



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



# #EXPERIENCING ENGLISH 1

*Made by Uruguayan teachers for Uruguayan students.*

**REVISED EDITION**



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# REFERENCES



READ



WRITE



LISTEN



SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY / PERFORM



SEARCH THE WEB



PLAY A VIDEO / AUDIO



RECORD



THINK



PLAY A GAME



CORRECT



PROJECT



HELP



ACHIEVE  
YOUR GOALS



# UNIT 1

## English around us



Hi! How are you? Welcome to the English course in 1st grade!

My name is Vicky. I will join you during the course. I hope we can get along and learn together.



El inglés está a tu alrededor todo el tiempo. Lee las siguientes palabras y encierra las que creas que están en inglés.

barman  
referee email  
hot dog offside  
bom dia shampoo  
pasta siesta baguette  
amateur restaurant  
champagne chimarrão  
parking latte website  
magic mate  
fútbol



De las palabras del ejercicio anterior, las que provienen del inglés son **corner**, **offside**, **restaurant**, **referee**, **website**, **email**, **hot dog**, **magic**, **shampoo** y **parking**. Sin embargo, estas palabras han sido incorporadas al español y las puedes escuchar en diferentes lugares y contextos.

Las palabras **siesta** y **mate** son de origen español. Sin embargo, estas palabras han sido incorporadas al idioma inglés, sobre todo al que se habla en Estados Unidos debido a la cantidad de hispanos que viven allí. La palabra **mate** se escucha más donde existen colonias de argentinos o uruguayos.

La palabra **chimarrão** y **bom dia** son de origen brasileño-portugués. Las palabras **pasta**, **mozzarella** y **latte** son de origen italiano aunque se usan tanto en español como en inglés. Lo mismo pasa con las palabras **amateur**, **baguette** y **champagne**, que vienen del francés y se usan en español e inglés. Finalmente la palabra **fútbol** está escrita en español aunque tiene que ver con la palabra **football** en inglés británico. En Estados Unidos el deporte que para nosotros es fútbol se llama **soccer** y **football** es un deporte que juegan de forma similar al rugby.



Write 3 more words in English.



Three empty rounded rectangular boxes for writing words.

Get in trios. Share with your classmates and write down any new word.



Listen to the pronunciation of these words.



IN SPANISH	IN ENGLISH
taxi	taxi
restaurante	restaurant
referí	referee
ciber	cyber
email	email
hot dog	hot dog
goalkeeper	goalkeeper

Repeat and practice the pronunciation.



### ¿SABÍAS QUE...?



En inglés muchos de los sonidos no son regulares, cambian de acuerdo a la palabra. Eso ocurre porque esta lengua posee palabras que provienen de diferentes lenguas. Sin embargo, hay algunos sonidos que son bastante regulares y hay sonidos que son diferentes a los que tenemos en español.

Pay attention to these sounds.

Repeat these sentences.



- I check my email at the cyber café.
- The referee showed a yellow card to the goalkeeper.
- I am a taxi driver. I drive a taxi every day.

**/t/** taxi  
**/i:/** referee  
 goalkeeper  
**/ai/** cyber





Now, let's work with some of the vocabulary we're going to use during the year.

## What's in our classroom?



Image from [anep.edu.uy](http://anep.edu.uy)



### Look at the picture and find ...

- a chair
- a whiteboard
- a desk
- a curtain
- a poster
- a window
- a table
- an eraser

### How many...

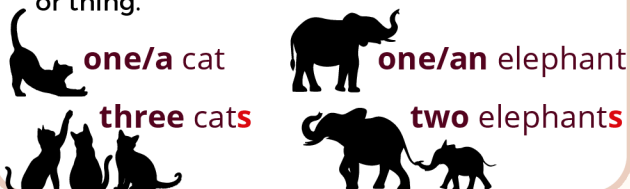
- ... chairs do you see?     one     a lot
- ... whiteboards do you find?     one     a lot
- ... tables do you find?     one     a lot
- ... erasers do you see?     one     a lot
- ... posters do you find?     one     a lot

### SINGULAR AND PLURAL NOUNS **S.O.S. BOX**

**SINGULAR** - Refers to one person, place or thing.

We use **one** or **a/an** with singular nouns. We use **a** with nouns beginning with a consonant, and we use **an** with nouns beginning with a vowel sound.

**PLURAL** - Refers to more than one person, place or thing.



## Some classroom instructions

Match the icons with the instructions you know.



- 5   Work in pairs
- Highlight
- Read
- Write / Take notes
- Work in groups
- Listen
- Tick
- Work individually
- Questions and answers / Answer the following questions
- 

There's an extra one. Which one is it?

# greetings & salutations!

## Greeting people

hello!

HOW are you?

Hey there

How's life?

What's up!

HOWDY

Hi!

How's it GOING?

I'M OK

NICE

GOOD, YOU?

I'm fine, thanks

I'm doing well, and you?



Todas estas formas de saludar son aceptadas y comunes en inglés. Hay algunas más comunes en Estados Unidos y otras más comunes en Gran Bretaña.

Hay algunas que se consideran o son gramaticalmente más correctas que otras. Discute eso con tu profesor.

## Important expressions

GOOD MORNING

PLEASE

BYE BYE

Good night

HAVE a Nice DAY

good afternoon

Thank you

Welcome

GOODBYE

good EVENING

I'M SORRY

Work with a classmate and practice these phrases when you see him/her.



Write the dialogue down.



You: \_\_\_\_\_

Your classmate: \_\_\_\_\_

You: \_\_\_\_\_

Your classmate: \_\_\_\_\_

## Classroom language



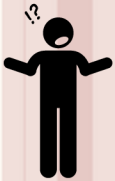
### When we come in

- Good evening, may I come in?
- Hi teacher, sorry for being late, may I come in?



### When we need to use the restroom

- May I use the restroom, please?
- Can I go to the restroom?



### When we don't understand something

- Excuse me, can you repeat that?
- I'm sorry. Can you explain it again?
- Sorry, but I didn't understand that.



### When we don't know how to write something

- What's your name?
- My name is Aldo.
- How do you spell that?
- A-L-D-O



### When the teacher calls the role

- Teacher: María?
- María: Here.
- Teacher: José?
- José: Present.



### When we're leaving

- Goodbye, teacher.
- See you next class.
- Bye, see you tomorrow.



### When there's someone at the door

- Teacher, there is someone at the door.
- Teacher, there's someone knocking at the door.
- There is someone there.



### When we finish an activity

- Teacher, I've finished!
- Teacher, I'm done with this task.

## The alphabet

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

Practice with your teacher and classmates.



- How do you spell your name?
- How do you spell your last name?
- How do you spell the name of your city, town or village?
- How do you spell the name of the place where you work or study?





Watch the following video from The Marzio School.



In the video, a reporter called Joanne is interviewing people on the street. She asks them about their names and the country they are from.

Highlight the countries you remember from the video.



Sweden • Puerto Rico • Cuba • Guyana • Slovenia  
 The Netherlands • Denmark • Ireland • France  
 Honduras • Trinidad and Tobago • Jamaica • Brazil  
 Colombia • The USA • England

Can you match the countries to their nationalities?

These are the nationalities of the people in the video. Match the nationality with the country of origin.

- |                      |           |                      |              |                      |                          |
|----------------------|-----------|----------------------|--------------|----------------------|--------------------------|
| <input type="text"/> | Cuban     | <input type="text"/> | Irish        | <input type="text"/> | Slovenian                |
| <input type="text"/> | Colombian | <input type="text"/> | Brazilian    | <input type="text"/> | American                 |
| <input type="text"/> | Honduran  | <input type="text"/> | Guyanese     | <input type="text"/> | Jamaican                 |
| <input type="text"/> | French    | <input type="text"/> | English      | <input type="text"/> | Swedish                  |
| <input type="text"/> | Danish    | <input type="text"/> | Puerto Rican | <input type="text"/> | Dutch                    |
|                      |           |                      |              | <input type="text"/> | Trinidadian / Tobagonian |

Can you match these sports fans to their nationalities?

German • Uruguayan • Peruvian • Chinese  
 Italian • Mexican • Argentinian • Spanish



**EXIT  
TICKET**  
★★★

In this unit, I learned that...

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My favorite part of this unit was...

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Something I need to revise is...

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I felt



# UNIT 2

## The person I am





## Tell me about you and I'll tell you about me.

My name is Victoria but all my friends call me Vicky. I live in San Gregorio, a small town in Tacuarembó. I'm 26 years old and I live with my sister Sole. And you?

## These are students from other schools:

Hi, my name is María Giménez. I am Brazilian and I was born in Rio de Janeiro. I live in Vichadero, a small town in Rivera. I am 27 years old.



Hello! My name is Pedro Flores. I am from Carmelo in Colonia. I am Uruguayan. I am 18 years old. I like watching movies in English.



Hi! My name is Alma. I am from La Teja in Montevideo. I am Uruguayan. I am 31 years old and I have a twin brother.

Hi! My name is Mario. I am from Durazno in Uruguay. I love English. I am 40. I love rock and roll in English.



Hello! My name is Juan Carlos. I am Mexican. I work in a laboratory and I study. I live in Trinidad, the capital city of Flores. I am 48 years old.



Hi! My name is Sara. I am from Tacuarembó. I have a big family. I go to night school. I am 55 and I work at a big supermarket.



### Who...

1. lives in a capital city? \_\_\_\_\_
2. is not from Uruguay? \_\_\_\_\_
3. is from Montevideo? \_\_\_\_\_
4. loves English? \_\_\_\_\_
5. works? \_\_\_\_\_
6. talks about his/her family? \_\_\_\_\_
7. is a teenager? \_\_\_\_\_
8. loves cinema? \_\_\_\_\_



- |         |              |                 |                 |
|---------|--------------|-----------------|-----------------|
| 1 one   | 11 eleven    | 21 twenty-one   | 10 ten          |
| 2 two   | 12 twelve    | 22 twenty-two   | 20 twenty       |
| 3 three | 13 thirteen  | 23 twenty-three | 30 thirty       |
| 4 four  | 14 fourteen  | 24 twenty-four  | 40 forty        |
| 5 five  | 15 fifteen   | 25 twenty-five  | 50 fifty        |
| 6 six   | 16 sixteen   | 26 twenty-six   | 60 sixty        |
| 7 seven | 17 seventeen | 27 twenty-seven | 70 seventy      |
| 8 eight | 18 eighteen  | 28 twenty-eight | 80 eighty       |
| 9 nine  | 19 nineteen  | 29 twenty-nine  | 90 ninety       |
| 10 ten  | 20 twenty    | 30 thirty       | 100 one hundred |

## Cardinal numbers

- 1.000 one thousand  
1.000.000 one million

How old are these people? Search the web and practice. Then, **complete** with information about YOU.



**NAME:**  
**NATALIA OREIRO**

**OCCUPATION:**  
actress / singer

**AGE:** \_\_\_\_\_



**NAME:**  
**DIEGO LUGANO**

**OCCUPATION:**  
football player

**AGE:** \_\_\_\_\_



**NAME:**  
**JORGE DREXLER**

**OCCUPATION:**  
musician

**AGE:** \_\_\_\_\_



**NAME:**

---

**OCCUPATION:**

---

**AGE:** \_\_\_\_\_

Images from Wikimedia Commons

How old are the people you live with?




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I think I know the people in the previous activity, but I am not so sure.  
Go to page 10 and check if what I say is true or false.

1. Alma has two brothers and one sister.
2. Sara has a small family.
3. Sara and Pedro have a job.
4. Juan Carlos has a twin brother.
5. Maria lives in the capital city of Uruguay.



**DID YOU KNOW...?**

I **have** a brother. I **have** a car.  
You **have** a job. /  
Sara **has** a job. / Mario **has** a bike.

Let me tell you a little about me.



I'm 26 years old. I'm a hairdresser and I work in a beauty salon. I usually shampoo, condition and dry the client's hair. I cut and trim their hair, too. At night, I go to high school to finish my studies.



These are some of the things Vicky likes/loves.  
Which picture corresponds to each sentence?



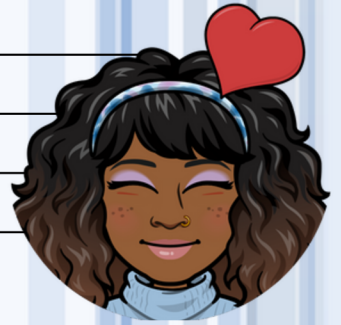
Images from Wikimedia Commons and Canva.com

1. I like desserts. My favorite dessert is raspberry cake.
2. I love watching television. I enjoy watching movies and soap operas.
3. I love dogs so much! The puppies in the photo are just adorable.
4. I like hanging out with friends. I don't see them often but we love each other.
5. I also love No Te Va Gustar. I think it is one of the best Uruguayan rock bands.
6. I really like my job! I love making people happy with their hair.

What are the things you like? **Complete** these sentences with your own ideas.



- I love \_\_\_\_\_
- I enjoy \_\_\_\_\_
- I like \_\_\_\_\_
- My favorite \_\_\_\_\_



Now, **write** the things you **DON'T** like.



- I don't like \_\_\_\_\_
- I hate \_\_\_\_\_
- I can't stand \_\_\_\_\_

### What about other people?

Vicky took this survey from an online magazine. How strongly do you feel about these characteristics?



I hate it.



It doesn't matter to me.



I like it.

What do you like and don't like about other people?



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Vicky wants to know about you. What can you tell her about you?  
**Write** an email to her.



New message

— ↗ ✕

A 📎 ↻ 🖼️

Send Save Cancel

## Problems with age...

**One of the problems of age is what things you can do and which ones you cannot do because you don't have the ability to do them.**

For example, babies can't walk, run or sing but they can cry, eat and sleep.

**Look at these activities.**

talk • drive • drink alcohol • swim • play soccer • watch TV • use the computer  
have a cell phone • go to the disco • jump really high • run a 10K marathon



**What are the things you can do and you can't do when...**

- you are a baby?
- you are a person in your 40s?
- you are a teenager?
- you are a person in your 80s?

## Guess the mysterious person

He is Argentinian. He lives in Montevideo but he is famous in Uruguay, Argentina and other parts of the world. He has a small family and he has a son. He is a musician. He is the lead singer in a popular Uruguayan band. He can play the guitar, too. He was born in 1977. He loves pizza and hanging out with his friends.



Did you guess? **Watch** the video to discover the mystery person.



He is \_\_\_\_\_

from \_\_\_\_\_ band.

**Watch** the video again and **tick** ✓ all the things that you see.

- a rock band ✓
- a baby
- an old bus
- a zoo
- a corridor
- a trumpet
- old photographs
- a zebra crossing
- a piano
- an old television
- a football match
- monkeys
- an elevator
- the beach
- two beds
- a guitar



### PROJECT - Guess my mysterious person

Work in groups.

- **Write** a short text about a celebrity you like. Don't write his or her name!
- **Create** a short video with your celebrity's photos or short clips.
- **Share** your work with your classmates. Did they guess your mystery person?

**EXIT  
TICKET**  
★★★

**In this unit, I learned that...**

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**My favorite part of this unit was...**

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**Something I need to revise is...**

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**I felt**

# UNIT 3

## My classmates and coworkers



## My classmates

My classmates' names are...



Let's play a game. Write as many classmates' names as you can (from memory).


The teacher checks how many names each of you wrote.

Now, **stand up** and **ask** the names to the other classmates. Do you remember the question you need to ask?



- How many names did you remember?
- How many students are there in your class?
- How many of your classmates did you know from before?

## GUESS WHO?

- **Choose one classmate and write three sentences about him or her without saying his or her name.**

For example: He is from a rural area in Rivera. He is 25.  
He has a motorbike.

- **Your classmates have to guess who you are talking about.**



## My coworkers: the people who work with me

Which of these describes you best? Tick  all the options that apply.

• I work...

all day.	on a farm.	with a lot of people.	on weekends.
alone.	as an assistant.	in my own place.	with children.
in an office.	outdoors.	remotely.	with my hands.
only in the morning.	only in the afternoon.	at night.	No! I don't work!

• I am a / an...

employee.	housewife.	full-time parent.	assistant.
policeman.	cleaner.	store owner.	babysitter.
photographer.	farmer.	waiter. /waitress.	mechanic.
Other:			



Think of one of your classmates or coworkers.  
Which of these sentences is true for that person?



- He/She is a young adult.
  - He/She is a mother/father.
  - He/She has a lot of siblings.
  - He/She loves pets, especially dogs.
  - He/She loves pets, especially cats.
  - He/She sips mate in her /his free time.
  - He/She likes eating “chivitos” when she/he goes out.
  - He/She loves watching soap operas.
  - He/She plays soccer.
  - He/She does not like getting up early.
  - He/She enjoys sleeping long hours.
  - He/She can cook really well.
  - He/She hates watching football on TV.
  - He/She hangs out with friends every weekend.
- My classmate’s/coworker’s name is \_\_\_\_\_.

Expand your ideas. Hydrate your sentences. Here are some examples.



My coworker’s name is Juan. He is a young adult. He is 28 years old.

Handwriting practice area with five sets of horizontal lines. Each set begins with a small icon of a hand holding a pencil.



Share what you wrote with a classmate who will give you more ideas to improve your sentences. Then, write the second draft of your description of your coworker.

Handwriting practice area with five sets of horizontal lines. Each set begins with a small icon of a hand holding a pencil.



Let's put the ideas in order.



### personal information

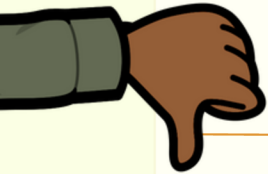
Four horizontal lines for writing.

### likes / loves / enjoys



Four horizontal lines for writing.

### doesn't like / hate



Four horizontal lines for writing.

#### Esta actividad...

(elige una o más opciones)

fue demasiado fácil.

estuvo muy buena.

quiero seguirla practicando.

estuvo OK.

fue un desafío.

me sirvió para usar todo el vocabulario junto.

me hizo dar cuenta de que sí puedo.

fue excelente.

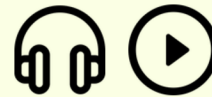


**About my classmates. Let's play a game to know more about our classmates.**

- All the students draw a blank bingo chart.
- The teacher reads some sentences (e. g. Find a classmate who can play soccer well. / Find a classmate who likes soap operas.)
- Students stand up and find a classmate for whom the sentence is true.
- Students write the name of their classmate on their bingo card (they can write their classmate's name only once).
- The student who says bingo needs to introduce the 6 classmates to the class. For example, *Juan can play soccer well. Mario likes soap operas.*



**Listen to Shamari talking about his favorite coworker and choose the best option to complete the sentences.**



- a.** Shamari's favorite coworker is  
 Rachel.       Susan.       Sylvia.
- b.** The main reason for her to be his favorite coworker is that ...  
 she is helpful.       she is laughing all the time.
- c.** She isn't...  
 competitive.       caring.       kind.
- d.** She loves her...  
 bosses.       animals.       students.
- e.** She always has...  
 the right answer.       another person to ask.



Photo by Shamari Reid

**DID YOU KNOW...?**



**Shadow reading** is a good strategy for effective reading. You will listen to Shamari again, and will read the text that is on the next page.

**Shamari is telling some students about his work in Uruguay. Read his words and complete the sentences.**



**M**y schedule every day is very different. I generally visit schools like today. Students are very interested to know about Oklahoma, my city, and I am interested in their city, too. Have you heard about the tornadoes in Oklahoma? Just some years ago, in May 2012, the place was devastated.

In Uruguay, I am a teaching assistant but in the USA I am a Spanish teacher. I have many students there and we practice our Spanish when we meet. Here in Uruguay, I have a lot of friends and we speak English when we meet. It is just the opposite.

- a.** Shamari... \_\_\_\_\_  
 \_\_\_\_\_
- b.** Students... \_\_\_\_\_  
 \_\_\_\_\_
- c.** Tornadoes... \_\_\_\_\_  
 \_\_\_\_\_
- d.** In Uruguay, ... \_\_\_\_\_  
 \_\_\_\_\_
- e.** In the USA, ... \_\_\_\_\_  
 \_\_\_\_\_

## Shadow reading script.

Listen to the recording again and read while you listen.



"Out of all of my coworkers, I would probably say that Susan would be my favorite. Susan is a **wonderful** person and I would select her as my favorite coworker for many reasons. The first or most important being she is very **helpful**, she is always asking "What can I help you with?", "What can I do for you?" and I know she really means it. She is not just saying that so she can be the employee of the month or something. She genuinely wants to help, she genuinely cares. And she is not **competitive**, you know, it is not like she wants to be the best, she is **warm** and she wants all to be at the same level. She is also very **kind**. I don't think I've ever heard her saying a **mean** thing out of Susan's mouth. She genuinely loves people and she genuinely loves her students and that's why she is **good at** what she does. She is my **role model**. It's been that way since day one. Also, as she's been teaching for longer than most of us, she is very **knowledgeable**, she knows what to do in all situations. I mean, sometimes I have questions and I am like "ok, I can ask Susan and today will be the day when she won't know" but she always knows and is **willing to help**. She is always very kind when she offers help. It is because of those things, of course, and many more, that Susan would definitely be my favorite coworker."



Read the text again and classify the words in bold into the following categories.



positive connotation

negative connotation



Complete the following sentences using real information about your classmates, friends or coworkers. Add more sentences using your own ideas.



- a. \_\_\_\_\_ is very kind.                      d. \_\_\_\_\_ is good at \_\_\_\_\_.
- b. \_\_\_\_\_ is my role                      e. \_\_\_\_\_  
model.
- c. \_\_\_\_\_ is always willing                      f. \_\_\_\_\_  
to help.

Which of this information about Susan is false? **Underline** the evidence in the text.

- a. She is a teacher.                      d. She works with Shamari.
- b. She is very competitive.                      e. She knows a lot.
- c. She is a new teacher at school.

What are Vicky's classmates like?

Use words from the chunk bank to describe Vicky's classmates in the picture below.

## Chunk bank

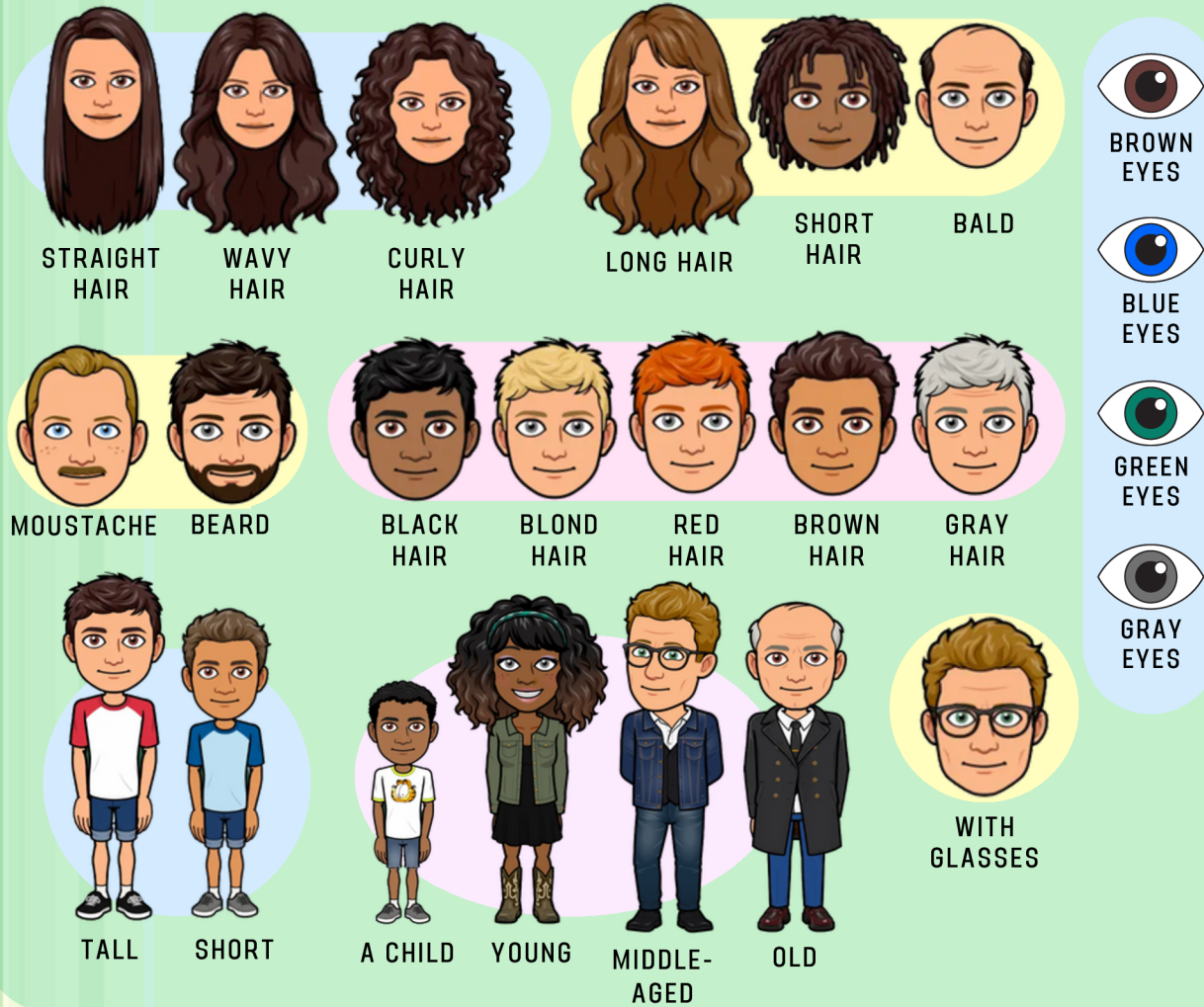


Image source: Bitmoji.com



**Guess who? Let's play! Get in pairs. Ask and answer questions to guess the character.**



A: "She has long pink hair."

B: "Is she number 11?"



Image from Freepik.com



He is Shamari. He is a teacher at Oklahoma City School. He is tall. He is 1.90 meters tall. He is slim with brown eyes and black short hair.

Let's think about one of your friends or coworkers! **Complete** the chart with his or her information. Then, **write** a short paragraph like the one about Shamari.



<b>NAME</b>	
<b>HAIR</b>	
<b>EYES</b>	
<b>OCCUPATION</b>	
<b>PERSONAL CHARACTERISTICS</b>	

**EXIT  
TICKET**  
★★★

In this unit, I learned that...

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My favorite part of this unit was...

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Something I need to revise is...

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I felt



# UNIT 4

## My time and activities







**Work with a partner and ask and answer questions to know their favorite activities.**

E.g. Juan's favorite activity is... / Juan likes...

**Report what he or she says.**



**You can use the SOS Box to help you.**

- **What is your favorite activity?**  
My favorite activity is...
- **What are your favorite activities?**  
My favorite activities are...

**Other forms to say it: I like..... / I love... / I enjoy... / I am interested in\* ...**

**\*interested in** does not collocate with all the activities in the previous task.



## My favorite activity

by Spotty

My favorite activity is not on the list you worked with. My favorite activity is sleeping.

I sleep many hours during the day. My owners work a lot and when they are not here, I sleep. When they are at home, I sleep! I am not an athletic dog, and for that reason, I enjoy sleeping that much.

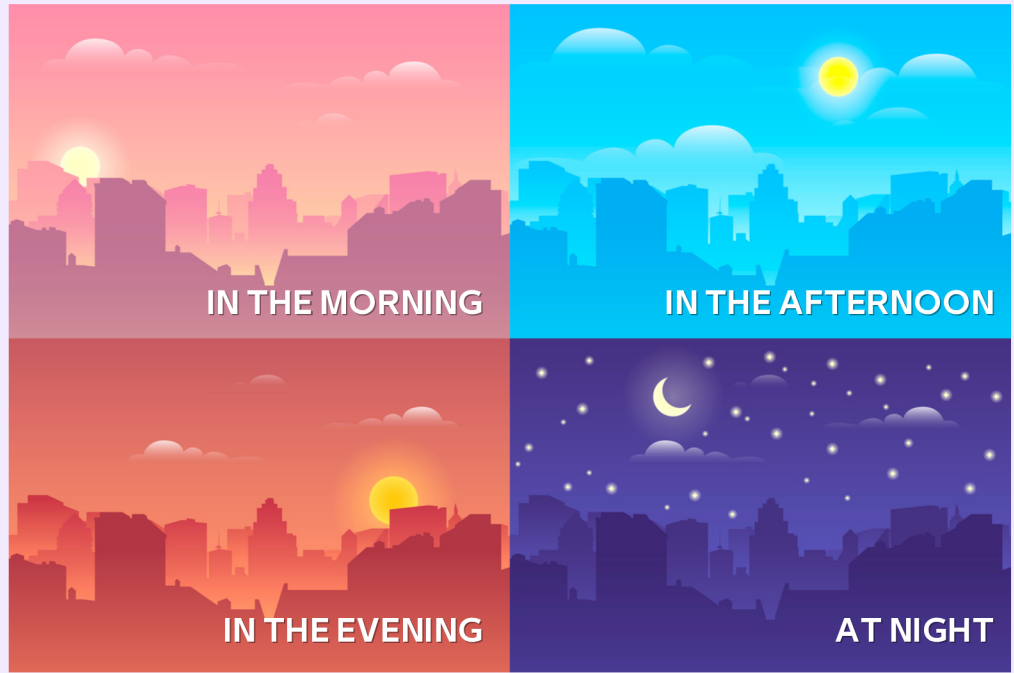
Every day I spend some time playing with my owners or I go for a short walk. I also enjoy watching TV with them but it is sometimes quite scary so I hide under the sofa. When my owner watches soccer he shouts and I start barking. However, I have to say that sleeping is my favorite activity in my daily routine.



**Are these sentences true or false? Underline the evidence in the text.**

- Spotty loves sleeping over all things.
- He is an athletic dog and loves long walks in the park.
- He likes scary movies.
- Spotty's owner loves soccer.
- Spotty's owners have a part-time job.

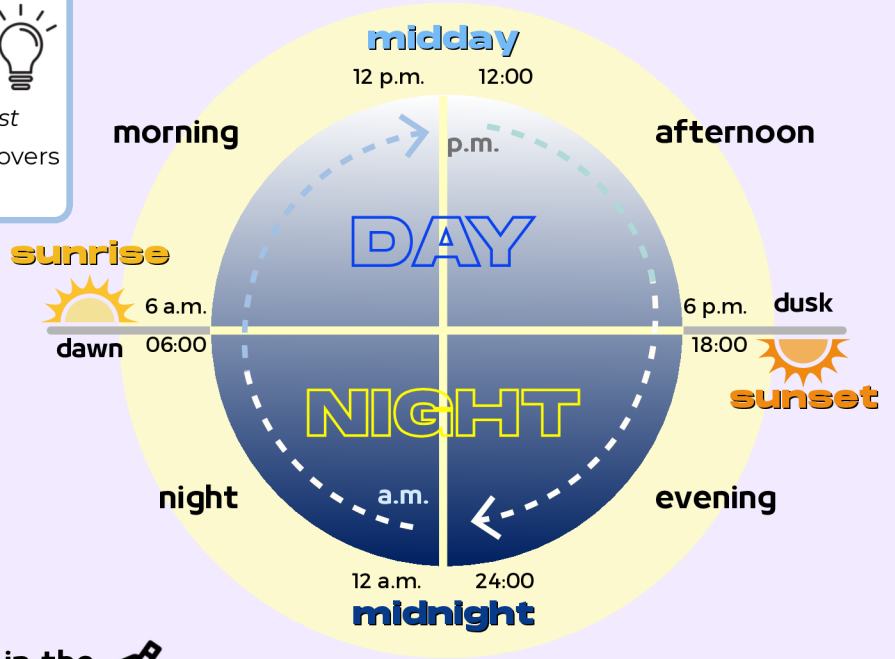
When do you do your favorite activity?





Images from Freepik.com

**DID YOU KNOW...?**


**a.m.** stands for *ante meridiem* in Latin, and means "before noon" in English. It goes from midnight to noon. **p.m.** stands for *post meridiem*, it means "after noon" and covers the 12 hours from noon to midnight.



Write two things that you do in the morning, afternoon and evening. 

**MORNING** 

*I have breakfast.*

**AFTERNOON** 


**EVENING** 



Image from Wikimedia Commons

This is a very famous painting by a worldwide painter. **Research it and choose the correct answer.**



**a.** This painting is set...

- in the morning.  in the afternoon.  
 in the evening.  at night.

**b.** The painting's title is...

- The Starry Night.  Self-Portrait.  
 Sunflowers.  Irises.

**c.** The painter's name is...

- Claude Monet.  Vincent Van Gogh.  
 Pablo Picasso.  Joaquín Torres García.

**Search the web and complete the chart.**



- His painting style was \_\_\_\_\_.
- His DOB was \_\_\_\_\_.
- Three of his most famous paintings are: • \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

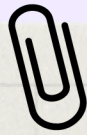
**Watch the video "Vincent" by Don McLean, do the paintings that you found appear on the video? Do you recognize any of them?**



**One of the painters mentioned above is Uruguayan. Who is he?**

- He is \_\_\_\_\_.

Some of this Uruguayan painter's works are in a museum in Montevideo. Carolina works there. **Read the text and find some wrong information (3 mistakes).**

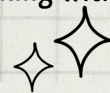


My name is Carolina but my friends and family call me Caro. I am from Mercedes, the capital city of Paysandú but I live in Montevideo.

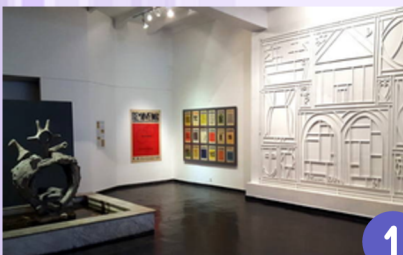
I am an anthropologist and I work at a museum. I work every day in the morning and in the afternoon except Saturdays and Sundays. I have a break at midday and at that time I have lunch. At the museum, there are

paintings by some Uruguayan painters like Torres García, and Ruben Rada, among others.

I leave work at one p.m. and then I go home. I enjoy getting home and watching TV, relaxing and talking with my family.



**Read the text about Carolina again and find words that define the following images.**



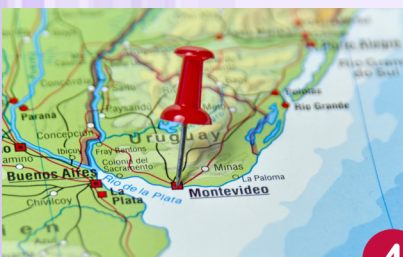
1



2



3



4



5



6

**Match...**

- \_\_\_\_\_ The days of the week
- \_\_\_\_\_ The seasons of the year
- \_\_\_\_\_ The times of the day
- \_\_\_\_\_ The months of the year



Images from Freepik.com

**Look at the following calendar and complete it with the activities you regularly do.**

[Blank space for date]			
Monday	Tuesday	Wednesday	Thursday
[Blank box]	[Blank box]	[Blank box]	[Blank box]
Friday	Saturday	Sunday	To Do
[Blank box]	[Blank box]	[Blank box]	[List with checkboxes]



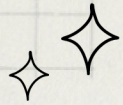
**Instructions to complete the calendar.**

- Include all the activities you know from this and previous lessons. If you don't know one, ask a classmate, the teacher or use the dictionary.
- Then, write the time you do those activities next to each one (use a.m. or p.m.).
- Remember a.m. means before noon and p.m. means after noon.

Carolina tells you about one of her days in more detail.



Every day I get up quite early, I usually get up at seven o'clock. I have a quick breakfast and then I take the bus to work. I arrive at about half past seven but we open the museum at eight. At a quarter past eight, the museum director arrives. He works at his office. I do not have an office. I help people understand what is in the museum and sometimes I tour them around it. I love touring school children around. At midday, I take a lunch break and go back to work at one. I work all afternoon and at five we close the museum. At half past five, I arrive home and I have some "mate", watch TV and enjoy some time with my family.



Read about Carolina's day and complete her daily planner.

27  
May

7:00 -

7:30 -

8:00 -

8:15 -

12:00 -

13:00 -

17:00 -

17:30 -

Page 16


What time does Carolina arrive at the museum?

Draw the time on the clock below.






## ABOUT YOU

**Pre-writing 1 -** Go back to the calendar you completed some pages ago.   
**Write** the time you do the activity and **jot down** the activities you do at that time.


**Pre-writing 2 -** Think of details related to the activities.

E.g. I enjoy watching TV (activity). I love watching series and my favorite is Modern Family (detail).

**Writing task -** Write about the activities you do on an ordinary day.   
(Use Carolina's writing as a guide but use your own ideas).



A large, empty white rectangular area for writing, positioned above the illustration of the girl.


# PROJECT - What I like doing



## Work alone.

- **Think** of the activities you usually do. (You can read what you wrote in the previous task).
- **Choose** two or three activities that are true for you.
- **Include** an activity that is **false**. It can be the activity or the time you do it.

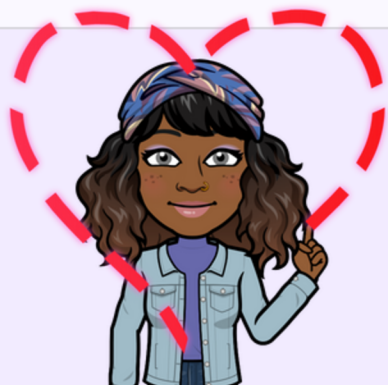
## Work in pairs or groups.

- **Tell** your partner or the group what you do every day including the false activity.
- Your partner or group has to discover the false activity.
- Every member in the trio or pair has to talk. 

Classmate 1 - NAME:	
TIME	ACTIVITY

Classmate 2 - NAME:	
TIME	ACTIVITY

**Write** a short paragraph about each of your classmates. 



S.O.S.  
BOX

- I start working at 7 BUT he/she startS working at 7.
- I arrive at 8 BUT my boss arriveS at 8.15.
- I have lunch at midday BUT my classmate HAS lunch at 1.

### Suggestion for the teacher:

You can work with the song *"Friday, I'm in love"* by The Cure

I don't care if Monday's blue  
Tuesday's gray and Wednesday too  
Thursday I don't care about you  
It's Friday, I'm in love  
Monday you can fall apart  
Tuesday, Wednesday, break my heart  
Oh, Thursday doesn't even start  
It's Friday, I'm in love

Saturday wait  
And Sunday always comes too late  
But Friday never hesitate

I don't care if Monday's black  
Tuesday, Wednesday, heart attack  
Thursday never looking back  
It's Friday, I'm in love

Monday you can hold your head  
Tuesday, Wednesday, stay in bed  
Or Thursday watch the walls instead  
It's Friday, I'm in love

Saturday wait  
And Sunday always comes too late  
But Friday never hesitate

THE CURE

Dressed up to the eyes  
It's a wonderful surprise  
To see your shoes and your spirits rise  
Throwing out your frown  
And just smiling at the sound  
And as sleek as a shriek spinning 'round and 'round  
Always take a big bite  
It's such a gorgeous sight  
To see you eat in the middle of the night  
You can never get enough  
Enough of this stuff  
It's Friday, I'm in love

I don't care if Monday's blue  
Tuesday's gray and Wednesday too  
Thursday I don't care about you  
It's Friday, I'm in love

Monday you can fall apart  
Tuesday, Wednesday, break my heart  
Thursday doesn't even start  
It's Friday, I'm in love

"The Cure" logo from Wikimedia Commons

## Let's go back to our childhood.

a. Listen to the "Days of the Week song".



b. What is the main topic of the song?

c. What can you see in the video?

- Children playing.
- Children at school.
- Children sleeping.

d. What's the singer's favorite day?

- Monday.
- Saturday.
- Sunday.



## ABOUT YOU

What's your favorite day?

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What do you do on that day?

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**EXIT  
TICKET**  
★★★

**In this unit, I learned that...**

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**My favorite part of this unit was...**

---

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**Something I need to revise is...**

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---

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**I felt**



## FINAL PROJECT - A person I admire

- Prepare a presentation (poster/video/PPT or any other resource the students or the teacher want to use).
- Focus on a **classmate, workmate or family member** you admire.
- Include a picture or drawing of that person.
- Say why you admire that person.
- Briefly describe the person you admire.
- Briefly indicate what he or she does every day.
- Present the person you admire to the class.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Silueta textual	<p>El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.</p>	<p>El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.</p>	<p>El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.</p>	<p>En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de las diferenciación en párrafos separados por un espacio.</p>
Contenido	<p>Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.</p>	<p>Has tenido en cuenta menos de la mitad de los temas que se te han solicitado en la consigna. O has tratado todos los temas pero has logrado desarrollar, argumentar o ejemplificar menos de la mitad de ellos.</p>	<p>Has tenido en cuenta todos los temas de la consigna y argumentas, describes y ejemplificas más de la mitad de ellos, aunque no todos. Puede suceder que trates más de la mitad de los temas y que todos estén fundamentados, descriptos o ejemplificados. Sin embargo no has hecho dicho trabajo con todos los elementos solicitados en la consigna.</p>	<p>Has tenido en cuenta todos los temas que forman parte de la consigna de trabajo. Cada uno ha sido desarrollado, es decir, no solo se nombra sino que agregas ideas referidas al mismo. Además, el tema posee argumentos o ejemplos que ilustran las ideas. Cada párrafo contiene un tema concreto y no una mezcla de los mismos.</p>

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Lenguaje	Las ideas del proyecto no se encuentran conectadas de manera de lograr una comunicación efectiva. Los errores de lengua y pronunciación han impedido la transmisión de tus ideas.	Los errores de lengua hacen que tus ideas no resulten claramente expresadas por momentos. Existen algunos errores de lengua y pronunciación que hacen que la transmisión de tus ideas sea poco clara.	El proyecto ha sido presentado en su formato escrito y oral de forma clara. Tus errores no interfieren con la presentación del proyecto, aunque algunos de ellos le quitan fluidez.	El proyecto ha sido presentado en su formato escrito y oral de forma clara y fluida. Se nota la preparación para la presentación, es decir tu audiencia logra comprender el mensaje que quieres comunicar.
Presentación	Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensa en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándose en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Elementos paralingüísticos	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesoras/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
Compromiso y ética hacia el trabajo	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial.	Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor. Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática.

# VOCABULARY BANK

This space was created to keep track of new words and phrases you have learned throughout this book.

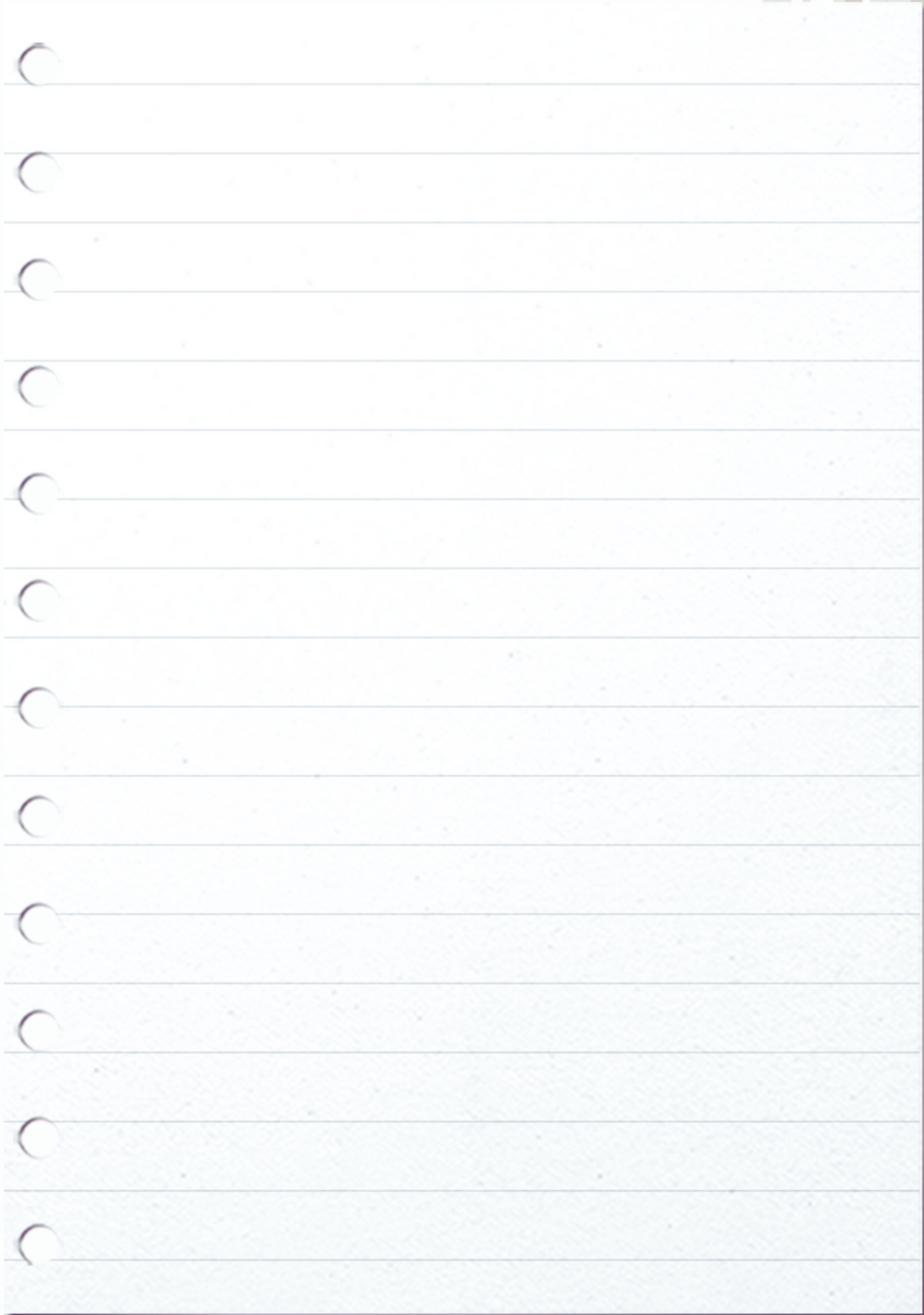
**DID YOU KNOW...?**



A vocabulary bank is a collection of new words and phrases that the learner or class builds up as they learn.

A large rectangular area with horizontal lines, intended for writing new words and phrases learned throughout the book. The lines are evenly spaced and extend across the width of the page.





# REFLECTION CORNER



You got to the end of this amazing journey and now it's time to reflect upon your progress. Let's complete the SWOT matrix.

## DID YOU KNOW...?

A SWOT matrix allows you to think about your own internal strengths and weaknesses. It also helps you think about external opportunities and threats that could affect your performance as a student.



**STRENGTHS**

S

**WEAKNESSES**

W

O

**OPPORTUNITIES**

T

**THREATS**



# #EXPERIENCING ENGLISH 1



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS