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DIRECCIÓN GENERAL
DE EDUCACIÓN
INICIAL Y PRIMARIA

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EDUCACIÓN

Departamento
de Segundas Lenguas
y Lenguas Extranjeras

#LOVING URUGUAY

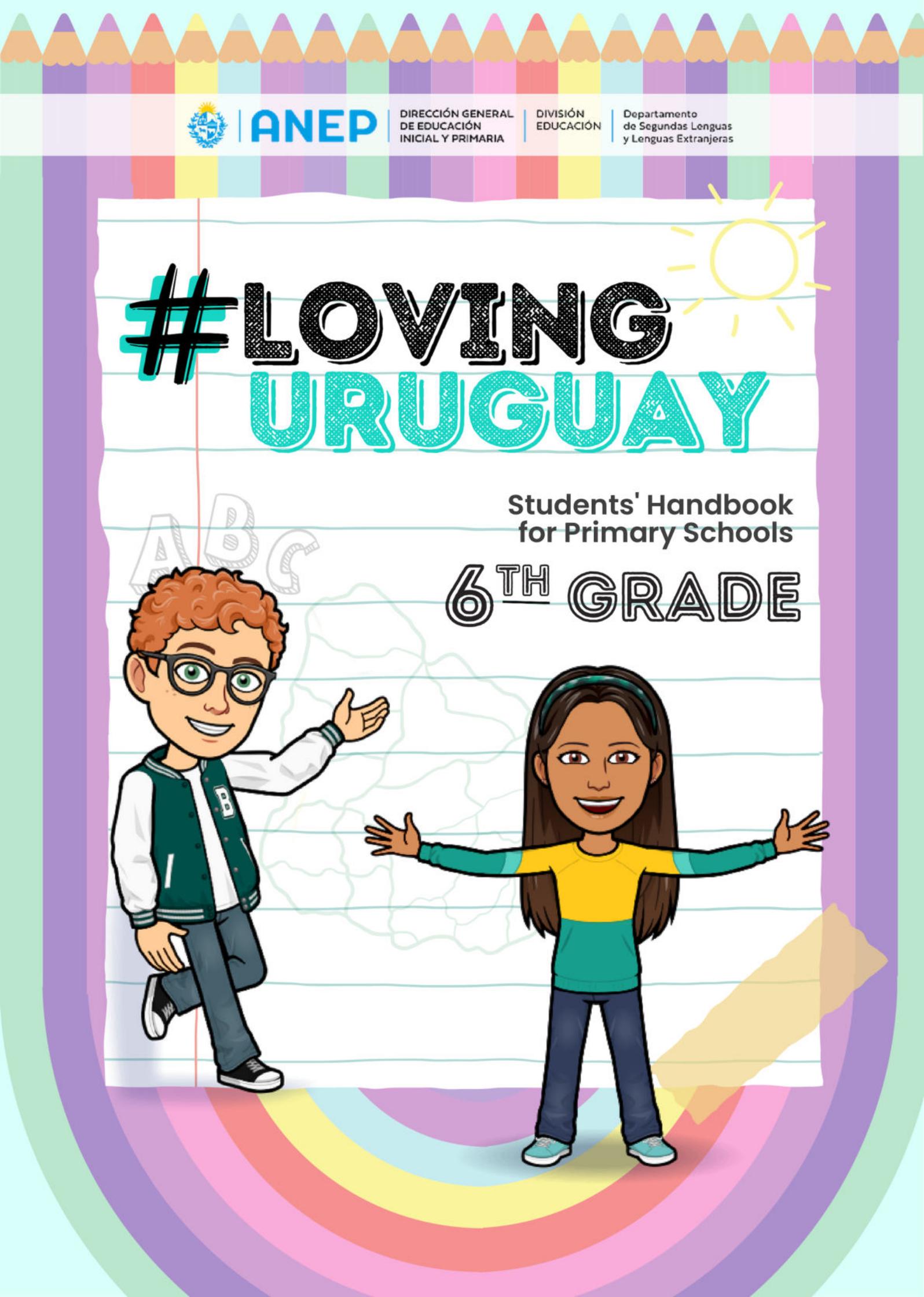
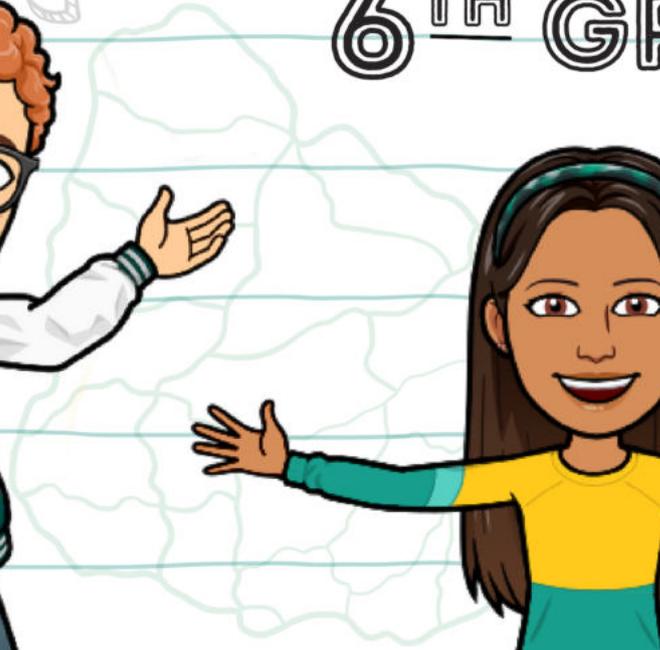


Students' Handbook
for Primary Schools

6TH GRADE



ABC





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- AL DR. ALDO RODRÍGUEZ, POR SU PERMANENTE DEDICACIÓN Y COMPROMISO CON LA CREACIÓN DE ESTOS LIBROS Y TODAS LAS ACCIONES DE LENGUA QUE SE DESARROLLAN A NIVEL DE POLÍTICAS EDUCATIVAS DE LA ADMINISTRACIÓN.
- A LA EMBAJADA DE EEUU, POR SU APOYATURA CONSTANTE A LA MEJORA DE LAS PRÁCTICAS EDUCATIVAS EN LENGUA INGLESA.
- A LA COMISIÓN FULBRIGHT, POR EL APOYO PERMANENTE A TODA INSTANCIA DE FORMACIÓN, PERFECCIONAMIENTO Y ACOMPAÑAMIENTO DOCENTE, ASÍ COMO POR TODOS LOS INTERCAMBIOS EDUCATIVOS A TRAVÉS DE LOS AÑOS.
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REFERENCES:



READ



WRITE



LISTEN



SPEAK / DISCUSS



LOOK



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY



SEARCH THE WEB



CORRECT / CHECK



SELF-ASSESSMENT



PLAY AN AUDIO



WATCH A VIDEO



COLOR



POINT / TOUCH



CUT



RECORD



MATCH



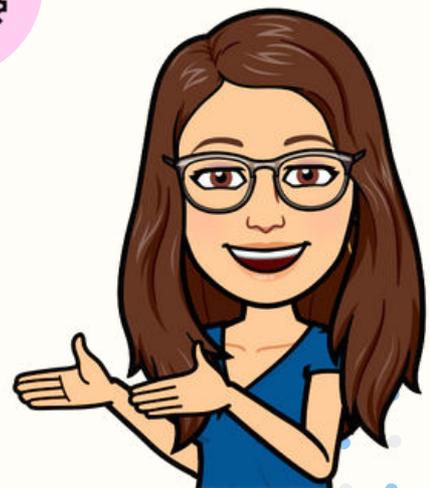
NUMBER / COUNT / ORDER



PLAY A GAME



CREATE / DESIGN



LET'S MEET OUR FRIENDS!

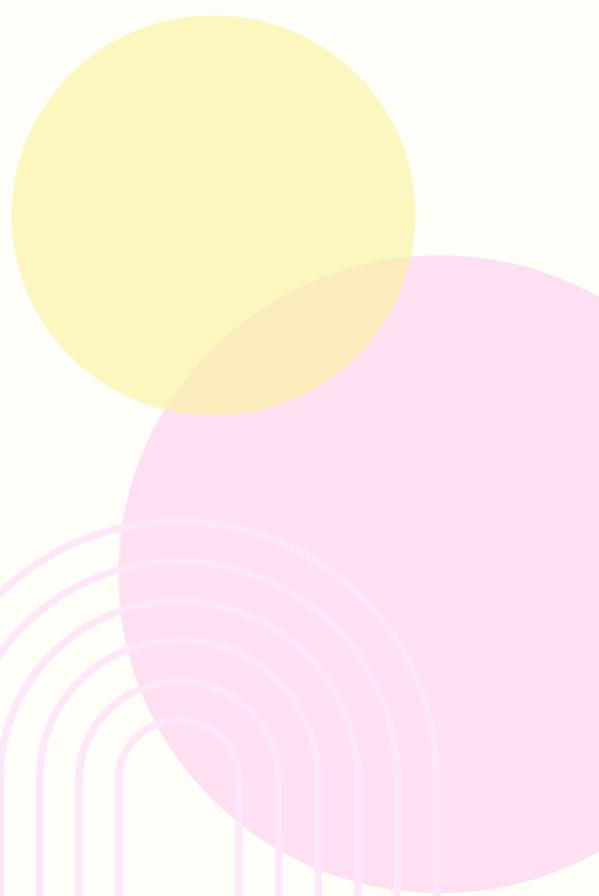
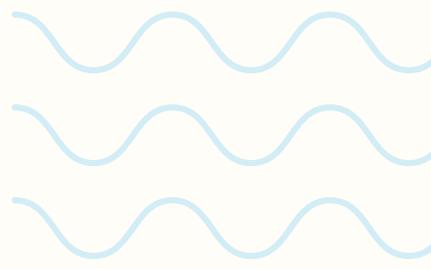
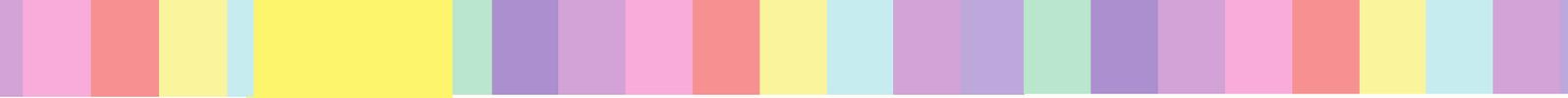


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UNIT 1

HELLO AGAIN

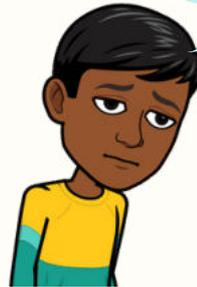


UNIT 1 - HELLO AGAIN

ACTIVITY 1 My class schedule.



My school schedule has lots of activities! What about you?



Now that you're going to a new school, I will miss you!



Don't worry! I will check my school schedule, so we can chat a little!



1 Complete the chart with your school subjects (English, art, physical education, etc.)



	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1						
2			Art			
3						
4						

2 Describe your class schedule to your partner.



Example: "On Tuesdays, we have art class at 9:30 a.m."

3 Pairwork: listen to the audio. Take notes.



WORD BANK

art • music • English
science • history • math
physical education
social studies • drama

4 Describe Emily's routine. *a*



On Fridays, she has drama classes. _____











5 Fill in the blanks with the correct expression.



1 **Student A:** I don't understand. _____

Teacher: Yes, of course! I was saying that Emma goes to the park on weekends.

2 **Student A:** I can't find my pencil. _____

Student B: Yes, here you are.

Student A: Thank you!

3 **Teacher:** Can you copy the date, please? Wednesday, ...

Student A: _____

Teacher: Yes! W-E-D-N-E-S-D-A-Y

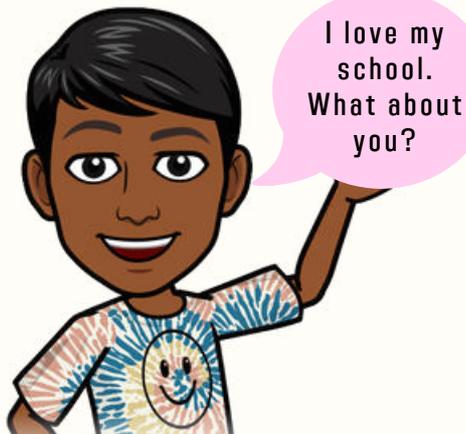
Student A: Thank you!

4 **Student A:** I don't remember the word! _____

Student B: It is a sharpener.

Student A: Yes! It was easy but I couldn't remember. Sharpener! Thanks!

Student B: You are welcome!



EXPRESSION BANK

Can I ask you a question?

How do you say it in English?

I don't understand!

Can you repeat, please?

Excuse me, I don't have a pencil.

Can I borrow your pencil, please?

Can you spell Wednesday, please?

Can I write the answers on the board, please?

Go to page 13.

6 Pairwork: role-play the dialogues above.



ACTIVITY 2 Daily routines.

1 Listen to the teacher and number the pictures.



Example: (teacher) Number 1: They go to school.



WORD BANK

get dressed
walk to school
play with friends
ride a bike
listen to music
play outside
walk my dog
go to sleep
study

2 Complete with: *where, when, what, how.*



- 1 _____ do you get up?
- 2 _____ is your routine in the morning?
- 3 _____ do you live?
- 4 _____ old are you?
- 5 _____ is your name?



3 Let's play BINGO!

- a Create your own bingo card: choose your favorite activities and create your bingo card.
- b Play bingo!

WORD BANK

get dressed
 walk to school
 play with friends
 ride a bike
 listen to music
 play outside
 walk my dog
 go to sleep
 study



4 Answer the questions about your daily routine.

Example: *When do you get up?*
I get up at 7:00 A.M.

REMEMBER



- 1 When do you go to school?

- 2 What time do you finish school?

- 3 What kind of activities do you do in the afternoon?

- 4 When do you play with friends?

- 5 What activities do you do in the evening?

5 Describe your daily routine on weekends. 

Example: *On Saturdays, I go to sleep at 12 o' clock.*

On weekend afternoons, I visit my grandparents.

1

2

3

4

5



ACTIVITY 3

Neil's routine.



I have a new friend at school! His name is Neil. Let me tell you about him!

WORD BANK

get dressed • walk to school
play with friends • ride a bike
listen to music • play outside
walk my dog • go to sleep
study

THIS IS NEIL.

He is 11 years old. At 8 o'clock, he gets dressed and has breakfast. Then, he studies and exercises. Neil **goes** to school in the afternoon. He likes playing with his friends after school. Neil goes to bed at 10:30 P.M.

On Saturdays and Sundays, Neil rides his bike with his brother and his best friend, Andrew. Sometimes, he plays basketball in the square. On Sundays, Neil visits his grandparents and has lunch with them.



1 **Highlight** the verbs in the text.

2 Think about Neil's routine. **Write** three questions about it.



Example: *When does Neil study?*
When does he go to school?

1

2

3

3 **Pairwork:** answer your partner's questions from activity 2.



ACTIVITY 4 All about Neil.

I really like Neil.
He's really funny!
How much do you
remember about
him?



1 Read the text about Neil's routine again. 

2 Tell the class: 

- What is Neil's routine?
- Is it similar to your routine?

3 Read and **circle** the correct answers (Yes or No). 

Student: What do you do in the morning?

Neil: I get up, get dressed, and exercise.

YES • NO

Student: What do you do in the afternoon?

Neil: From Monday to Friday, I take a shower and visit my grandparents.

YES • NO

Student: When do you play with your friends?

Neil: I play with my friends in the morning.

YES • NO

Student: How often do you ride your bike?

Neil: I ride my bike during the weekend.

YES • NO

Student: Where do you usually have lunch on Sundays?

Neil: On Sundays, I have lunch at home.

YES • NO



4 Write questions about your own routine. 
Write true or false answers to those questions.

Example: *Student: When do you do your homework?*
Me: I do my homework in the afternoon

1 _____

2 _____

3 _____

4 _____

5 _____

5 Pairwork: exchange dialogues, and decide if your partner's answers are true (T) or false (F).



1 _____ 4 _____
2 _____ 5 _____
3 _____



ACTIVITY 5

More routines.

Wow! Alice is my favorite singer!
I want to know everything about her!



1 Tell the class your routine.



2 These are Oliver, Lucy and Alice.



Can you predict their routines?



OLIVER



LUCY



ALICE

3 Listen to their routines. Were your predictions correct?



4 Listen again to Oliver, Lucy and Alice. 

Match the activities to the person who performs them. 



OLIVER



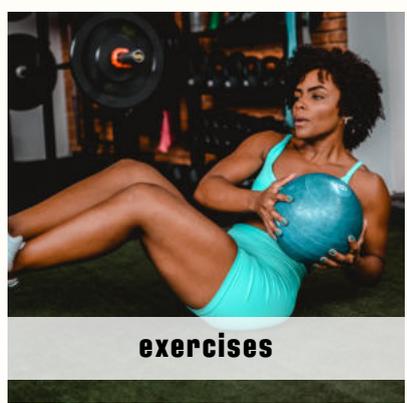
LUCY



ALICE



records podcasts



exercises



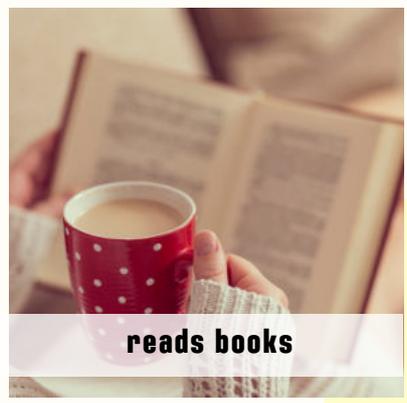
walks the dog



takes the bus



answers emails



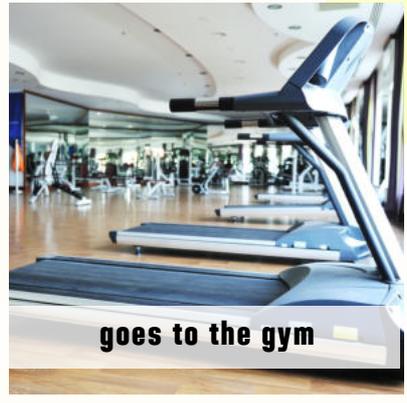
reads books



plays board games



cooks with kids



goes to the gym

5 Pairwork: tell your partner the answers to the questions below:



- 1 What is Oliver's routine?
- 2 Can you remember Lucy's routines?
- 3 What about Alice's routines?



OLIVER



LUCY



ALICE

6 Choose Lucy, Oliver or Alice. Describe his or her routines.



Example: *Lucy gets up at 8 o'clock.*
She plays board games.

1 _____

2 _____

3 _____

4 _____

5 _____

ACTIVITY 6 Practice.

Excellent! Now I know your routines! We can see each other after school.

Sure! I really miss hanging out with you too!



1 Listen to the audio file. 

2 Pairwork: tell your partner. 

- 1 What is Paul's routine?
- 2 What are his favorite days of the week? Why?
- 3 What are his favorite activities?

3 Listen to the audio again. 
Circle the correct answers.

Paul is **ten / eleven / twelve** years old. He lives in **Montevideo / Paysandú / Lavalleja**. He usually gets up at 7:30 A.M. He gets **dressed / has breakfast / takes a shower** and brushes his teeth. He walks to school. Classes start at 8:30 A.M. Paul has breakfast at school. He only drinks **milk / orange juice / tea**. He likes Tuesdays, Wednesdays and Fridays because he has English, physical education and **drama / art / math** classes. His best friend is Toby. He always has lunch next to him.

After school, he goes to the **park / square / grandmother's house**. He meets his friends to **listen to music and play football / play basketball and listen to music**. In the evening, he watches television and sometimes, he reads comics.

On weekends, he likes **reading and exercising / exercising and playing video games / listening to music and exercising**. On occasions, Paul visits his **grandparents / aunt / uncle** and studies with his **older cousin, Andrew / uncle / aunt**.



(image source: Pexels.com)



4 Ask each other questions about your daily routines.

Answer those questions. You can **write** them if you want.

1 _____

2 _____

3 _____

4 _____

5 _____

WORD BANK

get up • eat/drink for breakfast/lunch
 go to school • listen to music • favorite school
 activities/subjects • after school





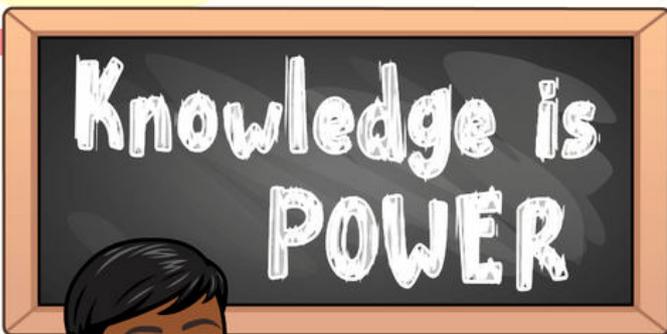
5 **OPTIONAL:** record the a video or audio describing your routines.

6 **Groupwork:** watch the videos (or listen to the audios) of your group.



7 **Give feedback:** tick ✓ the boxes.

			
... describes many activities.			
... says complete sentences.			
... speaks clearly and loudly.			



ACTIVITY 7

More practice.



1 Pairwork: choose a partner and order the sentences.

After school, he goes to the square. He meets his friends to play basketball and football.

He walks to school. Classes start at 8:30 A.M. Paul has breakfast at school. He only drinks milk.

He usually gets up at 7:30 A.M. He takes a shower and brushes his teeth.

His best friend is Toby. He always has lunch next to him.

Paul is eleven years old. He lives in Paysandú.

He likes Tuesdays, Wednesdays and Fridays because he has English, physical education and drama classes.

On weekends, he likes listening to music and exercising.

In the evening, he watches television. Sometimes, he reads comics.

2 Describe your routines during weekdays and weekends. *a* 

Lined writing area for describing routines during weekdays and weekends.

3 Pairwork: read your partner's description.  

Check for mistakes. 



4

SELF-ASSESSMENT: think about Unit 1 - "Hello again".



I need more practice in:

Blank writing area with horizontal lines.

WORD BANK

- Describing my daily routine
- Describing another person's routines
- Listening and understanding
 - Reading
 - Writing
 - Speaking



ACTIVITY 8 Assessment.

1 Listen to the audio. 

2 Order the activities. 

Finally, I go to bed at 11 o'clock. That's my day!

I get up at 7 o'clock, then, I take a shower, eat breakfast and brush my teeth.

Then, I have lunch at 1 P.M. I usually cook my meals.

I start working at 9 o'clock. I check my emails and answer most of them.

I go to work by bus at 8:30 A.M.

In the evening, I love to read! I have dinner at 9 P.M., and then I watch television.

After work, I walk my dog and clean my house.

3 Pairwork: tell your partner about Toby's routines. 



4 Read the text. 

She is Lizzy. She is 11 years old. She lives in Maldonado. Lizzy gets up at 9 A.M. On Mondays, Wednesdays and Fridays she goes to dance class. She loves dancing while listening to pop music. Dancing and listening to music are some of her favorite hobbies!



At 1 o'clock, she walks to school. Classes finish at 5 P.M. At home, she has tea, and does her homework. Sometimes, she has gym classes. On weekends, she rides her bike with her best friend, Lucy. Then, she often records TikTok videos. She loves watching T.V. series before going to bed at 12:30 A.M.

5 Answer the questions. 

Example: *What time does Lizzy get up on weekdays?*
She gets up at 9 A.M.

1 How does she go to school?

2 When does Lizzy go to dance class?

3 What does she do after school?

4 What does Lizzy do on weekends?

5 Where does she live?

6 What time does school finish?

7 Who is Lizzy's best friend?

6

Write about your best friend's or a family member's **daily routine**.



Lined writing area for the student's response.



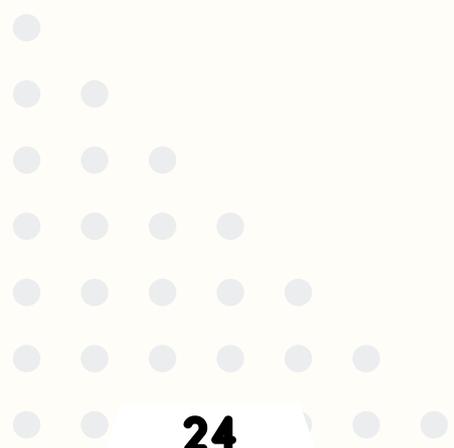
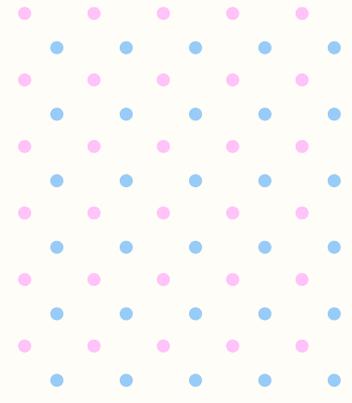
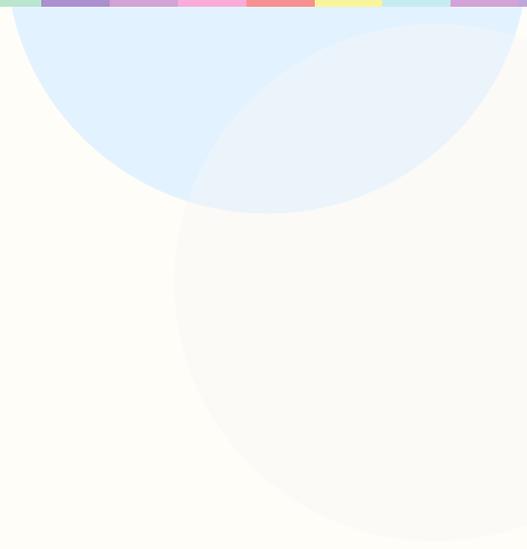
I really like all of my everyday activities, but I also like playing video games!

Me too! We can organize playing games with Nico and Sara on Saturdays!



WORD BANK

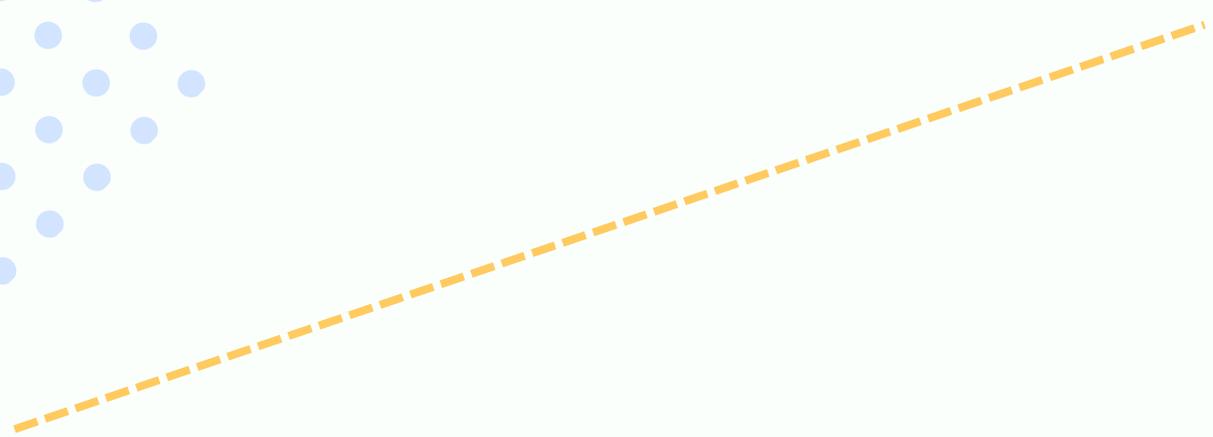
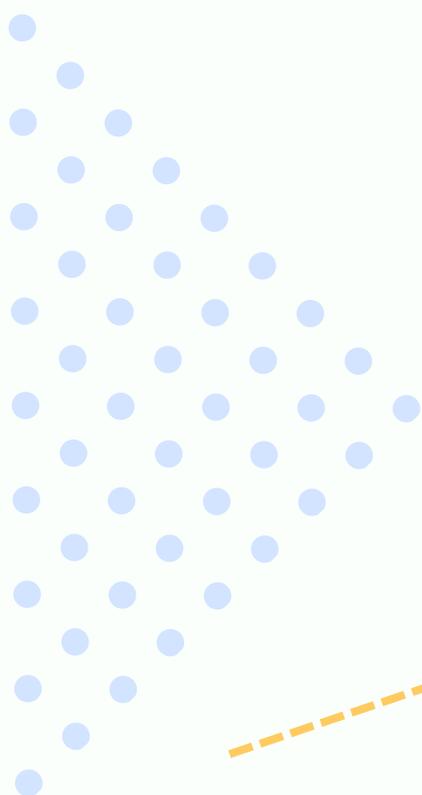
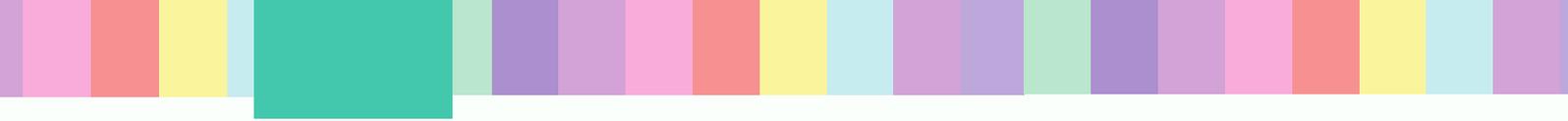
- exercise • go for a walk • visit friends
- clean the house • wash the dishes
- take a shower • play computer games
- read a book • watch television
- have breakfast/lunch/dinner
- get dressed • walk to school • study
- play with friends • ride a bike
- listen to music • play outside
- play football



UNIT 2

COUNT ON ME



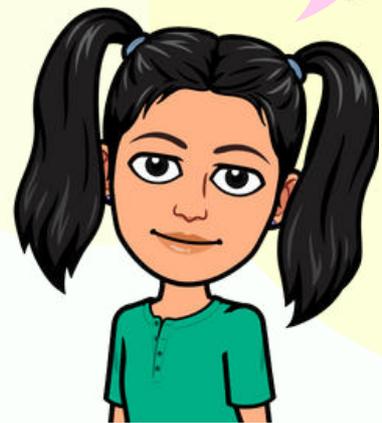
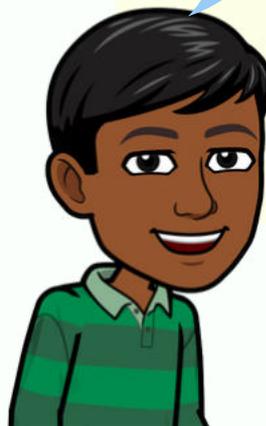


UNIT 2- COUNT ON ME

ACTIVITY 1 My family.

My family is so big! I live with many family members. I love them all!

My family is different. I live with my grandparents. They are really cool!

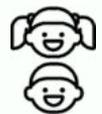


All families are different and unique! What about yours?

1 **Pairwork:** tell your partner about the members of your family.

Describe their physical appearance.

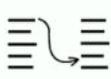
Describe their personality.



Meet the Smiths!



2 Match the personality trait to the character. Write the name of the character.



Example: *He is naughty.* Matthew



1 He is lazy. _____

2 She is calm. _____

3 She is sensitive. _____

4 She is hard-working. _____

3 What is this? Tick ✓ the correct answer.

- A recipe • An email • A story



New Message



To: alan.williams@mail.com

Subject: My family.

Hi Alan,

How are you? I'd like to tell you about my family.

My mom, Stephanie, is a nurse. She is of average height and very brave. My dad, Paul, is a carpenter. He is tall and handsome. He is very organized and good at his job. I have two younger brothers, Jack and Kevin. I am the oldest child. Kevin is the middle child. He is a history teacher. He loves working with students, and he's very smart. He has short, blond hair. My youngest brother, Jack, is studying to be a police officer. He likes helping people. He is short and has brown eyes.

As you know, I'm a musician, like you! I am shy but friendly. I would love to hear about your family! What are they like?

Talk soon!

Kind regards,

Michael

SEND



4 Read the text. 

a. **Highlight** family members.

Example: dad

b. **Underline** physical appearance descriptions.

Example: tall

c. **Circle** personality traits.

Example: smart

5

Read the text again. 

Complete Michael's family information. 

Family Members	Job	Physical Appearance	Personality
	nurse		
			organized
Brother: Kevin			
		short	

6

Choose family members and describe them. 

Example: *This is my brother Oliver.*
He is short and thin.
He has brown eyes.
He is lazy.
Oliver is a student.

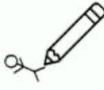


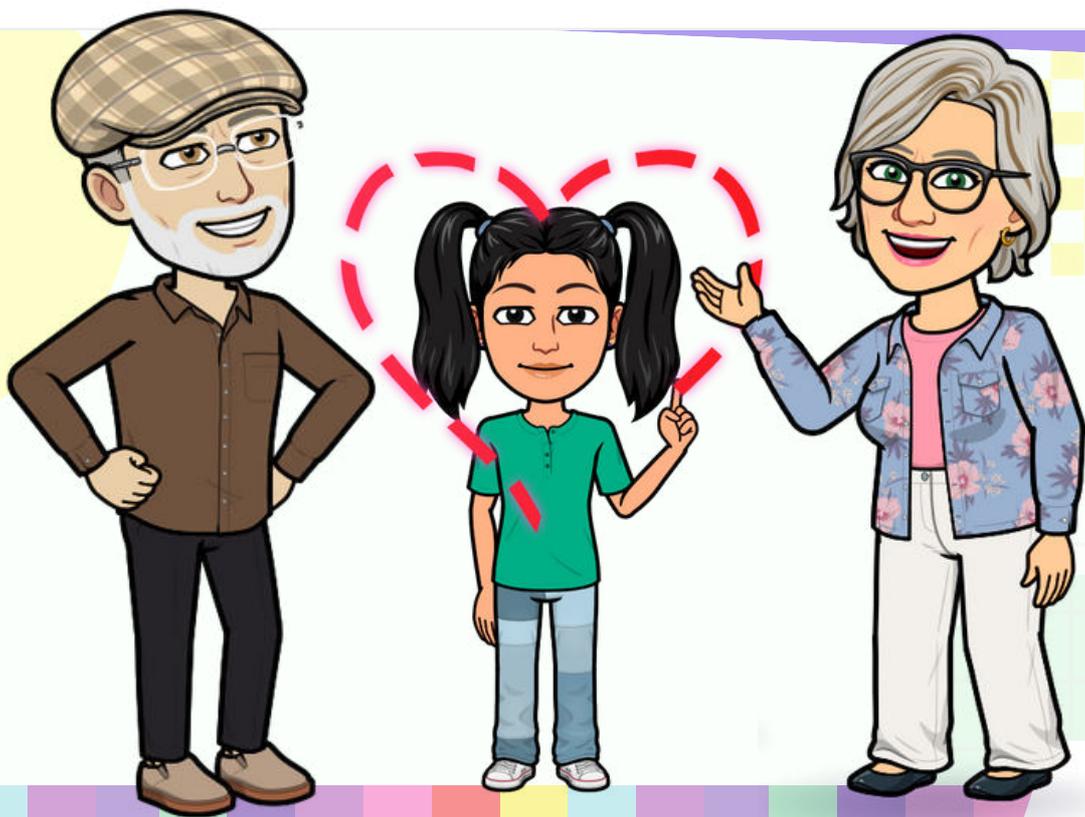
WORD BANK

Family members: mom, dad, baby, sister, brother, grandpa, grandma, cousin, uncle, aunt, niece, nephew.

Personality: lazy, shy, brave, naughty, smart, hard-working, sensitive, lovely.

Physical characteristics: hair, eyes, tall, slim, short.

7 Draw the family member you described. 



ACTIVITY 2 Meet my family.

1 Let's play! Match the picture with the sentence.



Example: *He is naughty.* k



1 He is short. _____

2 He is handsome. _____

3 She is brave. _____

4 He is hard-working. _____

5 She is organized. _____

6 He is smart. _____

7 She is sensitive. _____

8 He is tall. _____

9 It is lazy. _____

10 She is funny. _____

2 Look at the pictures. 

Tell the class your predictions about Lucy's family. 



Meet my friend Lucy. Her family is very interesting!



3 Listen to the audio. 

4 Underline the correct answer (Yes or No).

Example: *[audio]* The audio is about Bob's family. YES • NO ___

- 1 Lucy lives with her grandma, grandpa, dad and son. YES • NO
- 2 Her grandma is beautiful. YES • NO
- 3 Francis is her cousin. YES • NO
- 4 Francis works as an electrician. YES • NO
- 5 Francis is intelligent. YES • NO
- 6 Robert hates playing video games. YES • NO
- 7 On weekdays, her son works very hard. YES • NO

5

Read this email from Lucy.



New Message



FROM : teacherlucy@gmail.com

TO : smartbob@hotmail.com

SUBJECT : My family.

Dear Bob,

Thank you for your email.

First of all, let me tell you about my family.

I live with my grandma, my dad, and my son. My grandma's name is Carmen. She's an English teacher, like me. She's **beautiful** and very organized.

My dad's name is Francis. He is of average height. He is an electrician. He is very smart!

My son Robert is 11 and loves playing video games. He is tall and slim. On weekdays, he is very hard-working, but on weekends, he is a little lazy.

Write back to me soon and tell me about your family.

Hugs,

Lucy

SEND



6

Highlight the adjectives.

Example: **beautiful**



7 Write an email to Lucy describing your family. 



New Message



FROM :

TO : teacherlucy@gmail.com

SUBJECT : My family.

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SEND



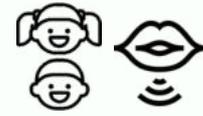
WORD BANK

Family members: mom, dad, sister, brother, baby, grandpa, grandma, cousin, uncle, aunt, niece, nephew. Personality: lazy, shy, brave, disruptive, hard-working, sensitive, smart, lovely. Physical characteristics: hair, eyes, tall, slim, short.

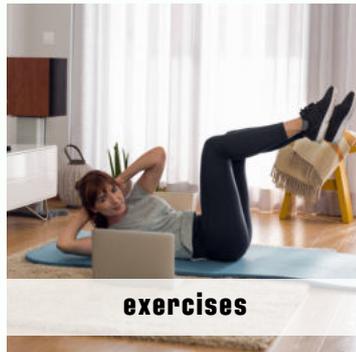
ACTIVITY 3

Routines now and yesterday.

1 **Pairwork:** tell your partner the routines these people are performing:



records podcasts



exercises



walks his/her dog



takes the bus



answers his/her emails



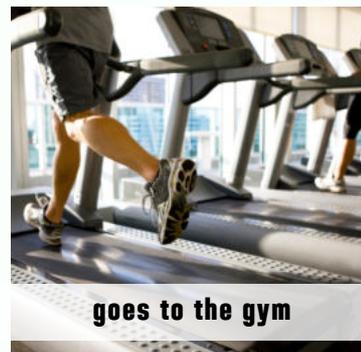
reads books



plays board games



cooks with kids



goes to the gym

2 Listen to what your teacher did yesterday.



3 Tell the class what you did yesterday.

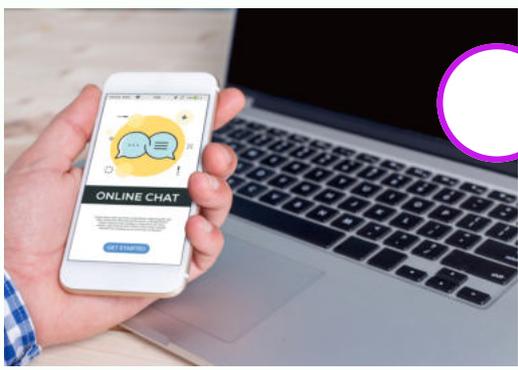


Example: *I visited my grandpa.*

4 Listen to a girl describing her routine last week.  

5 Listen again. 
Order the pictures: write numbers in the circles. 


Example: *(audio) Last Tuesday I visited my aunt.*



1

ACTIVITY 4

Weekend routines.

WORD BANK

Actions: eat/ate, watch TV, skate, play video games, cook, read books, ride/rode a bike, exercise, chat with friends.

The Smiths: Henry, Evelyn, Isabella, Matthew, Chloe.

1 Look at the pictures. This is what the Smith family did last week.



Tell the class: What were the Smiths' routines last weekend? Were they similar to your weekend routines?

Example: *Last weekend, Henry, the dad, ate a lot. He didn't exercise. I watched TV like Henry.*



2 Look at the title and picture of the text below. 
Can you predict what it's going to be about?

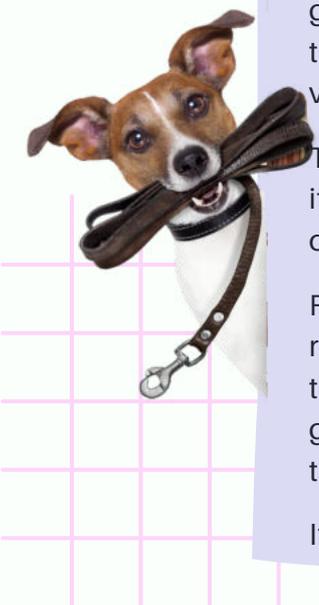
Tell the class. 

3 Read the text.



Ben's weekend

Last Saturday, when I woke up, I found my dog, Fox, waiting for me. I was very hungry, so first I had breakfast. I had a glass of milk and a piece of toast. After that, I cooked a chocolate cake. It tasted very good, I loved it!



Then, I brushed my teeth and put on a warm jacket, because it was really cold outside. It was a typical winter day, with lots of gray clouds.

Fox and I went out, and walked to the park near my home. Fox ran and jumped with other dogs. I sat on a bench the whole time. When my hands were very cold, I decided it was time to go back home. When we arrived home, we watched T.V. together. It was nice sitting home right next to the heater.

It was a wonderful weekend!

4 Circle Ben's activities during the weekend.

5 Listen to the audio file "Ben's weekend". 
Can you identify his activities?

6 Read the text again and write Yes or No. 

Example: Last weekend, when I woke up I had a shower. NO

- 1 I woke up. I had breakfast. _____
- 2 Then, I played video games. _____
- 3 We walked to the park. _____
- 4 I read a book. _____
- 5 When I arrived home, I watched T.V. _____



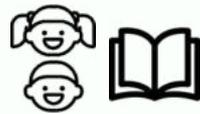
7 Describe what you did last weekend. *a*



Example: *Last Saturday, I visited my cousin's house in Florida. I woke up very early in the morning. We dressed, left and went for breakfast. Then, I ...*

Large lined writing area with a purple border and horizontal lines for text.

8 Pairwork: read your partner's description.



Check for mistakes.



ACTIVITY 5

The Smiths' house.

1 Look at the Smiths' house.



GARAGE



BATHROOM



LIVING ROOM



BEDROOM



KITCHEN



YARD

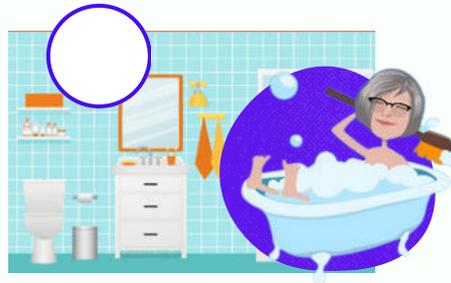
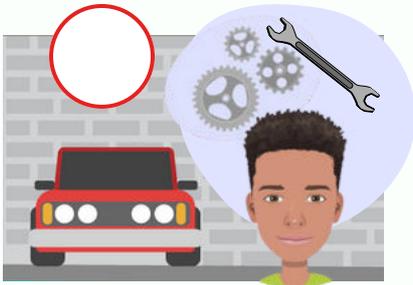
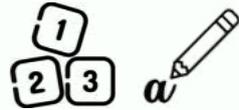


2 Tell your class about the rooms, people, and actions that you saw.

Example: *Who are they? They are the Smith family.
Where is Matthew? Matthew is in the garage.
What is he doing? Matthew is fixing the car.*

3 Listen to the audio. 

Order the pictures: write numbers in the circles.



4 Describe the activities you did last week, and the rooms where you performed them. 

Example: *Last Wednesday, I was in my bedroom with my friend Gabriela doing our homework.*

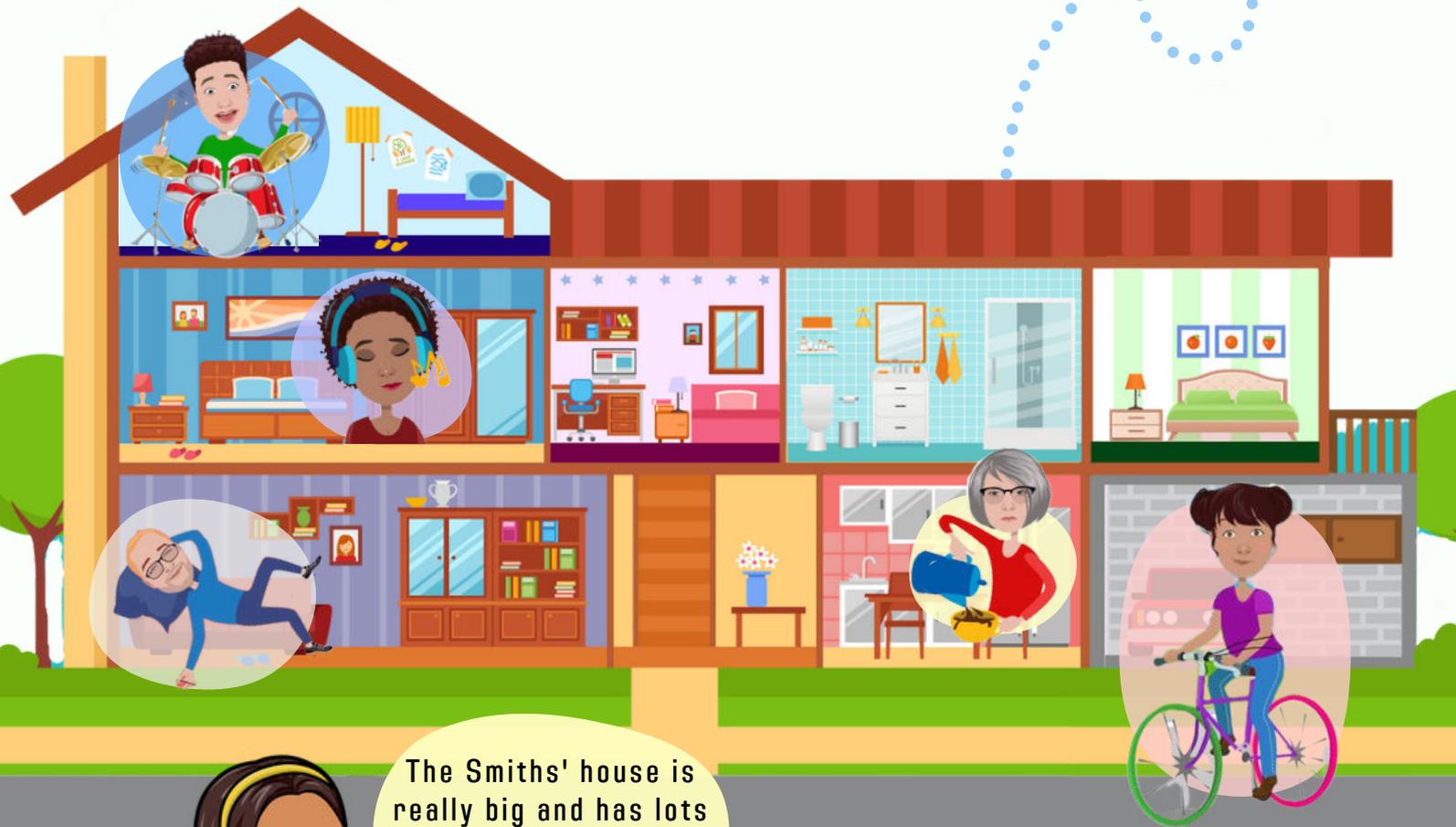
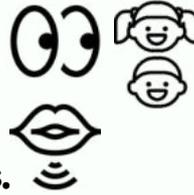
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

ACTIVITY 6 Practice

1 **Pairwork:** this is a picture from yesterday.

Tell your partner:

- where each family member was.
- what he/she did.



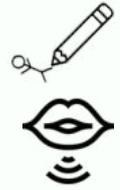
The Smiths' house is really big and has lots of rooms. Let's see what they are doing.

2 Read and: 

Imagine that this picture represents yesterday's activities.

Draw 6 different characters doing different activities in different rooms.

Describe what each character did and where it was done.



Example: *She is Chloe, the daughter. Yesterday, she ate an apple in the bedroom.*



3 Record a video or audio describing your daily routine. 



4 Groupwork: watch the videos or listen to the audios of your group.   



5 Give feedback: tick ✓ the boxes.



... describes activities in different rooms of the house.

... says complete sentences.

... speaks clearly and loudly.



ACTIVITY 7

More practice.

1 Look at the picture. This was yesterday. 

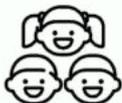
Tell the class:



- The Smiths family members you see.
- What the family members did yesterday.
- The room where they did the activity.



2 Groupwork:



a Each group member chooses:

- a family member
- activities
- room(s) in the house.

	MEMBER <i>Joe</i>	MEMBER 1 -----	MEMBER 2 -----	MEMBER 3 -----
FAMILY MEMBERS	<i>I am the grandpa.</i>			
ACTIVITIES	<i>I played board games, listened to music and drew pictures.</i>			
ROOMS	<i>I was in the living room.</i>			

b Ask questions to your group members to complete the chart.



Example: *Who are you? I am the grandpa.*

What activities did you do last weekend? I played board games, listened to music and drew.

Where did you do those activities? I was in the living room.

c Write the answers in the chart.

d Describe your friends' activities.



Example: *He is the grandpa. Last weekend, he played board games in the living room.*

She is the baby. Last weekend, she slept a lot in the bedroom.

3 Pairwork: read and correct our partner's description.



4 Listen and circle the correct answer.



- 1 Joseph lives with his **cousin / father / uncle**.
- 2 He **roller-skated / played football / visited his friend**.
- 3 Isabella is **sensitive / friendly / lazy**.
- 4 She played **basketball / football / tennis**.
- 5 Oliver is **sensitive / lazy / hard-working**.
- 6 Last weekend, he **painted / played chess / read books** in his bedroom.
- 7 Kevin lives with his **mother / father / uncle**.
- 8 He is **hard-working / lazy / smart** on weekends.

5 SELF-ASSESSMENT: think about Unit 2 - "Count on me".



I need more practice in:

WORD BANK

- Describing lifestyles
- Describing another person's routines in the past
 - Reading
 - Writing
- Listening and understanding
 - Speaking

ACTIVITY 8 Assessment.

1 Listen to the audio file describing the daily routines of a family  the previous weekend.

2 Draw the family member in the room of the house. < 



3 Write the family members and their activities in the correct rooms. 

1 *The baby played with his toys in the children's bedroom.*

2 _____

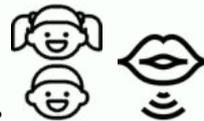
3 _____

4 _____

5 _____

WORD BANK

- baked chocolate cookies
- played videogames
- played basketball
- gave Willy a bath
- played with his toys

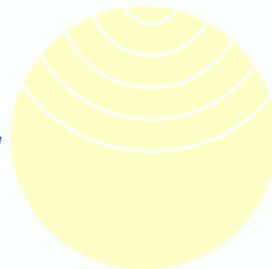


4 Pairwork: tell your partner about Max's weekend.

Example: *Margaret gave Willy a bath.*

5 Write about Max's weekend. 

Example: *Max lives with his family in a house. Last weekend, his mother, Margaret, and his daughter, Reni, baked chocolate cookies.*



 _____

 _____

 _____

 _____

 _____

 _____



WORD BANK

Max's family: Margaret, Reni, Robert, Willy.

Actions: play with toys, play basketball, play video games, bake chocolate cookies, watch TV, give/gave (...) a bath.

Parts of the house: living room, kitchen, bathroom, yard, garage, bedroom, basement.

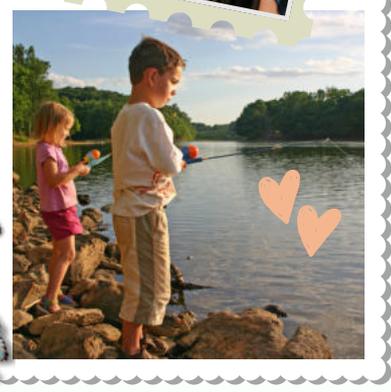
6 Read the text. 

My Weekend  

Last weekend, my family and I visited my grandparents. They live far from home. We took a bus at the bus station. I went with my father, Paul, my mother, Mary, and my sister, Lucy. My sister and I were very happy!

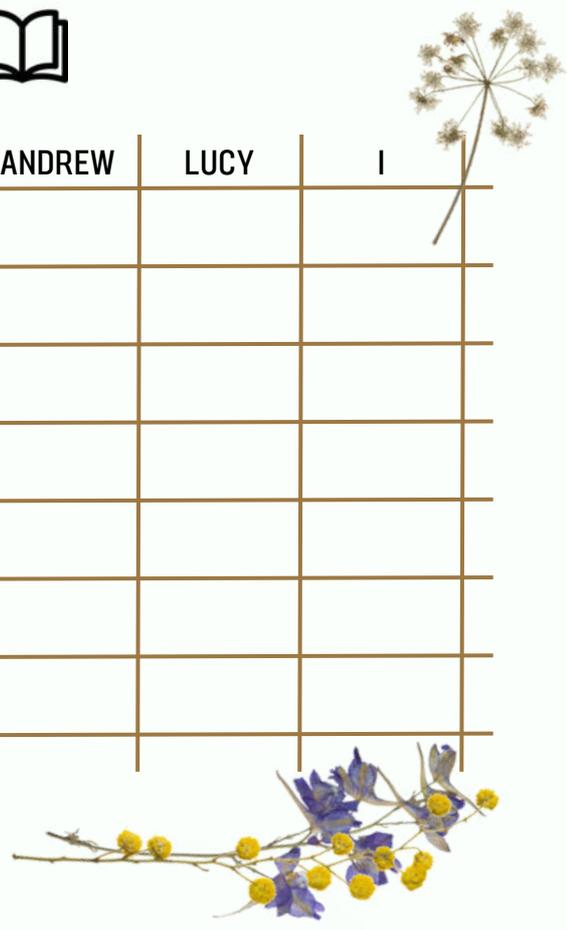
My mother cooked my favorite dish, "fish and chips." Then, my grandmother, Josephine, read a book.

The following day, we went to the river where we swam and fished. We caught a lot of fish, and we grilled them for lunch. In the afternoon, my grandfather, Andrew, my father, my sister and I rode horses. It was a wonderful experience!



7 Read the text again and **complete** the chart. 

	PAUL	JOSEPHINE	MARY	ANDREW	LUCY	I
traveled by bus						
cooked fish and chips			✓			
swam in the river						
rode horses						
went fishing						
went to the river						
read a book						



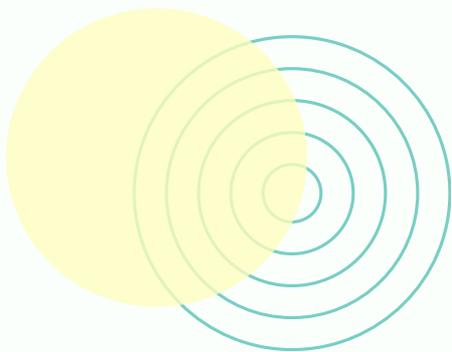
We've reached the end of the unit, yay!!



Yes! Now it's time to relax a little before we continue studying English.



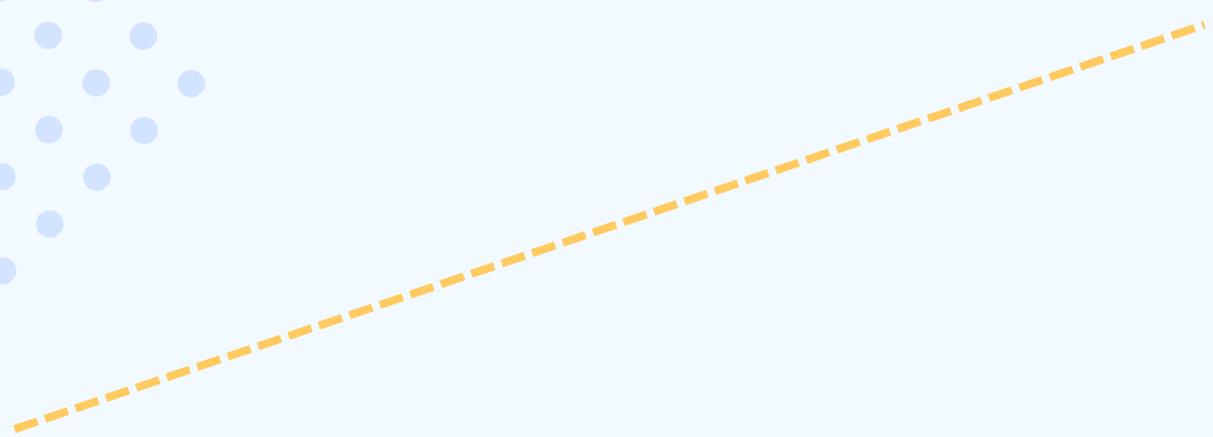
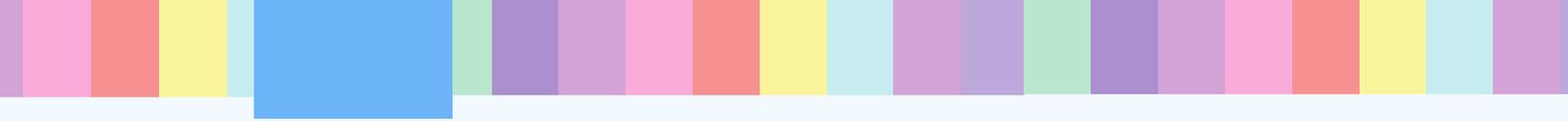
I hope your rest a little too. See you soon!



UNIT 3

LIVING CREATURES AROUND US



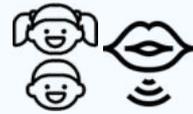


UNIT 3- LIVING CREATURES AROUND US

ACTIVITY 1 Endangered animals.

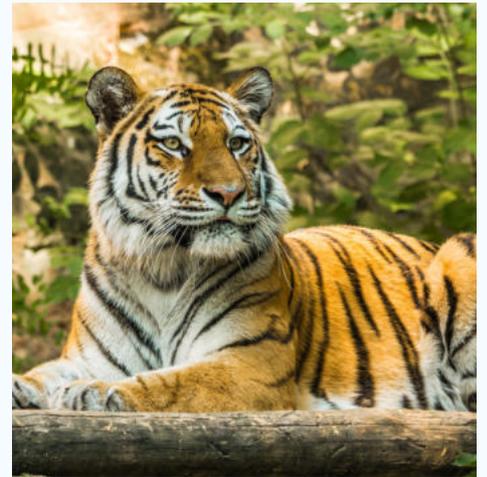






1 **Pairwork:** describe the physical characteristics of these animals in danger of extinction to your partner.

Example: *An animal in danger of extinction is a big bear with white fur.*



Can you describe these animals?

2 Let's play! Match the picture with the correct card.



What is it?



What is it?



What is it?



What is an endangered animal?



How do animals become endangered?



What are the causes of extinction?

It is an animal that is in danger of disappearing forever.

They are climate change, habitat destruction, over-hunting, deforestation, pollution, etc.

It is a black rhino.

It is an orangutan.

When their habitat changes or disappears an animal can become endangered.

It is an Amur leopard.



3 Read the title of the text. Then, look at the images and predict what the text is going to be about.



Example: *I think the text is about ... I can see ...*



ENDANGERED SPECIES

Animals in danger of extinction around the world.

Endangered animals are those in danger of disappearing.

There are many reasons for animals to be endangered. Humans cut down forests to build farms and cities. Many species' habitats are destroyed because of this. People also hunt animals to sell their fur and horns. Pollution and climate change have an effect on many species, too.

Endangered animals include tigers, rhinos, orangutans and turtles. We can help these species by reducing, reusing and recycling. We can save energy and participate in clean-up of local trash. All of these actions will have an impact. We can protect our planet together!



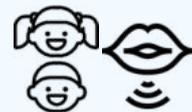
Adapted from: <https://www.epa.gov/endangered-species/learn-more-about-threatened-and-endangered-species>

4 What is this? Tick the correct answer.

- A recipe
- An email
- A story
- An article

5 Read the text.

6 Pairwork: tell your partner what information you remember from the text.



7 Read the text again. 

a. **Highlight** animals in danger.

Example: tigers

b. **Underline** causes of extinction.

Example: pollution

c. **Circle** actions to protect the planet.

Example: recycling

8 Read the text again. **Identify:** 

- images
- caption
- title
- introduction
- body
- electronic resources
- conclusion



ACTIVITY 2 Articles.

1 Let's play! Place the text features in the correct location.



Information:

- Introduction
- Body
- Conclusion

Title

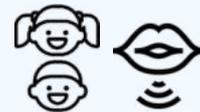
Resources

Caption



AUTHOR	DATE

2 Pairwork: describe to your partner information about endangered animals.



Example: ... are endangered.

They are endangered because...

We can protect the species by ...

Black rhinos are endangered.

They are in danger of extinction because of hunting.





3 Look at the title and picture. Read the text and answer:

- What kind of text is this? *It is ...*
- Does it use formal or informal language? *It uses ...*
- What is the purpose of the text? *It helps the reader to ... (inform or explain, persuade, entertain, etc).*

Amur Leopards

BY EMMA SMITH

We must take actions to save endangered animal species. The Amur leopard is a solitary animal. It is endangered because of the destruction of its habitat. Forest fires, logging, agriculture and illegal hunting also endanger leopards. Hunters sell their fur on the black market.

"Each and every animal on Earth has as much right to be here as you and me"

Anthony Douglas

#lovingUruguay 6 · November 7

There are many organizations that help endangered species. The "Amur Leopard and Tiger Alliance" (ALTA) monitors them through cameras. The "World Wildlife Fund" (WWF) also has programs to stop the traffic of their body parts.

We can help them to protect this species!



Amur leopard in its habitat.

Resources: <https://www.thoughtco.com/profile-of-the-endangered-amur-leopard-1182000>

4 Read the text again. Identify:

- images
- caption
- title
- introduction
- author
- body
- electronic resources
- conclusion
- quote

5 Read and complete. 

Example: Amur leopards *are endangered animals.* _____

1 Amur leopards are endangered animals because _____

2 The organizations ALTA and WWF _____

3 Hunting _____

4 People sell leopard fur in _____

UP



ACTIVITY 3

More endangered animals.

1 **Pairwork:** tell your partner information about:

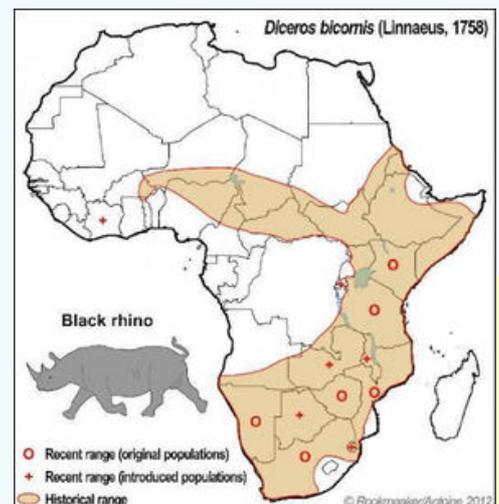


- endangered animals
- their causes of extinction
- actions that can be implemented for their protection
- article components

2 **Look** at the title and picture of the article and **answer:**



- What kind of text is this? *It is ...*
- Does it use formal or informal language? *It uses ...*
- What is the purpose of the text? *It helps the reader to ... (inform or explain, persuade, entertain, etc).*



3 Read and order the paragraphs by number.



Rhinos are very big mammals. They are vital for their habitat. They live in countries like Namibia and are very important for tourism. They live in reserves that also have zebras, elephants, etc.

Black rhinos are in danger of extinction because of illegal trade of their body parts. They are hunted for their horns. People use these horns for making medicine. Agriculture also affects the habitat of the black rhinos.

“World Wild Fund” is an organization that protects black rhinos in Namibia and other countries. This organization helps these animals in many different ways.

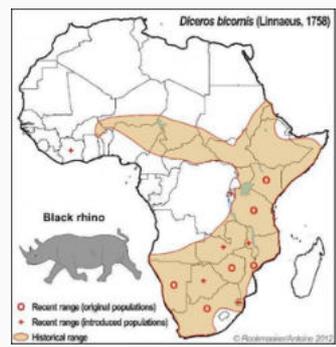


BLACK RHINO'S THREATS

Two empty rounded rectangular boxes, each containing a white circle, intended for students to write threats to black rhinos.

FACTS

One empty rounded rectangular box containing a white circle, intended for students to write a fact about black rhinos.



RESOURCES:
<https://www.worldwildlife.org/species/black-rhino>

IMAGES:
<https://canva.com>



4 Check your answers.



Vol. 18 Num. 18 April 2023

ILLEGAL TRADE: BLACK RHINOS

BY HENRY ADAMS



BLACK RHINO'S THREATS

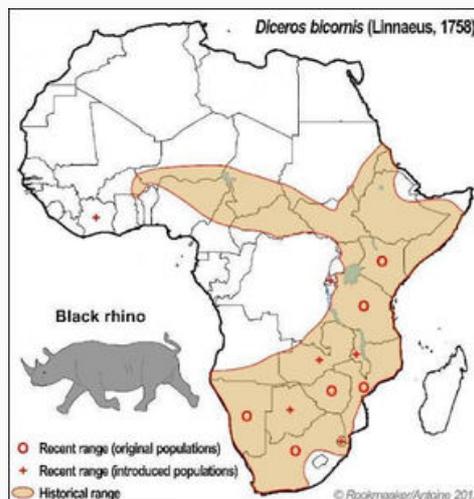
Black rhinos are in danger of extinction because of illegal trade of their body parts. They are hunted for their horns. People use these horns for making medicine. Agriculture also affects the habitat of the black rhinos.

“World Wild Fund” is an organization that protects black rhinos in Namibia and other countries. This organization helps these animals in many different ways.

FACTS

Rhinos are very big mammals. They are vital for their habitat. They live in countries like Namibia and are very important for tourism. They live in reserves that also have zebras, elephants, etc.

Poor rhinos!
We have to do
everything we can
to save them!



RESOURCES:
<https://www.worldwildlife.org/species/black-rhino>

IMAGES:
<https://canva.com>

5 Read the text again and complete the chart.



Example:

cause

fish nets



effect

*endangered
marine animals*

cause

[Empty rounded rectangle for cause]



effect

[Empty rounded rectangle for effect]

[Empty rounded rectangle for cause]



[Empty rounded rectangle for effect]

[Empty rounded rectangle for cause]



[Empty rounded rectangle for effect]

6 Describe human actions and their effect on the black rhinos' environment.



Example: *People use land to grow crops, and this takes land away from the black rhino.*



ACTIVITY 4

Australian endangered species.

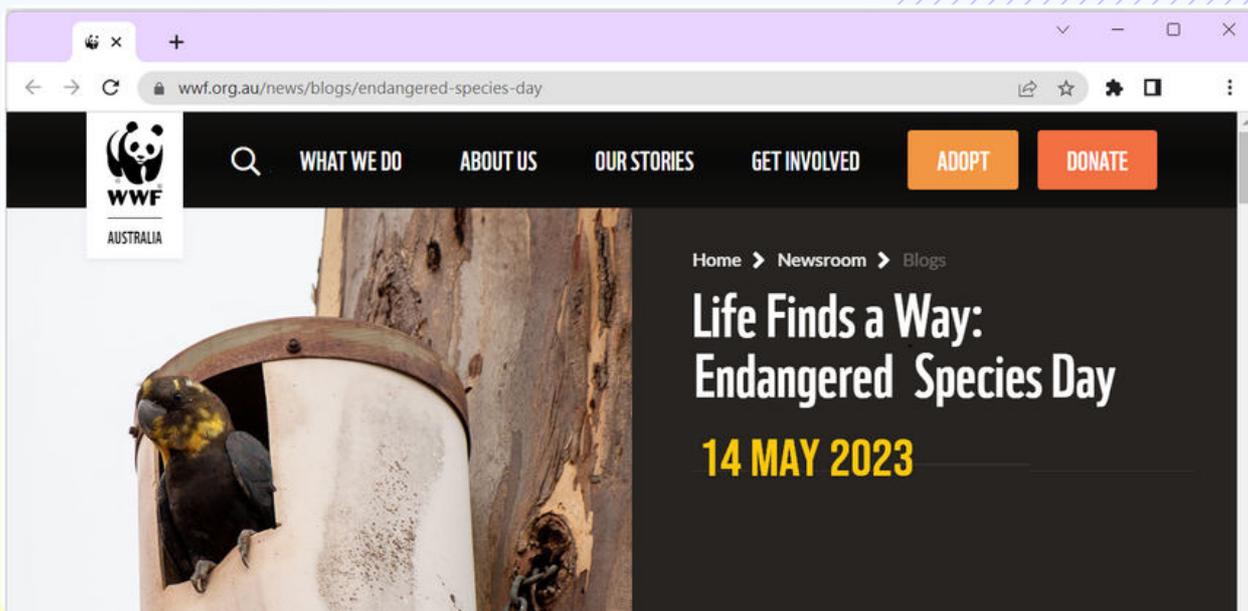


- 1 Look at the picture, read the title of the video and predict what it will be about.



Example: *I see...*

I think...



- 2 Watch a video about endangered species.



3 Watch the video again and tick ✓ the correct answers. 

Example: *The video is about...*

- Chinese endangered animals.
- Australian endangered animals. ✓
- Russian endangered animals.

1

- Summer fires...
- TORNADOS...
- Tsunamis...

... affect Australian animals and species.

2

World Wide Fund is an organization that ...

- ... plants trees in Australia.
- ... protects animals in Australia.
- ... grows the population of different animal species.

3

- 1,000...
- 90...
- 1,900...

... species of plants and animals are listed as endangered species.

4 Watch the video again and check your answers.  

Language CORNER



Logging: cutting down trees

Disease: a condition of a human or animal in which its body is not healthy

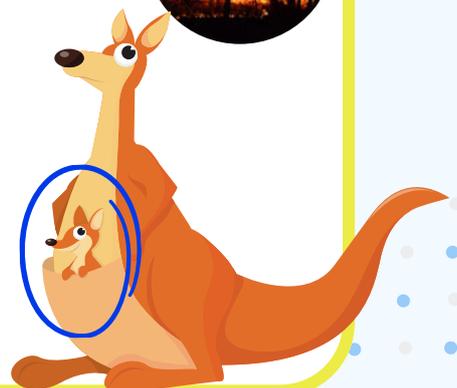
Marsupial: an animal that has a body part that looks like a pocket

Threatened: in danger

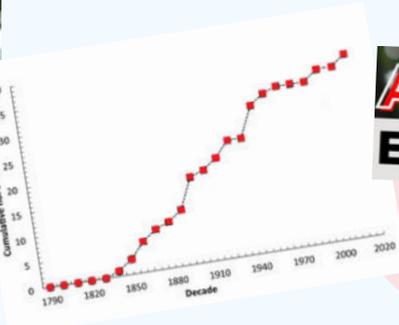
Abundance: a lot of

Habitat loss: destruction of habitat

Bushfires: fires in forests



5 Look at the title and pictures of the next text. Can you predict what it will be about? Tell the class.



AUSTRALIAN Endangered Species

6 Read the text.



Figure 1- Possum with their babies

AUSTRALIAN Endangered Species

Australia has 1907 species of animals that are endangered.

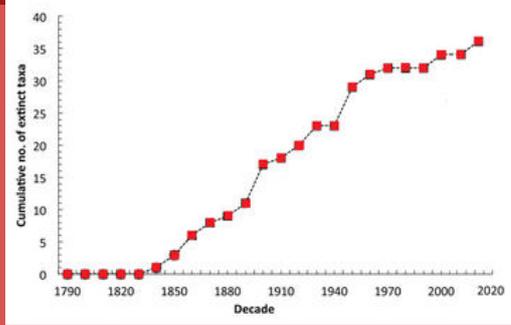


Figure 2- Number of Australian endangered species

Australia has lots of different types of plants and animals. It has 1907 species of animals that are endangered. These animals include many types of fish, insects and mammals. Habitat loss, bushfires, disease and climate change are the main causes for this problem. For example, the Australian possum is an endangered animal. It is a small, fast marsupial with a very special tail. Possums are endangered because of bushfires and logging. Human influence affects their population.

There are many actions that may help possums to recover. The Australian government and different organizations want to protect this species and its habitat. On September 7 of every year, there is "National Threatened Species Day", where people in Australia think and talk about this situation. Saving endangered species of animals is very important. Their future is in our hands.

Adapted from: http://www.placesyoulove.org/wp-content/uploads/2018/05/190_ACF_2018_critical_habitat_report_AWscreen.pdf



7 Tell your class the answers to these questions:

- What kind of text is this? *It is ...*
- Does it use formal or informal language? *It uses ...*
- What is the purpose of the text? *It helps the reader to ... (inform or explain, persuade, entertain, etc).*
- Were your predictions OK? *Yes, they were. / No, they weren't.*



8 Read the text again and answer **true** or **false**.

Circle the answer in the text.

Example: *The text is about endangered Chinese animals.* **FALSE**

AUSTRALIAN
Endangered Species

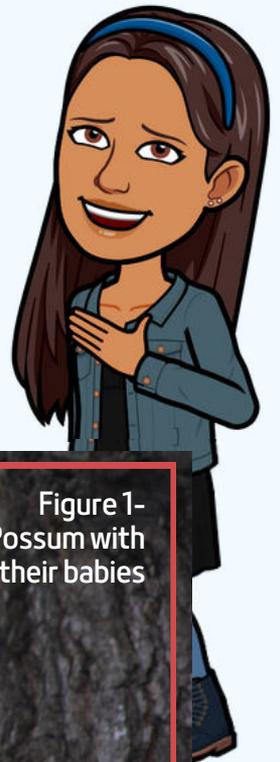
- 1 There are approximately 2000 Australian species in danger of extinction. _____
- 2 The endangered species' main reasons for extinction are pollution and bushfires. _____
- 3 Possums are one of the endangered animal species in Australia. _____
- 4 Bushfires affect the possums' population. _____
- 5 Every year, Australians reflect on the problem of endangered animals. _____



ACTIVITY 5

Cause and effect.

Possums are so cute! I want to learn more about them!



1 Read the text again.



Figure 1-
Possum with
their babies

AUSTRALIAN Endangered Species

Australia has lots of different types of plants and animals. It has 1907 species of animals that are endangered. These animals include many types of fish, insects and mammals. Habitat loss, bushfires, disease and climate change are the main causes for this problem. For example, the Australian possum is an endangered animal. It is a small, fast marsupial with a very special tail. Possums are endangered because of bushfires and logging. Human influence affects their population.

There are many actions that may help possums to recover. The Australian government and different organizations want to protect this species and its habitat. On September 7 of every year, there is "National Threatened Species Day", where people in Australia think and talk about this situation. Saving endangered species of animals is very important. Their future is in our hands.

Australia has 1907 species of animals that are endangered.

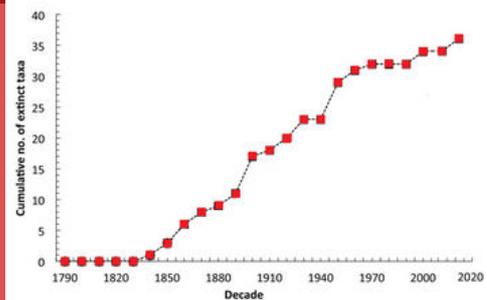


Figure 2- Number of Australian endangered species

2 Read the text again and complete the chart.



Example:

cause

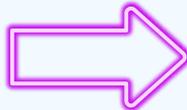
fish nets



effect

Endangered marine animals

Blank rounded rectangular box for cause.



Blank rounded rectangular box for effect.

Blank rounded rectangular box for cause.



Blank rounded rectangular box for effect.

Blank rounded rectangular box for cause.



Blank rounded rectangular box for effect.



3 Describe *causes* and *effects* mentioned in the text. 

Example: *Many fish nets are in the oceans so marine species are in danger of extinction.*

Blank writing area with horizontal lines.

4 **Pairwork:** read your partner's descriptions.  

Check for misspelled words. 

I really like your descriptions.
You misspelled "possum".

Thank you very much! I'll
correct it. I like yours, too!



ACTIVITY 6

Practice.

Giant pandas are my favorite animals! Let's read about them!



1 Tell your partner the article **structure**:

- components
- language
- purposes



TITLE

AUTHOR

DATE



IMAGE

CAPTION

INFORMATION:

- **INTRODUCTION**
- **BODY**
- **CONCLUSION**

RESOURCES



2 Listen to the audio about the giant pandas. 

3 Listen to the audio again and complete the article.  



Vol. 20 Num. 19 June 2023

SAVE GIANT PANDAS

BY HENRY ADAMS

A GREAT CHALLENGE

Giant pandas are that live in China. They are a national symbol for their country, so the Chinese government them.

Bamboo forests are their natural habitat and they are disappearing, so giant pandas are
..... They are omnivores but their diet is 99% bamboo.

In 2013, there were 2500 giant pandas living in the wild. People destroy their habitat by
.....



Giant panda habitat map

FACTS

The "WWF" works with the Chinese government to save the pandas and their habitat.

Some actions of this organization are:

- creating panda
- connecting pandas,
- against hunting and illegal logging.

RESOURCES: <https://www.kids.kiddle.co/Giant-panda>
<https://www.worldwildlife.org/species/giant-panda>

4 **Pairwork:** tell your partner the information you remember from the article.



5 **Check your answers** in the following text.



Vol. 20 Num. 19 June 2023

SAVE GIANT PANDAS

BY HENRY ADAMS

A GREAT CHALLENGE

Giant pandas are big bears that live in China. They are a national symbol for their country, so the Chinese government protects them.

Bamboo forests are their natural habitat and they are disappearing, so giant pandas are in danger of extinction. They are omnivores but their diet is 99% bamboo.

In 2013, there were 2500 giant pandas living in the wild. People destroy their habitat by cutting down trees and building farms.



Giant panda habitat map

FACTS

The "WWF" works with the Chinese government to save the pandas and their habitat.

Some actions of this organization are:

- creating panda habitats,
- connecting pandas,
- protecting their habitat against hunting and illegal logging.

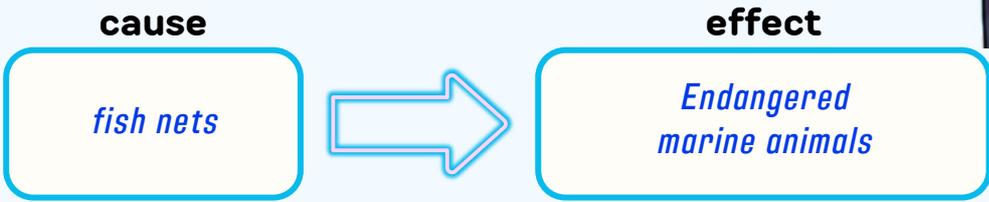
RESOURCES: <https://www.kids.kiddle.co/Giant-panda>
<https://www.worldwildlife.org/species/giant-panda>

6 Record an audio describing causes and effects related to:

- black rhinos
- giant pandas
- Amur leopards.



Example:



Many fish nets are in the oceans so marine species are in danger of extinction.

7 Groupwork: watch the videos or listen to the audios of your group.



8 Give feedback: tick ✓ the boxes.

			
... describes cause-effect relationships.			
... says complete sentences.			
... speaks clearly and loudly.			

ACTIVITY 7

More practice.

1 Look at the poster. Tell the class:



- the animals you see. *I see ...*
- their causes of extinction. *The main cause of extinction is ... / ... are in danger because ...*
- ways to protect those animals. *There are projects to ... / Organizations like X, ...*



2 Groupwork: guessing game!



a Each member chooses an endangered animal.

Identify:

- causes of extinction.
- ways to protect those animals.

IMPORTANT: do not name it! 

b Write information if necessary. 

Example: *This animal lives in the ocean. It is in danger because there are a lot of fish nets. So, their habitats are in danger.*

c Ask questions to other students in your group to guess the animal. 

Example: *Does your animal live in the water? Yes, it does...*
What are the main causes of extinction? The main causes of extinction are...
Are there any ways to protect them? Yes, there are

d Guess the animal. 

Is it ... ?

Yes, it is! 

No, it isn't! 



3 Describe the animal your friend selected. 

Example: *Sea lions are marine animals. They have a big chest and thick fur. They are carnivores. They live in the Pacific Ocean. They are in danger because of climate change.*

Lined writing area for describing the animal.

4 Pairwork: read and correct your partner's description.



5 SELF-ASSESSMENT: think about Unit 3 - “Living creatures around us”.



I need more practice in:

WORD BANK

- Describing cause-effect relationships
- Identifying main components in articles
 - Reading
 - Writing
- Listening and understanding
 - Speaking



ACTIVITY 8 Assessment.

1 Listen to the audio. 

2 Pairwork: tell your partner different ways we have to protect endangered animals (that you remember from the audio).

Exercise: *Volunteering is important to protect endangered animals.*

3 Listen to the audio again and complete the article. 



THEY NEED OUR HELP *now!!*



DID YOU KNOW?

Governments, organizations and people work together to protect species.

Volunteering is essential for different activist projects.

Animals are endangered because people The main reasons are pollution from and deforestation for farming and building cities and roads. These habitats are important for animals because they provide them with shelter, food and water.

So, what can we do to help?

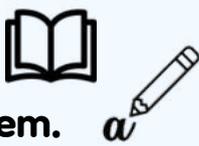
- in national parks, nature reserves and wilderness areas. It is important to protect farms too.
- whatever you can.
- Make compost.



Adapted from: <https://www.environment.gov.au/threatened/publications/factsheet-green-kids-threatened-species-9-ways>

4

Read this information about giant pandas and describe them.



FILE CARD

ANIMAL NAME: giant panda

- APPEARANCE:
- Black and white. Black patches around the eyes.
 - Thick fur.
 - Weight: 85 - 125 kg.
 - Body length: 1.5 m - 1.9 m long.



- CAUSE OF EXTINCTION:
- Bamboo at risk of extinction.
 - Destruction of habitat.
- POSSIBLE SOLUTIONS:
- Patrolling & monitoring.
 - Creating protected areas for pandas.

- HABITAT & LIFESTYLE:
- Habitat: mountains in a few Chinese provinces.
 - Older giant pandas: eat and sleep.
 - Younger giant pandas: play with others, run, climb trees.

- DIET & EATING HABITS:
- Favorite food: bamboo.
 - Other preferences: fish, flowers and small animals.

Example: *Sea lions are endangered because of pollution. They have ears and thick, yellow-brown fur. They are big and heavy animals. They live in the Pacific Ocean. They are carnivores.*

GIANT PANDAS



5

Read the text.



TIME FOR ACTION

It is very important to take action to save endangered species. Orangutans are critically endangered. They have lost 80% of their habitats because of deforestation. Fortunately, there are many ways to help this endangered species.



Orangutan habitat map

YOU CAN:

1. go green: recycle papers and buy recycled products.
2. support organizations that protect orangutans (WWF, Orangutan Foundation).
3. join a volunteer program.
4. tell your friends and family.

“Having respect for animals makes us better humans.”

Jane Goodall

RESOURCES: <https://www.rickshawtravel.co.uk/blog/7-ways-to-help-save-orangutans>



6 Read again and tick ✓ the correct answers in the chart.

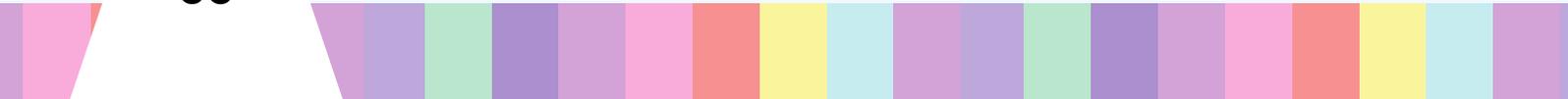
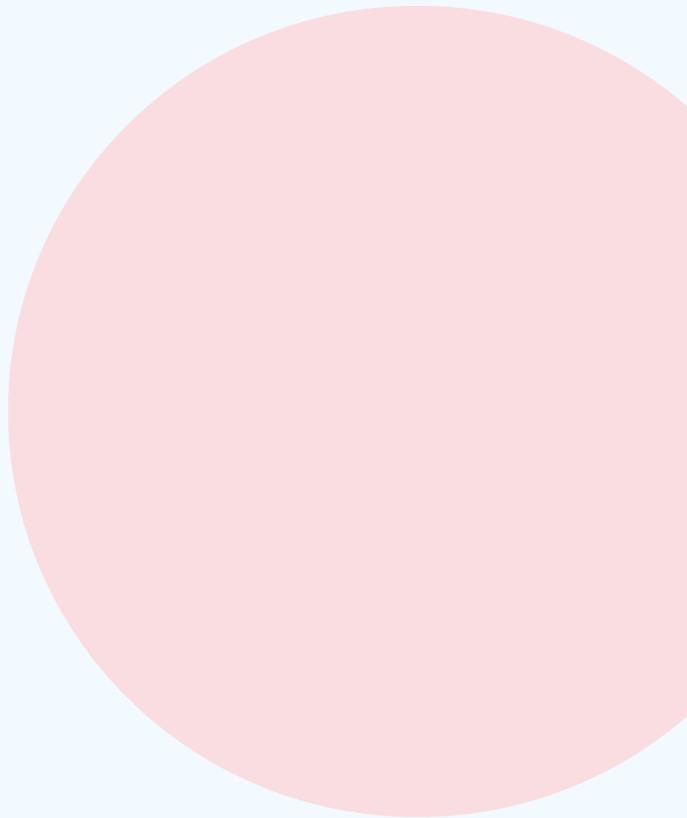
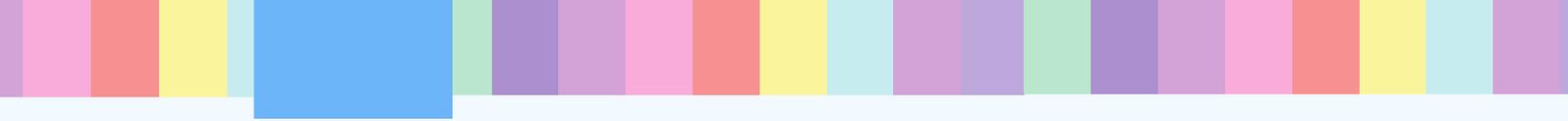


	ORANGUTANS
Deforestation is the main cause of extinction.	✓
The main cause of the orangutans' endangerment is overhunting.	
We can't help orangutans.	
87 % of the orangutans' habitat is in danger.	
Some actions that we can implement to protect orangutans are: consuming less energy and recycling products.	
People can protect orangutans by helping organizations.	
Orangutans are critically endangered.	

Let's protect these animals and their habitats. Together we can make a difference!

Together we can save the animals!

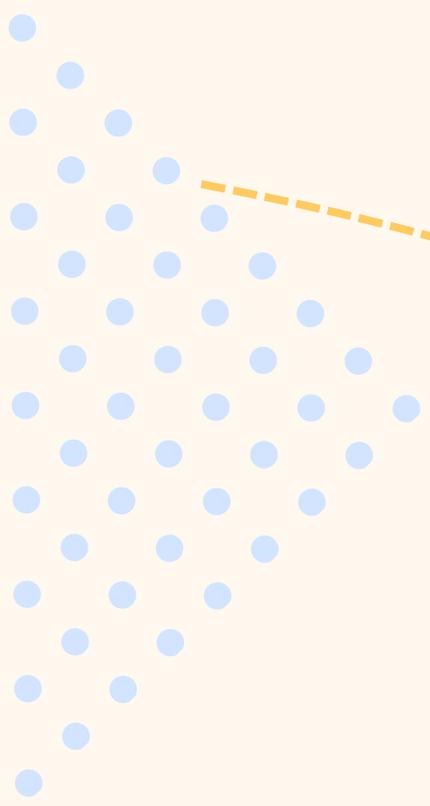
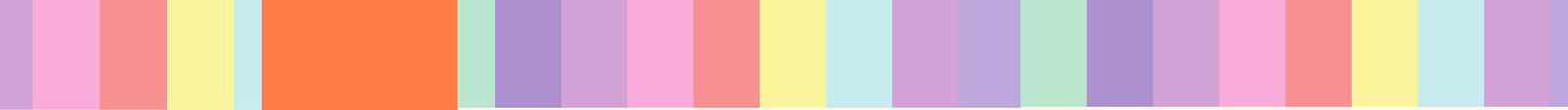




UNIT 4

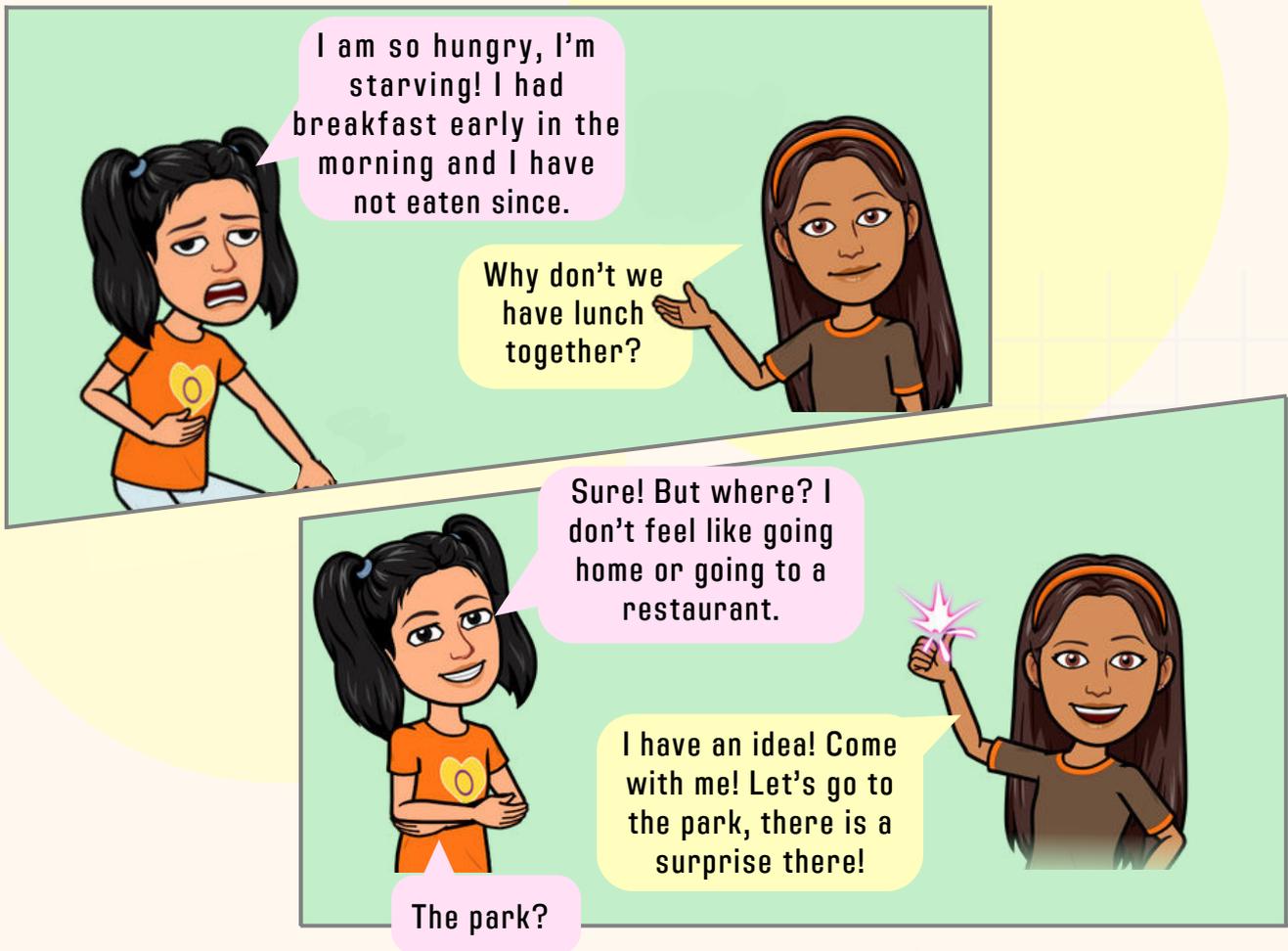
ENJOY YOUR MEAL!



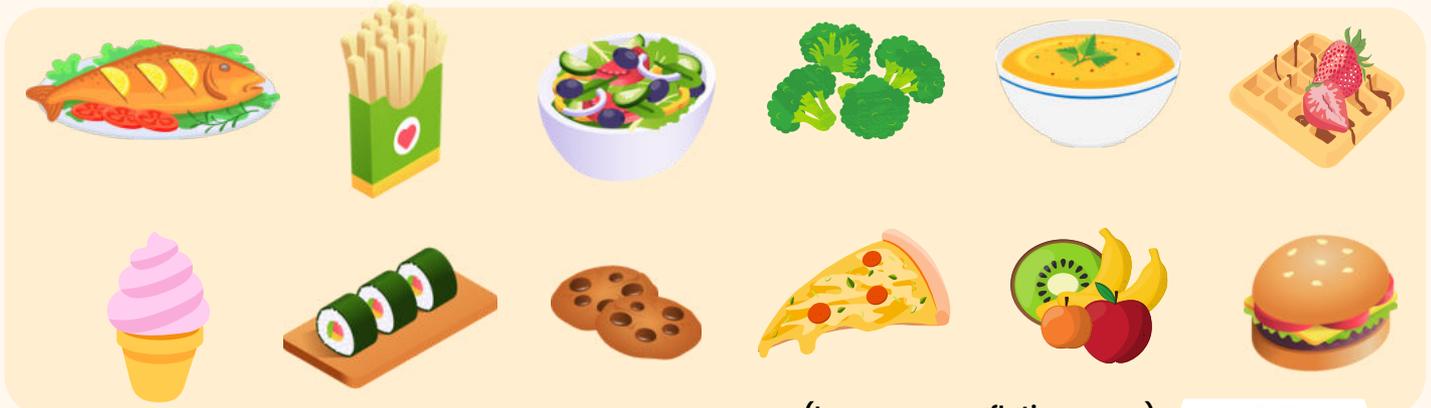


UNIT 4- ENJOY YOUR MEAL

ACTIVITY 1 Food trucks in the United States



1 Look at the pictures and name the foods.



(Image source:flaticon.com)

2 Look at the pictures again and **classify** the types of food according to the categories below. 

Example: *This is sushi. I do not like it, but I know that sushi is healthy.*




3 Read the language corner to make sure you understand the words. 

Language corner

expensive • cheap • Mexican • Thai • waiters • customers



• When something costs a lot of money, it is **expensive**. When it does not, it is **cheap**.

• When food is from Mexico, it is **Mexican** food, such as tacos.



When food is from Thailand, it is **Thai** food. For example, curry noodles.



customer



waiter

• Someone who serves food in a restaurant is a **waiter** or **waitress**. Someone who eats food in a restaurant is a **customer**.

4 Look at the title and pictures of the video. Can you predict what it will be about? Tell the class.  

Example: *I see ... I think ...*
The video will be about...



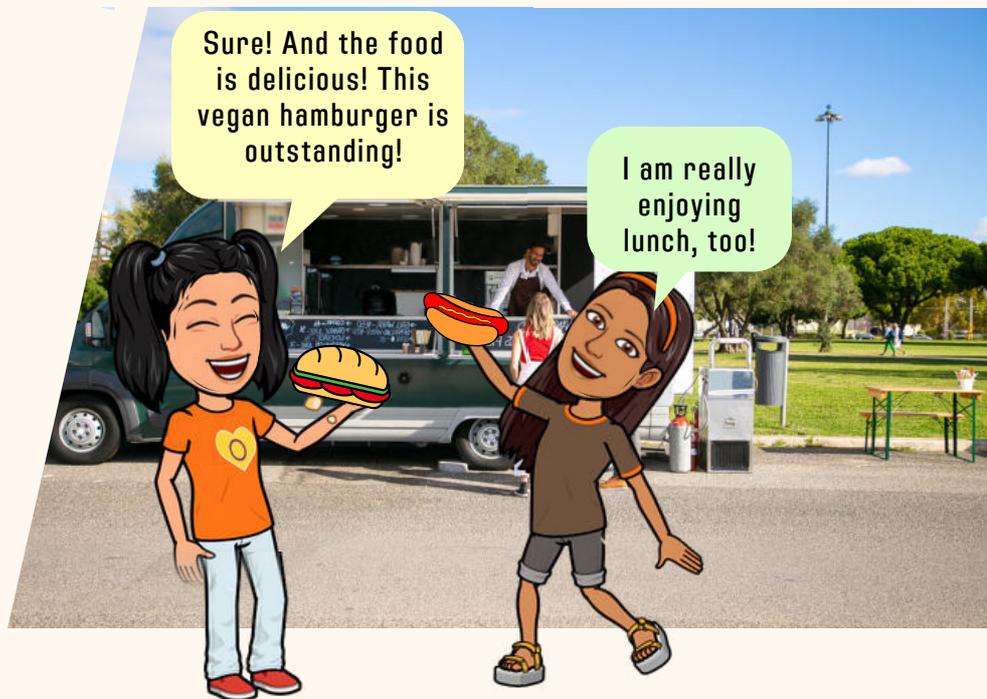
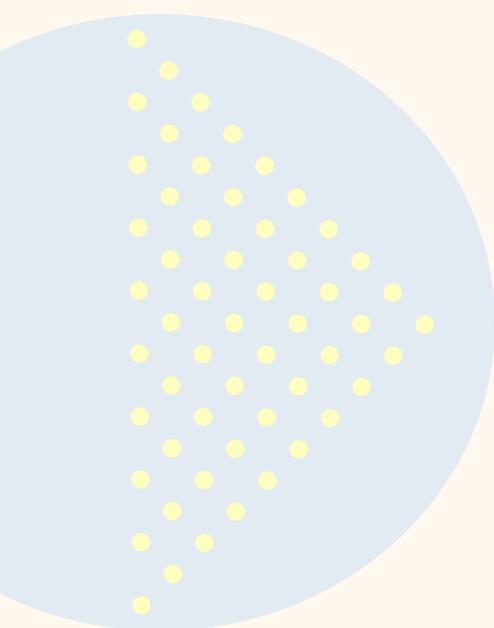
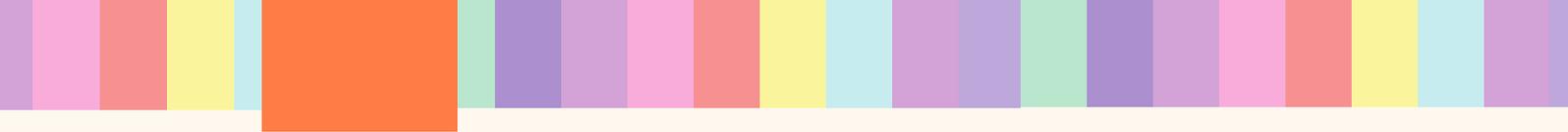
5 Watch the video about food trucks. 

6 Tell your class the answers to these questions: 

- 1 What was the main idea of the video?
- 2 Have you eaten at a food truck before?
- 3 Were your predictions correct?

7 Watch the video again and tick  the correct options. 

Example:	Yes, I agree	No, I disagree
<i>There are many food trucks in Los Angeles.</i>		
1 Food trucks exclusively sell unhealthy foods.		
2 Street food costs a lot of money.		
3 It is recommended to eat on the street every day.		
4 Food trucks offer many different kinds of different foods.		
5 The food in food trucks is delicious.		



ACTIVITY 2

Food trucks in Uruguay

Hey, I really like food trucks! Can I join you next time?

Sure! They usually are not located at the same place, so we have to look for the information about the next one.

If YOU help us we can find out where they are going to be placed, at what time, which days of the week and all necessary information!



- 1 Look at the picture and tell the class what you see.



2

Read the poster.



Montevideo

FOOD TRUCKS

Where?
Villa Biarritz Park

When?
SATURDAYS
SUNDAYS
from 11:00 to 23:00

What types?
Japanese,
Venezuelan,
Uruguayan food

What else?
Live music,
games for kids,
magic shows

(Photographs from Intendencia de Montevideo)

3

Pairwork: tell your partner the details about the event

from the poster. Example: *I think the poster is about ...**You can eat ... You can see ... You can do ...*

4

Read the poster and answer True or False.



- 1 The poster is about a play at a theater in Montevideo. **TRUE** • **FALSE**
- 2 The event happens on Thursdays and Fridays. **TRUE** • **FALSE**
- 3 The event happens from 11:00 to 23:00. **TRUE** • **FALSE**
- 4 You can eat Japanese, Venezuelan, and Uruguayan foods. **TRUE** • **FALSE**
- 5 There will be skating demonstrations. **TRUE** • **FALSE**

5

Pairwork. Compare your answers with a partner.



Correct your partner's answers.



ACTIVITY 3

Comparing food trucks in Uruguay and in the United States

Where did you get that?

I decided to get a hamburger and a hot dog at an American food truck.

Oh, cool! Now I feel like having a hamburger, too, but these arepas are so good...



Having hamburguers, hot dogs AND arepas is too much! You don't need to have more food! Nico, are you enjoying lunch?

Sure! These things are delicious!



1 Pairwork:



- **Student A** recalls the information of food trucks in *Uruguay*.
- **Student B** recalls the information of food trucks in the *United States*.

a Ask questions to your partner and **complete** the diagram comparing food trucks in Uruguay and in the United States.



- Look at the similarities.
- Look at the differences.

Example: *Student A: Are food trucks in the United States outdoors?*

Student B: Yes! And in Uruguay?

Student A: The same! I went to them in Villa Biarritz park. It was great!



Food Trucks: United States

Food Trucks: Uruguay

outdoors

DIFFERENCES

SIMILARITIES

DIFFERENCES

b Answer the questions. 

1 Are there things in common?

(For example: food trucks in Uruguay and in the United States are both outdoors).

2 Are there things that only one of the countries has?

(For example: people can eat Thai food in the United States, but not in Uruguay).

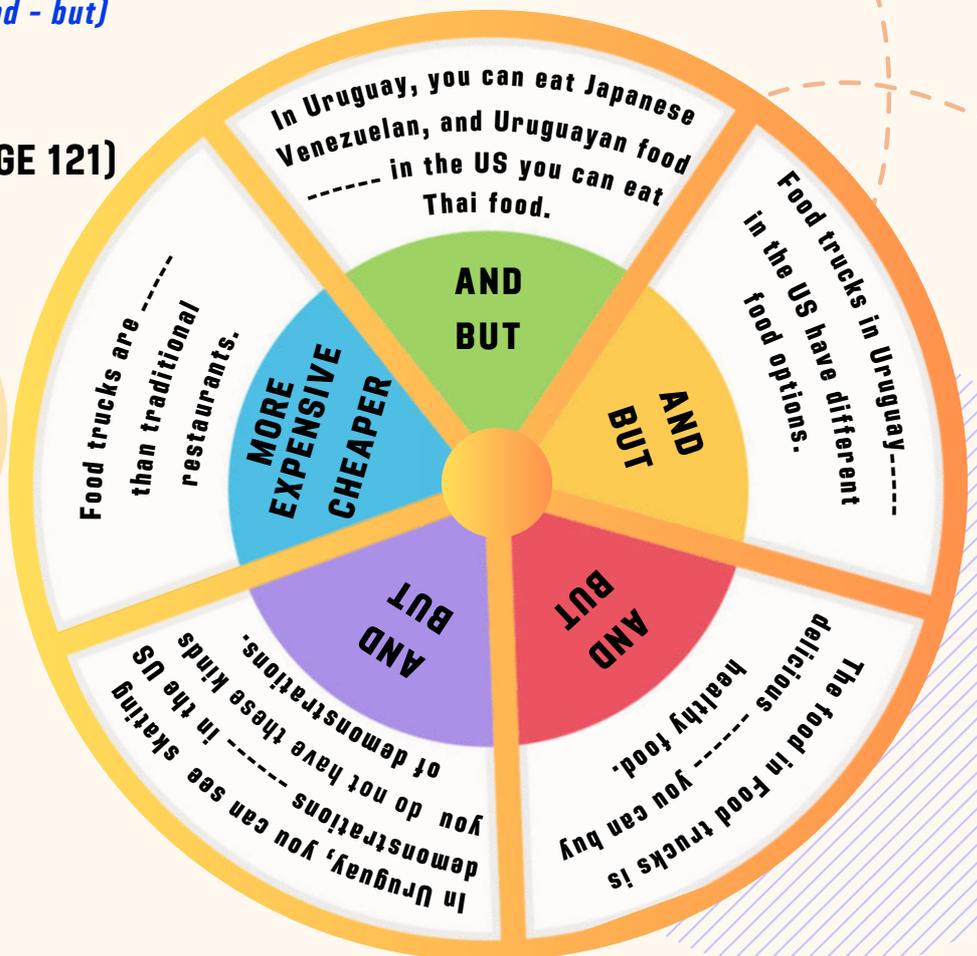
c Spin the “Comparison Wheel” with a partner. 

- Spin the wheel.
- Read the sentence, choose the correct option and say it aloud.  

Example: *Food trucks in Uruguay in the United States are both outdoors.*
(and - but)

- Have fun!

(CUT OUT ON PAGE 121)



ACTIVITY 4

A Venezuelan chef

Can I try these?
What are they?

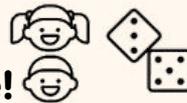
Of course. They are called
"arepas" and they are a
traditional dish from
Venezuela. I got them in the
food truck "Tastes from
Venezuela". Do you like it?

I have an idea! Let's
go to the
Venezuelan food
truck and talk to
the chef there! He
seemed really cool!

They are REALLY
good! How do you
cook them?

No idea! It would be nice
to be able to make
arepas, sure.

1 Pairwork: Play a True-or-False game!



You will have a sticky note between both of you.

- Listen** to the teacher reading true-false sentences about previous classes.
- Race** to take the sticky note only if the sentence is true.
- Whoever** takes the sticky note first **wins a point** if the answer is correct. If the answer is not correct, you lose a point.
- Continue** in the same way until the game is over.



Example: *Teacher:* "People can buy Venezuelan food in food trucks in Uruguay."

Student A: (takes the sticky note because he/she thinks the sentence is correct).

Teacher: Yes, it is true. You earn a point.

(The sticky note is placed between the pair).

The winner is _____ !

I like this game!



I don't like this game!





2 Answer the questions. *a*

1 What are some traditional Venezuelan types of food?

2 Have you ever tried Venezuelan food?

3 Look at the pictures. Read the sentences. 
Tell the class if you agree or disagree about them. 

1 Mexican food is spicy.

2 Burgers are not healthy.

3 Sushi is delicious.

4 Meat is disgusting.

5 Pasta is cheap.

6 Barbacue is expensive.

7 Salad is healthier than fish and chips.

8 People can buy different kinds of food in Food trucks.



4 Read the text “A Venezuelan Chef in Uruguay”. 

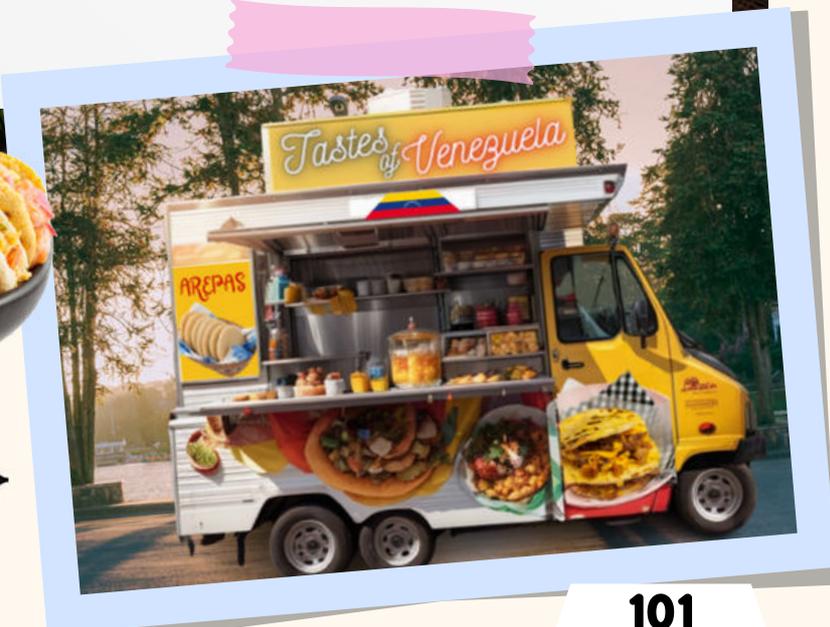


A Venezuelan Chef in Uruguay

Hello! My name is Miguel García. I’m a Venezuelan chef and I own the food truck “*Tastes from Venezuela*”. We travel around Uruguay offering our traditional dishes for people to taste and enjoy. The portions are huge and the food is freshly prepared. We base most of our dishes on cornbread, so they are gluten-free, dairy-free and vegan-friendly, so everyone, from vegans to meat lovers, can enjoy them!

We use a homemade hot secret sauce that is very spicy but tastes very good! We specialize in the preparation of arepas, a typical Venezuelan dish. They are delicious and filling. They are made with fine cornmeal, water and salt that is turned into dough in the shape of a flat circle. You can fill them with different food options: black beans, cheese, chicken, beef, pork or seafood. They are so tasty, you can eat them at any time.

I have been a chef for 20 years. I moved to Uruguay a long time ago. I used to cook in very important restaurants in Venezuela, but I fell in love with a Uruguayan, so I came to Maldonado. I love it here! People are friendly and warm. The weather is really nice, and Uruguayan food is also delicious.



5 Tell the class what you remember about the text. 

6 Read the text again and **answer** the questions with complete sentences.

Example: *What is the chef's name? His name is Miguel García.*

1 Where is Miguel García from?

2 What is Miguel García's job?

3 What are his favorite dishes to cook?

4 What is special about Miguel García's food truck?

5 Does Miguel García like Uruguay?

6 What does Miguel García like about Uruguay?

7 Complete the recipe of arepas below.

RECIPE

Dish name: _____

From: _____

Ingredients: _____

Instructions: _____

Miguel was so nice!
He told us the recipe
for arepas! I can't wait
to go back home and try
them!

But you are not the
best cook ever, Nico.
Perhaps we should
call more friends to
help!

You are right!
Let's call Freddie!
I'm sure he will
know how to help
us!



ACTIVITY 5

A (very famous) Uruguayan chef.

Thank you for inviting me! Sure, I can help you with the recipe! But first, let's watch a little TV together. My favorite Uruguayan chef is cooking tonight!

A Uruguayan chef?

Sure! She's really the best! I love her recipes, and she is so warm and funny! Come, sit and watch with me!



- 1 Read the title of the video and **look** at the picture.   

Example: *The video is about...*

- 2 Watch the video. 

- 3 Check if your predictions were correct.

Tell the class information you remember about Rose. 



4 Watch the video again. **Circle** all the correct answers.



1 Rose has a unique surname. It is from...

- a • Russia
- b • Greece
- c • Italy
- d • Norway

2 Rose is a famous...

- a • actress
- b • cook
- c • singer
- d • sommelier

3 She loves ...

- a • cooking
- b • eating
- c • setting the table
- d • cleaning up after

4 Her favorite dish to eat is...

- a • spaghetti with red sauce
- b • beef with pesto
- c • spaghetti with pesto
- d • tacos

5 Rose likes to prepare sweet things such as...

- a • banana bread
- b • lemon pie
- c • chocolate chip cookies
- d • carrot cake

6 Rose is a sommelier. A sommelier is someone who specializes in...

- a • gardening
- b • sushi
- c • wine
- d • books

7 What senses does Rose use often?

- a • Sight
- b • Smell
- c • Taste
- d • Touch



5 Read the following expressions.



- Absolutely! • I agree! •
- I totally agree •
- Of course! •
- That's right! •



- That is true, but ... •
- I see your point, but ... •



- Absolutely not! •
- No way! • I don't agree! •
- I totally disagree •
- That's not right! •

6 Play a game.

- Listen to the audio, and show your preferences with a 
- **Thumbs Up**  for **I agree**, and **Thumbs Down**  for **I disagree**.

Example: *(Audio) Rose likes cooking sweet things.*
Emma: I totally agree!

- Continue in the same way until the game is over.
- Enjoy and have fun!



7 Write sentences agreeing or disagreeing with Rose! You can  use sentences from the previous exercise or make up your own.

Example: *I agree with Rose because I love pasta too!*

1	_____
2	_____
3	_____
4	_____
5	_____

Optional

Group Work: Spinning Wheel Game

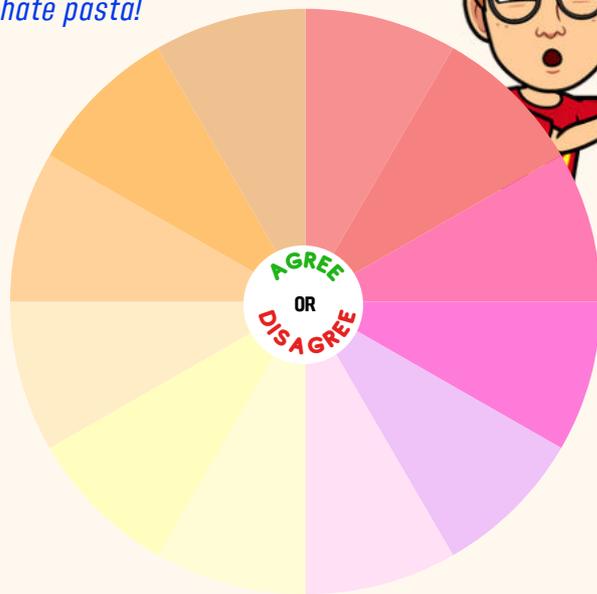


- Create your own sentences or use the sentences from the exercise above and **write** them in the spinning wheel. 
- Exchange your spinning wheel with another group.
- Take turns spinning the wheel and expressing your preferences about the statements. 

Example: *(Written sentence) I agree with Rose because I love pasta too!*
Spins the wheel.
Freddie: I totally disagree! I hate pasta!

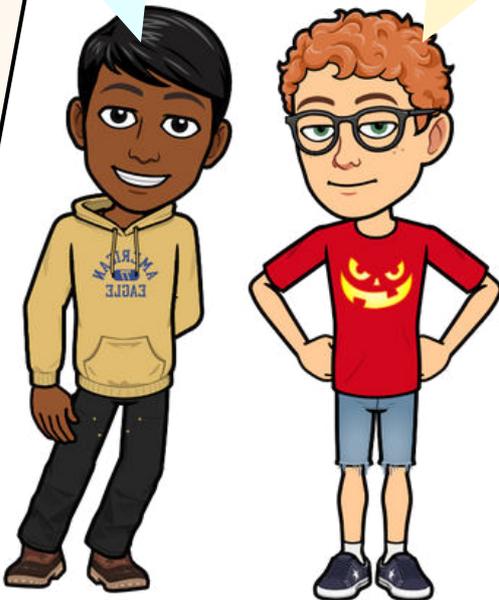
- Play and have fun!

(CUT OUT ON PAGE 122)



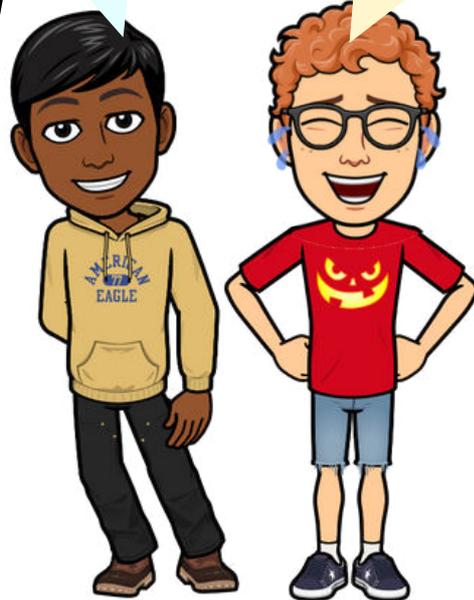
You were right! Rose is so cool! I loved her video and the things she mentioned about her likes and career!

See? I told you, she's the best!



And now I feel like having pasta with pesto!

Sure! Let's find out the recipe before, and we'll cook that!



ACTIVITY 6

Recipes



1

Groupwork.
Play a game.



- Line up in the middle of the room.
- Pretend that your classroom is divided into two halves:
Side 1 for “I Agree” and **Side 2** for “I Disagree”.
- Listen to the audio, stand up and go to the side of the room according to your preferences (agree or disagree).
- Play and have fun!
Example: (Audio) *I'd rather cook a chocolate cake than a pizza.*

Sara **agrees** so she moves to **Side 1** of the classroom.



2 Watch Rose's video again. Tick the correct answer. 

Example:

1 Rose is a sommelier.
 Rose is an actress.

4 She describes a recipe for pesto.
 She describes a recipe for carrot cake.

2 Rose loves cooking salty things.
 Rose loves cooking sweet things.

5 On weekends, she eats at restaurants.
 On weekends, she spends her day cooking in her kitchen.

3 Rose likes setting the table and teaching.
 Rose likes practicing sports and writing articles.

6 Rose shares her favorite recipe.
 Rose teaches us how to set a table.

3 Answer the questions in each case: • Do you agree?
 • Do you disagree? 

Explain why or why not. Example: *Rose loves cooking sweet things.*
Student: I agree because she says that she loves cooking lemon pie and carrot cake.

- 1 Rose cooks healthy food. _____
- 2 She wrote 4 books. _____
- 3 Rose is a very organized person. _____
- 4 Her favorite dish is beef. _____

4 Look at the images and read the titles.  
 Can you predict what these texts will be about? Tell the class.

Example: *I see ...*
I think



5 Read the following recipes. 



Simple Sweet Scones

Ingredients

- 2½ cups flour
- 1 tablespoons baking powder
- ½ teaspoon salt
- 8 tablespoons butter
- ⅓ cup sugar
- ⅔ cup milk

Instructions

- Heat the oven to 175°C.
- Put flour, baking powder and salt into a large bowl
- Mix it.
- Add butter and sugar and mix well.
- Place dough on a floured surface.
- Roll into a circle about 2 cm thick and cut circles.
- Bake 12 minutes.



Carrot Cake

INGREDIENTS:

- 350 g flour
- 325 g brown sugar
- 2 teaspoons cinnamon
- 250g grated carrots
- 4 tablespoons milk
- 4 medium eggs
- 200 ml olive oil
- 75g nuts



INSTRUCTIONS:

- Heat the oven to 180°C.
- Grease and line the bottom and sides of a 22 cm lined cake tin.
- Mix together the flour, sugar, cinnamon, nuts and grated carrots in a large bowl.
- Beat together the eggs, olive oil and milk in a large bowl.
- Pour the wet ingredients into the dry ingredients slowly.
- Tip the cake mixture into the lined cake tin and cook for 1h - 1h15.

Pancake Recipe

Ingredients

- 150 g flour
- ⅓ tablespoon salt
- 2 eggs
- 300 ml milk
- 1 tablespoons butter



Instructions

- Put the flour and salt into a large bowl.
- Mix it.
- Pour in the milk and eggs.
- Add the flour and the butter and mix well.
- Take a frying pan.
- Heat the pan over a medium heat for 1 min.
- Add batter to the pan.
- Cook the pancake for 30 sec.
- Flip it.
- Cook the other side for 30 sec.



HEALTHY FOOD SERIES

Basil Pesto

Ingredients

- 1 cup fresh basil leaves
- 3 peeled cloves garlic
- 3 tablespoons nuts
- 1/3 cup grated Parmesan
- Salt and black pepper, to taste
- 1/3 cup olive oil



How to cook

- Combine the basil, garlic, nuts and Parmesan in a bowl.
- Add salt and pepper.
- Finally, slowly add the olive oil.



WORD BANK

- mix • beat • pour • bake • heat •
- roll • flip • grate • blend • add •
- grease • tip • combine •
- cook •



6 Tell the class what information you got from the texts (the type of texts, what is similar, what is different). **Check** if your predictions were correct.

Example: *I think it is a.... because....*

7 Read the text again and **answer** the questions. 

Example: *I like the scone recipe the most because I love to bake sweet things.*

1 Which one do you like the most?

2 Which one do you like the least?

3 Which one is the healthiest? And the unhealthiest?

8 **Pairwork.**

Compare your answers with your partner.  

- Do you agree?
- Do you disagree?

Example: *Partner A: I like the scone recipe the most because I love to bake sweet things.*

Partner B: I disagree, I prefer pesto because I love pasta with pesto.

9 Write similar sentences agreeing and disagreeing. 

1

2

3

4

You were right, Nico, why arguing about food when we can cook both things! It's nice to have pasta with pesto AND arepas!



Sure, you are right!

ACTIVITY 7

Practice

Freddie, the food was delicious! You are an excellent cook! You should be proud!

I really like cooking! In fact, it's my favorite thing.

You and me both!

What do you want to be when you grow up? Because I have an idea...

1 Look at the picture. Who is he? Do you know his dream career? Can you predict it?



2 Listen to the dialogue between Freddie, Emma, Nico and Sara.



3 Tell the class the information you remember about the audio.



- What are the friends discussing?
- What is Freddie's dream?

4 Listen to the audio again and complete the chart below.



Who wants to...	Nico 	Sara 	Freddie 	Emma 
go out to eat?				
cook a carrot cake?				
cook pancakes?				
cook scones?				
be a chef?				

5 Group work.



Role-play the dialogue.



- Choose a character's mask and act it out!



6

Read the dialogue.



- Highlight food items.
- Circle the phrases expressing agreeing and disagreeing.

Nico: I'm starving! Let's go get something to eat.

Freddie: Why don't we cook? You know it's my favorite hobby.

Emma: No way. Cooking takes too long, let's go out to eat.

Sara: I totally agree with Emma.

Freddie: No way! Cooking is awesome. I can make you something delicious in no time! What about carrot cake?

Nico: Absolutely not! That will take hours.

Freddie: Of course. What about pancakes?

Nico: Yeah! I love pancakes.

Emma: No, I disagree, I ate pancakes this morning. I don't want them again.

Freddie: I see your point.

Sara: What about scones? They're easy and delicious!

Freddie: Absolutely, I love scones!

Emma: Nico and I totally agree!

1 hour later

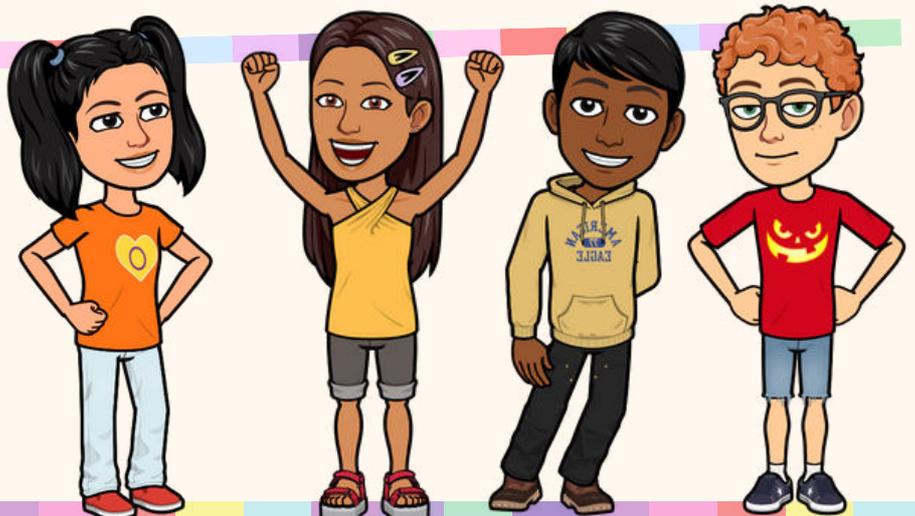
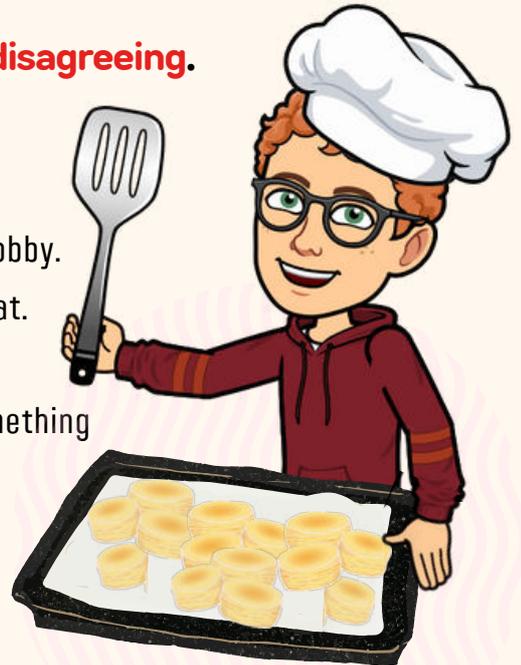
Sara: Freddie, those were delicious! Thanks for cooking.

Freddie: Thanks. You know, when I grow up, I want to be a chef. I'd like to own my own food truck and travel all around Uruguay with my food.

Emma: That's awesome! I could totally see you doing that.

Sara: Me too! I'll come visit your truck!

Nico: I agree! I'll come too.



7

SELF-ASSESSMENT: think about Unit 4 - "Enjoy your meal".

Tick ✓ the corresponding box.



			
• I can name food items (<i>It is pasta</i>).			
• I can make simple sentences (<i>I have milk for breakfast</i>).			
• I can classify food (<i>Soup is healthy, but burgers are not healthy</i>).			
• I can agree or disagree on statements given (<i>No, I disagree, I ate pancakes this morning</i>).			
• I can produce 'agree or disagree' statements (<i>I agree with Rose, I also love pasta!</i>).			
• I can listen and understand the main ideas from an audio file (<i>It is about a famous chef</i>).			
• I can read and understand the main ideas from a recipe (<i>You need eggs and salt to cook pancakes</i>).			
• I can ask questions (<i>What are they cooking?</i>).			
• I can answer questions (<i>They are cooking pancakes</i>).			

Dreams really come true! I studied to become a chef and I opened my own food truck! I love all of these things.



ACTIVITY 8

Assessment



1 Poster creation.



- a Select one of these topics:
 - imagine you have a Food Truck or
 - think about your favorite recipe.
- b Create a presentation on your computer or a poster.
 - Note: Check the activities from this unit to help you out.
- c You should include:

For your food truck:

- Name of the food truck.
- Pictures or drawings of your food truck.
- Types of food it sells
- Reason(s) for being special

For your favorite recipe:

- Title of your favorite recipe
- Pictures or drawings of your recipe
- Ingredients
- Instructions

2 After doing your poster/presentation, be ready to present it to your class.

3 Listen to your classmates. Choose two of them and complete these charts.

Partner 1:

			
• says complete sentences.			
• speaks clearly and loudly.			
• includes type of food (food truck). or • includes ingredients (recipe).			
• includes reason(s) for being special (food truck). or • includes instructions (recipe).			

Partner 2:

			
• says complete sentences.			
• speaks clearly and loudly.			
• includes type of food (food truck). or • includes ingredients (recipe).			
• includes reason(s) for being special (food truck). or • includes instructions (recipe).			

4 Listen to the audio.  

5 Tell the class what happened with Emma and her family. 

6 Listen to the audio again and tick ✓ the correct answer.  

Example: *The audio describes a conversation between Emma and her friends.*
The audio describes a conversation between Emma and her grandparents.

1 Emma, her grandma and grandpa had dinner at a food truck.
 Emma, her grandma and grandpa had dinner at home.
 Emma, her grandma and grandpa had dinner at a restaurant.

3 Emma's grandpa agreed on eating at a restaurant.
 Emma didn't want to cook the omelet.
 Emma's grandma was not sure about cooking grandpa's special recipe.

2 Emma's grandpa cooked spaghetti.
 Emma's grandma cooked an omelet.
 Emma cooked an omelet.

4 The special ingredients were eggs and salt.
 The special ingredients were onions and red peppers.
 The special ingredients were eggs and onions.



7 Read the following sentences. Do you agree with them? Explain why.
Example:

"I love cooking sweet things"
(Rose)

I agree with Rose because I love cooking chocolate cakes.

"Omelettes are delicious"

(Emma)

"I'd rather have salad than omelet"

(Emma's grandma, Sofía)

"It is healthier to cook at home"

(Freddie)

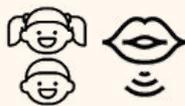
"My favorite type of omelet has onions and red peppers"

(Emma's grandpa, Salvador)

8 Read this poster about another food festival.



9 Pairwork:



tell your partner the details about the event from the poster.

Example:

*I think the poster is about ...
You can eat ...
You can see ...
You can do ...*

FOOD TRUCK Festival



Music, drinks & delicious food

SAN JOSÉ DE MAYO

DAYS
Saturdays and Sundays

TIME
from 11 to 23

PLACE
Independence Square

KINDS OF FOOD
Mexican, Chinese, Traditional Uruguayan food

OTHER ACTIVITIES
Live music, kids corner, cultural exhibition, balloon show



10

Read the poster again and **circle** true or false.



Example: *The poster is about food trucks in Paysandú.* TRUE • FALSE

- 1 The poster is about a new movie in a local cinema. TRUE • FALSE
- 2 You can eat Mexican, Chinese and traditional Uruguayan food. TRUE • FALSE
- 3 The event will happen on Wednesdays and Fridays. TRUE • FALSE
- 4 There will be roller-skating demonstrations. TRUE • FALSE
- 5 The event will happen from 10:00 to 23:30. TRUE • FALSE

We learned so many things about different types of food and places to eat them!



Yes! I loved hearing about those! And about the celebrations, too!



I disagree...

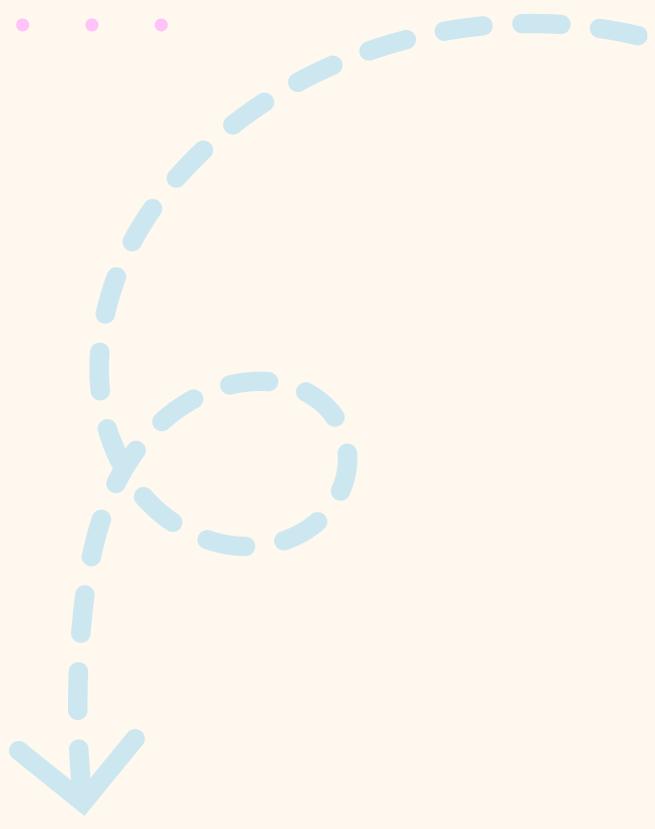
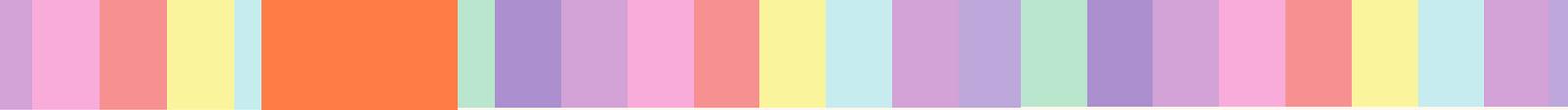


Why?

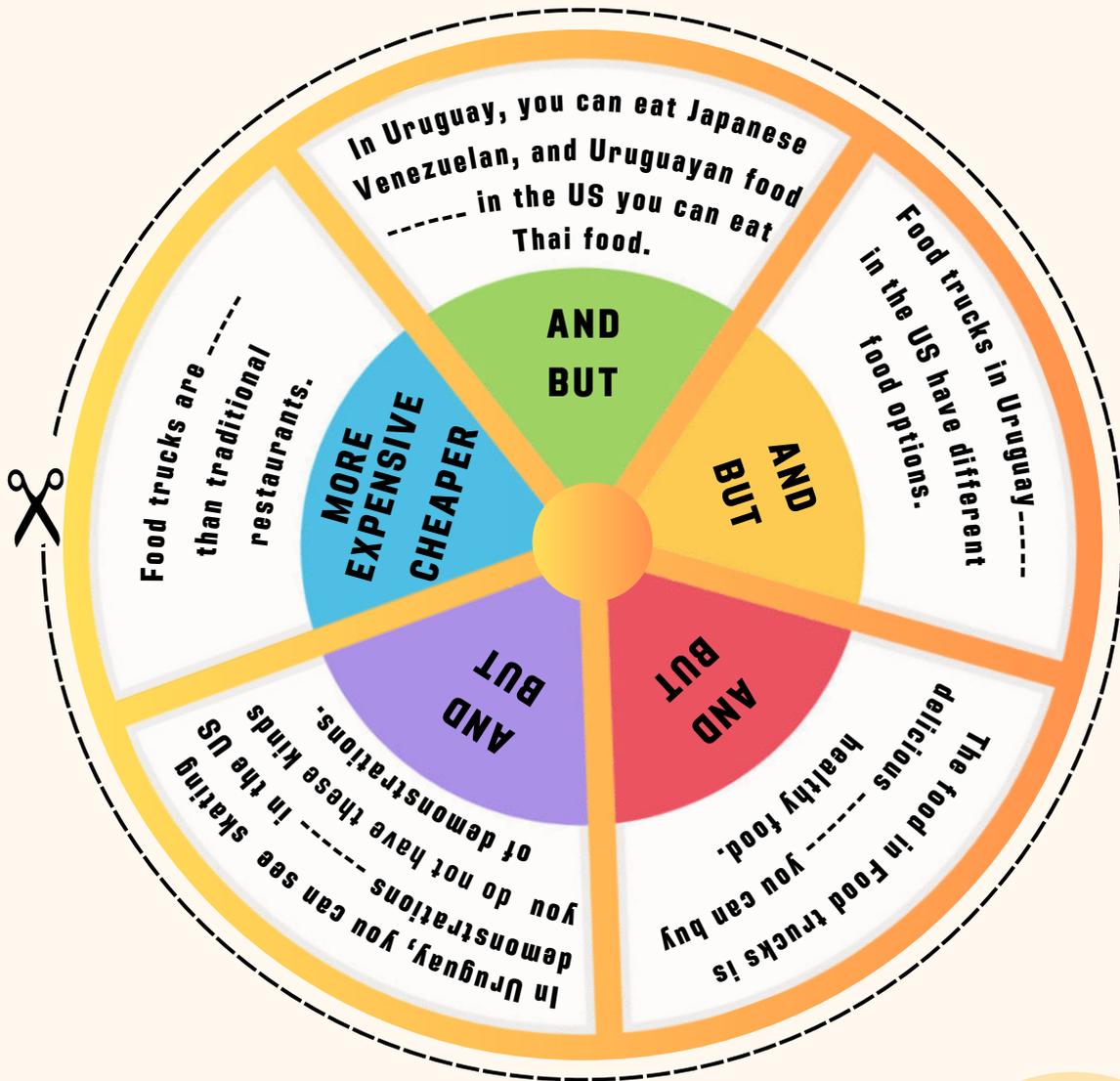


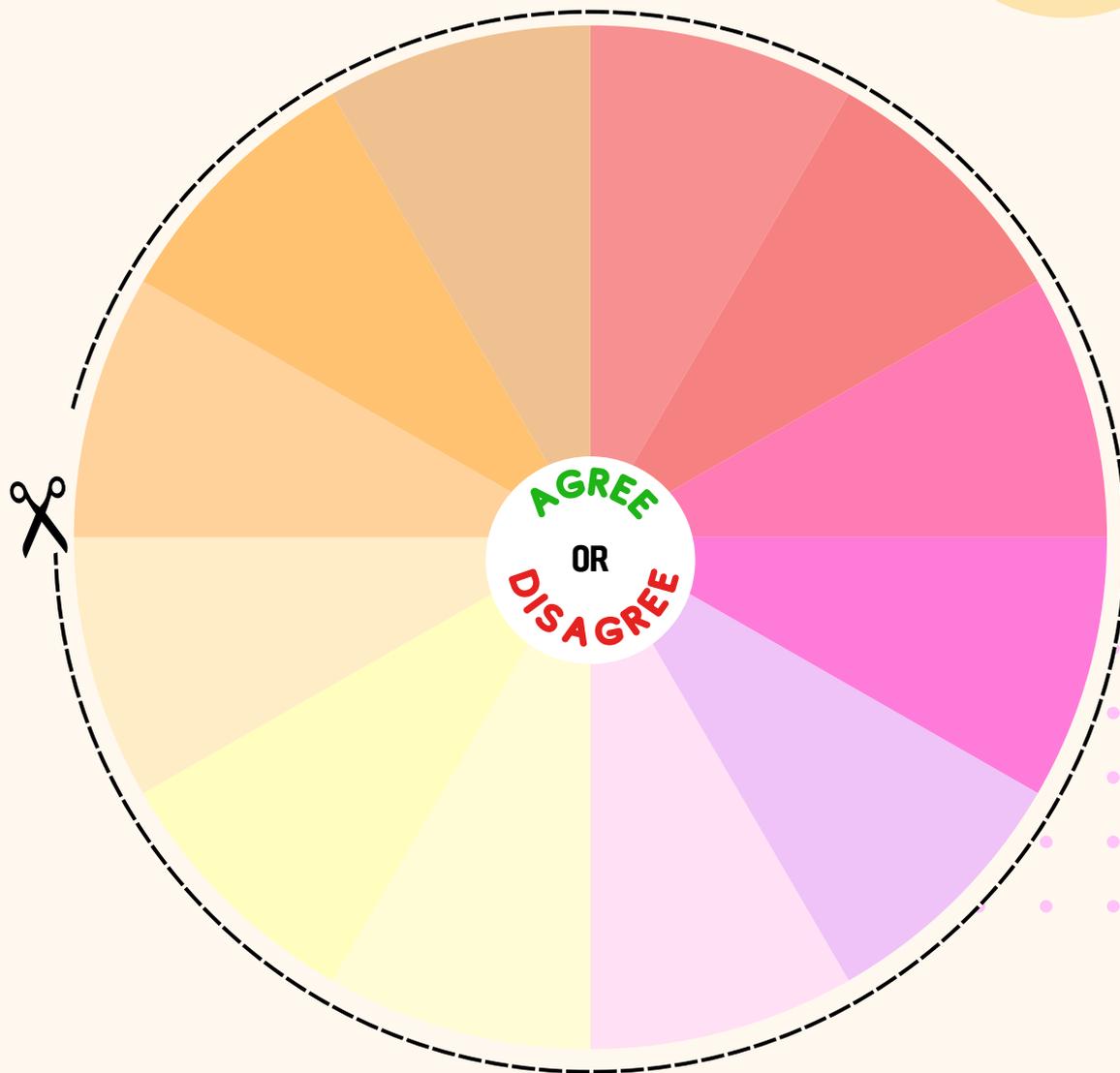
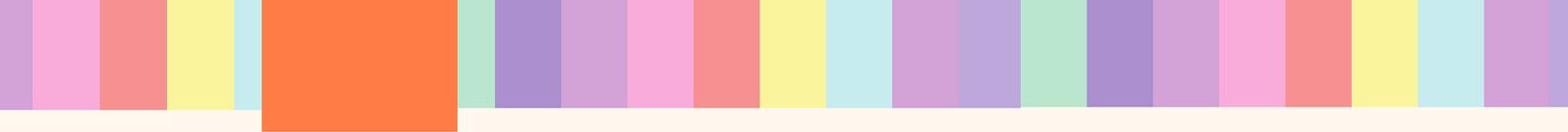
Because I'm still hungry!!





CUT OUTS

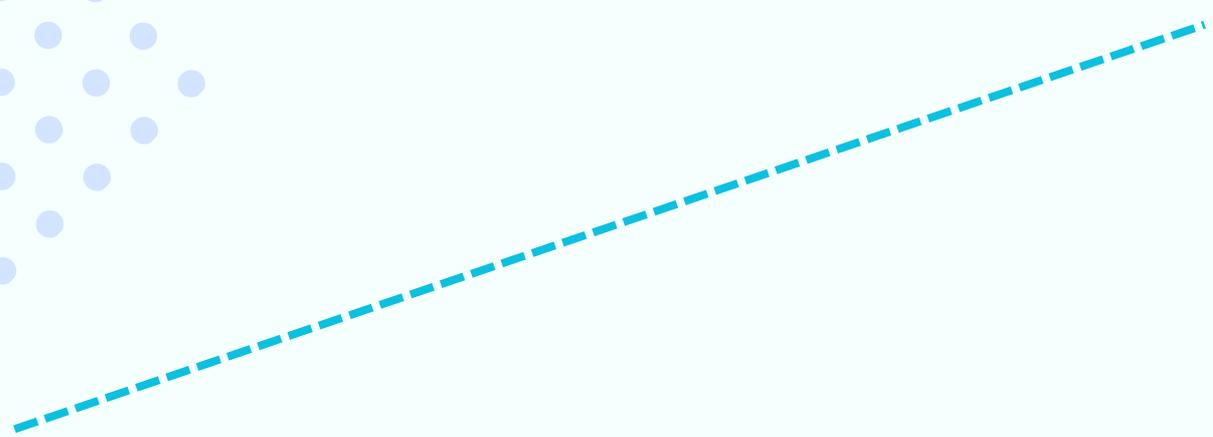
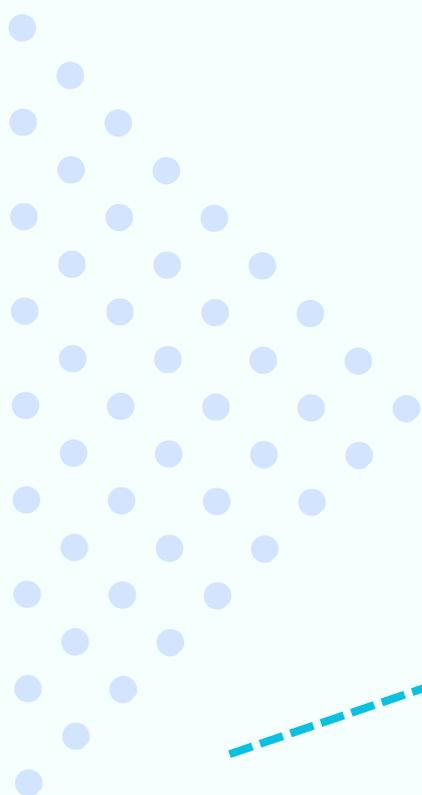




UNIT 5

OUR WORLD





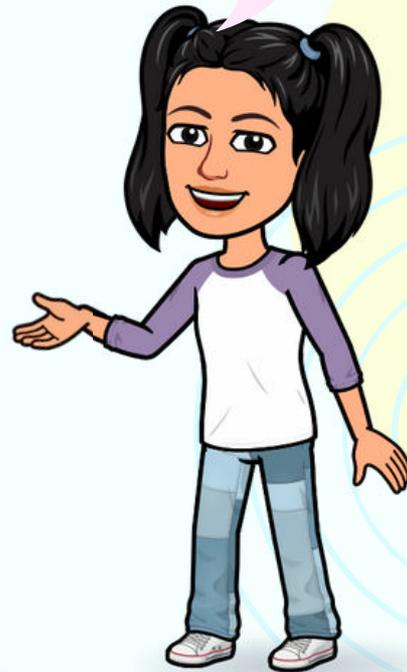
UNIT 5 - OUR WORLD

ACTIVITY 1 Environment

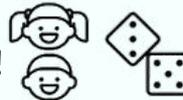
Today was a fun day at school. We learned a lot about the environment. We also played a game that was really fun! Do you want to play?



Sure! And you can join us, too!

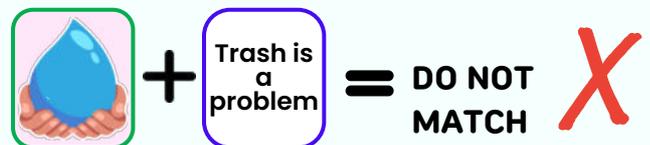
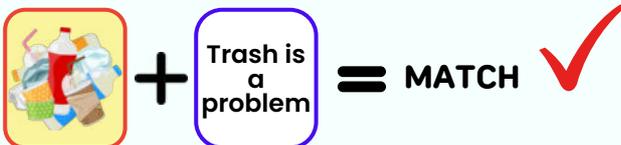


1 Pairwork. Play a game! Matching pairs!



- Turn over two cards: one from the pile of pictures and the other from the pile of sentences
- Read each card out loud. 
- Decide if the sentence matches with the picture.
 - If the cards **match** (sentence + picture), place them to the side.
 - If the cards **do not match**, keep the card with the picture and turn the card with the sentence back over to its original pile.
 - Continue until you find the correct sentence.

Example:



(CUT OUTS ON PAGES 155 AND 157)

2 Read and write **True** or **False** 

Example: *There are many animal species in danger of extinction.* True

- 1 Water resources are infinite. _____
- 2 Food waste affects the environment. _____
- 3 We can't prevent global warming. _____
- 4 Pollution affects our planet. _____
- 5 Reducing, recycling and reusing helps our planet. _____



3 Pairwork. 

- a Read the sentence from activity 2 and tell your partner your opinion. 
- b Your partner will answer "I agree" or "I disagree", and will tell you his/her reasons. 
- c Take turns.

Example: *Student A: (reads the sentence). There are many animal species in danger of extinction. I think it is true! What do you think?*
Student B: I think that is (true/not true) because...

4 Tell the class what you discussed in pairs. 

Someone in the class will answer "I agree" or "I disagree", and will tell you their reasons.

5 Watch a video about climate change to check your ideas. 

6 Watch the video again and tick ✓ the items you see.

7 Tell your partner about your findings. 

Example: *I saw endangered animals.*
What did you see?



- There are many endangered animals.
- We have to avoid wasting water.
- Cars and factories produce pollution.
- We have to work on cooperative actions.
- You have to reduce your food-wasting.
- We must avoid overusing plastic.
- Activism is important.
- Green spaces are essential.



I would like to read more about the things we can do to save the environment. Let's find out!

ACTIVITY 2 Planet savers

The information we need is here, somewhere! I must use my detective skills to connect the dots and find out different ideas to save the planet. Can you help me?



(Image from Freepik.com)

- 1 Read the titles and predict what the text is going to be about.

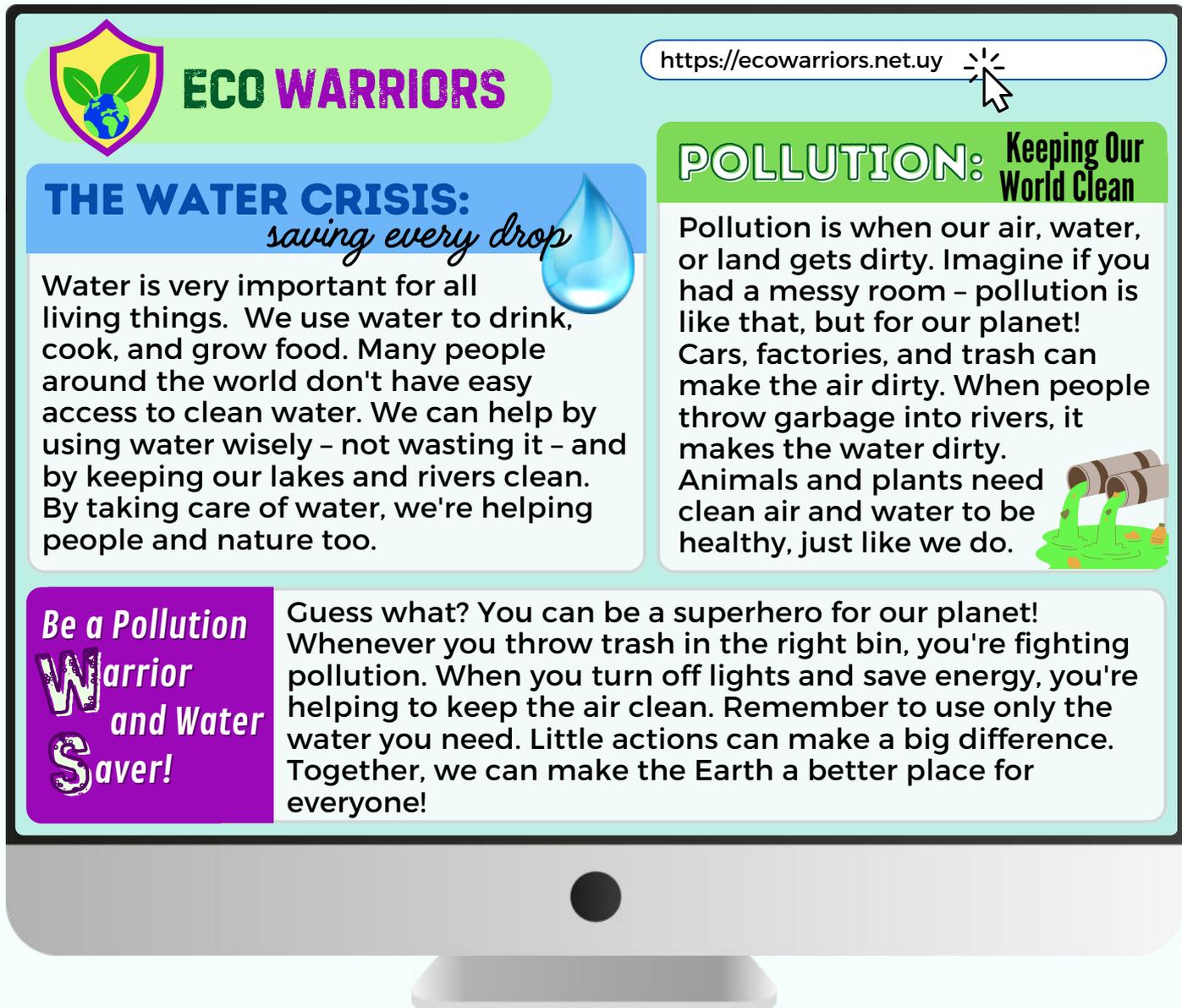


THE WATER CRISIS:
saving every drop

POLLUTION:
Keeping Our World Clean

Be a Pollution **W**arrior
and Water **S**aver!

2 Read the text. 



ECO WARRIORS

<https://ecowarriors.net.uy> 

THE WATER CRISIS: *saving every drop*

Water is very important for all living things. We use water to drink, cook, and grow food. Many people around the world don't have easy access to clean water. We can help by using water wisely – not wasting it – and by keeping our lakes and rivers clean. By taking care of water, we're helping people and nature too.

POLLUTION: Keeping Our World Clean

Pollution is when our air, water, or land gets dirty. Imagine if you had a messy room – pollution is like that, but for our planet! Cars, factories, and trash can make the air dirty. When people throw garbage into rivers, it makes the water dirty. Animals and plants need clean air and water to be healthy, just like we do.

Be a Pollution Warrior and Water Saver!

Guess what? You can be a superhero for our planet! Whenever you throw trash in the right bin, you're fighting pollution. When you turn off lights and save energy, you're helping to keep the air clean. Remember to use only the water you need. Little actions can make a big difference. Together, we can make the Earth a better place for everyone!

3 What is this? Tick the correct answer. 

a news article

a recipe

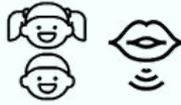
a web page

an email

4 Read the text again. 

- a Find and **circle** in the text three ideas to help our planet.
- b **Underline** the *causes* you find for planet endangerment and their *effects*.
- c **Highlight** the effects.

5 Pairwork: tell your partner ...



- if your *predictions* were correct.
- the *information* you remember from the text.

Interactive Language CORNER

Click and listen!



It is a bin.



They are plastic straws.



Turn on/off the lights, please!



Plug/unplug electronics, please!



It is a messy room.



There is clean air.



There is dirty air.



It is a drop of water.



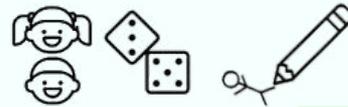
Water in lakes/rivers.



Save energy!



6 Pairwork. Let's play Pollution pictictionary!



- a** Play with a partner. One of you will be Student A, the other will be Student B.

Student A: choose a card and read it (not aloud!). Don't tell your partner. Draw what is on your card and show it to student B.

Student B: guess the action, say "the action" and if it is correct, you win a point.

- b** Don't forget to say: **Planet Saver!**
c Students take turns!

Example:

Student A: (takes a card, reads it in silence and draws what the card says).

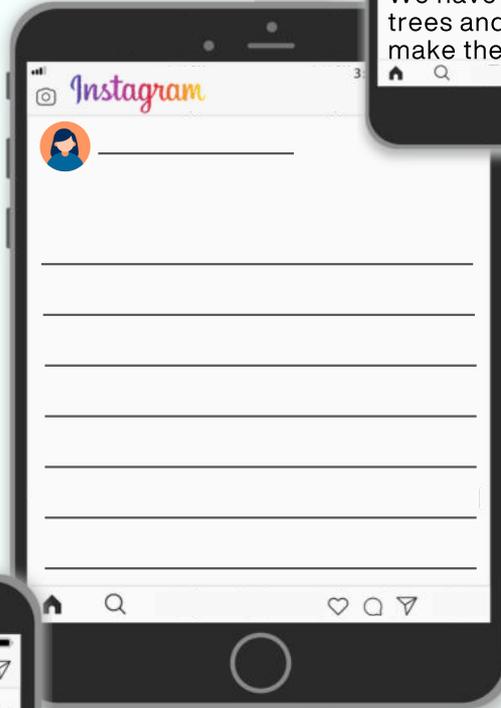
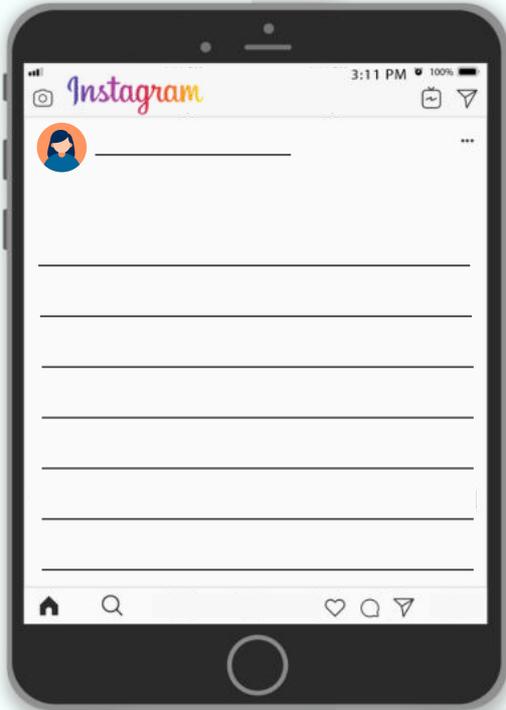
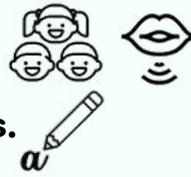
Student B: You must reduce, recycle and reuse. Planet Saver!

Student A: Yes! You win a point. Now, it is your turn!

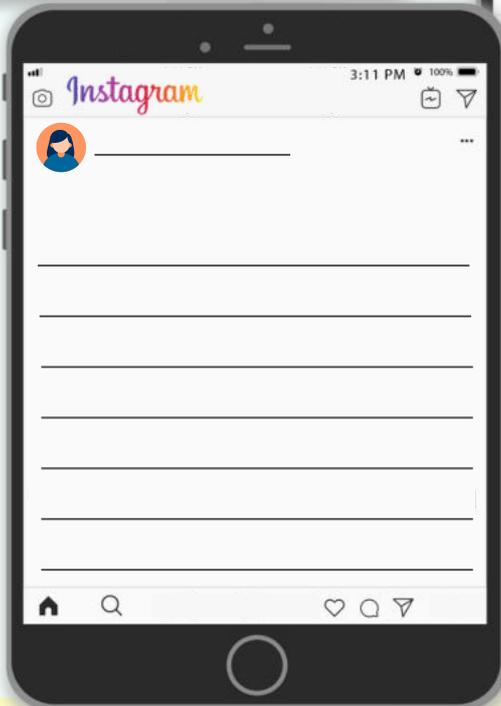
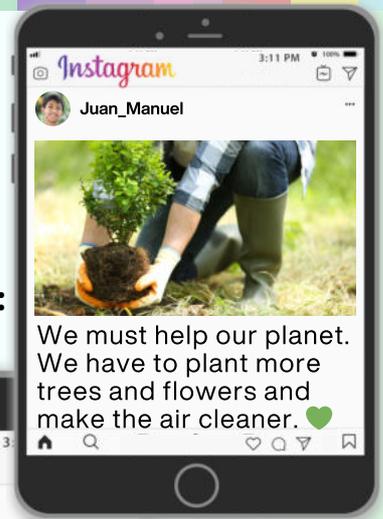


(CUT OUTS ON PAGE 157)

7 **Groupwork:** think about more actions to be a “Planet saver”. **Post** your ideas.



Example:



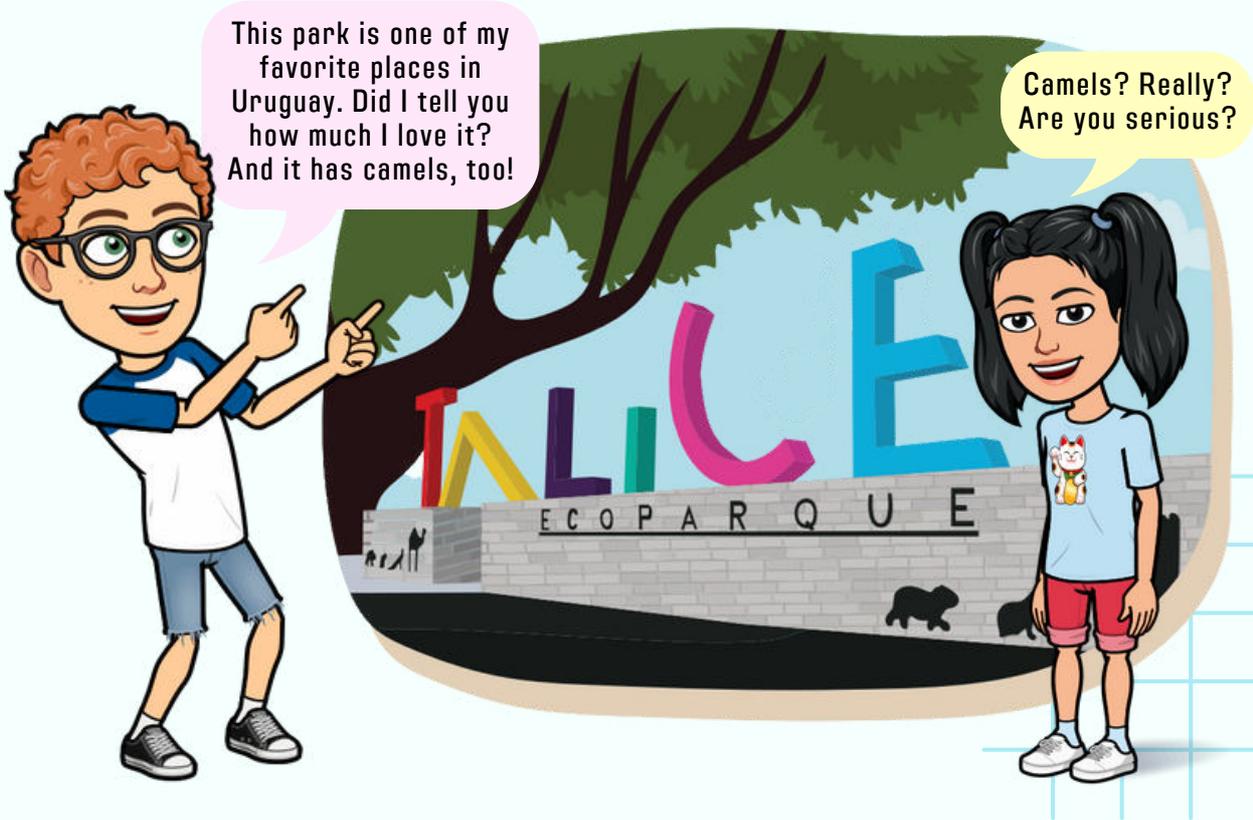
Sure! I was thinking the same thing. These are extremely good ideas!

Wow! These planet-saving posts are incredible! My classmates really outdid themselves.



ACTIVITY 3

Nature's friends



1

Look at the pictures.



What do you think the text is about?



(Images: *Guía Turismo Educativo*, I.M. de Flores – Javier Villasuso – I.M. de Flores and MINTUR – Dr. Talice: Wikimedia Commons and <https://www.correo.com.uy/filatelia>)

2 Read the text.



Rodolfo Tállice: *A Nature's Friend*

Rodolfo Vicente Tállice Ruiz was a nature lover from Uruguay. He was born in Montevideo on May 2nd, 1899. He was a teacher, doctor, politician and writer. He liked animals and plants so much that he became a biologist. When he was young, he explored forests and rivers, finding lots of interesting things.

Rodolfo wanted to help Earth. He told people they must keep it clean and safe. He made homes for animals and taught kids about nature. His special places, called "sanctuaries," let animals live happily.

In his honor, a special place called *Dr. Rodolfo Tállice Flora and Fauna Reserve* was created in Uruguay. It protects and takes care of plants and animals.

He died in Montevideo on June 2, 1999.

You can be a nature friend too, like Rodolfo. We must keep Earth clean, help animals, save energy and be Nature's helper.



(images: Wikimedia Commons and www.correo.com.uy/filatelia)

3 Pairwork: following Rodolfo's recommendations **tell** your partner what you can do to help nature.



Example: *To help nature we must keep our planet clean.*

Do you know any other person who has stood up for the environment?



Yes! I was thinking of Greta Thunberg. She's young and passionate!



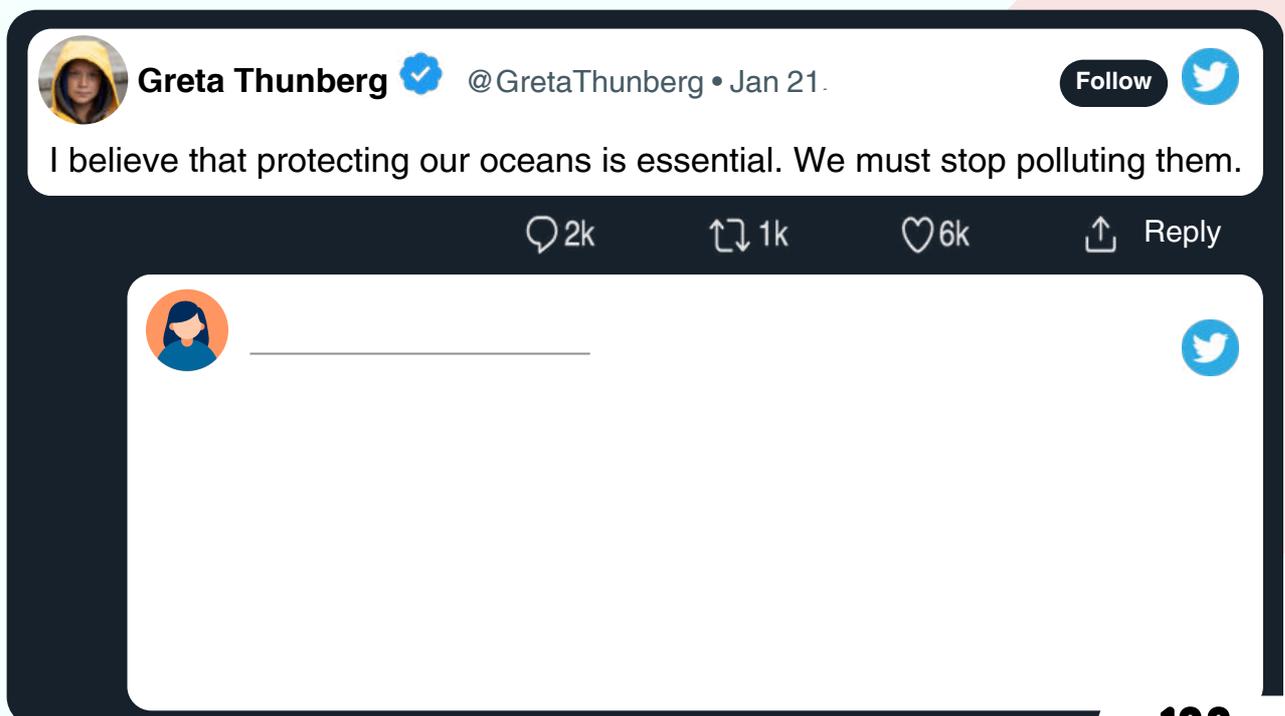
(Image: Wikimedia Commons)

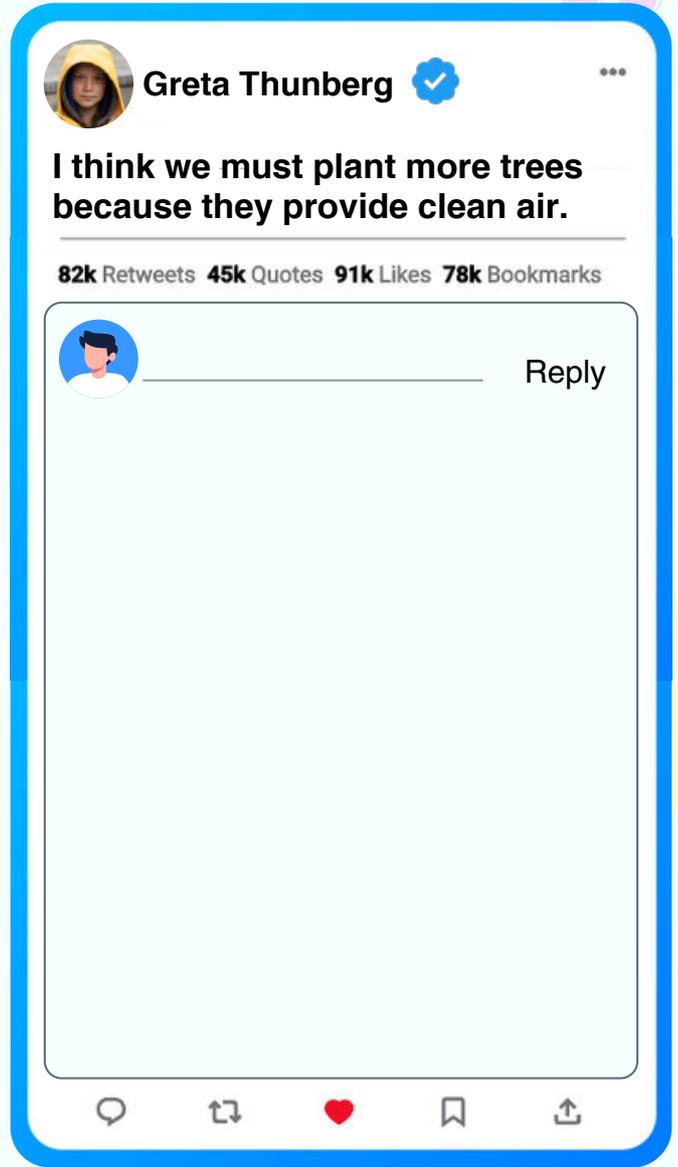
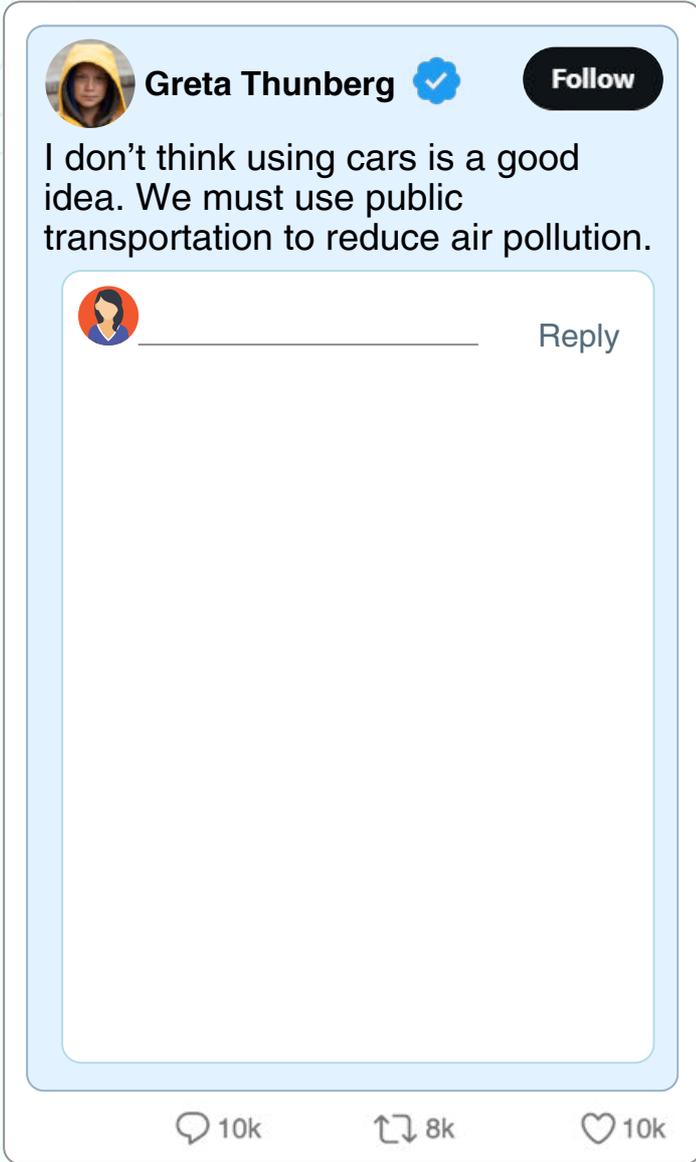
4 Let's know Greta's opinions! 
Read each of them.



5 What do you think? Do you agree with her? **Tell** your partner.  
Example: *I agree with Greta about recycling because we must reduce, reuse, and recycle. It is a good way to help.*

6 Write an answer to Greta's posts telling her your opinions and ideas to help the environment. 





I love your ideas! Your voice matters, we should do all of the things that you mentioned.

ACTIVITY 4

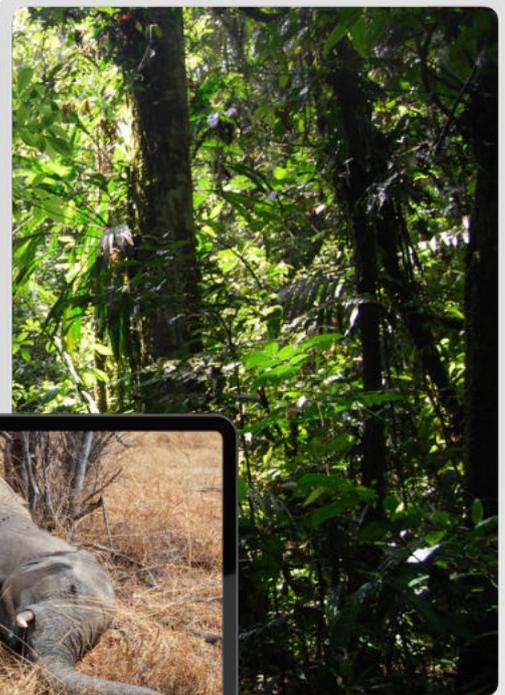
Small actions, big impact

Everything is connected. To think about the actions we can take to help the planet, we must understand the reasons behind every problem.

You are absolutely right! Let's brainstorm together different problems and solutions!



1 Watch the video of a song about the Earth.



2 Describe what you see on the video and pictures.



Example: *In this picture there are animals that are endangered because of overhunting.*

3 Match the causes and effects.

- 1 We must plant more trees ...
- 2 We must turn off the lights ...
- 3 People have to stop throwing trash ...
- 4 People must take shorter showers ...
- 5 We have to use public transportation ...
- 6 We must protect animals ...
- 7 We must stop overhunting ...

- to protect animals.
- to reduce air pollution.
- to help endangered species.
- to save energy.
- to save water.
- to keep our city clean.
- to combat deforestation.

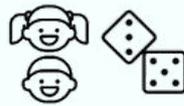


Let's play Memory!
Cut outs on page 159.

4 Number the pictures according to the actions from the previous activity.



5 **Pairwork.** Let's play Snakes and Ladders!
Use activity 2 to help you.



a Take turns to **throw** the dice. 

b **Move** your token. 

c **Read** and **answer** the question. 

- If you land on the bottom of a ladder, you climb up.
- If you land on the head of a snake, you slide down.



d Have fun!

Example: Student A: *(throws the dice, moves the token, reads and answers the question).*
How can we combat deforestation?
We must plant more trees.

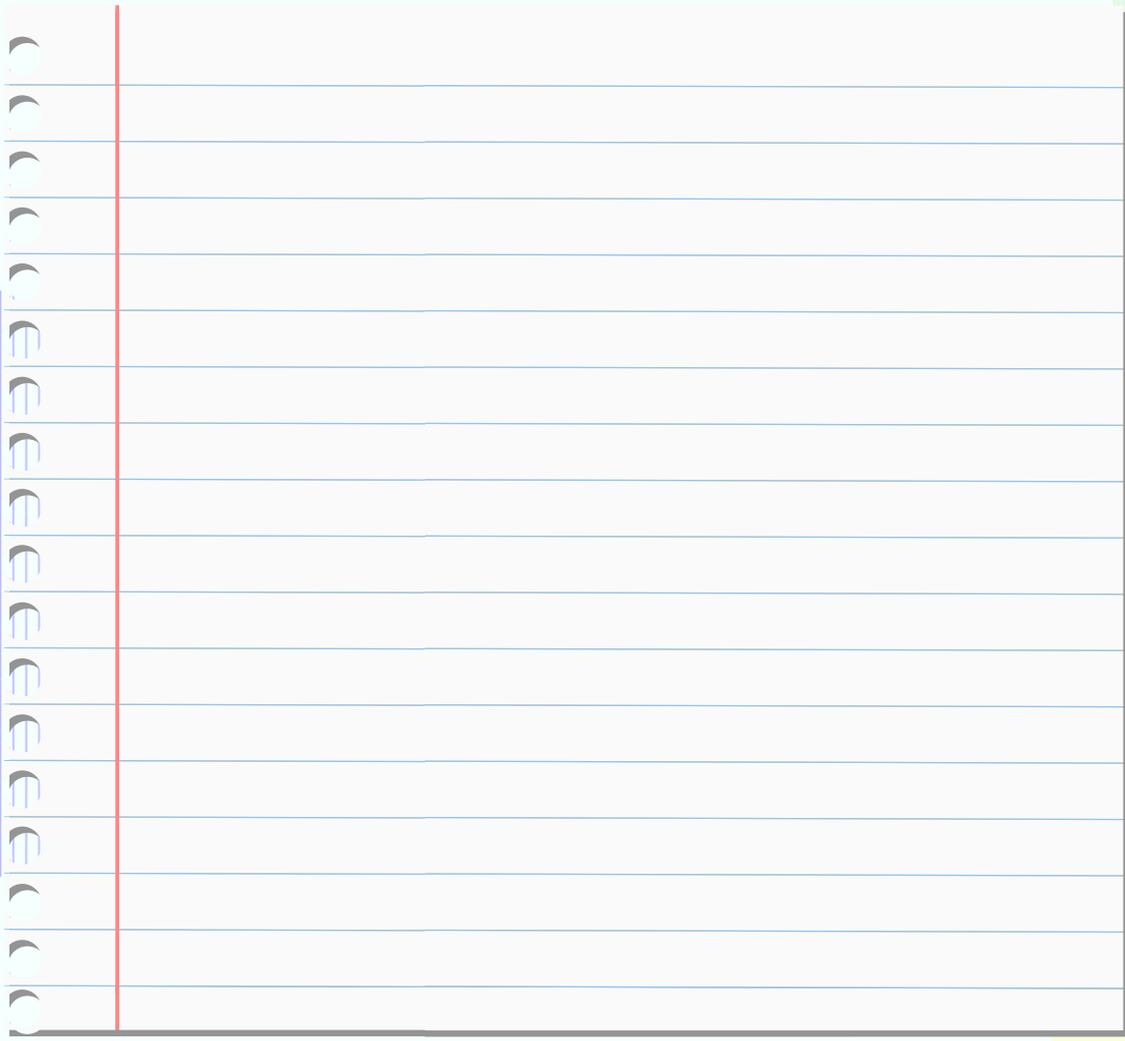
Student B: *Yes! My turn!*

FINISH 16 ... help our planet?	15 ... reduce the use of plastic?	14 ... reduce waste?	13 ... save water?
12 ... save energy?	11	10	9 ... protect animals?
8 ... keep our city clean?	7	6 ... reduce pollution?	5 ...
4 ... be healthy?	3 ... have fresh air?	2 ... combat deforestation?	1 ... help endangered species? START

HOW CAN WE...

6 What can we do at school to help our planet? **Write** your ideas. ✎

Example: *We must turn the lights off when we are not in the classroom to save energy.*



7 Share your ideas with your partners and find similarities.  Join a group.

8 **Groupwork:** create posters and post them around your school.  

Example:



(Images from Flickr.com)

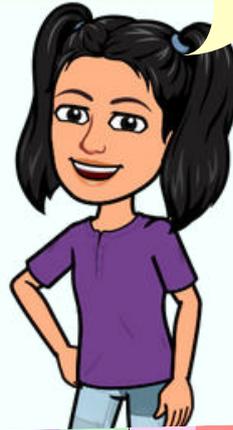
ACTIVITY 5

Go green

You are absolutely right!
Let's brainstorm
together different
problems and solutions!



Many I can think of! There
are different initiatives
taking place worldwide to
help our planet. Let's learn
about them together!



1 Look at the pictures. What do you think the text is going to be about? Tell your partner your predictions.



2 Read the text.



Hi! I'm Carla from Costa Rica. In my country nature is very important and we do many things to protect the planet.

We love our rainforests, so we don't cut down too many trees. We have special places called National Parks where animals and plants can live. It's not allowed to hunt many animals in Costa Rica, so they can live freely.

We have beautiful beaches where sea turtles come to lay their eggs. We protect turtles and their baby turtles. We make sure they can reach the ocean and have a happy life.

We love recycling. We have special bins for different things like plastic and paper. Recycling helps keep our land and seas clean. In Costa Rica, we use clean energy. We get power from the wind, the sun, and even waterfalls. Let's work together to make the Earth a better place for everyone, just like we do in Costa Rica!



3 Look at the picture and find the actions that Costa Rica takes to protect the planet.

4 List the actions you find.

In Costa Rica people use public transportation.

-
-
-
-
-
-
-
-
-
-



5 Listen to your teacher and touch • **green** (if it is correct) or • **red** (if it is incorrect).

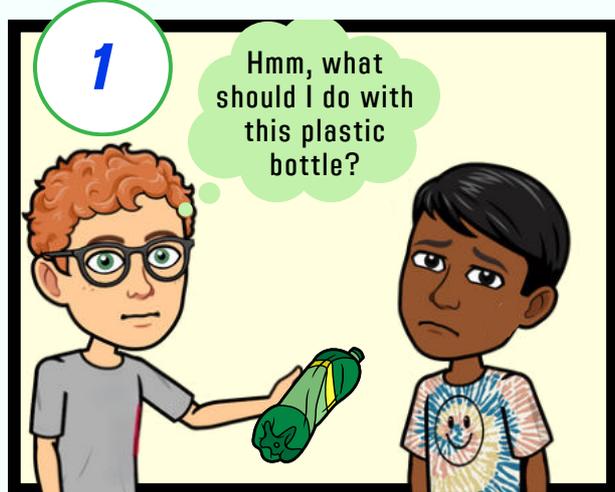


Example: *(Teacher reads):*

1. *Recycling helps keep our land and seas clean. (touch green)*
2. *Cutting down trees is not a problem for animals. (touch red)*



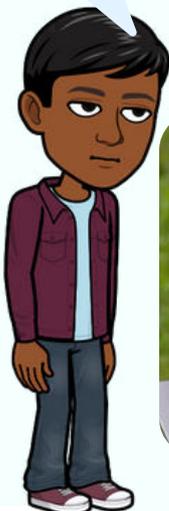
6 Pairwork: read the dialogue and order it.



7 Pairwork: write the dialogues.







ACTIVITY 6

Raise your voice

Ok, so we know the problems that our planet is facing, and the reasons behind those problems.

Now, let's think about solutions and things we must do to protect the environment!



1 Pairwork:



- You have **3 minutes** to **write** in your notebook phrases expressing obligations related to the environment.
- Share them with your class.

Example: *We must be responsible with the water usage.*

We mustn't pollute or throw garbage in the oceans.

2 Let's play *Music Bingo*!



- Choose your favorite sentences from the list and **create** your bingo card.



- Play Bingo!



Phrase Bank:

To keep our Earth close to your heart!

Turn off lights when we're all done,

In an easy and friendly way,

With small acts, we'll make it right,

Pick up trash and plant a tree,

A better world, shining so bright!

Keep it clean, skies so blue,

Save water, it's for everyone.

3 Listen to the song and play Music bingo.

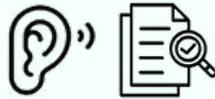


4 Listen again and place the words in the right place.



- clean •
- ~~tree~~ •
- water •
- Earth •
- bright •
- world •
- blue •
- lights •

5 Listen again and check.



6 Sing the song.



7 Record with your class in a video/audio track. Share it in CREA.



This was a really cool song, I loved it. Music can save the planet, too!



Clap Along for a Happier Earth

(tune of "Happy" by Pharrell William)



[Verse]

Clap along, kids, let's help today,
In an easy and friendly way,
Pick up trash and plant a **tree**,
For a happy Earth, you and me!



[Chorus]

Clap along, we love our Earth, it's true,
Keep it clean, skies so
With small acts, we'll make it right,
A better, shining so bright!



[Verse]

Turn off when we're all done,
Save, it's for everyone,
With little steps, we'll do our part,
To keep our Earth close to our heart!



[Chorus]

Clap along, we love our, it's true,
Keep it, skies so blue,
With small acts, we'll make it right,
A better world, shining so



ACTIVITY 7

Spread the word (Practice)

Now that we have many reasons identified, we must think of possible actions to take to save the planet. What can we do to help the environment?



1 What can we do to help our planet? Write four ideas.



Example: *I think to help our planet we must...*
In my opinion, to help our planet we mustn't...

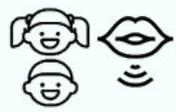
1 _____

2 _____

3 _____

4 _____

2 Share your thoughts with your partners. Find someone with similar ideas.



Example: *I think to help our planet we must...* | *In my opinion, to help our planet we mustn't...*
I agree/disagree because... | *I agree/disagree because...*

3 Groupwork: Complete the chart.



To help our planet we...

<p>✓</p> <p>* must be careful and responsible with water.</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>	<p>✗</p> <p>* mustn't throw garbage in the oceans.</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
--	---

4 Read the text. 



Some years ago, in the 1970s, people in New York City felt that the city needed a touch of green magic. That's when gardening began, like a secret plan to make cities greener.

The idea was to find any available spot, plant seeds, and watch them grow. Gradually, the city started to look better, and the people behind it became gardening heroes, secretly sowing seeds and growing lovely plants.

Now, all around the world, there are many greener gardening enthusiasts. They chose spots near schools, parks, or even by their houses. It's like a surprise gift to nature! Planting flowers, trees, and vegetables helps the planet and makes our cities prettier.

So, pick a spot and join the fun! Be a part of the green adventure and contribute to making the world a better place with greener gardening magic!



5 Read the text again and decide: 

- Which title could be the best for the text?
- Why?

Tick  the correct option.

Enjoying New York

Saving energy

A secret plan for a greener city

6 Read the text again and complete the sentences.  

1 In the 70's, New Yorkers thought that the city needed _____

2 Greener gardening is _____

3 The places where gardening enthusiasts choose to plant seeds are _____

4 In order to make our cities more beautiful, we can _____

7 Go around your school, **observe** and **answer** the questions.  

- 1 Are there plants in your school? _____

- 2 What kind of plants are there? _____

- 3 Where are they? _____

- 4 Why are plants important? _____

8 **Groupwork.**  **a** **Create a mini greenhouse.** 

You will need:



a plastic bottle a seed
soil some water.

Instructions:

- a. **Cut** the bottle to the middle and make some holes at the bottom.
- b. **Fill** it with the soil.
- c. **Plant** the seed.
- d. **Water** it.
- e. **Cover** it and **place** it in a sunny spot.
- f. **Observe** and **collect** information.



b **Complete the table.**

	Height (cm)	Number of leaves
Day 4		
Day 8		
Day 12		
Day 16		



c **Find a sunny place and plant it.**

9 Create a poster describing how you made your mini greenhouse.



- a Describe how it grew (use the chart above).
- b Place your mini greenhouse somewhere sunny at school (talk to the Principal and English teacher first!).
- c Place the poster with the description next to the greenhouse.

10 SELF-ASSESSMENT: think about Unit 5 - "Our World".

Tick ✓ the corresponding box.



			
<ul style="list-style-type: none"> • I can identify problems with the environment <i>(There is water wasting).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can make simple sentences expressing obligation <i>(We must say no to plastic straws and bags).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can agree or disagree on statements given <i>(No, I disagree, I classify papers at home).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can produce 'agree or disagree' statements <i>(I agree with you. I think number X is true because there are a lot of animals in danger).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can listen and understand the main ideas from an audio file <i>(It is about the environment).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can read and understand the main ideas from a text <i>(It is about ideas to protect our planet).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can ask questions <i>(What can you do to protect the environment?).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • I can answer questions <i>(Using plastic bags is an eco-friendly choice).</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



We learned a lot of things about the problems our planet is facing. Let's review the possible solutions for those problems!

ACTIVITY 8

Assessment

Extra! Extra! Our planet is in danger for many different reasons! We must take care of the environment!



Extra! These are some of the actions we can take in order to help!

(Image from DGEIP.edu.uy)

- 1 Read the title of the leaflet. Can you predict its content? Tell the class.



2 Read the text. Were your predictions correct?



What can we do to HELP OUR PLANET?

These are the actions you can take to help our planet. Make sure you become a defender of the environment by following these instructions!



Action 1: Planting Superpowers

Plants and trees make the air cleaner, so we have to make sure that they are everywhere and make the planet greener.

Action 2: Waste Warriors

Reducing, reusing and recycling is important for avoiding unnecessary waste.



Action 3: Water Wizards

Water is not infinite. It is a finite resource. We have to save water as much as we can.

Action 4: Energy Explorers

It is essential to unplug devices and turn them off when they are not needed. This way, we avoid unnecessary electricity use and this helps the environment.



Action 5: Animal Allies

Animals are suffering because of humankind's depredation, overhunting and habitat invasion. They need your help.

3 Read the leaflet again and tick ✓ the correct answer in the chart.

Example: *Reusing is essential in order to avoid polluting the environment.*

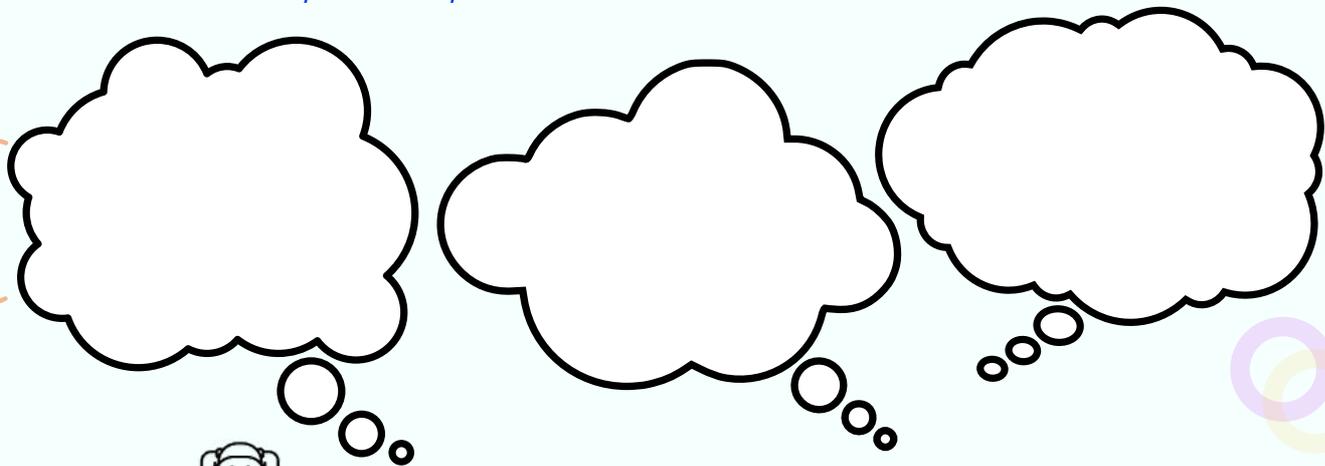
- We can't help endangered animals.
- Turning off electrical devices is important.
- Recycling is an efficient way of taking care of the environment.
- Water is very important for life and it is infinite.
- Planting seeds is not a good idea because there are too many trees.
- Animal habitats are endangered because of human action.

4 Pairwork: tell your partner the information you understood from the leaflet.



5 Think about possible actions to help the environment in your school. Pick three and write them.

Example: *We must plant more plants and trees because we need fresh and clean air.*



6 Pairwork.

- Tell your partner your ideas.
- Your partner will answer "I agree" or "I disagree", and will tell you his/her reasons.
- Take turns.

Example: **Student A:** *(reads one of her/his ideas.) We must plant more plants and trees because we need fresh and clean air.*

Student B: *I agree/disagree because...*

7 Groupwork.



a Create a leaflet about your ideas.



b Check your leaflet.



About your leaflet - Write <i>yes</i> or <i>not yet</i>	YES	NOT YET
• Does it have a title?		
• Is it clear?		
• Does it include pictures?		
• Does it include reasons?		

8 Exchange leaflets with another group.



a Read its "About your leaflet" chart.



b Tell the group your impression of its leaflet.



Example: *We think that your leaflet is excellent because it has a title, it is clear, and it includes pictures and reasons.*

9 Share your work with your class.



Prepare a presentation to share your ideas.

10 After your expositions complete the chart.



My exposition - Write <i>yes</i> or <i>not yet</i>	YES	NOT YET
• Was it clear?		
• Did I speak loud enough?		
• Did I explain my idea?		
• Do I feel good about my work?		

11 Listen to your classmate's expositions.



a Pick one and complete the chart.

Group exposition - Write <i>yes</i> or <i>not yet</i>	YES	NOT YET
• Is it clear?		
• Is it a good idea?		
• Is the leaflet clear?		
• Does it include reasons?		

b Share with the selected group your opinions.



Example: *We think that your presentation was very good because it was clear, it had good ideas, the leaflet was clear and the reasons were OK.*

12 Post your leaflets on your class bulletin board and in Crea.



That was fun! We learned a lot! There are many things that endanger our planet!

But we also saw that there are things we can do to take care of the environment.

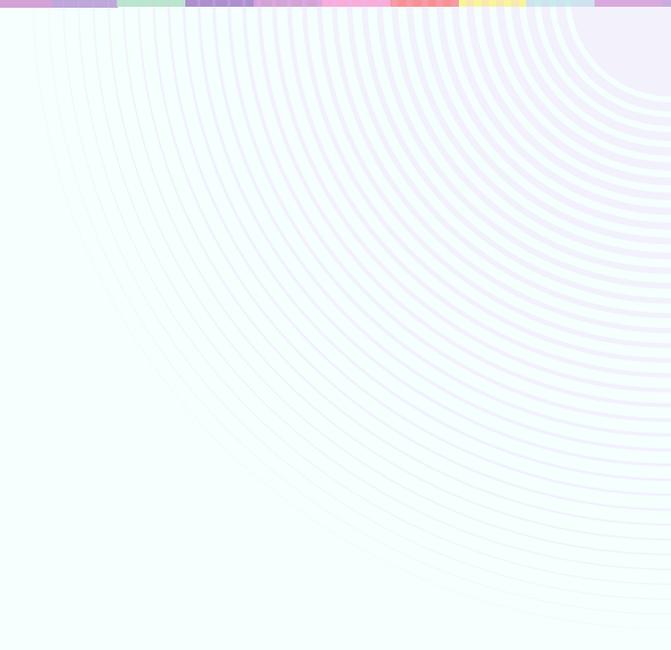
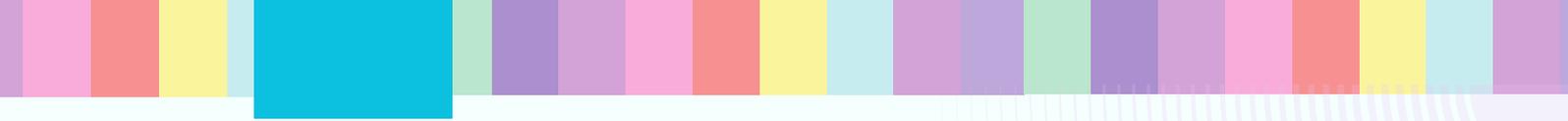
And that our voices must be heard! See you next unit!



CUT OUTS

MATCH CARDS (PART 1)





MATCH CARDS (PART 2)

The three Rs are
"Reduce",
"Reuse", and
"Recycle".

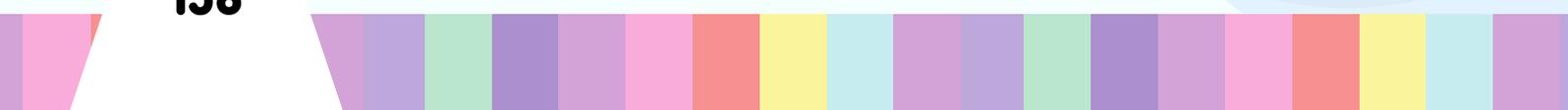
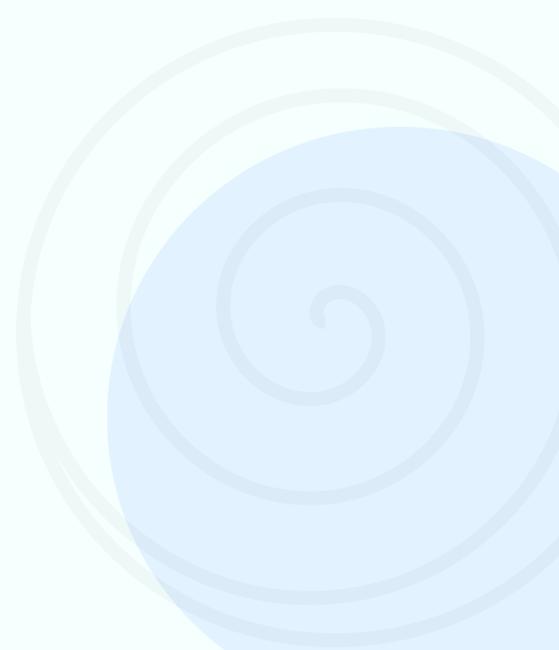
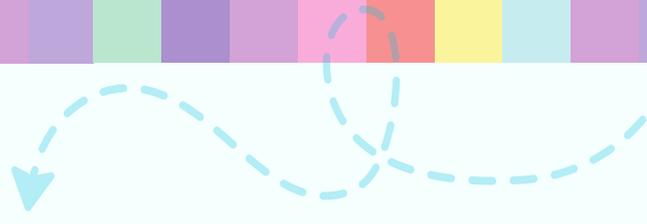
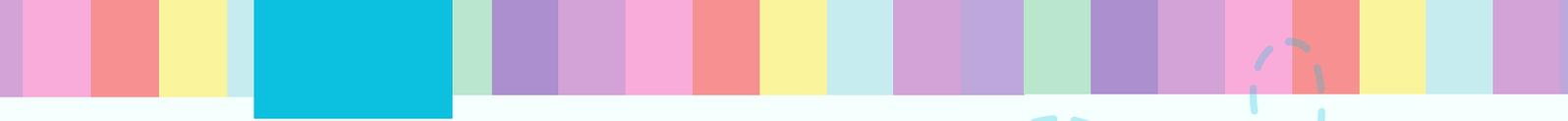
There is a lot of
pollution.

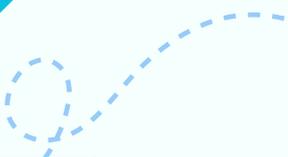
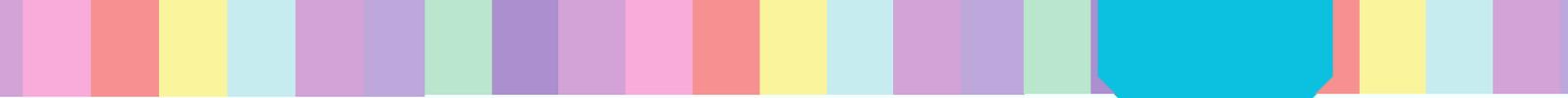
Food wasting
is terrible.

Water wasting
is bad.

They are
endangered
animals.

Global warming
is a real danger.

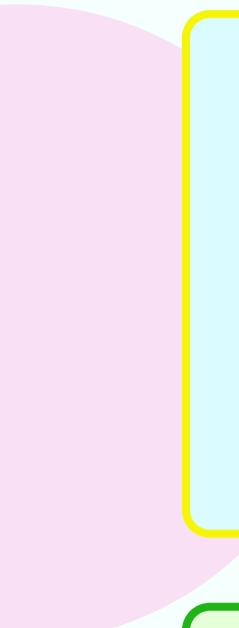




We must unplug chargers when they're not being used.

We have to use only the water we need.

We mustn't pollute.



We must plant trees and flowers.

We have to protect animals.

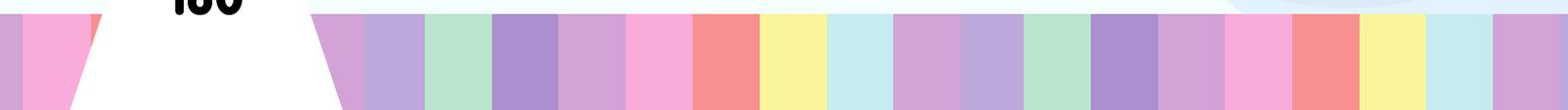
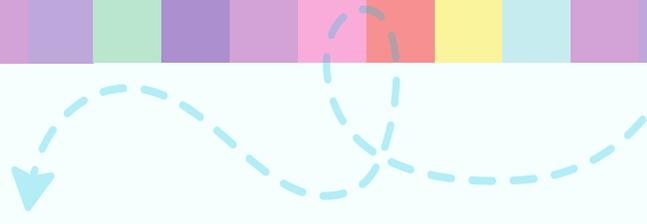
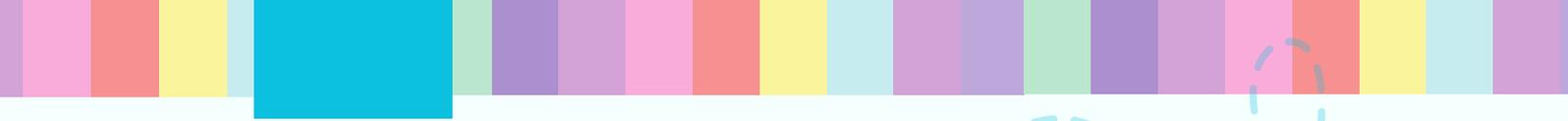
We must turn off the lights when you leave the room.

We mustn't waste food.

We must say no to plastic straws and bags.



We have to recycle, reuse and reduce our waste.



We must plant more trees...

to protect animals.

We must turn off the lights ...

to reduce air pollution.

People have to stop throwing trash ...

to help endangered species.

People must take shorter showers ...

to save energy.

We have to use public transportation ...

to save water.

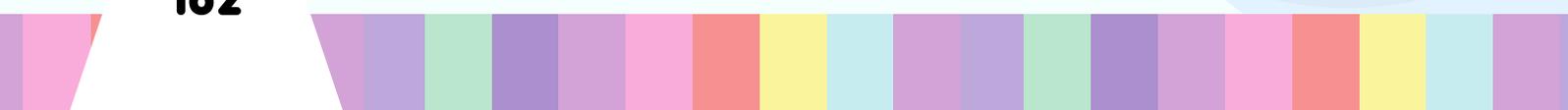
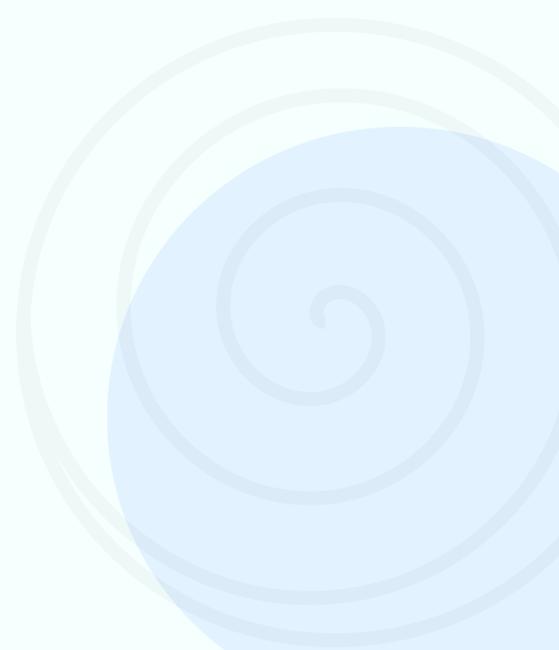
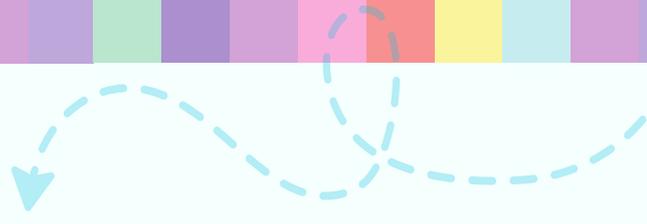
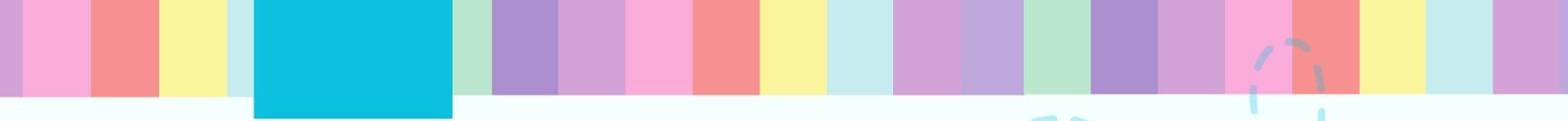
We must protect animals ...

to keep our city clean.

We must stop overhunting...

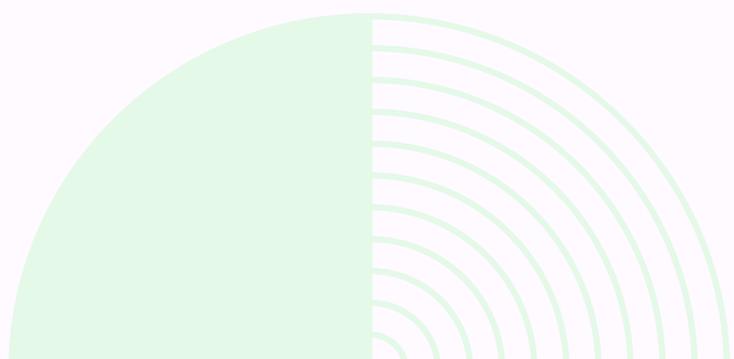
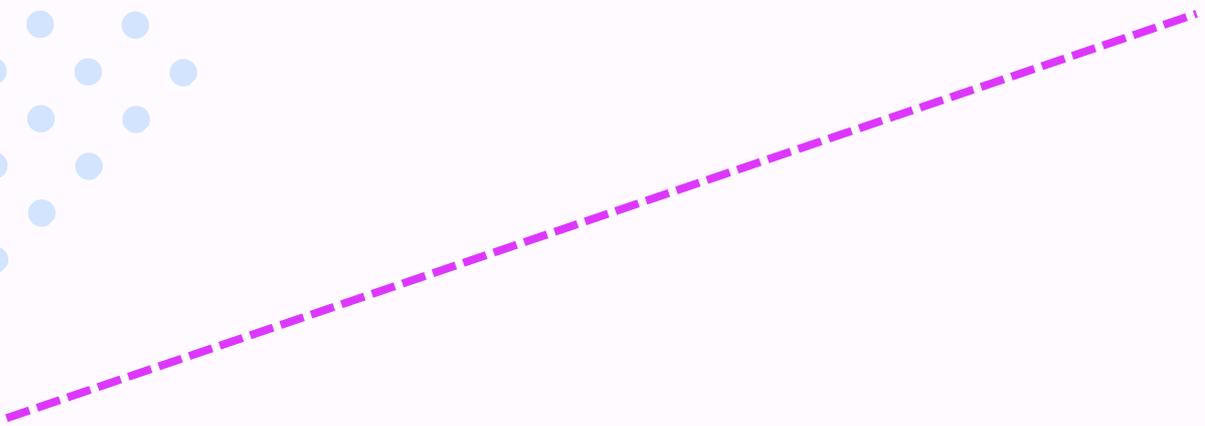
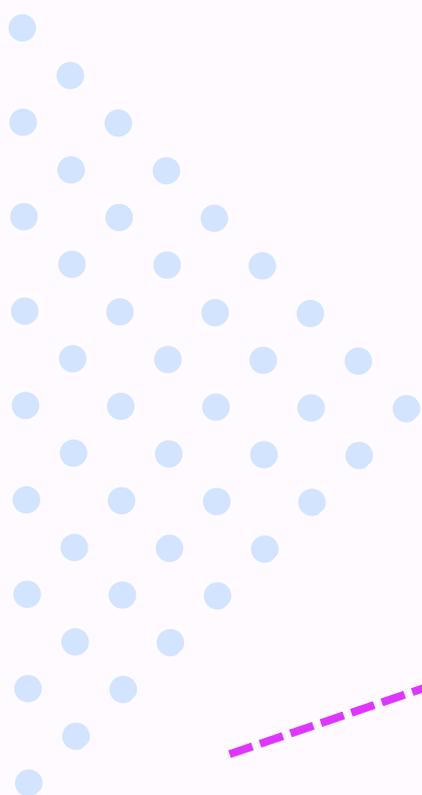
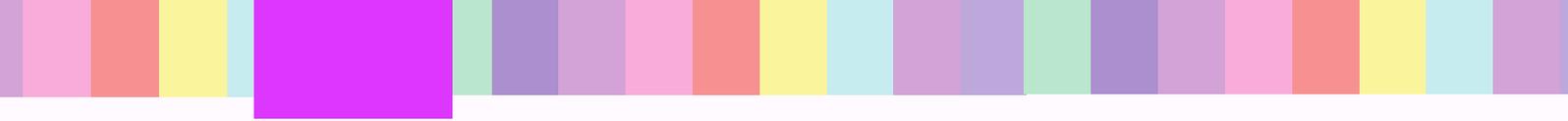
to combat deforestation.





UNIT 6
TIME TO
HAVE FUN

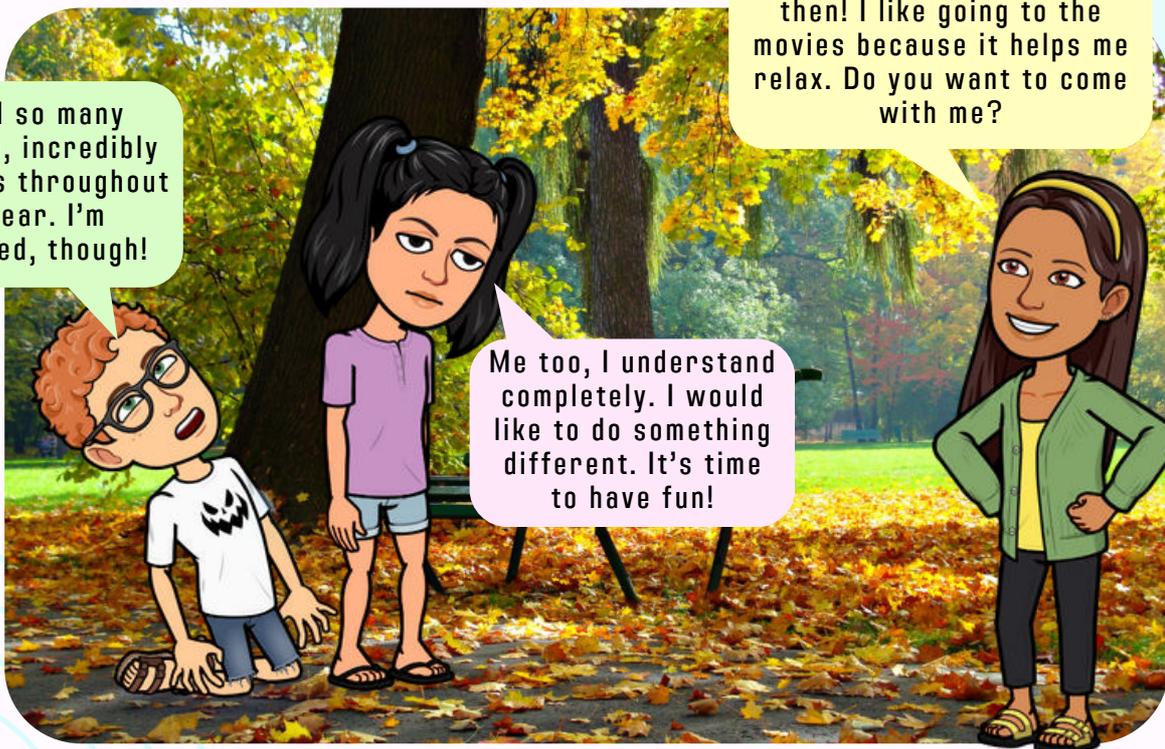




UNIT 6- TIME TO HAVE FUN

ACTIVITY 1 Exploring genres

We did so many awesome, incredibly fun things throughout the year. I'm exhausted, though!



Me too, I understand completely. I would like to do something different. It's time to have fun!

So let's go to the movies, then! I like going to the movies because it helps me relax. Do you want to come with me?

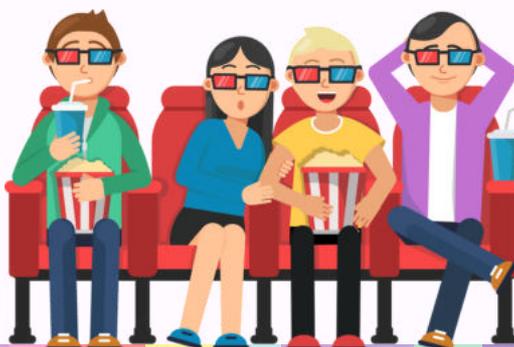
- 1 Listen to the audio. Tell your partner the names of the movies that you identified.



- 2 Tell the class what your favorite movie is. Explain why.

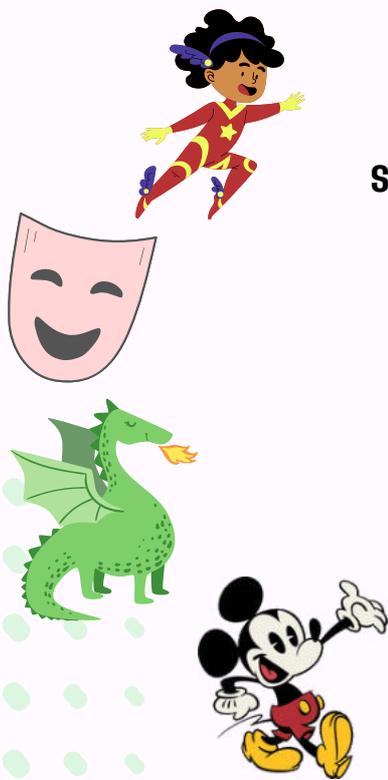


Example: *I like... because it ...*



3 Do you know their film genres?

Read the word bank. Match the picture with its genre.



Comedy
 Science Fiction
 Mystery
 Animation
 Fantasy
 Action
 Horror
 Drama



("Mickey Mouse" from Wikimedia Commons)

4 Pairwork: discuss with your partner if your answers are correct. Tell your partner your favorite film genre.

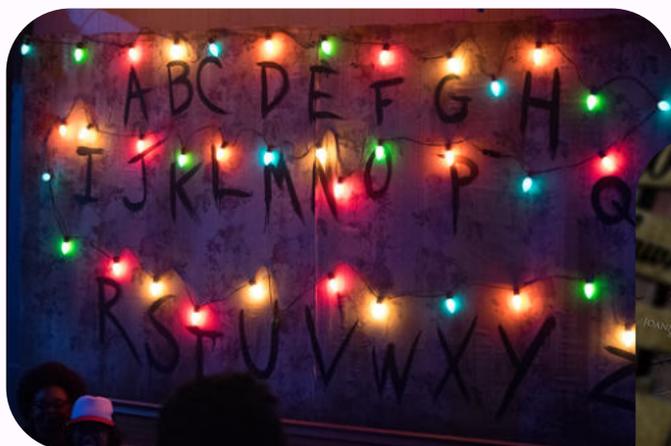


Example: *I like ... movies because they are ...*

5 Look at the images. Tell your partner: Can you predict the genre of the TV series?



What do you think the TV series is going to be about?



(Images from Flickr.com)

6 Watch the trailer of a TV series. Were your predictions correct?
Tell your class.



(Image from Wikimedia Commons)

7 Watch the video again. Tell the class:

- if you know the TV series,
- if you like it or not,
- the TV series general ideas,
- its main characters.

This movie is awesome!
I like horror movies
because they give me
the thrill.



Yes, it's really good, but
it's really scary, too. I like
this type of movie but I
prefer comedies, because
they are funny!



SHHH..



Quiet, you guys!
They are going to
end up kicking us
out from the
theater!

ACTIVITY 2

Meet the main character of a TV series

I'm so excited about finishing school, but I'm really scared about next year. Lots of things will change!



I know, I know. New things are coming, with lots of opportunities for having fun and learning. But let's relax a little first. Would you like to binge-watch a TV series with me?



- 1 **Watch** the trailer of the TV series again.



- 2 **Tell** the class its genre, the main actresses and actors, and any idea that you find interesting to share.



- 3 **Look** at the image. Can you predict the content of the TV series? Tell your partner.



(Illustration by Aida Sofia Barba Flores at [behance.net/aidasofia](https://www.behance.net/aidasofia))

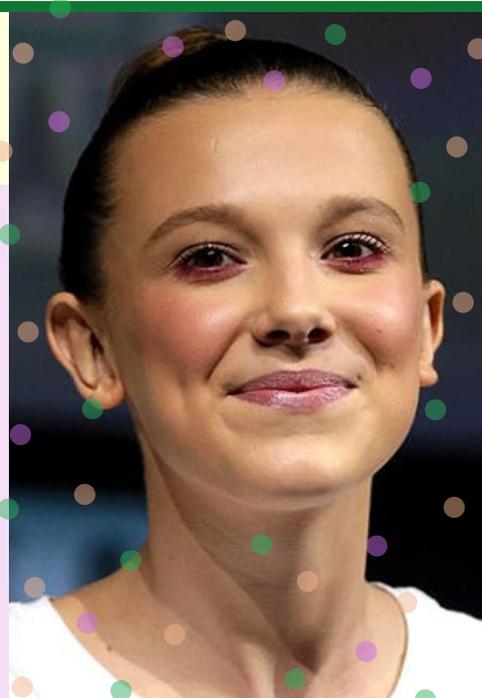
4 Read the following biography and check your predictions.



MILLIE BOBBY BROWN a talented kid star

Millie Bobby Brown is a young and talented actress who was born in Spain in 2004. She's famous for playing Eleven in the TV show "Stranger Things," where she played a special girl with superpowers when she was just 12 years old. She also appeared in "Godzilla: King of the Monsters" three years later, and in 'Enola Holmes' in 2020.

She has a loving family, including her dad Robert, her mom Kelly, her brother Charlie, and her sister Paige.

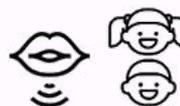


Some fun facts about Millie:

- She can speak with a British accent because her family is from England.
- Millie loves to sing and posts videos of herself singing online. She is a fan of karaoke and enjoys singing popular songs.
- She's a strong advocate against bullying and promotes kindness and acceptance.

With her talent and caring nature, she is a role model for many young people around the world.

5 Tell your partner information about the text.



I love Millie Bobby Brown! She's a great actress!



6 Answer the questions: 

Example: *Who is Millie Bobby Brown?*

Millie Bobby Brown is a talented British actress.

1 Where was she born?

2 Why is she famous?

3 When did she start her career?

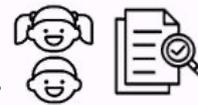
4 Who are the members of Millie's family?

5 What are some fun facts about Millie?

6 What does Millie love to do when it comes to singing?

7 What is something important that Millie cares about?

7 Pairwork: check your answers with your partner.



ACTIVITY 3

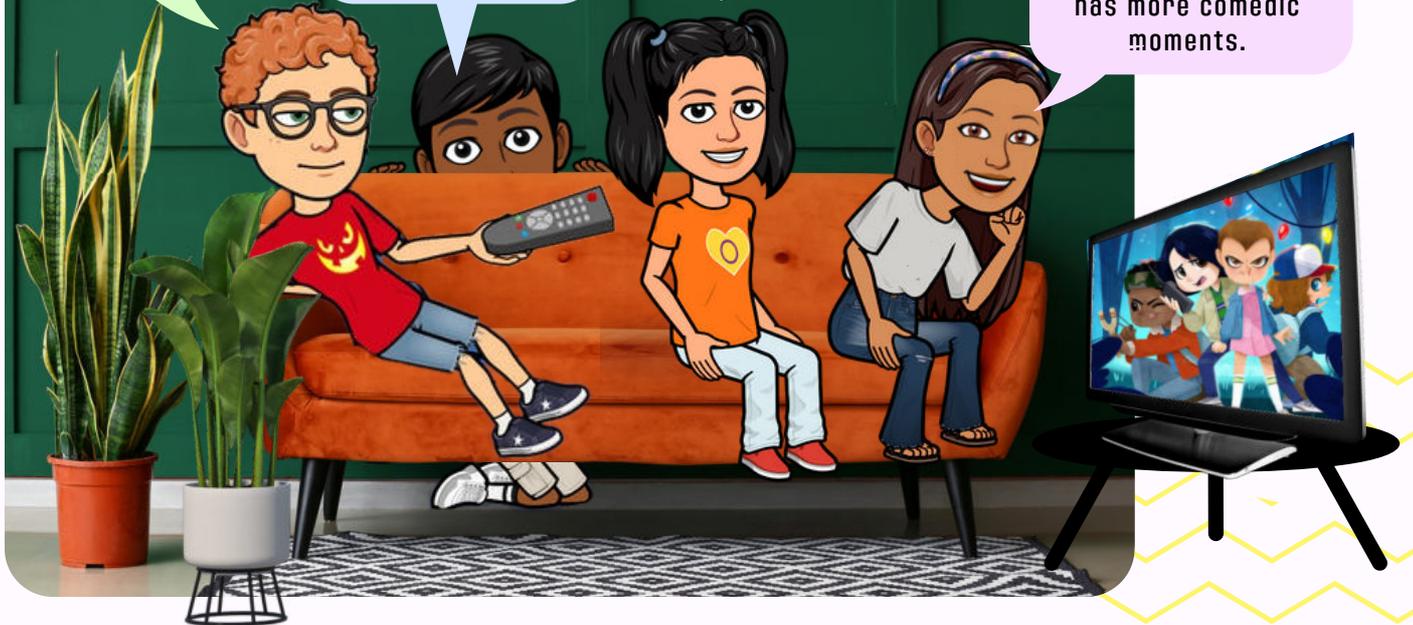
Biographies

Wow, you were absolutely right, Emma. This series is awesome!

But it's still scary! I don't like it because it's so spooky.

Haha, I understand, it's OK not to like something that other people do.

Let's watch the next episode together! It has more comedic moments.



1 Tell your partner the information you remember about Millie Bobby Brown.

Example: *She was born ...*

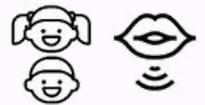
She is famous because...

She started her career...

Her family members ...

She loves ...

She...



2 Read the language corner and tell the class what you understood.

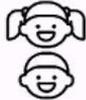


Language CORNER **A B C**

A **biography** is like a story about someone's life. It has parts, like chapters in a book.



3 Pairwork.



Read the text again and identify:

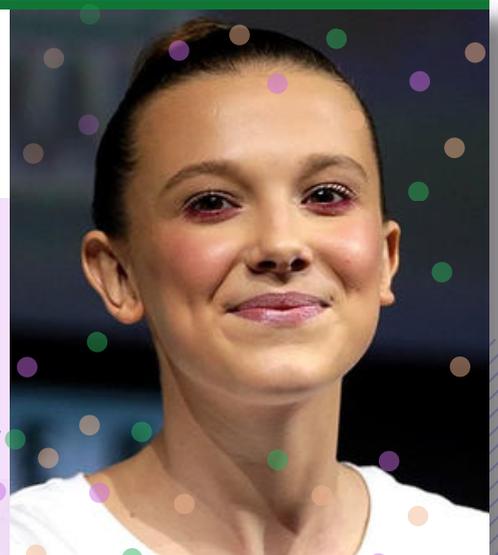
- beginning (who the person is and why he/she is important).
- achievements (the important things the person did in their life).
- family (the family members in the person's life).
- ending (how the story finishes).

MILLIE BOBBY BROWN

a talented kid star

Millie Bobby Brown is a young and talented actress who was born in Spain in 2004. She's famous for playing Eleven in the TV show "Stranger Things," where she played a special girl with superpowers when she was just 12 years old. She also appeared in "Godzilla: King of the Monsters" 3 years later, and in 'Enola Holmes' in 2020.

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- Millie loves to sing and posts videos of herself singing online. She is a fan of karaoke and enjoys singing popular songs.
- She's a strong advocate against bullying and promotes kindness and acceptance.

With her talent and caring nature, she is a role model for many young people around the world.

4 Read the text again and use different colors to highlight each part. Use one color to highlight the beginning, another for achievements, and so on.

5 After highlighting the different parts, tell your class what you found.



6 **Groupwork:** prepare a poster with the structure of a biography. Share it with the rest of the groups.



Example:

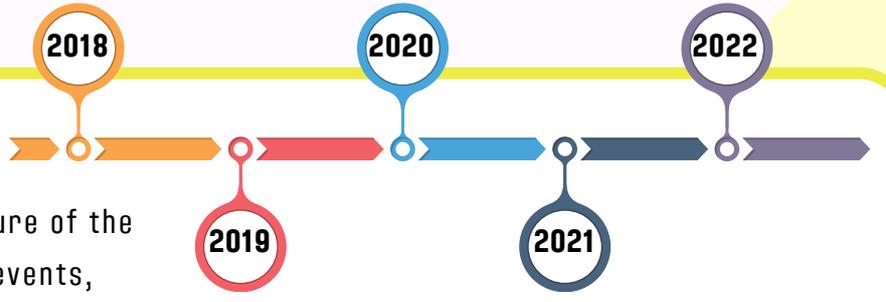
BIOGRAPHY RESEARCH

Person's name:	Picture:
Early life:	
Family life:	Major accomplishments:
3 interesting facts:	

7 Read the Language Corner and tell the class what you understood.



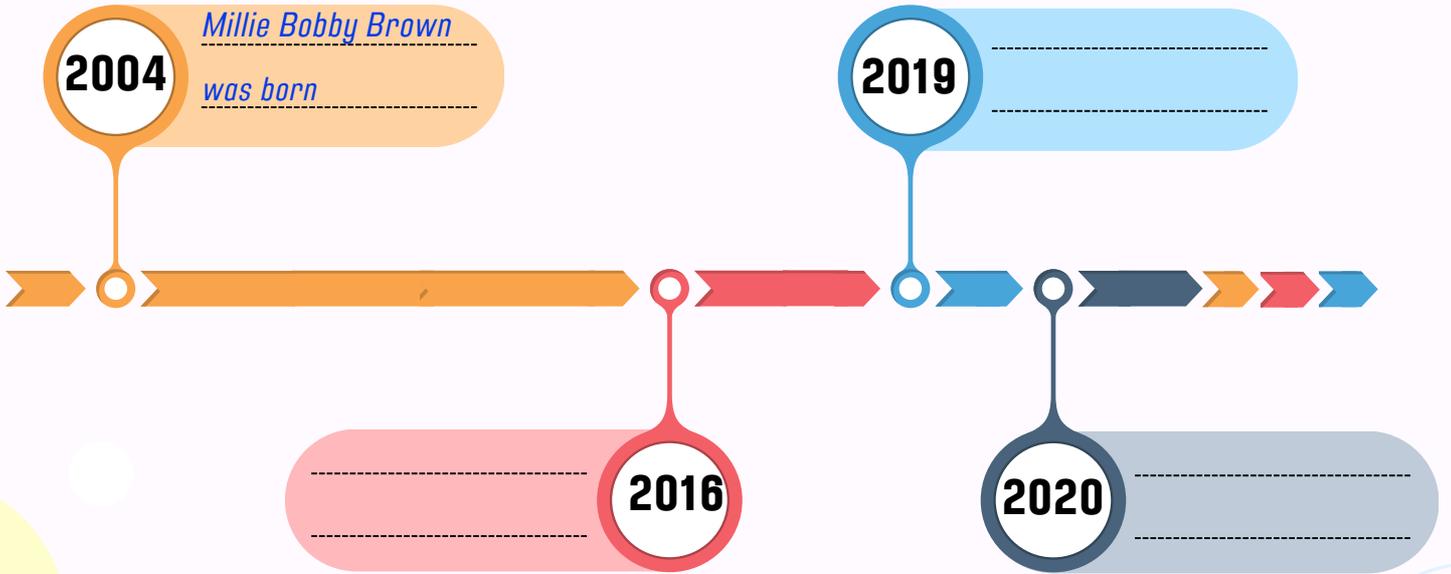
A **timeline** is a picture of the order of different events, similar to a story of what happened and when.



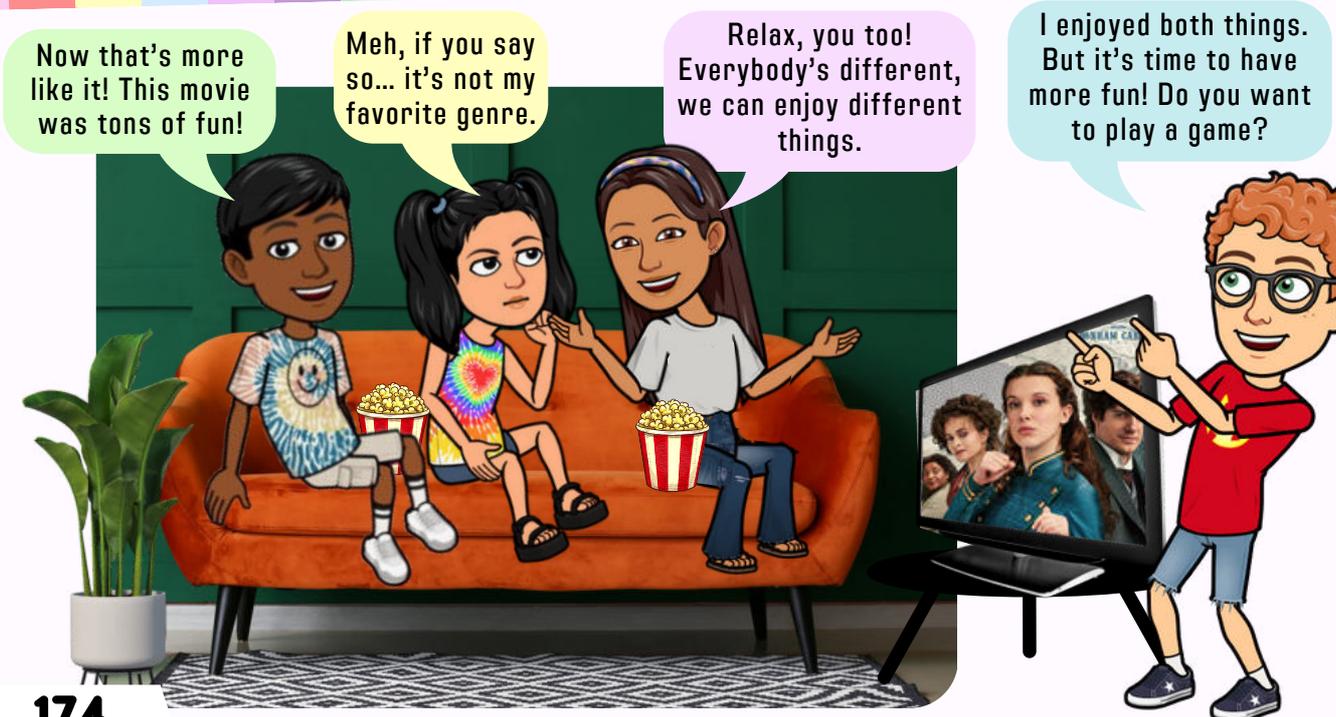


8 Put the events in the correct order. 

- Millie was in the movie "Enola Holmes".
- Millie Bobby Brown started acting in "Stranger Things".
- Millie Bobby Brown was born.
- She played a role in the movie "Godzilla: King of the Monsters."



9 Pairwork: share it with your partner. 



(Photograph from Wikimedia Commons)

ACTIVITY 4

Interview shows

Hello, dear audience! We have with us tonight three distinguished guests, three very important famous figures that will answer all of our questions!

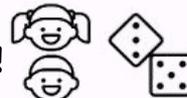
Hello everyone! My name is Albert Einstein. I am a very important physicist, but it's all relative!

I am Captain Marvel, and I am a cosmic superhero! I defend the Earth every day!

And I'm Taylor Swift, a very well-known singer from the US! Millions of people sing my songs everyday!



1 Pairwork: let's play "Famous Figures Chat Show"!



● Student A:

- **choose** a name from the famous people list on the next page.
- **create** your name tag.
- **wear** the name tag with the name of a famous person. You are now "in character" as that person.

● Student B:

- **select** (from the questions list on the next page) and **ask** questions to the "famous guest" as if it were a chat-show interview question.



Take turns.

Example: *if student A is "Albert Einstein," student B asks, "Albert, can you tell us why you are famous?"
Student A answers the questions as if they were that person.*

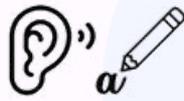
Famous People:

- Albert Einstein
- Leonardo da Vinci
- William Shakespeare
- Tanjiro Kamado
- Walt Disney
- Harry Potter
- Spider-Man
- Carlos Páez Vilaró
- Pablo Picasso
- Jorge Drexler
- Taylor Swift
- Naruto Uzumaki

Questions:

- Can you tell us where you were born and when?
- What are some things you like to do in your free time?
- How did you become famous or well-known?
- Can you mention something special you're known for?
- Do you have any favorite people or friends in your life?
- Can you share a moment when you felt really happy?
- What's a message you want to give to kids?
- What's your favorite book or movie?
- What's your favorite food or game?
- What's your favorite place in the world?

2 Show your “interview show” to the rest of the class. 

3 Listen to your classmates, choose a pair and complete the following chart. 

About the “interview show” - Write yes or not yet

Pair: and
.....

	YES	NOT YET
• Was it clear?		
• Did they stay in their character roles?		
• Could you understand what they said?		
• Did they include important facts?		

4 Record your interview and upload it to Crea’s platform to share with your family.  

5 After your “interview show” and recording, complete the chart. 

My “interview show” and recording Write <i>yes</i> or <i>not yet</i>	YES	NOT YET
• Was it clear?		
• Did I speak loud enough?		
• Did I explain my idea?		
• Do I feel good about my work?		

6 Complete the graphic organizer of the famous character that you chose from the game. 

BIOGRAPHY RESEARCH

Person’s name:	Picture:
Early life:	
Family life:	Major accomplishments:
3 interesting facts:	



7 Use the information from the graphic organizer to write a biography of your famous character.

Remember to include:

a **beginning** (who the person is and why he/she is important), **early life** (what their life was like when they were young), **achievements** (the important things the person did in their life), family, and an **ending** (finishes the story).

Example:

Greta Thunberg was born in 2003 in Sweden. She is a young girl who cares a lot about the Earth. She lives with her family in Sweden.

When she was only 15, she started to tell people that they need to take care of our planet. She began her climate protest by sitting outside the Swedish Parliament. She talks to leaders about the importance of protecting the environment.

Greta Thunberg reminds us that no matter how young we are, we can help make the world a better place by caring for our planet.



8

Read your partner's biography. 

Check for the sentences and general structure of the biography. 

Hahaha, that was so much fun! Your answers were all very much in character!

I agree, I loved the game, because it put me into my character's shoes!

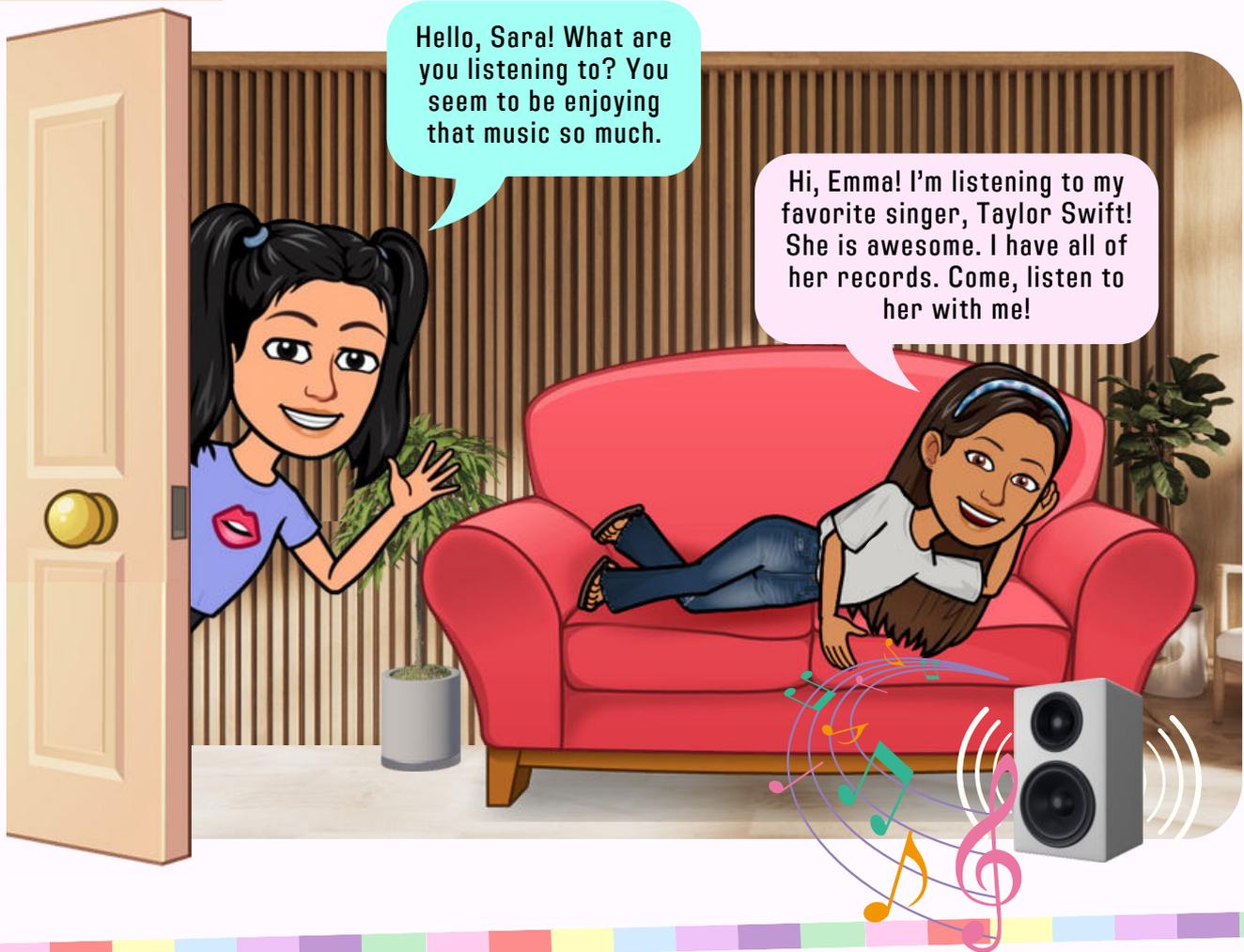
Let's go again, this time I'll be Naruto.

And I want to play, too! Who wants to be the presenter?



ACTIVITY 5

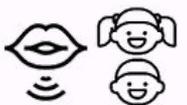
Meet a famous singer!



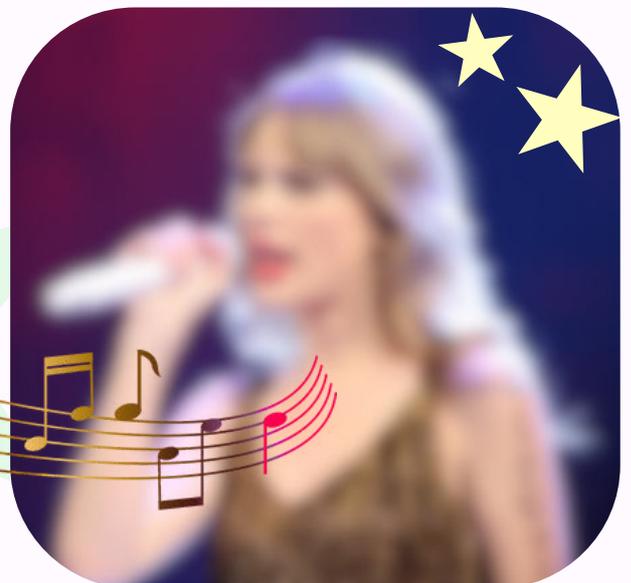
- 1** Tell the class the information you remember about biographies.

Example: *A biography is...*

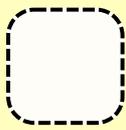
You can identify these parts: ...



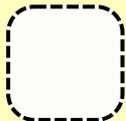
- 2** You are going to meet a famous singer. Can you predict who she is?



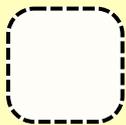
3 Put the paragraphs in the correct order.



Taylor's love for music started when she was very little. As a teenager, she became famous for her talent. She writes her own songs that share stories about her life and feelings. Her music is a mix of country and pop, and it has won many awards. People from all over the world enjoy her songs and albums.

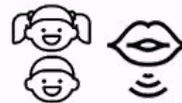


In addition to her music career, Taylor Swift acts in movies. She's a role model for many people. She shows that if you work hard and believe in yourself, you can follow your dreams.

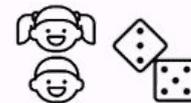


Taylor Swift is a famous singer and songwriter. She was born in 1989 in Pennsylvania. She has a loving family with parents named Scott and Andrea Swift and a younger brother named Austin.

4 Tell your partner the order that you followed.
Were your predictions correct?



5 Pairwork. Let's play "Famous Figures Chat Show"!



- **Student A:** you are going to be Taylor Swift or any other famous character.
- **Student B:** ask questions to the "famous guest" as if it were a chat show interview question.

Take turns.

Remember: You can go to Activity 4 to select the questions!

Example: *Student A:* (Taylor): Hi!

Student B: Hello! Nice to meet you!

Student A: Pleasure to meet you!

Student B: Can you tell us where you were born and when?

Student A:

Student B: What's your favorite book or movie?

Student A:

Student B:?

Student A:

Student B: Thanks for coming. It was a pleasure to know more about you.

Student A: Thanks for inviting me to this funny show! The pleasure is mine.

6 Record your interview! Share your show to others.
You can upload it in Crea.



REC

You were right, Sara!
I love Taylor's music!
It's happy and sad, at
the same time.

My point exactly! Her tours
are always sold out. That's
an event I would very much
like to attend, sometime in
the near future.



ACTIVITY 6

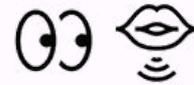
More facts about a famous actress

Hey Freddie!
What's up? What
are you watching?

I'm watching an old Millie Bobby Brown
interview. Don't tell Emma but I want to
watch another episode of her TV series.
I want to know what happens!



1 Look at the pictures. Can you predict the content?

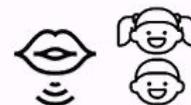


(Image from "Get to know Millie Bobby Brown in this speed-dating-esque quiz" by Heart (YouTube))

2 Watch a video about an interview with a famous actress.
Were your predictions correct?



3 Tell your partner the most interesting information
about the interview.





Nan: the child's word for a grandmother.

4 Watch the video again. 

5 Put the questions and answers in the correct order. 

Interviewer: If you could share a meal with any three celebrities, who would it be?
Millie: Audrey Hepburn, Amy Winehouse and Beyonce.

Interviewer: What is your favorite movie of all time?
Millie: Up.

Interviewer: What's your party trick?
Millie: My party trick is the fact that I can dance from like 9:00 p.m. until whatever time.

1 **Interviewer:** Who is your hero?
Millie: My nan.

Interviewer: What is your favorite song?
Millie: The last great American Dynasty, Taylor Swift.

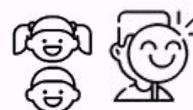
Interviewer: Which is the most famous person you've ever met?
Millie: Obama.

Interviewer: Do you collect anything?
Millie: When I went to go visit my parents I collected shells off the beach and then painted them all for them and left them in the house.

6 **Pairwork:** watch the video again and check your answers with your partner.



7 **Pairwork:** roleplay the dialogues. Take turns.



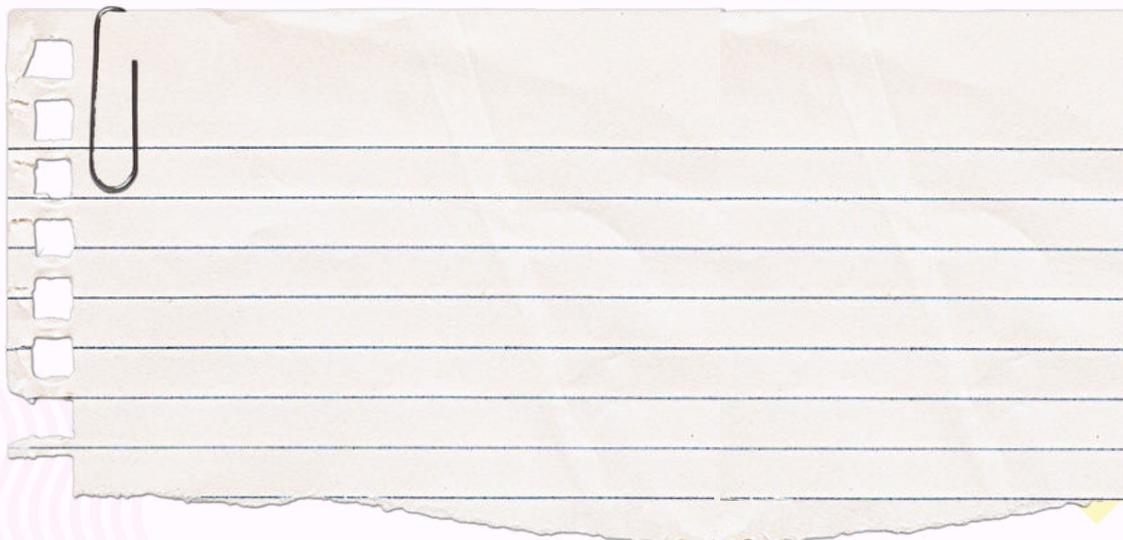
8 **Record** the dialogues and share them on Crea's platform.



9

Choose a famous actress/actor or singer. *a*

Write questions for an interview to the chosen character.



10

Pairwork: exchange questions with your partner.

Read your partner's questions. Answer your partner's questions.



Wow! That was an awesome season finale! This TV series is really great!

See? I told you so! It's a pity we don't have anymore episodes to watch together.

Everything ends, eventually. Now I'm scared for the end of the school year. I'll miss coming to school!

Me too, guys, me too.



ACTIVITY 7

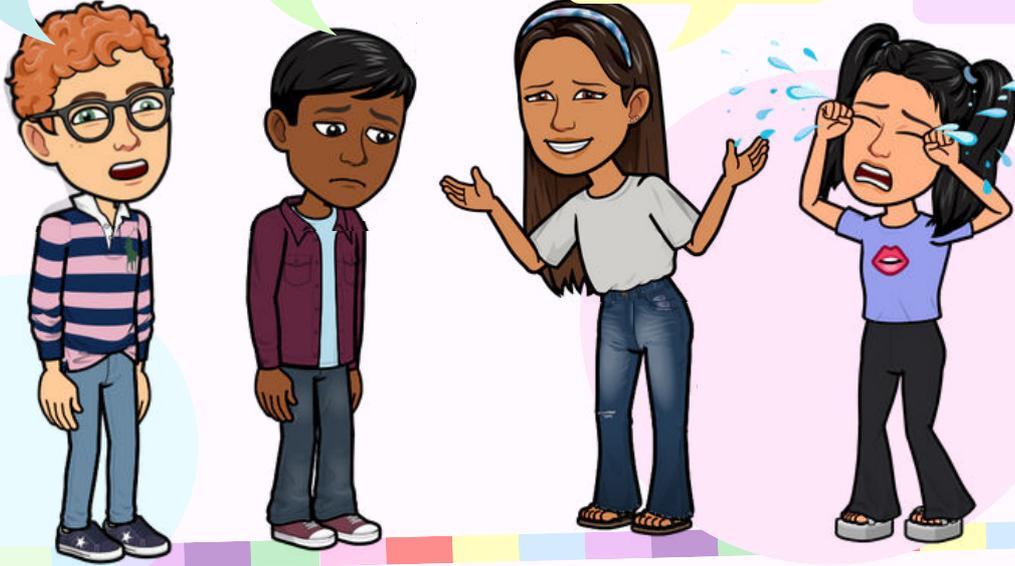
Practice

Now I am sad, too. It's been so much fun! The adventures we had!

Remember when we created the posters together and we pasted them in the school walls?

And the visit to the museums during Heritage's Week last year?

Guys, stop it. You are bumming me out!



1 Roleplay the dialogues from Activity 6.9 about your famous actor/actress or singer.



2 Complete the information on the graphic organizer regarding the chosen actor/actress or singer.



BIOGRAPHY RESEARCH

Picture:

Person's name:

Early life:

Family life:

Major accomplishments:

3 interesting facts:

3 Write a biography based on the graphic organizer. a
Example:

Taylor Swift is a famous singer and songwriter. She was born in Reading, Pennsylvania, in 1989. Her family includes her mom, dad, and a younger brother named Austin.

Taylor Swift loved music since she was little. As she got older, she started writing songs about her life and feelings. Her music mixes country and pop and won many awards, loved by people all around the world.

Apart from singing, she also acts in movies. She's a role model because she shows that if you work hard and believe in yourself, you can follow your dreams..

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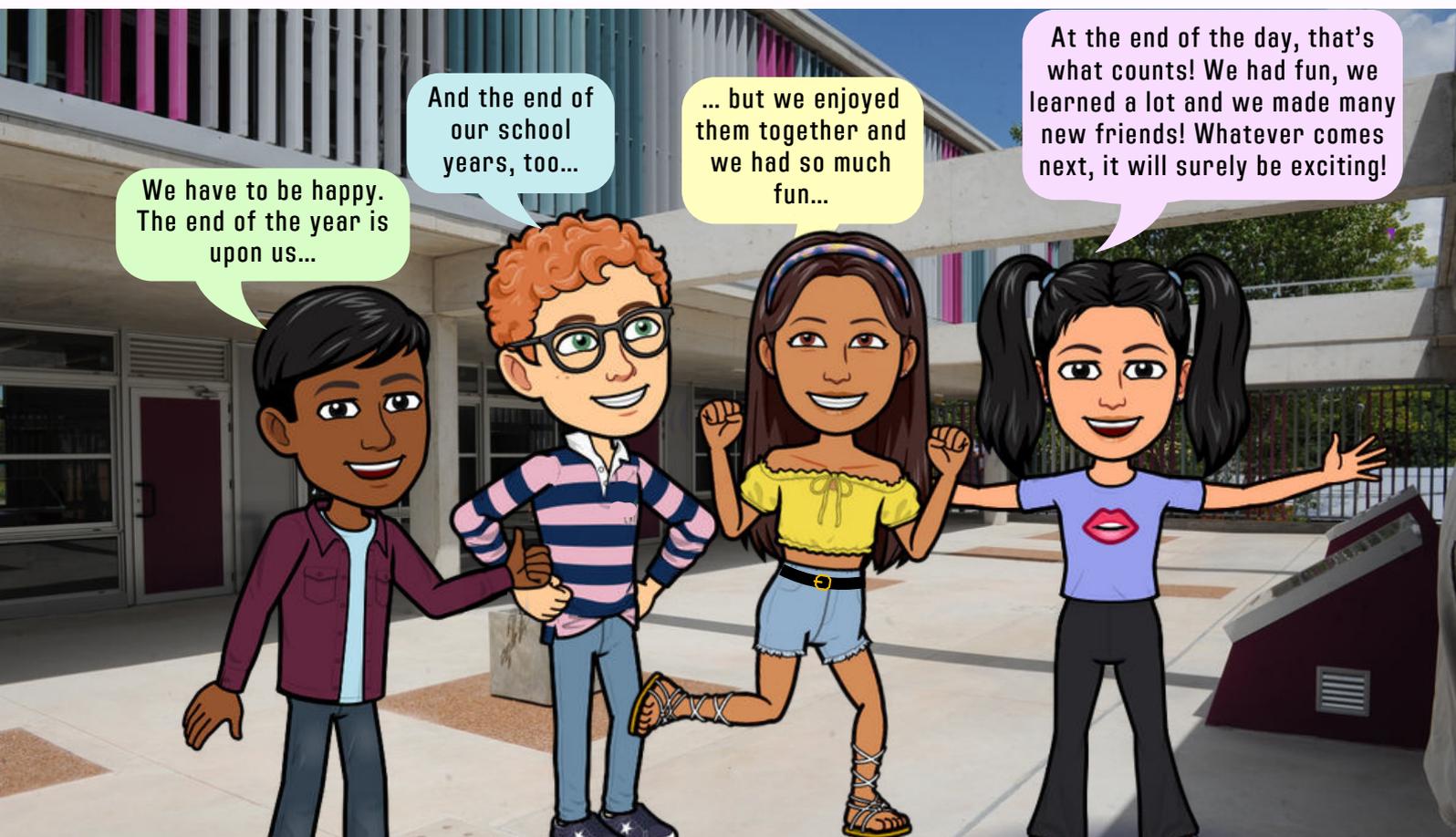


4 SELF-ASSESSMENT: think about Unit 6 - "Time to have fun".



Tick the corresponding box.

	😊	😐	😞
<ul style="list-style-type: none"> I can identify a biography structure (<i>Biographies include information about the main achievements of famous people.</i>) 			
<ul style="list-style-type: none"> I can make simple sentences (<i>He/she was born in ...</i>). 			
<ul style="list-style-type: none"> I can describe lifestyles (<i>Taylor Swift has a strong passion for music.</i>) 			
<ul style="list-style-type: none"> I can listen to and understand the main ideas from an audio file (<i>It is about...</i>). 			
<ul style="list-style-type: none"> I can read and understand the main ideas from an event (<i>She won awards.</i>) 			
<ul style="list-style-type: none"> I can ask questions (<i>Who is Millie Bobby Brown?</i>). 			
<ul style="list-style-type: none"> I can answer questions (<i>She is famous because...</i>). 			

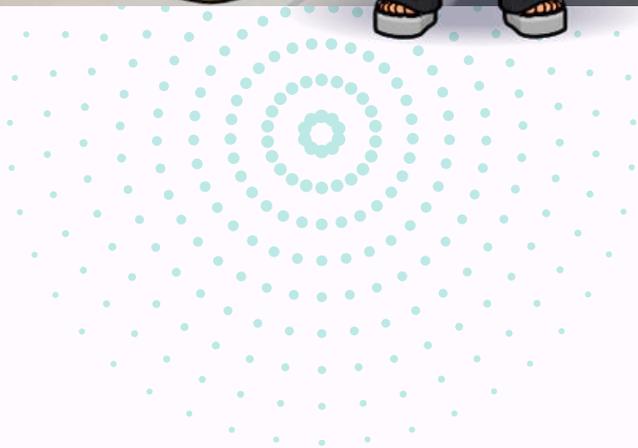


We have to be happy. The end of the year is upon us...

And the end of our school years, too...

... but we enjoyed them together and we had so much fun...

At the end of the day, that's what counts! We had fun, we learned a lot and we made many new friends! Whatever comes next, it will surely be exciting!



ACTIVITY 8

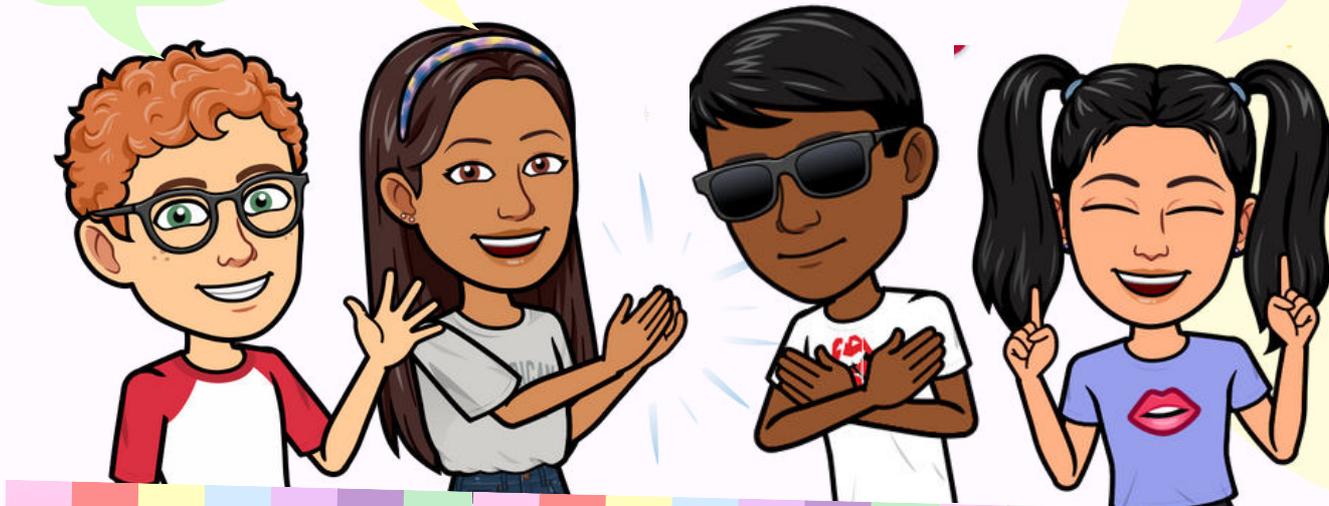
Assessment

It's the end of the school year, almost! We are so proud of you!

You were all excellent students and you did your best in English!

Can we tell you a secret, though? Don't be sad. We have a surprise for you.

We are coming to highschool and technical schools with you! We will see you then, in those books!



1 Listen to the audio and look at the picture.



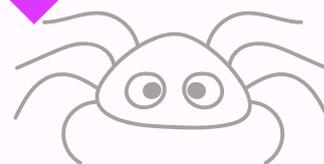
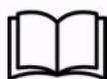
Can you predict the information about the text?

Tell your class.



2

Read the text.



Wednesday Addams

Wednesday Addams was born in the United States in 2006. She's famous for being a character from "The Addams Family". She is unique and has a mysterious family. She has long, dark hair and always wears black dresses. Wednesday is famous for being very intelligent.



In her family, Wednesday is kind and loyal. She loves her father, Gomez, her mother, Morticia, her brother, Pugsley, and her pet spider, Aristotle. She enjoys playing with her pet spider and making people laugh with her jokes. She shows us that it's okay to be yourself and different from others.



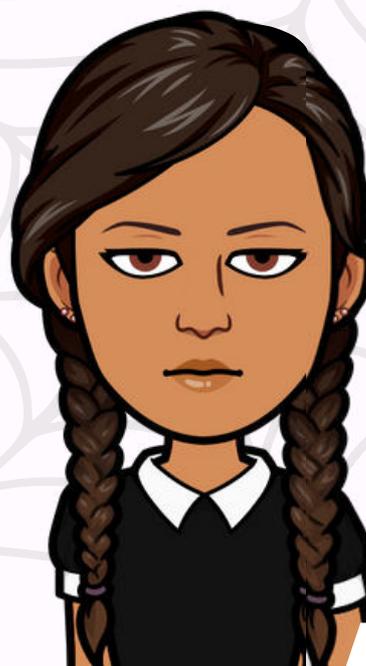
(Wednesday Addams by StephanieChn on DeviantArt)

3

Tell your partner the information you remember about it.

Were your predictions correct?

Why?



4 Read the text again and answer the questions.  

Example: *What makes Wednesday's family unusual and mysterious?*

Wednesday's family is unusual and mysterious because they have a unique and unconventional way of life.

- 1 Where was Wednesday Addams born?

- 2 How does Wednesday look?

- 3 What does she like to wear?

- 4 Why is Wednesday famous?

- 5 Who are some of the family members?

- 6 What does Wednesday teach us with her story?



5 Listen to the audio about Millie Bobby Brown and tell your partner the information you got from it.  

6 Listen again and answer true (T) or false (F). 

Example: *She has a banana for breakfast.* True

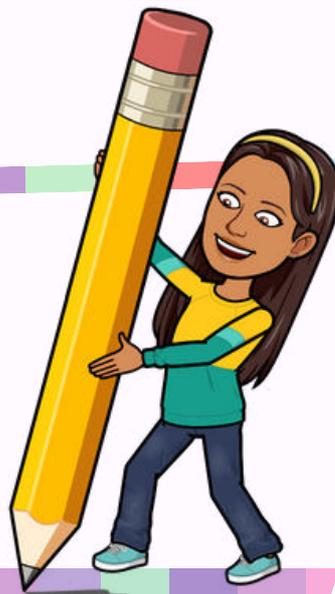
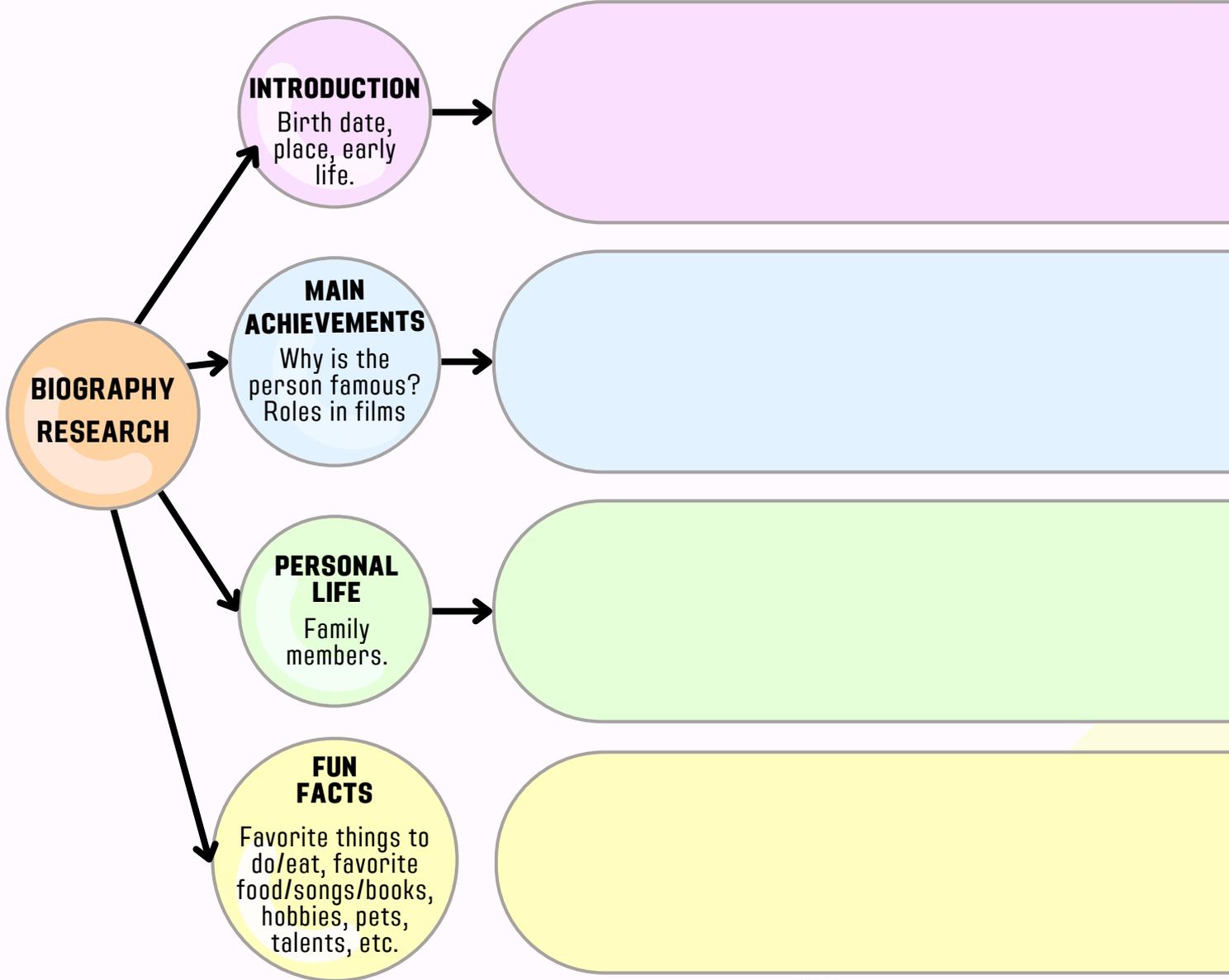
- 1 Millie's mom is the one who cooks beans on toast for her. _____
- 2 Millie wants to read Romeo and Juliet again. _____
- 3 Millie's favorite Taylor Swift song is "American Dynasty." _____
- 4 Millie's most useless talent is barking. _____
- 5 Her most used emoji is the cat emoji. _____
- 6 Millie's favorite ice cream flavors are chocolate chip or vanilla. _____
- 7 Millie's new kitten is named Coco and it is black. _____



7 Pairwork: roleplay the dialogues. Take turns.  

Adapted from : <https://www.youtube.com/watch?v=KRQuNRHMXRo>

8 Complete the graphic organizer about Millie, using the information you know about her and the new information from the audio.



9

Write a biography about Millie with the new information from the audio.



A large writing area consisting of a vertical red margin line on the left and horizontal blue lines for writing. The area is surrounded by colorful decorative shapes: a pink rectangle on the left, a yellow rectangle on the right, a large yellow circle and a pink semi-circle at the bottom, and four purple circles at the very bottom.



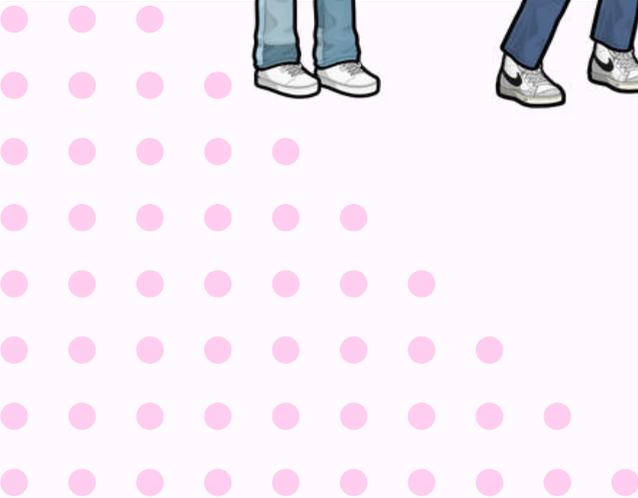


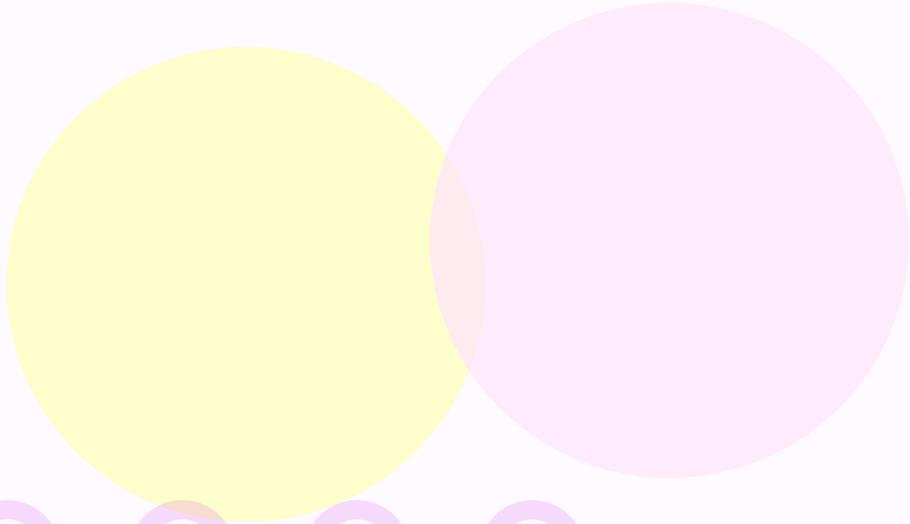
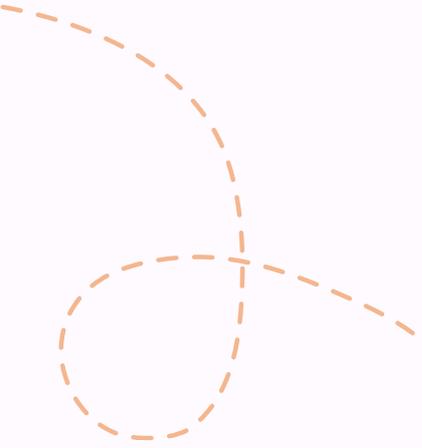
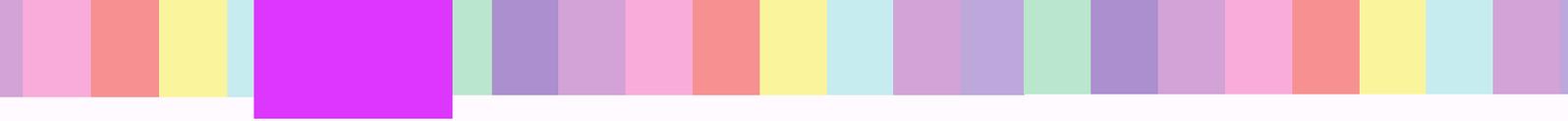
Excellent job, guys!
Congratulations!
You did an amazing
job!

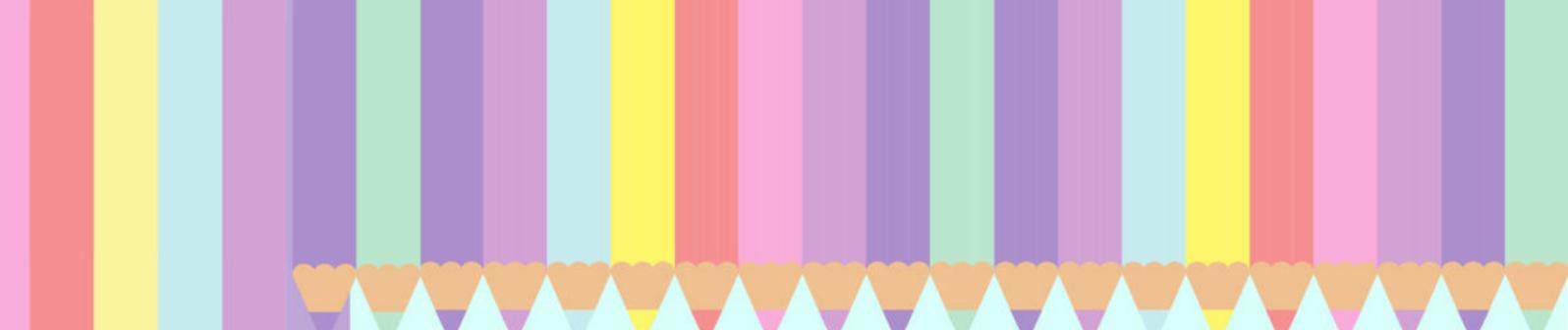
You were excellent students! You really
showed us how much you love English,
and how much you love Uruguay!

Take care, we will miss you! Enjoy
your summer vacations! And we
will see you again, next year, at a
different school. Remember:

... the best is yet
to come! See you
next year!







**# LOVING
URUGUAY 6**



ANEP

DIRECCIÓN GENERAL
DE EDUCACIÓN
INICIAL Y PRIMARIA

DIVISIÓN
EDUCACIÓN

Departamento
de Segundas Lenguas
y Lenguas Extranjeras

