

Teaching notes for each unit of *The NEST: one*

Units 1.1 – 1.9 Getting to know you

Units 2.1 – 2.8 Making arrangements

Units 3.1 – 3.9 Social Interactions

Beginners or false beginners?

How you use the first units will very much depend on whether your learners are complete beginners or have a substantial passive knowledge. With false beginners you will not need to introduce the basics but you will need to provide them with a lot of opportunities to hear and speak them. So you may start spelling words with the complete alphabet and use words from their interest areas.

The recordings

These were made at a radio station with ten volunteers, none of us professionals. And the radio station had limited editing facilities so there are some places where our mistakes and corrections co-exist; there are some places where we made small mistakes that were not corrected. Some sections are not as well spoken as they could be – sometimes we have been able to record two versions to take account of this but not always. However, the majority of the recording works well. We have tried to include most of the scripts in these notes but there is practice material that is not listed here. You need to play the CDs to hear just what there is for each unit. At the end of these notes we list the track time for each activity (CD timings, p76 - 83)

Use the materials as a flexible core: These teaching materials provide the core for your classes. Try to use local examples to introduce new language and the book for practice. The task- based approach makes it easier for you to modify and extend the work by including local information: Unit 1.6, task: the colour of – this could be of flowers, fish, clothing, vegetables. There are aspects of grammar that students encounter but which are not specifically spelled out in these materials, such as the articles. You may need to cover these briefly in your lessons.

Students becoming creative and autonomous learners: Always look for ways to have the students be the active and creative learners. A small example from the first units: instead of providing words for them to spell, have them list words from their interest area and go round the class seeing who can spell them best.

Information in the unit notes

Objectives and timing: There is no standard lesson length; in these notes lesson length is about 2 hours of class time [with short pauses]. (excluding the *Building* section)

Props and preparation: Lists items you need to make or collect in advance so look well ahead so you have time to find / make good examples.

Phrases in italics are references to sections in the general section of the teacher's manual. Check how to carry out an activity or teach a skill.

Additional pages: There are some sample blank and filled bingo cards, some cue or card-game cards. If each volunteer teacher prepares their activities on a PC and sends The NEST Trust a copy by email then we can email these round so less and less preparation is needed.

UNIT 1.1 Greetings

Objectives and timing: Probably two lessons:

By the end of this unit your students will:

- be able to greet simply
- be able to ask someone's name
- be able to pronounce the alphabet a – l and the numbers 1-10
- know about English –Spanish word friends
- know some classroom language and praise words

Your first lessons with the group set the scene for the future.

Welcome them gently in English. Encourage those that try to say hello / greet you back in English. Don't push yet. And no Spanish from you yet.

Remember lots of positive encouragement and praise and fun.

This is a short unit as they'll need time to adjust to a new learning style. But remember – keep the pace by changing the style of the activity. Keep them active and speaking and involved.

Props and preparation

Dialogue hats

Dialogue one

If you can't play a recording of the dialogues look back at *How to wear two hats*. If you can play a recording, introduce the dialogue and practice with the class. Then have the *circle practice*. Then get them to move around and greet each other.

Now take a break and talk to them in Spanish and explain how your classes are going to work. Tell them:

- you'll only use English, that you may take 'time out' like this to speak in Spanish but you won't use Spanish during the lesson time.
- you think the classes will be different because the main aim is to speak so they'll be very active.
- that mistakes are OK because that's how we learn
- that they must learn to first just listen – no repeating until you say. Show them signals you'll use – see the *silent signals* section

Switch to lesson time and introduce the words in the classroom language section.

Classroom language

Remember the *listen, listen + repeat, practice* pattern.

So you say each one, then again and then have them repeat.

Now get them to work with a partner and match words and pictures

If students translate into Spanish among themselves – that's fine. If they've got the meaning right encourage and congratulate in English. If it's wrong, shake your head.

Now play a game with them being active and carrying out the actions.

Numbers 1-10

- a) Introduce the sounds of the numbers. Do in blocks of 3 and musically.
Use the *listen, listen + repeat, practice pattern*
- b) Dictate 4 numbers. Have students say the answers back.
Repeat with other numbers.
- c) Dictate some numbers.
- d) This can be their homework.

Alphabet

- a) Introduce the sounds of alphabet. Do in blocks of 3 and musically.
Use the *listen, listen + repeat, practice pattern*
Dictate 4 letters. Have students say the answers back.
- b) Have them spell the names.
- c) You'll need to use pictures and objects to give the meaning of the words.

Lesson two

Remember you'll always start your lessons recycling language from last time(s).

Just 5 minutes.

And always start your lessons on time – even if there are no students, start putting up material; with one or two revise and play some games.

Lots to practice: the greetings; spelling names and words; the numbers, the classroom language.

Introduce the new dialogue

Give them lots of practice of the new dialogue language in pairs, moving round the room.

Complete the blanks: write the answers on the board as they give them (reverse dictation). Then you can use this to show the grammar of *to be*. See *getting students to see the grammar patterns*.

Spanish- English word friends

See *Spanish- English word friends*. When they write, make sure they put the accent in on those Spanish words that need one.

Unit 1.2

Objectives and timing: Probably 1-2 lessons if they are false beginners, at least 2 if complete beginners

By the end of this unit your students will:

- be able to introduce someone
- be able to pronounce the alphabet a – z and the numbers 1-20
- be able to spell someone's name
- have met the verb to be + question form
- know more classroom language
- have met new language: this / these and that / those

Props and preparation

- Useful to have lots of cards / slips of paper with different names – for dialogue 2 practice
- Also devise some practice statements for them using verb to be + Qs – with their names.
- For alphabet snap in Building, you will need to make packs of cards. You need at least 2 of every letter.

Dialogue one: Vocabulary to pre-teach: brother. When they're introducing / using *this is* get them to gesture appropriately

Rule for questions: invert. Verb then personal pronoun.

Dialogues 6-9

Remember to get them to act so they use intonation and stress words appropriately.

Classroom language 1

Mime the actions for them. Then say it and have one of them do it. Finally they can practice in pairs, giving the instructions and carrying them out.

Classroom language 2

Remember to get them to ask the questions.

Building a) and b) – Use peer correction

Unit 1.3 Countries, Nationalities and Jobs

Objectives and timing: Three or more lessons.

By the end of this unit your students will:

- **know some nationalities, countries and capital cities**
- **be able to greet, ask someone's name and nationality**
- **be able to ask questions about nationality / country and respond with yes and no**
- **know some jobs**
- **have met the simple present**
- **know more classroom language**
- **be able to ask: what is this / that? what are these/ those?**
- **know numbers 1-100**

Props and preparation

- Getting started 1: You need a map of the world and cue cards of nationalities, countries and capital cities
- Getting started 2: You need pictures to introduce the different jobs and of people as cue cards
- Dialogue practice: cue cards of name, country, place
- Building: You'll need packs of country, nationality and capital city cards, and bingo cards for the alphabet and numbers to 100

There is plenty of recorded material here for students to listen to and practice.

Getting started

- (a) Get them to listen and follow, and then identify on the map. If they know / want to add others, good.
- (b) after listening and following, get them to make two columns, labelled country and nationality – this kind of recording skill is important for them to learn.
- (c). Individual work, pairs to check, then check by listening. Finally oral practice.

Capital cities

This uses the negative so be sure to have class introduction practice before (b).

Where we live and what we do Peer correction from the tape. Listen and repeat. You can make cue cards with the name, country and place. (Cue cards mean learners have to think about the language, not just read!)

Speaking practice: dialogues Bring in plenty of the negative. Again use cue cards. The focus is on speaking so learners should practise with partners all the statements not just the stated pair work.

Dictionary work Train your learners to refer to a dictionary regularly – but always looking up in both directions to check meaning. A good dictionary has a lot of information in it that learners should access. Give them specific practice.

Acting: Hopefully by now your learners are gaining in confidence so you can ask pairs to act out dialogues in front of the class, in a fun way.

Recycling activities: The learners now know enough for you to begin and end each lesson with different recycling activities that get them using the language. There are lots of games you can play now. They enjoy games.

Note: It will take your learners quite a while to master the 3rd person singular ‘s’ in the present tense. Just remember to accept their efforts and repeat correctly, emphasising the ‘s’. Develop a signal that they’ll recognise for when you cue them that they’ve forgotten it – that way they’ll help each other.

Building: Snap variations

Snap when country and nationality turned up.

Snap when country and capital city turned up

Make it harder (say in a later unit). They have to make a sentence. People who live in ... are ... or the capital of ... is ...

Unit 1.4

Family and friends

Objectives and timing: This is a big unit. At least four/five lessons here. There is a lot of new language and lots of building work too. And they are going to meet their first role play as guides talking about their family.

Plan your lessons with some new work, some building and some games. Remember to recycle at the start of every lesson. You can use some of the building work in class and some as homework. The numbers to a 1000 can come in anywhere.

By the end of this unit your students will:

- have met the simple present negative, auxiliary do (not) / does (not)
- have met the verb *to have*
- have met the possessive 's
- also the plural 's'
- be able to talk about family members
- have met the possessive pronouns
- have done a listening exercise with table completion – probably a new activity for them.
- have learnt *how many?* and *how old?*
- know the numbers into the thousands

Props and preparation

Cue cards for the dialogues: 1-3 subjects, names and places; 4-8 jobs, places, names. You'll want pairs of cards each with the same name and then a different place / subject / job. You want the learners to be able to interact without having to look at the scripts.

Photos of members of your family [if you haven't got any with you maybe download from internet and 'adopt'!]

.Animal pictures: horse cow chicken pig dog cat

Getting started: introduces the negative of present simple. Learners need to know the content well so they can focus on the language so recycle the people and their jobs from unit 1.3.

First introduce the negative with facts (incorrect) about your students [or something they know about and have the English vocab for if false beginners]:

You could make introductions of one to another getting where they live / what they study wrong.

This is a good opportunity for pronunciation and stress practice: Doesn't / don't – use the CD.

Speaking practice: Do oral practise first with CD, then they can write the dialogues 4-8 in full for homework.

Have them practise with a partner using the written scripts + CD, only the CD and then give them cue cards and get them to mix and practise with other people.

Remember they're not learning the dialogues off by heart; they are learning to communicate so the dialogues may get reversed and the first person may say Melissa works in a hospital and the second 'corrects' and says no she works in a health clinic.

Look and learn My house or your house - possessive pronouns

Use your own and their belongings to introduce the new language. You might begin with a quick recycle of the object vocabulary – brainstorming a word circle of *objects in the classroom* or different people holding up objects and everyone saying what they are. This could be fun; make it as fast as possible.

Then you can use the diagrams and CD (note that on the CD Lorena has a cow not a rabbit! Use this to check their listening – tell them one is different and afterwards ask which.)

Look and learn Maria's family tree

A good way to introduce the family members is through your own relatives – with photos. Then you can ask them / get them to ask each other *Who is your ...? What's your ... called?* [*Who* will be new language]

Use your and their families as the family trees; the example in the book is more for reference and so they can practice together without your input.

Grammar reference: to have

Lots of practise with them asking questions about classroom objects, animals and anything else they may have the vocabulary for [false beginners]:

Do you have _? Does (name) have _?

Remember to get them asking the questions not you: see the section *getting students talking*.

Task: your family tree

This might be a homework task, then next lesson they can recycle and stand up and talk to the class about their family. You can have cue cards so learners can ask the speaker questions. Example *What's your brother/ mother/ aunt/uncle called?*

If you've taught *How old is ... How many ...?* include this otherwise use at a recycling stage. You could start with them remembering about your family, filling in your family tree on the board and asking questions for what they can't recall.

How many? How old?

Introduce these before the listening task.

Use classroom objects for *how many?* and also the learners' animals.

Use their and their family's ages for *how old?*

Listening Task: How many?

This is the first formal listening task. Check back in the *Listening section* on how to help learners and how to conduct this activity.

Pre-listening: the language and vocabulary have been introduced earlier in the unit. If you are on a new lesson, review using their own families and animals.

During the listening phase they fill in the table with numbers or blanks. Make sure they understand that only some boxes have numbers. Some will remain blank.

Checking the answers: let them ask each other – how many ...? And check their answers. Where they have different answers is where they need help to listen carefully. Play the CD again

Post listening is using the numbers to fill in the text, as well as putting the verb in the correct form.

They can then use this as a model for talking [writing] about their own family. Let them plan, then practise in a small group. Finally have them role play as a guide with a group of visitors. Have up to 5/6 people stand up and take it in turns to be the guide telling the visitors clearly about their family. [If your group is quite good, the visitors might ask questions!] Make sure 'the guide' speaks loudly enough and help them sound interesting [intonation]. Remember **how** they present is more important than accuracy. Remember to praise and encourage. You can take a note of consistent errors and work on the language later. See the section *speaking to a group*.

Script

i) Hello, I'm Gladys. I live in El Coyolito, Miraflor. I have one sister and one brother. My parents are farmers. We have two horses and nine cows.

ii) Good morning. This is Elder. He lives in La Perla, Miraflor. He has two sisters and one brother. His parents are teachers. They have four horses and sixteen cows.

iii) Hi, I'm Edwin and this is my brother, Hugo. We live in El Sontule. We have one sister. My mother's a nurse. We have two horses, nineteen cows and eight chickens.

iv) Good evening. These are my cousins Daylin and Samari. They have 2 cows. They don't have a horse. They have twenty seven chickens.

Vocabulary you can use different parts of this at different stages of the unit.

Building

Lots of ideas here. Remember building exercises can be: homework, classwork, fillers, lesson starters, endings. They are good for encouraging independent learning and for keeping learners who finish early busy. And as much fun as possible!

Get learners to correct in groups together. This gives them more opportunities for asking questions, gaining confidence and helps them become independent learners.

The dialogues are recorded so let students listen. Get learners to practise in pairs / groups. Encourage them to perform to you / the others.

Unit 1.5

City and country life

Timing at least three lessons.

Objectives: By the end of this unit your students will:

- be able to describe their community simply.
- be able to ask lots of questions with where? what? who?
- have practised asking questions in the present: Do you / they ? Does s/he?
- have practised asking: Do you have? How many do you have?
- have practised asking: What is this / that? What are these/ those?
- met the prepositions: from / to / by / on / in
- have done their first reading based task

Props and preparation

Pictures for the getting started vocabulary that is not word friendly with Spanish and a sketch map of a local community. A large scale one would be great with some smaller individual different ones for each learner [but there is the one in the book].

Pictures to introduce and give extra preposition practise

People sheets for the interviews each learner needs information about a person (real and famous people if you can); have a photo to go with each one. You probably need 3-4 different ones

Listening What Shane says: prepare a gapped text [or other activity for post listening].

The local community If your learners are from a very different physical environment / community, use the unit tasks as models to prepare extra tasks with vocabulary and practice that is relevant to them..

Getting started

The aim is to introduce vocabulary and the plural so that learners can say what facilities they have in their communities. Try to use *We have* as they haven't learnt *there is/are* yet and need practise with *have*.

If you have some small different sketch maps learners can work in small groups with one person having a map and the others asking questions to find out what that community is like.

Reading Task

This is the first formal reading task for the learners. If you're not an ESP teacher please re-read the section *Reading*

Listening to a recording while following the text (essential: this is not a listening exercise) helps learners match sound and symbol – necessary for understanding and retaining vocabulary.

Learners fill in the first 3 rows and answer i) – iii) using the text. Use peer correction. Filling in the last row about their community can be homework, a later lesson to recycle.

Ask and answer is a chance for lots of questions. You might get them to brainstorm relatives and places people live in Nicaragua. Then each learner could write 10 relatives in a column and 10 place names (random so all have different lists). This gives them a cue card for asking each other Do you have a/an... in ... / Does your ...live in? Any *yes* replies should be noted. At the end they can draw up a list on the board of relatives in each place.

Reference: verbs present simple

A chance to recycle and consolidate learning.

Look and learn: prepositions

Use actions, pictures and objects to introduce learners to these.

Give students instructions to follow – remember that we learn by doing.

Example: from / to: *walk from the window to the door / hop to the teacher's desk / stand in front of / behind / near (name)*

by / on / in: *put your bag by the door / stand on one foot / put your books on the floor/ put your pens in your bag*

Play as a guessing game: What's *in* the teacher's bag / your bag?

Play as an observation game What's *on* (name's) desk? Put items on a desk – a variety that learners do know the words for. Let them take a quick look. See how much they memorise.

Reference: Question words

More consolidation

Task: The interview

If you are teaching where / when there are visitors then learners can interview them. Otherwise you need to have prepared information sheets

Learners can work in pairs or groups.

In (a) one person has the answer sheet, the other(s) ask the questions.

In (b) several people will speak to the class (depends how many different people you prepared information on)

For © get the learners to re-read the Reading text so they can use it as a model / for ideas.

Listening Task: Shane asks questions

Look back at the *listening* section to remind yourself how to use listening tasks.

In the pre-listening phases, read the questions aloud (you can use the CD) while the learners follow them.

A good post listening task would be a gapped script. To prepare a gapped script think about what your students most need to listen for, for example, question words / verbs / vocabulary and delete accordingly.

Script

Ariel: 150 families live in this community. This is the school. 60 children study at this school.
Shane How old are the children?
Ariel: From 6 to 11 years old.
Shane: What do they study?
Ariel: They learn to read and to write. They study mathematics, science, history, geography. This is the school garden.
Ariel: Now this is our shop. Hello Dora. Shane, this is Dora. She works in the shop.
Shane: Hello Dora, pleased to meet you. Is this your son?
Dora: Yes. His name's Felix. I've a son and 2 daughters.
Shane: How old are they?
Dora: Felix is 8. My daughters are 13 and 11.
Shane: Do they go to the school?
Dora Felix and Mayra go to the school here. Lucia goes to secondary school.
Shane: Where's your church?
Ariel: It's there, behind the school.
Shane: What's that?
Ariel: Oh, that's

1. How many families live in the village?
2. How many children study at the school?
3. What do they study?
4. Who works in the shop?
5. How old are Felix, Mayra and Lucia?
6. Where is the church?

If your learners are from a very different physical environment / community, this is a good place to add in vocabulary and practice what is relevant to them. Use the unit tasks as models.

Listening task: Who does what?

The first listening task is to complete the table with who does what. Then students can ask and answer Q1-5 and see if they heard correctly. For post listening gap you can use gapped text – the verbs have been taken out.

Script

Carlos farms in the hills near Yali. He works very hard. He grows corn, cabbage, carrots, onions and potatoes. He sells the vegetables in the market. He grows tomatoes

Rosario is a coffee farmer. She has two manzanas of coffee. She grows bananas.

Julio is a doctor. He works at the hospital.

Bryan and Julia are teachers. He teaches history and she teaches science. Bryan is Julia's husband.

Leo's a bus driver. He lives in Jinotega. He drives the bus to Managua

Who lives in Jinotega? Who lives near Yali? Who grows tomatoes? Who grows bananas?
Who are husband and wife?

Post listening gap fill for verbs

Carlos _____ in the hills near Yali. He _____ very hard. He _____ corn, cabbage, carrots, onions and potatoes. He _____ the vegetables in the market. He _____ tomatoes

Rosario _____ a coffee farmer. She _____ two manzanas of coffee. She _____ bananas.

Julio _____ a doctor. He _____ at the hospital.

Bryan and Julia _____ teachers. He _____ history and she _____ science. Bryan _____ Julia's husband.

Leo's a bus driver. He _____ in Jinotega. He _____ the bus to Managua

Vocabulary: word patterns

The first stage of showing learners how some words are related: here 'doer' and 'do'
Recycling vocabulary from the start of the unit and past units. Remember word circles are for returning to and adding new words, phrases and levels.

Building

Opportunities to recycle with listening, speaking writing, games, team games.

Unit 1.6 introduces less new language so much of this building can come between, during 1.6 lessons

Unit 1.6 **Describing**

Objectives and timing: This is a short unit with only a little new material. Probably 2 lessons for that but units 1.5 and 1.6 introduced a lot so keep recycling

By the end of this unit your students will:

- **know some of the colours**
- **have learnt vocabulary to describe birds**
- **have learnt some adjectives**
- **have practised this / that / these / those**

Props and preparation

Pictures and objects showing opposites

Pictures with different colours

Pictures of local birds and scenery.

Guides need to be interesting when they talk and using descriptive words well is part of that. This unit introduces some adjectives and colours. You may well add others. Laughter and fun enhance learning and this is a good unit for fun, crazy, imaginative descriptions. It's also another opportunity to bring in activities using the local scene, eg sea creatures as well as birds.

Getting started

Hopefully you've found some good (locally relevant) pictures to use, otherwise use those in the book.

Use gestures with the adjectives to help the kinaesthetic learners and have the learners make *big / small / long / short* gestures. You can use objects round the classroom – are 2 chairs / bags / pens the *same / different / big / short*

Colours

A fun movement activity to practise colours is to put the different colours around the room – as objects or coloured paper, whatever. Then when you say a colour learners have to get to that colour as fast as they can (make it safe, clear the space). If you don't have much room, limit how many of them move: make it a team game and one or two / team go in turn.

This and that

Reinforcing demonstrative pronouns. (There's no picture of the types of trees, and they are rather local names I'm told so don't place any emphasis on them.)

Place objects round the classroom and get the learners to move around and cue them so they practise saying this/ these and that / those.

Team game: Make two identical piles of objects at opposite ends of the room (or outside). Stand by one, with the group in the middle. Cue them This/these ... or That/those ... In turn team members have to run to the correct pile and pick up the object(s).

Task: What colour are your eyes?

Start with your eyes. For fun you could make masks with different colour eyes and put them on. So that learners ask the question as well as answer, get somebody to turn their back on you. They have to ask: *What colour are her/his eyes?*

The class activity is to involve everyone and also for learning how to record results in tables.

Listening Task: the colour of my animals

There are 2 versions of this script recorded. If you have two CD players [and a good group] then now, or maybe later you can do a variation of a *jigsaw activity*. Otherwise just use the first script.

Pre-task: recycle animal names – use pictures

During listening – learners fill in the table

Post – the true or false questions.

Extension Can be to talk about their own belongings [it's not the culture to refer to animals much by their colour]

Script:

Welcome to our house. This is my Mother and Father. This is my sister Lisa, my brother Paulo and my little sister, Veronica. And these are my animals: Dora is my brown and white

cow. My horse is Daniel. He's black and has a long tail. ... is my dog. She's small and black and has a very short black tail. ...is my cat. She's black and white. She has a very white tail and blue eyes. And this is our parrot. His wings are green.

Listening script 2 for jigsaw listening: the colour of my animals 2

Welcome to our house. This is my Mother and Father. This is my sister Marta, my brother Luis and my little sister, Jezebel. And these are my animals: ...is my black and white cow. My horse is . He's brown and has a long tail. ... is my dog. She's big and brown and has a very long brown tail. ...is my cat. She's black and white. She has a very white tail and blue eyes. And this is our parrot. His wings are green.

Task: Identify the birds

You will need pictures of birds – the organisation should have some bird books, also the internet if you have access to colour printing

Reading Task: Chico's family

This recycles language but is here rather than in building because reading to answer specific questions is still a new skill for learners. For example, office and bank may be new words (fairly similar to Spanish) but students do not need to understand them to answer the questions. Only explain them / help them see the word friendship after they've answered the b) questions .

When students have written their sentences, get them to swap with each other. Ask them to help each other by checking that a) the information is true b) the English is correct. You will need to do a check yourself. It's important that students end up with correct sentences.

Match the opposites

Have some pictures that illustrate all six adjectives and use them for practice. Also use gestures again (thumbs up / down for good/bad)

Building

Buzz is a good game – encourage them to try it in Spanish as well – outside the lesson time!

Unit 1.7 What can you do?

Objectives and timing: Probably at least 4 lessons.

By the end of this unit your students will:

- **know the cardinal and ordinal numbers**
- **have increased their verb vocabulary**
- **have learnt the use and meaning of *can* = able**
- **be able to describe trees and plants**

Props and preparation

- Pictures and objects for practising *I can / can't. Can you?*
- Cue cards of verbs and doers for *X can / can't do Y* and *Can X do Y?*
- Objects and cue cards for introducing and practising the new prepositions.
- Photos of trees and plants for vocabulary and descriptive practice.
- Map of the world for building activity – learning new countries.

Getting started

Your students will have met the ordinal numbers when they write the day and date on the board each class but this introduces them systematically. If they write the cardinal numbers and beneath them the ordinal they'll see the pattern of adding *th* to 4 - 10 and be able to make ordinals of all numbers: twenty first, thirty second, forty third, seventy fifth.

What do you do?

Remember from the *vocabulary* section that we recall phrases better than words so here the learners are learning phrases. Give them oral practice – get them to cue each other in small groups with the verbs and also with the noun phrases; remember it doesn't have to be the phrase in the book, just a correct one: such as, walk – to school; to break a guitar. This activity prepares them for the new language *can / can't do*

What can you do?

Use pictures to introduce the idea of *can = able*
Get learners to practice the intonation / stress + language.
Hopefully they can come up with some examples of their own.

Listening Task: Who speaks the same language?

Pre-listening: recycle countries / nationalities / languages / capital cities

During listening: a) they tick and cross – remind them: some boxes may be blank.

Post listening: b) they use the table to fill in the blanks and answer the questions (c - g)

Script

Hello. I'm Elisa. I'm British. I can speak English, German and Spanish I can't speak Chinese.

This is Melanie. She's Canadian. She can speak French, Chinese and Spanish. She can't speak Dutch or German.

This is Carla. She's German. She speaks German and English. She can't speak Chinese.

This is Hans. He is Swiss. He speaks German, French, Italian and English. He can't speak Spanish.

c) French d) Spanish (not all French Canadians speak English) e) Melanie f) Melanie
g) Melanie

Who can and can't

This could be homework with follow up class work being to pronounce well. Again it isn't the text answers, just correct statements / questions. Thus: cue dog and maybe they'll say: '*A dog can't sing*'. Use cue cards or write the actions and does on the board and point. As always this kind of practice needs to be quick and slick to keep them interested and involved.

Task: Who's the expert?

Try to get the learners to decide how they are going to do this task. Give them suggestions only if necessary. For example, each person could take one activity and ask everyone, or they ask everything of just one other person. Then they must display the results. Them taking the responsibility may mean it's a bit ramshackle. Never mind; learning to organise their own learning is a really important skill for us to help them with.

Listening Task: who can't ride and who can't swim?

Listening activities are more structured but one way to give them control is to let them decide when to pause the CD, how often to play the script. Again, they may not do what you would or would like! But let them experiment and learn.

Script

Melanie I can dance but I can't sing and I can't play the guitar. Can you sing Carla?
 Carla Yes, I can sing but I can't play the guitar. Oh I can ride a horse. What about you Hans? Can you ride?
 Hans No I can't ride but I can climb trees and I can swim. What about you Elisa. Can you ride?
 Elisa Yes I can. And I can sing and play the guitar but I can't swim. Can you swim Melanie?
 Melanie Yes I can swim, and I can ride. Can you swim Carla.
 Carla. Yes I can.

d) Elisa (e) Hans

Look and learn: more prepositions

near / between / under / above / next to / opposite

b) A chance for movement. Give instructions so they actively put themselves *between* / *next to* / *opposite* ...

Reading Task: What Shane does at the beach

This is to practise *can*

Extension: Extend this to what people / visitors can do in the locality where you are teaching (students will use this in the next task).

Role play with your class being a visitor and enquiring what you / some friends / a tour group can do there. When your learners are confident at responding get them to take on the visitor's role as well as the guide's.

Writing Task: What can you do where you live?

As eco-tourism grows in Nicaragua it is going to become essential for communities to use email, responding to queries, explaining possibilities and making suggestions, otherwise they'll lose potential business. Help your learners to write in a structured, logical manner – this matters more than 100% accuracy. See *Correcting written work*.

Look and learn: Trees and plants

Take learners outside if you can to make the practice real. If not use diagrams / photos. Use some for practice.

Have them mime as they listen to and speak the descriptions. Most of them will recall the language better.

Have them practice being guides and talking about trees and plants – first in groups and then in front of the class – clear voices, use of gestures, eye contact with everyone

Odd one out

This is the first time for this useful type of exercise. You and your learners can make up these on a regular basis. Select three words that have something strong in common – they are the same grammatically, in meaning, in context and a fourth which is

different. An important part of this activity is explaining why a word is the odd one out. And a good explanation is always acceptable – even if you have a different one. All these words verbs.

1. Study, read, ride, write: the other actions are to do with sitting down / learning.
2. Sit, walk, run, ride: 3 actions we just do. To *ride* we need a horse or bike
3. Hop, jump, run, speak: 3 moving actions
4. Cook, surf, fish, swim: 3 activities to do with the sea / water. Or surf – the others are all connected with fish
5. Walk, drive, run, swim: 3 on land activities. Another option is drive: we need a vehicle but not for the others.
6. Sing, listen, swim, watch: we do the others sitting / inside

Song: amazing animals

Some groups will enjoy learning this by heart.

Building

a) Countries of the world: If you have resources the learners can look up nationalities and so on in a dictionary or reference book. Otherwise you are their resource and they'll need to ask you – in English. You can make sure everyone asks a question by only giving one answer at a time and only to different people

b) Complete the dialogues: they can fill in the blanks, listen to correct and then practice. As always try to get them away from the script into contextual communication.

d) What colour: part (i) is for oral practise (although answers could be written as homework.). (ii) and (iii) can be homework and then oral practice another time.

e) Reading Task: Remember that it helps learners to match word and symbol, so let them follow and play the CD before they do (i) and (ii). These could be homework, peer corrected next lesson.

f) Imagination: Quite a few people associate days / numbers / even words with colours. It's useful to know if you have students who do this. If it is strong it may mean that they process and interact with other people differently (with difficulty). Certain autistic people see numbers as colours.

g) Number lists A chance to be active, to organise themselves – we just give the instruction and stand back!

Unit 1.8

What people do

Family occupations

Objectives and timing: Probably 2-3 lessons

A key function of this unit is to consolidate the students' language and extend their vocabulary a little.

By the end of this unit your students will:

- have had practice talking about people and jobs
- know the order of adjectives: number, size, colour
- be able to talk about people and what they do
- describe people and places
- have practised the present tense

Props and preparation

Cue cards and pictures for prepositions

Getting started:

a) From unit 1.3 they know: nurse, guide, farmer, teacher. From unit 1.5: doctor, taxi driver. So this recycles vocabulary and

b) adds: potter

Add in other appropriate new jobs based on your learners' families.

Reference: describing words

The reference box and exercise come later in the unit but as this unit is about describing people and places take the opportunity during the unit to add to students word circles and to help them adjust to the order. (i) that the adjective is before the noun in English (after in Spanish), that we go *number, size, colour*. Interesting descriptions use lots of adjectives.

What people do

a) This recycles the present simple so students should complete the blanks on their own, then listen to check. In pairs or small groups give them time to practice and then ask each student to talk - not read the texts - about at least one of the people in front of the class.

Script

a) i) Orlando is a farmer. He grows vegetables. He grows corn, carrots, potatoes, and tomatoes. He sells his vegetables in the market.

ii) Rosario is a coffee grower. She has two manzanas of coffee bushes. She also has a cow for milk.

iii) Julia and Julio are teachers. He teaches history and she teaches science. They live in Masaya. They have a small garden with flowers.

iv) Federico's a bus driver. He lives in Jinotega. He drives the bus from Jinotega to Managua. He and his wife have chickens. They sell eggs.

c) Arlen goes to town on Saturdays on the bus. He studies at the university. He has two sisters and a brother. His brother and one sister are at primary school. His second sister is at secondary school. She studies on Saturdays but she doesn't go to town. She walks to her school.

b) and c) can be class or home work with peer correction.

Task: Talk about local families

Stage 1 is a listening task; use peer correction

Stage 2 is to use the information in their completed text. There is space for them to add information about families they know.

Stage 3 gives further practice talking in front of a group first (a) using the script and then using (b) cue cards.

Stage 4 is for them to use the information they added to the table and write about and then talk about a family they know. Finally they can talk about their own.

Your aim: they can stand confidently in front of a group and speak about people and their jobs.

Script

i) This is the house of Dona Corina. Dona Corina has 4 rooms for visitors. She's a very good cook. She has a lovely patio and garden. The plants and flowers are beautiful. Ah, this is Poucho, her dog.

ii) This is the house of Maribel and her son Arlen. They are potters. They make plates and bowls. They sell their pottery in Leon. Their garden is very lovely. They cultivate orchids. This one is El Toro. The flower is very small.

iii) This is the farm of Wilber and Gloria. They grow and sell coffee. They also sell milk from their cows. They cultivate vegetables and fruit. And they have chickens. They don't buy eggs, milk, or cuajada. They work very hard. Wilber's brother and a nephew work on the farm. Wilber and Gloria have 3 daughters. They all study. Yorlennis and Samari go to secondary school. Deylin is at university. She studies agriculture.

Task: Be a guide

More practice in standing up and taking confidently. This time the context is describing a short trip and the task begins with listening.

You can add in a part (d) where they think of local trips and with your help (vocabulary) prepare a description, make cue cards and tell the group about it.

Script

Hi everyone, I'm Mario. I can take you on an exciting two day tour. My parents and I live near a volcano. The tour is to the volcano. The tour starts at our farm. On the first day, we climb el Ojo de Agua. You can see animals and huge trees. We sleep in hammocks. The second day we climb Cerro Negro. You can swim in Asososca lake. I think it's an excellent tour.

Hello. How are you all? My name is Marta.

I take visitors to San Juan de Oriente. It's a white village south of Managua. The people are potters. They make pots and plates. You can buy their beautiful pots. You can stay in a home and make pots. You can paint your pots.

Prepositions: at / with / in / on /to

As always have the learners being active as they practise these.

Listening Task:

Input so they can have a conversation about people, what they do and where they live.

Script

Juan	Hello my name's Juan
Lucy	Hello, my name's Lucy.
Juan	Pleased to meet you. Where are you from?
Lucy	I'm from England. Do you live here?
Juan	No, I'm from Boyaca. Where do you live?
Lucy	I live in a city called Manchester.
Juan	how do you spell that?
Lucy	M A N C H E S T E R
Juan	Is Manchester a big city?
Lucy	Yes, it is.
Juan	Who do you live with?

Lucy I live with my mother, my father, and my brother.
 Juan Do you have a sister?
 Lucy No I don't. Who do you live with?
 Juan I live with my wife, my daughters, my brother and my father.
 Lucy How many daughters do you have?
 Juan three.
 Lucy Do you have a son?
 Juan No I don't.
 Lucy What do you do?
 Juan I sell farm machinery. What do you do?
 Lucy I'm a doctor.
 Juan Do you enjoy your work?
 Lucy Yes, I do.

Vocabulary

Try to help students to use words and phrases from each section together

Building

a) and b) can build on the vocabulary and you can ask students to add descriptive words to the questions and answers, for example Do they grow good organic coffee? Where can we hear jazz music?

Unit 1.9 Consolidation

This unit is a chance for learners to produce tangible evidence of their learning and to practise speaking to the group. It is about confidence so lots of 'feel good' feedback as they work.

You may want to start the poster work while still working on units 1.7 and 1.8 or begin work on module 2 so that the lessons have variety – some new learning and some poster presentation activity. Hopefully the posters can then be displayed where visitors will see them, in the tourist office or the houses of host families.

Props and preparation

You need card, coloured pencils, pictures, paste, scissors, paper

Students only have to write a few short sentences

A good poster presentation will include things that aren't on the poster, maybe that they couldn't draw or show or some extra information. It is then more interesting.

Module 2 teachers' notes

Unit 2.1

Objectives and timing: Probably 2-3 lessons

By the end of this unit your students will:

- be able to ask about and give times for daily activities
- be able to compare times around the world
- give visitors important times

Props and preparation

cue cards with a day + an action

question cue cards

time cue cards

blank clock faces

time bingo sheets

Getting started: Juanita's diary

Aim: a quick practice of the present simple in all its forms before introducing the new topic: time. Prepare cue cards with a day + an action.

Give 5 students a day of the week. The others then ask questions. To encourage different types of questions you can also have question cue cards: *When / wash clothes? What / go to market? Does / learn English / Wednesdays?*

If you have a large class then you need several sets of cue cards. Divide them into groups.

When they fill in their diary, you may need to brainstorm different activities first.

Use their diaries for speaking practice: Some students can tell the class what they do.

The class can ask questions of others to practice: for examples, *Do you do x? When do you? Do you do x on Y? No I don't do x on Y. I do Z.*

Telling the time

a) This gets them thinking about time.

b) Draw some different clock faces on the board. Use your hats and role play:

R1 What's the time please?

R2 It's *eight fifteen*

At this stage use hour + *fifteen, thirty, forty, not a quarter / half past, twenty to.*

Let the students learn the pattern: *The hour + the minutes* first.

The can use the book to practice. [sorry for the slip – (b) written twice.

c) The purpose is for them to ask questions. You could write the activities randomly on the board and they can take it in turn to point to an activity and a classmate who asks and another who answers.

Listening Task: What's the time?

a) first they work out the time and tell you.

b) Now they have to hear each time so they can list the letters in order, so they'll hear 8.30 first so write down C, then G, E, J, I, K, A, H, L, F, D, B.

Script eight thirty, eight ten, eight twenty five, seven O five, four fifty, one forty five, nine o'clock, two thirty, eleven thirty five, twelve forty, four forty five, eight fifteen

c) Pronunciation practice and then (d) give them blank clock faces and cue cards. In pairs they ask and answer *what's the time*, marking the answer on their blanks and at the end comparing.

You could give more practice by writing a short script about yourself or someone else using some of these times and 6 to 8 activities.

Task: Useful times for visitors

Make sure it's the students who ask the questions – not you! And they answer! It's probably good to do the dialogue practices a few times as a class activity and then they can work in pairs.

You can prepare cue cards or write on board: banks / post office / shops / school / open / close / start / finish so that they practice without looking at the dialogue. .

A typical day

Another chance to practice asking questions

Task: Know the time around the world

You'll need lots of clock faces on the board for this! Find out who has relatives in the USA and ask what time they phone and what time it is here. Begin with the time on the hour. When they have the idea you can extend the activity to times such as *three twenty / 3.20*. [This is English and Maths, and world knowledge!]

Task: What time is my bus?

You may want to use local information first and leave the book for homework / recycling. For (a) and (b) they use the information. In (d) they practice. Try and get the students acting this out.

Listening Task: Listen and fill in the timetable

Pre-listening: Find out who has been to the airport with relatives. What do they know about airport procedures, check in times, airport tax ...? Remember that lots of the tasks are to extend their knowledge and skills, not just for learning English.

Script (a guide talking to a client)

Your taxi is at 7.20am. You get to the airport at 7.45am. You check in for your flight at 8 o'clock. Your flight leaves at 10.25am. Breakfast is from 6.30 to 7.15.

Ring ring(sound of mobile phone)

Yes, Hello. Oh, so the plane is very late. The flight now leaves at 2.25pm. Thank you.

Extra activity: You could make cue cards for visitors to ask questions: *my taxi? [What time is my taxi?] get to the airport? check in? flight leave? Breakfast?* And ones with times for answers.

Writing task: your journey

This uses the information from the previous activities so it's familiar and students can focus just on writing their messages. If you used local places and transport, they can write about that. Make sure that students write clearly and legibly. There are 5 visitors but it's probably enough for each student to write ~3 notes now (2 to recycle)

Dictionary work

There haven't been many specific dictionary activities but hopefully you've been helping students to use them regularly to look up new words. Now they can begin to use other features, so see the grammar of words and recognise that many words have different meanings, shades of meaning or contextual meaning.

Building

You could also play Time bingo: remember to only use *hour + minutes* when you read out the times.

Unit 2.2 **What time do you ...?**

Objectives and timing: Probably 2-3 lessons +

By the end of this unit your students will:

- know some time prepositions
- be able to use *both* and *but*
- know the 24 hour clock
- be able to talk of being *late / early / on time*. Use this too for cultural knowledge and the importance of punctuality.
- talk more fluently about time

Props and preparation

Cue cards for Reading Task: Alfredo's day

Getting started

Ask students and get them asking each other. What time do you do x? What time do *things happen*? Also ask: How many minutes to walk from different places. Ask what time the English classes start and introduce *on time, late, early* in that context, then have a class and pair practice using the examples from the materials.

Listening task: Who's on time / early / late

Develops the expressions, with pronunciation practice. After listening and completing the blanks, students can act out the dialogues.

Script

Frank Mary, hurry up. It takes thirty minutes to walk to the lake. The boat trip starts at 10.30. It's after 10 o'clock now. We're late.

Sandra Ah. I can see the boat. What time is it?

Paul It's nine fifty

Sandra Oh we're very early.

Mary Taxi, taxi. The lake please, for the boat. Come on Frank.
(*driving noises*)

Driver Here you are.

Mary Thank you. It's ten twenty five. We're on time, Frank.

Boatman Good morning. We're sorry. Today's trip isn't at ten thirty. It's at noon.

Task: class patterns

The purpose: students ask questions. Begin by talking about what time you get up, have breakfast ... Lead into, and write up the question: *What do you ..?*

Get the students to recall by asking: *What time do I?*

Make a table on the board for the information and get a student to fill in your details by asking the others: What times does *yr name ..?*

Students ask each other the questions. Then share with different students asking in turn: *What times does ...?*

Use the information to introduce and practise time with: *between.. and .. / before / after* and then introduce and practise: *both / but.*

Reading Task: Alfredo's day

a) Students can work in pairs / threes to fill in the blanks and check with others in the group to see if they are correct.

b) It's not strictly jigsaw reading as they only read the cue cards for the information they'll share. You need the following cue cards:

gets up 5.15am	has breakfast 8am	has supper 6.10pm
milks the cows 5.30am	has lunch midday	watches the novella 7.45
drinks a cup of coffee 6.45am	studies English 2.30pm	goes to bed 9pm

A good homework would be for the students to write about Alfredo's day using all the times.

Dialogue practice

Let students practice in pairs and then ask them to practice in front of the group. The aims: confidence, speaking loud enough and looking good.

You may want to first do this as a circle activity:

Listening Task: Mat and Melissa's weeks

Look again at *Listening* if you need help. Pre-listening needed. Then complete while listening. Peer correction. Practice and post-listening is a writing activity.

Script

- Mat: What do you do each week?
- Melissa: I study at college. I have 9 o'clock classes every day. On Tuesdays and Thursdays I get up at 7.40. On Mondays, Wednesdays and Fridays I get up early, about 6.15. I swim at 7am and then go to my classes.
- Mat: 6.15 isn't early. I get up at half past five, Monday to Thursday. I run in the mornings for an hour. Then I'm at work all day, 8.30 to 4.30. Saturday and Sunday I teach baseball from 9.45 to 11.15. Ooooh this bus is slow. What time do we arrive?
- Melissa: They say 10 past 11. We're late. About 40 minutes late. So probably we'll arrive around 11.50.

Reading Task: Plans for Mat and Melissa

If there is a local museum or place to visit, begin with this and ask about the opening and closing times and get the students practicing. Now get them to talk about the

museums in Leon. Then they can fill in the gaps, check with each other (peer correction) and use the information to plan Mat and Melissa's visits. They can do this in pairs or threes and then present their suggestions to the class.

Getting started 2: The twenty four hour clock

One way to introduce this is to revise the time difference and talk about what your friends and family are doing.

Listening task

- a) School starts at 8 o'clock. Juan is always late. He arrives at 8.20am. But Alex is always early. He arrives at 07.45. Veronica arrives at 7.55am. She is on time.
- b) Three friends go to the cinema. The film starts at 19.45 Sandra arrives at 19.25 She is early. No one is there. Fanny arrives at 19.35. She is on time. She and Sandra buy tickets. Erika arrives at 19.55. She is late. She misses the beginning of the film

Writing Task: Your day

Another chance to use *both* and *but*. You may want to use this later on for recycling /as it is rather similar to an earlier writing activity.

Reading Task: arrival in Managua

The aim: practice in using timetables and also the idea that visitors should be met and looked after. You can also use this for more question and answer practice.

Dictionary work

This time the aim is for them to see how dictionaries help with phrases. Look through their dictionaries to select suitable examples.

Building

b) Time around the world

To reinforce the concept of time differences

c) Reading: three animals in danger of extinction. This could lead nicely into an activity based on Nicaragua birds and animals in danger: where, why, how to prevent.

English expressions of time

At some stage you need to decide when your students can cope with these: we use *half past*, *a quarter past* and *a quarter to* more than 15 and 30 and 45. One way to introduce the idea is:

A $\frac{1}{2}$ = a half $\frac{1}{4}$ = a quarter

- a) Carlos has four chickens. He gives half to his son. He gives him ...chickens?
- b) Maribel has 8 eggs. She gives a quarter to her daughter. She gives her 2 eggs.
- c) What is a half of: 12, 16, 30, 60?
- d) What is a quarter of 12, 16, 30, 60?

B Look and listen: We can say: 9.15 or a quarter past nine; 9.45 or a quarter to ten 9.30 or half past nine; 10.25 or 25 past 10; 10.40 or 20 to 11 (show a circle with past and to)

Unit 2.3 How much is it?

Objectives and timing: Probably 2 (3) lessons

By the end of this unit your students will:

- be able to ask and talk about costs / prices
- have met *I've got x money*
- have met *enough / not enough / a lot / not much*
- be able to talk about likes and dislikes

Props and preparation

Take in pots and plates and other items for students 'to buy'

Cue cards for **What does it cost?** See below

Sets of cards: one of objects, the other of prices

Pictures associated with music and sports

More flight times

Getting started

There are lots of local things you can use to introduce how much: bus fares, things from the local pulperia. At this stage introduce also: *cheap / expensive / a fair price*

Listening Task: where to stay

You may need to introduce vocabulary: *double, single; hot water, cold water;*

Pre-listening talk about local places to stay and facilities, what features different

visitors look for. Listening: students fill in the missing phrases (asking how much)

Post-listening: practice the language and set up situations of visitor to guide about local places.

Script

Melissa: Leon has lots of hotels – the Grand Hotel, The Colonial Guesthouse, the Hotel Avenida.

Mat: How much is the Grand Hotel?

Me: It's 24 dollars for a double

Mat: hmmm How much is the Colonial Guesthouse?

Me: That's seven and a half dollars a double. The Hotels Europe and Austria have hot water and TVs.

Mat: How much are they?

Me: They're expensive. They cost 32 dollars and 48 dollars.

Mat: Let's stay at the Colonial guesthouse.

Task: Jigsaw questions: What does it cost?

a) This is the information for the cue cards for this question and answer activity

Person A

items	prices	comment
Baseball bat		
Baseball	C\$115	
CD		
Cassette	C\$ 95	
1 hour's internet		
Nightclub	C\$87	

Person B

items	prices	comment
Baseball bat	c\$ 500	
Baseball		
CD	C\$ 50	
Cassette		
1 hour's internet	C\$20	
Nightclub		

c) Card game: You need to make sets of cards: one of objects, the other of prices. You could get the students to help make these.

Task: have you got enough?

Introduce *I've got* using the items and prices from the previous activity.

I've got C\$ 45. Have I got enough for a CD?

Use real items and prices if you can, otherwise there are examples in the book.

Dialogue practice Have you got enough?

Students listen, then practice and change what they smell, then you could change to:

Hmm look at that lovely / beautiful / great ...

A Hmm smell that coffee! I like Nicaraguan coffee.

B Yes. Let's have a cup. How much is it?

A C\$8. Cheap.

B *Fine, that's good. I've got 10 Cordoba.* How much money have you got?

A *I've also got C\$10.*

B *Good. We've got enough* for a cup each.

Game: Are you rich?

You can use the cards from earlier and add in some larger figures for *a lot / not much*.

Are you rich?

A: How much have you got?

B: I've got 100 dollars

A: That's *a lot / not much / not enough*.

B: How about you? How much have you got?

A I've got 200 cordobas.

B That's not much.

A: How much have you got?

B: I've got five cordoba

A: That's *not enough*.

B: How about you? How much have you got?

A Not much, forty five Cordoba.

Getting started 2: I like

This is so students can talk about likes and dislikes. Try to take in some pictures associated with music and sports to introduce vocabulary (and of other things you know they like / don't like.) and the phrases, *I like / I don't like* etc.

Reading Task: What you like and don't like

This is recorded so that students can follow the text and hear the recording. Then they can use the information to fill in the table.

Consolidation

Possible dialogues

c)

- | | | | |
|---|---|---|-------------------------------------|
| A | The boat trip is short. | A | That film's very long. |
| B | How long is it? | B | How long is it? |
| A | It's only 45 minutes. | A | It lasts 3 and a half hours |
| B | Is it expensive? | | |
| A | It costs C\$150. It's expensive. | | |
| | | | |
| A | Don't got to Café Lousy. | A | How many cinemas does Managua have? |
| B | Why not? | B | Lots. People like the cinema. |
| A | The food's really bad. I know a good place; they've got great food and good coffee. | A | Is it expensive? |
| B | What is it called? | B | It doesn't cost much. It's cheap. |
| A | It's Café Delicious | | |

Building**c) Reading Task: Flying!**

You can make this into a jigsaw activity by only giving each person / pair some of the information; otherwise it's an individual one and they all have the same.

You'll need more information than this (real if you can, otherwise make believe so invent extraordinary places, names, flight times to make it more fun)

Flights to San Jose

Entacta: Depart: 8.50am. Arrive 10.00am

Cost US\$278.07

Flights to Panama

COPA airlines. Depart: 7.40am. Arrive 10.10am

Cost US\$683

Dialogue practice

A Excuse me please. What's the time?

B Its *five past five*

A Oh dear! I'm late. *The museum closes at 5pm.* My friend is there.

B Don't worry. I have a mobile phone. Do you know the number?

A Oh Thank you. It's *6688048*

Unit 2.4

Giving directions

Objectives and timing: Probably 2 lessons

By the end of this unit your students will:

- be able to give simple directions
- use *enjoy doing*

Props and preparation

A globe or a map. A compass, if you have one.

A local map – *large or multiple copies*

Cue cards for relevant *enjoy doing* activities

Getting started: the compass

Aim: to familiarise students with the compass points. Use local places.

Reading Task: Find the schools

The reading task reinforces daily activities and has new vocabulary,; directions: *go outside, walk down the street, on the corner, turn right up the hill, at the top turn left. go straight on for 2 blocks, on the right.*

Activities: *buy bread and milk, teach in a secondary school, heat milk, make coffee,*
So you'll want to introduce some of it first and practice; one idea is to move the desks into 'streets' and get the students walking to your directions.

c) There is a map on page 68 but copies of a local one would be better. Decide where you'll place Rosalie's school and describe to your students how to get there.

Task: Where's the Post office?

Again try to use a map of the local community or town.

With all these next tasks the aim is for students to learn to give clear directions to visitors; to become familiar with the kind of information visitors will need if they are to get around on their own.

With the map on P68 you could give students different start and end points so they see if their partner gets to the right place, for example:

i) from the bank to MJ's restaurant. ii) from the cathedral to the school. iii) from the market to the hospital. iv) From the health clinic to the supermarket

Task: Follow the trail

Lots of practice here so you might use some now and some to recycle.

- a) this is so students look closely at the map and know what is on it. Then they
- (b) follow directions before (c) filling in blanks and finally give directions (d & e).

Task: Where's that bird or plant

This could be about fish, animals, insects, plants – whatever is relevant.

Getting started 2: What we enjoy doing

This is to build on the last unit and *I like / I don't like + noun* and introduces (without naming it the gerund, the noun form of verbs, ---ing)

a) Script

Me Hello, I'm Melissa from Canada. Where are you from?

Str Hello, I'm Samantha. I'm from the USA.

Me What do you do?

Str I write travel books

Me That sounds interesting.

Str Yes, I really enjoy travelling. I like meeting new people; I like seeing new places. What about you?

Me I'm a nurse. I'm on holiday. Nicaragua is a beautiful country. The beaches are wonderful and I like swimming.

Task: Things you enjoy doing

As well as doing this with what they really enjoy doing, you could introduce new relevant activity vocabulary (fishing, sailing, riding) and use cue cards for role play.

Building:

d) describing shapes introduces new vocabulary .

Unit 2.5
What we will do

Objectives and timing: Probably 2 lessons

By the end of this unit your students will:

- be able to talk about the future using *will*
- ask questions about the future, use *won't*
- have extended their vocabulary of local places and things to do

Props and preparation

Getting started: Getting around

Expressions for how we get around. Recycle *like + --ing*

Listening Task: What Shane will do tomorrow

Pre-listening: Have your students say how visitors get around the local area and what they do. Ask questions using any new vocabulary *Is there a waterfall near here?*

Listening: to select the activities and **post-listening** is to understand the new language: the future

Script

Friend: Hi how are you?

Shane: Fine. It's great here. Tomorrow I'll go with a guide, Ariel, to his cousin's village. It'll take us two hours. Ariel will come here about 7 o'clock. We'll ride. We won't walk. Ariel will bring horses. We'll start around 8 o'clock. On the way, we'll go to a waterfall – that's about an hour away. We'll get to the village for ten thirty. I'll meet the local teachers. They'll show me the school. I'll teach some classes. We won't have lunch there. We'll leave about noon and have lunch with Ariel's cousin.

Friend: Will you swim?

Shane: What's that? Oh - will I swim in the waterfall? Hmm maybe.

Task: Chico says no

This is to give fun practice in the negative. Encourage them to act.

Task: A programme for visitors

You may want to start or extend this with plans that take in the places and activities where your students / guides are working. The aim is to give practise in questions as well as statements.

a) While the pairs are preparing their plans, write their names on slips of paper and then in stage (b) give each pair the names of another pair so that they are in groups of 4. So pair 1 gets the names of pair 2 and pair 2 gets the name of pair 1. The students have to find out what the programme for them is.

Reading Task: Melissa is excited

You can add a speaking part to this by getting the students to act being Melissa and talk about what 'she' will do tomorrow.

You could add in practice with them asking you questions about your plans.

Writing task

Remind students that they don't have to write about reality; they can use their imagination – although this can be difficult for them it's a good skill to acquire!

Building

b) Play the opposites game

Give students instructions. They must do the opposite. Recommendation: Prepare a list of instructions in advance. Suggestion: clear a space or go outside. Have students stand in a line. Practice a few times and then do competitively and eliminate those who do what you say: instruction: *walk left* action *walk right*

Walk straight on (walk back[wards]) Go to the right (go to the left) Hop to the south (hop to the north) Stand behind me (stand in front of me)

You may want to teach some new verbs / actions.

And you could do some miming with the students. They could mime: riding a horse, riding a bike, driving,

Unit 2.6 What visitors need

Objectives and timing: Probably 3 lessons

By the end of this unit your students will:

- **be able to talk about needs**
- **have extended their vocabulary of body parts and clothes**
- **have had lots of listening and pronunciation practice**

Props and preparation

Realia: items of new vocabulary

Cue cards for items we do / don't need

Look at the games section in the general notes

Build in playing *odd one out* (see *page 13*) (especially with them making the groups) to practice all the new vocabulary.

Getting started: Body parts and clothes

Don't introduce too many at once. Add more in this and later units

Simple Simon (see *Games P17*) is an active fun way to help students learn body parts.

Get them to touch different parts of their body. In future lessons when they are fairly confident, get them to take it in turns to give the instructions.

Listening Task: What do I need?

Pre-listening: students can identify the clothes visitors need / don't need to take on a local trip and suggest other items. Try to have real examples of the new vocabulary.

Script: Three short interactions:

a)

Shane: Good morning Ariel. I'm ready for our trip.

Ariel: Good Shane. It'll be hot and sunny today. You need a sunhat, sun lotion and plenty of water.

Shane: Right, thanks. I've got water and a hat. I haven't got my sun lotion. Just a minute.

b) Ariel: Good evening everyone. Tomorrow's visit will be the volcano. You need good shoes, plenty of water and lunch

c) Ariel: Tonight's trip is to a turtle beach.

Sandra: What do we need to bring?

Ariel You need to bring warm clothes, a torch, a raincoat...

Sandra Do we need to bring food or drink?

Ariel That's a good idea. Bring some fruit, biscuits, water.

b) and (c) *Match the activity and objects* you need and *Match the situation and your need* have lots of new vocabulary, so try and have objects or pictures and let students make word circles and listen to the CD before they practice.

Task: Pack a bag

a) Asking about future needs so recycling the future and practising *need*.

b) Pack your teacher's bag is an opportunity for a laugh, especially if you can find some ridiculous things to put in your bag.

c) If your students need help, prepare cue cards.

Getting started 2: Is this yours?

This is to formally introduce the possessive pronoun; it's probably been used already.

Listening Task: the wet picnic

Try to have the real items and jumble them up so they can see you *sort them out*.

A Is this cap Juan's?

B Yes, it's his

A And is this waterbottle Maria's?

C No it's mine.

A Betty, is this umbrella yours?

D No it's theirs.

A Frank are these binoculars yours?

Frank Oh thank you; yes, they're mine.

A I've some suntan lotion here.

C It's Betty's.

A fun practice after the listening would be this variation on Kim's game (see page 17): Get every* student to give you an object. Put each object in a bag. As you put the object in; the owner says. "*That's mine. That's my*" When all the objects are in, get

students to take turns pulling one out. They try to remember whose it is and point and say: “*This is his / hers. This is (name)’s*”

You can do this as a team game. Divide into 2/3 teams and do exactly the same but they get a point for their teams if they remember whose it is and another one if the English is good.

*If you have more than 10-15 students have them work as in pairs, and put in one object / pair. Then they say “*That’s ours. That’s our ...*”

Write a reply to a visitor’s email

Encourage them to (a) present the information in lists. Explain that seven items is the maximum to have in any list. So encourage them (b) to group items together logically. It might be useful to have played *odd one out* (see page 13) a few times with body parts and clothes and the items used in this unit. Encourage them to write about what Cindy doesn’t need to bring.

Unit 2.7 **Asking and suggesting**

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- use *Wh... would you like to ..?* + *Would you like to ..?* + response
- be able to use all the *Wh ...* question words well, including *who*
- be able to plan and give an oral presentation
- have better writing skills

Props and preparation

Pictures of activities and new vocabulary

Getting started: What can you do around Ocotal?

Aim: introduce vocabulary items for things to do / offering. For later activities students need all these phrases but you might start with their community. It’d be good to take in pictures.

Listening Task: What would you like to do?

Aim: to introduce *would you like to*. Getting started acts as pre-listening.

After the listening give practice in offering: have a selection of pictures with activities to ask: *Would you like to do x or y?* and *Who would like to do x?*

Script

A I’m sorry about the rain. Are your things dry now?

Me Yes, thanks. What’ll we do today?

A Well you can choose. We have lots of things to do. What would you like to do? Would you like to go horse riding or would you like to work on the farm?

Mat I’d like to work on the farm.

A Melissa, what would you like to do?

Me I’d like to look for orchids. The flowers are beautiful. And we’d both like to visit the craft centre.

A That’s fine. Melissa and I will look for orchids in the morning and we’ll all visit the craft centre in the afternoon.

Reading Task: Mat's evenings

Look back at notes on *teaching reading* skills.

Pre-reading Vocabulary you may want to introduce before the following and reading: *electricity, candles, by candlelight, an oil lamp, it gets dark, play cards, daydream.*

Also ask questions about Nelson Mandela so Mat's dream means something.

While reading Let students follow the text and listen to the CD, then let them read on their own and do (a). Let them compare their lists with others to check.

Post-reading (b) In 3s they could list ideas to share with the class *We'd like to ...*. Classmates can respond: *So would we. / We wouldn't like to ...*

Make word circles of new vocabulary.

Task: Your daydreams: What would you like to do?

You could introduce this with your daydreams. Introduce one, including all the details they're asked for. Then say you've some other daydreams and get them to ask:

Where would you like to go? / Who would you like to meet? / When would you like to go? What would you like to do?

When they list their dreams – remember true or make believe. When they ask about others daydreams make sure they ask each other all the questions even though the dream is different.

Writing Task: what we'd like to do

Aim: reinforcement by *writing* and also dealing with visitor requests by email.

a) Controlled writing for the first reply; they need to decide on answers before they write. This could be a class decision.

Part 2: b) Then they think where they'd like to go and what they'd like to do.

c) Another chance to write a reply.

At some stage they should listen to and follow the given emails.

Task: Plan a day trip.

Aim: speaking confidence, consolidating this unit's language and that from previous units. As always with the presentations, encourage clarity, sufficient volume, and good body stance. Let them practise in small groups and then present their ideas to the whole group.

The email is for consolidation. Take them through the *writing* stages so they consider audience and purpose, and plan before writing.

Building

You could include the full version of *Simple Simon* so that whenever you say *simple Simon says do x* they have to do it but if you only say *do x* they shouldn't do it. It encourages closer listening.

c) Design an alien

A fun way to reinforce descriptive vocabulary and the main body parts. It may be a good idea to do class versions on the board first.

To *describe and draw* (see page 17) students should sit back to back

d) Irregular plurals: You may have other useful examples to add.

Unit 2.8

Final task: making arrangements

Key Task: Make arrangements for an overseas group to visit

This requires a good deal of preparation and organisation. It is a chance for students to use all the language and skills they've learnt so far and see just how far they have progressed.

You will have to write short replies to the students. Each reply must contain the next set of questions for the students. Suggested outlines appear below.

You will need time to write the replies when they bring you their emails. Depending on group size and facilities, ask them to write out two copies of each email. Then you can quickly look at one and suggest redrafting improvements (see *correcting written work*), while you use the second to write your reply. During this time the group could: redraft the email; prepare and practice their oral presentation; or / and prepare for the end of Module test that you give them.

Here are outlines to help you write replies:

2nd email from visitors: Thank you. We would like to ... / Please let us know how much it costs. / Regards, Sven

3rd email from visitors: Dear .../ We would like to come in ... / Please suggest a 2 day programme and a 5 day programme. / Regards, Sven

4th email from visitors: Dear .../ Thank you. We like the ...day programme. / What do we need to bring? / Regards, Sven

5th email from visitors: Thank you. Our teenage children will come with us. They would like to know what Nicaraguan teenagers enjoy doing. / And we would like directions for travelling from Managua airport. / Regards, Sven

It would be great if you had a camera to video their oral presentations. That's the best way for them to learn. They can see how they are standing, what their body stance and gestures are, how their voice is and then have the chance to 'redraft', that is give the presentation again, making improvements. It needs to be a natural oral presentation, so no reading the email aloud. If they are a good class they can do this without notes, from memory (each presentation is very short). Weaker groups may need a cue card with words / sketches.

Teachers' notes module three: Social Interactions

Continue to practice present and future activities. In unit 3.5 students will begin to talk about past actions.

Unit 3.1 Offering

Objectives and timing: Probably 3 - 4 lessons because of the vocabulary load

By the end of this unit your students will:

- distinguish between countable and uncountable nouns
- have begun learning the vocabulary of food and drink
- make polite offers
- ask suitable questions

Props and preparation

Lots of pictures of food / drink / meals and realia too.

Cards of fruit and vegetables (and other foods, drinks)

Getting started

Introduce the vocabulary of food items. Take in examples and have pictures of others. Introduce and practise the names. There is a high vocabulary load with this topic so lots of short practice activities that involve grouping and relating will be important. Keep adding to the word circles. Students can have lots of practice over the next few lessons. If you keep a pile of food pictures, they can pick any one up and ask each other: *Would you like .?./What's this?*

(d) introduces the idea of countable and uncountable nouns. If you have pictures of all these items, then students can separate the pictures into the two groups.

This unit only uses *a/an/___ / some*. Please don't introduce *any* at this stage (which comes with questions and the negative). Wait until the next unit.

Task: What's for breakfast?

Pre-listening could be what students have for breakfast.

Script

Carlos: Would you like some fruit this morning Melissa?
 Melissa: Yes, please. That would be delicious.
 Carlos: Would you like a mango or some pineapple?
 Melissa: A mango please.
 Carlos: And what about you, Mat? Would you like a mango?
 Mat: No thanks, Carlos. I don't like mangoes. But I'd like some pineapple.
 Maribel: What about supper? Would you like vegetable soup tonight?
 Melissa: That sounds lovely, thank you.

Students have met *would you like* with actions so they should be able to focus on the vocabulary and countable / uncountable. Grammar note: With the uncountable nouns *some* is optional but is usual and preferable in offers.

If they get *a/an/___ / some* wrong, just repeat the question / answer correctly.

c) In our kitchen we have *a* big table. We have lots of things on it. We have (*some*) onions, (*some*) potatoes and (*some*) tomatoes. We have *some* milk, *a* bag of coffee beans, and *some* sugar. We have *an* English dictionary, *a* radio, *some* paper and *some* chocolate.

some is always optional here but particularly where it is written.

d) Try and bring in an interesting and fun selection of items to have on your desk.

Make suitable offers to visitors: Help students to listen and practice the phrasing. Can they add other situations and offers?

Task: offering

All the gaps are for *would you like*. Let the students practise in threes and then perform in front of the class. Gestures, smiles,

Task: what we have for lunch.

Before the listening you'll need to go through the vocabulary in the food lists and see what is new. Take pictures with you. There is a recording of all the lists so students can match sound, word and picture.

Listening Script

We have lunch at school. The lunches are good but we have the same food on the same day of the week. On Mondays we have potatoes, cabbage and beef, with a slice of pineapple. On Tuesdays, it's rice, beans, and cheese, with lemon juice. Wednesdays is my favourite. We get fried tortillas with refried beans and cheese, and then a banana. I don't like Thursdays because it's rice, with fried banana and eggs. I don't like eggs. But I like the passion fruit juice. Fridays we have pasta with cucumber salad

b) She doesn't like eggs. She really likes refried beans and cheese, bananas, passion fruit juice.

c) **Likes:** I like porridge. I like rice. I like tortillas. I like pasta. I like potatoes. I like passion fruit juice. I like lime juice

Dislikes: I don't like cabbage. I don't like beans. I don't like refried beans. I don't like fried banana. I don't like tomatoes. I don't like lemon juice I don't like fruit juice.

Listening Task: What drinks do you like?

Recycles *like / don't like* while introducing new drinks.

A What drinks do you like?

B I like hot drinks, tea, coffee, herbal and fruit teas,

A I like coffee but not very strong. I don't like herbal and fruit teas. I hate them. They are horrid. I like tea with lemon but I don't like tea with milk.

B Nor me, I don't like milk.

Asking questions

The aim is to encourage students to think of questions to ask visitors. Help them not to ask questions randomly – we follow through topics when we talk. It isn't just thinking of a question; it's what is a suitable question here.

- Melissa: Are you a guide?
 Nora: No, I'm not a guide. I study eco-tourism and marketing.
 Melissa: do you study here?
 Nora: Yes, I live here in town with an aunt.
 Melissa: Where do your parents live?
 Nora: My parents live on the coast. My father's a fisherman. My mother has a small café.
 Melissa: Do you have brothers and sisters?
 Nora: I have a brother in the United States of America, and a sister. She's married and lives in Managua.

Task: What does Ariel's brother eat?

Another activity for different food items + like / dislike. But a bit of fun and some deduction required!

- M Alex, what do you usually have for breakfast?
 Alex: I like eggs but I don't like the yellow egg yolk. I have rice and egg white for breakfast.
 M What about lunch? There's rice, beans, tomatoes and cabbage for lunch today.
 Alex I only like rice. I don't like beans or tomatoes. Have we got yoghurt? I like plain yoghurt.
 M We've some lovely fresh mangoes.
 Alex Oh horrid. I don't like mangoes.
 M We've also got some pineapples.
 Alex Oh no, nasty. I don't like pineapples. I only like guanabana I'll have guanabana with vanilla ice cream.

Ariel's brother, Chico, only eats white food.

d) I like eggs but I don't like cheese. I like butter but I don't like honey. I like cake but I don't like biscuits. I only like vanilla ice-cream. I don't like the other flavours. I only like chocolate cake. I don't like other kinds. I only like vegetables. I don't like meat. I only like rice. I don't like pasta.

e) The frequency words are introduced in the next unit. If you're students haven't met them then come back to this later.

Task: my dream meal

For some groups it could be useful to show them how to present a menu and / or to prepare notices of what food is available where visitors stay. (Our aim is more than language!)

Building

All the activities are to reinforce (and extend) earlier vocabulary topics.

Aunt Sally's suitcase: see the general section for how to play this.

Card game: You will need to prepare cards using pictures and words.

Unit 3.2

What do you need?

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- have vocabulary for utensils
- use *there is / there are*
- use *any* – questions / negatives
- talk about the frequency of events / actions

Props and preparation

Pictures / realia of utensils and everyday useful items visitors need.

Unit 3.1 pictures

Cue cards

Getting started

- a) Introducing new vocabulary; bring as many pictures as you can. Let students use the pictures as cue cards in groups. You could have a quick team game too.
- c) individual work then orally share and correct (listen to CD).
- d) reinforce in writing but also speaking (listen to CD).
- e) picture cue cards would be useful here.

Task: What's missing?

Tick: bowls, spoons, ladle, salt

uncountable water, salt, sugar

- c) this is to introduce that really useful expression *there is / are isn't / aren't* and also when and how we use *any*.

Script

Melissa Pia, there aren't any bowls.
 Pia Here you are. What about spoons? Are there any spoons?
 Melissa yes. There are six spoons. There isn't a ladle.
 Pia It's here. Is anything else missing?
 Melissa Hmm. There isn't any salt on the table.

There are plenty of opportunities with classroom items to use *there is / are/isn't / aren't* and it's a good opportunity to recycle classroom vocabulary, location, colour, quantity.

Task: Asking for things

Get the students to say what's needed for each action – perhaps have picture cards to remind them.

- a) Then in pairs get them to say what activity they want to do and ask for what they need. As always, do a few examples with the class as a whole before they work on their own in pairs. Those who work fast can write some of their examples down. Try to give each student some pictures or cue cards of some of the items needed. Then students can look at these to answer *Yes, there is/are* or *No there isn't / aren't*

b) Now they can move on to the dialogue and ask for what they need, revising *can I have, one, some* ?

Getting started 2 These formally introduce the frequency words. By using the students' answers to the task in unit 3.1 you can revise that food vocabulary. Use a vertical line on the board with *always* at one end and *never* at the other to indicate where *usually, often, sometimes*, come.

Task: True or false for you?

Introduce this by presenting the students with 6 sentences about yourself using always / often / never / sometimes / usually. Tell them that 3 are true and 3 are false. Ask them to guess which are the true ones. Now they can prepare their own 6 sentences. You could get them to talk to each other in pairs or do this as a class activity. Put a table on the boards with the students' names in the rows and the numbers 1 – 6 as the columns and get students to copy it. As each student reads out their sentences, the others put a tick or cross (or T & F) in the corresponding square. Who has guessed the most true ones correctly?

- b) Let students deduce that the frequency word comes after the personal pronoun (subject) and before the action (verb).
c) encourage fun outrageous statements!

Reading Task: Melissa's email

- a) extracting information
b) and c) are opportunities to revise the 3rd person singular present – use the ‘touching your ear’ sign if students aren't pronouncing the ‘s’ (see general notes: *silent signals*) as well as to practise the frequency words.

Listening Task: what to buy

Script

- | | |
|---------|---|
| Carlos | What do you like to eat Melissa? |
| Melissa | I usually have some fruit and some yoghurt for breakfast. For supper I always have vegetables and sometimes rice or potatoes. I like to eat green vegetables. I often have pasta. I never eat meat. |
| Carlos | And what about you, Mat? |
| Mat | Sometimes I have fruit for breakfast and I always have bread. I don't like fried food. I usually eat meat or cheese for supper. I eat rice, beans, potatoes, pasta. |
| Maribel | We don't have any yoghurt and we don't have any bread. But we have rice, vegetables and chicken. And we have fruit and honey. |

A useful stage to talk about visitors habits, expectations. Share with students that food needs to be cooked almost without oil, salt, sugar – juice without sugar, food steamed or simmered in a little liquid. Successful homestay families have had to radically change their cooking habits (which is good for their health too).

Task: your meals

The purpose of this is to provide data so students can continue to practise the frequency words and food items.

Task: memory game

A circle time version of an Aunt Sally activity.

Version 1: just one meal and one frequency word

More difficult versions: more meals or more frequency words.

Tell the students to think of their dream meal; encourage them to practise different foods - not only rice, beans, tortilla.

Get them to list the items in frequency order – it's easier for them to remember.

Begin by saying what you have

Reading Task: the visitors' timetable

Look back at *reading*

Scanning questions: How many days do visitors go for? What do they do on Saturday?

b) i) F, always ii) F, never. iii) F, often / many iv) T, visitors always enjoy
v) T, always a barbecue vi) F, in the village.

b) as on the CD i) Visitors sometimes sleep in houses in the village. Visitors always sleep in houses in the village. ii) Visitors pick orchids. Visitors never pick orchids. ii) All visitors go to the coffee laboratory. Many visitors go to the coffee laboratory. vi) The visit begins on a coffee farm. The visit begins in the village.

c) The group leader: questions and answers

i) What time will we meet our host family? At 10.30 ii) When will we have lunch? At 12.30 iii) Where will we go on the first afternoon? To the orchid wood.
iv) What will we do on the second day? You'll visit a coffee farm and the coffee laboratory. v) What time do we meet our guide? At 9.45 vi) What do we eat at the barbecue? There'll be chicken and beef. vii) What time will the music start? At 19.00

Tip: Remembering when to use *some* and when to use *any*.

Some is used with positive statements. *Any* is used with the negative and a question

Unit 3.3**Talking about your community**

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- talk about what is happening, what people are doing
- know some *make* or *do* expressions
- talk about processes
- ask more questions,
- talk about what's special in Nicaragua
- be more culturally aware

Props and preparation: a lot for this unit

Pictures each showing several people doing different things

Pictures of people doing different things (s/he's doing x)

Cue cards of *what people are doing*

Diagrams or pictures for a process

Pictures of places / communities for Getting started 2

Getting started 1

Aim: to introduce the present continuous for actions that are happening at the time of speaking. (a) the miming is to bring the action vocabulary into students' minds. (b)

Play *Simple Simon* (basic version) so they are active (c) Now they give you the instructions and you say what you are doing: *I'm _____ing*

After a few times, ask them to repeat back what you are saying, then you can ask them *What am I doing?* And see if they can answer correctly: *You're _____ing.*

Listening Task: find the activities

Part (a) is to make sure they are comfortable with the vocabulary and to reinforce phrases.

Script:

MJ Good morning everyone. Isn't it lovely. What's everyone doing? Pia, you're stirring the milk with your hands. What are you making?

P I'm making cuajada. It's a type of cheese.

MJ What are you doing Daisy?

D I'm cooking tostones.

MJ Where's Alejandro?

P He's feeding the chickens.

MJ What can I do?

D You can collect some firewood.

Use pictures miming and the script to have students practise. Make sure they practise all the forms, especially s/he's ___ing

Encourage them to see that they are using the parts of the *verb to be + verb in ___ing* form. Also to notice that verbs ending in -e drop the -e, that some consonants double - r, t, p, m, n

Use the board and ask students to write up as many verbs / actions as they can remember, in phrases. Use for team games (i) shout out a personal pronoun and the teams have to write a correct sentence on the board. (ii) they mime and say what they are doing (iii) they mime and the other team(s) say what they are doing.

Task: Where is everyone? What are they doing?

You need cue cards for this pair speaking practice. Ideas for: *Wash clothes, pick coffee, harvest beans; guide, visit Masaya National Park, play baseball, help in the house, make cuajada*

What 's the difference – listening and pronunciation

Task: Find the differences

You'll need a selection of pictures with plenty of people and activities. According to your pictures is the vocabulary work you need to do first.

Things people might be doing: *Taking a photo / drinking water / talking to / sitting on a stone – 2 people / climbing a tree /*

Make or do phrases that are often mixed up so try to get across that *make* involves creating something that didn't exist before that moment, so we *make a mistake* but we *do our homework*.

Task: solar fruit drying

Reinforcing the grammatical form and then getting students to describe a process clearly. Expand this with other local processes. Almost all guides will need to describe processes during a trip, whether natural processes or human activity. This is the main occasion when our learners will need the present continuous. Flow diagrams are a useful way to introduce the steps and verbs of a process (especially when pictures / sketches are difficult). They are also a useful learning tool for students.

Getting started 2

This section is to encourage questions. It also revises *there is* and *there are* together with *some* and *any*.

Task: curious visitors and the visitors are still curious

Aim: to ask questions! Also to raise awareness of visitor needs / interests / differences in culture between Nicaragua and other countries.

River (X) means there isn't a river. Café (Y) means there is a café.

Have some class practice and then for fluency use *circle practice*. Focus on the intonation patterns as they ask and answer. The questions are all recorded.

Task: What's special about Nicaragua?

Aim: to increase cultural awareness. To recognise someone else's culture is different we have to be aware of our own!

How much input you need to provide for (d) will depend on your students' experiences. You may need to provide pictures and texts for knowledge and ideas.

Building

a) Listening Task: Ariel and Silvia talk

Script

Ariel: I like living in a town. There's so much to do. There are lots of cafes. I meet my friends in them. There is a cinema once a week. And after the film we go for ice-cream. There's a great place on the square. And at the weekends there are great discos.

Silvia: I really don't like the town. There's so much noise and there are so many vehicles. There are some good shops and I do go if there is live music. But there's so much to do in the country. There are lovely walks and rides. There's often a party at the weekend, maybe one of my nephew's or niece's birthday or a Quinze or something.

b) What's special about Nicaragua? To increase general knowledge and continue cultural awareness. If you can write a text / speak about yet another country that would be good.

Unit 3.4

The weather

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- be able to talk about the weather and climates
- make comparisons between 2 or more items
- be able to talk about different areas of Nicaragua

Props and preparation

Pictures / photos of different weather / climate

Brochures and photos of tourist places in Nicaragua

Getting started

The purpose of this unit is to introduce and practise expressions about the weather and also the comparative and superlative.

Begin with the weather of the day where you are. You can ask *What will it be tomorrow? Is it always, usually, sometimes ...?* (recycling) It's good to have pictures and photos and then students can work in pairs / groups.

b) There's a formal introduction to the months but your students will have met some of them through the habit of writing the date on the board for each lesson. And you may have had them all, if you've asked *When is your birthday?* If not, now is the time!

c) More awareness raising about the climate of different countries and more use of frequency words.

Listening Task What's the weather like?

A chance for students to hear the language and then in part (d) the comparative is introduced..

Script

Shane I want to come back in April. Is that a good idea?

Ariel Well, it's very hot then, especially in Leon. It's sunny all day. There's very little wind and no rain.

Shane Hmm. That doesn't sound wonderful. What about August and September?

Ariel On the Pacific coast it's good. It isn't very hot. It's the rainy season so it rains most days. But sometimes in August it doesn't rain for a couple of weeks. In the mountains it's quite cool at night. And in the morning it's misty.

Shane So it's hotter in April and wetter in September.

Ariel Yes, that's right.

d) Add in some more examples using familiar classroom objects and vocabulary family members, first with -er or -ier: long(er), tall(er), heavy(ier), old(er), young(er). Then with *more*: difficult, intelligent. There are lots of fun ways to recycle past learning and add the new .

Which is better?

You can probably find a more interesting set of items to compare!

Task The weather in Nicaragua

Do this orally in the class, then let students practise together. They can write responses and make up new examples at home.

Getting started 2 and size of objects

Now you're introducing the superlative (when there are 3+ items).

Make sure that they notice *the* in the superlative, not just *-est* and *most*.

Take in pictures and objects so that they can make more comparisons between both two and three + items.

Task: the Nicaraguan Maribio volcanoes

Do some oral work on this first; if they know any of the other volcanoes they can talk about them too.

Task: places in Nicaragua

Begin by asking for one or two answers from the group. Then let each person work on their own and put down their ideas. When they are ready, get them to move around the class and share their ideas. Put the table on the board and ask for a group decision at the end.

Finally ask them to tell you about places in Nicaragua. They can write about Nicaragua for a homework, or in class. This is also a useful topic to use at the start of another lesson to recycle. You could ask them to make short presentations.

Listening task: my favourite month

This was unscripted when we recorded it so here are the notes we used.

Name	nationality	favourite month/why	least favourite
Sandra	British	May start of spring Lots of flowers	Feb, cold grey
Javier	Nica	May first rain	Nov, lots of mud
Orlando	Costa R	Dec / jan coffee harvest 1st fresh beans	April, v hot
Bill	USA	July/Aug summer hols	Dec: a lot of work
Emily	NZ	Dec summer Xmas, warm
Margarita	Switzerland	Feb/ March good snow, longer days	July/Augst lots of tourists

Task: how quickly can you move?

Once in line students then say something about themselves in relation to others and also about others. This wants to be done at speed – making the line and then each remark.

Building

You could do some drama and mime activities here too. Drama ideas for the present continuous: In groups students decide on something to eat or drink, and how to mime that (set time limit say 2minutes) Groups dissolve and each person finds someone from another group. They exchange mimes and guess. *Are you eating/drinking ...?* You can repeat with things to touch or smell.

Unit 3.5

Talking about last week

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- be able to make statements about past events and actions
- have met regular and irregular past verb forms
- have met *was / were*
- NOT have used negative or questions in past – that's for unit 3.6

Props and preparation

Pictures for practice

Map of Central America and world / Europe

Getting started 1

This unit and the next ones introduce the simple past for what we did at a specific time in the past.

Focus the group by thinking back to unit 3.1 and what visitors can do in El Robledal; help them with pictures to brainstorm some of the activities that will appear later in this unit in the past tense (and also to know about their country – remember they have little chance to visit other parts). At this stage only regular verbs *-ed* are introduced. In the next task we introduce *was / were* and then later some irregular verbs.

Task: Find out what a group did in El Robledal last week.

This is a multi stage task with reading, speaking practice, and writing practice, using the past simple.

When you read aloud / speak and when the students practise make sure the *-ed* is being clearly and correctly pronounced.

- a) Notice that first the text is for understanding – filling in the timetable, and only then is the grammar point focused on.
- b) Help them see the pattern of these regular verbs.
- d) Make sure they say *last week* or *yesterday* so that they are clear that when they speak they are talking about the past.
- e) When they have finished, read the text aloud or play the CD for the pronunciation.
- f) This introduces *was / were*. There is an example of the negative. This is activated in next unit.
- g) A chance for students to practise with *was*. Make sure they act this out; it helps the kinaesthetic learners and is fun. As they practise is only in the singular, afterwards ask questions to have them use at least *we were*.
- h) reinforcement by writing.

Time expressions: How many different statements can you make?

A good way to introduce these is with a time line on the board, and a year calendar, if you / the organisation have one. Oral class practice, then pairs, then class practice again and finally writing some in class and others for a homework.

Getting started 2

You need a map showing Central America and at least Europe and Sweden

Listening task Ernesto's work

This introduces some of the (many) irregular verbs. Many of the most common verbs are irregular and just have to be learnt – but not as *verb + past : learn / learnt* but as meaningful phrases in the student's context. *Last week I learnt about ... (at school)*
There is a list at the back of the student's book.

The pre-listening focus has been with the map.

Script

Last year I travelled a lot for my work. I went to the USA twice, once in March and again in June. I spent a week in Mexico. That was in February. I flew to Europe in August. Oh, and I met some colleagues in Costa Rica in May. I took the bus from Managua to San Jose. When I travel, I miss my family. But I had 3 months at home last year. I didn't go away October to December.

c) Last year Ernesto travelled first to Mexico; then he went to the USA. Next he went to Costa Rica and then to the USA again. Finally he flew to Europe.

e) i) Ernesto went twice to the USA. ii) He flew to Europe in August. iii) Ernesto spent a week in Mexico. iv) In May, Ernesto met some colleagues in Costa Rica. v) Ernesto took the bus from Managua to San Jose.

Reading Task: Ernesto's family holiday

More irregular verbs are introduced here.

i) two: *both*

ii) swam, ate fish, drank fruit juice

iii) slept in a hammock, wrote his diary (sat in a rocking chair, watched the sunset – there's no frequency word so the assumption can be always / every day)

Last week and last month

a) Last month our friends from Canada visited us. They wanted to see Granada. We decided to stay overnight. We didn't want to drive so we travelled by bus. We arrived at lunchtime. After lunch we walked in the streets and admired the beautiful buildings. We walked along the lakeshore.

b) Last week two tourists visited El Robledal. They stayed in my house. My mother cooked rice, beans and fresh vegetables for supper. After supper we watched television. The tourists enjoyed watching 'Nina Amada mia'. The next day the tourists and I played football in the garden. Then they walked round the finca with my father. After lunch they rested in hammocks on the patio. I listened to the radio

Practice a) and b) Use the two texts for a question and answer session. The students haven't studied the question form formally yet, so this time you ask the questions and they answer.

c) Teacher's story: Try to tell them a fun story. Plan carefully which verbs you will use. You will have to tell the story more than once so write it out in advance. At each stage ask students questions. Put the infinitive of key verbs on the board and then students can re-tell each part of the story.

Tell tourists when it is best to visit

Aim: for students to learn that after *by and for* we use *the -ing* form of the verb. It's also important knowledge for them / visitors and it recycles the superlative. You can extend this into *Why?* Introduce *because*.

Building

a) reading practice about past events.

Thirty days have September, April, June, and November.
All the rest have thirty one, except for February with 28 (29 in a leap year)

Unit 3.6

Talking to visitors

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- Ask and answer questions in the past
- Talk about events that didn't happen

Props and preparation

a set of cards for things they did

Key Tasks

Now that students have some language and confidence, most units will build up to a final, key task. Before you start a new unit, look at the key task notes and see whether your students will need more help and support than that given here. Check what you will need to prepare – the students will be preparing through the language they learn in the unit; you will be collecting and making prompts!

Discuss the key task with the students at the start of the unit so they know what they are working towards. These key tasks should show them how much they are improving as they carry out each one with more ease and confidence.

Key Task notes, 3.6

The aim is for students to imagine they are a visitor who has just got home after several weeks in Nicaragua. They tell their family and friends all the amazing things they did, where, when, with whom, what happened.

Let students decide what nationality they want to be (an English speaking one for reality!). They may need support with ideas of what visitors may have done – you could provide them with brochures for different places (hopefully they've already seen some), let them look at a guide book, ask you questions. Try to encourage them to make 'their trip' exciting!

If you can provide some photos and pictures they can use these in their talk.

It may be best for them to work in pairs or small groups – to give confidence and support.

When they ‘talk to their family and friends’ have them sit around a table or casually, as would be the case. When they have talked, encourage the ‘family and friends’ to ask questions to learn more.

Getting started

This unit formally introduces students to the negative and question form in the past simple. (a) Get the students to answer questions in the past simple. (b) Now ask them some questions in the present and aim for some negative answers. Get them to put the present simple, question and negative forms, clearly on the board, in such a way that during the first task you can add in the past and they can see the pattern.

Task: Shane’s trip last week

- a) When they’ve heard the dialogue a couple of times, ask some students to act it.
- b) Then ask them to tell you about the question and negative form in the past. Put this up on the board so they compare it with the present.
- d) As always with dialogue practice it is good to have a gapped version, either on the board or to give students, so they move from ‘reading’ to gradually remembering. The better students should be able to act it out without prompts – remember that it doesn’t have to be exact, merely convey the same meaning; the part that needs to be correct is the new learning point! Begin with a class activity, then pairwork

Possible gapped text

- A. Shane. Good to see you again. ___ ___ enjoy your visit to Boaca last week?
 S. Yes thanks Ariel, I ___. It ___ great.
 A. ___ you watch baseball there?
 S. Yes, Boaca ___ Juigalpa.
 A ___ Boaca win?
 S No, they _____.
 A ___ you visit my cousins?
 S Of course.

Task: what you did

- a) A pair activity. To prepare for this help students brainstorm and then make their own list of what they did, who they saw, where they went and when they did things. It’s important that they practise a wide range of question forms not just *what*.
- b) **Guessing game** first have them guess something fun that you did. It may help the activity if you have prepared a set of cards and then if someone doesn’t have an idea they can pick a card and that others guess what’s on it.

Task: the interviewer’s questions

This is to help them match and process what questions and answers can go together. Once they’ve written correct appropriate questions, check them and then play the CD - the questions on the CD are below: these are not the only correct options so if your students have others that are good, don’t tell them they are wrong!
 Did you work during your holiday? No, I didn’t work.

Did you take any photographs?	Yes, I took some great photographs.
Did you swim?	Yes, I swam, everyday.
Did you enjoy the food?	Yes, we really enjoyed the food.
Did you see beautiful sunsets?	Yes, we saw wonderful sunsets.
Did you have your children with you?	Yes, we had our children with us.

Finally, they can practise orally.

Relaxing at the weekend.

a) individual work, correct with the CD

b) For (6, ate*) yoghurt and (7, drank*) If someone puts *had* then that's fine – it means they are using their knowledge / instinct instead of the cue box and that's great.

MJ Hi. Where were you last weekend?

P I was in Esteli. I met a friend and we went to La Casita.

MJ Oh – is it nice?

P It's lovely there. It's an organic café and garden.

MJ Did you eat anything in the cafe?

P Yes, we ate yoghurt and drank passion fruit juice. We sat outside under some orange trees.

MJ How long were you there?

P We spent about two hours there. I read my book and Pia wrote a letter. We came home in a taxi.

c) good acting and the gist of the dialogue not the exact words is what we are after.

Task: a special day

As always it's good to start with an example about yourself, or one of them if there has been something recent they all know about.

a) Remind them that they can make up the information. It doesn't have to be true.

They can talk about a dream day out – as long as they talk about it in the past! Give them time to think and make some notes before the question and answer session. See if they can find a quick way to note the answers (some sort of table).

b) they should only use notes not write a script.

Listening Task: a tourist describing her weekend.

Remember the pre-listening needs to focus their attention and cover any potentially new vocabulary, eg *grilled pork*. You can ask them what they know about Leon and what to do there – they have had some ideas, in an earlier unit

a) while listening

b) this is so they say – *they didn't swim* – use the negative

c) the gapped text is this. The best students will get nearly all of the gaps without listening. They use it to confirm. Others may not be able to work out as much.

Friend Hi! Where ___ you last weekend?

MaggieJo I ___ in Leon with my husband Tony. We ___ three nights there. On the first day we ___ all round the streets and ___ the Ruben Dario museum. The next day, we ___ to the Atlantic coast. The sea is very dangerous so we ___ We ___ to a restaurant, ___ in hammocks and ___ delicious prawns. Wonderful. On our last day we ___ our friend Giaconda. Her children ___ at home so we ___ with them.

Friend ___ you ___ any good photos?

MaggieJo No I ___. I ___ my camera. I was very cross with myself.

Full Script

Pia Hi Where were you last weekend?

Maggiejo I was in Leon with my husband Tony. We stayed there for three nights. On the first day we walked all round the streets and visited the Ruben Dario museum. The next day, we went to the Atlantic coast. The sea is very dangerous so we didn't swim. We went to a restaurant, lay in hammocks and ate prawns. Wonderful. On our last day we met our friend Giaconda. Her children were at home so we played with them

Pia Did you take any good photos?

MJ No I didn't. I forgot my camera. I was very cross with myself.

Writing Task: What did you do last week?

b and c) Although the first practice uses *did* and *didn't* in each sentence, help the students write more naturally about themselves and their friends.

Because there is the first key task there's no building section in this unit. But you still want to put in some games:

Game: Aunt Sally's suitcase.

Sit in a circle. Say one thing you did yesterday. Repeat what others did.

Example: Yesterday Mario picked avocados and I ate them.

Unit 3.7 Visitors' stories

Objectives and timing: Probably 3 - 4 lessons

By the end of this unit your students will:

- **Be more fluent talking about the past**
- **Respond appropriately to people's tales**
- **Talk interestingly about famous people**

Props and preparation

Pictures would be good for the vocabulary of the activities and events. – and for fun.

This unit doesn't have a key task but 3.8 does

Getting started:

This unit provides more practice of the past simple and introduces students to suitable responses to use during a conversation or when listening to a story.

Try to practice these irregular simple pasts with them in this unit:

went, flew, spent, met, took, had, ate, sat, spoke, made, gave, got, became, came, drink, read, wrote, caught, told

Task: Good news or bad news?

Get the students to group the expressions according to meaning by your / the CD intonation:

There are other expressions introduced later but the students may know some that they'd like to use as well as these in the exercise, which is just fine!

(b), asking questions: This really important. Being able to think of a suitable question is a sign of good progress! You may need to give students some cues, those on the CD are:

A Juan's brother is getting married next week.

B Who is he marrying? Where are they getting married?

A Los Chiquitos are coming to play next month.

B What date are they playing? Where will they play? How much are the tickets?

A Pedro's brother is a guide at Masaya.

B Who does he guide? Where does he take them?

A Emilio's horse died last week.

B How old was his horse?

A Ana's grandmother went into hospital 2 days ago.

B How is she? What's wrong with her? How old is she?

A Our team won the local league last year.

B Are you winning this year?

A There was a landslide near Yali last week.

B Did anybody die? Was anyone injured? Were many people hurt?

A We had over a thousand visitors last year.

B Have you had more this year?

Listening Task: coffee festival in Matagalpa

Although it's labelled a listening task, it's also for lots of speaking and in this unit we want to encourage students to speak interestingly, that is to begin to use descriptive words.

Pre-listening: vocabulary that may be new – burnt, lively, boring, angry, procession, stalls

Script

A Tell me about your trip to Matagalpa and the coffee festival.

B Ah well. The first thing was the bus; it broke down.

A Oh no!

B Yes, we had to wait two and a half hours by the side of the road.

A Oh dear!

B It was early in the morning and in the mountains so it was really cold.

- A How miserable!
- B Yes, it was, and we missed the procession and the crowning of the queen.
- A What a shame!
- B But other than that it was great. We had a really good time. There were masses of people, and lots of music and dancing. There were stalls selling delicious food. Oh, and lots of good coffee.
- A I'm glad, that's great.
- B And I met some friends who knew the Coffee queen. They introduced us and we danced.
- A Hey, cool.

Circle time

Again, it's probably good to begin with class ideas – perhaps they ask you for your lists. You may find it helpful to make some cue cards, then you can give students a quick further practice in later lessons.

Dialogues

A good opportunity for the actors in the group!

Hopefully your students are now at a level that you can make some cue cards and after the class they can make up their own dialogues. These would be some possible cues: *beach, party invitation, job interview, wedding, exams, sunburnt, ill,*

Task: A visitor's day

a) The verbs in the box are for students who need help and then their text would be the one below. (They may make different choices without these cues)

Be, catch, get, give, have, take, take, tell, walk

a) I had a wonderful day in El Sontule. I caught the bus at 7.05 from my house. The bus journey took about an hour. I got off at Dona Lucia's house. She gave me an excellent breakfast of beans, eggs and fresh, hot tortillas. Then I walked with a guide up the hill to a look-out point. There was a very good view. The guide told me about the fighting that took place in the 1980s.

b) Sentences 5 & 8, careful: make sure that they change *me* to *her*.

Martina had a wonderful day in El Sontule. She caught the bus at 7.05 from her house. The bus journey took about an hour. She got off at Dona Lucia's house. Dona Lucia gave her an excellent breakfast of beans, eggs and fresh, hot tortillas. Then Martina walked with a guide up the hill to a look-out point. There was a very good view. The guide told her about the fighting that took place in the 1980s.

Task: Shane and Ariel talk

Get students to work on their own to complete the two texts. Then they can compare with each other and check any uncertainties with you. When two people have finished, pair them up to begin practising telling the story. Each time the listener should be trying to use some of the expressions learnt in this unit.

For (a) you probably need to pre-teach (for the last gap): carried / brought and for (b) kill, shoot (and irregular past, shot), invade, fight (and irregular past, fought).

The CD scriptsShane in Masaya

Shane When we were in Masaya, we watched a baseball game at the Estadio Roberto Clemente.

Ariel lucky you

Shane Did you know that he was a baseball player?

Ariel really

Shane He played for the Pittsburgh Pirates. He died in a plane crash in 1973.

Ariel oh no

Shane There was a huge earthquake around Managua in 1973. The plane was carrying help for the victims of that earthquake. The stadium is named after him.

Ariel That's cool

Sandino

Shane: Can you tell me about Sandino? He's very famous here.

Ariel: Well, he was born in 1893 in Niquinohomo. That's a small village near Masaya. When he was seventeen, the United States invaded Nicaragua.

Shane Bad news

Ariel They killed General Benjamin Zeledon. Sandino was very angry.

Shane Not surprising

Ariel In 1919, Sandino had a fight with a friend in a church and shot him in the leg. So Sandino had to leave Nicaragua. He went to Mexico.

Shane wow

Ariel When he came back he fought the US Marines in the north of the country. He died in 1934. The dictator, Somoza shot him

Shane wow, some story.

Unit 3.8 Telling stories

Objectives and timing: Probably 3 lessons

By the end of this unit your students will:

- talk about coffee
- tell an interesting story
- know about flow diagrams
- have talked about key events in Nicaragua's history

Props and preparation

Photos / pictures about coffee, a volcano, forests

Key Task 3.8

The key task for this unit is to have each student tell a story: about Nicaragua and people's lives, about the past, about friends and family. The unit provides language, ideas, information but students will need plenty of support and explicit help in how to construct a good story.

Getting started 1

Begin by brainstorming all the words and terms they know concerning coffee – growing and processing. This could be a bilingual activity: they can offer terms in Spanish, if you can provide the English.

Task: Growing coffee

This is another multi-stage task.

Aim: get them to talk about growing and processing coffee. If they live / work with coffee then more extensively than what is here. For others what is here is enough.

In *Getting started* bring in these words, (or do pre-reading vocabulary work now): probably known: *beneath, between ___ and ___, dark green, shiny leaves, harvest, wash*

probably new: *forests, to flower, a lovely scent, ripe, to ripen, unripe, finally, dry, in the sun, remove, broken ones, by hand, the husk, by machine, carefully, pick, a basket, a bucket, to sort*

As they are going to tell stories, they need to learn and use sequence markers: *first, next, then, finally*.

Hopefully you introduced them to flow diagrams with solar drying task, if not explain them now.

Task: Nicaraguan history

Aim: talk interestingly and informatively about different parts of Nicaraguan history. Try to get more from them than this.

Task: telling stories

a) When they have finished and told the story – voice! ask them to pick out the descriptive phrases and change them. Then they can tell ‘a new’ story: *early / late. Excellent / dull or lousy or funny or ...*

Key Task 3.8 there is a (true) story recorded on the CD, based on the notes in (a)

Unit 3.9

Telling local stories

Consolidation

Objective: to consolidate all the learning, for them to recognise their progress and to have a tangible outcome to share with visitors.

Timing: difficult to judge but several weeks of lessons.

This unit is different to all the previous ones. The idea is to use it to consolidate their learning. The output is a collection of stories that could be copied and distributed to all the local homestay families for visitors to read. You could make copies to sell to visitors. You could approach local NGOs and see if they’d help with cash.

While students are working on this, you may need to give them additional input and practise, in areas where you see and hear they are weak. They will also need to use their dictionaries and learn new vocabulary

You will probably also want to vary the sessions by including some games, a song and such like.

You will need to give individual help and it is likely that some students will be 'waiting' for your help. Make sure that you have a range of activities for them to do while they wait: crosswords, language card games, some of the activities from previous units where you have cue cards and they can work independently, some reading material, the chance to listen to recordings again, practise pronunciation.

Included in this unit are three stories that were written by students of the ***English for Eco-tourism with UCA Miraflores project***. They may inspire your students and provide ideas.

The NEST: Book One CD timings

Lenny Lapon, when teaching on the Miraflores Nature Reserve in 2007 / 2008, went systematically through *The NEST: Book one* noting all these timings. Thank you so much for sharing these with us Lenny. It's so necessary to know exactly where to start the CD for each individual activity.

Finding the right place

You need a CD player / computer with digital timing. Hold the play back (or play forward) button down and it will rewind (go forward) second by second enabling you to stop exactly where you need. It is if you press and immediately release the button that it skips to the next track.

We have listed the page number, the activity, the CD and track number, and the timing. We recommend that you write the timings by each activity in the book when you do your pre-teaching review of each unit. YOU DO NEED to listen to the whole track before teaching a unit: not everything is scripted in the book or teachers' notes.

CD one

Introduction (English)	Track 01	1.16
Overview (Spanish)	Track 02	9.29

Module 1	Unit 1.1	CD1	Track 03
p1	Dialogue 1		0.00 – 0.15
	Dialogue 2		0.17 - 0.25
p2	Classroom language		0.30 – 0.53
	Numbers (a)		0.53 - 1.15
	(b)		1.18 – 1.30
	(c)		1.32 – 1.47
	(d)		1.50 – 2.25
p3	Alphabet (a)		2.26 – 2.42
	(b)		2.45 – 3.00
	(c)		3.20 – 3.23
	(d)		3.25 – 4.08
	Dialogue 3		4.10 – 4.24
	Dialogue 4		4.26 – 4.35
	Dialogue 5		4.38 – 4.48
	Dialogue 6		4.50 – 4.57
	Grammar reference: affirmative questions		5.00 – 5.19 5.20 – 5.28

Module 1	Unit 1.2	Track 04
p4	Word friends column 1	5.31 – 5.46
	column 2	5.47 – 5.58
	(e)	6.00 – 6.09
	Vocabulary	6.12 – 6.24
p5	Dialogue 1	0.00 – 0.18
	Dialogue 2	0.20 – 0.35
	alphabet (a)	0.37 – 0.51
	(b)	0.55 – 1.40
	(c)	1.42 - 2.30
p6	Dialogue 3	2.30 – 2.49
	Dialogue 4	2.50 – 3.04
	Dialogue 5	3.05 – 3.17
	Grammar reference question form	3.19 – 3.37
	Short form	3.39 – 3.55
P7	Dialogue 6	3.55 – 4.04
	Dialogue 7	4.04 – 4.16
	Dialogue 8	4.16 – 4.27
	Dialogue 9	4.28 – 4.37
	Classroom language	4.38 – 4.39 and
	4.42 – 4.59	
	Numbers 11 – 20 (a)	5.01 – 6.09

	(b)	6.10 – 6.24
	(c)	6.25 – 6.38
	(d)	6.40 – 7.42
p8	Classroom language	7.45
	Reference	7.47 – 8.20
	Vocabulary	8.21 – 8.36
p9	Building crossword	8.36 – 8.47
	word friends	8.48 – 8.57
Module 1 Unit 1.3		Track 05
p10	Countries (a)	0.00 – 0.20
	Nationalities (b)	0.20 – 0.35
	(c)	0.35 – 1.33
p11	(d)	1.34 – 1.56
	Capital cities (a)	1.57 – 2.20
	(b)	2.20 – 3.25
p12	Getting started 2 (a)	3.25 – 3.46
	(c)	3.46 – 4.12
p13	Where we live (a)	4.12 – 4.55
	(d)	4.55 – 5.26
	Numbers 21 – 100	5.27 – 6.01
	(c)	6.02 – 6.26
p14	How are you?	6.27 – 7.07
	Dialogue 1	7.08 – 7.17
	Dialogue 2	7.17 – 7.31
	Dialogue 3	7.32 – 7.55
p15	Word friends	7.56 – 8.05
	Classroom language	8.06 – 8.24
	Word circle phrases	8.25 – 8.41
p16	Verb: to work	8.42 – 8.59
	Verb: to live	9.00 – 9.20

Module 1 Unit 1.4		Track 06
p17	Dialogue 1	0.00 – 0.14
	Dialogue 2	0.15 – 0.29
	Dialogue 3	0.30 – 0.43
	Grammar reference negative	0.44 – 1.03
p18	Dialogue 4	1.04 – 1.16
	Dialogue 5	1.17 – 1.27
	Dialogue 6	1.28 – 1.38
	Dialogue 7	1.39 – 1.49
	Dialogue 8	1.50 – 2.04
	My house or your house?	2.05 – 2.41
p19	Statements (a) – (d)	2.42 – 3.04
	Maria's family tree	3.05 – 3.43
	(c)	3.44 – 3.53
	(d)	3.53 – 4.03
p20	More family members' tree	4.04 – 4.23
	(a)	4.25 – 5.25
	(b)	5.26 – 5.53
p21	Questions (a)	5.55 – 6.15
	Listening task	6.15 – 8.26
	Gladys 6.15 – 6.38; Elder 6.41 – 6.57, E & H 6.59 – 7.12; D&S 7.13 – 8.14	
p22	Numbers 101 – 1304	8.27 – 8.48
	Word friends	8.49 – 8.57
	What about these?	8.58 – 9.08
p23	Building	
	Dialogue 1	9.09 – 9.18
	Dialogue 2	9.19 – 9.33
	Dialogue 3	9.34 – 9.57
p24	Dialogue 4	9.58 – 10.24

Module 1	Unit 1.5	Track 07
p26	Reading task Frances 0.00 – 0.27; Rosario 0.28 – 0.46 Rodolfo 0.47 – 1.14	0.00 – 1.14
p27	Ask and answer	1.15 – 2.13
p28	Preposition blanks Questions and answers	2.14 – 2.49 2.50 – 3.42
p29	Listening task Shane repeated questions Listening task Who does what? questions 1 – 5 + answers	3.45 – 4.56 4.57 – 6.07 6.08 – 6.33 6.34 – 7.21 7.22 – 7.43
p30	Building (a) (b) (c) repeated	7.45 – 8.32 8.33 – 8.49 8.50 – 9.08 9.09 – 9.24
Module 1	Unit 1.6	Track 08
p32	Colours This and that	0.00 – 0.19 0.20 – 0.41
p33	Listening task colour of animals Repeated Script 2	0.42 – 1.26 1.27 – 2.18 2.19 – 3.51
p34	Chico's family reading Vocabulary (a) (b)	3.52 – 4.32 4.33 – 4.51 4.52 – 5.04
p35	Building (c) Whose?	5.05 – 5.32

CD2

Module 1	Unit 1.7	CD2	Track 01
p36	Getting started (b) (c) What do you do? (a) (b) What can you do?		0.00 – 0.19 0.20 – 1.01 1.02 – 1.26 1.27 – 1.42 1.43 – 2.35
p37	Grammar reference can / can't Listening task same language Q& A (c) – (g)		2.37 – 3.16 3.17 – 4.06 4.07 – 4.28
p38	Who can / can't (a) (b) Who's the expert Listening ride / swim?		4.29 – 5.03 5.04 – 5.33 5.35 – 5.52 5.53 – 6.40
p39	Reading Shane at the beach		6.41 – 7.08
p40	A tree A plant Big tree Small tree Vocabulary (a) dark & light (b) opposites		7.09 – 7.28 7.29 – 7.35 7.36 – 7.45 7.46 – 8.00 8.01 – 8.22 8.23 – 8.45
p41	Song: amazing animals Building dialogue 1 dialogue 2		8.46 – 10.17 10.18 – 10.36 10.37 – 10.57
p42	Building colour (ii) (iii) Reading task		10.58 – 11.09 11.10 – 11.26 11.27 – 12.38

Module 1	Unit 1.8	CD2	Track 02
p44			
p45	What people do (a)		0.00 – 1.00
	(c)		1.01 – 1.24
	Local families (i)		1.25 – 1.49
	(ii)		1.50 – 2.09
	(iii)		2.10 – 2.47
p46	Be a guide Mario		2.48 – 3.24
	Marta		3.25 – 3.49
	Prepositions (a)		3.51 – 4.11
	(b)		4.12 – 4.42
p47	Reference		4.43 – 5.02
	Listening		5.05 – 6.06
	Vocabulary (a)		6.07 – 6.25
	(b)		6.26 – 6.56
p48	(c)		6.57 – 7.12
p49	Building (b)		7.14 – 7.43
	(c)		7.45 – 8.35
	(e)		8.36 – 9.34
Module 2	Unit 2.1	CD2	Track 03
p51			
	The time (b)		0.00 – 0.16
	(b) – printing error		0.17 – 0.39
p52	(c)		0.40 – 0.58
	Listening task What's the time? (b)		0.58 – 1.37
	Pronunciation: stress on numbers		1.38 – 2.25

	Useful times for visitors		2.26 - 3.04
	Dialogue practice		3.05 – 3.30
p53	Know world time		3.31 – 3.57
	(a) answers		3.58 – 4.43
p56	Dialogue practice		4.45 – 4.58
	Timetable		4.59 – 5.48
	repeated		5.49 – 6.22
	again		6.23 – 6.56
p55	Dictionary work		6.57 – 7.21
Module 2	Unit 2.2	CD2	Track 04
p56	Getting started		0.00 - 0.36
	Who arrives early		0.37 - 0.46
	Answers		0.47 – 0.59
	Listening Who's on time?		1.00 – 1.47
	Practice		1.48 – 2.05
p57	Class patterns Task (c)		1.07 – 2.28
	(d)		2.29 – 3.00
	(e)		3.02 – 3.28
p58	Dialogue practice		3.29 – 3.50
	Listening Mat and Melissa's weeks		3.51 – 5.01
	script TN p 43		
P59	24 hour clock (b)i Listen		5.03 – 5.28
	CD / TN p44		
	slight difference ii		5.29 – 5.55
p60	(d) arrival times		5.56 – 7.00
	Building		7.01 – 7.17

Module 2	Unit 2.3	CD2	Track 05
p62			
p63	c) Listen and practice		1.45 – 2.20
	Reference: Have we got enough?		2.21 – 2.49
	Task: Have you got enough?		2.50 – 3.14
p64	Dialogue		3.15 – 3.41
	Game: Are you rich?		3.42 – 4.09
	Reading task		4.10 – 4.52
p65	c)		4.53 – 5.24
	Building (b) asking Qs	5.25 – 6.07	
p66			6.08 – 7.09
	d) Dialogue		7.10 – 7.30
Module 2	Unit 2.4	CD2	Track 06
p67	Getting started		0.00 – 1.00
	Reading: Find the schools		1.01 – 1.47
p68	Follow the trail bi)		1.48 – 2.05
	ii)		2.06 – 2.22
p69		ci)	2.23 – 2.43
		cii)	2.44 – 3.10
		ciii)	3.11 – 3.44
			3.45 – 4.03
p70	Where's that bird / plant?		4.04 – 4.19
	b)		4.20 – 4.37
	Getting started 2	a)	4.38 – 5.14
		c)	5.15 – 6.02
p71	Building	a)	6.03 – 6.25
		b) 1.	6.26 – 6.50

		repeat	7.18 – 7.41
		b) 2.	6.51 – 7.17
		repeat	7.42 – 8.02
Module 2	Unit 2.5	CD2	Track 07
p73	Getting started		0.00 – 0.31
		b)	0.32 – 1.06
		c)	1.07 – 1.25
	Listening Shane tomorrow		1.26 – 2.18
		d)	2.19 – 2.39
p74	Chico says no	a)	2.40 – 3.34
p75		b)	3.35 – 4.09
p76	Reading	Q	4.10 – 4.35
		Text	4.36 – 5.32
		Practice	5.33 – 5.55
	Writing task	a)	5.57 – 6.46
		Repeat	6.47 – 7.34
		Repeat native S	7.35 – 8.03
Module 2	Unit 2.6	CD2	Track 08
p77	Getting started	a)	0.00 – 0.40
		b)	0.41 – 0.58
		practice	0.59 – 1.07
	Listening	a)	1.09 – 2.18
		b)	2.19 – 3.04
p78		c)	3.06 – 3.42
	Pack a bag	a)	3.43 – 4.58
		b)	5.00 – 5.20
p79	Is this yours?	a)	5.21 – 6.19

p99	Where is everyone?	d)	1.00 – 1.53 1.57 – 2.00
	What's the difference? Make or do		2.01 – 2.30 3.28 – 3.51
p100	Solar drying	b)	2.31 – 3.04
		d)	3.05 – 3.28
p101	Curious visitors a) Q&A		3.52 – 4.21
		b i Q	4.22 – 4.34
		ii	4.35 – 4.51
p102	Building	Visitors still curious a)	4.52 – 5.17
		b)	5.18 – 5.48
		a) A and S talk b) special Nica	5.49 – 6.42 6.43 – 7.41
Module 3 Unit 3.4 CD3 Track 04			
p103	Getting started	b)	0.00 – 0.28
		c)	0.29 – 1.10
		d)	1.11 – 1.25
		Practice	1.26 – 1.41
p104	Listening	script	1.42 – 2.36
		a)	2.37 – 3.05
		e)	3.06 – 3.32
		f)	3.33 – 3.54
		Which is better?	a)
p105	Which is better?	Complete	4.21 – 4.40
		b)	4.41 – 4.55
		a)	4.56 – 5.17
P106	Getting started 2	a)	4.56 – 5.17
		c)	5.18 – 5.44
	Size of objects		5.45 – 6.04

P107	Maribio volcanoes	c)	6.05 – 6.29
	Listening: favourite month (unscripted)		6.30 – 9.24

Module 3 Unit 3.5 CD3 Track 05			
p109	Group in Robledal	part 1	0.00 – 0.35
		part 2	0.36 – 0.52
p110	Group in Robledal	Part 3 / f	0.53 – 1.07
		part 4	1.08 – 1.43
		Practice	1.44 – 2.11
p111	Listening	Ernesto's work	2.12 – 3.02
		Practice	3.03 – 3.26
		c)	3.27 – 3.43
p112	Ernesto's holiday interview	e)	3.44 – 4.14
		Last week / month	4.15 – 5.30
		a)	5.31 – 6.00
		b)	6.01 – 6.40

Module 3 Unit 3.6 CD3 Track 06				
p115	Shane's trip	a)	0.00 – 0.38	
		c)	0.39 – 0.55	
p116	Shane's trip	d)	0.56 – 1.31	
		Interviewer's questions	1.32 – 2.08	
p117	Relaxing at w/e a)		2.09 – 2.48	
		Listening tourist w/e	a)	2.49 – 3.38
		Practice		3.39 – 4.06

