

#LivingUruguay 6

LESSON PLANS

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UNIT 1:

STUDYING AND

WORKING

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

- think, plan and share ideas about the world of work and how the school will impact it.
- give opinions in relation to aspects related to security at work, applying for a job, being effective in a job interview, among other topics.
- develop projects related to the world of studying and working.
- expand your knowledge about some types of jobs that might be unusual in Uruguay.
- learn about the basic features of what a discussion is.

Theme: Studying & Working

Topic: 1. Being a lifelong learner

Aims:

- To reflect on the importance of being a lifelong learner nowadays.
- To recognize musical instruments.
- To practice reading skills.
- To practice speaking.
- To use a thinking routine (See, Think, Wonder).

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T plays a part of a song and asks Ss to recognize the musical instruments that appear in it.	Ss listen to a part of a song and try to recognize the musical instruments that they can listen to.	T asks Ss to mention the three musical instruments.
Transition: Have you ever played a musical instrument? Do you know how to describe the activities musician's do in their roles?			
(6 mins)	T invites Ss to match some expressions with their definitions.	Ss match the expressions to their definitions.	T asks Ss to look for the expressions in the text and read them in context so as to check what they have done.
Transition: Do you know any Uruguayan drummers? Marcelo Bossio is a very important drummer in Uruguay, do you know him? Let's learn more about him!			
(7 mins)	T asks Ss to read the text and look for synonyms of these words: Instrumentalist, amusing, junior, renovated, prizes, academy, company	Ss read the text and look for synonyms of the words given.	Ss come to the board and write their answers.
(12 mins)	T asks Ss to read the text again and think of four questions to ask to their peers beginning with these questions words: <i>What...?</i> <i>When...?</i> <i>Why...?</i>	Ss read the text and think of four questions to ask to their peers. Then, they get in pairs and each of them asks	T asks a student to read his/her questions. T asks the other Ss to answer the questions. T goes on until many

	<p><i>Where...?</i></p> <p>T tells Ss to get in pairs and ask and answer their questions.</p>	<p>and answers questions.</p>	<p>Ss have read their questions.</p>
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Transition: The text says that Mape likes to keep updated, for this reason he studies all the time. What do you think about being a lifelong learner? Is it important to keep on learning no matter what you do? Or is it important to be a lifelong learner only in some occupations?

(5 mins)	<p>T asks Ss to write a definition in pairs of what to be a lifelong learner means for them.</p>	<p>Ss get in pairs and write a definition of what a lifelong learner means.</p>	<p>T asks Ss to read their answers out loud. T writes some ideas on the board to see coincidences.</p>
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Transition: Being a lifelong learner implies studying all the time. Maps spends long hours playing the drums and learning from other musicians. These pictures show different aspects of his life, let's see them!

(10 mins)	<p>T asks Ss to look at some pictures about Mape's life and describe them in pairs. T suggests using expressions from the SOS Box.</p>	<p>Ss get in pairs and describe the pictures.</p>	<p>T asks for volunteers to describe the pictures. T suggests more vocabulary or expressions if needed.</p>
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Follow up: Think of a person who you know is a lifelong learner, it can a relative, a friend or a famous person. Look for information about his/her life and write an article about him/her, similar to the one in the lesson about Mape Bossio. Include the concept of what being a lifelong learner is in your opinion. Explain why the person is a lifelong learner and other details of his/her occupation.

Theme: Studying & Working

Topic: 2. Choosing what to study

Aims:

- to reinforce Ss' reading skills by working with an extract written by Bryn Sharp (ETA).
- to develop Ss' critical thinking by working on a relevant topic such as decision making.
- to improve Ss' speaking skills by asking them to share their strategies when making decisions.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by asking Ss to read an extract that was written by Bryn. She is an ETA. T asks Ss to spot different types of decisions that have been made by Bryn.	Ss read an extra from a person called Bryn. Ss spot different decisions. Ss share the decisions they found in the extract to the rest of the class.	T acts as a facilitator in case Ss need help with the vocabulary.

Transition: Bryn told us about some decisions she has made in her life. These decisions can be classified into three types. Let's look at them.

(10 mins)	T explains that there are three types of decisions. The decisions are: <ul style="list-style-type: none">- No Decisions, when you let others decide for you.- Snap Decisions are quick decisions you make at a certain moment without thinking about the consequences.- Then, the responsible decisions, that are the ones we make thinking about our future and probably thinking about your family, too.	Ss classify the decisions they have found into different types of decisions: <ul style="list-style-type: none">- No decisions- Snap decisions- Responsible decisions	T monitors the activity.
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Transition: When we choose what to study or choose a career, we are making a responsible decision. I want to share with you the five steps of responsible decision-making.

(10 mins)	<p>T asks Ss what steps they take to make responsible decisions.</p> <p>T asks Ss which was the last decision they made.</p> <p>T takes notes on the board about Ss comments.</p> <p>First of all, we need to identify the options. Make a list of your choices for next year. What is your favorite one? And the best for you?</p> <p>Now, let's think about your family and friends. What would they think about your choices?</p> <p>Then, let's think about your future. What is the best choice for the future? Which decision has more benefits for you?</p> <p>Finally, let's spot your future decision.</p> <p>T asks Ss to take notes about themselves according to each step.</p>	<p>Ss say the steps they take when they need to make an important decision.</p> <p>Ss share what their last important decision was.</p> <p>Ss take notes while they listen to the T.</p>	<p>T encourages Ss to express themselves freely.</p> <p>T reminds Ss that there are no right or wrong answers at this stage.</p> <p>T acts as a facilitator in case Ss need help with vocabulary.</p>
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Transition: Look at the ad I found.

(5 mins)	<p>T shares an ad with Ss.</p> <p>Articles wanted.</p> <p>Just about to leave high school.</p> <p>What decisions have you made for your future?</p> <p>Send us your article (100 - 150 words).</p> <p>The best articles will be published.</p> <p>T asks Ss to write an article.</p> <p>T provides Ss with guidelines for help.</p>	<p>Ss look at an advert and write an article.</p>	<p>T monitors while Ss write their articles.</p>
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Follow up: T corrects the first drafts of the articles and asks Ss to rewrite the articles to be ready to be published.

Theme : Studying & Working

Topic: 3. Face-to-face or online?

Aims:

- to develop Ss' critical thinking by asking them to reflect on different questions about the pandemic.
- to reinforce Ss' speaking skills by sharing their ideas about a certain topic.
- to develop Ss' listening skills by doing a multiple choice activity.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class asking Ss to read the following intro:</p> <p>Covid 19 has affected the lives of people all over the world. It has changed the way we used to see things. It has given a whole new perspective. We have learned that the most important aspects of life are not things but sharing time with the people we love, kissing, and hugging each other.</p> <p>We were able to get used to the circumstances and to get the best out of them. We had to remain home and learn in a different way by connecting online.</p> <p>After Ss read, T asks them to answer orally:</p> <ul style="list-style-type: none">-How did pandemic times affect your life?-What did you miss the most?-In which way did your perspective of life change?	<p>Ss read a given intro and tell the class the way they feel about it.</p> <p>Ss answer more questions about pandemia.</p>	<p>T fosters Ss' participation reminding them there are no right or wrong answers at this stage.</p> <p>T encourages Ss to express their ideas as honestly as possible.</p>

Transition: A lot of people were able to study online during pandemic times. Several online learning environments arose. Let's listen to an expert talking about different ways of online learning.

(10 mins)	<p>T tells Ss that they will hear someone talking about different ways of online learning.</p> <p>For each question, Ss have to choose the correct answer.</p>	<p>Ss listen to someone talking about different ways of online learning and choose the correct answer for the given questions.</p>	<p>T checks instructions and acts as a facilitator by eliciting words Ss may not know.</p>
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Transition: Online learning has changed our lives, let's see what other students believe the benefits of this new way of learning are.

(10 mins)	<p>T asks Ss to read 4 accounts of Ss expressing themselves about the way in which they feel towards online learning.</p> <p>T asks Ss to identify the advantages and disadvantages of online learning.</p> <p>T asks Ss to share their ideas with the rest of the class.</p>	<p>Ss read 4 accounts of Ss giving their opinions about the way they feel about online learning.</p> <p>Ss identify the benefits and disadvantages of online learning.</p> <p>Ss share their ideas with the rest of the class orally.</p>	<p>T encourages Ss to pay attention to their classmates' ideas considering points in common and ideas not considered beforehand.</p>
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Transition: Let's look at the advantages and disadvantages of face-to-face and online learning.

(5 mins)	<p>T asks Ss to separate into two groups. One of the groups takes notes on the advantages and disadvantages of face-to-face learning while the other group does the same with online learning.</p>	<p>Ss get into groups. One of the groups takes notes on the advantages and disadvantages of face-to-face learning and the other group does the same with online learning.</p>	<p>T acts as a facilitator helping Ss to develop the activity.</p>
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Follow up: T asks each group to choose 2 or 3 speakers that will share their ideas with the rest of the class. After both groups have done their presentations, T will propose an online survey: What do you prefer? Face-to-face or online learning? The results will be shared with the whole group.

PROJECT: Face-to-face or online? T asks Ss to think about their future. Each student will write a short paragraph. In their writing, they need to include what are their plans for the future, what type of learning they prefer, and why.

SCRIPT:

Online learning or e-learning can be divided into two categories depending on when the learning happens; synchronous and asynchronous. In the first one, the features of the educational activities are similar to the ones we find in a traditional F2F lesson. The students are able to interact and collaborate with each other and / or with the instructor(s) in real time. Some examples of these educational technologies are videoconferencing, chat rooms, webcasts or telephone conferences. On the other hand, in an asynchronous learning environment the learners learn at their own pace because they have more time to reflect, collaborate and interact.

A **blended learning** environment mixes characteristics of both; traditional instruction and online learning experiences. The three main features of this type of instruction are: the control over students' work; the place in which the teaching happens (partly online, partly on-campus) and the coordination of the course content to deliver an integrated programme of studies.

Last but not least, **mobile learning** refers to learners accessing content from mobile devices. It is considered as a supplement to e-learning. This implies a constant availability of materials, a dynamic and personalized experience, fluidity of new ideas and opportunities for reflection and evaluation.

Theme: Studying & Working

Topic: 4. How to get a job: Curriculum Vitae

Aims:

- To reflect on the job search process.
- To learn how to write a curriculum vitae.
- To practice listening.
- To practice writing.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T gives Ss a series of documents relating the <i>job search process</i> and asks what they have in common.	Ss look at a series of documents and think about what they have in common.	T acts as a facilitator in case Ss need help with vocabulary.
Transition: Have you ever worked? Are you looking for a job?			
(6 mins)	T asks Ss to get in pairs and look at the different steps in the job search process to complete a graphic organizer.	Ss discuss the different steps in the job search process and complete a graphic organizer.	T asks Ss to come to the board and complete the graphic organizer.
(7 mins)	T asks Ss to find the corresponding pictures from the first activity to match with the different steps in the job search process.	Ss look at the pictures and match them with the corresponding steps in the job search process.	T asks Ss to share their answers orally.
Transition: Where do people in Uruguay look for jobs?			
(5 mins)	T asks Ss to put the titles in the corresponding place in the job advertisement.	Ss look at the job advertisement and complete it with the correct titles.	Oral correction will be done.
Transition: Have you ever been to a job interview? How did you feel?			
(9 mins)	T asks Ss to listen to the job interview and complete the CV. https://drive.google.com/file/d/1UP8CD7Jhpg3oP79aYpw2nH7Y-oqXJli/view?usp=sharing	Ss listen to the dialogue and complete the missing information	T asks Ss to share their answers orally. T writes the answers on the board.

		in the curriculum vitae.	
Transition: Do you know what a Video Curriculum Vitae is? Have you ever seen one?			
(8 mins)	T asks Ss to watch a video CV about a person applying to a job and complete a chart. https://drive.google.com/file/d/1UI3PSIR_d0i4B_oDQinM6vzsUBPnPnG1uc/view?usp=sharing	Ss watch the video and complete the chart.	Oral correction will be done.
Transition: Do you think it is difficult to create a Video Curriculum Vitae? What fundamental information should be included?			
(5 mins)	T asks Ss to read some tips on how to create a good video CV and match the two columns.	Ss read the tips and match the two columns: the tip on one side with the description on the other one.	Ss read their answers aloud.
Follow up: T asks Ss to read some documents and look for information to complete the young man's CV.			

Script

John: Ah, good morning, María Gianni, isn't it?

María: Yes, good morning....

John: Oh, I'm John Summers. I manage the sales department here at Roscoe International. You can call me John.

María: Ok, John. Nice to meet you.

John: Nice to meet you too, María. Did you bring your CV?

María: Yes, of course. Here it is.

John: Thank you, let's check it. María Gianni, 26 years old, born in Oxford... hmm...ok... Now, tell me something about your work experience, María.

María: Well, I worked in the offices of my mother's company when I left university.

John: And what sort of company does your mother run?

María: It's a Catering company. She does the catering for weddings, graduations, funerals, that type of thing.

John: And how long did you work there for?

María: About a year or so. They put me on the front desk, and I was also responsible for all the advertising and the website.

John: Good, and what did you do after that?

María: Well, I traveled for a little while, mostly in Europe and a little in South America.

John: How long did you go traveling for?

María: Oh, it wasn't too long. Maybe about six months. I had a job that was going to start at the end of the year, so I had about six months free, and I thought "why not?".

John: Did you have any problems with the languages where you went?

María: Not really. I speak Italian and Spanish quite well...

John: Oh yes, it's written here on your CV, isn't it? How long have you been studying those languages?

María: Well, my father is Italian, so I am fluent in Italian. I have studied Spanish for about seven years so I can get by pretty well in that too.

John: Actually, we have a lot of business with Italy so your Italian could be really important.

María: I would really like the chance to use my Italian for work.

John: What did you do when you came back from your travels?

María: Well, as I said before, I already had another job lined up and that was in a small shoe company just outside town.

John: Ah yes, Bradford Footwear. It says here you worked in their sales department. How long were you at the company?

María: I was there for three years, and I worked in the sales department for two of those three years. I was responsible for customer service and processing payments.

John: Did you enjoy the job?

María: Well, it was fun at the beginning, but it's not a very large company and they only have a few customers in the region, so it got pretty repetitive after a while. That's why working for an international company like yours would really interest me.

John: OK, let's go and get a cup of coffee and we can continue this conversation afterwards.

Theme: Studying & Working

Topic: 5. How to get a job: Cover letter

Aims:

- To learn the purpose of a cover letter.
- To recognize aspects of formal and informal language in letters.
- To learn about the different aspects of a formal letter.
- To identify the layout of a cover letter.
- To write an effective cover letter.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T shows Ss two letters, one formal and one informal, and asks them to see the differences and similarities between them. T asks Ss what kind of letters they are.	Ss look at the letters and tell the differences and similarities between them. Ss say they are formal and informal letters.	T acts as a facilitator in case Ss need help with vocabulary.

Transition: In which situations do you write these kinds of letters? If you had to write to a potential employer, which one would you choose? How do we call a letter you write to ask for a job?

(5 mins)	T asks Ss to read a short text about cover letters and place the subtitles in the correct column.	Ss read the text and write the subtitles in the correct place.	T tasks Ss to read the titles.
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Transition: Now, let's at a cover letter in response to a job advertisement.

(5 mins)	T asks Ss to read a job advertisement and the cover letter responding to it. T explains the three aspects that are fundamental to a good cover letter: <i>appropriate language, organization, and layout.</i>	Ss read the job advertisement and the cover letter.	T monitors while SS work.
(5 mins)	T tasks students to choose the phrase with the most appropriate language to complete the missing parts in the cover letter.	Ss read two options for each gap, and decide which one is the most	T may help Ss when they demand it.

		appropriate.	T asks Ss to read the letter with the phrases included to check what they have done.
(5 mins)	<p>T asks Ss how they chose the appropriate language in the previous activity.</p> <p>T elicits some practices that they need to avoid when writing in formal language: <i>contractions, informal punctuation ("?!"</i>), <i>irrelevant information, and words/expressions used in everyday speech.</i></p> <p>T asks Ss to look for one example of each of these practices in the incorrect options from the previous activity. An example of contractions is given.</p>	<p>Ss reflect on the reasons behind their choices in the previous activity.</p> <p>Ss recognize some things that they should avoid in formal language.</p> <p>Ss find examples of the things they should avoid in the incorrect options from the previous activity.</p>	<p>Ss are able to reflect and recognize aspects from formal language.</p> <p>T may ask Ss if necessary.</p> <p>T asks Ss to read the phrases.</p>

Transition: Now that we've talked about the first important aspect of a cover letter, let's take a look at the second aspect we should take into account: *organization*

(4 mins)	<p>T asks Ss to read the letter again and decide what is the content of each paragraph. T asks Ss to write the number of the letter's paragraph next to its content:</p> <ul style="list-style-type: none"> - <i>Reasons for writing.</i> - <i>Personal information. Relevant qualifications and experience.</i> - <i>Reasons for wanting the job. Personality</i> - <i>Availability, references.</i> 	<p>Ss read the text and write the number of the paragraph next to its content.</p>	Oral correction will be done.
(4 mins)	<p>T asks Ss to read the letter again and focus on the linking words they find.</p> <p>T asks Ss to match a list of linking words to their function: <i>opinion, listing points, examples, contrast, cause/effect and time.</i></p>	<p>Ss find linking words in the letter.</p> <p>Ss connect different linking words with their function.</p>	Oral correction will be done.

Transition: And finally, let's take a look at the layout of a formal letter.

(3 min)	<p>T asks Ss to complete the letter's layout diagram with the different sections: <i>opening, introduction, body, closing</i> and</p>	<p>Ss complete the diagram.</p>	Oral correction will be done.
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	<p><i>signature.</i></p> <p>T ask Ss to read the characteristics and content of each of those sections.</p>	<p>Ss read the characteristics and content</p>	
<p>Transition: Well, now that we have the complete letter, let's read it again and do some comprehension activities.</p>			
(5 min)	<p>T asks Ss to read the complete letter and answer some questions about the job advertisement and the letter.</p>	<p>Ss read the letter and job add and answer the questions.</p>	<p>Ss read the answers.</p>
(5 min)	<p>T asks Ss to extract some information from the letter to complete a chart.</p>	<p>Ss complete a chart with information from the letter.</p>	<p>Oral correction will be done</p>
<p>Follow up: Students have to complete a Job Advertisement with some missing words. After that, T proposes Ss to choose one of the jobs, complete a chart to organize their ideas, and then write a cover letter applying to the job.</p>			

Theme: Studying & Working

Topic: 6. How to succeed at a job interview

Aims:

- to foster the different learning skills, listening, reading, speaking and writing.
- To provide Ss with authentic material (Job advertisement, job interview video)
- To provide Ss with some useful tips for a job interview.
- To work with differentiated instructions by giving Ss the opportunity to choose among different follow-up activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss a poster with different pictures connected to the job process, and asks them to mention the things they see.	Ss take turns to participate orally.	T elicits vocabulary from SS. T activates Ss' schemata.

Transition: Freddie is going to have his first job interview. Which tips would you give him? What things would you tell him to do and not to do? Why?

(10 mins)	T asks Ss to read some tips for a job interview and to complete the graphic organizer. T asks Ss to read the introduction to the topic and complete Nico's tips using words in bold.	Ss read the tips and complete the graphic organizer. Ss read the introduction and use the words in bold to complete Nico's tips.	T monitors while Ss work. T may help Ss with some new words. T may help Ss to convey the meaning of some tips by modeling them.
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Transition: Have you ever been into a job interview? Do you know someone who has been to one? What kind of things do you think are normally asked about?

(15 mins)	Pre-watching: T explains Ss that there are different kinds of job interview questions and presents four examples. T asks Ss to match the type of question (a-d) with the explanations (1-4). T tells Ss they will watch a job interview video to do some activities. While-watching: T asks Ss to order the tips in the order they are mentioned in the video.	Ss pay attention to the T and match each type of question with its explanation.	T monitors while Ss work. T helps Ss in case they demand it. T provides oral feedback on the board. T reminds Ss that she will play the
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	Post watching: T asks Ss to classify the tips from the video into Body language or Performance.	Ss watch the video and number the tips. Ss read the tips again in order to classify them into both categories.	video as many times as they need it. T checks if Ss are on task. T helps Ss by pausing the video if it's necessary, so they have time to number the tips.
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Transition: Do you feel ready to attend a job interview? Do you consider practicing beforehand really helps? Why ?

(15mins)	T arranges Ss in pairs and asks them to read the employer questions and match them to Freddie's answers. T asks Ss to classify the employer's questions according to four different types worked in the previous activity: <i>Personal - Out-of-the box</i> <i>Behavioural and Situational</i> . T shows Ss two different job advertisements and asks them to think which one Freddie's applied for. T asks Ss to support their answers T asks Ss to practice and role play the conversation	Ss get in pairs. Ss match the employer's questions to Freddie's answers. Ss think and classify the questions. Ss Read the job advertisement and decide which one is correct. Ss give evidence to support their decision. Ss practice in pairs and role play the conversation.	T monitors while ss are working. T helps Ss to associate the questions to the different types by modeling, giving them examples, etc. T generates a nice atmosphere so Ss feelconfident and free to participate orally. T helps SS with the pronunciation of new words. Feedback is given as a whole group activity.
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KEY:

A-5 B-3 C-1 D-4
E-2 F-7 G-8 H-6
(complete dialogue below)

Follow up: T uses a differentiated strategy to round the lesson up. T gives ss a Job interview Menu and explains that each Ss can choose the option they like the most. One from the appetizer, a main dish and a dessert.

DIALOGUE KEY:

EMPLOYER: Good morning, please have a seat. So, you're Freddie Morales, aren't you?

FREDDIE: Yes, that's right. Good morning.

EMPLOYER: I've had a look at your CV, and I'd like to ask you some questions. Why are you

interested in this job?

FREDDIE: Well, I'm thinking about studying something related to the food and beverage industry in the future, so I'd like to learn how a restaurant is run.

EMPLOYER: Do you have any experience?

FREDDIE: No, I haven't, but I'm willing to learn and I'm good at following instructions and working in a team.

EMPLOYER: Great! Why do you think we should hire you for this position?

FREDDIE: I consider myself a well-organized, responsible person. I'm also hard-working and outgoing.

EMPLOYER: Can you tell me of a time you had to work in a team and how you handled it?

FREDDIE: Well, last year our school class organized a charity event for Autistic people. It was a very complex event with a variety of activities. I was in charge of the team that asked for donations from local businesses. It wasn't easy to organize, but finally, we got all the competition prizes for free, even a motorcycle for the big final lottery!

EMPLOYER: Now, suppose a client didn't like the dish you served; how would you handle that situation?

FREDDIE: Well, I would talk to the client to see what the problem with the food was and talk to the chef about it.

EMPLOYER: Excellent! One last question, and please don't laugh! If you were food, what food would you be?

FREDDIE: Hahaha, I think I would be an egg. Eggs are perfect; they contain everything you need to be healthy, and they can be cooked in many different ways.

EMPLOYER: Good choice! Well, thanks for coming, Freddie. We'll call you tomorrow and let you know of our decision.

FREDDIE: Thank you very much. I look forward to hearing from you

Theme: Studying & Working

Topic: 7. Working and studying at the same time

Aims:

- to foster Ss' speaking skills by asking them to express their opinions about a certain ad.
- to motivate Ss by working with a topic that may be of their interest.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class sharing a situation in which Emma and Simon are talking.</p> <p>Emma: I'm a bit worried because I need to buy a new ukulele and it's quite expensive.</p> <p>Simon: Why don't you take a part-time job?</p> <p>Emma: That's a good idea but I'm not sure if I'll be able to deal with schoolwork too.</p> <p>Simon: If you organise your activities, I think you can do both things at the same time.</p> <p>Emma: You're right!</p>	<p>Ss read a dialogue between Emma and Simon.</p>	<p>T acts as a facilitator in case Ss need help with vocabulary.</p>

Transition: Let's look at the information Simon found in a magazine.

(10 mins)	<p>T asks Ss to read the ad and say whether they agree or not with the information presented.</p> <p>T asks each student to write 3 more aspects they need to consider before accepting a job.</p>	<p>Ss say if they agree or disagree or not with the information from the ad.</p> <p>Ss write three more aspects they believe are important to bear in mind before accepting a job.</p>	<p>T monitors Ss' work providing them with help, just in case, it is necessary.</p>
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Transition: Let's discuss some options. As you know, several teenagers choose to study and work while others prefer (or have to) do one thing at a time

(10 mins)	<p>T asks Ss to get in trios and to discuss.</p> <p>SITUATION 1</p>	<p>Ss get in trios and are given different situations to discuss about them.</p>	<p>T encourages Ss' participation.</p>
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<p>STUDENT A: You go to high school in the morning and in the afternoon you work at a local shop.</p> <p>STUDENT B: You think your friend might not be able to study or catch up with all the tasks.</p> <p>STUDENT C: You think that having the opportunity to study and work at the same time is very good.</p> <p>SITUATION 2</p> <p>STUDENT A: You work as a babysitter during the day and attend school during the night shift.</p> <p>STUDENT B: You think your friend might be too tired to concentrate during lessons at night.</p> <p>STUDENT C: You think that working is very important because in that way he/she can help with his/her family economy.</p> <p>SITUATION 3</p> <p>STUDENT A: You run errands during the morning for older people and attend school in the afternoon. At night, you go to the gym. You can afford to go to the gym with the money from the errands.</p> <p>STUDENT B: You think your friend might be dedicating too much time to other activities instead of school.</p> <p>STUDENT C: You think that having the opportunity to study and work at the same time is very good, as you can do what you want without asking for money.</p>			<p>T creates a free-stress atmosphere where Ss can express themselves freely.</p> <p>T fosters Ss' exchange of ideas within a respectful environment.</p>
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Transition: There are some pros and cons of working and studying at the same time. Let's look for some examples.

(5 mins)	<p>T asks Ss to continue working with their trios.</p> <p>Each group has to look for an example of a person that was able to study and work at the same time (for example, a famous person) and another person that had to abandon his / her studies in order to continue working.</p>	<p>Ss keep on working in trios.</p> <p>Ss look for an example of a famous person who was able to study and work at the same time and another person who had to leave his/her studies to continue working.</p>	
<p>Follow up: T asks each group to present their work to the rest of the class. In which way did they make responsible decisions that changed their future?</p>			

Theme : Studying & Working

Topic: 8. Young Entrepreneurs

Aims:

- to use the scanning and skimming reading strategies to enhance Ss' reading competence by means of different texts about different projects.
- to provide Ss with a friendly environment in which they can freely express their ideas.
- to foster Ss' speaking skills by asking them to share their personal interests towards a project from the website.
- To foster Ss' listening skills by asking them to listen to a young entrepreneur's testimonial.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to read some quotes related to business and explain them in their own words: - I never dreamed about success, I worked for it. - Estée Lauder (American beautician and business executive) - Whether you think you can, or think you can't, you're right . - Henry Ford (American automobile manufacturer) - Imagination is everything. It's the preview of life's coming attractions. - Albert Einstein (German mathematician and physicist) - Perseverance is the key to starting a successful business. - Sarah Blakely (American businesswoman and philanthropist) - If you can dream it, you can do it. - Walt Disney (American entrepreneur, animator, writer, voice actor, and film producer.)	Ss read the quotes and paraphrase them.	T acts as a facilitator by providing vocabulary Ss may not know. T guides Ss participation, trying to foster all Ss' participation.

Transition: Which quote do you like the most? Why? Have you ever thought about starting up your own business? Have you heard of DESEM? It's a non-profit foundation that promotes the development of Uruguayan children and teenagers.

(10 mins)	<p>T tasks Ss to check this webpage and to find a suitable project for each student / character (Emma, Camila, Freddie, Lua)</p> <p>http://www.desem.org.uy/formacion-emprendedora/</p> <p>Camila: I'd like to participate in a program to help me organise my finances. I also want to learn how to create a budget.</p> <p>Emma: I'm interested in travelling to the USA to learn more about their culture and also to improve my English.</p> <p>Freddie: My idea is to spend a whole day with a professional to learn firsthand what his/her job is like.</p> <p>Lua: I am keen on sports and healthy life. I am really worried about teenagers and the amount of alcohol they may drink on parties or weekends.</p>	<p>Ss check the given webpage and find a suitable project for each character.</p>	<p>T fosters a text scanning strategy.</p> <p>T helps Ss to recall some reading strategies they may have been working with.</p> <p>For example by skimming the text, students read the text quickly in order to find specific facts.</p>
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Transition: As the gang, Fernanda Martínez was a student who had her own business. Let's learn more about her by listening to her testimony.

(10 mins)	<p>T asks Ss to listen to a young entrepreneur talking about her experience at DESEM and decide whether statements 1-5 are true or false.</p> <p>1- Fernanda was 15 when she participated in the project.</p> <p>2- She sold pencil cases all over the world.</p> <p>3- Working in DESEM, helped her understand how big companies work.</p> <p>4- Her current job is related to finances.</p> <p>5- Jóvenes Emprendedores was not a satisfying experience for her.</p>	<p>Ss listen to a young entrepreneur talking about her experience at DESEM and decide if the statements are True or False.</p>	<p>T monitors Ss are actually focusing on what the task is related to.</p> <p>Ss take notes and comment on them.</p>
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	T tasks Ss to listen again and take notes of the positive aspects she mentions about this experience.		
Transition: What about you? Which program are you interested in? (Have you ever participated in a DESEM program?)			
(5 mins)	T tasks Ss to check the website again and choose one program they would like to participate in and give reasons why. T can ask Ss to take notes in order to report to their classmates afterwards.	Ss check the website and choose one program they would like to participate in and give reasons for their decisions.	T acts as a facilitator by providing vocabulary Ss may need to express their ideas.
Follow up: T asks Ss to get in groups of three students. T asks each member of the group to report to the other two.			

SCRIPT

Hi! My name is Fernanda Martínez. I am a 25-year-old college student from Montevideo.

In 2010, when I was 14 years old, I participated in DESEM's Jóvenes Emprendedores program.

My classmates and I created a project called Trilar, in which we made and decorated leather pencil cases by hand.

We used to sell our pencil cases at different events all over Montevideo.

Not only did the project change our attitude towards group tasks, but it taught us how to work as a group instead of as individuals. I learned how to organize large groups of people and to trust individuals' thoughts for the group's well-being, which I think is very positive and important.

Because of this experience, I am now more conscious of certain processes regarding company performance. I work in a library and I participate in certain areas that require high levels of organization and communication. Jóvenes Emprendedores was a great introduction to how to have success and a strong performance at work.

I really liked the experience I received through DESEM's program. Participating in Jóvenes Emprendedores was extremely enriching. Learning and having people help me build a successful project and it encouraged me to keep working hard to reach my goals and to have a better idea of what I could do for a living!

Theme: Studying & Working

Topic: 9. Unusual jobs

Aims:

- to develop Ss' speaking skills by asking them to talk about different visual aids.
- to reinforce Ss' reading skills by working with a matching activity.
- to motivate Ss by working with an interesting topic.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing Ss three pictures.</p> <p>T asks Ss to predict what jobs are shown in the pictures.</p> <p>T provides Ss with an SOS BOX to express their ideas.</p> <p>In my opinion, the first/second/third job is ... It can't be a ... because ... I believe this job is ...</p>	<p>Ss look at three pictures and guess the job.</p> <p>Ss use an SOS BOX to express their ideas.</p>	<p>T acts as a facilitator by providing Ss an SOS BOX to express their ideas.</p> <p>T fosters Ss' participation reminding them there are no right or wrong answers at this stage.</p>

Transition: These pictures belong to a text I've found. Let's take a look at different unusual jobs.

(10 mins)	<p>T asks Ss to read a text to check their predictions.</p> <p>The gang is describing unusual jobs they would like to perform.</p> <p>T asks Ss to read what the characters are saying.</p> <p>T asks Ss to match the characters with the jobs.</p> <p>(There are two extra "characters")</p>	<p>Ss read a text to check their predictions.</p>	<p>T monitors while Ss read the text and the descriptions of the characters.</p> <p>T acts as a facilitator by eliciting words Ss may not understand.</p>
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Transition: Can you perform jobs such as ice cream tester in Uruguay? Duma found an ad and wants to get some information.

(10 mins)	<p>T provides Ss with an ad and asks Ss to complete Duma's booking form.</p> <p>T tasks Ss to complete a webquest.</p> <p>Origin of the term "luthier"</p> <p>What does it mean?</p> <p>Where does it come from?</p> <p>Who was the first luthier in Uruguay?</p> <p>How many luthiers are there in Uruguay?</p>	<p>Ss look at an ad to complete Duma's booking form.</p> <p>Ss use their cell phones or computers to find in the net information about this peculiar job and complete a Webquest.</p>	<p>T monitors while Ss work on the task.</p>
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Transition: Let's share the information we have come across.

(5 mins)	<p>T asks Ss to get in pairs and share their findings.</p> <p>T asks one member of each pair to share the information with the rest of the class.</p>	<p>Ss get in pairs and share what they found about this profession.</p> <p>One student shares the information with the rest of the class.</p>	<p>T acts as a facilitator in case Ss need help with specific vocabulary.</p>
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Follow up: T asks Ss to get in groups of three Ss. Each group has to look for information about two unusual jobs performed in Uruguay. T asks Ss to write a short description for each job.

After Ss have finished, T can ask Ss to share their pieces of writing, and ask the other Ss if they would like to perform those jobs.

They can also work on the qualities and experience necessary to perform the different activities.

Theme : Studying & Working

Topic: 10. What you need to get different types of jobs

Aims: - To practice reading comprehension.

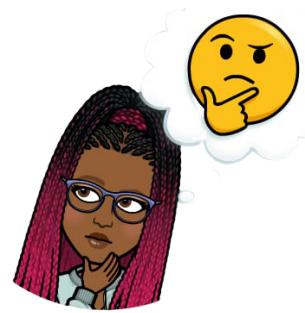
- To introduce new vocabulary related to personality.
- To classify jobs according to different areas and personality types.
- To encourage critical thinking.
- To offer differentiated activities in order to respect learner's different learning styles.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T reads three different famous quotes and asks Ss to give their opinion. What do they have in common? What do they refer to ? T asks Ss to choose one and complete a chart.	Ss listen while the T is reading and give their opinion about the quotes. Ss choose one quote and complete the chart	T encourage ss to participate orally by making them critical thinking questions. T promotes a nice atmosphere so Ss feel comfortable to participate and express their opinion.
Transition: Have you decided about which is the best job for you? What things do you consider are important to make the right choice?			
(8 mins)	T asks Ss to get in pairs or trios (depending on the number of Ss) and discuss about some questions: Are there good jobs or bad jobs? Why? Is our personality type important to choose a career? Why?	Ss get together to discuss the questions. Ss may take notes of their answers.	T monitors while Ss are on task. T may help Ss if they demand it. T checks Ss answers as a whole group activity.
Transition: Did you know that many psychologist agree with the fact that our personality type is very important to choose the right career? Let's find out more about the topic!			
(15 mins)	Before reading: T asks Ss to use the jobs from the box to label the pictures. While reading: T asks Ss to read the text and match each job with the correct personality type.	Ss label the pictures from the text. Ss read the text and match the pictures to the correct personality type description.	T monitors while ss are on task. T may remind ss the different reading techniques (skimming and scanning).

	After reading: T asks Ss to use vocabulary from the previous activity to classify the jobs according to different areas.	Ss classify vocabulary from the previous activity according to different areas.	T may help ss with new vocabulary that can appear in the text.
Transition: What personality type are you? Do you identify with more than one type? Which one/ones?			
(15 mins)	<p>T asks Ss to complete Dr. Holland's personality wheel.</p> <p>T asks Ss to find adjectives in the wheel to match with the correct definition.</p> <p>T asks ss to think of two examples of jobs that best suit the six types of personality (RIASEC).</p> <p>T asks Ss to write a short paragraph answering the following question: <i>which personality type are you? Which jobs best suit you?</i></p>	<p>Ss label the different parts of the personality wheel.</p> <p>Ss read the description of each type to find adjectives to each description.</p> <p>Ss complete the chart with two examples for each personality type.</p> <p>Ss think and answer the questions through a short paragraph.</p>	<p>T monitors while Ss work.</p> <p>T may help ss understand new words.</p> <p>T gives feedback on the board.</p> <p>T promotes critical thinking.</p> <p>T encourages Ss to write a short paragraph.</p>
Follow up: T presents a tic-tac-toe game and asks Ss to choose 3 squares from the grid to work on.			

Theme : Studying & Working

Topic: 11. How can I be my best version at work?



Aims:

- To practice reading skills.
- To reflect on the strategies to be good at work.
- To analyze what the strategies imply.
- To use critical thinking skills in order to solve a practical situation.
- To work with a thinking routine: claim, support, question.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (8 mins)	<p>T asks Ss: <i>How can I be a better student?</i> For example: <i>I can pay attention in class.</i></p> <p>T draws a Venn Diagram on the board and completes the circle titled: <i>At School</i> with the ideas elicited from Ss.</p> <p>T asks Ss: <i>And what happens when you are a worker?</i> <i>Are the same suggestions for being a better student important to being a better worker?</i></p> <p>T asks Ss to think about this new question and complete the Venn diagram. T explains that the ideas that are common to both circles (At School and At Work) should go in the intersection.</p>	<p>Ss thinks of ideas to answer the questions the T asked.</p> <p>Ss reflect on the new question and they provide answers to the teacher.</p> <p>Ss complete the Venn diagram.</p>	<p>T writes down the ideas the Ss said in the circle titled: <i>At School</i>.</p> <p>T asks Ss to come to the board and complete the Venn diagram.</p>
Transition: We mentioned some suggestions on how to be a better version of me at work, let's read this article that presents other suggestions and check if we guessed some of them.			
(6 mins)	T asks Ss to read the text: <i>My best version at work</i> , and complete each strategy with the corresponding subheading.	Ss read the text and match the subheadings to the corresponding paragraphs.	Oral correction will be done.
Transition: Do you think it is important to implement these strategies at work? Which are the most important ones in your opinion?			
(5 mins)	T asks Ss to think about the twelve strategies mentioned in the text and order	Ss think about the twelve hints and	T asks Ss to share their answers and

	<p>them according to the way they consider they should go (being number 1 the most important).</p> <p>T asks Ss to get in pairs and share their answers.</p>	<p>they put them in order according to the importance they think each of them has. Ss then share what they have done in pairs.</p>	<p>agree or disagree with their classmates.</p>
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Transition: Now that we have reflect about which we consider are the most important strategies, let's provide some evidence that supports our ideas by completing a Claim, Support, Question Chart.

(11 mins)	<p>T explains that <i>Claim, Support, Question</i> is an activity to reflect about a topic or idea and that they are going to use it, to reflect about the strategies presented in the text.</p> <p>T tells Ss to choose two strategies and complete the <i>Claim, Support, Question</i> chart. T explains Ss that they can be either in favor or against the strategy.</p>	<p>Ss choose two strategies and complete the <i>Claim, Support, Question</i> chart. They read the example first.</p>	<p>Ss share their answers with the rest of the class orally.</p>
(15 mins)	<p>T asks Ss to read the behaviour of some people at work. T asks Ss to think about who they may hire if they had to work with one of these workers.</p> <p>T explains that they have to explain the reasons why they decided to hire or not hire them.</p> <p>Finally, T explains that they have to suggest to the workers some of the strategies mentioned in the text that best apply to each of them.</p>	<p>Ss read the different attitudes of the workers and they choose the one of them that they would hire.</p> <p>Ss explain the reasons why they hire or not hire each of them.</p> <p>Finally, Ss recommend the most appropriate strategies to the workers.</p>	<p>T asks Ss to read aloud their suggestions to the workers</p>

Follow up: Write an article called: *How can I be my best version at school*. Remember to include at least twelve strategies about how to be a better student. Use ideas from the Venn diagram and the text: "My best version at work" as a model.

Theme: Studying and Working

Topic: 12. Working in the city versus working in the countryside

Aims:

- to foster Ss' speaking writing skills by asking them to work with vocabulary and opinions related to the city and the countryside.
- to develop Ss' listening skills by watching a video.
- to provide Ss with a friendly environment in which they can freely express their ideas.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing two pictures. The pictures show the city and the countryside.</p> <p>T asks Ss in which way are those places similar and different.</p> <p>T provides Ss with a crossword, in which Ss find different terms. Those terms belong to several aspects that can differentiate the country from the city.</p> <p>CROSSWORD:</p> <p>EDUCATION POLLUTION COMMUNICATION CULTURE HEALTH TRANSPORT TECHNOLOGY ENTERTAINMENT SECURITY EMPLOYMENT</p>	<p>Ss look at the pictures and describe them.</p>	<p>T encourages Ss to express themselves.</p>
Transition: Let's see which the advantages and disadvantages of living in the city and the countryside are			
(10 mins)	<p>T provides Ss with some keywords connected to different aspects of life.</p>	<p>Ss write sentences comparing life in the countryside vs life in the city.</p>	

	<p>T asks Ss to share the advantages and disadvantages of living in a city and countryside.</p> <p>Access to transport Distance from school Places to play Entertainment Living costs Places for entertainment Pollution Opportunities to study and work Technology Traffic jams Places to shop Culture Security Food Health</p> <p>T provides Ss with examples and an SOS box.</p> <p>Examples: In the city, there is more access to public transport while in the countryside you probably need to go around in your vehicle.</p> <p>In the countryside, the air is fresh and clean. However, in the city, the air might be polluted due to factories and traffic.</p> <p>T asks Ss to share their opinions with the rest of the class.</p>		
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Transition: Some people love the qualities of both places and have found a way of mixing both lives.
Let's read the article Camila found about Samuel Costa.

<p>(10 mins)</p>	<p>T asks Ss to watch a video /read a text from Samuel Costa. Samuel is a rural school teacher.</p> <p>T asks Ss to answer 5 questions:</p> <p>1- Where does Samuel work? 2- How does he travel to his workplace? 3- How many students does he have?</p>	<p>Ss watch the video from Samuel and answer the questions.</p>	<p>T monitors the activity.</p>
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	4- What disadvantages of working in the countryside does he mention? 5- What does he like about working in Lunarejo?		
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Transition: Being able to live and work in the place you love cannot always be possible.

(5 mins)	T asks Ss to get in pairs. Each pair needs to come to an agreement on a job, where it should be performed, and which changes would happen if you had to perform that job somewhere else. For example, María is an accountant that has lived in the city all her life. All of a sudden, she has to move to the countryside. The nearest city is 25 km away. How will her life change?	Ss get in pairs and work.	T acts as a facilitator in case Ss need help.
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Follow up: T asks Ss to prepare questions they would ask people they know about the advantages and disadvantages of working in the city and in the countryside.

Theme: Studying & Working

Topic: 13. Jobs in a touristic place

Aims:

- To learn about tourism in Uruguay.
- To learn about different aspects of the travel and tourism industry.
- To read about working conditions in tourism.
- To discuss the qualities and skills needed for a career in tourism.
- To practice reading skills.
- To practice listening.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T sticks pictures connected to travel and tourism on the board. T elicits vocabulary from Ss. T asks Ss to complete the phrase to discover the work area the jobs belong to: " _____ & _____ industry" (Phrase: <i>Travel & tourism industry</i>).	Ss name the pictures. Ss complete the name of the work area.	T encourages Ss to participate orally. T promotes a friendly and comfortable class atmosphere so Ss feel confident to participate. T can help Ss in case they do not guess the words.

Transition: What is your opinion about the tourism industry in Uruguay?

(5 mins)	T asks students to get in pairs and discuss some questions about tourism in Uruguay.	Ss get in pairs and discuss the questions.	T monitors while SS work. T may help Ss when they demand it.
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Transition: Now that you have talked about the topic, let's read an article about Tourism in Uruguay.

(5 mins)	T asks Ss to read some words and match them with the corresponding definition.	Ss match the words to their definitions.	T asks Ss to read the text to check their answers. T asks Ss to read the words and the definitions.
(6 mins)	T asks Ss to read the text and complete a chart with the advantages and disadvantages of working in Tourism in Uruguay.	Ss read the text and complete the chart.	Oral correction will be done.

	T asks Ss to think about one more advantage and disadvantage of working in this industry.	Ss add one more advantage and disadvantage.	
(6 mins)	<p>T asks Ss to read the text again and find the four areas of the Travel & tourism industry, then they have to write them in a chart: <i>transportation/ accommodation/ entertainment/food & beverage</i></p> <p>T asks Ss to think of examples of jobs in each of the areas and write them in the chart.</p>	<p>Ss find the four areas in the text and complete the chart.</p> <p>Ss write down jobs for each of the areas.</p>	<p>Oral correction will be done.</p> <p>Ss read the jobs they wrote down.</p>

Transition: Now, let's see what some workers say about their jobs in tourism.

(5 mins)	T asks Ss to listen to four people talking about their working experiences and match them to the jobs.	Ss listen to the recording and write each speaker's job.	Oral correction will be done.
(5 mins)	T asks Ss to listen again and write 3 characteristics each worker should have.	Ss listen to the passage again and write down the three characteristics.	T asks Ss to come to the board to write their answers.

Transition: What jobs related to travel and tourism can you mention?

(6 mins)	T asks Ss to read ten definitions and complete the crossword about jobs in travel and tourism.	Ss read the references and complete the crossword.	T monitors Ss' work. T asks Ss to provide their answers.
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Follow up: The article mentions that Uruguay “*offers a variety of destinations, from beautiful beaches to historical cities, protected areas, hot springs, quaint little towns, or high-end resorts.*”

Visit Uruguay's Ministry of Tourism website at <https://turismo.gub.uy/index.php/en> and find out one specific destination for each of these types of tourism, and two things to do there.

Script -

A good tour guide is somebody whose personality includes ‘the three E’s’; you need to be energetic, enthusiastic and entertaining. But most importantly, you have to have a passion for people because your job is about helping them to have fun. On a practical level, good organization skills and languages help. I love it - every day is different.

Being a chef is difficult and demanding both physically and mentally so you must be passionate about it. You also need to be very organized and a good team worker. These days it’s no longer a job where you stay in the kitchen, so the ability to talk to customers is very useful too. It’s

great when a waiter tells me that our guests are enjoying their meal, or a customer says: "This is delicious, what's in it?".

To be an efficient flight attendant you have to be people-focused and practical, and also very patient, as you need to stay calm when passengers are worried or angry about something. Knowing more than one language can be helpful to interact well with people from different cultures. Also, basic first aid and medical skills are important in case of an accident.

As a travel agent, you need to be organized and have great communication skills., because you have to speak to all kinds of people, from customers to tour operators, to hotel or airline personnel. You also need good sales skills to sell holiday and travel packages to customers. And, of course, good IT skills are essential to find information and make bookings online.

Theme : Studying & Working

Topic: 14. A tour around the office

Aims:

- To reflect on different requirements for a job.
- To practice speaking.
- To discuss different activities for different kinds of jobs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows pictures with different kinds of jobs: in a restaurant - in an office- in a factory - in a street market.	Ss recognize the place and give more information about them. Who works there? When... Where	Ss can recognize the places. Ss can express sentences about them.
Transition: As you can see, there are different kinds of jobs that a person can have. Let's learn more about it.			
(10 mins)	T gives a text. T asks Ss to look for information.	Ss read the text and look for information. Ss have to find the evidence of some sentences.	Ss find the required information.
Transition: According to the job, working requires certain abilities like imagination and creativity.			
(12 mins)	Group work: T delivers a sheet with different activities for each group: A job as a manager. A job as a painter. A job as a party organizer. A job as a teacher.	Ss work in groups. Ss provide ideas for the situation that they have received.	Ss discuss and provide ideas.
Transition: Organization and careful planning are essential for getting good results in a job.			
(7 mins)	T asks Ss to add some more ideas about the jobs presented in the previous activity.	Ss discuss new ideas for these workers.	Ss think about other ideas.
(10 mins)	T asks Ss to use the information in the chart to write a paragraph.	Ss write a paragraph using the information in the chart.	T helps Ss if necessary.

Follow up: Write a paragraph about another situation or occupation you like.

Theme: Studying and Working

Topic: 15. Security at work.

Aims:

- to make Ss aware of the importance of health and safety at work.
- to teach vocabulary related to personal protection at work.
- to develop Ss' writing skills by asking them to write different situations in the workplace.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by showing pictures of people at work. T asks Ss to describe what they see in the pictures. T asks Ss to mention the objects they think are used to protect the workers.	Ss look at different pictures of workers and describe what they see. Ss mention the objects they think are used to protect the worker.	T acts as a facilitator by eliciting vocabulary Ss may need to describe the pictures.

Transition: To work safely workers must follow certain rules. One of the rules says: Always wear PPEs. Do you know the meaning of PPEs?

(10 mins)	T encourages Ss to predict the meaning of PPEs. PPEs means Personal Protective Equipment. T provides Ss with a poster from a company. In the poster, Ss name the PPEs and write the rules.	Ss try to guess what PPEs means. Ss look at a poster from a company and name the PPEs.	T monitors Ss' work.
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Transition: Wearing appropriate PPEs is quite important but there are more rules that keep workers safe at work. Let's take a look at them.

(10 mins)	https://www.conocophillips.no/social-responsibility/health-safety-and-environment/ T asks Ss to match the symbols and the rules. T asks Ss to identify the most relevant rules.	Ss match the symbols and the rules.	
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		Ss identify the most relevant rules.	
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Transition: Did you know that there are specialists who make sure workers work in a safe environment? These professionals claim that all accidents are preventable. What is the name of this profession?

(5 mins)	T provides Ss with symbols that show dangerous situations in the workspace. T asks Ss to describe the situation. If you lift a heavy object in the wrong way, you will hurt your back.	Ss look at symbols that show dangerous situations in the workplace and describe each situation.	T makes sure that Ss understand the task. T acts as facilitator in case Ss need help to write the sentences.
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Follow up: T asks Ss to think about a certain space of their school that requires safety rules. For example, the laboratory, the stairs, etc.

T asks Ss to think of 5 rules for that space, write the rule and make a drawing to represent that rule.

UNIT 2:

NEWS AND MEDIA

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

- discuss about topics related to news and massmedia.
- develop a critical approach to what they see, read, hear and say on social media.
- develop a digital citizenship.
- get to know more about people who are relevant in the media.

Theme: News and Media

Topic: 1. Mass Media

Aims:

- To work with the concept of mass media and to discuss different ideas about the topic.
- To list and explain the different types of mass media.
- To learn new vocabulary related to mass media.
- To practice reading.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes four quotations about Mass Media on the board and asks Ss about their opinion on the them.</p> <p><i>-What the media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish. - W.H. Auden</i></p> <p><i>-The great thing about social media was how it gave a voice to voiceless people. - Jon Ronson</i></p> <p><i>-The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. - Malcolm X</i></p> <p><i>-Technology and social media have brought power back to the people. - Mark McKinnon</i></p>	<p>Ss read the quotes and share ideas about them.</p>	<p>Ss share their ideas about the quotes and the T addresses the interventions.</p>
Transition: Which mass media can you mention?			
(10 mins)	<p>T tasks Ss to look at the pictures and label the different mass media.</p>	<p>Ss look at the pictures and label the mass media.</p>	<p>Ss share their answers orally.</p>
Transition: What are the most common media for you? And the most interesting?			

(10 mins)	<p>T invites Ss to try to guess what the text is about. T explains Ss have to read the six sentences and write Yes or No according to if the topics mentioned are mentioned in the text or not.</p>	<p>Ss read the sentences and try to guess whether those topics are mentioned or not in the text.</p>	<p>Some Ss volunteer to provide their answers.</p>
	<p>T tasks Ss to read the text and underline the main ideas. Then, T tasks Ss to choose whether to write a summary or create a mind map of the text.</p> <p>T tell Ss to get in pairs and exchange their summaries or mind maps with a partner who will make some comments about it</p>	<p>Ss read the text and underline the main ideas. Then, Ss write a summary or create a mind map of the text.</p> <p>Ss get in pairs and exchange their summaries or mind maps. They have to make comments on their partner's production.</p>	<p>T monitors Ss' work and guides them if necessary.</p>

Transition: Which type of mass media do you know?

(5 mins)	<p>T tasks Ss to read the definitions and match them with the correct type of mass media.</p>	<p>Ss match the different types of mass media with the corresponding definitions.</p>	<p>Ss share their answers orally.</p>
	<p>T tasks Ss to get in pairs and think of examples to add to the types of media.</p>	<p>Ss think of examples of different media to add to each category.</p>	<p>T writes down the Ss' answers on a table on the board.</p>

Transition: There are certain phrases that are used specifically when talking about one type of media while others are used with more than one media.

	<p>T tasks Ss to complete the sentences with the corresponding phrases.</p> <p>T tasks Ss to match each phrase to the mass media they are related to. T explains that some may be related to different media.</p>	<p>Ss read the sentences and complete them with the correct phrases.</p> <p>Ss match the phrase to the mass media they are related to.</p>	<p>Ss read their sentences aloud.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. junk mail. 2. search engine 3. on the air 4. Tune in 5. yellow press 6. write a blog post 7. commercial breaks
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			8. broadband connection 9. live feed 10. editorial
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Follow up: Work in groups and choose one of the topics below. Share your work with the class.

A timeline of the different mass media outlets.	An infographic regarding one of the media outlets from the previous activity: <i>radio, television, the internet, or newspapers</i> .
An infographic about one of the types of mass media mentioned before: <i>print media, broadcasting media, outdoors media, or digital media</i> .	A presentation about how mass media outlets have changed/evolved since the XX Century.

Theme: News and Media

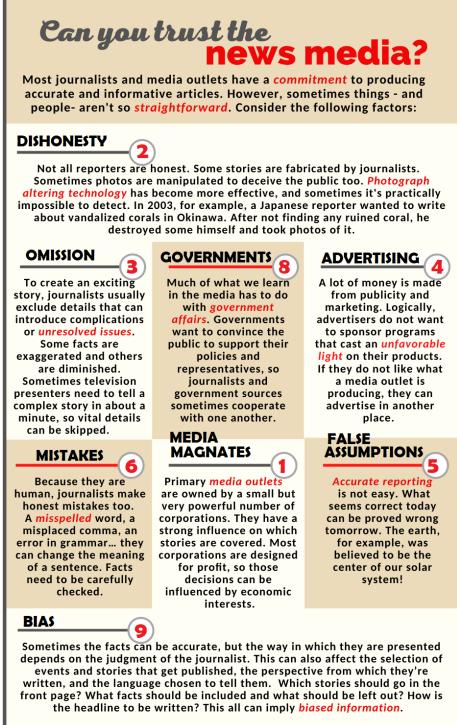
Topic: 2. Media literacy. Can we trust the news media?



Aims:

- to reflect on the concept of mass media.
- to understand and evaluate the news.
- to work with the concept of media literacy.
- to explore some of the basics of media literacy through infographics.
- to practice reading skills.
- to practice speaking.
- to foster collaborative work by asking Ss to work in pairs and groups.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T provides Ss with a word cloud. T asks Ss to predict the topic of the lesson.	Ss look at the word cloud and predict the topic of the lesson.	Oral correction will be made.
(3 mins)	T asks Ss to write down five words from the word cloud that caught their attention.	Ss look at the word cloud again and write down five words.	
Transition: In the previous lesson, we worked with the concept of MASS MEDIA. Let's continue with the topic.			
(5 mins)	T asks Ss to get in pairs and think about how the words that you chose relate to the topic of mass media.	Ss get in pairs and think about the words that they chose.	T monitors while Ss are on task.
Transition: Read the dialogue between Emma and her mother. Why doesn't Emma want to read the news?			
(5 mins)	T asks Ss to read the dialogue and think and jot down some reasons why some people don't trust the news.	Ss read the dialogue and think about some reasons why some people don't trust the news. They jot down the reasons.	T acts as a facilitator and encourages Ss to give their opinions.
Transition: To help Emma, her mother gave her an infographic about the topic.			

(6 mins)	T asks Ss to read the infographic and match the headings to the correct text.	Ss read the infographic and write the headings in the correct place.	Oral correction will be done. KEY (in order): DISHONESTY OMISSION GOVERNMENTS ADVERTISING MISTAKES MEDIA MAGNATES FALSE ASSUMPTIONS BIAS
(3 mins)	T asks Ss to match some icons to each of the paragraphs. Alert Ss that there is an extra one. KEY: 	Ss match the icons to the correct paragraph.	Oral correction will be done. KEY: 1- MEDIA MAGNATES 2- DISHONESTY 3- OMISSION 4- ADVERTISING 5- FALSE ASSUMPTIONS 6- MISTAKES 7- COMPETITION (EXTRA) 8- GOVERNMENTS 9- BIAS
(5 mins)	T asks Ss to get in pairs and discuss the meaning of the extra icon and the reason why it is included with the rest. COMPETITION	Ss get in pairs and discuss the meaning of the extra icon and the reason why it is included with the rest. 	T encourages Ss to give their opinions.
	T asks Ss to read the infographic again and answer some questions.	Ss answer the questions.	Some Ss volunteer to read their answers aloud.

(4 mins)	T asks Ss to match some words from the infographic (written in red) to their definitions.	Ss match the words to their definitions.	Oral correction will be done. KEY: 1. media outlets 2. misspelled 3. accurate reporting 4. government affairs 5. unfavorable light 6. photograph altering technology 7. commitment 8. unresolved issues 9. biased information 10. straightforward
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Transition: While we should take care of what we read in the news, it is not true that there is nothing we can trust. There are some tips to help us decide if we can trust what we hear and read.

(6 mins)	T asks Ss to match the columns with the tips for reading the news to their labels.	Ss read the tips and match them to their labels.	Oral correction will be done. KEY: 1. B 2. A 3. D 4. F 5. C 6. E
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Transition: Now, we're going to read the definition of Media Literacy.

(4 mins)	T asks Ss to get in groups and read the definition of Media Literacy. T asks Ss if they agree with the definition and to consider if the tips relate to this topic.	Ss get in groups and do the activities.	T acts as a facilitator, helping Ss with vocabulary and motivating them to express their opinions.
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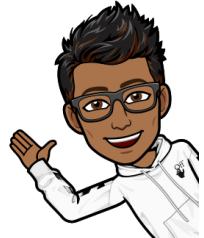
Follow up: Let's help Emma decide whether to trust the news media or not. Give her some advice about the News Media, consider everything we have worked with.

Theme: News and Media

Topic: 3. Teenagers and the news.

Aims:

- To work with vocabulary concerning the news.
- To read the opinions of different Uruguayan teenagers about the topic.
- To practice reading.
- To practice writing skills.
- To develop collaborative skills by working in groups.
- To deal with expressions to give good and bad news.
- To revise ways of responding to good and bad news.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T writes four small lines on the board and reads the definition of the word aloud:</p> <p><i>“_____ is information that wasn't known before or current events broadcast over the radio, television, online or in print media.”</i></p> <p>Then, T asks what the topic of today's lesson is.</p>	<p>Ss listen to the teacher and try to guess the topic of today's lesson.</p>	<p>Ss guess the missing word.</p>
Transition: Do you usually listen to the news? Do you think it is important to be informed?			
(4 mins)	<p>T asks Ss to read the six short texts and look for ways of expressing opinions and connecting ideas in the text.</p>	<p>Ss read the texts and look for phrases to express opinion and words to connect ideas.</p>	<p>Ss read their answers aloud.</p>
(5 mins)	<p>T asks Ss to read the texts again and write a tick next to the question each teenager was asked.</p> <p>T asks Ss to think about what other questions about this topic they would ask the teenagers and write it down.</p>	<p>Ss read the text again and look for the answers to the questions on the table to see what the teenagers were asked.</p> <p>Ss think of another question to ask the teenagers about the</p>	<p>Some Ss come to the board to complete the table.</p> <p>Ss share their new questions in pairs.</p>

		topic and write it down next to number 10.	
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Transition: Do the teenagers have the same or different ideas about the news and the media that informs the news? Let's analyze their answers in more detail.

(6 mins)	T invites Ss to work in pairs. T tasks Ss to choose three teenagers and compare them in terms of similarities and differences in their opinions.	Ss get in pairs and complete the Venn Diagram to compare three teenagers in terms of their opinions.	T tasks for volunteers to come to the board to complete the Venn Diagram. Then, Ss discuss the different answers the groups provided.
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Transition: What are the different types of news shown on the news report?

(5 mins)	T elicits answer to the question from Ss. Then, T tasks Ss to match the names of the types of news with the explanation of what they consist of.	Ss match the names of the types of news with the explanation of what each of them imply.	Oral correction will be done. KEY: 1- National - d 2- International - h 3- Health - i 4- Education - f 5- Crime - c 6- Sports - b 7- Entertainment g 8- Financial a 9- Weather - e
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Transition: What types of news do you consider the most interesting? Why?

(5 mins)	T tells Ss to choose different news items from the list and tell them to a partner who is going to react to the good or bad news. T suggests using the SOS Box as a guide.	Ss get in pairs. Each of them says one of the pieces of news and the partner has to react using different expressions.	T monitors and corrects Ss.
(15 mins)	Then, T asks Ss to choose two of the news items and write a short dialogue. Finally, T invites Ss to roleplay their dialogues.	Ss write a short dialogue developing the idea of the news item. Ss act out their dialogues.	T monitors and helps Ss if necessary. T listens to the Ss and provides feedback.

Follow up:

Project: "Teenagers and the news"

- Use the questions from the table in the second activity as a guide and write a short text similar to the ones the teenagers' wrote titled: *Teenagers and the news*. Remember to use connectors and different phrases to express your opinion.
- Collect the pieces of writing that you did about the topic and draw conclusions of the students' from the class opinions. You can present your results like this:
 - *Most of the students consider that...*
 - *Some of the students agree on...*
 - *The minority of the students think that...*
 - *An estimated 50% of teenagers...*
 - *To conclude, it can be said that...*

Theme: News and Media

Topic: 4. Journalism now and then.

Aims:

- To talk about the different kinds of journalism and to make ss reflect about its importance in society.
- To promote opportunities for communication.
- To encourage critical thinking.
- To promote ss' participation through project work.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T tasks ss to come to the board and write a word connected to journalism in order to create a word cloud.	Ss write words connected to journalism	T may write the word journalism in the center of the board and model an example.

Transition: Do you consider journalism important in our society? why?

(10 mins)	<p>T-P-S</p> <p>T tasks ss to think about different ways to present the news (means of communication) and to write them in a chart.</p> <p>T tasks ss to get in pairs and write a definition of journalism using words from the word cloud.</p> <p>T tasks ss to share their definitions with the rest of the group.</p>	<p>Ss think and take notes of different ways to present the news.</p> <p>Ss work in pairs to write a definition of journalism using words from the word cloud.</p> <p>Ss share their definitions with the rest of the class.</p>	<p>T monitors ss while they are working.</p>
	<p>T Shares some pictures with Ss www.pixabay.com www.maxpixel.com www.dreamstime.com www.wikiwand.com and asks some questions:</p> <p><i>-what can you see in the pictures? What do these pictures have in common? What do they represent?</i></p>	<p>Ss answer to the T's questions.</p>	<p>T exploits the pictures as much as possible.</p> <p>T elicits vocabulary from ss.</p>

	T asks ss to use words from the box to label the pictures	Ss label the pictures using words from the box.	
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Transition: Have you ever heard about different types of journalism? what comes to your mind when you think about it? Can you mention some examples?

(10 mins)	T asks ss to read some definitions and match them with the correct type of journalism. T asks ss to read the definitions again in order to complete some sentences.	Ss read the definitions and write the correct type of journalism. Ss read again to complete the sentences.	T monitors while ss are on task.
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Transition: Which of those types do you like the most? why? Do you know other types of journalism?

(5 mins)	T asks ss to label the pictures with the type of journalism they represent.	Ss label the pictures.	T may help ss understand the pictures. T monitors ss while they are working.
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Follow up: Project: Journalism in Uruguay

- A- Get in groups of three and distribute the roles. Each member of the group is going to research Uruguayan journalism in a different period of time.**
- B- Search for information on the web to complete the mind-map about journalism in Uruguay.**
- C- Prepare a presentation or video about the topic.**
- D- Share your video or presentation with the rest of the group.**

Theme: News and Media

Topic: 5. The 5Ws of journalism.

Aims:

- to work with news articles.
- to recognize the different sections in a newspaper.
- to learn about the 5Ws+1H questions process.
- to work with a news article layout.
- to organize the main points of an article.
- to write a news article.



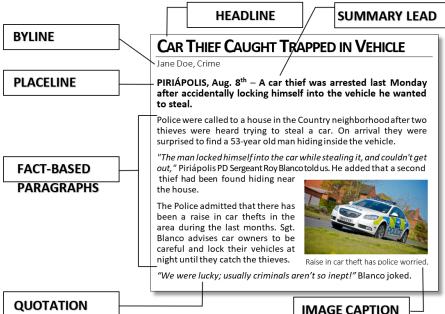
Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T shows Ss two pages of a newspaper. T asks Ss if they like reading the news, and where.	Ss look at the pages and answer the questions.	Oral correction will be done.
Transition: In a newspaper, the pieces of news are usually organized according to their topic into different sections.			
(6 mins)	T tasks Ss to read the articles headlines and classify them into the newspaper's sections: A- POLITICS B- ECONOMY C- HEALTH D- TECHNOLOGY E- SPORTS F- CULTURE G- INTERNATIONAL H- BUSINESS I- ENTERTAINMENT J- CRIME	Ss read the headlines and classify the articles.	T monitors while Ss classify the articles. Oral correction will be done.
Transition: Now, let's continue working with articles.			
(4 mins)	T tasks Ss to get in pairs and choose one of the articles. T asks Ss to think about	Ss get in pairs, choose an article	T acts as a facilitator in case Ss need help with the questions.

	<p>three questions they would like to know when reading the article.</p> <p>T tasks Ss to read the questions aloud.</p>	<p>and think three questions.</p> <p>Ss read their questions.</p>	<p>Ss share their questions with the class.</p>
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Transition: If most of your questions started with a WH question, you could probably be a very good journalist!

(6 mins)	<p>T tasks Ss to read a text about the article writing and complete some sentences with ideas from the text.</p>	<p>Ss read the text and complete the sentences. .</p>	<p>T monitors while Ss are on task.</p>
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Transition: Let's analyze one of the previous pieces of news taking into consideration an article's structure.

(6 mins)	<p>T tasks Ss to work with the LAYOUT of an article. T asks Ss to read one of the articles from the newspaper and put the layout elements in their correct place.</p> <p><i>summary lead / byline / fact-based paragraphs / headline / placeline & dateline / quotation image caption</i></p>  <p>The diagram illustrates the layout of a news article with the following labels and their corresponding parts in the sample clipping:</p> <ul style="list-style-type: none"> BYLINE: Jane Doe, Crime HEADLINE: CAR THIEF CAUGHT TRAPPED IN VEHICLE SUMMARY LEAD: PIRIAPOLIS, Aug. 8th – A car thief was arrested last Monday after accidentally locking himself into the vehicle he wanted to steal. PLACELINE: PIRIAPOLIS FACT-BASED PARAGRAPHS: The police collected a house in the Country neighborhood after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53 year old man hiding inside the vehicle. "The man locked himself into the car while stealing it, and couldn't get out," Piriapolis PD Sergeant Roy Blanco told us. He added that a second thief had been found hiding near the vehicle. QUOTATION: "We were lucky; usually criminals aren't so inept!" Blanco joked. IMAGE CAPTION: Raise in car theft has police worried. 	<p>Ss read the article and place the elements in their correct place.</p>	<p>T can offer help if Ss need it.</p> <p>Oral correction will be done.</p>
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(6 mins)	<p>T tasks Ss to complete a chart with each of the layout elements' FUNCTION in an article.</p>	<p>Ss complete the chart with the function of the layout elements.</p>	<p>T may offer help if needed.</p> <p>Oral correction will be done.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. headline 2. byline 3. placeline 4. summary lead 5. fact-based paragraphs 6. quotation
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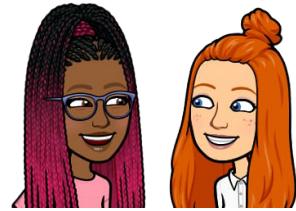
			7. image caption
Transition: Let's work with the article's content.			
(5 mins)	<p>T tasks Ss to read the article again and answer the 5Ws questions and to see if there's any extra information in the article.</p> <p>T tasks Ss to consider if the article's photograph adds to the story and why.</p>	<p>Ss read the article and answer the 5Ws questions.</p> <p>Ss reflect on the usefulness of the image in this article.</p>	<p>T monitors Ss while on task.</p> <p>Oral correction will be done.</p>
Transition: Now, we're going to write our own news story.			
(5 mins)	T tasks Ss to choose one of four images and imagine a news story about it.	Ss choose one of the pictures and imagine a news story about it.	T encourages Ss to use their imagination and create a story.
(5 mins)	T tasks Ss to follow the steps to plan their news story.	Ss follow the steps to plan their news story.	T may help Ss if necessary.
<p>Follow up:</p> <p>Now that we have all the elements, write your News Article for homework!</p> <ul style="list-style-type: none"> • Respect the layout: include your headline, byline, placeline and summary lead. • Organize your facts into paragraphs (1-3 fact-based paragraphs) • Include your quotation. • Add the image caption. • Remember to finish the article with a conclusion. 			

Theme: News and Media

Topic: 5. Gender differences in journalism.

Aims:

- To revise the concepts of “gender” and “sex”.
- To discuss the topic: “Gender differences in journalism.”
- To learn new vocabulary related to the topic.
- To practice reading.
- To enhance critical thinking skills by providing opinions.
- To work collaboratively.
- To reflect on the topic and to provide an opinion on it.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	<p>T asks Ss: What does “gender” mean? Are “gender” and “sex” interchangeable words?</p> <p>Tip for teachers: This activity can be oral, written on the board, or even shared by making use of an app like https://www.mentimeter.com/</p>	Ss answer the teacher's questions.	T elicits ideas about the concepts of “gender” and “sex” from Ss.
Transition: In small groups, surf the net and look up the definition.			
 (3 mins)	<p>T asks Ss to read some statements and decide if they are true or false.</p> <p>T asks Ss to support their answers by providing their opinions.</p>	Ss read the statements and give their opinion on whether they are true or false.	Ss provide their opinions about the statements.
Transition: What's your opinion about equality in journalism?			
 (5 mins)	<p>T asks Ss some questions:</p> <p><i>-Do you believe that there is no equality in journalism?</i></p> <p><i>-If so, how can we strike the balance?</i></p> <p>T suggests using the SOS BOX as a guide.</p>	Ss answer the T's questions.	Ss share their ideas orally.
Transition: Now, let's read about a Uruguayan journalist to have another opinion about the topic.			
 (3 mins)	T tells Ss to read the Uruguayan journalist's biodata. Then, T asks Ss to tick the information they could find in the text.	Ss read the text and tick the information they found in it.	Oral correction will be done.

(4 mins)	T tasks Ss to look for the words in bold in the text and match them to the corresponding definitions.	Ss look for the words and read the sentences where they appear. Then, they match the words to their definitions.	Some Ss share their answers. T writes the correct answers on the board.
(6 mins)	T tasks Ss to read the interview to the journalist and complete the 4C's chart. T suggests working in pairs.	Ss get in pairs and read the interview. Then, they complete the 4C's chart.	T monitors Ss' work and helps them if necessary. Some Ss volunteer to come to the board to complete the chart.
Transition: If you had the opportunity to ask some more questions to the journalist, what would you ask her?			
(10 mins)	T asks Ss to write down some more questions they would like to ask the journalist. Then, T invites Ss to roleplay the interview.	Ss think about more questions they would like to ask Lourdes and they write them down. Ss roleplay the interview.	T monitors Ss' work and listens to their dialogues. Ss roleplay the dialogues in front of the class.
(2 mins)	T share a campaign in Uruguay against bias in news headlines with Ss.	Ss listen to the teacher's explanation about the importance of the Uruguayan journalists' campaign.	T may want to make some clarifications about the campaign if there are doubts.
Transition: You may want to enter the link to read more information about the campaign.			
(6 mins)	T shows Ss an example of what some journalists did to show gender bias in headlines. T asks Ss some questions about it. T explains the use of passive and active voice so as Ss understand they way in which the headlines were redacted and the differences they convey depending on the use of passive or active voice.	Ss look at the example and answer the questions. Ss listen to the teacher's explanations. Ss do the activity.	

	T asks Ss to read some sentences and determine if they were written in the passive or active voice.		
Transition: Let's reflect on today's lesson!			
(2 mins)	T asks Ss to complete the last column of the KWL chart. T invites Ss to share their thoughts about today's lesson in a small sheet of paper, sticky notes or making use of an App such as "Jamboard".	Ss go back to the KWL chart and complete the last column.	Ss read their charts aloud.
Follow up: Now is your turn! Find a recent news' headline with gender bias and try to do the same exercise that our Uruguayan journalists did to show gender bias in Uruguayan news. You can use news in English or Spanish.			

Theme: News and Media

Topic: 6. The role of advertising.

Aims:

- To foster reading skills
- To encourage oral communication.
- To develop student's autonomy and creativity through different activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows different logos of famous companies and elicits vocabulary from ss. T tasks ss to name the company each logo represents and to think about different products they sell.	SS participate orally. Ss identify and label the logos and make a list of products for each company.	T encourages oral participation. T elicits vocabulary from ss. T activates previous knowledge about the topic.

Transition: What does a good ad need to have?

(7 mins)	T tasks ss to work in small groups and complete a mind map about advertising	Ss get in groups and complete the mind map.	T monitors while ss are working.
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Transition: Why are ads important to companies?

(10 mins)	T tasks ss to read the text and find evidence for some statements. T tasks ss to read the text again and answer some questions.	Ss read the text to find evidences and explain each statement. Ss read the text and answer the questions.	T may help ss when they need it. T monitors the group. T may model an example to help ss.
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Transition: Describe an advertisement that you have seen or heard on the TV or radio. What was it about? How long did the commercial last? Did it make you want to buy the product?

(7 mins)	T tasks ss to read four short texts and match the correct headings. T shows an ad and exploits it as much as possible. T tasks ss to identify and label the parts of the ad.	Ss read the texts and match the correct headings. Ss label the parts of the advertisement.	T monitors ss'work
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Follow up: Imagine that you work for a major advertising agency and create an advertising campaign.

- Decide which product you want to advertise.
- Decide your target market.
- Choose a name for the product.
- Design the logo.
- Create a poster/video and include an slogan.
- Present your advertisement to the rest of the group.

Theme: News and media

Topic: 8. Marketing.

Aims:

- to motivate Ss by working with a topic they may like.
- to work with different visual aids to call Ss' attention.
- to foster collaborative work by asking Ss to work in groups.
- to teach Ss vocabulary related to marketing.
- to develop Ss' speaking skills by asking them to give their opinion about a certain topic.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class dividing the group into small groups.</p> <p>T provides each group with several pictures. They show different objects.</p> <p>T asks Ss to write the brands they associate each product with and the characteristics of each brand.</p> <p>T asks one member of each group to go to the board and write brands and characteristics.</p> <p>T focuses on the information provided by students.</p>	<p>Ss work in small groups.</p> <p>Ss work with different pictures and write the brands associated with each product and the characteristics of each brand.</p> <p>Ss take turns to write the brands and their characteristics on the board.</p>	<p>T monitors while Ss work on the activity.</p>
Transition: Companies use different strategies to reach the audience and sell their products in a catchy way.			
10 (minutes)	<p>T provides Ss with words and phrases. T asks Ss to match them to the corresponding pictures.</p> <p>T asks Ss to classify the types of marketing into offline and digital marketing.</p>	<p>Ss match the given phrases to the pictures.</p> <p>Ss classify the types of marketing into offline and digital marketing.</p>	<p>T acts as a facilitator by eliciting words Ss may need to do the activity.</p> <p>1- a company blog 2- social media marketing 3- phone call 4- email</p>

<p>T provides Ss with definitions and asks Ss to complete them with the previous terms.</p> <ol style="list-style-type: none"> 1. Advertising through large, outdoor posters. 2. An online advertising model where advertisers get paid when somebody clicks on their ad. 3. A website that regularly publishes information, opinions, and more related to a certain item or specific business. 4. Using well-known websites as marketing tools. 5. Use special tactics to reach a prominent position in search engines. 6. A form of direct marketing that uses email to communicate commercial messages. 7. Getting Internet users to promote a product or service on their own by telling their friends. 8. Satisfied customers recommend your product to other potential customers. 9. Trying to sell a product over the phone to people who don't know you. <p>T asks Ss to answer orally:</p> <p>Which of the strategies do popular businesses use? Which are the most effective? Which are the least effective?</p>	<p>Ss complete the definitions with the words from the previous activity.</p>	<p>5- viral marketing 6- billboard advertising 7- pay-per-click advertising 8- word of mouth 9- SEO</p>	<p>T monitors while Ss classify the words.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. billboard advertising 2. pay-per-click advertising 3. a company blog 4. social media marketing 5. search engine optimization (SEO) 6. email marketing 7. viral marketing 8. word of mouth 9. phone call
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Transition: Nico and Camila are thinking about founding their own small company to earn money for next year. Let's read an article they found about marketing.

<p>(10 mins)</p>	<p>T provides Ss with a text and asks them to answer these questions.</p> <ol style="list-style-type: none"> 1-How do companies influence public preferences? 2-Why do companies coordinate the 4 Ps? 3-What's the importance of marketing? 4-Of the 7 Cs, which is the most difficult to achieve? 5-What determines whether a product is successful? 	<p>Ss read the text and answer the questions.</p>	<p>T monitors the activity.</p>
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	<p>T tasks Ss to give their opinion about the following questions orally.</p> <p>-<u>Why do people buy certain objects and not others?</u> (Example: saves time, saves money, makes life easier, durable, well-made)</p> <p>-<u>What do companies think about when creating a slogan?</u></p>	<p>Ss answer the questions with their own opinion.</p>	<p>T encourages Ss to give their own opinion.</p>
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Transition: Nico and Camila have thought about a company that sells customized helmets. And they have created a slogan for it. Now, it's your time to create a logo and slogan for a product.

(5 mins)	<p>T asks Ss get in groups of three Ss. Each group has to choose one product, create its logo and write a slogan for it.</p>  <p>(This is my helmet, it takes care of my head, so I never forget it.)</p>	<p>Ss get in groups of three Ss and create a logo and slogan for a product.</p>	<p>T acts as a facilitator in case Ss need help with specific vocabulary.</p>
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Follow up: T asks each group to show their product to the rest of the class. T asks each Ss to vote which product they liked the best.

By the end of the class, Ss will get the most popular product or the product with the best future.

Theme: News and media

Topic: 9. Unplugged.

Aims:

- to develop Ss' speaking skills by providing them with structures to describe some pictures.
- to foster Ss' critical thinking by working with an issue most Ss have.
- to improve Ss' reading skills by working with some texts.
- to develop Ss' writing skills by asking them to write a short paragraph about an activity they like doing.
- to motivate Ss by working with different visual aids.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by asking Ss the following question: Which are the most important things in your everyday life? MARKET TALK: T asks Ss to write their ideas on the board.	Ss answer the given question.	T encourages Ss to answer the question.

Transition: How different was life without smartphones?

10 (minutes)	T provides Ss with a couple of pictures and asks them to compare them. T provides Ss with an SOS BOX to help them describe the pictures.	Ss look at the pictures and compare them.	T acts as a facilitator by providing Ss with an SOS BOX to help them describe the pictures.
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Transition: What would you do if the internet collapsed for 24 hours?

(10 mins)	T asks Ss to read what happened to Emma and Camila. T asks Ss to answer the question: Did both of them have the same reaction when they weren't able to use the internet? Explain. T asks Ss to read an article and complete the sentences.	Ss read what happened to Emma and Camila and answer a question.	T monitors while Ss read the text and acts as a facilitator in case Ss need help with vocabulary.
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	<ol style="list-style-type: none"> 1. People who cannot disconnect from their devices may suffer from ... 2. Posting every detail of our lives can be debatable because ... 3. If we limit the amount of time we spend using electronic devices, ... 4. The experiment was carried out in 5. The people who took part showed some evident changes such as ... 	<p>Ss get in pairs and compare their answers.</p>	<p>T monitors while Ss read the article.</p>
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Transition: How much do you depend on your smartphone?

(5 mins)	<p>T tasks Ss to look at the pictures in the chart and complete the poster with their own ideas to take a break from technology.</p> <p>T asks Ss to choose one activity and write a short paragraph describing it.</p> <p>T tells Ss they can describe the activity, say how often they do it, with whom, when, why, ect.</p>	<p>Ss look at the pictures and complete the poster with their own ideas.</p> <p>Ss write a paragraph describing an activity.</p>	<p>T acts as a facilitator by eliciting words Ss may need to complete the chart.</p> <p>T monitors Ss while they work on the writing task.</p>
<p>Suggested Answers:</p> <p>1- Go for a ride. 2-Play board games. 3-Stargaze. 4-Read a book. 5-Go for a walk. 6-Hang out with friends. 7-Write your thoughts. 8-Go for a walk with your pets. 9-Go to a concert. 10- Travel. 11-Attend a sporting event. 12- Take up a hobby.</p>			

Follow up: T asks Ss to complete the graphic called “Mindful Moments” with their reflection on the topic.

Theme: News and media

Topic: 10. The influence of advertising.

Aims:

- to foster Ss' reading skills by asking them to read information about techniques to convince customers.
- to develop Ss' critical thinking by asking them to reflect on actions to solve several situations.
- to improve Ss' writing skills by asking them to create situations for others to solve.
- to lower Ss' affective filter by allowing them to work in pairs.
- to encourage Ss to work with creativity by asking them to create a short ad.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by asking Ss what type of adverts they like and why they are successful.</p> <p>T provides Ss with six ads and asks Ss to say what they sell and who are the customers for each advert.</p>  A grid of six warning sign icons (black exclamation marks in triangles) arranged in two rows of three. The bottom row second column icon is highlighted with a yellow border.	<p>Ss answer what type of adverts they like and why they are successful.</p> <p>Ss look at the six ads and answer what they sell and who are the customers for each advert.</p>	T monitors the activity.

Transition: One of the ads we worked with showed dog food. What do those kinds of ads have in common? The same may happen to other examples of adverts.

<p>10 (minutes)</p>	<p>T asks Ss to get in pairs and answer. What kinds of products do these people usually advertise?</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>T asks Ss to share their ideas with the rest of the class. Are there any similarities?</p> <p>T asks Ss to read the following statement and give their opinion about it.</p> <p><i>Advertisements do more than just sell products; they play a role in creating and perpetuating stereotypes as well.</i></p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Ss get in pairs and answer the questions.</p>	<p>T monitors the activity.</p>
<p>Transition: There are several techniques used to sell different products. Freddie likes working on his computer and he usually chooses to buy things online instead of going to the physical store. Let's read an article he found about these techniques.</p>			

<p>(10 mins)</p>	<p>T provides Ss with a text and asks them to match the strategies to the paragraphs.</p> <ul style="list-style-type: none"> - scientific guarantee feelings of fear - association of ideas - repetition - exaggeration - emotional appeal <div data-bbox="478 714 828 974" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div data-bbox="478 983 828 1244" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>T asks Ss to read the text again and answer.</p> <p>Which strategy</p> <ol style="list-style-type: none"> 1- uses an expert or celebrity ? 2- connects the product with gratifying ideas? 3- uses images of family life to persuade us? 4- uses a lot of superlatives? 	<p>Ss read the text and match strategies and paragraphs.</p>	<p>T monitors the activity.</p>
<p>Transition: Choosing how to advertise or promote different products can depend on budget, target audience and situation.</p>			
<p>(5 mins)</p>	<p>T asks Ss to get in pairs and provides each pair with 5 situations.</p>	<p>Ss get in pairs and solve five situations provided by the teacher.</p>	<p>T monitors the activity.</p>

	<p>T asks Ss to answer the questions for each of them.</p> <p>T asks each pair to create two more situations.</p> <p>T asks each pair to exchange the situations and solve them.</p>	<p>Ss create two more situations.</p> <p>Ss exchange situations and solve them.</p>	<p>T acts as a facilitator in case Ss need help to create new situations.</p>
<p>Follow up: T asks Ss to think of a product they would like to sell online. T asks Ss to write a short description including: what it looks like, who would like it and why they are selling it.</p>			

Theme: News and media

Topic: 11. Running toward danger.

Aims:

- to foster Ss' reading skills by asking them to read an article and quotes.
- to work with social-emotional learning by giving Ss the opportunity to express their thoughts and opinions about quotes related to the topic.
- to develop Ss' writing skills by asking them to write a 120-word text.
- to lower Ss' affective filters by letting them work in small groups.
- to motivate Ss by asking them to find a shocking piece of news.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss a poster and asks them to describe what they see using the key words / phrases on the left.</p> <p>T provides Ss with an SOS box to help them.</p>	<p>Ss describe the poster using the SOS box to help them.</p>	<p>T encourages Ss to describe the pictures.</p> <p>T acts as a facilitator in case Ss need help to express their ideas.</p>
Transition: Nico wants to find out more about being a journalist but he is specially interested in the ones who work in dangerous situations.			
10 (minutes)	<p>T asks Ss that when covering breaking stories, journalists often endanger their own lives and sometimes find themselves at odds with emergency responders. They usually risk everything in order to ensure that the public gets news quickly about world-changing events.</p> <p>T asks Ss to read an interview to a war correspondent and answer some questions.</p> <p>1. How did Liam's parents influence him? 2. What does he mean when he says "... it was a turning point in my career"?</p>	<p>Ss read the text and answer some questions.</p> <p>Ss read the text again and rewrite</p>	<p>T monitors the activity.</p>

	<p>3. Why does he think the best sources of information are the ones from victims and refugees?</p> <p>4. What dangers does he mention?</p> <p>5. What motivated Liam to become a war correspondent?</p> <p>T tasks Ss to read the interview again and rewrite these phrases in their own words:</p> <ol style="list-style-type: none"> 1. ... <i>the passion for informing runs in our blood.</i> 2. <i>The first story that struck me ...</i> 3. ... <i>we usually have to embed with them.</i> 	<p>the phrases in their own words.</p>	<p>T motivates Ss to rewrite the phrases.</p>
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Transition: As you could see, being a war correspondent is not an easy task.

<p>(10 mins)</p>	<p>T tasks Ss to get in small groups and gives each group a quote to be discussed. T also reminds Ss to mention what each quote implies about the art of capturing the truth or horror of the war scene, the relating of history as it occurs, and censorship.</p> <p>T provides Ss with an SOS box.</p> <p>T task Ss to share their thoughts and opinions.</p>	<p>Ss get in small groups and discuss one of the quotes.</p> <p>Ss share their thoughts and opinions.</p>	<p>T monitors the activity and acts as a facilitator in case Ss need help with vocabulary.</p>
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Transition: We've shared several thoughts and opinions about what other people think. Now it's your turn.

<p>(5 mins)</p>	<p>T asks Ss to write a 120-word text about their opinions on this job.</p> <p>T provides Ss with some questions to guide their compositions.</p> <ul style="list-style-type: none"> - Is it important that journalists immediately get to the scene of a disaster, even if it puts their lives in danger? Why or why not? - How much emotion should a professional war correspondent be allowed to show on air? How might his or her emotions affect the audience? What are the pros and cons of allowing his or her emotions to show? - What special considerations should journalists consider when interviewing 	<p>Ss write a 120-word text about their opinions on this job.</p>	<p>T guides Ss through the writing process and provides help if needed.</p>
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<p>someone who is going through, or has just been through, a traumatic event?</p> <ul style="list-style-type: none"> - What is breaking news coverage good at doing? What are its weaknesses? As news consumers, what considerations should we keep in mind when viewing or reading breaking news reports? - What drives reporters to take risks to cover dangerous situations? 		
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Follow up: T asks Ss to find a shocking piece of news and think about how they would report it to the rest of the class.

Theme: News and media

Topic: 12. Working as a TV news presenter.

Aims:

- to develop Ss' speaking skills by asking them to describe a picture.
- to foster Ss' listening skills by asking them to listen to different people and complete a chart.
- to improve Ss' reading skills by working with a text about a news presenter.
- to motivate Ss by asking them to create a news program, to perform and record it.
- to develop Ss' writing skills by asking them to create news.
- to work with kinesthetic Ss by asking them to create a video where they have to perform different roles.
- to foster team work by working on a project.
- to teach vocabulary related to the news.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing Ss a picture and asks them to describe what they can see.</p> <p>T provides Ss with an SOS BOX to help them express their ideas.</p> <p>T asks Ss different questions: Do you watch the news on TV? When was the last time you watched the news? What's your favorite news source?</p> <p>(Did you know the word “news” in English is considered singular and uncountable? So we use the singular forms of verbs, like is and was: the news is on channel 10, the news was surprising.)</p>	<p>Ss describe a picture by using the given SOS BOX.</p>	<p>T acts as a facilitator by providing Ss with an SOS BOX.</p>
Transition: Watching the news keeps us informed. There are plenty of people working behind the camera. It takes a group of professionals to produce a television news program.			
	<p>T tasks Ss to read what Camila says and find jobs connected with working on TV.</p>	<p>Ss read what Camila says and find jobs.</p>	

10 (minutes)	<p>T tasks Ss to listen to different people who work at a television news station and asks them to match the jobs with the speakers.</p> <p>T tasks Ss to match the jobs with the pictures and write a short description for each job.</p>	<p>Ss listen to different people describing their jobs and match them with the speakers.</p> <p>Ss match the jobs with the pictures.</p> <p>Ss match the pictures with the speakers.</p> <p>Ss write a short description of each job.</p>	<p>T plays the recordings as many times as necessary.</p> <p>T monitors and facilitates language.</p>
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Transition: Working as a news presenter or anchor implies a huge responsibility.

(10 mins)	<p>T shows Ss a photo of a well-known news presenter and asks them what they know about him.</p> <p>What's his name?</p> <p>Where is he from?</p> <p>Where does he work?</p> <p>T asks Ss to watch a video about Leonardo Luzzi and take some notes.</p>	<p>Ss look at a photo of a well-known news presenter and answer some questions.</p> <p>Ss watch a video about Leonardo Luzzi and answer some questions.</p>	<p>T acts as a facilitator by asking Ss some questions about the news presenter.</p> <p>T monitors while Ss read the text.</p>
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Transition: Now it's your turn to be a news presenter.

(5 mins)	<p>T tasks Ss to get in groups and create a news program. Ss must:</p> <p>choose a name for the program, define roles in the news program,</p> <p>write different pieces of news (sports, entertainment, business,etc.) and talk about the weather.</p> <p>T provides Ss with some steps to help them.</p>	<p>Ss get in groups and start creating a news program.</p>	<p>T acts as a facilitator by helping Ss while they work on the task.</p>
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Follow up: T asks Ss to create a video presenting the news program.

Script:

Speaker 1: news anchor. I love my job. I think it's amazing being able to interact with reporters and to interview people. I also enjoy introducing stories to the viewers.

Speaker 2: Reporter. What I like the most about my job is delivering news straight from the places where issues occurred. I don't care whether it rains or is sunny. I'm always ready to report news.

Speaker 3: Broadcast meteorologist: I love being a scientist and making interpretations from the land, sea and atmospheric patterns. Providing weather reports is something I really enjoy doing.

Speaker 4: Camera operator: I'm always out there with my video recorder. I love traveling to different places or just staying in the studio capturing the action.

Speaker 5: News editor: I'm responsible for creating the scripts for anchors. The most difficult part of my job is being able to capture viewers' attention.

Theme: News and media

Topic: 13. Reality shows.

Aims:

- to motivate Ss by working with a topic they may like.
- to develop Ss' reading skills by asking them to read opinions and essays related to reality shows.
- to work with structures to write an essay.
- to develop Ss' writing skills by asking them to write an essay.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes on the board:</p> <ul style="list-style-type: none"> - The Hills - Keeping Up with the Kardashians - The Voice - Survivor - American Idol - Big Brother - America's Next Top Model <p>and asks Ss what they are.</p> <p>T asks: Have you ever watched a reality TV show? Do you like them?</p> <p>What's the most popular in our country?</p> <p>Why?</p> <p>MARKER TALK: T asks Ss to come to the board and write the characteristics of reality TV shows.</p>	<p>Ss pay attention to the titles written by the teacher.</p> <p>Ss answer T's questions.</p> <p>Ss write characteristics of reality shows on the board.</p>	<p>T encourages Ss to provide him/her with other names of reality shows.</p> <p>T encourages Ss to participate.</p> <p>T acts as a facilitator in case Ss need</p>

Transition: Emma and Camila have something to say about the topic.

10 (minutes)	<p>T asks Ss to read what Emma and Camila think about reality shows. What do they say?</p> <p>T asks Ss to complete the chart with key words/ phrases that show how they feel about reality shows.</p> <p>T asks Ss to share their answers.</p>	<p>Ss read what Emma and Camila think about reality shows.</p>	<p>T monitors the activity.</p>
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	<p>T tasks Ss to write key words about how they feel about reality shows. Are the words mostly negative or positive?</p>	<p>Ss complete the chart with key words / phrases that show how they feel about reality shows. Ss share their answers. Ss write how they feel about reality shows.</p>	<p>T acts as a facilitator in case Ss need help to write their own words.</p>
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Transition: Why do you think people like watching reality shows? Let's find out!

(10 mins)	<p>Emma and Camila were asked to write an essay on the topic of reality shows. T tasks Ss to read what they wrote. T tasks Ss to look at both essays and find: similarities in structure and language.</p> <p>Camila's essay</p> <p>a) What types of situations are portrayed in reality shows? b) Which are the most important roles in the show? c) Which positive aspects does Camila mention? d) Why can reality shows be bad for teenagers?</p> <p>Emma's essay</p> <p>a) What examples of controversial situations does Emma mention? b) How does she describe the participants? c) What is Emma's general opinion of reality shows?</p>	<p>Ss read Emma's essay and answer the questions.</p> <p>Ss read Camila's essay and answer the questions.</p>	<p>T monitors the activity.</p>
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Transition: Now, it's your turn!

(5 mins)	<p>T tasks Ss to write a 100-word text describing their opinion about reality shows. Use the ideas you wrote in the chart.</p> <p>T provides some questions / phrases to guide Ss's compositions.</p> <p>ORGANIZATION OF THE ESSAY: - Title</p>	<p>Ss write a 100-word text describing their opinion about reality shows. Ss use their ideas from the previous activity.</p>	<p>T acts as monitor and facilitator.</p>
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<ul style="list-style-type: none"> - Paragraph 1: Introduction of the topic (Participants, audience, topics) - Paragraph 2: Positive aspects - Paragraph 3: Negative aspects - Paragraph 4: Conclusion 		
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Follow up: T tasks Ss to find information about “The Truman Show” and answer some questions.

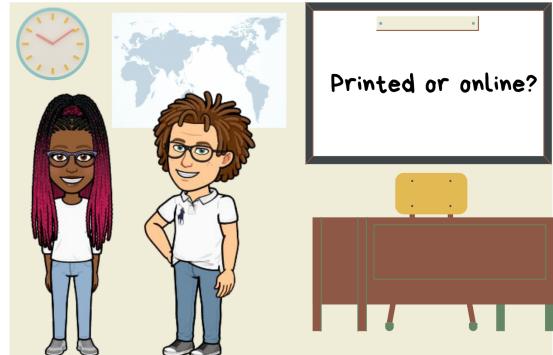
- Who is Truman?
- Is he happy?
- Where does he live?
- What is his job?
- Why can't he never leave his hometown?
- What are Truman's fears? Why?
- How free is Truman in his hometown?

Theme: News and media

Topic: 14. Moving from paper to digital.

Aims:

- to develop Ss' speaking skills by asking them to express their ideas about a certain topic.
- to improve Ss' reading skills by working with a dialogue between two characters from the book and by reading the characters' opinions about having a newsletter at school.
- to foster Ss tolerance by asking them to listen to their classmates opinions about the benefits of having a newsletter at school.
- to motivate Ss by asking them to create their own newsletter.



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 pages from a school newsletter.</p> <p>T asks Ss to spot the main characteristics of the newsletter: what type of news appear, what elements they show, the size/type of font the writer uses (according to what he/she wants to say), etc.</p> <p>T asks Ss to take notes and share them on the board.</p>	<p>Ss look at a couple of pages from a school newsletter.</p> <p>Ss spot the main features of the newsletter.</p> <p>Ss take notes and share them on the board.</p>	<p>T encourages Ss to give their ideas.</p> <p>T acts as a facilitator by eliciting words Ss may need to express what they think.</p>

Transition: Are there any newsletters in your school? If so, do they have a name?

10 (minutes)	<p>T asks Ss to read a short conversation between Freddie and Linda.</p> <p>T asks Ss to think of reasons why Linda didn't know about the existence of the newsletter.</p> <p>T tells Ss to think about the following: advertising, interest, topics, money, etc.</p> <p>T asks Ss to read the second part of the dialogue and to find the statements in</p>	<p>Ss read a short conversation between Freddie and Linda.</p> <p>Ss think of reasons why Linda didn't know about the</p>	<p>T monitors while Ss read the dialogue.</p> <p>T acts as a facilitator by helping Ss understand the dialogue.</p>
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	<p>which Linda and Freddie mention these aspects:</p> <ul style="list-style-type: none"> - availability: - content: - access: - cost: - tangibility: - feelings: 	<p>existence of the newsletter.</p> <p>Ss think about advertising, interest, topic, etc.</p> <p>Ss read the second part of the dialogue and find statements in which Linda and Freddie mention the given aspects:</p> <ul style="list-style-type: none"> - availability: - content: - access: - cost: - tangibility: - feelings: 	
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Transition: Do you think it's important to have a newsletter in the school? Why? Why not?

<p>(10 mins)</p> <p>T asks Ss to read what each character wrote about having a school newsletter and answer these questions. More than one answer is possible.</p> <p>Who says that newsletters ...</p> <ul style="list-style-type: none"> a) ... are simple to read and provide people with information about the students' success? b) are a great way to let students speak up their minds and it is also useful for their future? c) give students the opportunity to improve different abilities regarding being a writer? d) provide students with the opportunity to work with different people? e) keep students and families informed about what the institution does? <p>T asks Ss to read the texts again and choose the most beneficial aspect of having a school newsletter.</p>	<p>Ss read what each character wrote about having a school newsletter and match the given statement with one character.</p>	<p>T tells Ss they can read the statements as many times as necessary.</p>
		<p>Ss choose the most beneficial aspect of having a school newsletter.</p> <p>T encourages Ss to give their opinion about the topic.</p>

	<p>T tasks Ss to get in pairs and share their opinion with the other student.</p> <p>T provides Ss with an SOS box.</p>	<p>Ss get in pairs and share their opinions with another classmate.</p>	
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Transition: Now it's time for you to create your own newsletter.

(5 mins)	<p>T tasks Ss to work in small groups and design a newsletter draft for the school.</p> <p>T tasks Ss to think about these aspects:</p> <ul style="list-style-type: none"> - name - design - front page - content (timetable, exams, special events, non-curricular activities, extra classes, holidays, festivals, etc.) - style 	<p>Ss get in small groups and design their own newsletter draft for their school.</p> <p>Ss may think about:</p> <ul style="list-style-type: none"> -name -design -front page -content (timetable, exams, special events, non-curricular activities, festivals, etc.) -style 	<p>T monitors while Ss create their own newsletter draft.</p>
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Follow up: Ss share their productions with the rest of the class.

PROJECT: Work with different teachers from other subjects and create a newsletter for the School. Think of the name, design, front page, content (timetable, exams, special events, non-curricular activities, extra classes, holidays, festivals and more), style.

Theme: News and media

Topic: 15. The power of fans.

Aims:

- to develop Ss' speaking skills by asking them to describe a photo.
- to improve Ss' reading skills by working with a magazine article.
- to foster Ss' listening skills by asking them to complete a given chart.
- to motivate Ss by working with a wordsearch.
- to improve Ss' writing skills by asking them to create sentences about a famous person.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss a picture and asks them to describe it. T provides Ss with an SOS box to help them.	Ss describe a photo.	T acts as a facilitator by providing Ss with an SOS BOX to help them describe the photo.

Transition: In your opinion, does having fans/admirers/followers always mean something positive?

10 (minutes)	T asks Ss to read the first part of a magazine article and choose the correct option. 1. In the obsessive addictive disorder the person ... a- tries to impersonate his favorite celebrity. b- becomes too involved in the celebrity's life. c- establishes a relationship with his favorite celebrity. 2. Most celebrities ... a- accept harassment as part of fame. b- think fans are sometimes too overprotective. c- suffer from harassment. 3. Just a few fans seem to fall in love with their idols. a- Correct. b- Incorrect.	Ss read the first part of a magazine article and choose the correct option.	T acts as a facilitator by providing Ss with words they may need to understand the article.
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	<p>c- Not mentioned.</p> <p>4. When celebrities post details about their lives, ...</p> <p>a- they deserve to be criticized.</p> <p>b- they must accept negative comments.</p> <p>c- they deserve respect because they are real people.</p> <p>T asks Ss to read the second part of the article and answer some questions.</p> <p>In which paragraph (A, B, C or D) a fan...</p> <ul style="list-style-type: none"> - put his / her health at risk? - had a “romantic” obsession with his / her idol? - involved more people in his / her fantasy? - modified his / her body? <p>There can be more than one correct answer.</p>		
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Transition: Camila’s uncle is a huge fan of music. Let’s listen to the audio he sent her about a well-known celebrity.

(10 mins)	<p>T asks Ss to listen to Camila’s uncle talking about a celebrity and take notes to complete the chart.</p> <p>1- NAME 2- NATIONALITY 3- PLACE OF BIRTH 4- DATE OF BIRTH 5- OCCUPATION 6- FAMILY 7- DEATH 8- EXTRA INFO</p>	<p>Ss listen to Camila’s uncle and complete the chart.</p>	<p>T acts as monitor and facilitator.</p>
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Transition: Let’s find out about another celebrity that was attacked by a fan.

(5 mins)	<p>T asks Ss to get in pairs and find out about another celebrity. They need to figure out who she is by finding the clues in a word search.</p>	<p>Ss get in pairs and solve the word search activity.</p>	<p>T monitors the activity.</p> <p>Texas singer guitar</p>
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	<p>T asks Ss to write sentences about that celebrity.</p> <p>T asks Ss to look for examples of two celebrities that were attacked by their fans.</p> <p>T asks Ss to surf the net for information.</p>	<p>(Answer: Selena Quintanilla)</p> <p>Ss write sentences with the info from the word search.</p> <p>Ss can surf the net to find info about Selena.</p> <p>Ss think of two examples of celebrities that were attacked by their fans.</p>	drums sister father brother Mexican American murder English Spanish
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Follow up: T asks Ss to share their findings with the rest of the class.

PROJECT: If I was a celebrity, I would....

UNIT 3:

AMAZING EARTH

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

- discuss about topics related to our planet and how we take care of it.
- give opinions about topics related to the environment and the work some organizations do.
- research on topics related to the planet and its conservation.
- give arguments in favor and against debatable topics.
- carry out projects related to the topics of the unit.

Theme: Amazing Earth

Topic: 1. Come rain or shine

Aims:

- to develop Ss' speaking skills by asking them to answer the questions.
- to motivate Ss by working with idioms related to the weather.
- to foster Ss' reading skills by working with the difference between climate and weather.
- to work with vocabulary related to weather.
- to reinforce and revise information about different climates.
- to lower Ss' affective filters by letting them work in pairs.
- to improve Ss' listening skills by asking them to fill in the blanks and choose the correct option.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to get in pairs and discuss these questions: 1. Have you ever experienced any extreme weather conditions? 2. What is climate change? Can we stop it? How? 3. What special traditions are associated with different seasons in your country? 4. Have you ever been caught in bad weather? If so, what did you do? 5. Do you think weather patterns are changing? If so, why do you think this is? 6. Which month gets the most rain in your country? 7. What are the different kinds of weather? 8. What is the hottest temperature you have ever experienced? 9. Do you have many disasters in your country which are caused by the weather? 10. What is the average temperature in your area in the summertime? 11. Where do you get your weather information?	Ss get in pairs and discuss the given questions.	T acts as a facilitator by eliciting words Ss may need to answer the questions.

	<p>12. Do you think the weather affects the way people feel?</p> <p>T tasks Ss to answer 4 questions of the 12 questions provided.</p> <p>After Ss take notes, T elicits answers. For example, T asks two Ss that have answered Q #1 to share their answers, and then goes on asking about the rest of the questions.</p>	<p>Ss answer 4 questions of the 12 given by the T.</p>	
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Transition: What is the difference between climate and weather?

10 (minutes)	<p>T provides Ss with a short text and asks them to underline the key information to find the difference between climate and weather.</p> <p>T provides Ss with a chart and asks them to place the missing words in the correct category.</p>	<p>Ss underline the key information to check the difference between climate and weather.</p> <p>Ss complete the chart with the missing words in the correct category.</p>	<p>T monitors while Ss work on the task.</p> <p>KEY SUN: bright - blazing - sunlight RAIN: pouring - raining - lashing CLOUDS: cloudy - foggy - overcast FOG: mist - haze - dense fog SNOW: snowfall - snowstorm - blizzard WIND: breeze - blustery - hurricane TEMPERATURE: hot - cool - freezing NATURAL DISASTERS: landslide - avalanche - earthquake</p>
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Transition: Do you check the weather forecast every day before leaving your house?

(10 mins)	<p>T tasks Ss to listen to a woman talking about the weather and circle the correct option.</p> <p>T tasks Ss to listen again and complete the missing information.</p>	<p>Ss listen to a woman talking about the weather and choose the correct option.</p>	<p>T plays the audio as many times as necessary.</p>
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	<p>ANSWERS</p> <p>1. The climatic zone can be determined by many factors, including the presence of mountains or large bodies of water.</p> <p>2. Areas with tropical climates include Malaysia, Indonesia, Brazil, Cameroon, the Central African Republic, the Republic of Congo, the Democratic Republic of Congo, Equatorial Guinea, and Gabon.</p> <p>3. In dry climates, the chances of evaporation are higher than the chances of precipitation.</p> <p>4. If the prevailing winds are from the west, then temperate zones are described as having been in a maritime temperate climate zone.</p> <p>5. The arctic tundra zone is the largest in terms of land area in the world, but you can also find alpine tundra zones.</p>	<p>Ss listen again and complete the missing information.</p>	
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Transition: Have you felt under the weather recently?

<p>(5 mins)</p>	<p>T asks Ss to get in pairs and write an explanation for each idiom.</p> <p>T asks Ss to check their explanations on the internet and also to write an example.</p>	<p>Ss get in pairs and write an explanation for each idiom.</p> <p>Ss check their explanations on the internet and write an example.</p>	<p>T acts as a facilitator by eliciting words and expressions Ss may need to do the activity.</p>
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Follow up: T asks Ss whether the weather affects mood or not. T asks Ss to get in pairs and find evidence to support their answer. T allows Ss to surf the net and find extra information.

T asks Ss to share what they found with the rest of the class.

SCRIPT

Most people consider climate to consist of the usual weather in a particular location. As a general rule, scientists look at the average weather over at least 30 years to describe a location's climate, rather than the local forecast. The climatic zone can be determined by many factors, including the presence of mountains or large bodies of water. Additionally, the distance a location is from the equator helps determine its climate because the sun is more directly overhead at the equator. There are generally five zones.

Tropical weather

A tropical climate zone usually averages 18 degrees Celsius year-round. On average, 1,500 mm of rain falls annually. These areas include the band 20 degrees on either side of the equator. Areas with tropical climates include Malaysia, Indonesia, Brazil, Cameroon, the Central African Republic, the Republic of Congo, the Democratic Republic of Congo, Equatorial Guinea, and Gabon. You can find a variety of tropical rainforests, savannas, and chaparrals in this zone.

Dry weather

As the name would indicate, there is very little moisture in dry climates. The chances of evaporation are higher than the chances of precipitation. These climates include lower elevations in the Western United States. Some scientists use the Koppen Climate Classification system to divide this category into different types of dry climates further. Low-latitude deserts usually receive less than 2.54 mm of rain annually. You can find this climate zone in the Southwest United States, central Australia, Northern Mexico, and in many other places. They may also describe an area as having a steppe or dry mid-altitude climate. These areas usually get less than 100 mm of rain annually, and the average temperature is 6 degrees Celsius. You can find this climate in the Great Plains of the United States, interior areas of Europe and Asia, and in North China. Generally, you will see either a desert and steppe in a dry climate zone.

Temperate weather

The term temperate is used to describe the typical weather in areas with warm, humid summers and mild winters. If the prevailing winds are from the west, then temperate zones are described as having been in a maritime temperate climate zone. These areas include the western coastline of most of Europe and Western North America between 40-and-60-degrees longitude. Mostly you will find deciduous forests and grasslands in temperate zones.

Continental weather

People living in a continental climate zone experience warm summers and frigid winters. They can also get powerful snowstorms and see temperatures fall below -30 degrees Celsius. Some continental zones have monsoon seasons. There can be heavy periods of rainfall during the summer or winter.

Polar weather

It stays very cold in the polar climate zone, with temperatures never rising above 10 degrees. You will find this climate zone near both poles. Koppen divides this zone into two different types. There are ice cap climate zones where the temperature never goes above 17 degrees Celsius and tundra zones. The arctic tundra zone is the largest in terms of land area in the world, but you can also find alpine tundra zones.

What Does it Matter?

Scientists look at the different climate types for many various reasons. Different plants grow in different climate zones, and the earth contains different minerals depending on the zone. Additionally, scientists can get an idea of climate change by studying different locations. If you are preparing for travel, then you can also know what clothes to pack depending on the location's typical weather, but you will still want to pay attention to the local forecast.

Theme: Amazing Earth

Topic: 2. Magnificent buildings.

Aims:

- to motivate Ss by working with different visual aids.
- to foster Ss' speaking and writing skills by asking them to describe different buildings.
- to develop Ss' speaking skills by asking them to ask and answer questions to complete a chart.
- to lower Ss' affective filters by letting them work in groups.
- to motivate Ss by providing them with the opportunity to learn about magnificent buildings.
- to develop Ss' reading skills by working with a text about Dubai.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by grouping Ss.</p> <p>T provides each group with a collage and asks Ss to predict the name of the buildings and say what they see.</p> <p>T provides Ss with an SOS BOX to help them predict the name of the building.</p> <p>T tasks Ss to listen to Diego and check their predictions.</p> <p>T gives Ss different worksheets and asks them to write a brief description of the buildings.</p>	<p>Ss get in groups.</p> <p>Ss look at a collage, predict the name of the buildings and say what they see.</p> <p>Ss listen to Diego and check their predictions.</p> <p>Ss write a brief description of the buildings.</p>	<p>T acts as a facilitator by eliciting an SOS BOX to help Ss express their ideas.</p> <p>T encourages Ss to express their ideas in L2.</p> <p>T plays the audio as many times as necessary.</p> <p>T monitors while Ss work on the activity.</p>
Transition: Have you ever been to these places ? Nowadays, due to the internet it's easier to know these breathtaking buildings. Let's find out more about them.			
10 (minutes)	<p>Diego Spangenberg is a young architect who has traveled all over the world thanks to his career.</p> <p>Did you know that most people who study architecture and economy travel around the world once they get their degrees ?</p>	<p>Ss get in groups and complete the previous worksheets.</p>	<p>T monitors while Ss work on the task.</p>

	<p>T tasks Ss to get in groups and find information to complete the previous worksheets.</p> <p>T tells Ss that they can surf the internet, ask their classmates and other teachers as well.</p>	<p>Ss can surf the internet, ask their classmates and other teachers too.</p>	
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Transition: Diego loved spending time in Dubai, he thinks it's a breathtaking place.

(10 mins)	<p>T tasks Ss to read about Dubai and answer some questions.</p> <p>1- Where is Dubai? 2-Why is it considered a magnificent city? 3-Was it always seen as an amazing city? 4-Can you mention two touristic attractions? What do they have in common?</p>	<p>Ss read the text and answer the given questions.</p>	<p>T monitor Ss while they work on the task.</p>
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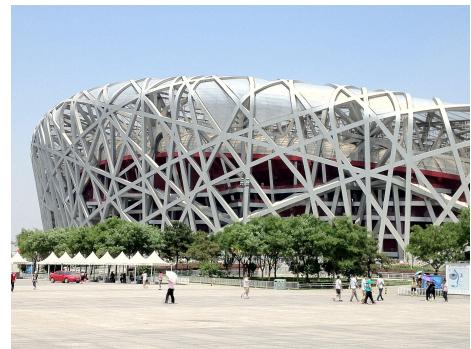
Transition: If you had the chance to travel to any part of the world, where would you like to go? What kind of buildings would you like to learn about?

(5 mins)	<p>T tasks Ss to think of a magnificent building they would like to visit and find information about it.</p>	<p>Ss think of a building they would like to know and find information about it.</p>	<p>T reminds Ss that they can use the internet to find information about the building.</p>
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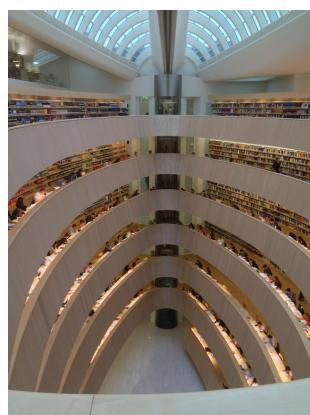
Follow up: T tasks Ss to find a magnificent building in Uruguay and prepare a presentation about it.



GERMANY, Postdam
Einstein Tower
An astrophysical observatory in the Albert Einstein Science Park in Potsdam, Germany.
Architect: Erich Mendelsohn
Construction: 1919-1921



CHINA, Beijing
Bird Nest Stadium
Architects: Ai Weiwei, Jacques Herzog, Pierre de Meuron, Li Xinggang
Construction start: March 2003

**United Arab Emirates, DUBAI****Burj Khalifa - Tallest building of the world****Construction start: January 6th, 2004****Architects: Adrian Smith, George J. Efstathiou, Marshall Strabala****USA, Chicago****Cloud Gate (nicknamed “the Bean”) in Millenium Park, Chicago****construction start: 2004****Creator: Anish Kapoor****SPAIN, Valencia****City of Art and Sciences****Architects: Santiago Calatrava, Félix Candela****Inauguration: April 16th, 1998****INDIA****TAJ MAHAL****Architect: Ustad Ahmad Lahori****Construction start: 1631****RUSSIA, St. Petersburg****St. Basil's Cathedral****Construction: 1565-1761****Architect: Póstnik Yákovlev****SWITZERLAND, Zurich****The library of the Law Institute of the University of Zurich****Architect: Santiago Calatrava****Completed: 2004****Location: Faculty of Law, University of Zurich**

Theme: Amazing Earth

Topic: 3. Incredible animals.

Aims:

- to foster Ss' speaking skills by asking them to express their ideas about a certain topic.
- to encourage Ss by asking them to work in teams.
- to develop Ss' reading skills by working with a did you know box.
- to motivate Ss by working with an interesting topic they may like.
- to improve Ss' listening skills by working with a video about animals.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss these questions: What animals are there in your area? Where can you see them? Are there any protected natural areas?</p> <p>T asks Ss to look at a headline from an article: Uruguay: South American birding oasis</p> <p>What does the title suggest? (What is an oasis? Did you know people come "birdwatching" to Uruguay?)</p> <p>T asks Ss to read the Did you know? box and say what these numbers refer to.</p> <p>25%</p> <p>480</p> <p>15 and 48</p> <p>2-3</p> <p>50%</p> <p>Uruguay is a small country with many birds (480 species recorded, with 2-3 new additions, on average, every year). This country is home to almost 50% of the species found in Argentina and 25% of those in Brazil, in an area that is 15 and 48 times smaller, respectively. For birders visiting the region for the first time, the list of potential spots to birdwatch is</p>	<p>Ss answer some questions.</p> <p>Ss say what they think the article suggests.</p> <p>Ss read the did you know box and say what the numbers refer to.</p>	<p>T encourages Ss to answer the questions.</p>

	particularly lengthy. Thanks to the very good road network, most corners of the country can be reached within a few hours. This means less driving time and more time in the field with birds. The possibility of visiting many nearby habitats in just a few hours allows visitors to have a productive day; nature won't disappoint them.		
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Transition: There are many people who love Uruguayan wildlife. Let's meet Antonio.

10 (minutes)	T asks to listen to Antonio and answer the following questions. Who is he? Where is he from? What does he do? How did his love for animals begin? What is the aim of Urugwild? What are the most incredible animals he has photographed? Why is his project important?	Ss listen and answer the following questions.	T plays the audio as many times as necessary.
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Transition: Antonio shared some of his photographs with us.

(10 mins)	T asks Ss to read the texts and do the exercises.	Ss read the texts and do the exercises.	T acts as a facilitator by eliciting words Ss may need to do the activities.
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Transition: Do you know the expression “curiosity killed the cat” ? Let's find expressions connected to animals in the following sentences.

(5 mins)	T asks Ss to read the sentences and highlight the words related to animals. T asks Ss to get in pairs, read the statements and try to find counterparts in Spanish. T gives Ss an example: Andy is really all bark and no bite = perro que ladra no muerde. 1. Andy talks tough, but he won't hurt you. He is really all bark and no bite . 2. I had butterflies in my stomach before my first job interview. 3. Pat has really come out of her shell since she moved away from her parents' home.	Ss read the sentences and highlight the words related to animals. Ss get in pairs, read the statements and try to find a similar phrase in Spanish.	T monitors while Ss work on the activity.
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<p>4. Trying to convince them to travel with us is like beating a dead horse. There's no chance they'll change their mind.</p> <p>5. Ben is no spring chicken anymore. But he still thinks he can run a marathon.</p> <p>6. After the soldier lost his weapon, he became a sitting duck.</p> <p>7. Jason has come late almost every day this week. His wife is starting to smell a rat.</p> <p>8. We had a whale of a time at the party last night.</p> <p>T asks Ss to match the sentences with the correct meaning.</p> <p>a. a very easy target sitting duck</p> <p>b. behaves aggressively towards other people but not willing to physically fight them all bark and no bite</p> <p>c. enjoyed ourselves very much a whale of a party</p> <p>d. no longer young no spring chicken</p> <p>e. stopped being shy and reserved came out of her shell</p> <p>f. suspect something smell a rat</p> <p>g. wasting your efforts trying to convince someone to do something beating a dead horse</p> <p>h. was very nervous had butterflies in my stomach</p>			
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Follow up: T asks Ss to answer the following question.

What do you know about giraffes, elephants or panda bears?

What do you know about the “mano pelada” or the “coendú”?

Let's meet Mily Corleone. She created a project named “Nativos del Uruguay”.

PROJECT: T asks Ss to research two interesting animals, find pictures and write sentences comparing those animals.

PROJECT: T asks Ss to surf the net and find information about M' Bopicuá Biopark.

<https://bioparque.montesdelplata.com.uy/english/home-1>

- Where is this Biopark located?
- When was the park founded?
- Who is Juan Villalba Macías?
- How many species can be found there?
- When can you visit the park?

Theme: Amazing Earth

Topic: 4. Under the Earth

Aims:

- to motivate Ss by working with a quiz about 3 natural disasters.
- to develop Ss' reading skills by working with a true/false/doesn't say activity and a multiple choice activity.
- to foster Ss' writing skills by asking them to create sentences about the writer.
- to promote Ss' speaking skills by asking them to describe some pictures from the book.
- to foster Ss' collaborative work by asking them to work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T provides Ss with a short quiz to see how much they know about the tsunamis, earthquakes and volcanic eruptions.	Ss do a short quiz to find out how much they know about tsunamis, earthquakes and volcanic eruptions.	T motivates Ss to participate in the quiz. KEY 1. tsunami 2. volcanic eruption 3. volcanic eruption 4. earthquake 5. tsunami 6. earthquake

Transition: Plenty of books have been written about our planet and natural phenomena.

10 (minutes)	T provides Ss with scrambled letters and asks Ss to unscramble them to find the name of a well-known book writer. T asks Ss to look at the notes and write full sentences about the writer. T suggests using the internet if needed. T asks Ss to read a text and say if the sentences are true/false/doesn't say. T asks Ss to read a text and say if the sentences are true/false/doesn't say	Ss unscramble the given letters to find the name of a well-known book writer. Ss look at the notes and surf the internet for more information and write sentences about the writer. Ss read a text and say if the sentences are true/false/doesn't say	T monitors while Ss work on the task. KEY: Jules Verne T acts as a facilitator by eliciting words Ss may need to do the activity. 1- T 2- F 3- T 4- DS 5- F
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		are true/false/ doesn't say.	
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Transition: Let's discover some basic earth science at the very center of the journey.

(10 mins)	<p>T shows Ss a diagram of the earth system and asks them to complete the information with the given words/phrases.</p> <ul style="list-style-type: none"> - planet's water - other organisms - of gases - rock material <p>Nico is planning to take the B2 Cambridge Exam with Políticas Lingüísticas. Help him with this Use of English exercise.</p> <p>T tasks Ss to read the text below and decide which answer (A, B, C or D) best fits each gap.</p>	<p>Ss complete the information with the given words/phrases.</p> <p>Ss read the given text and decide which answer best fits each gap.</p>	<p>T acts as a facilitator by eliciting words Ss may need to do the activity.</p> <p>T monitors while Ss work on the task.</p> <p>THE ATMOSPHERE: OF GASES THE BIOSPHERE: OTHER ORGANISMS THE GEOSPHERE: ROCK MATERIAL THE HYDROSPHERE: PLANET'S WATER</p> <p>KEY</p> <p>1- even though 2- see 3- recycled 4-slowly 5-its 6-which 7-by 8-study</p>
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Transition: Let's learn more about this amazing story.

(5 mins)	<p>T provides Ss with some illustrations from the book The Journey to the Center of the Earth painted by Édouard Riou and asks them to describe what they see.</p> <p>T provides Ss with an SOS BOX.</p>	<p>Ss describe the given pictures using an SOS BOX.</p>	<p>T acts as a facilitator by providing Ss with an SOS BOX.</p>
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Follow up: T asks Ss to get in pairs. T provides Ss with five options and asks them to choose one and prepare a presentation. / or look for information about one of those places to get ready for the project.

- the deepest place in the ocean
- the lowest elevation in the world
- the hottest place on Earth
- the greatest volcanic eruption
- the deepest cave in the world

PROJECT: Create your own science fiction comic book. Use the information from the lesson and this template to help you.

Theme: Amazing Earth

Topic: 5. Secrets of the deep ocean.

Aims:

- to improve Ss' reading skills by asking Ss to read a short text.
- to improve Ss' listening skills by asking them to listen to a sea legend.
- to develop Ss' writing skills by asking them to write a short paragraph about an activity they like doing.
- to motivate Ss by working with legends.
- to encourage Ss to work cooperatively by asking them to create a legend for their classmates.
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Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to take a quiz about oceans to see how much they know about the topic.	Ss take the quiz to see how much they know about the topic.	T acts as a facilitator, providing Ss with the material. KEY: 1- T 2- F (there are 5) 3- F (It's about 3.688 km) 4- T 5- T 6- F (oceanographers) 7- T

Transition: Let's dive into uncharted waters ...

10 (minutes)	T asks Ss to complete the names with the missing vowels. T asks Ss to get in pairs and discuss these questions: Why do you think people believe in fantastical sea creatures? Do you know of any sea legend?		KEY: MERMAID KRAKEN NESSIE LEVIATHAN JORMUNGAND KAPPA UMIBOZU BAKUNAWA SCYLLA AND CHARYBDI
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			CETUS
Transition: Let's learn about some legends from the sea.			
(10 mins)	<p>T asks Ss to listen to a woman talking about one of the monster's legends and complete the missing information.</p> <p>T asks Ss to get with another student and read both pieces of information to make a drawing of the legend.</p>	<p>Ss listen to a woman talking about one of the monster's legends and complete the missing information.</p> <p>Ss get in pairs and read both pieces of information to make a drawing of the legend together.</p>	T monitors the activity.
Transition: Some people have found a scientific explanation for the appearance of the Umibōzu.			
(5 mins)	<p>T asks Ss to read a short text and complete it with a suitable word. The first letter has been given.</p> <p>T asks Ss to answer 3 questions about the text.</p> <ol style="list-style-type: none"> 1. How do researchers describe the umibōzu? 2. What animals can be confused with the umibōzu? 3. What is a rogue wave? 	<p>Ss read a short text and complete it with a suitable word.</p> <p>After checking, Ss read the text again and answer 3 questions.</p>	T monitors the activity.
Follow up: Choose one of the other sea creatures and create a poster with information about its legend.			

PROJECT: I own a monster.

T asks Ss to get in pairs, jot ideas and create a legend of an unknown monster. After the legend has been created, Ss record their legend (or read it out loud) for their classmates. Together with the legend, they need to create a short activity to give a purpose for reading (crossword, wordsearch, T or F, etc.)

Theme: Amazing Earth

Topic: 6. Angry Earth

Aims:

- to work with an important topic and develop Ss' critical thinking by working with different visual aids as well as information.
- to improve Ss' writing skills by asking them to write a definition of natural disaster and by completing a chart.
- to develop Ss' listening skills by asking Ss to fill in the blanks of a text.
- to foster team work by asking Ss to work collaboratively.
- to lower Ss' affective filters by letting Ss work with their classmates.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to look at the photos and match the photos with the natural disaster. Then the T asks Ss to listen to some sounds and identify the natural disaster.	Ss look at some photos and match them with the natural disaster. Ss listen to different sounds and try to identify the natural disaster.	T monitors while Ss match the photos with the natural disaster.

Transition: What is a natural disaster? Are there any natural disasters here in Uruguay?

10 (minutes)	T asks Ss to get in pairs and write a definition for natural disaster. T provides Ss with some key words to help them write the definitions. T creates a brainstorm on the board with all the definitions and comes up with one definition. T provides Ss with a brochure that contains several figures that refer to natural disasters. T asks them to predict what each figure corresponds to.	Ss get in pairs and write a definition for natural disaster. Ss can use the words given by the T. Ss share their definition with the rest of the class. Ss match figures and natural disasters.	T acts as a facilitator by eliciting words they may use to write their definitions. T monitors while Ss work on the task. T encourages Ss to make predictions freely. KEY 548 FLOODS
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			<p>330 STORMS 75 EARTHQUAKES 74 DROUGHTS 66 LANDSLIDES 50 EXTREME TEMPERATURE EVENTS 38 VOLCANIC EVENTS 24 WILDFIRES</p>
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Transition: Unfortunately, there are several natural disasters in Latin America. Let's listen to the Science teacher and see if your predictions were correct.

(10 mins)	<p>T asks Ss to listen to the science teacher and check their predictions.</p> <p>T asks Ss to listen to the second part of what Ms. Muñoz said and fill in the blanks with a short phrase.</p>	<p>Ss listen to the science T check their predictions and fill in the blanks.</p>	<p>T plays the recording as many times as necessary.</p> <p>KEY</p> <p>1)the most common 2)total damages 3) in the region 4) the highest number 5)affected by</p>
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Transition: Now, let's read the brochure with all the information and learn more about the topic.

(5 mins)	<p>T asks Ss to get in pairs and provides them with a chart to be completed with info from the brochure.</p> <p>T asks Ss to find out some information about natural disasters in Uruguay to complete the box.</p>	<p>Ss get in pairs and complete a chart with information from the brochure.</p> <p>Ss find out some information about natural disasters in Uruguay.</p>	<p>T monitors group work and acts as a facilitator</p>
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Follow up: Ss compare the information they found about Uruguay.

Theme: Amazing Earth

Topic: 7. Say: “Cheese”!



Aims:

- To motivate Ss by working with music and animals.
- To develop Ss' reading skills by asking Ss to read a post and surf the net to find information.
- To foster Ss' writing skills by asking them to write short descriptions of animals.
- To foster Ss' collaborative work by asking them to work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing a video. The video was recorded by Jorge Buñevaz and Felipe Basso, two members of a folk band named “Sin Estriplos”.</p> <p>T asks Ss to listen to the first stanza of the song “Yaguatirica” (author: Alfredo Zitarrosa).</p> <p>T asks S to make a sketch of the animal described in the song.</p> <p>T asks Ss to compare their drawings to find differences and similarities.</p>	<p>Ss pay attention to the first part of the lyrics of the song.</p> <p>Ss make a sketch of the animal described in the song.</p> <p>Ss compare their drawings.</p>	<p>T acts as a facilitator and encourages Ss to draw the animal.</p>

Transition: Where does the Yaguatirica live? I have a couple of pictures to share with you. Did you know that “yaguatirica” is a word in Portuguese?

10 (minutes)	<p>T shows Ss two pictures and asks them who they think she is and what she is doing.</p> <p>These two people have a very unusual hobby. Let's find out!</p> <p>T asks Ss to read the text and fill in the chart.</p>	<p>Ss look at the pictures and answer who she is and what she does.</p> <p>Ss read the text and fill in the chart.</p>	<p>T monitors the activity.</p>
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Transition: Valentina and Agustino share their findings on their social network.

(10 mins)	<p>T shows Ss some photos from their Instagram account. Do you recognize these animals? Which one is the “yaguatirica”?</p> <p>T provides Ss with a box with both the scientific and common names of the animals and asks them to match them with the photos.</p> <p>After that, T asks Ss to get in pairs and surf the net and look for five facts about each animal and write a short paragraph with that info.</p>	<p>Ss look at the photos from @uruguay_fototram peo and recognize the animals.</p> <p>Ss match the scientific and common names of the photos.</p> <p>Ss get in pairs and surf the net to look for five facts about each animal and write a short paragraph with that info.</p>	<p>T acts as a facilitator.</p> <p>ANSWERS:</p> <p>A- Yaguatirica (Leopardus wiedii)</p> <p>B- Guazuvirá (Mazama gouazoubira)</p> <p>C- Geoffroy cat (Leopardus geoffroyi)</p> <p>D- Capybara (Hydrochaeris hydrochaeris)</p> <p>T monitors the activity.</p>
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Transition: Apart from Valentina and Agustino, there are other people who also like photographing animals.

(5 mins)	<p>T shows Ss this picture and asks them to predict what it represents. This picture was created by Gustavo Suárez.</p> <p>T asks Ss to jot down some ideas in the spaces provided.</p> <p>T asks Ss to visit julana.org and complete a text.</p> <p>T asks Ss to find information about Red de Amigos de las Cámaras Trampa Uruguay (RACATÚ) and complete these sentences:</p> <p>You can check on some pics on https://www.flickr.com/photos/julana/</p> <p>KEY:</p> <p><i>“We promote environmental education accompanying processes that problematize the relationship between society and nature, with special emphasis on the active”</i></p>	<p>Ss predict what the logo represents.</p>	<p>T acts as a facilitator in case Ss need help with vocabulary.</p>
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<p><i>participation of the ones involved. We foster curiosity through recreational methodologies with different levels of abstraction, understanding that these promote the connection with the basic human emotions and, therefore, human emotions with their environment".</i></p> <p>ANSWERS</p> <ol style="list-style-type: none"> 1. The project started in 2014 in Paso Centurión. 2. During the first stage, they are going to work with rural schools, where the students will produce knowledge about local wildlife. 3. Greengrants Global Fund supports RACATÚ financially. 		
<p>Follow up: Now it's your turn to find out what the connection is between RACATÚ and schools numbers 32 (Mangrullo, Cerro Largo) and 102 (Berachí, Cerro Largo).</p>		

Theme: Amazing Earth

Topic: 8. Tiny creatures

Aims:

- To introduce vocabulary related to germs
- To foster reading skills
- To promote ss interaction and communication in the classroom.
- To motivate students to investigate a topic and to use imagination and creativity to create an infographic.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows two pictures to ss and elicits information from them. Picture A: bacteria (Escherichia coli) Picture B: Virus (coronavirus)	Ss describe the pictures and answer to the T questions.	T elicits vocabulary from Ss. T may give information to help ss understand the pictures.
Transition: Where can we find germ? Are they dangerous to our health? Have a look at Guidaí's facial expression! Let's help her to overcome her fears.			
(10 mins)	T tasks ss to work in pairs and complete a Venn diagram to check how much they know about the topic.	Ss work in pairs and complete the diagram.	T may help ss understand the statements.
Transition: Are all bacteria and viruses bad for humans?			
(15 mins)	T tasks ss to skim test one and find synonyms for some words. T tasks ss to scan the text again and answer some questions.	Ss skim the text and find synonyms to the words given. Ss scan the text again and answer some questions.	T monitors while ss are working. KEY: a- assemblage b- reproduce c- diseases d- microscopic e- contaminate

	<p>T tasks ss to read the second text and find words to match definitions.</p> <p>T tasks ss to read the text again and answer some questions about it.</p>	<p>Ss read the text to find the needed words.</p> <p>Ss read the text again and answer the questions.</p>	<p>T monitors while ss are working.</p> <p>KEY: a- tissue b- wound c- organisms</p> <p>Feedback is done as a whole group activity.</p>
Have you ever been infected by a virus/bacteria? when was it? Did you take any medicine/ vaccine?			
(15mins)	<p>T tasks ss to use information from the posters to complete the FIRST column of the chart.</p> <p>T tasks ss to search the web to find information to complete the rest of the chart.</p>	<p>Ss read the texts and complete the first column.</p> <p>Ss search for information to complete the chart</p>	<p>T may help ss who demand it.</p> <p>T explains the example to help Ss understand the task.</p>
Follow up: Work in pairs. Choose one of the diseases from the chart and create an infographic with relevant information about it.			

Theme: Amazing Earth

Topic: 9. Blue Planet.



Aims:

- to learn what a marine biologist studies
- to become familiar with the work of a marine scientist
- to reflect on some marine environmental issues.
- to review some water systems vocabulary.
- to practice reading and speaking skills.
- to find information in a website profile.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T provides Ss with two images to play a spot the differences game (the images have the same background, but one shows a polluted ocean and the other not.)	Ss look at the two images and have to spot 10 differences. (there are more than 10)	T acts as a facilitator with vocabulary. Oral correction will be done.
Transition: What do you think? Which are our oceans more similar to? Picture 1 or picture 2? Let's consider some issues.			
(5 mins)	T asks Ss to get in pairs and consider some marine environmental issues. LOSS OF BIODIVERSITY / OVERFISHING / WATER POLLUTION / WATER SYSTEMS / TEMPERATURE RISE / DAMAGED COASTLINES	Ss get in pairs and consider some marine environmental issues.	T acts as a facilitator with vocabulary. T encourages Ss to talk and give their opinions.
Transition: It's not only the oceans that can suffer from human actions. Look at the different geographical features below, they are all related to the Earth's water systems. Do you recognize them?			
(5 mins)	T provides Ss with some water system icons. In order to label them, they have to previously unscramble the words.	Ss look at the icons, unscramble the words and match them with the icons.	Oral correction will be done. KEY: 1- GLACIER 2-BEACH 3- WATERFALL 4-FJORD 5-LIGHTHOUSE 6-ICEBERG 7-CLIFF

			8- RIVER 9-CANAL 10- LAKE 11-ISLAND 12- ARCHIPELAGO
Transition: Linda is learning to dive and she's very interested in marine life, so she decided to learn more about Marine Biology.			
(6 mins)	T asks Ss if they know what a marine biologist does. T asks Ss to complete a KWL chart about Marine Biology. T instructs Ss to leave the L section to complete later.	Ss reflect about Marine Biology and complete the KWL chart but the L section.	T may need to explain how a KWL chart works. Oral correction will be done.
Transition: Let's meet Giuliana Vomero, an Uruguayan marine biologist.			
(6 mins)	T asks Ss to visit a Marine Biologist's OceanExpert profile to learn about the topic: https://oceanexpert.org/expert/giuliana.vomero	Ss visit Giuliana Vomero's OceanExpert profile as an introduction to her testimony.	T may help with internet access. T monitors while Ss are on task.
(6 mins)	T asks Ss to read Giuliana Vomero's testimony and answer some questions.	Ss read the testimony and answer the questions.	Oral correction will be made.
(9 mins)	T asks Ss to get in pairs and complete a graphic organizer about Marine Biology with information from the text.	Ss get in pairs and complete the graphic organizer	T monitors while Ss are on task. T may help with vocabulary. KEY (graphic organizer completed below)
(3 mins)	T asks Ss to complete the third column (What I learned) of the previous KWL chart.	Ss go back to the KWL chart and complete the "What I learned" column.	T fosters Ss to participate orally.
Follow up: Read the "10 things about me..." section of Giuliana's article. Have you read, watched or listened to some of her favorites? Do any of those have anything to do with her career? Can you guess Giuliana's personality?			

Now, complete the following “10 things about me...” with your information. After you finish, talk with your classmates to see their choices too.

PROJECT: MARINE BIOLOGY

Work in groups: Choose one of the topics that Giuliana mentioned in her testimony and create a presentation, report or video about it. The prompts are just to help you brainstorm, you can choose to focus on another aspect of the topics.

<p>MARINE LIFE</p> <p>Giuliana mentions different kinds of marine life. Choose one of them to create your report.</p> <ul style="list-style-type: none"> • You can research sea animals /plants/fungi... in general, for example, • or focus on one species in particular, etc. 	<p>HUMAN'S RELATIONSHIP WITH THE OCEANS</p> <p>As Giuliana said, our relationship with the ocean is very important.</p> <ul style="list-style-type: none"> • You can approach this topic from a historical, economical or environmental point of view. • For example, the history of naval travel, our fishing economy, overfishing consequences, etc.
<p>MARINE ENVIRONMENT POLICIES AND ACTIONS</p> <p>Choose one of the environmental problems related to the ocean or marine systems.</p> <ul style="list-style-type: none"> • What are some of the national or international policies in place to handle it? • Research about Uruguay's regulations relating to our marine ecosystems. 	<p>URUGUAYAN MARINE SYSTEM</p> <p>The confluence of the Atlantic Ocean and the River Plate make our coasts a very special environment.</p> <ul style="list-style-type: none"> • You can research how our animal and plant species have adapted to this special environment, • or you can choose some specific Uruguayan region to study, Laguna Garzón, for example, or our estuary coasts.
<p>MARINE BIOLOGY APPLICATIONS</p> <p>Marine Biology is a very ample field of study with countless applications.</p> <ul style="list-style-type: none"> • Research about all the places where a Marine Biologist can work. • Or research about a Marine Biologist's working field in our country, for example. 	<p>INTERACTION OF MARINE BIOLOGY WITH OTHER SCIENCES</p> <p>As Giuliana said, Marine Biology can relate and get help from many other sciences.</p> <ul style="list-style-type: none"> • What is the relationship between Marine Biology and Physics or Social Sciences? • How does it relate to human communities?

Theme: Amazing Earth

Topic: 10. Our fashion footprint

Aims:

- To raise awareness about the topic: fashion footprint.
- To revise vocabulary related to clothing.
- To practice listening.
- To practice reading.
- To work collaboratively looking for solutions to take regarding our fashion footprint.
- To discuss an environmental issue from our personal perspective.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T shows Ss pictures of the characters of the book and ask them some questions:</p> <ol style="list-style-type: none"> 1. <i>Do you like the way our friends are dressed? Why or why not?</i> 2. <i>What are some similarities and differences in the guys' clothes?</i> 	<p>Ss look at the pictures and answer the teacher's questions.</p>	<p>Ss volunteer to share their descriptions.</p>
<p>Transition: What's the importance of clothes? Have you ever thought about that? Do you know what fashion footprint means?</p>			
(5 mins)	<p>T tells Ss they are going to listen to a passage and that they have to fill in the blanks with one word.</p>	<p>Ss listen to the text and fill in the blanks.</p>	<p>Ss share their answers and the T writes them on the board.</p> <p>Key: 1- cultures 2- social 3- specific 4- classes 5-reflection 6-environment </p>

			7- creatures 8-resources 9- activity 10-shopping 11-clothing 12-home 13-production 14-impact 15- pollution
(8 mins)	<p>T tells Ss to read the text and make an outline of it.</p> <p>T asks Ss to write down the main idea of each paragraph in a few words.</p> <p>T asks Ss to take notes of the supporting details under each of those main points.</p> <p>Finally, T explains Ss have to think of a subheading for each paragraph.</p>	<p>Ss read the text and make an outline of it by writing down the main ideas of each paragraph.</p> <p>Finally, they think of a subheading for each paragraph.</p>	<p>Ss exchange their outlines. Then, they read the outline made by their partner and make corrections or comments if necessary.</p> <p>T monitors and helps Ss.</p>
<p>Transition: As we have seen, fashion footprint is a big problem for the environment.</p> <p>What can we do to help?</p>			
(4 mins)	T asks Ss to match the headings from the box to the corresponding tips.	Ss read the tips and choose the correct heading for each tip.	<p>Oral correction will be done.</p> <p>Key:</p> <p>1- g 2- a 3- f 4- d 5- b 6- c 7- e</p>
(4 mins)	T tells Ss to match the pictures to the corresponding tips.	Ss match the pictures to the corresponding tips.	T asks Ss who raise their hands to provide their answers.
<p>Transition: As we have read the production of clothing is dangerous for the environment. Therefore it is important to pay attention to the fabrics to know if they are sustainable or not.</p>			
(4 mins)	<p>T tells Ss that apart from following the previous tips, they can also choose the most sustainable options for their wardrobe.</p> <p>T asks Ss to search the list of the worst fabrics for the environment and put them in order from least to most dangerous.</p>	<p>Ss look at the list of fabrics and search them to see which are more dangerous for the environment.</p>	<p>Ss provide their answers.</p> <p>Key:</p> <p>1- Cotton 2- Polyester 3- Nylon</p>

			4- Acrylic 5- Viscose 6- Bamboo 7- Acetate 8- Wool 9- Leather 10- Fur
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Transition: Are you aware of your fashion footprint?

(6 mins)	<p>T asks Ss to read the conversation between Guidaí and Linda.</p> <p>T asks Ss some questions:</p> <ul style="list-style-type: none"> -Are Guidaí and Linda aware of their fashion footprint? -Are they willing to make some changes in order to reduce their fashion footprint? <p>T invites Ss to roleplay the dialogue.</p>	<p>Ss read the dialogue and answer the T's questions.</p> <p>Ss roleplay the dialogue.</p>	<p>T elicits answers from the Ss.</p> <p>T listens to the Ss roleplaying the dialogues and corrects pronunciation.</p>
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Transition: Do you think it is important to feel a special connection with the clothes you wear? Why?

It is said that clothing color represents a mood and that it also changes the mood when paired up with other colors. Do you choose clothing color according to your mood of the day?

(4 mins)	<p>T asks Ss to read the words that describe each clothing color and add two more words for each one according to what they feel when they use that color.</p>	<p>Ss think of the clothing colors and add two more words to describe each color, according to how they feel when they use that color.</p>	<p>T monitors and helps Ss if they need some specific words to imply their ideas.</p>
(5 mins)	<p>T asks Ss some questions:</p> <ul style="list-style-type: none"> -What are your favorite clothing colors? What do you like to wear according to how you feel? Think in terms of clothing materials and colors. Then, complete the sentences. 	<p>Ss think of the clothing colors they prefer and the clothes they like wearing according to the day's mood and complete some sentences.</p>	<p>Ss read their sentences aloud.</p>

Follow up: Write a text describing your choice for clothing according to your mood and your actions to reduce your fashion footprint, if any. If you are not taking any actions, you can write about the things you are planning to do in the future to reduce your fashion footprint.

Project: Fashion footprint
Step 1: Spread the word

With your classmates, prepare banners to raise awareness about the fashion footprint. Then, go around school or the neighborhood informing people about the actions they can take to reduce their fashion footprint. Use the ones you learned in the lesson and think of others to add.

Step 2: Take action

In your school prepare a Fashion Gallery Walk. All of you have to look into your wardrobes and take the clothes you are no longer wearing. You are going to take them to school. During the Fashion Gallery Walk, you are going to walk along the runway showing the clothes you no longer want. At the end of the fashion show, you are going to swap clothes with the rest of your peers from school.

SCRIPT:

In most cultures, clothing was introduced as a method of protecting the human body against extreme weather conditions, but people wear clothing for functional as well as social reasons. Apart from the practical functions, wearing clothes also carries specific cultural and social meanings. It is often the first thing that people notice about us and thus the people form an opinion of us through what we wear, or don't wear! Moreover, clothing has been regarded as one of the best ways to distinguish social classes, sexes, occupation, marital status and ethnic or religious affiliation. The clothes a person chooses to wear is said to be the reflection of a person's personality. Besides, how we dress in public and how we look in public is important to lots of people.

Apart from culture, weather conditions and fashion, there is another reason why clothing choice is important, and that is the environment. The clothes we wear have a terrible impact on people, the planet and all the living creatures. This is known as our fashion footprint. Most of the clothes are full of toxic chemicals and consume crazy amounts of resources, land, water and energy. Our carbon footprint is our individual carbon impact on the planet. It takes into account any activity we participate in that emits greenhouse gasses, including CO₂, methane gas, and nitrous oxide. And our fashion footprint is our carbon impact on the planet that is determined by our clothes, clothing choice, shopping habits and laundry care.

In the past most clothing was repaired, mended, or tailored to fit other family members or recycled within the home as rags. Industrialization grew in the twentieth century, providing the means of increased production of all consumer goods. Therefore, industrialization brought consumerism. The big problem is that the fashion industry has a huge impact on the environment, it's the second biggest polluter behind the oil industry. Most of the pollution it creates comes from fabric production.

Theme: Amazing Earth

Topic: 11. Organizations dedicated to animal care



Aims:

- To discuss the topic of animals in the street and organizations that rescue them.
- To enhance critical thinking skills.
- To work with vocabulary related to the protection of animals.
- To practice speaking.
- To practice reading.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	<p>T writes some words on the board:</p> <p><i>animals - unprotection</i></p> <p><i>disowned - exploitation</i></p> <p><i>protection</i></p> <p>T asks Ss how those words relate and if they can guess the topic of today's lesson.</p>	<p>Ss read the words and try to think of the connection among them.</p>	<p>T elicits ideas from Ss.</p>

Transition: Do you know any organization dedicated to animal care in Uruguay?

(5 mins)	<p>T asks Ss to read the dialogue between Linda and Guidaí and answer some questions:</p> <p>1- <i>Why is Linda so happy?</i></p> <p>2- <i>What was Tony's problem before ASH rescued him?</i></p> <p>3- <i>What is Camila thinking of doing?</i></p> <p>T invites Ss to roleplay the dialogue.</p>	<p>Ss read the dialogue and answer the questions.</p> <p>Ss take turns to roleplay the dialogue.</p>	<p>Some Ss volunteer to answer the questions.</p> <p>T monitors and listens to Ss roleplaying the dialogue.</p>
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Transition: Let's read more about this organization dedicated to animal care!

(4 mins)	<p>T tells Ss to read the text and complete it with words from the table.</p>	<p>Ss read the text and look for the corresponding words to fill in the blanks.</p>	<p>Ss share their answers.</p> <p>T writes the word on the board.</p> <p>Key:</p> <p>1- volunteers</p> <p>2- companion</p> <p>3- database</p> <p>4- owners</p>
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			5- home 6- peaceful 7- rights 8- godfather 9- medicines 10- products
(5 mins)	T tasks Ss to read the text and look for some information.	Ss read the text again and look for some information.	Oral correction will be done.

Transition: Are animal sanctuaries the same as animal shelters? Let's find out!

(5 mins)	<p>T tasks Ss to read the text and look for six words in the wordsearch that were taken from the text. T explains the words begin with these letters:</p> <p>C _____ C _____ D _____ E _____ F _____ R _____</p> <p>Then, T explains they have to match the words with their definitions.</p>	<p>Ss look for six words in the wordsearch beginning with the letters: C, C, D, E, F, R.</p> <p>Ss match the six words with their definitions.</p>	<p>Ss read the words with their corresponding definitions aloud.</p> <p>KEY: CARETAKER CAMPAIGNS DONATION EXPLOITATION FUNDRAISING REHABILITATION</p> <p>KEY: -Exploitation -Donation -Fundraising -Rehabilitation -Caretaker -Campaigns</p>
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Transition: Are animal sanctuaries the same as animal shelters?

(5 mins)	T tasks Ss to get in pairs and read the text about animal sanctuaries and animal shelters and complete the graphic organizer focusing on the things they have in common and on the things that differentiate them.	Ss get in pairs and complete the graphic organizer spotting the similarities and differences between animal sanctuaries and animal shelters.	Some Ss volunteer to come to the board and complete the graphic organizer. The rest of the Ss provide feedback.
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Transition: Even when we don't work in an animal shelter or sanctuary we can help animals by taking some easy daily actions.

(6 mins)	<p>T asks Ss to put the words in order to form sentences that describe actions to take to help animals.</p> <p>T asks Ss to get in pairs and think of five more actions they can take for protecting animals.</p> <p>KEY:</p> <p>1- 2- Never buy products made from endangered animals. 3- Don't capture wildlife. 4- Report any harassment of endangered species. 5- Adapt an at-risk animal. 6- Recycle your waste and use recycled products. 7- Plant native species. 8- Incorporate bird feeders in your backyard.</p>	<p>Ss put the words in order to form sentences.</p> <p>Ss think in five more easy ways of helping protect animals.</p>	<p>Ss check their answers in pairs.</p> <p>T elicits ideas from Ss and writes them on the board.</p>
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Transition: There is also another way of looking after animals and that is a beautiful job animal reserves worldwide do. They take care of endangered animals that are in serious risk.

(4 mins)	<p>T asks Ss to search the web and look for some animal reserves. T invites Ss to choose one and complete the chart.</p>	<p>Ss look for some animal reserves in the world and complete the chart.</p>	<p>T monitors Ss are on task. T provides guidance if necessary.</p>
(7 mins)	<p>T explains Ss that they have to use the information from the table and write a text explaining everything about the organization.</p> <p>Then, T asks Ss to exchange their piece of writing with a friend, read his/her partner's text and complete the second column of the table.</p>	<p>Ss use the information from the table to write a text about the animal reserve they chose.</p> <p>Ss exchange their pieces of writing with a partner and complete the second part of the table.</p>	<p>T monitors and helps Ss.</p>

Follow up: T tells Ss to be ready to tell another partner about the organization their friend chose for the next class.

Theme: Amazing Earth

Topic: 12. Life in prehistoric times

Aims:

- To foster reading and writing skills.
- To encourage students' oral participation.
- To work with authentic material.
- To activate students' schemata.
- To recycle previous knowledge about a period in history.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows a picture from www.openclipart.org and asks some questions about it. <i>What can you see there? What does the picture represent? What are people doing? how are they dressed?</i> -T asks ss to choose the period in history they consider is reflected in the picture (<i>prehistory</i>)	-Ss answer to the T questions. -Ss decide the correct option according to the picture.	T elicits vocabulary from ss by exploitation of a picture. T promotes a friendly atmosphere so ss feel comfortable to participate. To activate schemata.
Transition: What things come to your mind when you think about prehistoric times?			
(10 mins)	-T asks ss to read an interview and put the questions (a-e) in the correct place.	Ss read the interview and put each question in the correct place.	T monitors the activity.
Transition: Did you learn something new about prehistoric times? What facts did you find the most interesting?			
7 mins	T asks ss to read the interview again and use only one word to label the pictures.	Ss read the interview and find words to label the pictures.	T monitors while ss are working.

8 mins	T asks ss to read the text again and explain what some words refer to.	Ss read the text and explain what each word refers to.	T may do an example to help ss understand the task.
Would you like to live in prehistoric times? Why? Why not?			
(13 mins)	T asks ss to use information from the text to complete an information chart about the different periods in prehistoric times.	Ss use information from the interview to complete the chart.	T may help ss that need it. T monitors while ss are working.
Follow up: Choose one period of prehistoric times and Imagine you are a man/woman living in this era. Write a short text describing your life in that times. You can search the web for detailed information.			

Theme: Amazing Earth

Topic: 13. The environment.

Aims:

- To foster reading and speaking skills through the use of authentic material.
- To encourage critical thinking.
- To promote opportunities to discuss a topic orally.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T asks ss to look at the timeline and answer some questions about it: What kind of events does it show? What do they have in common? Have you ever heard about any of them? Which one/ones?	Ss answer to T's questions.	T elicits as much vocabulary as possible from ss. T promotes a comfortable class atmosphere so Ss feel free to express their opinions and participate orally. T lows affective filter.
Transition: Which event from the timeline is completely new for you?			
(10 mins)	T asks ss to read the texts about the different disasters and use information from the timeline to complete the blanks.	Ss read the texts and use information from the timeline to complete the missing information.	T monitors the activity.
Transition: Why do think those events happen? What can we do to avoid those things?			
(15 mins)	T asks ss to get in groups and search the web and complete the chart with the missing information about each event.	Ss work in groups and search the web to complete the chart.	T may help ss to search the web. T may allow ss to use geography books from the school library in case the internet connection is not available.

5 mins	T asks ss to complete the 3 2 1 quiz with information from the chart.	Ss complete the quiz	T promotes oral participation by doing feedback as a whole group activity.
(15mins)	T asks ss to keep on working in groups in order to start with the picture-based discussion.	Ss answer to the teacher's questions. Ss use information from the word bank to discuss the topic.	T models the activity to check understanding. T monitors while ss are working.

Follow up: T asks Ss to complete the timeline from 2019 till the date, then they have to choose one event to talk about. They can prepare a video or presentation.

Theme: Amazing Earth

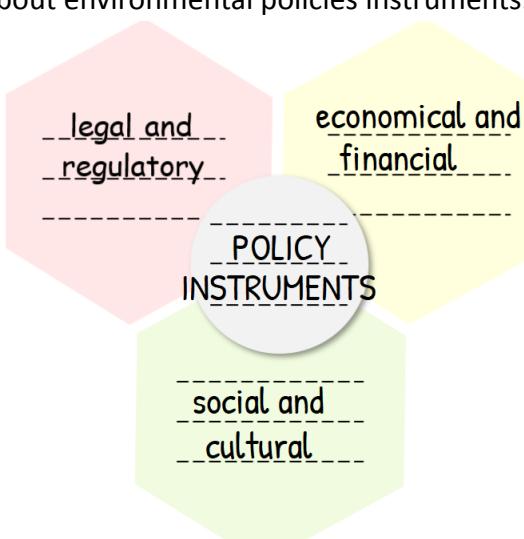
Topic: 14. Environmental policies.

Aims:

- to gain awareness of environmental issues.
- to reflect how environmental laws have changed over time.
- to appreciate the scope of environmental legislation.
- to learn about Uruguay's position in relation to these topics.
- to practice reading skills.
- to practice discussion.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T provides Ss with a word cloud. T asks Ss to predict the topic of the lesson.	Ss look at the word cloud and predict the topic of the lesson.	Oral correction will be made.
Transition: As you can see, in the word cloud appear the names of several conventions and treaties.			
(5 mins)	T asks Ss to guess what the conventions and treaties from the word cloud try to regulate or control.	Ss read the names of conventions and treaties and try to guess.	Oral correction will be done. (most convention names are self-explanatory)
Transition: Camila wants Freddie to go to the Earth Day march.			
(5 mins)	T tasks Ss to read the comic strip and answer some questions.	Ss read the comic strip and answer the questions.	T monitors while Ss work on the task.
Transition: Now, let's read a text about Earth Day and environmental policies.			
(7 mins)	T tasks Ss to get in pairs and read a text. T asks Ss to place the subtitles in the correct place and think of an appropriate title for the text. KEY: (in order) 1. some history 2. environmental policies. 3. policy instruments 4. sustainable development 5. Uruguay's position	Ss read the text and place the subtitles in the correct place and think of an appropriate title for the text.	T acts as a facilitator by helping with vocabulary Ss may not know.

<p>(5 mins)</p>	<p>T asks Ss to match some icons to the environmental goals mentioned in the text.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. world heritage sites. 2. oil spills 3. water pollution 4. acid rain 5. hazardous waste dumps 6. ozone layer depletion 7. carbon emissions 8. ozone-based products ban 9. endangered species 10. air pollution 11. habitat loss 12. global warming 	<p>Ss read the text and match the icons.</p>	<p>Oral correction will be done.</p>
<p>(7 mins)</p>	<p>T asks Ss to read the text and answer some questions.</p>	<p>Ss read the text and answer the questions.</p>	<p>T acts as a facilitator by eliciting words Ss may need to answer the questions.</p>
<p>(5 mins)</p>	<p>T asks Ss to complete a graphic organizer about environmental policies instruments.</p> 	<p>Ss complete the graphic organizer.</p>	<p>T may help Ss if needed.</p>
<p>Transition: What do you think about the text? Let's form groups and discuss some issues.</p>			
<p>(8 mins)</p>	<p>T asks Ss to form groups and discuss some questions.</p> <p>T asks Ss to share their opinions with the class.</p>	<p>Ss get into groups and discuss some questions.</p> <p>Ss share their opinions with the class.</p>	<p>T acts as a facilitator and encourages Ss to give their opinions.</p>

Follow up: PROJECT: Environmental Policies

PROJECT: Environmental Policies

Work in groups: Choose one of the following topics and create a presentation, report or video about it.

INTERNATIONAL TREATIES Look at the word cloud again. Choose at least two Conferences, Conventions or Treaties to make your assignment. Take into account the year it was pacted/held, the place, the environmental issues addressed, how many countries signed the agreement and how successful it has been.	URUGUAY'S ENVIRONMENT PROGRAM Look for information about Uruguay's National Environmental Plan for Sustainable Development. Take into account its objectives, policies and policy instruments, and its future projection. You can also mention some other of our country's green projects.
ENVIRONMENTAL ISSUES Choose one of the environmental issues mentioned in the text. Don't forget to include the legal aspect of the problem. What is the reason or origin of the problem? Has it transcended boundaries? What are some of the national or international policies in place to handle it? Have there been any conventions or treaties relating to this problem?	AN URUGUAYAN ENVIRONMENTAL ISSUE Think of some national or local environmental issue you are aware of. How did the national or local government manage the issue? Is there any legislation about it? How was the public response? How was the corporate response? Did it affect any neighboring nations?

Theme: Amazing Earth

Topic: 15. Ecotourism.

Aims:

- to work with the concept of sustainable tourism
- to learn new vocabulary connected to travel, environment, economy, and wildlife protection.
- to practice reading, speaking and writing skills.
- to foster cooperative work

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T shows Ss five tourism flyers and asks Ss what they refer to. TOURISM	T read the flyers and decide what they refer to.	Oral correction will be done.

Transition: Now, let's work a little with these flyers.

(5 mins)	T tasks Ss to read the flyers again and complete a chart with information. T tasks Ss to share their answers.	Ss read the flyers and complete the chart. Ss share their answers with the class.	T monitors while Ss are on task. T may help if needed. KEY: A- Japan/culture/... B- Dubai (United Arab Emirates)/adventure C- India/religion D- UK/education E- Kenya/ecotourism F- Bahamas/leisure
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Transition: Do you know what these kinds of tourism are called?

(5 mins)	T tasks Ss to match the types of columns with their definitions.	Ss match the columns.	Oral correction will be done. KEY: 1- C 2- F 3- D 4- A 5- B 6- E
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Transition: Now, let's learn a little more about ecotourism.

(5 mins)	T asks Ss to read a text on Ecotourism and complete a graphic organizer.	Ss read the text and complete the graphic organizer.	Ss complete the graphic organizer on the board. KEY: (completed graphic below)
(5 mins)	T asks Ss get in groups, to read the text again and discuss some questions.	Ss get in groups and discuss the questions.	T encourages Ss to express their opinions.

Transition: Now, let's read a infographic with tips for responsible travel.

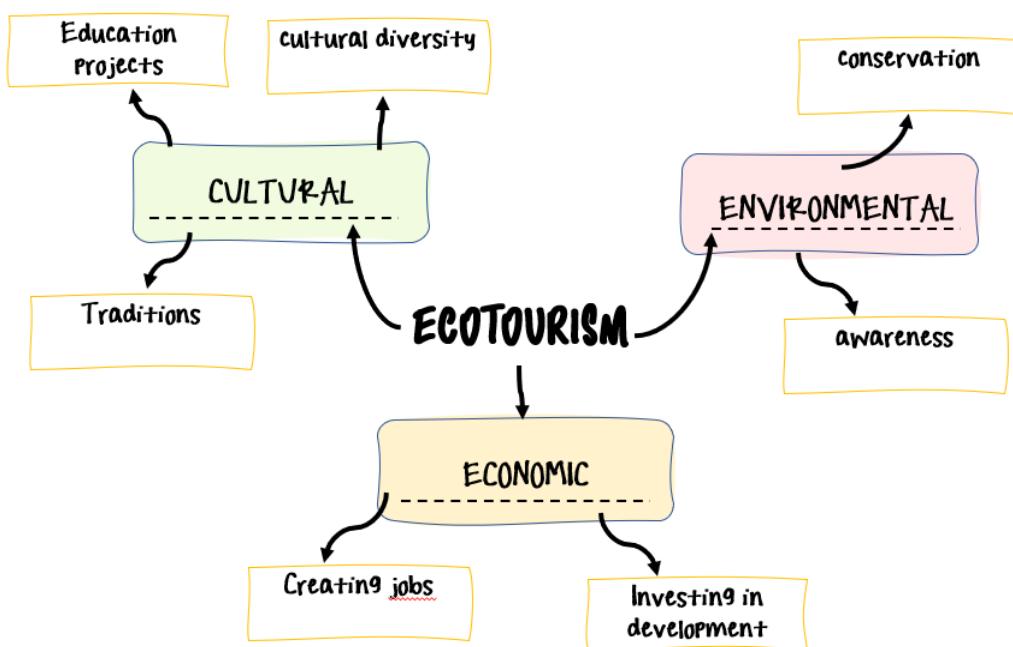
(3 mins)	T asks Ss to get in pairs. T asks Ss to read the infographics and think of an appropriate name for it.	Ss get in pairs, read the infographic and decide on a title.	Ss share their infographic's title with the rest of the class. Suggested answers: <ul style="list-style-type: none">• 9 tips for ecotourism• what is responsible travel?• How to travel responsibly
(5 mins)	T asks Ss to complete the infographic with the correct subtitles.	Ss complete the infographic with the correct subtitle.	Oral correction will be done. (Complete infographic below)
(5 mins)	T asks Ss to decide on an icon for each of the tips. T alerts Ss that there is an extra one. T asks Ss to think why the extra icon is included and write a tip about it.	Ss decide on an icon for each tip. Ss think about the extra icon and write a tip about it.	Oral correction will be done. KEY: Extra icon: 6 suggested tip: <i>try to avoid big hotel chains and favor local inns and hostals.</i> (Complete infographic below)
(5 mins)	T asks Ss to reflect on the infographic's different colors and decide on the tips classification. KEY:	Ss decide on the eco tips classification.	Oral correction will be done. T encourages Ss to justify their choices.

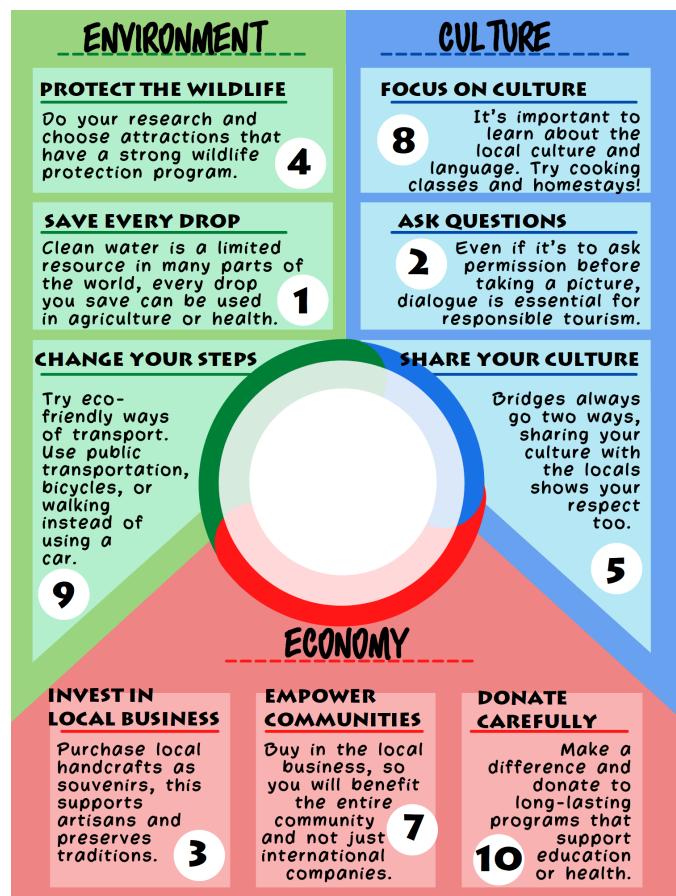
	<p>Green: environment Blue: culture Red: economy</p>		
(5 mins)	<p>T tasks Ss to write one more tip for each category. T tasks Ss to read their tips.</p>	<p>Ss write one more tip for each category. Ss share their tips with the class.</p>	<p>T monitors while Ss are on task. Ss share their tips with the class.</p>

Follow up:

PROJECT: PRESENT AN ECO-DESTINATION

- Search the internet and research for different eco-destinations. You can begin by researching eco-destinations in the countries mentioned in the text: Kenya, Costa Rica, Belize and Antarctica, or others.
- Choose an eco-destination you would like to visit. Take into account these points:
 - Where is it?
 - What facilities does it offer?
 - How does it promote environmental protection and awareness?
 - Are there any unique cultural features? How are they part of the resort experience?
 - Are there any educational features?
 - How does the resort contribute to the community's economy?
 - Who are its clients?
- Create a presentation about your chosen eco-destination and share it with the class.





UNIT 4:

LIFE-CHANGING

MOMENTS

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

- discuss about topics related to important moments in people's lives.
- talk about people who have faced challenging situations in life.
- use the different skills to talk about life-changing moments in life.
- work with projects related to the topic of the lesson.
- know about Uruguayans who have stepped out of their comfort zone.

Theme: Life-changing moments

Topic: 1. Facing multiple changes

Aims:

- To discuss some changes adolescents have to have to face when growing up.
- To foster interaction among students.
- To practice reading.
- To practice listening.
- To work collaboratively.
- To practice writing.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	T shows Ss some pictures and asks them questions: -Look at the following photographs, what kind of moments do they picture? What do they have in common?	Ss look at the pictures and answer the T's questions.	
(8 mins)	T asks Ss to get in groups and discuss: -Can you think of other changes that teenagers and young people face as they grow up?	Ss get in groups and answer the T's question.	Ss share their answers orally.
Transition: And what happens if somebody is moving to another country in his/her adolescence? Do you think it is a difficult moment of life for such a change?			
(13 mins)	T tells Ss that they are going to read about Martina and Franco, two adolescents who have grown up moving around in different countries. T explains Ss that some phrases have been removed from the text, and they have to decide where they would include each phrase so that the text makes sense.	Ss read the text and they have to look for the correct place to locate the missing phrases.	Ss read the complete text aloud including the missing phrases. Key: A. 2 B. 3 C. 4 D. 8 E. 1 F. 6 G. 7 H. 5

(8 mins)	T asks Ss to read the text about Franco and decide if the statements are TRUE, FALSE or DOESN'T SAY. T explains that If they are false, they have to find evidence in the text.	Ss read the text and decide if the sentences are TRUE, FALSE or DOESN'T SAY.	Ss read the sentences aloud and explain if they are true, false or if there isn't any evidence.
<p>Transition: Martina and Franco are currently living in Mexico but they lived four years in Santiago de Chile and visited many spectacular places. One of these places is <i>Isla Negra</i> where Pablo Neruda lived. Let's learn more about <i>Isla Negra</i>.</p>			
(10 mins)	T plays the passage about <i>Isla Negra</i> to Ss and asks them to complete the chart.	Ss listen to the passage and complete the chart.	Some Ss come to the board to complete the chart. Key: 1- Valparaíso (on the west coast of Chile) 2- Chilean 3- In 1973 4- Peaceful 5- <i>El Rincón del Poeta</i> 6- Poetry/poems
<p>Follow up: Martina and Franco told us about some particular challenges that they faced when growing up. Have you experienced something similar? What kind of challenges have you experienced or think you are about to face? Write a paragraph about your experiences growing up.</p>			

LISTENING - SCRIPT -

Isla Negra is located in Valparaíso, on the west coast of Chile. It used to be the residence of the Chilean poet Pablo Neruda, who lived there from 1939 until he died in 1973. It is a very popular place visited by tourists and also chosen as a holiday spot by many people who live in Santiago. Nowadays, his house is used as a museum where you can discover the interesting life of the poet. He probably got inspired by the landscape, nature and the peaceful atmosphere of *Isla Negra*; these might be some of the reasons why he chose it as a place to live in. Another tourist attraction found here is an excellent restaurant, called *El Rincón del Poeta*, where you can try very tasty food and enjoy the view of the magnificent Pacific coast. Every year, on 12th July, a celebration takes place where some poetry is read and music is played in order to commemorate a great writer such as Pablo Neruda on the day of his birthday.

Theme: Life-changing moments

Topic: 2. Love is in the air.



Aims:

- To foster speaking and writing skills through the topic of love.
- To introduce new vocabulary related to the topic.
- To promote a comfortable atmosphere so ss can express their opinion.
- To encourage ss to use creativity and imagination to create a story.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows some pictures and asks questions: <i>What do they have in common? What comes to your mind when you see them? Are they too young to love? Why? Why not? Is teenage love real? Are you in love right now?</i>	S look at the pictures and answer the T questions.	T lowers the affective filter. T encourages oral participation. T promotes a comfortable and friendly class atmosphere.
Transition: When was the first time you fall in love? and the last time? Was it real love? how do you know?			
(10 mins)	T asks ss to think about words connected to love and to write them in the LOVE diagram. T asks ss to use the words to write a short love poem. Love is ...	Ss write a word for each letter of the diagram. Ss write a short poem about love.	T may help ss with vocabulary. T monitors the class during the activity.
Transition: Do you think that teenage love is puppy love? What does puppy love mean? Let's find it out together!			
(15 mins)	T asks ss to read the infographic and complete it with the correct idiom. T asks ss to get in pairs and create two short dialogues using the idioms correctly.	Ss use the idioms to complete the infographic. Ss get in pairs and create the dialogues.	T may ask ss to share the dialogues in order to practice speaking. T monitors the activity and helps when it is necessary.

		Ss share their dialogues with the class.	
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Transition: Do you like love stories? What should a good love story have?

(15mins)	<p>T asks ss to put the pictures into a logical order.</p> <p>T asks ss to write a short description of each picture.</p>	<p>Ss order the pictures.</p> <p>Ss shortly describe each picture.</p>	<p>T monitors while ss are working.</p> <p>T may explain that before writing, we should take notes and organize our ideas if we want to write a good story.</p>
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Follow up: Writing time! Use the pictures to write your own love story. Be prepared to share it with your classmates.

Theme: Life-changing moments

Topic: 3. The power to change the world.

Aims:

- to learn about different ways people can promote or protest about social, political, economic or environmental issues.
- to discuss the characteristics of different kinds of events.
- to plan the organization of a protest/promotion event.
- to practice speaking
- to practice reading

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (3 mins)	T shows Ss different pictures of people in protest/promotion events and asks them what they have in common.	Ss watch the pictures and decide what they have in common.	Oral correction will be done.

Transition: Let's look at the photographs again and consider some topics.

(7 mins)	T tasks Ss to get in pairs and consider some issues: <ul style="list-style-type: none">• What can ordinary people do to change laws or policies in their community or country?• Can young people be instrumental in changing things on issues they care about?• What qualities or perspectives are unique to young people that can make their voices so powerful?	Ss get in pairs and discuss the mentioned issues.	T encourages Ss to express themselves and give their opinions.
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Transition: Now, let's work with some examples of civil activism.

(5 mins)	T tasks Ss to match columns to form expressions. KEY 1. sign a petition 2. get in touch with likeminded people 3. buy in a carrot mob 4. participate in a protest march 5. post your opinions online 6. write a letter to a newspaper 7. go on a bike cycling event 8. organize a flashmob 9. hand out flyers 10. sit in a sit-in	Ss match the columns to form the expressions.	Oral correction will be done.
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(5 mins)	T tasks Ss to use the expressions from the previous activity to label the pictures. T alerts Ss that there are three extra ones.	Ss label the pictures using the expressions from the previous activity.	Oral correction will be done. KEY: A. march B. bike ride C. hand flyers D. sign a petition E. flashmob F. sit-in G. carrot mob
(10 mins)	T tasks Ss to get in pairs and search the web to find the definitions of MARCH PETITION FLASHMOB CARROT MOB	Ss get in pairs, search the web and write the definitions of those forms of activism.	Ss read the definitions aloud.
Transition: Emma is having a bad time because a school's regulation change. Let's read a dialogue between Emma and her mother.			
(5 mins)	T tasks Ss to read a dialogue and write three sentences with pieces of advice to help her situation.	Ss read the dialogue and write the sentences.	T encourages Ss to read their sentences aloud.
Transition: Now, let's read about two different examples of activist events.			
(5 mins)	T tasks Ss to read about two different examples of activist events and complete a chart about each of them.	Ss read the texts and complete the charts.	T monitors the activity.
Transition: Guidaí loves animals and is planning an event to promote the neutering and spaying of pets and strays. What do you think of her plan of action?			
(5 mins)	Ss read Guidaí's event plan and flyer and answer some questions.	Ss read the event plan and flyer to answer the questions.	Oral correction will be done.
<p>Follow up:</p> <p>Get in groups discuss the different protest forms that we worked with. Consider these points:</p> <ul style="list-style-type: none"> • Number of people the protest could reach or affect • How it would be received by the media and public • What kind of people they are most likely to attract • The overall impression they are likely to make 			

PROJECT: ORGANIZE A CHARITY/PROTEST EVENT

Organizing:

1. **Decide your cause:** choose an issue that you all feel strongly about (environment, animal protection, women's rights, helping the elderly, etc.). Think of three reasons why it is an important issue.
2. **Decide what kind of event** are you going to organize: a *flashmob, carrot mob, march, sit-in, bike ride*, etc. Take into consideration:
 - the number of people the event could reach or affect,
 - what kind of people you are most likely to attract,
 - how it would be received by the media and public.
3. **Plan the advertisement** of your event (*social media, posters, etc.*)
4. **Discuss your finances** You have a budget of \$ 500 to spend, decide how you are going to spend it.

Getting to work:

5. **Create** a slogan.
6. **Create** a *leaflet/poster/social media announcement* for your campaign (choose at least one).

Presenting your event:

7. **Make the presentation of your event** to your class or **Create a video** presenting your event.
8. **Present the teacher:**
 - a **plan** containing all the decisions you made (you can adapt the one in the lesson).
 - the **leaflet, poster and/or social media announcement** created for your event.

Price list

- **Leaflets:** \$10 for 100 b/w leaflets or 50 color leaflets.
- **Posters:** \$15 for 50 posters
- **T-shirts:** \$15 per t-shirt
- **Advertisement on bus:** \$150
- **Using a local celebrity:** \$100
- **YouTube video:** \$120

Theme: Life-changing moments

Topic: 4. Following your passion.



Aims:

- To work with a video.
- To foster predicting skills.
- To practice listening.
- To work with the topic of *following your passion*.
- To enhance collaborative skills by fostering discussion between students.
- To practice writing, aiming at sharing Ss' thoughts and ideas about a topic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	<p>T shows Ss three questions and asks for volunteers to read them aloud. Then, T asks them what they have in common.</p> <p>What do you think about the concept of “following your passion” or “pursuing your dream”?</p>	<p>Some Ss volunteer to read the quotations aloud. They answer the T's questions.</p>	<p>Ss share their answers orally.</p>
Transition: We learnt about Marcelo in a previous lesson in which we learnt about his passion and that he is a lifelong learner. Do you remember him?			
(4 mins)	<p>T asks Ss to complete a chart about Marcelo to see what they remember.</p>	<p>Ss complete the chart with the information you remember about Marcelo Bossio.</p>	<p>Some Ss come to the board to complete the chart.</p>
Transition: As we learnt in that moment, for Marcelo his passion is very important in his life since he decided to pursue his dream and devoted his life to it.			
(4 mins)	<p>T asks Ss:</p> <p>-<i>What do you think he is going to talk about? Tick your option/s:</i></p>	<p>Ss think of the possible topics Marcelo Bossio is going to talk about in his video and tick some options.</p>	<p>Ss share their answers.</p>
Transition: Let's watch this video where Marcelo gives us a message!			

(7 mins)	<p>T plays the video for the Ss and asks them to check their options.</p> <p>T plays the video again and asks Ss to put some statements in the correct order according to how they appear in the video.</p>	<p>Ss check their predictions.</p> <p>Ss watch the video again and put the sentences in the correct order.</p>	<p>Oral correction will be done.</p> <p>Key:</p> <table border="0"> <tr> <td>—</td> <td>6</td> <td>—</td> <td>5</td> </tr> <tr> <td>—</td> <td>8</td> <td>—</td> <td>2</td> </tr> <tr> <td>—</td> <td>4</td> <td>—</td> <td>9</td> </tr> <tr> <td>—</td> <td>10</td> <td>—</td> <td>3</td> </tr> <tr> <td>—</td> <td>7</td> <td>—</td> <td>1</td> </tr> </table>	—	6	—	5	—	8	—	2	—	4	—	9	—	10	—	3	—	7	—	1
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(5 mins)	<p>T asks Ss to watch the second part of the video and complete some sentences with one word.</p>	<p>Ss watch the video again and complete the sentences.</p>	<p>Ss share their answers with their partners.</p> <p>Key:</p> <p>1- neighbors, culture 2- China, speak 3- teaching 4- colleagues, instruments</p>																				
(3 mins)	<p>T asks Ss to get in pairs and discuss what they remember about the video. T asks Ss:</p> <p><i>-Why is English important in Marcelo's career? Name the reasons he indicates.</i></p>	<p>Ss exchange ideas about the video in pairs and they answer the T's question.</p>	<p>Ss share their ideas orally.</p>																				

Transition: What other languages does he mention as important to learn nowadays?
Choose the correct options.

(6 mins)	<p>T asks Ss some questions:</p> <p><i>-Why is it important to learn those two languages in his opinion?</i></p> <p><i>-Was his journey to becoming recognized as a drummer easy?</i></p> <p><i>-What evidence do we have that music is Mape's passion?</i></p> <p><i>-Why was English important for him to follow his passion?</i></p>	<p>Ss answer the T's questions.</p>	<p>T monitors that Ss are on task.</p> <p>T helps Ss with their doubts.</p> <p>Some Ss read their answers aloud.</p>
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Transition: Mape wanted to give us an important message, what are the two most relevant suggestions he offers us?

(5 mins)	<p>T asks Ss to put the words in order to form the quotation Mape shared with them at the end of the video.</p> <p>Then, T asks Ss to get in pairs and discuss whether they agree or not with the quotation. T asks Ss for the meaning of the</p>	<p>Ss put the words in order to form the quotation. In pairs they discuss the meaning of it and</p>	<p>Ss share their ideas with their peers.</p> <p>T monitors and reads Ss' answers.</p>
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	quotation. Finally, T asks them to re-write with their own words.	they re-write it with their own words.	
(4 mins)	T tasks Ss to think about the quotations they discussed in the beginning of the lesson and decide which one they relate to the one Mape shared with them in the video. Then, T tasks Ss to consider the four quotations and think of all the words that come to their mind when they think of the concept of <i>following someone's passion</i> ?	Ss think of the quotations they discussed before and look for the one they find more similar to the one Mape shared in the video. Ss write down all the words that come to their minds when they think of the concept of "following someone's passion".	T monitors and listens to the Ss sharing ideas about the quotations. Some Ss come to the board and write words in the bubble.
(2 mins)	T tasks Ss for an exit ticket, they have to write down on a piece of paper their favorite idea or message about the topic: <i>following your dream</i> and give it to another classmate at random.	Ss write their favorite idea or message about the topic of today's lesson and give it to another classmate at random.	T monitors and helps Ss if necessary.

Follow up: Get in pairs and use the words that you wrote in the cloud to prepare a piece of writing titled: "Following your passion". Includes the ideas that you have of what following someone's passion involves, Mape's example and your own perspectives. Next class, read your text to your classmates.

Theme: Amazing Earth

Topic: 5. Learning a second language.



Aims:

- to reflect on the reasons and benefits of learning another language.
- to reflect on methods and strategies for learning a new language.
- to practice listening skills by watching a commercial.
- to practice reading skills.
- to reflect on how languages influence one another.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	T shows Ss a series of words in different languages and asks some questions: a. How many do you recognize? b. What do they mean? c. Can you pronounce any of them?	Ss read the words and answer the questions.	T encourages Ss to speak orally.

Transition: Now, let's see what Guidaí and Simon are talking about.

(4 mins)	T asks Ss to get in pairs and try and match the words with their corresponding language. T tells Ss that they can help themselves with the expressions used by Guidaí and Simon in the comic strip.	Ss get in pairs and match the words with their corresponding language.	Oral correction will be done.
	T asks Ss to read the DID YOU KNOW? section to learn about the Greek and Cyrillic alphabets.	Ss read the DID YOU KNOW? section.	<p>T monitors while Ss read the DID YOU KNOW? section.</p> <p>KEY:</p> <ol style="list-style-type: none"> 1. spasibo: Russian 2. thank you: English 3. paschi: Quechua 4. arigato: Japanese 5. grazie: Italian 6. todá rabá: Hebrew 7. ευχαριστώ: Greek 8. obrigado: Portuguese 9. danke: German

			10. merci: French 11. shokran: Arabian 12. gracias: Spanish 13. dobro: Serbian 14. ngiyabonga: Zulu 15. aguyjé: Guarani 16. xièxie: Chinese
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Transition: How many languages do you speak? Have you studied other languages? Which ones?

(8 mins)	<p>T asks Ss to get in groups and complete a graphic organizer with the reasons for learning another language. T explains that they can add more bubbles if they need to.</p> <p>T asks Ss to write two benefits of learning another language.</p>	<p>Ss get in groups and complete the graphic organizer.</p> <p>Ss write two benefits of learning another language.</p>	<p>T fosters Ss to express their opinions.</p> <p>T may act as a facilitator with vocabulary or language use.</p>
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Transition: Now, we're going to watch a TV commercial that's going to move you. You'll see!

(4 mins)	<p>T asks Ss to get in pairs and search for the “English for beginners” commercial on YouTube.</p> <p>T asks Ss to watch it for the first time and answer some questions.</p>	<p>Ss get in pairs, find the commercial, watch it and answer some questions.</p>	Oral correction will be done.
(6 mins)	<p>T asks Ss to watch the commercial again and write the different strategies and techniques the man uses to learn English.</p> <p>KEY: (he reads grammar explanations, he repeats the conjugation of verbs, he listens to audiotapes, he labels objects with post-it notes, he watches films in English, he repeats expressions)</p>	<p>Ss watch the commercial again and make a list of the strategies and techniques.</p>	Oral correction will be done.

Transition: How effective do you think each of these techniques and strategies are for learning a new language? Can you think of any other useful strategies?

(3 mins)	<p>T gives the Ss some possible activities to improve their English and asks Ss to write the numbers in the correct column of a chart.</p>	<p>Ss classify the different activities depending on the skills they refer to.</p>	Oral correction will be done.
		<p>KEY:</p> <ul style="list-style-type: none"> grammar/vocabulary: 1-6 	

	T explains that all these activities help with all skills, but they can help them more with a specific skill.		<ul style="list-style-type: none"> speaking/ pronunciation: 4-5 writing: 2-8 listening: 3-7
(3 mins)	T asks Ss to think of two more things they can do to improve their English.	Ss write two more things they can do to improve their English.	T encourages Ss to read their sentences aloud.
(8 mins)	T asks Ss to get in pairs and ask each other some questions. They have to answer True, False or Not Sure (NS). T asks them to justify their answers.	Ss get in pairs and answer the questions.	T fosters Ss to give their opinions.

Transition: These are some words that have been borrowed from other languages but have become part of day to day English vocabulary. Do you know their meaning? What about their origins?

(5 mins)	T asks Ss to read a text about how English was influenced by other languages. Then, T asks Ss to get in pairs and classify some words depending on their origin.	Ss read the text, get in pairs and classify the words according to their origins.	<p>Oral correction will be done.</p> <p>KEY:</p> <p>Spanish: guacamole, chocolate</p> <p>Greek: arachnophobia, philosophy</p> <p>Italian: al dente, cello</p> <p>Arabic: harem, algebra</p> <p>German: hamburguer, kindergarten</p> <p>Latin: habeas corpus, senator</p> <p>French: ballet, chef</p> <p>African: safari, zebra</p>
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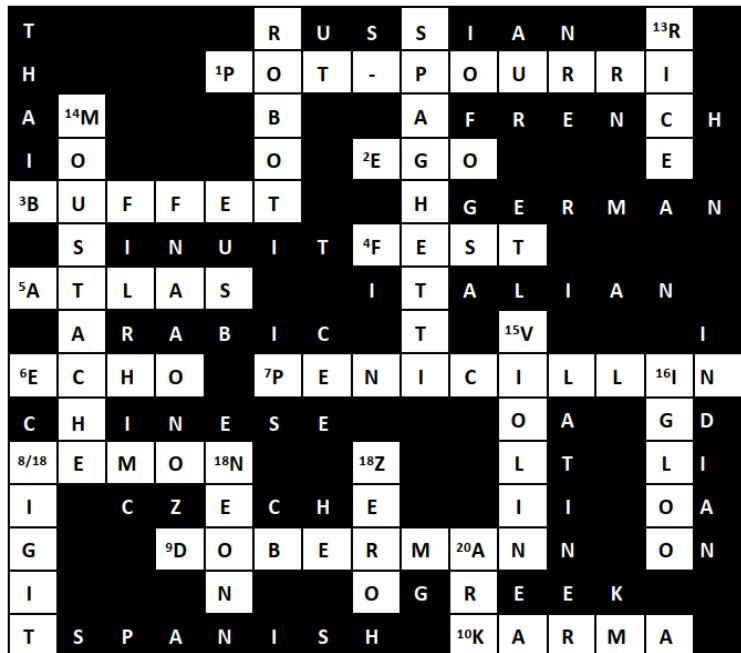
Follow up: Complete the crossword with words coming from different languages. Can you guess what their origins are?

KEY:

ACROSS

1. pot-pourri: French
2. Ego: Greek
3. Buffet: French

4. Fest: German
 5: Atlas: Greek
 6. Echo: Greek
 7. penicillin: Latin
 8. demon: Greek
 9. Doberman: German
 10. Karma Hindi
DOWN
 11. Robot: Czech
 12. spaghetti: Italian
 13. rice: Chinese
 14. moustache: French
 15. violin: Italian
 16. Igloo: Inuit



17. digit: Latin
 18. neon: Latin
 19. zero: Arabic
 20. ark: Latin

PROJECT: LET'S LEARN ABOUT THE ENGLISH LANGUAGE

One of the reasons why English has such a huge vocabulary- estimated to be more than two million words- is that English has borrowed words from up to 350 other languages.

Get in groups and choose one of these topics to create a presentation, report, or video about it.

There have been some important events that defined the English language:

- Colonial times imports
- Celts migrations
- Norman invasion and occupation
- Roman occupation
- Viking invasions
- Renaissance
- Germanic settlements
- modern imports

CREATE A TIMELINE ORDERING the EVENTS/SITUATIONS and adding time marks and examples.

CHOOSE WORDS AND WRITE THEIR MEANING, ETYMOLOGY (origin of the word) AND HOW HAS IT CHANGED THROUGH TIME TO ITS ACTUAL VERSION.

For example, *JUNGLE*: an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.

Borrowed from Hindi जंगल / Urdu جنگل (jaṅgal), from Sanskrit जङ्गल (jaṅgala, “arid, sterile, desert”).

It became an English word around the 1770s because of the British colonization of India.

CHOOSE ONE OF THE ABOVE AND RESEARCH HOW THAT EVENT or HISTORICAL MOMENT INFLUENCED ENGLISH.

For example, how did the Renaissance -from the 1400s to 1600s- influence English?

ALL LANGUAGES BENEFIT FROM OTHER KINDS OF WORDS TOO. THINK OF:

Eponyms: (America, Fahrenheit)

Portmanteau words: cosplay (costume + roleplay)

Words from Mythology: siren, unicorn

Acronyms: asap, omg

Clipped words: burger, vet

EXPLAIN WHAT THESE ARE AND GIVE SOME OTHER EXAMPLES OF EACH OF THEM.

SOME NOTES:

- **French** – legal: *court, attorney*, words for the meat of an animal; words referring to food, words referring to politics and diplomacy: *monarchy, passport, chancellor, embassy, regime*
- **Latin** – scientific and medical words (virus, fetus, abdomen, fungus) political and legal terminology (habeas corpus, legislate, senator, veto, vice, moderator) .
- **Greek** – scientific and medical terminology (for instance -phobias and -ologies), Christian theological terminology.
- **Spanish** – originated in Amerindian civilizations (Caribbean: cannibal, hurricane; Nahuatl: tomato, coyote, chocolate; Quechua: potato; Taíno: tobacco), or Iberian Romance languages (aficionado, albino, alligator, cargo, cigar, embargo, guitar, jade, mesa, paella, platinum, plaza, renegade, rodeo, salsa, savvy, sierra, siesta, tilde, tornado, vanilla etc.).
- **Italian** – words relating to music(piano, cello, violin, fortissimo, allegro). Italian cuisine (pizza, pasta, al dente), architecture(dome, arch, piazza, balcony)
- **Arabic** – words related to science and numbers: algebra, zero, zenith, nadir, chemistry, cipher, alcohol

Theme: Life-changing moments

Topic: 6. A new beginning.

Aims:

- To reflect about the importance of following someone's dreams from a personal life experience.
- To learn vocabulary about an equestrian discipline practiced in Uruguay and equestrian gear.
- To foster critical thinking skills by providing opinions.
- To practice reading.
- To practice writing.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	<p>T writes a quote on the board and ask Ss these questions:</p> <ul style="list-style-type: none"> -<i>What's your opinion about it?</i> -<i>What do you think happened to Alfonsina?</i> <p>T asks Ss:</p> <ul style="list-style-type: none"> -<i>What situations may cause a sudden change in people's lives? Why?</i> 	Ss read the quote and answer the teacher's questions.	Ss share their ideas orally.

Transition: We tend to think that our lives are going to be always the same, or more or less the same. We don't generally stop to look around us, and see that many people have problems or health issues. We just keep on going until something difficult happens to us, and in that moment we start to think our lives over. Alfonsina's story is one of perseverance and strength, a story from which to learn.

(10 mins)	<p>T asks Ss to read the text and answer some questions:</p> <ol style="list-style-type: none"> 1- <i>How would you describe Alfonsina?</i> 2- <i>What life changing situation happened to her?</i> 3- <i>What's her occupation?</i> 4- <i>Has she competed in any international Games? When?</i> 5- <i>What's her approach towards achieving her objectives? What does she suggest doing?</i> 	Ss read the text and answer the T's questions.	Some Ss share their answers while others come to the board to write them on the board. T checks Ss' answers and makes comments if necessary.
(7 mins)	<p>T asks Ss to write two true and two false statements about Alfonsina. Then, T explains they have to exchange their statements with another partner and the partner has to guess which are true and which are false.</p>	Ss write two true and two false statements about Alfonsina. Then, they exchange their statements with a	T monitors and makes corrections or comments while listening to the Ss.

		partner who has to say which statements are true and which are false.	
(7 mins)	T asks Ss to read the text again and number the events in the order in which they happened.	Ss read the text again and put the events in the order they happened.	Ss share their answers orally. Key: a) 6 b) 3 c) 8 d) 7 e) 1 f) 5 g) 4 h) 2

Transition: Alfonsina talked about the equestrian discipline she practices. Let's learn a bit more about it.

(4 mins)	According to the description that Alfonsina gave about the equestrian discipline she practices, read the three descriptions and choose which one DRESSAGE is.	Ss read the three descriptions and try to find out which one Dressage is.	Oral correction will be done. Key: b) DRESSAGE
(5 mins)	T asks Ss to look at Alfonsina's photo and match the equestrian gear to the corresponding pictures. T explains there is an example.	Ss look at the pictures and match the equestrian gear to the corresponding pictures.	T monitors and helps Ss if necessary. Some Ss come to the board to write the words next to the corresponding pictures.
(6 mins)	T asks Ss to use some of the words from the previous activity to complete the sentences.	Ss read the sentences and complete them with some of the words from the previous activity.	Ss read the sentences aloud to do the correction. Key: 1- gloves 2- helmet 3- breeches 4- saddle 5- riding crop

Follow up: Now, get in groups of four. The teacher will choose a picture for each group and you will have to imagine what the situation was in the moment the picture was taken. Think of everything: the place where the picture was taken, when it was, what Alfonsina was doing at that moment, how she was feeling, who she was with, etc. Write a story based on that picture with all the information you discussed and the reasons why that day was important in Alfonsina's life. You may want to include some vocabulary about equestrian gear too.

Theme: Life-changing moments

Topic: 7. Behind the wheel for the first time.

Aims:

- To foster reading and speaking skills
- To learn more about traffic laws in our country
- To encourage students' creativity.
- To work with authentic material.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss a picture and asks some questions about it: <i>Where is the boy? What can you see in the photo? What's going on? How old do you think he is? Why?</i> T asks ss to put into the boy's shoes and describe the moment.	Ss answer to the T questions. Ss put themselves into the boy's shoes and describe the moment.	T encourages oral participation. T elicits vocabulary from ss. T activates ss' schemata.
Transition: Do you know how to drive a car? ride a motorbike? How was your first time behind the wheel?			
(5 mins)	T asks ss to read Guidai's opinion about driving and write a similar text expressing their own opinion.	Ss read the text and write a similar text.	T may help ss who need it. T monitors ss while they are working.
	T asks ss to follow a link to read about the law 18.191 T asks ss to read the law and answer some questions. T asks ss to read the law again and complete some sentences.	Ss read the law and answer the questions. Ss read the law and complete the sentences.	T may help ss with technoloy issues. T may explore the lay with ss. T monitors the activity.
Transition: Now that you have learned more about traffic laws, do you feel more confident? What else would you like to learn?			

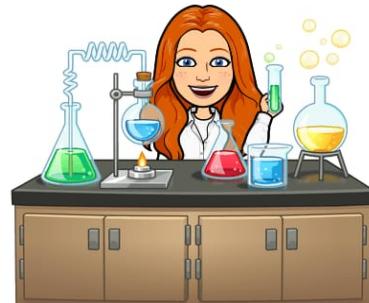
(15 mins)	<p>T asks ss to read some driving steps and use words from the box to complete the sentences.</p> <p>T asks ss to put the steps in a logical order.</p> <p>T asks ss to use words from the previous activity to label the pictures.</p>	<p>Ss read and complete the sentences with the words given.</p> <p>Ss order the steps.</p>	<p>T monitors the group.</p>
<p>What do you think is the most difficult thing about driving? What do you need to have a permit? and a license?</p>			
(15mins)	<p>T asks ss to walk around the classroom and complete the chart with information about their classmates.</p> <p>T asks ss to write sentences with information from the chart.</p>	<p>Ss ask questions to their classmates and complete the chart.</p> <p>Ss write sentences using information from the chart.</p>	<p>T monitors and ensure that ss are using L2 to communicate.</p>
<p>Follow up: T asks ss to create a flyer with tips to be a good driver, don't forget to include information from the law 18.191 !</p>			

Theme: Life-changing moments

Topic: 8. Women in STEAM.

Aims:

- to promote Ss' speaking skills by asking them to discuss in pairs a given topic.
- to develop Ss' reading skills by asking them to work with a text
- to foster Ss' writing skills by asking them to describe an important scientist.
- to promote Ss' critical thinking by providing them with the opportunity to talk about gender equality.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to look at these pictures and say which of the jobs are typically done by men, or typically done by women. Are there any (good) reasons for this? Discuss in pairs or small groups.	Ss describe the pictures.	T encourages Ss to express their ideas.

Transition: Do you think that there are some jobs that are just for men or just for women?

10 (minutes)	<p>T asks Ss to get in pairs and discuss the statements below. Do you particularly agree (or disagree) with these statements?</p> <p>T provides Ss with an SOS box.</p> <p>T asks Ss to read the text below and take some notes of the key concepts that involve the idea of STEAM.</p> <p>T asks Ss to compare their notes.</p>	<p>Ss work in pairs and discuss the statements.</p> <p>Ss read the text and take notes.</p>	<p>T acts as a facilitator by providing Ss with an SOS BOX to help them express their ideas.</p>
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Transition: There are Uruguayan women who succeed in the field of science. Let's meet one of them.

(10 mins)	<p>T asks Ss to read an interview with a woman living in Germany and take notes of the things that call their attention from her life. María Eugenia is an ISL godmother. For example, what is her job?</p>	<p>Ss read the text and take notes.</p>	<p>T acts as a facilitator.</p>
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Transition: There are lots of women all over the world who have made history.

(5 mins)	T provides Ss with a poster. T asks Ss to choose one of these outstanding female scientists and find information about her. Why do you think her job was so important in the field of science?	Ss look at the poster and choose one of the outstanding female scientists and find information about her.	T monitors the activity.
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Follow up: T asks Ss to look at the poster and write a paragraph describing what they interpret from what they see. Then Ss go to the website and check their ideas.

Theme: Life-changing moments

Topic: 9. Moving to the Land of Lincoln.

Aims:

- to foster Ss' speaking skills by asking them certain questions regarding living in another country.
- to motivate Ss by working with a video.
- to promote Ss' speaking skills by asking them to discuss in pairs future possibilities.
- to develop Ss' reading skills by asking them to work with a text written by Natalia.
- to promote Ss' critical thinking by providing them with the opportunity to think about the possibility of traveling abroad.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to think about these questions and take notes: Why do people have the need to move to another country? What feelings arise when facing that moment? Do you know people that have made that decision? How have they described that experience? What things might be hard to leave behind when moving to another country? T asks Ss to get in pairs and share their answers.	Ss take notes. Ss get in pairs and discuss their answers.	T encourages Ss to speak in L2. T tells Ss that there are no right or wrong answers at this stage.

Transition: Let's meet someone who traveled to the land of Lincoln.

10 (minutes)	T asks Ss to watch video #1 that was sent by the teacher Natalia Fernández. What is her name? Where is she from? Where is she studying? What is her occupation? Did she travel alone?		
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	<p>What is she studying there? How does she describe the place?</p> <p>T asks Ss to watch video #2 and order these events in Natalia's life:</p> <p>She became a teacher. She got a Fulbright scholarship to study Educational research and assessment. She won some prizes. She had a daughter. She became a writer. She wrote some novels. She had a son. Her plans to become a doctor were left aside. She earned a master's degree in education. She got pregnant.</p> <p>Video #3 Listen and complete. Ezequiel is _____</p> <p>Josefina studies in _____ The hardest part was _____ Natalia says that sports make a difference. Ezequiel practices _____ Josefina practices _____</p> <p>T asks Ss to watch video #4 and answer What are the things that she misses the most?</p>	<p>Ss watch videos and do the activities.</p>	<p>T plays the video as many times as necessary.</p> <p>Video #2 She got pregnant. Her plans to become a doctor were left aside. She had a son. She became a teacher. She had a daughter. She became a writer. She wrote some novels. She got prizes. She earned a master's degree in education. She got a Fulbright scholarship to study Educational research and assessment.</p>
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Transition: Let's find out more about her experience.

(10 mins)	T provides Ss with a text and asks Ss to find expressions that describe her experience.	Ss read the text and find expressions.	T monitors while Ss work on the activity.
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Transition: This experience enriched Natalia in many ways. Let's watch her final message.

(5 mins)	T asks Ss to watch Video #5 What is her final message for you?	Ss watch the video and find her final message.	T monitors the activity.
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	<p>T asks Ss to get in pairs and discuss the following questions:</p> <ul style="list-style-type: none"> -Would you change your lifestyle if you could? How? -Would you enjoy working from home? Why? Why not? -Would you like to travel and work abroad? Where? -What types of things make a place feel like home? -What are the things that you love about your country? 	<p>Ss get in pairs and discuss the questions.</p>	
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Follow up: T asks Ss to compare their town/city to Illinois.

Comparing neighborhoods

Cost of living

Crime rates

Employment

Transport

Shopping amenities

Healthcare and hospitals

Sports and fitness

Arts and culture

EXTRA ACTIVITY: Iván Quintana traveled to the USA in the Youth Ambassador program.

Watch the videos and find the most relevant information he shared with us.

PROJECT: Moving to live in another place. T asks Ss to create a moving checklist of things to bear in mind when moving to study or live in another place.

Theme: Life-changing moments

Topic: 10. Life after high school.

Aims:

- to motivate Ss by working with an issue most of them would face the following year.
- to develop Ss' speaking skills by asking them to describe the given pictures.
- to encourage Ss by working with different visual aids.
- to foster teamwork by asking Ss to work cooperatively.
- to motivate Ss by asking them to create memes.
- to lower Ss' affective filters by working with a topic most of them may like.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by providing Ss with some pictures. T asks Ss to describe the pictures orally.</p> <p>T provides Ss with some phrases, asks Ss to match phrases and pictures and write sentences. (There is more than one correct answer.)</p> <ul style="list-style-type: none">-a great success-an amazing opportunity-a big risk-a good role model-a new skill-a new experience-an inspiring idea-a new home-some good luck-a big decision-some good advice-valuable knowledge-a life-changing experience-an amazing experience <p>Example: We moved to a new home when I was 12.</p> <p>Mum took a big risk when she opened a clothes store.</p>	<p>Ss look at some pictures and describe them orally.</p> <p>Ss match the given phrases and pictures and write sentences using the given phrases.</p>	<p>T encourages Ss to express their ideas in L2.</p> <p>T acts as a facilitator by providing Ss with an SOS BOX to help them express their ideas.</p>
Transition: How do you feel about changes? Let's discuss.			

10 (minutes)	<p>T tasks Ss to get in groups of three. SPEAKING ACTIVITY Write 2 advantages and 2 disadvantages for these topics:</p> <p>STUDYING AT UNIVERSITY GETTING A JOB MOVING OUT SHARING ROOMS GETTING A SCHOLARSHIP GETTING AROUND THE CITY FINDING OWN STYLE GETTING THE CAR DRIVER'S LICENSE MANAGING OWN MONEY</p> <p>T tasks Ss to use the ideas they came up with and discuss the following questions:</p> <p>What are your plans for next year? How can you imagine your life? Will you go through a life-changing experience? How do you imagine that moment? What change would represent the greatest challenge? Who will help you?</p>	<p>Ss get in groups of three.</p> <p>Ss write 2 advantages and 2 disadvantages for the given topics.</p>	<p>T monitors grouping.</p> <p>Ss use the ideas they came up with and discuss the given questions.</p> <p>T encourages Ss to speak in L2.</p>
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Transition: Sometimes there are defining moments in our life that make us take life-changing decisions.

(10 mins)	<p>T tasks Ss to read an article that was published in the school newsletter. Read it and answer these questions:</p> <p>1 How did the writer feel at the beginning? 2 When did the writer's first day start to improve? 3 How would you describe the writer's personality? 4 What do you think was the best thing that happened to him on this day?</p> <p>After Ss answer the questions, T asks: What can go wrong on the first day of class?</p>	<p>Ss read an article that was written in the school newsletter and answer some questions.</p> <p>Ss say what can go wrong on the first day of class.</p>	<p>T monitors while Ss read the article.</p>
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Transition: Sometimes what we expect is not what really happens.

(5 mins)	T shows Ss some memes and asks them to talk about them. T provides an example. Example: <i>I expected to party every night and get home at any time but I ended up studying every weekend for tests and exams.</i>	Ss look at some memes and talk about them.	T monitors while Ss give their opinions.
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Follow up: T asks Ss to create their own memes and share them with the class.

Theme: Life-changing moments

I did it!

Topic: 11. Stepping out of your comfort zone.

Aims:

- to motivate Ss by working with different visual aids.
- to promote Ss' speaking skills by asking them to discuss in pairs a given topic.
- to develop Ss' reading skills by asking them to work with a text
- to foster Ss' writing skills by asking them to write a paragraph.
- to promote Ss' critical thinking by providing them with the opportunity to talk about stepping out of their comfort zone.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class by showing a picture and asks Ss to talk about it.</p> <p>T provides Ss with a definition of "comfort zone".</p> <p>T elicits situations that can make us step out of our comfort zone.</p> <p>T shows a poster to help them.</p>	<p>Ss look at a picture and talk about it.</p>	<p>T encourages Ss to speak in L2.</p> <p>T tells Ss that there are no right or wrong answers at this stage.</p>

Transition: Look at the diagram I found in a magazine. It does not only show the comfort zone but other zones, too.

10 (minutes)	<p>T provides Ss with a diagram. The diagram shows comfort, fear, learning and growth zones.</p> <p>T asks Ss to get in pairs and complete the missing information with these words:</p> <p>GOALS OPINION SAFE LIVE CHALLENGES</p> <p>KEY</p>	<p>Ss get in pairs and complete the missing information.</p>	<p>T monitors the activity.</p>
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T asks Ss to get in pairs and find situations to exemplify each zone.

T asks Ss to write down the examples.

Transition: Linda and Duma had a hard time when they first came to Uruguay. Let's read what Linda wrote.

(10 mins)

T provides Ss with a text written by Linda. T asks Ss to read the text and find situations that show how Linda has experienced the situations described in the diagram.

Ss read the text and find situations for each comfort zone from the diagram.

T acts as a facilitator in case Ss need help with vocabulary.

Transition: "You never change your life until you step out of your comfort zone." Do you agree with this statement?

(5 mins)

T asks Ss to read the poster and say if they agree with the statements or not and also justify their opinions. T provides Ss with an SOS box.

Ss discuss the statements.

T monitors the activity.

Follow up: So what one step will you take to move out of your comfort zone?

T asks Ss to write a short paragraph to answer the question.

PROJECT: Stepping out of the comfort zone. Look at this photo. It was taken in Highschool Number 1 "Mario W. Long" in Young. How did these women step out of their comfort zone?

Theme: Life-changing moments

Topic: 12. Political systems.

Aims:

- to develop reading and speaking skills.
- To learn vocabulary related to politics.
- To reflect on different political systems around the world.
- to foster discussion about politics.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows Ss some pictures of different series and asks them: - <i>What are these pictures about?</i> - <i>What do they have in common?</i>	Ss answer the questions.	T elicits vocabulary. T activates Ss's schemata.
Transition: Let's see how much you know about politics.			
(7 mins)	T asks Ss to get up and ask questions to their classmates to fill a chart. T instructs that they must not ask more than one question per classmate.	Ss to get up and walk around the classroom, asking questions to their classmates. They fill a chart with the name of the classmate and the answers to the questions.	T makes sure Ss understand the instructions. T monitors Ss while on task. T may offer help should Ss need it.
Transition: Uruguay is a democracy, let's read a little about this political system.			
(7 mins)	T asks Ss to read a text about democracy and answer some questions.	Ss read the text and answer the questions.	Oral correction will be done.
Transition: As the text says, Democracy is not the only political system in the world. Let's see how much you know about other political systems.			
(7 mins)	T tasks Ss to get in pairs and write a short description of: - <i>Monarchy</i> : - <i>Constitutional monarchy</i> : - <i>Dictatorship</i> :	Ss get in pairs and write short descriptions of monarchy, constitutional	T monitors Ss while on task. T may offer help should Ss need it. Ss read their descriptions.

	T tells Ss they can Google the information.	monarchy and dictatorship.	See the suggested answers below.
(5 mins)	<p>T asks Ss to fill a chart with at least two countries for each type of government.</p> <p>T asks Ss to share their answers with the class.</p>	<p>Ss fill the chart.</p> <p>Ss share their answers with the class.</p>	<p>Ss share their answers with the class.</p> <p>See the suggested answers below.</p>

Transition: Now we're going to work a little with vocabulary.

(6 mins)	T asks Ss to complete a crossword with words related to the topic.	Ss complete a crossword with words related to politics.	Oral correction will be done.

Transition: There are many different aspects to politics. Some of them are pretty controversial.

(12 mins)	<p>T asks Ss to get in groups and choose one topic to consider and discuss:</p> <ul style="list-style-type: none"> - <i>What is your opinion about mandatory voting? Should voting be mandatory, like in our country, or optional, like in the USA?</i> - <i>It is often said that young people are politically apathetic. Do you agree with this opinion?</i> - <i>Do you think that there are enough women in politics? Do you agree with electoral gender quotas?</i> 	Ss get in groups and choose a topic to discuss.	<p>T monitors Ss while on task.</p> <p>T facilitates vocabulary if needed.</p> <p>T may offer help should Ss need it.</p>
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Follow up:

Project: Create your Political Party

Work in fours: You are going to create a new political party.

- **Think of a name for your new political party.**
- **Think of 5 policies for your political agenda: consider topics such as taxes, the environment, health, education, crime, etc.**
- **Expose your policies to the class. You have to persuade the class to vote for your party. You may use visual aids to help you.**
- **Vote for the best party and Win the elections.**

RESEARCH TIME: T asks Ss to find information about the requisites to obtain the “credencial cívica”.

Monarchy: Monarchy is a political system in which supreme authority is vested in the monarch, an individual ruler who functions as head of state. Usually inherited.

Constitutional Monarchy: In a constitutional monarchy the king or queen shares power with an organized government, for example, the British Parliament, and there is a constitution.

Dictatorship: it is a form of government in which one person or a small group possesses absolute power without effective constitutional limitations.

democracy	monarchy	constitutional monarchy	dictatorship
United States Uruguay Argentina	Saudi Arabia, Brunei (sultan), Qatar, Morocco, Oman (sultan), United Arab Emirates	United Kingdom, Belgium, Cambodia, Jordan, Denmark, Norway, Spain, Sweden, and Thailand.	Zimbabwe, Uzbekistan, North Korea.

Theme: Life-changing moments

Topic: 13. In the not-so-distant future.

Aims:

- to encourage Ss to think about future options.
- to develop Ss' reading skills by asking them to read quotes and dialogues.
- to lower Ss' affective filter by asking Ss to work in pairs.
- to develop Ss' writing skills by asking them to explain phrases.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class by showing Ss a poster with different quotes about life. T asks Ss to get in pairs and choose two quotes and talk about them.	Ss get in pairs and talk about the quotes.	T acts as a facilitator in case Ss need help with expressions about the quotes.

Transition: How often do people ask you about your future?

10 (minutes)	<p>T asks Ss to complete some sentences and then get in pairs and share.</p> <p>T asks Ss to read the dialogue between Emma and Nico and say what these expressions mean:</p> <ol style="list-style-type: none"> 1. It's been a long road. 2. I'm weighing my options. 3. I'm torn between two career options. 4. ... the first one would let me climb the ladder ... 5. ... I wouldn't be able to make ends meet in the beginning. 6. It's a tough call then. 7. Put the decision on the back burner. 8. I'm leaning towards studying art. 9. Cami'll follow in her mom's footsteps. 10. ... Freddie's got it all mapped out. 	<p>Ss complete some sentences and get in pairs and share.</p> <p>Ss read the dialogue and say what the given expressions mean.</p>	<p>T monitors the activity.</p> <p>T acts as a facilitator and may allow Ss to access the net or use dictionaries.</p>
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Transition: According to what you read, do you think Nico is an impulsive person?

(10 mins)	<p>T asks Ss to read the dialogue again and take notes of the characters' personalities according to what they say.</p> <p>Then the T asks Ss to choose from the given list which adjectives they think would describe each character.</p>	<p>Ss read the dialogue and take notes of the characters' personalities according to what they say in the dialogue.</p> <p>Ss match adjectives and characters.</p>	<p>T monitors the activity.</p>
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Transition: Emma is planning to pursue a career at university while Guidaí wants to start her own business. What about you? Would you like to be your own boss?

(5 mins)	<p>T provides Ss with a quiz.</p> <p>Imagine you had the chance of actually having your business, in what area would you like to work? Let's make a list.</p>	<p>Ss complete the quiz.</p> <p>Ss make a list of types of business they would like to start.</p>	<p>T monitors the activity.</p> <p>T acts as a facilitator in case Ss need help.</p>
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Follow up: T tells Ss: *When choosing a career you should consider some aspects because your decision will have a great impact on your future.*

EXTRA READING: Milagros Russo Márquez is an American girl of Uruguayan descendants. Her parents moved to the USA before she was born. Milagros already knows what she will do in the future. Let's read the text she wrote for us. What do you think about her?

Theme: Life-changing moments

Topic: 14. Happiness is an inside job.

Aims:

- to lower Ss' affective filter by giving Ss the chance of working in pairs.
- to develop Ss' listening skills by asking Ss to listen to a Uruguayan scientist.
- to develop Ss' reading skills by asking Ss to read infographics.
- to motivate Ss to think about the concept of happiness.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss to get in pairs and write words/phrases that relate to the concept of happiness.</p> <p>T asks Ss to share their ideas.</p> <p>T proposes a marker talk in which Ss write their ideas on the board.</p> <p>T shares this proverb and asks Ss what they think about it.</p> <p><i>There is no happiness; there are only moments of happiness.</i></p>	<p>Ss get in pairs and write words / phrases that they relate to the concept of happiness.</p> <p>Ss work on the board.</p> <p>Ss read the proverb and give their opinion.</p>	<p>T fosters Ss participation through the marker talk.</p>

Transition: Emma is working on little happy moments to improve her life.

10 (minutes)	<p>T asks Ss to look at the infographic about little happy moments.</p> <p>T asks Ss to tick the things they do to be happy.</p> <p>T asks Ss what things they would like to improve in their lives.</p> <p>T asks Ss to find information to complete the infographic by answering these questions:</p> <p>-How many hours should teens sleep?</p>	<p>Ss look at the infographic about little happy moments and tick the things they do to be happy.</p> <p>Ss answer what things they would</p>	<p>T monitors the activity.</p>
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	<p>-What is the correct amount of exercise you should do? -How often should you meditate? -What types of activities can improve creativity? -How important is it to spend time with friends face-to-face?</p>	<p>like to improve in their lives. Ss look for information to complete the infographic.</p>	
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Transition: What is the connection between happiness and the brain?

(10 mins)	<p>T asks Ss to look at the infographic and answer:</p> <p>1- What are the four chemicals of happiness? 2- What are their effects on people?</p> <p>How can we increase happiness levels?</p> <p>T asks Ss to classify several statements into four categories.</p>	<p>Ss look at the infographic and answer.</p> <p>Ss complete actions to improve happiness levels.</p>	<p>KEY:</p> <p>DOPAMINE</p> <ul style="list-style-type: none"> - meditate - long term goals - exercise regularly <p>OXYTOCIN</p> <ul style="list-style-type: none"> - socializing - listening to music - physical touch <p>SEROTONIN</p> <ul style="list-style-type: none"> - cold showers - sunlight - massage <p>ENDORPHINS</p> <ul style="list-style-type: none"> - laughter / crying - eat dark chocolate - creating music / art
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Transition: People find happiness in different ways. Look at the interview Emma did with Carla Rivera, a scientist living in Chile.

(5 mins)	<p>T asks Ss to listen to Carla and complete the diagram. Carla is an ISL godmother.</p> <p>T asks Ss: <i>Do you think Carla is a happy person?</i> <i>Why?</i> Find evidence in Carla's words.</p>	<p>Ss listen to Carla and complete the diagram.</p> <p>Ss answer the questions and find evidence in the text.</p>	<p>T acts as a facilitator and plays the video / audio as many times as necessary.</p>
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Follow up: T asks Ss to surf the net and answer the following question: Why are people so happy in Okinawa? T asks Ss to prepare a poster about Okinawans.

PROJECT: I have found my IKIGAI.

Ikigai is a Japanese concept that means your 'reason for being.' 'Iki' in Japanese means 'life,' and 'gai' describes value or worth. Your ikigai is your life purpose or your bliss. It's what brings you joy and inspires you to get out of bed every day.

SCRIPT:

My name is Carla Rivera.

I am a scientist. I studied a bachelor's degree in biological sciences at Facultad de Ciencias of the Universidad de la República. I am dedicated to investigating questions related to the interaction between human beings and the environment that can contribute to the conservation of nature.

I currently work as an investigator at the Center for Applied Ecology and Sustainability (CAPES) in Santiago de Chile. The center investigates various topics on environmental issues related to sustainable development. In my case, I work in the Population Dynamics, Global Change, and Socio-Ecological Sustainability Laboratory.

Also, I am doing my doctoral research in Biological Sciences, ecology option, in the Pontificia Universidad Católica de Chile. The doctorate degree is the highest degree that a university can award and is obtained by defending an original thesis.

I have been working at the center since 2015 where I collaborate with other researchers. Science requires teamwork, where communication is an essential tool. Through curiosity we ask ourselves questions, explain phenomena, and make discoveries and reach conclusions of a general nature.

What I like most about my job is that I don't get bored. Research requires constant observation, creativity and curiosity like asking questions about the processes that occur in the natural world around us. It is a job that is full of surprises, which invites you to discover the world and can be done at any age.

In the laboratory, I am the only woman and there are 5 men.

At this moment I am investigating what the causes of the degradation of natural ecosystems. On the one hand, the increase in temperature causes droughts and heatwaves and increases the risk of fires. On the other hand, the transformation of the environment as a result of human activities such as agriculture, which requires generating spaces to plant crops, causes deforestation. In addition, agriculture requires a large amount of water for irrigation and this limits the availability of water for the well-being of the environment. These impacts alter biodiversity and the proper functioning of ecosystems. Knowing the causes of degradation contributes with information to know where nature conservation efforts can be made.

What I would like to change of my job, and science in general, is that the amount of money invested to do research to increase. The environmental and social development of a country depends on investigation funding investigations.

The positive change that I have noticed in my workplace in the past years is related with the way of work. Today, there is more collaboration between researchers and integrating of different points of views and disciplines to answer scientific questions.

As an advice, I would like to say: Life is dynamic, we don't have to stay still in a space no matter how comfortable we are. We have to get out of our comfort zone. It is important not to stop learning because that keeps us active. For that you have to be curious and always ask questions. Bye.

Theme: Life-changing moments

Topic: 15. Starting over

Aims:

- to develop Ss' reading skills by asking them to read dialogues.
- to foster teamwork by asking Ss to work in pairs.
- to motivate Ss by asking them to work with a topic they may enjoy.
- to lower Ss' affective filter by asking Ss to work in pairs.
- to develop Ss' writing skills by asking Ss to write the end of a conversation.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss to get in pairs and discuss these questions: - When was the last time you said I'm sorry? What happened? - What can people do to apologize? - What things are easy to forgive? - Would you forgive someone who has told you a white lie? - Have you ever told someone a white lie?	Ss get in pairs to discuss some questions.	T monitors the activity.

Transition: Camila and Nico are dating but they are having some issues.

	T asks Ss to get in pairs and read the dialogue between Camila and Nico and predict why she is upset. T provides Ss with an SOS box. T asks Ss to match the expressions from the dialogue in bold to the correct meaning. 1. has been forever 2. What's new 3. same old 4. easier said than done 5. more lost than the moon in winter a- Nothing is different, everything is the same. b- What's different? c-Not as easy as it appears to be.		
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	d- Not understanding something or knowing what to do. e- a long time		
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Transition: As you can see, Camila and Nico are not on the same page. What does it mean?

(10 mins)	<p>T explains the meaning of “being on the same page”.</p> <p>T provides Ss with both versions of the story and asks: <i>Did Camila overreact?</i> <i>Why did Nico lie to her?</i> <i>Would you have done the same?</i> <i>Do you think Nico’s attitude was right?</i> <i>Why did Nico tell a white lie?</i></p> <p>T tells Ss: <i>Nico and Camila are a match made in heaven. Do you agree? Why? Why not?</i></p> <p>T asks Ss to look at what Camila posted on her social networks.</p>	<p>Ss pay attention to the teacher.</p> <p>Ss read both versions of the story and answer the questions.</p>	<p>T acts as a facilitator.</p> <p>T monitors the activity.</p>
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Transition: Finally, Nico and Camila solved their problems.

(5 mins)	<p>T asks Ss to get in pairs and write the conversation Camila and Nico had to get back together.</p> <p>T asks Ss to perform the dialogue.</p>	<p>Ss get in pairs and write the end of the conversation.</p>	<p>T acts as a facilitator in case Ss need help to write the dialogue.</p>
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Follow up: T asks Ss read the following quote.

T asks Ss to get in small groups and discuss these questions:

Who do you talk to about your problems?
 Why is that person a good person to talk to?
 What kind of problems do you share with your friends?
 What kind of problems do you keep to yourself?
 Who do you turn to if you need advice?

UNIT 5:

BEING HUMAN

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

- carry out a several discussions about interesting and motivating topics.
- reflect upon your reality and how you can impact on it.
- research on topics related to being human and how to understand some of their behaviors.
- develop your oracy skills by integrating other skills when focusing on giving their opinions and sharing your ideas about important topics.

Theme: Being Human

Topic: 1. Amazing Humans

Audio script 1, page 120

Nico: Hi girls! How are you doing? I am doing a poll for school and I need to discuss with people who their favorite people are.

Linda: my favorite person on Earth is Luis Suarez. I love the way he plays soccer but I love even more the way he is as a person. He is determined and gritty. And you Lua?

Lua: I love Luis Suarez but my number 1 person is Natalia Oreiro. I look up at her because she has a lifestyle that aligns with what I want for my life. And you Nico? You were asking us but you didn't tell us yours. Who's your favorite person?

Nico: I cannot tell you the name because I interview you but I will tell you that it's a soccer player you already mentioned.

Audio script 2, page 120

The most amazing person from Uruguay is the number 1 soccer player Luis Suárez. I got to know him because I was volunteering with a friend at Perez Sereini Foundation and he went to see and visit the children who were there. I know that he supports this foundation but what surprised me the most was that it was a totally unannounced visit. He just wanted to see the children and how they were dealing with their treatments. I love Suarez, but after seeing how he talked to the kids, how he encouraged and motivated them to keep on fighting made me love him even more. Something that stroke me was how he did all this activity mostly anonymously.

He received a phone call when he was there and he went to the corridor to take it. At that moment I thought to myself that I wanted to say hi. I approached him to ask for a hug and to thank him for all his great work. I got really surprised when he stayed for some minutes talking with me. He asked me about myself, if I studied and what I wanted to do for my future. It was a magic moment. I would treasure those minutes because I got to know a person I love and admire, and despite of being such a popular person, there is still some part of his life that remains private and I think that's so relevant and important.