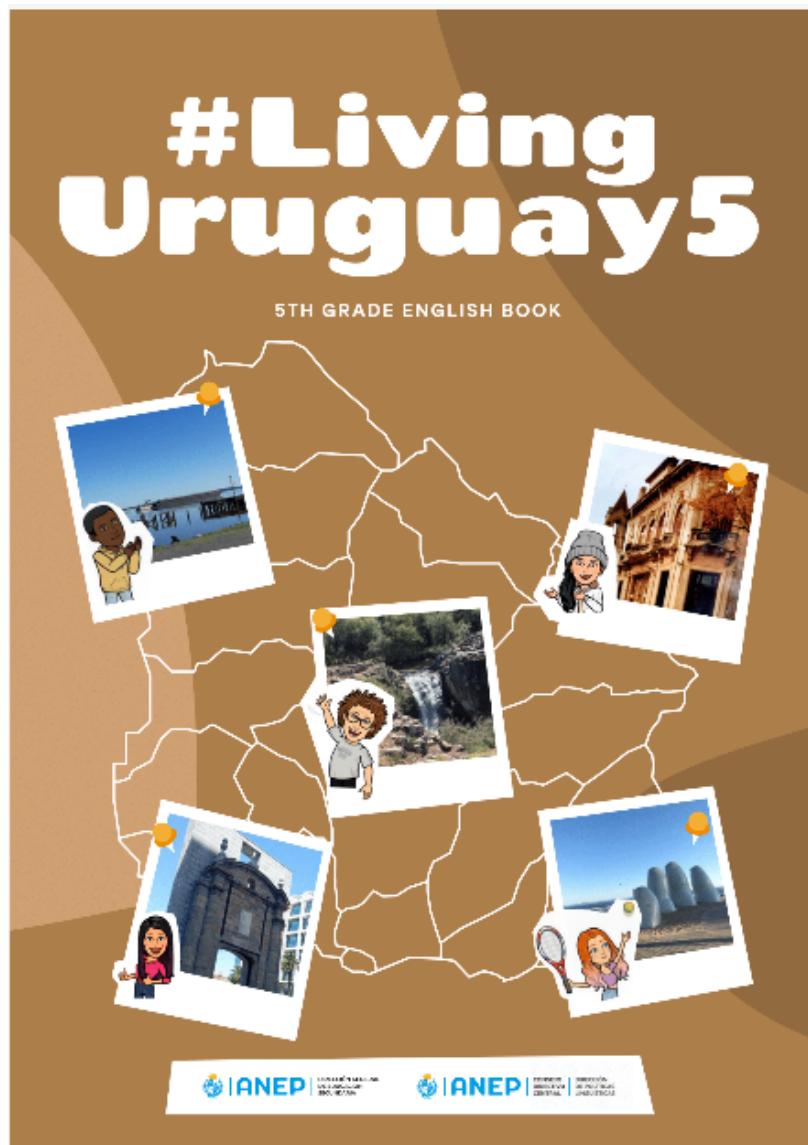


#LivingUruguay 5

LESSON PLANS



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UNIT 1:

BEING ENTERTAINED

IN URUGUAY

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

- discuss different ways of getting entertained in Uruguay.
- find out about how entertainment has changed and how our ancestors used to have fun.
- express your opinions about films and other ways of entertainment.
- work on projects that can have an impact on society in general and our communities in particular.
- develop the ability to solve problems and face situations.
- present a wide array of forms to have fun and get entertained.

Theme: Being entertained in Uruguay

Topic: 1. Places to be entertained in my city

Aims:

- To introduce vocabulary connected to entertainment.
- To foster reading and writing skills.
- To promote a comfortable classroom atmosphere so Ss can express their opinion.
- To motivate Ss and encourage oral participation.
- To allow Ss to use imagination and creativity to produce a brochure about their city.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to label the pictures using words from the word cloud. T asks Ss to add three options and to create an entertainment ranking. Pictures from www.canva.com	Ss label the pictures. Ss add three options and order them into a ranking chart.	T elicits vocabulary by exploitation of pictures. T activates Ss's schemata.
Transition: Have you ever wondered how do people from other cities get entertained?			
10 (minutes)	T asks Ss to read the texts and answer the questions. Email template from: www.maxpixel.com	Ss read the texts and answer the questions.	T monitors while Ss work. T helps Ss when they need it. Feedback is provided as a wh group.
Transition: What did you like the most about Colin and Wendy's cities? Why?			
(10 mins)	T asks Ss to read the texts again and complete a Venn Diagram. T asks Ss to write sentences about both cities.	Ss read the text and complete a Venn Diagram. Ss use information from the diagram to write sentences about both cities.	T explains Ss how a Venn diagram is done. T may review comparative sentences. T monitors Ss while they are on task.
Transition: What about your city? Are there any options for entertainment?			
(8 mins)	T asks Ss to complete a chart with information about their cities.	Ss complete a chart with information about their city.	T monitors while Ss work. T may give them an example.

10 (mins)	T asks Ss to write an email to Camila telling her about things people do to be entertained in their city.	Ss write an email to Camila telling her about things to be entertained in their city.	T monitors while Ss are working.
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Follow up: T asks Ss to create a brochure with the different options of entertainment in their city.

Theme : Being entertained in Uruguay

Topic: 2. Soccer everywhere.

Aims:

- to share some aspects of Uruguayan culture and pride
- to research on other forms of entertainment in Uruguay.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T poses a question and gives three ideas to the students.	Ss first think of the three reasons the teacher gives. Then, they get in trios and discuss what the main reason for Uruguayan popularity could be	T monitors the activity. When ss finish their discussion, the teacher asks what the most popular reason is. All answers have to be considered correct.

Transition: For me, one of the main reasons to be famous is soccer. We have wonderful soccer players such as Cavani, Suarez.... And we became globally popular when we won the World Championship in 1950. I will invite you to play soccer in a different way.

10 (minutes)	<p>T asks Ss to jot down 10 things why Uruguay is famous abroad.</p> <p>T gives Ss 5 minutes to do this and asks ss to name a spokesperson.</p> <p>T asks spokespeople to sit in a circle and the other members of the group behind them.</p> <p>T gives ss a ball and the spokespeople have to say one reason and kick the ball to another person.</p>	<p>Ss write 10 things why Uruguay is famous abroad in the chart in the book.</p> <p>Ss sit in a circle.</p> <p>Ss say one reason they found and kick the ball to another spokesperson.</p> <p>They continue playing until everybody loses or until the teacher finds it necessary to</p>	<p>T monitors the students and helps when necessary.</p> <p>T monitors and if one person repeats the group fails.</p>
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		finish and continue with the class.	
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Transition: This game showed us that there are several reasons to be famous abroad. Let's find more info about this. Go to the browser you use and type: "What is Uruguay famous for?" and read three web pages from the ones you found.

(10 mins)	T gives ss time to read the web pages and asks them to answer three questions.	Ss read the articles and answer the questions.	T monitors and facilitates.
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Transition: I'm interested in what you found.

(5 mins)	T tasks ss to share what they have found and promotes oral interaction among learners.	Ss share what they found and talk about the topic.	T facilitates and encourages ss participation.
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Follow up:

Equality in soccer

In November 2021, the first female professional soccer match was held in Montevideo. It was a turning point in gender equality in the country. The mayor from Montevideo and the vice-president of the country (both women) attended the historical event. Find information about the event and complete the following activities.

When it took place	
Who took part in it	
Why they played	
Who won the match	
Some highlights of the event	

Now write sentences about the event. You have to write about 120 words.

Go back to the sentences and organize them by topics. Highlight the sentences according to the topics. For example, use a blue highlighter to refer to the information about the match and yellow to refer to the importance of the match.

Group the sentences into a paragraph. Think of one sentence that summarizes what you will say in the paragraph. This sentence is called "the topic sentence". Every sentence in the paragraph has to be coherent with the topic sentence.

Write a 120-word article, divided into paragraphs about the event.

Theme : Being entertained in Uruguay

Topic: 3. How entertainment has changed over the years.

Aims:

- To talk about the technological changes and its impact in entertainment.
- To foster listening skills.
- To recycle vocabulary related to technology.
- To encourage Ss to create a timeline.
- To give Ss the opportunity to debate on a topic.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	T asks Ss to look at the pictures and answer some questions. -What do they have in common? -Are they familiar to you? -How many of them do you have at home nowadays? Are they the same from the pictures?	Ss look at the pictures and answer the questions.	T elicits vocabulary from Ss. T activates Ss Schemata. Ss promotes a good classroom atmosphere so Ss can share their opinion.

Transition: What do you do to be entertained?

(6 mins)	T asks Ss to complete some sentences with words from a list.	Ss complete the sentences using words from the list.	T monitors while Ss work. Feedback is done on the board.
(6 minutes)	T asks Ss to get in pairs to complete a chart with the name of the pictures. T asks Ss to add the recent version of each device.	Ss work in pairs and complete the chart with the name of each item and its modern version.	T monitors while Ss are on task. Feedback is done on the board.

Transition: Do you consider technology an important source of entertainment? Why? Can you have fun without it ?

(5 mins)	T asks Ss to listen to Guidai's uncle talking about life in the 1980s and to tick the things he mentions.	Ss listen to the audio and tick the things from the list.	T monitors while Ss are working.
(10 mins)	T asks Ss to listen again and complete a chart.	Ss listen again to complete the chart	T may repeat the audio as many times as they need.

(7 mins)	T tasks Ss to listen again and choose the correct option to each statement.	Ss listen again and choose the correct option.	T make pauses so Ss can think before they choose the best option to each statement. Feedback is given as a whole group
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Transition: Imagine you have a time machine and you can travel to the past! Would you like to go to the 1980s? Why?

(5 mins)	T tasks Ss to complete the chart with information about themselves.	Ss complete the chart with information about themselves.	T may help Ss if they need it. T tasks Ss to share their answers with the rest of the class.
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Follow up: Let's debate!!!

Like everything in life, the different ways people have to entertain themselves have changed over the years. Some people believe that in the past, teenagers used to have better ways of having fun, but some others consider that this is completely wrong!

Guidaí and her class are preparing a debate about: **“Entertainment then and now”**.

Prepare your team and share your point of view!

PROJECT: create a timeline with information about technological advances in Entertainment.

Script

Life in the 1980s was nice! I was born in 1975 so I am a member of generation X. We didn't have the same options teens have nowadays to spend time, but we knew how to have fun anyway. Televisions in that time were black and white and very expensive. Only a few people could afford them. I remember that my best friend's dad bought one and allowed us to gather at his house to watch cartoons on Saturday afternoons, we loved Scooby Doo! When I was five years old I went with my dad to Centenario stadium to watch the final match Uruguay - Brasil, I will never forget that day when we won the World Cup!

During weekdays, after I arrived from school, my mom prepared me a cup of milk. Then we sat together to watch her favourite Indiana Jones movies or to listen to music. My favorite singer was Michael Jackson. He was my idol! I remember I used to dress like him. My favorite outfit was a military-style jacket, cropped trousers, and also a pair of cowboy boots. One of the best moments that I remember was when I won my first video game, I was twelve years old. It was a NINTENDO! I spent hours playing Mario Bros with my friends!

Theme: Entertainment

Topic: 4. My hobby as part of my identity

Aims:

- To discuss the concept of cosplay as a hobby.
- To read about activities in an event.
- To work with maps asking and giving directions.
- To practice reading skills.
- To practice speaking.
- To practice talking about the advantages and disadvantages of something



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks Ss to watch a short video of the 2019 Montevideo Comics Convention, and write five things that they see in the video. T asks Ss to come to the board to write their words.	Ss watch the video and write five things that they see in it. Ss go to the board to write the words.	T reads the words.
Transition: Did you know about the Montevideo Comics Convention? Have you ever been to it, or to a similar event?			
(5 mins)	T asks Ss to read the first part of a text about the Montevideo Comics and answer some questions.	Ss read the first part of the text and answer the questions.	Oral correction will be done.
(10 mins)	T asks Ss to read both parts of the text and complete a chart about the Montevideo Comics Convention. T asks Ss to read the <i>Did you know?</i> section to learn about cosplay.	Ss read the texts and complete the chart. Ss read the <i>Did you know?</i> section.	T monitors that Ss are on task. Ss complete the chart in the blackboard. T monitors Ss while they read the <i>Did you know?</i> section
Transition: Do you know any cosplayers? Have you ever dressed up in a cosplay? Let's read a short text about a girl who likes cosplay.			
(5 mins)	T asks Ss to read a text and complete sentences with information from it.	Ss read a text and complete sentences.	Oral correction will be done.

(10 mins)	<p>T asks Ss to get in groups and discuss:</p> <ul style="list-style-type: none"> - <i>Is cosplay more than a hobby?</i> - <i>Is cosplay a good thing?</i> - <i>Can you think of any advantages and disadvantages of doing cosplay?</i> 	<p>Ss get in groups and discuss.</p>	<p>T monitors that Ss are on task. T helps them to express their ideas if necessary. T checks pronunciation.</p>
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Transition: Elisa is in the Montevideo Comics Convention, and she needs some help to move around the different venues.

(10 mins)	<p>T asks Ss to look at a map and read a short dialogue asking for directions as an example.</p> <p>T asks Ss to get in pairs and take turns asking and giving directions using the map. T tells the Ss to use the SOS box for useful expressions.</p> <ul style="list-style-type: none"> - <i>Guidaí wants to visit the comics exhibition at the Spani Cultural Center.</i> - <i>At lunchtime, Nico wants to have pizzas.</i> - <i>Emma and Guidaí want to have an icecream.</i> - <i>They're going to spend the night at the Victoria Plaza hotel.</i> 	<p>Ss read the dialogue and look at the map.</p> <p>Ss get in pairs and take turns asking and giving directions to get to the different places.</p>	<p>T monitors that Ss are on task. T helps them to express their ideas if necessary. T checks pronunciation.</p>
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Follow up: Project: Design your cosplay.

Work in groups: Imagine you are going to group cosplay (e.g., the X-men, the Scooby Do gang, etc.).

- Decide which character is each of you going to cosplay.
- Write down the important characteristics or traits for each character in the group: *bald, warrior, strong, etc.*
- Draw or find a picture of each character's projected cosplay.
- Make a list of the items you need to create the cosplays: *clothing, accessories, wigs, shoes, etc.*
- Share your cosplay ideas with the class.

Theme: Being entertained in Uruguay

Topic: 5. Popular or unpopular way to get entertained in UY?



Aims:

- To talk about popular and unpopular ways to be entertained in Uruguay.
- To learn vocabulary related to Halloween.
- To practice reading.
- To work with a reading strategy: compare and contrast.
- To practice speaking.
- To enhance creativity by inventing a horror story.
- To work collaboratively while creating and acting out a horror story in teams.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks Ss: -What popular and unpopular ways to be entertained in Uruguay can you mention?	Ss answer the T's questions.	T elicits activities from the Ss and writes them on the board.

Transition: Before reading the text, let's try to predict what it is about.

(5 mins)	T asks Ss to think of some questions and try to answer them so as to predict what the text is about: 1- <i>Do you think that the text talks about different celebrations?</i> 2- <i>Do you think that it shares people's opinion about a specific celebration?</i> 3- <i>Does the text describe the characteristics of the celebration in different parts of the world?</i> 4- <i>Does the text mention that Halloween in Uruguay is unpopular?</i>	Ss read the questions and try to predict the content of the text.	T asks for volunteers to share their answers.
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Transition: Let's read the text and see if you were right.

(4 mins)	T asks Ss to read the text and find: - <i>Six common Halloween costumes:</i> - <i>Four objects seen in Halloween decoration:</i> - <i>Two religions:</i> - <i>Two nationalities:</i> - <i>The name of a scary Uruguayan character:</i>	Ss look for some words in the text.	Ss come to the board to write their answers. T corrects Ss' answers.
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(6 mins)	T tasks Ss to look for some words in the text and match them with the corresponding definitions.	Ss look for the words in the text and read them in context so as to understand their meaning. Then, they match the words with the corresponding definitions.	Ss read the words and the definitions they chose for them. Key: Throng - d Swirl - e Gorge - a Pagan - f Plea - b Haul - c
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Transition: Halloween is very popular in the U.S. and in some countries in Europe, but what happens in Uruguay? Is it becoming popular only with kids?

(7 mins)	T tasks Ss to read the text and complete the thinking map with some characteristics of how people celebrate Halloween in the U.S.A. and in Uruguay. T asks Ss to complete the white bubbles with the characteristics shared in both countries afterwards.	Ss compare the double bubble thinking map with the characteristics of how people celebrate Halloween in the U.S.A. and in Uruguay. They also look for some characteristics shared by both countries.	T monitors Ss' work and helps them if necessary. Ss come to the board to complete the double bubble thinking map.
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Transition: What do you think now, is Halloween a popular or unpopular way to be entertained in Uruguay?

(8 mins)	T tasks Ss to get in groups of four. T explains that they have to look at the pictures of different people entertaining on Halloween, choose a picture and describe what people were doing and what was going on in those places. T explains that meanwhile the other Ss are going to listen and try to guess what picture is being described. The one that gets it right first, describes another picture. T tells Ss that after they have finished describing all the pictures the winner will be the one that has more correct guesses.	Ss look at the pictures and choose one. They describe the picture to their partners who will be listening to try to guess what picture is being described. The one that gets the correct answer describes another picture.	T monitors that Ss are on task. T helps with pronunciation and new vocabulary if necessary.
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**Transition: Are there any other moments of the year where Uruguayans dress up/wear costumes?
Did you use to dress up on Halloween when you were kids?**

(5 mins)	T asks Ss to ask their partners some questions and complete the table.	Ss work in pairs. They ask their peers some questions and complete the table with his/her answers.	T monitors and checks pronunciation.
(5 mins)	T invites Ss to write some sentences about the ways in which their partners used to have fun when they were kids. T suggest using the SOS Box as a guide.	Ss use the answers they got from the previous activity to write some sentences about the activities their partners used to do when they were kids.	Some Ss share their sentences orally with the rest of the class.

Follow up: Get in pairs, and think of ideas to write a horror story. Include at least three of the six new words we learned from the text (throng, swirl, gorge, pagan, plea, haul).

You can begin your story with one of these phrases:

- It was a dark and stormy night...*
- The wind was howling...*
- Once upon a time there was a strange creature/ man / spirit...*

Use the following questions as a guide to know what to include in your story. (You do not have to answer these questions one by one, however the idea is that you include the information they point out in the story). You may also want to include some of the characters surrounding the questions.

Project:

Part 1 Revise and edit the story that you wrote with your partner.

Part 2 Get in groups of four or six and read the stories that you wrote. Choose one of them. You have to write a dialogue to tell the story and prepare the necessary costumes and scenery.

Part 3 Act out the story for the rest of the class.

Theme: Being entertained in Uruguay

Topic: 6. My emotions and my activities ...

Aims:

- to work with social-emotional learning by giving Ss the opportunity to express their feelings and emotions by working with different pieces of art.
- to foster Ss' speaking skills by asking them to express their feelings.
- to develop Ss' reading skills by working with a text about a teacher.
- to motivate Ss by working with different visual aids.
- to lower Ss' affective filters by letting them work in pairs.
- to develop Ss' reading skills by asking them to write about their emotions while doing an activity they like.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing Ss a couple of masks.</p>  <p>T asks Ss what the masks portray. T provides Ss with an SOS BOX to express their ideas. I think this mask shows ... In my opinion, this mask is trying to convey...</p> <p>T elicits the idea of emotions. T shows Ss different emoticons and asks them to connect them to an activity.</p> <p>T tasks Ss to share their thoughts. Examples: Playing the guitar makes me feel relaxed. Singing makes me feel excited.</p> <p>A lot of people practice different activities. Do you think they do them as hobbies or for a living?</p>	<p>Ss look at a couple of masks and say what they portray.</p> <p>Ss look at different emotions and connect them with an activity.</p> <p>Ss share their thoughts.</p>	<p>T checks instructions. T encourages Ss to participate.</p>

	<p>Imagine they do them just as their hobbies, what activities do you think they do for a living?</p> <p>For example, imagine someone who does rock climbing as a hobby, what job do you think that person has?</p>	<p>Ss answer some questions.</p>	
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Transition: Camila has a very special teacher who expresses her emotions by painting. Let's learn more about her.

10 (minutes)	<p>T writes some words on the board and asks Ss to ask Yes/No questions in order to learn about Nadine.</p> <p>Words: Santiago - Las Toscas - English - painting - landscapes -</p> <p>Possible questions: Is Santiago her husband?</p>	<p>Ss ask Yes/No questions using the words from the board.</p>	<p>T acts as a facilitator by eliciting words Ss may need.</p>
	<p>T answers while Ss ask the questions.</p> <p>T asks Ss to sit in pairs and asks them to read about Nadine. T asks Ss to answer some questions about her.</p> <p>1- What is her profession? 2- Is teaching what she likes the most? 3- Who introduced her into the world of art? 4- What does she try to convey when she paints for friends and family? 5- How does she feel when painting?</p>	<p>Ss work in pairs and read a text about Nadine.</p> <p>Ss answer some questions about her.</p>	<p>SUGGESTED ANSWERS</p> <p>Santiago is Nadine's husband. She lives in las Toscas. She speaks English / She is an English teacher. She likes painting. She is keen on painting landscapes.</p> <p>T monitors while Ss work in pairs.</p> <p>SUGGESTED ANSWERS</p> <p>1- She is an English teacher. 2- No, her real passion is art. 3- Her father. 4- The love she feels for them.</p>

			5- She forgets about everything and she connects with her feelings.
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Transition: Being able to express our feelings and emotions is a gift. Nadine loves painting since it helps her do so.

(10 mins)	<p>T asks Ss to look at different paintings Nadine made and say how they make them feel.</p> <p>T provides Ss with an SOS BOX</p> <div style="border: 1px solid yellow; padding: 5px; margin-top: 10px;"> <p>This piece of art makes me feel blue because ...</p> <p>This painting makes me feel happy/excited/amused because ...</p> <p>When I see this painting I feel ...</p> </div> 	<p>Ss look at some paintings made by Nadine and say how they make them feel.</p> <p>Ss use an SOS BOX to express their feelings.</p>	<p>T checks instructions.</p> <p>T tells Ss that there are no wrong or right answers in this activity.</p>
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Transition: Is it easy for you to express your own feelings and emotions?

(5 mins)	<p>T asks Ss if it's easy for them to express their feelings.</p> <p>T asks Ss to get in pairs and think of different ways of expressing their feelings.</p>	Ss take notes	T monitors while Ss work in pairs.
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Follow up: T asks Ss to think of an activity they're keen on doing and write about how they feel when they do it.

Project: T asks Ss to create a tik tok, a video, a presentation about the activity they do and to portray how they feel when performing it.

Theme: Being entertained in Uruguay

Topic: 7. Video games

Aims:

- to motivate Ss by working with a topic most of them like.
- to develop Ss' reading skills by working with two articles about video games.
- to foster Ss' speaking skills by asking them to answer some questions while working in pairs.
- to create a stress-free atmosphere by letting Ss work in pairs most of the time.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes some words / phrases on the whiteboard and asks Ss what the connection is among them.</p> <p>AR (Augmented Reality) AVATAR CONSOLE EMULATOR JOYSTICK SKIN VR (Virtual Reality)</p> <p>T elicits the words “video games”.</p> <p>T asks Ss to match the words to their definition.</p>	<p>Ss look at some words and say what the connection is among them.</p> <p>Ss match the words to the definitions.</p>	<p>T checks instructions.</p> <p>KEY</p> <p>AR (This interactive experience allows the user to interact with both the real-world environment and digital elements.)</p> <p>AVATAR (The player's representation in the game world.)</p> <p>CONSOLE (A specialized desktop computer used to play video games)</p> <p>EMULATOR (Pieces of software that replicate the software and hardware of a console or old computer on your PC.)</p> <p>JOYSTICK (A pointing device used to move</p>

			<p>an object on screen in any direction. It employs a vertical rod mounted on a base with one or two buttons.)</p> <p>SKIN (The look and feel of a player, a game's environment, or even hardware equipment (such as consoles or control pads).</p> <p>VR (It allows users to interact with a three-dimensional artificial environment in a seemingly real or physical way. It requires the use of special electronic equipment, such as a helmet with a screen inside, specially designed rooms with multiple large screens, and/or gloves fitted with sensors.)</p>
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Transition: Do you think that playing video games is beneficial?

10 (minutes)	<p>T asks Ss to get in pairs and discuss the benefits of playing video games. T writes Ss ideas on the board.</p> <p>T asks Ss to read an article to check their ideas.</p> <p>T tells Ss that some sentences were removed from the article.</p> <p>T asks Ss to complete the article with the missing sentences.</p>	<p>Ss get in pairs and discuss the benefits of playing video games.</p> <p>Ss read an article to check their ideas.</p> <p>Ss complete the article with the missing sentences.</p>	<p>T monitors while Ss work in pairs.</p> <p>T monitors the activity.</p> <p>T acts as a facilitator by eliciting words Ss may not know.</p>
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	<p>T asks Ss to answer 5 questions.</p> <p>a- <i>According to the text, can playing video games be beneficial for students?</i></p> <p>b- <i>Which is the difference between players who play slow-paced games and players who love action games?</i></p> <p>c- <i>Which are the advantages of playing games that involve problem-solving abilities?</i></p> <p>d- <i>In which of the games, cooperation and collaboration skills can be improved?</i></p> <p>e- <i>Is there a game that can be beneficial for old-aged players?</i></p>	<p>Ss read the text and answer the questions.</p>	<p>KEY</p> <p>1- E 2- A 3- B 4- F 5- D</p>
<p>SUGGESTED ANSWERS</p> <p>a- Yes, because they stimulate the hippocampus (the part of the brain in charge of converting short-term memory to long-term memory. Besides, it saves time and helps to decide what to do under stressful circumstances.</p> <p>b- The players who love action games are more likely to make decisions more quickly than players who play slow-paced games.</p> <p>c- They help you learn from mistakes, encourage you to try different ways to solve a problem and decide when to give up.</p> <p>d- When they take different roles in the virtual world and have the freedom to experiment with diverse social situations.</p> <p>e- The ones that involve managing multiple tasks.</p>			

Transition: Do you think there are any game developers in Uruguay? Let's find out!

(10 mins)	<p>T tells Ss to read an article and choose the best answer for each question.</p> <p>T explains the skimming and scanning reading techniques. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact.</p>	<p>Ss read another article and choose the best answer for each question.</p>	<p>T monitors while Ss read the article.</p> <p>KEY 1- B 2- A 3- B 4- A 5- C</p>
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Transition: Which are your favorite video games?

(5 mins)	<p>T asks Ss to pair up and interview their partners. Record their answers and then report them to the class.</p>	<p>Ss pair up and interview their classmates. Ss record their answers and report them to the class.</p>	<p>T encourages Ss to speak in L2.</p> <p>T monitors while Ss work in pairs.</p>
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Follow up: DEBATE: T asks Ss to debate whether video games are beneficial for teenagers or not. Think about:

- the amount of hours teenagers spend playing.
- the kind of games.
- the role of the family.
- eating habits.
- playing online with strangers from all over the world.

PROJECT: Group work: **Create a game and think about:**

What format will your game be in?

What genre will your game be?

What will be the theme of your game?

What will your game look like?

What will be the name of your game?

How will people play your game? What are the rules?

What kind of music/sound effects will it have?

How will the controls work?

Theme: Being entertained in Uruguay

Topic: 8. Entertainment with history.

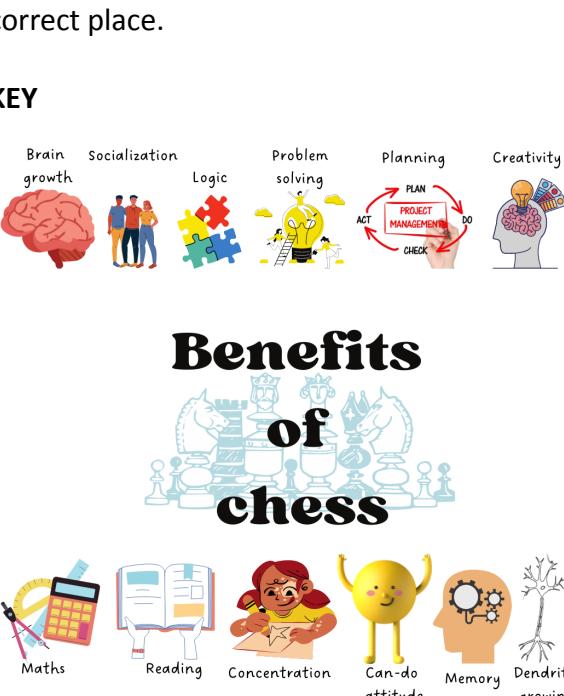
Aims:

- to motivate Ss and create a stress-free atmosphere by working with a guessing game.
- to foster Ss' reading skills by asking them to read an article from a chess player.
- to lower Ss' affective filter by asking Ss to work in pairs.
- to encourage Ss to learn a new activity.
- to create a stress-free atmosphere by letting Ss play a board game.
- to work with kinesthetic Ss by playing a game where they can move from their seats.
- to develop Ss' writing skills by asking them to write about another chess player.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by giving Ss some clues to uncover the topic of the lesson.</p> <p>T elicits the word chess.</p> <p>T asks Ss if they know why chess is called that way.</p> <p>T presents Ss with a “Did you know?” section.</p> <p>T tells Ss: Playing chess is not an easy board game. Do you know how to play? Do you think it's easy to learn this board game?</p> <p>T asks Ss to give their opinion about what skills they think are necessary in order to play chess.</p> <p>T provides Ss with some skills needed to play chess</p> <p>T asks Ss to answer the following question: Why do you think these skills are important while playing chess?</p>	<p>Ss pay attention to the clues and uncover the topic of the lesson.</p> <p>Ss read the “Did you know?” section and answer.</p>	<p>T motivates Ss to guess.</p> <p>T encourages Ss to focus on the “Did you know?” section.</p>

	<p>(Strategy- tactics - openings- calculation - endgames- visualization- evaluation)</p> <p>T asks Ss to work in pairs. T asks Ss to talk about the different skills and rank them.</p>	<p>Ss give their opinions.</p> <p>Ss think about the skills necessary to play chess.</p> <p>Ss get in pairs and talk about the skills and rank them.</p>	<p>T acts as a facilitator in case Ss need help to give their opinions.</p>
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Transition: Playing chess has lots of mental benefits. Which mental benefit do you think it might develop?

10 (minutes)	<p>T provides Ss with a diagram that shows some benefits of chess.</p> <p>T tells Ss that some benefits have been removed and need to be placed into the correct place.</p> <p>KEY</p> 	<p>Ss complete the diagram with the benefits of playing chess.</p>	<p>T monitors the activity.</p>
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Transition: Practice makes perfect. Do you agree with this saying?

(10 mins)	<p>T provides Ss with the first part of a text. The text belongs to Santiago Rodriguez, a Uruguayan chess player.</p> <p>T asks Ss to read the first part of the text.</p> <p>T asks Ss to answer 5 questions.</p>		<p>T monitors the activity.</p>
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	<p>1)Where is Santiago from? 2)When did he start playing chess? 3)How did Santiago's life change regarding chess at the age of 15? 4)What happened in 1998? 5)How does he describe help from a coach?</p>	<p>Ss read the first part of the text and answer the questions.</p>	<p>SUGGESTED ANSWERS</p> <p>1) He's from San José de Mayo. 2) When he was 5 years old. 3) He got a computer and internet connection so he started to use programs to play chess and analyse the games. 4) He was champion of Uruguay and qualified to represent his country in the Pan-American championship in Brazil. 5) A coach can be someone who guides you, sees your weakness and strengths and knows how to help you understand the game better.</p>
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Transition: Let's read the second part of the text.

(5 mins)	<p>T provides Ss with the second part of the text. T asks Ss to take notes on the kinds of things players need to do to be prepared to play chess.</p> <p>T asks Ss if they know the names of the chess pieces.</p> <p>T provides Ss with a matching activity for Ss to match figures and names.</p>		<p>T monitors the activity.</p> <p>SUGGESTED ANSWERS</p> <p>Sleep well, do tactical problems, study your opponent's games, be physically active and eat as healthy as possible.</p> <p>KEY</p> <p>1-f 2-a 3-d</p>
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		<p>Ss read the second part of the text and take notes on the physical preparation required to play chess.</p> <p>Ss match figures and names.</p>	4-b 5-e 6-c
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Follow up: T asks Ss to read the third part of the text and compare the benefits that Santiago mentions with the ones mentioned before.

T asks Ss to read the interesting facts and find information about famous chess players. T asks Ss to write a paragraph about one chess player mentioning important facts about this person.

EXTRA ACTIVITY: Let's play chess!

Look at the poster and study the instructions. Then, play with your classmates!

T can print the board and figures to play in the class.

Theme: Being entertained in Uruguay

Topic: 9. Knowledge and entertainment.

Aims:

- to motivate Ss by doing a quiz.
- to foster Ss' speaking skills by asking them to answer some questions.
- to lower Ss' affective filter by asking Ss to work in groups while playing a game.
- to develop Ss' listening skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by asking Ss some questions about the trivia game.</p> <p><i>What kind of game is it?</i> <i>How often do you play trivia games?</i> <i>Who do you play it with?</i></p> <p>T asks Ss to do a quiz about the trivia game.</p> <p>T asks Ss to listen to a man talking about trivia and check their answers.</p>	<p>Ss answer some questions about the popular game trivia.</p> <p>Ss do a quiz about the trivia game.</p> <p>Ss listen to someone talking about trivia and check their answers.</p>	<p>T encourages Ss to answer the questions in L2.</p> <p>KEY 1- 2- Trivialis 2- 3- Crossroads. 3- 1- In 1965 4- 1- Trivial Pursuit 5- 2- Between \$4,405 and \$7,105.</p>

Transition: Have you ever played Trivial Pursuit?

10 (minutes)	T asks Ss to listen to a person talking about Trivial Pursuit and answer some questions.	Ss listen to a person talking about Trivial Pursuit and answer the questions.	<p>T monitors the activity and acts as a facilitator by eliciting words Ss may not know.</p> <p>SUGGESTED ANSWERS</p>
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			<ol style="list-style-type: none"> Where is Trivial Pursuit from? <i>Canada</i> How many categories are there in each card? 6 What is the object of the game? To demonstrate their mastery by collecting a plastic wedge from each category and adding it to their game token. When was the game first released? <i>In 1981.</i> What examples of Trivial Pursuit themed editions are mentioned? <i>Star Wars, Saturday Night Live, and The Lord of the Rings.</i>
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Transition: Let's learn more about this game.

(10 mins)	<p>T tasks Ss to listen to the second part of the audio and complete the missing information.</p> <div data-bbox="278 1403 596 1785" style="background-color: #e0f2e0; border-radius: 10px; padding: 10px; width: fit-content; margin: auto;"> <p>Did you know ...</p> <p>The artwork for the game was by 18-year-old Michael Wurstlin. He was unemployed at the time and took the job because his unemployment insurance had run out. He chose to invest in five shares of stock and earned enough money to start Wurstlingroup, a successful marketing company based in Toronto.</p> </div>	<p>Ss listen to the second part of the audio and complete the missing information.</p>	<p>SUGGESTED ANSWERS</p> <p>1- Chris Haney was a photo editor for Montreal's <i>The Gazette</i>. 2- John Haney and Ed Werner completed the development of the game, which was released in 1981. 3- In 2008 Hasbro bought the full rights for US\$80 million. 4- By 2014, more than 100 million Trivial Pursuit games</p>
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			had been sold in 26 countries. 5- In 1993 Games magazine included Trivial Pursuit in the "Games Hall of Fame".
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Transition: Let's solve a quiz and find out how much you know about Uruguay.

(5 mins)	T provides Ss with a quiz about Uruguay.	Ss solve the quiz.	T encourages Ss to solve the quiz. KEY How much do you know about Uruguay? 1- 1- the Guarani language. 2- 2- Arbolito, (Cerro Largo). 3- 3- Sheep 4- 2- Two 5- 2- 6 minutes. 6- 1- Cerro Catedral (Maldonado) 7- 3- Jorge Luis Borges. 8- 2- El Cuarteto de Nos. 9- 3- August 25th 10- 3- Candombe
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Follow up: T asks Ss to form 4 groups. Each group will create a group of 10 questions. Each group asks the other Ss. Each group takes turns to ask the other group one question.
One member of the group takes notes of marks on the board.

AUDIO SCRIPT - TRIVIA

"Trivia" was introduced in the early 20th century as the noun form of the word "trivial" which comes from the Latin "trivialis." "Trivialis" means "that which is in, or belongs to, the crossroads or public streets; hence, that may be found everywhere, common. Trivia (also known by her Hellenic title, Hekate / Hecate) is the goddess of **crossroads** (usually three-way), ghosts, the undead and witchcraft.

The first known documented labeling of this casual parlor game as "Trivia" was in a Columbia Daily Spectator column published on **February 5, 1965**. The game was created on December 15 1979, by Chris Haney and Scott Abbott, two Canadian newspaper editors. Haney and Abbott were friends and came up with the idea when playing Scrabble and drinking beer. They wanted to make their own game, and soon **Trivial Pursuit** was born.

Depending on how you want to customize your board, **the most expensive Trivial Pursuit game set** will set you back between **\$4,405 and \$7,105**.

AUDIO SCRIPT - TRIVIAL PURSUIT (CbyT)

PART 1

Trivial Pursuit is a board game from Canada that tests a player's ability to answer general knowledge and popular culture questions. Players move their pieces around a board answering questions from six categories that include "history" and "science and nature,.". Players attempt to demonstrate their mastery by collecting a plastic wedge from each category and adding it to their game token. The first player to collect all six wedges, return to the center of the board, and answer one final question wins.).

Since the game's first release in 1981, dozens of themed editions have been released. Some question sets have been designed for younger players, and others for a specific time period promotional tie-in (such as *Star Wars*, *Saturday Night Live*, and *The Lord of the Rings* movies).

PART 2 - TRIVIAL PURSUIT

The game was created on December 15, 1979, in Montreal by Canadian Chris Haney, a photo editor for Montreal's *The Gazette*, and Scott Abbott, a sports editor for *The Canadian Press*. After finding pieces of their *Scrabble* game missing, they decided to create their own game. With the help of John Haney and Ed Werner, they completed the development of the game, which was released in 1981.

The rights to the game were initially licensed to Selchow and Righter in 1982, then to Parker Brothers (now part of Hasbro) in 1988, after being turned down by the Virgin Group. In 2008, Hasbro bought the full rights for US\$80 million. As of 2014, more than 100 million *Trivial Pursuit* games had been sold in 26 countries and across 17 languages. Northern Plastics of Elroy, Wisconsin, produced 30,000,000 games between 1983 and 1985. In December 1993, *Trivial Pursuit* was included in the "Games Hall of Fame" by *Games* magazine. An online version of *Trivial Pursuit* was launched in September 2003.

Theme: Being entertained in Uruguay

Topic: 10. Indoor entertainment.

Aims:



- to motivate Ss by working with different visual aids.
- to foster Ss' speaking skills by asking them to describe pictures using the given structures.
- to develop Ss' reading skills by working with a text about Jenga.
- to create a stress-free atmosphere by playing Jenga.
- to work with kinesthetic Ss by playing a game.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to choose one picture and describe it.</p> <p>T provides Ss with an SOS box:</p>	<p>Ss choose one picture and describe it using expressions from an SOS BOX.</p>	<p>T acts as a facilitator by eliciting words Ss may need to describe the picture.</p> <p>T encourages Ss to participate.</p>

Transition: Have you ever played Jenga? Do you like it?

10 (minutes)	<p>T asks Ss these questions:</p> <ol style="list-style-type: none"> 1. <i>How many blocks does the game have?</i> 2. <i>How many layers are there at the beginning?</i> 3. <i>How much time does each turn last?</i> <p>T tasks Ss to read the first part of the text to check their answers.</p> <p>T tells Ss Nico wants to sit for the B2 First Exam with PPLL.</p> <p>Help him with this Use of English Part 3 exercise. Bear in mind that in the real exam this part has 8 items.</p>	<p>Ss answer the given questions.</p> <p>Ss check their answers by reading the first part of a text.</p>	<p>T monitors while Ss work on the task.</p> <p>KEY</p> <p>1- created 2- progressively 3-imperfections 4- highest 5- decides 6- winner</p>
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Transition: Do you ever wonder about how games are created? Let's find out more about this incredible game called Jenga.

<p>(10 mins)</p> <p>T tasks Ss to read the second part of the text and complete the timeline.</p> <p>T asks the following questions orally.</p> <ol style="list-style-type: none"> 1. <i>Who created Jenga?</i> 2. <i>Where is she from?</i> 3. <i>Where did she launch the game?</i> 4. <i>Which company has the rights of Jenga nowadays?</i> 5. <i>How many games have been sold so far?</i> 	<p>Ss read the second part of the text and complete the timeline.</p> <p>Ss answer the given questions.</p>	<p>T checks understanding of the text.</p> <p>SUGGESTED ANSWERS</p> <p>1955- Leslie Scott was born.</p> <p>1982- The V&A Museum of Childhood incorporated the original sets of Jenga to its exhibitions.</p> <p>1983- Scott launched the game she named and trademarked as "Jenga" at the London Toy Fair.</p> <p>1984- Robert Grebler contacted Scott and expressed interest in importing and distributing Jenga in Canada.</p> <p>1985- Grebler acquired from Scott the exclusive rights to Jenga for the United States and Canada.</p> <p>1987- Jenga was launched under the Milton Bradley banner.</p> <p>2020- Jenga was inducted into the National Toy Hall of Fame.</p>
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			SUGGESTED ANSWERS 1. Jenga was created by Leslie Scott, the co-founder of Oxford Games Ltd. 2. Scott was born in Tanganyika. 3. At the London Toy Fair. 4. Pokonobe Associates or Hasbro (both correct) 5. Over 90 million.
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Transition: Let's play Jenga!

(5 mins)	<p>T invites Ss to play Jenga. T explains that each block has a number. Each number corresponds to a specific word. T tasks Ss to remove one block and make a sentence using the corresponding word.</p> <p>T can decide to play a more difficult version of the game. Blocks can be painted with different colors. (Colors can correspond to verb tenses, questions, affirmative, negative, etc)</p>	<p>Ss play Jenga. Ss remove one block and make a sentence using the corresponding word.</p>	T check instructions.
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Follow up: T asks Ss to get in groups of four Ss. Each group brings a different board game to play in the class. T invites Ss to create a specific place to play. After all games have been settled, Ss can invite another group to come and play.

PROJECT: Let's save for a rainy day.

Get in groups and create a board game and a new version of an old board game.

Theme: Being entertained in Uruguay

Topic: 11. Outdoor entertainment.

Aims:



- to work with games Ss may not know about.
- to motivate Ss by teaching them about games their parents and grandparents used to play.
- to motivate Ss by working with different visual aids.
- to foster Ss' speaking skills by asking them to express their ideas.
- to develop Ss' reading skills by asking them to answer some questions about table tennis.
- to lower Ss' affective filters by letting them work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss if they know the names of the games their parents / grandparents used to play.</p> <p>T shows Ss some pictures and asks them to match them to the correct name:</p> <p>HIDE AND SEEK SKIPPING ROPE HOPSCOTCH MARBLES SIMON SAYS MUSICAL CHAIRS CHINESE WHISPERS ELASTICS PAYANA</p> <p>Then T asks Ss to listen to some sounds made while playing those games and tick the ones they hear.</p>	<p>Ss say whether they know the names of the games their parents and grandparents used to play.</p> <p>Ss look at some pictures and match them to the correct names.</p> <p>Ss listen to some sounds made while playing those games and tick the ones they hear.</p>	<p>T encourages Ss to speak in L2.</p> <p>KEY ELASTICS SKIPPING ROPE HOPSCOTCH</p>

Transition: Do you like asking your parents and grandparents about their childhood?

10 (minutes)	T asks Ss to read some anecdotes from the characters' family members about the kind of games they used to play as kids.	Ss read some anecdotes from the characters' family members about the	T acts as a facilitator by eliciting words Ss may not know.
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	<p>T provides Ss with 5 questions.</p> <p>Who ...</p> <p>... used to play a game which requires a lot of effort?</p> <p>... used to play a game which implies paying a lot of attention to words?</p> <p>... found something while playing a game?</p> <p>... used to play in the afternoon?</p> <p>... used to play a game in which you need to count numbers?</p> <p>...was taught how to play a game similar to "la mancha"?</p>	<p>kind of games they used to play as kids.</p> <p>Ss answer the given questions by saying the name of the character.</p>	<p>KEY</p> <p>Who ...</p> <p>... used to play a game which requires a lot of effort?</p> <p>Emma / Her cousin</p> <p>... used to play a game which implies paying a lot of attention to words?</p> <p>Guidai's aunt</p> <p>... found something while playing a game? Nico's mom.</p> <p>... used to play in the afternoon?</p> <p>Freddie's dad.</p> <p>... used to play a game in which you need to count numbers? Nico's mom.</p> <p>...was taught how to play a game similar to "la mancha"?</p> <p>Camila</p>
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Transition: Do you think playing outside is positive? Why?

(10 mins)	<p>T tasks Ss to pair up and read the infographic. Each pair must think and write examples of games for each advantage. For example, an outdoor activity that needs no equipment is hide and seek.</p> <p>T tasks each pair to think of two other benefits of playing outside.</p>	<p>Ss work in pairs and read the infographic and think of games for each advantage.</p> <p>Ss think of two other benefits of playing outside.</p>	<p>To monitors while Ss work in pairs.</p>
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Transition: In many high schools around Uruguay students have the chance to play during breaks. Rivera's high school number 1 offers students to play table tennis.

(5 mins)	<p>T shows Ss some photographs that belong to Rivera's high school.</p>	<p>Ss get in pairs and answer some</p>	<p>T elicits vocabulary and descriptions.</p>
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	<p>Is there something like this in our high school? If not, would you like to have something similar?</p> <p>T asks Ss to get in pairs and answer some questions about table tennis.</p> <p>T asks Ss to create a poster with the 5 most important rules.</p>	<p>questions about table tennis.</p> <p>Ss create a poster with the 5 most important rules.</p>	<p>T acts as a facilitator in case Ss need help while writing the rules.</p>
<p>Follow up: Discuss: What are your views: do children play traditional games in your neighborhood? If not, why not – and do you think kids are missing out as a result? Do you think parents and teachers should be reviving these games?</p>			

PROJECT: Let's pretty up the playground.

Think about your high school. You have the chance of enlivening the backyard / playground. Think of ideas and the way you would put them into practice. Examples: painting walls, drawing hopscotch, planting trees, etc.

Theme : Being entertained in Uruguay

Topic: 13. If I had the chance to...

Aims:

- To talk about hypothetical situations.
- To discuss things students might not be happy with at the moment.
- To integrate the skills
- To promote writing skills by writing a poem.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks ss if they remember Freddy. He likes writing poems. This is one way of expressing his emotions.</p> <p>T asks ss to read the first verse and predict what the poem will be about.</p>	<p>Ss read the first verse of the poem and share their ideas about the poem.</p>	<p>T monitors and facilitates. Oral correction.</p>

Transition: This is a poem in which Freddy shares his feelings. Read it all.

10 (minutes)	<p>T asks ss to read the poem and tell their impressions about the poem.</p> <p>T asks them to identify the different activities that he mentions in the poem and classify them into three categories.</p>	<p>Ss read the poem and share their ideas about the poem.</p> <p>Ss highlight the activities Freddy mentions in the poem and put them in each category.</p>	<p>T monitors and facilitates.</p> <p>T checks that the students find all the activities.</p>
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Transition: What does Freddy mean?

(10 mins)	<p>T asks ss to see the three sentences they have and choose the one that best defines what he is doing</p> <p>Correct answer is B.</p> <p>T asks ss if they can say what he is doing at the moment, based on what he wants to do.</p>	<p>Ss choose the best option.</p> <p>Ss say or write what Freddy is doing at the moment. (The opposite of what he says in the poem).</p>	<p>T explains why letter B is the correct one.</p> <p>T checks orally.</p>
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Transition: Nico posed a question at the end of the poem. Can you answer it?

(5 mins)	T asks them to answer the question by writing a poem themselves.	Ss write a poem.	T monitors and asks some students to read their poems as a way to assess their work.
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Theme: Entertainment

Topic: 14. Movies

Aims:

- To reflect on a film's significant aspects.
- To work with movie reviews
- To practice reading
- To practice writing
- To practice vocabulary related to movies

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	<p>T asks Ss to think about the most important elements in a film, and what they value when watching a movie.</p> <p>T asks Ss to read a list about it and:</p> <ol style="list-style-type: none"> 1. Rank the elements from the most to the least important for you (1-8) 2. Add two more things that you like in a film. 	<p>Ss read the list and rank the elements according to their interests.</p> <p>Ss add two more things to the list.</p>	<p>T asks Ss to share their rankings.</p> <p>Ss read their added items in the list.</p>

Transition: What kind of words do you use when you want to describe something? Can you think of words you can use to describe how good or bad is a film?

(7 mins)	<p>T asks Ss to find film-related adjectives in a word puzzle.</p> <p>T asks Ss to classify said adjectives into positive or negative ones.</p> <p>Transition: Do you usually read reviews before watching a film? What's your opinion about them?</p>
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(10 mins)	<p>T asks Ss to read three movie reviews and complete a chart with information about them.</p>	<p>Ss read the movie reviews and complete a chart</p>	<p>T monitors that Ss are on task. T helps them with</p>
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	<p>KEY: the chart is below the plan.</p>	with information about them.	vocabulary if necessary. Oral correction will be done.
Transition: Do you believe that the way the author organizes the review is important? Let's work with the movie reviews' organization.			
(4 mins)	<p>T asks Ss to read some tips for a good Movie Review and complete them with the correct word.</p> <p>T asks Ss if they can think of any other recommendation for a good movie review.</p> <p>KEY:</p> <ul style="list-style-type: none"> • Avoid giving any <i>spoilers</i>. • Express your <i>opinion</i> of the film throughout the review. • Move beyond the <i>plot</i> to include the acting, soundtrack, special effects, etc. • Give a <i>recommendation</i> so people can decide if they want to see it or not. 	<p>Ss read the tips and complete them with the correct word.</p> <p>Ss think about other possible recommendations for a good review.</p>	<p>Oral correction will be done.</p> <p>T encourages Ss to share their recommendations with the class.</p>
(5 mins)	<p>T asks Ss to read the movie reviews and analyze the paragraph organization.</p> <ul style="list-style-type: none"> • INTRODUCTION • BODY (2 paragraphs) • CONCLUSION <p>T asks Ss to decide which information is included in each paragraph.</p> <p>KEY:</p> <p>Paragraph 1 - D</p> <p>Paragraph 2 - A or B</p> <p>Paragraph 3 - A or B</p> <p>Paragraph 4 - C</p>	<p>Ss read the reviews and identify its organization: introduction, body and conclusion.</p> <p>Ss decide which information is included in each paragraph.</p>	<p>Ss come to the board to draw the diagram of a review's organization.</p> <p>Ss complete the diagram with the information.</p>
(5 mins)	<p>T asks Ss to read the three movie review's INTRODUCTIONS and copy the writer's opinions of the films from each one.</p> <p>KEY:</p> <p>Out of the Black: "OMG, I think I've just seen my film of the year."</p> <p>Final Hour: "Final Hour is one of the best action films in recent years."</p>	Ss read the introductions and copy the author's opinion of each film.	Oral correction will be done.

	<p>Fallen Chronicles: "Bad... very bad. <i>Fallen Chronicles</i> is a disappointing romance fantasy film..."</p>		
(5 mins)	<p>T asks Ss to work in pairs and think about the information that should appear in the BODY of a movie review and make a list.</p> <p>Suggested Answers: <i>the plot, soundtrack, acting, special effects, script, possible plot twists, ending, etc.</i></p>	<p>Ss get in pairs and make a list about the information that should appear in the body of a movie review.</p>	<p>T monitors that Ss are on task. T helps them with vocabulary if necessary.</p> <p>T asks Ss to share their ideas with the class.</p>
(5 mins)	<p>T asks Ss to read about some strategies to make a review's CONCLUSION more effective:</p> <ol style="list-style-type: none"> 1. A memorable moment from the film. 2. A prediction. 3. A memory of the film that will stay with you for a long time. <p>T asks Ss to read the review's conclusions and decide which is the strategy used by the writer.</p> <p>KEY:</p> <p>Out of the Black: 3- <i>A memory that will stay with you for a long time.</i> Recommended for: <i>people who like excitement, tension, and a moving story.</i></p> <p>Final Hour: 2- <i>A Prediction</i> Recommended for: <i>people who like action films.</i></p> <p>Fallen Chronicles: 1- <i>A memorable moment of the film.</i> Recommended for: <i>he/she doesn't recommend the film.</i></p>	<p>Ss read the different strategies and decide which is the strategy used by the writer.</p> <p>Ss write the writer's recommendation.</p>	<p>Oral correction will be done.</p>

Follow up: Work in Pairs: Write your own review.

**Choose a film you like, google the film you chose and complete the chart.
 Write your review. Remember to follow all the steps.**

KEY:

	OUT OF THE BLACK	FINAL HOUR	FALLEN CHRONICLES
GENRE:	Sci-fi - drama	Action	Fantasy romance
MOVIE STUDIO:	Zero Pictures	—	Hero Entertainment
RELEASE:	October 12th, 2018	—	2013
DIRECTOR:	Myka Roonan	Mercedes Michaels	Francis Prince
PRODUCER:	Myka Roonan	Wilson G. Kun	—
CAST:	Rebecca Walker, Dean Samuels	Susan Clu Dino Smith	Karin Black, Rick Banner, Noah Gordon
CHARACTERS	Dr. Anna Livery Dave Esposito	Linda Yang Apollo Papadopolous	Alessa, Ellis Longwood, Chance Shaw
PLOT:	The characters get stranded in space while on a mission and need to go back to the spaceship.	A previously captured genius computer hacker wants to take revenge on the protagonist and the Secret Service.	A teenage witch finds herself in a love triangle between a vampire and a werewolf.
NOTABLE ASPECTS (GOOD OR BAD)	Good: Action scenes, special effects, acting. Bad: —	Good: Action scenes, variety of locations, international atmosphere, soundtrack, acting. Bad: Predictable plot.	Good: — Bad: the plot is predictable and boring, the cast doesn't have any chemistry, the acting is bad.
RATING:	5	4	1.5
REVIEWS:	positive	positive	negative

Theme: Entertainment

Topic: 15. Art as part of my entertainment

Aims:

- To discuss the concept of art.
- To raise awareness about the fact that some activities that we enjoy doing are part of artistic manifestations.
- To practice reading skills.
- To practice speaking.
- To enhance critical thinking by fostering students to make connections between their interests and school topics.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	T shows Ss some pictures and ask them: - <i>What can you see in the pictures?</i> - <i>What do they have in common?</i>	Ss look at the pictures and answer the T's questions.	Ss share their answers orally.

Transition: Let's read this definition of art: "*The making of objects, images, music, etc. that are beautiful or that express feelings.*" Do you agree with this definition? How would you define art?

(5 mins)	T invites Ss to read the text about a boy that practices an artistic manifestation as part of his entertainment. Then, T asks Ss to think of a headline that best summarizes the content of the text.	Ss read the text and then, they think of a headline for it.	Some Ss come to the board to write down their suggestions for a headline. They choose from one of the options the one they think summarizes better the main idea of the text. T listens to Ss and generates opportunities for them to justify their choice.
(4 mins)	T tasks Ss to read the text again. And write down the names of the guys according to the instrument they are playing.	Ss read the text again and complete with the corresponding names and musical instruments.	Oral correction will be done. Key: Andrés - bass Alejandro - drums Diego - guitar Timo - keyboard

<p>(8 mins)</p>	<p>T asks Ss to read the text and match the pictures to the corresponding paragraphs. T explains that more than one picture may be related to a paragraph. T asks Ss to underline the sentence in that paragraph that they consider is most connected to each picture.</p>	<p>Ss read the text and match the pictures to the paragraphs where they are described.</p>	<p>Ss share their answers in pairs and then with the rest of the group. T organizes participation and makes comments if needed.</p>
<p>Transition: These friends enjoy music in a similar way, they all consider playing music an exciting way of entertainment. What about you? Do you like playing a musical instrument, singing or dancing?</p>			
<p>(5 mins)</p>	<p>T asks Ss to read some quotations and decide who said it according to the text.</p> <p>Key:</p> <p>“It’s a pity...” - Timo “I chose to come to Uruguay...! - Alejandro “My brother sings...” - Andrés “I write the lyrics...” - Diego “Returning to my passion...” - Alejandro</p>	<p>Ss read some quotations and decide who said those things according to what they read in the text.</p>	<p>Ss read the quotations and mention who may have said those words.</p>
<p>(8 mins)</p>	<p>T asks Ss to get in groups of four. T tells Ss to roll the dice and read the sentence of the number that they got. T explains that they have to speak about the topic mentioned.</p>	<p>Ss get in groups of four. They roll a dice and talk about the topic mentioned in the number that they got.</p>	<p>T monitors that Ss are on task. T helps them to express their ideas if necessary. T checks pronunciation.</p>
<p>Transition: Alejandro claimed: <i>“When I finish my working hours all I want to do is to play music to chill out and get some relief.”</i> What about you? What do you like doing when you have some free time?</p>			
<p>(2 mins)</p>	<p>T asks Ss to complete the sentence to mention the activities that they like doing to get entertained. T asks Ss:</p> <p><i>-Are any of those activities related to an artistic manifestation?</i></p>		
<p>(7 mins)</p>	<p>T tells Ss to think of their hobbies or interests and write them down on the table. T then asks Ss to think of school topics or subjects that they find interesting. Finally, T explains that they have to connect a line between one of their hobbies/interests and a school topic and do the same thing with</p>	<p>Ss think of hobbies or interests and write them down on the table. Then, they write school topics of subjects they find interesting. Finally, they have to connect</p>	<p>Some Ss come to the board to write their interests and connections with school topics of subjects. T provides feedback.</p>

<p>another interest and topic (the interest can connect to the same topic or not).</p> <p>T asks Ss:</p> <ul style="list-style-type: none"> -<i>In what way can that school topic or subject help you learn more about your hobby/interest?</i> -<i>What can you do to expand more on each of the connections?</i> 	<p>their hobbies/interests and a school topic with a line.</p>	
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Follow up: Write a text similar to the one Alejandro wrote, telling a friend from another school about your hobbies or interests and how they may relate with a school topic or subject. Include ideas on how to continue developing those hobbies or interests you have. If your interests relate to an artistic manifestation you can expand on that as well.

Project: Art as part of my entertainment. How am I creative?

Think of any activity you like doing that implies creativity, it can be cooking, inventing lyrics of songs, inventing choreography steps or any other. Next class, present your artistic way of being entertained to your classmates, you can show it live while you explain why you do it or you may want to show them a video where you tell them. Then, provide positive feedback to the artistic manifestations of your classmates.

UNIT 2:

ART

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

- discuss traditional and non-traditional types of art, creating contexts for debating.
- get to know local artists who are contributing to the development of Uruguayan art.
- search about historical milestones in Art history and how this has impacted on the modern world.
- describe, compare, give details and give opinions about works of art.
- develop arguments to carry out a debate.
- practice the four skills, both in isolation and integratedly.

Theme : ART

Topic: 1. This is art!

Aims:

- to promote Ss' creativity by asking them to draw.
- to develop Ss' speaking skills by asking them to express their ideas about art.
- to foster Ss' writing skills by asking them to write about art.
- to create a stress-free atmosphere by working with a word search.
- to lower Ss' affective filters and activate their zone of proximal development by letting them work in groups.
- to introduce Ss to different types of art.
- to develop listening skills by asking them to listen to their classmates' information.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T draws three squares on the board and asks Ss to use the squares to draw something else.</p> <p>T provides Ss with the following quote and asks Ss to give their opinion about it.</p> <p>T provides Ss with an SOS BOX to help them express their ideas.</p> <p>I agree with this quote because ... I agree with it up to a point, because ... I don't agree with it because ...</p> <p>T asks Ss if they consider their previous work as art.</p>	<p>Ss use three squares to draw something else.</p> <p>Ss say what they think about the given quote.</p> <p>Ss say if they consider their previous work as art.</p>	<p>T tells Ss that there are no right or wrong answers at this stage.</p> <p>T encourages Ss to give their opinion.</p>

Transition: What is art for you?

10 (minutes)	<p>T asks Ss to write a definition of art and asks them to share it with the rest of the class.</p> <p>For me art is ...</p> <p>T asks Ss to find 7 traditional forms of art in a wordsearch.</p>	<p>Ss write a definition of art.</p> <p>Ss find 7 traditional forms of art in the word search.</p>	<p>T monitors Ss' work.</p>
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	<p>T asks Ss to complete some sentences with the correct art form.</p> <p>KEY</p> <p>TRADITIONAL FORMS OF ART</p>  <p>D Z E S W S X F T M D U P S A C I N E M A Y F B I M V I R W P V I S I T J L P D O U C G J D B N C I C I P M P B H S R Y A L C U L S B R Z R I L C I K D I J L L J R P A E T E Y P D C B T L P V G B G E T O T K F X Z E V T J B N C W T A B L W O U R A U A E T I R F C E E D X P A V R Z U G T T C G S H S H J T P E R E Y T P N V U D T X V U J E Y S N R Q M I Z J B E K R T B O M W V K M B A J A W V E J D A A Z J T E N A P Y N C L S X U O P Q H E C Z Z P T</p> <p>PAINTING SCULPTURE LITERATURE ARCHITECTURE CINEMA MUSIC THEATER</p>	<p>Ss complete the given sentences with a form of art from the wordsearch.</p>	<p>KEY</p> <ol style="list-style-type: none"> 1. ARCHITECTURE 2. CINEMA 3. CINEMA 4. SCULPTURE 5. ARCHITECTURE 6. MUSIC 7. PAINTING 8. SCULPTURE 9. PAINTING 10. THEATER 11. LITERATURE 12. CINEMA <p>T acts as a facilitator by eliciting words Ss may not know.</p>
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Transition: There are forms of art that are quite unusual. Let's find out about them.

<p>(10 mins)</p>	<p>T divides the class into 6 groups and each one is given an unusual art form.</p> <p>T asks each group to find out some information to fill in a chart.</p> <p>Shadow Art Gyotaku Anamorphosis Batik Dirty Car Art Body Fluid Art</p> <p>Each group reads their information and the other Ss complete the chart.</p>	<p>Ss are divided into groups of 6. Ss are given an unusual type of art.</p> <p>Ss find out more information about the given art and complete a chart.</p> <p>Ss read their information so the rest of the class can complete the chart.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p> <p>T encourages Ss to read the information they got.</p>
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Transition: How much art is there in your life? Let's see if you are into art.

<p>(5 mins)</p>	<p>T asks Ss to get in pairs and discuss these questions:</p> <ol style="list-style-type: none"> 1. Are you interested in art? 2. Do you have works of art at home? 3. Are there any artistically talented people in your family? 4. Which is your favourite form of art? Why? 5. Do you like going to museums or art galleries? 6. Are there any well-known artists in your town? What do you know about them? 7. Which form of art do you find most ridiculous? Why? <p>T asks Ss to report some interesting facts about their partners.</p>	<p>Ss get in pairs and discuss the given questions.</p>	<p>T acts as a facilitator by eliciting words Ss may not understand so they can answer the questions.</p>
		<p>Ss report some interesting facts about their classmates.</p>	<p>T encourages Ss to report some facts about their classmates.</p>

Follow up: Discuss with your partners:

Deciding the most popular art form is a very difficult task because we all have different opinions about it. However, we can't deny that the seven traditional forms of art show how history and society have evolved over time.

Do you agree with this?

Theme : ART

Topic: 2. Art and culture.

Aims:

- to develop Ss' speaking skills by asking them to express their ideas.
- to foster Ss' listening skills by asking them to complete a diagram about art and culture.
- to improve Ss' reading skills by working with a text about culture and heritage.
- to lower Ss' affective filters by letting them work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss 6 pictures and asks them if they know who/what they are.</p> <p>T asks Ss what they have in common. (They are all cultural icons)</p> <p>Did you know? A cultural icon is an image, a person, a building, or a product that most people from around the world recognize and that symbolizes a particular country or culture.</p> <p>T asks Ss: Do you see art in these pictures? Why? / Why not?</p>	<p>Ss look at 6 pictures and say if they know who/ what they are.</p> <p>Ss say what the pictures have in common.</p> <p>Ss say what they think and support their answer.</p>	<p>T checks instructions.</p> <p>T encourages Ss to express their ideas.</p> <p>SUGGESTED ANSWERS Film Harry Potter, book Don Quijote de la Mancha, Museum, Spiderman, band Rolling Stones, Mona Lisa - Leonardo Da Vinci</p> <p>T encourages Ss to give their opinions.</p>

Transition: How would you define culture? Is it always related to art?

10 (minutes)	T asks Ss to listen to a man talking about Art and Culture and complete the diagram with the missing information.	Ss listen to someone talking about Art and Culture and complete the diagram with the missing information.	KEY 1-COLLABORATION 2-THINKING 3-CONTEMPORARY 4-ARTIFACTS 5-EXPRESSION
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			6-LATIN 7-REFLECTIVE 8-INHABIT 9-UMBRELLA 10-REPRESENT
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Transition: Have you changed your mind about the connection between art and culture?

(10 mins)	<p>T gives Ss some sentences and asks them to listen to the recording again and write YES or NO next to the sentences according to what they hear.</p> <p>1- We should use the terms art and culture interchangeably. 2- Drawing, printmaking, sculpture and ceramics are some representations of performing arts. 3- Some examples of visual arts are architecture and interior design. 4- Culture is not connected with genetic inheritance. 5- Art and Culture are fundamental to building community bonds.</p> <p>T tells Ss that in the recording different examples of visual, performing and applied arts were mentioned and asks them to think of 5 examples for each one. T asks Ss to get in pairs and write their ideas in their notebooks.</p> <p>EXAMPLES: Visual arts: Mona Lisa by Leonardo Da Vinci. Performing arts: The Phantom of the Opera Applied arts: Sydney Opera House.</p>	<p>Ss listen to the audio again and recognize what's right or wrong.</p> <p>Ss write their ideas and then share them.</p>	<p>T monitors Ss' work.</p> <p>KEY 1- NO. Even though the meanings of art and culture sometimes overlap, we should not use both terms interchangeably. 2- YES 3- NO. They are examples of applied arts. 4- YES 5- YES</p> <p>T guides and monitors Ss work.</p>
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Transition: What forms of art are characteristic of Uruguay? Let's check!

(5 mins)	<p>T asks Ss to read a text called "Culture and Heritage" and to find this information:</p> <p>1- What has turned Uruguayan cultural expressions into a rich and diverse heritage: </p> <p>2- What tango embraces: </p>	<p>Ss read the text and complete the missing information.</p>	<p>T provides help if there is unknown vocabulary.</p> <p>SUGGESTED ANSWERS</p>
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	<p>3- Why Uruguayan Carnival deserves the attention of visitors:</p> <p>4- The number of operating theater rooms across the country:</p> <p>5- The two sites which have been proclaimed Cultural Heritage of Humanity by UNESCO:</p>		<p>1- Folk traditions, indigenous ancestors, the Afro-Uruguayan heritage and the import of European immigrant customs.</p> <p>2- Dance, music, song and poetry at the same time.</p> <p>3- Because it is the longest in the world and features a colorful array of parades and shows that start in late January and continue until mid-March.</p> <p>4- More than 70.</p> <p>5- The historic neighborhood of Colonia del Sacramento and the former meat packing plant of Frigorífico Anglo in the city of Fray Bentos.</p>
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Follow up: T asks Ss to get in pairs and discuss these quotes:

“Arts and culture do not really have a geopolitical boundary. So it is probably one of the best ways of cultivating understanding between people”. Diane Lee.

“If art is to nourish the root of our culture, society must set the artist free to follow his vision wherever it takes him”. John F. Kennedy.

“The culture of any country is gauged first by its progress in art”. Ignacy Jan Paderewski Paderewski

“The arts and humanities teach us who we are and what we can be. They lie at the very core of the culture of which we’re a part”. Ronald Reagan

“Art enables us to find ourselves and lose ourselves at the same time.” Thomas Merton

AUDIO SCRIPT

Art and Culture: The same thing?

What are cultural arts?

Cultural arts refers to the transformation and collaboration of different art forms. The term encompasses creative thinking and deep reflection, accompanied by the analyses of contemporary visual culture together with other art forms, such as visual art, literature, music, theatre, film, dance, etc.

Art and culture are just two ways in which human beings express themselves. The first evidence of artwork, for example, appears in artifacts from prehistoric humans and is evident in all cultures. Even though the meanings of art and culture sometimes overlap, we should not use both terms interchangeably.

Art

Art can be thought of as an expression of creativity or imagination. The term art comes from the Latin word 'ars,' which can be translated to "arrangements." Art is commonly understood as the aesthetic, critical or reflective product derived from a wide range of activities performed by human beings. Also, the concept of "creative arts" implies a discipline whose main purpose is the representation of reality, emotions, or specific historical circumstances.

There are different ways in which art can be represented:

Visual arts: For example, painting, drawing, printmaking, sculpture, ceramics, photography, video or filmmaking.

Performing arts: For example, dance, music, opera, theatre, magic, illusion or mime.

Applied arts: For example, architecture, interior design, industrial design, pottery or jewelry.

Culture

"Culture" is a modern term that has evolved into a core concept of present-day society. The word culture comes from the Latin words 'cultura' or 'cultus,' meaning to "inhabit, cultivate or honour". It involves a wide range of human behaviours and it is not directly related to genetic inheritance. Different cultures coexist in different countries and nations, and even continents. Culture is also considered an umbrella term that evolves as societies change and develop.

Among the several definitions of culture that there are, this one is perhaps the most prominent: The evolved human capacity to act, represent and classify experiences through symbols, customs, and rituals.

A more modern definition must also consider aspects such as language, traditions, customs, and art itself.

Conclusion

Both concepts go hand in hand. They both influence each other and they serve as the basis for shaping human values. Art and culture give a sense of community and belonging to individuals and they are fundamental to what it means to be human.

Theme : Art

Topic: 3. The art of illustration in Uruguay

Aims:

- to develop Ss' speaking skills by asking them to express their ideas about art.
- to develop Ss' reading skills by working with an article.
- to motivate Ss by working with different visual aids.
- to create a stress free atmosphere by providing Ss with the opportunity to express their ideas.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Uruguay: a piece of art. T writes on the board the title and brainstorms (marker talk) all ideas Ss have connected to art. (T checks whether illustration appears as an option)</p>	<p>Ss read the following title: Uruguay: a piece of art and write ideas connected to art.</p>	T encourages Ss to give their ideas. T monitors while Ss give their ideas.

Transition: Do you think illustrations are important when you read a book?

10 (minutes)	<p>T provides Ss with a text titled "URUGUAYAN ILLUSTRATION, A TRENDY ART IN THE INTERNATIONAL MARKET"</p> <p>T provides Ss with these subtitles and asks Ss to place them in the correct place.</p> <p>1- Drawing stories 2- The Coronavirus, an opportunity for the book's "rebirth" 3- With color and creativity, Uruguayan illustrators are positioning the country in the global children's book market. 4-Illustrate to include.</p> <p>T provides Ss with some expressions taken from the text and asks them to match them to the ones with a similar meaning.</p>	<p>Ss place the subtitles in the correct order.</p>	<p>T monitors while Ss work on the task.</p> <p>KEY</p> <p>1- With color and creativity, Uruguayan illustrators are positioning the country in the global children's book market. 2- Drawing stories 3- Illustrate to include 4-The Coronavirus, an opportunity for the book's "rebirth"</p>
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	<p>1- "A picture is worth a thousand words"</p> <p>2- "... the image has the same protagonism as the word and the illustration is fundamental."</p> <p>3- "It was very nourishing."</p> <p>4- "... a very rich process, at the level of training and exchange, which crystallised in recent years with a very interesting evolution by a number of artists who have been acknowledged abroad..." .</p> <p>5- "... to "awaken" the child's interest in reading..." .</p> <p>a- A remarkable arrangement, with respect to sharing and development, that blossomed recently alongside the flourishing of many artists who have been recognized around the world.</p> <p>b- An image is very meaningful when telling a story.</p> <p>c- to activate a child's desire to read</p> <p>d- A picture is essential and equally as valuable as the written word.</p> <p>e- It was quite rejuvenating.</p>		<p>KEY</p> <p>1- b</p> <p>2- d</p> <p>3- e</p> <p>4- a</p> <p>5- c</p>
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Transition: The article mentions a Uruguayan illustrator that has won several prizes for his illustrations. Do you remember his name?

<p>(10 mins)</p>	<p>T introduces the Uruguayan illustrator Eduardo Sganga.</p> <p>Freddie follows @edusganga on social networks and is a great fan of his.</p> <p>Freddie is reading an interview and needs to answer the following questions.</p> <p>1. In which way has the illustration industry and illustrations evolved?</p> <p>2. Why is the creation of a character a complex process?</p> <p>3. How are text and illustration connected in a book?</p> <p>4. How is illustration promoted in Uruguay?</p> <p>5. What does Eduardo think is vital for this industry to keep on growing?</p>	<p>Ss say the name of the illustrator.</p> <p>Ss help Freddie answer the given questions.</p>	<p>T monitors Ss' work.</p> <p>T acts as a facilitator by eliciting words Ss may need to answer the questions.</p> <p>Suggested answers</p> <p>1. The industry gives creative freedom to the illustrator, the audience has diversified, reaching not only kids.</p> <p>2. You need to consider his / her characteristics like a person. They have a</p>
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			<p>way of being, preferences, emotions, and experiences, together with gestures and expressions, color palette, even the clothes they wear.</p> <p>3. The illustration must complement the text by contributing to the narrative without becoming repetitive and working in a team.</p> <p>4. For example, there is a National Illustration Awards and different activities that promote training, peer exchange, the possibility of exhibiting and showing our work in Uruguay and abroad.</p> <p>5. It is key to maintain their presence in international fairs and to expand training in illustration, reaching more people in different parts of the country.</p>
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Transition: Another Uruguayan artist mentioned in the text is Mercedes Lafourcade. Freddie has a learning disorder that can make reading difficult. He has discovered that Mercedes has created books for students with his same learning disorder. It's your turn to discover it.

(5 mins)	T tasks Ss to enter the following link and find out what Freddie's learning disorder is. https://www.editorialbasilisa.com/	Ss enter the given link and find out what Freddie's difficulty is.	T checks instructions.
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	<p>T tells Ss that Freddie has recently been diagnosed with dyslexia.</p> <p>T asks Ss if they have heard about it and what they know about this learning disorder.</p> <p>Did you know? “Dyslexia friendly”</p>	<p>Ss say what they know about dyslexia.</p>	<p>T monitors while Ss answer the question.</p>
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Follow up: T provides Ss with an illustration from Editorial Basilisa.

T tasks Ss to look at the picture and describe it, mention who the main characters of the story might be and what the story might be about.

T provides Ss an SOS BOX to express their ideas.

In my opinion, the main characters might be ... because they are wearing ...

I think the story might be about ... because they are ...



Theme : Art

Topic: 4. Art to communicate

Aims:

- to foster writing skills by writing a short story.
- to promote collaborative work by working in pairs / groups.
- to develop listening skills by completing a chart.
- to lower Ss' affective filters by working with someone they already know.
- to motivate Ss by working with the creation of a story.
- to develop Ss' speaking skills by asking them to mention the things they remember about Sganga.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by showing Ss the picture of Eduardo Sganga and asks them what they remember about him.	Ss say what they remember.	T encourages Ss to participate.

Transition: Art is a powerful tool for communication. Eduardo has used illustrations to communicate.

10 (minutes)	<p>T asks Ss to get in pairs. T provides each pair with an illustration by Eduardo Sganga.</p> <p>T provides Ss with a diagram. The diagram is divided in sections. Each pair has to complete each section.</p> <p>The first step is to decide on the information for the first paragraph. T asks Ss to set the scene and think about: Who - Where - When - What <i>Remember: To start a story, we say where and when the story takes place, who the people in the story are, and what happened first.</i></p> <p>T asks Ss to think about the development of the story.</p>	<p>Ss get in pairs.</p> <p>Ss complete the diagram.</p> <p>Ss set the scene and think about who, where, when and what.</p> <p>Ss think about the development of the story.</p>	<p>T monitors Ss and provides them with help if needed.</p>
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Transition: We have already thought about the characters, setting and beginning of the story. Let's think about the development.

(10 mins)	T tasks Ss to think about paragraphs 2, 3 and 4 and take notes.	Ss think about paragraphs 2,3 and 4 and take notes.	T monitors while Ss work on the paragraphs.
			T acts as a facilitator by eliciting words Ss may need to write their paragraphs.

Transition: Let's think about the end of the story.

(5 mins)	T tasks Ss to think about an ending for the story.	Ss think about an end for the story.	T monitors while Ss work on the task.
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Follow up: T asks Ss to share their stories with the rest of the class.

T asks Ss to listen to their classmates and complete a chart.

Theme : Art

Topic: 5. The art of my ancestors.

Aims:

- to develop Ss' listening skills by asking them to match and label pictures.
- to foster Ss' reading skills by working with a text.
- to lower Ss' affective filters by asking them to work in groups.
- to motivate Ss by asking them to use technology to find specific information on the internet.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by providing Ss with an activity.</p> <p>In the activity, Ss look at the pictures of the characters' ancestors.</p> <p>T asks Ss to listen to the characters and name the ancestors and match them with the right character.</p>	<p>Ss look at some pictures and listen to the characters talking about their ancestors. Ss name the ancestors and match them with the characters.</p>	<p>T plays the audio as many times as necessary.</p> <p>KEY</p> <p>1-B 2-A 3-D 4-C</p>

Transition: Freddie's old aunty Anya came from Russia. In Uruguay, many Russian descendants keep on perpetuating their traditions. Look at the article I found about kalinka.

10 (minutes)	<p>T asks Ss to read part of a text about a Russian song and dance and complete a chart.</p> <p>T tells Ss there is a dance group Kalinka from San Javier.</p> <p>T asks Ss to look at a magazine cover and answer:</p> <ol style="list-style-type: none"> 1. Where is Kalinka dance group from? 2. When and why did the group begin? 3. What is their main objective? 4. Are there any skills required to enter the group? 5. What do they dream for the future of the group? 6. How many members are there in the group? 	<p>Ss read part of a text and complete a chart.</p> <p>Ss look at a magazine cover and answer some questions.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p> <p>T monitors while Ss work on the task.</p> <p>SUGGESTED ANSWERS</p> <p>1.Kalinka dance group is from San Javier, in Río Negro. 2.Russian immigrants always continued traditions thanking this land</p>
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			<p>that allowed them to live in peace.</p> <p>3. Our main objective is to keep traditions alive.</p> <p>4. Remember you need to dance, jump and show your physical abilities.</p> <p>Every one that comes here needs to be willing to dance and learn.</p> <p>5. We dream about travelling, especially to Russia, to show the rest of the world the art of our ancestors.</p> <p>6. There are around 30 dancers at the moment, starting at the age of 5 years old.</p>
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Transition: Luisa, Adalia and Patrick travelled to Uruguay looking for a better life and greater opportunities for their families. Their roots have blended in our culture.

(10 mins)	<p>T asks Ss to get in three groups (or six according to the number of Ss).</p> <p>T asks Ss to choose one of the characters' ancestors and research on what aspects of him / her culture are still present nowadays in Uruguay.</p> <p>T asks Ss to create a short presentation.</p> <ul style="list-style-type: none"> -In which region of Uruguay are they located? -What traditions do they still keep? -Do they celebrate any special dates? -What artistic activities do they do during that day? -What traditional clothes do they wear? 	<p>Ss get in groups.</p> <p>Ss choose an ancestor and research the cultural aspects which are still present in Uruguay.</p> <p>Ss answer some questions as guidance to create the presentation.</p>	<p>T checks instructions and monitors Ss' work.</p>
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Transition: Guidaí is looking for information about her own ancestors.

(5 mins)	<p>T writes the word MAPI on the board and asks Ss what the acronym means.</p>	<p>Ss say what the acronym means, Ss</p>	<p>T monitors the activity.</p>
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<p>T elicits the words: Museo de Arte Precolombino e Indígena.</p> <p>T asks Ss to surf the internet and find information about the museum.</p> <p>Help Guidaí find information about the museum.</p> <p>Location: Time of opening: Activities: Cost of the ticket:</p> <p>T asks Ss to help Guidaí answer the following questions about her indigenous ancestors.</p> <ul style="list-style-type: none"> -In which region of Uruguay are they located? -What traditions do they still keep? -Do they celebrate any special dates? -What aspects of indigenous art can be found in everyday life? 	<p>can use the internet to come up with the acronym's meaning.</p> <p>Ss use their cellphones, computers or tablets to help Guidaí find information about the museum.</p> <p>Ss help Guidaí answer the given questions about her indigenous ancestors.</p>	
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Follow up: T asks Ss to research about their ancestors and create a magazine cover with relevant information about their ancestors. T asks Ss to get in pairs and make questions to ask their classmates about their ancestors.

T may ask Ss to share their magazine covers and vote for the three most artistic ones.

Theme : Art

Topic: 7. Video games: a form of art?

Aims:

- to motivate Ss by working with a topic they may like.
- to develop Ss' speaking skills by asking them to compare two pictures.
- to create a stress-free atmosphere by working with a topic most Ss know about.
- to foster Ss' reading skills by working with different types of texts.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss two pictures and asks them to compare them. T provides Ss with an SOS box.	Ss look at two pictures and compare them. Ss use an SOS BOX to compare the pictures.	T encourages Ss to express their ideas.

Transition: Do you think video games can be considered as art? Let's find out!

10 (minutes)	<p>T asks Ss to read the title of an article and say whether they agree with it or not.</p> <p>Video games: an artistic expression?</p> <p>T asks Ss to read the article and say whether the sentences are right, wrong or if the information is not mentioned.</p> <p>1- The writer doesn't believe video games are a type of art.</p> <p>2- Playing video games gives people the opportunity to be the character of a story.</p> <p>3- There are a few video games exhibits worldwide.</p> <p>4- Since universities have offered doctorates in video game studies, they have become an essential component of culture.</p> <p>5- Video games are seen as a new genre of art.</p> <p>T asks Ss to read the article again and answer 5 questions.</p> <p>Read the article and answer these questions.</p>	<p>Ss read the title of an article and say if they agree with it or not.</p>	<p>T monitors and acts as a facilitator so Ss can express their ideas.</p> <p>KEY</p> <p>1- Wrong 2- Right 3- Wrong 4- Doesn't say 5- Right</p>
		<p>Ss read the article again and do the activity.</p>	<p>SUGGESTED ANSWERS</p> <p>1- People usually think about things like photography,</p>

	<p>1- What is the most traditional idea many people have about art?</p> <p>2- How can we see the presence of art in video games?</p> <p>3- Why does the writer say "... which makes the experience truly personal and unique"?</p> <p>4- What has influenced the development of the aesthetics of video games?</p> <p>5- According to the writer, what is "digital entertainment".</p>	<p>Ss read the article and answer 5 questions.</p>	<p>paintings, sculptures, etc.</p> <p>2- Art is present in the form of 3D modeling, illustrations, narratives and music.</p> <p>3- When we play a game, we are part of a story, with the important difference that we can make our own decisions, which makes the experience truly personal and unique.</p> <p>4- The constant advance of new technologies.</p> <p>5- The combination of video games technologies and cinema advances has resulted in a new genre of art.</p>
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Transition: Emma is reading an interview about a Game Developer, let's see what it is about.

(10 mins)	<p>T tells Ss Emma wants to sit for the B2 First Exam with PPLL.</p> <p>Help her with this Use of English Part 3 exercise. Bear in mind that in the real exam this part has 8 items. T asks Ss to read the interview and complete it with a suitable word.</p>	<p>Ss read an interview and complete it with a word.</p>	<p>T acts as a facilitator by eliciting words Ss may need to complete the interview.</p> <p>KEY</p> <p>1- MY 2- WITH 3- THERE 4- WATCH 5- THE 6- BETWEEN 7- WHAT 8- TO 9- SO 10- MOST</p>
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	T asks Ss to role-play the interview.	Ss role-play the interview.	T checks Ss' pronunciation, intonation, stress and fluency.
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Transition: Now, it's time for you to express your ideas. Let's discuss some opinions now.

(5 mins)	<p>T asks Ss to form groups of three and choose one of these phrases to discuss:</p> <ul style="list-style-type: none"> • Video games can never be art. • Video games are truly a collision of art and science. • Video games exist as an amalgam of many forms of traditional art • Sorry, video games are not art. • Games can be fun and rewarding in many ways, but they can't transmit the emotional complexity that is the root of art. <p>T provides Ss with an SOS BOX to help them convey their ideas.</p> <p>In my opinion ... it's true because ... I agree with that ... because I don't think ... because ... From my point of view ... because...</p>	<p>Ss form groups of three and choose a phrase to discuss.</p>	<p>T provides Ss with an SOS BOX to help them express their ideas.</p>
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Follow up:

Select one of these video games and write a text about it. You can use these questions to guide your composition:

- 1- What is the name of the game?
- 2- What kind of game is it?
- 3- Is it old or modern?
- 4- How would you describe its style?
- 5- Are the characters' animations/ sounds / visual effects / images / environment shapes attractive?
- 6- Would you say this game can be labeled as a piece of art? Why / Why not?

EXTRA ACTIVITY: Compare these retro video games with these new ones:

Pac Man
Super Mario Bros
MULE
TETRIS
Sonic The Hedgehog
Donkey Kong
Duck Hunt

Street Fighter
Fortnite
Call of Duty
FIFA
Battlefield
Pokemon Legends: Arceus
Dragon Ball Z: Xenoverse

Theme: Art

Topic: 8. Street art or vandalism?



Aims:

- To discuss the difference between street art and vandalism.
- To learn about different types of street art.
- To work with vocabulary related to art.
- To develop Ss' speaking skills by asking them to think of arguments for and against an idea.
- To develop Ss' reading skills
- To develop Ss' writing skills by asking them to describe a work of art.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	<p>T shows the Ss some pictures and asks what they have in common.</p> <p>T asks Ss to match the pictures with their names, and then, match them to their definition.</p> <p>KEY: 1- vandalism 2- yarn bombing 3- stencil 4- legal wall 5- tag 6- mosaic 7- mural.</p>	<p>Ss look at the pictures and discuss what they have in common. Then they match them to their names and definitions.</p>	<p>T encourages Ss to speak in L2.</p> <p>T helps with vocabulary if necessary.</p> <p>Oral correction will be done.</p>

Transition: Let's watch a street artist at work.

(4 mins)	<p>T asks Ss to watch the video of José Gallino, a street artist, at work and answer some questions.</p> <p>https://www.youtube.com/watch?v=G6LC5M7fxjQ</p>	<p>Ss watch the video and answer some questions.</p>	<p>Oral correction will be done.</p>
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Transition: Have you ever heard about José Gallino? He's an important Uruguayan street artist.

(5 mins)	<p>T asks Ss to read a text about muralist José Gallino and find words matching some pictures:</p> <p><i>portrait/roller/brush/painting/aerosol paint/paint/photograph/artist/mural</i></p> <p>After that Ss have to classify the words into <i>Tools / Materials / Works of Art / People</i></p> <p>T asks Ss to add two art-related words to each category.</p>	<p>Ss find the words in the text and classify them into different categories.</p> <p>Ss add two more art-related words to each category.</p>	<p>Oral correction will be done.</p>
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Transition: What's your opinion about painting the city's walls? Do you believe is it art or vandalism? Let's consider some points.

(5 mins)	T asks Ss to get in groups and read some statements about the topic and say if they are in favor of street art or not.	Ss get in groups and read the statements and decide if they are in favor of street art or not.	T monitors while Ss are on task. T may help if needed. Ss share their ideas with the class.
(7 mins)	T asks Ss to choose one of the previous statements. She asks each group to divide into two: half the group will think of arguments to support the statement, and the other half think about arguments against the statement. T asks Ss to try to convince the other half of the group that their position is the correct one. T asks Ss to share their opinions with the class.	Ss choose one of the statements and think about the for and against arguments in sub-groups. Ss try to convince the other group that their position is the correct one.	T encourages Ss to give their opinion. T monitors Ss while on task. Ss share their arguments with the class.

Transition: now, we're going to read the descriptions of two street art murals.

(9 mins)	T asks Ss to get in pairs and read the description of José Gallino's " <i>Homage to the indigenous woman</i> " mural and complete a chart about it. T asks Ss to read the SOS Box about the mural's descriptions.	Ss get in pairs, read the description and complete the chart with the mural's information. Ss read the SOS Box.	T helps Ss with words they may not understand so they can complete the chart. T monitors Ss while they read the SOS Box.
(9 mins)	T asks Ss to work individually and read the description of Lady Pink's " <i>Native Americans discover Columbus</i> " mural and complete a chart about it.	Ss read the description and complete the chart with the mural's information.	T helps Ss with words they may not understand so they can complete the chart.

Follow up:

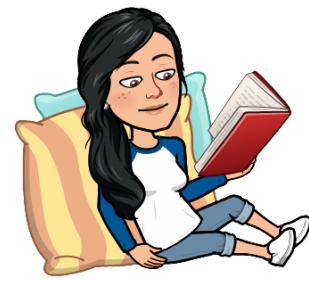
Choose one piece of street art from the web (you can use the #streetart or #streetartuy hashtag). Try to choose one that has some information about who is the artist, and where and when it was done.

- Draw and complete the chart to help you organize your ideas
- Attach a picture of the street artwork (and a link to the website).
- Write a description of the piece.

Title	Artist	Location & Date
Medium & Style	Colors & Atmosphere	Interpretation

Theme: Art

Topic: 9. Uruguayan art for export.



Aims:

- To work with concepts of international commerce.
- To work with vocabulary about international commerce.
- To improve Ss' reading skills by working with a text about a program to foster literary exports.
- To develop Ss' speaking skills by asking them to express their ideas.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss a word cloud with words about international commerce and art. T asks the Ss to predict the topic of the lesson.	Ss read the words in the word cloud and try to predict the	T acts as a facilitator in case Ss need help with vocabulary.

Transition: Let's work with some of the words from the cloud.

(5 mins)	T asks the Ss to find the words for some definitions in the word cloud.	Ss find the words for the definitions in the word cloud.	Oral correction will be done. KEY: 1- economy 2- goods 3- import 4- e-commerce 5- export 6- distribution
(7 mins)	T asks Ss to work in pairs and think of goods or services Uruguay imports and exports and complete a chart. T asks Ss to share their work with the class.	Ss get in groups and think and complete the chart with goods or services that Uruguay imports and exports. Ss share their work to the class.	T monitors Ss' work. T encourages Ss to participate. Ss share their work to the class.

Transition: Have you ever thought of Uruguay exporting art? Let's read a text about Uruguay exports in this area.

(8 mins)	T asks Ss to read an article about the IDA Program and complete a chart about it.	Ss read the article and complete the chart.	T acts as a facilitator in case Ss need help with vocabulary.
(10 mins)	T asks Ss to read the article again and answer some questions.	Ss read the article again and answer the questions.	T monitors while Ss are on task.

			Oral correction will be done
Transition: Now, we're going to read the headline of another article related to Uruguayan art exports.			
(10 mins)	<p>T asks Ss to get in groups, read the article heading: “URUGUAYAN ARTISTS OFFER THE WORLD THEIR OUTSTANDING PRODUCTION” and discuss the topic using some questions as triggers:</p> <p><i>Why do you think artists want to offer their art to the world? Which other Uruguayan types of art do you think are sold internationally?</i></p> <p>T asks Ss to share their ideas with the class.</p> <p>Complete article here: https://www.uruguayxxi.gub.uy/en/news/article/artistas-uruguayos-ofrecen-al-mundo-su-destacada-produccion/</p>	<p>Ss get in groups, read the headline and discuss the topic using the questions.</p> <p>Ss share their ideas with the class.</p>	<p>T encourages Ss to participate and express their ideas.</p> <p>T monitors while Ss work in groups.</p> <p>Ss share their ideas with the class.</p>

Follow up:

Project:

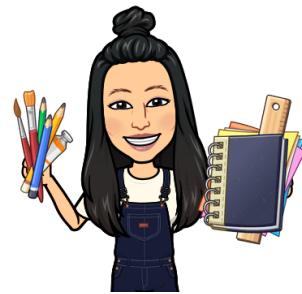
Work in groups: There are several Uruguayan authors mentioned in the article. Choose one of them and do some research about him or her. Present your chosen author to the class, you can prepare a poster or PPT presentation to support your work.

Theme: Art

Topic: 10. The art of recycling.

Aims:

- To raise awareness about the importance of recycling.
- To introduce students to a different art manifestation.
- To practice reading.
- To practice speaking.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss two quotations:</p> <ul style="list-style-type: none"> <i>-Recycling turns things into other things. Which is like magic.</i> <i>-Creativity is making marvelous from the discarded.</i> <p>T asks Ss:</p> <ul style="list-style-type: none"> <i>-Do you agree with the quotations? Have you ever turned things into other things?</i> 	Ss read the quotations and answer the T's questions.	<p>T listens to Ss's answers and fosters Ss' participation.</p> <p>T elicits vocabulary from Ss.</p> <p>T encourages Ss's oral participation.</p> <p>T promotes a good classroom atmosphere so Ss feel comfortable to share and express their opinion.</p>

Transition: What's your opinion about recycling objects? Is it possible to use recycled objects to do art?

5 (minutes)	Pair work. T asks Ss to look at the pictures and make a list with the materials they think were used to make them.	Ss work in pairs to make a list of materials used to create each work of art.	<p>T monitors while Ss are on task.</p> <p>T may help with new or difficult words.</p> <p>Feedback is done as a whole group.</p>
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Transition: Have you ever tried to create something new using things you have at home? How was it?

(10 mins)	T asks Ss to read the text and answer some questions about it.	Ss read the text and answer the questions.	T monitors while Ss are working.
8 (mins)	<p>T asks Ss to read the text again and complete a chart with examples of materials/techniques.</p> <p>T asks Ss to add at least two more examples under each category..</p>	<p>Ss read the text and complete the chart.</p> <p>Ss add more examples under each category.</p>	<p>T monitors while Ss are on task.</p> <p>T may help Ss who need it.</p>

			Feedback is done on the board.
5 (mins)	T asks Ss to look at the pictures and write the name of the artists that Ss were inspired by. . T asks Ss to search information on the web (if necessary) to write the name of the original work of art of each artist.	Ss write the name of the artists under each picture. Ss find information on the www to name each work of art (original version)	T monitors Ss while they work.
Transition: Apart from famous artists and their works of art, Neverland students read stories, fables and fairy tales to get inspiration and create wonderful things!			
(5 mins)	T asks Ss to label the pictures according to the story they were inspired by.	Ss use the information to label the pictures.	T monitors while Ss work. T may help Ss to understand the pictures. T may ask some questions to check understanding.
Follow up: think about your favourite story and use recycled materials to create a work of art. You can choose your favourite characters or the part of the story that you like the most. Share your works with your classmates and organise an art exhibition at school. It will be a great experience!			

Topic: 11. The liberal arts.

Audio Script

A brief history of liberal arts education

During the era of classical antiquity, liberal arts was considered essential education for a free individual active in civic life. At the time, this would have entailed being able to participate in public debate, defend oneself and serve in court and on juries, and perform military service. At this time, liberal arts covered only three subjects: grammar, rhetoric and logic, collectively known as the *trivium*.

This was extended in medieval times to include four further subjects: arithmetic, geometry, music and astronomy, named the *quadrivium* – so there were seven liberal arts subjects in the medieval liberal arts curriculum.

Considerably more difficult than the trivium, the quadrivium was used to prepare its students for the more serious study of philosophy and theology.

The aim of a liberal arts education was to produce a person who was virtuous and ethical, knowledgeable in many fields and highly articulate.

Modern liberal arts curriculums, however, allow students to study a much larger range of subjects, but they still retain the core aims of the traditional liberal arts curricula: to develop well-rounded individuals with general knowledge of a wide range of subjects and with mastery of a range of transferable skills.

What is liberal arts education today?

So, in a modern context, what is a liberal arts education? There are now many subjects that fall within the broad scope of the category; a typical liberal arts degree program is interdisciplinary, covering topics within the humanities, as well as social, natural and formal sciences. There are differences in the particular subjects included in liberal arts degree programs at different institutions. However, the liberal arts spectrum is generally accepted as covering the following fields:

- Humanities – includes art, literature, linguistics, philosophy, religion, ethics, modern foreign languages, music, theater, speech, classical languages (Latin/Greek) etc.
- Social sciences – includes history, psychology, law, sociology, politics, gender studies, anthropology, economics, geography, business informatics, etc.
- Natural sciences – includes astronomy, biology, chemistry, physics, botany, archaeology, zoology, geology, Earth sciences, etc.
- Formal sciences – includes mathematics, logic, statistics, etc.

The term 'liberal arts education' can also be applied to the dedicated study of just one of the above subjects (for example, a student studying a BA in Philosophy could be said to be undertaking a liberal arts education). In general, however, the term refers to degree programs that aim to provide a broader spectrum of knowledge and skills

Theme : Art

Topic: 13. I wanna be an artist.



Aims:

- To learn about the life of a Uruguayan artist.
- To present vocabulary concerning theater.
- To practice reading.
- To prepare and carry out a discussion.
- To enhance critical thinking skills by asking Ss to back up their position.
- To practice writing.
- To provide Ss an opportunity to act out a short play.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T asks Ss to introduce their hands into a bag and catch one of the objects. After some Ss have come, T asks Ss: <i>-What objects do you think you touched? -What do they have in common?</i> (Possible objects to include in the bag: a ticket, make up, a mask, a script.)	Some Ss volunteer to touch some objects from the bag. Then, they have to guess what the objects have in common.	Ss answer the T's questions and try to guess the topic of today's lesson.

Transition: Have you ever acted in a play? Did you like it? Do you like going to the theatre?

(6 mins)	T asks Ss to read the text and decide in which paragraph (A-F) they can find the information required.	Ss read the sentences and look for the information in the different paragraphs.	T monitors Ss' work. Ss read their answers aloud. KEY: 1- F 2-A 3-C 4-E 5-B 6-D
(7 mins)	T asks Ss to get in pairs and read the text again to answer some questions.	Ss get in pairs. They read the text again and answer the questions.	Ss read their answers and they write them on the board.

Transition: What theatrical genres do you know?

(4 mins)	T asks Ss to match the theatrical genres with their definitions:	Ss read the genres' definitions and match the term with their definitions.	Oral correction will be done. KEY: Tragedy - d Comedy - f Drama - a
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			Tragedy - b Melodrama - g Musical - e
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Transition: Every genre has its characteristics, by looking at the actors/actresses' facial expressions and body postures many times is enough to realize the genre they are representing.

(6 mins)	T asks Ss to look at Adriana's pictures and decide which theatrical genre the plays belong to. T explains Ss they have to back up their answers with the reasons for their choices.	Ss work in pairs. They decide which theatrical genre the plays belong to.	Ss volunteer to provide their answers orally.
(4 mins)	T asks Ss to look at some pictures as references and complete the crossword with words related to theater. T explains that there is a letter from each word to help them.	Ss look at some pictures as references and complete the crossword about words related to theater.	Oral correction will be done. KEY: 1- PERFORMANCE 2- MAKE UP 3- MASK 4- PLAY 5- ACTRESS 6- COSTUME 7- DIRECTOR 8- SCRIPT 9- AUDIENCE 10- STAGE 11- ACTOR 12- SEATS 13- STAGE LIGHTS 14- TICKET 15- CAST

Transition: Do you prefer going to the theatre or going to the cinema? Is it the same for you? Why?

(14 mins)	T asks Ss to get into two groups, those who find theater more interesting and those who find the cinema more exciting. T explains that one part of the class will be in favor of theater and the other one in favor of cinema. T tells Ss that they have to write down some ideas that they will use to support their preferences. Then, T invites Ss to carry out a discussion within these two groups.	Ss get into two groups: those who prefer theater and those who prefer the cinema. They write down some ideas to support their choice. Then, they will defend their preference.	T monitors Ss' work and helps them to express their ideas if it is necessary. T listens carefully to the discussion and takes notes to provide feedback to Ss later on.
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Follow up:

Project: Imagine you are playwrights. You may want to talk to the literature teacher for help. Write down a play using some of the vocabulary learned in the lesson and considering the ideas provided by Adriana Da Silva about her experience as being an actress. Then, act out the play in the class. Remember to prepare costumes, make up and everything you need.

Theme: Art

Topic: 14. Studying art.

Aims:

- To present a testimony of a person that studied art.
- To introduce a different type of art and its characteristics.
- To show the steps in the creation of a ceramic pot.
- To practice reading.
- To practice speaking.
- To focus on the aspects considered when describing artworks.
- To present adjectives to describe artworks.
- To enhance critical thinking.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>Teacher writes a quote about art on the board and asks Ss to fill in the blanks:</p> <p><i>-Art for me is a way of and life, it is a way of telling who I am, and in a more general way of speaking, it is a way of what happens in</i></p> <p>T shares the original quotation and asks Ss about their opinion about art.</p>	<p>Ss read the quotation and try to complete it with suitable words.</p> <p>Ss listen to the original quotation and share their opinion about art.</p>	<p>T elicits ideas about art from Ss.</p> <p>Key: <i>Art for me is a way of living and seeing life, it is a way of telling who I am, and in a more general way of speaking, it is a way of expressing what happens in society.</i></p>
Transition: Who do you think said this words about art? The person who said this is a Uruguayan ceramics artist. Do you think you can study art or do you think artists are born?			
(5 minutes)	T invites Ss to read the interview about this Uruguayan ceramicist and complete it with the missing questions.	Ss read the text and locate the questions with the corresponding answers.	Oral correction will be done.
(8 mins)	T tasks Ss to read the text again and choose the corresponding option in each case.	Ss get in pairs. They read the text again and choose the corresponding options in each question.	Some Ss volunteer to read their answers aloud.

Transition: Do you have any ideas what the steps to create ceramic pieces are? Let's try to guess!

<p>(7 mins)</p>	<p>T tasks Ss to read the different steps to produce ceramic pieces and put them in order.</p> <p>Key:</p> <p>1- plan the ceramic product manufacturing 2- hollow out raw material with thumb 3- shape it in the desired way 4- let it dry 5- after drying retouch the piece 6- send to oven 7- decorate the piece with enamel 8- send to second baking 9- take out from oven 10- packaging</p>	<p>Ss put the steps to create ceramic pieces in order.</p>	<p>Ss share their answers and provide ideas to support their answers.</p>
<p>(4 mins)</p>	<p>T tasks Ss to match the pictures with the corresponding steps.</p>	<p>Ss say what step each picture illustrates.</p>	<p>Oral correction will be done.</p>

Transition: Have you ever seen somebody creating a ceramic piece? Let's watch a video.

<p>(6 mins)</p>	<p>T invites Ss to watch a video about a step by step way of building a ceramic mug. T asks Ss some questions:</p> <p><i>1-What did you like the most? 2-What are the main steps mentioned? 4- Could you find any difference with the steps mentioned in the activity before?</i></p>	<p>Ss watch the video and answer the T's questions.</p>	<p>Ss share their answers in pairs. T monitors Ss are on task.</p>
<p>(10 mins)</p>	<p>T tells Ss that they are going to read about nine different artists and the characteristics of the way of working of each of them. T explains Ss have to search the web for examples of these artist's work and create a picture dictionary.</p>	<p>Ss read about nine different artists and the characteristics of their artworks and they search the web for examples of these artist's work and create a picture dictionary.</p>	<p>Ss share their answers orally. T writes the names of the artists on the board.</p>

Transition: Have you seen any of these artworks before? What do you think about creations with ceramics?

<p>(12 mins)</p>	<p>T tasks Ss to get in pairs and have a look at some of Gimena's artworks. T tasks Ss to choose one and describe it by using</p>	<p>Ss get in pairs and choose one of Gimena's artworks.</p>	<p>T monitors to check pronunciation and helps Ss if necessary.</p>
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	<p>adjectives from the SOS Box and considering some questions.</p> <p>T asks Ss to repeat the activity with another piece of ceramics and another classmate.</p>	<p>They take turns to describe it.</p> <p>Ss work with different partners and they describe another artwork.</p>	<p>T asks for volunteers to share their ideas about the artworks.</p>
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Follow up:

Project 1- Did you find any of the artworks interesting? Look for more creations of that artist. Write a text about him including his/her biography and art style and the reasons why you like his/her creations. Decorate your text with your favourite pieces of ceramics from the artist.

Project 2- Get in pairs and look for some cold porcelain clay. Create your own mug, pot, or whatever artwork you want to. Let it dry and look at it. What's the story beneath your artwork? Write a text telling the story of your creation. Next class share your artwork with the class and read your classmates your story.

Theme: Art

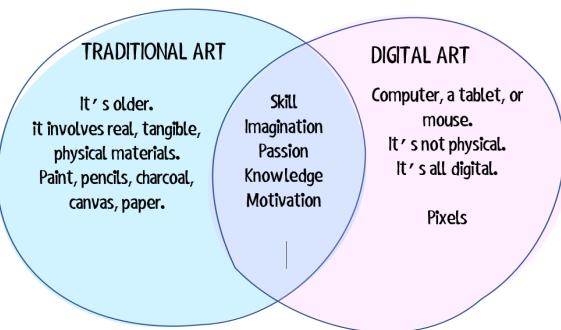
Topic: 15. Designing art with technology.

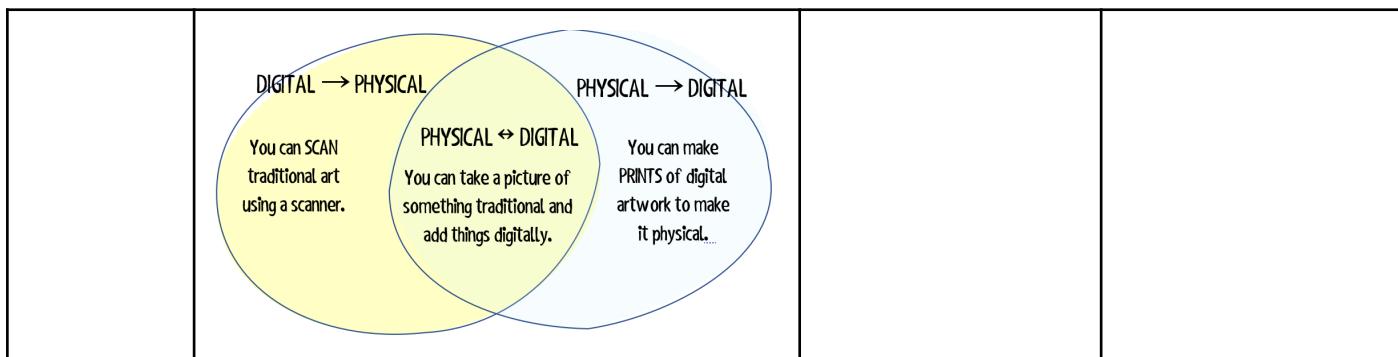
Aims:

- To learn about digital art and its applications.
- To develop Ss' listening skills by watching a video.
- To discuss the difference between traditional art and digital art.
- To develop Ss' reading skills by reading an article about digital art and an interview with an illustrator.
- To work with vocabulary related to graphics software.
- To develop Ss' speaking skills by asking them to think of arguments for and against an idea.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T asks Ss to look at some pictures and think about what they have in common: <i>they are all related to Digital Art.</i>	Ss look at the pictures and say that they are all related to Digital Art.	T encourages Ss to give their ideas.

Transition: Have you ever heard of Digital Art? Do you know how it works? Is it different from traditional art?

(10 mins)	<p>T asks Ss to watch a video “Traditional art vs. Digital art” and complete two diagrams.</p> <p>https://drive.google.com/file/d/114eIR-6AK-xlipUG_Zd_wHLndeC57Q0F/view?usp=sharing</p> <p>What do you need to create Traditional and Digital Art?</p>  <p>How do you transition from digital to physical means and vise versa?</p>	<p>Ss watch the video and complete the two diagrams.</p>	<p>T monitors while Ss are on task.</p> <p>T may help Ss if necessary.</p> <p>Oral correction will be done.</p>
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Transition: Well, now that you have seen the video about Traditional versus Digital art, let's read an article about the topic.

(10 mins)	T asks Ss to read an article about Digital Art and complete a diagram. TYPES - REQUIREMENTS - APPLICATIONS - REQUIRED SKILLS	Ss read the text and complete the diagram.	T acts as a facilitator if needed. Oral correction will be done.
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Transition: Have you ever used a computer to draw or edit photographs? Which software have you used? Are you familiar with the most common functions most of them share?

(5 mins)	T asks Ss to match some graphic software icons to their functions. KEY (in order): shapes - eraser - text edit - crop - magic wand - color palette - layers - color bucket - print - zoom - ruler - airbrush - color picker - pen	Ss match the icons to their function.	Oral correction will be done.
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Transition: Now we're going to read an interview to an Uruguayan illustrator.

(6 mins)	T asks Ss to read an interview with Uruguayan illustrator Ana Inés Irilarry, and put the questions in their right places to complete it.	Ss read the interview and complete it with the questions.	T monitors while Ss are on task. T may help Ss if necessary. Oral correction will be done.
(4 mins)	T asks Ss to read the interview again and find some pieces of information.	Ss find the required pieces of information.	
(6 mins)	T asks Ss to interpret some excerpts from the interview. KEY: <ul style="list-style-type: none">• 2 software programs: Procreate, Photoshop• 2 social media platforms: Instagram, YouTube• 3 drawing techniques: charcoal, colored pencils, pastels• 4 art school subjects: color, volume, light & shadows, art history	Ss read the interview and try to interpret what the author meant in the excerpts.	

	• 4 pieces of hardware: mouse, graphics tablet, iPad, Apple pencil		
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Follow up:

Get in pairs and discuss: After watching the video and reading the texts, what's your opinion about digital art? Is digital art as real as traditional art? Are digital artists real artists?

Think arguments *in favor* and *against* the authenticity of Digital Art as a true form of Art.

Share your ideas with the class.

UNIT 3:

TECHNOLOGY

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

- raise awareness about the use of technology among adolescents.
- understand new ways of using technology.
- read and express your opinions about how technology has existed throughout history.
- develop a digital citizenship and technological competence.
- have a critical perspective toward technology and its uses.



Theme : Technology

Topic: 1. Am I a tech-savvy?

Aims:

- to allow room for Ss to develop strategies on how to express their opinions about a specific topic.
- to enhance Ss' listening skills through working with a listening activity with a dialogue.
- to make Ss aware of the risks of overusing technology.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss different gadgets and asks them to name them.</p> <p>T asks Ss which gadget they use the most and to give reasons for their answers.</p> <p>T provides Ss with an SOS BOX (an example)</p> <p>The gadget I use the most is my cell phone because I like sending instant messages.</p> <p>T asks Ss if they think people spend too much time using technology.</p>	<p>Ss look at different gadgets and name them.</p> <p>Ss mention the gadgets they use the most and say why.</p> <p>Ss use an SOS BOX to express their ideas.</p> <p>Ss say whether they think people spend too much</p>	<p>T acts as a facilitator by eliciting vocabulary.</p> <p>T monitors that Ss are able to express their ideas.</p>
Transition: Simon loves video chatting with his friends, in fact he does it all the time. How do you keep in touch with your friends?			
	<p>T asks Ss to listen to the characters talking about technology. T asks Ss to match the ways of communicating to the characters (Simon, Lua and Camila). T tells Ss to be careful since there is an extra option.</p> <p>A- video chat B- instant messaging C- e-mail D- video sharing</p> <p>T asks Ss some questions: 1-Which ways of communicating do you use the most? 2-Which way do you think is the best? 3-Do you communicate with friends in different ways?</p>	<p>Ss listen to the characters talking about technology.</p> <p>Ss answer some questions about communication.</p>	<p>T checks that Ss complete the listening comprehension activity.</p>

Transition: As we saw the gang uses different ways to communicate with each other and they do it especially using technology.

(10 mins)	<p>Camila is a bit concerned that's why she wants to share an article called "Different ways in which technology is affecting our lives" to help them be aware of the damage technology can cause when used in excess.</p> <p>T asks Ss to read the article and put the titles in the correct place and answer 5 questions about it.</p> <p>T asks Ss to choose the 5 risks they think are the most worrying and give 3 reasons for each one.</p>	<p>Ss get in groups and read the article.</p> <p>Ss answer the given questions.</p> <p>Ss choose 5 risks they consider the most worrying and give 3 reasons for each one.</p>	<p>T checks that Ss read the texts about technology.</p> <p>T encourages Ss to work in groups and do the activity.</p> <p>T monitors the activity and facilitates if necessary.</p>
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Transition: Camila asks her friends to imagine that they have to spend one day in the countryside with her. What activities would they do without using their cellphones?

(5 mins)	<p>T tells Ss that Camila used to live in a place where phone signals were very weak. Camila knows how to spend her time outdoors.</p> <p>T asks Ss to think of free-tech ideas to share with their classmates.</p>	<p>Ss think of free-tech ideas to share with their classmates.</p>	<p>T encourages Ss to use their imagination to come up with innovative suggestions.</p>
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Follow up: Free-tech day: T asks Ss to prepare a leaflet promoting a free-tech day and an advertising spot.

DIALOGUE SCRIPT

Simon: Hi guys!

Cami: Hi Simon! (Cough) Are you saying hi to me or to your friends online?

Simon: To you Cami! What's up!

Cami: Just waiting for the class to start! You do love spending the whole day with your phone! Kind you are in love with it (Giggle)

Simon: You're overreacting! Look at Lua! She does spend the whole day online.

Lua: Hi guys! Say Hi to my friends. I'm broadcasting live!

Cami: Oh no! How embarrassing.

Simon: Hi! I'm Simon. The most handsome guy at school! (All laughing)

Lua: Bye my friends (Lua stops broadcasting live)

Cami: Lua! I thought Simon was in love with his cellphone but I was wrong!

I think you are (Laughing)

Lua: You know, it's a good way of being in touch with my mother! She is so far away! And she adores sharing my videos with her co-workers!

Cami: I don't like sharing videos! I prefer sending messages. That is kind of enough for me!

What about you Simon?

Simon: As I really enjoy looking at my friends' eyes, I prefer video chatting with them. (Riiing)

Theme : Technology

Topic: 2. Technology from the past.

Aims:

- To develop Ss' speaking skills by asking them to express the main reasons for their choices.
- To raise awareness of the impact of certain inventions on people's lives.
- To foster teamwork by asking Ss to work cooperatively.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tells Ss that Nico's mother, Luisa, is working on her History lesson.</p> <p>T starts the class by asking Ss to form five groups. (T makes sure that Ss leave their cellphones apart not to check for information online)</p> <p>T provides each group with an envelope. Inside the envelope, there are several pictures of gadgets together with a timeline.</p> <p>T asks Ss to predict when those objects were invented.</p> <p>After groups have finished with their predictions, T asks Ss to stick their timelines on the board.</p> <p>T provides Ss with an SOS box to give their opinions.</p> <p>In my opinion, the ... was created before / after the</p> <p>I think the is more recent than....</p> <p>Maybe the ... was created in</p> <p>I believe ... is older than ...</p>	<p>Ss work in groups. Ss look at some pictures with different gadgets and place them on a timeline by predicting when those objects were invented.</p> <p>Ss can't use their cell phones to check their decisions.</p> <p>Once they finish, Ss stick their timelines on the board.</p> <p>Ss use the SOS BOX to give their opinions.</p>	<p>T monitors the activity.</p> <p>T reminds Ss that there are no right or wrong answers at this stage.</p> <p>T encourages Ss to give their opinion by using the given structures.</p> <p>T checks whether Ss know how to use the SOS box.</p> <p>T promotes a collaborative working environment among Ss.</p>

Transition: Let's check if your predictions were correct. You can use your mobile phones now.

10 (minutes)	T asks Ss to complete a factfile with the name of the inventions, when they were created and who created them.	Ss keep on working in the same groups and complete a factfile about the gadgets.	
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	<p>T tasks Ss to check which group had more correct predictions working with the timeline.</p>	<p>Ss can use the internet to accomplish the task.</p> <p>Ss check which group had more correct predictions working with the timeline.</p>	
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Transition: Luisa wants all her Ss to write a short paragraph about three of the inventions.

(10 mins)	<p>T shares with Ss a paragraph / text about the pointball pen.</p> <p>https://www.englishlistening.rocks/imrpove-listening-fluency-ball-point-pen/</p> <p>ACTIVITY: Put the missing sentences in the correct place. There is one extra sentence you do not need to use.</p> <p>T tasks Ss to choose 3 of the inventions and write sentences about them.</p>	<p>Ss read a paragraph about the pointball pen.</p> <p>Ss choose three of the inventions and write sentences about them.</p>	<p>T monitors as Ss write and provides guidance if needed.</p>
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Transition: Which are the best inventions in history?

(5 mins)	<p>T tasks Ss to watch a video and to order the inventions in the order in which they appear.</p> <p>https://www.youtube.com/watch?v=bNUfZ3_Vku</p>	<p>Ss watch and order the inventions.</p>	<p>T works as a facilitator by eliciting vocabulary.</p>
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Follow up: As we have mentioned, technology has changed through time together with the ways in which we use it for our daily lives.

T tasks Ss to think of three questions they would ask three members of the family about technology from the past.

Theme : Technology

Topic: 3. Teachers have always used technology.

Aims:

- To reflect on the concept of technology.
- To think about how technology has affected education.
- To discuss the advantages and disadvantages of technology in education.
- To learn about different innovations that have been important to education.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows the Ss a series of photographs of different historical innovations and asks them which ones were technological innovations.</p> <p>T asks Ss to read the definition of 'technology' to confirm their answers and realize that all the objects in the pictures are technological innovations.</p>	<p>Ss decide which of the photographs correspond to technological innovations.</p> <p>Ss read the definition of technology and check their answers.</p>	<p>T elicits vocabulary from Ss.</p> <p>T encourages Ss to participate orally.</p> <p>T helps Ss to understand the definition of technology.</p>
Transition: These objects have been impactful to society. In which areas of human life were they useful?			
(7 mins)	<p>PRE-READING</p> <p>T asks Ss to get in pairs and discuss some questions.</p> <p>T asks Ss to take notes of their answers.</p> <p>T provides useful expressions to convey their thoughts:</p> <p><i>We consider that...</i></p> <p><i>We strongly believe that...</i></p> <p><i>One advantage of...</i></p> <p><i>On the other hand...</i></p>	<p>Ss get in pairs and discuss the questions.</p> <p>Ss take notes when necessary.</p>	<p>T monitors while Ss are on task.</p> <p>T helps Ss in case they need it.</p> <p>T asks Ss to share their responses with the class.</p>
Transition: Can you think of other inventions that have been useful for education? Let's read an infographics about the topic.			
(8 mins)	T exploits the pictures from the infographics.	Ss name the objects they know and have worked with.	T elicits vocabulary from Ss and checks

	T tasks Ss to read the first part of the infographics and decide whether the sentences are true or false and support their answers.	Ss read the first part of the text to complete the task.	previous knowledge about the topic. T monitors while Ss are on task.
(8 mins)	T tasks Ss to read the second part of the infographics and find the correct invention to answer the questions.	Ss read the second part of the text to complete the task.	T reminds Ss about reading strategies (skimming and scanning). T provides oral feedback.
Transition: Which of these innovations from the infographics have become outdated and which ones are still in use today?			
(15 mins)	T tasks Ss to get in pairs and find out information about two technological innovations that have been impactful on education and to complete the infographics. T helps Ss to search for information on the web.	Ss get in pairs and search for information to complete the infographics. Ss complete the infographics with a short description of two technological innovations.	T tasks Ss to share the two technological innovations they found with the rest of the class.
Follow up: Present the two technological innovations that you thought of to the rest of the class. Then, create a new infographics from 2008 onwards that includes all the innovations. Finally, make a top five rank where you choose the ones that you consider more useful in education.			

Theme : Technology

Topic: 4. Technology and the world of work.



Aims:

- to enhance Ss' listening skills through working with listening comprehension activities.
- to foster Ss' speaking skills by playing the “Back to the board” game.
- to motivate Ss by playing a game.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class providing Ss with a dialogue. T asks Ss to perform the dialogue in pairs.</p> <p>T tells Ss that Camila and Nico are talking about what to study in the future. They are both interested in technology.</p> <p>T elicits from Ss:</p> <p>What job does Camila want to perform?</p> <p>Which other areas could she work in?</p> <p>What is Nico's opinion about Cami's future job?</p>	<p>Ss read a dialogue between Camila and Nico.</p> <p>Ss answer some questions about the dialogue.</p>	<p>T encourages Ss to read the dialogue.</p> <p>T checks pronunciation and intonation.</p>
(10 mins)	<p>T asks Ss to listen to 5 people describing their jobs and to match the speakers to the name of the job. There are two extra jobs.</p> <p>https://drive.google.com/drive/folders/1UC hxEwfIBJQVVWISHmctGRVilYszCu6s</p> <ul style="list-style-type: none"> - SOFTWARE DEVELOPER - CYBER SECURITY SPECIALIST - DATA SCIENTIST - IT CONSULTANT - MULTIMEDIA SPECIALIST - WEB DEVELOPER - COMPUTER GAMES TESTER 	<p>Ss listen to 5 speakers and match them to the name of the job.</p>	<p>T facilitates and monitors the activity.</p> <p>T may help Ss who demand any help.</p>

	T corrects the activity and elicits from Ss the keywords that helped them solve the task.		
<p>Transition: What skills should a person have to succeed in the world of technology? What skills does Camila need to be a successful applications software developer?</p>			
(10 mins)	<p>T asks Ss which skills are needed to perform the jobs mentioned in the previous task. T asks Ss to listen to the audio again and take notes.</p> <p>T asks Ss to think of the skills needed for the other two jobs and take notes, too.</p>	<p>Ss say which skills people need in order to perform the jobs mentioned in the previous task. Ss listen to the audio one more time and take notes.</p>	<p>T explains the instructions of the task. T fosters Ss' participation.</p>
<p>Transition: Let's play a game with the jobs we have worked with today.</p>			
(5 mins)	<p>T asks 5 Ss to come to the front to play the "Back to the board" game.</p> <p>T asks Ss to take turns to sit back to the board and writes the name of a job.</p> <p>T asks Ss to make YES/NO questions to guess the job.</p> <p>T provides Ss with an SOS BOX</p> <p>Do I work in ... ? Do I have to ... ? Do I need to... ? Am I a ... ?</p>	<p>Ss come to the front and take a seat back to the board.</p> <p>Ss make YES/NO questions to guess the name written on the board.</p> <p>Ss use an SOS BOX to ask the questions.</p>	<p>T fosters a collaborative working environment among Ss.</p>
<p>Follow up: T asks Ss to think of our local community. Can the jobs mentioned in this class be performed in our town? In case Ss have no information, T can invite Ss to conduct a brief investigation.</p>			

SCRIPT

Let's listen to 5 people describing their jobs. Match each speaker to the correct job. There are two extra options.

1- I mainly design and create multimedia products such as DVDs, websites, graphics, video clips, computer games, virtual reality and digital animation. To be a good professional you must have confidence, imagination, creativity, patience, and a good eye for detail and design. You must also be organized and analytical. Lastly, it's important to develop the ability to understand what the client wants and to be able to offer them an attractive and unique product.

ANSWER: MULTIMEDIA SPECIALIST

2- My job is all about protecting digital information. I develop, test and analyse security systems. I also respond to security threats, attacks and similar events. I monitor network

activity to identify vulnerable points and prevent unauthorized access to private data. I have to make sure that the technology infrastructures are well-protected at all times. Apart from this, I have to write regular reports for executives and administrators. To be successful at this job, you have to be a problem-solver, a quick decision-maker and have an analytical mind.

ANSWER: CYBER SECURITY SPECIALIST

3- I evaluate companies' IT systems and help to meet their business objectives. I analyse and diagnose their IT infrastructure, understand a client's business needs and design and implement technology solutions. I also make sure that all company members are familiar with technology and, if needed, I train them. To be successful at my job, you have to have excellent written and verbal communication skills, the capacity to solve problems and provide practical solutions. Additionally, you need to be able to manage time efficiently.

ANSWER: IT CONSULTANT

4- My job involves a proactive approach to problem-solving and a deep understanding of coding. I have to design, install and test software systems. I create internal programmes that help businesses be more efficient, and I create systems that can be sold on the open market. Once the final software system is delivered to the customer, I help maintain and update the programme to ensure that all security problems are fixed and that it operates with new databases. I also create applications to do specific tasks on a computer or a mobile phone.

ANSWER: SOFTWARE DEVELOPER

5- Believe it or not, my job is quite demanding and it requires a lot of commitment and perseverance. I must play and test games repeatedly in different ways. I must also test different versions, such as those for PCs, consoles and mobile phones. When testing a game, I must report what I find. For example, if I spot a broken element or find a spelling or grammar mistake, I must identify and report the error. To have a job like mine you need to be able to work under pressure, pay a lot of attention to detail, have flexible working hours and have strong computer literacy skills.

ANSWER: COMPUTER GAMES TESTER

Theme : Technology

Topic: 5. How can I become a digital citizen?



Aims:

- To understand the concept of digital citizenship.
- To recognize the different aspects of digital citizenship.
- To get the students to reflect on their use of digital technologies.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 minutes)	<p>T writes the question: <i>How much time do I spend online?</i> on the board.</p> <p>T asks Ss to consider how many hours a day they do activities that require the Internet.</p> <p>Eg.</p> <ul style="list-style-type: none"> • Messaging or texting • Social media time such as Facebook, Instagram • Schoolwork assignments, working on the school platform, searching for information <p>T asks Ss to write on the board the number of hours they spend using some sort of technology.</p>	<p>Ss consider the time they spend using the internet.</p> <p>Ss write on the board the number of hours.</p>	<p>T monitors the activity.</p>

Transition: Look at the numbers! Most of you spend a lot of hours a day using some kind of technology that requires the internet. Now, let's see what you do during those hours!

(7 mins)	<p>T asks Ss to read a list of activities and tick the ones that they have done in the last month.</p> <p>T asks Ss to classify the activities into:</p> <ul style="list-style-type: none"> • Entertainment • Safety • Education • Privacy • Communication • All of the previous ones 	<p>Ss read the list of activities and tick the ones they have done in the last month.</p> <p>Ss classify the activities into different categories.</p>	<p>Ss go to the board to complete the chart.</p>
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	T draws the chart on the board.		
Transition: There's something that includes all the different actions that you do online. Which one is it? Did you tick that option in the list of activities?			
Let's read the infographics about Digital Citizenship to see whether or not you're a digital citizen.			
(8 mins)	<p>T asks Ss to read the first part of the infographics.</p> <p>T asks students to consider if they are digital citizens or not and complete the sentence to justify their decision:</p> <p><i>I am/am not a digital citizen because...</i></p>	<p>Ss read the text and consider their use of digital technologies and whether or not they are digital citizens.</p> <p>Ss write sentences stating whether they are digital citizens and giving their reasons.</p>	<p>T monitors while Ss are on task.</p> <p>T monitors that Ss are able to express their ideas.</p> <p>T asks students to read their sentences aloud.</p>
Transition: As you can see, to some extent all of us are Digital Citizens, but we need to ask ourselves, are we <i>good</i> digital citizens? Let's read now about ten aspects of digital citizenship.			
(7 mins)	T asks Ss to read about ten aspects of digital citizenship and complete the titles with words from the box.	Ss read the texts and write the titles of the corresponding aspect.	<p>T checks that Ss understand the texts about digital citizenship.</p> <p>T checks Ss' work orally.</p>
(6 mins)	<p>T asks the Ss to read four situations related to digital citizenship and decide which of the ten aspects they are related to.</p> <p>T asks students to match each situation to a recommendation about it.</p>	<p>Ss read the situations and match them to the ten aspects they read about.</p> <p>Ss match the situation to a recommendation about it.</p>	T checks Ss' work orally.
(10 mins)	T asks Ss to get in pairs and read about the other three situations, relate them to the aspects of digital citizenship, and think what they would recommend.	Ss read the situations and write a recommendation about each of them.	<p>T monitors as Ss write and provides guidance if needed.</p> <p>T asks Ss to share their recommendations with the class.</p>
Follow up: T asks Ss to write a new, more complete definition of Digital Citizenship.			

Theme : Technology

Topic: 6.Differentiating secure and non-secure websites.

Aims:

- to develop Ss' speaking skills by asking them to report their classmates' answers and by sharing their own experiences regarding a certain topic.
- to reinforce Ss' reading skills by working with some definitions related to the topic.
- to motivate Ss by asking them to work on a project and to create a tutorial video.
- To raise awareness of a relevant issue about how to differentiate secure and non-secure websites.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by telling Ss that Nico, Camila, and the rest of the class are attending a Digital Security Workshop at school.</p> <p>The trainer asks Ss to answer the following questions.</p> <ul style="list-style-type: none"> - What kinds of information about yourself do you share online? - Who do you share this information with? - Who do you think sees the information you share online? <p>T asks Ss to get in pairs and share their answers.</p> <p>T asks Ss to report their classmates' answers to the rest of the class.</p> <p>T gives Ss an SOS BOX</p> <p>... told me that he/she ... shared ... He/she said that he/she shared his/her information with ...</p>	<p>Ss get in pairs and answer some questions.</p> <p>Ss report their classmates' answers to the rest of the class.</p>	<p>T acts as a facilitator by providing Ss with an SOS BOX.</p> <p>T fosters Ss' participation reminding them there are no right or wrong answers at this stage.</p>
Transition: Do you know that when you share information online the company that owns the social media can keep track of your info? Look at the activity that the technology expert presented to the students.			

10 (minutes)	<p>T provides Ss with a list of terms related to the topic. T asks Ss if they recognize the terms.</p> <p>a-cookies b-online tracking c-personalized content d-targeted advertising e-third-party</p> <p>T asks Ss to match the terms to the correct definitions.</p> <p>1.a company other than the company that owns the website or app you are using 2.small text files stored on a computer that keep track of what a person does on a website 3.advertisements that are shown to you based on information that has been collected about you (location, browsing history, interests, age, etc.) 4.apps, websites, or third parties collecting information about your online activity (other sites you visit, links you click, how long you stay, etc.) 5.information that a website or app shows you based on what they think you want to see</p> <p>(a-2 / b-4 / c-5 / d - 3 / e- 1)</p> <p>T checks the answers.</p> <p>T shares the following situation. The other day I was looking for information about a new cell phone and, all of a sudden, ads related to that cell phone appeared everywhere. Has that ever happened to you?</p> <p>T asks Ss to share situations in which they feel as if they have been “tracked” by the internet.</p>	<p>Ss say whether they recognize the given terms.</p> <p>Ss match the terms with the definitions.</p> <p>Ss tell the class their own experiences.</p>	<p>T monitors while Ss read the definitions. T acts as a facilitator by eliciting words Ss may not understand.</p> <p>T encourages some Ss to share their experience online.</p>
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Transition: The technology expert wants everyone to know how to access secure sites. Look at the tips he wants to share with us.

<p>(10 mins)</p>	<p>T asks Ss to read the article https://rockcontent.com/blog/how-to-check-if-a-website-is-secure/ (We have permission to use the link)</p> <p>T asks Ss to copy the tips on their notebooks and take notes about them.</p> <p>T asks Ss to highlight the ones they use.</p> <p>T asks Ss to share any tips they may know and are not present in the article.</p>	<p>Ss read the article and take notes about the tips</p> <p>Ss highlight the ones they use the most.</p> <p>Ss are encouraged to share the tips they know.</p>	<p>T reminds Ss that it's not necessary to understand every word in a text, but the general idea.</p>
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Transition: Sometimes, people may “run into a buzz saw” with technology. That means they may encounter severe and unexpected problems, for example, when they don’t know how to identify secure sites.

<p>(5 mins)</p>	<p>T asks Ss to create a video tutorial to help people to identify secure websites.</p> <p>T tells Ss they can work with the IT teacher to create the video.</p>	<p>Ss create a video tutorial to help people identify secure websites.</p>	<p>T promotes Ss to be as creative as possible.</p>
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Follow up: T asks Ss to upload the video tutorials in CREA.



PROJECT “run into a buzz saw” - T asks Ss to look for idioms connected to technology. How can Ss show the meaning of the idioms with images? How can I use the idioms in sentences?

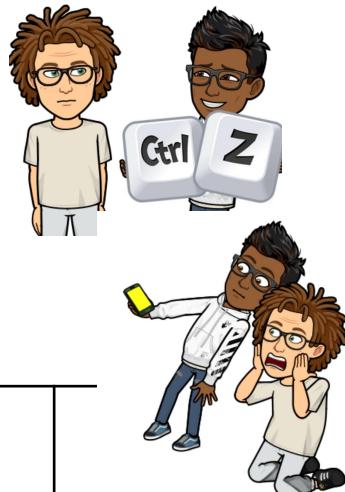
- “To pull the plug”
- “Nuts and bolts of something”
- “Wheels within wheels”
- “Get your wires crossed”
- “To be on the same wavelength”

Theme : Technology

Topic: 7. Is this real or fake news?

Aims:

- to foster Ss' critical thinking by working with real vs fake news.
- to engage and motivate Ss by working with an interesting quiz.
- to lower Ss' affective filters by asking them to work in groups.



Stage	T's action	Ss' actions	
Uncovering the topic of the lesson (7 mins)	T tells Ss that Freddie and his classmates / friends are talking about something interesting he has heard.	Ss are told that Freddie and his classmates are talking about something interesting he has heard.	T monitors whether Ss are actually following the main idea of the activity.

Transition: Do you share news when you are not sure about them? / What are the consequences of sharing fake news?

10 (minutes)	<p>QUIZ: https://www.cbc.ca/kidscbc2/the-feed/fact-or-fake-can-you-tell-the-difference-online</p> <p>T asks Ss to access the quiz and to share the results with the class.</p> <p>T asks Ss to World's Oldest Marathon Runner Completes Final Race At 101.</p> <p>T asks Ss to get in groups of 4 and to fill in a chart with more information about the first story.</p> <p>“From a tragedy has come a lot of success and happiness”</p>	<p>Ss use their cell phones or computers to do a quiz and to share their results with the rest of the class.</p>	<p>T monitors the activity while the Ss work in the quiz.</p> <p>T acts as a facilitator by eliciting vocabulary Ss may not understand.</p>
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Transition: At the beginning of the class, Freddie and his friends were talking about Queen coming to Uruguay. Nico told Freddie that not all the things you find online are true.

(10 mins)	T asks Ss to read two materials that give guidelines to identify real and fake news.		
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<p>(We have permission to use the infographic: Yes, you have permission to use that infographic. Thanks for all you do for kids! Diana)</p> <p>T asks Ss to answer:</p> <p>What is the text about?</p> <p>Who is the audience for this text?</p> <p>Who is speaking in the text?</p> <p>What did the author mean by outrageous?</p> <p>T asks Ss to read the second text.</p> <p>T asks Ss to answer.</p> <p>How are colors used? What do they represent?</p> <p>In which way do you think this information can help you?</p>		
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Transition: Let's see if we are able to identify different types of misleading news.

<p>(5 mins)</p>	<p>T asks Ss to get in groups of three Ss. Each group chooses a topic, writes the headline and a supporting paragraph.</p>	<p>Ss get in groups and create a headline about something that is not true.</p>	<p>T checks that all the members of the group work equally. T checks Ss' production.</p>
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Follow up: T asks each group to share the stories with the rest of the class. The rest of the classmates need to identify if the stories shared are fake or real.

Project: How can fake news affect society?

T asks Ss to work with the Social Sciences teacher and look for information about the ways in which fake news can affect society.

T asks Ss to research about situations in history that have been modified by fake news.

Theme : Technology

Topic: 8.Meeting people online.

Aims:

- To deal with a different use of technology.
- To raise awareness about the risks of meeting people online.
- To recycle and review vocabulary related to meeting people.
- To practice reading skills.
- To practice listening skills.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows a picture and asks Ss:</p> <p><i>What can you see in the picture?</i></p> <p><i>What does it represent?</i></p> <p><i>Have you ever met someone online?</i></p> <p><i>Was it a good experience?</i></p> <p>Then, T reads a short definition about meeting people online and discusses it with Ss:</p> <p><i>Do you agree with the ideas about meeting online exposed in the text?</i></p>	<p>Ss look at the picture and answer the T's questions.</p> <p>Ss read the text and answer the T's question.</p>	<p>T elicits words from Ss related to the picture.</p> <p>T listens to the Ss' answers.</p>

Transition: The text mentions some risks of meeting someone online, what do you think are these risks?

(5 mins)	T asks Ss to read the introduction of the text and choose the correct title.	Ss read a passage and choose the correct title.	Oral correction will be done.
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Transition: According to the text online dating is popular nowadays? What do you think?

(10 mins)	T asks Ss to listen to the passage about a couple that met online and choose the correct option.	Ss listen to the text and choose the correct option.	T asks Ss about their answers to check the activity.
	T asks Ss to listen to this new story and fill in the blanks with one word.	Ss listen to the second story and fill in the blanks.	T asks Ss about their answers and writes the words on the board.

Transition: How different and interesting these stories are! What's your opinion about them? Let's read about the last one!

(5 mins)	T asks Ss to read this new story and look for words to match with the definitions. Then, T explains that they have to complete the crossword.	Ss look for words that match the definitions in the text. Then, they do the crossword.	T asks Ss what the correct words are to complete the crossword. T writes them on the board.
(7 mins)	T asks Ss to read the three stories and find who made some statements.	Ss read the stories and look for the names.	Oral correction will be done. T will ask Ss to provide evidence for their answers.
(11 mins)	T invites Ss to get in pairs. T asks Ss to write a paragraph about their opinion on meeting somebody online and use at least seven of the words from the crossword. T suggests using phrases from the SOS Box.	Ss get in pairs. They write a paragraph about their opinion on meeting somebody online.	T invites Ss to read their texts aloud.

Follow up: Share the paragraphs that you wrote about *Meeting people online* and make comments about your peers' ideas:

I couldn't agree more. I consider that...

I agree up to a point, but...

I completely disagree. As I see it...

Script

Meeting Online

Married Couples Who Met Online Share Their Awesome Stories

A lot of us love technology, and for good reason — it makes our lives easier, connects us with friends near and far and entertains us to no end. Online dating is the perfect marriage of technology and romance. Back in 1995, only a few percentage of single American adults had Internet — and even fewer dating profiles. These days, nearly nine-in-ten Americans are have internet connection. That's a pretty impressive change. Over the years, any stigma of saying, "we met online" has evaporated. So we spoke to three awesome couples who met each other online and got hitched (or are engaged to get married).

George and Ella

Ella: "My now-husband George and I met on Match in June 2011 and have been married since September 2013 I was nervous to meet him, but not necessarily because he was from the Internet. I've made a lot of really good friends from different sites on the Internet, going back to my high school and college days. It's something that I used to be really embarrassed to admit to people, because meeting people on the Internet seems like a weird scary thing to a lot of people! I think the stigma on that has changed a bit, as people connect with others more and more via the Internet. When we tell our story, especially to older relatives, we often just say that we met 'through friends'. It's easier than explaining how we met on the Internet. We'd been following each other for a while, and had chatted on Match before

because we had a lot of similar interests —mostly obscure horror movies, which really brought us together. I was living in Brooklyn at the time, and George was in Illinois, but he had friends who lived in New York, so when he was coming to visit them, he told me he would be in town, and asked if I'd like to meet up! We decided to meet at a midnight movie at Spectacle Theater in Williamsburg. We saw the movie, stayed at a bar talking until closing time, and that was really that! We decided quickly after that night that we wanted to be together, and within a few months George had moved across the country to my city!"

William and Daisy

William: "My wife and I met on Zoosk in 2013 and two years later we had our first child. We're both nurses, but in different fields and hospital networks. She's a bariatric nurse manager. I'm a pediatric critical care nurse. She's from rural Colorado and I'm from the suburbs of Cleveland, Texas. I think I might still have some of our first emails. She was about to give up on Zoosk and I thought she was out of my league, but I tried anyway. We got engaged in April and married in December of that same year. Funny enough, a few hours after we got engaged and were headed to our engagement party, a person she once dated on Zoosk called her to see if she wanted to go out."

Daisy: "I never would have met William if not for Zoosk. I am certain our paths never would have crossed. Meeting him was worth every terrible date I ever went on — and I've been on quite a lot!".

Liam and Olive

Liam: "We both went on about 14 to 25 online first dates over a number of years using a variety of sites. The App that we used, Bumble, works in such a way that it only connects you to people in your extended Facebook friend network, and so I was immediately struck by the large number of connections we had (over 40!) from nearly every chapter of my life. That alone made Liam to stand out. And his brief written profile (funny, smart and serious when it counts) sealed the deal. We were quick to tell everybody we met on a new-fangled 'dating application'.

Liam: "Her profile may have been more economical in its use of descriptive language than my own, but the number and diversity of the Facebook connections we shared really said it all. More importantly, once we started chatting I was struck by something intangible in her writing style. Her voice came through loud and clear, and I couldn't wait to meet her in real life."

Olive: "I think online dating has become so incredibly common that the stigma that existed a decade ago isn't there anymore. Every person I know that has been single for some period of time in the last five years has used either a dating site or a dating app. Apps make dating very easy. We spent years living a few blocks apart, going to the same restaurants, bars and grocery stores, attending the same shows and somehow never met. It took a dating app to bring us together, and we're so happy to have found each other, it's hard to believe! Our first date was a happy hour cocktail that turned into a pizza. On the second date, Liam executed a perfectly planned evening — a fancy dinner at the newest hip restaurant in town, followed by the best worst karaoke bar. I have been smitten ever since. Liam proposed in 2014 and we got married the following year.

Theme : Technology

Topic: 9. How do I deal with cyberbullying?

Aims:

- To discuss an important topic in today's society.
- To raise awareness about the risks of being cyberbullied.
- To provide information about ways of behaving when going under this problem.
- To practise reading skills.
- To practise writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Teacher reads a definition of cyberbullying, but instead of saying this word, T says “Coffepot”:</p> <p>“Coffepot is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.”</p> <p>T asks students to guess the real word that should be in the definition.</p> <p>T asks Ss what words come to their minds when they think of cyberbullying.</p>	<p>Ss listen to the teacher and they think of a possible word that meets the definition, they come across the correct word: “Cyberbullying”.</p> <p>Ss think of words that relate to the concept of cyberbullying.</p>	<p>T elicits the word from the students.</p> <p>T elicits vocabulary related to cyberbullying from Ss. T writes the words on the board.</p>

Transition: Have you ever been cyberbullied?

(5 mins)	T asks Ss to read a text about Cyberbullying and choose the correct subheading for each paragraph.	Ss read the text and look for the correct subheading in each case.	Oral correction will be done.
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Transition: Did you know cyberbullying could be so dangerous?

(6 mins)	T asks Ss to read the text carefully and look for words or phrases that have the opposite meaning to these words: relaxed - pleasant - online illness - solution	Ss read the text and look for words or phrases that have an opposite meaning to the ones the teacher mentioned.	T asks Ss to provide their answers orally.
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(6 mins)	T asks Ss to complete the text with some of the words from the previous activity.	Ss read the text and look for some words to complete it.	Oral correction will be done.
(6 mins)	T asks Ss to read the text again and look for evidence to justify some statements. T suggests working in pairs.	Ss work in pairs. They look for evidence to support some statements.	T asks Ss to read out loud the evidence they found.
Transition: Have you ever heard of a story of a person that has been cyberbullied? What happened to him/her? How did the person solve the problem?			
(15 mins)	T asks Ss to work in pairs and write a dialogue. T explains that they have to create a situation where somebody has been a victim of cyberbullying. T explains that the story has to have an ending, so a solution for the situation has to be included. T suggests using phrases from the SOS BOX.	Ss working in pairs think of a situation where a person has been cyberbullied. They write a dialogue.	T invites Ss to act out their dialogues. Afterwards, T asks questions to the other pairs to check comprehension of the dialogue.
Follow up: Project - T invites Ss to carry out a small research in school under the topic: <i>Have you ever been cyberbullied?</i> Ss think of questions to ask to the Ss in the school, they do the research and finally they present the results to the class.			

Theme : Technology

Topic: 10. Protecting my identity

Aims:

- To raise awareness about a responsible use of social media and ways of protecting someone's identity.
- To foster student-student interaction by discussing the topic.
- To practice reading skills.
- To foster critical thinking skills by looking for possible solutions to different problems.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to stand up and Find someone who: -Posts social media updates more than once a day. -Usually writes a profile update. -Uploads more than one picture everyday. -Almost never uploads pictures. -Accepts unknown people in his/her Facebook and Instagram profiles. -Only accepts friends and acquaintances in his/her social media	Ss stand up and walk around the class looking for classmates to complete the table.	T asks Ss some questions: <i>-Who posts social media updates more than once a day?, etc.</i>

Transition: Do you consider yourselves oversharers? How much personal information or photos would be too much?

(6 mins)	T asks Ss to read the text and answer the questions. T suggests working in pairs.	Ss get in pairs. They read the text and answer some questions.	Ss read their answers and write them answers on the board.
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Transition: Do you take actions to protect your identity?

(9 mins)	T asks Ss to get in pairs and read the situations exposed and look for possible solutions to those problems in the text.	Ss read the situations and look for possible solutions in the text.	T monitors Ss are on task.
(5 mins)	T asks Ss to get into groups of four and share the possible solutions they thought of.	Ss exchange the solutions they found with the other pair.	T invites a member of each group to explain the solutions they found to the rest of the class.

Transition: Can you think of any reasons why people overshare on social media?

(5 mins)	T presents some reasons why people overshare on social media. T asks Ss to read them and match each reason with the corresponding explanation.	Ss read the reasons and match each of them with its explanation.	Oral correction will be done.
(13 mins)	T tasks Ss to write a dialogue between two friends who are discussing the fact of oversharing and ways of protecting your identity online. T suggests using some of the reasons why people overshare presented in the previous activity. T invites Ss to act out their dialogues.	Ss work in pairs. They write a dialogue between two friends who are discussing these topics. Ss act out their dialogues.	T invites Ss to come to the front of the class and roleplay their dialogues.
Follow up: T asks Ss to keep a record of their behaviour on social media, they have to take notes of the amount of pictures and information that they share daily and the actions they take to protect their identity if any. Next week every student is going to share about his/her behaviour on social media.			

Theme: Technology

Topic: 11. Buying things online: a new trend.



Aims:

- To present different perspectives about the topic: buying online.
- To practice reading for specific information.
- To practice listening.

Stage	T's actions	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T writes some words on the board and asks Ss to put them in order to form a phrase: <i>BUYING THINGS ONLINE: A NEW TREND</i>	Ss put the words in the correct order to form the phrase.	T asks Ss to read the phrase they found.
Transition: This is one of the new ways of shopping that is gaining popularity nowadays. Let's share our experiences about it.			
(5 minutes)	T tasks Ss to get in pairs and share ideas about buying online: <i>Do you buy things online?</i> <i>What kinds of products do you buy online?</i> <i>Which sites or apps do you use to buy things online?</i> <i>Have you ever sold anything online?</i>	Ss get in pairs and discuss the questions.	T listens to the Ss' answers.
Transition: As we can see everybody has different experiences about the topic. Now we are going to listen to some people talking about this.			
(10 mins)	T explains to Ss that they are going to listen to five people giving their opinions about online shopping and that they have to complete the chart.	Ss listen to the passages and complete the chart.	Oral correction will be done.
(5 mins)	T tasks Ss to read a text and decide if the sentences are true or false. T explains they have to provide evidence for their answers.	Ss read the text and decide if the sentences are true or false. Then, they look for evidence.	T tasks Ss to read the sentences and decide if they are true or false.

Transition: Do you think that there are more advantages or disadvantages of buying online? Let's read more about this.

(5 mins)	T asks Ss to read a text about the advantages of shopping online and place the subtitles into the correct place.	Ss read the text and do the activity.	T asks Ss to share their answers orally.
(5 mins)	T asks Ss to read about the disadvantages of online shopping and complete them with the consequences of each of them.	Ss read about the disadvantages of online shopping and complete the sentences.	T asks Ss to read the complete sentences so as to check the activity.
(8 mins)	T asks Ss to get in pairs and think of one more advantage and one more disadvantage of online shopping.	Ss get in pairs and think of one more advantage and one more disadvantage of online shopping.	T invites Ss to share their ideas with the rest of the class. Ss come to the board to write the advantage and the disadvantage they thought of.

Follow up: T asks Ss to look for convenient sites to buy online. Ss then, will share the information about prices, time to receive the product, ways of paying, product guarantee, etc.

Script:

Speaker 1: I'm not very good with technology; e-shopping is not for me.

Speaker 2: I can buy things from my home in my pajamas! It's great.

Speaker 3: I never had time for shopping before, when I get out of work, the stores are always closed. Online shopping saved my life.

Speaker 4: No way I'm putting my credit card number out there! You have to be careful with your digital footprint.

Speaker 5: I hate when the salespeople pressure me to buy, this way is much better.

Theme : Technology

Topic: 12. Communicating using technology.

Aims:

- to enhance Ss' listening skills by working with some questions about an audio.
- to develop Ss' reading skills by working with a text about the evolution of communication.
- to motivate Ss by working with different visual aids.
- to foster Ss' speaking skills by asking them to describe some pictures.
- to provide Ss with further tools to communicate what they can see in the pictures.
- to lower Ss' affective filter by asking them to work in groups.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class telling Ss that the characters are in the History class. Ss were asked to bring situations from the past that show different ways of communication.</p> <p>T shows the different situations and asks Ss to describe them.</p> <p>T gives Ss an SOS BOX to describe the pictures.</p> <p>-In this picture I can see... -In the picture there is / there are... -I think it is ... -It might be a ... -It can't be a ... -It looks like ...</p>	<p>Ss describe the pictures.</p> <p>Ss use the expressions from the SOS BOX.</p>	<p>T encourages Ss to go through the situations and spot the different gadgets used for communication purposes.</p> <p>T acts as a facilitator, providing them with the SOS box.</p>

Transition: What other ways of communication from the past do you know? Here I found an article on KalamTime.

10 (minutes)	<p>T tasks Ss to read a text about the evolution of communication and to complete an infographic with the missing information.</p> <p>https://www.kalamtime.com/blog/evolution-of-communication/</p> <p>(We have the permission to use this link)</p> <p>CAVE PAINTINGS SMOKE SIGNALS CARRIER PIGEONS POSTAL SYSTEM NEWSPAPERS RADIOS</p>	<p>Ss read a text about the evolution of communication and create an infographic with the most important information.</p>	<p>T acts as a facilitator by eliciting words Ss may not understand.</p>
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	TELEGRAPH TELEPHONE TELEVISION INTERNET EMAIL TEXT MESSAGE SOCIAL MEDIA		
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Transition: We can use different ways and means of communication, but in all cases we need to know the language. Dolores met Estela Zaffaroni in a conference. Estela is a Uruguayan interpreter living in the USA. Do you know what an interpreter does?

(10 mins)	Let's listen to Estela and answer (2:40 to) 1.What does Estela need for her work? 2.What did she use to take to her job? 3.In which ways has her work changed? 4.In which physical place does she work? 5.How has Estela's job been modified by pandemic times?	Ss listen to Estela and answer some questions.	T monitors whether Ss are actually following the main idea of the activity.
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Transition: Communication using technology has changed with time and developed in different ways.

(5 mins)	T asks Ss to separate in groups of 3 Ss. T asks Ss to imagine a situation in which using a mobile phone is essential.	Ss separate in groups of 3 Ss. Ss imagine a situation in which using a mobile phone is useful and write a short situation / dialogue.	T checks instructions, as some Ss may find this activity more demanding than other activities.
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Follow up: T asks Ss to share the situations with the rest of the class.

Text from the website:

Evolution of Communication from Ancient to Modern Times

Evolution in the Communication Methods:

Humans have been using different methods to communicate from the beginning. Let's have a look at the history of human communication briefly.

Cave Paintings:

Cave Paintings are the oldest methods of communicating. They were used to mark territories. Major events were also recorded through these paintings. They are usually found on the walls and ceilings of caves. Symbolic as well as religious functions were shown in these paintings. Chauvet Cave in France has the oldest cave painting. That painting was made around 30,000 B.C. South Sulawesi, Indonesia, and Coliboaia Cave in Romania has the earliest cave paintings.

Symbols for Communication:

Different signs and symbols were used to deliver messages. Rock Carvings (Petroglyphs) were introduced in 10,000 B.C. These rock paintings drew pictures to convey stories. The carvings on

the rock surface were also known as Rock Art. Later on, graphic symbols were used to present ideas or concepts. Chinese created characters for communication as well. Alphabets were created at the last. Evolution of communication was easier after the alphabet.

Smoke Signals:

These signals were used to send messages. They were mostly used in China. Chinese guards released smoke into the air. Smoke is depicted as a message to The Great Wall of China. A famous Greek Historian Polybius used smoke signals to represent the alphabet.

Carrier Pigeons:

Pigeons are known well for their directions. They were known to find their home, even after traveling long distances. People used to attach small letters to their necks, hoping they would fly to the receiver. Pigeons were also used by Ancient Romans to tell owners how their entries had been placed. They carried essential messages and helped in evolution of communication.

Postal System:

With raising awareness, people started to use courier services. Letters were delivered from one person to another through postal services. These systems were organized in India, China, Persia, and Rome. A Frenchman De Valyer started a postal system in 1653. The use of mailboxes and delivery of letters was done through the system.

Newspapers:

Newspapers are still a wide form of communication used. Every other house has a newspaper delivery every day. These papers deliver written news and also other important national events taking place. Two types of Newspapers are National and International. Their types depend upon the news they deliver about. The first printing press system was introduced in 1440 by German Johannes Gutenberg. The newspaper started to get more attention and changed communication forever.

Radios:

With the advent of Print Media, Radios were introduced after that. Radios are a source of news as well as entertainment for people. Wireless signals were studied and tested in detail. The scientists practiced using wireless power to share content. Radios are still installed in mobile phones, car systems. They were once a very important medium of communication.

Telegraph:

The first electrical communication system to send text messages was called Telegraph. Sending letters required energy and patience to wait for a reply. Telegraphs were introduced to send text messages more quickly than written messages. It helped in sending information across the country.

Telephone:

The first telephone was introduced by Alexander Graham Bell in 1876. Within 50 years of its invention, telephones became an essential part of every household and office. The devices transmitted human audio into signals. These signals were then transmitted through wires. Landline telephone service began in 1900s. People could talk on calls for hours through long distances. It was the most reliable form of the communication system. Mobile phones were introduced in 1973 and the mode of communication was changed entirely.

Television:

Even today, Televisions are a great source of entertainment. They are a mode of indirect communication to the larger audience. Many people in history put in tremendous efforts to introduce Televisions. The early Televisions displayed black and white pictures after the World War II. But with the advancement, colors were added to the screen. Today, there are several features in Televisions that provide us more entertainment and information.

Internet:

The world of the Web has brought people closer. Tim Berners-Lee invented the World Wide Web in 1990. Satellites support the internet. Through the internet, we can search for anything,

anywhere in the whole world. Wireless connections via Wi-Fi began in 1991. Since then, people seem to be addicted to the internet. Nowadays, every small activity of our lives, business, and education involves the use of the internet. We highly depend upon the internet for our development as a nation as well as a generation.

E-mail:

Microsoft Business Email is the most formal way of communication used in offices. John Vittal in 1975 developed a software to support mails. From that invention, many mailing platforms have been created. E-mails are better for record-keeping and cost-saving.

Text Message:

Various network providers are used for sending text messages. The first text message was sent by Neil Papworth, an engineer, in 1992. From that day to now, text messaging has been a game of few minutes. People instantly chat through text messages. With advanced internet, online messaging apps have been introduced. These applications help connect people. They share texts through the internet.

Social Media:

People share their entire life events on social media. Social media platforms help people share pictures, videos, and almost everything on the internet. It is the latest mode of communication in the digital world. Smart phones have made this more convenient. Social media apps can be downloaded into smart phones. Users of social media in this generation are obsessed with these platforms. They share the daily smudge of their lives on these apps. Social media has revolutionized the way we communicate. We can see what other people are doing through their social media profiles. It is now easy to check up on your friends who live far.

Communication has been made a lot easier. Distance is not an issue anymore. You can talk to any person you want, either living far or near. Better communication has helped us gain better social skills. From verbal speech to our text messages, we communicate about life each day. A feature of privacy through end to end encryption has been added to our daily communication through cell phones and other gadgets.

Conclusion:

We cannot deny the fact that communication is an essential core system of our lives. We understand and percept the world through communication. Life would feel incomplete without interacting with others. The older methods of communication were cave paintings, smoke signals, symbols, carrier pigeons, and telegraph. The latest and modern ways are more convenient and efficient. For example, Television, Cell Phones, Internet, E-mails, Social media, and Text messaging. Evolution of communication technology has made progress over thousands of years. This evolution will continue to grow so with the changing world.

Theme : Technology

Topic: 13. Standing up to haters.

Aims:

- to foster the development of critical thinking skills.
- to develop Ss' speaking skills by asking them to express their ideas regarding a certain topic.
- to expose Ss into a real situation and ask them to give their opinion.
- to develop Ss' listening skills by working with an interview and a song.
- to improve Ss' writing skills by asking them to write a poem.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class asking Ss to watch / listen to part of a song.</p> <p>T asks Ss to discuss What is the main reason for Tini to write that song?</p> <p>If you were a famous person, how would you feel if you got so many bad comments?</p> <p>Did Tini find a good way-out from that situation?</p>	<p>Ss watch a video or listen to part of a song.</p> <p>Ss discuss some questions.</p>	<p>T advances that although the material it's in L1, Ss will be required to elaborate their ideas in L2.</p> <p>T checks understanding of the song message with the questions.</p> <p>T monitors Ss' work and acts as a facilitator if necessary.</p> <p>T reminds Ss that there are no right or wrong answers at this stage.</p>

Transition: Emma is reading some comments on a social media. Some teens have written negative things about a local celebrity. The same happened to Taylor Swift. Do you know what happened to her?

10 (minutes)	T tells Ss that Emma is reading some comments about her favourite singer: Taylor Swift COMMENTS	Ss read the comments	T encourages Ss to give their opinion.
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	<p>“I don’t like Taylor Swift because she’s so repetitive” “She is a silly person” “She can’t sing well” “Taylor bores me” “I can’t stand her voice”</p> <p>T asks Ss if they agree with those comments or not.</p> <p>T tells Ss that sometimes, we feel like giving our opinion to others, but we may not do it in the most correct way.</p> <p>T asks Ss to rewrite those comments to make them less aggressive.</p> <p>Examples: I’m not a fan of Taylor Swift’s music. Her style doesn’t attract me. I prefer other kinds of voices.</p>	<p>say whether they agree or not with those comments.</p> <p>Ss rewrite those comments to make them less aggressive.</p>	<p>T acts as a facilitator providing Ss with help with some expressions they may need.</p>
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Transition: Have you ever written a negative comment on a celebrity social network? / How do you think Taylor managed to overcome those negative comments?

<p>(10 mins)</p>	<p>T asks Ss to read part of a comment Taylor wrote for a digital magazine and to answer these questions:</p> <p>https://www.seventeen.com/celebrity/a23986/taylor-swift-responds-to-haters/</p> <p>1- What does “getting sucked into the rabbit hole” mean? 2- Can you explain the phrase: “I don’t have the option of having thick skin”? 3- What four negative feelings does she mention? 4- Do you agree with what she wrote? Why? / Why not?</p>	<p>Ss read part of an interview to Taylor Swift and answer the given questions.</p>	<p>T acts as a facilitator providing Ss with help with some expressions they may need.</p>
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Transition: In order not to feel so overwhelmed due to criticism, Taylor wrote a song dedicated to all her haters. My favourite part of the song is : “I’ll never miss a beat, I’m lightning on my feet, And that’s what they don’t see”. Can you think of ways to stand up to haters?

<p>(5 mins)</p>	<p>T asks Ss to get in groups of four Ss. T asks Ss to write a poem or stanza to stand up to haters.</p>	<p>Ss get in groups of four.</p>	<p>T promotes a respectful working environment,</p>
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		Ss write a poem or stanza to stand up to haters.	reminding Ss that respecting each other's ideas is crucial.
			T fosters a collaborative working environment among Ss.

Follow up: T asks each group to share their poem or stanza. Ss listen to what their classmates have written and give their opinion. Do they feel identified with what their classmates have created?

Canción de Taylor Swift

https://www.youtube.com/watch?v=_pE26zRPGWQ

<https://www.bustle.com/p/taylor-swift-sings-about-her-haters-for-the-most-therapeutic-son-video-18696173>

Shake it off by Taylor Swift

I stay out too late, got nothin' in my brain

That's what people say, mmm hmm, that's what people say, mmm hmm

I go on too many dates, but I can't make 'em stay

At least that's what people say mmm mmm, that's what people say mmm mmm

But I keep cruising, can't stop, won't stop moving

It's like I got this music in my mind, sayin' it's gonna be alright

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

I'll never miss a beat, I'm lightning on my feet

And that's what they don't see mmm mmm, that's what they don't see mmm mmm

I'm dancing on my own (dancing on my own), I'll make the moves up as I go (moves up as I go)

And that's what they don't know mmm mmm, that's what they don't know mmm mmm

But I keep cruising, can't stop, won't stop grooving

It's like I got this music in my mind saying it's gonna be alright

'Cause the players gonna play, play, play, play, play

*And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off
Heartbreakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off*

*I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off*

*Hey, hey, hey
Just think while you've been getting down and out about the liars and the dirty, dirty cheats
in the world
You could have been getting down to this sick beat*

*My ex-man brought his new girlfriend
She's like "Oh my God", but I'm just gonna shake it
And to the fella over there with the hella good hair
Won't you come on over, baby, we can shake, shake, shake, yeah oh*

*'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate (haters gonna hate me)
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off
Heartbreakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake (the fakers baby)
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off*

*I shake it off, I shake it off
I, I shake it off, I shake it off
(Repeats)*

Theme: Technology

Topic: 14. Virtual and augmented reality.

Aims:

- To make Ss aware of the new use of technology.
- To introduce new vocabulary connected to the topic.
- To let Ss learn about the new technological devices.
- To have Ss practice reading comprehension.
- To practice writing skills



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T sticks pictures connected to virtual and augmented reality on the board.</p> <ul style="list-style-type: none"> • VR glasses • Headset • Tablet • Augmented image • Smartphone • Hololens • AR games: Pokémon GO • VR games: xbox games <p>T elicits vocabulary from Ss.</p> <p>T asks questions to help Ss guess the topic of the lesson</p> <p><i>What do these pictures have in common? Have you got a? Which one would you like to have? Do they represent the same thing?</i></p>	<p>Ss name the pictures they know.</p> <p>Ss try to guess the name of the lesson.</p>	<p>T encourages Ss to participate orally.</p> <p>T promotes a friendly and comfortable class atmosphere so Ss feel confident to participate.</p> <p>T can help Ss in case they do not guess the topic of the lesson.</p> <p>T provides feedback as a whole group.</p>

Transition: Have you ever had a Virtual or an Augmented experience ? How did you feel? Which one do you like the most?

(10 min)	<p><u>Pre-reading:</u> T asks Ss to look at some pictures of different VR or AR objects/apps and asks them what they have in common.</p> <p>T asks Ss to get in pairs and match some images with the different VR or AR objects/apps.</p> <p>T asks Ss to classify the previous objects into Virtual or Augmented reality (Smartglasses, Augmented images, Smartphone, Headset, VR games, VR simulator, AR games).</p>	<p>Ss get in pairs and match the images to the devices.</p> <p>Ss classify the items in their notebooks.</p>	<p>T monitors while Ss work</p> <p>T may help Ss when they demand it.</p> <p>T encourages Ss to use L2 while they are working in pairs.</p> <p>T provides feedback orally (T - W)</p> <p>KEY: 4 / 5 - GAMES</p>
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	T asks Ss to match words (1-6) to definitions (a-f).	Ss match the words given to their definitions.	1 - HOOLENS 3 - SMARTGLASSES 6 - SIMULATOR 2 - AUGMENTED IMAGES
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Transition: Let's check how good you are at Virtual and Augmented real In the following text you will find information to check your answers.

(10 mins)	T asks ss to read the text and check the pre reading task (classify the objects into VR or AR). <u>While reading:</u> T asks Ss to read the text and answer the questions.	Ss read the text and check their answers Ss read the text to answer the questions.	T monitors while Ss work. T may help Ss if they need it. T listens to Ss and gives feedback on the board.
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Transition: As we know, both Virtual and Augmented realities can be used in different areas. Think about education, how can we use them in the classroom? Would you like to try it ?

(5 mins)	<u>Post reading:</u> T asks ss to complete a chart with the differences between VR and AR they remember, and tells them they can add more information.	Ss read the text and complete the chart	T monitors ss T helps Ss with words they may not know/remember.
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Follow up: T asks Ss to find some words in a puzzle and tells them to use them to write their own definition about Virtual reality and Augmented reality.

Theme: Technology

Topic: 15. Where are we going with technology?



Aims:

- To practice reading skills.
- To introduce new vocabulary related to the topic.
- To encourage Ss to participate orally.
- To promote a good classroom atmosphere so Ss feel comfortable to express their opinion about the topic using appropriate expressions.
- To practice writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes the first half of a sentence on the board and asks Ss to think of ideas to finish it on a separate sheet of paper: <i>In five years there will be ...</i></p> <p>T can write an example to help Ss to understand the task. <i>"In five years there will be self-cleaning houses"</i> <i>"....floating houses"</i> <i>"...robots everywhere"</i></p>	<p>Ss complete the teacher's sentence on their sheet of paper.</p> <p>Ss can use a dictionary to help them find new words.</p>	<p>T may help Ss with new words.</p> <p>T picks up the papers and sticks them on the board.</p> <p>T reads Ss sentences and checks understanding.</p>

Transition: Have you ever been to a Tech fair? If not, would you like to go? What kind of things do you think you will find there?

5 (minutes)	<p><u>Pre-reading:</u> T tasks Ss to read the Tech fair flyer and complete Guida's to-do list.</p>	<p>Ss get into pairs. Ss read the flyer and complete the to-do list.</p>	<p>T monitors Ss while they are on task. T gives feedback on the board.</p>
10 (minutes)	<p>T arranges Ss in pairs and explains that each one will read different texts that are on different pages (text A and text B). <u>While reading:</u> T tasks each student to read their texts and complete the missing information. T tasks Ss to ask questions to each other in order to complete the chart. T gives Ss some suggested questions to ask each other. - Who invented ...?</p>	<p>Each student reads the corresponding text (A or B). Ss read their texts and complete the missing information. Ss work in pairs to complete a chart. Ss take turns to complete the charts on the board.</p>	<p>T models the instruction with a student to be sure they have understood the task. T monitors closely and provides support where needed. T models the activity with a student to</p>

	<ul style="list-style-type: none"> - When/where was it developed? - How does it work? - What will it be used for? <p>T draws the charts on the board and asks Ss to take turns to complete it.</p>		<p>help Ss to understand the task. T encourages Ss to use L2 to communicate. T monitors to be sure they are using L2 to ask for information about the different texts.</p> <p>T checks Ss' responses.</p>
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Transition: Which invention did you like the most? Why? Let's check if you remember them all!

(10 mins)	<p><u>Post reading:</u></p> <p>T asks Ss to label the inventions and order them into a “tech ranking” from 1 (the most useful) to 6 (less useful).</p> <p>T asks Ss to write sentences explaining how the future tech inventions will change the world.</p> <p>T writes an example on the board: - <i>In my opinion, robotic dogs will be the most important future innovation because</i></p> <p><i>To my mind...</i></p> <p><i>I think that...</i></p>	<p>Ss label the pictures and order them from 1 to 6.</p> <p>Ss write sentences about the impact of technological inventions in the future.</p>	<p>T monitors while Ss are on task.</p>
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Transition: If you had the opportunity to create a future tech invention? What would you create? Why?

(13 mins)	<p>T tells ss to imagine they'll participate in a Tech Fair and they have to present their inventions.</p> <p>T asks Ss to brainstorm their ideas.</p>	<p>Ss think about an invention and brainstorm ideas about it.</p>	<p>T elicits vocabulary from Ss.</p> <p>T promotes a nice and comfortable class atmosphere so Ss can feel confident to participate and share their ideas.</p>
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Follow up: T asks Ss to write a short description of their invention for the future.

T explains Ss that they should include the ideas from the brainstorming.

T tells Ss to use the texts about the tech fair as models.

UNIT 4:

TAKING CARE

OF MYSLEF

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

- talk about topics related to how to take care of yourselves and others.
- discuss about important topics related to health and their impact on your daily lives.
- research and read authentic material related to health issues and the topics related to them.
- write about medical issues and their everyday treatment.
- face and solve problems with a different perspective.

Theme: Taking care of myself

Topic: 1. What do I do to take care of myself?



Aims:

- To reflect on the concept of health
- To practice listening skills
- To work with a survey
- To learn to interpret graphs
- To practice speaking skills and giving opinions
- To practice writing skills

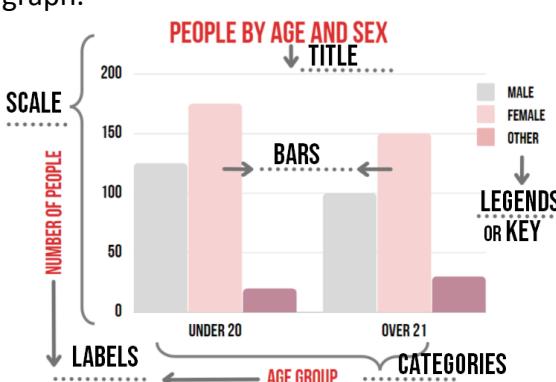
Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T writes the definition of Health by the WHO and asks Ss to reflect if they agree with it or not.	Ss read the definition and consider whether they agree with it or not.	T encourages Ss to give their opinion.

Transition: Now, let's work a little more about the WHO concept of health.

(5 mins)	T asks Ss to complete a mind map about Health and add three habits that can contribute to their health for each point. T draws the mind map on the board and asks Ss to complete it.	Ss complete the mind map with the three aspects of Health and add three habits that can contribute to their health for each point. Ss go to the board to complete the mind map.	T acts as a facilitator by eliciting words Ss may not know. Ss complete the mind map on the board.

Transition: Let's work with some of these activities.

(7 mins)	T asks Ss to look at some pictures and try to identify things or activities that contribute to a healthy life.	Ss look at the pictures and try to identify things or activities that	T monitors while Ss work on the task.
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	Eg. You should have regular medical check ups.	contribute to a healthy life.	
Transition: Guidaí is very interested in healthy living, so she's making an investigation for her Social Studies class.			
(5 mins)	T asks Ss to listen to a dialogue about a survey, and complete the survey paper with the information they hear. https://drive.google.com/file/d/1VJOg_QiY3XdxFbS2zKt_oPfJxdtYf-Xq/view?usp=sharing	Ss listen to a dialogue and complete a survey paper with the information they hear.	T plays the recording as many times as necessary to complete the task.
(5 mins)	T asks Ss to listen to the audio again and answer some questions.	Ss listen to the audio again and answer the questions	
Transition: Now, let's see how much do you do to stay healthy.			
(7 mins)	T asks Ss to work in pairs and take turns to carry out the survey on their partner.	Ss work in pairs, they take turns to ask and complete the survey.	T monitors while Ss are on task.
Transition: After a survey is finished, data is organized and processed. Graphs are ideal to visualize results. How much do you understand Graphs?			
(5 mins)	T asks Ss to match the different parts of a graph to their meaning.	Ss match the different parts of a graph to their meaning.	T asks with vocabulary if necessary. KEY: 1-G 2-D 3-B 4-E 5-F 6-A 7-6
(3 mins)	T asks Ss to label the different parts in a graph. 	Ss label the different parts of a graph.	T monitors Ss while they are on task.

(5 mins)	<p>T shows Ss the graphs that illustrate the first three questions of the survey.</p> <p>T asks Ss to work in groups to interpret the survey results from the graphs.</p>	<p>Ss get in groups and try to interpret the graphs.</p>	<p>T acts as a facilitator by eliciting words Ss may not know.</p>
Transition: The last step is to write a report about the survey findings.			
	<p>T asks Ss to read the first part of Guidaí's report on the survey and identify which each paragraph is about.</p> <p>T asks Ss to read the SOS Box.</p> <p>KEY:</p> <p>PARAGRAPH 1: report's introduction. What the investigation is about.</p> <p>PARAGRAPH 2: present some of the results</p> <p>PARAGRAPH 3: present the rest of the results</p> <p>PARAGRAPH 4: conclusion. Arrive to a conclusion from the obtained results.</p>	<p>Ss read the survey report and identify each paragraph's topic.</p> <p>Ss read the SOS Box.</p>	<p>T monitors Ss while on task.</p> <p>T asks as a facilitator if needed.</p>
Follow up: Project: Work in groups. <ul style="list-style-type: none"> Choose <u>one</u> of the other aspects of Health: MENTAL HEALTH or SOCIAL WELL-BEING. Make a questionnaire with at least three or four questions and interview the rest of the students in the classroom. Organize and process your data, and create graphs to illustrate the results. Write a survey report, you can use the SOS Box and Guidaí's report as an example to help you. Present your survey results to the class. 			

AUDIO SCRIPT

A: Hello, I'm doing a healthy lifestyle survey for my Social Studies class. Can I ask you some questions?

B: Yes of course!

A: Thanks! The survey is divided into three parts: physical health, mental health, and social well-being. We'll start with the physical health part, all right?

B: Sure, ask away.

A: Thank you. What's your name and age?

B: Tommy Miller; I'm 16 years old.

A: Great, do you like exercising, Tommy?

B: Yes, I love sports.

A: That's good. How often do you exercise?

B: Well, I love playing tennis and I'm in the karate club. So I play sports three or four nights a week. And I always bike to school.

A: That's great! Now tell me, how many meals do you have a day?

B: Mmmm, I don't like eating in the morning, so I usually have two meals a day, lunch and dinner.

A: You should try to have breakfast more often. What about fast food, how often do you eat it?
B: At least two times a week, I just love pizza and burgers...
A: No judgement here! Same. Next question. How many hours do you sleep a night?
B: I always go to bed around 10 o'clock and get up at 7ish. I'm an early bird.
A: That's very good. Now, the last question for this part... how often do you have a physical
and a dental checkup?
B: I'm quite healthy, I only go to the doctor if I'm not feeling well. But I go to the dentist
every month to get my brackets adjusted.
A: Perfect, now let's go to the Mental health section, shall we?

Theme: Taking care of myself

Topic: 2. My body, my health, my responsibility

Aims:

- To foster reading and writing skills.
- To make ss aware of the importance of having healthy eating habits.
- To recycle vocabulary connected to food/nutrition.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5mins)	T asks Ss to get in pairs to discuss some common myths about health issues and decide if the statements are myths or facts.	Ss get in pairs, discuss the beliefs and decide if they are myths or facts.	T encourages Ss oral participation to break the ice among them. T activates schemata. KEY: they're all myths
(10 mins)	T asks Ss. to read the texts to check their answers. T asks ss. to read the texts again and find words to match definitions from 1-5.	Ss read the texts and check their answers. Ss read the texts and find words to match definitions.	T monitors while Ss work. Feedback is done as a whole group. KEY: 1- vitamins 2- spots 3- freckles 4- cancer 5- pills
Transition: How do you take care of your body/health? What do you usually eat in a day?			
10 (minutes)	T asks ss to complete a chart with what they eat in a day. T asks ss to write sentences about their eating habits.	Ss complete the chart. Ss write sentences about their eating habits.	T may help ss with some vocabulary connected to food. T may help ss who demand it. T monitors while Ss work.
Transition: Do you need to make your diet healthier? in which way?			

(10 mins)	T tells ss to have a look at the healthy plate poster and exploits it as much as possible. T asks ss to use words from the healthy plate guide to label the pictures and cross the ones they should avoid.	Ss label the pictures with words from the poster. Ss cross the ones they should avoid and write sentences.	T monitors while SS work. T may explain new words if necessary.
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Transition: Do you consider yourself a healthy person? are you eating well enough?

(10 mins)	T tasks Ss to read the healthy plate poster and help Guidaí to prepare a healthy meal. T asks ss to work in pairs and complete the chart with different food groups.	Ss read the poster and complete the plate. Ss complete classify food into the correct food groups.	T monitors while ss work.
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Follow up: Use information from the last activities and create a healthy weekly menu. Include the four meals of the day. You can make a poster or a brochure. Share your menu with the rest of the group.

Theme: Taking care of myself

Topic: 3. My body and my mind as one.

Aims:

- To foster reading skills
- To talk the connection between mind and body through a physical activity.
- To generate opportunity to oral communication
- To encourage students' imaginations and creativity



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5mins)	<p>T asks questions to uncover the topic of the lesson.</p> <p><i>-How do you feel when you think of a food you love? or when you have an important meeting or an exam?</i></p> <p>T asks their opinion about mind and body connection</p>	<p>Ss answers the T questions.</p> <p>Ss give their opinion about the topic.</p>	<p>To lower affective filter by asking questions about real life situations.</p> <p>To promote a nice atmosphere so Ss feel comfortable to share opinions about the topic.</p>

Transition: In which other situations can you feel the mind- body connection? Is it important for you? Can you control your mind / body in every situation?

(7 mins)	<p>T asks Ss to look at the pictures and draw the faces to express their feelings.</p> <p>T asks Ss to complete the sentences.</p>	<p>Ss draw the face's expressions to each situation.</p> <p>Ss write sentences to explain and describe their feelings.</p>	<p>T monitors while Ss are working.</p> <p>Feedback is given as a whole group.</p>
(6 mins)	<p>T asks Ss to work with a peer to explain with their own words the connection between mind and body.</p>	<p>Ss work in pairs and try to explain the connection between mind and body.</p>	<p>T monitors while ss are on task.</p>

Transition:

(10 mins)	<p>T directs Ss attention to the conversation among Nico, Emma and Guidaí to introduce the topic.</p> <p>T asks Ss to search three different sites on the web to answer some questions about Yoga.</p>	<p>Ss search information on the web and answer the questions.</p>	<p>T may help Ss with connectivity issues.</p> <p>T monitors Ss while they are surfing the web.</p> <p>T may suggest some useful sites.</p>
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(10 mins)	<p>T tasks Ss to search the web again and complete a chart with information about four different yoga poses.</p> <p>key:</p> <ul style="list-style-type: none"> 1- bow pose 2- triangle pose 3- the giving tree pose (variation of tree pose) 4- cobra pose 	<p>Ss complete the chart with information about yoga poses.</p>	<p>T monitors while Ss are on task.</p>
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Transition: Which pose do you consider the most interesting one? the most difficult to do? Which one would you like to try ?

(7 mins)	<p>T tasks Ss to read Guidaí's description of her favorite yoga pose and decide which is the correct picture. (key: picture c - the Tree pose)</p> <p>T tasks Ss to guess the name of the pose.</p> <p>T tasks Ss to complete the chart with information from the text</p>	<p>Ss read the text and choose the correct picture.</p> <p>Ss try to guess the name of the pose.</p> <p>Ss read the text again and complete a chart.</p>	<p>T exploits the pictures to check vocabulary (parts of the body, postures).</p> <p>T monitors while Ss are working.</p> <p>Feedback is done as a whole group.</p>
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Follow up: Imagine you are a yoga teacher, choose a pose and record a video/ tutorial explaining it to your students. Don't forget to include the name of the pose, its benefits and the procedure.

Theme : Taking care of myself

Topic: 4. We are what we do.

Aims:

- to develop Ss' critical thinking by asking them to reflect on actions that can be taken to benefit our lifestyle.
- to foster Ss' speaking skills by asking them to express their ideas about a certain topic.
- to improve Ss' reading skills by working with an article.
- to create a stress-free atmosphere by providing Ss with a relaxed environment where they can express what they think.
- to develop Ss' writing skills by asking them to write a short article about the importance of having good habits.
- to develop Ss' listening skills by working with an audio.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T makes a spider diagram on the board and asks Ss to give their opinion about the statements.</p> <p>How can these actions benefit your lifestyle?</p> <ul style="list-style-type: none"> - Spending time outdoors - Getting regular physical activity - Eating healthy food - Sleeping well - Spending quality time with family and friends <p>T gives Ss an SOS BOX to help them express their ideas.</p>	<p>Ss look at a spider diagram and give their opinion about the different statements.</p> <p>Ss use the given expressions to give their ideas.</p>	<p>T acts as a facilitator by eliciting expressions Ss may need to express their ideas.</p>

Transition: Camila is worried because since her family moved to the city they are caught up in their work and they do not take their health seriously.

(10 mins)	<p>T tells Ss that Camila found an interesting article written by a Uruguayan doctor called Martin do Valle Peixoto.</p> <p>(ícono Read) T asks Ss to read the article and say if the given sentences are correct or incorrect.</p>	<p>Ss read an article written by a doctor called Martin do Valle Peixoto and say if the sentences are correct or incorrect.</p>	<p>T monitors while the Ss work on the article.</p> <p>T acts as a facilitator by eliciting words Ss may need to</p>
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	<p>T checks Ss answers on the board.</p> <p>(Icono Read) T asks Ss to read the given information and find a word in the text to fill in the blanks.</p> <p>Missing words: nutrition, exercise, water, light, temperance, air, rest, trust.</p> <p>T asks Ss to match each sentence with the letters of the words NEW START.</p>	<p>Ss check their answers on the board.</p> <p>Ss read the given information and fill in the blanks with a word from the article.</p> <p>Ss match each sentence with the letters of the words New Start.</p>	<p>understand the article.</p> <p>KEY</p> <p>1- incorrect 2- correct 3- incorrect 4- correct 5- correct</p> <p>T monitors Ss work.</p> <p>KEY</p> <p>NUTRITION - good balanced nutrition. EXERCISE - useful exercise. WATER- clean pure fresh water. SUNLIGHT- adequate sunlight early in the morning and late in the day. TEMPERANCE- temperance in all things. AIR - Clean pure fresh air. REST - adequate rest. TRUST</p>
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Transition: Martin likes recording podcasts to keep people informed about different things related to health.

(10 mins)	<p>(Icono Listen) T asks Ss to listen to Martin talking about ways to take care of ourselves while we are teenagers and take notes. T asks Ss to write three tips that Martin mentions.</p>	<p>Ss listen to Martin and write three tips that he mentions.</p>	<p>T acts as a facilitator by playing the audio as many times as necessary.</p> <p>SUGGESTED ANSWERS</p> <p>Exercise Drink water Rest Eat healthy food</p>
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Transition: How do you take care of yourself?

(5 mins)	<p>(Icono GET IN PAIRS)</p> <p>T asks Ss to get in pairs and write other things they do to take care of their own</p>	<p>Ss take notes and share their notes.</p>	<p>T monitors Ss work and provides help if needed.</p>
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	health. T writes Ss contributions on the board.		
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Follow up: Articles wanted.

T tells Ss that there is a writing competition at highschool. Ss need to perform several activities.

First of all, Ss need to classify some useful expressions into the correct category.

Then, T explains that articles have a certain structure that should be followed. T shows the suggested layout for the article and asks Ss to pay attention to it.

Bearing the useful phrases and layout in mind, T asks Ss to write an article in about 100 words with the following title: *We are what we do*. Develop the given ideas. Why is it important to have good habits? What habits do you and your family have?

PODCAST SCRIPT

Hello my name is Martín, and I work as a general practitioner here in Montevideo. I like working with teenagers. It's always a challenge to work with teenagers because they always think that they will be healthy forever, but no matter how old you are, there's always something you can do to improve your health. There are plenty of things you can do in order to stay healthy. I will mention some of them, and if you like this podcast you can always call me back and we can talk more about health. I love to talk about health twenty-four seven, it's what I do for a living. The first tip I would like to give you is regarding Nutrition.

Nutrition is crucial because at your age you are always in a hurry, going from one place to another. You know what I'm talking about, so you may think that the first thing you have to do is eat fast food and you tend to grab chips, a hamburger or something that is already packaged. But you don't need to do that, you can have, what I call or what I like to call, healthy fast food. You have plenty of fruits and vegetables you can carry with you, you can put it in your backpack. You can also buy some bananas, apples, cereal, granola bars or cereal bars. You can always prepare your own cereal bars with some raisins and honey. There's no need to buy processed food in the streets. That's the first thing you have to bear in mind, there's always a healthy way to eat, even though you are in the street, at the bus station or at any other place you can always eat something healthy. You don't need to be at home.

My second tip would be exercise. At your age, and at all ages, it is quite important to exercise. If you are young you have to train at least one hour per day, five days a week. It's the minimum thing you can do.

Another tip would be drinking water. It's another important aspect of nutrition, you might have heard that your body is 90% water, well here's a good tip for you to keep hydrated. You have to drink at least three bottles of half a liter of water. Then, you will find the rest in fruits and vegetables. It is crucial to measure the amount of water you drink per day.

And last but not least, the last tip I'll give you is resting. You have to rest, it's really important for your mind. Nowadays, we have serious problems regarding screen addiction, you must measure the time you expose yourself to screens. It not only will improve your ability to pay attention to your studies but also it will improve your social skills as well. No mobile phones when you go to bed, turn them off, your bed is for sleeping. If you realize that you have a screen addiction, the most important thing is to try to do things to decrease the amount of time you expose yourself to the screens.

Well, that's all, I hope you've enjoyed the podcast.

Theme : Taking care of myself

Topic: 5. The importance of mental health

Aims:

- to foster speaking skills by asking Ss to express their opinion.
- to promote the importance of mental health.
- to develop writing skills by asking Ss to summarize a text.
- to develop Ss' reading skills by working with an article.
- to work with Ss' social emotional learning by asking them to express feelings and emotions.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by sharing 3 pictures with the students.</p>  <p>Jeffrey F Lin</p>  <p>Fa Barboza</p>  <p>Katya Austin</p> <p>T asks Ss what aspects are important in the three situations / or what aspects of life are key at those times.</p> <p>T provides Ss with three quotes.</p> <p><i>“You can’t control everything. Sometimes you just need to relax and have faith that things will work out. Let go a little and just let life happen.”</i> — Kody Keplinger</p> <p><i>“There is hope, even when your brain tells you there isn’t.”</i> — John Green</p> <p><i>“Happiness can be found even in the darkest of times, if one only remembers to turn on the light.”</i> — Albus Dumbledore</p> <p>T asks Ss to match the quotes and the pictures and justify their answers.</p>	<p>Ss look at the pictures.</p> <p>T acts as a facilitator in case Ss need help to describe the aspects of life.</p> <p>Ss answer what aspects of life are key in the three situations.</p> <p>Ss read the quotes.</p>	<p>T encourages Ss to describe the pictures.</p> <p>T monitors that Ss can match pictures and quotes.</p> <p>SUGGESTED ANSWERS</p> <p><i>“You can’t control everything. Sometimes you just need to relax and have faith that things will work out. Let go a little and just let life happen.”</i> — Kody Keplinger</p>

			 <p>“There is hope, even when your brain tells you there isn’t.” — John Green</p>  <p>“Happiness can be found even in the darkest of times, if one only remembers to turn on the light.” — Albus Dumbledore</p>
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Transition: All the situations in the pictures show emotions and feelings. Let's describe them.

10 (minutes)	<p>The three situations show emotions. T asks Ss to describe those emotions and feelings.</p> <p>T provides Ss with an SOS BOX to help them describe the emotions portrayed on the pictures.</p> <p>In this picture people look... They / He / She may feel... I realize I am angry / happy / annoyed / disgusted when.... When people go through a difficult situation ...</p> <p>(Icono Get in groups) T asks Ss to get in groups of three.</p> <p>T asks Ss to discuss the following questions and take notes.</p> <ol style="list-style-type: none"> 1. What emotions appear in each situation? 2. How do people recognize their emotions and others'? 3. How do people respond in different situations? <p>T asks Ss to share answers with the rest of the class.</p>	<p>Ss describe emotions and feelings for each picture.</p> <p>Ss get in groups of three, answer the questions and take notes.</p>	<p>T acts as a facilitator in case Ss need help to describe.</p> <p>T monitors while Ss work in groups.</p> <p>SUGGESTED ANSWERS</p> <ol style="list-style-type: none"> 1. Happiness, joy, anger, sadness, boredom, excitement. 2. Through gestures, body language, tone of voice. 3. It depends on many things. For example, on people's previous life experiences or their current state of mind.
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Transition: All situations in life affect our mental health. Why is mental health important?

<p>(10 mins)</p> <p>(Icono READ)</p> <p>T provides Ss with a text and asks Ss to scan it and answer the following questions.</p> <ul style="list-style-type: none"> -Who misunderstands mental illness? -When do problems become important? -What is affected by mental health? <p>T tasks Ss to read the article again and explain the extracted phrases in their own words.</p> <p><i>1. Mental health is a topic that is usually stigmatized in our society.</i></p> <p><i>2. ... our ability to concentrate, organize and decide is undermined by our unbalanced state of mind.</i></p> <p><i>3. We may believe our lives are overwhelming, so destructive patterns, such as alcohol and drug abuse may strike.</i></p> <p><i>4. However, when we ask for help and value our mental health, we lead better lives.</i></p> <p>(Icono WRITE)</p> <p>T tasks Ss to write a short text (30-50 words) summarizing the most important information from the article.</p> <p>T tasks Ss to share their ideas.</p>	<p>Ss read the text and answer three questions.</p> <p>Ss read the article again and explain what they understand.</p> <p>Ss write a short text summarizing the most important information from the article.</p>	<p>T acts as facilitator in case Ss need help while reading the text.</p> <p>SUGGESTED ANSWERS</p> <ol style="list-style-type: none"> 1. Mental health is usually thought of as something negative by most people. 2. Our concentration, organization and decision skills depend on how balanced our state of mind is. 3. Sometimes we may feel overloaded with our everyday lives so we may tend to fall into addictions. 4. Asking for help and valuing our mental health will improve our lifestyle. <p>T acts as a facilitator.</p>
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Transition: What do you know about how mental health is treated in Uruguay?

<p>(5 mins)</p> <p>(Icono Surf the net)</p> <p>T tasks Ss to visit https://www.gub.uy/ministerio-salud-publica/tematica/salud-mental and https://www.gub.uy/ministerio-salud-publica/comunicacion/noticias/trabajando-juntos-para-prevenir-suicidio to answer these questions.</p> <p>1- When is the annual health day celebrated in Uruguay?</p>	<p>Ss visit the given link and answer some questions. q</p>	<p>T encourages Ss to surf the net and monitors the activity.</p> <p>SUGGESTED ANSWERS</p> <ol style="list-style-type: none"> 1- On October 10th. 2- Suicidal Prevention Day.
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<p>2- What does this ribbon symbolize in our country? 3- Who are you calling if you dial 0800 0767, *0767? 4- What do people commemorate on October 10th? 5- Which institutions take part in the Comisión Nacional Honoraria de Prevención del Suicidio?</p>			<p>3- Línea Vida. 4- World Mental Health Day. 5- Universidad de la República (Facultades de Medicina, Psicología, Ciencias Sociales, Enfermería, Información y Comunicación, Humanidades y Ciencias de la Educación; a representantes del Centro Interdisciplinario de Envejecimiento (CIEN), de la Academia Nacional de Medicina; de la Universidad Católica y de la Universidad de Montevideo.</p>
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Follow up: <https://www.mind.org.uk/news-campaigns/campaigns/heads-together/>
<https://www.headstogether.org.uk/>

T asks Ss to access the following link and complete the following sentences.

Heads Together is led by

They started working in

They raise money to

SUGGESTED ANSWERS

Heads Together is led by **the Duke and Duchess of Cambridge and Prince Harry**.

They started working in **May 2016**.

They raise money to **support innovative projects to tackle the challenges we can face in talking about our mental health and create digital tools for young people seeking help for their mental health online and new programmes to support mental health in schools, workplaces and the defense community.**

Theme : Taking care of myself

Topic: 6. Our lives after the pandemic

Aims:

- to develop Ss' speaking skills by asking them to express their ideas about how people felt after the pandemic.
- to foster Ss' reading skills by working with some testimonies.
- to motivate Ss by working with different visual aids.
- to promote Ss' critical thinking by asking them to reflect on an important issue.
- to enhance Ss' cooperative work by providing them with the opportunity to work in pairs and talk about a given situation.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss some pictures and asks them to answer: <i>How might these people be feeling in these situations?</i></p> <p>T provides Ss with an SOS BOX to help them express their ideas.</p>	<p>Ss look at some photos and say how the people might be feeling in the situations.</p> <p>Ss use the SOS BOX to express their ideas.</p>	<p>T encourages Ss to speak in L2.</p> <p>T monitors the activity.</p>

Transition: How do you think the pandemic has affected our social relationships? Let's read some opinions.

10 (minutes)	T asks Ss to read 2 young women's experiences about life during the pandemic and answer some questions.	Ss read the texts and answer the questions.	<p>T acts as a facilitator by eliciting words Ss may need to understand both texts.</p> <p>T monitors while Ss read the testimonies.</p>
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Transition: Most human beings are capable of coping with the most difficult and unexpected situations that may arise in life.

(10 mins)	T asks Ss to get in groups and compare the following pictures. T provides Ss with an SOS box.	Ss form groups and talk about the pictures.	T acts as a facilitator by providing Ss with an SOS BOX.
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Transition: How have your lives changed during the pandemic?			
(5 mins)	<p>T asks Ss to fill in the table with their own ideas.</p> <p>T provides an example.</p> <p>T asks Ss to get in pairs and compare their ideas.</p>	<p>Ss fill in the table with their own ideas.</p> <p>Ss get in pairs and compare their ideas.</p>	<p>T monitors and acts as a facilitator in case Ss need help to complete the ideas.</p> <p>T monitors while Ss work on the task.</p>
<p>Follow up: T asks Ss to get in pairs and take a look at part of a newspaper.</p> <p>T asks Ss to think about 5 more positive aspects of the pandemic. How have things changed?</p>			

Topic: 7. Coping with stress.

Aims:

- to develop Ss' speaking skills by asking them to give their opinion about a given photo.
- to foster Ss' reading skills by working with a text and a dialogue.
- to motivate Ss by asking them to perform a dialogue.
- to provide Ss with the opportunity to talk about their own experiences.
- to motivate Ss by working with different visual aids.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss a picture and asks these questions:</p> <p><i>How do you think this person feels?</i> <i>Where do you think he is?</i> <i>What do you think has happened to him?</i></p> <p>Photo source: canva.com</p>  <p>T provides Ss with a list of situations and asks Ss to predict which situation made him feel that way and say why.</p> <p>Here you have a list of possible situations. Which one do you think made him feel that way?</p> <ul style="list-style-type: none"> - meeting someone for the first time - having a final test - asking someone out - witnessing a crime - having an argument with a close family member - not getting enough sleep - losing a valuable object - not being able to buy the latest gadget - changing schools - going to the doctor's 	<p>Ss describe the picture using the questions as a guide.</p> <p>Ss look at the possible situations in pairs and share their answers with the rest of the class.</p>	<p>T encourages Ss to give different answers.</p> <p>T monitors pair work.</p>

	<p>T asks Ss to rank these situations according to how stressful they are for them. (1 not stressful at all - 10 extremely stressful)</p> <p>T asks Ss to share their opinions and say why.</p>	<p>Ss rank these situations according to how stressful they are for them.</p>	<p>T acts as a facilitator in case Ss need help to mention the reasons why the situations are stressful.</p>
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Transition: What situations stress you out?

10 (minutes)	<p>T asks Ss to say which situations stress them.</p> <p>T tells Ss that Federico, Julia and Sofía attend Lua's school. The three of them have written their testimonies in the school blog. Lua is sharing their testimonies with her father.</p> <p>T asks Ss to read three texts and answer 5 questions about them.</p> <p>Who ...</p> <ol style="list-style-type: none"> 1. helps a relative with schoolwork? 2. cares a lot about social events? 3. sets some time aside to relax? 4. is planning to study in another country? 5. believes expressing negative feelings is acceptable? <p>T asks Ss to read a dialogue between Lua and her father and answer these questions:</p> <ul style="list-style-type: none"> - How does Lua feel? - How does she describe her teachers? - Where does her father invite her to go? <p>T asks Ss to complete the dialogue with the missing expressions. Ss need to use expressions in bold from the previous texts. (Sofía's, Federico's and Julia's)</p> <ul style="list-style-type: none"> - Lua, what's wrong? - Well, I haven't been feeling well lately. I have a terrible headache and my stomach hurts. Life stresses me out! 	<p>Ss answer what situations stress them.</p> <p>Ss read the texts and answer the questions.</p> <p>Ss read the dialogue and answer the questions.</p> <p>Ss complete the dialogue with the words from the text.</p> <p>Ss read the dialogue out loud.</p>	<p>T monitors while Ss answer the question.</p> <p>KEY</p> <ol style="list-style-type: none"> 1. Sofia. (... <i>help my little sister with homework</i>).) 2. Federico. (... <i>I enjoy being invited to parties every weekend</i>. / ... <i>I hate missing a party</i>. / <i>This thrill of meeting new people relaxes me and fills me with energy</i>).) 3. Julia. (... <i>taking little breaks to listen to some music</i>. / ... <i>helps me forget about my responsibilities for a while and enjoy everything a bit more</i>).) 4. Federico. (... <i>I intend to apply for a scholarship to study abroad next year ...</i>) 5. Julia. (... <i>it's OK to let feelings come out...</i>)
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<p>- Is it that bad? Are you nervous because of your final exams?</p> <p>- Yes, I feel overwhelmed with so many things and I don't want to let you down.</p> <p>- Honey, you shouldn't let stress take over your life. I'm sure there's something we can do about it.</p> <p>- I know, Dad, but it's very hard for me to cope with all the deadlines and responsibilities. My teachers are too strict! And on top of that, I have to make up my mind about what to study next year!</p> <p>- Well, I know it's hard but I trust you can do it. Now, what you need is to take a break from school and breathe fresh air. Let's walk along the river, shall we?</p> <p>- Thanks, Dad. You're the best!</p>	<p>T corrects the activity.</p> <p>T asks Ss to perform the dialogue.</p>		<p>SUGGESTED ANSWERS</p> <ul style="list-style-type: none"> - She feels overwhelmed. - She thinks they are too strict. - To the river. <p>KEY</p> <ol style="list-style-type: none"> 1- stresses me out 2- let down 3- take over 4- cope with 5- make up my mind <p>T checks pronunciation, intonation and word stress.</p>
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Transition: How do you know when you are stressed?

<p>(10 mins)</p> <p>Ss mention some physical signs of stress.</p> <p>T tells Ss to look at the picture and match the numbers with the correct symptom.</p> <p>After correcting the activity, T asks Ss to go back to the symptoms and share if they have ever felt like that.</p>	<p>Ss say physical signs of stress.</p> <p>Ss match the numbers with the symptom.</p> <p>Ss say whether they have ever suffered from any of those health issues or not.</p>	<p>T monitors Ss' work.</p> <p>KEY</p> <ol style="list-style-type: none"> 1- Headaches, migraines and tension-type headaches. 2- Acne and skin irritations. 3- Tightness in the neck and jaw, and knots and spasms in your neck and shoulders. 4- An aching back caused by muscle tension. 5- Aches, tightness or soreness in your muscles, as well as spasms of pain.
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			<p>6- Digestive issues including constipation, diarrhea, acid reflux, changes in appetite, nausea or abdominal pain.</p> <p>7- Cardiovascular issues like chest pain and rapid heartbeat.</p> <p>8- Sleep problems, fatigue, insomnia and nightmares.</p>
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Transition: What can we do to take care of our physical health under stressful situations? Let's find out!

(5 mins)	<p>T tells Ss that Lua and her father are discussing some information about how to deal with stress.</p> <p>They came across a text. However, some things are wrong. Read the text and identify the wrong information.</p> <p>T asks Ss to choose two tips they consider are helpful for teenagers and say why.</p>	<p>Ss read the tips and identify the wrong information.</p> <p>Ss choose two tips and give reasons for their choice.</p>	<p>T monitors as Ss work.</p> <p>1- increase - decrease 2- maximize - minimize 3- don't 4- less - more 5- negatively - positively 6- flexible - fixed 7- twice - once</p>
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Follow up: T asks Ss to choose 3 tips from the list and to create 3 posts to be shared in their social networks.

Theme : Taking care of myself

Topic: 8. Colors and emotions.

Aims:

- to work with vocabulary related to alternative therapies.
- to motivate Ss by working with brain-teasers.
- to teach Ss idioms related to colors.
- to provide Ss with tools to express their feelings by using different idioms.
- to foster Ss' writing skills by asking them to write sentences using the new idioms.
- to develop Ss' social emotional learning by working with colors and emotions.
- to foster Ss' speaking skills by asking them to express their feelings and emotions by looking at different photos.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to look at the pictures and find the names of the alternative therapies in the word cloud.</p> <p>T asks Ss if they have ever tried any of them.</p>	<p>Ss look at the pictures and find the names of the alternative therapies.</p> <p>Ss answer orally.</p>	<p>T monitors the activity.</p> <p>T encourages Ss' oral participation.</p>
<p>Transition: How often do you use color words? For example when you are embarrassed do you say "rojo como un tomate"?</p>			
(10 mins)	<p>T asks Ss to read what the gang said and find a hidden color in their statements.</p>	<p>Ss read what the gang said and find a hidden color in the statements.</p>	<p>T monitors while Ss do the activity.</p> <p>ANSWERS We found a pencil, a pin, keys, and a few coin in the box. pink Andrew hit eight boundaries in the cricket match. white When the nurse gives you the injection, just yell "Ow" if it hurts. yellow Pauli lacked the requisite documents to enter the U.S. lilac</p>

	T asks Ss to do a quiz about unusual colors.	Ss do a quiz about unusual colors.	I bought my mom a long rayon skirt for her birthday. gray I agree not to eat all the food. green ANSWERS 1- VERMILLION 2- FALLOW 3- FELDGRAU 4- CATTLEYA 5- VERDIGRIS 6- FALU 7- SMALT 8- LUSTY GALLANT
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Transition: What does “once in a blue moon” mean? Let’s learn about other idioms!

(10 mins)	T asks Ss to read short dialogues and match the idioms with their definitions. T asks Ss to write an example for each idiom in the table.	Ss read short dialogues and match the idioms with their definitions. Ss write an example of each idiom in the table.	T acts as a facilitator by eliciting words Ss may need to do the activity.
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Transition: Some people believe that colors can positively influence their lives.

(5 mins)	T provides Ss with a short text about color therapy and asks Ss to answer true or false sentences. 1- Chromotherapy is a new type of alternative therapy. 2- It is used to balance energy. 3- This healing modality requires the person to take medicine. T asks Ss if they would like to try this therapy and for what purposes they think it would be effective.	Ss read the text and answer if the sentences are true or false.	T monitors the activity. ANSWERS 1- false 2- true 3- false
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Follow up: T asks Ss to look at the following photos and say how they feel. What do the colors mean and represent to you? Discuss with a partner.

PROJECT: What color are you? This is the color wheel! Do you believe in the benefits of color therapy?

T provides Ss with a list of words and adjectives.

T asks Ss to choose which color they associate with those words and sentences.

T provides Ss with a color wheel to check their answers.

T asks Ss to choose a color and write a rhyme connecting colors and situations.

Theme : Taking care of myself

Topic: 9. Respect

Aims:

- to develop Ss' speaking skills by asking them to express their ideas about a given statement.
- to improve Ss' reading skills by working with short texts about being disrespectful.
- to foster Ss' critical thinking by asking them to reflect upon different situations.
- to work with SS' social emotional learning by providing them with the opportunity to express their feelings and emotions.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss: What does respect mean to you?</p> <p>T asks Ss to tick the words that are related to respect:</p> <ul style="list-style-type: none">- CONSIDERATION- RUDENESS- ESTEEM- IGNORANCE- APPRECIATION- RECOGNITION- DISHONOR- DEFERENCE- ADMIRATION- CRITICISM <p>T asks Ss what they think about the phrase: “Treat others the way you would like to be treated” “Be kind to one another” “Respect is one of the greatest expressions of love” “Respect yourself and others will respect you”</p>	<p>Ss answer orally.</p> <p>Ss tick the words that are related to respect.</p> <p>Ss read a given phrase and give their opinion about it.</p>	<p>T encourages Ss to give their ideas.</p>

Transition: Respecting others means acting in a way that shows you care about people's feelings.

10 (minutes)	<p>T asks Ss to read some situations and say whether they show respect or not and also say why.</p> <p>T provides an example: Example: A library is a place to study and there are rules to be respected like being</p>	<p>Ss read some situations and say if they show respect or not. Ss give reasons for their answers.</p>	<p>T monitors while Ss read the given situations.</p> <p>T acts as a facilitator by eliciting words Ss may need to</p>
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	quiet and working in silence. If you laugh out loud, you are not respecting that rule and you are certainly bothering other people.		understand to do the activity.
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Transition: Did you know that by making negative comments about someone you are being disrespectful? Let's read about what happened to Linda. She came to Uruguay with her brother, Duma.

(10 mins)	<p>T asks Ss to read Linda's testimony.</p> <p>T asks Ss to answer:</p> <ol style="list-style-type: none"> 1. Why does Linda say her experience was humiliating? 2. How did she react? 3. Why do you think the other girl acted that way? <p>T asks Ss to answer the following questions. Have you ever been disrespectful to others? How did you act? How did you feel when acting that way?</p> <p>Has anyone ever been disrespectful to you? What did this person do? How did they make you feel?</p>	<p>Ss read Linda's testimony and answer some questions.</p> <p>Ss get in pairs and answer the questions.</p>	<p>T monitors while Ss read the text.</p> <p>T monitors while Ss work in pairs.</p>
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Transition: Disrespectful behaviors have run in our society for ages. It's time to act against these situations.

(5 mins)	<p>T asks Ss to get in pairs and discuss these questions:</p> <ul style="list-style-type: none"> - What does it mean to act respectfully to other people? - How can your words and actions show your respect, or lack of respect, for other people? - If you want to be treated nicely, how should you treat other people? -If you are ugly to other people how will they treat you in return? 	<p>Ss get in pairs and discuss the following questions.</p>	<p>T acts as a facilitator in case Ss need help to answer the questions.</p>
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Follow up: T asks Ss to complete the acrostic with key concepts they've seen throughout the lesson and write a brief explanation next to each word.

Theme: Taking care of myself

Topic: 10. My day off

Aims:

- To present the issue of the benefits of planning your day off.
- To analyze a text and state new ideas derived from it.
- To scan a text in order to locate some sentences.
- To practice speaking.
- To practice reading.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5mins)	<p>T writes a question on the board but mix up the word order: <i>most off enjoyable day you what's the remember?</i></p> <p>After the Ss figure out what the question is, the teacher listens to their answers. T asks:</p> <p>-Why did you like that day off?</p>	<p>Ss put the words of the questions written on the board in order and they discover the topic of the lesson.</p>	<p>T elicits answers to the question from Ss.</p>
Transition: Is a day off important? Why?			
(5 mins)	<p>T asks Ss to read the first part of a text. Then, T invites Ss to get in pairs and <u>think of ideas</u> to complete the SWOT Analysis about the situation stated by the author about her day off.</p>	<p>Ss read the text and get in pairs to think of ideas to complete the SWOT Analysis.</p>	<p>Ss read their answers orally. T completes the SWOT Analysis chart on the board.</p>
Transition: Are the ideas stated by Carol familiar to you? Do any of these things happen to you when you have a day off?			
(4 mins)	<p>T asks Ss to read the second part of the text: "MY DAY OFF" and check if some of the ideas they wrote in the SWOT chart are mentioned in the text.</p>	<p>Ss read the second part of the text and check if it mentions some of the ideas they used to complete the SWOT chart.</p>	<p>Ss get in pairs and share their findings.</p> <p>KEY:</p> <p>1) h 2) g 3) f 4) a 5) e 6) c 7) b 8) d</p>
(7 mins)	<p>T asks Ss to read the second part of the text again and complete it with the missing activities from the table. For example:</p> <p>b. You can try out a new dance style.</p>		
Transition: What about you? Have you done these activities on your days off? Which haven't you?			

(4 mins)	T tasks Ss to think of their days off and complete the table with the activities mentioned in the text that they have already tried and the ones they haven't done yet.	Ss write down the activities mentioned in the text that they have already tried and the ones they haven't done yet on their days off.	Some Ss volunteer to read their answers aloud.
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Transition: Let's guess about our partners now! What activities have they already tried?

(6 mins)	T tasks Ss to get in pairs and try to guess some of the activities that their partner has and hasn't done on his/her day off. T tells Ss they have to ask their partner questions such as: <i>-Have you gone jogging? -Yes, I have.</i> Then, T explains Ss have to write down the activities they guessed in the chart. The student that guesses the most wins!	Ss get in pairs and ask each other some questions to try to find out about the activities they have and haven't done yet on their days off. Ss complete the chart in the: "My partner" section with the information they found out.	Ss report the information they found out about their partners orally.
(6 mins)	T tasks Ss to write down some sentences comparing the activities the Ss and their partners have or haven't done on their days off. T suggests using the SOS BOX as a guide. For example: <i>-Mauricio has cleaned his house, but I haven't done it yet. -He has cooked a new recipe and so have I.</i>	Ss write down some sentences comparing the activities they have or haven't done to those of their partners.	Some Ss come to the board and write down some of their sentences.

Transition: What would you do if you had more time off and you were in these situations?

(8 mins)	T tasks Ss to match the two parts of the sentences with the corresponding options for them. T explains that they may want to change the ending of the sentences if the options suggested don't represent the activities they would do. T tasks Ss to get in pairs and talk about the things they would or wouldn't do in those situations.	Ss match the two parts of the sentences. Ss get in pairs and talk about the things they would or wouldn't do in those situations.	Oral correction will be done.
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Follow up: Write a text, similar to the one Carol wrote, suggesting your friends the best way to organize their day off and different types of activities they could do. Then, share your text with a partner. Write down comments on your partner's text agreeing or disagreeing with his/her suggestions.

Theme: Taking care of myself

Topic: 11. The importance of hygiene

Aims:

- To work with the concept of hygiene
- To identify problems related to bad hygiene and sanitation
- To identify different areas in which hygiene and cleanliness is essential
- To practice reading skills.
- To practice speaking skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss a series of pictures and asks what topic are they all related to.</p> <p>T asks Ss to complete the word HYGIENE in some boxes.</p> 	<p>Ss look at the pictures and discover that they are all related to hygiene.</p> <p>Ss complete the word HYGIENE in the boxes.</p>	T encourages Ss to participate.

Transition: As you can see, the concept of hygiene includes many aspects.

10 (minutes)	<p>T asks Ss to classify the pictures into different aspects of hygiene:</p> <p><i>HOME-PERSONAL-PUBLIC SPACES- FOOD PREPARATION-MEDICAL-INDUSTRIAL</i></p> <p>Ss are warned that some images can belong to more than one category.</p>	<p>Ss classify the pictures into the given categories.</p>	<p>Oral correction will be done.</p> <p>KEY: HOME:3-5-7-11 PERSONAL:2-6-8 PUBLIC SPACES-12-13 FOOD PREP:1-11 MEDICAL: 5-9-10 INDUSTRIAL:4-12 </p>
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Transition: Now, let's read about what hygiene implies.

(10 mins)	T asks Ss to read a text about Hygiene and answer some questions.	Ss read the text and answer the questions.	T acts as a facilitator by providing help if needed.
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Transition: Do you know the names of some usual cleaning products and tools? Let's find out.

(5 mins)	T asks Ss to match some images of cleaning products and tools with their names.	Ss look at the pictures and match	T will help Ss with vocabulary if needed.
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		them to their names.	Oral correction will be done. KEY: A- razor & shaving foam B- alcohol gel C- antibacterial solution D- brush E- broom F- soap G- sponge H- rubber gloves I- menstrual pad J- bleach K- detergent L- toothbrush & toothpaste M- mop and bucket N- shampoo & conditioner O- deodorant
	T asks Ss to classify the products and tools into two categories: PERSONAL HYGIENE & GROOMING GENERAL HYGIENE	Ss classify the products and tools into two categories.	Oral correction will be done. KEY: PERSONAL HYGIENE: A-B-F-G-I-K-N-O GENERAL HYGIENE: C-D-E-F-G-H-J-K-M
	T asks Ss to get in pairs and think about some questions: <i>Why are personal care and grooming important? What can be the consequences of bad personal hygiene?</i> T asks Ss to read the Did you know? section.	Ss get in pairs and discuss the proposed topics. Ss read the Did you know? section and think about the question posted.	T monitors while Ss work in pairs. T encourages Ss to participate. T asks Ss to share their ideas with the class. T monitors Ss while they read.
Transition: Now we are going to read some guidelines and routines related to some occupation or activities' hygiene.			
	T asks Ss to match some pictures to three paragraphs about the hygienic guidelines related to the activity or occupation they depict.	Ss match the pictures to the guidelines.	T monitors while Ss are on task. KEY: (in order) 2- hotel

			4- restaurant 5- medical
	<p>T asks Ss to get in pairs and write guidelines for the other three activities depicted in the pictures.</p> <p>PERSONAL HYGIENE & GROOMING TATTOO ARTIST DENTIST</p>	<p>Ss get in pairs and write guidelines for the activities depicted in the pictures.</p>	<p>T monitors while Ss work in pairs.</p> <p>T tasks as a facilitator if needed.</p>

Follow up:

PROJECT: Work in groups.

- Choose one of the six activities from the last activity (or some other that you prefer)
- Create a poster or infographics of the hygiene guidelines related to that activity.
- Present your poster/infographics to the class.

Theme: Taking care of myself

Topic: 12. Helping others cope with health issues.



Aims:

- To deal with different health conditions.
- To raise awareness about the importance of being able to help people cope with health issues.
- To foster creativity by finding ways of helping others.
- To practice reading skills.
- To practice speaking skills.
- To develop collaborative skills by coming to solutions together with a partner.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T writes down these words on the board: <i>-illness vulnerability sadness loneliness help</i></p> <p>T tasks Ss what words they may add to the group. Ss may come up with more than one word related or not to the topic so the T guides Ss with their answers to discover the topic of the lesson.</p>	<p>Ss suggest more words to add to the list provided by the teacher.</p>	<p>T provides feedback to the words provided by the Ss to guide them discover the topic of today's lesson.</p>

Transition: Is it important to help people cope with health issues? Have you ever had to do so?

(8 mins)	<p>T tasks Ss to read the text and look for different ways of helping people when they have health problems with actions you may and may not do in those situations. T explains they have to write those ideas down.</p>	<p>Ss read the text and look for things to do and not to do when somebody is going through a health issue.</p>	<p>Ss share their ideas orally. T writes Ss' answers on the board.</p>
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Transition: What happens with people surrounding you every day, do you think it is important to help them feel better even if they are not going through a specific health condition? Why?

(6 mins)	<p>T explains that you can also help people that are not suffering an illness just to be kind. T asks Ss to look for those ways of helping people in general.</p>	<p>Ss read the text again and look for ways of helping people in general.</p>	<p>Oral correction will be done.</p>
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Transition: What do you generally do when you want to be nice to somebody?

(5 mins)	T tasks Ss to think of specific actions to carry out to help people that relate with the ways presented in the previous activity.	Ss think of specific actions to help people that relate to the ways presented in the previous activity.	
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Transition: Look at these pictures, people who suffer any of these health problems suffer in different ways. Do you recognize them?

(4 mins)	T tasks Ss to label the pictures with the corresponding health conditions from the chart.	Ss label the pictures with the health conditions by choosing from the chart.	Ss share their answers orally. Key: fibromyalgia, mental loss, arthritis, cataracts, bone break.
(5 mins)	Tasks Ss to match the health conditions with the corresponding definitions.	Ss read the definitions of five health conditions and match them with the corresponding names.	Oral correction will be done. Key: bone break c) memory loss d) cataracts e) arthritis a) fibromyalgia b)

Transition: Do you know anybody that suffers from any of these conditions? Have you tried to help them in any way?

(12 mins)	T explains that the characters: Simon, Linda, Freddie and Camila have some relatives and friends with the health problems presented before. T asks Ss to get in pairs and suggest the characters different activities to do to help their relatives or friends, according to what they are going through.	Ss read the health problems of the characters' relatives and friends and think of some actions to suggest them to do to help those people.	Some Ss volunteer to share their ideas orally.
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Follow up:

Project: We can all help out!

-Carry out research to find out if there is any classmate or schoolmate who is suffering from a health condition. What could you do to help him/her?

-You may also want to think of ideas to be nice to your classmates and schoolmates every day. Write down a list of possible actions you can take to enjoy every day at school by sharing with others. Remember you can share your talents, skills or passions!