up and changes seats.
4. Students cannot move to the seat immediately next to where they were sitting.
5. The person who does not find a chair stays in the middle and says the next sentence.

Uses: Vocabulary (clothing, family members, personal characteristics), present progressive, HAVE.

Cambiar Sillas

Esta actividad es mejor para clases pequeñas. Si tiene una clase grande, puede dividir la clase en grupos más pequeños para jugar.

1. L@s estudiantes se sientan en un círculo con sus sillas, con una persona parada en el centro.
Ej: para 20 personas, use 19 sillas.
2. El/la profesor@ empieza en el centro del círculo y dice "Change seats if..." y continúa con una oración que se relaciona con el tema.
Ej: Si el tema es ropa, el/la estudiante que está usando blue jeans dice, "Change seats if you are wearing blue jeans."
3. Todos los que están usando blue jeans se levantan y cambian sillas.
4. No se puede mover a la silla que está junto a donde uno estaba sentado.
5. La persona que no encuentra silla queda en el centro y dice la siguiente oración.

Usos: Vocabulario (ropa, miembros de familia, características personales), presente progresivos, HAVE

Charades

To practice listening and speaking/ Para practicar el escuchar y hablar

Rules

1. Divide the class in two teams.
2. A student from each team chooses a paper with a word on it or you can tell each student a word.
Ex: If the theme is emotions, a paper could have "happy."
3. Tell the student to describe the word with actions and/or sounds to his/her team.
4. His/her teammates must say the word in English to receive a point.

Uses: Present progressive, adjectives to describe people, clothing, verbs.

Charadas

Reglas

1. Divida la clase en dos equipos.
2. Un@ estudiante de cada equipo elige un papel con una palabra o el/la profesor@ les dice a cada estudiante una palabra.
Ej: Si el tema es emociones, el papel diría "happy."
3. Cada estudiante describe la palabra con acciones y/o sonidos a su equipo.
4. Sus compañeros de equipo tienen que decir la palabra en inglés para recibir un punto.

Usos: Presente progresivo, adjetivos para describir personas, ropa, verbos, vocabulario de TPR.

Cocktail Party

To practice speaking and listening/Para practicar el hablar y el escuchar

Rules

1. Give each student a different question on a small piece of paper (or students can write their own).
2. Tell the students to stand up and walk around asking other students the questions.
3. After the students ask and answer their questions, they change papers and ask a different student.

Uses: Questions/answers, describing pictures, sharing personal information, expressing opinions.

Preguntas Que Nunca Terminan

Reglas

1. Se les da a cada estudiante una pregunta diferente en una hojita de papel (o l@s estudiantes pueden escribir sus propias preguntas).
2. L@s estudiantes se levantan y caminan por el aula haciendo su pregunta a l@s otr@s.
3. Después de que hacen su pregunta y responden a la otra persona, cambian hojitas y preguntan a otr@ estudiante.

Usos: Preguntas/respuestas, describiendo dibujos, compartir información personal, expresar opiniones.

Comic strip

To practice writing and reading comprehension/ Para practicar la escritura y comprensión de lecturas

Rules

1. Tell the students to fold a piece of paper three times to form 8 squares.
2. Students write 8 sentences telling a story.
Ex: If you're teaching folklore, it could be La Mocuana, La Carreta Nahuatl, El Cadejo, La Cegua, etc.
3. Students draw a picture for each sentence; one picture in each square.
4. Students present to the class.

Uses: Reading comprehension, spelling, telling a story, past tense

Variation: Instead of using a prepared dialogue or story, students make up their own stories for the comic strip.

Historietas

Reglas

1. L@s estudiantes doblan una hoja de papel 3 veces para formar 8 cuadros.
2. L@s estudiantes escriben 8 oraciones para contar una historia.
Ej: Si esta enseñando mitos folklóricos, podría ser La Mocuana, La Carreta Nahuatl, El Cadejo, La Cegua, etc.
3. L@s estudiantes dibujan para cada oración; un dibujo por cada cuadro.
4. L@s estudiante explican su historieta frente a la clase.

Usos: Comprensión de lecturas o diálogos, deletreo, contar una historia, verbos en pasado

Variación: En vez de usar un dialogo preparado, l@s estudiantes pueden inventar sus propias historias para la historieta.

Crosswords

To practice speaking, listening, and writing/Para practicar el hablar, el escuchar, y la escritura

Rules

1. Tell one student to write a word in the middle of the board from the vocabulary list.
Ex: If the theme is personal characteristics, the word might be "jealous." (See example below)
2. Think of a word which shares one letter with the word on the board and give the students a clue to your word.
Ex: If the word is angry, you might say, "It's when someone is rude to me" or "It starts with the letter a."
3. If somebody guesses "angry," tell that person to write the word so that it crosses the first word and shares a letter.

jealous
n
g
r
y

4. Ask a student to think of a word sharing one letter from the word "angry" or "jealous." That person gives the class a clue for the word.

5. Continue building up the crossword to see how many words the class creates in five minutes.
6. After students understand how to play the game, divide students into small groups or pairs to continue practicing the target vocabulary.

Uses: Any vocabulary, introducing students and learning names.

Variation: Ask the students to write down the clues for each word in the puzzle. Later, give the puzzle to another class to solve.

Crucigrama

Reglas

1. Un/a estudiante escribe una palabra de vocabulario en el centro de la pizarra.
Ej: Si el tema es características personales, la palabra podría ser jealous.
2. Piense en una palabra que tiene una letra en común con la palabra en la pizarra y de una pista a l@s estudiantes para esta palabra.

Ej: Si la palabra es *angry*, podría decir, "It's when someone is rude to me" o "It starts with the letter a."

3. Si alguien adivina la palabra "*angry*," el/ella escribe la palabra para que cruce la primera palabra y comparta una letra. (Vea el ejemplo en la página anterior)
4. Pida a un/a estudiante que piense en una palabra que comparta una letra de una de las dos palabras. El/ella da una pista a la clase para su palabra.
5. Continúa construyendo el crucigrama para ver cuantas

palabras la clase puede incluir en 5 minutos.

6. Después de que l@s estudiantes entiendan cómo funciona el juego, divida l@s estudiantes en grupos pequeños para continuar de practicar el vocabulario.

Usos: Cualquier vocabulario, presentar l@s estudiantes y aprender sus nombres.

Variación: Pida a l@s estudiantes que escriban las pistas para las palabras del crucigrama. Puede dar el mismo crucigrama a otra clase.

Directions

To practice listening and speaking/ Practicar el escuchar y el hablar

Rules

1. Write phrases to give directions on pieces of paper.
Ex: *Begin in the northwest corner of the park. Walk south one block, then turn left. Walk one block.*
2. Draw a big square on the floor with masking tape and divide it into four smaller squares. Draw an arrow pointing north and write "*North*" next to the arrow.
3. Write a place in each small square.
Ex: *library, pharmacy, etc.*
4. In pairs, one student chooses a phrase and reads it to the other student, who must follow the directions correctly.
5. Repeat with other pairs.

Usos: Commands, giving directions

Direcciones

Reglas

1. Escribe frases para dar direcciones en hojitas de papel.
Ej: *Begin in the northwest corner of the park. Walk south one block, then turn left. Walk one block.*
2. Dibuje un cuadro grande en el suelo con masking tape y divídalo en cuatro cuadros más pequeños. Dibuje una flecha hacia el norte y escriba "*North*" junto a la flecha.
3. Escriba un lugar en cada cuadro pequeño.
Ej: *library, pharmacy, etc.*
4. En parejas, un/a estudiante elige una frase y la lee al otro, quien debe seguir las direcciones correctamente.
5. Repita con el resto de la clase.

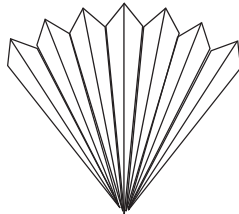
Usos: Comandos, dar direcciones

Fan

To practice reading and speaking/Para practicar la lectura y el hablar

Rules

1. Fold a piece of paper to make it into a fan.
2. On each fold, write a question or a command
Ex: *Stand up and sing, dance, open your book*
3. Pass the fan from student to student until all the questions/commands are read.



Usos: Questions, commands, fill in the blank.

Abanico

Reglas

1. Doble una hoja de papel para hacer un abanico.
2. En cada fold, escriba una pregunta o comando.
Ej: *Stand up and sing, dance, open your book.*
3. Pasen el abanico de estudiante en estudiante hasta que se lean todas las preguntas/comandos.

Usos: Preguntas, comandos, fill in the blank.

Find Someone Who . . .

To practice speaking, reading and listening/Para practicar el hablar, la lectura, y el escuchar

1. Create a list of abilities.
Ex: _____ plays soccer.
_____ sings.
_____ dances meringue.
_____ swims.
2. Tell the students ask each other and fill in the survey
Ex: Maria: "Can you play soccer?"
Fulano: "Yes, I can." or "No, I can't."
If yes, Maria writes Fulano's name in the blank.

Usos: Practicing questions: Do you have....?, Can you....?, Do you like....?, Have you been to....? Vocabulary: Family, personal information, abilities, likes/dislikes, job skills etc.

Variation: Fold paper into 16 squares and fill in each square with the information. Then write the corresponding student's name in the square.

Busque Alguien a Quien...

1. Crea una lista de habilidades.

Ej: _____ plays soccer.

_____ sings.

_____ dances meringue.

_____ swim.

2. L@s estudiantes se preguntan y llenan la encuesta.

Ej: Maria: "Can you play soccer?"

Fulano: "Yes, I can." o "No, I can't."

Si dice que si, Maria escribe el nombre de Fulano en el espacio.

Usos: Practicar preguntas: Do you have....?, Can you....?, Do you like....?, Have you been to....? Vocabulario: Familia, información personal habilidades, likes/dislikes, etc.

Variación: Doble el papel en 16 cuadros y llene cada cuadro con la información y luego escribir el nombre del estudiante que corresponde a esta información.

Flashcards

To practice reading and writing/Para practicar la lectura y la escritura

Flashcards can be used many times.

Preparation

1. Students fold a piece of notebook paper into rectangles.
2. Students cut or tear apart rectangles.
3. Students write simple form of verbs on one side and past forms on the other

Rules

1. In pairs, one student shows the other student the side that has the simple form and he or she must say the past form.

Uses: Any vocabulary or grammar

Variation 1: Flashcards can be used to play games like BINGO (See p. 224) or Memory. (See p. 231)

Variation 2: For vocabulary, flashcards can have the word on one side and a picture on the other.

Fichas

Se puede usar flashcards muchas veces.

Preparación

1. L@s estudiantes doblan una hoja de papel en rectángulos.
2. L@s estudiantes cortan o rompan los rectángulos.
3. L@s estudiantes escriben verbos en su forma simple en un lado y escriben la forma en pasado en el otro lado.

Reglas

1. En parejas, un/a estudiante demuestra al otro el lado con la forma simple y tiene el otro tiene que decir el verbo en pasado.

Usos: Cualquier vocabulario o gramática

Variación 1: Se puede usar flashcards para juegos como BINGO o Memoria.

Variación 2: Para vocabulario, flashcards puede tener la palabra en un lado y un dibujo al otro lado.

Four Corners

To practice listening comprehension/Para practicar el escuchar

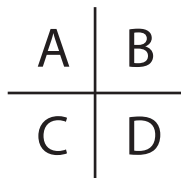
Rules

1. Prepare questions with multiple-choice answers that are related to the theme.

Ex: What type of music do you prefer? A-reggaeton;

B-romantic; C-salsa; D-rock

2. Use two pieces of masking tape to make the shape of a cross with four areas on the floor.
3. Designate each area as A, B, C, and D.



4. Read the questions and multiple-choice answers.
5. Students walk to the area they believe is the correct answer to the question.

Uses: Any activity that uses multiple-choice answers

Cuatro Esquinas

Reglas

1. Prepare preguntas de selección múltiple que sean relacionados al tema.
Ej: What type of music do you prefer? A-reggaeton; B-romantic; C-salsa; D-rock
2. Use dos piezas de masking tape para hacer una cruz en el suelo formando cuatro áreas.
3. Asignar cada área una letra: A, B, C, y D.
4. Lea las preguntas y las respuestas de selección múltiple.
5. L@s estudiantes van al área que creen que es la respuesta correcta.

Usos: Cualquier actividad que usa respuestas de selección múltiple

Gallery Walk

To practice listening and speaking/Para practicar el escuchar y el hablar

Best for a large class.

Rules

1. Assign students a large group project to present to their classmates.
2. On the day of the presentation, create "stations" around the room, one for each project.
3. Assign a station to each group. One member of the group stays at the station to present the project. The rest of the class rotates around the room to listen to the different presentations and takes notes on what they hear.

Uses: Presentation of projects

Variation: Afterward, the students write a paragraph for each presentation.

Caminata por la Galeria

Esta actividad sirve para clases grandes.

Reglas

1. Asigne a l@s estudiantes un proyecto de grupo para presentar a sus compañeros de clase.
2. El día de la exposición, crea "estaciones" en el aula, uno para cada proyecto.
3. Asigne una estación a cada grupo. Un miembro del grupo queda con la estación para presentar el proyecto. Todos los demás caminan por el aula para escuchar las exposiciones y tomar notas de lo que escuchan.

Usos: Presentación de proyectos

Variación: Después, l@s estudiantes pueden escribir un párrafo para cada proyecto que observó.

Hangman

To practice spelling and speaking/Para practicar el hablar y el escuchar

Good for the last minutes of class if you have time left over after finishing the lesson. Play in small groups or as a whole class.

Rules

1. Choose a word/phrase and write one blank for each letter.
Ex: For "apple," _ _ _ _ _
2. Students say a letter.
3. If the letter appears in the word or phrase, write it in the correct space. If not, add a body part to the hangman.
4. Students must guess all the letters in the word to complete the word before the drawing of the hangman is complete.

Uses: Vocabulary, spelling, pronunciation of the alphabet.

Ahorcado

Use esta actividad en los últimos minutos de clase si le sobra tiempo después de terminar el plan de clase. Se puede jugar en grupos pequeños o con toda la clase.

Reglas

1. Elija una palabra/frase y escriba un blanco para cada letra
Ej: Para "apple," _ _ _ _ _
2. Un@ estudiante dice una letra.
3. Si la letra aparece en la palabra/frase, escríbala en el espacio correcto. Si no, ponga una parte del cuerpo del ahorcado.
4. L@s estudiantes tienen que adivinar todas las letras en la palabra para completarla antes de que el dibujo del ahorcado sea complete.

Usos: Vocabulario, deletreo, pronunciación del alfabeto.

Hot Cabbage/Potato

To practice reading, speaking, and listening/ Para practicar la lectura, el hablar, y el escuchar

Rules

1. To prepare a "cabbage", write questions/phrases/vocabulary on pieces of paper.
Ex: Papers could read "My name ____ Paul" or a question "What is your name?"
2. Wrap the papers around each other into a ball.
3. Make a sound (hit a marker on the board, play music, sing or clap) while the students pass the ball around the class.
4. When the noise stops, the student with the cabbage removes the top layer and completes the activity on the paper.

Uses: Singular/plural, possessive adjectives, prepositions of time, comparative/superlative, reading comprehension.

Variation 1: Play by passing any classroom object (eraser or marker) and use a list of questions on the board.

Variation 2: Use the same process to select which students will write an answer on the board or do any other activity.

Repollo Caliente

Reglas

1. Para preparar el "repollo", escriba preguntas/frases/vocabulario en hojas de papel.
Ej: Las hojas podrían decir "My name ____ Paul" o una pregunta como "What is your name?"
2. Envuelvan las hojas para hacer una pelota.
3. L@s estudiantes pasen el repollo entre ellos mientras el/la profesor@ hace un ruido (pegar la pizarra con un marcador, tocar música, cantar, o aplaudir).
4. Cuando se detenga el ruido, el/la estudiante con el repollo quita la primera hoja y completa la actividad que está escrito en la hoja.

Usos: Singular/plural, adjetivos posesivos, preposiciones del tiempo, comparativos/superlativos, comprensión de lectura.

Variaciones: Se puede jugar con cualquier objeto (borrador o marcador) y una lista de preguntas que se les da el/la profesor@, o se puede usar para seleccionar cual estudiante escribirá una respuesta en la pizarra o hacer cualquier otra actividad.

I Like You Because...

To practice speaking/Para practicar el hablar

Good as an energizer and to promote a positive class environment.

Rules

1. Ask all the students to think about what they like about the person sitting next to them.
2. Students should say aloud what they like about that person.

Ex: I like you because you are nice.

I like you because you have curly hair.

I like you because you eat mangos.

I like you because you play soccer.

Variation (R, W): Have students tape a piece of paper to their back, and go around and write nice things on each other's pieces of paper.

Usted Me Cae Bien Porque...

Esta actividad es bueno para promover un ambiente positivo en la clase.

Reglas

1. Pregunte l@s estudiantes lo que les gusta de la persona sentada a su lado.
2. L@s estudiantes dicen lo que le gusta de la otra persona.

Ej: I like you because you are nice.

I like you because you have curly hair.

I like you because you eat mangos.

I like you because you play soccer.

Variación: Para practicar el escribir y el leer, l@ estudiantes pueden poner un papel en blanco en su espalda, y pasar a l@s demás compañer@s escribiendo oraciones en los papeles de sus compañer@s.

Jeopardy!

To practice listening and speaking/Para practicar el escuchar y el hablar

Requires a lot of advance preparation.

Preparation

1. Choose four to six categories that will be on the exam and create a column for each.
2. Write 100, 200, 300, 400, and 500 for each column.
3. Write a clue for each value. Five clues for each category (usually 100 is easiest, and 500 most difficult).

Ex: If the theme is health, a clue might be, "My head hurts. I have a _____."

Rules

Ailments	Symptoms	HAVE vs. BE	Statements with "should"
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

1. Tape or draw the Jeopardy board on the board.
2. Explain that students will choose the category and value they want to answer. 100 is easiest and 500 is most difficult.
3. Divide students into small groups.
4. Groups take turns answering questions to earn points.
5. If the answer is correct, they earn the value points for their team. If they are incorrect, they lose the value points and the other groups can answer the question.
6. The group with the most points at the end of the game wins.

Uses: Test Review.

Jeopardy!

Este juego requiere bastante preparación anterior, pero es bueno para repasar antes de un examen.

Preparación

1. Elija cuatro a seis categorías que saldrán en el examen y dibujar una columna para cada uno.
2. Escriba 100, 200, 300, 400, y 500 para cada columna.
3. Escriba una "pista" para cada valor. Debe haber cinco pistas para cada categoría (normalmente 100 es la más fácil, y 500 la más difícil).

Ej: Si el tema es salud, una pista podría ser, "My head hurts. I have a _____."

Reglas

1. Pegue el Jeopardy board o dibújela en la pizarra.
2. Explique a l@s estudiantes que elegirán un valor de la categoría que quieren contestar. 100 es la más fácil y 500 es la más difícil.
3. Divida l@s estudiantes en grupos pequeños.
4. Los grupos toman turnos respondiendo a las preguntas para ganar puntos.
5. Si la respuesta es correcta, ganan puntos para su equipo. Si la respuesta es incorrecta, pierden esa cantidad de puntos y los otros grupos pueden responder a la pregunta.
6. El grupo con más puntos al final del juego es el ganador.

Usos: Repaso para exámenes.

Jig Saw

To practice reading, writing, speaking, and listening/Para practicar la lectura, la escritura, y la escucha

Rules

1. Divide students into small groups.
2. Give each group part of a story.
3. Students draw a picture on a papelografo to represent their part of the story, and write their part at the bottom.
4. Students present their papelografos in chronological order.

Uses: Past tense verbs, storytelling,

Variation: Instead of parts of a story, give the students parts of a map, parts of a family tree, parts of a song, parts of a menu, etc., and ask them to put them together correctly.

Pedazos de Rompecabezas

Reglas

1. Divida l@s estudiantes en grupos pequeños.
2. Se le da a cada grupo una parte de una historia.
3. L@s estudiantes dibujan en un papelografo algo que representa su parte de la historia y escriben su parte debajo del dibujo.
4. L@s estudiantes presentan sus papelografos en orden cronológico.

Usos: Verbos en el pasado, contar historias

Variación: En vez de partes de una historia, de a l@s estudiantes partes de un mapa, partes de un árbol genealógico, partes de una canción, partes de un menú, etc., y pídeles que las pongan en el orden correcto.

King/Queen of the Mountain

To practice listening and speaking/Para practicar el escuchar y el hablar

Rules

1. Tell the students to form a semi-circle.
2. Choose one student as the "king/queen of the mountain" and tell him/her to stand in the middle.
3. One by one the students think of a sentence/question and the king/queen has to say the opposite.

Ex: Classmate: "Tonight I will do my homework."

King/Queen: "Tonight I will **not** do my homework."

4. If the king/queen responds incorrectly, the student who said the sentence is the new king/queen. If a king/queen answers 10 questions correctly, he/she wins and chooses a new king/queen.

Uses: Affirmative/negative, verb tenses (present to present progressive, past to present, etc.)

Rey/Reina de la Montaña

Reglas

1. L@s estudiantes formen un semi-circle.
2. Un@ estudiante esta elegido como "rey/reina de la montaña" y se para en el centro.
3. Uno por uno l@s estudiantes piensan en una oración o pregunta y el rey/reina tiene que decir el opuesto.
Ej: Maria: "Tonight I will do my homework."
El Rey/Reina: "Tonight I will **not** do my homework."
4. Si el rey/reina responde incorrectamente, el/la estudiante que dijo la oración es el nuevo rey/reina. Si un rey/reina responde a 10 preguntas correctamente, él/ella gana y se elige alguien nuevo.

Usos: Afirmativo/negativo, tiempos de verbos (presente a presente progresivo, pasado a presente, etc.)

Memory

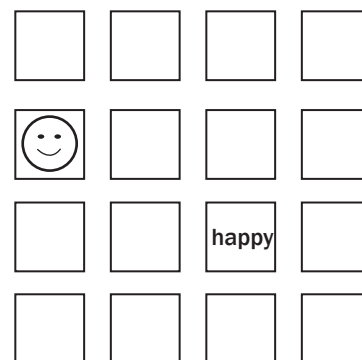
To practice speaking and comprehension/Para practicar el hablar y comprensión

Best for pairs or small groups.

Rules

1. Tell the students to cut paper into 20 pieces (or fewer).
2. On half of the papers put vocabulary words and on the other half put pictures to match the words.
3. Turn over the papers to hide the words and pictures.
4. Students turn over two cards at a time and read the word or name the picture. If the cards match then they keep the pair. If not, then they turn them over again.
5. The game finishes when all of pairs are matched. The student with the most pairs wins that game.

Uses: Any vocabulary, comparing different verb forms



Variation 1: Use numbers (one card written in letters (one) and the other with the number (1)).

Variation 2: Write the present tense form of a verb (buy) and the past tense to match (bought).

Memoria

Haga esta actividad en parejas o grupos pequeños.

Reglas

1. L@s estudiantes cortan una hoja de papel en 20 piezas (o menos).
2. En la mitad de las piezas ponen palabras de vocabulario y en la otra mitad dibujos que corresponden a las palabras.
3. Volteen las piezas para esconder las palabras y dibujos.
4. Un/a estudiante voltea dos piezas a la vez y lee la palabra o nombra el dibujo. Si las piezas corresponden, el/la estudiante queda con esta pareja. Si no, las voltea de nuevo.
5. El juego termina cuando se han encontrado todas las parejas. El/la estudiante con la mayor cantidad de parejas es el ganador.

Usos: Cualquier vocabulario, comparar diferentes formas de verbos

Variación 1: Use números (una pieza tiene el numero en letras (one) y la otra con el numero (1)).

Variación 2: Escriba un verbo en presente (buy) y en el pasado para la pareja (bought).

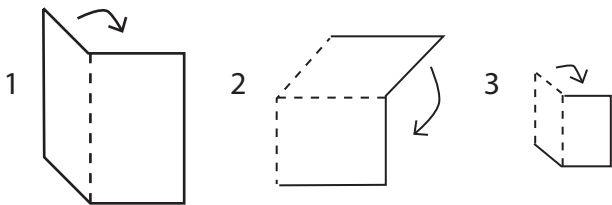
Mini-Books

To practice reading and writing/Para practicar leer y escribir

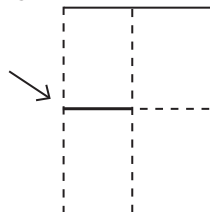
Activity for projects or review.

Instructions

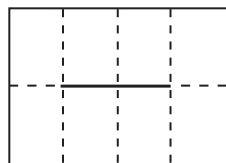
1. Fold the paper in half three times.



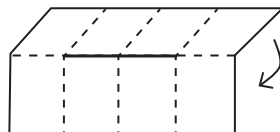
2. Unfold the paper twice until it looks like this. Cut or tear the creased edge only to the halfway point of the paper.



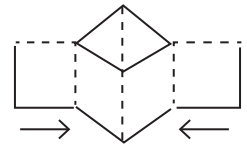
3. Open the paper all the way. It should look like this:



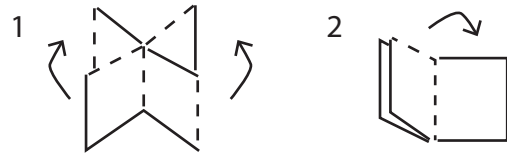
4. Fold along the middle (cut) edge.



5. Hold the two edges and push toward the center, forming the four pages of the mini-book.



6. Now flatten your book and begin writing!



Uses: Review material from the previous year, share personal information, vocabulary, tell a story, make passports.

Variation: Big Story Book: Instead of a piece of notebook paper, use a papelógrafo to make a big book.

Mini-Libros

Una actividad para proyectos y para repasar contenido.

Instrucciones

1. Cada estudiante necesita una hoja de papel. Doble la hoja por la mitad tres veces.
2. Abra la hoja dos veces para que se ve así. Corte o rompa en el centro del lado doblado hasta el punto medio de la hoja.
3. Abra la hoja completamente.
4. Doble por la mitad donde está cortada.
5. Agarre los dos lados y empuje hacia el centro para formar las cuatro páginas del mini libro.
6. Ahora, aplaste el libro y empiece a escribir!

Usos: Repasar contenido del año anterior, compartir información personal, vocabulario, contar una historia, hacer pasaportes. L@s estudiantes les encantan hacerlos y decorarlos.

Variación: Big Story Book: En vez de papel tamaño carta, use papelógrafo para hacer libros grandes.

Mr. Yes, Mr. No and Mr. Question

To practice writing and speaking/Para practicar la escritura y el hablar

Rules

1. Divide students into groups of 5.
2. Give each group a drawing that represents an action.
3. Assign a type of sentence to each member of the group: affirmative, negative, interrogative, affirmative short answer, negative short answer. Each student writes one sentence with the action.

Ex: If you are studying job skills, and the action is "cook," the five sentences would be: He can cook. He can't cook. Can he cook? Yes, he can. and No, he can't.

4. Students present their sentences.

Uses: Vocabulary: any kind of action verb, statements and questions

Don Si, Don No, y Don Pregunta

Reglas

1. Divida l@s estudiantes en grupos de 5.
2. Se le da a cada grupo un dibujo que representa una acción.
3. Asigne una forma de oracion a cada miembro del grupo: afirmativo, negativo, interrogativo, respuesta corta afirmativo, y respuesta corta negativo. Cada estudiante escribe una oración con la acción.
Ej: Si la accion es "cook," las cinco oraciones seran: He can cook. He can't cook. Can he cook? Yes, he can. y No, he can't.
4. L@s estudiantes presentan sus oraciones.

Usos: Vocabulario: cualquier verbo de accion, oraciones y preguntas

Musical Chairs

To practice speaking and listening with questions/Para practicar el hablar y el escuchar con preguntas

Rules

1. Organize the students' chairs in a circle, facing outwards. There should be one less chair than there are students. (Ex: If there are 24 students, there should be 23 chairs.)
2. Tape a picture to each chair.
3. Tell the students to dance around the chairs when you play music.
4. When the music stops, every student must race to find a seat.
5. The one student who is left standing faces elimination. He/she will be "out" unless they can save themselves.
6. The student can save himself or herself by asking a question to a classmate using the grammar of the day. If he/she asks the question correctly, and their classmate answers incorrectly, he/she stays in and the other classmate is out. But if the question is asked incorrectly, or the classmate answers correctly, the student standing is out.
7. Start the music again. Students must move and dance while the music plays.
8. Take out a chair, so again there is one less chair than students.
9. When you stop the music, students must find a seat.
10. Again, the student facing elimination can save himself by asking a classmate a question.
11. Play the music again, remove another chair, etc.
12. Continue until there is one winner.

Uses: Personal information, physical descriptions (use questions about students instead of pictures), occupations, any content with a focus on questions.

Variation: For larger classes or to make the game go faster, you can take out more than one chair every turn, and have more students have to answer questions or be eliminated.

Sillas Musicales

Reglas

1. Organizar las sillas de la clase en un círculo, mirando para afuera. Hay que tener una silla menos que el número de estudiantes. (Ej: Si hay 24 estudiantes, hay que tener 23 sillas.)
2. Poner un dibujo o una foto en cada silla.
3. Decir a l@s estudiantes a bailar, moviéndose en el círculo al tocar la música.
4. Al pausar la música, cada estudiante tiene que correr para sentarse.
5. El/la estudiante que no encuentre una silla enfrenta la posibilidad de ser eliminad@. Va fuera si no puede salvarse.
6. El/la estudiante puede salvarse al hacer una pregunta a un(a) compañer@ usando la gramática del día. Si la pregunta correctamente, y el/la compañer@ se equivoca con la respuesta, el/la estudiante se salva y se queda en el juego. El/la compañer@ se va fuera. Pero si la pregunta sea mal formada, o si el/la compañer@ contesta correctamente, el/la estudiante parad@ va fuera.
7. Tocar la música de nuevo. La clase tiene que bailar y moverse mientras toca la música.
8. Quitar una silla, para que de nuevo hay una silla menos que el número de estudiantes.
9. Al pausar la musica, cada estudiante tiene que correr para sentarse de nuevo.
10. De nuevo, el/la estudiante de pie enfrenta eliminación y puede salvarse al hacer una preguntata a un(a) compañer@ de clases.
11. Tocar la musica de nuevo, quitar otra silla, etc.
12. Seguir hasta que hay un(a) ganador(a).

Variación: Para clases grandes o para hacer la actividad más rápidamente, se puede quitar varias sillas a la vez, para tener más estudiantes enfrentando eliminación y haciendo preguntas.

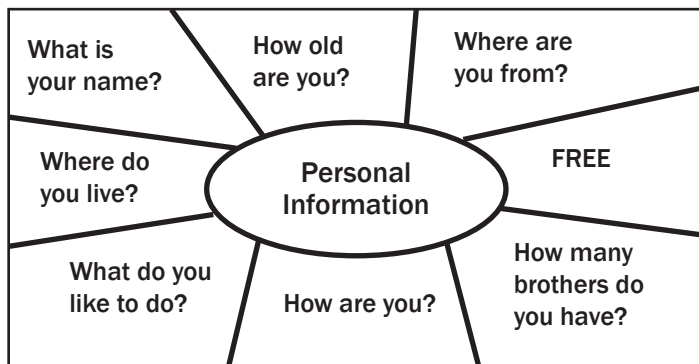
Never-Ending Board Game

To practice speaking and reading/Para practicar el hablar y la lectura

Best for small groups. To practice speaking and reading.

Preparation/rules

1. In small groups, tell students to create their game board. Each student uses a small piece of paper with their initials for their game piece.



2. Players begin on the "FREE" space.
3. On four small pieces of paper, write numbers 1 through 4. Turn them facedown. The first player chooses a number and moves that many spaces.
4. Students respond to the prompt on the space where they stop.
Ex: If the space says, "What is your name?" The student must respond, "My name is ____."
5. If a student lands on the "FREE" space, that student can rest until their next turn.
6. The game is "never-ending;" play for as long as you would like and there are no winners or losers.

Uses: Questions, physical descriptions (write a person's name in each game space—famous or non-famous—and describe them), likes and dislikes (categories like food, music, class, etc.) or modify to fit any lesson plan or grammar topic.

Variation: To practice verbs, put a verb in the middle of the board, and each space is a subject pronoun and a verb tense.

Ex: If the verb is "go," then one space might say, "He + past tense." The player must say, "He went."

El Juego que Nunca Termina

Este juego es para grupos pequeños.

Preparación/reglas

1. En grupos pequeños, l@s estudiantes hacen el game board. Cada estudiante usa una pieza de papel con su nombre para su game piece.
2. Todos empiezan en el espacio "FREE."
3. En cuatro piezas de papel, escriben los números 1 a 4. Los voltean para esconder los números. El primer jugador elige un número y mueva su pieza esa cantidad de espacio en el game board.
4. L@s estudiantes responden a lo que está escrito en el espacio donde cayó su pieza.
Ej: Si el espacio dice, "What is your name?" el/la estudiante responde "My name is ____."
5. Si el/la estudiante cae en el espacio "FREE" puede descansar hasta su próximo turno.
6. El juego nunca termina porque se puede jugar tanto como quiera y no hay ganadores ni perdedores.

Usos: Preguntas, descripciones físicas (ej: Escriba el nombre de una persona en un espacio y tienen que describirlo), likes and dislikes.

Variación: Para practicar verbos, ponga un verbo en el centro del board, y cada espacio es un pronombre y un tiempo.

Ej: Si el verbo es "go," un espacio podría tener, "He + past tense." El estudiante debe decir, "He went."

Odd-One-Out

To practice critical thinking and speaking/Para practicar lo difícil de pensamiento y el hablar

Can be used as a warm-up or energizer to start a class.

Rules

1. Make a list of four or five words. In the list, three or four of the words should have something in common. But one word in the list should not have the same relationship.
2. Ask the students to find the "odd one out," the one that doesn't belong.
3. Students must justify their choice.
4. Keep an open mind. The students may have a logical justification for choosing a different answer than you.

Ex: dog, cat, monkey, dragon

Ex: watermelon, pear, yellow, apple

Uses: Vocabulary, critical thinking and stating reasons

La Palabra Perdida

Reglas

1. Haga una lista de cuatro o cinco palabras. De la lista, tres o cuatro de las palabras deberían tener algo en común, pero una palabra en la lista no tiene la misma relación.
2. L@s estudiantes tienen que identificar el "odd one out," la palabra perdida que no tiene que ver con las otras.
3. L@s estudiantes deben justificarse.
4. Mantenga una mente abierta. L@s estudiantes pueden tener una justificación lógica de haber escogido una respuesta diferente que la suya.

Ej: dog, cat, monkey, dragon

Ej: watermelon, pear, yellow, apple

Pictionary

To practice pronunciation and speaking/Para practicar pronunciación y el hablar

Rules

1. Divide the class into three or four teams.
2. Ask one student to come to the board. Give the student a vocabulary word; the student has one minute to draw an image that represents the word.
3. His/her team has to guess the word and say it in English.
4. If the team is correct, they receive one point. If after 1 minute they don't know, then the other teams can guess.

Uses: Vocabulary, present progressive, and past actions.

Variation: Instead of saying a single vocabulary word, students say/write a complete sentence to describe the drawing.

Pictionary

Reglas

1. Divida la clase en tres o cuatro equipos.
2. Un/a estudiante viene a la pizarra. Dígale una palabra de vocabulario; tiene un minuto para dibujar una imagen que representa la palabra.
3. Su equipo tiene que adivinar la palabra y decirla en inglés.
4. Si están correctos, reciben un punto. Si después de un minuto no pueden adivinarlo, los otros equipos pueden adivinar.

Usos: Vocabulario, presente progresivo, y acciones en el pasado.

Variación: En vez de decir una palabra, los equipos tienen que decir/escribir una oración completa para describir el dibujo.

Question Board

To practice speaking, listening, and writing/Para practicar el hablar, el escuchar, y la escritura

Rules

1. Tell students to fold a piece of paper in half three times. There should be eight rectangles.
2. In each rectangle, students should write a subject that they will ask questions about.
3. Students stand up and ask each other questions.
4. When a student responds, the question-asker should write the other students' name and the information about their answer in the box.
5. Students should only ask each person one question in order to have at least eight partners with different responses to one question each.
6. Have the students write sentences in the third person about their classmates' answers.

Ex: If Mary asks John whether he likes to play soccer, if he says "yes," Mary writes "John, yes" in the rectangle that says "play soccer" on her board. Her sentence is John likes to play soccer.

Uses: Sports, preferences, personal information, recreational activities, any subject that students can ask questions about.

Variation: Questions can have a follow-up, like "Why?" and the third person sentences can include a reason. John likes to play soccer because it is fun.

Tabla de Preguntas

Reglas

1. Pídale a @s estudiantes que doblen una hoja tres veces. Cada hoja debe tener ocho rectángulos.
2. En cada rectángulo, l@s estudiantes escriben una palabra del sujeto dirigido.
3. L@s estudiantes se ponen de pie y preguntan a los demás según las palabras en su tabla.
4. Cuando un/a estudiante responde, a quien le pregunta debe escribir el nombre y la respuesta a la pregunta en el rectángulo.
5. L@s estudiantes deben preguntar solo una pregunta a cada compañer@ para tener por lo menos ocho compañeros con ocho respuestas diferentes.
6. Después, l@s estudiantes pueden escribir oraciones usando verbos en la tercera persona sobre las respuestas de sus compañer@s. Mary escribiría "John likes to play soccer."

Ej: Si Mary le pregunta a John si le gusta jugar fútbol, y él le dice que sí, Mary va a escribir "John, yes" en el rectángulo que dice "play soccer" en su tabla.

Question Relay Race

To practice listening and speaking, specifically asking and answering questions/ Practicar el escuchar y el hablar, específicamente hacer y responder preguntas

Rules

1. Place students in rows.
2. Tell a question to the first student in each row.
3. Say, "Go!" and the first student asks the question to the second student in his row, and the second student answers. The second student then turns to ask the third student the same question, then the third student answers.
4. When the last student in each row answers the question he/she runs and asks the question to the first student. After the first student answers the question, all students in the

row sit down. The first row to finish and sit down wins. During the game, walk around and listen to the students to check they are answering and asking correctly.

Uses: Personal information, likes/dislikes, what are you doing? etc.

Variation 1: For beginners give each row a piece of paper with a question on it to read.

Variation 2: To including spelling practice, the last person on the row runs to the board and writes the question and answer correctly.

Concurso de Preguntas

Reglas

1. Pongan l@s estudiantes en filas.
2. El/la profesor@ dice una pregunta al primer estudiante de cada fila.
3. Cuando el/la profesor@ dice, "Go!" el primer estudiante hace la pregunta al segundo de la fila, y el/ella contesta. Entonces el segundo voltea y hace la pregunta al tercero, y el/ella contesta, y así hasta el final.
4. El último de la cada fila contesta la pregunta y corre al frente para preguntar al primero. Después de que el primero contesta, todos en la fila se sientan. La primera fila para sentarse gana. Durante el juego, el/la profesor@ camina por el aula y escucha para asegurar que están preguntando y respondiendo correctamente.

Usos: Información personal, likes/dislikes, presente progresivo

Variación 1: Para los principiantes se puede dar una pregunta escrita en un papel para que lo lean.

Variación 2: Para incluir el deletreo, la última persona de la fila corre a la pizarra y escribe la pregunta y respuesta correctamente.

Run to the Board/Fly Swatter

To practice vocabulary with listening/Para practicar vocabulario con el escuchar

Rules

1. Form two teams.
2. Say a vocabulary word and one student from each team runs to the board and writes the correct word. The first person to write the correct word earns a point for his/her team.

Usos: Time, numbers, count/non-count nouns, vocabulary (clothing, food, traffic signs, classroom objects), etc.

Variation: Fly Swatter: Write the words or tape pictures on the board at the beginning of the game. Say a vocabulary word and the students touch the correct word or picture with a fly swatter or hand to earn the point.

Corre a la Pizarra/Mata la Mosca

Reglas

1. Divida la clase en dos equipos.
2. Diga una palabra y un/a estudiante de cada equipo corre a la pizarra y escribe la palabra. La primera persona que la escribe correctamente gana un punto para su equipo.

Usos: Tiempo, números, sustantivos contables/no-contables, vocabulario: ropa, comida, rótulos de tránsito, objetos del aula, etc.

Variación: Mata la Mosca: Escriba las palabras o pegue dibujos en la pizarra. Diga una palabra de vocabulario y l@s estudiantes tocan la palabra o dibujo correcto con la matamoscas para ganar un punto.

Scavenger Hunt

To practice listening, speaking, and writing/Para practicar la escucha, el hablar, y la escritura

Rules

1. Write a list of items on the board.
2. Students copy the list and meanings, and practice pronunciation.
3. Divide students into groups of 4-5.
4. Students find as many things on the list as possible in 7 minutes (inside or outside the classroom).
5. If students are not inside the classroom in their groups when 7 minutes is over, then items they collected don't count.

Usos: Vocabulary: environment, colors, classroom objects

Scavenger Hunt

Reglas

1. Escriba una lista de palabras en la pizarra.
2. L@s estudiantes copian la lista y sus significados y practican la pronunciación.
3. Divida l@s estudiantes en grupos de 4-5.
4. L@s estudiantes encuentran tantas cosas que puedan de la lista en 7 minutos (dentro o fuera del aula).
5. Si l@s estudiantes no están dentro del aula en sus grupos cuando terminan los 7 minutos, las cosas que encontraron no cuentan.

Usos: Vocabulario: medio ambiente, colores, objetos del aula

Secretary

To practice spelling, speaking, listening and reading/Para practicar el deletreo, el hablar, el escuchar, y la lectura

Rules

1. Divide students into groups (minimum 3). One student in each group is the secretary.
2. Only the secretary can write during the game.
3. One student from each group leaves the classroom to view a list of words or short sentences. That student tells the secretary all of the words or sentences that he/she remembered from the list.
4. The students take turns to leave the classroom. When the first student returns then the second may leave. The first group to complete the word list or sentences wins.

Uses: Vocabulary, dialogues, songs, reading, and numbers.

Variation: Instead of a word list, put a list of instructions to build something out of available materials. Assign one member to be the builder. The students come in and tell the secretary the instructions, and the builder follows the instructions to build the product. Only the builder can touch the materials.

Secretari@

Reglas

1. Divida l@s estudiantes en grupos (mínimo 3). Un/a estudiante de cada grupo es el/la secretari@.
2. Solo el/la secretari@ puede escribir durante el juego.
3. Un/a estudiante de cada grupo sale del aula para ver una lista de palabras o oraciones cortas. El/ella dice al secretari@ todas las palabras o oraciones que puede recordar de la lista.
4. El/la estudiante toma turnos para salir del aula y cuando la primera persona regresa entonces otra puede salir. El primer grupo de completar la lista gana.

Usos: Vocabulario, diálogos, canciones, lecturas, y números.

Variación: En vez de una lista de palabras, ponga una lista de instrucciones para construir algo de materiales a su alcance. Asigne a un miembro del grupo del trabajo de constructor. Mientras los otros miembros del grupo entran y dicen al/la secretari@ las instrucciones, el constructor sigue las instrucciones para construir el producto. Solo el constructor puede tocar los materiales.

Simon Says

To practice listening/ Para practicar el escuchar

Rules

1. Choose one student to be "Simon." He/she stands facing the class.
2. Simon gives instructions.
Ex: "Simon says touch your nose" and the other students touch their noses.
3. Simon can also say, "Touch your nose," but this command is not valid because it doesn't include "Simon says."
4. Anyone who 1) performs an action that does not begin with "Simon says," 2) performs an incorrect action, or 3) doesn't perform any action at all is "out" and must sit down.
5. Play until one student remains.

Uses: Vocabulary (body parts, clothing, classroom objects) or commands.

Variation: The last person standing becomes the new "Simon" and gives commands.

Simón Dice

Reglas

1. Un/a estudiante es "Simón" y se para frente a la clase.
2. Simón da instrucciones.
Ej: "Simón says touch your nose" y los otros tocan sus narices.
3. Simón puede decir también, "Touch your nose," pero este comando no es válido porque no incluye "Simón says."
4. Cualquier persona que 1) hace una acción que no empieza con "Simón says," 2) hace una acción incorrecta, o 3) no hace ninguna acción, esta "afuera" y tiene que sentarse.
5. Siga jugando hasta que solo un/a estudiante queda.

Usos: Vocabulario (partes del cuerpo, ropa, objetos del aula) o comandos.

Variación: La última persona se convierte en "Simón" y da los comandos.

Sparkle

To practice spelling and vocabulary/Para practicar el deletreo y vocabulario

Rules

1. Tell the students to form a circle. Choose a vocabulary theme such as "Colors." Students take turns saying letters to spell words in that category.
2. When a word is complete, the next student says, "Sparkle!" and the student after him/her is out of the game. The next student begins a new word and the game continues.
3. If a student spells a word incorrectly or doesn't know the next letter, the whole class says, "Sparkle!" and that student is out.

Uses: Vocabulary

Variation: Boom (to practice numbers): Pick a small number, like three or four. Students are in a circle and count aloud, but when a multiple of the chosen number arrives, the student must say, "Boom!" instead of the number.

Ex: If the chosen number is three, students would say, "one," "two," "Boom!" "four," "five," "Boom!" "seven"...

If a student doesn't know the number or doesn't say "Boom!" at the appropriate time, he/she is out.

Sparkle

Reglas

1. L@s estudiantes forman un círculo. Elija un tema de vocabulario tal como "los colores." L@s estudiantes toman turnos diciendo las letras para deletrear palabras de esa categoría.
2. Cuando una palabra esta complete, el/la siguiente estudiante dice, "Sparkle!" y el/la estudiante después de él/ella está fuera del juego. La siguiente persona empieza una palabra nueva y el juego continua.
3. Si un/una estudiante dice una letra equivocada o no sabe la próxima letra en la palabra, todos dicen, "Sparkle!" y esa estudiante esta fuera.

Usos: Vocabulario

Variación: *Boom (para practicar números):* Elija un numero pequeño, como tres o cuatro. L@s estudiantes hagan un círculo y cuentan en voz alta, pero cuando llegan a un múltiple del numero elegido el/al estudiante tiene que decir "Boom!" en vez del numero.

Ej: Si el numero elegido es tres, l@s estudiantes dirían, "one," "two," "Boom!" "four," "five," "Boom!" "seven"...

Si el/al estudiante no sabe decir el numero en ingles o si se le olvida decir "Boom!" al momento correcto, él/ella está fuera del juego.

Star of...

To practice speaking and listening/Para practicar el hablar y la escucha

Rules

1. Tell the students to stand in the middle of the room.
2. Tell the students that when you say "north" the students walk north. When you say "south," "east" or "west" students walk in that direction.
3. While students are walking, say "Star of" + a number.
Ex: "Star of 3!"
4. Students quickly form groups of that number.
5. Any student without a group must give a definition of a vocabulary word.

Usos: Review, any vocabulary, any grammar point, numbers

Estrella de...

Reglas

1. Dígales a l@s estudiantes que se paren tod@s en el centro del aula.
2. Dígales que cuando usted dice "north" todos caminan hacia el norte. Cuando dice "south," "east" o "west" tod@s caminan hacia esa direccion.
3. Mientras l@s estudiante están caminando, diga "Star of" + un numero.
Ej: "Star of 3!"
4. L@s estudiantes rápidamente forman grupos de este número.
5. Cualquier estudiante sin un grupo tiene que definir una palabra de vocabulario.

Usos: Repaso, cualquier vocabulario, cualquier gramática, números

Stop

To practice spelling, and pronunciation/ Para practicar deletreo y pronunciación

Rules

1. Pick two or three categories of vocabulary, and draw a column on the board for each category.
2. Select a letter of the alphabet (say it aloud and/or write it on the board), and students must write a word for each category that begins with that letter.
3. When a student has a word for each category, the student yells, "Stop!" and goes to the board to write the words under each category.
4. Check for correct spelling and that all the students can identify the words. Also practice pronunciation with the class.

Usos: Any vocabulary (food, places, names, animals, things, adjectives, cities, countries, and verbs).

Food	Animal	Adjective
Pineapple	Parrot	Pretty

ALTO

Reglas

1. Elija dos o tres categorías de vocabulario y dibuje una columna para cada categoría en la pizarra.
2. Seleccione una letra del alfabeto (dícala en voz alta o escríbala en la pizarra), y l@s estudiantes tienen que escribir una palabra para cada categoría que empieza con esta letra. (Vea ejemplo arriba)
3. Cuando un/a estudiante tiene una palabra para cada categoría, él/ella dice, "Stop!" y va a la pizarra para escribir las palabras debajo de cada categoría.
4. Revise el deletreo y asegúrese de que todos pueden identificar las palabras. También puede practicar la pronunciación de las palabras con la clase.

Usos: Comida, lugares, nombres, animales, cosas, adjetivos, ciudades, países, y verbos.

Storytelling

To practice reading and writing/Para practicar la lectura y la escritura

Rules

1. Each student writes two names of famous people on small pieces of paper.
2. Collect pieces of paper in a hat and mix them up.
3. In pairs students choose two names from the bowl.
4. Explain that these two people were involved in a crime yesterday and that the students are going to invent a story about what happened.
5. Students fold two pieces of paper into six squares.
6. Students draw six scenes that tell the story, one scene in each square of the first paper.
7. Students write 2-3 sentences for each square in the Simple Past on the second piece of paper, describing the story in the drawings.
8. Students cut or tear apart drawings and written descriptions and mix them up.
9. Students trade squares with another pair and match the drawings to the correct descriptions.

Uses: *Telling a story, past tense verbs, vocabulary*

Variation: Students make 6 large drawings and present the story to the class saying 2-3 sentences for each drawing (without reading).

Contando Historias

Reglas

1. Cada estudiante escribe dos nombres de personas famosas en hojitas de papel.
2. Recolecte las hojitas en un sombrero y mézclelas.
3. En parejas, l@s estudiantes eligen dos nombres del sombrero.
4. Explique que estas dos personas estaban involucrados en un crimen ayer y que l@s estudiantes van a inventar una historia sobre lo que paso.
5. L@s estudiantes doblan dos hojas en seis cuadros.
6. Dibujan seis escenarios que cuentan la historia, una escena por cada cuadrito en la primera hoja de papel.
7. Escriben 2-3 oraciones para cada cuadrito en el pasado simple en la segunda hojita de papel, describiendo la historia en los dibujos.
8. Cortan or rompen los dibujitos y descripciones escritas y los mezcla.
9. Intercambian con otra pareja y unen los dibujos con las descripciones correctas.

Usos: *Contar una historia, verbos en el pasado, vocabulario*

Variación: L@s estudiantes hacen 6 dibujos grandes y presentan la historia frente a la clase, usando 2-3 oraciones para explicar cada dibujo (SIN leer).

Telephone

To practice listening and speaking/Para practicar el escuchar y el hablar

Rules

1. Write 10 vocabulary words on the board.
2. Tell the students to sit in equal rows.
3. Whisper a word from the board to the first student in each row.
4. Those students return to their row and whisper the same word to the student behind them. This continues until the end of the row.
5. The last student in each row runs to the board to touch the correct vocabulary word.

Uses: *Vocabulary, verbs, or short phrases.*

Variation 1: Play with short sentences or word pairs—give the students one word and they have to touch the word on the board that matches it.

Ex: Give the word "ate" and students touch the verb "eat" on the board.

Variation 2: To practice writing, the last student in the row comes to the board and writes the word.

Teléfono

Reglas

1. Escriba 10 palabras de vocabulario en la pizarra.
2. L@s estudiantes se sientan en filas.
3. Diga en voz baja una palabra de la pizarra y los primeros de cada fila.
4. Los primeros regresan a su fila y dicen en voz baja la palabra al/la estudiante detrás de él/ella, y así hasta el final de la fila.
5. El ultimo de la fila corre a la pizarra para tocar la palabra que el/la profesor@ dijo.

Usos: *Vocabulario, verbos, o frases cortas.*

Variación 1: Se puede jugar con oraciones cortas y palabras que corresponden—se puede dar a l@s estudiantes una palabra y tienen que tocar la palabra que corresponde.

Ej: De la palabra "ate" y l@s estudiantes tocan el verbo "eat" en la pizarra.

Variación 2: Para practicar el escribir, el último de la fila puede escribir la palabra en la pizarra.

Think, Pair, Share

To practice listening and speaking/Para practicar el escuchar y hablar

Best for advanced students.

Rules

1. **Think:** Ask the students a question related to the theme. The students should not answer out loud; they should think about their answer.
Ex: If the theme is human rights, a question might be, "What are some basic human rights?"
2. **Pair:** Divide the students into pairs. In pairs, students talk about their answers to the question.
3. **Share:** Pairs share their answers with the rest of the class.

Uses: Warm-up for new contents, expressing opinions, accessing prior knowledge

Variation: If the class is very large, divide the students into groups of three pairs (6 students) to share their ideas.

Pensar, Juntar, Compartir

Para estudiantes avanzados.

Reglas

1. **Pensar:** Haga una pregunta a los estudiantes que está relacionada con el tema. L@s estudiantes no deben contestar en voz alta; deben pensar en su respuesta.
Ej: Si el tema es derechos humanos, una pregunta podría ser, "What are some basic human rights?"
2. **Juntar:** Divida l@s estudiantes en parejas. En parejas, l@s estudiantes hablan sobre sus respuestas a la pregunta.
3. **Compartir:** Parejas comparten sus respuestas con toda la clase.

Usos: Warm-up para nuevos contenidos, expresar opiniones, acceder conocimiento previo

Variación: Si la clase es muy grande, divida l@s estudiantes en grupos de tres parejas (6 personas) para compartir sus ideas.

Tic-Tac-Toe

To practice listening and speaking/Para practicar el escuchar y el hablar

Best for beginners.

Rules

1. Draw the tic-tac-toe board on the board, with a different word or activity in each square.
Ex: Personal Information (See sample on the right)
2. Divide the class in two teams, X's and O's.
3. One student from each team takes a turn to choose a square. He/she must correctly say/perform the activity in that square to place an X or O in it.
4. To win, form a horizontal, vertical, or diagonal line.

Uses: Demonstrative pronouns/colors, descriptions, how much/how many, vowel pronunciation, prepositions of place, present/past tense, irregular past verbs.

Variation: Play as a class or in small groups.

What is your name?	How old are you?	When is your birthday?
Where are you from?	Where do you study?	What is your last name?
What is your address?	What is your phone number?	What is your favorite color?

Tic-Tac-Toe

Este juego es bueno para principiantes.

Reglas

1. Dibuje el tic-tac-toe board en la pizarra, con una palabra o actividad diferente en cada cuadro.
Ej: Información personal
2. Divida la clase en dos equipos, los X y los O.
3. Un/a estudiante de cada equipo toma un turno para elegir un cuadro. El/ella tiene que decir o completar correctamente la actividad en el cuadro para poner una X o O en el mismo.
4. Para ganar, forman una línea horizontal, vertical, o diagonal.

Usos: Pronombres demostrativos, colores, descripciones, how much/how many, pronunciación de vocales, preposiciones de lugar, verbos en presente/pasado, verbos irregulares.

Variación: Se puede jugar con toda la clase o en grupos pequeños.

TPR (Total Physical Response)

To practice listening and speaking/Para practicar el escuchar y el hablar

A strategy that uses movement to teach.

Rules

1. Say a vocabulary word or phrase and perform an action to represent it at the same time. Tell the students to copy your action while you say the word.

Ex: If the theme is daily activities, you might say, "I brush my teeth," and you and the students mimic brushing your teeth.

2. After practicing several times, say the word or phrase without performing the action, and the students perform the action and say the word or phrase.
3. After practicing several times, perform the action and ask the students to say the word or phrase.

Uses: Any vocabulary, commands

TPR (Total Physical Response)

Esto es una estrategia que usa movimiento para enseñar.

Reglas

1. Diga una palabra o frase del vocabulario y haga una mueca que representa la palabra o frase a la misma vez. Diga a l@s estudiantes que copien su mueca mientras Ud. dice la palabra o frase.

Ej: Si el tema es actividades diarias, podría decir, "I brush my teeth," y Ud. y l@s estudiantes hacen la mueca de cepillar los dientes.

2. Después de practicar esto muchas veces, diga la palabra o frase sin hacer la mueca, y l@s estudiantes hagan la mueca y digan la palabra o frase.
3. Después de practicar esto muchas veces, haga la mueca y l@s estudiantes dicen la palabra o frase.

Usos: Cualquier vocabulario, comandos

Two Circle Conversations

To practice speaking and listening/Para practicar el hablar y el escuchar

Rules

1. Divide the class in two; one group forms a circle facing out, and the other group forms a circle around them facing in, so each person is facing another person, forming a pair.
2. Each pair completes an activity.
3. After each pair finishes, only the outer circle rotates so each person has a new partner. Repeat the activity.

Uses: Any pair activity. Practice a dialogue, answer questions, conduct an interview, express likes/dislikes, personal information

Conversaciones de Dos Círculos

Reglas

1. Divida la clase en dos; un grupo forma un círculo mirando hacia fuera, y el otro grupo forma un círculo alrededor de ellos mirando hacia dentro, para que cada persona este cara a cara con otra persona, formando una pareja.
2. Cada pareja complete una actividad.
3. Después de que termine cada pareja, solo el círculo de afuera se mueve para que cada persona tenga una pareja nueva. Repita la actividad.

Usos: Para practicar un dialogo, contestar preguntas, hacer una entrevista/encuesta, likes/dislikes, información personal

Two Truths and a Lie

To practice listening and speaking/Para practicar el escuchar y el hablar

Rules

1. Tell the students to write two things that are true about themselves and one thing that is untrue.
Ex: "I have eaten turtle eggs. I have been to Chinandega. I have met Enrique Iglesias."
2. The students pass in front of the class and read their three sentences. The other students must guess which one is the lie.

Uses: Present perfect tense, past tense, use of "can"

Variation 1: Students draw pictures that correspond with their statements.

Variation 2: After the game the students try to remember the truths about the other students.

Dos Verdades y Una Mentira

Reglas

1. Cada estudiante escribe dos cosas que son verdad de ellos mismos y una cosa que no es verdad.
Ej: "I have eaten turtle eggs. I have been to Chinandega. I have met Enrique Iglesias."
2. L@s estudiantes pasan al frente de la clase y leen sus tres oraciones. L@s estudiantes tienen que adivinar cuál es la mentira.

Usos: Presente perfecto, pasado, uso de "can"

Variaciones: L@s estudiantes pueden hacer dibujos que corresponden a sus oraciones. Después del juego, l@s estudiantes tienen que recordar las verdades de los otros.

Vocabulary Chain

To practice speaking and listening/Para practicar el hablar o el vocabulario

Play as a whole class or in small groups..

Rules

1. The first student begins and says, "My name is ____ and my favorite animal is ____." The next student says the same sentences, but must say a different animal.
2. If a student repeats an animal or cannot think of a different animal, that student is out. Continue playing until only one student remains.

Uses: Vocabulary: animals, colors, foods, modes of transportation, types of music, or sports.

Variation 1: Instead of students being "out" when they can't think of the vocabulary, they change the topic.

Variation 2: More advanced students say a vocabulary word that begins with the last letter of the word previously said.

Ex: Elephant, tiger, rat...

Variation 3: Students remember what the students said before.

Ex: Maria: "I like soccer."

Fulano: "I like baseball and Maria likes soccer."

Each student remembers the five students before him/her, or the whole class can work together to remember what everyone said.

Cadena de Vocabulario

Esta actividad se puede jugar con toda la clase o en grupos pequeños.

Reglas

1. La primera persona dice, "My name is ____ and my favorite animal is ____." La siguiente dice lo mismo, pero con otro animal.
2. Si alguien repite un animal o no puede pensar en otro, él/ella esta fuera. Continúa el juego hasta que solo una persona queda.

Usos: Vocabulario: animales, colores, comida, modos de transportación, tipos de música, o deportes.

Variación 1: En vez de estar fuera cuando no pueden pensar en vocabulario, pueden cambiar la categoría.

Variación 2: Estudiantes avanzados dicen una palabra que empieza con la última letra de la palabra anterior.

Ej: Elephant, tiger, rat...

Variación 3: L@s estudiantes recuerden lo que dijeron l@s estudiantes anteriores.

Ej: Maria: "I like soccer."

Fulano: "I like baseball and Maria likes soccer."

Cada estudiante recuerda l@s cinco estudiantes antes de él/ella, o toda la clase puede trabajar juntos para recordar lo que todos dijeron.

Walk to the Line if...

To practice speaking and listening/Para practicar el hablar y el escuchar

Rules

1. Prepare a list of yes/no questions related to the theme. For each question, write a related wh- question.

Ex: If the theme is entertainment, a pair of questions might be:

a) Do you like reggaeton?

b) Who is your favorite reggaeton singer?

2. Use one piece of masking tape in the middle of the floor to make the two sides.
3. Divide the class in half.
4. Ask the questions.
5. If the students agree with the first question, they walk to the line in the middle.
6. Students who walk to the middle then answer the related question.

Uses: Yes/no and wh-questions, practice vocabulary

Variation: If you use this activity as a warm up for a new content, you can allow the students to answer in Spanish.

Camina Hacia la Línea Si...

Reglas

1. Prepare una lista de yes/no questions relacionadas con el tema. Para cada pregunta, escriba una wh- question que está relacionada.

Ej: Si el tema es entretenimiento, un par de preguntas podría ser:

a) Do you like reggaeton?

b) Who is your favorite reggaeton singer?

2. Use una pieza de masking tape en el centro del suelo para dividirlo en dos.
3. Divida la clase en dos grupos.
4. Haga las preguntas.
5. Si l@s estudiantes están de acuerdo con la primera pregunta, caminan hacia la línea en el centro.
6. L@s estudiantes que caminan a la línea luego responden a la pregunta relacionada.

Usos: Yes/no y wh-questions, practicar vocabulario

Variación: Si Ud. usa esta actividad como warm-up para un nuevo contenido, puede permitir que l@s estudiantes respondan en español.

Wrong Reading

For reading Comprehension, listening, and speaking/Para comprensión de la lectura, el escuchar, y el hablar

Rules

1. After studying a reading, re-write the reading with incorrect information.
2. Tell students they are going to listen to it again and identify where the reading goes wrong.
3. Read the incorrect version to the students.
4. When you come to a part that is incorrect, students must raise their hands and say "Wrong!"
5. Students should correct the wrong information by telling you the correct information from their memory of the story..

Uses: Folklore, Biographies, Famous People, any reading

Lectura Equivocada

Reglas

1. Después de estudiar una lectura, re-escribir la lectura con información equivocada.
2. Decir a la clase que van a escuchar la lectura de nuevo y tienen que identificar donde la lectura se equivoca.
3. Leer la versión equivocada a la clase.
4. Al encontrar la parte equivocada, l@s estudiantes tienen que levantar la mano y decir "Wrong!"
5. L@s estudiantes corrigen la información equivocada con la información correcta que recuerdan de memoria.

Usos: Folklore, Biografías, Gente Famoso, cualquier lectura

Venn Diagram

To demonstrate the relationship between different ideas/Para demostrar la relación entre ideas diferentes

Instructions

1. Draw two converging circles on the board.
2. Tell the students that the circle on the left represents one group of ideas, and the circle on the right represents another group. The space where the circles meet is where the two ideas converge.
Ex: If the theme is Rules, the circle on the left could be rules at home and the circle on the right could be rules at school. The space in the middle is for rules that we use at home and at school.
3. Write the rules that the students say in English in the appropriate place: at school, at home or both.
4. Students copy.

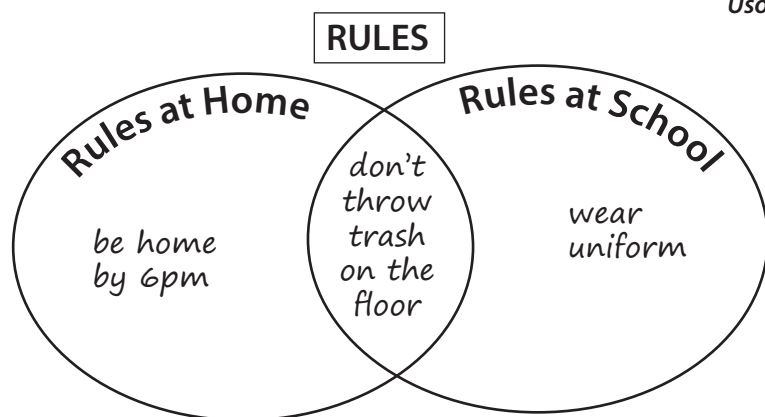
Uses: Teaching rules, any vocabulary

Venn Diagram

Instrucciones

1. Dibuje en la pizarra dos círculos que se unen en el centro.
2. Dígales a los estudiantes que el círculo de la izquierda representa un grupo de ideas, y el círculo a la derecha representa otro grupo de ideas. El espacio donde se unen es donde las ideas se unen.
Ej: Si el tema es Reglas, el círculo a la izquierda será reglas de la casa y el círculo a la derecha será reglas del instituto. El espacio en medio es para reglas que usamos en ambos lugares.
3. Escriba las reglas que digan l@s estudiantes en inglés en el lugar apropiado: at school, at home o both.
4. L@s estudiantes copian.

Usos: Presentar reglas, cualquier vocabulario



Irregular Verbs

Simple Form	Past	Past Participle	Simple Form	Past	Past Participle
be	was/were	been	leave	left	left
bear	bore	born	lend	lent	lent
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
freeze	froze	frozen	sweep	swept	swept
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tear	tore	torn
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written
keep	kept	kept			
know	knew	known			