

## **Welcome to The NEST: Book 2 Intermediate**

This second level book of English language teaching materials is a result of a voluntary project in the mountains of northern Nicaragua. Between 2002 and 2007 some two dozen volunteers taught English, mainly on the Miraflores Nature Reserve, Estelí, and in San Ramon near Matagalpa. These communities now have English speaking guides and even some people studying English at University and sharing their learning by teaching in their communities.

In 2007, we printed and recorded Book 1, for beginners to lower intermediate. Book 2 is the continuation. The books were written so that more communities, both in Nicaragua and more widely in Latin America, could learn to understand and speak appropriate English. The materials are well graded and each Module corresponds to around a year of secondary school teaching time. There are four key factors that make them valuable in a region where there are no other specific materials:

- The context is Nicaraguan / Central American not USA or European.
- There is a recording for listening and pronunciation practice.
- The materials were produced locally and are inexpensive. Each student could afford their own copy of the Books.
- They teach language, communication skills and self-study skills.

### **Acknowledgements**

A special thank you to Chris Johnson who has given freely of her expertise and time to review the level one materials, then visit Nicaragua and finally write this magnificent, coherent material for level two.

Once again, a big thank you to all the wonderful people this project has given me the opportunity to know. These materials would not have been possible without all the volunteers and the support of the communities and UCA Miraflores. Thank you.

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My husband, Tony Dudley Evans, my family and friends, have been constant donors, supporters, and sources of inspiration. I am grateful for their love and their acceptance of my nomadic lifestyle.

Please accept my apologies for errors, discrepancies, omissions.

*Maggie Jo St John*

## **About the NEST Book 2 materials**

The materials consist of:

- Students' book containing CD track lists and listening scripts
- Recordings (in Mp3 on 1 CD or on 2/3 standard CDs)
- An answer key
- Teachers' notes

### **Background to the materials**

These materials, first printed in 2009, are the consolidation of materials used originally with learners in rural communities of Nicaragua. **The materials teach the language and skills you need to confidently share your way of life with English speaking visitors and to guide them around your environment. We believe that the materials are suitable for many students and workers in tourism, especially within Central and South America.**

The software programme used in the design of Book 2 is Word Publisher. This means that, if any organisation or country wished to modify the materials, for example by adding their own examples, we could easily arrange this.

### **Methodology**

The approach is communicative and task based. The building blocks of grammar are covered as needed but the language input is structured around the communicative situations that you may be in with foreigners. At the back of the book we have copied in a Spanish explanation of grammatical points (taken from an obsolete Burlington Books series which they donated to us).

In Modules 4 and 5, each Unit has a *Key Task*; the activities of the unit build towards tackling this. The activities provide the new grammatical and vocabulary learning, together with practice in listening, reading and pronunciation. The *Key Tasks* may be giving a talk, role playing being with visitors, or preparing information in poster and leaflet formats. The Units of Module 6 are more skills based.

### **Free download: [www.thenesttrust.org.uk](http://www.thenesttrust.org.uk)**

All the NEST Trust English teaching materials, including the recordings, can be downloaded, for free, through our website.

Book 1 is suitable for beginners and false beginners (those who have learnt some English but who cannot communicate in English). Book 2 takes you to intermediate level.

### **The recordings**

In MP3 format everything fits on a single CD. In standard CD format, you need one CD for Module 4, another for Modules 5 and 6 and a third for the recordings of the Reading texts.

### **What students need**

As well as the book, students need a copy of the recordings and a dictionary. The recordings comprise the listening tasks and the pronunciation activities together with a spoken version of the reading texts.

### **What teachers need**

For teachers, there is also a Teachers' Manual, and an answer key (also downloadable).

The hard copies of the materials are sold at cost as this is a not-for-profit, voluntary project.

You may encounter a few small errors or inconsistencies in the material. We apologise for any of these, and ask for your understanding. The materials are 'fit for purpose' but please let us know if you have difficulties.

## Notes for students working without a teacher

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You will need this book, the recordings and a dictionary.

The main focus is on listening and speaking skills but each unit contains reading and writing activities. The hints below may help you learn more easily:

- Form a small group with others. You will motivate each other and have people to practise with.
- Use your dictionary to check new words. After you look up a word in the Spanish section of your dictionary, look up the translation in the English section. This helps you distinguish which translation or meaning you need. At this level it is also good to start using an English only dictionary, as this provides more precise information.
- Record and learn short phrases, not individual words, for example *talk to visitors, show visitors around, carry a sharp knife*. Do not make vertical lists of phrases. Make word circles (see unit 4.1). Then you can add relevant words / phrases and have a collection that you can use when you want to talk or write about the central topic.
- On the next pages you will find a summary of which track each recorded activity is on. Use this to quickly locate the activity you want to practise listening to.
- When doing a listening task, play the sections of the CD as many times as you need. As each listening task is recorded on a separate track, you can easily listen again and again. At the back of the book you will find scripts for the listening tasks but try not to use them until after you have completed the exercises; you will learn more by listening again and again, rather than taking the short cut of following the script.
- Use the recordings to practise your pronunciation, not only in the pronunciation activities but also through the Listening scripts and Reading texts (see the next point).
- The Reading texts are recorded so you can follow the text while listening. Do not listen to these recordings without also following the text – written language is different from spoken. Follow the reading texts while playing the recording (If you do not have the MP3 version, you may have to access the internet for the recordings of the Reading texts as they are on a separate CD.) Now practise reading aloud. After you have mastered a listening activity, you can use the script in the same way.
- When we read it is not necessary to understand every word. Generally, we use texts to extract useful information and if you can do this to complete the task that is sufficient. Return later and use the text to increase your vocabulary by looking up unfamiliar words.
- At the back of the book are grammar explanations in Spanish. Refer to these when you do not understand the unit work.
- You will find it useful to download the answer key from: [www.thenesttrust.org.uk](http://www.thenesttrust.org.uk)
- You can also download the more detailed notes we have prepared for teachers.

## Module 4

Unit	Page	Topic	Language Development	Speaking (Functions)	Reading	Listening	Pronunciation	Dictionary Skills
4.1	1	REGIONS	This is where ... Present perfect + ever / never + rev Preps of place	Describing places Talk / ask about experience	Place descriptions	Where do you live? Asking about experience	Initial 's'	headwords
4.2	8	HOMESTAY	Present Perfect + how long / for Contrast Past	Showing visitors round house Conversations Explaining food Talk about prices	Visitor's experience of homestays Marketing accommodation	Showing visitors round Introductions Conversations Changes in cooking	Final 's'	Parts of speech: n, v, adj vt and vi
4.3	16	ACTIVITIES	Will / going to for Talking about plans + modal could	Describing activities Presenting options Giving a plan Interests and options	Three places and the activities they offer	What activities? Suggesting different activities	Final consonants [d, k, t etc]	Homophones
	23	Review A						
4.4	27	HEALTH	Modal verbs: Should / shouldn't Could	Give advice Point out dangers Warnings Reassurance	Health around the world	What's the matter? Avoiding dangers	Final consonant clusters /ks/ /ts/	Opposites Adjective endings
4.5	34	RIDING	Instructions Zero Conditional for instructions Too / not enough	Explaining how Giving a sequence of instructions Giving feedback Warnings – what to do in dangerous situations	i) Safety first ii) Safety manual	How to dismount	Words beginning with 'th' / θ /	a) opposites b) verbs ending in -en
	42	Review B						
4.6	45	PROTECT YOUR ENVIRONMENT	Must / mustn't Have to / don't have to / don't need to / can / should	Explain what is allowed or prohibited + give reasons Discuss pros and cons	Protecting Miraflor	Visit to a turtle beach. Trip to a reserve.	Can: strong v weak syllables	Words which have several meanings
4.7	52	COFFEE PROCESSING	Present simple passive	Describe a process Sequencing Describe use and function and what it is made of	The coffee cupping laboratory	1) Coffee processing 2) Interview with a coffee taster	Final -ed /d / /t / /tɪd/	Irregular past participles
	61	Review C						

# Module 5

Unit	Page	Topic	Language Development	Speaking (Functions)	Reading	Listening	Pronunciation	Dictionary Skills	Writing
5.1	64	<b>Birdwatching</b>	Adjectives Adverbs	Describing birds What birds do Pointing out birds	1) Toucans 2) How to watch birds	Listening for location of birds What bird is it?	Distinguishing sounds: / f / or / t f /	Checking adjective forms	Writing a reply to an email
5.2	74	<b>Mini Beasts</b>	Comparative and superlative adjectives	Give your opinion Reassuring visitors Comparing Similarity and difference	1) Ants and Termites 2) The world's smallest agriculturalists	1) Reactions to insects 2) What is it?	Distinguishing vowel sounds: /i/ /i:/ /ai/	Checking plural forms	
	81	<b>Review A</b>							
5.3	84	<b>Animals</b>	Present simple v present continuous	Ask and answer questions Describing what animals do; what an animal is doing	1) Sloths 2) Endangered species	Watching howler monkeys	Distinguishing sounds: /j/ and /dj/ vowels: /ə v / /a v / /u:/ /D/	Checking meaning and pronunciation	
5.4	91	<b>Plants</b>	To / in order to / so that for purpose. Gerund and infinitive	Describing use and purpose. Thanking and apologising	1) How plants reproduce 2) Orchids	1) Noni fruit 2) Thanking and apologising	Distinguishing vowel sounds: work or walk?	Noun forms	Writing a paragraph Writing an email to say thanks
	98	<b>Review B</b>							
5.5	101	<b>Forests</b>	1 <sup>st</sup> conditional	Describing possible consequences How to get close to animals	1) Primary and secondary forest 2) Describing forest	1) Guiding a walk in rainforest 2) In the forest 3) Strangler fig	Pronouncing letter 'h'	1) Look up words you don't know 2) Check pronunciation of letter 'h'	
5.6	108	<b>Organic Farming</b>	2 <sup>nd</sup> conditional	Talk about local farms What would you do if..? Asking for help with language	1) Organic farming 2) El Guabo	1) Three farmers talk about their farms 2) Guiding visitors round the farm 3) Asking for help with language	Word stress	Check pronunciation: word stress	
5.7	115	<b>Natural Phenomena</b>	Passives: different tenses	Describing experience Describing damage	1) Hurricanes 2) Nicaragua's volcanoes	1) Tsunami – noting figures 2) Which volcano?	Distinguishing vowels: / ^ / / v / / D / / o v /	Verbs with prepositions	
	122	<b>Review C</b>							

## Module 6

Unit	Page	Topic	Tasks	Key Skills	Practice Activities	Listening
6.1	126	Planning for Visitors	Find out what visitors want Solve accommodation problems Plan activities Budgeting and advertising	Reading emails Writing responses Discussing ideas Solving problems	Reading an email enquiry Writing a reply and asking questions Reading the responses Writing suggestions and explanations	Case Study
6.2	133	Telling Stories	Tell a life story Tell a dramatic story	Sequencing a life story Building a dramatic story	Stressing key words for emphasis Stressing syllables in long words	A ghost story
6.3	137	Presenting Information	Give a guided tour Give an introductory talk	Structuring information Beginning and ending a talk Building a relationship with visitors Showing things	Speaking clearly: Pausing Stressing key words	The Paper Recycling Project: 1) Introducing the tour 2) Giving the background to the project
6.4	145	Visitor Expectations: 1) What visitors expect. 2) Resolving differences and dealing with difficult situations	Plan a tour Prepare a leaflet Give a talk on what visitors can expect	Describing attitudes Dealing with difficult situations Talking about what to expect	Reading: Health and safety in Britain Role play situations	1) Three visitors describe their experiences 2) A city tour

## Appendix

Page	Content
152	Unit 5.2 Quiz
152	Unit 5.7 Texts
153	Map of Nicaragua
154	Listening Scripts
164	Grammar

## What is recorded on the CDs

Track	Activity	Track	Activity
<b>CD1</b>			
1	Introduction	14	Listening 5.5.2 In the forest
2	Listening 4.1.1 Where do you live?	15	Listening 5.5.3 Strangler fig
3	Pronunciation: initial "s"	16	Pronunciation: /h/
4	Listening 4.1.2 Asking about experience	17	Listening 5.6.1 Types of farms
5	Listening 4.2.1 Deciding where to stay	18	Listening 5.6.2 Guided tour of a farm
6	Listening 4.2.2 Showing visitors their accommodation	19	Listening 5.6.3 Guided tour – asking for help with language
7	Pronunciation: Final "s"	20	Pronunciation: Word stress
8	Listening 4.2.3 Two conversations	21	Listening 5.7.1 Tsunami
9	Listening 4.2.4 Changes in cooking	22	Listening 5.7.2 Which volcano?
10	Pronunciation: Final "s"	23	Pronunciation: Vowel sounds
11	Listening 4.3.1 What activities?	24	Listening 6.1.1 What can go wrong? - Case study
12	Pronunciation: Final consonants	25	Pronunciation:A Stressing and Pausing
13	Listening 4.3.2 Suggesting different activities	26	Pronunciation:B Stressing words for emphasis
14	Listening 4.4.1 What's the matter?	27	Pronunciation:C Word stress
15	Listening 4.4.2 Avoiding dangers	28	Listening 6.2.1 A ghost story
16	Warnings	29	Listening 6.3.1 Paper recycling project
17	Pronunciation: final /ks/ and /ts/	30	Listening 6.3.2 How the project developed
18	Listening 4.5.1 How to dismount	31	Listening 6.3.3 Summarising and ending
19	Pronunciation: "th"	32	Listening 6.4.1 Misunderstandings
20	Listening 4.6.1 Wildlife refuge	32/33	Listening 6.4.2 The museum was closed
21	Pronunciation: Strong and weak syllables	<b>CD3</b>	
22	Listening 4.6.2 Visiting a reserve	Contains Recordings of all the Reading Texts	
23	Listening 4.7.1 Coffee processing		
<b>CD2</b>			
1	Listening 5.1.1 Seeing birds		
2	Pronunciation: "sh" and "ch"		
3	Listening 5.1.2 Which birds?		
4	Listening 5.2.1 Why visitors don't like mini beasts		
5	Listening 5.2.2 What is it?		
6	Pronunciation: Vowels		
7	Listening 5.3.1 Looking for animals		
8	Pronunciation: Consonants		
9	Dictionary skills Checking meaning and pronunciation:		
10	Listening 5.4.1 The uses of noni fruit		
11	Listening 5.4.2 Saying goodbye to Nilda		
12	Pronunciation: Vowel sounds in "Walk" and "Work"		
13	Listening 5.5.1 Guiding a walk in the rainforest		

## What is recorded on the MP3

Track	Activity	Track	Activity
Unit 4 1 A	Introduction	Unit 4 7 C	Examples of people describing the eight steps for processing coffee.
Unit 4 1 B	Listening 4.1.1 Where do you live?	Unit 4 7 D	Speaking Examples of how people make coffee at home.
Unit 4 1 C	Reading: Describing Places	Unit 4 7 E	Reading: The coffee cupping laboratory
Unit 4 1 D	Pronunciation: initial "s"	Unit 4 7 F	Dictionary Skills Irregular past participles
Unit 4 2 A	Listening 4.1.2 Asking about experience	Unit 4 7 G	Pronunciation: -ed of Past participles
Unit 4 2 B	Listening 4.2.1 Deciding where to stay	Unit 4 7 H	Vocabulary simple maths
Unit 4 2 C	Listening 4.2.2 Showing visitors their accommodation	Unit 4 7 H	Listening 4.7.2 Coffee Cupping Part 1
Unit 4 2 D	Pronunciation: Final "s"		Listening 4.7.2 Coffee Cupping Part 2
Unit 4 2 E	Reading: Clare's Email	Unit 5 1 A	Reading: Toucans
Unit 4 2 F	Listening 4.2.3 Two conversations	Unit 5 1 B	Listening 5.1.1 Seeing birds
Unit 4 2 G	Listening 4.2.4 Changes in cooking	Unit 5 1 C	Pronunciation: "sh" and "ch"
Unit 4 2 H	Pronunciation: Final "s"	Unit 5 1 D	Vocabulary Nouns to adjectives
Unit 4 3 A	Reading: Marketing Accommodation	Unit 5 1 E	Listening 5.1.2 Which birds?
Unit 4 3 B	Listening 4.3.1 What activities?	Unit 5 1 F	Reading: How to watch birds
Unit 4 3 C	Reading: Places to visit in Brazil	Unit 5 2 A	Listening 5.2.1 Why visitors don't like mini beasts
Unit 4 3 D	Pronunciation: Final consonants	Unit 5 2 B	Reading: Ants and termites
Unit 4 3 D	Listening 4.3.2 Suggesting different activities	Unit 5 2 C	Listening 5.2.2 What is it?
Unit 4 4 A	Listening 4.4.1 What's the matter?	Unit 5 2 D	Reading: The world's smallest agriculturalists
Unit 4 4 B	Listening 4.4.2 Avoiding dangers	Unit 5 2 E	Pronunciation: Vowels
Unit 4 4 C	Warnings	Unit 5 3 A	Reading: Sloths
Unit 4 4 D	Reading: health around the world	Unit 5 3 B	Listening 5.3.1 Looking for animals
Unit 4 4 E	Pronunciation: final /ks/ and /ts/	Unit 5 3 C	Pronunciation: Consonants
Unit 4 5 A	Listening 4.5.1 How to dismount	Unit 5 3 D	Dictionary skills Checking meaning and Pronunciation:
Unit 4 5 B	Reading: Safety first	Unit 5 4 A	Reading: How plants reproduce
Unit 4 5 C	Reading: Safety manual	Unit 5 4 B	Listening 5.4.1 The uses of noni fruit
Unit 4 5 D	Pronunciation: "th"	Unit 5 4 C	Listening 5.4.2 Saying goodbye to Nilda
Unit 4 6 A	Reading: Protecting Mirafior	Unit 5 4 D	Reading: Orchids
Unit 4 6 B	Listening 4.6.1 Wildlife refuge	Unit 5 4 E	Pronunciation: Vowel sounds in "Walk" and "Work"
Unit 4 6 C	Pronunciation: Strong and weak syllables	Unit 5 5 A	Reading: Primary and Secondary forest
Unit 4 6 D	Listening 4.6.2 Visiting a reserve		
Unit 4 7 A	Listening 4.7.1 Coffee processing		
Unit 4 7 B	Listening 4.7.1 Exercise 3		
Unit 5 5 B	Listening 5.5.1 Guiding a walk in the rainforest	Unit 6 1 A	Listening 6.1.1 What can go wrong? - Case study
Unit 5 5 C	Reading: Describing the forest	Unit 6 1 B	Reading: An enquiry from a group
Unit 5 5 D	Listening 5.5.2 In the forest	Unit 6 1 C	Reading: A reply from the visitors
Unit 5 5 E	Listening 5.5.3 Strangler fig	Unit 6 2 A	Reading: Life stories
Unit 5 5 F	Pronunciation: /h/	Unit 6 2 B	Pronunciation: A Stressing and Pausing
Unit 5 6 A	Listening 5.6.1 Types of farms	Unit 6 2 C	Pronunciation: B Stressing words for emphasis
Unit 5 6 B	Reading: Organic farming	Unit 6 2 D	Pronunciation: C Word stress
Unit 5 6 C	Listening 5.6.2 Guided tour of a farm	Unit 6 2 E	Listening 6.2.1 A ghost story
Unit 5 6 D	Reading: El Guabo	Unit 6 3 A	Listening 6.3.1 Paper recycling project
Unit 5 6 E	Listening 5.6.3 Guided tour - asking for help with language	Unit 6 3 B	Listening 6.3.2 How the project developed
Unit 5 6 F	Pronunciation: Word stress	Unit 6 3 C	Listening 6.3.3 Summarising and ending
Unit 5 7 A	Reading: Hurricanes	Unit 6 4 A	Listening 6.4.1 Misunderstandings
Unit 5 7 B	Consequences of Hurricanes	Unit 6 4 B	Listening 6.4.2 The museum was closed
Unit 5 7 C	Listening 5.7.1 Tsunami		
Unit 5 7 D	Reading: Nicaragua's volcanoes		
Unit 5 7 E	Listening 5.7.2 Which volcano?		
Unit 5 7 F	Pronunciation: Vowel sounds		