

#Living Uruguay1

1ST GRADE ENGLISH BOOK



ANEP

CONSEJO
DIRECTIVO
CENTRAL



CONSEJO
DE EDUCACIÓN
SECUNDARIA



CONSEJO
DE EDUCACIÓN
TÉCNICO PROFESIONAL

Equipo referente del Proyecto

Insp. Profa. Gabriela Zazpe, CES
Insp. Profa. Mariella Marino, CES
Insp. Profa. Sandra Núñez, CES
Insp. Prof. Antonio Stathakis, CETP
Profa. Marcela Da Col, ATD CES
Mag. Antonella Suárez, ATD CETP
Prof. Alexis Garcia, ATD CETP

Prof. Victor Da Costa, ATD CETP
Profa. Zahida Mansur, ATD CETP
Profa. Mercedes Pérez, ATD CETP
Dr. Aldo Rodríguez, DPL - CODICEN

Equipo contenidista

Profa. Jimena Martínez Spangenberg
Profa. Verónica Velázquez Pérez
Mag. Andrea Joyce
Profa. Nancy González Barrios
Profa. Alice Zapata

Profa. Dra. Ana Laura García
Prof. Gustavo Pereira Méndez
Profa. Simone Masullo
Prof. Aldo Rodríguez

Edición y diseño

Profa. Carolina Bustos

Diseño Editorial

Nomade Estudio

Corrección de estilo

Profa. Kelly Gardner

Montaje y creación de personajes

Profa. Verónica Velázquez Pérez
Prof. Gustavo Pereira Méndez
Profa. Jimena Martínez Spangenberg
Profa. Mag. Andrea Joyce

Profesores que colaboraron en la realización de este material

Profa. Adriana Macias
Profa. Agustina Villalba
Profa. Alison Diaz Escobar
Profa. Andrea Pérez
Profa. Daniela Alvez
Prof. Emiliano Gonzalez
Profa. Felicia Almeida
Profa. Flavia Tarragona
Profa. Jackie Moreira

Profa. Jacqueline Palermo
Profa. Jessica Hagopian
Prof. Juan De Salterain
Prof. Juan Queijo
Profa. Ximena Casariego
Profa. Marianne Dos Santos
Profa. Florencia García
Prof. Freddy López

Agradecimientos

La realización de este manual fue posible debido al esfuerzo de muchos actores de la comunidad educativa. Es imprescindible poder agradecerle a cada uno de ellos. Seguramente, en el listado de los mismos nos olvidemos de mencionar a alguien y si es así pedimos disculpas por ello.

- A la Comisión Fulbright Uruguay por el apoyo en este proyecto, así como en todos los proyectos que promueven la mejora en los procesos de enseñanza y aprendizaje del inglés.
- A todos los English Teaching Assistants (ETAs) de la Comisión Fulbright que contribuyeron con sus materiales, su voz o su tiempo en la realización de lecciones para este manual.
- A la embajada de Estados Unidos en Uruguay por el apoyo a través de la obtención de un corrector de estilo así como del apoyo permanente en la mejora de los procesos de aprendizaje y enseñanza de la lengua.
- Al grupo de inspectores del Consejo de Educación Técnico Profesional y a las inspecciones de Historia, Geografía y Educación Social del Consejo de Educación Secundaria. Asimismo queremos agradecer al Inspector Coordinador del CETP Antonio Stathakis y al Inspector Coordinador del CES Ariel Fripp.
- A los profesores Jeanine Clark Bremmer y DJ Kaiser por realizar contribuciones significativas a través de textos y experiencias vividas en nuestro país.
- A la deportista Victoria Martinez, a la periodista y artista Victoria Rodriguez, al artista Emanuel Olivera y su familia, a Tyler Peterson, Lucía Cabrera y Benjamin Peterson, a AGESOR y al Liceo de Libertad por sus contribuciones.
- A los casi 200 profesores uruguayos que estuvieron contribuyendo con sus materiales, con su feedback e incluso con fotos y videos de cada una de las actividades.
- A todas y cada una de las personas que contribuyeron con una foto, con su voz para crear un audio o para realizar un video.
- A la Prof. Martina Silva Quartiani @spanglishbymartina por la sección “Color as you go!”.
- A Ceibal en Inglés por la realización de los planes para las Conversation Classes que nuestros alumnos disfrutarán.
- Agradecemos a CERESO (Centro de Recurso para Sordos) y a sus coordinadoras María Eugenia Rodino y Mag. Viviana Linale. Asimismo, agradecemos al CER (Centro de Recursos) y a su coordinadora Beatriz Santiago.
- Los planes de clase que corresponden al programa Conversation Class fueron elaborados por la profesora Alicia Patrón, la licenciada Serrana Echenagusía y la magister Gabriela Kaplan del equipo de Ceibal en Inglés.

References



Read.



Watch.



Listen.



Find information in the web / Use your PC to find more info.



Write/ Jot down ideas / Brainstorm ideas.



Talk / Present / Introduce / Speak.



Get in pairs/ Find a pair / Exchange ideas with a peer.



Get in groups / Discuss with your group / Exchange ideas in groups.



Let's play a game!



Conversation Class.

El programa de Conversation Class de Ceibal en Inglés tiene dos objetivos fundamentales: el desarrollo de habilidades de oralidad y el mejoramiento de habilidades de interculturalidad. Para cumplir con estos objetivos, los estudiantes y sus docentes reciben un profesor remoto a través de un equipo de videoconferencia una vez por semana.

Todos los grupos de Educación Media están invitados a participar, previa inscripción.

El ícono señala las lecciones en donde existe coordinación entre los materiales de este libro y los del Conversation Class Program.

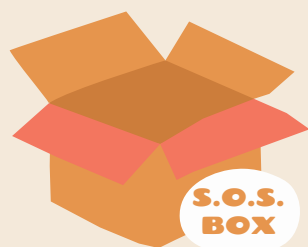
Unit 1

WELCOME, the characters and hello!

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- get to know the characters of the book.
- learn how to greet others.
- carry out short social conversations.
- practice basic oracy skills by means of working with dialogues.
- name the school subjects.
- talk about your school timetable.
- refer to school objects.
- introduce yourself.
- introduce a classmate.
- answer when the teacher calls the roll.
- describe some basic feelings and emotions.
- describe your face or the face of others.
- talk about the colors of objects.
- describe where objects are.
- compare two things.
- work on socio-emotional learning.
- talk about your favorite things.

Welcome!



Good morning!
Good afternoon!
Good evening!

Hello!
Welcome to the class!

En este libro encontrarás distintas variedades del inglés. Podrás ver que hay palabras como “color-colour”, “favorite-favourite”, “theater-theatre” que se escriben de formas diferentes. La primera versión de cada par está escrita en inglés americano y la segunda versión de cada par está escrita en inglés británico. También podrás notar que en los audios hay diferentes acentos ya que los han realizado nativo-hablantes y personas que hablan el inglés como segunda o tercera lengua.

Let's meet our new friends...

- * Listen to the characters.
- * Let's repeat the following phrases.



My name is _____

I am _____

Nice to meet you!

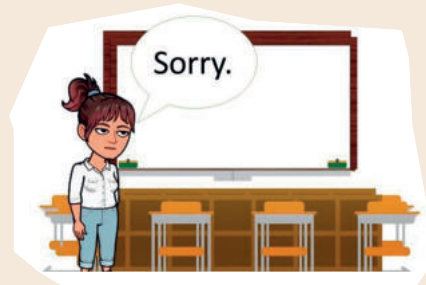
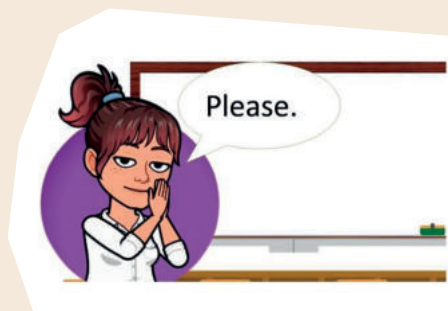
How do you do?

What's up?



* This is the language we use in the classroom.





This is the school Nico, Lua and Emma go to. Have a look at the picture and find the 7 subjects they attend.

How do you spell each subject?
For example E-N-G-L-I-S-H.



Photo by Aldo Rodriguez

- * Write the name of your teacher for that subject.



Subject

Your teacher

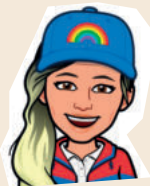
1	PE – Physical Education	
2		
3		
4		
5		
6		
7		

How often do you have lessons?

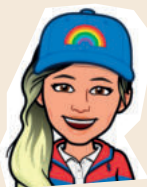
* Look at the characters' schedule.



	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.30- 8.15	Free	English	Spanish	English	Math	Spanish	
8.30-9.15	Free	English	Spanish	English	Math	Spanish	
9.20-10.05	Free	Math	Biology	Math	Biology	Art	
10.15-11.00	Free	Math	Biology	Math	Biology	Art	
11.20-12.05	Free	Art	Physics	PE	Physics	Technology	
12.10-12.55	Free	Art	Physics	PE	Physics	Technology	



We have English lessons on Mondays and Wednesdays from 7.30 to 9.15 in the morning.



We have math lessons on Mondays, Wednesdays and Thursdays.



How to abbreviate the days.

Monday- Mon.

Tuesday- Tue.

Wednesday- Wed.

Thursday- Thurs.

Friday- Fri.

Saturday- Sat.

Sunday- Sun.



Now, tell us about your schedule.

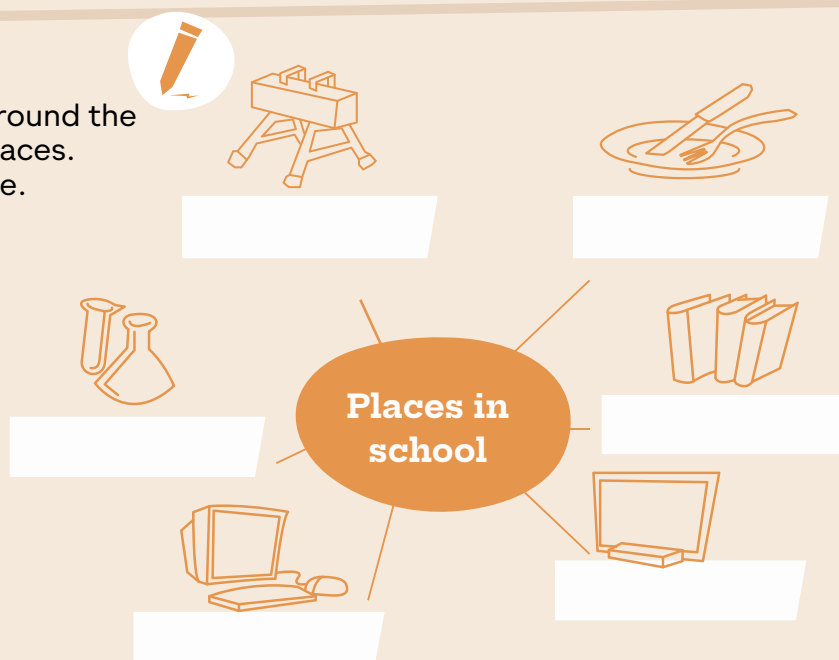
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Free						
	Free						
	Free						
	Free						
	Free						
	Free						

* Write sentences about your schedule.



* Nico, Lua and Emma are walking around the school and they see its different places. Write the name in the correct place.

- Classroom
- Computer room
- Canteen
- Library
- Art room
- Science Lab
- Gym
- Music room



- * Draw the two places that are not in the previous graphic organizer.



To communicate in English it is important to know how to answer questions. These are some questions and answers we use all the time.

Challenge! Match the questions with the answers.

- A** What's your name?
- B** Who is he?
- C** What's the weather like?
- D** How are you?
- E** What day is it today?

A	3
B	
C	
D	
E	

- 1** I am fine, thank you!
- 2** It's Monday.
- 3** My name is Peter.
- 4** It's cloudy and rainy.
- 5** That is John.



Well done!!! Now, roleplay the dialogue with a classmate.

When you
meet a person.



Hello! How are you?

I'm good, how are you?



I'm wonderful. Thanks!



- * Nico and his classmate Luis are at the school door. Look at their conversation and complete it with the words from the box.

Luis: !

Nico: morning! How are you?

Luis: am fine, thanks. How are ?

Nico: ! is this little girl?

Luis: is my sister.

hello
very well
who
good
she
I
you



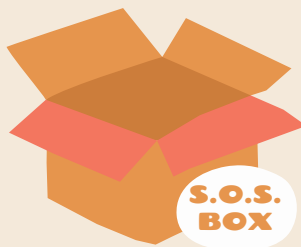
Photo by Aldo Rodriguez

Today is the first day of classes;
the teacher is calling the roll.





	P	A
Luis	X	
Emma	X	
Lua	X	
Nico	X	
Margarita	X	
Fernando		X
Ana	X	
Alma	X	
Dora	X	
Benjamin	X	



Teacher: Luis?

Luis: Present!

Teacher: Emma?

Emma: Here!

Teacher: Fernando?

Children: He is absent, teacher!

* Look at Nico, Lua and Emma and answer their questions.



My name is Emma. What's your name?

You



I am 13. How old are you?

You



My favorite color is blue. What's your favorite color?

You

- * You talked with Nico, Lua and Emma. Now write a paragraph about you. Use this chart to help you.



Expressions

Introduce yourself

Greeting

Hi! / Hello! /
Nice to meet you! /Hi there!

Name

My name is Emma.
I'm Emma.

Nickname

You can call me Em.
Please call me Em.

Birthday

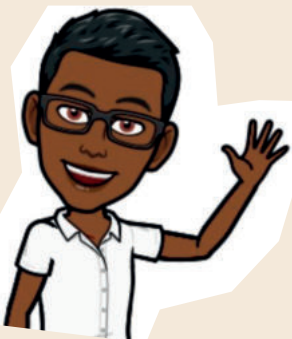
My birthday is on
October 19th.

Favorite color

My favorite
color is pink.

Favorite number

My favorite
number is fourteen.



Hello! My name is Nico and my last name is Romero. I am 13 years old and I live in a crowded city in Uruguay. I go to #5 middle school. My parents are divorced. My father is Ismael and my mother is Teresa. My favorite food is pizza.

Nico introduced himself. Now, it's your turn. Complete this chart.

Hello!! My name is .

My last name is .

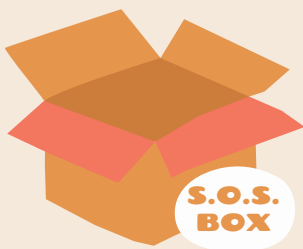
I am years old. 

I live in . 

I go to school. 

My parents are . 

My favorite food is . 



"I am" versus "I'm" (contraction)

I am a student.

I am (pron) /aɪəm/.

I'm a student.

I'm (pron) /aɪm/.

Getting to know your partner!

- * The teacher asks you to learn more about one of your classmates. Get in pairs and ask him / her about his / her personal information.



Your Partner

1. Name

2. Nickname

3. Birthday

4. Favorite color

5. Favorite number

- * Great! Now write a report about your classmate.
Use the model below to help you.



Hello! My name is . I will introduce my friend to you. This is my
partner. His/Her name is . You can call him/her .
His/Her birthday is on . His/Her favorite color is
and his/her favorite number is .



- * Introduce your classmate to the rest of the group.



- * Have a look at our classroom. One picture is after the Math class.
The other picture is after the English class. Find the differences
between the two pictures.

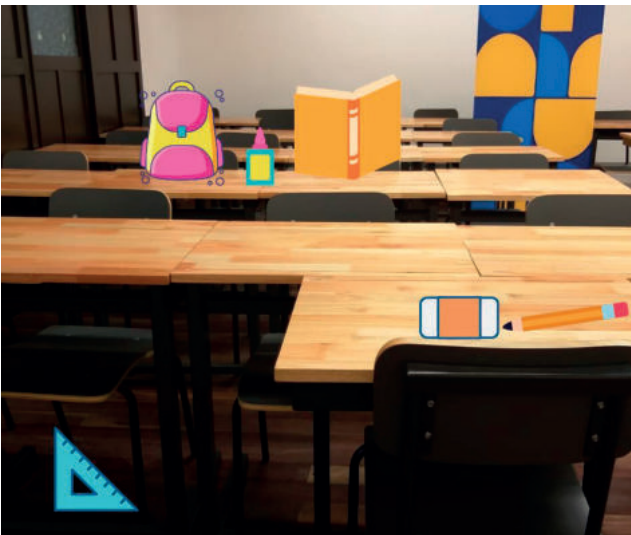


Photo by Aldo Rodriguez

In pic A there is an eraser on the table,
in pic B there is an eraser on the chair.

Guessing game!



- * Let's play a game! Come and guess the objects from the bag. Then, write the objects on the chart.
- * There are some objects in the bag.
- * One member of the group goes to the front of the class.
- * He / she touches the object and describes it to his / her group.



For example:

It is big. / It is small.

It seems to be (fruit).

I think you can eat it.



Photo by Aldo Rodriguez

- * Write the objects your group and the other group guessed.



Your group

The other group



Look at the different colors!

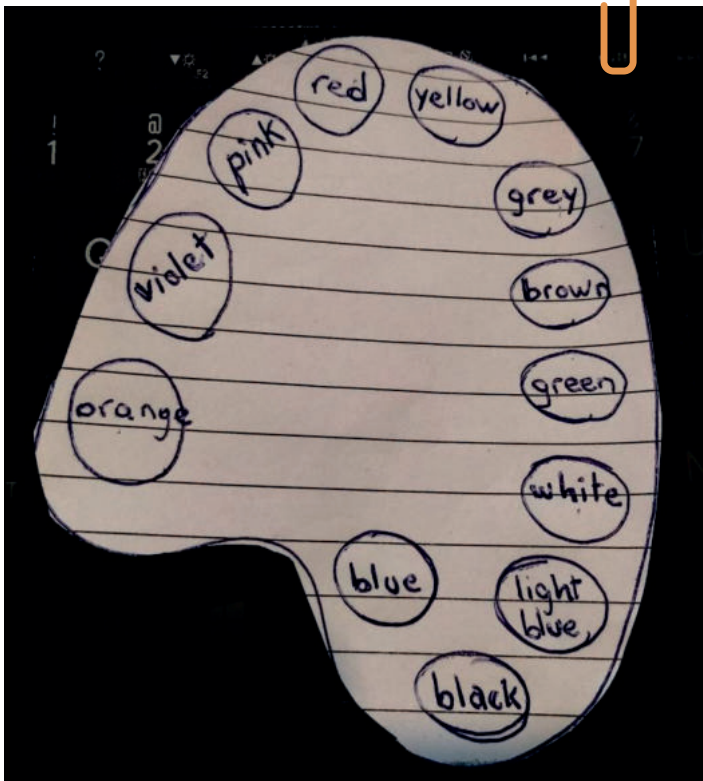


Photo by Aldo Rodriguez

* Match the colors with the names on the palette.

* Find objects for each color.

e.g. red: apple

* Now, write true sentences.

The apple is red.

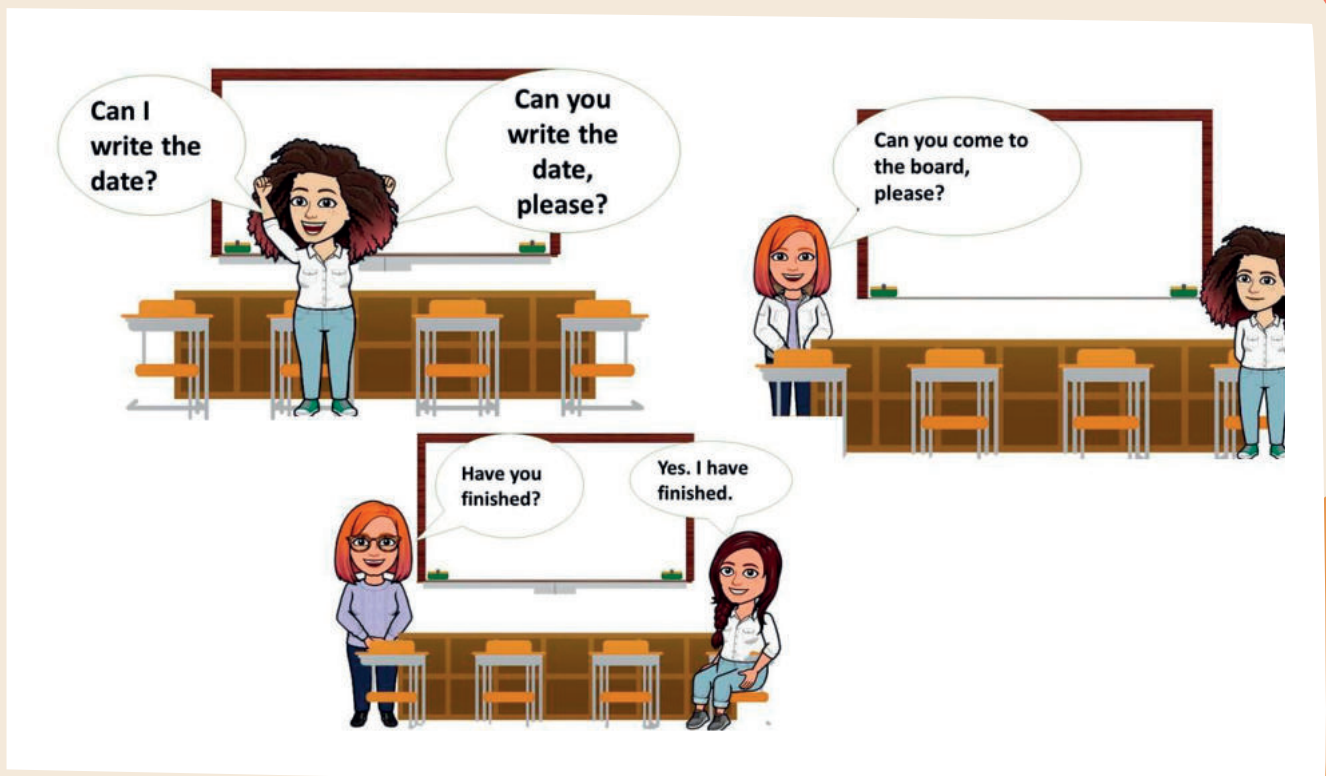
* Get in pairs. Ask and answer.

What color is the apple?

It's red.



More classroom language...



Mimicry!

Use these classroom language phrases and the previous ones.

The feeling good chain!

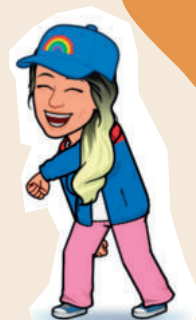
* Look at the feeling good chain of the characters...



How are you today?



I'm good. How about you?



I'm good. How are you?



I'm good. How are you?

Now, it's your turn. All of you stand up and do your own feel good chain.

Great!

Wonderful!

OK!

Terrific!

How do you feel today?

* Write sentences about your feelings today.

e.g. Today, I feel great! I love school and I love my classmates.

Today, I feel



How do you feel when...

you are with friends?

you sleep well?

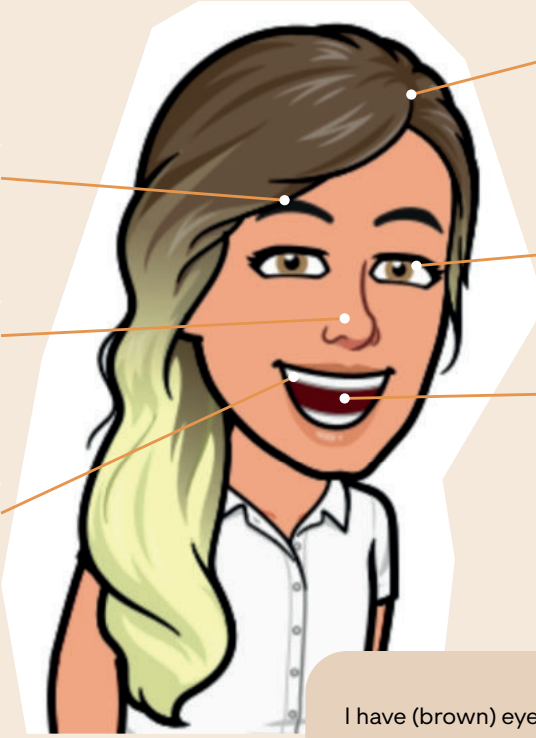
you go to a party?

you practice sports?

you tidy your bedroom?

Emotions can be perceived on your face...

* What are the different parts of the head?



Labels for facial features:

- mouth
- mouth
- nose
- teeth
- eyes
- hair
- eyebrows

Instructions for drawing:

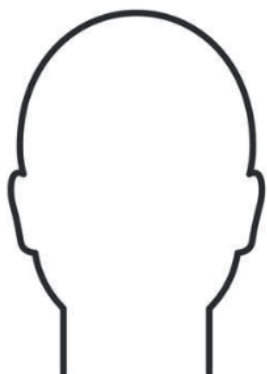
- I have (brown) eyes.
- I have a small/big mouth.
- I have white teeth.
- I have short/long hair.
- I have bushy/thin eyebrows.
- I have a small/big nose.

S.O.S. BOX

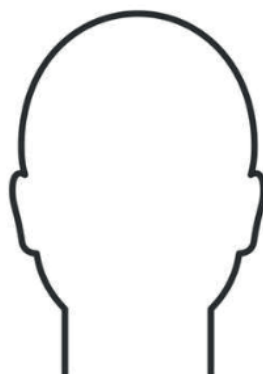
Guess the characters...



* We have two new classmates in the class. Look at the descriptions we wrote of Caroline and Michael. Draw their faces.



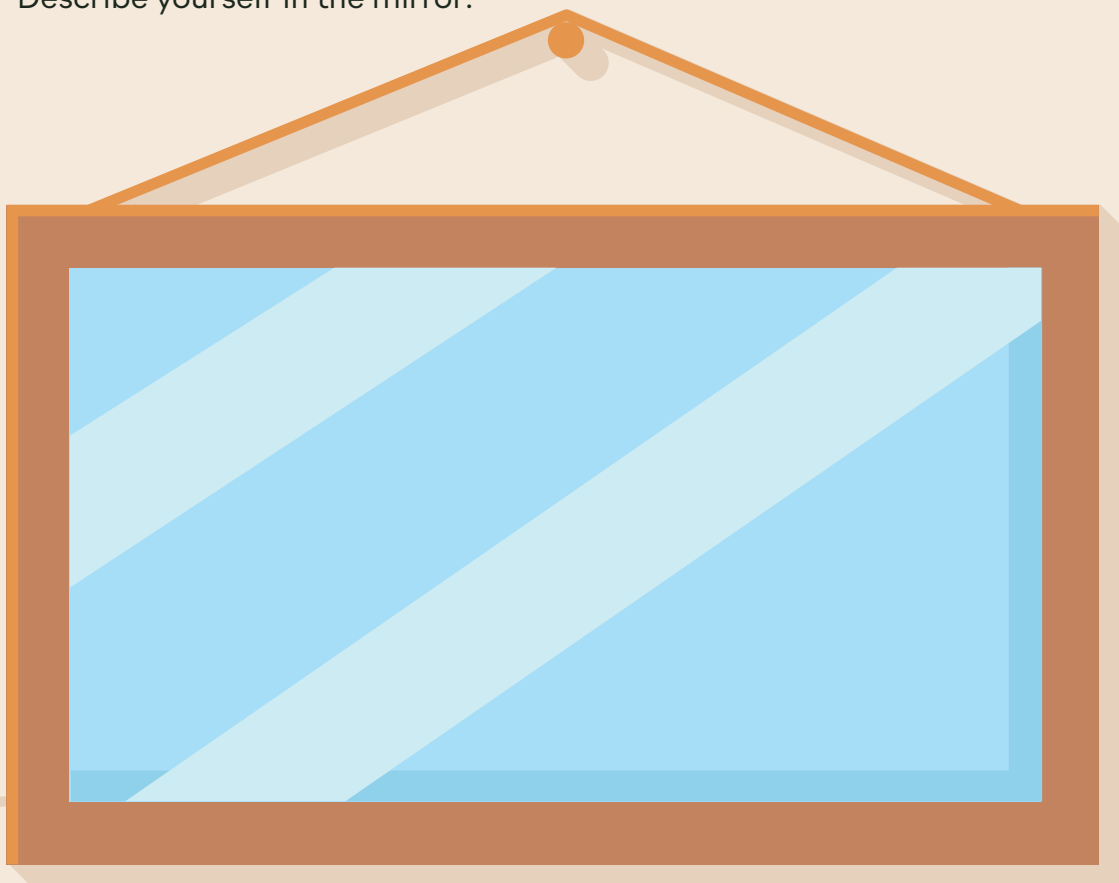
This is Caroline. She has big blue eyes, a small nose and a big mouth. Her hair is blonde, long and straight.



This is Michael. He has small green eyes, a big nose and a small mouth. His hair is brown, short and curly.

Me in the mirror:

- * Look at the mirror, draw your face or paste a picture of you there. Describe yourself in the mirror.



Unit 2

MYSELF

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- recognize types of houses by reading and listening to different descriptions.
- name rooms in a house.
- describe your house.
- describe your ideal bedroom.
- name objects in a bedroom and refer to their location.
- organize new vocabulary by creating a picture dictionary.
- reflect and talk about your favorite toy from your childhood.
- get acquainted with vocabulary related to clothing.
- distinguish between winter and summer clothes.
- describe your and your partners' outfits.
- express preferences towards clothing items.

My house, my home



These pictures are from some houses in the neighborhood. Take a look at the different types of houses.

A



B



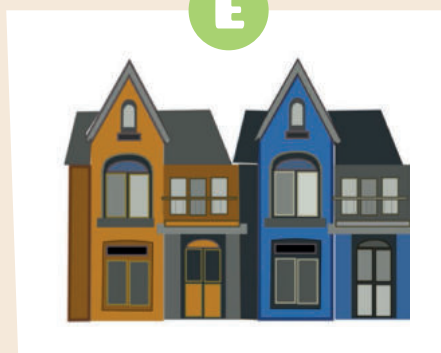
C



D



E



Listen to the description of the houses and write the letter the speaker is referring to.

Which house do they refer to?

Speaker 1

Speaker 2

Speaker 3

Speaker 4

* Read and listen to check your answers.



- 1 This house is small and it only has one floor. Its walls are white and its roof is yellow. In this house there is one bedroom, a small kitchen and a bathroom. There is also a garden.
- 2 This house is a detached one. It has two floors. There is a kitchen, a dining room, a living room and a bathroom on the ground floor. There are three bedrooms and another bathroom on the first floor. There is also a garage.
- 3 This is a five-floor building with ten apartments. In the apartments there are two bedrooms, a kitchen, a living room and a bathroom. There is also a garage.
- 4 This is a semi-detached house. Both have the same number of rooms. Each of them has two floors. There is a kitchen, a dining room, and a living room on the ground floor and there are three big bedrooms, a study room and another bathroom. There is an attic on the third floor. There is a balcony.

🌸 This is the description of the fifth house in this unit. Is it A, B, C, D or E?

This is a block of apartments. The buildings are different, some are higher than others and they are painted with a variety of colors. The highest is orange and its roof is green. In this building the apartments are small. In each one there are two bedrooms, a kitchen, a bathroom and a small living room. It doesn't have a balcony or a dining room.

✿ In the previous description, there are six rooms/parts of the house. Help Nico find them.



	bedrooms
1	
2	
3	
4	
5	
6	

✿ After reading the text and helping Nico with the activity, what do you remember from the text?

- 1 What color is the highest building?
- 2 Are all the apartments the same?
- 3 Are the apartments big?
- 4 How many bedrooms are there?
- 5 Is there a balcony?



* Now write a general description of your house. If you want include a picture.



Emma is learning the different parts of the house in English. She has some definitions and the names. Match them.

In this room there is a fridge and you can cook.

living room

In this room there are sofas and you can watch TV.

In this room there is a bed and you sleep there.

bedroom

From this place you can see the street and the neighborhood.

In this room there is a shower and toilet and you can brush your teeth.

dining room

bathroom

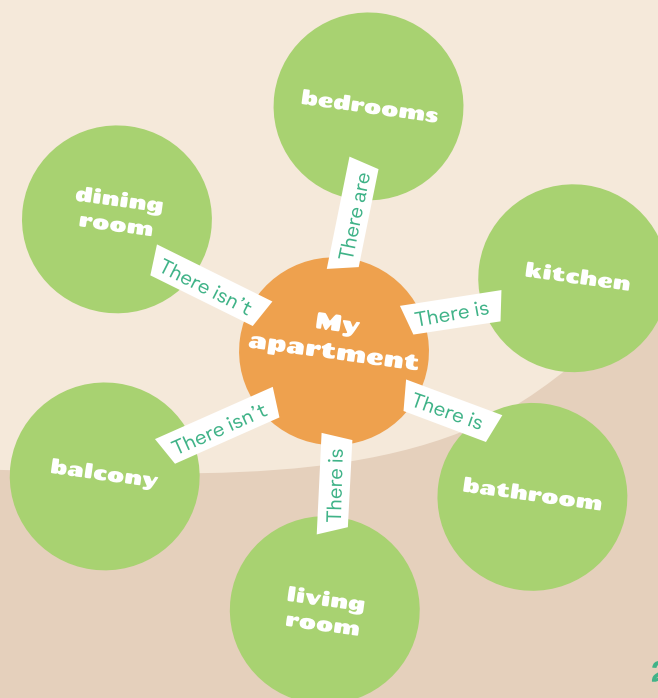
kitchen

In this room there is a table and there are chairs and you can eat there.

balcony

* This bubble map is about the text on the previous page. Have a look at it.

Create a bubble map about your house.



- * Draw the interior of your house. Describe it using the words from the previous exercises and the words from the box.

- * Describe your house. Use vocabulary from the unit and from the S.O.S. Box.

Rubrics for writing activities at the end of this book.



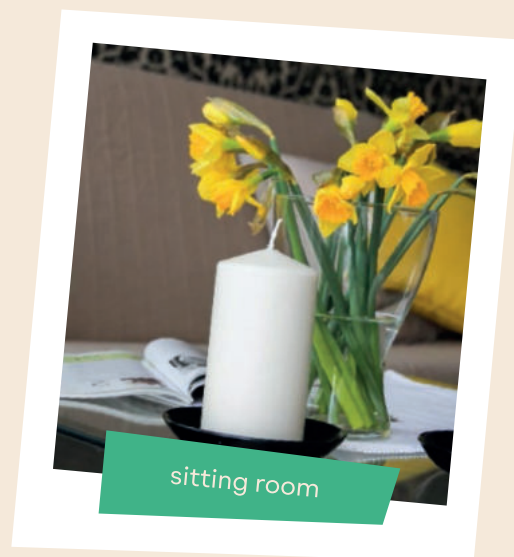
garage
balcony
bedroom
living room
kitchen
bathroom

dining room
garden
hall
study room
backyard
attic
basement

Picture dictionary

- 1 Take all the words from the S.O.S. Box and find pictures about each place.
- 2 Paste the pictures and label them.
- 3 Do this regularly when you learn new words.

My bedroom is my world



I love my bedroom. I have my own bedroom. It is big and comfortable.
The walls are white. There is a twin bed in it. In my bedroom there are more objects. Link the object with its name.

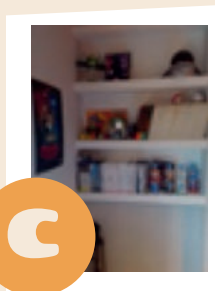
A



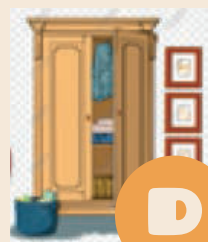
B



C



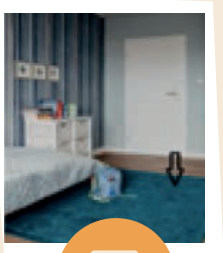
D



E



F



G



H



I



J



shelves

chest of drawers

paper bin

armchair

night table

desk

carpet

wardrobe

twin bed

cushion

A

F

B

G

C

H

D

I

E

twin bed

J



Types of bed:

twin, full, queen, king and California king.

* Which of these objects do you have in your bedroom? Describe the objects you have in your room.

Rubrics for writing activities at the end of this book.

Time for reflection

- * When you were a kid, did you have a favorite toy?
- * Do you still have it?
- * Do you have it in your bedroom?
- * Get with a pair and share your ideas.



Let's watch the trailer of an animated movie!

- * What is the story about?
 - a The story is about a child.
 - b The story is about a city.
 - c The story is about the toys.



- * Who are the main characters?
 - a Dogs.
 - b Toys.
 - c Children.

- * The movie is set in Andy's room. The movie is set in Andy's room. Highlight the objects you think Andy has in his room.

wardrobe	window	television
night table	computer	bulletin board
lamp	poster	books
chest of drawers	clock	chair
carpet	door	bucket

- * Watch the trailer the teacher will play

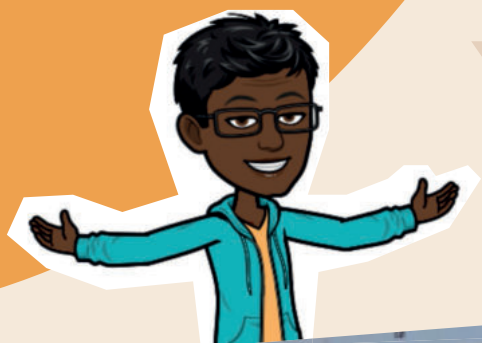
[click here](#)



Were you right? What objects from the list does Andy have in his room?

- * Get in groups of 4, watch the trailer again and answer the following questions.
 - a Is there a bucket of dolls?
 - b What color is Andy's blanket?
 - c How many beds are there in the bedroom?
 - d What animal toys does Andy have?
 - e Is the window next to the door?
 - f What other things are hanging on the walls?



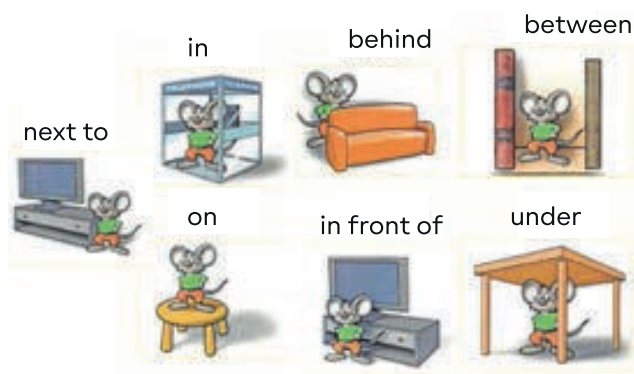
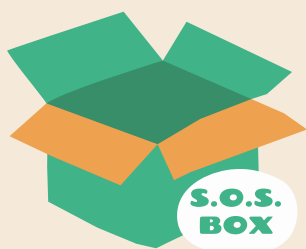


My father is angry. My sister's bedroom is very messy. It's difficult for her to find the things. Are these things in the picture? Look at the picture and see if the sentences are correct.



<https://www.flickr.com/photos/tachyondecay/2067319449/in/photostream/>
Photo by Ben Babcock

- a** There is a notebook **on** the desk. **CORRECT!**
- b** There is a black book **under** another book. **CORRECT!**
- c** There is a paper bin **between** the desk and the bed.
- d** There is a big toy crayon **behind** the bed.
- e** There is trash **in** the paper bin.
- f** There is a printer **in front of** the desk.
- g** There is a night table **next to** the bed



* Now, it's time to describe your ideal bedroom.

- * Make a drawing of it so your classmate can check your description.

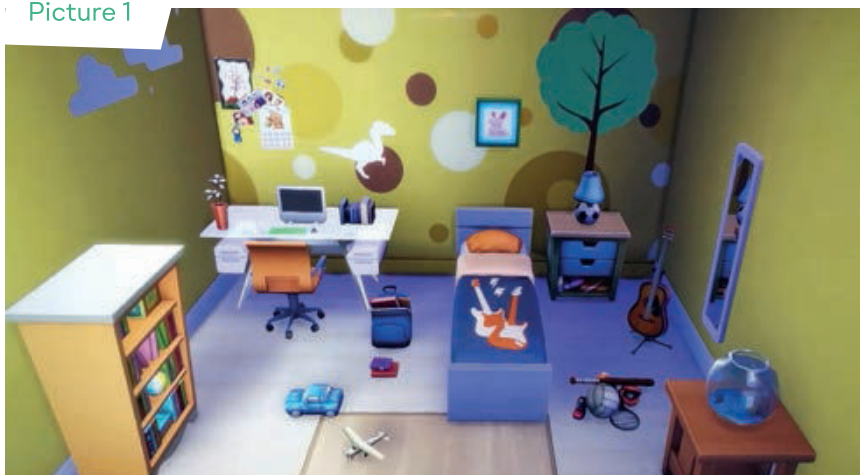


Find the differences



- * Look at the picture of Nico's bedroom (Picture 1). Nico tidies (puts everything into its right place) his bedroom. There are 6 things he changed (Picture 2). Find them.

Picture 1



Picture 2



Created by Jimena Martinez Spangenberg

My clothes, my choice



- * The teacher gave us this word search to solve. There are 14 clothing items. Circle the ones you find. We have an example.



1 tank top

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

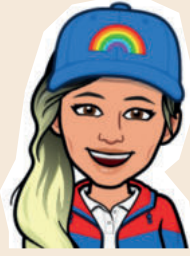
10 _____

11 _____

12 _____

13 _____

14 _____



I love outdoor activities. I love sunny days. Do you like rainy days or sunny days? What's your favorite season? What do you usually wear in each season?

- * These are my favorite clothing items and their incomplete names. Complete them with vowels (a, e, i, o and u). Match them with the pics.

DR _ SS

C _ P

SK _ RT

B _ LT

S _ CKS

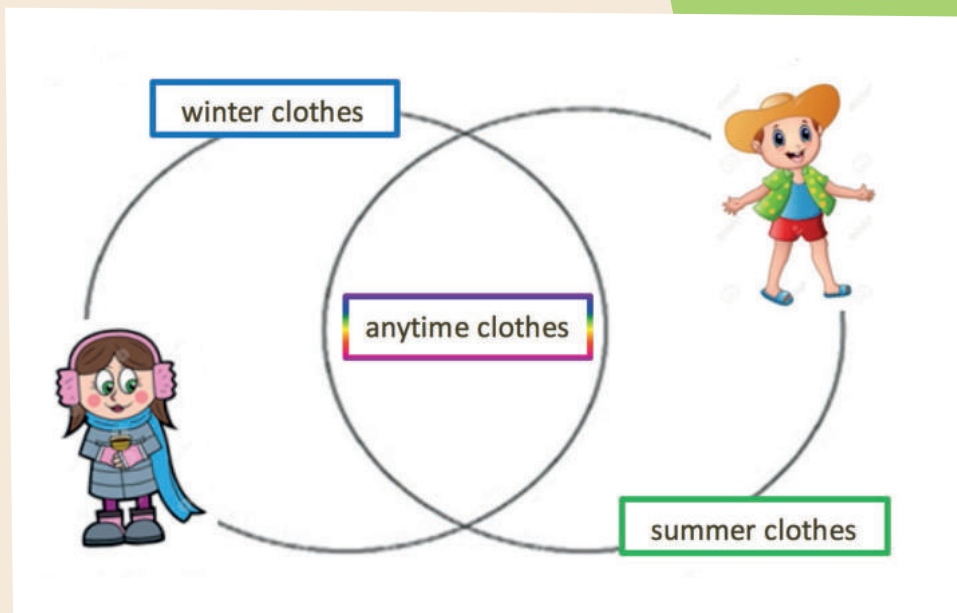
SH _ RT

V _ ST



I have to classify these clothing items. I need help!
Can you help me? Use the Venn diagram on the following page.

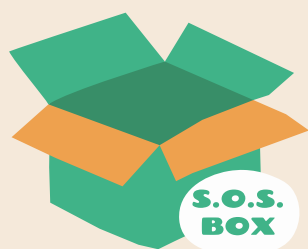
boots - trousers - hoodie - leggings - sandals - sweater - T-shirt - gloves -
woolen hat - jeans - earmuffs - shorts - trainers - shoes - scarf - blouse -
jacket - coat - suit - turtleneck - overall - sunglasses - raincoat - tank top



- * Choose 5 items you usually wear in summer. Draw a picture of yourself or do a montage and write a description of the clothes you are wearing.



e.g. In summer, I wear sandals.



My favorite clothing item is...

I really like wearing... because it is comfortable
/ fashionable / warm / colorful

I love wearing... because it is comfortable
/ fashionable / warm / colorful

In summer/winter I wear...



- * We wrote our own descriptions. Read them and see who of us wrote it. There is an extra one.

1

I am wearing sky blue jeans, a red polo T-shirt, a blue jacket and brown boots. I chose this outfit because today it is sunny but a bit cold, it is a beautiful autumn day!

2

Today I am wearing a short sleeve pink T-shirt, sky blue skirt and leather sandals. I like this outfit because it is very comfortable and casual.

3

I am wearing orange pants and a green sweater. I love this sweater because it is warm and my grandma knitted it for me. I am also wearing white tennis shoes.

4

Today I am wearing my favorite black T-shirt. It has a colorful heart shape in the middle. My shoes are plain white. I love summer because I can wear shorts. Denim shorts are awesome!



- * Read our descriptions again and complete the chart with colors and clothing items you find there.

A



B



C



A



B



C



Colors

Clothing items

sky blue

jeans

* Are these usual outfits for you? Which of these 4 would you wear? Why?

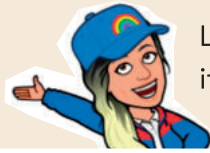
* Draw a character following the extra description above.

My favorite clothing item



There's a current fashion trend for dresses and my favorite item of clothing is a blue dress. What I like about the dress is that it has lots of pockets so it's really convenient to wear and I don't even need to take a bag with me. I like that it is very comfortable, too. I wear it on special occasions. I also get lots of compliments from my friends whenever I wear it. I really hope this is a fashion trend that's here to stay because I love wearing my dress so much!

- * Read about Lua and complete the first column of the chart.



A

Lua's favourite
item of clothing



B

Nico's favourite
item of clothing

B

Your favourite
item of clothing

Characteristics:

Reasons why she/
he likes it:

When he/she
wears it:

Notice the spelling of the word "favourite" in the chart. It is in BrE. In the rest of the lesson it is without "u" and it is in AmE.



- * Now listen to Nico talking about his favorite item of clothing. Complete the second column of the chart.
- * Complete the third column with your favorite item of clothing.

- * **What's your favorite thing to wear?** Dress up one of the drawings below wearing some of your favorite clothes. Write a description using the models in this unit.



- * Get in pairs and sit back to back. First describe your drawing to your partner so that he/she can complete the empty image below. Then, listen to his/her description to complete yours.





Emma and Lua are chatting about school.

- * Read the dialogue, roleplay it and complete the timetable below.



Emma: Hi Lua, how are you?

Lua: I'm doing great, and you?

Emma: Nice, I'm fine, too.

Lua: I have PE today and you know I love it!

Emma: Oh good! I have geography and I don't really like it that much.

When are your PE lessons?

Lua: My PE lessons are on Mondays and Thursdays.

Emma: What time?

Lua: At 12:00 pm. And what about your music lessons?

I know it's your favorite subject.

Emma: They are on Fridays, unfortunately only once a week.

And how often do you have music lessons?

Lua: Twice a week, on Mondays and Wednesdays.

Emma: Oh, awesome! I should go to your class! Hahaha!

Lua: Yes! That would be great! I also have piano lessons.

Emma: Oh, that's so cool! When are your piano lessons?

Lua: On Fridays.

Emma: At what time?

Lua: At 12:00 pm.

Emma: Sweet! And your Spanish lessons? I like Spanish too.

Lua: They are on Tuesdays and Fridays at 8:00.

Emma: Do you practice any sport?

Lua: Yes, I have swimming lessons on Tuesdays at 12:00 and football

on Wednesdays at the same time.

Emma: That's fun! Talk to you later!

Lua: Goodbye!

- * Complete Lua's schedule with info from the text

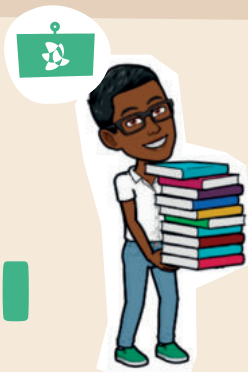
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
08:00-09:00	Geography	Tech	Biology	English	Tech	
09:00-10:00	Maths	Science	Drama	History	Maths	
10:00-10:10		Break				
10:10-11:00	English	Art	Maths	Geography	Biology	
11:00-11:05		Break				
11:05-12:00	Music	History	Music	Science	English	
12:00-01:00						

✱ Now complete your own schedule and write a paragraph about one of your school days.

#livingUruguay1

	MON	TUES	WED	THUR	FRI	SAT

School is a pretty good deal



Do you like attending school?
Think of three advantages of attending school.

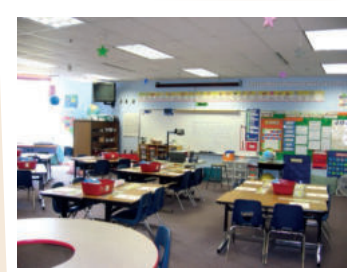
1

2

3

We can go swimming or do gymnastics!

Nico has written an article about school.
The title is "Why going to school is so cool! ".
Read it and complete the chart.



Attending lessons is one of the most enjoyable activities for me, and I think that school is very cool. If I had to say why, I would give ten reasons for that.

First, it is important for my future. I want to study and I want to pursue a tertiary level career. Even though I enjoy science more than literature, my favorite teacher is the literature one. He is really cool. We read a lot of interesting novels and stories.

Second, school is the place where I see all my friends. We have been together for more than 6 years and we really get on well. Some of my classmates are also my friends and I consider most of them as family.

Third, I really enjoy the school atmosphere. The principal knows each of us and the teachers have worked there for a long time. They are really involved in the school life and they want to have it clean and nice for all of us.

Fourth, it is close to my house. School is at a walking distance from my house and the people I see around in the neighborhood also attend lessons there.

Fifth, we created our own uniform. Last year, the school held a contest to have our own uniform. The principal's idea was that if the uniform were invented by the students, everybody would wear it. It was true! We are proud of our uniform.

Sixth, the school has the best labs in the city. I love science so having good and modern labs is important. The principal, the teachers and the parents invest money on keeping the labs updated. They are my fav place in the school.

Seventh, PE is a big deal. The school is working together with the local club and we are offered all kinds of sports. We can do swimming or gymnastics; we can practice basketball, soccer or volleyball. I spend a lot of time practicing sports and we have developed a sense of group.

Eighth, the school usually participates in different competitions. Some of them are related to sports and some of them are related to science clubs or literature. Everybody can actually compete and enjoy at the same time.

Ninth, my school is a public school and it is free of charge. Attending a school from ANEP is great. My parents don't have to spend a single peso on paying the school fee. I can use that money to buy material, books and also to do some of my fav activities in my free time.

Tenth, I have developed a sense of belonging. For me, school is like a big family. All the reasons I gave support my decision.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____

* Is your school similar or different to the author's? Mention differences and similarities.

* Read the article again and answer the following questions.



- 1** Is Nico's school private?
- 2** What does he mention about uniforms?
- 3** How does Nico describe the teachers?
- 4** What place does Nico prefer?
- 5** Which sports can they practice?
- 6** In your opinion, what does "sense of belonging" mean?

* Make your own list of the top ten reasons why school is good!
Then, write your friend's reasons. Finally, make a new list together.



My reasons

My friend's reasons

Make the final list of reasons

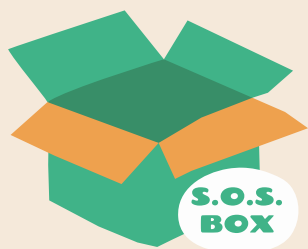
- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____



- * In pairs, write a short paragraph explaining your reasons, use Nico's text as a guide.



Our school is...

The best thing about our school is...

Another good thing is that...

There are...

There are also some minor negative points...

Unit 3

MY FAMILY

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- acquire more reading strategies to develop your reading ability and enhance your learning process.
- understand the various types of families that exist.
- get to know the families of the characters.
- describe and compare a family member.
- expand your cultural background knowledge.
- give opinions about activities and places.
- share information about the family member you admire.
- share information about the family pets and how they are part of the family.
- get to know the jobs, occupations and the places where your family members work.
- talk about friends that are like family.
- talk about the profession you want to pursue.

Did you know?

La palabra familia en español se pronuncia con 3 sílabas: /fa 'mi lia/.

In English, the word family has 2 syllables: /'fæm li/.

Let's play!

- * Nico, Lua and Emma are playing some games about the family. Help them solve the games.



Find family members

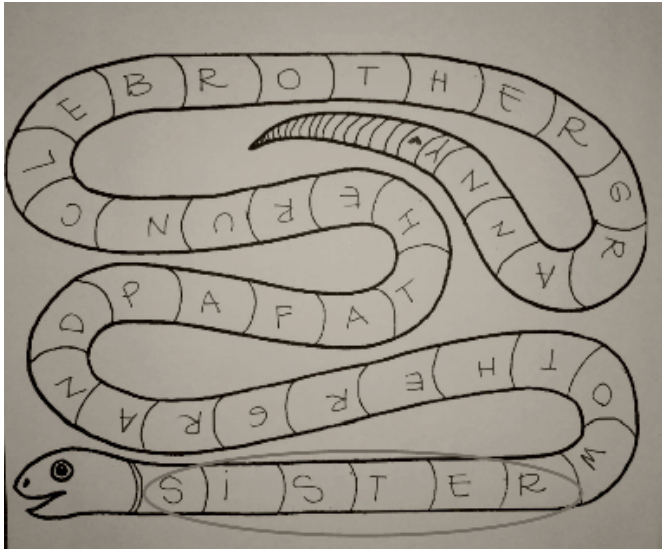


Photo by Veronica Velazquez

1 **Example** - sister

2

3

4

5

6



The sentence factory: In this game you have to build sentences using the following prompts.

She	is	my	father. mother. sister. brother. grandmother. grandfather. aunt. uncle.	She	likes loves doesn't like adores hates is keen on is interested in is OK with	watching TV. meeting friends. cooking. gardening. working. having mate. reading books. practicing sports.
He				He		

For example: She is my mother. She likes practicing sports.



Today there is a special celebration. Look at the picture, read the text and answer.



HERE YOU HAVE SOME HELP

1. Nico, Lua and Emma are
 a- in the park.
 b- at home.
 c- at school.
2. They are celebrating
 a- Family day.
 b- Cinema day.
 c- Labor day.
3. Why family day?
 a- To present my family members.
 b- To describe my family.
 c- To celebrate a special day.



On Family day we celebrate the family. All types of family. There are traditional and non-traditional ones. Traditional families usually have a father, a mother, children and/or siblings (brothers and sisters). The non-traditional ones include families with single parents, same-sex parents, extended families, families with divorced parents, among others. The three of us have non-traditional families.

Nico and Lua are talking...



* Read the following dialogue between Nico and Lua.



- 1 -Hi girls! I was looking at your social media photos and I wonder who these people are.



- 2 -Oh! That's my mother! She lives in the USA.



- 3 -Really? Where does she live?



- 4 -She lives in Claremont, CA.



- 5 -What is CA?



- 6 -CA means California.



- 7 -Is she American?

- 8 -No, she isn't. She is Uruguayan, like my father and me.



- 9 -This is my father. I live with him here in Uruguay.

Focus on pronunciation

Now, listen to the dialogue and read it at the same time.

Repeat the sentences from the dialogue.



Find a partner and perform the dialogue.



- * Read Lua and Nico's conversation and answer Emma's questions.



Where does Lua's mother live?



What is her nationality?



Can you describe her?



Who does Lua live with?



Meet my family on the following page.

Emma's family



- * Read the dialogue between Nico and Emma.



1 -Emma, have you ever been to the USA?



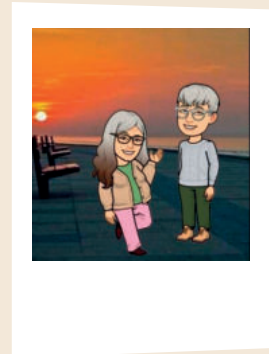
2 -No, never! I know my grandmother went there once. Here is a photo of my granny.



3 -Who is the person next to her?



4 -That is my grandfather.



5 -How old is he?

6 -I don't know! He's very old. I think he is in his 70s.

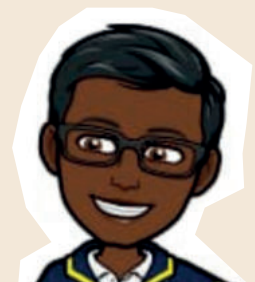


THE KIDS MENTION SEVERAL THINGS.
READ THE DIALOGUE AND FIND:



Now, let's meet my family!

- Two family members: _____
- A country: _____
- An object: _____
- A number: _____
- Two words that are synonyms: _____





Nico's family



* Read the dialogue between Lua, Emma and Nico.



1 -And what about you Nico? Do you have any pictures of your family?

2 -I have some in my cellphone. Do you want to have a look?



3 -Yes! Of course!



4 -Sure!



5 -This is my father. He doesn't like cellphones very much.



6 -Do you live with him?



7 -Some days of the week I stay at his house. My little sister lives there, too.



8 -Do you have any pics of your mother?



9 -Yes! This is my mother. She likes all types of music but she really loves candombe, like my aunt and my cousin.





How much do you remember about my family?
Read the dialogue on the previous page and answer.

Who...

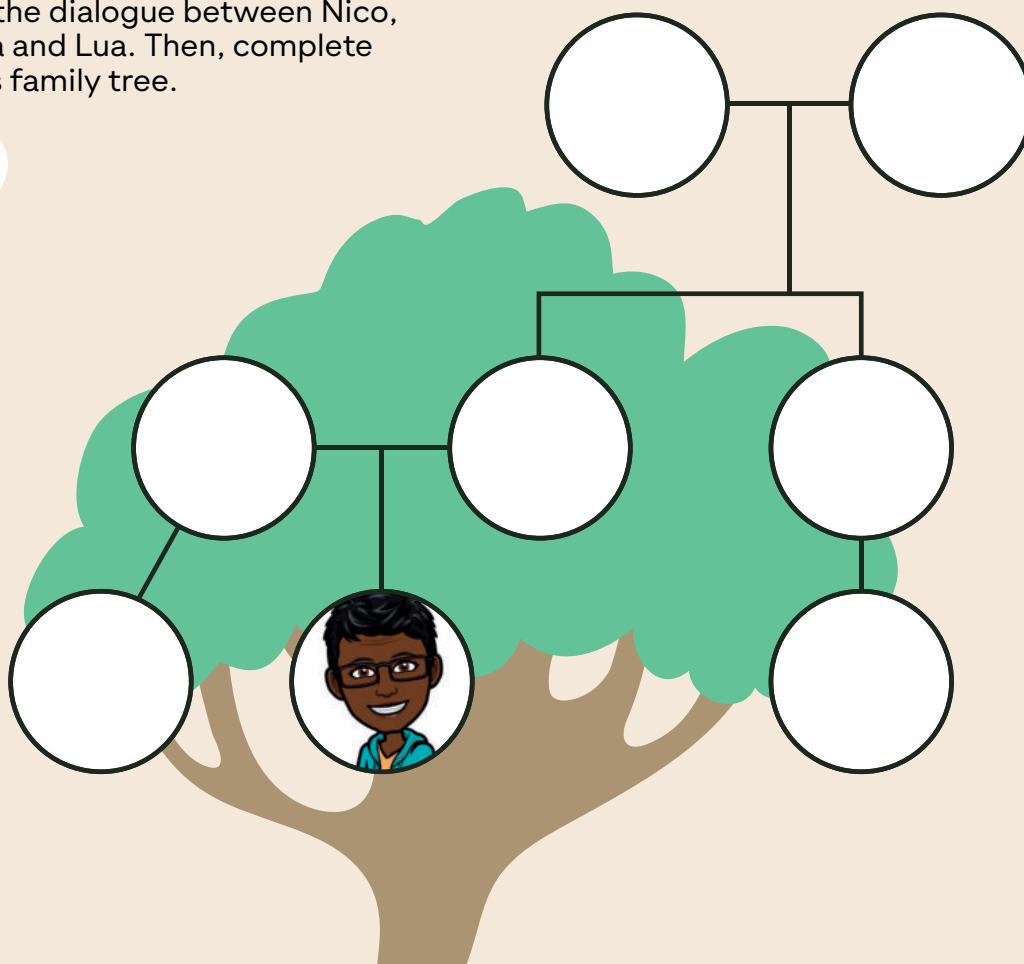
takes selfies? _____

likes candombe? _____

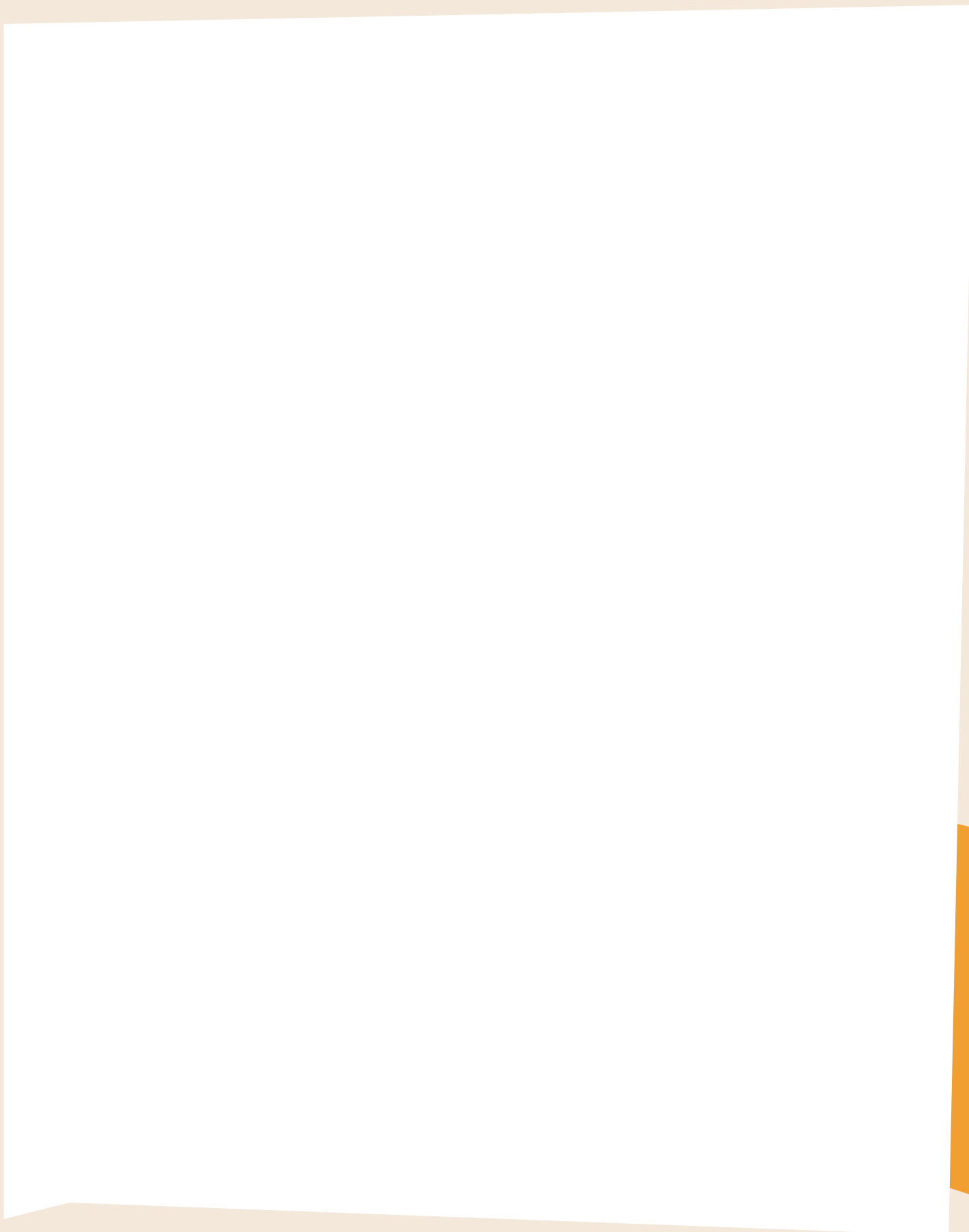
lives with Nico's dad? _____

likes cumbia? _____

Read the dialogue between Nico, Emma and Lua. Then, complete Nico's family tree.



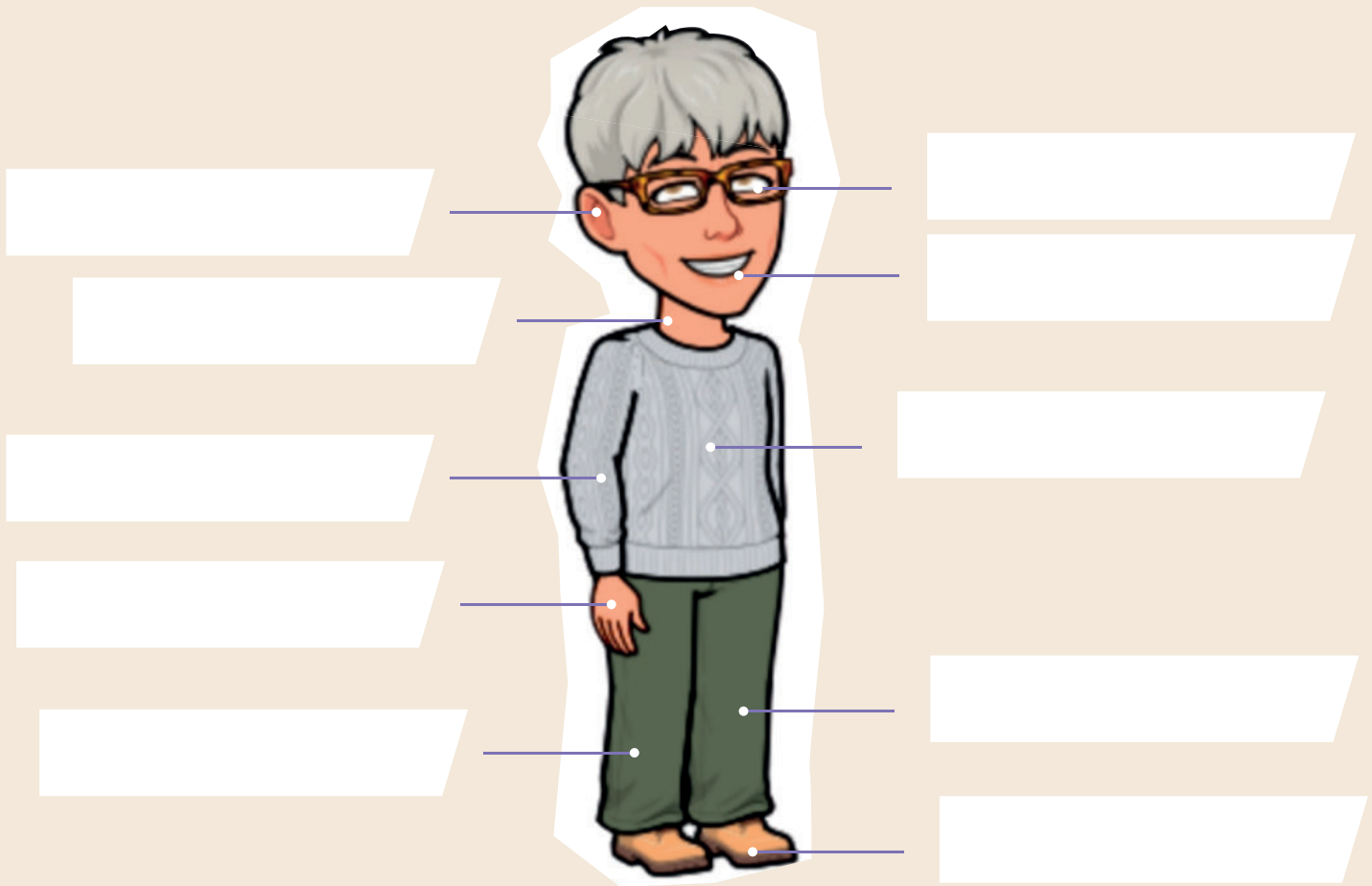
*** Create your own family tree.**



Describing family members



- * Look at the poster. Who is he?
- * Label Emma's grandfather's different parts of the body.



* Let's describe Emma's grandfather!

Emma's grandfather



is _____

has _____

is _____

has _____

is _____

has grey hair

Hydrating sentences is a technique the team learned from former EFL teacher Ana Maria González from Salto.

For Example:

He has grey hair.

Useful technique: hydrating sentences

Is his grey hair long or short? Short. Add it to the sentence.
He has short grey hair.

* Write sentences about Emma's grandpa in the following box.



* Now use a picture of a family member. Paste it here.



- Write words related to the picture.
- Think of words to improve your sentences. Use hydrating sentences.



* Write the description of the family member from the photo.



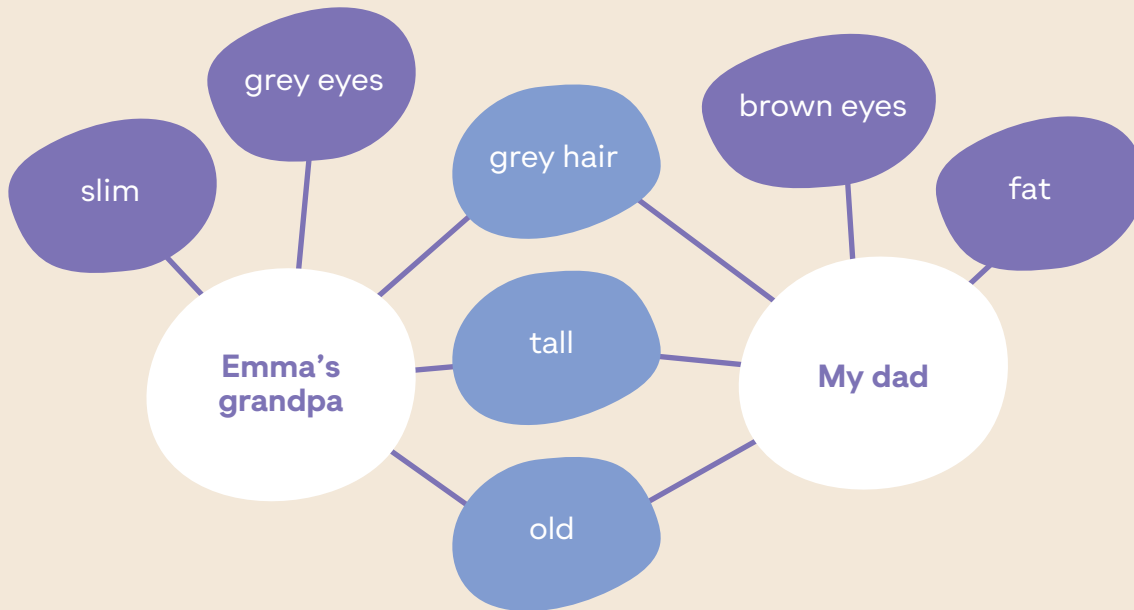
Get in groups of three students. Exchange the copybook with the classmate on your right. The student has 1 minute to read your sentences and correct them or add any useful information. Then, exchange the copybook with the other classmate and he/she has 1 minute to do the same. See what your classmates wrote and correct your sentences.

Project

Comparing relatives

In this unit you described Emma's grandfather. You also described a member of your family. For a school competition you are asked to compare both people.

* To prepare your description you can use a double bubble thinking map. Here you have an example.



For example:
Emma's grandpa is slim. My dad is fat.

Rubrics for project presentations at the end of this book.

Nico and Emma are playing at Emma's house

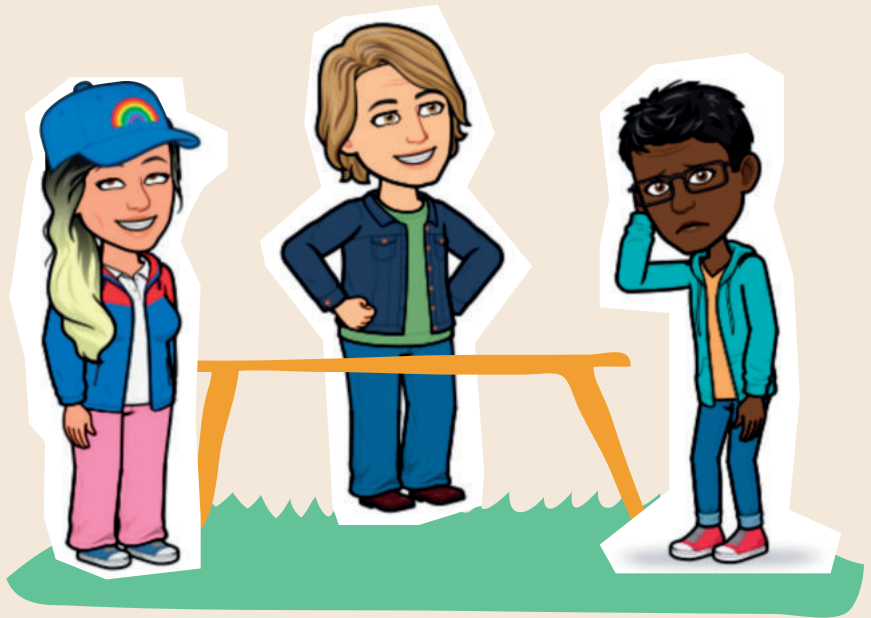
* Nico is describing Emma's house. Read the description and find the mistakes.



Emma's house is a wooden house. It is big and modern. It is white and blue. It has one floor. It has a big yard and small trees.

Nico meets Lua's father

**What are
you doing?**



* Watch the video and find out.



* Nico and Lua's father are talking. Listen to the dialogue and complete boxes 1 and 2 with the members of the family they mention.

Member of the family	Occupation	Where do they work?
Lua's father	artist / painter	5 <input type="text"/>
1 <input type="text"/>	teacher	6 <input type="text"/>
Nico's father	3 <input type="text"/>	Town Hall
2 <input type="text"/>	party planner	7 <input type="text"/>
Lua's mother	4 <input type="text"/>	laboratory



* Now, listen again and find out the occupation (boxes 3 and 4) of the five members mentioned.



* You listened to the dialogue twice. Complete the places they work at with what you remember. Share your answers with a pair. Then, listen again and check your answers.

Mimicry: family and occupations



Instructions

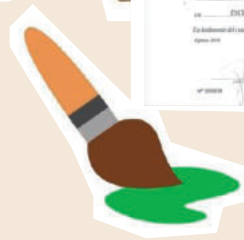
1. Students get in groups.
2. Students send a member of the group to the front.
3. The student chooses a strip of paper containing a family member and his/her occupation.
4. The student mimics the occupation and his/her group has to guess the occupation.
5. When the group guesses the student reads the strip of paper.
6. Groups switch turns until all the strips of paper are used.



Today is Labor Day. For homework I created a poster about my father. Take a look at it. Guess what it means.



- * Write sentences to predict what I say about my father.



1

2

3

4



- * Now listen to Lua and check your predictions.

Project

The profession I want to pursue

- * Lua wants to be a professional football player.

She created this photo montage about her.

Then, she wrote this short description.

Hi guys! Do you know that I want to be a football player?

I want to be a professional footballer because I love team sports, being part of a team and scoring goals!

In this picture I am wearing a cap, a sky-blue jersey, black shorts, long socks and football shoes. I love this outfit!

Tell me about the profession you want to pursue!



The words football and soccer are used as synonyms in this book.



Think of one profession you would like to pursue.

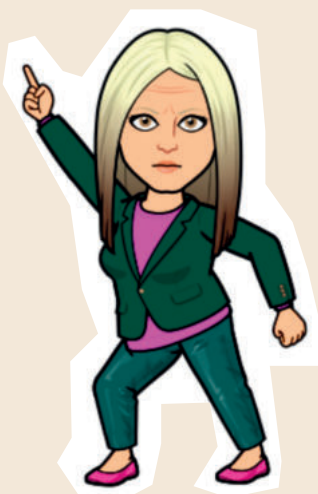
Create a photo montage about it.

Write a description about you and your profession.

"If you can dream it, you can do it".

Walt Disney

Traveling abroad...



- * Look at the following character.

Who is she?

- * How much do you know about her? Answer the following questions.

1. What does she look like?
2. Does she live in Uruguay?
3. What is her nationality?
4. Where does she live?
5. What is her occupation?
6. What do you know about the place where she lives?

- * Lua's mother lives in Claremont, CA*. Watch the video she sent to Lua.

- 1- Watch it and write any word that calls your attention.
- 2- Watch it again and write words related to each day of the week.
- 3- Write three sentences related to the video.

For Example:

On Mondays, Lua's mom...





- * As you can see, Lua's mom is really active. Let's watch the video again and see what she does during the week. Put the actions in order.

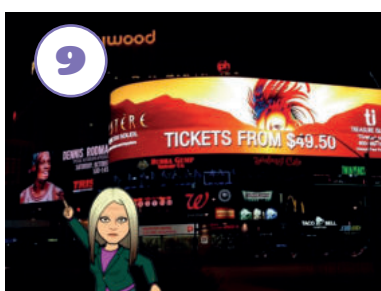
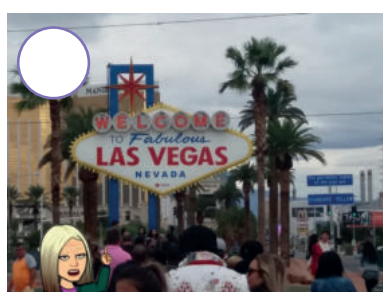


Photo by Gustavo Pereira Mendez

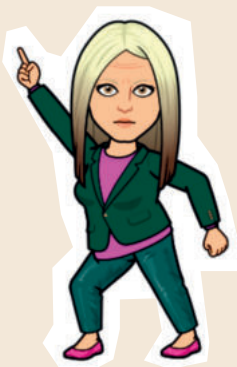
CA* means California. Look at the following chart to know about the other States in the United States.

- * How would you describe Lua's mom's typical week?
Match Lua's questions with her mom's answers.



- 1 Where do you work?
- 2 How do you get home?
- 3 What do you do on Fridays?
- 4 Where do you go on Saturdays?
- 5 What do you like doing on Sundays?

- A I work as a volunteer at Claremont High School.
- B I go shopping on Fridays.
- C On Sundays, I visit Las Vegas.
- D I love going to the movies.
- E I take the bus home.



- 1 → A
- 2 →
- 3 →
- 4 →
- 5 →



My mom sent me a chart with the State abbreviations. She also sent me a challenge. Let's learn the States from the US.



The States...

AL- Alabama
AK- Alaska
AZ- Arizona
AR- Arkansas
CA- California
CO- Colorado
CT- Connecticut
DE- Delaware
FL- Florida
GA- Georgia
HI- Hawaii
ID- Idaho
IL- Illinois

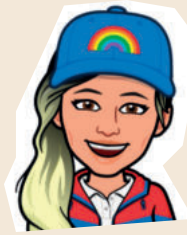
IN- Indiana
IA- Iowa
KS- Kansas
KY- Kentucky
LA- Louisiana
ME- Maine
MD- Maryland
MA- Massachusetts
MI- Michigan
MN- Minnesota
MS- Mississippi
MO- Missouri
MT- Montana

NE- Nebraska
NV- Nevada
NH- New Hampshire
NJ- New Jersey
NM- New Mexico
NY- New York
NC- North Carolina
ND- North Dakota
OH- Ohio
OK- Oklahoma
OR- Oregon
PA- Pennsylvania
RI- Rhode Island

SC- South Carolina
SD- South Dakota
TN- Tennessee
TX- Texas
UT- Utah
VT- Vermont
VA- Virginia
WA- Washington
WV- West Virginia
WI- Wisconsin
WY- Wyoming



- * Surf the Internet and find a map. See where each State is.
- * See which ones are in the north, south, east and west of the US.



Mom sent me this challenge. These are phrases and facts from the US. Ask the Geography teacher or find info in the Internet

Which State in the US do I refer to?

If you don't like the weather in _____, wait for 5 minutes.

The Sunshine State. _____

The most environmentally friendly State. _____

The Land of Lincoln. _____

The Golden State. _____

- * These photos are from different places in the US. Label them.



Photos by Aldo Rodriguez

- 1 The Bells in Philadelphia, PA.
- 2 The Chicago River in Chicago, IL.
- 3 The Blue Bridge in Jacksonville, FL.
- 4 Sculpture of Children Playing, Charlotte, NC.
- 5 Detroit Industry Murals, Detroit Institute of Arts, Detroit, MI.

Project

Presenting my place to Lua's mom

- * Lua's mom showed some photos from the place she lives in.
- * Take 5 photos or download 5 photos of where you live from the Internet.
- * Create a poster.
- * Present it to the class. Remember to use sentences to present each place.



Photo by Aldo Rodriguez

For Example:

*This is the New Santa Lucia Bridge.
The Old Bridge is used by local people.*

The teacher will be Lua's mom.

Lua's mom can ask you some questions about the place.



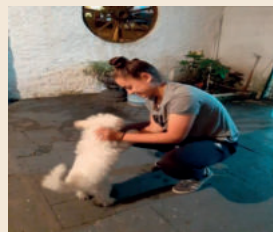
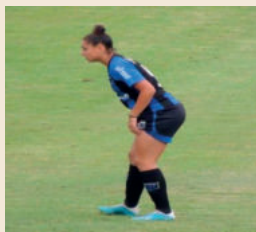
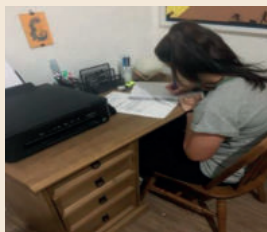
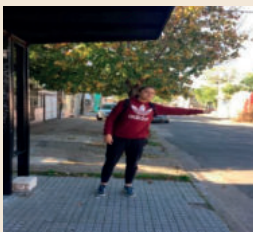
Friends are like family



As you know, I love football. I want to be a professional player in the future. My friend Victoria Martinez is a professional player from Montevideo. Look at the pictures she sent me. I need to do the homework for the English lesson.

- * Match the pictures with the activities she does every day.

Photos by Victoria Martínez



Victoria chats with her friends.

Victoria plays with her pet dog.

Victoria waits for the bus.

Victoria does her homework.

Victoria practices with her team.



The teacher wants us to improve our writing.

Mrs. Pérez asked me to improve the sentences about Victoria with these prompts.

For Example:

Victoria chats with her friends on the telephone.

Victoria chats with her friends at home.

Victoria chats with her friends and she listens to music.

Victoria chats with her friends at night.

Prompts

on the telephone

at night

at the bus stop

at the football pitch

at home

alone

and she listens to music



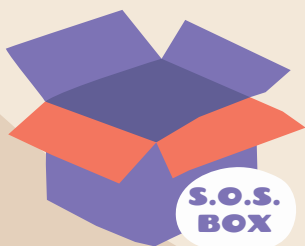
A person I admire



Guess the person I admire.

For example:

She is a woman because Emma says the person is a single mother.



family member
62
hairdresser
very active
single mother
extended family
long grey hair

She can be...because...

She may be...because...

I think she is Emma's ...



You were right, the person I admire is my grandmother Sofia. I call her granny Sofia. Let's see what you remember about her.

- * Think of one person in your family you admire. Think of the reason why you admire that person. Write one sentence to express your ideas.



“

I admire her because she is my role-model and she faced challenges with courage.”

Emma

You can use a dictionary or your cellphone to access an online dictionary or translator.

The Admiration Wall

- * Write the sentence you created on the admiration wall. The wall can be physical or virtual. Your teacher will tell you where The Admiration Wall is.
- * Read the phrases your classmates wrote on The Admiration Wall.
- * Choose three phrases and write them on your copybooks.



admiration

I admire my dad because he is honest and he loves me.

I admire my aunt because she is a single mother of 4.

I love my brother because he is a caring person.

I admire my mom because she works hard.



* According to what you know about Emma's grandma. What do you think she does every day?

* Work with a partner and write 5 predictions.

Our predictions



* Listen to what Emma says and see if your predictions are correct.

Shadow reading

* My grandma is a beautiful woman. She is 62 but she is very elegant. She takes care of herself. She loves sports because she is very active. She practices yoga twice a week and she goes to the gym daily. She is very energetic. She is never tired and she trains for more than 3 hours a day. She also goes swimming three times a week.

I love talking to her. She is very positive and loving. She gives me advice all the time. She is also very charming and everybody loves her.

My family pet and our mascot



Her name is Pirata and she is my pet. She is a female dog. She was a street dog. This picture is from the day we found her. She is white with black spots. She has a black patch. Because of this we call her Pirata, the Spanish word for pirate. Pirata is cute, energetic and a spoiled dog. She can bark and wig her tail when she is happy. When she is alone, she chews her toys.



I want to know about your pet Emma. Can I ask you a few questions?

Sure.



What's the name of your dog?



Why did you give her that name?

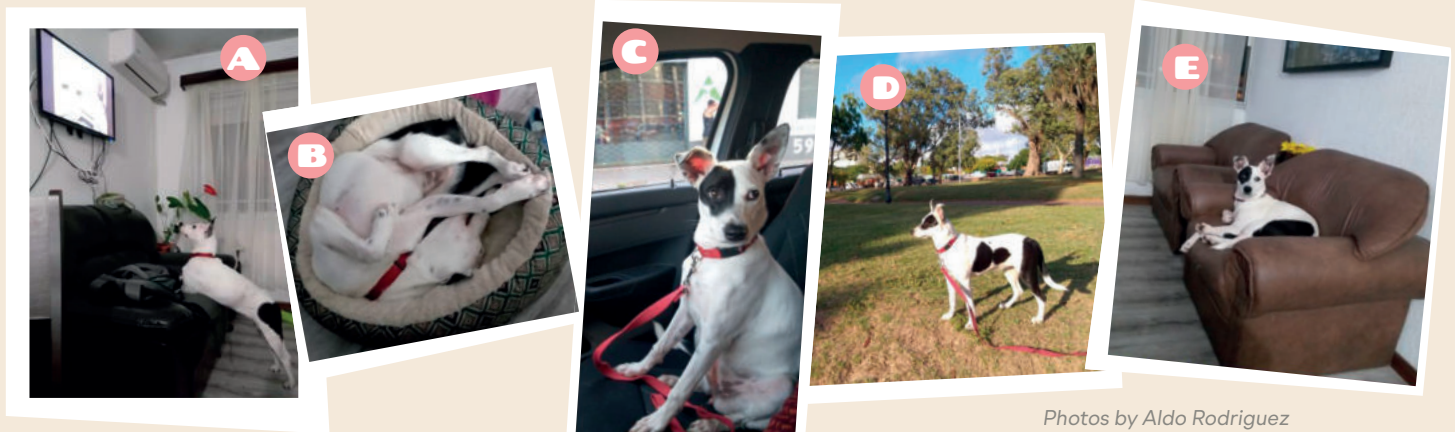


What is she like?



Pirata, the mascot of our school

- * She loves doing different activities. Match the descriptions with the pictures.



Photos by Aldo Rodriguez

- 1 sitting comfortably on the couch
- 2 running in the park
- 3 riding the car
- 4 relaxing and sleeping in her bed
- 5 watching television

For Example:

Pirata loves watching television as in picture A. She loves documentaries and animal shows.

Project The class's mascot

Each student draws a part of the body.

Get in groups of 6 or 7 students.

Then, the group creates the mascot with all the parts of the body.

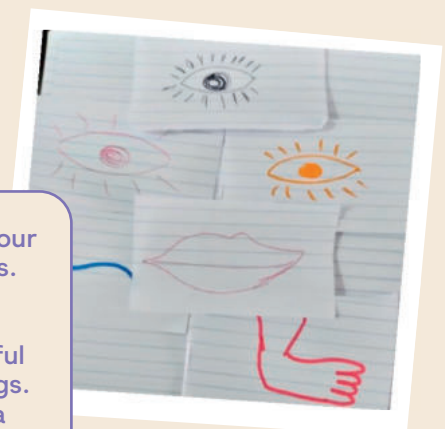
Assign a name and think of the physical and personality characteristics of the mascot.

Describe everything the mascot can do and the things the mascot can't do.

Each group presents the mascot to the rest of the class and the whole group chooses the class mascot.



This is Colorful Eye. It's our mascot. It has three eyes. One eye is orange, the other eye is red and the third eye is black. Colorful Eye can see a lot of things. It can also speak. It has a big mouth. It has one leg and a blue tail. Colorful Eye is a nice mascot and everybody loves it.



Project

An everyday person I admire

- 1** Prepare a presentation (poster/book/video/ppt or any other resource the students or the teacher want to use).
- 2** The project focuses on a family member you admire (it can be the one you mentioned in class).
- 3** Include a picture or drawing of that person.
- 4** Say why you admire that family member.
- 5** Briefly describe that person.
- 6** Briefly indicate what that person does every day.
- 7** Present about the person you admire to the class.



Rubrics for project presentations at the end of this book.

Unit 4

ANIMALS

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

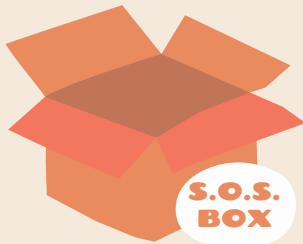
- understand the difference between wild, domestic and domesticated animals.
- know more about popular and autochthonous animals from Uruguay.
- share your thoughts regarding animals in general and animals as pets in particular.
- get to know pets from other people.
- work with local and worldwide endangered species.
- reflect upon the importance of animals in our lives.
- see and understand the benefits of having animals and what occupations they have.
- express preferences and opinions regarding animals.
- describe animals physically and the abilities they have.
- know more about what animals eat.
- share information about the animals you love.

My pet



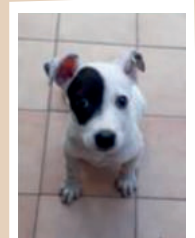
You already know my pet.
Let's see how much you
remember about her. Are
these sentences true or false?

The pet is a dog.
The dog is a male dog.
The dog is white and black.
The dog's name is Pirata.

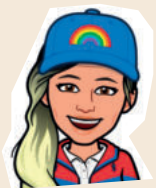


My pet is a male dog. His name is Chocolate.
My pet is a female cat. Her name is Gatita.
My pet is a female dog. Her name is Pirata.

- * Have a look at the pictures of the characters and their pets.
What animals are they? Look at the S.O.S. BOX.



Photos by Valentina Alpuin, Niuverts Muriguenez & Aldo Rodríguez



- * Look at the descriptions of my pet.
Read them, look at the picture and decide which one is correct.



Description 1

Gatita is a female cat. She was a street cat. She is one year old. She is small and black with white spots. She has blue eyes and a short tail.

Description 2

Gatita is a female cat. She was a street cat. She is one year old. She is small and bright black. She has beautiful eyes and a long tail.



- * You already know my pet. His name is Chocolate. He is a big dog. Listen to my description and complete the chart.



Name: Chocolate

Age:

Breed:

Loves:

Body characteristics:

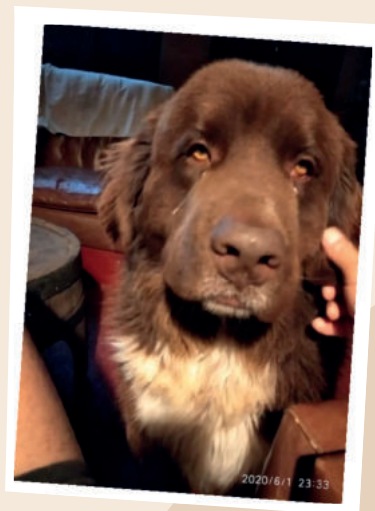
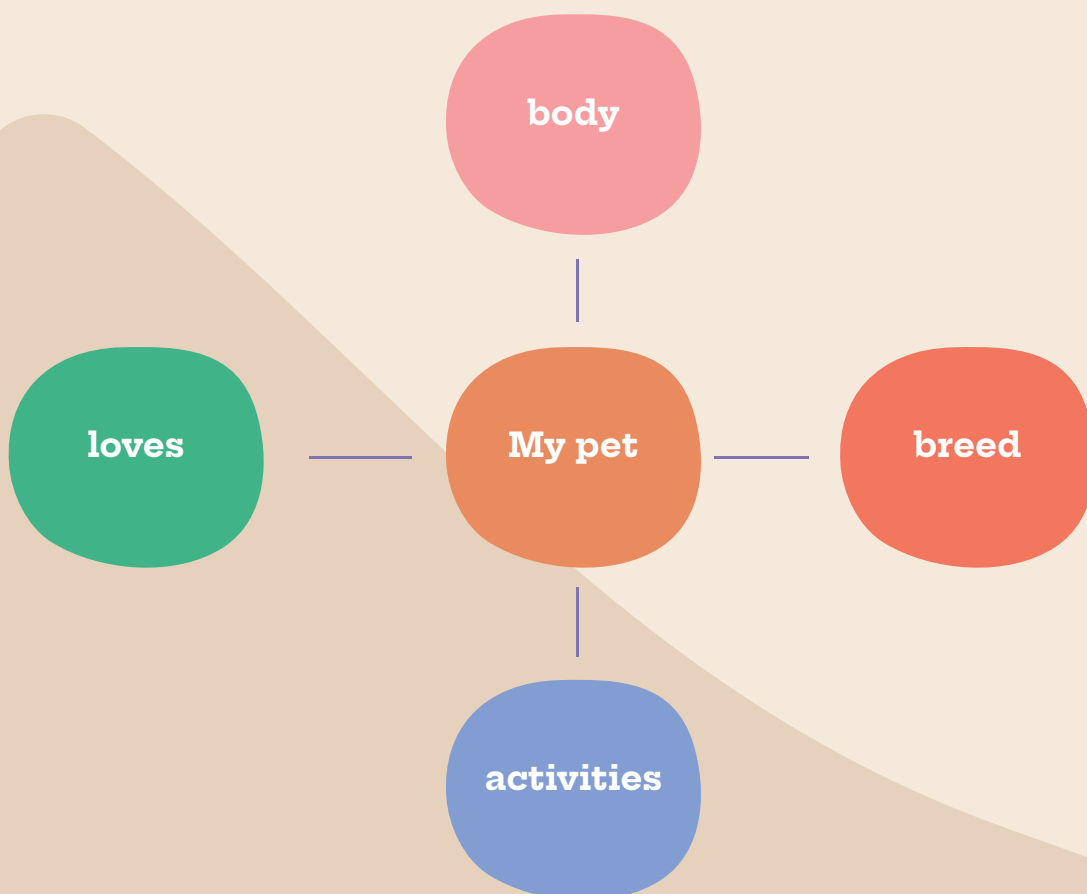


Photo by Niuverts Muriguenez

The animal show

- 1 Think of your pet and jot down ideas about it.



2 Add adjectives to your ideas to form phrases about your pet (color, size, number, etc.).



3 Write a description of your pet. Describe any special ability.



4 Write your description and paste a picture of it on a separate piece of paper.



Jeanine is my mom's friend. She lives outside of Chicago with her many pets. Look at the video she sent me. She has these four pets. Match the names with the pictures

- 1 Baby the cockatoo
- 2 Wayaka the dog
- 3 Olive the cat
- 4 Daryl the African grey parrot



- * Listen to Jeanine talking about her pets, Wayaka and Olive. What does she say about them? Take notes.



Wayaka

Olive

Photos by Jeanine Clark Bremer



Your opinion matters!

Do you agree that cats and dogs can be friends? Why/ Why not?

- * Jeanine talks about Wayaka's toy, the baby frog. Does your pet have a toy? Which one? Describe the toy and how your pet loves it.

- * Paste a picture of your pet with his/her favorite toy!



The importance of having a pet



I made this poster about the importance of having a pet. Look at my poster.

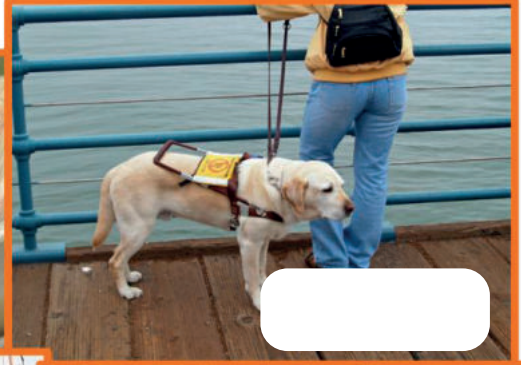
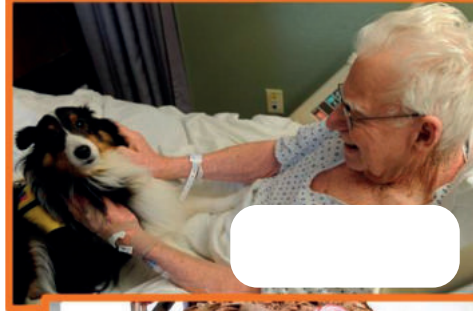


What animals can you see?
How many people are there?
How do they feel?
Can you see people petting the animals?
Are the people cuddling the animals?

The power of animals



Dogs have many abilities and help people in many ways. Look at these pictures of dogs.



- * In the previous pictures you have dogs doing 4 types of activities. Let's work with those pictures.
- 1 Describe what you see in the pictures.
- 2 What's the role of the dog in each picture?

- * Label the pictures with these names.

Rescue dogs

Detection dogs

Assistance dogs

Therapy dogs

THE IMPORTANCE OF PETS

Pets are part of our lives and families. They give us company, reduce our stress levels, sense of loneliness and help us to increase our social activities. Pets help society in many ways, especially dogs.



Therapy dogs are taken to nursing homes, hospitals, care centres to be with patients. They help their quality of life and make people more sociable.

Rescue dogs can search for survivors after natural disasters such as earthquakes, tsunamis, fires, avalanches, etc. They assist firemen and policemen in tracking people and they rescue thousands of people across the world every year.



Medical alert and detection dogs help in detecting cancer, but also have been trained to help people with severe forms of Diabetes, Narcolepsy, Addison's Disease, and Epilepsy to ensure they get medical attention when necessary. These dogs save people's lives.



Assistance dogs are trained to help physically impaired people (the disabled, blind and deaf people) in their everyday needs and perform a number of tasks to facilitate people's lives from opening and closing doors to helping people undress, to emptying washing machines.



I am a little tired and I have to do my homework. Can you help me? Read the text and complete this chart.



Therapy dogs

Where do they work?

They help people to be....

Rescue dogs

When do they act?

They work with firemen, ...

Detection dogs

What can they detect?

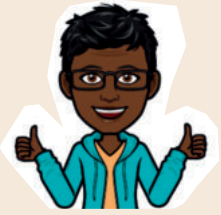
They help people with...

Assistance dogs

Who do they assist?

They can perform activities such as...

Adapted from <https://newsinhealth.nih.gov/2018/02/power-pets>



- * Pets have several benefits for their owners. Prepare a poster about the benefits of pets.

My favorite animal

Emma loves animals! Let's find out what her favorite animal is!



- * This animal has 5 letters. What is it?

- 1 The first letter is in train but it isn't in rain.
- 2 The second letter is in ice and also in thin.
- 3 The third letter is in gain and also in game.
- 4 The fourth letter is in he and also in we.
- 5 The final letter is the letter that comes after q.



- * Read and listen to Emma talking about her favorite animal.

My favorite animal is a wild animal. It is a big mammal.

It can run very fast and hunt all types of animals because it is a carnivore.

It lives in the wild. It is a great swimmer and loves the water.

It has got dark stripes and orange fur. When it becomes an adult it generally lives alone.

- * How much do you know about tigers? You have info in Emma's text.

- 1 What kind of animals are they?
- 2 What abilities do they have?
- 3 Where do they live?
- 4 What color is their fur?



- * Look at Emma's bubble map about tigers and create your own.



What's your favorite animal?
Create a bubble map.



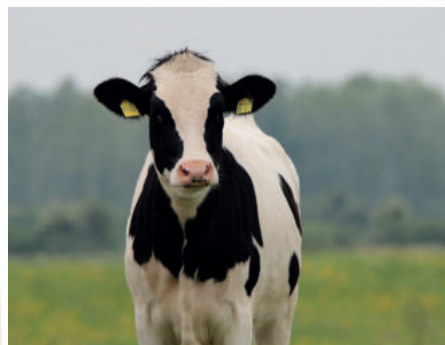
- * Now write a paragraph about your favorite animal.

What animals eat

- * What do these animals have in common? How are they different?



tiger



cow



grackle

Source: pixabay.com

To know more about the grackle:

[click here](#)

Which of them is a carnivore?

Which of them is an omnivore?

Which of them is a herbivore?

Did you know?

Herbivore can be used with a or an. It depends on its pronunciation. If you pronounce it /'ʒrbɪ,vɔr/ you use **an** (Mostly AmE). If you pronounce it /'hɜːbɪ,vɔː/ you use **a** (Mostly Br.E).



Nico, Emma and Lua are classifying these animals. They have to distinguish between carnivore, omnivore and herbivore. Help them classify, please!

human beings

horses

sheep

ostriches

hyenas

camels

anacondas

foxes

Herbivores

Carnivores

Omnivores

- * Write three more animals in each category.



Did you know?

That the word sheep is written the same when it is singular and plural.



I have an idea for you. Let's protect nature by volunteering in an animal reservation.

- * Make a list of Uruguayan endangered species.

1

2

3

Let's adopt endangered species. Choose one Uruguayan endangered species and describe it. Create a T-shirt with the name of the species, the organization's name and how to help.



- * Lua is doing her homework. She has to answer some questions using the pictures of a cat and a tiger.

What can you see in the pictures?

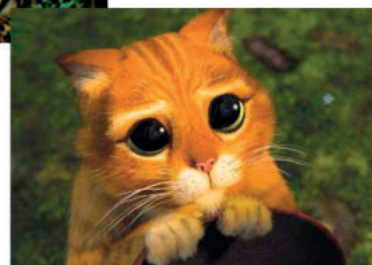
Can you identify these pictures from any famous video, song, or film?

How do the pictures make you feel?



Source: wallpapersafari.com

Source: pixy.org



What's the main difference between the animals in "Roar" and the ones in "Puss in boots"?

- * How would you define these categories? Can you write some examples?



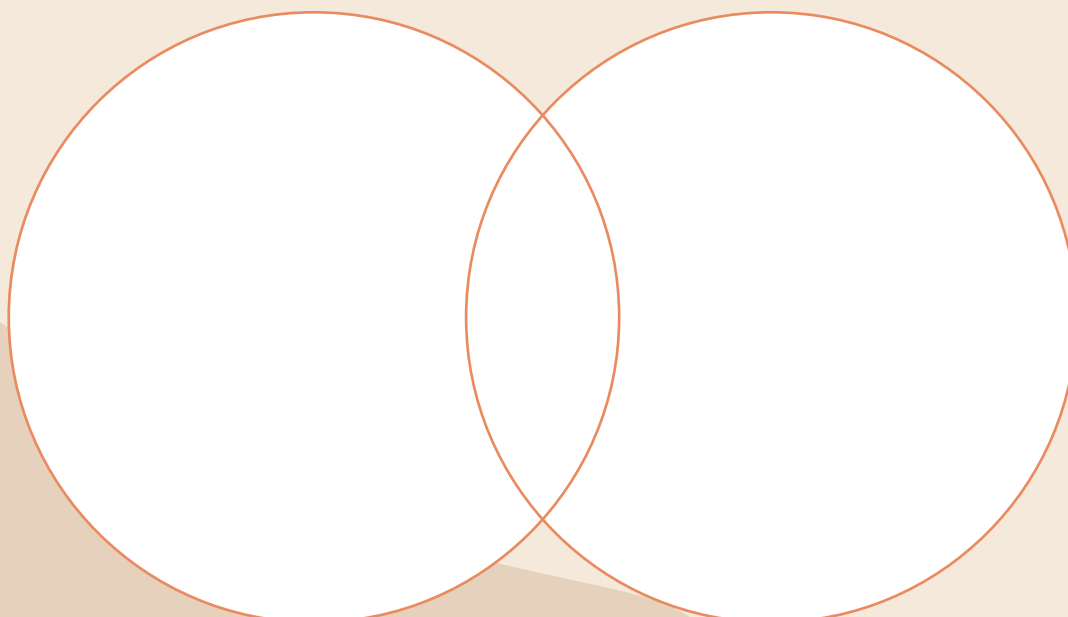
Wild animals / Domestic animals

Are there any wild animals that can be domesticated? Do you have examples of them?

- * What are the characteristics of wild animals? What are the characteristics of domestic animals? What characteristics do they share? Complete this Venn diagram.

Wild animals

Domestic animals



Project

Using a digital tool students may create two polls. One related to their classmates' most common pet. The other one should be related to one word that would best describe their pets.

After getting results, the class will work in three groups. Each group will work with one of the 3 top most common pets. They have to describe the pet in terms of qualities and benefits of having that pet.



Rubrics for project presentations at the end of this book

Native Uruguayan animals



Which of these animals are native to Uruguay? Cross out the ones that are not.

Picture dictionary:

Find pictures of the native Uruguayan animals and find information about them. You can make oral presentations based on the information you found.



Source: <https://d-maps.com/>

Your opinion matters!



- * Have you ever been to a zoo?
- * Do you like zoos?
- * Are animals happy there?
- * What is the difference between a zoo and an animal reserve?



Lua loves animals, she is now reading about capybaras. Let's see what she finds out...

Uruguay is home to the largest rodent, the capybara. This animal is also called carpincho. It is a mammal that is a close relative to the guinea pig. It looks similar to a large, tailless beaver. It has got long teeth. It is light brown. The capybara eats grass, water plants and grains. It usually lives near lakes and rivers in small groups, or even in packs of up to 80 or 90 individuals.

Source: <https://theculturetrip.com/south-america/uruguay/articles/7-awesome-native-animals-in-uruguay/>



- * Read the paragraph and complete the fact file.

Type of animal:

Spanish name:

Distinctive part of the body:

Color:

Food:

Habitat:

- * Complete a fact file about another native Uruguayan animal.

Type of animal:

Spanish name:

Distinctive part of the body:

Color:

Food:

Habitat:

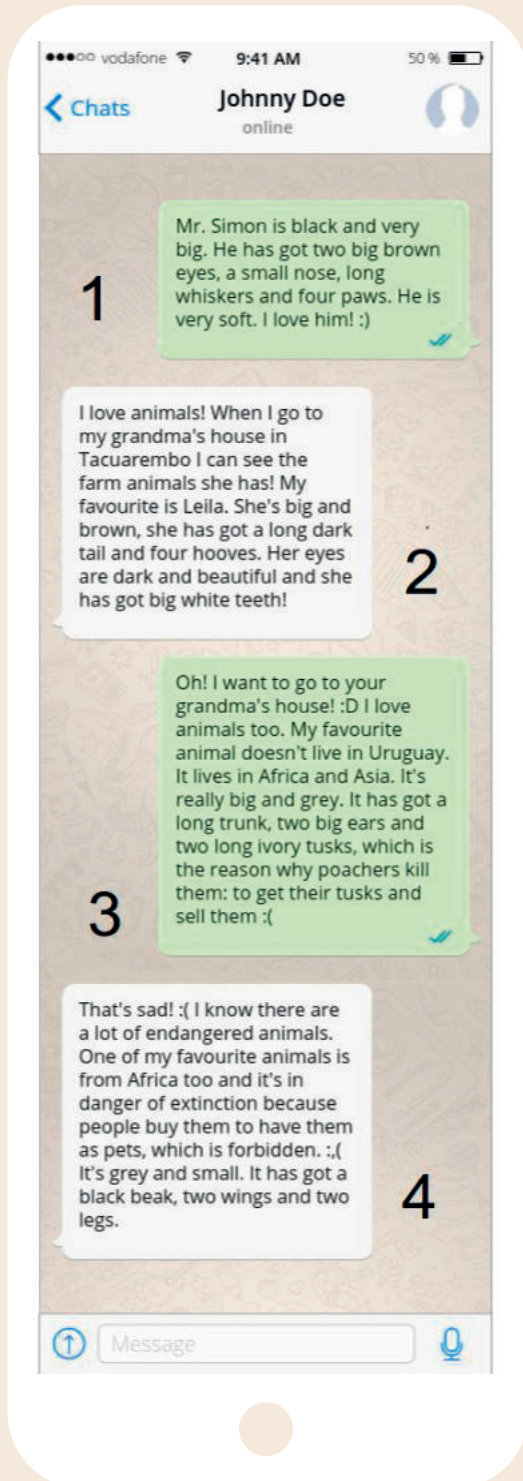


- * Now write a paragraph using that information. Next class you will present that animal to your classmates orally.



Endangered species

- * Lua and her friend Johnny from the UK are texting about animals. Read their conversation and match each description to the correct animal.



grey parrot



cat



elephant

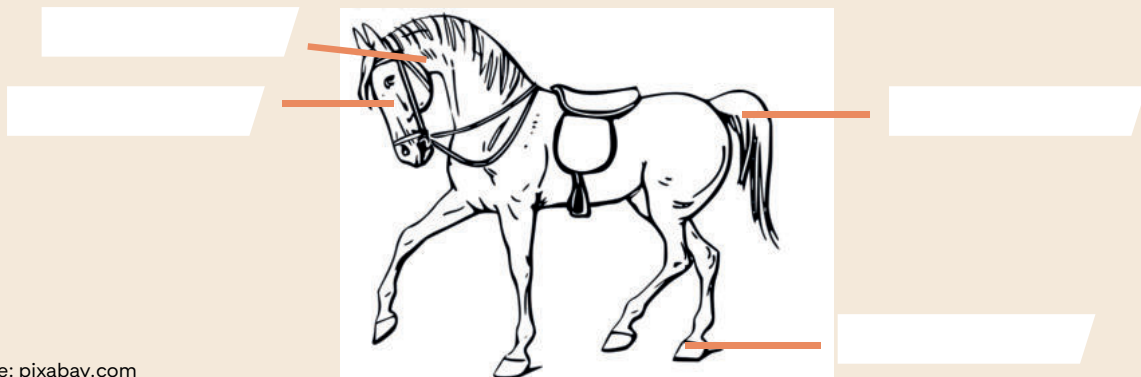
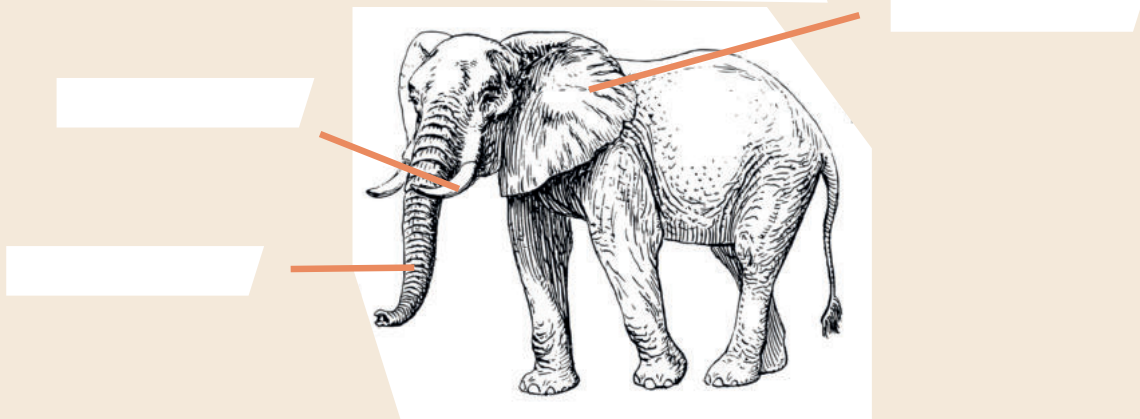
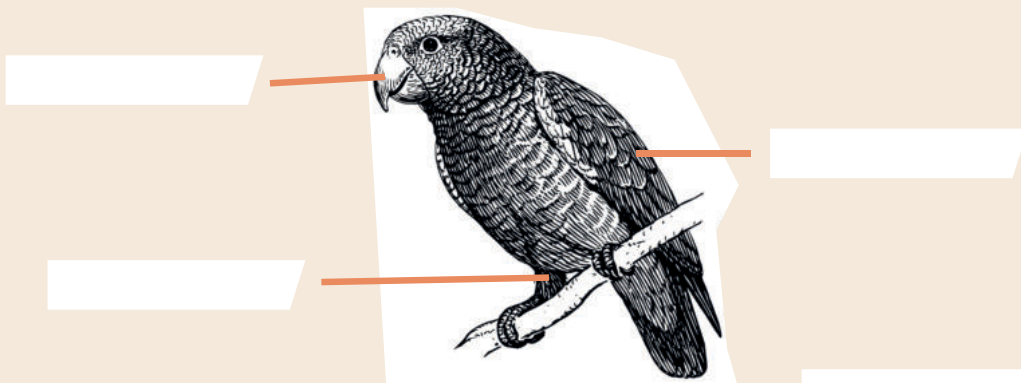
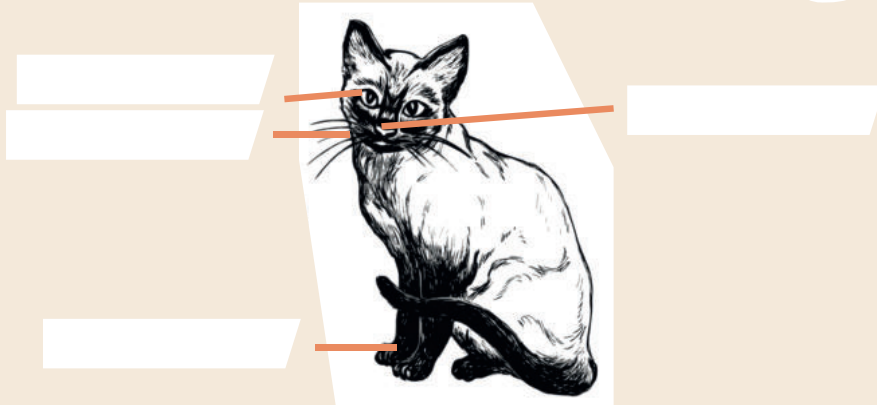


horse

Source: pixabay.com



- * Read the descriptions again and write the correct parts of the body.



Source: pixabay.com

paws / wings / tusks / teeth / beak / eyes / legs / tail / ears / hooves / nose / whiskers / eyes / trunk

Now, Johnny is talking to Emma about the conversation he had with Lua.



Read what Johnny says to Lua and **check** whether he is

right ✓ or **wrong** ✗

Correct the wrong information.

- 1 Mr. Simon has short whiskers.
- 2 Poachers kill animals for their bones.
- 3 Two of the animals mentioned are in danger of extinction.
- 4 Elephants live in Africa and Asia.
- 5 Buying grey parrots is forbidden.

* Think about the animals you know.
Write two different animals in each column.



It has wings

It has hooves

It has whiskers

It has a beak



In the conversation, **Lua and Johnny talk about animals in danger of extinction** (endangered animals). Let's read the definition of "**endangered species**" and **discuss** the **questions** with a classmate.



"An endangered species is any type of plant or animal that is in danger of disappearing forever. If a species, or type of animal dies out completely, it becomes extinct" <https://kids.britannica.com>

1 Which examples of endangered animals do Lua and Johnny mention?

2 Why are these animals endangered?



Let's do some research! Use your **mobile phone** or **computer** and **find out** the names of **three endangered animals**.

Endangered animals



* Choose one of them and write some sentences to describe it.

Let's play!



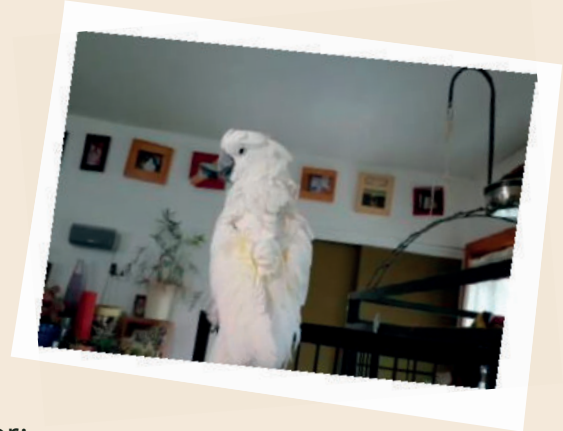
- * Read one of the sentences that describe the endangered animal you chose. The rest of the classmates has to guess which animal it is.
- * If they do not know, you read another sentence, and you continue reading until one of the classmates guesses the animal.
- * The classmate who guesses will be the next person to share the sentences about the endangered animal he/she chose.

Tangram Animals

* Do you have a pet? What animal is it?



* Let's watch the video of Lua's mom's friend, Jeanine, talking about one of her pets. Choose the correct option:



1 Place where Jeanine lives:

- a. California
- b. Chicago
- c. Ohio

2 Name of her pet:

- a. Baby
- b. Cathy
- c. Babe

5 Color:

- a. white and yellow
- b. white and grey
- c. white and pink

3 Type of animal:

- a. umbrella parrot
- b. umbrella tucan
- c. umbrella cockatoo

6 Likes:

- a. eating, singing and talking
- b. sleeping, eating and singing
- c. talking, singing and dancing

4 Year of birth:

- a. 2003
- b. 2006
- c. 2010

7 Dislikes:

- a. toys
- b. camera
- c. cellphone



Watch a video of another Jeanine's pet called Darrell and complete the information.



a. Type of animal:

b. Color:

c. Likes:

d. Food:

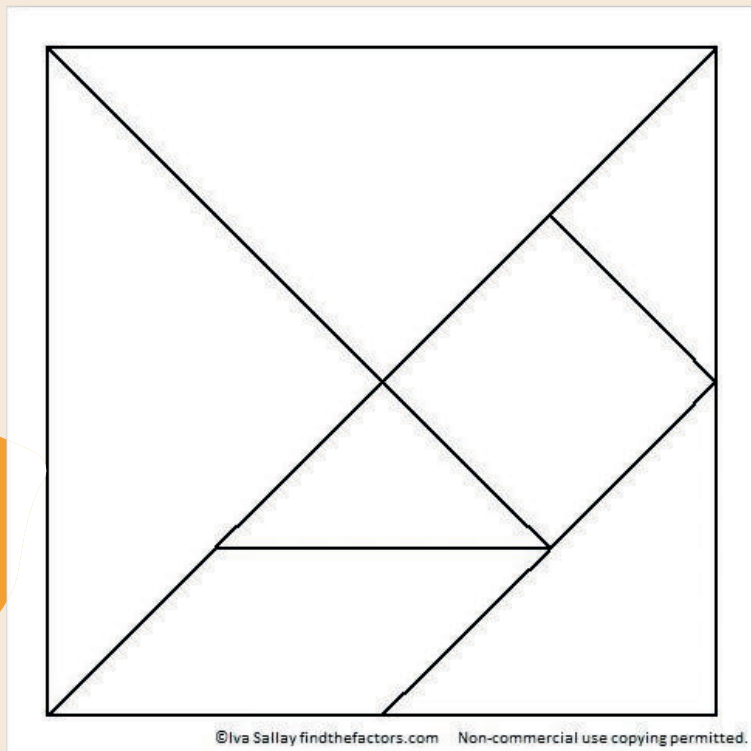
e. Personality:

Nico's teacher asked him to make a tangram for homework. A tangram is an ancient Chinese puzzle with 7 specific pieces that fit together to form a square.

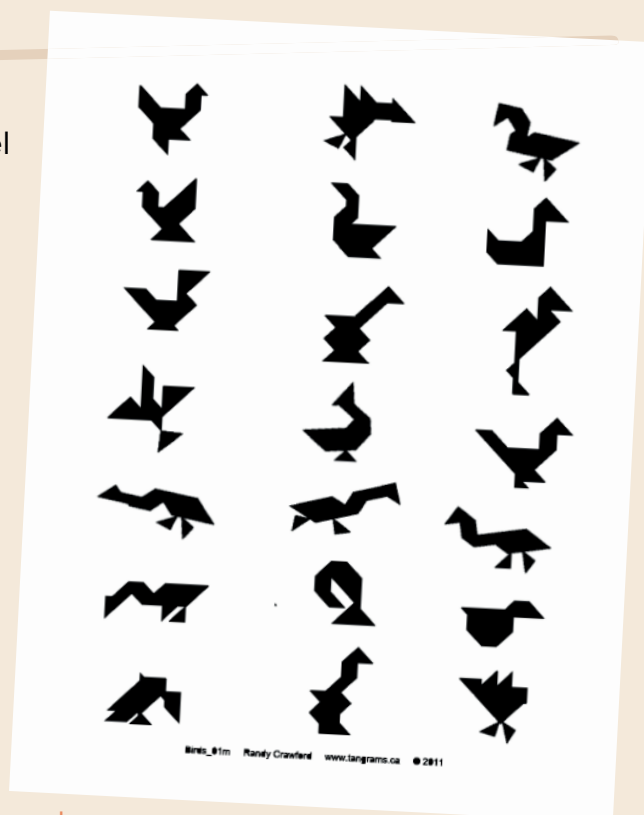
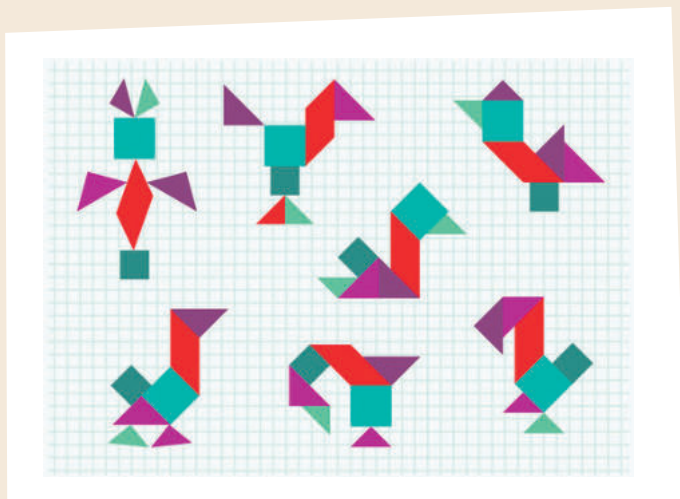


- * Look at the tangram. Which of these geometric shapes are part of it?

square, circle, rectangle, triangle, parallelogram



- * Let's create our own tangram by using this model and have some fun! Choose a tangram bird and recreate it with your tangram pieces!

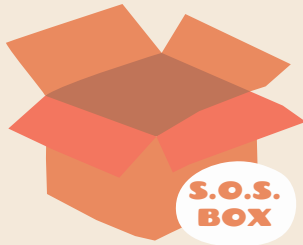


Work with a partner. Choose a bird tangram for him/her and he/she has to build it. You have to build the one that he/she chooses for you.



- * Now write about your favorite tangram bird, the same way Jeanine talked about her pet.





My name is... and I live in...

This is my tangram bird, I want to introduce you to... It is a... (type of bird)

It has got... and ...

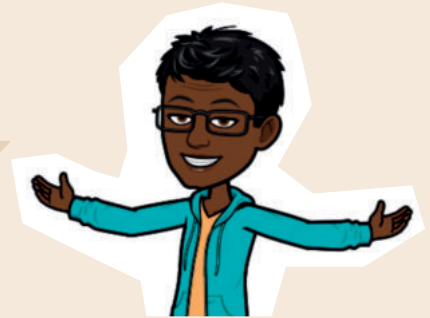
It likes...

It can..., but it can't...

It eats... and ...

Famous cartoon animals

Do you like cartoons? What are your favorite cartoon characters? Are cartoons important for people? Why?



These are some of our favorite cartoons. Let's learn a bit about them.



Source: pixy.org

Mickey Mouse

Mickey Mouse is a cartoon character and the mascot of the Walt Disney Company. It appeared on TV in 1928 and it is still popular today. Mickey wears red shorts, large yellow shoes and white gloves. He has big black eyes and a big mouth, too. Mickey's girlfriend is Minnie Mouse. Her full name is Minerva Mouse, but she is called: Minnie. Mickey's pet is a dog called: "Pluto". His friends are Donald and Goofy.



Source: pixy.org

Donald Duck

The most famous duck in the world is Donald Duck. Donald is a white duck, with big black eyes and a large orange beak. He appeared on TV in 1934. He is Mickey Mouse's best friend. Donald is funny and temperamental. His girlfriend is Daisy Duck. She is sweet. Donald has three nephews: Huey, Dewey and Louie. They wear colorful T-shirts and baseball caps.



- * Read about our favorite cartoon animals and complete the following chart.

Mickey Mouse

Donald Duck

Date of creation

Physical characteristics

Clothes

Personality

Family

Friends

What do you know about Bugs Bunny and Tom and Jerry?

- * Think of their physical appearance, their colors, and their adventures. Write some sentences about them.





- * Look at the info we have about these two famous cartoon characters. We would like to share the info with you. Read it.



Bugs Bunny

Bugs Bunny is an animated rabbit cartoon character created in 1930 by Warner Bros. Bugs Bunny is grey and white. He is thin. He has long ears. He is always chewing a carrot. Bugs Bunny is goofy and a cheater. He is also really smart. His most famous phrase is: "Ehh... What's up, Doc?"



Source: pixy.org



Source: pixy.org

Tom and Jerry

Tom and Jerry are a cat and a mouse. They are friends and rivals. Their creators were William Hanna and Joseph Barbera in 1940. Tom and Jerry can't speak. They are famous for their sweet adventures and pranks.



Let's see how much you know about them.
Answer these questions.



What color is Bugs Bunny?



Does he like vegetables?



Is he serious?



Are Tom and Jerry enemies?



Can they speak?



Listen to a short paragraph about the famous cat and choose the correct option.

Garfield

Garfield is a popular cat character created by Jim Davis in **1976 / 1967 / 1970**. Garfield's owner is Jon, and Odie is his **cat / dog / bird** friend. Garfield is orange and fat. He is very lazy and intelligent. He is **never / usually / always** hungry, he likes eating and sleeping. His favorite food is lasagna, pizza and ice cream. He doesn't like **Mondays / Sundays / Wednesdays**.

Source: pixy.org



Now, listen to a short paragraph about another character and fill in the blanks with one word.

Tweety is a famous canary created by Looney Tunes and Merrie Melodies. "Tweety" means "sweetie" and "tweet" that is the sound that birds make. Tweety is 1 , he has a 2 head and big 3 eyes. His beak is small, but his feet are big. He is innocent and 4 , but also very 5 . Sylvester is the 6 that chases him.



Source: pixy.org

- * Mention one similarity and one difference between Tweety and Garfield.



Tweety and Garfield are both....

They are also different. Tweety is / has ...but Garfield ...

Emma! You are just like Garfield! Haha!



- * Do you know Winnie-the-Pooh? He is another famous cartoon character. Use the information below to write a paragraph about him.



Name: Winnie-the-Pooh

Animal: Bear

Creators: A.A.Milne and World Disney World

Year: 1961

Physical characteristics

Eyes: small, black

Nose: big, black

Mouth: big

Size: big

Height: tall

Color: orange



Source: pixy.org

Character:

friendly,
thoughtful, sweet

Friends:

Eeyore the donkey,
Piglet,
Tiger the tiger,
Kanga the Kangaroo with her baby Roo

Likes: spending time with friends, eating honey

Abilities: has good ideas to help friends

- * Use the information about Winnie-the-Pooh and write a paragraph about him.

- * If you had to be one of these characters, which one would you be? Why? Mention the characteristics you can identify with.

1

2

3

Animal idioms

* Match each idiom to the corresponding definition

1 As blind as a bat.

2 Eat like a horse.

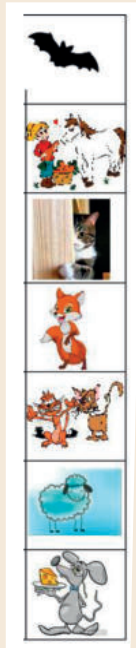
3 Curiosity killed the cat.

4 As sly as a fox.

5 Fight like cat and dog.

6 As gentle as a lamb.

7 Smell a rat.



A To be clever and tricky.

B To be nice and calm.

C Not able to see well.

D To detect something suspicious.

E To eat a lot.

F To be curious may lead you to problems.

G To argue all the time.

1 C

2

3

4

5

6

7

* Complete the sentences with the names of the characters

1 Mickey is as gentle as a lamb.

2 and always fight like cat and dog.

3 usually smells a rat and discovers when the cat tries to catch him.

4 always eats like a horse.

5 is as sly as a fox.

* Work with a partner and create a new cartoon character. What's its name? What is it like? Why is it special? Who are its friends? Then, write a paragraph about it. Don't forget to include an animal idiom.

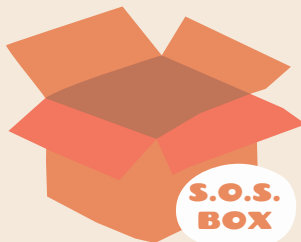


Are animals neighbors or invaders?

- * What do you see in the following pictures? Do you recognize any animal in particular? Where are they?



Source: pixabay.com



In the pictures, I see.....
I recognizein picture.....
I don't recognize any animal.
The animals are in...

- * Lua and Nico are in a big city. They have a conversation about these pictures. In pairs, answer: which dialogue (1 or 2) looks more appropriate for the photos and why?



Dialogue 1

Hey friend, do you see these animals? Aren't they strange?

Definitely, these animals don't usually live in cities!



Dialogue 2



Hey friend, look, the usual animals in the usual place!

Yes! Nothing strange in a city.



* According to the pictures, the dialogue that best adapts is number



Let's study some biology. Let's learn more about animals and the different types there are. Let's find out.

Lots of animals live on the planet. Some are very dangerous and some others are friendly and can be our pets. There are many types of animals, because different animals have different characteristics.



Mammals, for example, are vertebrates (have backbones), have hair and their blood is warm. They also feed their babies with milk. Elephants, pumas, and capybaras are mammals.

Penguins, eagles and pigeons are also vertebrates with warm blood, but they lay eggs and have feathers. They are **birds**! All birds have wings but some species can't fly.

Reptiles are also vertebrates but their blood is cold. Their skin is covered with scales and they lay eggs, too. Snakes and turtles are examples of reptiles.

Amphibians, like frogs, are also vertebrates with cold blood. But they don't have scales. They live part of their lives in the water and part on the land.

Piranhas and sharks are **fish**. They are vertebrates that live in the water, and they can breathe because they have special organs called gills.

Adapted from National Geographic Kids.



Now pay attention to the words underlined in the text. You need them to do the activity on the next page.

- * Read the text and complete the sentences with the words and expressions underlined. There are images that can help you!

- Animals that have backbones are .



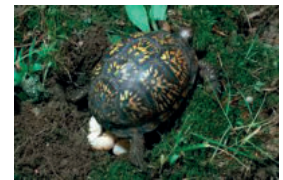
- Humans and other animals have to .



- Animals that don't change their temperature have .



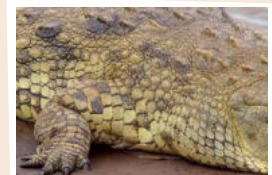
- All birds and many reptiles, amphibians, fish and insects .



- Only birds have .



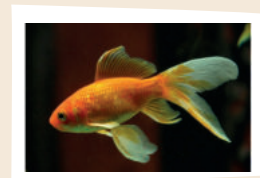
- The small and strong plates that cover the body of some animals are .



- Animals that change their temperature have .



- The organs the fish use to breathe under the water are .



Source: pixabay.com

Let's play!



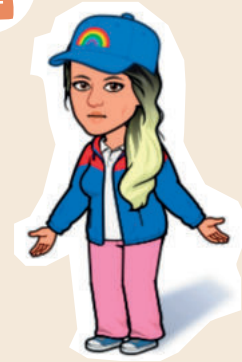
- * Read the text again. Recall from memory and complete the chart with the different types of animals.

Mammals	Birds	Reptiles	Amphibians	Fish	Invertebrates

- * Read again and answer **TRUE / FALSE / DOESN'T SAY**. Underline the evidence for the false ones.



- There are different types of animals. **T**
- Mammals and reptiles have warm blood.
- All birds can fly.
- Reptiles have scales.
- Invertebrate animals are not a frequent species.



Time for reflection



"Cats are angels with fur." – Sark

- * Do you agree or disagree? Why?

Did you know? Three popular birds from Uruguay



The hornero is a South American animal. It is a medium size bird that lives in the Uruguayan countryside but it has adapted to living close to the people. You can see the hornero on trees close to the houses or on wooden fences in the countryside. The hornero is a symbol of hard work and perseverance.

In the picture you can see how the hornero builds its house. The male builds the house with its beak. The bird carries some mud and builds the walls of the nest with this mud and some grass. There is a part of the nest that hides the eggs from the predators. Snakes, lizards and other birds are the most important predators of the hornero. In the picture you can see that the female hornero inspects the nest. If the female does not like the nest, she will not mate with that male. Building the nest for the hornero is proof of love and commitment.



Photos by Nautaro Guerrero and Salima Sureya



The green parrot, commonly known as “cotorrita”, is a very popular bird of the Uruguayan countryside. It is a very chatty animal and many people domesticate it as a pet. It is a very gregarious animal, it loves to live in big groups and their nests usually have several parrots living together.

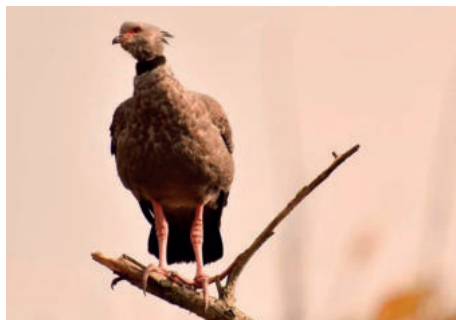
This parrot, also called a parakeet (*Myiopsitta monachus*), is considered a plague in Uruguay. The MGAP (Ministry of Cattle, Agriculture and Fishing) regulates the control of this bird to protect the crops of soy, corn, wheat, among others. Ordinary people have different perspectives toward this bird. Some people think it is a very lively and charming bird whereas others think that it is a harmful bird. What do you think?



Photos by Verónica Umpierre



Photos by Verónica Umpierre



The chajá is a South American bird that lives, among other countries, in Uruguay. It's a big bird that can be up to 95 cm tall. It can weight up to 4.5 kilos. This bird is monogamous and it builds the nest on the floor. The eggs hatch after 30 days and it commonly has between 3 and 6 babies. Both parents brood the eggs. The babies (the brood) live for about a year with the parents on the shore of rivers, streams and lakes. It is a strong bird with big wings, a small head and spiky feathers on its head. It is predominantly a herbivore but it occasionally eats insects. The name Chajá is an onomatopoeic word that represents the clear sound the bird makes.

Researching about animals



I love animals and I like to read and investigate about them. Let's see what I am reading now...



The most poisonous spiders in the world are the Brazilian wandering spiders or banana spiders. These aggressive spiders hide in clothes and shoes. If you disturb them they will bite you several times. Their natural habitat is the forest.



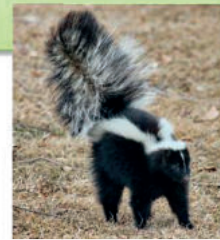
Hamsters are clean and friendly. They like to live in warm dry areas like deserts. They sleep in the day and eat and play at night. The hamsters always put some food in their cheeks to eat later. They like to eat lettuce, carrots, apples, strawberries and nuts. Hamsters need to play and run a lot.



Dolphins look like fish but they are mammals. They live in the sea. They are friendly and very clever. They breathe through a hole on their head called "blowhole". They can swim very fast. They always eat fish.



The smelliest animal in the world is the African skunk. It lives in dry and arid climates. Its body is black and white striped, with long hair. If it wants to keep other animals away, it will release a smelly liquid. You can smell the skunk or zorilla from 1.5 km.



Material adapted from teacher Jackie Moreira.

- * Emma is doing an activity in a magazine, let's help her! She has to write the name of the animal next to each sentence: Brazilian spider, dolphin, hamster or African skunk.

- 1 If you have this animal as a pet you can play with it every day.
- 2 It can kill other animals.
- 3 It eats small rodents, snakes, birds, amphibians and insects.
- 4 Its ears are inside their heads.





Read the information again and check if these statements are right or wrong. Correct the sentences that are wrong.

- 1 Brazilian spiders can cause serious problems to people who are near them.
- 2 Hamsters sleep at night.
- 3 Hamsters eat fruits.
- 4 The skunk can't defend itself against other animals.
- 5 Dolphins are fish.

Right

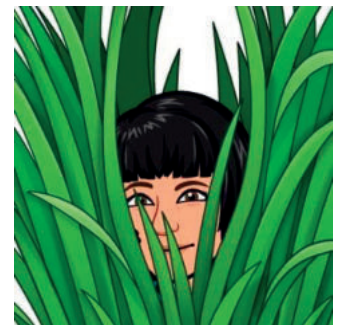
Wrong

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

* Match the animals below to their corresponding habitats:

- 1 The Brazilian wandering spiders live **in the forest**.
- 2 The hamsters live in the
- 3 The dolphins live in the
- 4 The African skunks live in the

The word fruit does not have a plural. However, you can find fruits (as in the activity) and it means "different types of fruit".



A **habitat** is the natural home of an animal or plant.

* Match the animals below to their corresponding habitats:

gorilla - shark - scorpion - penguin - elephant - fox

**Aquatic
habitat**

**Desert
habitat**

**Tundra
habitat**

**Polar
habitat**

**Grassland
habitat**

**Forest
habitat**

fox

* Work with a partner and use your cellphone to search about animal habitats, write two more animals in each habitat.





Nico is doing a wordsearch and he can't find the eleven animals hidden, please help him! There are some clues below.

- 1 This animal lives in the tundra. It is light brown.

_____ DEER _____

- 2 This animal lives in the grassland; you can see it in Uruguay.

H _____

- 3 This animal lives in the African grassland and it is very dangerous.

L _____

- 4 This animal lives in the desert. It doesn't have any legs.

S _____

- 5 This animal lives in grasslands, deserts and forests. It has long ears.

R _____

- 6 This animal lives in forests. It is pink.

P _____

- 7 This animal lives in the desert. It is very tall.

C _____

- 8 This animal lives in the African grassland. It has stripes.

Z _____

- 9 This animal lives in the Australian forest.

K _____

- 10 This animal lives in the tundra. It is big and dangerous.

B _____

- 11 This animal lives in the tundra. It is small and grey.

F _____

q	h	o	r	s	e	z	o	y	b	g	t
o	d	f	m	n	h	s	b	u	h	d	i
p	u	h	f	a	l	h	x	f	j	r	g
o	m	o	p	k	b	e	w	e	b	a	j
b	o	x	x	e	p	t	h	w	e	b	w
u	a	k	o	a	l	a	e	h	a	b	y
v	z	r	o	f	q	e	b	r	r	i	k
y	f	u	a	c	v	b	b	i	n	t	i
e	o	p	t	a	l	e	u	r	r	n	t
d	x	m	g	m	z	v	e	w	o	b	b
x	h	i	r	e	e	e	b	i	h	m	o
t	p	z	r	l	d	l	i	m	w	e	

- * Work with a partner and create a crossword about animals. Write eight sentences about the animals in the crossword as clues. Remember to include their habitats.



Then, exchange your crossword with another group. Each group has to solve the other group's crossword.

Are you afraid of animals?

Are you afraid of...

spiders?

☐

frogs?

☐

sharks?

☐

dogs?

☐

piranhas?

☐

octopuses?

☐

crabs?

☐

camels?

☐

lions?

☐

elephants?

☐

skunks?

☐

- * What's your favorite animal?
- * What's your least favorite animal?

Unit 5

FANTASTIC

FOOD

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- understand the words and layout of recipes and how to implement them.
- read about some Uruguayan traditions and recipes.
- research on Uruguayan traditions and recipes.
- reflect upon the school canteen and the types of food it offers.
- share your ideas about food, traditions and eating.

Meals along the day



- * We love playing and learning English. We have a new game to play with you. The teacher will choose a color and you have to write the color and then one item in each category. When you finish, say “tutti-color”.

Tutti color

Color	Veggies and fruits	Food	Something else

For example:

The teacher says “purple”.
 One fruit you can say is plum.
 One food you can mention is blueberry ice-cream.
 Something else you can mention is grapes/wine/ a purple sweater !

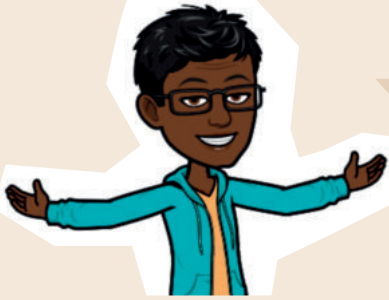
- * Look at the following pictures.



How do we call the meals during the day?
 What do we ordinarily eat in each one?

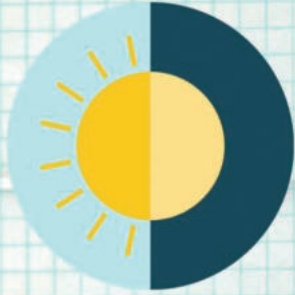
- * Use the vocabulary from the tutti-color and the vocabulary from what you see on the pics to make this classification.





Most people in Uruguay have four meals during the day. Those meals are breakfast, lunch, “merienda” and dinner. What time of the day do you have each meal?

Times of the day



- In the morning....
- At midday...
- In the afternoon...
- At night...



In the morning we have breakfast. It's the most important meal in our day. We need proteins and natural sugar from fruit, for example.

- * Now write ideas about the other meals of the day.
- * Share the ideas with a partner.



- * What do you usually get for breakfast? Complete the following graphic organizer with information about you.



What do you have for breakfast?



What do you eat?



What time?



With whom?



Where?

- 1 With the information from the graphic organizer, write sentences about your breakfast.
- 2 The writing carousel. Share your sentences with a classmate. Your classmate will make marks in the sentences to tell you where you can include more information.
- 3 Take the notebook with the comments of your classmate and develop the sentences with more vocabulary.
- 4 Rehearse the sentences orally. Check your pronunciation. Ask the teacher or use the computer to check the right pronunciation.
- 5 Record a video of yourself talking about your breakfast.



My preferences for breakfast

Have a look at this common saying. Do you have an equivalent in Spanish?

Do you agree or disagree with the saying?



Eat breakfast like a king,

Eat lunch like a prince,

Eat dinner like a pauper.

What does the saying mean?

- A** Every meal is important.
- B** You should eat less as the day goes by.
- C** Eating is not good.

Food is an important source of energy. You need more energy in the morning and less energy during the rest of the day. What info have you found about the importance of breakfast?



- * Victoria Rodriguez is a TV host and painter. She talks about the importance of having breakfast. Why is breakfast important to her?

Find out:

- 1 Where does she have breakfast?
- 2 What does she do while she has breakfast?
- 3 What does she have for breakfast?
- 4 Why is breakfast important to her?



- * Watch a video of Victoria Rodriguez talking about her breakfast (watch from minute 1.16 to the end)

- * Is breakfast important to you? Why? Why not?

The importance of snacks



Let's play a game. I'll give you four words or phrases. One of them is different. Circle the odd one out.



1

A- noodles

B- salad

C- peanut

D- BBQ

2

A- an apple

B- steak

C- granola

D- raisins

3

A- cherry tomatoes

B- sliced bananas

C- stew

D- cereal bar

About you...

- * How can you classify or differentiate food?
- * Which food do you get for lunch or dinner?
- * Which food do you get between meals?



The other day I was reading about the importance of snacks in our lives. Why do you think that snacks are important? For example, I eat granola between meals.



Get with a partner and discuss the reasons all your classmates gave. Choose 3 reasons you believe as the most important ones.

- * Read the text about the importance of snacks. Are the reasons you found present in the text?



The importance of snacks.

Did you know that eating between meals is very important? Yes, it is! Sometimes, we do not pay attention to the in-between meals. We eat a lot for breakfast, we eat a lot for lunch and then we eat a lot for dinner. There is a common saying that states that you should have breakfast as a king, you should have lunch as a prince and you should have dinner as a pauper. Even though most people do that, this is not what nutritionists suggest.

They give a lot of importance to having a snack between meals. You can get a cereal bar, a piece of fruit, some yogurt, an alfajor or a piece of bread. In Uruguay, some people have mate between meals but this is not always recommended. Not eating for a long time may raise your sugar in blood and this is not good for you.

There are some snacks that are healthy and some of them are unhealthy. When you see the package, you can see if the snack has too much sugar, or too much fat or too many artificial elements or preservatives. Among the healthy snacks you have grains, cereals, fruit and sugar-free snacks.

Written by Martina Fernández Facciolo.

- * Emma is reading the text. She has to find the following things. Help her.

- 1 a common saying
- 2 an example of a healthy snack
- 3 an example of an unhealthy snack
- 4 the place you need to look to see if a snack is healthy or unhealthy

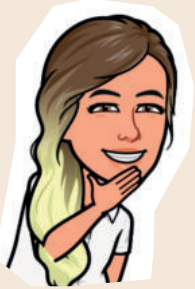
- * Lua, Emma and Nico share about their favorite snacks. Read about them. Are they healthy or unhealthy? Why?



My favorite snack is banana chips. I usually buy it at the grocery shop. It has a lot of potassium and it is delicious.



My favorite snack is alfajor. I like them covered in black chocolate or in merengue. I like all kind of alfajores.

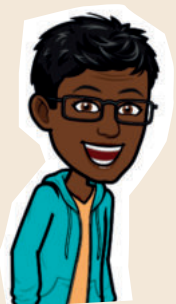


My favorite snack is cereal bar. Sometimes I buy cereal bars at the supermarket and sometimes I prepare them myself.

- 1 What is Lua's fav snack?
- 2 What's Emma's fav snack?
- 3 What's Nico's fav snack?
- 4 Emma is lying about her favorite snack. Why?
- 5 Are they healthy or unhealthy?

I think Emma's snack is unhealthy because it contains too much sugar.

Sharing a snack with my classmates

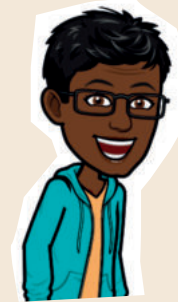


I love snacks. Let's play a game with the word "SNACK". You have to think of words beginning with the letters in the word. I give you an example in each letter.



SSeeds
Sliced fruit**N**Nachos
Nectarines**A**Almonds
Apricots**C**Crackers
Cranberries**K**Kiwi
Kale

The concept of snack varies in the different cultures. But anything you eat between meals is considered as a snack. For some people eating kale is a snack, for others eating salad is a snack and for others eating a croissant is a snack.



As you could see, fruit is a very important snack. Let's see this chart about autochthonous Uruguayan fruits. Which of them do you know? Google for pictures of them.



Arazá
Guabiyú
Guayabo del país
Pitanga
Cereza del monte
Ubajay
Baporetí
Quebracho flojo
Aguai

Arazá can be found along the Atlantic coast, especially in the Uruguayan provinces of Cerro Largo, Treinta y Tres and Rocha. The fruit is rounded and ranges from the yellowish ones to the reddish or purple ones. The fruit is ripe in February or March. The arazá adapts to the weather and to the context in which it grows. People like it because it has a lot of medicinal characteristics. It is a natural antioxidant that contains calcium, sodium, potassium and zinc. People eat it raw or processed. It is common to find them in jams, ice-creams, liquor, yogurt, juice and sauces.

Guayabo del país can be found in the northeast of Uruguay. The fruit is rounded and it is green and turns into yellow when the fruit is ripe. The flesh is whitish or yellowish and it is a little sour. People also eat the seeds of the fruit. The fruit is ripe between February and May. This fruit has some medicinal properties. It is a natural antioxidant and a high percentage of vitamin C. It also contains potassium, calcium and zinc. People consume this fruit in various ways, raw or processed. Some of the common foods that come from this fruit are liquors, jams, candy, filling for chocolate, wine and vinegar.

Pitanga can be found all around the country. It adapts to the differences in weather existing in Uruguay. Pitanga is a small fruit that can be dark red or black. It has a strong tint and intense flavor. The fruit is ripe in October and November. You can eat pitangas raw or in jam, sauces, wine or vinegar and juice. People who like caña (a Uruguayan alcoholic drink) sometimes use pitangas to give caña a special flavor. Pitangas are rich in vitamin A, vitamin C, calcium and iron. Aboriginal people used the pitanga leaves to prepare tea to cure kidney problems, stomachaches and diarrhea.

Cereza del monte can be found in the north of Uruguay on the coast of the Uruguayan and the Cuareim Rivers. It is a rounded reddish fruit. It is ripe between November and December. It can be eaten raw or in a jam. The plant has medicinal properties. The leaves are used to prepare tea to cure any stomach problems.

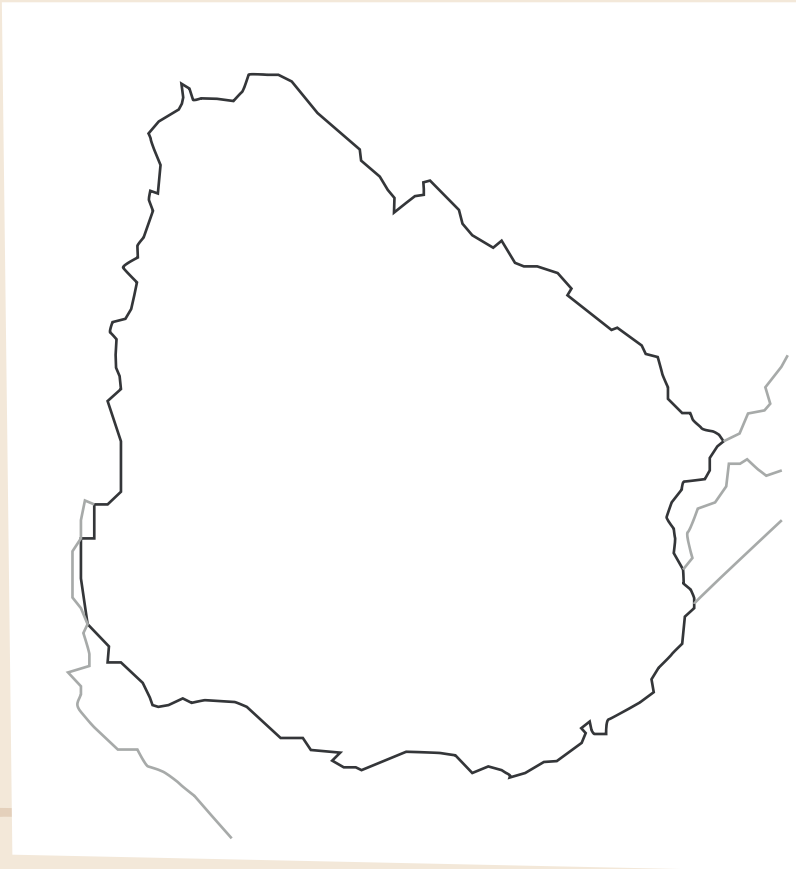
Guabiyú can be found in most of the north of Uruguay. It is not a very well-known native fruit. However, children like it a lot because it is very sweet. The fruit is ripe between January and February. This fruit has a lot of medicinal properties. It is a natural antioxidant, stimulant, and diuretic.

Native fruits from Uruguay

Did you know?

The words Guabiyú and Guabiyú are both correct.

- * Read the texts and put each fruit in the correct place.



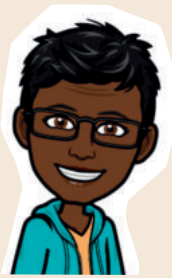
- * Read the texts again and complete the following chart.

	Characteristics	Flavor	Uses	Way to eat it.
Arazá				
Guabiyú				
Guayabo del país				
Pitanga				
Cereza del monte				
Ubajay				

- * The ubajay is not in the texts. Listen to Nico talking about it and complete the table above.

- * Now write a text about the ubajay. Use the previous texts and the chart as an example.





Let's prepare a quick snack based on fruit.
Let's see the recipe.

Did you know?

The word yogurt can also be written yoghurt. The first is in American English and the second one is in British English.

You need:

- A sliced apple
- Granola
- Honey
- Yogurt

Procedure:

- Put the sliced apples in a bowl.
- Pour some honey on top of it.
- Put some yogurt on top.
- Put some granola on top of everything.
- Eat it with a spoon.

It is your turn to prepare it.

- * What snacks do you like to eat?
What snacks do you like to make?

Project

- * Let's create a snack book. Each of you has to write the recipe of a snack to share in a published book.

The Uruguayan "merienda"

How many meals do you have in a day? Do you have something in the afternoon?

- * Check what you have in the afternoon in the list below.



- * Nico, Lua and Emma are enjoying a merienda in the park. In English there is no word for merienda, we can say snack or tea time.

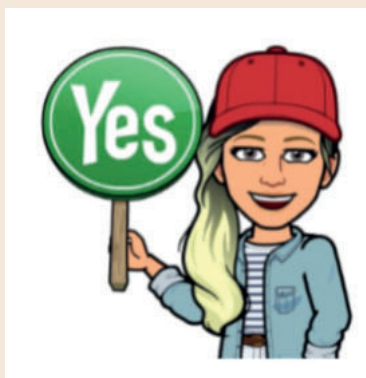


Emma

Hi friends, I brought a packet of cookies to share, I love sweet things! In the morning I have a cup of coffee, but in the afternoon I usually have cocoa with cookies or a piece of cake. I can bake delicious chocolate cakes!

Nico

Hi guys! I like latte which is coffee and milk. I usually have it with toast but I sometimes eat cookies. Today I brought some bread and peach jam.



Lua

At home, dad has mate with biscuits, but I never have mate, I don't like it! I prefer a glass of orange juice with a cereal bar or fruit.



- * Read the text and answer these questions.

- 1 Does Emma have coffee in the afternoon?
- 2 Can she cook?
- 3 What is Nico's favorite "merienda"?
- 4 Does Lua have mate with her dad?
- 5 What does she eat?

- * In the dialogue you read there are some expressions similar to the ones below. Match the two columns. There is an extra word you do not need to use.

- | | |
|---------------|------------|
| 1 A packet of | A tea |
| 2 A piece of | B milk |
| 3 A glass of | C cheese |
| 4 A cup of | D apple |
| | E crackers |

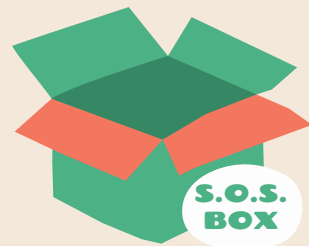
- 1 2 3 4

- * Roleplay the dialogue above with two partners.

- * Tell Emma, Nico and Lua what you usually have for your merienda. Draw it and write a paragraph.



- * Talk to your classmates and find someone who...



Do you drink...?
Do you have...?
Do you eat...?
Yes, I do. / No, I don't.

Name

drinks cocoa	<input type="text"/>
drinks coffee with milk	<input type="text"/>
has yogurt with cereal	<input type="text"/>
eats bread with cheese	<input type="text"/>
eats toast with butter	<input type="text"/>
drinks milk	<input type="text"/>
eats biscuits	<input type="text"/>
has orange juice	<input type="text"/>

Use the S.O.S. Box to ask the questions.

My favorite food for lunch



* What do these pictures have in common?

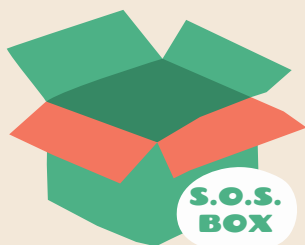


Source: Canva.com



My favorite food for lunch is pasta. I usually have pasta with butter and pesto sauce. Yummy! What's your favorite food for lunch?

lunch



My favorite food for lunch is....

* Do you know the origin of the word lunch? I didn't know it. Let's listen to a person talking about that.



Lunch is an abbreviation of LUNCHEON. It is a meal that people usually eat around midday. It is commonly the second *0. meal of the day after breakfast.*



The meal varies depending on the *1.* . For some societies, lunch is the *2.* food of the day. It may be considered the *3.* meal especially during the weekends. In Latino cultures, the families get together for lunch.

Depending on the Latino culture, the food they usually cook. In Uruguay, BBQ and pasta are probably the most popular meals during the *4.* . In Puerto Rico, pork and rice with pinto beans, avocado and “tostones” are very popular. For other cultures, lunch is very light, it is like a *5.* .

For example, in the US people are usually at work during lunch. So, they usually get a bowl of salad.

Throughout history, the idea of lunch has changed a lot.

Did you know?

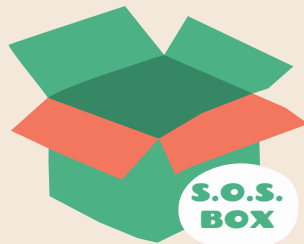
Tostones, also called patacones are fried pieces of green banana (plantain) and it is a traditional dish from many of Central American and Caribbean countries.



What's your favorite food for lunch?

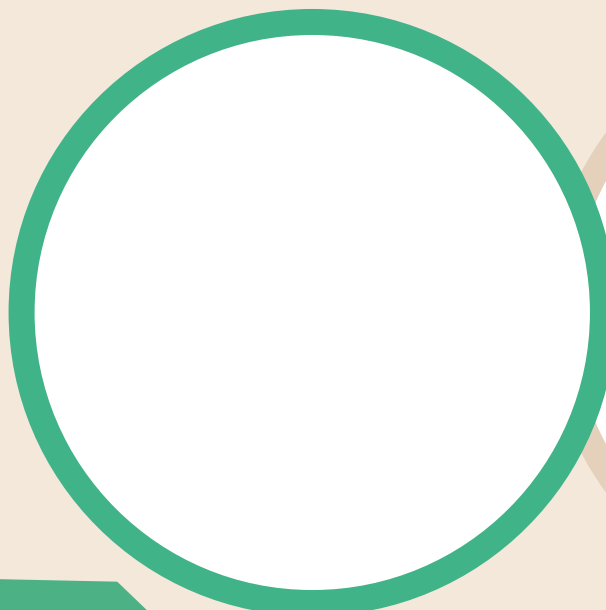
What is the food you never get for lunch?

- * Now you know about lunch. Let's know more about your classmates' favorite lunch.



Some of us like ... All of us like... Most of us like... None of us like...

- * Imagine you invite us for lunch and you prepare a dish you like. What are the ingredients for that dish? Draw the ingredients in the plate and label them.



Sharing my favorite lunch

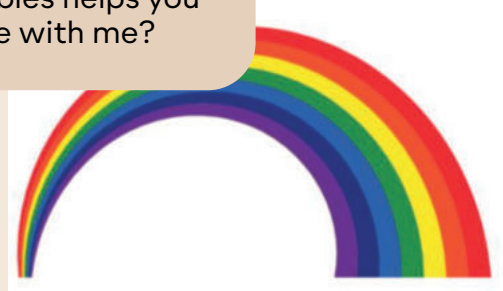
1- Record a video about your favorite food for lunch. When you or someone from your family prepares the food at home, make a video of the ingredients and the procedure to cook the meal.

2- Share the video at the “My favorite lunch Fair”. If possible, share some samples of the food you prepared.

Food and colors



Eating a rainbow of fruits and vegetables helps you to have a healthier body. Do you agree with me?



- * Lua mentioned a rainbow. Look at this rainbow and write down the colors you see in it.

Color	Fruits	Vegetables
e.g. purple	blueberry	eggplant

- * Now add fruits and vegetables having the color you found in the rainbow

- * Food is very important for different organs in our body. Let's find out.

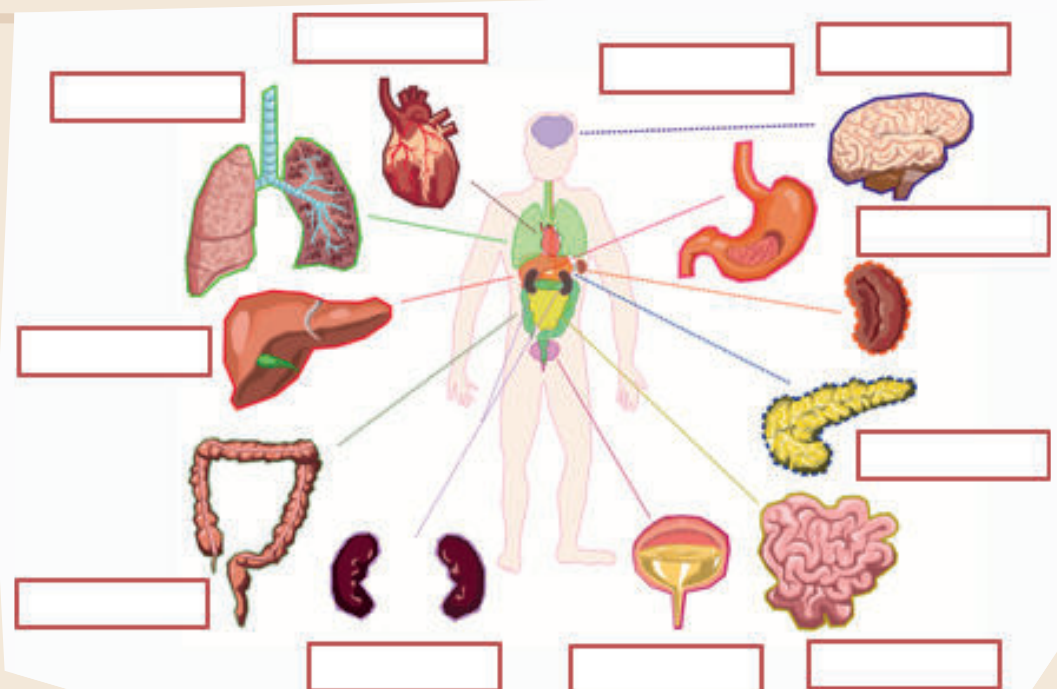
Read the article in the following link:



click here

- * Have a look at the different body organs. Find the names of these organs in the text. If there is any name missing, look it up in the dictionary.

Taken from:
[tps://publicdomainvectors.org/es/vectoriales-gratuitas/%C3%93rganos-del-cuerpo-humano/67927.html](https://publicdomainvectors.org/es/vectoriales-gratuitas/%C3%93rganos-del-cuerpo-humano/67927.html)



- * Read the text again, pay attention to the main titles and complete the following chart.



Color	Benefit	Organ	Example of food
red			
blue and purple			
orange and yellow			
green			
white			

- * Make a poster identifying body parts, food and benefits.

Tips:

- 1 Use the information from the article and the summary you made in the chart to start.
- 2 Surf the Internet and find more information.
- 3 Design a poster that people can see from the different parts of the classroom.
- 4 It can be a paper poster or an e-poster.
- 5 Think why you would like to share this information to someone and what the most effective way would be.



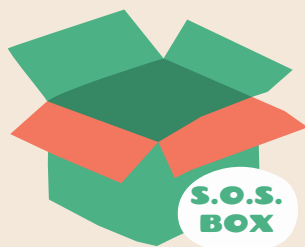
- * Here there are two more websites you can visit in order to know more about a colorful diet.



[click here](#)

[click here](#)

- * How many fruits and vegetables do you eat every day?



Every day I eat...

I never eat....

I haveonce / twice a week.

Salad or fruit salad?



Emma, Lua and Nico went to a birthday party.

This is a picture of the food they had for lunch. To choose the food, they asked for the ingredients of each tray. Help them to match the ingredients to the corresponding tray.

- a** eggs, broccoli, cauliflower and cherry tomatoes.
- b** meat.
- c** tomatoes.
- d** rice, tomatoes and parsley.
- e** lettuce.
- f** potato and parsley.



Photo by Aldo Rodriguez

- * Lua is vegetarian and Emma is vegan. Describe what you think they chose to eat from this table.

I think Emma chose

- * What do you choose from the table to eat?

I really like

so I choose number

but as I don't like

I choose number

- * Let's play a game called food chain! We are going to create a salad all together, so one of you says one ingredient for the salad and the next one has to mention that ingredient and add one more.

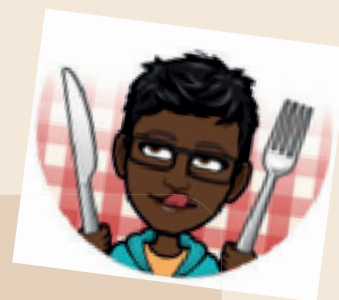


My salad has lettuce.

My salad has lettuce and tomato.

My salad has lettuce, tomato and eggs...

- * This is Nico's favorite salad. It is called "Capitan Miranda". He first tried it in a restaurant in Salto. Look at the picture and complete the sentences with has or doesn't have.



The name of this salad is Capitan Miranda. It has eggs.

It cheese and salmon.

It onions or pepper but it

olives. It tomatoes, basil and

parsley. It potato.



Photo by Aldo Rodriguez

- * Now is your turn to create an original salad. What is its name? What are the ingredients?



- * In the party the girls chose different desserts, Emma had a piece of chocolate cake while Lua had this fruit salad. It includes different pieces of fruit. Check them off on the list below:



Apple

Grape

Watermelon

Banana

Peach

Kiwi

Orange

Pear

- * What are your favorite fruits? Why? Take some notes.



Sweet or savory?

Did you know there are some foods that perfectly combine sweet and savory? If we add salt into fruit it brightens up the natural sweetness of fruit.



What is the best sweet and savory combination you've ever had?

Nico likes sweet and savory combinations. Today he is going to teach you how to make delicious chocolate milk. He always drinks it with a slice of bread.

- * What are the ingredients to prepare chocolate milk?



Photo by Gustavo Pereira Mendez

Did you know?

Salty food means that it has too much salt, or that saltiness overwhelms the general flavor of the dish. Salty snacks -like chips- on the other hand, are purposefully salty.

* Are you ready to make delicious chocolate milk?

Hot chocolate



Ingredients:

- 1 liter of milk
- 4 eggs
- A bar of chocolate
- A spoonful of corn starch
- A cup of sugar (use stevia if you are diabetic)

Procedure:

- **Pour** the milk into the saucepan.
- While the milk is heating, **add** the chocolate and **mix**.
- **Add** the cup of sugar and mix.
- Break the eggs. Separate the yolk from the white of the egg. Add the yolk to the chocolate and **stir**.
- **Add** the corn starch and **stir** until the chocolate becomes thicker.
- Remove from the heat and pour into cups.
- Top with merengue, marshmallows, cream, cinnamon or anything you like.



Photo by Magdalena Spangenberg

* In the recipe there are some cooking verbs in bold. Look at the following pictures and label them with the corresponding word.

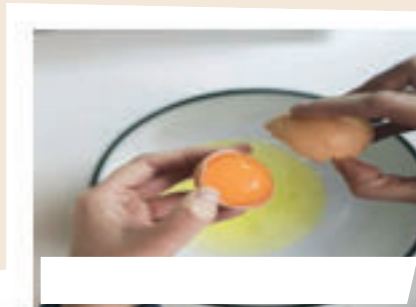


Photo by Nathan Dumiao

Photo by Taylor Kiser

Eating at school

Nico, Lua and Emma are at the break. They have money to buy some snacks.

- What can they buy at the school canteen?
- Do you buy food at the school canteen?
- Do you bring your own snacks to school?
- What do you usually buy?

Did you know?

The word canteen and cafeteria are synonyms. The first one is in British English and the second one is in American English.



Photo by Verónica Velázquez

- * Let's find out what the kids get for the break. Listen to Nico, Lua and Emma talking about what they have for a snack. Complete the chart below.



Nico and Emma could buy a snack. What happened to Lua? Lua tells her classmates she has to find out about regulation for school canteens.

- * Diego Ruete is an expert on school canteens. Watch a video and take notes on the following:

- Law number
- Created in
- Organization of food
- Food that cannot be sold

Watch the video here:

[click here](#)



Become an entrepreneur

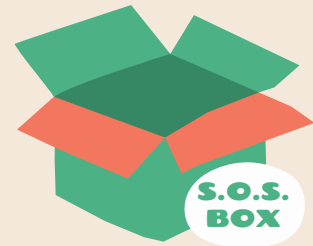
The school you attend does not have a canteen or there is an open call to manage it. Create your own company including a name, goods you will sell in the canteen, consider people with eating diseases. Think of the prices and create a daily menu you will offer.

You can create this company alone or with some friends. Also, create a logo and create a leaflet to advertise your canteen.

One family member's favorite dish

* Work with the puzzle the teacher gave you. After you solve it, answer the following questions.

- 1 Who is she?
- 2 What's her name?
- 3 What can you see in the photo?



In the photo I can see...
There is a ...
There are some ...



Do you like homemade food? I love Sundays because it's when I visit my grandma and eat delicious homemade food.

- * What do you think Emma and her grandma do together? Write some predictions:

For example, I think they cook delicious food.

- * Listen to Sofía, Emma's grandma, and check your predictions.
- * Listen again and answer the following questions:
 - 1 Which is her favorite day of the week?
 - 2 What is Sofía's favorite dish?
 - 3 What ingredients does she like?
- * Now you know Sofía's favorite dish. Look for information about its history.

Ordering food from home



- * What is the difference between "food delivery" and "take out"?

- * What is the best food delivery in your town? What do they sell? Lua's mom (Lola) is ordering food for home.
- * Complete the telephone conversation using the prompts in the bubble below. Be careful there's an extra one.

Assistant: Good evening, Tony's restaurant

Lola: Hello, I want to order a slice of pizza with a packet of fries.

A: Do you prefer traditional pizza or with some toppings?

L: _____

A: Sorry, did you say with extra toppings?

L: _____

A: Ah OK, anything else?

L: _____

A: And is this for home delivery or to take out?

L: _____ How much is it?

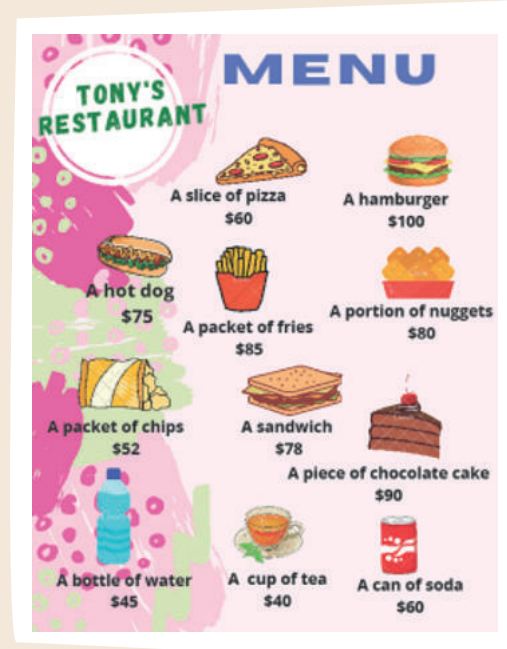
A: It's \$ 265. What's your address?

L: _____

A: Cash or credit card?

L: Cash

A: It should be with you in half an hour, thanks for calling.



-Yes, some drinks. I'd like two cans of soda.
 -It's 097632114
 -Home delivery, please.
 -2234, Hudson St.
 -Traditional with mozzarella cheese, please.
 -No. I said traditional with mozzarella cheese.

- * Work in pairs. Follow the dialogue above as a model for the next activity.

Student A

You are a customer:

- read the menu
- choose something to order
- call Tony's restaurant



Student B

You work for Tony's restaurant:

- Answer the phone, take and complete the customer's order

Foods

1 _____

2 _____

Drinks

1 _____

2 _____

Once you finish,
change roles.

Complete the following work in groups: Create a menu for your restaurant and give it a name. Then, think about the prices and the food and drinks you are going to sell. Design a flyer to advertise it.

A typical Uruguayan dish

Emma, Lua and Nico are at the history lesson.



- * Listen to a brief audio and find familiar words. Use these words to guess the topic of today's lesson.
- * Listen again, what type of food do we want to work with today?

Ingredients

Usually served during

Who makes it at home?

Do you like rice pudding? Why?



Let's read its recipe and prepare it!

Rice pudding

Ingredients:

- 200 g of white rice
- 1 liter of milk
- 100 g of sugar
- lemon peel
- ground cinnamon or sugar

Procedure:

- Boil a liter of milk.
- Add the rice.
- Cook the rice for 8 minutes.
- Add the lemon peel.



Photo by Aldo Rodriguez

- * There are other typical Uruguayan dishes. Work in groups. Choose one dish of the following list and research on what ingredients you need to prepare the dish and how you can actually prepare it.

- Asado - barbecue (BBQ)
- Chivito - beef sandwich
- Tortas fritas
- Pasta frola
- Revuelto gramajo
- Postre chajá - Chajá dessert
- Milanesa a la napolitana - breaded meat Naple style.
- Churros con dulce de leche o queso - Churros with caramel - Churros with cheese
- Martin fierro - quince jam and cheese
- Dulce de boniato - Sweet potato jam



Meals and celebrations

- * How much do you know about celebrations in Uruguay and the food we eat? Think about five celebrations and complete the chart below. You can work in pairs.



Name of the celebration	Food for the occasion	Date of the celebration
Birthday party	A birthday cake	My DOB

- * Look at the following celebrations and the food that people usually have that day.

Carnival

revuelto gramajo / sausage sandwich

Tourism Week

fish

Fiesta de la Patria Gaucha

lamb, pizza style

Fiestas tradicionalistas

BBQ

Semana del Arroz

rice

Winter Holidays

paella

Saint John's Bonfire

hot chocolate

International Friends' Day

chocolate

New Year's Eve

pan dulce- turrón -budín



- * What a great lesson! How much do you know about these celebrations and food?
- * Complete this chart about celebrations and food you want to know more.

What I know

What I want to know

What I learned

Project - Different lifestyles, different breakfasts

According to people's lifestyles, people give different importance to breakfast. For example:

- Adrián has a big breakfast, because he plays football and practices a lot every day.
- Luis lives in the countryside, he gets up early and only drinks mate. Later, he eats fruit.
- Jimena gets up early to work. She works from home and she has yogurt with cereals, fruit and coffee.
- Gustavo also gets up early to work. He has a gluten-free diet and he has coffee with rice cookies. Then, he drinks mate.
- Vero doesn't like to have breakfast. She thinks that mate is enough to start the day. She has some toast with it.

Each one has real preferences: In winter, I drink coffee but in summer I prefer yogurt with fruit.

- * What about your classmates? Choose three of your classmates and write about their breakfasts. Include what they have for breakfast, whether it is important for them or not, and what they do after breakfast.



Unit 6

TEEN MEDIA

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- integrate technology into second language learning.
- understand the importance of the proper use of technology in daily life.
- create social media posts and entries related to students' interests and likes.
- use English to understand modern trends in adolescent trends.
- use the four language skills in real contexts.
- promote the use of Uruguayan TV shows that capture the nature of adolescents nowadays.

Different means of communicating

YOUR IDEAS MATTER!

- * In what ways do people communicate their ideas?
- * In what ways do adolescents communicate their ideas?



LET'S CONDUCT SOME RESEARCH!

- * What are the most common apps among your classmates? Conduct a survey and ask the question:
What's the app you use the most?

Classmate's answer

Classmate 1	_____
Classmate 2	_____
Classmate 3	_____
Classmate 4	_____
Classmate 5	_____
Classmate 6	_____
Classmate 7	_____
Classmate 8	_____
Classmate 9	_____
Classmate 10	_____
Classmate 11	_____
Classmate 12	_____
Classmate 13	_____
Classmate 14	_____
Classmate 15	_____
Classmate 16	_____
Classmate 17	_____
Classmate 18	_____
Classmate 19	_____
Classmate 20	_____

Classmate's answer

Classmate 21	_____
Classmate 22	_____
Classmate 23	_____
Classmate 24	_____
Classmate 25	_____
Classmate 26	_____
Classmate 27	_____
Classmate 28	_____
Classmate 29	_____
Classmate 30	_____
Classmate 31	_____
Classmate 32	_____
Classmate 33	_____
Classmate 34	_____
Classmate 35	_____
Classmate 36	_____
Classmate 37	_____
Classmate 38	_____
Classmate 39	_____
Classmate 40	_____

- * Now make a graph with the most popular apps your classmates use to communicate. Write a sentence to report.

E.g. Most of my classmates prefer _____ to communicate.

Some of my classmates prefer _____ to communicate.

None of my classmates prefer _____ to communicate.

The most popular app among my classmates is _____.

- * You can also use digital ways of making surveys. These are three examples:

<https://es.surveymonkey.com/>
<https://www.directpoll.com/>
<https://www.mentimeter.com/>



Let's see what some research says about the most common apps among people of our age.

- * Let's go online and read the article in this link:

[click here](#)



- * According to the article, there are four most popular apps that teenagers use. Write them down:

1	2	3	4
---	---	---	---

Did you know?

The expression "squeeze something dry" has a Spanish counterpart "sacarle el jugo a algo".

Apart from having fun with these apps, what other things can you do with them?
 How can you "squeeze them dry"?

Old and new apps for teens

- * Look at the following picture from the movie “Letters to Juliet”. Have you ever watched the movie? If you watched it, do you remember the plot?



Picture taken from: https://www.google.com/url?sa=i&url=https%3A%2F%2Fhollywood-suite.ca%2Fmovies%2Fletters-to-juliet%2F&psig=AOvVaw0AtBGN0jFjwePEVRwvgv-jQ&ust=1599518496691000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIDxj_fm1esCFQA-AAAAdAAAAABAD

- * If you read the title of the movie, what form of communication is named there?

The title mentions .

- * How do you communicate in these situations?
What means of communication do you use in each case? Think of more than one option.

“

You are on holidays in Valizas, Rocha. You want to walk to see your friends in Cabo Polonio the following day.

“

You lost your mobile phone while visiting Salto del Penitente in Lavalleja. You want to communicate with your family who is waiting for you in the cottages.

“

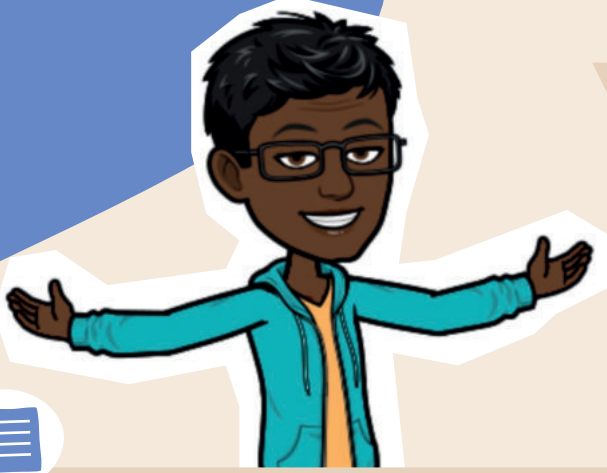
You are with your friends at the supermarket in Atlántida. You have no cellphone. You lost your friends.

“

You went to a friend's house and you want your mom to pick you up.

“

You are with your family at Valle del Lunarejo in Rivera. There are areas with no Internet connection or phone signal.

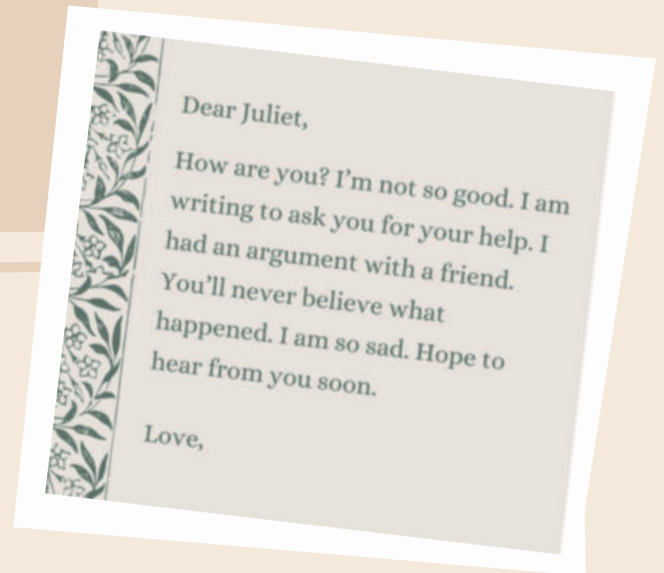


In the past, writing letters was very common. People wrote letters to express their love, to express their annoyance, to book a place, etcetera. People still write letters nowadays. See this letter from the film.



* Read the letter and answer the following questions:

- 1- Who receives the letter?
- 2- How is the person sending the letter feeling?
- 3- What does the person want from Juliet?



* Have a look at the letter.

What are the different parts in the letter? Highlight them. There is one important piece of information missing, what is it?

The parts are:

- 1- Sender's name.
- 2- Receiver's name.
- 3- Purpose of the letter.
- 4- Support of the purpose.



Juliet received letters asking for advice.
Now, it's your time to write a letter to Juliet.

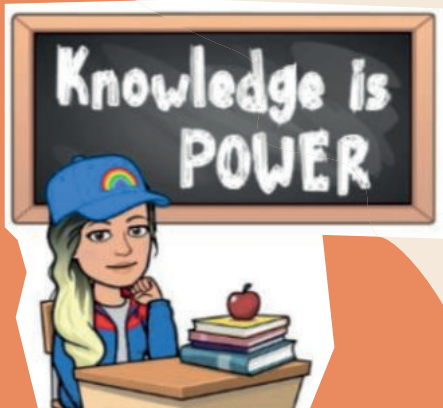


* Share and discuss your ideas with your classmates.
Talk about the topics you included in the letter and why.

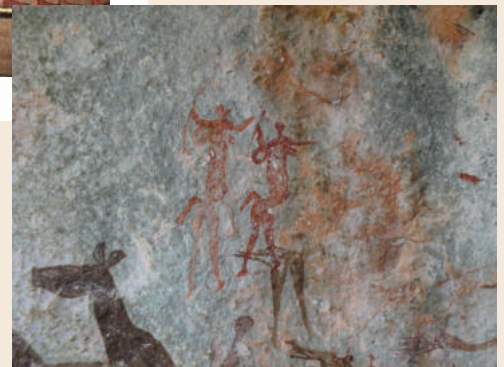


Images and emotions

* Lua is in the history class. The teacher shows the pictures below. Look at them, what do you see?



Source: <https://www.goodfreephotos.com/>



Source: pixabay.com

Throughout history, humankind has used icons representing actions and feelings. For example: hieroglyphs and cave paintings. Now that our language seems to be much more advanced, we still use drawings and icons to communicate.

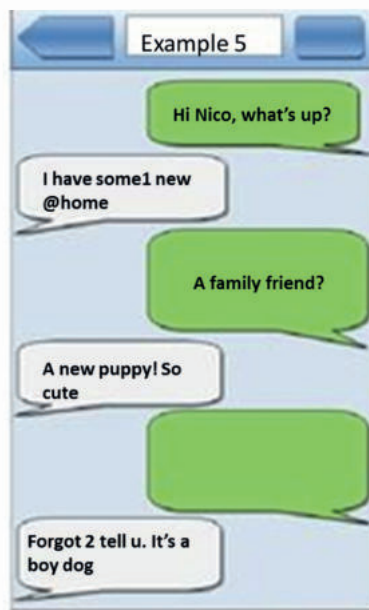
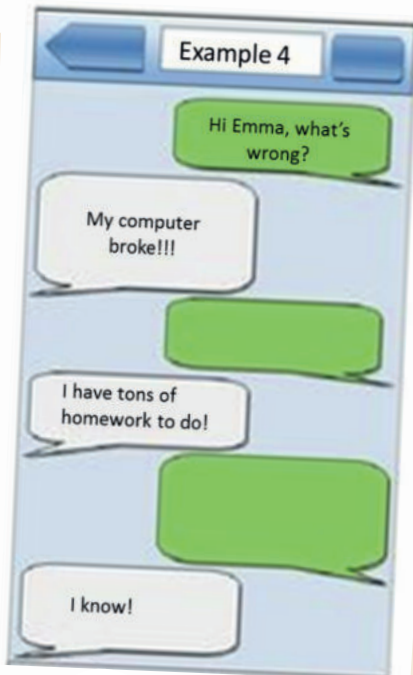
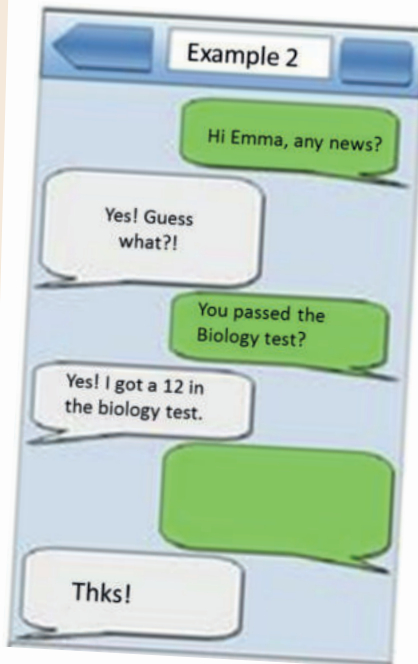
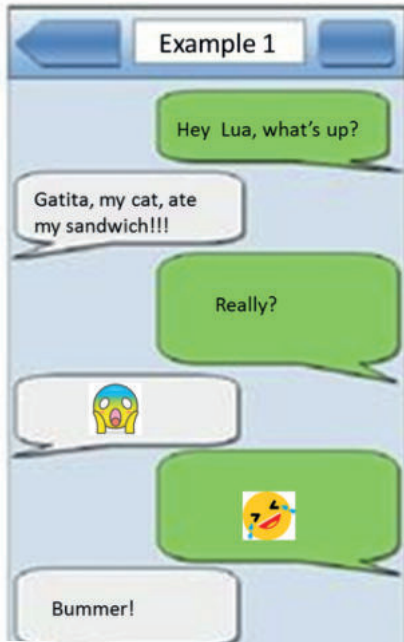
* Match the emoticons with the corresponding description:



- 1- Angry face
- 2- Face blowing a kiss
- 3- Face savouring food
- 4- Kissing face
- 5- Nerd face
- 6- Smiling face with sunglasses
- 7- Neutral face
- 8- Smiling face with heart-eyes
- 9- Winking face
- 10- Surprised face

- 11- Worried
- 12- Sad
- 13- Sneezing face
- 14- Grinning face with sweat
- 15- Smiling face with halo
- 16- Face screaming in fear
- 17- Smiling face
- 18- Laugh out loud

- * Why do we use emoticons when texting? Which one do you use the most? Is there any other emoticon that you use frequently that is not included in the list above?
- * Our friends from the book are texting you, answer to them by using the appropriate emoji. Draw and write the name or the feeling of the emoji. You have an example.



- * Now, work in groups of 4, write 4 short messages to exchange with another group. Each group responds to the messages with an emoji. You can also include words in the answer.

LET'S PLAY DOMINO.



ANGRY	COLD
TIRED	EMBARRASED
SCARED	HOT
SLEEPY	FURIOUS
WORRIED	SAD
SURPRISED	AMUSED
IN LOVE	RELAXED

HUNGRY	ILL
HAPPY	

Ways of communicating

WHAT DO PEOPLE COMMUNICATE IN THESE FIVE SITUATIONS?

Recuerda que cualquier momento es bueno para comenzar y que ninguno es tan terrible para claudicar.
No olvides que la causa de tu presente es tu pasado así como la causa de tu futuro será tu presente.
Aprende de los audaces, de los fuertes, de quien no acepta situaciones, de quien vivirá a pesar de todo, piensa menos en tus problemas y más en tu trabajo y tus problemas sin eliminarlos morirán.

Pablo Neruda



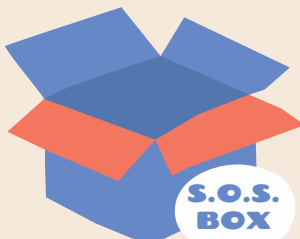
Source: Wikimedia Commons



<https://www.csus.edu/faculty/j/jepeson/projectexample/daniellekl Emm/always-room-to-grow.html>

If you ever find yourself stuck in the middle of the sea,
I'll sail the world to find you.
If you ever find yourself lost in the dark and you can't see,
I'll be the light to guide you.
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three,
I'll be there.

And I know when I need it I can count on you like four three two
You'll be there 'Cause that's what
friends are supposed to do, oh yeah



I think this person is trying to express...
In my opinion, the singer wants to express...

- * According to this first activity, choose the best option a, b, or c.

Communication...

- A** is only verbal. ☐
- B** is only visual. ☐
- C** has different forms. ☐

- * We are going to work with someone you may know. This person loves using different ways of communication.
- * Read the following clues and guess:

This person:

is Uruguayan.

works on TV.

works as a journalist, as an actress
and as an artist.

loves expressing her
ideas.

works on a TV show
called "Esta boca es mía"



- * This mysterious person recorded a video for you. In it, she shares part of her life, her work and some ideas about her profession.

Watch and enjoy the video!

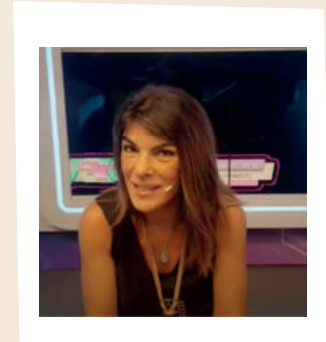


- * Listen and watch the video about Victoria and choose the right answer.



1 Victoria works as a TV host

- A from Monday to Sunday. ☐
- B from Monday to Friday. ☐
- C from Monday to Saturday. ☐



2 People go to her program to give their opinion about

- A economy, social issues and politics. ☐
- B politics, health care and education. ☐
- C economy, sports and fashion. ☐

3 In the video, Victoria shows herself in her

- A studio, workshop and garden. ☐
- B studio, school and living room. ☐
- C studio, workshop and kitchen. ☐

4 She also loves communicating her emotions and feelings by

- A singing. ☐
- B painting. ☐
- C dancing. ☐

- * Which three ways of communication does Victoria mention?

- 1 _____
- 2 _____
- 3 _____

* How do you express your feelings and ideas?



I express my feelings by writing poems.



Digital citizenship

There are three principles of digital citizenship. When we talk about digital citizenship we are referring to a term used to define the appropriate and responsible use of technology among users. There are three basic principles which were developed by Mark Ribble to teach digital users how to responsibly use technology to become a digital citizen:

- RESPECT
- EDUCATE
- PROTECT

* What are these people talking about?





YOUR OPINION MATTERS:

- * Can we use the Internet and the apps with no restrictions?
- * Are there any rules to use them?

USE THESE PHRASES TO MAKE SENTENCES ABOUT THE RULES OF DIGITAL CITIZENSHIP

Being a responsible digital citizen means...

to have the online social skills to take part in an online community

thinking about how your online activities affect yourself,

Responsible digital citizenship also means...

Let's organize the ideas from the material.

thinking about how your online activities affect the online community,

like in real life, in an ethical and respectful way.

- * After reading the material, what is your concept of “digital citizenship”?

For me, digital citizenship is

* These are some ideas about how to be a good digital citizen. Read them:



1

Read the whole article carefully. Reading every single word in an online post article can be super time-consuming, but it's worth trying to get the general idea when you're trying to find bias in the reporting.

2

Ask yourself if the article helps or hurts anyone. Look at the words used to describe the people, political issues, and events mentioned in the article. If the language makes them sound good or bad, rather than just neutral, the reporter may be trying to influence you to favor one side over another.

3

Look for exaggerated or colorful language. Consider whether the words the reporter uses in the article are informational or emotional. Watch out any time that a word or description makes you feel a strong emotion.

4

Look at the URL if you're online. Sometimes, the website itself can give you a clue about whether your article is biased or even made up. A weirdly named outlet that you've never heard of may not be reliable. If the URL ends in .co, this could be a sign that you've found a fake news site.

5

Read more than one article about the same topic. Find articles from different newspapers or media outlets covering the same topic. Read critically and compare them one to the other.



I am a good digital citizen. What activities can you do to be a good digital citizen? Work in groups and make a presentation with those activities.

Social media - Friend or foe for teens?



- * Decide which definition corresponds to mass media and which one to social media:

Websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone.

The internet, newspapers, magazines, television, etc., considered as a group.

Definitions taken from Cambridge Dictionary.

These words are quite popular, but not everybody knows their meaning. Check it with your classmates; you will need the words later.

profile

fake

audience

network

upload

- * Do you have any social network? Which ones?

Which social networks are the most common among teenagers? Mention some.



Source: pixabay.com

Some of these characteristics correspond to social media. Choose the correct ones.

- * Users create specific profiles and identities.
- * This type of media puts the audience in a passive position.
- * People are the audience and the content creator.
- * It is an experience of social collaboration and social interaction.
- * You don't need the Internet for this kind of media.
- * It facilitates the creation of online social networks.

Lua and Emma are chatting online about experiences with social media.

Emma -Hello, I want to tell you something. The other day I uploaded a video of me playing the ukulele. I got a thousand likes.

Lua -Awesome!

Emma -Yes, I am thrilled!

Lua -But I am a bit sad.

Emma - What's the matter?

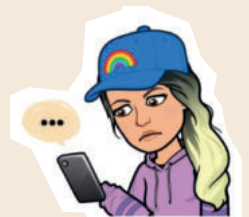
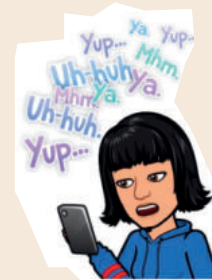
Lua - I uploaded a selfie and some people wrote nasty comments saying that I should do more exercise because I looked fat.

Emma -Oh no!

Lua -Now that I feel happy with my body and my look, it's so unfair!

Emma -I'm sorry, but don't be sad! You are beautiful and such a good friend!

Lua -Aww thanks Emma! You're a great friend, too!



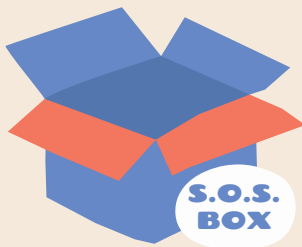
LET'S SEE...

- * Who is happy and who is sad in this dialogue? Why?
- * Have you experienced something similar with social media?



Social media can be positive or negative depending on the use we make of this tool. Work in pairs and decide if in these situations social media is a friend or a foe. Give reasons for your answers. Use the S.O.S. box.

- 1 Reading a fake piece of news.
- 2 Being a victim of bullying.
- 3 Using a fake profile.
- 4 Using social media for a family meeting.
- 5 Sending instant messages to friends and family.
- 6 Uploading other people's photos without permission.
- 7 Sending messages while having lunch with your family.



In this situation social media is a foe because it is dangerous / some information is private.

In this situation social media is a friend because it is fun.



- * Get together with another pair.
- * Once in your groups, choose one situation, create a short dialogue to role play it in front of the class.
- * The rest of the class has to guess the situation.

Jobs in the media

Get in pairs and discuss:

- * What can people do on the Internet apart from using social media?
What kinds of jobs are currently accomplished virtually?

Listen to 5 people talking about the top 5 jobs in the media.



Listen to the recordings and circle the words you hear.

documentations

internet

language

producer

communication

connectivity

online

- * Listen to the recording again and match the speaker with the profession.

Speaker 1	Film / video editor
Speaker 2	Interpreter / translator
Speaker 3	Public relation specialist
Speaker 4	Technical writer
Speaker 5	Video producer



- * Look at the following characteristics and match them with the correct job from the previous activity..

- | | |
|----------|--|
| A | good at using film editing programs. |
| B | good at communicating ideas. |
| C | excellent level at, at least, two languages. |
| D | good at writing in different styles. |
| E | good at drawing. |
| F | good at recording interesting moments. |

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐
- 6 ☐



- * Which job would you like to have and why?

E.g. I would be a translator. I love speaking in more than one language.

- * Choose one of the jobs. Investigate its characteristics in depth. Present those to the class.



The magical world of movies

Listen to the movie soundtracks that the teacher plays and identify the name of the movie.



Soundtrack #1

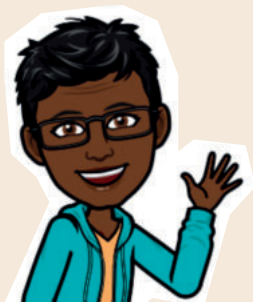
Soundtrack #2

Soundtrack #3

- * How do you feel when you listen to each of the songs? You can use words from the box to help you.

E.g. When I listened to soundtrack #1 I felt .

sad, happy,
melancholic,
scared, excited,
in love



Do you enjoy watching movies?
Which ones do you know?

- * Look at the emojis. Match the emojis with the titles of the films.

	Spiderman
	Beauty and the Beast
	Harry Potter
	Paranormal activity
	Devil wears Prada
	Eat, pray, love
	Charlotte's web
	Letters to Juliet
	Finding Nemo
	Cinderella

- * Now it's your turn to use emojis to write the title of your favorite movie.

- * Share the title with your classmates so they discover it.



I also love watching movies.
Guess what my favorite movie is.



I really like watching love stories.



I also love writing letters. I think
letters are still a great means of
communication.



The name of my fav movie contains the
name of a Shakespeare's character.

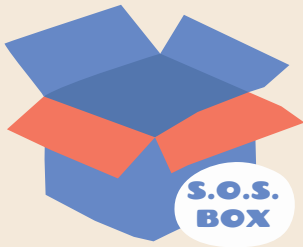


What's my favorite movie?



What's your favorite movie? Why is
it your favorite movie?





My favorite movie is Scary Movie
because I'm a fan of comedies.
because I'm into comedies.
because I really like comedies.

- * Emma's favorite movie is Letters to Juliet. Read the plot of the movie



Letters to Juliet is about a young woman called Sophie who works as a writer. She travels to Verona with her fiancé. There she discovers that thousands of "letters to Juliet" are answered by the secretaries of Juliet.

Sophie joins them and accidentally finds an unanswered letter by someone called Claire Smith from 1957.

She answers the letter and when Claire receives it, she travels with her grandson Charlie to meet Sophie. Claire and Sophie become friends.

Following Sophie's advice, she decides to look for her lost love Lorenzo Bartolini.

Photo and adaptation from en.wikipedia.org

- * After you read the movie plot, answer the following questions:

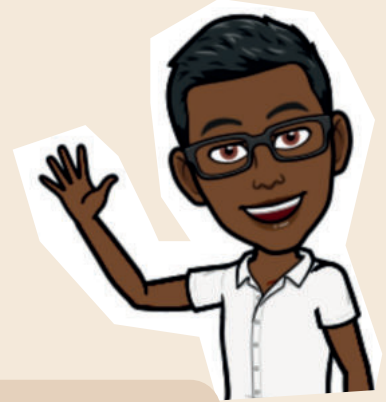
- 1 What is the relationship between Sophie and Victor?
- 2 What is Sophie's profession?
- 3 Where does the story take place?
- 4 What do Juliet's secretaries do?

- * Now, it's your turn to write the plot of your favorite movie. Google the pl



Being famous for a day

Have you ever seen a famous person? How do you know if the person is real or if it is a prank?



A prank is a practical joke or mischievous action. It's to pretend to be someone you are not.

- * A group of friends make a prank.

Watch the first part of the video and see what they did.

[click here](#)



- * What do you think the reaction of the mall goers is? Choose an option or create your own answer.

- A** They ran away from the prank.
- B** They understood it was a prank.
- C** They did not notice the person was not a celebrity.
- D** The person was actually a celebrity.



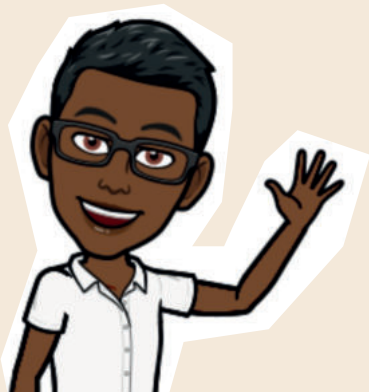
- * Watch the video until you see the reaction of the mall goers and check your predictions.

- * Watch the video and complete the following sentence:



The mall goers were

annoyed / bored
/ hysterical /
interested /
astonished.



Do you want to know more about this type of pranking? Read the following text.

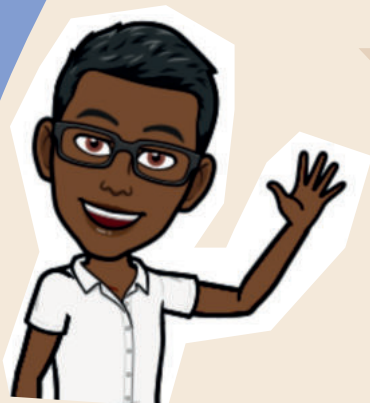


Being famous is the dream of some people. Teens are not the exception. On the contrary, some of them love having fame, living in a different way and appearing on TV or any media.

One of the newest tendencies among teens is “Being famous for a day”. It is a prank to show how some attitudes, scenery and mystery can trick lots of people.

In “Being famous for a day” a person dresses in a particular way, has two bodyguards, wears dark glasses and some fashionable clothes. Then, the person goes to a public place, like a shopping mall, and pretends to be an anonymous celebrity.

When people see them, they have no idea who he/she is, but they want to get a photo with him/her. They shout, they run behind the “famous person,” they ask him/her for an autograph and they feel excited.



What do you need to pretend you are famous?

1
2
3



- * Imagine you are part of “Being famous for a day”. Work in groups and think who you would be, what you would dress, how you would talk.

Now act like the character you created and the rest of the class has to guess who you are.

Following my favorite celebrity on social media

LUA LOVES ART. SHE ADMIRES A PERSON.
LOOK AT THESE THREE PICS AND GUESS WHO
HER FAVORITE PERSON IS.



Source: Canva.com



You got it right. My favorite person is the one and only Frida Khalo. Do you know why she is famous?

I have some activities to prepare and I need your help.

* Browse the internet and complete this fact file with information about Frida.

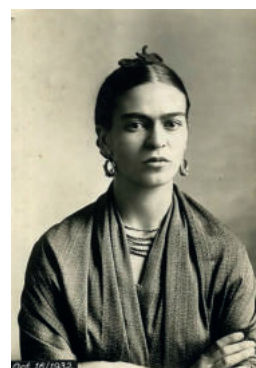
Place of birth

DOB

Important dates

Famous for

Private life



Source: Wikimedia Commons



- * Get in pairs. Create a dialogue asking and answering questions about Frida orally.



Frida Khalo's social media

- * Let's imagine Frida is working on her social media webpage.
- * First, decide which social media you want to use.
- * Then, use the information from the previous activities and create her profile.
- * Don't forget to include a nice picture of her.

Frida already passed away. The idea of having social media is a tall tale.
Let's create our own tall tale. A tall story is an exaggerated story.

- * Take a piece of paper.
- * Write the names of 3 popular people, a place you would like to go, 2 activities you would like to do and 4 adjectives.
- * Get in pairs. 
- * Tell your tall story to your classmate. 
- * After a minute, your classmate will tell you his/her tall tale.
- * Report the story to the class if the teacher gives you the chance.



YouTube videos

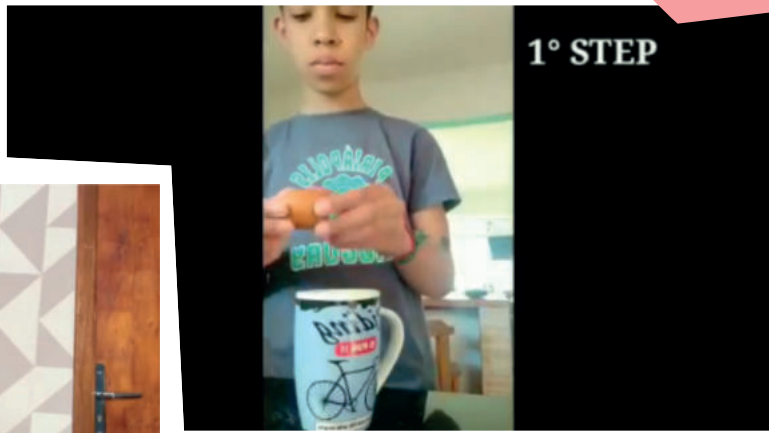
Nico, Lua and Emma love watching YouTube videos in their free time.



We ♥ videos!

- * What type of videos can you find in YouTube?
- * What type of videos do adolescents watch?

Lua, Emma and Nico looked for the most popular YouTube videos on the Internet.
Let's see which the most popular videos are.



Source:

Sts: Erica Viera, Mercedes Viera, Maxi Silva y Mateo Trindade.

Liceo #7 Rivera.

Teacher Mirian Freitas

St. Lucas Medina - Liceo #2 Tacuarembó

Teacher: María Jose Malaquín

* Have a look at these two screenshots of videos. Identify what type of videos they are.

- | | |
|-----------------------------------|-------------------------------------|
| 1 Unboxing videos | 5 Tour videos |
| 2 Product reviews | 6 List videos |
| 3 Make-up tutorials | 7 Tips and tricks |
| 4 On the street interviews | 8 Question and Answer videos |

* Watch the first minute of the following video:



Watch the rest of the video and take notes of what the video is about.



Some people watch videos to learn something new. Let's watch an excerpt of another video.



* Watch the 15 first seconds of this video:

[click here](#)



* Watch the video and jot down all the items you can identify.

* Answer these questions:



- 1 What is the lady doing?
- 2 Have you ever done it?
- 3 What type of video is it?
- 4 Do you think it's a useful tip?

* Making videos is a good way of showing our ideas to other people.



* Work in groups:

Prepare a project about a famous youtuber / booktuber you know.

You can present it on video, send it to the teacher or publish it on the school's blog.

These are some video creation tools:

- * Adobe spark videos
- * Screencastify
- * Flipgrid
- * WeVideo
- * Imovie

Music makes my heart beat



- * Emma, Lua and Nico uploaded music to their social media status. Read the stanzas and say how they might be feeling. You can also listen to parts of the song.

1

Help, I need somebody
Help, not just anybody
Help, you know I need someone,
help!

"Help" The Beatles



2

Today I don't feel like doing
anything
I just wanna lay in my bed
Don't feel like picking up my
phone
So leave a message at the tone
'Cause today I swear I'm not
doing anything

"The lazy song" Bruno Mars



3

Tonight, I'm gonna have myself
a real good time
I feel alive and the world I'll turn
it inside out, yeah
And floating around in ecstasy
So don't stop me now don't
stop me.
'Cause I'm having a good time,
having a good time

"Don't stop me now" Queen

4

4-You're beautiful. You're beautiful.
You're beautiful, it's true.

"You're beautiful" James Blunt



- * Search the web to find an image that would accompany these songs in a social network status.
- * How are you feeling now? What song would you choose to transmit that feeling in your favorite social media status?

Now, I feel _____ so I would choose the song _____ .

- * What song or type of music do you listen to if you are feeling the way the emojis represent?

When I am 😞 _____ , I listen to _____ .

When I am 😡 _____ , I listen to _____ .

When I am 😴 _____ , I listen to _____ .

- * There is a song for every single specific mood. Music accompanies us in different moments of our lives and makes them memorable.
- * Look at the different activities that Lua is doing.
- * Choose three and say where she is, what clothes she is wearing, what activity she is doing, how she is feeling, and the playlist (two or three songs) she is listening to. You have an example below.



Lua is skipping rope at the gym. She is wearing green trousers, a yellow and sky blue T-shirt and black trainers. She is listening to the songs "Sing" by Ed Sheeran, "Till I collapse" by Eminem and "Shaky Shaky" by Daddy Yankee. She is feeling energetic.



The music that makes my heart beat:

The teacher creates a playlist of 15 parts of songs. Ideally, those songs should be from the present and from the past. They have to be from different genres as well. The teacher hands in different emojis to the students and as the songs go by they raise the emoji that best represents what feeling the song triggers. At the end of the activity, students write three ideas of how they felt while the music was on. For example, when the teacher played "Sounds of silence", I felt sad. When the teacher played "Mambo #5", I felt like dancing.

My personal blog



* What do you use blogs for?

I use blogs for .

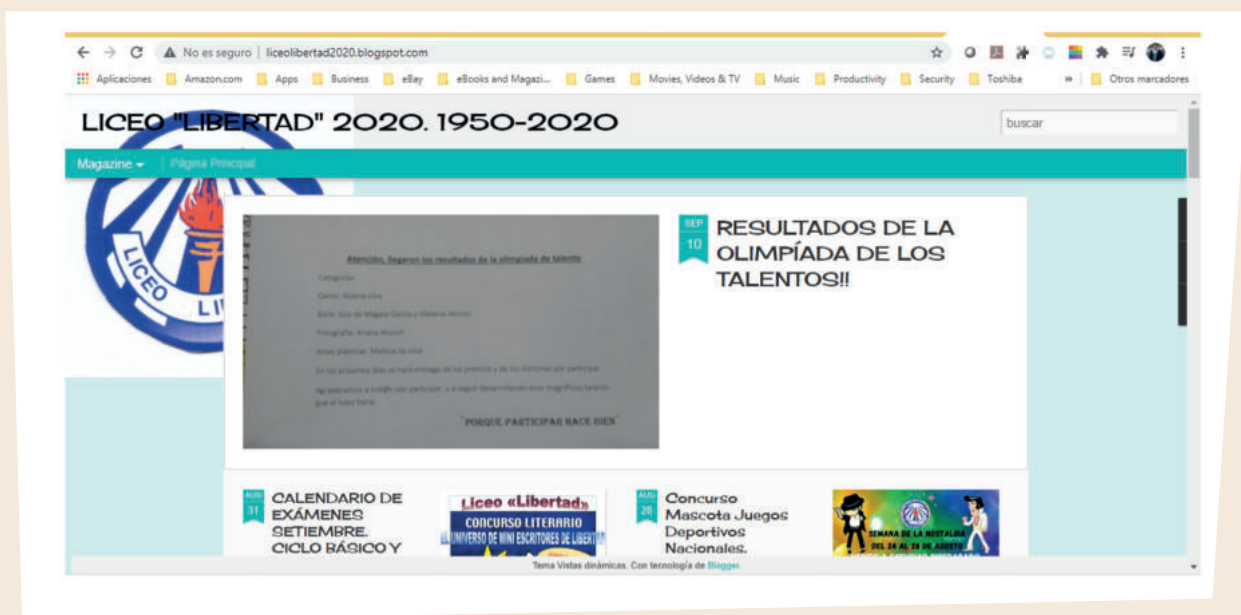
I use blogs for .

I use blogs for .



This is the blog from Liceo de Libertad in the Uruguayan province of San Jose:

[click here](#)



* Go to the blog and find examples of all the things you and your classmates mentioned. Find new uses.



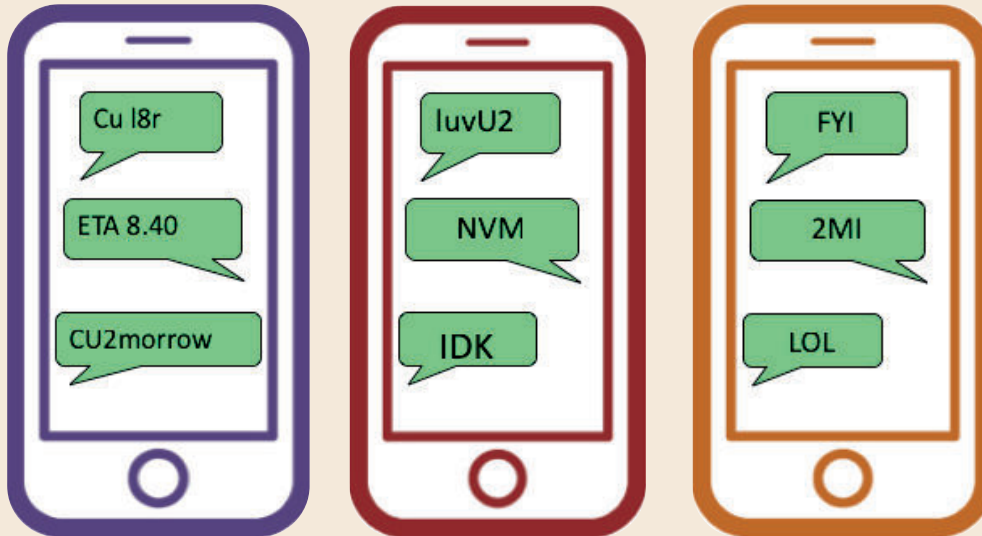
It would be awesome to have your own blog. It could be a class blog, a school blog or any type of blog you want. Get in groups and think of the purpose of your blog.

Think of:

- * a possible name
- * a possible layout
- * possible pictures you want to include
- * possible content you want to add

My phone, my friend

- * Look at the following text messages:



- * Do you know what these messages mean?

Laughing out loud

See you later

For your information

Never mind

Estimated time of arrival

I don't know

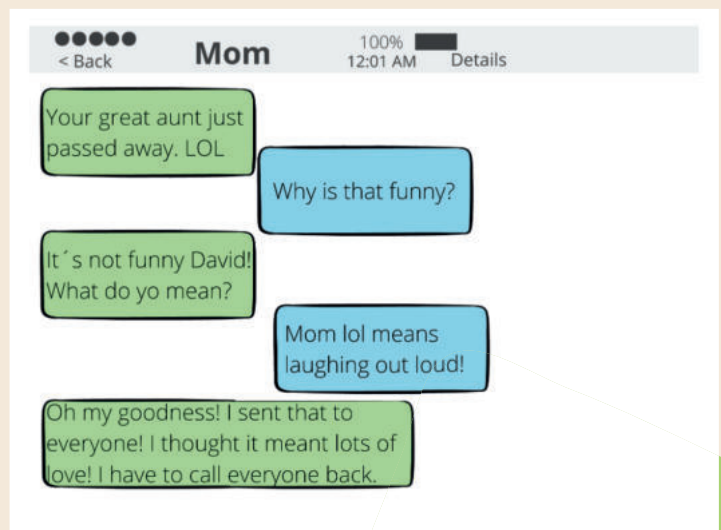
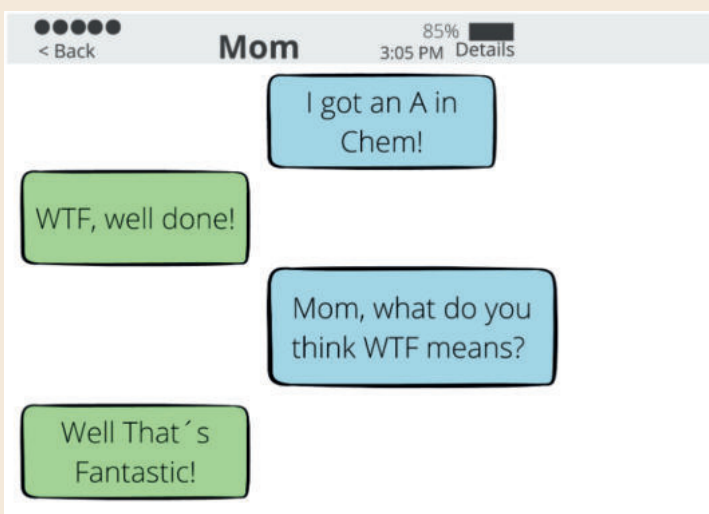
I love you too

Too much information

See you tomorrow

- * Knowing text language is very important. See what happened in these situations.

- * Here there are some misunderstandings between moms and children.
Analyze the situations.



- * Get in trios and create a situation with a misunderstanding. Use the text language dictionaries. Texting language is a new way to communicate. Grammar is not the most important part.



https://www.webopedia.com/quick_ref/textmessageabbreviations.asp

<https://www.smart-words.org/abbreviations/text.html>

- * Let's share the situations you came up with. Now work individually to create a text message. Get in pairs and share those text messages. Then, answer the text messages.

Understanding texting message in two languages: The teacher invites the students to make a bilingual dictionary of texting language. In it, students will include phrases and acronyms in Spanish as well as in English with their meanings.

Social media personalities



- * Do the names Alaska and Mad Raider sound to you? Alaska is a Uruguayan Youtuber and Mad Raider is a Uruguayan gamer.

- * Go to the following website:

[click here](#)

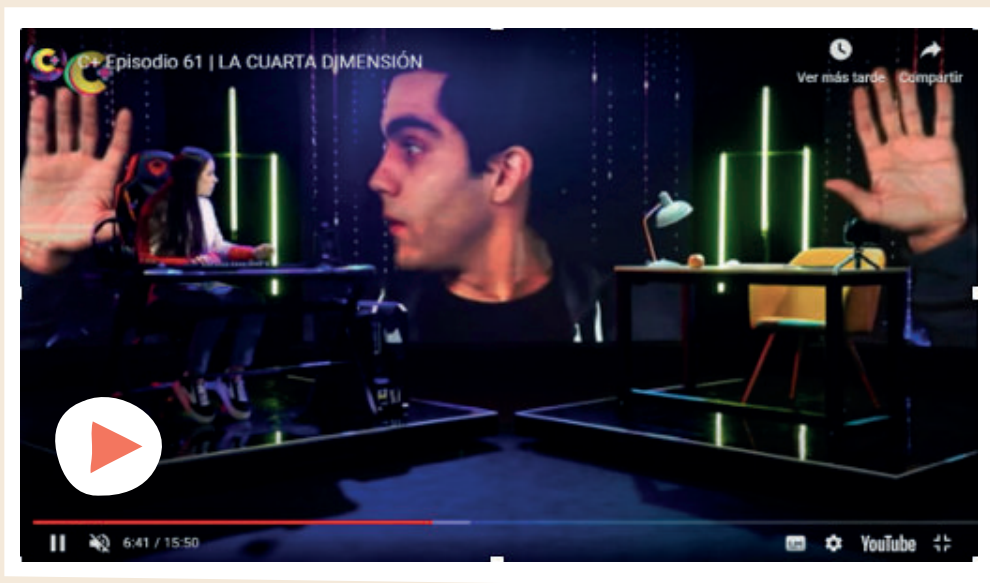


- * Read the information in the website and answer the following questions:
Webquest:

- 1 What are the characters' real names?
- 2 Who created the soundtrack of the TV show?
- 3 What is "Salón Alfa"?
- 4 What subjects do they include as part of the challenges?
- 5 What is the role of the watchmaker?



Now that we know the content of the TV show, let's watch the video and help them solve one challenge they have to face.



- * Now create your own TV show to share with the rest of the class. Work in groups and create a series of challenges to simulate the C+ segment of the TV show.

Social media personalities:

Find people who are popular in social media. Create an interview and write a report about them. Don't forget to include a picture of them, why they are popular, and some of their production.

Unit 7

MY TOWN

AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- describe your city, its origin, and its most famous places.
- describe and share info about the most popular people in your city.
- understand the etymology of the city names.
- write about urban legends, places and people in different cities.
- write application forms and short texts describing places and people.
- talk about some topics related to your town.
- work collaboratively with other teachers you learn from.
- create projects related to your town.

Typical places in my town



Hello guys, let's start the last unit of the book by playing dominos. In the game you will find places, professions, and activities. Put them together.



Let's play!!!



- * There are many places in the city. Now, let's organize the information from the domino in a chart.



Profession

Works at

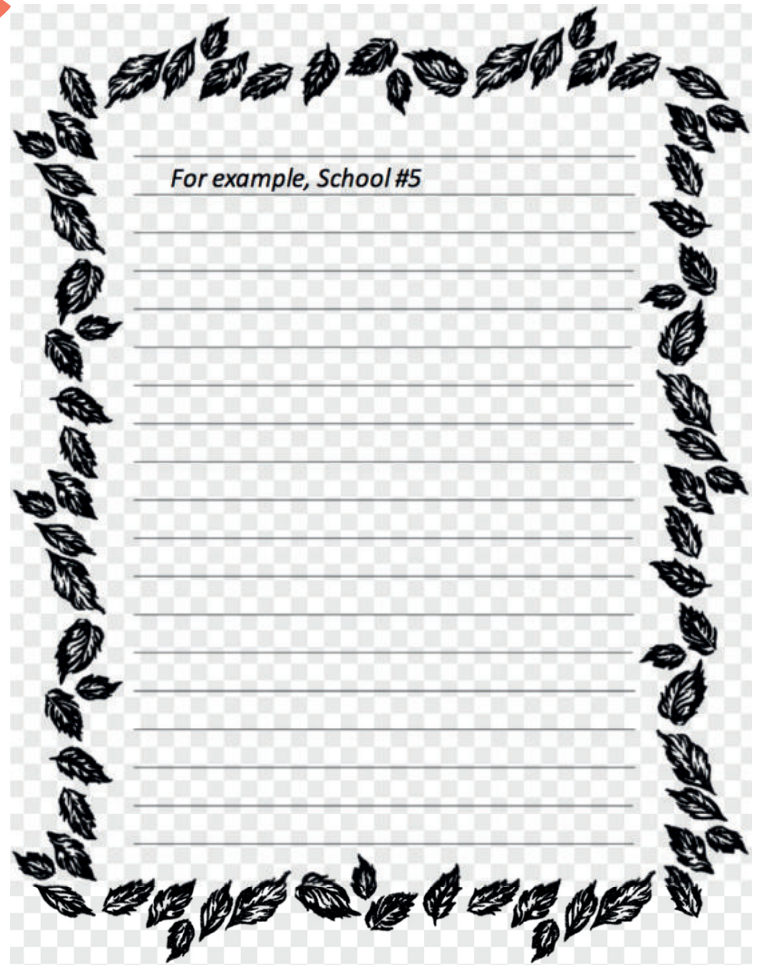
Activities done

doctor	hospital	cures people

- * Choose among a school, a bank, a hospital, a shopping mall, a mini-mall or even a street market. Write about it.

Did you know?

In the US some people name small shopping malls as “mally”. It is a very informal term.



For example, School #5

Lua, Nico, Emma, and their friends Josefina and Fede are sharing about places in their favorite cities in Uruguay. Look at the pictures the characters show and identify places, using the names from the dominos.



Photo by Veronica Velázquez

- * As you can see the characters are sharing pictures with you. Now, let's learn more about these places.



The Independence Square is the most important plaza in Young. In the center, there is a statue of Artigas. All the important historical celebrations take place there. It is surrounded by palm trees and benches. People spend time at the square, drink mate and have fun.

The train station in Young is an old building. It is light brown. It was inaugurated in 1910, and was created to connect Algorta with Fray Bentos.



The Sardo Square is the most popular plaza in Young. During the weekends everyone goes there. Little kids ride their bikes, people have mate and gather around the square. There is a big fountain, a bus stop and a memorial. There are a lot of benches, palm trees and beautiful flowers. Concerts and exhibitions take place there, especially during the summer.

- * Playing orally: The carousel (listen to your teacher carefully).

Where is it?



Do you remember the woman in the picture?

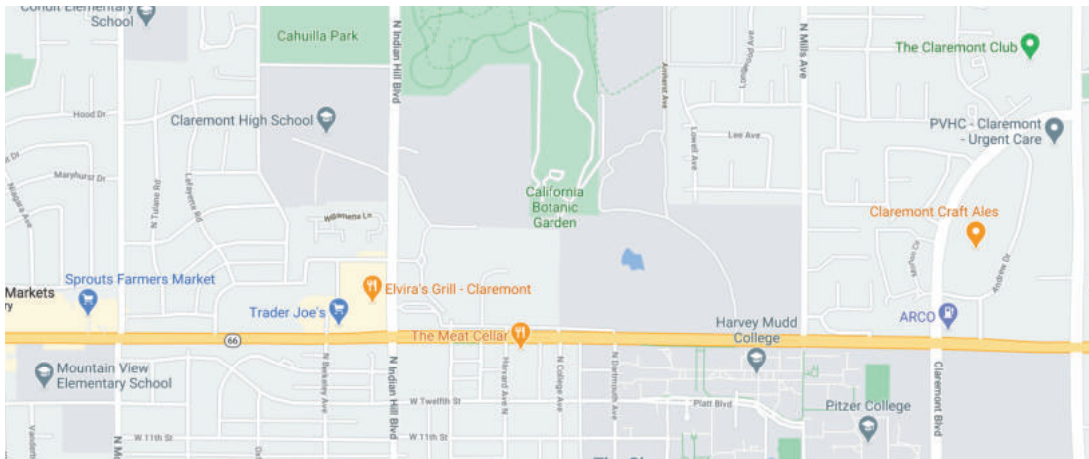
Where does she live?

What do you remember about the place where she lives?

What buildings does she know in that city?

- * Lua's mom does not use public transportation all the time. She loves to walk and she usually meets people on the streets.

- * Lua's mom was walking on the street when she met a lost tourist. The tourist asked for directions. Look at the map, listen to the tourist and guess where they are and where they want to go.



- * Draw the route the tourist has to follow. Find the place where they are at on Google Earth.

Where did you get to? Did you get to the Botanic Gardens?

If you arrived at the Botanic Garden you were right!!! Google it for some photos of the Botanic Gardens in Clermont, CA.

Imagine the tourist asks you for directions. Give directions to that tourist using the map.

- * As you can see, Google Earth gives us the chance of virtual walks. Now, we are going to work in groups.
 - Design a route to tell your classmates.
 - One of the members of the group will give directions and the other members of the group will draw the route on the map.
 - Then, switch roles.
- * Find three different activities that can be done in the places you visited with the virtual walk and make notes.



- * Extra material- giving directions in different cities.



I'm in Atlántida. How can I get from the Plaza Fundadores de Atlántida to Planeta Palace?

- * Follow the instructions and say which of the routes the person told Lua to follow.

Walk along Artigas street for six blocks. Pass the church and the roundabout and keep walking. You will find a second roundabout. Turn in the left exit at the second roundabout and walk for 4 blocks along Street #22. At the corner of Street#22 and the Promenade, you will find Planeta Palace.



Let's see other examples!

- * Now, you have to draw a map with the route. How can I get from Artigas Square to High school Number 1 in Young?

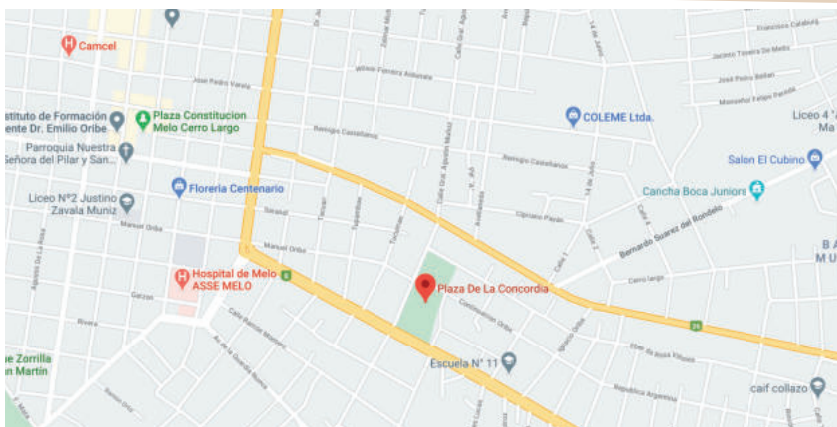


- * Look, at this moment I am standing at the main entrance of the square, in front of the bank. Follow my directions.

Go straight ahead four blocks until 18 de Julio St. Cross the street and walk along the sidewalk. You have to walk three blocks. Turn right, you will be walking along Joaquín Suárez St. Walk three blocks and at the corner of Joaquín Suárez and Asencio you will get to the high school.



We are in Melo, I have another challenge for you. How can I get from the Historical Regional Museum to the Concordia square?



- Walk along 18 de Julio street for 3 blocks.
- Turn left and walk 3 blocks until you get to Francisco Mata Blvd.
- You will be just opposite the "Fuente de la madre" square.
- Walk along the outside of the square and take Road 8.
- Walk straight for five blocks. The Concordia square is just opposite the traffic lights.

Free time in my town



Think of three activities you love doing in your free time. For example, I love hanging out with friends, watching series on TV and chatting with some friends.



My three favorite free time activities are...

- * Share the activities with your classmates. Ask your classmate one question to know more about his/her favorite free time activity.



For example:

Classmate 1

What are your favorite free time activities?

Classmate 2

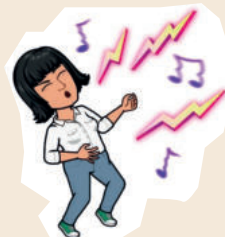
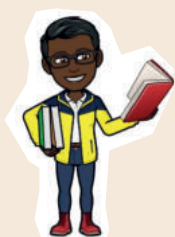
I love playing soccer with my brother, I love attending dance classes, and I love playing music with the ukulele.

Classmate 1

Great! What type of dance lessons do you attend?
Salsa, classic...which one?



- * We want to share some free time activities with you. They have one characteristic in common, the cost is \$0!!! They are free and you don't pay for them. Write the activities.



Let's know more about the activities Lua, Emma and Nico do in their free time.

Hi! I'm Emma. I love singing and listening to all kinds of music. I like playing musical instruments. I can play the bass and the ukulele. I also go to singing lessons twice a week. My favorite singer is Ed Sheeran. I love his songs and my favorite song is "Perfect."



- * Read the text about Emma and complete the sentences.



0 Emma loves *singing*.

1 She can play _____.

2 Twice a week _____.

3 Her favorite singer is _____.

4 Her favorite song _____.

5 The song is about a girl. The girl is _____.

Hi guys! I'm Nico. In my free time I really like spending time with friends but what I like the most is reading books! My favorite author is Helen Velando. I love her books because she writes adventure stories about friends. My favorite book is "Detectives en el Parque Rodó". The book is about three friends enjoying their holidays. One day, Anselmo, an old fisherman, disappears and the adventure begins.



- * Read the text and say if these statements about Nico are true or false.

1 "Detectives en el Parque Rodó" is a horror book. ☐

2 The main characters are siblings. ☐

3 There are only boys in this story. ☐

4 Anselmo is a fisherman who has an accident. ☐

Hi guys! Do you remember me? I'm Lua, the athletic girl. I love all kinds of sports. I like watching hockey and horse riding. I enjoy watching fencing with my father. He practiced fencing a long time ago, but he quit. I also like practicing physical activities. I do gymnastics, and one of my favorite activities is skating. I can do a couple of tricks. Here in the photo I'm doing one of my favorite tricks letting the skate glide along without touching it. I spend every weekend with my friends at the skate park. What about you? Do you like watching or practicing any sports?



- * Which of the following things are said in the text and which ones are not said in the text?
- a Lua likes practicing horse riding.
 - b She likes spending time with her father watching sports.
 - c She watches tutorials on YouTube about every sport she likes.
 - d She skateboards every day with her friends.
 - e She only practices skateboarding.



- * As you can see, the characters love doing activities in their free time. What activities do you like doing in your free time? Imagine Emma, Lua and Nico will visit your town and create a brochure/webpage/blog showing the activities young people do in your town. (Include the places, the activities, and how to get to those places).

Reasons to choose a place to go:

because I love spending time in the fresh air.
 because I enjoy practicing sports.
 because I like learning about old buildings.
 because I like taking pictures of historical places.
 because I like spending time with my friends.
 because it is one of my passions.
 because I am a very social teen.
 because I find it easy.
 because I love social activities.
 because I love being with my friends.
 because I love hanging out with friends.
 because I love activities in the outdoors.
 because I love nature.
 because I love reading all types of books.
 because I adore activities involving physical exercise.
 because I enjoy relaxing/cultural/indoor activities.
 because I like to challenge myself.



Working opportunities

- * Look at the following picture. Look at the person, the clothes he is wearing and make guesses of what his profession is. Ask yes/no questions.

Does he work full time or part time?

Does he work in the city or in the countryside?

Does he work in an office?

Does he like his job?



His name is Ismael and he is Nico's father. He's a

Let's play a game. It's "Guess the characters". Go back to the professions you learned when we played dominoes. Choose a chart containing one profession. Your classmates will ask you yes/no questions. They have to guess the profession you have.



- * Look at the school newspaper on the following page.

There are some ads offering working opportunities for adolescents.

- * Read the ads and spot the jobs offered.



I found these 6 jobs:

car washer

- * Choose one job you want to apply for.

THE STUDENT JOURNAL

WORKING OPPORTUNITIES FOR TEENAGERS



CAR WASHER

Our company needs responsible young people (13-17 y.o) to help wash cars. Every day 1-5 pm. \$U 2000 per week. Friendly atmosphere and excellent working conditions.



DOG WALKER

Are you a pet-lover? We have a job for you! The dogs in the neighbourhood need a walk around. Mon-Fri 2 to 6 pm. U\$ 120 per hour. Energetic and caring people are welcome.



FOOD DELIVERY DRIVER



If you don't have a driver's license or a motorbike don't read this ad. Fri-Sun 8 to 12 pm. \$ 1800 per week + tips. We deliver pizza and fast food. We pay for fuel.

ICE-CREAM SELLER

Family company selling sugar-free ice-cream in the downtown area. Every day from 9-12 am. \$U 1500 per week. Add a telephone number of a personal reference.



BABYSITTER



We are looking for a young babysitter. Needs to love taking care of kids of all ages. Responsible and with references from local families. Needs to be available during the weekends. \$200 per hour.



GARDENER



"Lola's flowers" needs a part-time gardener. Needs to be responsible and hard-working. No previous experience needed. All the materials are provided by the company. From Mondays to Fridays 9-12 am.



* To apply for a job, you need to fill in an application form. In an application form you have to include your personal information, references and the abilities you have.

Keep on working with the book and complete the form below.

Application form

Name:

Surname/Family name:

Age:

Telephone #:

Driver's license

Yes ☐ No ☐

Prior experience

Yes ☐ No ☐

Motorbike

Yes ☐ No ☐

Any health conditions?

Yes ☐ No ☐

All requirements?

Yes ☐ No ☐

Personal reference:

Name:

Telephone #:

Responsible Adult:



- * Exchange your application form with a classmate and decide if the person is suitable for the position or not. Say why.

e.g. I think Maria is not suitable for the position of gardener because she has classes in the morning.

I think you are the right candidate for the position because

Tourism



Do you know what the main sources of income are in our country?

Tourism is one of the main sources of income of our country. For more information read the following page:

[click here](#)

Uruguay is a country that tourists love. We have beaches, history, architecture, nature, reservations, countryside, among other tourist attractions.



- * Name some cities that are famous for their tourism.

City

Famous for

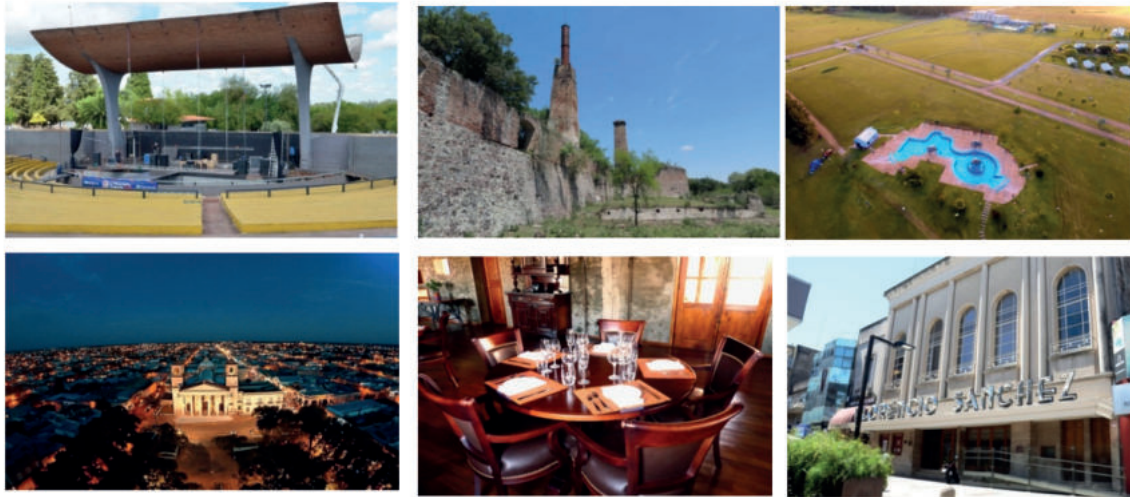
Paysandú

Hot springs, nature, architecture, etc.

There is one tourist city that is called “La Heroica”.

Do you know which city that is?

- * Let's focus on “La Heroica”, one of the main tourist attractions in Uruguay. You have already discovered it. Look at the following pictures.



Photos by Daniel Castelví, La Pulpería Casa Blanca, Intendencia Paysandú and Ministerio de Turismo.

- * Go back to the pictures and label them with this information.

- 1- Rio Uruguay amphitheater
- 2- Almirón hot springs
- 3- Constitución square
- 4- Florencio Sánchez theatre
- 5- St. Peter's salting house
- 6- The Tavern in Casa Blanca



3 of these places are located in the capital city Paysandú, which are them?

I have an extra challenge for you. There is a super famous band from Paysandú. They became famous some time ago. Go ask an adult about this famous band.

- * Look for information about the different places in Paysandú. Write down three facts about each place.



The amphitheater The salting house The hot springs The square The tavern The theater

* Which of the places would you like to visit?

E.g. I would like to go to St. Peter's salting house because I love nature.

Since Paysandú is a historical city, Sanduceros organized a Parkour Urban Festival. In every festival there is a guest. The organizers invited Tyler Peterson from the US. Before traveling, he sent a video showing his abilities with parkour.



* Tyler Peterson shares some of his techniques.
Watch the video and put the following techniques in order.

- 1 Leap/running jump
- 2 Roll
- 3 Climb-up
- 4 Squats
- 5 Precision jump
- 6 Safety vault
- 7 Bear crawl
- 8 Push-ups
- 9 Pull-ups

One group focuses on one of the techniques Tyler shares.



Go to the patio, take turns and teach the technique to the rest of your classmates.

Education opportunities

Emma, Lua and Nico went for a walk. They are at the entrance of this place. What is it?



Photos by Gustavo Pereira

The places you include can be local, regional, national, binational or even international.

- * Nico is interested in attending Nursing School. He sent an e-mail to the school and he got an answer. Read the email and complete the fact file about the school.



To: nicoromero@gmail.com

Dear Nicolás Romero,

Thanks for getting in touch with our Nursing School. According to your request, here you have the most relevant information.

We have been training students for more than 10 years. We provide our students with onsite practice at every local public hospital and some private health institutions.

You can choose to attend the theoretical lessons in our school in the morning, afternoon or evening.

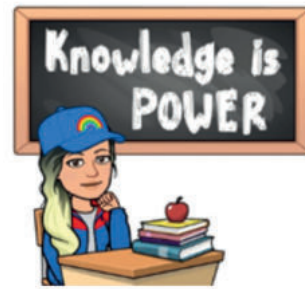
The practicum is held in the morning or in the afternoon according to the health institution's availability.

The cost of the course has to be arranged onsite at our school. There is no enrollment fee.

We are pleased to meet you at the school for further information.

Regards,

María Delgado



In our country or region there are many places to go to study. The Nursing School is one of the places where you can study. Do you know any other places where you can study?

I can study at... **School**



Nursing School fact file

Address

Telephone #

Time of the lessons

Cost

Enrollment fee



- * Read the following sentences and match them with the pictures.



- 1 Here I can study to heal people.
- 2 Here I can learn how to cure animals.
- 3 Here I can become a scientist.
- 4 Here I can learn to design houses.
- 5 Here I can learn how to treat people's teeth.
- 6 Here I can develop my creativity. I can become an expert in different areas such as dancing and painting.



Source: <https://fq.edu.uy>,
<http://www.bedelia.fmed.edu.uy/>,
<https://mvdaudiovisual.montevideo.gub.uy/>,
<http://www.fadu.edu.uy/>, <https://udelar.edu.uy/>

Improving my town

What are the different places in your city?
 For example, Is there a school? Is there a theater?
 Is there a mally?



What places can you find in your city?

- * Which of these places do you think may need some improvement? Get in small groups and choose a place to improve.
- * Find information about the place: the origins, the reason for building it, the activities people do there, etc. Using the information, write a short paragraph about it.

This image shows a single sheet of white paper with horizontal red ruling lines. On the left side, there are four circular punch holes, evenly spaced vertically. The paper appears to be part of a notebook or binder, as evidenced by the binding holes and the slightly aged, off-white color of the paper. There is no handwriting or other markings on the page.

Great!

* You have decided which place to improve and you know about it. What do you think should be changed and why?



- Plan the changes and create a low scale model or a document. Include all the details of the change.
- Talk to people in the community and feel free to carry out a survey.
- Share the embellishment projects with your classmates.
- Remember that your classmates assess your work.

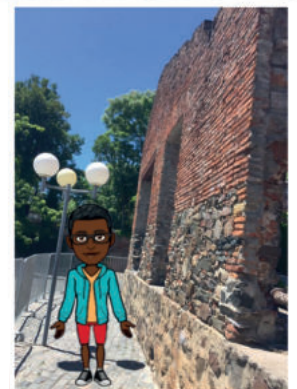
Photos:

Top left: Fuente de los Sapos, Melo
by Nancy González

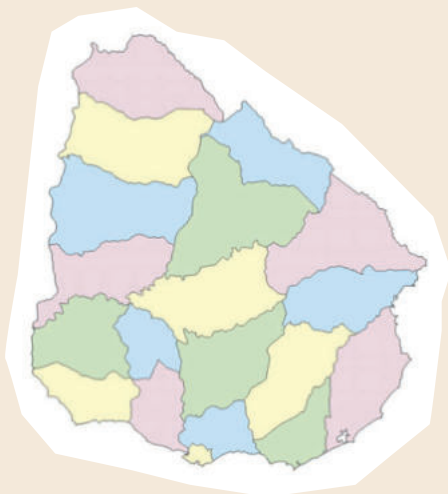
Top right: Fray Bentos promenade
by Carla Hernández

Bottom left: Políticas Lingüísticas,
Montevideo.

Bottom right: Old Colonia by
Jimena Martínez

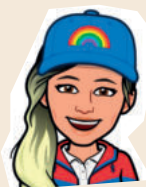


Origins



- * Look at the map of Uruguay. Here you have the name of the provinces. Put the provinces into the right place. Then write the capital cities.

For example: The province on the top left is Artigas. The capital city of Artigas is Artigas city.



What's the capital city of the country?

- What's the capital city of Montevideo province?
- How many towns or cities are there in Montevideo?
- Why is it called Montevideo?



* Let's see if your answers were right.



Montevideo is the capital and largest city of Uruguay. It is a very manageable capital city with a lot of attractions. According to the 2011 census, the city has a population of about 1,719,000. The southernmost capital city in the Americas, Montevideo is situated on the southern coast of the country, on the northeastern bank of the River Plate.

The city was established in 1724 by a Spanish soldier, Bruno Mauricio de Zabala, as a strategic move amidst the Spanish-Portuguese dispute over the Platine region. It was also under brief British rule in 1807.

Montevideo is the seat of the administrative headquarters of Mercosur and ALADI, Latin America's leading trade blocs, a position that entailed comparisons to the role of Brussels in Europe.

It is the hub of commerce and higher education in Uruguay as well as its chief port. The city is also the financial hub of Uruguay and the cultural anchor of a metropolitan area with a population of around 3.5 million.

* Decide a suitable headline for each paragraph. (There's an extra one you won't need)

- a History and origins of the city.
- b Population and location.
- c Sports and leisure.
- d Education, economy and tourism.
- e The world appreciation of the city.



Read and answer

- a) When was the city founded?
- b) How many inhabitants live there?
- c) Who was Bruno Mauricio de Zabala?
- d) Why is 1807 an important year for the city?

* Here you have a website with activities you can do in Montevideo:

[click here](#)



As you could read, the history of Uruguay is very rich. Montevideo is not an exception. There are different theories about the name of the city. Read the text on the following page to know more about it.





Etymology

It is not clear how the word Montevideo appeared.

“MONTE” refers to the hill: Cerro de Montevideo. but the problem is about the etymological origin of the “VIDEO” part.

One option is expression: MONT VIDE EU, which could probably mean “I saw a mount.” There is another option: it can be related to the Portuguese expression. it could have been said by an anonymous sailor from the expedition of Fernando de Magallanes.

MONTE VIDÍ: this hypothesis comes from Francisco de Albo, a member of the expedition of Fernando de Magallanes. He wrote about a date January 1520, a sandy terrain and a mountain, similar to a hat and the way they called it: Monte vidi. This is the oldest document that mentions the name “Montevidi”.

Monte VI - D - E - O: according to Rolando Laguarda Trias, a history professor, the Spaniards annotated the geographical location on a map, so the VI refers to the 6th month and D - E - O is related to the navigation from east to west. After some time, these letters and words were unified to Montevideo. There is no evidence of this hypothesis.

MONTE OVIDIO (Monte Santo Ovidio) - It is the least known hypothesis. In the “Diario de Navegación” of Fernando de Albo, he relates the name of Santo Ovidio (Saint Ovidius), who had a monument in Braga, a Portuguese city. There is no conclusive documentation, but some people think there is a connection to his name and the name “Montevideo” given to the region in the 16th century.



Adapted from Wikipedia.com

* According to the text, are these statements true, false or it doesn't say? (T - F - DS). Correct the false sentences or find the evidence for each decision.

- a There's no agreement in the origin of the city's name.
- b In 1865 there was a plebiscite about the name.
- c One of the theories of the name has a Portuguese origin.
- d Fernando de Albo is the founder of the city.



You can always use books to learn more about this. But a good idea is to ask your history teacher and your geography teacher about the origins of Montevideo.

The origin of your town:

You have read about Montevideo and the origin of its name. It is interesting to know the origin and history of a place. What about the place where you live? There might be an interesting origin, an interesting history behind the place. Work with the history teacher and the geography teacher to understand more about the place where you live.

Gather information and prepare a group presentation about:

- The history of the place you were provided with at the beginning of the lesson.
- The origin of its name.
- The social situation there.

Architectural heritage

- * Look at this picture and the ones on the following page. Describe them and see what they have in common.

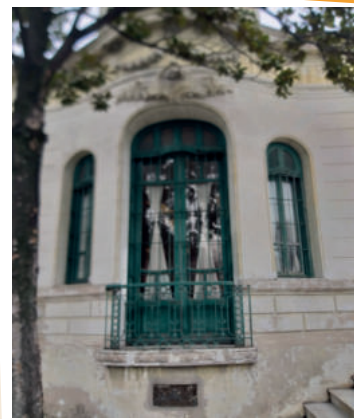


Photo by Aldo Rodriguez

Is this window modern or old?

When do you think it was built?



Photo by AGESOR

What does this statue represent?

When was it built?

What does number 9 in this construction represent?

How does this connect with the fence in the promenade?

What's the connection between this and the idea of hopscotch in Punta Fria?



Photo by Gastón Goicoechea Pérez

These three pictures refer to what we know about our ancestors. We know about their beliefs, the architectural taste and techniques as well as their cultural heritage. Each monument has a history.

There are people who love to learn about the origins of people and about their legacy. This is the case with Professor DJ Kaiser. He teaches in the US and in Uzbekistan. He visited Uruguay several times. He is Lola's friend in the US. He is interested in necro tourism.



Have you ever heard of necro tourism?

Did you know?

Necro Tourism, in Uruguay called "Cementerios con contenido" is one of the fastest growing incipient sectors of the tourism and travel industry. It consists of visiting cemeteries, appreciate the architectural legacy of the tombs and visit the places where famous people are buried.

- * In his last visit, Dr. Kaiser visited the cemetery in Paysandú. Look at these two pictures he took from the Old cemetery there. Do you like what you see? Talk with the Art teacher about these two pictures.



Photo by DJ Kaiser

I think that the picture on the left is a masterpiece. It is made of marble but it looks real.



- * Read the text about DJ's visit to the cemetery. Are these statements true or false? Correct the false ones.

Paysandú's Old Cemetery

Written by DJ Kaiser

In Paysandú, behind the former bus terminal there is a small cemetery. This old cemetery is like a museum of statues and monuments. Many of these statues and monuments are more than 100 years old. When families lost people they loved they built beautiful memorials to visit on special days and bring flowers. The old cemetery is very calm and quiet. I don't feel sad when I go there because it is very peaceful. I walk up and down the rows of mausoleums to see each small building and to read the names of people who lived in Paysandú a long time ago. My favorite are the statues. In front of one mausoleum there is an angel. He is the archangel Uriel and he has his hand on his chin and he is looking down. It looks like Uriel is thinking. He has large wings with many feathers and long curly hair. On top of the angel's head is a third eye in a pyramid. This third eye is the eye of God watching over and protecting people. I want to return to the old cemetery in Paysandú and explore the historic structures and statues. It is a very nice place to walk and spend an afternoon!!



- 1 Families built memorials to the dead.
- 2 The cemetery is very noisy because it's close to the bus terminal.
- 3 DJ loved the statues.
- 4 Uriel seems to be thinking.
- 5 DJ doesn't want to come back there.
- 6 He felt sad when he went there.



Are there any stories to be told in your local cemetery? Talk to the person in charge of it and research its history.

- * The third picture in this lesson was about The Argentino Hotel, built by Francisco Piria in the Uruguayan city of Piriápolis. Let's get to know more about it. History Teacher Gastón Goicoechea Pérez shares some of his research on Piriápolis. Read Goicoechea's findings.



The city of Piriápolis is located in the southern province of Maldonado. It is a popular seaside resort with a permanent population of approximately 8830 inhabitants (2011 census). However, the city of Piriápolis is one of the architectural jewels we have on the Atlantic Ocean. The name of the city refers to its founder: Francisco Piria (and the word polis is the Greek name for city) a businessman, alchemist and visionary.

Francisco Piria was an auctioneer. He used to buy and sell land from and to workers and immigrant families. In 1890 he invested all his money on some land to build his own country house. There, he started manufacturing oil and wines. He also had a mining company. It extracted stones from the moors and used it to build his own houses but also to sell them. Those stones were used to decorate part of the Uruguayan Parliament.

In 1930, at the age of 83, Piria did the grand opening of the biggest and the most luxurious hotel in South America. Argentino Hotel had the finest European furniture.

For all those reasons, Piriápolis became an important economic and leisure city. However, Francisco Piria died in 1933 and one of his children died, too. His heirs had conflicts and Piriápolis suffered an important "shut down" of its economy. This allowed other places to grow and flourish. That is the case of the world-wide famous Punta del Este.

In 1940, the inhabitants of Piriápolis overcame all the difficulties and the city continued to grow. Tourism is one of the most important, if not the most important, sources of income there. To promote that, its inhabitants built a Car-racing track, the Rose Pavilion, a community secondary school, golf courts and all the amenities for the people who built their sumptuous summer houses there.

Piriápolis, a city full of history, alchemy and sandy beaches that is worth visiting.

- * Read the text and find the importance of this information in the text.

- | | |
|---------------------|---------------|
| A alchemist | D wine |
| B moors | E 1933 |
| C auctioneer | F 1940 |

For example: Francisco Piria was an alchemist.

- * DJ also went to Mercedes. He was very impressed with the Statue of Liberty at Plaza Rivera. Read about Mercedes and its statue of Liberty: its history and its tragic ending.



AUGUST 27, 2020 | ISSUE 30

#LIVINGUY1

LIGHTNING DESTROYS THE OLDEST MONUMENT IN SORIANO.

Report by Aldo Roque Difilippo
Agesor (Agencia Soriano de Noticias)



Lightning destroys the oldest monument in Soriano.

Lightning destroyed the Statue of Liberty, located in Rivera Square in Mercedes. It is one of the oldest monuments in the province. The thunderstorm took place in the morning of August 26, less than 24 hours of the celebration of Independence Day.

Around 7:15 in the morning an astonishing sound was perceived all around the city. The sound was caused by lightning. The neighbours were not only surprised by the noise, but also by seeing the Statue of Liberty destroyed. On August 26, the inhabitants of Mercedes woke up with the news of the destruction of the legendary Statue by means of lightning. People from the area published the first pictures of the event on social media. The pictures showed the violent impact of the explosion, finding debris from the Statue more than 80 meters away from it.



OTHER STORIES INSIDE THIS ISSUE:

New Satellite

Launched - 3



Photos and Text written by Aldo Roque Difilippo AGESOR (Agencia Soriano de Noticias), translated by the #livingUruguay team.

Talk with people in your family, community members and your teachers. Discuss the places in your city that existed in the past and no longer exist or discuss the monuments with history, like the Statue of Liberty in Soriano.

- * Create an article like the one about the Statue of Liberty. Work in groups and ask your Art teacher, history teacher, geography teacher and any other teacher for help.

My town's name: the history behind it



- * Work in pairs or groups of 3. Google for photos of the 19 provinces in Uruguay.



- * Pair up with another group and you guess and they guess where the pictures are from.

- * The names of the provinces have different origins. Let's find out. Let's go to the school library and find information about the names of the provinces.



- * Go around the school and interview the adscripta, the principal, other students, the POB, the POP, etc.

- * Now, let's share all the information you've collected!



- * Share your findings by using a digital tool.



Several classes ago we studied the etymology of our country capital city name. We also talked about the name of our country. Did you know that there are many and different origins for the names of the towns and cities in our country?

- * Work with a map of Uruguay. Color the different provinces according to the origin of the name, come up with the classification you think is the most appropriate.

Example:

- *indigenous name*
- *surnames*
- *owner of the land's names*
- *names on behalf of historical celebrities*
- *uncertain origin*



Famous people nowadays

- * Look at this picture. It is a picture of a violin. Do you know how to play it? Do you know anyone who plays it?
- * Tick the requirements that are necessary to play the violin.
 - 1 Train hard every day.
 - 2 Know a lot of theory.
 - 3 Have a special talent.
 - 4 Study at an academy.
 - 5 Watch tutorials on the internet.



Photos by Emanuel Olivera

- * Emanuel Olivera is a 14-year-old student from Minas. He plays the violin and he took part in Uruguay Got Talent. He became a celebrity in Minas. Listen to Emanuel's video and see if you recognize the songs he plays. Ask your music teacher to help you.

This is my family. Listen and label the members of my family.



Photos by ANEP Comunicaciones

- * Emanuel is very popular in Minas. He appeared on TV and he won a scholarship to travel to China. Read some of the comments people make about him.



Emanuel's mom.

"Emanuel is a great son. He is always showing us how he fights for his dreams and objectives. He is not a genius. He is an ordinary boy with a lot of determination and grit."

Emanuel's dad

"I am very proud of Emanuel. He is very humble and he is a companion to all of us. He practices every day and he loves studying and improving. When Emanuel got the grant to travel to China, we decided to make it a family trip. We worked together in order to get the tickets. It was an unforgettable experience."

Emanuel's sister.

"Emanuel is my inspiration. He is very determined and he is a good person. I look up to him. He is my role model."

Emanuel's teacher

"Emanuel is one of the most determined people I have met. He sets clear goals and then he goes for them. He is gritty and tenacious. He is also a good friend. At school he has demonstrated that he is not a genius but he puts a lot of effort to get what he wants."

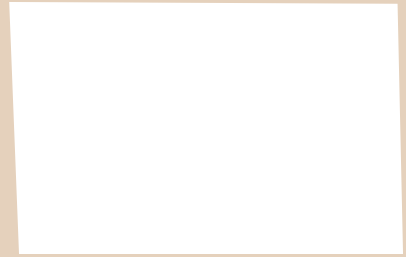
Emanuel's friend.

"Emanuel and I have been friends for many years. He doesn't gossip about others and he is a good friend. He is introverted but music is the way he expresses his feelings and ideas."

- * Why do you think Emanuel wanted to participate on a TV show?

Watch this video:

[click here](#)



- * Write a sentence expressing your opinion.
- * After having learned about Emanuel, what would you tell him? Write a text message to him.

Did you know?

In our previous lessons we talked about Uruguay. We know about its name, about some trees, some animals, etcetera. Go to this website and read point 1:

[click here](#)



- * Let's get to know some places in Uruguayan cities.

Look at the pictures and point to:

- A hot springs resort
- A lighthouse
- An old mine
- A farm
- A promenade
- A castle



Did you know?

The city of Mercedes, the capital city of Soriano has the nickname of "Coqueta del Hum". People put that nickname because of its beauty, especially its promenade, where Mercedarios go to hang out at night or during weekends. The name Hum is the name given by the aboriginal people to what is now the Black River. Hum means healing waters.

Photos by Carla Hernández, Jimena Martínez,
Daniel Castelví, Verónica Velázquez & Aldo Rodríguez

- * Here is a text with some interesting facts about these places. Read it and circle the ones you didn't know.



Dayman hot springs are located 9 kilometers away from Salto. They were an attempt to find oil but they found hot water instead.

La Charqueada is a town and a port in Treinta y Tres. Its name comes from the word "charque" which was commercialized all around the country. The port is still used nowadays, but not for commercial purposes. Do you know what "charque" is?

Between Salto and Paysandú there is a farm called "La Aurora". This place is famous because strange events have taken place there. Many tourists assure that you can see UFOs every night if you visit the place. People also say that a NASA base was also installed there.

Cabo Polonio is a unique place in Uruguay. In Cabo Polonio there is no electricity, no running water, no cars and no streets. Its lighthouse is more than 132 years old and its sand dunes are huge, reaching heights of over 20 meters.

When travelling to Maldonado, you can't miss visiting Piriápolis and Piria's castle. It is said that Francisco Piria built his city based on the Kabbalah. It means that it was built around the spots where magnetic vibrations were the strongest. There are many symbols of Kabbalah. For example, number 9, number 3 and Punta Fria. When you see Punta Fria from a moor, it is similar to hopscotch. Do you know what hopscotch is?

Minas de Corrales is a town in Rivera where there were some mines in which gold could be found. It's said that still nowadays you can find gold nuggets with the appropriate equipment and some patience.

- * Where are these places located? Find them on the map of Uruguay.
- * Find some interesting facts related to the city you live in and write a short text. What facts about your city do you want to share?

- * Share the interesting facts about your cities with your classmates.

Did you know?

Sacachispas is a village in Soriano. The older inhabitants from the village liked this name. Through time, this place started to be called Villa Darwin. In 2008, there was a plebiscite so the people from the village voted to choose the name they preferred. The name that won was Sacachispas.

Did you know?

Cerro Chato is a city placed on the border of three provinces: Treinta y Tres, Florida and Durazno.

Cerro Chato is the place where the first woman in the history of Latin America participated in a Government Plebiscite.

Urban legends

- * Look at this picture of a very famous high school from the interior of the country.

Do you know where this school is located?

- * The students from the school created a crossword puzzle for you. Read the clues to solve the crossword. Search for info on the Internet.



Photo from: <http://www.todouruguay.net/hechos-inexplicables-en-el-liceo-ipoll/>

Across

- 2** This is how citizens call this High School.
- 4** It is a quiet place located on the second floor. Students go there to study and read books.

Down

- 1** This famous writer known for his novel called "La carreta" was a student from this High School.
- 3** The province where it is located is known for its hot springs.

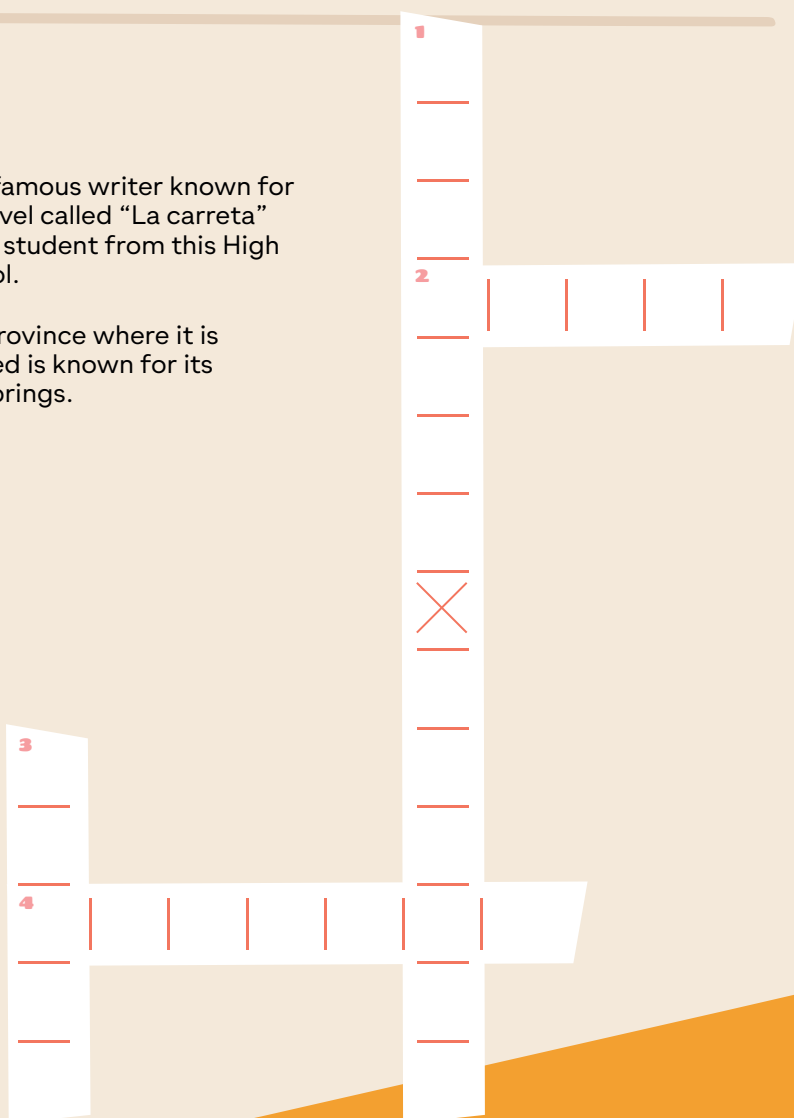


- * Every place has an urban legend. What type of legend do you think this High School has? Predict some of those legends...

In my opinion...

I think ...

I believe...



- * Read a short text about the legends in this high school. Find the text below.



Instituto Politécnico Osimani Llerena better known as IPOLL is a High School located in downtown Salto. It was founded in 1873 and since then it has fulfilled an advanced role regarding education in the local and regional area. Since 1971 theater, plastic arts, journalism and sports have been promoted, being an environment that generates citizenship and in which the people from Salto feel identified.

Apart from being known for its educational level, this High School is also famous for its Urban Legend. It is said that there is a cemetery located on the land where the institute was built. This is the reason why at night this place is the scene of a great number of mysterious and paranormal events. Some of the most frequent witnesses are students, teachers, the authorities and people who work there such as the cleaning service. Police officers don't enter the High School during their night shifts. Believe it or not, there are plenty of people who believe paranormal events take place in this amazing High School.

- * Emma wrote some sentences about this urban legend but she was really scared so she made some mistakes. Let's help her identify and correct those mistakes. Circle the wrong word and write the correct word.

A IPOLL is a well-known university.

B The High School was built in 1873.

C Before building the High School, there used to be a farm.

D The paranormal events take place in the morning.

E Police officers who work during the day don't get inside the building.

- * Emma is happy because you helped her correct the mistakes; now let's see if you were right. You can surf the net or ask your teacher.



- * Search for information about an urban legend in your town. Present the information by creating a poster or a video.

Farewell



Thank you guys for this wonderful year! I dressed up for the occasion because working with you calls for a celebration. I enjoyed working with every single lesson. Hope you enjoyed it, too.

Such an amazing year!!! I loved to be with you this year. I loved talking about my family, my friends, my pet, and some animals. I hope to see you all next year.



I don't want to be repetitive but, I agree, thanks! Thanks for your support, help, and commitment to the course. I loved being with my friends. Join us in our new adventures.

Project

Project 1 - First step:

Students take pictures of their favorite places in town. These locations should be visited by any tourist going there. Write a short description of them and start designing a brochure or leaflet with that information.

Project 2 - Offering working opportunities in my town:

The first job is very important. In small groups create a company, choose what your company will be doing and the positions you will be offering. Create an advertisement with the job position you will be offering. Include all the information you think is important.

Project 3 - An urban festival in my city:

In every city there are different cultural manifestations. Adolescents plan festivals and meetings with people from other places. An example was the Beat Box Meeting in Treinta y Tres in 2019. In the video, you will see Agustin Castro giving us an example of what they can do in this type of festival. Are there any festivals in your city? Which one? Imagine you are from the organization committee and design a poster, brochure, leaflet or a video commercial to invite people from other places to go. Don't forget to include where the meeting or festival will be, the theme, the time, the facilities, and any other relevant information that you consider appropriate.

Project 4 - Education opportunities where I live:

The teacher tells you that you can study in Montevideo. Yet, there are several opportunities to study the rest of the provinces. Work with the map of Uruguay and locate at least one research opportunity in each province. Find information, write sentences, and include a picture of the place. What education opportunity do you have in your area?

Project 5 - Someone popular in your city.

Emanuel is popular in Minas. In every city there are popular people. They are popular because they have a lot of social exposure, they do something special for the people, they have a special talent, they left a legacy for the community, or many other reasons. Choose one person that is popular in your town or city and make a presentation about him/her.

Don't forget to include:

- Personal information about the person.
- Why the person is popular there.
- Any other information you think is relevant to share.

Project 6 - Benefits of music.

Music can make us feel strong emotions, such as joy, sadness, or fear and it also has the power to improve our health and well-being. Look for information about the benefits of music. Create a list of the benefits. You can choose to show them on a PPP, leaflet, video, poster, etc.

[click here](#)

Project 7 - Why is studying music important?

Read the following article and investigate in which specific ways we can notice that someone has developed their creativity, memorizing ability, collaboration skill, etc.

Why is studying music important?

As you can see, studying music and how to play a musical instrument can have a significant impact on students and their ability to memorize, to increase creativity, to improve discipline, mental capacity, and their opportunity for collaboration.



Then compare your findings with your classmates.

Rúbricas

¿Cuál sería nuestro estudiante ideal?

- **Uso de imágenes.**

Las imágenes sirven como un hilo conductor, como ayuda memoria, y como estrategia para que los compañeros entiendan lo que está presentando.

Uso de imágenes. La tecnología deberá estar presente? ¿Será elemento imprescindible?

- **Contacto visual con los compañeros. Trabajar lo no verbal.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Postura del estudiante.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Foco en fluidez y no en precisión lingüística. The Onion theory.**

- **Balance entre calidad y cantidad**

- **El estudiante se alinea con las Progresiones de Aprendizaje para el Tramo 3 para Segundas lenguas y Lenguas extranjeras.**

PROGRESIONES DE APRENDIZAJE

Oralidad. Producción (Tramo 3)

Evolución sintáctico semántica

Produce oraciones conectando dos o más ideas sobre temas que le son familiares o de su particular interés.

Conciencia fonológica segmental.

Produce los sonidos de la segunda lengua en forma autónoma logrando mayor precisión en aquellos sonidos que presentan cierta similitud con los de su L1.

Conciencia fonológica supra-segmental

Pronuncia correctamente en enunciados breves y lo hace con la entonación adecuada.

Oralidad. Comprensión

Evolución sintáctico pragmática

Comprende oraciones que pueden incluir más de una idea interconectada y puede seguir la secuencia de eventos de un discurso pseudo natural pero fluido con apoyo icónico y lenguaje gestual sobre temas que le son familiares y/o

relevantes para su cotidianidad. Comprende diálogos contextualizados breves vinculados a temas que le son familiares e identifica información específica siempre y cuando sea orientado.

Conciencia fonológica

Realiza hipótesis y comienza a sistematizar su conocimiento sobre los sonidos y la entonación de la L2.

Manejo léxico

Comprende vocabulario relacionado a temas generales de su interés.

Escritura

Creación de tipos textuales

Escribe textos más extensos como biografías simples, poemas, rutinas y descripciones de eventos. Utiliza adjetivos y adverbios de uso frecuente para enriquecer el texto.

Aspecto sintáctico coherencia y cohesión

Escribe una serie de frases y oraciones sobre temas familiares uniéndolas con conectores simples tales como «y», «pero» o «por- que».

Lectura

Procesos de comprensión

Lee y comprende textos más largos recurriendo al apoyo visual y la estructura textual para lograr la comprensión del mismo. Reconoce ideas principales, localiza información explícita e infiere información implícita. Establece relaciones entre el título y el texto aun cuando estas no sean explícitas. Identifica diferentes variedades de texto y reconoce algunas características que hacen a su formato. Opina sobre el texto, reconoce su propósito y distingue entre hechos y opiniones. Identifica una variedad de marcadores discursivos en un texto. Sigue la secuencia narrativa de un texto presentado de forma cronológica sin necesidad de apoyo visual.

Interacción y mediación

Interacción y estrategias de comunicación

Interactúa con comodidad en situaciones estructuradas e intercambios breves, siempre y cuando reciba ayuda de otra persona en caso de necesidad.

Participa de forma sostenida en conversaciones acerca de temas que le son familiares.

Escribe notas o posteos simples y estructurados en línea conteniendo información personal. Responde a preguntas y comentarios.

Reconoce la ocurrencia de dificultades en la transmisión del mensaje e indica el problema a sus interlocutores usando lenguaje simple.

RÚBRICAS DE PRESENTACIÓN DE PROYECTOS

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Silueta textual	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.	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.	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.	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.
Contenido	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.	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.	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 están fundamentados, descriptos o ejemplificados. Sin embargo no has hecho dicho trabajo con todos los elementos solicitados en la consigna.	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.
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.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
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, involucrándolos 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

RÚBRICAS PRODUCCIÓN ESCRITA

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Contenido	Los contenidos que se te pidieron en la consigna no se encuentran presentes. Los puntos que incluiste no han sido desarrollados.	Has incluido algunos de los temas que se solicitan en la consigna pero no los has desarrollado.	Has incluido todos los temas pero no los has desarrollado.	Has incluido todos los temas que se te pidieron en la consigna y lo has hecho desarrollando las ideas.
Organización	Tu producción está formada por oraciones incompletas que no se encuentran ordenadas de manera lógica.	Tu producción incluye un listado de oraciones completas sin conexión entre sí.	El texto que has producido incluye algunas oraciones cohesionadas con conectores básicos. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.	El texto que has producido incluye oraciones que se encuentran unidas y ordenadas de manera lógica con variedad de conectores. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.
Manejo léxico	El vocabulario que utilizas no corresponde al trabajado en clase y acordado con el docente para la propuesta.	Utilizas hasta 5 palabras del vocabulario relacionado con el contenido de la propuesta y acordado con el docente. Se observa cierta repetición.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas entre 5 y 10 palabras relacionadas con el contenido de la propuesta.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas más de 10 palabras relacionadas con el tema, demostrando variedad.
Uso del lenguaje	Tu producción presenta errores gramaticales frecuentes (ej. uso incorrecto de tiempos verbales, errores en uso de auxiliares, etc.) que impiden la comprensión de las ideas.	El texto que has producido presenta oraciones simples con más de 5 errores que en ocasiones impiden la comprensión.	El texto que has producido presenta entre 3 y 5 errores gramaticales que no impiden la comprensión.	El texto que has producido presenta errores gramaticales mínimos que no afectan la comprensión. Se aprecia variedad de estructuras gramaticales.
Comunicación	Tu producción no presenta un mensaje claro comprensible para el lector.	Tu producción requiere mucho esfuerzo de parte del lector para ser comprendida.	Tu producción es comprensible para el lector a pesar de los errores.	Tu producción es clara y fácilmente comprensible para el lector.

RÚBRICAS DE ORALIDAD

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
Lenguaje corporal	Se nota la tensión al presentar ya que 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.	Se nota tensión aunque por momentos te logras relajar. 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.	Logras una comunicación efectiva aunque no siempre relajada. 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.	Tienes una postura corporal comunicativa y relajada ya que durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Contenido	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.	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.	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.	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.
Uso de la lengua y vocabulario	Los errores de lengua y pronunciación han impedido la transmisión de tus ideas y por ende la comunicación efectiva. Al hablar usas las mismas palabras.	Los errores de lengua y pronunciación hacen que tus ideas no resulten claramente expresadas por momentos. Usas un vocabulario adecuado aunque te falta agregarle adjetivos o darle más complejidad a tus ideas.	Tus errores de lengua y pronunciación no interfieren con la claridad de tus ideas aunque algunos de ellos le quitan fluidez. Usas ideas complejas a través del uso de vocabulario aprendido en clase y te arriesgas a compartirlo.	Los errores de lengua y pronunciación son menores y sin importancia ya que tu audiencia logra comprender el mensaje que quieres comunicar. Utilizas vocabulario apropiado y significativo
Material	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 presentación oral 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.
Actitud	necesitas mejorar la disposición		adecuada a la tarea	dinámica y comunicativa

COLOR AS YOU GO!

1st grade challenge

COLOR AS YOU GO!





#Living Uruguay1

1ST GRADE ENGLISH BOOK