Photo copy and cut along the dotted lines. Then arrange the panels in a story.

Panel Frenzy

Comics by Peruvian Students!
Hey Llama, what are you up to?

Cuy: I’m trying to make a digital comic and I can’t get my comic into my computer.

Llama: Let me help you. You can scan your pages and then edit them on your computer.

Wow! Now I have a digital comic!

So cool! These students improved their English by making comics!

Making comics on my computer has made me want to embrace more new technology! So I figured it’s time I learned how to tweet!

Llama what are you going to do with that bird?

The students at these COARs in Peru used a program called Comic Life to make the comics in Zonk! 2.

Ayachucuco Amazonas Lima Cusco San Martin Lambayeque

The Regional English Language Office (RELO) of the U.S. Embassy in Peru is thrilled to support teachers and learners with Zonk! 2. The RELO office works directly with education communities across South America, and virtually engages with teachers around the world through monthly webinars and social media. Their aim is to engage students, teachers, policy makers, and partner organizations through their free programs and resources. Special thanks goes out to the Peruvian Ministry of Education. It would not have been possible to make Zonk! 2 without their support.

This comicbook is meant to be shared. When you are done with it give it to a friend! We would also love to hear your stories of how you are using the book on our social media outlets.

This Comic book is Sponsored by the U.S. Embassy in Peru with the collaboration of the Peruvian Ministry of Education. It Features amazing comics from students at six COARs, Colegios De Alto Rendimiento, across Peru. Students used ComicLife 3, a digital comic book making program, to create their comics. The goal of Zonk! is to get students and teachers excited about learning English, to share their knowledge of local culture through comic book stories, to improve the language learning experience, and enhance critical thinking skills. Zonk! is filled with practical tips for using comic books to learn English.

To the students at these COARs in Peru, the Regional English Language Office is a teacher, comicbook artist, and teacher trainer. To see more of his art visit his page on Facebook: Bestial Comics.

Made possible with the generous support of the...
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PANEL FRENZY PAGE 56
This is Dolores; she is a graduate from Ayacucho Coar.

She’s really helpful and friendly. Her family is beautiful and very united.

Can I help you?

Yes, please!
When she was in her mid twenties, her doctor diagnosed her with leukemia.

It can’t be! Please no!

I’m sorry. But there is hope. You can go to a specialized clinic for treatment.

It was difficult for her.

She went to the clinic for her treatment.

In that clinic she met strong people. Especially a young girl with a lot of joy, although she didn’t have parents.

Hello! I’m Dolores and I’m 20 years old. What is your name and how old are you?

Hi. I’m Esperanza. I’m 12 years old.

The leukemia treatments had consequences.

Like, hair loss.

But Dolores and Esperanza remained hopeful and continued with the treatment for two years.
One day, a letter arrived. Esperanza had a complication with the treatment and had died.

Saying goodbye was very sad...

One year later...

Esperanza had a great influence on Dolores. Esperanza’s strength and character showed her how to live a hopeful and courageous life.

Dolores defeated leukemia.

She then founded an institution for children with leukemia in order to continue the example that Esperanza set.
One day, some students gathered together.

This meeting is to talk about a very important topic.

We will talk about crossing the Pucyura river.

When people want to go to work, they have to go through the river, but they get wet and that’s really annoying.

What could be a solution?

I know!!

We could build a bridge.

How would we pay for it?

We can get donations!

We all agree! We will build a bridge.

Not me!! I will not help! It is not our obligation to build a bridge!

Those who wish to help, follow me.
After getting the money...

They are fools to work so hard!

They will never build the bridge.

After gathering nails and wood they formed groups to organize the work effort.

The work was hard but as a team they were effective.

Then the one person who would not help decided to wreck the bridge!

Tomorrow we will finish.

They really are fools!

She found the one who would not help.

Who did this???

I know who did this.

Don't lie! I know you destroyed the bridge. Why?

I do not understand you.
I did it because I should be the leader! There can be only one leader! ME!

That is not true. We can all be leaders.

Come on, I’ll show you.

Fine!

When I’m gone another helper takes my place. We work as a team.

Wow! People take initiative and more work gets done.

Come on and lend a hand.

After a few weeks they finished building the bridge.

WE DID ITTTTTTTTT!

I will always remember that any team has many leaders!

We can all be leaders!
The polar bears had an easy and happy life.

But one day, pollution from far away floated to the North Pole and threatened their lives.

One polar bear named Po had the initiative to change their future. Po talked with the polar bears, fish, and some birds to help clean up the rubbish.

We need help to clean up the rubbish.

We will help you.

Yes, of course. Just lead us by example.

Do your part to make a better world.

All the animals were joined to help clean up the garbage.

Change begins when you decide to be that change!
COMICS IN THE CLASSROOM

by: Fabricio RivasMar

What are COMICS?

They’re funny books, right?

Well, actually comics are much more than that. Comics, also known as “Historietas” in Latin America, “Cuadrinhos” in Brazil, “Manga” in Japan, Fumetti in Italy, Bande Dessins in France and many other names around the world, have evolved in their definition.

WILL EISNER
“Sequential Art”

COMICS TERMINOLOGY

Narration block: gives the reader context.

Thought balloon: shaped as a cloud.

Emanate: elements that emanate from a character (stars, etc).

Speech balloon: text points to speaker.

Panel: frame that contains an image.

Gutter: empty space between panels. It creates the illusion of time passing.

Sound effects: they are often verbs, but you can use any word you want.

SCOTT Mc CLOUD
“Images juxtaposed in deliberate sequence to convey an idea and/or aesthetic response”

DAVID KUNKLE
“A comic must be a sequence of separate images. It must be a preponderance of images over text. The medium in which the strip appears must be reproductive. The sequence must tell a story that is both moral and topical.”

Comics are also known around the world as the 9th art.
MODIFY COMICS

By modifying comics you can use them in the classroom to teach many things. Here are some ideas on how to make comics into teaching tools.

PANEL FRENZY

Cut the panels of a comic. Find a new way to arrange them.

Panel Frenzy is good for story telling, speaking, writing, and critical thinking.

Go to the back of this comic for a Panel Frenzy activity!

FILL IN THE BALLOONS

Find a comic suitable for a purpose in your class.

Photocopy the comic and erase the word balloons.

Have your students fill in the word balloons.

Fill in the balloons is good for writing, reading, speaking, grammar, and vocabulary.
COMIC ROLE PLAYING

Find a comic that will be useful for the lesson. Erase the word balloons and have your students fill in the balloons.

Once your students have filled in the balloons with their own ideas, have them practice the conversation outloud.

When learners are ready, have them perform the conversation. Role playing will happen naturally.

Comic role playing is great for speaking, reading, writing, listening, grammar, and vocabulary.

CONTROLLED DRAWING PRACTICE

DRAWN TO DICE

Make 2 lists of animals, things, actions, etc.

Roll a die for the first list, then roll it again for the second list. Draw the mix of both words. Have fun!

Drawn to dice is good as a warm up to build vocabulary and confidence in drawing. It also lowers the “affective filter”.

1. Sheep  1. Guinea Pig
2. Snake / 2. Condor
3. Cat     3. Monkey
4. Elephant 4. Puma
5. Dog     5. Bear

snake + llama =
Wow! There are many things we can do with comics, but what is an “affective filter”?

I’ll tell you about it.

**KRASHEK**

The affective filter hypothesis: This states that a student’s ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment. At such times the affective filter is said to be “up”. The goal is to lower the affective filter.

**Learning**

Affective filter: up

I feel bad. This is too much. The teacher is too strict. I can’t do this.

Affective filter: low

I feel great. My teacher is nice! This task is a piece of cake.
Benjamin Bloom, an education psychologist, developed a taxonomy or a series of steps in learning to help students understand the learning process.

Creativity follows mastery, so mastery of skills is the first priority for young talent.

When learners create, they "own" the learning process. Creating is the summit of the process.

Creating a comic makes learning memorable and relevant.
Helping a Friend in Need

By: Roberto Cruzado and Dixon Vega Quevedo
ONE SUNNY AFTERNOON DIXON WENT TO WALK AROUND THE CITY. WHILE WALKING ACROSS THE MAIN SQUARE HE SAW A MAN SLEEPING ON A BENCH.

IT WAS HIS OLD FRIEND ROBERTO!

DIXON STARED AT ROBERTO NOT KNOWING WHAT TO DO. ROBERTO WAS A HOMELESS PERSON AND HE ALSO ABUSED ALCOHOL, DRINKING TOO MUCH EVERY DAY.

DIXON WAS SURPRISED AND SAD ABOUT THE MISERABLE SITUATION THAT HIS OLD FRIEND WAS IN.

ROBERTO WOKE UP AND RECOGNIZED HIS OLD FRIEND DIXON.

DIXON? HELLO, IT'S ROBERTO.
Dixon did not know how to respond to Roberto. He was embarrassed and sad at the same time.

Ummm... hello.

Oh no! He is drunk and dirty.

You remember me. We were such good friends.

Dixon remembered how people had helped him in the past. He decided not to judge Roberto badly just because of his situation.

Of course! Roberto! How did you get in this situation?

I'm embarrassed to see you in my current situation.

I wasted my education and then began to drink alcohol to make me forget my sadness.
Dixon was confused because when they were younger, Roberto’s family was very wealthy and Dixon’s family had been very poor.

Roberto, when we were young you played with me and treated me as an equal even though I had nothing.

Now I have worked hard in school and have a good job. Things have changed.

It is true. I took my opportunities for granted.

Then my father had a fatal accident. My family was devastated.

What should I do? On the one hand, he put himself in this situation, but on the other hand, he is a friend in need.

I am sorry to ask, but if you could help me I know I could do better in life.

My mother and father taught me to help those in need. You never know when you will need help.
Dixon was understanding and decided to help his old friend.

Roberto, old friend, I will help you and together we will make your life better.

Thank you! I want to change.

Remember I can help you, but the only way you will succeed is if you believe in yourself and work at changing.

I promise.

Then it is a deal. Let’s get started.

First, let’s go and eat and talk about when we were kids!
GOING BACK TO THE PAST

BY: EDWIN JOEL PERALTA MARIN

ONE DAY IN THE YEAR 2050, A GRANDFATHER WALKS WITH HIS GRANDSON.

I REMEMBER WHEN THE SKY WAS BLUE AND FILLED WITH BIRDS.

BIRDS?

HE ENCOURAGED HIS FAMILY TO GROW PLANTS AND CARE FOR THE EARTH.

IT IS NEVER TOO LATE. WE MUST START SOMEWHERE.

EVERYDAY HE WENT TO CARE FOR HIS GARDEN.

ONE DAY MY GRANDCHILDREN WILL BREATH CLEAN AIR.

THE GRANDFATHER’S FAMILY THOUGHT HE WAS CRAZY.

WE HAD GREEN PLANTS AND CLEAN AIR.

MOM! GRANDFATHER IS INVENTING THINGS AGAIN!

YOU HAVE INSPIRED US TO TRY.

ONE DAY, LONG AFTER THEIR GRANDFATHER HAD PASSED AWAY.

GRANDFATHER WAS A TRUE LEADER!

LEADING US BACK TO THE PAST!
LEADERSHIP!

ONE DAY, THREE STUDENTS WORRY ABOUT PASSING THEIR PHYSICAL EXAM.

BY: ALEJANDRA MOLINA GUERRA

WE ARE NOT STRONG ENOUGH TO PASS THE TEST!

A REAL LEADER TAKES INITIATIVE AND MAKES PEOPLE FEEL LIKE THEY ARE PART OF A TEAM.

I HAVE AN IDEA! LET’S WORK TOGETHER TO PASS THE EXAM!
I've found some exercises on the internet that will help us get ready.

Let's start!

Everyone get warmed up for our run and be careful.

Crack

Huff... Huff... Huff...

We won't leave you behind. Come on! You can do it!

Leaders support all members of the team.
BE CAREFUL AND DO NOT LIFT MORE THAN YOU CAN.

DON’T FEEL BAD. START WITH LIGHTER WEIGHTS.

LEADERSHIP IS ABOUT KNOWING THE STRENGTHS AND WEAKNESSES OF YOUR TEAM.

NOW WE ARE READY TO CLIMB!

WE NEED TO CLIMB AS HIGH AS THE ARROW?
A leader sets goals for their team. This helps mark their progress.

Through support and hard work, a leader can turn every team member into a winner.

After the exam:

Well, do you think we passed?

Each and every one of us passed! Go team!
Early one morning on a beautiful farm high in the Andes.

Mauro, the farmer, had three trusted animals.

His brave dog, Coronel.

His watchful chicken, Martina.

His strong bull, Gitano.
They lived happily together as a family. But they had a problem. There was a thief stealing the farmer’s cheese!

We need to help Mauro catch the thief!

One day, Mauro had to go to the city. He left the farm under the protection of his animal friends.

Please guard the farm and, especially, the cheese.
WE WILL WORK TOGETHER TO CATCH THE THIEF.

THE ANIMALS SPLIT UP AND EACH SEARCHED A DIFFERENT PART OF THE FARM FOR THE THIEF.

SNEAKING IN THE SHADOWS WAS A HOMELESS CAT NAMED CHIPI.

I HAVE NO FRIENDS AND I NEED FOOD. HUH? WHAT WAS THAT?

CORONEL HAD FOUND THE THIEF!
I'M SORRY, I KNOW IT IS WRONG TO STEAL BUT I AM SO HUNGRY.

I'VE CAUGHT YOU!

SUDDENLY A BAG OF POTATOES FALLS ON CHIP!

OUCH! I'M TRAPPED.

CORONEL WAS ANGRY AT THE CAT FOR STEALING BUT HE ALSO HAD PITY FOR AN ANIMAL IN NEED.

WHAT SHOULD I DO?

...
I’ve caught the thief but he is hurt! We need to help him!

Are you crazy? He is a thief!

Why would we help him?

I understand your apprehension.

He is an animal just like us. The only difference is that he made a bad decision while in need.

Now pull!!!

The others understood and agreed to help Chip! Working together they built a way to rescue the injured cat.

Thank you!
MAURO RETURNED AFTER A FEW DAYS.

MAURO LIFTED UP THE CAT AND ACCEPTED HIM INTO THE FAMILY.

WHAT A BEAUTIFUL CAT! YOU NOW HAVE A HOME AND WILL NO LONGER NEED TO STEAL.
ONE DAY, A MOTHER AND HER SON WERE OUTSIDE.

LOOK OVER BY THE POND.

THEY ARE VERY INTELLIGENT.

YES, LOOK! THEY FORM A "V" WHEN FLYING.

THIS HELPS CONSERVE THEIR ENERGY WHEN FLYING.

WHAT KIND OF BIRDS ARE THEY?

THEY ARE GEESE.

SMART BIRDS?

WHEN THE LEADER GETS TIRED THEY GO TO THE BACK AND ANOTHER ONE REPLACES THEM.

WHAT DID WE LEARN TODAY?

THAT EVERYONE IN A GROUP CAN BE A GREAT LEADER!
ONE DAY, IN A HOUSE.

OUR VACATION STARTS TODAY. YOU WILL BE LEFT ALONE FOR THE NEXT THREE DAYS.

HERE IS YOUR FOOD.

YOUR TOYS AND BED ARE HERE SO YOU CAN PLAY AND SLEEP.
THE HUMANS WENT AWAY.
WE CAN EAT ALL THE FOOD.

HAVE FUN AND TAKE CARE.

NO! WE CAN'T EAT EVERYTHING!
WHY NOT? THE HUMANS AREN'T HERE.

IF WE FINISH THE FOOD TODAY WE WILL BE HUNGRY TOMORROW!

YOU'RE RIGHT!

THREE DAYS LATER.

WE ARE BACK! YOU CONSERVED YOUR FOOD! YOU ARE ALL VERY INTELLIGENT.
One day, Martha was walking and thinking about her town.

My town is good, but it is not united.

How can I help solve the problems in my town?

He fell into a hole in the road.

Oh no!

What happened?

Suddenly, she had an idea.

We need to meet as a community and solve this problem!
The next day.

Good morning neighbours.

If we work together we can fix the holes in the road.

Yes!

They are dangerous!

As a team we can get a lot accomplished.

It just takes initiative and leadership!

Together we have made this a safer town.
Hi! My name is Chelsea and I am from Cusco.

Hi! My name is Adrien and I am from Abancay.

I am Milan and I am from Arequipa.

Chelsea, Adrien, and Milan meet on the first day in their classroom.

I am tired of studying.

We need to study. We have exams in a few days.

I do not need to study.

Two months later, with only a few days until exams all the students are studying.

Why do you say that?

I always pay attention in class.

I am going to play video games instead of studying.
ONE DAY AFTER THE EXAM ...

HOW DID IT GO?

I FAILED MY EXAMS!

I WAS SO CONFIDENT BUT I DID VERY POORLY ON MY EXAMS.

I WARNED YOU. BUT THERE IS STILL HOPE IF YOU CHANGE YOUR STUDY HABITS.
I’m going to follow your example.

Me too. I feel badly for not trying harder.

We will work together and you’ll do better on the next exam!

We promised!!!

Should we practice math today?

Then we will practice English.

They work hard together over the next two months.
THE DAY OF THE EXAM:

HOW WAS IT?

I FEEL GOOD ABOUT THE EXAMS TODAY!

I THINK WE DID REALLY WELL.

WE DID IT! WE ALL PASSED!

IT HAS BEEN FUN STUDYING AS A TEAM.

TEAMWORK IS THE ABILITY TO WORK TOGETHER TOWARDS A COMMON VISION.

DO NOT ASK WHAT THE TEAM CAN DO FOR YOU; ASK WHAT YOU CAN DO FOR THE TEAM.

TALENT WINS MATCHES, BUT TEAMWORK WINS CHAMPIONSHIPS.
THINK ABOUT THE OTHERS

BY CLAUDIA JACQUELINE VALLADES RODRIGUEZ

INSIDE

I DON'T LIKE THIS FOOD!

MEANWHILE: OUTSIDE

I NEED FOOD.

SERGI LIVED ON THE STREET.

MEANWHILE, GUSTAVO HAD A PRIVILEGED LIFE.

WHAT'S GOING ON?

I DON'T LIKE THIS

I NEED TO HELP MY FAMILY, WE DON'T HAVE FOOD

I JUST WANT CANDY!
I DON'T WANT THIS FOOD.

DOESN'T HE KNOW THERE ARE CHILDREN WHO HAVE NOTHING TO EAT?

THEN, THEY HAD A FATEFUL MEETING.

WHAT ARE YOU DOING HERE?

I'M IN THE STREETS TO BEG FOR FOOD.

I WAS THROWING FOOD AWAY WHILE HE HAD NEED.

I WILL NO LONGER WASTE FOOD, AND I WILL HELP SERGIO.

I'VE BROUGHT A LITTLE FOOD FOR YOU.

OH! THANK YOU VERY MUCH. I'M GOING TO TAKE THIS FOOD TO MY FAMILY.

AT GUSTAVO'S HOUSE

MOM, I MET A BOY WHO DOESN'T HAVE FOOD TO EAT. I WANT TO HELP HIM.
When did you start reading comics?

As a child TV was not like it is now so we read comics instead! I liked film but it only came once a week. Comics for us were like the cinema for the poor. I could read them daily and have them in my house. They were easy to access. I also loved to draw and because of this I was fascinated by comics. I could read them and then draw them.

Which Peruvian comic did you read as a child?

When I was 11 I discovered the comic Avanzada. It featured three Peruvian characters; Coco was from the coast, Vicuñín was from the mountains, and Tacachito was from the jungle. I loved these Peruvian comics with stories about my country.

Why did you start making comics?

I almost became a lawyer! But I took a class on the history of art at San Marcos and thought that art could be important. I also took a class about film and realized that comics and film were very similar. I saw film with new eyes and realized that comics could be made in a more serious way just like film. I also wanted to see more comics about our life in Peru.

What is your drawing process?

I consider myself a "tra-digital" artist. "Tra" is for traditional and is combined with digital art. I say this because I work on paper starting with a pencil. Then I use traditional ink and a traditional ink pen, not only with a rapidograph but a pen with a feather like in the past. I like the feather pen. People have shown me how to draw digitally. I say 'great that's very interesting' but I return to my pen. After I draw the work I then scan it and digitally color the art. I also love collage and use the computer to add images from other sources.

Which artists and writers do you like now?

The three North American artist I am very interested in are Charles Schulz, Bill Watterson, and Chris Ware, all great artists!

Do you have any advice for young comic artists?

First, read as many comics as you can. Make as many comics as you can. Make them about whatever you want, but it helps if it is about what you know. We are more confident when we talk about what we know. Make a science fiction comic, but add some of what you know in it. Get out there and tell your story!

Scan this QR code to watch the full interview with Juan Acevedo. Or visit the RELO Andes on YouTube.
ACTIVITY - FILL IN THE BALLOON!

The following pages are from Juan Acevedo's famous El Cuy comic! Juan has allowed the use of these pages as a fill in the balloon activity! You may photo copy them and fill in the balloons with your own words. This is a great way to be creative while practicing your English!
Activity - Fill in the Balloon!

The following pages are from Juan Acevedo's famous El Cuy comic! Juan has allowed the use of these pages as a fill in the balloon activity! You may photo copy them and fill in the balloons with your own words. This is a great way to be creative while practicing your English!
**ANDEAN MONSTER ROLL**


This game is super fun, lowers the affective filter, and helps learners start creating.

---

**Roll one die to choose the body shape of your monster.**

Roll the die a second time to choose the eyes.

Continue rolling the dice seven times to choose all your monster’s features.

You will be named Ben Junior.

---

**Draw the shape that you see in the chart. Try to use the whole page, so you’ll have space for details.**

**Draw the eyes you see in the chart. Your drawing doesn’t have to be perfect.**

In the end you’ll have a unique monster. Don’t forget to name it. You can even use this character in a comic of your creation.
# Andean Monster Roll
adapted by Fabricio Rivas Marmanillo

<table>
<thead>
<tr>
<th>1st roll</th>
<th>2nd roll</th>
<th>3rd roll</th>
<th>4th roll</th>
<th>5th roll</th>
<th>6th roll</th>
<th>7th roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>body</td>
<td>eyes</td>
<td>mouth</td>
<td>hair / hat</td>
<td>accessories</td>
<td>arms</td>
<td>legs</td>
</tr>
</tbody>
</table>

1

2

3

4

5

6
**What is an idiom?**

An idiom is a group of words whose meaning is different from the individual words. They can be difficult to translate and, when used correctly, are a sign of becoming fluent as a second language learner.

In the comic The Chinchilicos you’ll find the following 25 idioms.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>To hit the jackpot:</td>
<td>To get rich or to find something valuable to you.</td>
</tr>
<tr>
<td>To drop everything:</td>
<td>To suddenly stop everything you are doing.</td>
</tr>
<tr>
<td>To think twice:</td>
<td>To pause and reconsider an action.</td>
</tr>
<tr>
<td>To have gone out of one’s mind:</td>
<td>To lose control or go crazy.</td>
</tr>
<tr>
<td>Nothing but trouble:</td>
<td>Someone or something that always causes problems.</td>
</tr>
<tr>
<td>To be careful what you wish for:</td>
<td>To suggest that you might not actually want what you are wishing for.</td>
</tr>
<tr>
<td>To show someone up:</td>
<td>To do something in order to embarrass them and prove you are superior.</td>
</tr>
<tr>
<td>To strike it rich:</td>
<td>To suddenly become wealthy.</td>
</tr>
<tr>
<td>To search for a needle in a haystack:</td>
<td>Used to describe a very difficult task.</td>
</tr>
<tr>
<td>To have got it made:</td>
<td>To be certain of success and a good life without much effort.</td>
</tr>
<tr>
<td>Nothing but trouble:</td>
<td>Someone or something that always causes problems.</td>
</tr>
<tr>
<td>To be filthy rich:</td>
<td>To be incredibly wealthy.</td>
</tr>
<tr>
<td>A stroke of luck:</td>
<td>A fortuitous moment of good luck.</td>
</tr>
<tr>
<td>To calm down:</td>
<td>Used to ask someone to relax and not be angry.</td>
</tr>
<tr>
<td>To cut a deal:</td>
<td>To reach an agreement with someone.</td>
</tr>
<tr>
<td>To be sitting pretty:</td>
<td>To be in a good situation often related to your finances.</td>
</tr>
<tr>
<td>To eat one’s words:</td>
<td>An action that causes someone to admit that they are wrong.</td>
</tr>
<tr>
<td>To have your nose to the grindstone:</td>
<td>To be working very hard on a project.</td>
</tr>
<tr>
<td>To be driven crazy:</td>
<td>When something irritates you or makes you crazy.</td>
</tr>
<tr>
<td>To leave someone in the/a lunch:</td>
<td>To put someone in a difficult situation.</td>
</tr>
<tr>
<td>To break a deal:</td>
<td>To not follow the terms of an agreement and end it.</td>
</tr>
<tr>
<td>To run the risk:</td>
<td>To do something knowing there is a good chance something bad will happen.</td>
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<td>To sink or swim:</td>
<td>To fail or succeed from your own efforts.</td>
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<td>To pay the consequences:</td>
<td>To be responsible for the outcome of one’s actions.</td>
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<tr>
<td>To be too big for one’s britches:</td>
<td>To be overly confident in a situation in which you are not prepared.</td>
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<tr>
<td>To play a trick on someone:</td>
<td>To deceive someone.</td>
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In the Andes live the fabled Chinchilicos! Capture one and you’ve hit the jackpot! Before you drop everything to search for the little ones, read this tale. It might make you think twice!

Have you gone out of your mind? Those little devils are nothing but trouble. Be careful what you wish for!

Fools! I’ll show them up. I’ll strike it rich and be chewing my food with gold teeth!

To find a Chinchilico is like searching for a needle in a haystack.

I’ve got it made! Now I’ll be filthy rich!

Until one day...
Give me your gold!
What a stroke of luck a human!

Calm down human. We want to help you. Let’s cut a deal.

The Miner would bring food daily and in exchange the Chinchilicos would bring gold.

I’m sitting pretty! The others will eat their words!
Noses to the grindstone, the Chinchilicos brought gold for the Miner.

The gold only drove the miner crazy and increased his greed!

Until they bring me double the gold each day I’ll leave them in the lurch!

The Miner decided to break his deal with the Chinchilicos.
Noses to the grindstone, the Chinchilicos brought gold for the Miner.

The gold only drove the miner crazy and increased his greed!

Until they bring me double the gold each day I'll leave them in the lurch!

The Miner decided to break his deal with the Chinchilicos.

Are you willing to run the risk and lose all this wealth?

Risk!?! I decide if you sink or swim!

The Miner paid the consequences for his actions and all the gold vanished.

Along with anything that came with the gold.

Including his gold teeth!

He had become too big for his britches and it left him with less than he had to begin with.

You thought you played a trick on us, but the trap was set for you...
COMICS LESSON PLANS

Planning a comic book activity takes time and effort. Here are a couple of short lesson plans to help you in your classes.

LESSON PLAN 1

Goal: Describe ongoing activities  
Focus: Grammar (Present Continuous)  
Vocabulary: Activities  
Comic Book Activity: Create a comic strip  

Warm-up: Teacher shows learners images / gif’s / video clips / comic strips of people doing activities.

Elicit what the images are depicting.  
Show a sentence in present continuous describing the first image:  
“Llama is eating.”

Write incomplete sentences on the board about the second image.  
“Cuy is ______.”

Learners go to the board and complete the sentence.  
Elicit corrections and clarify.

Students create a comic strip with empty word balloons with each panel depicting a present continuous action. The students then exchange comic strips and fill in the balloons with present continuous sentences.

Post the comic strips around the class, have students walk around reading.

Wrap-up: Ask what they have learned today and how.

Assign homework: Learners use a topic: romance, horror, action, comedy, etc. create a comic strip using the chosen topic and write the dialogue in the present continuous. Have students share their comics during the next class.
Goal: Describe the moral of a story. Focus: Reading Comprehension
Vocabulary: Actions, advice. Comic Book Activity: Create a one-page comic.
Warm-up: Teacher talks about Aesop’s Fables and how each fable gives a moral.
Discuss what a moral is.
A Moral: A lesson concerning what is right or wrong that is taught through a story.
Have the students read out loud the following Aesop’s Fable.

THE CROW AND THE PITCHER

A thirsty crow found a half full pitcher of water. He tried to drink the water but he couldn’t because there was so little in the pitcher. He was about to give up when he came up with an idea. He took a pebble and dropped it into the pitcher. The water was raised up a little bit. Then he threw more pebbles into the pitcher. At last, the water was at a level that he could reach and he was able to quench his thirst.

Moral: Small actions can complete a goal or necessity is the mother of invention.

Having read the Fable the students should respond to these questions.
1) Who are the characters? 2) What happened in the first part of the story? 3) What was the problem? 4) How was the problem solved? 5) What’s the moral?

Students get in pairs and create a three panel comic strip about the Fable. You should encourage learners to make the story unique.

Wrap-up: Ask what they have learned today and how. Talk about other morals and how they play a role in daily life.

Assign homework: Make a three panel comic that utilizes the same moral but in a different situation.

For example: “Students are assigned a huge project. Rather than trying to do it all at once and feeling desperate, they work in the project little by little everyday and are done in time.”

The next day students post comics around the class and discuss their work. You can expand on this assignment by having students create a story about a different moral. Then place a blank piece of paper next to the comics, the learners walk around the class and write the moral of the story.
One day, Julia found a treasure box and inside there was a map.

She followed the map and crossed a huge canyon.

Until she finally arrived at a magical ice castle where she lived happily ever after.

There is no wrong way to arrange the panels. This activity is a great way to practice written English as well as spoken English. Work in small groups and present the story out loud.

Flip to the back cover of this book and get started!
Hey Llama
what are you up to?

Cuy I’m trying to make a digital comic and I can’t get my comic into my computer.

Let me help you. You can scan your pages and then edit them on your computer.

Wow! Now I have a digital comic!

The students at these COARs in Peru used a program called Comic Life to make the comics in Zonk! 2.

So cool! These students improved their English by making comics!

Making comics on my computer has made me want to embrace more new technology! So I figured it’s time I learned how to tweet!

This Comic book is Sponsored by the U.S. Embassy in Peru with the collaboration of the Peruvian Ministry of Education. It features amazing comics from students at six COARs, Colegios De Alto Rendimiento, across Peru. Students used ComicLife 3, a digital comic book making program, to create their comics. The goal of Zonk! is to get students and teachers excited about learning English, to share their knowledge of local culture through comic book stories, to improve the language learning experience, and enhance critical thinking skills. Zonk! is filled with practical tips for using comic books to learn English.

The Regional English Language Office (RELO) of the U.S. Embassy in Peru is thrilled to support teachers and learners with Zonk! 2. The RELO office works directly with education communities across South America, and virtually engages with teachers around the world through monthly webinars and social media. Their aim is to engage students, teachers, policy makers, and partner organisations through their free programs and resources. Special thanks goes out to the Peruvian Ministry of Education. It would not have been possible to make Zonk! 2 without their support.

The students at these COARs in Peru:

Ayacucho
Amazonas
Lima
Cusco
San Martin
Lambayeque

This comicbook is meant to be shared. When you are done with it give it to a Friend! We would also love to hear your stories of how you are using the book on our social media outlets.

Making comics on my computer has made me want to embrace more new technology! So I figured it’s time I learned how to tweet!

Brought to you by:

Made possible with the generous support of the...

Disclaimer: This book may have stories and ideas that do not reflect the views of the Regional English Language Office of the U.S. Embassy in Peru.
Panel Frenzy

Photo copy and cut along the dotted lines. Then arrange the panels in a story.

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