

#LivingUruguay 4

LESSON PLANS

Índice

UNIT 1: SMALL COUNTRY, BIG PEOPLE.	1
Topic: 1. “Garra Charrúa”: a myth?	2
Topic: 2. Our ethnic groups.	6
Topic: 3. Uruguay: a friendly country.	8
Topic: 4. What makes us different?	11
Topic: 6. Talented people among us.	16
Topic: 7. Impactful people in the community.	18
Topic: 8. Creative minds.	20
Topic: 9. Our hidden Achilles’ heel.	22
Topic: 10. What things do we admire from other nationalities?	25
Topic: 11. Uruguayans living abroad.	27
Topic: 12. Choosing to live abroad.	29
Topic: 13. The need to leave my country.	31
Topic: 14. Missing Uruguay.	33
Topic: 15. Pursuing our dreams.	36
UNIT 2: THINKING AHEAD	38
Topic: 1. The Person I Want to Become	39
Topic: 2. The Path I Want to Follow	43
Topic: 3. Earning my own money	47
Topic: 4. Summer jobs	50
Topic: 5. Every Job Matters	52
Topic: 6. A Sporting Chance.	55
Topic: 7. The Arts Took me away from Home	59
Topic: 8. My Personality and what I want to Achieve.	62
Topic: 9. Volunteer work in my hometown	66
Topic: 10. Dealing with Job Interviews	68
Topic: 11. My Job, My Responsibility	71
Topic: 12. We have the right to be children	73
Topic: 13. The Underage and the World of Work	76
Topic: 14. What do they do?	78
Topic: 15. What does the Future Look Like?	80
UNIT 3: ENJOY, LIVE AND EXPLORE	84
Topic: 1. Do Uruguayans Appreciate the Beauty of our Country?	85
Topic: 3. Alternative Tourism	88
Topic: 4. Mysterious places in Uruguay.	91
Topic: 5. Our ancestors and our cuisine.	93

Topic: 6. The perfect destination for water sports.	97
Topic: 7. Let's winter over Uruguay.	99
Topic: 8. City charm	101
Topic: 9. Living in a small town	103
Topic: 10. An Alchemist's Dwelling	105
Topic: 11. Should I stay or should I go?	108
Topic: 12. Find True North.	110
Topic: 13. Going South: A Frozen Land	112
Topic: 14. The sun rises in the east.	115
Topic: 15. Go west young man	117
UNIT 4: IN THE SPOTLIGHT	119
Topic: 1. Series	120
Topic: 2. Live Streaming	123
Topic: 3. New ways of being famous.	125
Topic: 4. The influencer I want to become	127
Topic: 5. Me and my cellphone: being famous for a day.	130
Topic: 6. Let's video chat (with famous people)	133
Topic: 7. Going to Art School	136
Topic: 8. From Paper to Screen.	139
Topic: 9. I want to be a film director.	142
Topic: 10. Spoilers.	144
Topic: 11. TV Rating	147
Topic: 12. Famous people from Uruguay.	149
Topic: 13. It runs in the blood.	151
Topic: 14. The price of fame	154
Topic: 15. Sing it out!	157
UNIT 5: THE WORLD OF SCIENCE	162
Topic: 1. Does Science only belong to the lab?	163
Topic: 2. The power of pets	165
Topic: 3. Look up at the stars.	167
Topic: 4. How my body works under extreme conditions.	169
Topic: 5. Just a matter of elements.	172
Topic: 6. A place worth fighting for.	175
Topic: 7. Caution: Security in the lab	177
Topic: 8. Be careful! There is an apple falling down!	179
Topic: 9. The power of green.	181
Topic: 10. The strength of my brain.	184
Topic: 11. How do others influence me?	186

Topic: 12. I am a social being.	189
Topic: 13. Women in science	192
Topic: 14. The role of science	195
Topic: 15. How can things be explained in terms of “ordinary” and “extraordinary”? 197	

UNIT 1: SMALL COUNTRY, BIG PEOPLE.

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- understand the origin of the Uruguayan people, their ancestry and their characteristics.
- get information and give opinions about Uruguayan people, their customs and their lives.
- develop the four skills by means of a wide range of activities.
- work cooperatively by means of project work.

Theme : Small country, big people.

Topic: 1. “Garra Charrúa”: a myth?

Aims:

- to expand Ss' knowledge of the Charrúas.
- to promote reading skills by providing an informative text and by matching some definitions with the words that are in bold in the text.
- to promote cooperative work by asking Ss to work in groups.
- to activate Ss' schemata
- to motivate Ss by asking them to solve a puzzle.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to get in four groups and provides each group with a puzzle to solve about The Charrúas. (Don't include the picture in the Ss' Book)</p> <p>T asks Ss what the puzzle is about.</p> <p>T plays the Game “Two truths and a lie”. T writes 3 things on the board and asks Ss to say which one is not true about the Charrúas.</p> <p>1. They had a distant personality. 2. They were great warriors. 3. They used astronomy to create solar and religious calendars.</p> <p>* Number 3 is wrong. The ones who did that were the Aztecs.</p>	<p>Ss get in four groups and solve the puzzle.</p> <p>Ss reads the sentences on the board and decide which one is the wrong one.</p>	<p>T makes sure that all Ss are working in groups.</p> <p>T explains the activity, checks instructions.</p>
Transition: Emma and Lua are learning about the Charrúas in their history class. They need some help to answer the following question. Where do you think the term “garra charrúa” comes from?			
10 (minutes)	<p>T explains that Gladys Toya Amaya is an English teacher and a descendant from the Charrúas.</p> <p>Shadow reading</p>		

	<p>T tasks Ss to listen and read the text to find out the origin of the expression ``Garra Charrúa``</p> <p>T tasks Ss to read the text again and to put the correct title in each paragraph. T tells Ss to be careful since there is an extra title they don't need to use.</p> <p>1- The Switzerland of America 2- Who inhabited our land? 3- The Charrúas' life and traits? 4- The Charrúas' defeat/near extinction? 5- Garra Charrúa, more than a legend. 6- Nowadays descendants. 7-The most famous Charrúa. (EXTRA OPTION)</p>	<p>Ss go through the text to find how the expression ``Garra Charrúa`` was originated.</p> <p>Ss read the text again and put the correct title.</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may not understand.</p> <p>T acts as a facilitator in case Ss need help to identify the paragraphs.</p>
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Transition: Emma and Lua need help to complete another activity. There are some words in bold in the text.

(10 mins)	<p>T tasks Ss to read the text again and to match the words in bold to the correct definition:</p> <p>NATIVES: A group of people who were born and live in a specific area.</p> <p>ETHNICITIES: A group of people who have the same national, racial or cultural origins.</p> <p>SKILLFUL: Having the ability to do something well.</p> <p>STRUGGLE: to work very hard in order to overcome extreme difficulty.</p> <p>ADVERSE: Having a harmful or negative effect on something.</p> <p>After T corrects the activity, T provides Ss with a multiple choice activity.</p>	<p>Ss read the text again and match the words in bold with the correct definition.</p>	<p>T monitors that the Ss can match the words in bold to the definitions.</p>
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	<p>1- When was Uruguay first called “The Switzerland of America”?</p> <p>a- In 1516.</p> <p>b- In the 1890s</p> <p>c- In 1831.</p> <p>2- Why did the Charrúas move to the north?</p> <p>a- Because the colonizers started their conquest in that area.</p> <p>b- Because they were looking for a better place to live.</p> <p>c- To help other indigenous tribes.</p> <p>3- What happened in 1516?</p> <p>a- Juan Díaz de Solís came to Uruguay.</p> <p>b- The Charrúas fought in the battle of “Salsipuedes”.</p> <p>c- Juan Díaz de Solís met the Charrúas.</p> <p>4- When do we usually use the expression “Garra Charrúa”?</p> <p>a- When there is an easy football match for Uruguay.</p> <p>b- When Uruguay plays football against a difficult opponent.</p> <p>c- Whenever Uruguay plays a football match.</p> <p>5- What are the descendants from the Charrúas trying to do now?</p> <p>a- They are trying to recover old documents.</p> <p>b- They are fighting to be recognized.</p> <p>c- They are looking for other Charrúas.</p>	<p>Ss read some questions and choose the right option according to what they read.</p>	<p>T monitors Ss</p>
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Transition: Emma and Lua will interview Gladys Toya Amaya and they need to think of some interesting questions to ask her.

(5 mins)	<p>T tasks Ss to think of three questions they would like to ask to a Charrúa descendant. Example: What language did the Charrúas speak?</p> <p>After Ss write the questions, T asks them to exchange the questions. The other classmate can access the internet to find out the answers. This may not be possible in all the questions.</p>	<p>Ss think of three questions they would like to answer to the descendant of a Charrúa.</p>	<p>T encourages Ss to be creative with their questions.</p> <p>T acts as a facilitator to help Ss to make the questions.</p>
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Follow up: T invites Ss to share their questions and findings with the rest of the Ss. T asks Ss to do a short research about websites in which they can access information about the Charrúas.

http://www.mapeosociedadcivil.uy/organizaciones/pueblos-indigenas/#consulta_organizacion_form

Theme : Small country, big people.

Topic: 2. Our ethnic groups.

Aims:

- To practice listening skills.
- To use reading strategies to exploit the content of a text about different ethnic groups living in Uruguay.
- To promote a friendly classroom atmosphere so Ss can express their opinion and share their previous knowledge about the topic.
- To expose Ss to authentic material.
- To elicit previous vocabulary by the exploitation of pictures.
- To encourage Ss to investigate their ancestry.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Teacher shows students a picture and asks them some questions to introduce the topic:</p> <p><i>-Are the people in the picture from the same country?</i></p> <p><i>-Do you think that they speak the same language?</i></p> <p><i>-What do they have in common?</i></p> <p>T sticks letters of the word: “ethnicity” unscrambled and asks Ss to put them in order to form the word.</p>	<p>Students look at the picture and answer the teacher's questions.</p> <p>Ss. try to guess the hidden word.</p>	<p>T listens to the students' answers and writes the ideas that they mention on the board.</p> <p>T may help Ss in case they need it by giving them some clues.</p> <p>(The word starts with, the last letter is)</p>

Transition: (T may tell Ss about her ancestry if she has this information) What about you? Do you know about your ancestry? Where does your last name come from?

10 (mins)	<p>T tasks Ss to listen to the character's presentation in order to complete a fact file.</p> <p>T tasks Ss to listen again and correct the sentences about Linda.</p> <p>KEY: Fact file</p> <ul style="list-style-type: none"> - Name: GUIDAI - Meaning of the name: MOON LIGHT - Nationality: URUGUAYAN 	<p>Ss listen to the audio</p> <p>Ss complete a fact file about Guidai</p> <p>Ss listen again and correct the sentences.</p>	<p>T monitors while Ss listen.</p> <p>T gives feedback as a whole group.</p> <p>T encourages Ss to participate orally.</p>
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	<ul style="list-style-type: none"> - Ethnicity: INDIGENOUS - CHARRÚA - Languages: SPANISH . CHARRÚA 		
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Transition: In our country there are many different ethnic groups. Can you name some of them ?

(10 mins)	<p>T tasks Ss to read the texts and put the different ethnic groups into the correct place in the map.</p> <p>Charrúa - Afro-descendant - Armenian - Palestinian - Russian</p>	<p>Ss read the text to do the activity</p>	<p>T monitors while Ss work T checks general knowledge about the different departments (provinces?) of Uruguay.</p>
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Transition: Which facts did you find most interesting about the different ethnic groups living in Uruguay?

(5 mins)	<p>T tasks Ss to read the texts again and correct some sentences.</p>	<p>Ss read the texts and look for the information to correct the sentences.</p>	<p>T asks Ss to read aloud the corrected sentences. T writes Ss' answers on the board.</p>
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Follow up: What other ethnic groups are there in Uruguay? Carry out an investigation in groups about other ethnic groups in Uruguay. Then, choose one and write a paragraph about that ethnic group: find out about the number of people who descended from that group in our country, about their language, how their ancestors arrived in Uruguay and their customs and present the information with a video or ppt to the rest of the class.

Script 1:

Hi! My name is Guidaí (G-U-I-D-A-I), which means “moon light” in charrua’s language. I was born in Montevideo, and my mom told me that our ancestors were Charrúas who lived in our country. That’s why she decided to call me Guidaí. I love my family origins and we still preserve some of our traditions. Although our mother tongue is Spanish, we always use our Charrúa’s traditional language when we are at home.

Script 2:

Hello! I’m Linda and my brother is Duma. We were born in Angola. We moved to Uruguay last year with our parents. Since we were born in Luanda our grandparents taught us their traditional language, so we speak Kimbundu and Portuguese. I also have a name in Kimbundu that is Lusati. We really love it here! Uruguayan people are very friendly and nice. We have already made wonderful friends, like you guys!

Theme : Small Country, Big People.

Topic: 3. Uruguay: a friendly country.

Aims:

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- To expose Ss to authentic material (blog).
- To raise awareness of the positive aspects of living in Uruguay.
- To practice reading skills by asking Ss to read different blog entries.
- To enhance writing skills (in a real-like situation) by providing scaffolding.
- To provide Ss with the opportunity to express their opinion about Uruguay.
- to lower Ss' affective filter by working with information about our country.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T tells Ss that Duma and Emma are talking during the break.</p> <p>Emma: What do you like the most about living in Uruguay?</p> <p>Duma: I love the landscapes and the beaches. But what I love the most is that water is available anywhere.</p> <p>T asks Ss what they like the most about Uruguay.</p> <p>T may give Ss some ideas in case they are reluctant to participate, such as family, beaches, landscapes, people, traditions, food, sports, etc.</p>	<p>Ss read a short dialogue between Emma and Duma.</p> <p>Ss give their own opinions.</p>	<p>T encourages Ss to participate and speak in English.</p> <p>T acts as a facilitator in case Ss need help to express themselves.</p>

Transition: In your opinion, is Uruguay a good place to live / visit? Why? / Why not?

10 (minutes) READING COMPREHENSION	<p>T tells Ss that Duma has his own blog where he writes about his experience in Uruguay. These are the comments he came across while reading another blogger's entries.</p> <p>T asks Ss to read what people wrote about what they enjoy the most about their</p>	<p>Ss read the blog entries and say if the comments are negative or positive.</p>	<p>T helps Ss to recall some reading strategies they may have been working with.</p> <p>For example by skimming the text,</p>
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	<p>experience in Uruguay and say whether the comments are mostly positive or negative.</p> <p>T asks Ss to do the true, false or not mentioned activity.</p> <p>Activity for fast finishers:</p> <p>T asks Ss to match 5 pictures to words / expressions mentioned in the blog entries.</p> <ul style="list-style-type: none"> - CAR BREAKDOWN - BOOK FAIR - MATE - TIGHT ECONOMIC SITUATION - CANDOMBE 	<p>Ss say if the given sentences are true, false or if there isn't any evidence.</p> <p>Ss match 5 pictures to expressions mentioned in the blog.</p>	<p>(Ss read the text quickly in order to get a general overview of the material), or by scanning (Ss read the text to look for specific information)</p>
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Transition: Have you ever given a recommendation on living in / visiting Uruguay?

(10 mins) WRITING	<p>T provides Ss with an SOS box with different structures to help Ss write a blog entry.</p> <p><u>- Useful language:</u></p> <p><u>POSSIBLE TOPICS TO DISCUSS:</u> places, people, traditions, climate, holiday</p> <p>If you ask me, Uruguay is a _____ country to visit/ live in because _____</p> <p>The most famous / popular / interesting / attractive place is _____</p> <p>Among the different activities you can do here, I'll mention _____</p> <p>The people here are _____</p> <p>Our country has the complete four seasons, which allows people to _____</p>	<p>Ss read the language structures and analyse them.</p>	<p>T checks understanding with examples for each structure.</p> <p>T fosters participation by asking questions.</p> <p>T encourages Ss to use the ideas from the S.O.S. box to develop their ideas.</p>
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	<p>If you are interested in / looking for _____, Uruguay is the perfect destination for you.</p> <p>T tasks Ss to write a blog entry answering this question: Why come to Uruguay?</p>	<p>Ss write their own blog entry.</p>	<p>T monitors and acts as a facilitator by giving Ss useful expressions to write.</p>
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Transition: Duma wants to know about your opinion, let's share what you think about Uruguay.

(5 mins)	<p>T tasks (some) Ss to read their entries out loud to see which positive features were repeated the most / to check if the aspects mentioned during the warm-up stage were mentioned or not.</p>	<p>Ss read their compositions.</p>	<p>T encourages Ss to read their entries.</p>
<p>Follow up: T tasks Ss to share their entries with their classmates and make comments on their classmates' entries.</p>			

Theme : Small country, big people.

Topic: 4. What makes us different?

Aims:

- to learn about different ways of greetings around the world.
- to activate prior knowledge about the topic.
- to recognize verbal and non verbal ways of greeting people.
- to practice reading, listening and speaking skills.
- to foster collaborative work.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	T shows Ss pictures of people of different cultures greeting each other and asks Ss what they have in common, where and when they can greet in those ways. T exploits the images.	Ss recognize the different ways of greetings and answer the teacher's questions.	T encourages Ss to participate orally.
Transition: Do we greet people in any of these ways? Which ones are the most common? Let's find out about ways of greeting people in different cultures.			
(15 mins)	T asks students to get in small groups (according to the number of students). T gives each group a worksheet with different texts. (the texts appear below)	Ss read the texts in groups and complete a chart.	T monitors that Ss are on task.
Transition: Now that you have read about different ways of greeting, let's share them with the class. But we're going to express them through a game.			
(8 mins)	T tasks each group to present the greeting they read about to the class without words. T tasks the rest of the class to guess the way of greeting.	Ss use body language, gestures and mimics to act out the greeting they read about. Ss guess the greeting presented by the other groups.	Ss can express their assigned topic. Ss can guess the presented topics.

(8 mins)	T asks students to work with another group and ask them some questions to complete the chart about another way of greeting. For example: 'Where do people greet in that way?'	Ss work with another group and ask them questions to complete the other chart.	T asks the different groups to share the information about the greetings. T completes the chart on the board.
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Transition: It is very common to identify Uruguayan people because of their gestures, body language,... Can you think about any other ways of greetings in Uruguay?

(8 mins)	T asks students to share information about the ways in which people greet each other in Uruguay and the new ways of greeting that started due to the pandemic. T suggests ways of expressing it: 'My friends and I usually...', 'In my family we usually..."	Ss talk about their prior knowledge and experience.	T encourages Ss to participate orally. T asks Ss to share the ways they know in which Uruguayan people greet each other in different situations.
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Follow up: Let's find out about more ways Uruguayan people use to greet each other. Then, choose one and complete a chart. Finally, write a paragraph about one way in which people greet in Uruguay by using one of the text models as a guide.

TEXTS FOR THE FIRST ACTIVITY

Mozambique: When people in Mozambique want to greet each other, the first person claps once, and the second person twice, in response. Men usually clap with fingers and palms aligned while women with their hands at an angle. In northern Mozambique people clap three times and then they say "moni" (hello).

Somalia is an Islamic country, so they need to follow their religious traditions. When Somali people greet someone, they say salam alechem (peace to you) and shake their hand. However, men and women do not touch each other because of religious rules, so men can only shake men's hands, and women shake only women's hands.

In **Russia** men and women use different kinds of greetings. Men usually greet each other with a firm, almost bone-crushing handshake while maintaining direct eye contact, while women kiss each other on the cheek three times, starting with the left and then alternating. They also say the appropriate time of day greeting, for example "*dobrý den*" (Добрый день) is used for saying *good day* and *good afternoon*.

In **Japan**, it is respectful to bow when greeting someone. Depending on how formal the situation is, Japanese people use different kinds of bows. Informal bows are about a 15-degree angle, while formal bows are made at about a 30-degree angle. The usual greeting word in Japanese is *Konnichiwa*, which means 'hello'.

LISTENING SCRIPT

In India, people traditionally greet each other saying “Namaste”. They place their hands in a praying position at the chest and bow slightly. The other person answers by doing the same gesture and saying Namaste back. This greeting translates as “I bow to the divine in you”.

The people from the Arctic areas from Alaska, Canada and Greenland are called Inuit. The Inuit commonly greet their family with a gesture called “kunik”. This gesture involves pressing the tip of one's nose against another's nose. The kunik is mostly used between mothers and children.

In Tibet people stick their tongues out as a way of greeting. This unusual greeting began long ago to show they came in peace and to prove that they were not the reincarnation of an evil ninth-century king who had a black tongue. Tashi delek is a Tibetan expression used in greeting, congratulation, and good-luck wishes.

Theme: Small country, big people.

Topic 5: Popular people from Uruguay.

Aims:

- To learn about Uruguayan famous people.
- To motivate Ss to participate orally.
- To foster Ss's reading skills by labeling different paragraphs in a text according to the content.
- To explore the biography of a Uruguayan artist (Natalia Oreiro).
- To help students develop their writing skills by completing a graphic organizer with biographical information.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson 5 minutes	T asks students what famous people they know from Uruguay. She elicits some names and occupations from Ss.	Ss take turns to participate.	T takes notes of Ss' answers on the board.
Transition: Emma wants to share information about her favourite Uruguayan artist with you, can you guess who he or she is? Here you have some clues: - Emma's favourite artist is a singer and dancer. - She speaks Russian fluently. - She is from Cerro, Montevideo.			
7 mins	T invites Ss to read a text about Natalia Oreiro and label the paragraphs.	Ss read the text and label de paragraphs.	T encourages Ss to share their answers orally.
8 mins	T tasks Ss to read the text again and look for some important events in Natalia's life and the years when they happened.	Ss read the text again to look for specific information.	T monitors Ss understanding. T tasks Ss to provide their answers orally. T completes the chart on the board.
Transition: Who is your favorite actress or singer? Why do you like this celebrity?			

10 mins	T tasks Ss to look for information about their favorite Uruguayan celebrity and complete the graphic organizers.	Ss complete the graphic organizer about their favorite actresses or singers.	T checks Ss' work.
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Transition: What did you learn about your favorite actress or singer?

15	T tasks Ss to use the information from the Graphic organizer to record a video about him/her.	Ss record a video telling what they have learnt about the Uruguayan celebrity	T helps Ss with their doubts. T monitors that they are on task.
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Follow up: T explains Ss that next class they have to be ready to ask questions to their peers and answer the questions they will be asked about their favorite actresses or singers.

Theme: Small country, big people.

Topic: 6. Talented people among us.

Aims:

- To present some of the circus disciplines.
- To work with Uruguayan circus performers.
- To work with sequencing by putting some events in order.
- To practice reading skills.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	Teacher shows students pictures related to circus disciplines. T asks Ss some questions: -What do these pictures have in common? -Can you describe the pictures? -Do you recognize this place?	Ss look at the pictures and answer the T's questions.	T listens to Ss. T elicits vocabulary related to circus.
Transition: Have you ever been to a circus? Do you like it?			
10 (minutes)	T asks Ss to match the pictures with the corresponding circus discipline.	Ss look at the pictures and match them with the corresponding circus disciplines.	Oral correction will be done.
Transition: Would you like to practice any of these circus disciplines?			
(10 mins)	T tasks Ss to choose from the circus disciplines showed and express which one they would like to try: <i>If I had to try any of these disciplines I would like to practice...</i>	Ss express which disciplines they would like to practice.	T listens to Ss ideas about the circus disciplines they would like to try.
Transition: Now, we are going to watch a video about a circus performance.			
(5 mins)	T invites Ss to watch a video and to pay attention to the different events there. T tasks Ss to put the different events in the correct order.	Ss watch the video. Ss. watch the video and put the events in the correct order.	T asks Ss to read the different sentences in order.

<p>Tasks Ss to read a dialogue between Lua and the Dúo Kairós. Ss tells Ss that they have to put the missing questions in the corresponding place.</p> <p>KEY:</p> <p>1- how did you meet? 2- why did you start your circus performance? 3- How many hours do you train a day? 4- How was your experience at the competition? 5- Were you disappointed when you didn't win? 6- what are your ambitions?</p>	<p>Ss read the dialogue and complete it with the missing questions.</p>	<p>Tasks Ss to read the dialogue to check the activity.</p>
<p>Follow up: Ss will look for talented people in their family, group of friends or community. Then, they will ask that person some questions. Finally, they are going to present their findings to the group by doing a presentation about that talented person or that talented group.</p>		

Theme : Small country, big people.

Topic: 7. Impactful people in the community.

Aims:

- To recognize people's contributions on an international/national/local level.
- To think about what makes an impact on a community.
- To investigate impactful people in the Ss' communities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes the following actions in the bb and asks Ss what they have in common.</p> <ul style="list-style-type: none">• help people in need• build a public place• embellish the community• have money• participate in a charitable organization• be part of a sports club• buy an expensive car <p>T tasks Ss which of the actions have an impact on a community and to justify their answers.</p> <p>T tasks Ss about other actions that can be impactful on a community.</p>	<p>Ss read the actions and discover what they have in common.</p> <p>Ss discuss the actions and whether they can be impactful in a community.</p> <p>Ss think about other actions to help a community.</p>	<p>Ss can discover the connection between the different actions.</p> <p>Ss can express themselves and justify their answers.</p>
Transition: Let's read a text about a person who had great impact in his community.			
10 (minutes)	<p>T tasks Ss to read a text about an important citizen in a small community and do some activities.</p> <ul style="list-style-type: none">• complete the chart• answer questions	Ss do the activities.	Ss can understand the text and do the activities.
Transition: As you can see this person was very important in his community due to his contributions. Let's see how and why...			

(5 mins)	Tasks students to discuss the reasons why he was impactful for the community and how the community recognized his actions.	Ss discuss and give reasons.	Ss can give reasons and justify their opinions.
Transition: Can you think of people who have had an impact on your community?			
(10 mins)	<p>T asks students to think of another person who has had an impact in their community and investigate him or her.</p> <p>T asks Ss to complete a similar chart about the person they chose.</p>	<p>Ss decide on a person who has made an impact.</p> <p>Ss look for information about him or her to complete the chart.</p>	Ss complete the chart.
Follow up: Research about an influential person in your community and share the information about him or her with the class.			

Theme: Small country, big people.

Topic: 8. Creative minds.

Aims:

- To discuss the concept of: "creativity".
- To promote critical thinking.
- To learn about Uruguayan inventions and how they have influenced the world.



Stage	T's actions	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tasks students to get into small groups and hands out envelopes with quotes about creativity that have been cut into words.</p> <p>T tasks the Ss to form the quotes.</p> <p>T tasks the Ss to stick the words on the board in the correct order.</p> <p>T elicits the topic of the lesson from the quotes.</p> <p>KEY:</p> <ul style="list-style-type: none"> - Imagination and creativity can change the world. - Creativity is intelligence having fun. - Do something creative every day. - Creativity is a natural extension of our enthusiasm. - The comfort zone is the greatest enemy to creativity. - Creativity is contagious, pass it on. - Take any challenge as a creative opportunity. - There is no innovation and creativity without failure. 	<p>Ss get in groups and organize the words into the correct order to form the quote.</p> <p>A member of each group sticks the quote on the board.</p> <p>Ss discover the topic of the lesson by reading all the quotes.</p>	<p>(teacher's actions to assess)</p> <p>Ss are able to order the words to form a logical sentence/quote.</p> <p>Ss can elicit the topic of the lesson by reading the quotes.</p>
Transition: Are Uruguayan people creative and resourceful? What do you think? Let's work with some Uruguayans that have been impactful in different fields.			

10 (minutes)	T tasks Ss to read the text about Eladio Dieste and look for some information.	Ss read the text and complete the information required.	T asks Ss to provide their answers orally. T writes Ss answers on the board.
	T tasks Ss to look for the names of different buildings created by Eladio Dieste in the text and label the pictures.	Ss look for the names of the buildings and label the pictures.	T asks Ss to speak out their answers as she shows the pictures of the four buildings.
Transition: Now let's work with another creative Uruguayan, this time in the area of Literature.			
(10 mins)	T tasks Ss to read the text about Ida Vitale and choose the topic of each paragraph.	Ss read the text and match the topics with the different paragraphs.	Oral correction will be done.
Transition: Do you like poetry? Have you got a favorite poem? Let's read a beautiful poem by Ida Vitale.			
(5 mins)	T invites Ss to read a poem called: "Fortune" and choose the options that they think relate to the topic of the poem.	Ss read the poem and choose among some options.	T asks Ss to provide their answers.
	T tells Ss that they are going to create their own blackout poem. T explains that they have to choose the words or phrases that they like the most and cross out all the other words.	Ss circle their chosen words and phrases. Ss can colour the poem and make a drawing.	T asks Ss to read aloud their blackout poem.
Follow up: T sticks all the blackout poems on the board. Ss come to the board and write comments next to each poem. Ss can write about the things that they liked about each poem. If they have a question they can also write it down.			

Theme : Small country, big people.

Topic: 9. Our hidden Achilles' heel.

Aims:

- to develop Ss' speaking skills and promote critical thinking by letting them express their ideas about the negative things Uruguayans may have.
- to foster Ss' reading skills by answering some questions about a dialogue.
- to lower Ss' affective filter by asking Ss to work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by sharing a short dialogue between the characters. T tasks Ss to answer: - What did Lua and Freddie do during the weekend? - What does Emma have to say about it? (The dialogue mentions Achilles' heel) Freddie: You know Lua I'm not a big fan of the series. I prefer old movies. Emma: It depends. Some old movies can be so fascinating. What did you watch? Freddie: I watched Troy for the tenth time! Lua: Kind of boring! Freddie: No way Lua! There are so many incredible characters! Achilles is my favourite one. It's like a mixture of strength and weakness. Emma: We all have our Achilles' heel ...	Ss read a dialogue between the characters. Ss answer some questions about the dialogue.	T reminds Ss it's important to understand the general idea of the dialogue, and not word by word.
Transition: What does the expression "Achilles' heel" mean?			

10 (minutes)	<p>T asks Ss to share what they know about the expression.</p> <p>T asks Ss to read the “Did you know?” section.</p> <p>Were their ideas right?</p> <p>T provides Ss with another part of the dialogue.</p> <p>Emma says that besides her British origins, she is nothing but punctual.</p> <p>Emma: We all have our Achilles’ heel ...In my case it is punctuality. Mum says that If I were like my great grandpa, Patrick I would arrive on time everywhere.</p> <p>Freddie: Why like your great grandpa?</p> <p>Emma: Because he was English and it is said that all English people are punctual.</p> <p>Lua: I get it! I always have to wait for you!</p> <p>T says that, even though we may have a “high-standard” idea of our country, there are some “flaws” we can identify.</p> <p>T asks Ss to make a list of all the negative things we may think of when we refer to Uruguayans.</p>	<p>Ss say what they know about the expression.</p> <p>Ss read the did you know section.</p>	<p>T encourages Ss to express their ideas.</p> <p>T monitors while Ss read the Did you know section.</p>
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Transition: We have pointed out some of the cultural characteristics we Uruguayans “may” have. Let’s get in pairs and share our ideas.

(10 mins)	<p>T asks Ss to get in pairs.</p> <p>T asks Ss to share their lists and compare them. After that, each pair needs to come up with a unique list.</p> <p>T tells Ss that Emma is working on a multidisciplinary project called “El uruguayo arrepentido”.</p> <p>T asks Ss to write their ideas to publish. (It can be a post for a social network)</p>	<p>Ss get in pairs and share their lists to compare them.</p> <p>Ss come up with a new list.</p> <p>Ss write their ideas about “El uruguayo arrepentido”. It can</p>	<p>T facilitates and monitors the activity. T may help</p>
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		be a post for a social network.	Ss who demand any help.
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Transition: It's time to share our posts.

(5 mins)	<p>T provides each Ss with three stars. (stickers)</p> <p>T asks Ss to go around the class and read their classmates' posts.</p> <p>T asks Ss to choose the three posts they agree the most with and paste a star on those posts.</p>	<p>Ss receive stars.</p> <p>Ss go around the class and read their classmates' posts.</p> <p>Ss choose three posts they agree the most with and paste a star on those posts.</p>	<p>T monitors while Ss work.</p>
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Follow up: T shares with the class the most popular posts and asks Ss to share their opinions. T provides Ss with an S.O.S BOX. Ss use the given expressions to give their opinions.

Topic: 10. What things do we admire from other nationalities?

Aims:

- to use the scanning and skimming reading strategies to enhance Ss' reading competence by means of a text about The most reputable countries in the world.
- to motivate Ss by working with different visual aids.
- to foster participation by asking Ss to work on the board.
- to provide Ss with a friendly environment in which they can freely express their opinion.
- to expose Ss to authentic material (article)

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T tells Ss that Nico is working on his Geography homework. T shows a set of flags and asks Ss to match them to the correct country. T provides Ss with the names of the countries to make sure that Ss can complete the activity successfully.	Ss look at a set of flags and try to match the countries to the given names.	T encourages Ss to participate and speak in English.

Transition: What do you know about these countries?

10 (minutes)	<p>MARKER TALK.</p> <p>T tells Ss to take a marker and write things they know about the different countries. Their classmates can answer to what their classmates wrote, they can add new information or just draw something in response to what is written on the board. After 5 min T says "stop" and asks Ss to go back to their seats.</p> <p>T goes back to the information Ss wrote on the board and asks questions to check general knowledge.</p> <p>In case Ss have doubts, information can be checked on the net.</p>	<p>Ss take a marker and write on the board the things they know about the countries.</p> <p>Ss can add new information or just draw something in response to what their classmates wrote.</p> <p>Ss answer some questions about general knowledge.</p>	<p>T motivates Ss to come to the board.</p> <p>T checks general knowledge about these countries (e.i capital cities, continent, currency)</p>
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Transition: From these countries, which one do you think is the most admired?

(10 mins)	<p>T tasks Ss to check their guesses by reading the text called “The Most Reputable Countries in the World”.</p> <p>T provides Ss with 5 questions for Ss to answer.</p> <p>1- Who took part in the survey?</p> <p>2- What does having a strong reputation mean?</p> <p>3- Why does Sweden rank first?</p> <p>4- How does a country’s reputation impact other aspects?</p> <p>5- What did people take into account to answer the survey?</p>	<p>Ss read the text to check their guesses and to have a general idea of the text content.</p> <p>Ss read the text again and answer the questions.</p>	<p>T helps Ss to recall some reading strategies they may have been working with.</p> <p>For example by skimming the text, (Ss read the text quickly in order to get a general overview of the material), or by scanning (Ss read the text to look for specific information)</p> <p>T monitors while Ss read.</p> <p>T acts as a facilitator by eliciting vocabulary.</p>
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Transition: What do you admire the most about our country?

(5 mins)	<p>T tasks Ss to express what they admire the most about Uruguay.</p>	<p>Ss say what they admire the most about our country.</p>	<p>T guides Ss participation trying to foster all Ss’ participation.</p>
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Follow up: T tasks Ss to find information about our country. Is Uruguay a reputable country? Is Uruguay mentioned in any lists / rankings?

Theme : Small Country, Big People.



Topic: 11. Uruguayans living abroad.

Aims:

- To provide Ss with an overview of the number of Uruguayans who live abroad.
- to work with graphs and figures and their interpretation.
- to work cooperatively with the Geography and Social Science teachers on some aspects related to why these people left the country.
- to promote reading skills by providing students with new types of texts and how to read them.
- to revise how to read numbers / figures in English.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss three numbers and two pictures (one picture of the cover of ISL and one of the map of Uruguay).</p> <p>3.485.151 41 547</p> <p>T tasks Ss “What is the relationship among all these numbers?”</p>	<p>Ss pay attention to the three numbers introduced by the T and the pictures.</p> <p>Ss make predictions about the items in the organizer. Ss can write their predictions on their notebooks.</p>	<p>T encourages Ss to give their ideas.</p> <p>T encourages Ss to check their predictions.</p>

Transition: OK guys, how do these items relate? T asks Ss to say their predictions and accepts all answers. T says “I found an interesting brochure that has this and more information. Read it.”

10 (minutes) READING	<p>T tasks Ss to read the brochure with the information and check their predictions.</p> <p>SOS box:</p> <p>How do we read these numbers?</p> <p>- 846 - eight hundred (and) forty-six</p>	<p>Ss read the brochure and check their predictions. If their predictions are wrong they correct their sentences.</p>	<p>T checks that Ss know how to read the numbers and figures mentioned in the brochure</p>
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	<ul style="list-style-type: none"> - 3.503 - three thousand five hundred (and) three - 432.891 - four hundred thirty- two thousand eight hundred (and) ninety one - 5.899.436 - five million eight hundred ninety-nine thousand, four hundred (and) thirty-six - 54% - fifty-four percent - $\frac{3}{4}$ - three quarters <p>T challenges the Ss. T pastes a planisphere on the board and makes two groups. Ss have to pin the names of the countries onto the correct place in turns.</p>		
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Transition: Why do you think all these people have left Uruguay?

(10 mins)	<p>T asks Ss to find that information in the brochure and also to read the graphs.</p> <p>T asks Ss to read the brochure again and answer three questions about the graphs.</p>	<p>Ss share their findings.</p>	
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Transition: We have received some pieces of advice from the Godparents living abroad. Let's read them and decide on which can be the most valuable.

(5 mins)	<p>T provides Ss with 10 pieces of advice from the godparents.</p> <p>T tasks Ss to read them and rank the three most relevant.</p> <p>T tasks Ss to get in pairs and share their opinions orally. T asks Ss to think of a new piece of advice that was not mentioned.</p>	<p>Ss read the pieces of advice from the godparents.</p> <p>Ss choose and rank the three most valuable.</p>	<p>T acts as a facilitator in case Ss need help to recognise the vocabulary or structures.</p>
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Follow up: T asks one member of each pair to share the most relevant pieces of advice with the rest of the class.

Topic: 12. Choosing to live abroad.

Aims:

- to develop Ss' critical thinking by asking them to identify the advantages and disadvantages of leaving your country.
- to motivate Ss by working with different visual aids.
- to foster Ss' participation by asking them to express their ideas by using given structures.
- to develop Ss' listening skills by working with some questions based on a video.
- to improve Ss' writing skills by asking them to write sentences using the second conditional.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss some photos and asks them if they know where they were taken.</p> <p>T tells Ss that these pictures were taken by a Uruguayan woman called Paula Silva.</p> <p>T shows Ss a picture of Paula with some friends and asks Ss to try to guess which one is Paula.</p> <p>T gives Ss some clues:</p> <p>She is very friendly so she is always with a smile on her face.</p> <p>She has long hair.</p> <p>She really likes wearing sunglasses.</p> <p>T provides Ss with an SOS BOX to give their opinion.</p> <p>In my opinion Paula is the one on the left/on the right / in the middle because she ...</p> <p>I think Paula is the one wearing ...</p> <p>I believe she is the one who has ...</p>	<p>Ss pay attention to the pictures and make guesses.</p>	<p>T acts as a facilitator by helping Ss with an SOS BOX.</p> <p>T creates a free stress atmosphere by encouraging Ss to express their ideas.</p>
<p>Transition: Paula loves Uruguay but some years ago she decided it was time for a new adventure and decided to move to another country. She misses her family and friends a lot, that's why she is always sending them videos.</p>			

10 (minutes)	<p>T asks Ss to watch a video that Paula sent us.</p> <p>T asks Ss to answer some questions.</p> <p>1- Where is Paula living? 2- What is Paula's profession? 3- Why did she decide to move to this country? 4- What does she like the most about living there? 5- What does she miss from Uruguay?</p>	<p>Ss watch the video and answer the questions.</p>	<p>T monitors while Ss watch the video.</p>
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Transition: Paula is an adventurous person. She believes that living abroad is a great and enriching experience since you can meet new and interesting people from all over the world.

(10 mins)	<p>T tells Ss that Paula met a lot of people while living abroad.</p> <p>T asks Ss to read their descriptions and answer some questions. (Social network like Link...)</p> <p>a-What job do you think is the most interesting? b-What is the strongest reason to leave?</p> <p>T asks Ss if they had the opportunity to live in another country where they would like to go.</p> <p>T asks Ss to write sentences using the second conditional.</p> <p>T writes some examples on the board.</p> <p>If I had the opportunity to live in another country, I would travel to a European country.</p> <p>If I traveled to Europe, I would love to do it with friends.</p>	<p>Ss read the information about Uruguayans living abroad.</p> <p>Ss say where they would like to live if they had the opportunity to live somewhere else.</p>	<p>T acts as a facilitator in case Ss need help.</p>
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Transition: In her video Paula mentions some positive aspects of living abroad. Can you think on some disadvantages of leaving your country ?

(5 mins)	<p>T asks Ss to write two ideas mentioning the disadvantages of leaving your own country.</p>	<p>Ss write two ideas mentioning the disadvantages of leaving Uruguay.</p>	<p>T encourages Ss to give their ideas.</p>
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Follow up: T asks Ss to choose a country and create a presentation talking about the country and mention the advantages and disadvantages of living there. T encourages Ss to create a video and to work with the history and geography teacher to add more information about the country they would talk about.

Topic: 13. The need to leave my country.

Aims:

- to lower Ss' affective filters by working with some characters they know from previous years.
- to raise awareness about the jobs that are difficult to perform in Uruguay.
- to provide Ss with an opportunity to explore and understand some facts regarding working opportunities in our country.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class telling Ss that Camila and Simon are waiting to start the Astronomy class.</p> <p>T tasks Ss to read the conversation and answer some questions orally:</p> <ul style="list-style-type: none"> a. Where are they? b. Why is Simon excited? c. How do they feel about Astronomy? How can you tell? d. Who is mentioned in the dialogue? 	<p>Ss look at a dialogue between Simon and Camila and answer some questions.</p>	<p>T monitors Ss' work and acts as a facilitator if necessary.</p>
Transition: Simon wants to share one of Sebastián's podcasts with Camila and us. Let's listen to Sebastián.			
10 (minutes)	<p>T tasks Ss to listen to Sebastián and take notes about the following items.</p>	<p>Ss listen to Sebastián and take notes about the given items.</p>	<p>T encourages Ss to listen to Sebastián and take notes.</p>
Transition: Simon says that he loves everything related to outer space. Do you think that it is possible to have a job related to Astronomy in Uruguay? What should he study to accomplish his dream?			
(10 mins)	<p>T provides Ss with an article from a school magazine.</p> <p>T tasks Ss to read the article and identify the requirements needed to become an astronaut.</p>	<p>Ss read an article from a school magazine and try to spot the most</p>	<p>T monitors and facilitates if necessary.</p>

		relevant information.	
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Transition: As Sebastián, we may study in Uruguay for a job that cannot be performed in our country.

(5 mins)	<p>T asks Ss to get in trios.</p> <p>T asks each trio to complete the following activity.</p> <p>T asks Ss to think of a job that cannot be performed in Uy. T asks each group to take some notes and write a short magazine article about that job.</p>	<p>Ss can refer to the previous magazine article or can access the web to look for some templates.</p>	
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Follow up: Let's share our articles. Would some of you want to perform any of the jobs?

T asks Ss to choose two of the articles created by their classmates.

T asks Ss to complete a factfile pointing out the most relevant requirements.

PROJECT: I know people living abroad.

Camila tells Simon that one of her cousins lives abroad and has sent her a video. T asks Ss to watch the video. Who is Felipe? Where did he study? Where is he living now? Why does he encourage people to study English?

T asks Ss to look for somebody living abroad that could record a video for them. Why did they leave the country?

Topic: 14. Missing Uruguay.**Aims:**

- To expose Ss to real material (blog).
- To expose Ss to different “Englishes” (audios from Uruguayans living abroad).
- To raise awareness of the positive aspects of living in Uruguay.
- To give Ss an opportunity to express their opinion about Uruguay.
- To lower Ss’ affective filter by working with a topic connected with their country.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T shows Ss a picture of Lua and her mother Lola.</p> <p>T tasks Ss what they remember / know about Dolores. Where does she live?</p> <p>T tells Ss that what Dolores misses the most from Uruguay is the weather.</p> <p>T tasks Ss to think about one thing that they love about Uruguay and complete a brainstorm on the board.</p> <p>T tasks Ss: What about you? / Do you agree with your classmates' statements?</p> <p>T provides Ss with an SOS box to express their ideas.</p> <p>I think the best thing is ... because ... In my opinion the best thing is ... because...</p> <p>What I love about Uruguay is ...</p>	<p>Ss answer what they remember about Dolores.</p> <p>Ss think about one thing they like about Uruguay and write it on the board.</p> <p>Ss use an S.O.S BOX to express their ideas.</p> <p>I think the best thing is ... because ... In my opinion the best thing is ... because...</p> <p>What I love about Uruguay is ...</p>	<p>T promotes oral participation.</p> <p>T encourages Ss to give their ideas bearing in mind that there are no right or wrong answers.</p>

Transition: When Dolores left Uruguay, she took some objects with her in order not to miss her country so much.

Imagine you have to move to another country. What object would you take with you to remember Uruguay?

10 (minutes)	<p>T tells Ss that Lua is leaving Uruguay during winter holidays. T tells Ss they have to give her a present in order not to miss Uruguay while she is away. T asks Ss to look at some objects and talk about all the objects and choose which one represents Uruguay the best.</p> <p>T tasks Ss to work in pairs.</p> <p>T provides Ss with some expressions.</p> <p>In my opinion ... is a good option because she likes ...</p> <p>I think ... is the best option because ...</p> <p>I believe ... is a great idea.</p>	<p>Ss work in pairs and look at some objects and talk about them.</p> <p>Ss choose the object that represents Uruguay in the best way and give it to Lua.</p> <p>Ss use the given expressions to say what they think.</p>	<p>T fosters an environment of mutual respect from the very beginning of the lesson, taking into account possible different ideas.</p> <p>T checks and helps Ss with vocabulary they may need.</p>
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Transition: What would someone who has lived abroad for more than years miss from Uruguay?

(10 mins) LISTENING COMPREHENSION	<p>T tells Ss that they will listen to Ema, one of Lola's friends.</p> <p>T tasks Ss to listen and tick the things she mentions.</p>  <p>María Ema Márquez, Miami, USA.</p> <ul style="list-style-type: none"> - FRIENDS _____ - FAMILY _____ - THE NEIGHBOURHOOD _____ - FOOD _____ - CARNIVAL _____ - HOLIDAYS _____ - THE SEASONS _____ - THE SUNSET _____ 	<p>Ss listen to the two audios once and do the first activity.</p>	<p>T monitors Ss' work.</p> <p>Ss listen again and do the activity.</p>
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	<p>T asks Ss to listen again and say who says what.</p> <p>Write E for Ema or _____ for _____</p> <p>1- _____ misses the cold weather. 2- _____ enjoys eating something when it's raining. 3- _____ thinks Uruguay is a very special country.</p>		
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Transition: Would you like to live in another country?

(5 mins)	<p>T asks Ss to vote what they would miss the most if they had to move to another country.</p> <p>Options: FAMILY, FRIENDS, FOOD, CULTURE, CELEBRATIONS,</p> <p>T can choose to use Mentimeter or Monkey Survey.</p>	<p>Ss raise their hands to vote.</p>	<p>T checks Ss' participation</p>
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Follow up: WORKING WITH CREA (OR ANOTHER PLATFORM)

Do you have a friend / family member who lives abroad? What do they miss the most about Uruguay? Write your comment in the Discussion Forum in CREA in no more than 80 words. Then react to at least one of your classmates' posts.

Topic: 15. Pursuing our dreams.

Aims:



- to motivate and lower Ss' affective filter by working with the trailer of a movie.
- to raise awareness among our Ss about the importance of fighting for our dreams.
- to develop Ss' reading skills by asking Ss to do a multiple choice activity based on a text.
- to foster Ss' writing skills by means of writing a post about their dreams.
- To expose Ss to authentic material about well known people in Uruguay.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class asking Ss to watch the trailer of the film "The Pursuit of Happiness" and answer two questions.</p> <p>https://www.youtube.com/watch?v=DMOBI_EcRuw8</p> <p>a.What situations do they go through? b.What personal characteristics can you spot on the father?</p>	<p>Ss watch a trailer of the film "The Pursuit of Happiness"</p> <p>Ss answer some questions about the trailer.</p>	<p>T monitors that Ss are paying attention to the trailer.</p>
Transition: Lua has just uploaded a picture on her social network. Take a look at her post.			
10 (minutes)	<p>Situation:"You got a dream... You gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period."</p> <p>T asks Ss what they think about these quotes.</p>	<p>Ss look at a picture that Lua has posted.</p> <p>Ss read what Lua posted.</p> <p>Ss say whether they agree or disagree.</p>	<p>T acts as a facilitator by helping Ss with the vocabulary they may not understand.</p> <p>T encourages Ss to give their opinion.</p>

Transition: Lua believes that in order to succeed in life you need to fight for your dreams. She thinks that people who are perseverant will probably accomplish their dreams.

(10 mins)	<p>One of the women that Lua looks up to is called Caro Criado.</p> <p>T shows Ss a picture of CC and asks Ss if they recognise her.</p> <p>T provides Ss with a magazine article.</p> <p>T tasks Ss to read the article and complete a factfile and answer questions.</p> <p>1-How did she start her business?</p> <p>2- What improvements did she have during pandemic times?</p> <p>3- What does she advise younger people?</p>	<p>Ss look at a picture of Caro Criado and say if they know her or not.</p> <p>Ss read the article and complete a factfile.</p> <p>Ss read the article again and do a multiple choice activity.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work in case they need help in understanding the language used in the article, and the dynamic of the activity.</p>
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Transition: Lua and Emma have found information about another successful Uruguayan woman.

(5 mins)	<p>T tasks Ss to watch Gabriela Hearst's video.</p> <p>What differences or similarities can you spot between Caro Criado and Gabriela Hearst?</p>	<p>Ss watch the video we received from Gabriela Hearst video .</p>	<p>T acts as a facilitator in case Ss need help with structures to give their ideas.</p>
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Follow up: T asks Ss to think about their own dreams and answer what things are necessary to achieve them. Can all dreams be achieved in Uruguay?

T tasks Ss to look up a quote connected to the pursuit of dreams on the internet to sum up their ideas.

T tasks Ss to create a post that can be uploaded in CREA or can be done on paper to share with the rest of the class.

UNIT 2:

THINKING AHEAD

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- deal with the topic of work, students' future and various ways of getting involved in society.
- use English as a means to reflect upon the type of person and professional they want to be.
- think of the process of getting a job, taking into consideration their strengths, personal characteristics, legal requirements to get a job and their purpose to get a job at an early age.
- think of underprivileged people and how we can help them overcome the issues they face daily, promoting social awareness and solidarity.
- reflect upon ways to be socially responsible and economically autonomous by earning our own money.
- promote social awareness and solidarity

Topic: 1. The Person I Want to Become

Aims:

- to motivate Ss by working with a song they may like.
- to lower Ss' affective filters by working with some clues to guess the name of a movie.
- to foster Ss' speaking skills and critical thinking by asking them to express their ideas about some given quotes.
- to develop Ss' listening skills by working with a song.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Camila is in the English class.</p> <p>T starts the class by giving Ss some hints about the topic of the lesson.</p> <p>T asks Ss to guess the title of a movie.</p> <ul style="list-style-type: none"> - One of the characters kills his brother. - It takes place in the jungle. - There are lots of different animals. - Some of the animals can laugh in real life. - It was based on the play “Hamlet” by William Shakespeare. - The movie starts with the song “Circle of Life.” <p>After Ss guess the name of the film, T asks Ss to share what they know about the film.</p>	<p>Ss look at some hints given by the T and guess the name of a movie.</p> <p>Ss share what they know about the film.</p>	<p>T monitors while Ss give their ideas.</p>

Transition: Camila has a motto. A motto is a short sentence or phrase chosen as encapsulating the beliefs or ideals guiding an individual, family, or institution. Her motto is Hakuna Matata.

(10 mins)	<p>T plays the first minute of the Lion King's song/video and asks them to tick the words they hear.</p> <ul style="list-style-type: none"> - LION - PHILOSOPHY 	<p>Ss listen to the first minute of the Lion King's song and tick the words they hear.</p>	<p>T plays the song as many times as it is necessary.</p>
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<ul style="list-style-type: none"> - JUNGLE - WARTHOG - FRIENDS - MOTTO - ANIMALS - YOUNG <p>T plays the song/video again and asks Ss to read the lyrics along.</p> <p>T asks Ss to answer questions about the song/video.</p> <p>1-What adjective is used to describe the 'phrase'?</p> <p>a- beautiful b- wonderful c- delightful</p> <p>2- What could Pumba do with his aroma?</p> <p>a- attract other animals. b- clear the savannah. c- hide from his enemies.</p> <p>3-How is Pumba's soul described?</p> <p>a- sensitive b- sensible c- susceptible</p> <p>4- What does the word downhearted mean in the song?</p> <p>a- when you are in love b- feeling sad c- when your heartbeat slows down</p> <p>5-What do you think the word craze means?</p> <p>a-going slightly mad b-something everyone does for a short time c-a type of maze</p> <p>T asks Ss: What do you think is the main message the song is trying to give?</p>	<p>Ss listen to the song and read its lyrics.</p> <p>After watching the video/ listening to the song, Ss answer some questions about it.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p>
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Transition: Camila believes that it is important to live without being afraid of everything. Here I have some quotes to share with you.

(10 mins)	<p>T shows Ss different quotes and asks Ss to give their opinion about them.</p> <p>T asks Ss:</p> <p>What do you think about these kinds of quotes? Do you let them influence your life? Some people love finding out new quotes and living their lives according to what they say.</p> <p>Do you have a quote that is a motto in your life?</p> <p>T asks Ss to get in pairs and to make a list of the important steps a person must follow to succeed or to become the person they want to be.</p> <p>T gives Ss an SOS BOX to express their ideas.</p> <p>We believe that to become the person you want to be you need to ...</p> <p>You should ...</p> <p>You shouldn't ...</p> <p>T can provide Ss with some ideas such as:</p> <p><i>work hard.</i> <i>keep trying until you succeed.</i> <i>be decisive.</i> <i>fight for your goals.</i> <i>have family and friends around.</i> <i>never give up.</i> <i>do your best.</i> <i>ask for help.</i></p>	<p>Ss read different quotes and give their opinion about them.</p> <p>Ss answer some questions.</p> <p>Ss get in pairs and make a list of the important steps a person must follow to succeed or to become the person they want to be.</p> <p>Ss use expressions from an SOS BOX to say what they think.</p>	<p>T acts as a facilitator in case Ss need help to give their opinions in English.</p>
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Transition: Let's share our ideas.

(5 mins)	<p>T writes all the ideas on the board and asks Ss to rank them from most important to least important.</p>	<p>Ss give their ideas.</p>	<p>T monitors and makes sure that Ss feel free to give their opinions.</p>
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Follow up: Do you have any motto? T asks Ss to look for a motto that inspires them in life. Ss have to find a motto, prepare a post for social media and share with the rest of the class why they feel inspired.

VIDEO: https://www.youtube.com/watch?v=nbY_aP-alkw

LYRICS

Hakuna Matata! What a wonderful phrase

Hakuna Matata! Ain't no passing craze

...

It means no worries for the rest of your days

...

It's our problem-free philosophy

...

Hakuna Matata!

Hakuna Matata?

Yeah. It's our motto!

What's a motto?

Nothing. What's a-motto with you?

Those two words will solve all your problems

...

That's right. Take Pumbaa for example
Why, when he was a young warthog...

When I was a young warthog

Very nice

Thanks

He found his aroma lacked a certain appeal

He could clear the savannah after every meal

I'm a sensitive soul though I seem thick-skinned

And it hurt that my friends never stood downwind

...

And oh, the shame He was ashamed
Thought of changin' my name What's in a name?

And I got downhearted How did ya feel?

Everytime that I...

Hey! Pumbaa! Not in front of the kids!

Oh. Sorry

Hakuna Matata! What a wonderful phrase

...

Hakuna Matata! Ain't no passing craze

...

It means no worries for the rest of your days

...

It's our problem-free philosophy

...

Hakuna Matata!

...

Hakuna Matata! Hakuna matata!

...

Hakuna Matata! Hakuna matata!

Hakuna Matata! Hakuna matata!

Hakuna Matata! Hakuna--

It means no worries for the rest of your days

...

It's our problem-free philosophy

...

Hakuna Matata!

(Repeats)

...

I say "Hakuna"

...

I say "Matata"

Topic: 2. The Path I Want to Follow

Aims:

- to set a relaxing atmosphere to allow some reflection.
- to motivate and lower Ss' affective filters by giving them the opportunity of sharing their goals.
- to develop Ss' reading skills by asking them to read testimonials.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by telling Ss that the characters of the book are attending a workshop at school. (T can play some music).</p> <p>Instructor asks: How do you imagine your future? Let's do some thinking.</p> <p>1- Sit comfortably. 2- Close your eyes. 3- Observe your mind. 4- Focus on your five senses: – what can you see, hear, smell, taste and feel? 5- Come back to the present. 6- Think about your goals for the future.</p> <p>T asks Ss to share if they were able to spot some of their goals. (We assume most of the Ss won't come up with many goals.)</p> <p>T asks: What could be possible for you if you think outside the square and unlock your imagination?</p> <p>Did you know?</p>	<p>Ss follow the T's instructions.</p> <p>Ss share their goals.</p>	<p>T fosters a nice atmosphere for Ss to feel free to follow the instructions.</p>

	THINK OUTSIDE THE SQUARE /BOX: to think imaginatively using new ideas instead of traditional or expected ideas	Ss listen to the T and pay attention to the new expression.	
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Transition: A lot has been written about the future and the way teenagers must face it. It can be difficult to visualize our goals. Let's try to think about the future and answer some questions.

(10 mins)	<p>T asks Ss to complete the chart by asking the following questions:</p> <p>MY DREAMS CHART</p> <ul style="list-style-type: none"> - What would you like to BE? - What would you like to DO? - What would you like to EXPERIENCE? - What makes you feel HAPPY? - What makes you feel ENTHUSIASTIC? - What makes you feel ANGRY? <p>T asks Ss to share their answers orally</p>	<p>Ss pay attention to the chart and take notes to complete it.</p> <p>Ss share their answers (It can be done in pairs or with the whole class.)</p>	
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Transition: The way we feel together with our expectations can determine our path for the future. Nevertheless, some circumstances can change our life.

(10 mins)	<p>T asks Ss to read some testimonials of teenagers whose life changed dramatically.</p> <p>T asks Ss to answer these questions:</p> <ul style="list-style-type: none"> a-Who is planning to move? b-Whose family changed? c-Who went through a natural disaster? d-Who decided to change careers? e-Who changed his / her own perception? <p>T asks Ss to read the testimonials again and to match the expressions in bold to the correct meaning.</p>	<p>Ss read the testimonials and answer the questions.</p>	<p>T acts as a facilitator in case Ss' need help understanding the testimonials.</p>
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	<p>KEY</p> <p>eye-opener: something that surprises you and teaches you new facts about life, people, etc.</p> <p>lend a helping hand: to do something that helps a company or person:</p> <p>slow on the uptake: to find difficulty understanding things.</p> <p>split out: to end a relationship or marriage.</p> <p>see daylight: to understand something that you could not understand before</p> <p>Definitions from: https://dictionary.cambridge.org/</p>		
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Transition: Sometimes we may feel overwhelmed by the future or decisions we must take. But, as we mentioned before, what would happen if things changed all of a sudden?

(5 mins)	<p>What would happen if...? T provides Ss with some prompts and examples.</p> <p>If I got a scholarship to visit the United States next week, I would / wouldn't</p> <p>If I won the lottery, I would / wouldn't</p> <p>If my parents decided to move to another city, I would / wouldn't</p> <p>If the internet was shut down tomorrow, I would / wouldn't</p> <p>If aliens landed in my city, I would / wouldn't</p> <p>If scientists found a way for humans to live for 150 years, I would / wouldn't</p> <p>If I became an Internet celebrity, I would / wouldn't</p>	<p>Ss complete the prompts with their own ideas.</p>	<p>T monitors the activity.</p>
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	T asks Ss to come up with ideas to complete the prompts.		
<p>Follow up: T asks Ss to exchange notebooks. The other classmate needs to read their classmate's notebooks and write a little comment next to each sentence.</p> <p>T asks Ss to use some of the following phrases:</p> <p>Yes. / Most likely. / As I see it, yes. / You may rely on it. / Definitely. / Without a doubt. / It is certain. / You'll be lucky. / Maybe. / Cool. / Don't count on it. / No way! / This is not very likely.</p>			

Theme : Thinking ahead

Topic: 3. Earning my own money

Aims:

- To discuss the topic “money”.
- To present idioms related to money.
- To use idioms in context.
- To practice speaking.
- To practice listening.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss some pictures about money and the use of money and asks them to answer some questions about them? - <i>What can you see in the pictures?</i> - <i>What's the main topic that they refer to?</i>	Ss look at the pictures and answer the Teacher's questions. They describe what they see.	T asks Ss to share their answers.
(5 mins)	T tasks Ss to match the idioms with the pictures that represent them. KEY: • <i>pinch pennies</i> :2 • <i>pocket money</i> :1 • <i>Big bucks</i> :3 • <i>tighten your belt</i> :4 • <i>money to burn</i> :7 • <i>costs an arm and a leg</i> :5 • <i>as poor as a church mouse</i> :6	Ss match the idioms with the corresponding pictures.	T monitors Ss understand the idioms.
Transition: Do you think it is important to earn your own money? Let's read a dialogue between Freddie and ... talking about this topic.			
(7 mins)	T tasks Ss to complete the dialogue with the idioms.	Ss read the dialogue and complete it with the idioms.	T tasks Ss to act out the dialogue to do the correction.
(5 mins)	T tasks Ss to read the dialogue again and answer some questions.	Ss read the dialogue and answer the questions.	T tasks Ss to come to the board to write down the answers.

	<p>KEY:</p> <p>1- poor as a church mouse 2- pocket money 3- pinch pennies 4- costs an arm and a leg 5- tighten my belt 6- money to burn</p>		
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Transition: Do you know what an idiom is? Do you know any idioms in Spanish?

(6 mins)	<p>T tasks Ss to discuss these three questions with a partner:</p> <p><i>-Do you pinch pennies?</i> <i>-Do you receive any pocket money?</i> <i>-Can you think of some necessary things that cost an arm and a leg?</i></p> <p>T suggests Ss using expressions from the SOS Box.</p>	<p>Ss get in pairs and discuss the three questions.</p>	<p>T asks Ss to share their opinions orally.</p>
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Transition: Have you ever used idioms related to money in English?

(10 mins)	<p>T tasks Ss to break the codes and discover the hidden idioms about money.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. BREAK THE BANK 2. BRING HOME THE BACON 3. MONEY TALKS 4. TIME IS MONEY 5. BORN WITH A SILVER SPOON 6. MONEY DOES NOT GROW ON TREES 7. DAYLIGHT ROBBERY 8. FAST BUCKS 9. SAVE FOR A RAINY DAY 10. FLAT BROKE 11. GO DUTCH 12. MONEY IS A NECESSARY EVIL <p>T tasks Ss to discuss idioms number 4, 5, and 12 with a partner. T suggests using phrases from the SOS Box.</p> <ol style="list-style-type: none"> 4. MONEY TALKS 5. TIME IS MONEY 12. MONEY IS A NECESSARY EVIL 	<p>Ss look at the symbols and discover the idioms.</p>	<p>T asks Ss to write the idioms on the board.</p>
(7 mins)	<p>T tells Ss they are going to listen to Freddie's uncle talking about money and that they</p>	<p>Ss listen to the audio and decide if the</p>	<p>Ss share their answers orally.</p>

	have to decide if the sentences are true or false. https://drive.google.com/file/d/1Qgl4WRW0CeQhjR4me6Dycts04jPO8GT0/view?usp=sharing	sentences are true or false.	
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Follow up: Create your own podcast talking about money, include your opinion whether it is too important or not, if it could make people do bad things, if you consider it is important to own your own money, etc.

Audio Script

“Money makes the world go round.” I wonder if this famous English expression is really true. If you have money, the world goes round very gently and everything is easier. If you don’t have money, the world might not go round so easily. They also say that “money is a necessary evil”. I think this is true. Money IS necessary, but at the same time, it may make people do evil things, like killing or stealing. Greed leads to things like blackmail, corruption, slave labor, and other terrible things. Another common saying in English is “money can’t buy happiness”. I’m not so sure about this one. I know if I had loads of money I’d be pretty happy. I think if all the world’s money was shared out, the world would go round more peacefully, and there would be less evil and more happiness.

Theme : Thinking Ahead

Topic: 4. Summer jobs

Aims:

- to develop Ss' listening skills by asking them to complete a chart.
- To foster collaborative work.
- To enhance critical thinking skills.
- To work with different kinds of summer jobs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows a picture of a job board and asks Ss some questions about it:</p> <ul style="list-style-type: none"> - <i>What kind of announcements appear there?</i> - <i>What do they have in common?</i> <p>T asks Ss to read the <i>Did you know?</i> section to know more about summer jobs.</p>	<p>Ss read the ads and discover the topic of the lesson: <i>Summer jobs</i></p> <p>Ss read the <i>Did you know?</i></p>	<p>T fosters Ss' participation. T listens to Ss' answers.</p> <p>T monitors while Ss read the <i>Did you know?</i></p>

Transition: Now, look at the pictures below, does any of them correspond to the previous ads?

(5 mins)	T asks Ss to match some pictures to the corresponding job and then, match the jobs to the activities they perform.	Ss match the pictures to the jobs, and then to the job's activities.	Oral correction will be done.
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Transition: Do you think these teens liked their jobs? We're going to listen to them talking about their jobs and do some activities.

(10 mins)	T asks Ss read the testimonials of 4 people talking about their summer jobs and complete a chart about them.	Ss read the texts and complete the chart.	Oral correction will be done
(5 mins)	T asks Ss to read the texts one more time and complete some sentences with the name of the corresponding person.	Ss complete the sentences with the name of the person.	Oral correction will be done.

Transition: Camila needed some money, so she got a job during the summer. Let's read about her experience.

(8 mins)	T asks Ss to read a text about Camila's summer job and answer some questions.	Ss read the text and answer the questions.	T asks Ss to read the answers.
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Transition: These are some other possible summer jobs for teens. Would you like to do any of them? Can you think of other jobs appropriate for teenagers?

(10 mins)	T asks Ss to get in pairs and complete a chart with information about two more summer jobs. T asks Ss to add and complete about one more possibility to the chart. T asks Ss to share their work with the class.	Ss complete the chart. Ss think of one more possibility and complete the chart items for it too. Ss share their work with the class.	T monitors while Ss are on task. T encourages Ss to share their answers orally.
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Follow up: Discuss: Do you work during the summer? What's your opinion about summer jobs?

Theme : Thinking Ahead

Topic: 5. Every Job Matters

Aims:

- To present vocabulary: occupations.
- To describe jobs with a wide range of adjectives.
- To discuss the issue of the importance of all jobs.
- To practice reading.
- To practice listening.
- To practice speaking by providing opinions about different occupations.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T writes the phrase: "Every Job Matters" on the board and asks Ss some questions related to that topic: -Do you think that there are some jobs more important than others? In which ways are they more important?	Ss listen to the teacher and answer the teacher's questions.	Ss share their answers orally.
Transition: What happens in an organization? Are some jobs more important than others?			
(5 mins)	T asks Ss to read the text and look for words to match with the definitions. KEY: 1. department: A specialized division of a large organization. 2. employees: A group of people that work in a particular organization. 3. role: The function assumed by a person in an organization. 4. position: A worker that gets paid for a set job. 5. training: Teaching a special skill or behavior that workers need. 6. company: A business organization.	Ss read the text and look for words to match with the six definitions.	Ss write down the words on the board.
(6 mins)	T asks Ss to read the text again and answer some questions.	Ss read the text and answer the questions.	Oral correction will be done.

Transition: The text mentions that all the jobs in a company are important. These are some of the jobs in a company.

(3 mins)	T asks Ss to read the list of jobs in a company and find the four odd words out.	Ss read the list of jobs and write down the four words that do not belong to the group.	Some students write the jobs that do not belong on the board.
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Transition: Every job has its characteristics, there are relaxing jobs while others are more stressful, there are noisy jobs while others are more quiet, and so forth. Let's have a look at some adjectives to describe jobs.

(4 mins)	T asks Ss to find out who said some things according to the descriptions they provide of the job.	Ss read the speech bubbles and write down the name of the job of the person that is speaking.	Ss read the speech bubbles and provide the corresponding answers in each case.
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Transition: What other occupations do you remember?

(7 mins)	T asks Ss to look at the pictures of different occupations and match them with their names. T explains they have to match the jobs equipment to the pictures. Finally, T asks Ss to match the jobs with their corresponding equipment.	T asks Ss to match the pictures to their names and the equipment to the jobs. Finally, they match the jobs with the corresponding equipment.	T asks Ss: "What does a doctor use?" Ss answer: "A stethoscope."
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Transition: How can we describe these jobs? For example, as I see it, being a cook is exciting and creative. What do you think?

(5 mins)	T asks Ss to complete the sentences with some of the adjectives presented before that they consider best describe those occupations.	Ss complete the sentences by using the adjectives they consider describe those occupations.	T asks some Ss to read aloud their sentences.
(10 mins)	T asks Ss to stand up and make two rows facing each other. T explains that they will have 60 seconds to ask questions related to jobs to the partner in front of them. T tells Ss that once the 60 seconds are up, one of the rows rotates so each learner has a new partner. T suggests using phrases from the SOS Box.	Ss stand up and make two rows facing each other. They have 60 seconds to ask one or two questions to the partner in front of them.	T walks along the row to monitor Ss are on task. T helps Ss if they have difficulties to ask or answer.

	T provides an example: <i>What do you think about being a pilot? Would you like to be one?</i>		
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Follow up: Write an article with the title: *Every job matters* in which you provide your opinion about this topic. You can mention some occupations and explain why they are or are not more important than others. Remember that you can agree with the author of the article “Every job matters” or not. Write between 150 and 200 words.

Theme : Thinking Ahead

Topic: 6. A Sporting Chance.

Aims:

- to develop Ss' reading skills by working with a dialogue.
- to engage Ss by working with idioms.
- to motivate Ss by using different visual aids.
- to foster Ss' writing skills by asking them to write sentences using the given idioms.
- to lower Ss' affective filter by providing them with the opportunity of working in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to read the dialogue among Camila, Guidaí, Freddie, and Simon and identify the language problems in the dialogue.</p> <p>Freddie: Hi guys! Tomorrow we have a Biology test.</p> <p>Simon: What? Are you <i>drinking my hair</i>?</p> <p>Cami: It <i>doesn't happen orange</i>! It's <i>eaten bread</i> for me.</p> <p>Guidaí: Err ... I'm not following ...</p> <p>Simon: I <i>have the memory of a fish</i> so I'll have to study a lot.</p> <p>Guidaí: What are you talking about?</p> <p>Freddie: We're just joking! Ha Ha Ha!</p> <p>Guidaí: Oh, I see ... I'm <i>in the oven</i> too.</p> <p>T asks Ss to give the Spanish version of the phrases in italics.</p> <p>T asks Ss:</p> <p>Do they have the same meaning in English and in Spanish?</p> <p>Can we translate them and keep the same meaning?</p>	<p>Ss read the dialogue.</p> <p>Ss identify the language problems.</p> <p>Ss give the Spanish version of the phrases.</p>	<p>T acts as a facilitator and monitors the activity.</p> <p>T makes sure that Ss can maintain a good working atmosphere.</p>

	<p>Did you know? An idiom or idiomatic expression is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In conclusion, idioms don't mean exactly what the words say.</p>		
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Transition: Look at the following situation. Simon knows it's time to study.

(10 mins)	<p>T asks Ss to read another part of the dialogue.</p> <p>Simon: I've been studying for the Biology test! I've also been trying to finish my homework but I think I won't have enough time.</p> <p>Guidaí: Don't throw in the towel yet! I can help you with them. Let me take a look.</p> <p>Cami: That's a great idea, Guidaí. Simon, if you study hard and get some extra help you'll hit it out of the park.</p> <p>Simon: I hate Biology, it is out of my league, I prefer subjects such as Astronomy or History.</p> <p>Guidaí: I know a lot about Biology, if you want we can touch base after High School and I can help you.</p> <p>Cami: I can join, too. I think we should get the ball rolling by studying what we saw last class.</p> <p>Simon: Thanks girls, it's hard to say no since you are heavy hitters, hahaha.</p> <p>Guidaí: OK. See you after class. I'm sure I can help in some way but remember that the ball is in your court.</p> <p>Cami: Don't worry Simon. You still have a sporting chance.</p> <p>T asks Ss to answer orally: How does Simon feel? What is Guidaí going to do? What does Camila say?</p>	<p>Ss read a dialogue between some of the characters and answer some questions.</p>	<p>T acts as a facilitator by providing vocabulary Ss may not know.</p>
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	<p>T asks Ss to complete a chart with the idioms in bold, their definitions, and the corresponding sport.</p> <p>KEY:</p> <p>throw in the towel (To give up, admit defeat) BOXING</p> <p>hit it out of the park (Succeed brilliantly) BASEBALL</p> <p>out of my league (to not be skilled or experienced enough to do or deal with something) TEAM SPORT</p> <p>touch base (Meet briefly with someone) BASEBALL</p> <p>get the ball rolling (Do something to begin a process) CROQUET</p> <p>heavy hitters (A powerful, influential person) BASEBALL</p> <p>the ball is in your court (It's your turn to make an offer or decision.) TENNIS</p>	corresponding definition and sport.	
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Transition: The ball is in your court now!

(10 mins)	<p>T provides Ss with a list of idioms and their meanings.</p> <p>T asks Ss to choose five of the idioms and write sentences.</p> <p>T asks Ss to get in pairs and exchange their notebooks.</p> <p>T asks Ss to read their classmates' notebooks. Can they get the meaning of the sentences?</p>	<p>Ss choose five of the given idioms and write sentences.</p> <p>Ss get in pairs and exchange their notebooks.</p> <p>Ss read their classmates' notebooks and try to get the meaning of the sentence.</p>	<p>T acts as a facilitator in case Ss need help to understand and write the sentences.</p>
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Transition: Let's get the ball rolling!

(5 mins)	T asks Ss to get in pairs and discuss the following questions.	Ss think about the questions and answer them.	T monitors while Ss work on the task.
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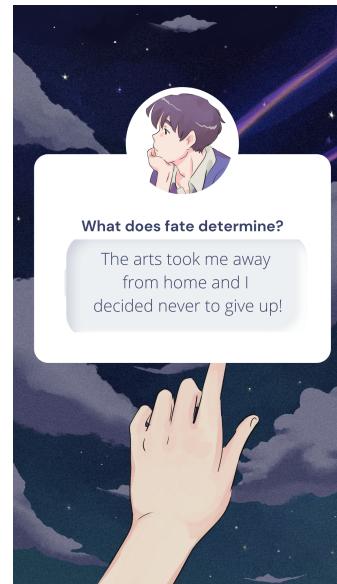
	<p>1- Do you know someone who is a heavy hitter? Describe him/her.</p> <p>2- In which situations have you thought about throwing in the towel?</p> <p>3- If you could touch base with a celebrity, what would you ask him/her?</p> <p>4- Do you think you'll have a sporting chance? Explain.</p> <p>5- Have you ever taken the bull by the horn?</p> <p>6- Do you know someone who has skated on thin ice recently?</p>		
<p>Follow up: T asks Ss to share their answers with the rest of the class.</p>			

Theme: Thinking Ahead

Topic: 7. The Arts Took me away from Home

Aims:

- to develop Ss' speaking skills by asking them to express their ideas through a market talk activity.
- to motivate Ss by working with a topic most of them like.
- to foster Ss' listening skills by working with a dialogue.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tells Ss that Nico, Simon, and Freddie are speaking during the break. Simon is excited because one of his friends has done an “animé” version of him. Nico and Freddie know nothing about the topic and decide to look for some information.</p> <p>T proposes a marker talk in which Ss write their ideas on the board.</p>	<p>Ss write what they know about anime on the board.</p> <p>Ss say whether they like it or not.</p>	<p>T acts as a facilitator by eliciting words Ss may need to complete the market talk.</p> <p>T fosters Ss participation through the marker talk.</p>
Transition: Let's look for information to complete the following worksheet.			
(10 mins)	<p>T provides Ss with the following worksheet. T asks Ss to get in pairs and answer the following questions.</p>	<p>Ss get in pairs and answer the given questions. They can use their cell phones, laptops, or</p>	<p>T monitors the activity.</p>

		tablets to search for information. They can also go to the IT room.	
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Transition: One of Simon's friends, Dyango, lived in Japan some time ago. Simon talked to him on the phone. Let's listen to them.

(10 mins)	<p>T asks Ss to listen to the dialogue and answer the following questions.</p> <ol style="list-style-type: none"> 1. Where can you find anime in Japan? 2. Where did Dyango live? 3. What do people tend to do when they go to work or school? 4. In which area is Captain Tsubasa an inspiration for people? 5. Mention three of the characteristics of Japanese people. <p>T asks Ss to look at the photos Dyango sent to Simon.</p> <p>T asks Ss to describe what they see in the pictures.</p>	<p>Ss listen to Simon and Dyango and answer the questions.</p> <p>Ss look at the pictures.</p> <p>Ss answer orally what they see in the pictures.</p>	<p>T monitors the activity.</p> <p>T acts as a facilitator in case Ss need help to describe the pictures.</p>
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Transition: Simon is really interested in manga and anime. His friend Fiorela Martínez, sent a short explanation for him.

(5 mins)	<p>T tells Ss that Simon asked his friend Fiorella for more information.</p>	<p>Ss read a short conversation between Fiorella and Simon.</p> <p>Ss answer: Which differences between animes does Fio mention?</p>	<p>T monitors the activity.</p>
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Follow up: Some people are true otaku (anime fans) and really enjoy learning new things about anime and manga.

T asks Ss if they know how to draw an anime character. T gives Ss some help to do so.

<https://www.drawingforall.net/how-to-draw-an-anime-character/>

(Tenemos permiso para usar el link)

T asks Ss to share their drawings with the rest of the class.

T may encourage Ss to organize a manga contest in the school, working with the Visual Arts teacher.

Dialogue between Simon and Dyango

Simon: Hi Dyango, it's very nice to have you back. How was your experience in Japan?

Dyango: It was incredible!

Simon: The other day, one of my friends made an anime version of me!

Dyango: Was it an anime or manga?

Simon: Hmm, I'm not sure! It was a drawing. I uploaded it on the web.

Dyango: So they made a manga version of you.

Simon: Is it very popular in Japan?

D: Anime can be found everywhere in Japan—in the news, in advertising, in every single aspect of daily life.

S: I can't imagine it!

D: For example, as you are going upwards on the escalator in a shopping mall, the walls are completely covered with images related to manga and anime. It is found mostly everywhere in Tokyo.

S: I imagine the shopping malls are so colorful.

D: Not only in the shopping malls. For example, outside the police stations, they usually have a statue of an anime character. The web pages of the police and hospitals are filled with colorful anime cartoons.

S: Which are the most popular animes in Japan?

D: I don't know many of their names. But If they are popular outside Japan, like Dragon Ball, Pokemon or Naruto, then they rock there.

S: Do people read stories or just watch videos?

D: It's very common to see people going to school or work reading a magazine. For example, if you are studying economics, you may find a manga that covers all the topics from your career. A lot of people find inspiration in manga. And when it comes to sports, Captain Tsubasa is a great inspiration to people.

S: You are right! I remember that in a previous Olympics, a winner thanked an anime character for the award he had won, because this character inspired him to progress in the sport.

D: You are right, Simon! But I can't remember his name.

S: And what about Japanese people?

D: In my opinion, they are quite reserved. They do not express their feelings and emotions, paying strict attention to social rules. For example, children are educated so as not to disturb others. You will never see a child throwing a tantrum in the street.

Theme : Thinking Ahead



Topic: 8. My Personality and what I want to Achieve.

Aims:

- to engage students by reading a story.
- to practice oral skills by asking them to express their ideas.
- to motivate Ss by working with different visual aids.
- to lower Ss' affective filters by working with a topic they may find familiar.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss some pictures of animals: deer, tortoise, rabbit, squirrel, fox, owl, bear, wolf, hare, etc.</p> <p>T asks Ss to name the animals and to mention other names.</p> <p>Which of these have you seen recently?</p> <p>Where do they live?</p>	<p>Ss pay attention to the pictures.</p> <p>Ss name the animals.</p> <p>Ss answer the questions.</p>	<p>T monitors the activity.</p>

Transition: I have a story to share with you. Let 's listen to it!

(10 mins)	<p>T reads "The Tortoise and the Hare" Aesop's fable and tells Ss to listen and tick the images that belong to the story.</p> <p>DID YOU KNOW?</p> <p>A fable is a short story that teaches a lesson or conveys a moral. Often, the characters are animals that act and talk like animals. Each fable has a moral to be learned from the tale. Aesop is the master of fables. "The Tortoise and the Hare" is one of his well-known fables whose moral is "Slow and steady wins the race."</p>	<p>Ss listen to the teacher and tick the images that belong to the story.</p>	<p>T makes sure that students pay attention to the story.</p> <p>T monitors while reading.</p>
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	<p>ANIMALS: hare - owl - squirrel - tortoise</p> <p>ACTIONS: swim - climb - run - dance</p> <p>PLACE: city - countryside - woods - beach</p> <p>FEELINGS: ridiculous - sad - amused - interested</p>		T corrects orally.
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Transition: Here you have the scrambled version of the story. Let's unscramble it.

(10 mins)	<p>T provides Ss with a scrambled version of the text. T asks Ss to arrange the story in the correct order.</p> <p style="text-align: center;">The Tortoise and the Hare</p> <p>1- A hare was making fun of the tortoise one day for being so slow. "Do you ever get anywhere? he asked with a mocking laugh.</p> <p>2- "Yes," replied the tortoise, "and I get there sooner than you think. I'll run you a race and prove it."</p> <p>3- The hare was much amused at the idea of running a race with the tortoise, but for the fun of it he agreed. So the fox, who had consented to act as judge, marked the distance and started the runners off.</p> <p>4- The hare was soon far out of sight, and to make the tortoise feel very deeply how ridiculous it was for him to try a race with a hare, he lay down beside the course to take a nap until the tortoise should catch up.</p> <p>5- The tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the hare was sleeping. But the hare slept on very peacefully; and when at</p>	<p>Ss arrange the text in the correct order.</p>	T monitors while Ss arrange the story.
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	<p>last he did wake up, the tortoise was near the goal. The hare now ran his swiftest, but he could not overtake the tortoise in time.</p> <p>T provides Ss with some questions for them to answer.</p> <ol style="list-style-type: none"> 1. Who are the characters in the story? 2. What are the problems the tortoise faces? 3. Who is the judge? 4. Why was the hare so sure that he would win the race? 5. Why did the tortoise feel ridiculous? 		<p>T acts as a facilitator in case Ss need help with the meaning of the story.</p> <p>Ss answer the questions.</p>
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Transition: How would you describe the hare's and the tortoise's personality?

<p>(5 mins)</p>	<p>T provides Ss with a list of adjectives.</p> <p>T asks: Which words would you use to describe the characters of the story?</p>	<p>Ss classify the adjectives.</p>	<p>T acts as a facilitator in case Ss need help classifying the adjectives.</p>
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	<p>HARE: lazy, over-confident, chatty, competitive, boaster.</p> <p>TORTOISE: hard-working, quiet, strong-minded, determined, focused, perseverant.</p> <p>T says: Emma, Nico and Camila have reflected upon this fable. Let's read their comments.</p> <p>T asks Ss to read the three characters' reflections and to say whether they agree with them or not.</p> <p>SOS BOX:</p> <p>In my opinion...</p> <p>I think...</p> <p>Maybe,....</p> <p>I agree with... because ...</p> <p>I don't agree with... because ...</p> <p>I believe ...</p> <p>From my point of view, ...</p> <p>My impression is that ...</p> <p>I have the feeling that...</p> <p>I have no doubt that...</p> <p>I would say that...</p>	<p>Ss read the characters' reflections.</p> <p>Ss give their opinions.</p>	<p>T encourages Ss to give their opinions.</p> <p>T fosters a nice atmosphere for Ss to work.</p>
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Follow up: T provides Ss with two mazes and asks Ss to solve them.

What are the differences between the two mazes? How can you connect a person's personality with their achievements? Discuss with your partner.

Extra activity: Reflect upon the following quote: *Overconfidence always marks the downfall of a player even when he's apparently more competent than his opponents.*

Theme : Thinking Ahead

Topic: 9. Volunteer work in my hometown

Aims:

- To deal with the topic of volunteer work.
- To present vocabulary related to volunteer work.
- To enhance critical thinking skills.
- To practice reading.
- To practice writing.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	T shows Ss three quotations about volunteering and asks them about their opinion.	Ss read the quotations about volunteer work and provide their opinions.	T asks Ss to share their ideas orally.
Transition: Do you think that many people do volunteer work in Uruguay?			
(8 mins)	T asks Ss to read the text about volunteer work in Uruguay and complete the paragraphs with the missing subheadings.	Ss read the text and complete each paragraph with the corresponding subheading.	T asks Ss to provide their answers orally and she writes them on the board.
Transition: What about you? Have you ever done volunteer work?			
(10 mins)	T asks Ss to answer some questions about their experience doing volunteer work. T asks Ss to get in pairs and share their answers. Finally, T asks Ss to share their answers with the whole class.	Ss answer the questions individually. Then, they share their answers with a partner. Finally, Ss share their answers with the rest of the class.	T asks Ss to share their answers. T fosters Ss to give their opinions on their classmates' answers.
Transition: Can you mention different areas where people can do volunteer work?			
(6 mins)	T explains Ss that MIDES has a project where people can register to do volunteer work based on an area that interests them.	Ss look at the pictures and label them with the	Oral correction will be done.

	T asks Ss to match nine of these areas of interest to the corresponding pictures.	corresponding area of interest.	
(10 mins)	T asks Ss to choose three areas of interest to do volunteer work and complete the table of values, identity and actions. T explains what each of these items refer to: VALUES - <i>What values does this volunteer work invite us to think about?</i> IDENTITIES - Who is this work speaking about? ACTIONS What actions might this work encourage?	Ss complete the table about three areas of interest that they choose.	Some Ss come to the board to complete the table.
(5 mins)	T asks Ss to read a testimony of a man that does volunteer work in Uruguay and complete some sentences.	Ss read a text about a testimony and complete some sentences.	T asks Ss to read aloud their sentences.
<p>Follow up: Look for more information about the areas of interest that you choose to complete the table of Values, Identity, and Actions and write an article about them. Include the place or places where a person can carry out that type of volunteer work, the amount of time and resources it may demand, and all the necessary information. Stick your article on the school bulletin board so as all the students can be informed.</p> <p>Project: Now, it's your time to invite students from your high school to do some volunteer work. Search for information about where you can volunteer in your hometown and create a poster with all the necessary information: the place where they have to go, what type of activities can be done, what the necessary requirements are, etc. You may also want to foster students' participation by really motivating them to volunteer by describing the good aspects of doing so.</p>			

Theme : Thinking Ahead

Topic: 10. Dealing with Job Interviews



Aims:

- to foster Ss' oral skills by asking them to give their opinions about a certain issue.
- to develop Ss' reading skills by asking them to work with a dialogue and answer some questions about it.
- to promote cooperative and collaborative work among Ss, through group-work activities.
- to expose Ss to a real-like situation (job interview)

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to look at Emma and Cami and predict what's wrong with them.</p> <p>T asks Ss to read the dialogue between Camila Emma and Nico and check their predictions.</p> <p>T asks Ss to read again and answer some questions.</p> <p>1- What do they need the money for? 2- What does Nico recommend them to do? 3- What is the job about? 4- What skills do you need to have for this job? 5- What do you have to do in order to get more information about the job?</p>	<p>Ss look at Emma and Cami and predict what's wrong with them.</p> <p>Ss read the dialogue between the characters and check their predictions.</p> <p>Ss read the dialogue and answer some questions.</p>	<p>T encourages Ss to participate.</p> <p>T reminds Ss that in this case there are no right or wrong answers as long as they express their ideas.</p> <p>T monitors the activity.</p>

Transition: Cami is writing an email to ask for more information about the job. Have you ever written an email to ask for information about a job?

(10 mins)	<p>T asks Ss to use the given words to help Camila complete the e-mail.</p> <p>-apply -Madam -skills -songs</p>	<p>Ss use the given words and complete the e-mail.</p>	<p>T monitors the activity.</p>
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<p>-part-time -interview -punctual -advertisement</p>	<p>KEY: Dear Sir/Madam,</p> <p>I am writing with regard to your advertisement which was published this week on the Internet. I am writing to apply for the post offered to work as a party entertainer.</p> <p>I am 15 years old and I am a student at high school. I am currently studying in the morning. The reason I am looking for a part-time job is that I need to earn some money to afford my personal needs.</p> <p>I can work in the afternoon during weekdays and at any time during the weekend. I am truly hardworking and punctual. I also enjoy working with children and playing with them.</p> <p>Having taken care of my younger cousins for more than 4 years I can assure that I have developed certain skills such as patience, creativity, enthusiasm and adaptability. I know lots of games and children's songs.</p> <p>I enclose my CV, a recommendation letter from one of my teachers and a parental consent form.</p> <p>I would be glad to attend an interview at any time convenient to you.</p> <p>Yours faithfully, Camila Rodríguez.</p>		
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Transition: Why do you think it is important to get ready for a job interview? Discuss different aspects to help Emma and Camila succeed in their first job interview.

(10 mins)	<p>T asks Ss to work in pairs and discuss the following question and ideas:</p> <p>What does someone need to consider when having a job interview</p> <ul style="list-style-type: none"> -attitude -clothes -punctuality -body language -posture <p>T gives Ss an SOS BOX to help them express their ideas.</p> <p>SOS BOX</p> <p>ASKING FOR OPINION: What do you think about ...? / Do you agree with me? / What's your opinion about ...? What about you?</p> <p>GIVING OPINION: I think (that) In my opinion, The way I see it ... / In my opinion, / From my point of view, ...</p> <p>AGREEING: I agree, I totally agree, I think so, You are right, I get your point.</p> <p>DISAGREEING: I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point.</p>	<p>Ss work in pairs and discuss the given question and ideas.</p> <p>Ss use an SOS BOX to express their ideas.</p>	<p>T monitors while Ss work in pairs.</p>
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Transition: Camila has already had the job interview and it went really well. Now, she's telling her friends about it.

(5 mins)	<p>T asks Ss to complete part of the interview using the information from the email Camila wrote.</p> <p>T asks Ss to role-play the dialogue.</p>	<p>Ss complete part of the interview using the information Camila wrote.</p>	<p>T acts as a facilitator by providing Ss with the vocabulary they may not know.</p>
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Follow up: Writing an application letter.

Instructions: Read the ad and write a letter to apply for that job.

Theme : Thinking Ahead

Topic: 11. My Job, My Responsibility

Aims:

- To work with several tips to promote responsibility at work
- To practice speaking, writing and reading skills
- To promote a nice and comfortable classroom atmosphere so ss feel confident to express their opinion.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks ss if they consider themselves responsible people. T asks what do you do to be a responsible person? T asks ss to get in pairs and think and label the pictures from the poster with words from the box.	Ss participate orally. Ss get in pairs to label the pictures.	T elicits vocabulary from them. T encourages ss oral participation. T exploits pictures to help ss to understand them.
Transition: Do you consider responsibility an important issue? Why? What may happen if you are not a responsible employee?			
(10 mins)	T asks ss to use the phrases from the previous activity to complete the Dos and Don'ts list. T asks ss to write more examples there. T asks ss to read a text about responsibility at work and choose one option (a, b or c) to complete it. T asks ss to read the text and match the title that best fits each paragraph. The text was adapted from www.glassdoor.com T asks ss to read the text again and find synonyms to some words. T asks ss to read the text again and complete some sentences.	Ss make a list with Dos and don'ts, using information from the previous activity. Ss read a short text and do the multiple choice exercise. Ss read the text about responsibility at work and match the tips to the correct paragraphs.	T monitors while ss are on task. T may help ss when they need it. Feedback is done on the board. T explains what synonyms are and gives them examples.

		<p>Ss read the text and find synonyms to some words</p> <p>Ss complete the sentences using information from the text.</p>	
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Transition: Do you agree with those tips? Which one do you consider is the most important one? Why? Would you like to add one more tip? Which one?

(10 mins)	<p>T asks ss to write a short text about the topic, they should add vocabulary worked in class</p>	<p>Ss summarize the topic of the lesson through a short paragraph.</p>	<p>T monitors while ss are working.</p> <p>T may give an example to help ss with lower level of L2.</p>
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Transition: What can we do to aware people about the importance of being responsible at work?

(5 mins)	<p>T asks ss to complete the 3-2-1 quiz</p> <p>3 things they liked.</p> <p>The 2 tips they consider are the best.</p> <p>1 thing they want to learn more about the topic.</p>	<p>Ss think complete the quiz with: 3 things they liked the most about the lesson.</p> <p>2 tips they consider important.</p> <p>1 thing they want to learn more about the topic.</p>	<p>T explains the activity and asks ss to complete it with their own opinion.</p> <p>T may ask ss to share their answers with the class.</p>
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Follow up: T asks Ss to make a poster or flyer with tips to show responsibility at work.

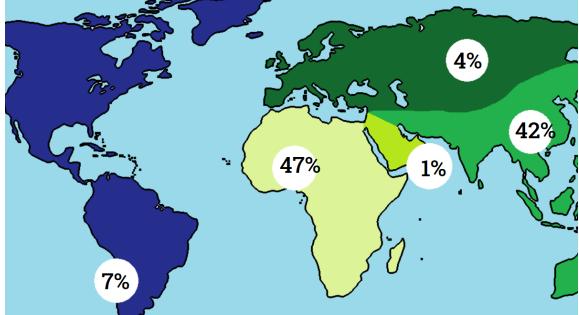
Theme: Thinking Ahead

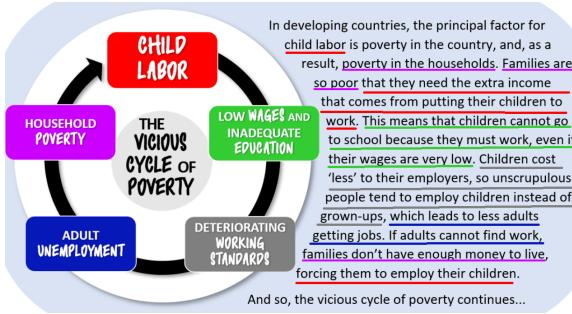
Topic: 12. We have the right to be children

Aims:

- To learn about the subject of child labor.
- To understand the impact of child labor on children's rights and the consequences for their lives.
- To think about how to take action against child labor.
- To practice listening skills.
- To practice reading skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss posters from different campaigns to protect people's rights and asks them to match them to different world problems: <i>HUNGER - EDUCATION - CHILD LABOR - HUMAN TRAFFICKING & SLAVERY - ADEQUATE HOUSING</i>	Ss match the campaign posters to the world problem.	Ss share their answers orally. KEY: Education: 3 Child labor: 1 Human trafficking: 2 Hunger: 5 Housing: 4
Transition: Let's read the following definition. What is it about? Which of the previous problems does it refer to?			
(5 mins)	T asks Ss to read the definition of Child Labor, then T asks Ss to get in pairs and answer some questions. T asks Ss to read the "Did you know?" section to learn about the International Labour Organization.	Ss read the definition, get in pairs and answer the questions. Ss read the "Did you know?" section.	Oral correction will be done. T monitors while Ss read the "Did you know section".
Transition: Now let's read a text about Child Labor to learn more about this terrible problem.			
(5 mins)	T asks Ss to read a text about child labor and put the subtitles in the correct place.	Ss read the text and put the subtitles in the correct place.	T monitors while Ss read the text. T can help Ss if they need help with vocabulary.

			KEY: (in order) 1-CHILD LABOR INVOLVES AT LEAST ONE OF THESE ASPECTS 2-TYPES OF CHILD LABOR 3-AGRICULTURE 4-SERVICES 5-INDUSTRY 6-CHILD LABOR COSTS
(8 mins)	T asks Ss to read the article again and complete a graphic organizer with information about child labor. <i>CAUSES - CHARACTERISTICS TYPES - EFFECTS</i>	Ss complete the graphic organizer about child labor.	Oral correction will be done.
(4 mins)	T asks Ss to complete a map with information from the article. KEY: 	Ss complete the map.	Oral correction will be done.
Transition: In the text, the “vicious cycle of poverty” is mentioned. Do you know what that means? Let’s read about it.			
(5 mins)	T asks Ss to read a diagram and a text about the vicious cycle of poverty. T asks Ss to underline the information that illustrates each step of the diagram on the text. To identify each step, Ss must use the same colors.	Ss read the diagram and text, and do the activity. Ss read the “Did you know?” section.	T helps with vocabulary if needed. Oral correction will be done. T monitors that Ss read the “Did you know?” section.

	<p>KEY:</p>  <p>In developing countries, the principal factor for <u>child labor</u> is poverty in the country, and, as a result, <u>poverty in the households</u>. Families are so poor that they need the extra income that comes from putting their children to work. This means that children cannot go to school because they must work, even if <u>their wages are very low</u>. Children cost 'less' to their employers, so unscrupulous people tend to employ children instead of grown-ups, which leads to less adults getting jobs. If adults cannot find work, families <u>don't have enough money to live</u>, forcing them to employ their children.</p> <p>And so, the vicious cycle of poverty continues...</p> <p>T tasks Ss to read the "Did you know?" section to learn about vicious cycles.</p>		
<p>Transition: Now we're going to watch a video to see another perspective of child labor.</p>			
<p>(7 mins)</p>	<p>T tasks Ss to watch the video "ABC of Child Labor" from the website StopChildLabor.org and complete a chart with products or industries which employ child labor.</p> <p>https://drive.google.com/file/d/1dktaR92TnvclYCBXumMzIEIE08ILDck8/view?usp=sharing</p>	<p>Ss watch the video and complete the chart.</p>	<p>Some Ss come to the board to complete the chart.</p>
<p>(7 mins)</p>	<p>T tasks Ss to watch the video again and answer some questions.</p>	<p>Ss watch the video and answer the questions.</p>	<p>Oral correction will be done</p>
<p>Follow up:</p> <p>Get in pairs and discuss: In the video, it is mentioned that we should take action against child labor, can you think of some ways in which we can help working children? Write them down.</p>			

Topic: 13. The Underage and the World of Work

Aims:

- To learn about Uruguay's work legislation for the underaged.
- To reflect on the subject of adolescents working.
- To practice speaking skills.
- To practice reading skills.

Stage	T's actions	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T writes three questions on the board and asks Ss to answer them. - <i>Do you have a part-time job after school or at weekends?</i> - <i>Would you like to work after school or at the weekend? Why?/Why not?</i> - <i>What kind of job would you like to have?</i>	Ss answer the questions.	T encourages Ss to speak.
Transition: Do you know that Uruguay has very specific legislation regarding teenager's work? Let's take a look at a text about the topic.			
(5 mins)	PRE-READING T asks Ss to scan the text and look for 10 numbers, circle them and write what they refer to in a chart.	Ss look for the numbers and write their meaning in the chart.	Oral correction will be done.
Transition: Now, let's read the text with more attention to do some activities.			
(10 mins)	WHILE READING T asks Ss to read the text and answer some questions.	Ss read the text and answer the question.	T acts as a facilitator in case Ss need help with the vocabulary. T asks Ss to share their answers.
(5 mins)	T asks Ss to find all the words in the text that refer to setting a regulation or controlling that it is obeyed.	Ss read the text and find the words.	Some Ss come to the board to write the words.

	<i>monitor, establish, rule, safeguard, prescribe, rule, enforce, regulate, prescribe, state, ensure</i>		
(10 mins)	<p>T asks Ss to read the text again and complete a chart with information about Uruguay's legislation regarding adolescent employment.</p> <p>T asks Ss to read the "Did you know?" section to learn more about work permits.</p>	<p>Ss complete the chart.</p> <p>Ss read the "Did you know section".</p>	<p>Some Ss come to the board to complete the chart.</p> <p>T monitors while Ss read the "Did you know section".</p>
Transition: Now, let's see how this legislation works in the practice.			
(10 mins)	T asks Ss to read an email from a girl writing about her new job. T asks Ss to find the legislation violations about her job and write them down.	Ss read the email and make a list of the legislation violations.	Oral correction will be done.
Follow up: Get in groups and discuss the following quotes about work for the underaged. Do you agree with them? <ul style="list-style-type: none"> - <i>"Good habits formed at youth make all the difference."</i> Aristotle - <i>"When you are young, work to learn, not to earn."</i> Robert Kiyo - <i>"When our young people can find meaningful work, we all benefit."</i> Kathleen Wynne 			

Topic: 14. What do they do?

Aims:

- To encourage critical thinking.
- To foster reading skills.
- To recycle and review vocabulary related to jobs.
- To activate Ss schemata.
- To promote a good classroom atmosphere so Ss feel comfortable to express their opinion.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks ss to read the introduction of the lesson. T asks ss to work in pairs to brainstorm possible reasons why people have risky jobs.	Ss read the introduction and work in pairs to brainstorm their ideas.	T promotes critical thinking. Feedback is done as a whole group.
Transition: Do you know someone who has a risky job? Which job is it? Why is it risky?			
(15 mins)	T asks ss to label the pictures with words from the box. T asks Ss to order the 8 jobs from 1 to 8 according to the level of risk they involve. T asks ss to choose three jobs from the previous activity and complete a chart with: the name of the job, a short description and some risks of each one.	Ss label the pictures. Ss order the jobs according to their level of risks. Ss describe three jobs from the list and think about some risks of each one.	Elicits vocabulary. Activates ss schemata. T monitors while ss work. T may help ss when they need it.
Transition: would you like to have one of those jobs? Which one? Why?			
(15 mins)	T asks ss to read the text and label the pictures that appear there. T asks Ss to read the biography again and complete a chart.	Ss read the first part of the text and label the pictures. Ss read the text and complete a chart.	T elicits vocabulary from Ss. T helps ss with new words. T may remind ss about the different reading techniques:

			skimming and scanning. T monitors while ss are working.
Transition: Would you like to have a risky job? Why? Which one?			
(8 mins)	T asks ss to read the second part of the biography and order the paragraphs. .	Ss read the paragraphs and put them into the correct order.	Monitors while Ss are on task. May help ss if they need it.
Follow up: T asks Ss to complete a timeline with information from Pablo's biography.			

Theme : Thinking Ahead

Topic: 15. What does the Future Look Like?

Aims:

- to motivate Ss by working with a topic they may like.
- to motivate Ss by playing a memory game.
- to foster Ss' speaking skills by taking turns to ask and answer questions.
- to develop Ss' reading skills by working with a short text
- to develop listening skills by using with a song



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>The gang decided to go to a funfair during the weekend.</p> <p>There are several attractions they would like to visit.</p> <p>Let's match the attractions with the correct name.</p> <ul style="list-style-type: none"> - Bumper Cars - Carousel - Ghost Train - Fortune Teller - Darts Stand - Magic Tent - Roller Coaster - Tea Cup Ride - The Mechanic Bull - Ball Pond 	<p>Ss look at different pictures of attractions and label them.</p>	<p>T elicits vocabulary from Ss.</p> <p>T helps Ss in case they need it.</p>

Transition: Have you ever been to a funfair? Did you like it? Why? / Why not?

(10 mins)	<p>The characters are visiting one of the attractions. Listen and say which one it is.</p> <p>Welcome to my tent. My name is Madame Yola. I am a fortune teller and I can read the past, present and future. I have developed supernatural powers and every person that enters this place leaves with the truth, the</p>	<p>Ss listen to an audio and say in which attraction the characters are.</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may not understand.</p>
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<p>whole truth, and nothing but the truth. I can give you specific information about love, family, education, health, friends, or other personal aspects.</p> <p>So, what would you prefer for today's session? The crystal ball, cards, or a palm reading?</p> <p>I can only answer 3 questions, so choose carefully.</p> <p><u>Did you know?</u> “the truth, the whole truth, and nothing but the truth”</p> <p>The message is that what is said "in a court of law" is the truth. If you don't tell the truth, you are guilty of what is called perjury and, if so, you are in trouble.</p> <p>T asks Ss to read what the fortune-teller told the gang and answer the following questions:</p> <ul style="list-style-type: none"> - What does the fortune teller do? - What things does the fortune teller use to tell the future? - What kind of topics can they ask the fortune teller about? <p>T writes the topics on the board.</p> <p>Possible answers: LOVE, RELATIONSHIPS, FAMILY, HEALTH, EDUCATION, WORK, TRIPS.</p> <p>T asks Ss to write three questions they would like to ask the fortune teller.</p> <p>T elicits a couple of questions: e.g. <i>Will I go to university? Where will I meet my future partner? How many children will I have? Where will I work? etc.</i></p>	<p>Ss read what the teller said and answer some questions.</p> <p>Ss write three questions they would ask a fortune teller.</p> <p>Ss look at a given question and use the structure to make their own questions.</p>	<p>T monitors while Ss work on the task.</p>
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Transition: It's time for us to visit the funfair. We will meet Madam / Mister Intriga.

(10 mins)	<p>T invites 2 students to come to the front and perform the speaking activity.</p> <p>St A: Welcome to my tent. My name is Madam/ Mister Intriga. I am a fortune teller and I can read the past, present, and future. Every person that enters this place leaves with the truth. I can give you specific information about love, family, education, health, friends, or other personal aspects. I can only answer 3 questions, so choose carefully.</p> <p>St B: Hi Mr Intriga. I have three questions for you.</p> <p>St A: Come on! I am all ears. But remember to leave your money when you leave the tent.</p> <p>St B: OK. When will I meet my soulmate?</p> <p>St A: The crystal ball tells me you will meet your soulmate in three years.</p> <p>St B: Where will I meet him / her?</p> <p>St A: You will meet him / her at university.</p> <p>St B: So, will I go to university?</p> <p>St A: The crystal ball tells me you will attend university.</p> <p>St B: How will I know that person is my soulmate?</p> <p>St A: Sorry my dear. I cannot answer that.</p> <p>St B: But why?</p> <p>St A: You've already asked three questions. See you next time. Leave your money by the door.</p> <p>Next!!</p> <p>Instructions: Student A: You are the fortune teller. Student B: You are the customer. Then, change roles.</p> <p>T divides the class into two groups and asks Ss to ask their questions to the fortune</p>	<p>Ss are divided into two groups.</p> <p>Group A will be the fortune-tellers and group B will be the customers.</p>	<p>T acts as model. T monitors and works on instructions.</p>
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	<p>teller. The fortune teller will answer the questions.</p> <p>T asks Ss to change roles.</p>		
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Transition: It's time to make random predictions.

(5 mins)	<p>T invites Ss to create their own Cootie Catcher.</p> <p>T asks Ss to fold the paper as shown in the picture.</p> <p>After they prepare the Cootie Catcher, T asks Ss to write questions and predictions.</p> <p>Another option for this activity: T asks Ss to write the following answers in the Cootie Catcher.</p> <p><i>Yes</i> <i>Most likely</i> <i>As I see it, yes</i> <i>You may rely on it</i> <i>Signs point to yes</i> <i>Definitely</i> <i>Without a doubt</i> <i>It is certain</i> <i>You'll be lucky</i> <i>Maybe</i> <i>Ask again later</i> <i>Concentrate and ask again</i> <i>Cannot predict now</i> <i>Don't count on it</i> <i>No</i> <i>My sources say no</i> <i>Very doubtful</i></p> <p>T asks Ss to think of new questions to answer.</p>	<p>Ss create the Cootie Catcher</p> <p>Ss write questions and predictions.</p>	<p>T acts as a monitor.</p> <p>T acts as a facilitator in case Ss need help to write the questions and answers.</p>
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Follow up: T invites Ss to go around the class and ask and answer questions.

UNIT 3:

ENJOY, LIVE AND EXPLORE

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

- **read and write about places in Uruguay.**
- **listen to people who have experienced living in Uruguay and abroad.**
- **write different types of texts of about 120 words.**
- **create material to advertise Uruguay and its touristic places.**
- **conduct some research on particular topics related to the theme.**
- **share information in various ways, for example in a video, poster or infographics.**

Theme: Enjoy, Live and Explore.

Topic: 1. Do Uruguayans Appreciate the Beauty of our Country?

Aims:

- to develop Ss' reading skills by asking them to match some extracts to some people.
- to create a nice atmosphere where Ss can feel comfortable expressing their own ideas.
- to foster Ss' speaking skills by asking them to express their ideas.
- To develop Ss' listening skills by giving them the opportunity of listening to a native speaker.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing different landscapes.</p> <p>T tasks Ss to describe what they see.</p> <p>T also asks Ss to give their opinion on whether the pictures belong to Uruguay or other countries.</p> <p>(Photos by Nacho from @turistaenuruguay)</p> <p>After Ss make predictions, T gives Ss the correct answer.</p> <p>The pictures belong to a Uruguayan photographer and were all taken in our country. Can you guess where they were taken?</p> <p>T asks Ss if they are surprised by the answer. If they answer yes, the T asks them why.</p>	<p>Ss look at different photos and describe the landscapes.</p> <p>Ss say if the pictures belong to Uruguay or other countries.</p>	<p>T acts as a facilitator by eliciting words Ss my need to describe the photos.</p> <p>All the pictures were taken in Uruguay.</p>

Transition: Do Uruguayans appreciate the beauty of the country?

10 (minutes)	<p>T provides Ss with 5 extracts.</p> <p>The extracts show the opinions of 5 people living in different places.</p> <p>All of them were asked the same question.</p>	<p>Ss read the extracts and express who they agree with.</p>	<p>T acts as a facilitator and monitors the activity.</p>
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	<p>Do Uruguayans appreciate the beauty of our country?</p> <p>T asks Ss to read the extracts and answer:</p> <p>A: Uruguayans don't appreciate the beauty of our country. They may say it is not worth visiting.</p> <p>B: People from Uruguay are not aware of their wonderful places. They are always traveling abroad when they have plenty of places to visit in their own country.</p> <p>C: In my opinion, Uruguayans know the country and have started to visit different places. There are plenty of ads and touristic offers.</p> <p>D: I think Uruguay is a fantastic place to live in. I love its historical places. I am lucky that I was born here.</p> <p>E: For me, my country is the best in the world, and people around me have not given it a chance. If they knew plenty of the things they look for abroad can be found here, they wouldn't spend so much money traveling abroad.</p> <p>T asks Ss to identify whether the opinions are positive, neutral or negative.</p>		
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Transition: Let's meet Karen. She is a Welsh woman who has become The Guru of the blog Guru'Guay.

<p>(10 mins)</p>	<p>T asks Ss to "meet" Karen A Higgs. She has created a blog about our country.</p> <p>Listen to Karen and answer if the following sentences are True, False or Doesn't say.</p> <ol style="list-style-type: none"> 1. Uruguayans appreciate all their country without exceptions. __ 2. There are no vineyards in Uruguay. __ 3. The author likes Uruguay. __ 4. Architecture is found very attractive by tourists. __ 5. The old buildings in Montevideo are in very good condition. __ <p>T asks Ss to listen to Karen again and complete the missing information.</p> <p>Complete the missing information.</p>	<p>Ss listen to Karen and say if the sentences are True, False or Doesn't say.</p>	<p>T monitors the activity and acts as a facilitator.</p> <p>KEY</p> <p>1-F 2-F 3-T 4-T 5-DS</p> <p>Ss listen to Karen again and complete</p>
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	<p>1- Some people paint _____ on the walls of antique buildings.</p> <p>2- The author really enjoyed the activity of _____ cows.</p> <p>3- According to the author, Uruguayans don't appreciate the _____ of the simple life of the country.</p> <p>4- Uruguayans love _____.</p> <p>5- When tourists arrive to Montevideo, they really _____ with the city.</p> <p>Is her opinion mostly positive or negative? How can you tell? Does she recommend visiting Uruguay? In part of her speech, Karen says that Uruguayans don't appreciate the beauty of simple life. Why do you think some people don't appreciate that?</p>	<p>the missing information.</p> <p>Ss give their opinion about a certain question.</p>	<p>KEY</p> <p>1-graffiti 2-milking 3-beauty 4-beaches 5-fall in love</p>
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Transition: Why do foreign people choose to visit Uruguay?

(5 mins)	<p>T tasks Ss to read the text and answer:</p> <p>Which reasons does Karen give to put Uruguay on the travel bucket list? Listen and answer the questions.</p> <p>1.What beaches does she recommend? 2. Where can you cross more gauchos on horseback than cars? 3. Who will receive you when you visit a winery? 4. How have the Uruguayans' eating habits changed in the last few years? 5. How is Uruguayans' attitude towards dressing?</p> <p>https://www.guruguay.com/why-uruguay/5</p>	<p>Ss get in pairs and answer the questions.</p> <p>Ss share their ideas with a classmate.</p>	<p>T monitors the activity.</p>
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Follow up: T tasks Ss to get together in pairs and write 5 more reasons to visit Uruguay.

T tasks Ss to share their lists with the rest of the class.

Topic: 3. Alternative Tourism

Aims:

- to foster Ss' speaking skills by asking them to answer a question about tourism.
- to develop Ss' reading skills by working with an article.
- to foster Ss' creativity by asking them to make a brochure.
- to raise awareness of different ways of tourism in our country.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T says: Uruguay is evolving as a tourist destination.</p> <p>T asks Ss: What are the most popular tourist destinations in Uruguay?</p> <p>T asks Ss to write the words MASS and ALTERNATIVE next to the correct definition.</p> <p>(Definitions adapted from: https://www.differencebetween.com/difference-between-mass-tourism-and-vs-alternative-tourism/)</p> <p>T asks Ss to classify some activities into mass tourism and alternative tourism.</p> <p>-sunbathing on a popular beach -hiking -water rafting</p>	<p>Ss answer the question and can refer to the previous lesson.</p> <p>Ss pay attention to the definitions and identify the difference between mass and alternative tourism.</p> <p>Ss classify the activities into mass and alternative tourism.</p>	T fosters Ss' participation.

	<ul style="list-style-type: none"> -visiting a theme park -taking a cruise -rural expedition -eco-tours -ski resorts 		
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Transition: Which of the activities mentioned above can be practiced in Uruguay? There's a project called Uruguay Alternativo that promotes alternative tourism. Let's find out.

10 (minutes)	T asks Ss to read an article by Juan Andrés Pardo, a tourism expert, and to complete the summary of the project.	Ss read the article and complete a fact file about his project.	T acts as a facilitator in case Ss need help with the vocabulary.
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Transition: Juan Andrés also divides alternative tourism into three categories.

(10 mins)	<p>T asks Ss to read some people's preferences and match them to the type of activity they might enjoy.</p> <p>(Fotos de Juan Pardo)</p> <p>A: I love challenges related to nature. My favorite kind of activities are related to the air.</p> <p>B: I enjoy having experiences with people who live in the countryside. I just love how people manage to live without the amenities we have in the city.</p> <p>C: I have always lived in the city and visiting a dairy farm sounds like a great idea for me and my kids. We would love to be in contact with animals.</p> <p>D: I am looking for an activity that relates to both nature and sports, such as hiking and fishing.</p>	<p>Ss read some people's preferences and match them to the type of activity they might enjoy doing.</p>	<p>T monitors the activity.</p> <p>T acts as a facilitator in case Ss need help with the vocabulary.</p>
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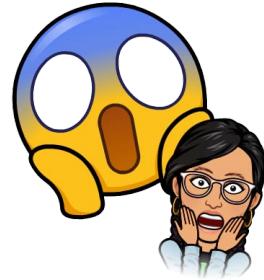
	E: I'm into biology so I'd love to visit a place where I can fully appreciate ecosystems and fauna.		
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Transition: Let's get creative and advertise our own cities/towns.

(5 mins)	T tasks Ss to get in trios. Each trio has to prepare a brochure about the area where they live. In the brochure, Ss need to describe the place and propose five tourism alternative activities.	Ss get in trios and look for information. Ss create the brochure. Ss can choose whether to present it on paper or digitally.	T monitors and makes sure all Ss are working. T can invite each Ss to have a role in the group.
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Follow up: T tasks Ss to share their brochures with the rest of the class. If there is enough time, Ss can vote and find the most popular activities.

Theme: Enjoy, live and explore.



Topic: 4. Mysterious places in Uruguay.

Aims:

- To introduce different mysterious places in our country.
- To foster reading and writing strategies.
- To engage students with real and interesting stories from our country.
- To encourage creativity and autonomy.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T tasks ss if they like reading stories. T gives them a list of different genres and asks them to paint the star to show how interested they are in each one.	Ss participate orally. Ss paint the stars according to their likes.	T elicits vocabulary from ss. T promotes a nice class atmosphere. T motivates ss to participate.

Transition: Did you know that in our country, we have many mysterious places? Have you ever read or heard a story about it?

(10 minutes)	T shows different pictures of mysterious places in Uruguay. T tasks if Ss know where those places are. T tasks ss to match the places to the pictures. T asks Ss if they know any mysterious places in this city.	Ss describe the pictures. Ss match the places to each picture. Ss participate orally to answer T's questions.	T provides feedback on the whiteboard. T may allow Ss to search for information about the places. Key: A Paysandú - Gruta del Padre Pío B San José - Sierras de Mahoma C Salto - Gran Hotel Concordia D Lavalleja - Valle del Hilo de la Vida E Parque Rivera - Montevideo
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Transition: Let's read about Guida's favorite Mysterious place in Uruguay!			
(10 mins)	<p>T asks ss to look at the pictures and predict the kind of story.</p> <p>T asks ss to read the story and answer the questions</p> <p>T asks ss to label the pictures with words from the text.</p>	<p>Ss predict the kind of story.</p> <p>Ss read the text and answer the questions.</p> <p>Ss label the pictures with words from the text.</p>	<p>T monitors while ss are on task.</p> <p>T help ss when they need it.</p> <p>T checks understanding by asking general questions about the story.</p> <p>Feedback is done as a whole group activity.</p>
Transition: Did you like the story? What do you remember about it?			
(5 mins)	<p>T asks ss to use words from the previous activity to summarize the story.</p> <p>T shows ss Guidai's poster about another mysterious place in Uruguay.</p> <p>T asks ss to read it and complete the chart.</p>	<p>Ss use words from the previous activity and write a short summary of the story.</p> <p>Ss read the story and complete the chart</p>	<p>T monitors while ss are working.</p> <p>T may facilitate some useful expressions and example sentences: "The story is about...." "It took place in".</p>
Follow up: T asks ss to search for information about a mysterious place where they live and to make a poster about it.			

Theme: Enjoy, live and explore.

Topic: 5. Our ancestors and our cuisine.

Aims:

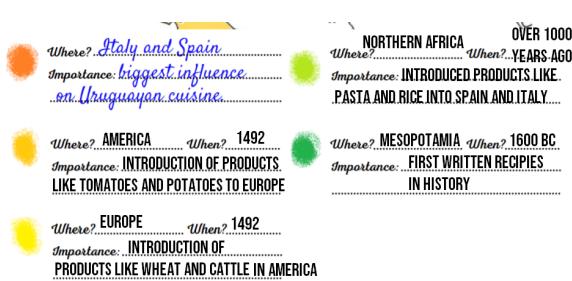
- to learn about different dishes from around the world.
- to learn about different cultural exchanges that affected gastronomy.
- to learn about Uruguayan cuisine.
- to practice reading, listening, speaking and writing skills.
- to work with sequence adverbs
- to work with cooking verbs
- to foster collaborative work.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	Teacher shows students pictures of different dishes. T asks Ss some questions: -Do you recognize the dishes below? -Have you ever eaten any of them? -What is their origin?	Ss look at the pictures and answer the T's questions.	T listens to Ss. T elicits vocabulary related to food.
Transition: Now, let's see if you can complete the chart about these dishes.			
(3 mins)	T tasks Ss to complete a chart using the previous pictures and a word bank. In the chart, they have to match the picture to the dish's name and origin. MEXICAN APPLE STRUDEL SPANISH AMERICAN CHIVITO TEA AND SCONES SUSHI PAELLA FALAFEL ITALIAN AUSTRIAN GUACAMOLE BRAZILIAN URUGUAYAN BRITISH ARABIAN CAPPELLETTI FEIJOADA DOUGHNUTS	Students complete the chart.	Oral correction will be done. KEY: A-apple strudel/Austrian B-falafel/Arabic C-tea and scones/British D- sushi/Japanese E-chivito/Uruguayan F-cappelletti/Italian G-feijoada/Brazilian H-guacamole/Mexican I-paella/Spanish J-donuts/American

(3 mins)	<p>Tasks Ss to get in groups and discuss using some questions as a guide:</p> <ul style="list-style-type: none"> -Which of the previous dishes are usually eaten in Uruguay? -Can you think of some dishes that are typical in our country? -Does Uruguay have its own cuisine? 	<p>Ss get in groups and discuss and give reasons for their opinions.</p>	<p>Ss can give reasons and justify their opinions.</p>
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Transition: Ok, now that we have thought about typical dishes and Uruguayan cuisine, let's read a text about the topic.

(6 mins)	<p>Tasks Ss to read a text about Uruguayan cuisine and complete a diagram where they have to locate cuisine exchanges in a map and write about their importance.</p>  <p>The diagram illustrates the exchange of products between different regions and their dates and importance:</p> <ul style="list-style-type: none"> Italy and Spain: Where? Italy and Spain. When? 1492. Importance: biggest influence on Uruguayan cuisine. NORTHERN AFRICA: Where? Northern Africa. When? Years ago. Importance: introduced products like pasta and rice into Spain and Italy. AMERICA: Where? America. When? 1492. Importance: introduction of products like tomatoes and potatoes to Europe. MESOPOTAMIA: Where? Mesopotamia. When? 1600 BC. Importance: first written recipes in history. EUROPE: Where? Europe. When? 1492. Importance: introduction of products like wheat and cattle in America. 	<p>Ss read the text and complete the diagram.</p>	<p>Ss can activate prior knowledge to work with a map. Oral correction will be made.</p>
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(5 mins)	<p>Tasks Ss to read the text again and classify words from the text into categories: CROPS, SPICES, LIVESTOCK, VEGETABLES and FRUITS.</p> <p>T asks Ss to add two items to each category.</p> <p>T asks Ss to read the “Did you know?” section and answer the question:</p> <ul style="list-style-type: none"> - Can you think of other kinds of meat that Uruguayans eat? <table border="1"> <thead> <tr> <th>SPICES</th><th>FRUITS</th><th>CROPS</th></tr> </thead> <tbody> <tr> <td>cinnamon BASIL SAFFRON ANISE SUGAR</td><td>PEACHES FIGS CITRUS FRUITS MELONS AUBERGINES</td><td>CEREAL CORN WHEAT OATS RICE</td></tr> <tr> <th colspan="2">LIVESTOCK</th><th>VEGETABLES</th></tr> <tr> <td colspan="2">LAMB PIGS CHICKEN</td><td>POTATOES TOMATOES</td></tr> </tbody> </table>	SPICES	FRUITS	CROPS	cinnamon BASIL SAFFRON ANISE SUGAR	PEACHES FIGS CITRUS FRUITS MELONS AUBERGINES	CEREAL CORN WHEAT OATS RICE	LIVESTOCK		VEGETABLES	LAMB PIGS CHICKEN		POTATOES TOMATOES	<p>Ss read the text and classify the words.</p> <p>Ss think of two more items for each category.</p> <p>Ss read the “Did you know?” section and answer the question orally.</p>	<p>Oral correction will be done.</p> <p>T monitors while Ss read the “Did you know section”.</p> <p>KEY: SPICES-FRUTS-CROPS-LIVESTOCK-VEGETABLES</p>
SPICES	FRUITS	CROPS													
cinnamon BASIL SAFFRON ANISE SUGAR	PEACHES FIGS CITRUS FRUITS MELONS AUBERGINES	CEREAL CORN WHEAT OATS RICE													
LIVESTOCK		VEGETABLES													
LAMB PIGS CHICKEN		POTATOES TOMATOES													

(5 mins)	Tasks Ss to answer some questions using the information in the text.	Ss read the answer to the questions.	Oral correction will be done.
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Transition: Linda wants to learn to cook some Uruguayan dishes, so Camila is sharing her favorite recipes with her. Let's read Camila's recipe cards for Spanish omelette and cheese scones.

(5 mins)	<p>T asks Ss to read the cheese scones recipe and copy all the sequence adverbs that appear in it. Eg. first</p> <p>T asks Ss to read the "Did you know?" section to learn the name of the words.</p>	<p>Ss read the recipe and copy all the sequence adverbs.</p> <p>Ss read the "Did you know section"</p>	<p>Oral correction will be done.</p> <p>T monitors while Ss read the "Did you know section".</p>
(3 mins)	<p>T asks Ss to read the Spanish omelette recipe and order the recipe steps.</p> <p>Prep. time: 35 mins. Cook time: 15 mins.</p> <p>Ingredients: 500 gs. of potatos, 1 large onion, 6 eggs, salt & pepper, and olive oil.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 2 Then, fry the potatoes in the oil. 3 When the potatoes are soft, add the onions and fry everything for 5 more minutes. 5 Next, cook all the ingredients together for about 10 minutes. 1 First, cut the onion and potatoes into small cubes. 6 Finally, flip the omelette over and cook for 5 more minutes. 4 After that, put the fried potatoes and onions into a large bowl with the eggs, salt and pepper, and mix everything together. 	<p>Ss read the recipe and order the steps.</p>	<p>Ss can use the sequence adverbs to help themselves.</p>

Transition: Now, we're going to work with another kind of recipe. Let's watch a video recipe!

(7 mins)	<p>T asks Ss to watch the Crepes video recipe and complete the recipe card. She tells them to pay attention to sequence adverbs.</p> <p>https://drive.google.com/file/d/1EndkBfmLeAnDo7LPRO-U4f2LIYMLQst4/view?usp=sharing</p> <p>T asks Ss to think about the three recipes: -Are scones, Spanish omelette and crepes usually eaten in Uruguay? -Do you know the origin of these recipes? (Cheese scones: English/British, Spanish omelette: Spanish, Crepes: French)</p>	<p>Ss watch the video recipe and complete the Crepes recipe card.</p> <p>Ss answer the questions.</p>	<p>T monitors while Ss do the task.</p> <p>T facilitates vocabulary should Ss need it.</p> <p>Oral correction will be done.</p>
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Transition: Now, to write a recipe, we need to use some cooking vocabulary. Let's remember/learn some new words!

(5 mins)	T tasks Ss to match some pictures of cooking procedures to the correct cooking verbs (used in a sentence)	Ss match the pictures to the correct verb/sentence.	Oral correction will be done. A-slice/cut G-peel B-knead H-grate C-boil I-fry D-pour J-bake E-add K-mix F-grill L-beat/whisk
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Follow up: Project: An traditional Uruguayan dish recipe

Work in groups:

- Think of a popular traditional Uruguayan dish.
- Write the recipe card, including all the following aspects: *ingredients, procedure, preparation time, cooking time, servings, etc.*
- Create the video recipe for your selected dish.

Theme: Enjoy, live, and explore.

Topic: 6. The perfect destination for water sports.

Aims:

- to motivate Ss by working with different visual aids and with an interesting topic.
- to develop Ss' speaking skills by asking them to describe the photos and answer questions about them.
- to improve Ss' reading skills by asking them to match some given texts with the correct water sports.
- to foster Ss' writing skills by asking Ss to write a paragraph from a fact file.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing Ss 8 photos of water sports and asks them to name the sports.</p> <p>T tasks Ss to mention places in Uruguay where people can practice these sports. T asks Ss to give reasons to support their answers.</p> <p>T provides Ss with an SOS BOX to help them express their ideas.</p> <p>- I think you can practice this sport in ... because here there is/ there are</p> <p>- In my opinion, this sport can be practiced in ... because this place is ...</p>	<p>Ss look at some photos and name the sports.</p> <p>Ss mention places in Uruguay where these sports can be practiced.</p>	<p>T acts as a facilitator by providing Ss with an SOS BOX to give their opinions.</p> <p>T guides Ss participation trying to foster all Ss' participation.</p>
Transition: Though Uruguay is a small South American country, it has plenty of interesting places where you can practice amazing water sports.			
10 (minutes)	<p>T tasks Ss to read an article and answer questions.</p> <p>1. Why does the Mahi-Mahi fish stand out? 2. Where can you find it in Uruguay?</p>	<p>Ss answer some questions by reading a text taken from a link.</p>	<p>T monitors Ss' work.</p>

	<p>3. What activity can you do in the Queguay River? 4. What is the Salto del Penitente ideal for? 5. Name 3 activities that can be performed in Garzón Lake.</p> <p>T asks Ss to read the text from: https://www.aeropuertodecarrasco.com.uy/sports-and-nature/ct_60/en/</p>		
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Transition: Lua is keen on sports and is organizing several activities for her friends and herself. She has found a link in Uruguay Natural and is looking for information there.

(10 mins)	<p>T tells Ss that Lua is looking for information about different activities for her friends.</p> <p>Nico likes sports that don't need a huge physical effort.</p> <p>Guidaí is interested in bird-watching activities.</p> <p>Linda enjoys fishing and spending her time connected to nature.</p> <p>Lua loves watersports, especially those that also allow her to be in touch with animals.</p> <p>T asks Ss to refer to https://turismo.gub.uy/index.php/en/things-to-do/adventure-and-sport and find the appropriate activity for each of the characters.</p>	<p>Ss read some information from the website Uruguay Natural to match the perfect sport for each character.</p>	<p>T monitors Ss' answers and elicits vocabulary if it's necessary.</p> <p>T reminds Ss about reading strategies (skimming and scanning).</p>
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Transition: Lua is fond of sports and a huge fan of Lucas Madrid.

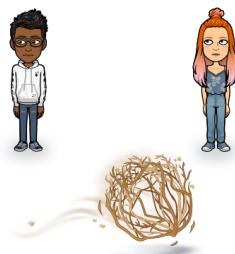
(5 mins)	<p>Lua needs to complete a fact file about Lucas Madrid.</p> <p>T asks Ss to look for information and complete a fact file.</p>	<p>Ss search the net and complete a fact file.</p>	<p>T monitors the activity.</p>
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Follow up: T asks Ss to write a paragraph about Lucas Madrid (between 80-90 words).

Theme: Enjoy, Live and Explore.

Topic: 7. Let's winter over Uruguay.

Aims:



- to reinforce Ss' reading skills by working with a text related to activities for wintertime.
- to develop Ss' knowledge of the place where they live to think about activities that can be done in the place where they live.
- to lower Ss' affective filter by asking them to work in pairs to come up with a product.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Camila and Nico have been complaining because there is nothing to do in the place where they live.</p> <p>T shows Ss some pictures and asks them to describe them.</p> <p>T provides Ss with an SOS box:</p> <ul style="list-style-type: none"> - In the picture I can see ... - There is / There are ... - In the background there is / are ... - In the foreground - On the right / left ... - I think this picture was taken in ... 	<p>Ss describe the pictures.</p>	<p>T acts as a facilitator in case Ss need help with the vocabulary.</p>
Transition: Uruguay is popular for summer activities, but bear in mind that winter can be really enjoyable too.			
10 (minutes)	<p>T tasks Ss to read text and to find:</p> <ul style="list-style-type: none"> - where to see whales and dolphins. - why people celebrate San Juan's Day. - the ingredients of an ensopado. - what causes the Storm of Santa Rosa. - a place where you can relax because there are just a few people during winter. 	<p>Ss read the text and find the information required.</p>	<p>T monitors the activity.</p>
Transition: Several titles were removed from the text. Can you place them in the correct place?			

(10 mins)	<p>T asks Ss to read the text again and to put the titles in the correct place:</p> <p>T asks Ss to choose one of the activities mentioned in the text and to say why they would like to do it.</p> <p>T provides an example: I would like to visit the beaches during the winter season because I love peaceful places where I can relax and disconnect myself from my daily routine.</p>	<p>Ss place the titles in the text.</p>	<p>T provides help if needed/required.</p> <p>KEY: TITLES:</p> <ul style="list-style-type: none"> - Brave the storm of Santa Rosa - Enjoy deserted beaches - Go gaucho - Warm up on guiso - Music and culture in Montevideo - Watch whales and dolphins - Bonfires of San Juan - Enjoy sunny winter days
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Transition: During wintertime, people can feel bored because there may be no activities to do. What about our city?

(5 mins)	<p>T asks Ss to get in pairs and make a list of all the activities they can do in the place where they live.</p> <p>T asks Ss to prepare a leaflet promoting the place where they live.</p>	<p>Ss get in pairs and prepare the list.</p>	<p>T encourages Ss to come up with several ideas.</p>
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Follow up: T asks Ss to share their leaflets with the rest of the class. Which pair has come up with the most original ideas?

Theme: Enjoy, live and explore.

CONVERSATION CLASS AVAILABLE

Topic: 8. City charm

Aims:

- To raise awareness about the charm that a city can have.
- To revise adjectives to describe places.
- To practice reading.
- To work with a thinking routine.
- To practice writing.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks Ss to look at the pictures of eight common tourist places in Montevideo and mention their names.	Ss look at the pictures and identify the different places.	T asks Ss to name the places.

Transition: Have you ever been to any of these places?

(6 minutes)	T asks Ss to read the article and look for adjectives to describe places.	Ss read the article and look for adjectives.	Oral correction will be done.
(12 mins)	T asks Ss to read the text and put the sentences in the corresponding paragraphs.	Ss read the text carefully and put the sentences in the correct paragraphs.	Ss take turns to read aloud the paragraphs including the missing sentences.

Transition: Have you ever had to suggest activities to do in your city or town? Do you read articles or web pages before traveling to a place in our country?

(7 mins)	T tells Ss that the writer of the article made different suggestions to the readers. T asks Ss to look for four of those suggestions and write them down.	Ss read the article again and they look for suggestions the writer made to the readers.	Ss come to the board to write down some of the writer's suggestions that they found.
(7 mins)	T asks Ss to write down what they used to think about Montevideo and what they think now.	Ss complete two sentences, one about the things they used to think about Montevideo and the other one	T asks for volunteers to read their sentences aloud.

		about the things he thinks now after reading the text.	
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Transition: Do you plan to visit places according to your likes when you go on holiday?

(8 mins)	T asks Ss to read about what Simon and his cousins like and try to guess the place each of them is going to visit. T explains Ss they have to support their answers.	Ss try to guess where Simon and his cousins are going according to their likes. Ss look for evidence in the text to support their answers.	T asks Ss to say the places where the characters are going and the reasons for their answers.
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**Follow up: If you had to add two more places to visit in Montevideo, which ones would they be?
Look for information about those two places and write a short description of them.**

Theme: Enjoy, live and explore.

CONVERSATION CLASS AVAILABLE

Topic: 9. Living in a small town

Aims:

- To present information about a small town in Uruguay.
- To present vocabulary: city, town, village, neighborhood.
- To revise vocabulary: personality traits, adjectives to describe places and places in a city.
- To compare places.
- To raise awareness about the characteristics of the student's hometown.
- To practice reading skills.
- To practice writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows pictures of a town and asks Ss some questions about them: <i>What can you see in the pictures?</i> <i>Where do you think this place is?</i> T asks Ss to read the three definitions and match them with the corresponding words. - <i>City</i> - <i>Town</i> - <i>Village</i> - <i>Neighbourhood</i>	Ss look at the pictures and answer the teacher's questions. Then, Ss match the four words with their definitions.	T listens to Ss.
Transition: Have you ever been to a similar town? Where was it?			
(5 mins)	T tasks Ss to read the interview and look for some words there.	Ss read the interview and look for some words.	Oral correction will be done.
(10 mins)	T tasks Ss to read the interview again and complete a graphic organizer with the advantages and disadvantages of Arbolito, other relevant information and with their opinion about the town.	Ss complete the graphic organizer.	T asks some Ss to come to the board and complete the graphic organizer.
Transition: Do you know any other towns in Cerro Largo? Let's learn a bit more about some others!			

(7 mins)	T tasks Ss to complete the table with information about Arbolito. Then, T tasks them to write some sentences comparing different towns of Cerro Largo.	Ss complete the table with the missing information about Arbolito. Then, they write some sentences comparing the four towns of Cerro Largo.	Some Ss volunteer to read aloud their sentences.
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Transition: Do you find any similarities and differences between Arbolito and your hometown? Let's find out!

(7 mins)	T invites Ss to get in pairs. T tasks Ss to share what they learned about Arbolito and compare it to the place where they live by completing a graphic organizer.	Ss get in pairs, they share ideas about Arbolito and then, they compare it with the city or town where they live. Finally, they complete a graphic organizer.	T asks Ss to exchange their graphic organizers with each other to check the activity. Ss read his/her peer's graphic organizer and write comments or ask him/her questions if something is not clear.
(11 mins)	T tasks Ss to write a text about their city/town to send to Manuel. T explains Ss that they have to include: where they live, the advantages and disadvantages of the place, the shops and facilities that there are, the activities that teenagers can do, the population it has, the characteristics of the people, and finally their general opinion about it.	Ss write a text about their city or town. They use Manuel's text as an example.	T asks Ss to read aloud their texts.

Follow up:

Project: Watch this video about the most isolated towns in the world: <https://youtu.be/tu-ZlfK7O9E>

In groups create an isolated town. Include: Where is it? How many people live there? Where do people work? How do children and teenagers study? What are the town's advantages and disadvantages? Present your town to the rest of the class. Ask questions to your classmates about their towns.

Theme: Enjoy, live and explore.

Topic: 10. An Alchemist's Dwelling

Aims:

- to develop and reinforce Ss' speaking skills by asking them to give their opinions about a certain topic.
- to work with an iconic Uruguayan place and broaden Ss' cultural background.
- to provide Ss with a friendly environment in which they can freely express their opinion.
- to reinforce Ss' reading skills by asking them to answer some questions about a review.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T provides Ss with a word cloud.</p> <p>T tasks Ss to predict the topic of the lesson.</p> <p style="text-align: center;"><i>bricks rocks dragon eye map portrait statue symbol</i></p> <p>T tasks Ss: All these words are related to an iconic place in Uruguay. What do they have in common?</p> <p>T provides an SOS box with useful expressions:</p> <ul style="list-style-type: none"> - In my opinion, the place is because it has a lot of - The place can be because there are many - I believe the place is because it is made of 	<p>Ss pay attention to the word cloud.</p> <p>Ss make a connection among words to predict the topic of the lesson.</p>	<p>T encourages Ss to give their opinion. At this point, there are no right or wrong answers.</p>
Transition: Let's watch a video to check your predictions. Here you have a list of words that give you hints of what you will see in the video. What place do you think the video will show?			
10 (minutes)	<p>T provides Ss with a list of words and asks them to number them according to the order in which they appear in the video.</p> <p>BATHROOM</p>	<p>Ss watch the video and number the words according to the order in which they appear.</p>	<p>T acts as a facilitator in case Ss need help with vocabulary to do the</p>

	CASTLE CHANDELIERS CUP DRAGON EYE HORSE INTERACTIVE BOARD KING KNIGHT MAP MIRROR OWL PORTRAIT QUEEN SCREENS SCULPTURES STAIRS STATUE T checks the order.		while-watching activity.
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Transition: Do you recognize the place? Have you ever been there? Where is it?

(10 mins)	<p>T provides Ss with a review about Castillo Pittamiglio.</p> <p>T tasks Ss to read the review and answer the questions.</p> <p>1- Did you know about this place? 2- Why do you think it's so mysterious? 3- What kind of people would be interested in visiting it? 4- What called your attention from this place? 5- Would you like to visit this place? Why? / Why not?</p>	<p>Ss read the review about Castillo Pittamiglio.</p> <p>Ss answer the questions.</p> <p>https://infogram.com/is-there-a-castle-in-mdeo-1ho16vox3me5x4n</p>	T monitors the reading comprehension activity.
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Transition: Visiting fascinating places can become an extraordinary experience.

(5 mins)	<p>T tasks Ss to get in pairs.</p> <p>Each pair needs to think of 5 questions they would like to ask the people in charge of the walking tour at Pittamiglio's Castle.</p> <p>T tasks Ss to exchange the questions.</p> <p>The other pair looks up the answers online.</p>	<p>Ss get in pairs and think of 5 questions.</p> <p>Ss exchange the questions and look</p>	T monitors the activity.
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		for information to answer their classmates' questions.	
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Follow up: After that, both pairs get together and exchange the information.

PROJECT: An Alchemist's dwelling. Look for information about alchemists.

PROJECT 2: Choose an iconic landmark and create a brochure. You can choose a spot like Casapueblo, The Sculpted Hand in PDE, Plaza de Toros in Colonia, Lighthouse in Cabo Polonio, The Artigas equestrian monument in Minas.

Theme: Enjoy, live, and explore.

Topic: 11. Should I stay or should I go?



Aims:

- To develop Ss' critical thinking.
- To introduce vocabulary connected to touristic attractions in Uruguay.
- To foster reading and writing skills.
- To encourage speaking in the second language.
- To provide authentic material.
- To offer differentiated and engaging activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T-P-S. T asks Ss to get in pairs and think about tourism in our country. T asks Ss about a place they would like to go on holiday. T asks Ss to name touristic places in Uruguay.	Ss get in pairs to answer the question. Ss participate orally Ss make a list of tourist places in Uruguay.	To introduce the topic of the lesson. To encourage Ss participation. To activate Ss schemata.

Transition: Would you like to travel around Uruguay? Why? Why not? What would be your first destination?

10 (minutes)	T shows pictures of different places and asks Ss to unscramble the letters to label the pictures. T tasks Ss to complete some sentences using the words from the previous activity.	Ss participate orally Ss unscramble the letters and label each picture. Ss use the words to complete the sentences.	T elicits vocabulary from them. T monitors while ss are on task. T checks ss answers orally. T helps Ss when they need it. T may convey the meaning of new or difficult words.
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Transition: What do you prefer, going to a river beach or going to a sea beach? Why? One of Guidaí's favorite places in Uruguay is in Tacuarembó, can you guess which place is it? Are there beaches in Tacuarembó?

(10 mins)	T tasks sts to make a list with some characteristics of river beaches and sea beaches.	Ss make a list with characteristics of each kind of beach.	T encourages ss to express their opinion.
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	<p>T asks ss to read the text about San Gregorio and classify the pictures into Sculptures - landscapes- murals.</p> <p>T asks ss to read the text and complete the mind map with information from the text.</p>	<p>Ss classify the pictures.</p> <p>Ss read the text and complete the mind map.</p>	<p>T promotes a comfortable class atmosphere so ss feel confident to participate.</p> <p>T monitors while SS are on task.</p> <p>T provides feedback on the board.</p>
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Transition: Have you ever been to San Gregorio? If not, would you like to go? Do you know other river beaches in our country?

(5 mins)	<p>T asks Ss to read the brochure about Las Cañas and complete the mind map using the previous one (S. Gregorio) as an example.</p> <p>T asks Ss to write a short description of Las Cañas using the information from the brochure and the mind map.</p> <p>T tells Ss that they can search for more information if they need it.</p>	<p>Ss say what they see in the brochure.</p> <p>Ss complete the mind map.</p> <p>Ss write a short text about the place.</p>	<p>T promotes the development of reading skills.</p> <p>T offers differentiated and authentic material to engage Ss.</p> <p>T may help Ss to organize their ideas before writing the text. For example, calling their attention to the previous text structure.</p>
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Follow up: Guidaí loves river beaches, but she wants to know more about sea beaches in Uruguay. Search for information about your favorite sea beach in Uruguay and create a brochure of it. Then, help her decide whether to go to a sea beach or stay in a river beach instead.

Theme: Enjoy, Live and Explore.

Topic: 12. Find True North.

Aims:

- to develop Ss' listening skills by asking them to complete a chart.
- to foster Ss' speaking skills by asking them to use given structures to express their opinions.
- to read about different places in the USA.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss four pictures and asks them if they know which places they are.</p> <p>The pictures belong to four ETAs: Maggie Schaeffers, Bryn Sharp, Colin Rinne and Erica Miller</p> <p>SOS box:</p> <ul style="list-style-type: none"> - I'm sure picture A is because - Picture B could be because - I believe picture C was taken in because - Picture D might be because ... 	Ss pay attention to the pictures and describe them.	T encourages Ss to describe the pictures.

Transition: The pictures belong to four people that come from the Northern Hemisphere.

10 (minutes)	<p>T tasks Ss to listen to 4 American young people talking about their cities and to complete the missing information.</p> <p>After T corrects, T asks Ss to match the descriptions to the pictures.</p>	<p>Ss listen to 4 American young people talking about their cities and complete the chart.</p> <p>Ss match speakers with the pictures.</p>	T monitors while Ss to the listening activity.
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Transition: Maggie, Bryn, Colin and Erica mention some celebrities. Could you spot some of the celebrities mentioned?

(10 mins)	T tasks Ss to listen to two of the ETAs and answer questions.	Ss listen to two of the ETAs again and	T acts as a facilitator in case Ss need help
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	<p>1- What celebrities do they mention? 2- What are the people like there? 3- What do they like the most about living there?</p>	answer the questions.	to complete the listening comprehension activity.
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Transition: Erica comes from New York. Let's see how much you know about her place. New York City, the city that never sleeps.

(5 mins)	<p>T asks Ss to complete the quiz about New York.</p> <p>https://drive.google.com/file/d/19XGzzVI-wQr99PFGoRzMp1v1S1dD1ucr/view?usp=sharing</p>	Ss do the quiz.	T provides help if needed.
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Follow up: Choose one of the three other places mentioned above and do your own quiz. Then share it with your classmates.

Theme: Enjoy, live and explore.

Topic: 13. Going South: A Frozen Land

Aims:

- to develop Ss' reading skills by asking them to do some activities about a given article.
- to foster Ss' speaking skills by asking them to work in pairs and share their ideas about important aspects when traveling to a place like Antarctica.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing a world map. T asks Ss to identify the poles and name them.</p> <p>T provides Ss with some sentences and asks them to write them under the correct column: ANTARCTICA OR ARCTIC</p> <p>KEY:</p> <ul style="list-style-type: none">- <i>It is an entire continent and it is 98% covered by ice.</i> ANTARCTICA- <i>It is considered the land of the polar bear although other animals, such as foxes, caribou/reindeer, snowy owls and musk ox also live here.</i> THE ARCTIC- <i>It doesn't belong to any country.</i> ANTARCTICA- <i>It extends over six countries; Canada, the USA (Alaska), Denmark (Greenland), Russia, Norway and Iceland.</i> THE ARCTIC- <i>It doesn't have any permanent inhabitants, just scientific / military bases with people that rotate on a regular basis.</i> ANTARCTICA- <i>Its fauna includes sea lions, sea lions, whales, seals and elephant seals, amongst</i>	<p>Ss write the sentences under the correct column.</p>	<p>T monitors Ss as they work and provides help if required.</p>

	<p><i>other creatures. In this area, there are also around forty species of birds.</i> ANTARCTICA</p> <p><i>- Here the lowest natural temperature on Earth was recorded: -128.56°F.</i> ANTARCTICA</p> <p><i>- Numerous populations of native peoples live here.</i> THE ARCTIC</p> <p><i>- The largest icebergs in the world are found here.</i> ANTARCTICA</p> <p>T checks the answers and explains that the other sentences are describing the Arctic (North Pole)</p>		
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Transition: How do you think life in Antarctica is like? Let's read an article about a woman who's been there.

10 (minutes)	<p>T tasks Ss to read the article and to do a multiple-choice activity.</p> <p>1- At first she felt ... a- nervous. b- overwhelmed. c- surprised.</p> <p>2- Which animals mostly represent this place? a- Elephant seals. b- Fur seals. c- Penguins.</p> <p>3- Why do people visit Antarctica between November and March? a- Because the weather is not so cold. b- To see humpback whales. c- To climb the Antarctic mountains.</p> <p>4- The members of the Instituto Antártico Uruguayo must ... a- adhere to certain safety and environmental rules. b- be scientists. c- live there permanently.</p>	<p>Ss read the text and complete a multiple-choice activity.</p>	
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	5- What items does she suggest for people traveling to Antarctica? a- Waterproof boots. b- A compass. c- A parka.		
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Transition:

(10 mins)	T asks Ss to read the text again and to complete a mind map with the words/phrases Stephanie uses to describe her experience.		
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Transition: Let's imagine we are traveling to Antarctica. Which are the most relevant aspects we need to consider?

(5 mins)	T asks Ss to get in pairs and to choose the most relevant aspects they need to consider to travel to a place like Antarctica and to give reasons for their choice. THINGS TO CONSIDER BEFORE TRAVELING TO COLD PLACES: - Take moisturizing creams and lotions. - Ensure your ears and fingers are covered. - Get plenty of water and stay hydrated. - Eat anti-inflammatory and antioxidant-rich foods. - Dress in layers. - Pack warm boots with appropriate soles. - Carry an emergency medical kit. - Choose a light backpack with multiple pockets.	Ss get in pairs and choose the most relevant	
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Follow up: PROJECT: Surviving Antarctica

T asks Ss to create an oral presentation in which they discuss essential items to survive in Antarctica.

<https://blog.tortugabackpacks.com/essential-antarctica-packing-list/>

Theme: Enjoy, live and explore.

Topic: 14. The sun rises in the east.

Aims:

- to motivate Ss by asking them to identify different places.
- to promote a friendly classroom atmosphere so Ss can express what they know about a popular tourist destination.
- to practice reading skills by looking for information to complete the k-w-l chart.
- to develop Ss' critical thinking by dealing with problem-solving activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tasks the Ss to have a look at the different pictures of a place.</p> <p>T tasks Ss to guess what each picture is. These pics are different parts of a place in Uruguay.</p> <p>T provides Ss with an SOS BOX</p> <p>I think this place is in ...</p> <p>In my opinion this might be ...</p> <p>I think it can't be ... because...</p>	<p>Ss look at the different pictures of a place.</p> <p>Ss guess what each picture is.</p> <p>Ss give their opinions by using some given expressions.</p>	<p>T promotes a gamified environment within the lesson.</p>

Transition: The gang is planning to spend a weekend in Punta del Este. Have you ever been to Punta del Este? If so, what can you tell the gang about it?

10 (minutes)	<p>T provides Ss with a K- W - L chart.</p> <p>T tasks Ss to complete the first column of the chart with the information they know about Punta del Este.</p> <p>T says: There are 20 students in the class. Nico, Emma, Lua and Simon are in charge of looking for information to plan their weekend there.</p> <p>T tasks Ss to complete the W column of the chart.</p>	<p>Ss complete the first column of a K-W-L chart with the information they know about Punta del Este.</p>	<p>T checks whether Ss are familiar with how to work with this type of chart.</p> <p>T encourages Ss to express their ideas on the first column.</p>
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	<p>T and Ss undergo a round up of ideas, completing the W column sharing all the group's ideas on the board.</p>	<p>Ss complete the W column of the chart.</p>	<p>T encourages Ss to think about information they would like to find out. (where to stay, what to do, prices, etc)</p>
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Transition: What kind of things can you do in Punta del Este? Let's read and find out.

(10 mins)	<p>https://turismo.gub.uy/index.php/en/component/k2/item/2124-punta-del-este-family-option</p> <p>T tasks Ss to check the net to find the information still missing for their trip.</p>	<p>Ss check the Uruguay Natural's website to find more information about what to do in P del Este.</p>	<p>T monitors as Ss work.</p>
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Transition: Punta del Este is considered a tourist place, but a lot of people have chosen it as their home. You will probably meet some celebrities when visiting this place.

(5 mins)	<p>T tasks Ss if they know Chris Roe. Chris is an American actor who has chosen P. del E. as his home.</p> <p>T tasks Ss to make a list of the reasons to support his choice.</p> <p>https://www.guruguay.com/best-digital-no-mad-cities/</p>	<p>Ss write down the reasons why this actor moved to P del Este.</p>	<p>T provides help if needed.</p>
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Follow up: Do you know if there are any other celebrities who live in Punta del Este? Find out and share the information with your classmates.

Theme: Enjoy, live and explore.

Topic: 15. Go west young man

Aims:

- To present information about the Uruguayan littoral and hot springs.
- To talk about past experiences.
- To practice reading skills.
- To practice writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tasks Ss to listen to five speakers talking about their experiences while traveling and match the speakers to some pictures.</p> <p>T tasks Ss to listen again and discuss in pairs:</p> <ul style="list-style-type: none"> - What do these trips have in common? - Have you ever been to any of these places? - In which region of the country are they? <p>https://drive.google.com/file/d/12k9vuGnDp0qf7Ko6kgruYSn7K1H7iPhN/view?usp=sharing</p>	<p>Ss listen to the speakers and match them to the pictures.</p> <p>Ss listen to the audio again and answer the questions.</p>	<p>Ss can match the speakers to the pictures.</p> <p>Oral correction will be done.</p>

Transition: Have you ever had a bad experience while traveling?

(6 mins)	T tasks Ss to listen again to the recordings, but this time they have to decide if the experiences were good or bad.	Ss listen to the recordings and decide.	Oral correction will be done.
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Transition: Let's read two texts about some really bad trips!

(7 mins)	T tasks Ss to read the first text and solve some true or false sentences. T tasks Ss to underline the evidence to support their answers.	Ss read the second text and do the true or false activity.	T encourages Ss to share their answers orally.
(7 mins)	T invites Ss to read the second text and answer some questions about it.	Ss read the text and answer the questions.	

Transition: Now, let's learn some information about our popular littoral hot springs.

(5 mins)	Tasks Ss to read the “Did you know?” section to learn more about the Uruguayan littoral.	Ss read the “Did you know?” section.	T monitors while Ss read the “Did you know section”.
(7 mins)	T tasks Ss to read a text about the most important of the littoral hot springs and complete a chart about them. ALMIRÓN, ARAPEY, GUAVIYÚ AND DAYMÁN	Ss read the text and complete the chart.	Oral correction will be done.
(6 mins)	T tasks Ss to read the brochures again and answer some questions.	Ss read the brochures again and answer the questions.	Oral correction will be done.
Follow up: Think of a past holiday, was it a good or a bad experience? Write a text of about 120 words telling me where you went and what you did. Don't forget to mention why it was a good or bad experience!			

Audio Script

- 1- I got a new camera for my water tour through the Farrapos Wetlands, in Río Negro. I took some incredible pictures from the boat. The birds and animals on the river banks are magnificent.
- 2- I went hiking to visit the Saint Pio grotto, in Salto. At first, everything went okay, but then my cell phone didn't get signal and I got lost. It was really scary when night fell.
- 3- In 2019 some friends and I planned a motorcycle trip up the littoral, from Montevideo to Artigas. 600 km of open road and summer sun. However, the weather changed quickly, and we ended up driving for 2 days in a cold rain.
- 4- Last year I went snorkeling in the Riachuelo quarry, in Colonia. The water was calm and clear, but it was cloudy, so I didn't remember to put on sunscreen. I got a really bad sunburn.
- 5- Some years ago, I went to the Beer Fest in Paysandú. It was fantastic, the music was great and I met a lot of interesting people. I even met the lead singer of “La Vela Puerca” band, and I got his autograph!

UNIT 4:

IN THE SPOTLIGHT

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

- use the target language to talk about emotions and how art can be a means of expressing them.
- read, write, listen and speak about popular people from Uruguay and the world.
- have a critical perspective toward the idea of fame and popularity.
- use the target language to talk about new ways of communication among adolescents.
- critically explore different forms of entertainment.
- work cooperatively through projects and problem-solving activities.

Theme: In the spotlight

Topic: 1. Series

Aims:

- To present vocabulary related to series.
- To practice writing by working on the production of series' short descriptions.
- To practice reading.
- To revise superlative adjectives.
- To discuss opinions about preferences concerning series.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss some pictures of different series and asks them: - <i>What are these pictures about?</i> - <i>What do they have in common?</i>	Ss answer to the questions.	T elicits vocabulary. T activates Ss's schemata.
Transition: How often do you watch series? Do you consider yourself a series fan? Why? Let's do a test to check how good at series you are!			
(7 mins)	T asks ss to do a test about series. T tells ss to take notes of their results and share them with the group. KEY: 1- Dean and Sam Winchester (Supernatural) HORROR 2- "Diosito" Juan Pablo Borges (El Marginal) DRAMA 3- Meredith Gray (Gray's anatomy) MEDICAL 4- Sheldon Cooper (The Big Bang Theory) SIT-COM 5- Daenerys Targaryen (Game of Thrones) FANTASY 6- Loki (Loki) SUPERHEROES 7- Sherlock Holmes (Sherlock) CRIMINAL 8- Eleven (Stranger Things) SCI-FI	Ss answer the test to check if they are a series fan.	T helps ss to understand difficult or new words. T monitors while Ss are working. Ss share their results with the group. T helps ss to check the test's result.
Transition: Do you prefer watching new and modern series or old and traditional ones? Why?			

	<p>T shows Ss photographs of 6 TV series.</p> <p>DR. HOUSE - CASTLE - TEENWOLF AVATAR: THE LAST AIRBENDER SUPERNATURAL - GOSSIP GIRL</p>	<p>Ss see the pictures and try to recognize the TV series.</p>	<p>Oral correction will be done.</p>
(7 mins)	<p>Ss to read the descriptions and write the names of the correct series.</p> <p>T asks Ss to surf the web to find pictures of the series and paste them into the book.</p>	<p>Ss read the descriptions and choose the correct names of the series.</p> <p>Ss to surf the web to find pictures of the series and paste them into the book.</p>	<p>Oral correction will be done.</p> <p>KEY:</p> <p>1- Gossip Girl 2- Teen Wolf 3- Castle 4- Supernatural 5- House MD 6- Avatar: The Last Airbender</p>
(7 mins)	<p>T asks ss to look at the IMDb information about the different series and write some sentences.</p> <p>T asks Ss to read the “Did you know?” section to learn more about the Internet Movie Database.</p>	<p>Ss look at the information about the different series and write sentences about that information.</p> <p>Ss read the “Did you know?” section.</p>	<p>Some Ss volunteer to share their answers.</p> <p>T monitors while Ss read the “Did you know section”.</p> <p>KEY:</p> <p>A. Supernatural. It is ranked 54 B. Teen Wolf. It started in 2011. C. Avatar. It has 62 episodes. D- Avatar. 9.7 rating E- House MD. It started in 2004.</p>
(5 mins)	<p>T asks ss to read the description about the first two series and match the words to the definitions.</p>	<p>Ss read the first two series’ descriptions and match the words to the definitions.</p>	<p>Oral correction will be done.</p> <p>KEY:</p> <p>A- werewolf B- witty C- fashion D- pure E- gossip</p>

Transition: Which is the best series you have ever seen? What was it about?

(7 mins)	T asks Ss to read the first three descriptions and answer some questions.	Ss read the first three descriptions and answer the questions.	Ss share their answers with all the group. T writes the answers provided from the Ss on the board.
(7 mins)	T asks ss to read the last three series' descriptions and decide if the sentences are True or False.	Ss read the last three series' descriptions and decide if the sentences are True or False.	Oral correction will be done.
(5 mins)	T asks Ss to read all the series' descriptions and decide a rating number for each one.	Ss read all the descriptions and decide a rating number for each one.	Ss share their answers orally.
<p>Follow up: Think of two of your favourite series and write a description for each of them, but do not write their names. Remember to include the most important information about it so as to portrait a clear description of them. Next class, get in pairs and exchange the descriptions, guess the names of your partner's favourite series and their genres.</p>			

Theme: In the spotlight.

Topic: 2. Live Streaming

Aims:

- to foster Ss' speaking skills by asking them to express their ideas.
- to work on Ss' reading skills by asking them to read an article.
- to develop Ss' writing skills by writing a script.
- to motivate Ss' by asking them to stream live.
- to work with kinesthetic Ss by letting them work outside the classroom.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T provides Ss with a list of words and asks them to think the way in which those words are connected.</p> <p>PODCASTS TICKETS INTERNET MOVIES CONCERTS VIDEOS ENTERTAINMENT MOBILE PHONES</p> <p>T asks Ss to listen to the definition of streaming and tick the terms mentioned.</p> <p>SCRIPT: Streaming refers to any media content – live or recorded – delivered to computers and mobile devices via the internet and played back in real time. Podcasts, webcasts, movies, TV shows and music videos are common forms of streaming content.</p>	<p>Ss look at a list of words and say how those words might be connected.</p> <p>Ss listen to the definition of streaming and tick the terms that are mentioned.</p>	<p>T monitors the activity.</p>
Transition: When do people stream live? Do you usually do it?			
(10 mins)	<p>T proposes a marker talk/brainstorm connected to streaming.</p> <p>T goes over Ss' ideas and asks for clarification, examples, and complete sentences.</p>	<p>Ss go to the board and write all the ideas they have connected to live streaming.</p>	<p>T monitors while Ss work.</p>

	<p>T asks Ss read and article and complete a chart with the pros and cons of live streaming.</p> <p>http://blog.freedomcast.com/11-substantial-pros-and-cons-of-live-streaming/</p>	<p>Ss explain the meaning of the sentences to the teacher.</p> <p>Ss read the article and complete a chart with the pros and cons of live streaming.</p>	<p>T fosters Ss participation.</p>
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Transition: Streaming live fosters people's creativity, thinking about the scripts and performing them is a great way to express and share ideas.

(10 mins)	<p>T asks Ss to work in trios and prepare a situation for them to live stream, for example, a football player arriving at the bus station.</p> <p>T asks each group to write the script</p> <p>T invites Ss to go outside the classroom and perform the recording.</p> <p>They just need one cellphone.</p>	<p>Ss get in groups and prepare a situation, write the script and go outside the classroom to perform the recording.</p>	<p>T acts as a facilitator by providing Ss with vocabulary in case they may need help to write the script.</p>
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Transition: Sharing what we make helps us improve and also gives us the chance to see what other people have created as well.

(5 mins)	<p>T asks each group to share their live streaming with the rest of the class.</p> <p>T provides each student with a marking worksheet to act as jury.</p> <p>Tipi Got Talent live</p>	<p>Ss share their live streaming with the rest of the class.</p> <p>Each Ss work on a marking worksheet to provide their opinion.</p>	<p>T monitors the activity.</p>
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Follow up: T and Ss start planning a streaming live day. The idea is to watch all the videos on a big screen with the entire High School.

Extra activity: T asks Ss to create a sign for parents with what makes live streaming risky.

Project: Ss choose one of the topics they work with on this unit and create a short film. Ss choose 5 teachers to be the jury of the competition.



Topic: 3. New ways of being famous.

Aims:

- To talk about the new ways of being famous.
- To foster reading skills.
- To offer differentiated activities in order to motivate and engage the whole group.
- To promote a friendly and comfortable atmosphere so Ss feel confident to share their opinions about the topic.
- To encourage Ss' imagination and creativity.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks ss to work in pairs and brainstorm their ideas about fame. T brainstorms ss ideas as a whole group.	Ss work in pairs and brainstorm their ideas about the topic	T elicits vocabulary and activates previous knowledge. T helps ss if they need. T promotes a comfortable atmosphere so ss feel free to share their opinion about the topic.

Transition: Would you like to be famous? How do people reach fame nowadays? Is it very difficult?

(10 mins)	T asks Ss to read the labels and match them to the corresponding pictures. T asks Ss to skim the texts and write the correct titles. T asks Ss to scan the texts and answer some questions.	Ss label the pictures. Ss skim the text to write the correct titles. Ss scan the texts to answer the questions.	T may remind ss about the different reading techniques (skimming and scanning). T monitors while ss are working. T checks understanding by asking questions. Feedback is given as a whole group.
(10 mins)	T asks ss to read the texts again and complete the crossword.	SS read the texts to complete the crossword.	T may explain the keys.

	T asks ss to work in pairs to complete some tips about the topic.	Ss work in pairs, share opinions and complete the tips.	T monitors while ss are on task. T provides feedback as a whole group.
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Transition: What would you do to be famous? How would you do it ?

(5 mins)	T invites ss to participate in a virtual talent show. T asks ss to complete a chart about themselves. T asks ss to think about a way of being famous on the internet.	Ss complete the chart with information about themselves.	T monitors while ss are working. T can give some examples or ideas to motivate ss.
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Follow up: T asks ss to put their ideas into action and to prepare their videos for the talent show.

Project.

Choose one option to work on.

A- Do you know a famous celebrity from the web? Who is the person? Why is he or she famous? Create a presentation about your favourite internet star.

B- Imagine you have a website and create a video with at least ten tips to be famous in the internet age.

C- Is the internet a good way to reach fame? Write an essay explaining your opinion about the topic.

Topic: 4. The influencer I want to become

Aims:

- to develop Ss' speaking skills by asking them to express their ideas.
- to motivate Ss by using different visual aids.
- to foster Ss'
- to provide Ss with further tools to communicate their ideas in an organized way.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Camila would like to be a famous influencer and would like to have lots of followers.</p> <p>T asks Ss: what do you need to be an influencer?</p> <p>T gives Ss different pictures and asks them to discuss the different items.</p> <p>T tells Ss they need to talk about all the items and mention the most important one.</p> <p>T gives Ss an SOS BOX</p> <p>Start a conversation Shall I start? Should I start first? Do you want to speak first?</p> <p>Give my opinion: In order to be an influencer you need to... It is important to ... It is not necessary ... The most important item you need is ...</p> <p>Ask for opinion What do you think? Do you agree? What about ...? And you, what do you think? What's your opinion?</p>	<p>Ss answer what people need to be an influencer.</p> <p>Ss look at the pictures and discuss the different items there.</p>	<p>T acts as a facilitator by providing useful expressions to help Ss express their ideas.</p>

	<p>Agree</p> <p>You're right! I agree with you. I think that's great. That's a good idea. You've got the point there.</p>		
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Transition: Camila's favorite influencer is a girl called Alejandra Rienzi. Do you follow any influencers? What does an influencer need to have for you to follow him/her?

(10 mins)	<p>Ale is a very popular Uruguayan influencer. Let's take a look at her profile and learn about her. Write sentences about Ale by looking at her profile.</p>	<p>Ss look at Ale's profile and write sentences about her.</p>	<p>T checks instructions and monitors the activity.</p>
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Transition: Ale is a really nice person, she is always trying to influence people in a good way. What important aspects does a person need to have to influence people? Do you think being an influencer is a stressful job? Why? Why not?

(10 mins)	<p>Let's learn more about Ale. T asks Ss to read an interview and match the questions with the answers.</p> <ul style="list-style-type: none"> - How did you end up having so many followers? - How many followers do you have? - How much time does it take to prepare the content you upload to social media? - So, do you only work as an influencer or do you have another job? - What is the best part of your job? - How did you come up with the idea of being an influencer? <p>KEY</p> <p>1-How did you come up with the idea of being an influencer? 2-How many followers do you have?</p>	<p>Ss match the questions with the answers.</p>	<p>T acts as a facilitator by eliciting words Ss may need to know.</p>
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	<p>3-How did you end up having so many followers?</p> <p>4-How much time does it take to prepare the content you upload to social media?</p> <p>5-What is the best part of your job?</p> <p>6-So, do you only work as an influencer or do you have another job?</p>		
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Transition: It's not necessary to be an influencer in order to influence others.

(5 mins)	<p>T asks Ss to listen to Meri Deal talking about the importance of learning English and write down three ideas.</p> <p>T asks Ss to write 3 things they think English would be useful in their future.</p>	<p>Ss listen to Meri Deal and write down three ideas.</p> <p>Ss write 3 things they think English would be useful in their future.</p>	<p>T monitors the activity.</p>
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Follow up: T asks Ss to create a presentation about their favorite influencer. Ss can create a poster, video or PowerPoint presentation.

Topic: 5. Me and my cellphone: being famous for a day.

Aims:

- To reflect on the use people do to their cellphones.
- To talk about frequency.
- To practice reading skills.
- To practice listening skills.
- To practice speaking skills.
- To foster creativity by writing a poem.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks Ss to imagine they have forgotten their cellphones at home and they are coming back home at night. T asks Ss: <i>-What activities would you not be able to do?</i> <i>-What activities would you be able to do?</i> <i>-What would you miss the most?</i>	Ss listen to the T and answer his/her questions.	Ss share their ideas orally.

Transition: What other activities can you do with your cellphones? Let's find out!

(5 mins)	T asks Ss to read the activities to do with cellphones with the corresponding pictures.	Ss read the activities and match them with the corresponding pictures.	T mimes the activities and the Ss say what the correct activity is.
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Transition: What activities of the ones mentioned do you generally do? How often do you do them?

(7 mins)	T asks Ss to read the text and complete the paragraphs with the missing sentences.	Ss read the text and look for the corresponding sentences to complete the paragraphs.	Some Ss volunteer to read aloud the missing sentences in order.
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(6 mins)	T asks Ss to read the text again and look for this information to complete the table: - <i>Advantages of having a cellphone.</i> - <i>Features the author uses of his cellphone.</i> - <i>Statements in which the author expresses that cellphones are widely used and necessary nowadays.</i>	Ss read the text and look for information to complete the table.	Some Ss come to the board to complete the table.
Transition: Do you agree with the author on the advantages of having a cellphone? Do you think there are also disadvantages? If you think so, can you mention some of them?			
(6 mins)	T asks Ss to listen to Duma talking about the activities he does with his cellphone and decide if the sentences are true or false.	Ss listen to a passage and decide if the sentences are true or false.	Oral correction will be done. Ss may need to listen to the passage more than once. Key: 1-F 2-T 3-T 4-T 5-F 6-F 7-T 8-T 9-F 10-T
Transition: Duma seems to have a different experience with his cellphone from the one mentioned by the author in the text, he has had some trouble due to spending long hours on his cellphone. Let's read a poem about another experience with a cellphone.			
(3 mins)	T asks Ss to read the poem and look for words that rhyme.	Ss read the poem aloud paying attention to the pronunciation of the words. Then, they write down the ones that rhyme.	Ss share the words they found that rhyme.
(5 mins)	T asks Ss to look for some words in the text and choose the corresponding definition of those words.	Ss read the text and choose the correct definitions of some words.	Oral correction will be done.
Transition: Now that you have read the poem, let's discuss different aspects about it!			
(8 mins)	T asks Ss to get in pairs and spin a wheel, they have to read the question that ends up on spot. If the teacher does not provide a wheel, the students can choose a colour without looking at the wheel and his/her partner reads the question aloud. The other	Ss choose a colour and answer the question with that colour. They go on until each of them has answered four questions.	T monitors to listen to the Ss' answers and help them with vocabulary of phrases they may need to answer.

	student has to answer it. T explains that then they change roles.		
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Follow up:

PROJECT: *A poem in your pocket.* Write a poem about the topic: "Me and my cellphone: being famous for a day". Then, stick colourful pockets made of cloth or paper on a bulletin board. Put your poem inside one of the pockets. Once all the pockets have a poem, choose a poem from one of the pockets and read it aloud. You may want to make a comment to the author of the poem.

SCRIPT

1. It is 3 am in the night. Well, it is night yes. I usually go to bed at 3. No No. That was pretty metaphorical. I go to bed at 12, but I don't sleep before 3. The earlier "go to bed" was meant to express my literally sleeping... I should definitely sleep now.
2. It is 3:14. The face of my mobile phone clearly proclaims that it is indeed, 3:14 in the morning. I tap some buttons and my Instagram homepage appears on the screen. Don't ask me which screen. But wait!! No new notifications?? It was a long 15-minute wait before I checked it. Something should have happened!
3. It is 3:26. I check for the time from time to time. I know my mother may wake up. She doesn't like me sleeping late. I am reading a book: 1984, by George Orwell. It is a great book. I read all my books on my phone. But it's time for some rest. The headphones are carrying some Pink Floyd genius into my ears. I like to listen to good music.
4. It is 3:30 am. Just got a message on my phone. Oh yes! Someone just commented on one of my pics. Let me answer it. Today was an awesome day at school. We went on an outing with my close friends. I was too happy about it. So I had to put up a status and all my pictures on Instagram. I love my cellphone.

Topic: 6. Let's video chat (with famous people)

Aims:

- to work with kinesthetic Ss by doing a reading activity where they have to move around the house.
- to develop Ss' speaking skills by asking Ss to work in pairs to discuss and express their ideas.
- to foster Ss' reading skills by working with a dialogue.
- to motivate Ss by doing an interesting activity for reading.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing a picture of Lola and Salvador.</p> <p>T asks Ss if they remember who they are.</p> <p>T provides Ss with a conversation they have online.</p> <p>T asks Ss to read a dialogue between them and answer.</p> <ul style="list-style-type: none"> -What is the topic of their conversation? -What problem do they need to solve? -Who says will be in charge of solving the problem? 	<p>Ss look at a picture and say if they remember who the characters are.</p> <p>Ss read a dialogue and answer some questions.</p>	<p>T acts as a facilitator by eliciting words Ss may need.</p> <p>T checks instructions.</p> <p>T monitors.</p>
<p>Transition: Finding the perfect gift for our beloved ones can be tricky. Sometimes the generational gap might be a problem, too.</p>			
(10 mins)	<p>T provides Ss with some options and proposes a speaking activity for Ss to choose the right gift.</p> <p>Start a conversation Shall I start?</p>	<p>Ss get in pairs and discuss ideas to choose the right gift.</p>	<p>T monitors the activity and acts as a facilitator in case Ss need help.</p>

	<p>Should I start first? Do you want to speak first? Give your opinion I think ... it's a good idea because... I believe ... it's a great idea since ... I don't think ... it's something she would like because... In my opinion ... could be a great present because ... Ask for opinion What do you think? Do you agree? What about ...? And you, what do you think? What's your opinion? Agree You're right! I agree with you. I think that's great. That's a good idea. You've got the point there. Disagree I don't agree I don't think so I'm not really sure about that... You might be right but ...</p>		
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Transition: Salvador has made some attempts to find out what Luá wants for her birthday. In the end, he decided to call Emma and find out.

(10 mins)	<p>T asks Ss to get in groups of three students. T places the dialogue in different places around the classroom. When time starts, the first student "runs" to the front and memorizes as much text as possible. He or she then returns to the writer and reports what was read. In the meantime, the writers write. They continue until the text is complete. T delivers copies of the dialogue to check.</p>	<p>Ss get in groups of three. Ss decide on the roles (2 writers and 1 runner)</p> <p>Runner "runs" to the front of the class, reads part of the dialogue and reports what he / she has read.</p>	<p>T checks instructions and acts as a timekeeper.</p>
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Transition: How can they solve that problem?

<p>(5 mins)</p>	<p>Lola and Salvador found out that there is an app in which you can pay and organize a video call with a famous person. With that app, you can pay and get a code to access the call.</p> <p>T provides Ss with information about the app. T asks Ss to go through the article and explain how it works.</p> <p>https://techcrunch.com/2021/09/17/cameo-launches-cameo-calls-a-service-for-fans-to-video-chat-with-celebs/</p> <p>T asks Ss to think what questions Lua would ask Chris Namús (or another personality)</p>	<p>Ss go through the article and explain how the app works.</p>	<p>T acts as a facilitator in case Ss need help making questions.</p>
<p>Follow up: T asks Ss to think about:</p> <ul style="list-style-type: none"> - The benefits of video calling famous people - The reasons why people do it. - In your opinion, under which circumstances celebrities agree to do that. 			

Theme : In the spotlight.

Topic: 7. Going to Art School

Aims:

- to lower Ss' affective filters by asking them to say what they know about a character they already worked with in previous years.
- to foster Ss' reading skills by working with a blog entry.
- to develop Ss' imagination by asking them to portray a place just by listening to a description.
- to improve Ss' writing skills by asking them to create questions.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by showing Ss a picture of Lua's father. T tasks Ss if they remember him. T tasks Ss what his profession is. T brainstorms possible places to study Arts in Uruguay. T tasks Ss: Where can you study art? What do you know about those places? Are you planning to attend any of those places?	Ss look at a picture of Lua's father and say the things they remember about him. Ss mention different places they know where you can study art.	T monitors while Ss express what they know about Lua's father. T encourages Ss to participate orally.

Transition: One of Lua's relatives, Valentín, looks up to Salvador. Let's learn more about him.
(Look up means admire)

(10 mins)	T provides Ss with a list of scrambled words and asks Ss to unscramble them. guitar Ciudad de la Costa music teacher artist passionate Visual Arts	Ss unscramble the given words and write predictions about Valentín.	T monitors while Ss work on the task.
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	After Ss unscramble the given words, T asks Ss to write predictions about Valentín.		
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Transition: Valentín has written a blog entry on the School web.

(10 mins)	<p>T asks Ss to read the text and check their predictions.</p> <p>T asks Ss to read the text again.</p> <p>T asks Ss to choose two colors. With one of them, T asks Ss to highlight the facts and with the other color, highlight the expressions that show Valentín's personal opinion to describe the Escuela Nacional de Bellas Artes.</p> <p>T asks Ss to share what they highlighted with the rest of the class.</p> <p>T asks Ss to close their books / leave the text behind.</p> <p>T reads aloud Valentín's description of the school.</p> <p>T asks Ss to take notes on how they imagine the place. (Walls, floor, space, noise, etc)</p>	<p>Ss check their predictions.</p> <p>Ss read the text again.</p> <p>Ss choose two colors to highlight in the text the facts with one color and the expressions that he uses to describe Bellas Artes.</p> <p>Ss share what they highlighted with the rest of the class.</p> <p>Ss close their books and listen to the T while she reads Valentín's description of the school.</p> <p>Ss take notes of how they imagine the place.</p>	<p>T monitors Ss while they check their predictions.</p> <p>T checks instructions.</p>
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Transition: You have the chance to ask 5 questions on Valentín's entry. What would you like to ask him?

(5 mins)	T asks Ss to create five questions they would like to ask Valentín.	Ss create five questions they would like to ask Valentín.	T acts as a facilitator in case Ss need help while making questions.
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Follow up:

a) T provides Ss with 3 titles for Valentín's blog entry.

Which one would describe it the best?

- One day in Valentín's life.

- Being an artist in Uruguay.

b) T asks Ss to describe the place where they study the same way Valentin did with Escuela Nacional de Bellas Artes. Which words / expressions would you use to describe your school?

PROJECT: Where can I study? T asks Ss to choose a career connected to Arts and find information about that place.

- **I want to build my own guitar.**
- **I want to create the best TV publicities.**
- **I would love to be the next Ma. Noel Ricetto.**

Theme : In the spotlight.

Topic: 8. From Paper to Screen.

Aims:

- to activate Ss' schemata by asking them to work with a very popular movie.
- to lower Ss' affective filter by working with a well-known topic.
- to develop Ss' reading skills by asking them to work with information about J.K. Rowling and reading descriptions of her books' characters.
- to foster Ss' speaking skills by asking them to give their opinion.
- to motivate Ss' by asking them to work in groups with parts of a video.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing pictures of books.</p> <p>"Harry Potter" "Life of Pi" - "The Hunger Games" "Twilight" "The Lord of the Rings" "Twilight"</p> <p>T provides Ss with some key words and asks Ss to say which book is being described. T asks Ss to say which connection with the book those words have.</p> <p>J.K. Rowling (She is the author of the books) Expelliarmus (Incantation of the Disarming Charm, a basic spell to disarm an opponent by making their wand fly out of their hand). Lord Voldemort (the evil dark wizard that is the arch-nemesis to Harry Potter. He is so feared that most wizards refuse to say his name) Muggle (a person without magical powers who lives in ignorance of the world of wizards and witches.)</p>	<p>Ss say the names of the books.</p>	<p>T monitors the activity.</p>

	<p>Azkaban (Prison fortress where wizarding criminals are sent).</p> <p>Sorting Hat (The hat that decides which house each student belongs in during their time at Hogwarts).</p> <div style="background-color: red; border-radius: 50%; padding: 10px; display: inline-block; text-align: center;"> <p>Did you know ?</p> <p>NEMESIS: the person or thing that causes somebody to lose their power, position, etc. and that cannot be avoided.</p> <p>PLURAL: nemeses</p>  </div>	<p>Ss say the words and share what they know about each one.</p>	
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Transition: J.K Rowling is the author of all the Harry Potter books. What do you know about her?

<p>(10 mins)</p>	<p>T asks Ss to read these statements and say whether they are true or false.</p> <p>1- She wrote her first story at the age of six. TRUE</p> <p>2- J.K. Rowling's Harry Potter Manuscript was immediately accepted. FALSE (It was rejected 12 Times).</p> <p>3- She was the first female millionaire novelist. FALSE (She was the first female billionaire novelist).</p> <p>4- Her most prized possession is a set of first edition Jane Austen novels. TRUE</p> <p>5- Before becoming a full-time writer, Rowling worked as an English teacher in Portugal. TRUE</p>	<p>Ss read the statements and say whether the statements are true or false.</p>	<p>T acts as a facilitator in case Ss need help with the vocabulary.</p>
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Transition: When books are made into movies, is it true that the book is often better than the movie? What do you think about it?

<p>(10 mins)</p>	<p>T asks Ss to read some information about the book characters and find the differences between the book and movie characters.</p> <p>T asks Ss: Why do you think these changes were made?</p>	<p>Ss read some information about the book characters and find the differences between the book and movie characters.</p>	<p>T monitors the activity.</p>
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Transition: Let's dive into the Harry Potter universe!

(5 mins)	<p>T asks Ss to get in groups. T delivers envelopes. Inside each envelope, Ss will find part of a scene from one of Harry Potter's movies. T asks Ss to practice the scene and perform it to the rest of the class.</p> <p>After all groups have performed the scene, T asks Ss to vote through Mentimeter to find out which group has done the best performance.</p>	<p>Ss get in groups and practice the scene provided by the teacher.</p>	<p>T acts as facilitator and time-keeper. T monitors the activity.</p>
<p>Follow up: DISCUSS: Taking a great novel and adapting it into a movie can be hard work. In general, the book is better than the movie, but sometimes, the movie ruins its written version. What is your opinion? Do you agree or not?</p>			

Theme : In the Spotlight

Topic: 9. I want to be a film director.

Aims:

- To make students aware of the many jobs involved in film production.
- To learn about the filmmaking process.
- To investigate the audiovisual careers in Uruguay.
- To practice reading skills.
- To practice speaking skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T asks Ss to watch the end of a film and read the credits. T asks Ss to write down five filmmaking roles from the credits.</p> <p>https://drive.google.com/file/d/13BaTlaVCDVAWRp0M-WofRkRn0t9u8ei/view?usp=sharing</p>	<p>Ss watch the end of a film and write down at least five filmmaking roles from the credits.</p>	Oral correction will be done.
Transition: It takes a huge number of people to put together a film. From the director to the actors or technicians, all roles are important. Let's see how many you can recognize.			
(5 mins)	<p>T asks Ss to look at some pictures and match them to different filmmaking professionals.</p> <p>Key: 5 - 8 - 4 - 7 - 1 - 6 - 2 - 3 - 9 (in the picture's order)</p>	<p>Ss look at the pictures and match them to the professionals.</p>	Oral correction will be done.
Transition: Do you know in which part of the filming process do these professionals participate?			
(5 mins)	<p>T asks Ss to place the professionals from the previous activity in their correct place on the film production diagram.</p> <p>T draws the diagram on the board and asks Ss to come to the front and complete it.</p> <p>Key: PRE-PRODUCTION: Producer (finances the film) Screenwriter (writes the script) PRODUCTION: Director (supervises...) ARTISTIC STAFF: actors TECHNICAL STAFF:</p>	<p>Ss use the previous professions to complete the film production diagram.</p>	Ss complete the diagram on the board.

	Composer (sound) cameraman (image) special effects designer (FX) costume director (clothing) POST-PRODUCTION Editor (arranges the shoots...)		
(5 mins)	T asks Ss to get in groups, think of other occupations related to the process of filmmaking, and write them down in the correct step of the process: pre-production, production, and post-production.	Ss get in groups and think of other occupations related to filmmaking. Ss write them in the correct step of the process.	Ss share their answers with the class.

Transition: Now, we are going to read an interview with an Uruguayan film director.

(10 mins)	T asks Ss to read an interview and place the questions in the correct place. Key: 7 a - 4 b - 1 c - 5 d - 3 e - 8 f - 9 g - 2 h - 6 i	Ss read the article and put the questions in the correct place.	Oral correction will be done.
(5 mins)	T task Ss to read the interview again and answer the questions.	Ss answer the questions.	Oral correction will be done.
(5 mins)	T asks Ss to complete a chart with information of the three films mentioned in the article.	Ss read the article again and complete the chart.	Oral correction will be done.

Transition: Do you know where you can study cinematography in Uruguay?

(5 mins)	T asks Ss to read the I.ENBA's brochure for the Bachelor's degree in Audiovisual Languages and Media in Playa Hermosa, Maldonado. T asks Ss to complete six sentences using information from the brochure. T asks Ss to read the "Did you know?" section with information about the CURE.	Ss read the brochure and complete six sentences using information from it. Ss read the "Did you know?" section.	Ss share their sentences with the class. T monitors while Ss read the section.
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Follow up:

Project - Get in groups and investigate which other institutions offer this career in Uruguay. You can search the web. Try to answer these questions in your search:

- What is/are the names of the institute/s?
- Is it public or private?
- Where is it located?
- How many years do you have to study?
- What are the entry requirements?
- What does it offer?

Theme : In the spotlight

Topic: 10. Spoilers.

Aims:

- to learn about the topic of spoilers.
- to reflect on the enjoyment of works of fiction.
- to practice reading skills.
- to practice speaking skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T tasks Ss to read several sentences and asks them if they know what they are.	Ss read the sentences and they recognize them as spoilers.	Ss can recognize the sentences as spoilers.
Transition: So, if these are spoilers... Do you know where they come from?			
(5 mins)	T tasks Ss to match the spoilers to the book, film or TV series they belong to. STAR WARS - THE BIG BANG THEORY - GAME OF THRONES - 300 - MOBY DICK - ROMEO AND JULIET - CAST AWAY - APOLLO 13 - TITANIC - SIXTH SENSE Key: 1- Romeo and Juliet 2- Star Wars 3- The Big Bang Theory 4- Cast away 5- 300 6- Apollo 13 7- Sixth Sense 8- Moby Dick 9- Titanic 10- Game of Thrones	Ss match the spoilers to their origins.	Oral correction will be done.
Transition: Now, let's read the definition of spoiler.			
(10 mins)	T tasks Ss to read the definition of spoiler. Then, T tasks Ss to get in pairs and discuss some questions: - <i>How do you feel about spoilers?</i> - <i>Do you think that spoilers about your favorite movie or show ruin your experience of it?</i> T tasks Ss to share their answers with the class.	Ss read the definition, get in pairs and discuss the questions. Ss share their answers with the class.	Ss share their ideas orally.
Transition: Now, let's read an article about Spoiler Etiquette and do some activities.			

<p>(10 mins)</p>	<p>T asks Ss to read an article about “Spoiler etiquette” and place the subtitles in the correct place.</p> <p>Key:</p> <table border="0"> <tr> <td>1- “Spoiler Alert!”</td><td>2- There’s a book! No excuse.</td></tr> <tr> <td>3- Just wait!</td><td>4- Use your headphones!</td></tr> <tr> <td>5- Ask first!</td><td>6- No quoting!</td></tr> <tr> <td>7- It’s history!.</td><td>8- Old show? It’s not a spoiler.</td></tr> </table>	1- “Spoiler Alert!”	2- There’s a book! No excuse.	3- Just wait!	4- Use your headphones!	5- Ask first!	6- No quoting!	7- It’s history!.	8- Old show? It’s not a spoiler.	<p>Ss read the article and put the subtitles in the correct place.</p>	<p>Oral correction will be done.</p>
1- “Spoiler Alert!”	2- There’s a book! No excuse.										
3- Just wait!	4- Use your headphones!										
5- Ask first!	6- No quoting!										
7- It’s history!.	8- Old show? It’s not a spoiler.										
<p>(5 mins)</p>	<p>T asks Ss to read the text again and match some words from the text to their meanings.</p> <p>Key:</p> <p>1. Quote 2. Cliffhanger 3. Free game 4. Within earshot 5. Get a grip 6. Your bad 7. Binge-watch 8. Plot twist 9. Catch up 10. Stream</p>	<p>Ss read the article again and match the words.</p>	<p>Oral correction will be done.</p>								

Transition: Nico doesn’t want to learn how his favorite TV series ended, what does he do to avoid spoilers?

<p>(10 mins)</p>	<p>T asks Ss to get in groups, think and write down at least 5 tips for avoiding spoilers. Eg. <i>Install a spoiler-blocking app on your phone.</i></p>	<p>Ss get into groups and think of other tips to protect themselves from spoilers.</p>	<p>Ss share their tips with the class.</p>
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Follow up: In the following poster, there are some other well-known spoilers. Do you recognize them? Can you remember other spoilers from other OLD books, movies, or TV series?



KEY:

Darth Vader is Luke’s father: STAR WARS
 It was Earth all along: PLANET OF THE APES
 Verbal is Keyser Soze: THE USUAL SUSPECTS
 The villagers sacrifice the policeman: THE WICKER MAN
 Dil is actually a man: THE CRYING GAME
 Snape kills Dumbledore: HARRY POTTER 6
 Kristin shoots JR: DALLAS (TV series)
 The kid’s therapist is a ghost: SIXTH SENSE
 Neo is the One: MATRIX
 Tyler Durden isn’t real: FIGHT CLUB
 299 die: 300
 The killer’s mother is a part of his split personality: PSYCHO
 Rosebud was the name of his sled: CITIZEN KANE

The protagonists are the Others: THE OTHERS

Soylent green is made of people: SOYLENT GREEN

The village is part of a modern nature reserve: THE VILLAGE

His friends are all a part of his beautiful mind: A BEAUTIFUL MIND

Donnie dies: DONNIE DARKO

Theme : In the spotlight.

Topic: 11. TV Rating

Aims:

- to lower Ss' affective filters by working with a topic most of them know about.
- to develop Ss' reading skills by asking them to work with an article about Rating.
- to foster Ss' speaking skills by asking them to role-play dialogues.
- to motivate Ss' by doing teamwork activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to read the names of TV programs and asks what type of show they are.</p> <p>FRIENDS (sitcom) GOT TALENT (talent show) SUBRAYADO / BBC World News(the news) GREY'S ANATOMY (TV series) VOCES ANÓNIMAS (mystery show) TOM AND JERRY (cartoon)</p> <p>Why are they so famous? Why do people like watching them?</p>	<p>Ss mention different TV show types and answer some questions about them.</p>	<p>T encourages Ss to express their ideas.</p>

Transition: How is a TV show's popularity measured?

(10 mins)	<p>T asks Ss to read an article about TV ratings and complete the chart with information from the text.</p> <p>T: Read the article and jot down some ideas for each topic in the chart.</p> <ul style="list-style-type: none"> - TV AUDIENCE MEASUREMENT - PANELISTS - ADVERTISING COMPANIES <p>T asks Ss to read the article again and discuss these questions:</p> <ol style="list-style-type: none"> 1. Why are TV ratings important? 2. How do companies measure if a rating is good? 3. Why could ratings become old-fashioned? 	<p>Ss read an article and fill in the chart with notes / ideas.</p> <p>Ss answer questions about the text orally.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p>
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Transition: Did you know that there are hundreds of channels that you can use to target TV viewers? TV advertising is a huge business advantage, people trust TV and it provides scale and reach.

(10 mins)	<p>T shows Ss the picture of a vegan soap bar. T tells Ss that a programmer of a TV channel and the advertising sales director of a skincare company are discussing advertisement issues. T provides Ss with an example of a roleplay to read.</p> <p>T asks Ss to get in pairs and provides each pair with a new situation. T asks each pair to write a dialogue that fits that situation.</p>	<p>Ss pay attention to the picture.</p>  <p>Ss read an example of a roleplay.</p> <p>Ss get in pairs and write a script for a new situation.</p>	<p>T monitors while Ss do the activity.</p>
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Transition: Now, it's time for you to share your scripts.

(5 mins)	<p>T asks each pair to do the role-play activity. T asks the other members of the group to take notes on the products mentioned and the types of programs.</p>	<p>Ss get in groups and roleplay their dialogues for the others.</p> <p>Ss take notes on their classmate's dialogues.</p>	<p>T monitors while Ss do the role-play.</p>
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Follow up: Pair work:

Think of a TV show that is very popular nowadays. Discuss these questions with your partner:

1. What type of show is it?
2. Where can people watch it?
3. What is it about?
4. Who are the main characters?
5. Why is it so popular?

Then share your ideas with the class.

EXTRA ACTIVITY:

T tasks Ss to think about their favorite TV shows and to discuss which items they would like companies to advertise there.

EXTRA ACTIVITY: SURVEY TIME!

T tasks Ss to prepare a survey. T tasks Ss to ask their relatives and neighbors about what type of programs they watch and what type of products are advertised in those programs.

Theme : On the spot.

Topic: 12. Famous people from Uruguay.



Aims:

- To expand reading skills, listening and writing.
- To talk about different Uruguayan celebrities.
- To encourage ss collaborative work.
- To promote a comfortable classroom atmosphere so ss can express their opinions about the topic.
- To encourage ss imagination and critical thinking by producing different activities.
- To promote differentiated experiences in order to respect the different learning styles within the group.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks ss to work with a peer to label the pictures. T asks ss to mention examples of famous Uruguayan people and to share their list with the rest of the class.	Ss work in pairs to label the pictures. Ss think of different famous people from Uruguay to complete the different categories.	T elicits vocabulary from ss. T encourages oral participation. T monitors ss work.

Transition: Who is your favourite Uruguayan famous person? Why do you like this person?

(7mins)	T asks ss to read the clues and guess who they are going to read about. T asks ss to use the information from the clues to write sentences about the famous people.	Ss read the clues and try to guess who the famous people are. Ss use information from the clues to write sentences.	T may help ss by giving them more clues. T encourages ss to think and discuss their answers.
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Transition: Have you ever heard about any of them? Who do you like the most? Why?

(10 mins)	T asks ss to read the text about Mario Benedetti to complete a fact file about the writer. T asks ss to create their own Haikus poem. T asks ss to use the words from the box to label the pictures about Gabriela Hearst.	Ss read the text and complete the fact file. Ss read the example of Haikus and try to create their own one.	T may help ss to understand the meaning of new words. T may allow ss to search for more information on the web if they need it.
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		<p>Ss share their poems with the rest of the class.</p>	<p>T explains what a Haiku is. T can read and analyze the example of haikus. T may help ss to create a Haikus board to share students' poems.</p>
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Transition: If you were famous, what would you do? Why? Would you move to another country?

(5 mins)	<p>T asks ss to watch the video and order the pictures. T asks ss to use the pictures to write sentences about Gabriela Hearst. T asks ss to design a piece of cloth explaining the kind, material and meaning of it.</p>	<p>Ss label the pictures with words from the box. Ss watch the video and order the pictures. Ss use the pictures to write sentences about the designer. Ss design a piece of cloth and explain it.</p>	<p>T helps ss to understand new words. T allows ss to repeat the video as many times as they need it. T monitors while ss are working.</p>
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Follow up: Who is your favourite Uruguayan famous person? Prepare a short video or presentation about him or her.

Theme : On the spot.

Topic: 13. It runs in the blood.

Aims:

- To practice reading by working with the topic: A family of artists.
- To work with a reading strategy: *Fact or Opinion*.
- To raise awareness about the difference between a fact and an opinion in a text.
- To work with a graphic organizer to spot main ideas from a text.
- To practice listening skills.
- To practice writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T asks Ss to look at the pictures and answer some questions: - <i>What can you see in the pictures?</i> - <i>What do you call these musical instruments?</i> - <i>How are they similar?</i> - <i>How are they different?</i>	Ss listen to the teacher and answer his/her questions.	T elicits vocabulary from the Ss. T writes the Ss ideas on the board.
Transition: Do you like candombe? When do you listen to it? Can you name any candombe singers?			
(4 mins)	T asks Ss to listen to a passage and fill in the blanks. Key: 1- 1943 2- artist 3- thirty 4- singer 5- dance 6- African 7- pop 8- styles 9- Drums 10- songs	Ss listen to a passage and fill in with the missing words.	Oral correction will be done.
Transition: What other music styles do you listen to?			
(2 mins)	T asks Ss to look for music styles in the text. T asks Ss to think of other music styles popular in Uruguay and write them down.	Ss think of other music styles popular in Uruguay and make a list.	T elicits Uruguayan music styles from Ss.
Transition: What else do you know about Ruben Rada? Let's learn a bit more about him!			
(3 mins)	T invites Ss to read a magazine article about Ruben Rada. T explains Ss that they have to match the four pictures to the corresponding paragraphs.	Ss read the magazine article and match the pictures	Ss provide their answers and explain their options.

		to the corresponding paragraphs.	
(6 mins)	T asks Ss to read the text again and look for information to correct the sentences. T explains they have to rewrite them in order to correct them.	Ss read the sentences and look for information in the text to rewrite them with the correct information.	Ss volunteer to read aloud their sentences.
(6 mins)	T explains Ss that a fact is a thing that is known or proved to be true while an opinion is a view formed about something, not necessarily based on fact or knowledge. T explains that they have to read the text and look for examples of facts and opinions. T suggests working in pairs.	Ss get in pairs and look for facts and opinions in the text to complete the table.	Ss come to the board to complete the table.
Transition: The text mentions that Rada has three siblings and that they are also famous, do you remember their names? Have you ever seen them perform?			
(5 mins)	T invites Ss to read a text about Julieta Rada and think of titles for each paragraph.	Ss read the text and think of a title for each paragraph.	Ss share their titles for the different paragraphs orally. Then, T tasks them to choose five among all the answers provided.
(5 mins)	T asks Ss to read the text again and complete a graphic organizer about Julieta.	Ss complete a graphic organizer about Julieta Rada in pairs.	Ss come to the board to complete the graphic organizer on the board.
(6 mins)	T asks Ss about the meaning of "fact" and "opinion" and tells Ss to complete a table with facts and opinions from Julieta's text.	Ss complete the table. Then, they share their answers with a peer.	Ss provide their answers orally.
Transition: Do you know any other Uruguayan famous who has a son or a daughter who is also famous? Do you think that artistic talent runs in the blood?			
(5 mins)	T asks Ss to search the net to look for information about a famous Uruguayan person who has a son or a daughter that is also famous.	Ss get in pairs and look for information about famous people in Uruguay. They complete two graphic organizers	T monitors Ss work and helps them if necessary.

		about a parent and his/her daughter or son.	
<p>Follow up: With the information that you found about the famous parent and his/her son or daughter, write a magazine article about it. Remember to include the reason why they are famous, how they live the fact that they are both famous, their career goals and any other information you may consider relevant.</p>			

SCRIPT

Omár Rubén Rada Silva, “Negro Rada”, was born on 16 July, 1943. He is a famous Uruguayan [artist](#) who has successfully recorded over [thirty](#) albums. Rada is a percussionist, composer, and [singer](#). He is closely associated with candombe, a style of music and [dance](#) that originated in Uruguay among the descendants of liberated [African](#) slaves. His music, candombe beat, combines [pop](#), rock, and other [styles](#) with Uruguayan sounds, such as candombe [drums](#) and murga choruses. Rada has composed some of Uruguay's most cherished [songs](#).

Theme: In the spotlight.

Topic: 14. The price of fame

Aims:

- to promote critical thinking by working with the pros and cons of being a famous person.
- to motivate and lower Ss' affective filters by working with famous people they already know.
- to develop Ss' reading skills by using the scanning strategy to enhance Ss' reading competence by means of an article about the Price of Fame.
- to foster Ss' speaking skills by asking them to give their opinion about different pictures.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss some pictures of famous people. What do they have in common? Meri Deal / Diego Forlán / Victoria Rodríguez / Fernanda Cabrera / Daniel K</p> <p>T asks Ss to think of words they relate to when they think of the word FAME.</p> <p>T provides Ss with some incomplete words. T asks Ss to complete the words with the missing vowels.</p> <p>ANSWER KEY well-known <i>positive</i> renowned <i>positive</i> notorious <i>negative</i> eminent <i>positive</i> distinguished <i>positive</i> leading <i>positive</i> prominent <i>positive</i> infamous <i>negative</i></p> <p>T explains the meanings of the words. T asks Ss which of the words have a positive or negative connotation.</p>	<p>Ss look at some pictures of famous people and say what they have in common.</p> <p>Ss think of words they relate to when they think of the word Fame.</p> <p>Ss complete the missing vowels to complete the words.</p> <p>Ss say which of the words have a positive, negative and neutral connotation.</p>	<p>T monitors the activity.</p> <p>T reminds Ss that in this case there are no right or wrong answers as long as they express their ideas.</p> <p>T acts as a facilitator in case Ss need help identifying vocabulary.</p>
Transition: Emma is reading a magazine and she found a quote by Tom Holland. Fame is a beast that you can't control or be prepared for. What does it mean?			

<p>(10 mins)</p>	<p>T tells Ss that Emma is reading a magazine article about fame.</p> <p>T asks Ss to read the title of the article. What is the price of fame?</p> <p>T asks Ss to mention reasons why fame has a price.</p> <p>T asks Ss to read the first part of the article and fill it in with the correct question.</p> <ul style="list-style-type: none"> - <i>Imagine you earned a lot of money after being famous. What would you buy with that money?</i> - <i>What are the pros and cons of being famous?</i> - <i>Would you donate to any charity?</i> - <i>Would you like to be famous?</i> 	<p>Ss read the title of the article.</p> <p>Ss mention reasons why fame has a price.</p> <p>Ss read the first part of the article and fill it in with the correct question.</p>	<p>T checks instructions.</p> <p>T monitors while Ss work on the task.</p>
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Transition: People can be famous for different reasons. What occupations allow people to become famous quickly?

<p>(10 mins)</p>	<p>T asks Ss to scan the texts and find out each person's job.</p> <p>Which words/phrases helped you?</p> <p>T asks Ss to read the texts again and to take notes of the negative aspects that are mentioned.</p> <p>What do you think they've gained with fame?</p> <p>Make a list and share it with your partner.</p>	<p>Ss read the given testimonials and check if their ideas are mentioned there.</p> <p>Ss read the text again and take notes of the negative aspects that are mentioned.</p> <p>Ss make a list answering the given question and share it with a classmate.</p>	<p>T fosters Ss' scanning of the text.</p>
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Transition: We know many famous people that have succeeded, but others haven't been so lucky.

<p>(5 mins)</p>	<p>T asks Ss to think about famous people that have paid a high price for being famous.</p> <p>T asks Ss to research and take notes on those famous people.</p>	<p>Ss think of famous people who had paid a high price for being famous.</p>	<p>T acts as a facilitator by eliciting words Ss may need.</p>
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		Ss research and take notes on that famous person.	
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Follow up: T asks Ss to share their findings. T makes a list of the most repeated names.

EXTRA ACTIVITY 1: WRITING

T asks Ss to write a blog entry, between 80 and 90 words, answering:

How do you think fame would change your life?

EXTRA ACTIVITY 2 : PROJECT

Choose one of these titles for your presentation. Do some research about a person you think fits that description and prepare a poster or PPT presentation.

- A critically acclaimed actor.
- A well-known philanthropist.
- The most well-known celebrity in my country.
- He / She achieved international stardom during childhood.
- People hold this person in high esteem.

EXTRA ACTIVITY 3: SPEAKING

Think about a famous person you would like to meet.

You should prepare yourself to tell your classmates:

- Who this person is.
- Why he / she is famous for.
- What would you ask him / her.
- Why you would like to meet this person.

Theme: In the spotlight.

Topic: 15. Sing it out!

Aims:

- to express our feelings through music.
- to work with Ss' social-emotional learning by letting Ss express their feelings and emotions.
- to foster Ss' speaking skills by asking them about music and emotions.
- to develop Ss' critical thinking by working with expressions from an article.
- to motivate Ss' by working with the lyrics of a song.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>The English T loves listening to music, he finds comfort in the lyrics of songs.</p> <p>Do you like listening to music?</p> <p>How often do you listen to music?</p> <p>What kind of music do you listen to when you are sad/happy/excited / in love?</p> <p>T plays some songs and asks Ss to say how they feel when they listen to those songs.</p>	<p>Ss answer some questions about music and emotions.</p> <p>Ss listen to some songs and say how they feel when they listen to those songs.</p>	<p>T reminds Ss that in this case there are no right or wrong answers as long as they express their ideas.</p> <p>T acts as a facilitator by eliciting vocabulary Ss may need.</p>
Transition: Most people don't know how to express what they feel or think, fortunately, there are different ways of letting others know what we feel. Music for instance is a great way to express our emotions and beliefs. Do you agree? In which ways has music helped you to express yourself?			
(10 mins)	<p>The T found an interesting article about the expression of emotion in music.</p> <p>T asks Ss to read the article and say what they think about the expressions in bold.</p> <p>"music is the window to the soul"</p> <p>"WITHOUT MUSIC, LIFE WOULD BE A MISTAKE."</p> <p>T asks Ss to read the first paragraph of "Music gives you chills".</p>	<p>Ss read the article and say what they think about the expressions in bold.</p> <p>Ss read the first paragraph of "Music gives you chills" and draw what they</p>	<p>T acts as a facilitator by eliciting words Ss may not understand.</p>

	T asks Ss to draw what they imagine when they read the paragraph.	imagine when reading it.	
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Transition: According to the article, life without music would be a mistake. Do you agree?

(10 mins)	<p>T asks Ss to listen to the melody and say if they know it.</p> <p>T provides Ss with the title of the song. "How to save a life".</p> <p>T asks Ss to think under what circumstances could a person write lyrics like that.</p> <p>T asks Ss to go through the lyrics of the song and complete the following chart.</p>	<p>Ss listen to the melody of a song and say ,if they know the song.</p> <p>Ss think in which circumstances could have a person write lyrics like that.</p> <p>Ss go through the lyrics of the song and complete a chart.</p>	<p>T monitors while Ss work.</p> <p>T plays the melody of the song as many times as Ss need.</p>
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Transition: Music can help people to express their feelings and emotions. Some scientific studies have shown that animals can react to music in different ways as well. Have you heard of that?

(5 mins)	<p>T provides Ss with a chart with animals.</p> <p>T can ask orally whether Ss can predict the effects of music on those animals.</p> <p>T asks Ss to go through the article and complete the chart.</p> <p>https://www.mentalfloss.com/article/70539/7-scientific-studies-about-how-animals-react-music</p> <p>T goes over Ss answers and rounds up the topic.</p>	<p>Ss predict the effects of music on the given animals.</p> <p>Ss go through an article and check their predictions.</p>	<p>T checks instructions.</p>
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Follow up: Where can music take me? T asks Ss to think about a moment in their lives in which music was the key. T asks Ss to share that moment with the rest of the class.

EMOTION IN MUSIC, GIVING YOU THE CHILLS

September 27, 2019 by Dennis Beentjes

Authors: Dennis Beentjes & Robin Reumers

Editor: Milou Derkzen

Music is something special, it is believed that **music is the window to the soul**. Some call it a universal language. Music is a form of expression. It's a way of telling a story. Most people agree that meeting someone with the same music taste is one of the best things, creating a deeper connection and in most cases, an emotional bond.

But what makes music move us and stir up our deepest emotions?

In the last decades, neuroscience and cognitive psychology studies played a vital role to decipher the mysteries surrounding music and our emotions.

MUSIC MOVES US

First, let's have a closer look at our emotions. The word emotion comes from the Latin word '*emovere*', which means 'to move, remove, agitate or stir up'. We can be "moved" by a piece of music, where 'being moved' describes our emotional state.

From a scientific approach, emotions are chemicals released in response to our interpretation of a specific trigger. This process usually takes a couple of seconds, where a sequence of sounds, interpreted by our brain as music, can be the trigger that evokes the emotion, bringing it to the conscious mind. It influences our thinking, behavior, brings back memories, and turns it into feelings.

When receiving a sequence of sounds, the brain tries to impose structure and order and, in effect, creates an entirely new system of meaning, which translates into a pleasant and rewarding experience or an unpleasant one. When we 'like' or 'appreciate' a piece of music, it's because of our ability to process the underlying structure and to predict what will occur next in the song. In other words, what makes music pleasant to us humans is the creation of expectations. And the more we listen to music, the more we fuel our music memory. In this case, what we know influences what we hear.

BUT HOW DOES MUSIC EVOKE EMOTION?

A closer look reveals that music activates many parts of our brain, including the so-called limbic system of the brain, which is involved in motivation, emotion, learning, and memory. In fact, music is now known to stimulate almost every part of the brain.

MUSIC AND MEMORIES

The relationship between music and memory is compelling. Songs from the past can stir powerful emotions and memories. It's an experience almost everybody can relate to: hear a piece of music from decades ago, and you are transported back to a particular moment in time, like stepping into a time machine. You can feel everything very strongly as if you were there.

MUSIC GIVES YOU CHILLS.

Music pleasure occurs when you, or actually your brain, knows what's coming next while listening to a song. And when your playlist strikes all the right chords, the rise of dopamine can take your body on a physiological joyride by increasing your heart rate, body temperature rising, redirecting blood to your legs, and activating the mission control center for body movement. However, the ultimate climax happens when the brain flushed with dopamine triggers a tingly sensation down your back — the so-called 'chills'.

These sensations also stimulate our motivation system; making us enjoy a piece of music, deriving pleasure from it, wanting to listen to it again, and being willing to spend money for it. It almost sounds like a drug.

"WITHOUT MUSIC, LIFE WOULD BE A MISTAKE."

— Friedrich Nietzsche (Twilight of the Idols)

The Fray - How to Save a Life.

Step one, you say we need to talk
He walks, you say sit down, it's just a talk
He smiles politely back at you
You stare politely right on through
Some sort of window to your right
As he goes left, and you stay right
Between the lines of fear and blame
You begin to wonder why you came
Where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
Let him know that you know best
'Cause after all, you do know best
Try to slip past his defense
Without granting innocence
Lay down a list of what is wrong
The things you've told him all along
And pray to God he hears you
And I pray to God he hears you
And where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
As he begins to raise his voice

You lower yours and grant him one last choice
Drive until you lose the road
Or break with the ones you've followed
He will do one of two things
He will admit to everything
Or he'll say he's just not the same
And you'll begin to wonder why you came
Where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
Where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
How to save a life
How to save a life
Where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
Where did I go wrong?
I lost a friend
Somewhere along in the bitterness
And I would have stayed up with you all night
Had I known how to save a life
How to save a life
How to save a life

UNIT 5: THE WORLD OF SCIENCE

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

- use the target language to talk about science, methodology, theories and legends related to knowledge.
- research scientific topics and share the results with classmates and teachers.
- write a wide array of scientific and less scientific pieces of writing.
- use the four skills to understand and talk about science.
- learn about famous scientists from the past with a special focus on female scientists.
- help students understand how science does not only belong in the lab, but in the real world as well.

Topic: 1. Does Science only belong to the lab?**Aims:**

- To work with the definitions of science.
- To revise the names of some sciences.
- To practice reading skills.
- To foster critical thinking skills.
- To practice speaking.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss a mind map with the word SCIENCE in the center, and asks Ss to complete it with their ideas about the topic. T draws the mind map on the board.	Ss think about science and complete the mind map with their ideas about the topic.	T activates previous knowledge about the topic. Ss come to the board and complete the mind map together.

Transition: Now, let's read the definition of science to learn more about the subject.

(8 minutes)	T tasks Ss to read a text and answer some questions. T suggests working in pairs.	Ss get in pairs and they read the text and answer some questions.	T asks Ss to share their answers orally. T writes Ss' answers on the board.
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Transition: Can you mention some branches of science that you know?

(6 mins)	T tasks Ss to look at the poster about different branches of science and complete them with the corresponding words. Key (in order): before - Earth - space - environment - elements - move - bodies - feelings - living - ancestors - dinosaurs - computers	Ss read the information in the poster and complete the blanks with the corresponding words suggested.	T tasks Ss to read the information in the poster with their answers to check the activity.
(8 mins)	T tasks Ss to classify the different sciences mentioned into natural or social. Key: Natural sciences:	Ss working in pairs decide if the sciences are natural and social.	Oral correction will be done.

	<p>Astronomy - Physics - Chemistry - Ecology - Medicine - Biology - Genetics - Paleontology</p> <p>Social sciences:</p> <p>History - Geography - Anthropology - Archeology - Economics - Political Science - Sociology - Psychology - Social Psychology - Computer Science</p>		
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Transition: In science, there are steps to carry out an investigation. In the natural sciences, there is a scientific method while in the social sciences there is a research cycle. Do you know the steps involved?

(9 mins)	<p>T tasks Ss to complete the different steps of the scientific method in the scheme with the options provided.</p>	<p>Ss complete the scheme about the scientific method.</p>	<p>Ss come to the board to complete the scheme.</p>
(9 mins)	<p>T tasks Ss to put the different steps in social research in order.</p>	<p>Ss put the different steps in social research in order.</p>	<p>Ss share their answers orally.</p>
<p>Follow up: Ss create a scheme named: <i>Research Cycle</i> and locate the different steps in social research in order. Then, they present the scheme they created to the rest of the class orally. They have to explain the reasons for sequencing the different steps in that way.</p>			

Theme: The world of Science.

Topic: 2. The power of pets

Aims:

- To make students aware of the benefits of having a pet.
- To foster reading and writing skills.
- To promote a comfortable classroom atmosphere so Ss can express their opinion and feelings.
- To encourage oral communication.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tasks Ss to think about how important are their pets.</p> <p>T tasks Ss to read the quotes about animals and write a similar one expressing their feelings toward animals.</p>	<p>Ss talk about the importance of pets for them.</p> <p>Ss read the quotes and write a quote about animals.</p>	<p>T encourages oral participation.</p> <p>T activates previous knowledge about the topic.</p> <p>T elicits vocabulary from Ss.</p> <p>T checks their answers as a whole group.</p>

Transition: Why do you think animals can improve our health?

5 (minutes)	T tasks Ss to work in pairs and make a list of benefits of owning a pet.	Ss work in pairs to make a list of benefits of owning a pet.	T monitors while Ss work. T gives feedback on the board.
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Transition: What are the most common pets among people? Which pet would be perfect for you?

(7 mins)	T tasks Ss to label some pictures and explain each one with ideas from the text.	Ss read the text to label the pictures and explain them.	T may help Ss by exploiting the pictures and checking the example. T monitors while Ss are on task.
10 (mins)	T tasks Ss to read the text and answer some questions.	Ss read the text and answer the questions.	T may help Ss if they need it.

			T checks understanding. T provides feedback on the board.
5 (mins)	<p>T tasks ss to read the text and name the pets.</p> <p>T tasks Ss to describe each animal according to information from the text and from the word cloud.</p> <p>Sources:</p> <p>https://newsinhealth.nih.gov/2018/02/power-pets</p> <p>https://www.cdc.gov/healthypets/keeping-pets-and-people-healthy/how.html</p>	<p>Ss read the text and name the animals.</p> <p>Ss describe each animal using information from the text and word cloud.</p>	<p>T may give examples to help Ss understand the instructions.</p> <p>T monitors while Ss are on task.</p> <p>T explains what a word cloud is, in case Ss do not know it.</p>

Transition: Do you consider yourself a pet lover? Can you describe your pet in one word?

(10 mins)	<p>T tasks ss to complete a mind map about their pet to organize their ideas.</p> <p>T tasks Ss to write a short text describing their pet.</p>	<p>Ss complete the mind map with information about their pet.</p> <p>Ss write a text about their pets.</p>	<p>T monitors while Ss are working.</p> <p>T may help Ss with the vocabulary they need.</p> <p>T may ask Ss to use dictionaries.</p>
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Follow up: Play with your imagination and create an amazing word cloud with the shape of your pet. Use words from your description, remember to include your feelings, emotions, your pet's main features, etc

Topic: 3. Look up at the stars.**Aims:**

- to learn about constellations
- to acknowledge that our way of seeing the sky is not the only one
- to find information from a webpage
- to practice reading skills
- to foster imagination
- to practice writing skills

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss some pictures of celestial bodies. T asks Ss to match the pictures with their names.	Ss match the pictures to their names.	Oral correction will be done.
Transition: Tell me, do you like to look up to the night sky? What are your feelings when you do it? Would you like to learn more about the night sky?			
(5 mins)	T asks Ss to read the first text and answer some questions	Ss get in pairs and they read the text and answer some questions.	T asks Ss to share their answers orally. T writes Ss' answers on the board. KEY: the constellation in the card is Orion.
Transition: Let's read the Constellation Cards for some of the most recognizable star clusters in our sky and do some activities.			
(7 mins)	T tasks Ss to get in pairs and read the other four texts and complete a chart with information.	Ss get in pairs and complete the chart with information from the texts.	T monitors while Ss work. Oral correction will be done.
(7 mins)	T tasks Ss to read the texts again, look for information and write some sentences according to the instructions. T tasks Ss to read aloud their sentences.	Ss look for information in the texts and write some sentences.	T may give examples to help Ss understand the instructions. Ss read the sentences aloud.
Transition: Do you know any other constellations apart from the ones mentioned in the cards? Let's visit a webpage to learn more about constellations around the world.			

(5 mins)	<p>T asks Ss to get in pairs and visit the webpage <i>Figures in the Sky</i> at https://figuresinthesky.visualcinnamon.com. T asks Ss to surf the web and write five pieces of information from the web.</p>	<p>Ss visit the the webpage Figures in the Sky and choose and write five pieces of information from the site.</p>	<p>T may help Ss with navigating the webpage. Ss read the sentences aloud.</p>
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Follow up: PROJECT: CREATE YOUR OWN CONSTELLATION

What image do you see in the sky? Choose one of the following star maps and...

1. Try to see a pattern, is it an object? A person? An animal?
2. Draw your constellation on the stars.
3. Give your constellation a name.
4. Write an origin story for your constellation. You can relate it to something that is important to you, a children's story, a person, an activity, etc.

Remember that bigger dots are brighter stars, so use those as anchors to your picture.

Theme: The world of Science.

Topic: 4. How my body works under extreme conditions.

Aims:

- to develop Ss' reading skills by working with an interview.
- to create a stress-free atmosphere.
- to foster Ss' speaking skills by giving them the opportunity to express their ideas.
- to raise awareness of our health care by asking Ss to research on skin issues.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss two pictures and asks them to describe them (hot and cold weather conditions).</p> <p>T provides Ss with some body reactions and asks them to classify them according to hot and cold conditions.</p> <p>KEY</p> <p><u>How hypothermia impacts the body.</u></p> <p>Shivering</p> <p>Slow, weak pulse</p> <p>Clumsiness and loss of coordination</p> <p>Shallow, slow breathing</p> <p>Slurred or mumbled speech</p> <p>Numb hands and fingers</p> <p><u>How heat impacts the body.</u></p> <p>Altered mental state</p> <p>Alteration in sweating</p> <p>Nausea and vomiting</p> <p>Flushed skin</p> <p>Rapid breathing</p> <p>Racing heart rate</p> <p>Headache</p>	<p>Ss look at the pictures and describe the situations there.</p> <p>Ss read the different body reactions and classify them according to hot or cold conditions.</p>	<p>T monitors the activity and acts as a facilitator in case Ss need help with vocabulary.</p>
Transition: Let's meet a woman who embarked on a mission to one of the coldest places on Earth.			

10 (minutes)	<p>T asks Ss to read an interview with Dr. Silvana Benítez Castro and correct these statements about her experience.</p> <p>1- Silvana decided to go to Antarctica to meet new people. 2- The operational support team is made up of soldiers. 3- Accessing fresh food is very simple. 4- In case of an emergency all members of the base can decide what to do. 5- Flying to Punta Arenas is not complicated at all.</p> <p>T asks Ss to read the interview again and complete the sentences with the correct information.</p> <p>1- The requirements to take part in this type of mission depend on 2- Scientists from all over the world come to BCAA to 3- Soldiers from the three Armed Forces are part of the operational staff because 4- Frozen and non-perishable food is stored in 5- The emergency equipment includes</p> <p>KEY 1- The requirements to take part in this type of mission depend on <i>whether the person is</i></p>	<p>Ss read the interview with Dr. Silvana Benítez Castro and correct the statements.</p> <p>Ss read the interview again and complete the sentences with the correct information.</p>	<p>T monitors the activity.</p> <p>KEY 1- Silvana decided to go to Antarctica to see its landscape and fauna. 2- The operational support team is made up of the Chief, a mechanic, an electrician, a diver, a cook, a doctor, a meteorologist and a communication specialist. 3- Access to fresh fruits and vegetables is not possible. 4- The doctor is the one that evaluates the seriousness of the situation, deciding if it is necessary to evacuate the person by plane to the mainland in Punta Arenas or if treatment can be deferred. 5- Getting to Punta Arenas is not simple because the weather conditions are not always right for flying.</p>
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	<p><i>going to integrate within the operational staff of the base or is going to go on a research mission</i></p> <p>2- Scientists from all over the world come to BCAA to <i>do research projects</i>.</p> <p>3- Soldiers from the three Armed Forces are part of the operational staff because <i>of their training, because of their experience, because of their discipline and also because of logistical issues</i>.</p> <p>4- Frozen and non-perishable food is stored in <i>a thermally conditioned warehouse</i>.</p> <p>5- The emergency equipment includes <i>a cardiac defibrillator, monitor, medication and appropriate instruments for advanced resuscitation if it has to be performed</i>.</p>		
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Transition: Dr. Benitez mentions some things we must consider when exposed to cold weather.

(10 mins)	<p>T asks Ss to read the second part of the interview and take notes on the tips that Dr. Benitez Castro mentions in the article:</p> <p>TAKING CARE OF YOUR BODY IN COLD WEATHER.</p> <p>T asks Ss to share their notes orally.</p>	<p>Ss read the second part of the interview and take notes on the tips about taking care of our body in cold weather.</p> <p>Ss share their findings orally with the rest of the class.</p>	<p>T acts as a facilitator in case Ss have trouble finding the information needed.</p>
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Transition: Moving from Antarctica to the north of our country, for example, can make our bodies suffer because of the heat. Let's look at the information from the World Health Organization.

(5 mins)	<p>T provides Ss with 4 pictures that belong to the World Health Organization.</p> <p>T asks Ss to make a list of the 5 most important things we should do to look after ourselves during a heatwave.</p>	<p>Ss read the information from the World Health Organization and choose 5 things we should do to look after ourselves during a heatwave.</p>	<p>T encourages Ss to choose the 5 things that are more important for each student according to his/her own experience.</p>
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Follow up: Raising awareness of the impact of extreme conditions on our bodies.

T tasks Ss to find information about skin cancer in our country.

What things should we do to take care of our skin?

How many cases of skin cancer are detected in Uruguay every year?

Theme: The world of Science.

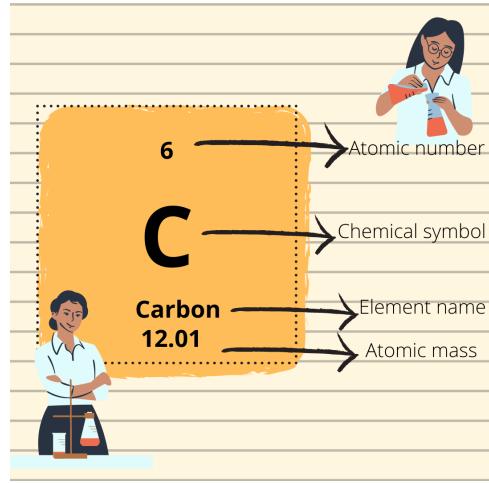
Topic: 5. Just a matter of elements.

Aims:

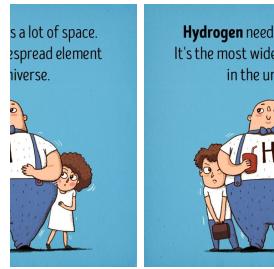
- to work interdisciplinary with the Chemistry teacher.
- to use English as a means to talk about another subject.
- to foster Ss' imagination by asking them to figure out the meaning of some puns.
- to lower Ss' affective filters by playing a game.
- to motivate Ss and create a nice atmosphere by working with some puns.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes these terms on the whiteboard and elicits the words PERIODIC TABLE from the Ss.</p> <p>Elements Symbol Period Group Atomic number</p> <p>T asks Ss if they know the names of some elements in English.</p> <p>T asks Ss to order the words to form the names of the 5 most important elements also known as the bulk elements.</p> <p>N Y G O E X B C R A O N R N Y D O E H G T R E I N N O G F S U U L R</p> <p>Information for the T: Living organisms contain relatively large amounts of oxygen, carbon, hydrogen, nitrogen, and sulfur (these five elements are known as the bulk elements)</p>	<p>Ss say if they know the names of the elements in English.</p> <p>Ss order the words to form the names of the five most important elements.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p> <p>KEY N Y G O E X (OXYGEN) B C R A O N (CARBON) R N Y D O E H G (HYDROGEN) T R E I N N O G (NITROGEN) F S U U L R (SULFUR)</p>

Transition: How much do you know about the periodic table of elements? Let's revise some information about it.

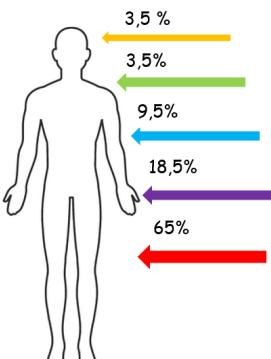
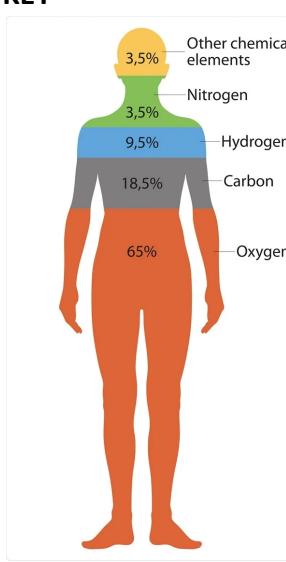
10 (minutes)	<p>T tasks Ss to match the two halves to make sentences.</p> <p>T provides Ss with a simple diagram of one element of the periodic table and they have to complete it with the words in bold from the sentences above.</p> <p>Key</p> 	<p>Ss match the two halves to make sentences.</p> <p>Ss complete a diagram with the words in bold from the previous sentences.</p>	<p>T monitors while Ss work on the task.</p> <p>Key 1-e / 2-h / 3-b / 4-f / 5-a / 6-c / 7-g / 8-d</p>
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Transition: Some people may think science is boring. However, these puns prove this is wrong.

(10 mins)	<p>T invites Ss to play a memory game.</p> <p>T tasks Ss to gather around the board game and explains that the game is based on chemistry puns.</p> <p>(T must print two copies of each pun cut in halves)</p> <p>T tasks Ss to go to the board.</p> <p>The aim of the activity is to get an element for each student.</p> <p>(Don't put these pics on the board)</p> 	<p>Ss play a memory game.</p> <p>Ss go to the board.</p>	<p>T monitors the activity and helps Ss understand the puns.</p>
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	<p>After each S has an element of his/ her own, T asks Ss to get in pairs.</p> <p>T asks each pair to get together and explain their pun to the rest of the class.</p> <p>T may allow Ss to use Spanish to complete this activity.</p>	<p>Ss get in pairs and explain their puns to the rest of the class.</p>	
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Transition: Did you know the human body is approximately 99% composed of just six elements? Oxygen, hydrogen, nitrogen, carbon, calcium, and phosphorus. Another five elements make up about 0.85% of the remaining mass: sulfur, potassium, sodium, chlorine, and magnesium. All of these 11 elements are essential elements.

(5 mins)	<p>T gives Ss the silhouette of the human body with different percentages and asks Ss to pair up and write an element next to each percentage.</p> <p>T gives Ss these words: OXYGEN, OTHER CHEMICAL ELEMENTS, NITROGEN, HYDROGEN, CARBON.</p> <p>T tells Ss they can ask for help from the Chemistry teacher or the internet.</p> 	<p>Ss get in pairs and write the given element next to a percentage.</p>	<p>KEY</p> 
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Follow up: T asks Ss to think about the following situation.
 Emma is suffering from a terrible stomachache, probably due to a huge pizza she had the day before.
 She asks her granny for advice and this is what her granny sends her.
 Why do you think her granny advises her to take an antacid pill?

Theme: The world of Science.

Topic: 6. A place worth fighting for.

Aims:

- to develop Ss' speaking skills by giving their opinions and describing their feelings.
- to foster Ss' critical thinking by asking them to develop their ideas about how to protect the world.
- to improve Ss' reading skills by working with a text about Tucson.
- to create a stress-free atmosphere so Ss can express their ideas.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T provides Ss with the following headline and asks Ss to interpret it.</p> <p><i>"The Earth is unique in its capacity for life."</i></p> <p>T provides Ss with an SOS BOX</p> <p>T shares two pictures with Ss. One of the pictures was taken by Bryn Sharp in the USA. The other picture belongs to Uy. T asks Ss to get in pairs and look at the pictures.</p> <p>T asks Ss to write three ideas in which the Earth shows its capacity in both landscapes.</p> <p>T asks Ss to share their ideas with the rest of the class.</p>	<p>Ss read a headline and interpret it.</p> <p>Ss get in pairs and look at the pictures.</p> <p>Ss write three ideas in which the Earth shows its capacity in both landscapes.</p> <p>Ss share their ideas with the rest of the class.</p>	<p>T monitors while Ss express their ideas.</p> <p>T encourages Ss by providing some language they may need.</p>

Transition: Did you know that each species has a special role to keep the planet healthy?

10 (minutes)	<p>T tasks Ss to watch the first 2 minutes of the video and complete a chart:</p> <p>https://www.youtube.com/watch?v=JdWQJg2OkJs</p>	<p>Ss watch the first 2 minutes of a video and complete a chart.</p>	<p>T checks instructions.</p>
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	<p>In your opinion,</p> <ul style="list-style-type: none"> -the most breathtaking landscape is... -the most interesting animal is... -the most impressive animal.. -the weirdest fish is... -some actions human beings can take in order to protect the planet are... <p>T asks Ss to share their ideas with the rest of the class.</p>		T encourages Ss to participate.
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Transition: Being the Earth such a small place in the whole universe it's incredibly the amount of landscapes and forms of life possible.

(10 mins)	<p>T asks Ss to read the text about Tucson and answer the following questions.</p> <ol style="list-style-type: none"> 1. Where is Tucson? 2. Why has it become a popular destination? 3. What sports can you practice in Tucson? 4. Why is November a special month in this place? 5. Why do you have to keep your eyes open? <p>KEY</p> <ol style="list-style-type: none"> 1. It is a city located in the United States. 2. Because it is a place where people can go and practice different outdoor activities. 3. You can practice rock climbing, cycling, mountain biking and hiking. 4. During November a cycling charity event takes place in Tucson. 5. You have to keep your eyes open in order not to be eaten by a wild jaguar. 	<p>Ss read the text about Tucson and answer the given questions.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p>
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Transition: Would you like to visit this place? How do you think it would feel to visit it?

(5 mins)	<p>T asks Ss to look at some pictures and choose a place they would like to visit.</p> <p>T asks Ss to give reasons for their choices.</p> <p>T gives Ss an SOS BOX</p>	<p>Ss look at some pictures and choose a place they would like to visit.</p> <p>Ss use an SOS BOX to express their ideas.</p>	<p>T monitors while Ss work on the task.</p>
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Follow up: T asks Ss to choose a place they think is worth fighting for and prepare a leaflet about that place.

Topic: 7. Caution: Security in the lab

Aims:

- To learn the basic lab safety rules
- To reflect on safety in different situations
- To practice reading skills
- To practice speaking skills



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss ten safety pictograms and asks Ss to match the pictograms with their meanings.	Ss recognize the pictograms and what they stand for. Ss match the pictograms with their meanings.	T elicits vocabulary and activates previous knowledge. KEY: 1- FLAMMABLE 2- RISK OF EXPLOSION 3- POISON 4- CORROSIVE 5- HIGH-VOLTAGE 6- BIOHAZARD 8- RADIATION 7- HIGH TEMPERATURES 9- HAZARDOUS TO THE ENVIRONMENT 10- ELECTRICITY

Transition: What are safety pictograms used for? In which places is it important to know the risks?

(5 mins)	T asks Ss to read a short dialogue between Linda and Nico in the chemistry laboratory and complete Linda's possible risks and Nico's recommendation about it.	Ss read the dialogue and complete the activity.	Oral correction will be done.
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Transition: Do you think it's important to wear protection when you're working in the science lab? What other security measures can you think of? Let's read the SCIENCE LAB TEN SAFETY TIPS infographics to learn more.

(10 mins)	T asks Ss to read the science lab ten safety tips infographics and place the titles in the correct place.	Ss read the infographics and do the activity.	T monitors while ss are working. T checks understanding by asking questions.
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			<p>KEY:</p> <p>1- TEACHER SUPERVISION 2- DRESS APPROPRIATELY 3- FOLLOW INSTRUCTIONS 4- NO FOOD OR DRINKS 5- BE EMERGENCY READY 6- TURN OFF EVERYTHING 7- HANDLE WITH CARE 8- REPORT, REPORT, REPORT 9- KEEP A CLEAN WORKPLACE 10- CLEAN UP</p>
(5 mins)	<p>T asks Ss to match some icons to words from the infographics.</p> <p>KEY:</p> <p>1- APRON 2- HEATING APPLIANCES 3- SPILLS 4- FUMES 5- TONGS 6- GLASSWARE 7- GLOVES 8- GOGGLES 9- SINK</p>	Ss match the icons to the words.	Oral correction will be done.
(10 mins)	<p>T asks Ss to read the tips again and copy at least two instructions related to these safety areas:</p> <ul style="list-style-type: none"> - <i>Cleaning & disposal procedures</i> - <i>Proper attire</i> - <i>Heating procedures</i> - <i>Emergency procedures</i> - <i>Personal safety</i> - <i>Use of chemicals</i> 	Ss read the infographics again and write the instructions related to those areas.	<p>T monitors while Ss are working.</p> <p>T can give some examples to motivate Ss.</p> <p>Ss share answers with the class.</p>
Transition: Now, let's see if you can put those tips to work.			
(10 mins)	<p>T asks Ss to get in pairs and read some laboratory scenarios where safety measures are not being followed and write a piece of advice for each of them.</p> <p>T asks Ss to share their pieces of advise with the rest of the class.</p>	<p>Ss get in pairs, read the laboratory scenarios and write the pieces of advice.</p> <p>Ss share their work with the class.</p>	<p>T monitors while ss are working.</p> <p>T checks understanding by asking questions.</p> <p>Ss share the pieces of advice with the class.</p>
<p>Follow up: Work in groups. Each group will create a safety poster that illustrates one of the safety tips covered in the infographics. You will work on the posters in class and present them to the class after they are completed.</p>			

Theme: The world of Science.



Topic: 8. Be careful! There is an apple falling down!

Aims:

- To talk about Newton and his gravity law.
- To foster reading skills.
- To promote a comfortable atmosphere.
- To encourage Ss oral participation.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T tasks Ss to look at the pictures and try to find a secret word connected to a great discovery from the 17th century. Pictures from: www.pixaby.com www.wikicommons.com https://png.pngtree.com https://freesvg.org/decorative-r	Ss look at the pictures and try to find a connection between them. Ss find the secret word (gravity)	T elicits vocabulary from Ss. T activates previous knowledge. T encourages oral participation. T lowers the effective filter.

Transition: Have you ever wondered why do astronauts float? Or why do things fall down?

7 (minutes)	T tasks Ss to complete the introduction of the text using words from the previous activity. Picture from: www.pinterest.com	Ss complete the introduction using words from the previous activity.	T monitors while Ss are working. Feedback is done orally.
(10 mins)	T tasks Ss to read the text again and find antonyms. T tasks Ss to use the antonyms to write sentences about Newton.	Ss read the text and find antonyms. Ss write sentences using the antonyms	T may explain what an antonym is, and give some examples. T monitors while Ss are on task. T may help Ss if they need it. Feedback is given on the board, as a whole group.
(10 mins)	T tasks Ss to read the text again and write questions to the answers given.	Ss read the text again, then write the	T monitors while Ss work.

		questions to match each answer.	T may check understanding by modeling an example. T may review question words.
Transition: Do you consider Newton's gravity force law an important discovery? Do you know other Newton's laws? Which ones?			
(7 mins)	T tasks Ss to read about three more laws and match the definition to the correct one.	Ss match Newton's laws to the correct description.	T monitors while Ss are working. T may help Ss if it is necessary.
Transition: What have you learned today? What did you like the most about the topic? What else would you like to learn more about?			
(6 mins)	T tasks Ss to unscramble the words to write some fun facts about gravity. T tasks Ss to read the short explanation about weight and mass and to solve the physics problem.	Ss unscramble the words to write fun facts about Gravity. Ss read the explanation and solve the problem.	T monitors while Ss are on task. T monitors and gives feedback on the board.
Follow up: T tasks Ss to create an infographic to explain the Gravity force law.			

Theme: The world of Science.

Topic: 9. The power of green.

Aims:

- To read about medicinal plants.
- To work with vocabulary related to health care and illnesses.
- To revise phrases for making suggestions.
- To enhance the reading strategy: identifying the main ideas in a text.
- To deal with the importance of dividing the texts into paragraphs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks Ss to come to the board and smell something that is in a bag. T tells them they have to guess what the hidden object is. T shows them what is inside the bag. A chamomile plant. T asks Ss: -What do you know about this plant? -Have ever tried a chamomile tea?	Some Ss smell something that is in a bag. They try to guess what the hidden object is. Ss answer the T's questions.	T elicits different words from the Ss.
Transition: This plant is considered to have some benefits for your health. Plants that have benefits can be called: medicinal plants.			
(6 mins)	T asks Ss to read the text about medicinal plants and label the pictures with the corresponding words or phrases. T suggest working in pairs.	Ss get in pairs. They read the text about medicinal plants and label the pictures with the corresponding words or phrases.	Oral correction will be done.
Transition: Do you know any other medicinal plant? Let's learn more about other medicinal plants?			
(7 mins)	T asks Ss to read the text again and find: 1- <i>To types of medicines:</i> 2- <i>The disadvantages of herbal remedies:</i>	Ss read the text again and look for some information required.	Ss come to the board to write the answers.

	<p>3- <i>The people who shouldn't use herbal medicines:</i></p> <p>4- <i>The risk manufactured medicines may have:</i></p> <p>5- <i>The person you should talk to before taking a herbal medicine:</i></p>		
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Transition: What kind of benefits do you think these medicinal plants have? Let's find out!

(8 mins)	T asks Ss to match the pictures and the possible benefits to the corresponding medicinal plants. T asks Ss to read the text again to check their answers.	Ss match the pictures and the possible benefits to the corresponding medicinal plants.	T asks Ss to read aloud their answers.
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Transition: Do you remember the medicinal plants' benefits? What herbal remedy would you suggest to these people according to their medical situation?

(6 mins)	T asks Ss to read some sentences and make suggestions to the people according to their medical situation. T tells Ss to use phrases from the SOS Box.	Ss read the medical situations presented and make suggestions to the people.	Ss share their answers orally.
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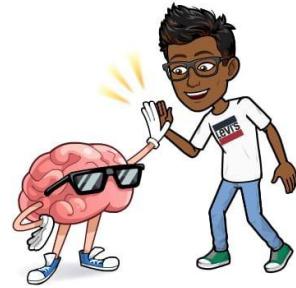
Transition: Why do some people take herbal remedies? Let's find out!

(6 mins)	T asks Ss to read a text about the reasons why people take herbal remedies and to complete it with words from the table.	Ss read the text and fill in the blanks.	Ss read the text aloud to do the correction. T writes the answers on the board.
(7 mins)	T asks Ss to read the text again, look for important ideas and underline them. T explains that once they have found those main ideas, they have to divide the text into paragraphs. T explains Ss what a paragraph is. T asks Ss:	<p>-<i>Why are paragraphs important in a text?</i></p> <p>-<i>How many paragraphs could be created?</i></p> <p>-<i>Where would each paragraph begin and finish?</i></p>	T asks each pair of Ss to share their answers with another pair of students.

Project: Work in pairs and look for five more medicinal plants. You may want to ask your grandparents or any other relatives. Ask them if they take herbal medicines and the reasons for taking or not taking them. Take notes of the ones they mention, where they can be found, how they should be taken, the benefits they may have, etc. Make a video explaining who provided you the information and all your findings to your classmates.

Theme: The world of Science.

Topic: 10. The strength of my brain.



Aims:

- to lower Ss' affective filters by creating a stress-free atmosphere.
- to motivate Ss by working with different visual aids.
- to foster Ss' speaking skills by asking them to give their opinions about a certain topic.
- to develop Ss' reading skills by asking them to answer some questions about an infographic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows some pictures and asks Ss what they see. T provides Ss with an SOS BOX	Ss look at some pictures and say what they see. Ss use an SOS BOX to express their ideas.	T monitors while Ss work with the pictures. T encourages Ss to speak in L2.

Transition: How much do you know about our brain? Nico is doing some research about it. Let's see what he found.

10 (minutes)	<p>T writes on the board two truths and one lie:</p> <p><i>The brain is 90% water.</i> <i>The brain cells are called neurons.</i> <i>We have 65,000 thoughts a day.</i></p> <p>KEY</p> <p><i>The brain is 90% water. (LIE)</i> <i>The brain cells are called neurons. (TRUTH)</i> <i>We have 65,000 thoughts a day. (TRUTH)</i></p> <p>T provides Ss with an infographic so that they can check their answers.</p> <p>T tasks Ss to read the infographic and answer some questions.</p> <p>QUESTIONS</p>	<p>Ss read at three sentences and predict which are true and which one is a lie.</p> <p>Ss check their predictions with an infographic.</p>	<p>T fosters Ss' oral participation.</p> <p>T encourages Ss to express what they think in L2.</p> <p>KEY</p> <p>1- 25 % 2- Because it is busy processing everything that has</p>
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	<p>1- How much oxygen does the brain need? 2- Why is the brain more active when we are asleep? 3- What's the name of the chemical that makes you feel love? 4- Which hemisphere is in charge of creativity? 5- Which part of the brain controls our body's coordination?</p>	<p>Ss read the infographic and answer the given questions.</p>	<p>happened during the day. 3- Oxytocin. 4- The right hemisphere. 5- The cerebellum.</p>
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Transition: Working with others helps us reach higher levels of understanding. Let's work in pairs and find out more interesting facts about the brain.

(10 mins)	<p>T tasks Ss to get in pairs. T provides each Ss with an incomplete part of the infographic and questions. T tasks each Ss to ask questions to his/her partner to complete the missing information in their part of the infographics.</p> <p>T tasks each Ss to share the most interesting fact they learned in the previous activity with the rest of the class.</p>	<p>Ss get in pairs and ask questions to their partners to complete the missing information in their part of the infographic.</p>	<p>T checks instructions and acts as a facilitator by providing vocabulary Ss may not understand.</p>
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Transition: People may go to the gym to get more muscles and train their bodies. But do people exercise their brains?

(5 mins)	<p>T shares 7 train exercises to strengthen your mind and asks Ss to think of examples for each of the brain exercises.</p> <p>1- Take Care of Your Body 2- Learn Something New 3- Try Using Your Non-Dominant Hand 4- Socialize 5- Meditate 6- Play Brain Games</p> <p>T tasks Ss to create a poster to encourage people to do brain exercises.</p>	<p>Ss read 7 exercises to strengthen their minds and think of examples for each brain exercise.</p> <p>Ss create a poster to encourage people to do brain exercises.</p>	<p>T monitors the activity.</p>
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Follow up: T asks Ss to think about the following question.

Does the heart control the brain or is it the other way around?

T asks Ss to give their reasons to support their posture. T asks Ss to surf the net and check if their posture was right or wrong.

Theme: The world of Science.

Topic: 11. How do others influence me?

Aims:

- to promote critical thinking by asking Ss to come up with ideas to solve different situations.
- to foster team work by asking Ss to work cooperatively.
- to develop Ss' speaking skills by providing them with the chance to express their ideas.
- to motivate Ss by working with the trailer of a movie.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by telling Ss that the teens are taking part in a workshop.</p> <p>T asks Ss to get in groups of four.</p> <p>Each group receives a card with a situation and Ss need to come up with a solution for the problem.</p> <p>SITUATION A: Camila is worried about one of her friends, Nadia. Nadia has changed a lot since she started going out with a new group of friends. Camila has even seen Nadia smoking outside school, and Camila had never done that before.</p> <p>SITUATION B: Nico is worried about one of his friends, Pedro. Pedro's family is undergoing a very difficult economic situation and he had to take a part-time job to help his parents. The problem was that the other day after class, Nico saw Pedro's classmates laughing at him. Apparently, Pedro has no time to spend with his friends so he decided to quit his job.</p> <p>SITUATION C: Emma's best friend has been feeling very overwhelmed lately. Her parents get on her about doing homework. They always check her notebooks and they</p>	<p>Ss get in groups of four.</p> <p>Ss come up with a solution for a given situation.</p>	<p>T acts as a facilitator by eliciting words Ss may need.</p>

	<p>make her do the school work as soon as she gets home from school. That's why she doesn't have much free time.</p> <p>SOS BOX</p> <p>In my opinion, should /shouldn't If I were in <i>Emma's / Camila's / Nico's</i> shoes, I would I would tell to I would recommend that should / shouldn't</p>		
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Transition: In our everyday lives we have to solve and try to overcome different issues but it is sometimes better to solve them with others. Every group had a situation to solve. Let's share the situation and the results.

10 (minutes)	<p>T asks one member of each group to share their situation with the rest of the class.</p> <p>T elicits from Ss ways in which others can influence every person.</p> <p>T asks each Ss to think of a situation in which others tried to influence them in order to change their behavior.</p>	<p>One member of each group shares the situation with the rest of the class.</p> <p>Ss say in which ways others can influence every person.</p> <p>Ss think of a situation in which others tried to influence them in order to change their behavior.</p>	<p>T encourages Ss to participate.</p>
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Transition: Changing the way in which we act according to the people we are surrounded by can cause certain difficulties.

(10 mins)	<p>T invites Ss to watch the trailer of the film "Happiest season".</p> <p>T tasks Ss to answer the following questions:</p> <ul style="list-style-type: none"> -Who are the characters of the film? -What time of the year is it? -Where do they decide to go? -What is the main characters' family like? -Which is the conflict of the story? 	<p>Ss watch the trailer of the film.</p> <p>Ss answer the given questions.</p>	<p>T plays the trailer as many times as Ss require.</p>
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	T corrects the answers orally.		
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Transition: How much do you let other people influence your life?

(5 mins)	T asks Ss to get in pairs and discuss some quotes.	Ss reflect on some quotes.	T monitors while Ss work.
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Follow up: T shows Ss an acrostic and asks Ss to answer some questions. What message is the person trying to convey? In which situations do we try to influence others?

T asks Ss to work in pairs and create their own acrostic.

Theme: The world of Science.

Topic: 12. I am a social being.

Aims:

- To work with the characteristics of human beings as social species.
- To practice reading skills.
- To enhance the reading strategies: identification and organization of main ideas.
- To practice speaking.
- To work with social and emotional learning by describing a special person in Ss' lives.
- To practice writing.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T plays a song and asks Ss to listen to it (and not to watch it at this point) and say what they think the song is about. T suggests choosing an option from the ones provided. T shows the video of the song and asks Ss if their guesses were correct.	Ss listen to the song and try to guess what it is about. Ss watch the video of the song and check their guesses.	Ss share their answers and explain the reasons for their choices.
Transition: So, now that you watched the video, do you think having friends is important? Why? We human beings are social beings, what do you think that this concept involves? Let's read the text and find out!			
(8 mins)	T tasks Ss to read the text and look for aspects mentioned about each of the points: - <i>Importance of social life</i> - <i>Characteristics of social interaction</i> - <i>Ways of improving my social life</i> to complete the graphic organizer.	Ss read the text and look for aspects mentioned about some points to complete the graphic organizer.	Ss come to the board to complete the graphic organizer.
(6 mins)	T tasks Ss: - <i>What does the text indicate about these ideas? Are they GOOD IDEAS (G.I.) or BAD IDEAS (B.I.)? Why?</i> T tasks Ss to write G.I. or B.I. next to each sentence and justify their answers.	Ss read some sentences and decide if they are <i>GOOD IDEAS (G.I.)</i> or <i>BAD IDEAS (B.I.)</i> depending on what	Ss read aloud their answers.

		they find in the text. Ss justify their answers with ideas from the text.	
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Transition: As the text mentioned, social relations are important in our lives. What activities do you usually do with your friends or family?

(9 mins)	<p>T asks Ss to have a look at some activities people may do with their friends or family and mention what activities they are. For example: Number 1: Eat out</p> <p>T asks Ss to look for the 13 free time activities represented in the pictures in the wordsearch puzzle.</p>	<p>Ss working in pairs look at the pictures and mention what activities they are. Then, they look at those activities in the wordsearch puzzle.</p>	<p>T asks Ss to mention the different activities.</p> <p>T monitors to check Ss are finding the activities in the text.</p> <p>KEY:</p> <ul style="list-style-type: none"> 1.Eat out 2.Go camping 3.Read a book 4.Go to the movies 5.Watch a series 6.Go for a walk 7.Visit your family 8.Listen to music 9.Play a team sport 10.Ride a bike 11.Play a board game 12.Play video games 13.Go dancing
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Transition: Do you usually do some of these activities? Let's find out about our peers!

(9 mins)	<p>T asks Ss to work with a peer and ask him/her the questions from the table. T explains they have to add two more questions.</p> <p>Then, T explains they have to write down their friend's answers in the "Friend 1" column.</p>	<p>Ss work in pairs. They have to ask each other the questions from the table and ask two more questions.</p> <p>Then, they have to listen to their partner and complete "Friend 1".</p>	<p>T monitors Ss are in task. T checks pronunciation.</p>
(4 mins)	<p>T asks Ss to go to another group and report their friend's answers.</p> <p>For example: <i>Luciana eats out with her friends once a month.</i></p>	<p>Ss go to another group and report their friend's answers.</p>	<p>T monitors and helps if necessary.</p>

	T explains that when they finish reporting, they have to listen to a friend from another group talking about his/her partner and complete the “Friend 2” column in their table.	Ss listen to a friend from another group reporting on his/her partner and complete the “Friend 2” column in the table.	
(5 mins)	T tasks Ss to write some sentences describing the activities their friend does in his/her leisure time. For example: <i>José sometimes goes camping with his family.</i>	Ss write some sentences describing the activities their friend does in his/her leisure time.	Ss share some of their sentences.

Follow up: Write about a special person for you, it can be your best friend, your sister, a cousin or any other person that you consider special. Explain the reasons why the person is so special, how long you have known each other, describe the person’s character and you can also include an anecdote of the two of you together.

(The following class, the students are going to exchange pieces of writing and make some comments or questions on their friend’s writing.)

Project:

First part: Write about a special person for you, it can be your best friend, your sister, a cousin or any other person that you consider special. Explain the reasons why the person is so special, how long you have known each other, describe the person’s character and you can also include an anecdote of the two of you together.

Second part: Read the text that you write to that special person and take a picture of the two of you together (if possible). What did the person tell you? How did he/she feel? Write his/her reaction under your piece of writing. Then, prepare a bulletin board in the classroom with all the texts and pictures.

Theme: The world of Science.

Topic: 13. Women in science

Aims:

- to motivate Ss by working with some riddles.
- to develop Ss' reading skills by working with a text about a famous scientist.
- to foster Ss' writing skills by working with a chart with information about different scientists.
- to lower Ss' affective filter by working with different visual aids.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Cami is reading about important women through history. While reading an article she found some information about Caroline Herschel.</p> <p>T sticks a photo of a woman on the board and tells Ss her name is Caroline Herschel.</p> <p>T asks Ss to solve some riddles to see if they can guess the woman's profession.</p> <p>Although I'm not a window I am something you look through I'm often on a tripod Things in space I help you view (Telescope)</p> <p>There are millions of these things Which are seen in the sky at night The closest one to planet Earth Is called the sun which shines so bright.</p> <p>I am something in the sky That seems to shine at night However, I'm not a star I am Earth's satellite.</p> <p>This can be seen up in the sky</p>	<p>Ss pay attention to the T.</p> <p>Ss solve the riddles to guess the woman's profession.</p>	<p>T acts as a facilitator in case Ss need help with vocabulary.</p> <p>KEY Although I'm not a window I am something you look through I'm often on a tripod Things in space I help you view (Telescope)</p> <p>There are millions of these things Which are seen in the sky at night The closest one to planet Earth Is called the sun which shines so bright (Stars)</p>

	<p>But it is not a kite It is a giant ball of gas Which gives you heat and light.</p> <p>T elicits the word “astronomer”</p>		<p>I am something in the sky That seems to shine at night However, I’m not a star I am Earth’s satellite (The moon)</p> <p>This can be seen up in the sky But it is not a kite It is a giant ball of gas Which gives you heat and light. (the sun)</p>
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Transition: When people think of scientists they tend to think of men. Did you know there are lots of women who have contributed to the world of science? Can you name some of them?

10 (minutes)	<p>Caroline Herschel was the first woman officially recognized in a scientific position.</p> <p>T tasks Ss to read about Caroline and fill in the blanks with the correct option.</p> <p>T tasks Ss to interpret the inscription on her tombstone. “<i>The eyes of her who is glorified here below turned to the starry heavens.</i>”</p>	<p>Ss read the text and complete it with the correct option.</p> <p>Ss discuss the meaning of the inscription.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p> <p>KEY 1- A 2- A 3- C 4- A 5- B</p>
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Transition: Cami would like to know about other women who contributed to science. Let's learn more about these great women.

(10 mins)	<p>T tasks Ss to get in groups of four.</p> <p>T gives each group a chart with missing information about important women who contributed to science.</p> <p>T tasks Ss to surf the internet, ask another T or even their classmates and complete the chart.</p>	<p>Ss get in groups of four.</p> <p>Ss surf the internet, ask another T or even their classmates and complete the chart.</p>	<p>T monitors while Ss work on the task.</p> <p>T encourages Ss to ask for help to complete the chart.</p>
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Transition: Marie Curie was also a great woman who greatly contributed to science. Let's read something she claimed.

(5 mins)	<p>T shows Ss a quote from a famous scientist and asks them to give their opinions about it.</p> <p><i>"Life is not easy for any of us. But what of that? We must have perseverance and, above all, confidence in ourselves. We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained". Marie Curie</i></p> <p>Photo source: https://elpais.com/elpais/2011/11/22/mujeres/1321941840_132194.html</p>	<p>Ss read the quote from a famous scientist and give their opinion about it.</p>	<p>T acts as a facilitator in case Ss need help to express their opinions.</p>
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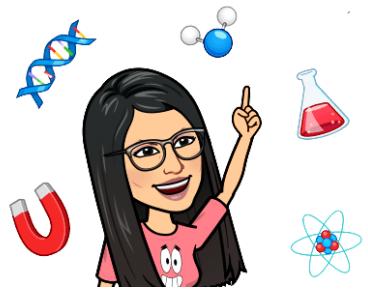
Follow up: T asks Ss to create a presentation about the scientist they got in the complete the chart activity. T tells Ss to use the expressions in bold from the text about Caroline Herschel.

Theme: The world of Science.

Topic: 14. The role of science

Aims:

- To foster reading skills
- To encourage Ss oral participation using L2
- To make Ss aware of the importance of Science
- To introduce new vocabulary connected to the topic
- To promote critical thinking



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss if they are interested in Science and asks them to mention where in the class they can see "science". T asks Ss to think one word to each letter of the word Science.	Ss express their opinion about the importance of science. Ss observe the classroom and say where there is science.	To lower the affective filter. To encourage oral participation. To elicit vocabulary from Ss. To activate Ss schemata.

Transition: In which ways does Science change the way we live?

7 (minutes)	T asks Ss to match some words to the correct definition. <i>A- high-yield</i> <i>B- biologists</i> <i>C- antibiotics</i> <i>D- fertilizers</i> <i>E- disease</i>	Ss match words from 1- 5 with definitions from a- d.	T monitors while Ss work. T may help Ss if they need it. T provides feedback on the board.
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Transition: Can you imagine a day in your life without science? How would it be?

(7 mins)	T asks Ss to read the text and write the correct title in the paragraphs.	Ss read the text and put the correct titles in the paragraphs.	T monitors while Ss are working.
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			T checks understanding by asking questions.
10 (mins)	Tasks Ss to read the text and answer some questions.	Ss read the text and answer some questions.	T monitors while Ss are working. T provides feedback as a whole group.
8 (mins)	T asks Ss to read the text again and solve the word search. T asks ss to label the pictures. <i>germs - battery - food - magnetism- light- vaccination- harvest- faucet- chemistry - pesticides.</i>	Ss read the text to find words in the wordsearch. Ss label the pictures when they find the correct word.	T may help Ss by exploiting the pictures. T may model an example to ensure Ss understanding.

Transition: In your opinion, which is the most important scientific discovery? Why?

(6 mins)	T tasks Ss to complete an exit ticket before they leave the class.	Ss complete the exit ticket.	T monitors while Ss work. T encourages oral participation to share their opinion.
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Follow up:

Guidaí needs your help to prepare her science project.

Choose one of the following topics and create a tri fold board:

Topic 1: Science is everywhere!

Topic 2: How useful is science in our lives?

Topic 3: Science from past to the present.

Theme: The world of Science.

Topic: 15. How can things be explained in terms of “ordinary” and “extraordinary”?

Aims:

- to motivate Ss by working with a topic most of them like.
- to create a stress-free atmosphere by working with a sound from nature.
- to foster Ss' speaking skills by asking them to express their ideas.
- to foster Ss' social emotional learning by asking them to express their feelings by listening to a sound made by a bird.
- to develop Ss' reading skills by working with a text about a special bird.
- to develop Ss' writing skills by asking them to write a text using some given questions as a guidance.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by telling Ss Freddie is with a bird fan called Osvaldo. He is a member of a group called "Aves de Salinas Uruguay". They're in the countryside watching birds and listening to their songs. This is a sound that called Freddie's attention.</p> <p>T asks Ss to listen and take notes on sensations they feel.</p> <p>T tells Ss that that sound belongs to a very strange bird called "Pájaro Fantasma" and asks Ss: What message do you think the bird tries to transmit?</p> <p>T tells Ss that there's a legend about this bird.</p> <p>T asks Ss to read about it and answer some questions orally:</p> <p>1- What does the Urutaú look like? 2- Where can they be seen? 3- Who are the main characters in the legend? 4- What happened to Ñeambiú at the end?</p>	<p>Ss listen to a sound and take notes on sensations they feel.</p>	<p>T tells Ss there are no right or wrong answers in this task.</p> <p>T fosters Ss participation.</p>

		<p>Ss say what message they think the bird wants to transmit.</p> <p>Ss read the legend and answer some questions orally.</p>	<p>Key</p> <p>1- It has black and brown plumage to camouflage itself among trees. It has huge eyes and a wide mouth.</p> <p>2- On dead branches.</p> <p>3- Ñeambiú (a young Guaraní girl), Cuimbaé (an imprisoned warrior), Caá-Porá (a horrifying monster) and Aguará-Payé (the wizard of the tribe).</p> <p>4- She was soon transformed into a bird: the urutaú.</p>
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Transition: There are other legends in the countryside. Let's read about a very famous one.

10 (minutes)	<p>T tasks Ss to read the first part of a text about the “luz mala” and say whether the statements are true or false. Ss have to correct the false ones.</p> <p>1- The fluorescence can be seen everywhere.</p> <p>2- Some people believe that if you see the “luz mala”, you will die.</p> <p>3- If the light you see is green, it means it's good.</p> <p>4- To save yourself from the “luz mala” you have to bite a gun.</p> <p>5- Some people think that the lights they see in Sierra de las Áimas represent the spirits of dead Charrúas.</p>	<p>Ss read the text and say if the statements are true or false. Then, Ss correct the false ones.</p>	<p>T monitors while Ss work with the text.</p> <p>T acts as a facilitator by eliciting words Ss may need.</p> <p>KEY</p> <p>1- The fluorescence can be seen everywhere. (F) <i>It can only be seen in cemeteries and in the countryside, especially in taperas.</i></p> <p>2- Some people believe that if you see the “luz mala”, you will die. (T)</p>
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			<p>3- If the light you see is green, it means it's good. (F) <i>The greener the light, the more evil it is.</i></p> <p>4- To save yourself from the "luz mala" you have to bite a gun. (F) <i>You should bite the sheath of the knife.</i></p> <p>5- Some people think that the lights they see in Sierra de las Ánimas represent the spirits of dead Charrúas. (T)</p>
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Transition: Let's see what science has to say about it.

<p>(10 mins)</p>	<p>T tasks Ss to read the second part of the text and complete the sentences about it.</p> <p>1- One of the two scientific explanations of "luz mala" says that the "luz mala" is caused by</p> <p>2- Fatuous fire is</p> <p>3- In 1776 Alessandro Volta</p> <p>4- Nowadays, we know that most fireworks</p> <p>5- Photon emissions are caused by</p>	<p>Ss read the other part of the text and complete the given sentences.</p>	<p>T checks instructions.</p> <p>T monitors while Ss work on the text.</p> <p>KEY</p> <p>1- One of the two scientific explanations of "luz mala" says that the "luz mala" is caused by the reflection of the light of the moon in the bones of dead animals in the field.</p> <p>2- Fatuous fire is a phenomenon consisting of the inflammation of certain materials that rise from animal or vegetable</p>
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			<p>substances in the process of decay.</p> <p>3- In 1776 Alessandro Volta first attempted to find a scientific explanation for the phenomenon.</p> <p>4- Nowadays, we know that most fireworks are caused by the oxidation of phosphane, diphosphane and methane.</p> <p>5- Photon emissions are caused by the decomposition of organic matter.</p>
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Transition: Do you believe in legends? Or do you have a more scientific mind?

(5 mins)	<p>T tasks Ss to take this quiz and find out how superstitious they are.</p> <p>HOW SUPERSTITIOUS ARE YOU?</p> <p>1- Would you ever open up an umbrella inside your house?</p> <p>2- Do you cross your fingers to wish for luck?</p> <p>3- If you're walking down the street and you see a ladder, would you walk under it?</p> <p>4- If you break a mirror, do you think you'll get 7 years of bad luck?</p> <p>5- If a black cat crosses your path, do you run away?</p> <p>6- Do you believe that Friday the 13th is an unlucky day?</p> <p>7- Is it good luck to find a horseshoe?</p> <p>8- Will you throw a coin into a fountain to bring you good luck?</p> <p>9- Do you have any lucky charms?</p> <p>10- Do you believe in ghosts?</p> <p>QUESTIONS 1 and 3 YES: 0 point</p>	<p>Ss take the quiz and share the results with the class.</p>	<p>T acts as a facilitator by eliciting words Ss may need to take they quiz.</p>
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	<p>NO: 1 point</p> <p>QUESTIONS 2, 4,5,6,7,8,9,10:</p> <p>YES: 1 point</p> <p>NO: 0 point</p> <p>RESULTS</p> <p>0-2 points: You definitely believe in what you see. These things don't interest you at all.</p> <p>3- 5 points: You are still not so sure whether things can be explained through science or not. You need to find more evidence to make up your mind.</p> <p>6-7 points: You are 100% superstitious! You pay a lot of attention to black animals crossing by and will probably stay home on Friday 13th.</p> <p>T asks Ss to share their results.</p>		
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Follow up:

WRITING: Write a text about the Aruera legend in about 100 words. Use these questions as a guide to help you.

- 1- Who was Aruera?
- 2- What did she do every time she fell in love?
- 3- What happened when she got tired of being betrayed?
- 4- What's the role of the tree in the legend?
- 5- When does the Aruera "cry"?
- 6- How do you explain what happens with the tree?