



ANEP

CONSEJO
DIRECTIVO
CENTRAL

DIRECCIÓN
DE POLÍTICAS
LINGÜÍSTICAS



#EXPERIENCING ENGLISH 2

Made by Uruguayan teachers for Uruguayan students.

REVISED EDITION

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REFERENCES



READ



WRITE



LISTEN



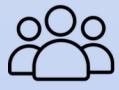
SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY/ PERFORM



SEARCH THE WEB



PLAY A VIDEO / AUDIO



RECORD



THINK



PLAY A GAME



CORRECT



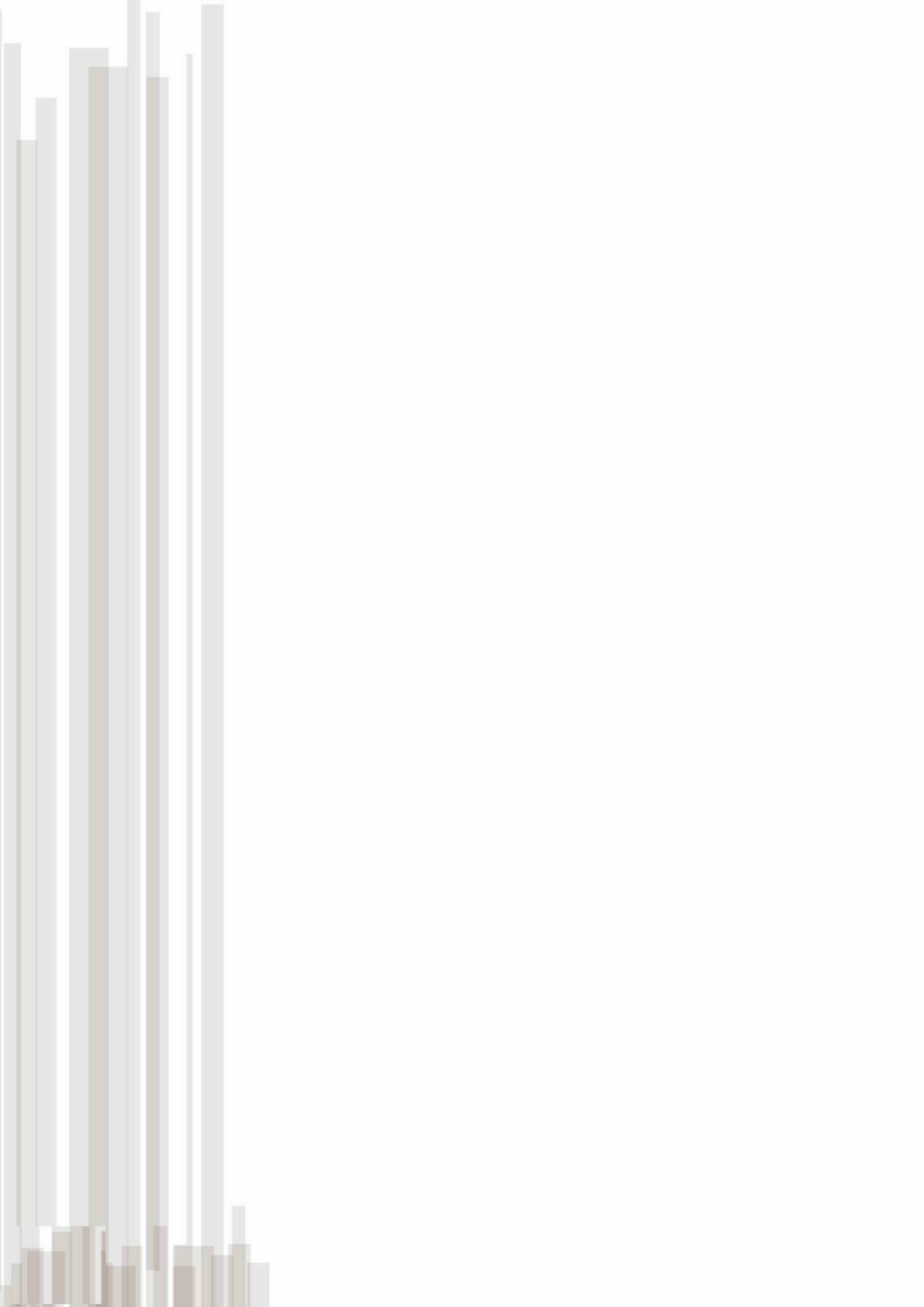
PROJECT



HELP



ACHIEVE YOUR GOALS



UNIT 1

My previous experience with English



This is who I am

Let's meet **Bruno**. He will be with you throughout the course.

Read the information about him.



2

THE SECOND GRADE CLUB

FIRST NAME:	Bruno
LAST NAME:	Márquez
BIRTH DATE:	12/05/1992
AGE:	31
LIKES:	music, sports
DISLIKES:	fish
CAN:	fix electrical supplies
CAN'T:	speak French
OCCUPATION:	DJ
SIGNATURE:	<u>Bruno Márquez</u>

Complete this membership card with all your information.



2

THE SECOND GRADE CLUB

FIRST NAME:	
LAST NAME:	
BIRTH DATE:	
AGE:	
LIKES:	
DISLIKES:	
CAN:	
CAN'T:	
OCCUPATION:	
SIGNATURE:	

Find a person you don't know in the class and introduce yourself. Don't forget to share all the information you have here.



What do you remember about the other person?

Example: He/She is 25 years old.

CLASS SURVEY FORM

Interview 8 of your classmates and ask them these questions.

If they answer **yes**, put a tick  in the box. If the answer is **no**, put a cross  in the box.



How many students...

- answered **yes** to your questions? _____
- answered **no** to your questions? _____

Report to the class. Write sentences reporting your results.



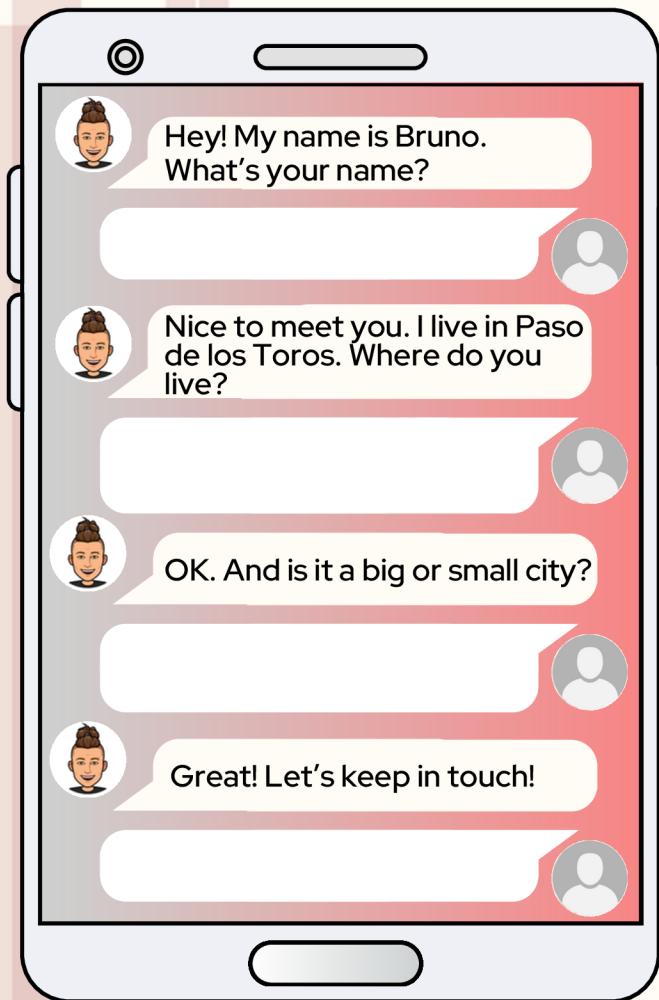
Example: • 6 out of 9 students answered **yes** to the question "Do you work?".
 • 3 out of 9 students answered **no** to the question "Do you work?".

What about you? Write a short paragraph with your answers.



Example:

My name is Bruno and I am 31. I don't have a big family. I work as a DJ. My experience with English was awesome! I love English and I can count from one to ten. Look! One, two, three, four, five, six, seven, eight, nine, ten! I did it!



Bruno wants to know more about you.
Complete your conversation with him.



Match the questions to their answers.

1. Where do you live?	a. I'm 31.
2. What color do you like?	b. 6 out of 8 people answered yes.
3. When is your birthday?	c. In Paso de los Toros.
4. What is your nationality?	d. Blue.
5. How old are you?	e. May 12th.
6. How many people answered yes?	f. I'm Uruguayan.

1.

2.

3.

4.

5.

6.

The phrases in **bold** are the ones which look for specific information.

Bruno invites you to play a game. Circle the right pictures.

The brown T-shirt.



The yellow sweater.



The sky blue motorcycle.



The green door.



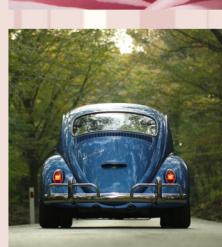
The red shoes.



The pink rose.



The orange purse.



Did you find all the objects?

How many more can you describe?

Raise your hand and share your ideas with the class.



Sometimes we use colors to express things. Match the expressions to their meanings.



To see red.

a- To be sad.



Feeling blue.

b- To be healthy.



Green with envy.

c- To be very angry.



Black sheep.

d- To be very jealous.

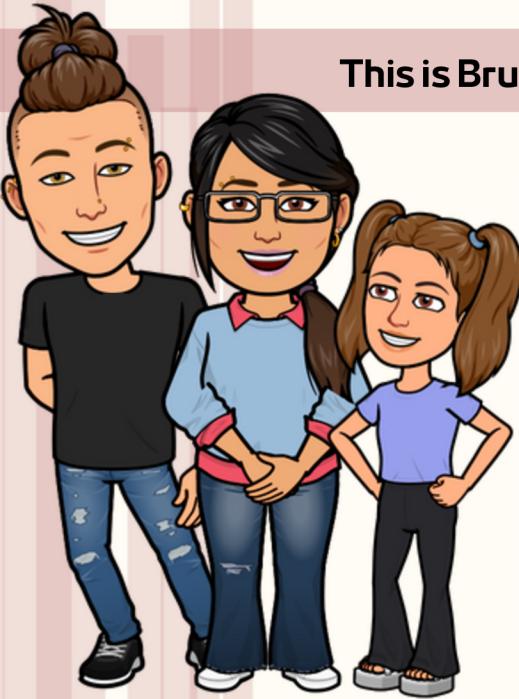


In the pink.

e- The bad member of a group.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

Can you think about other expressions with colors?



This is Bruno's family.

Hi, my name is Bruno. I am a 31-year-old student at Liceo Nocturno in Paso de los Toros. I became a father when I was pretty young, so I dropped out of school because of my family. I moved to live with my girlfriend and we have a beautiful daughter, Sofía. She is 13 years old and we adore her.

I work during the week as a janitor at the local hospital. On the weekends, I work as a DJ. I love music and my best friend, Nelson, and I have worked as DJs for many years.

My partner Gabriela works as a kindergarten teacher in a CAIF nearby. She is 30 years old and loves oldies.

Bruno is such a fascinating student.

Which of these sentences are true about him?

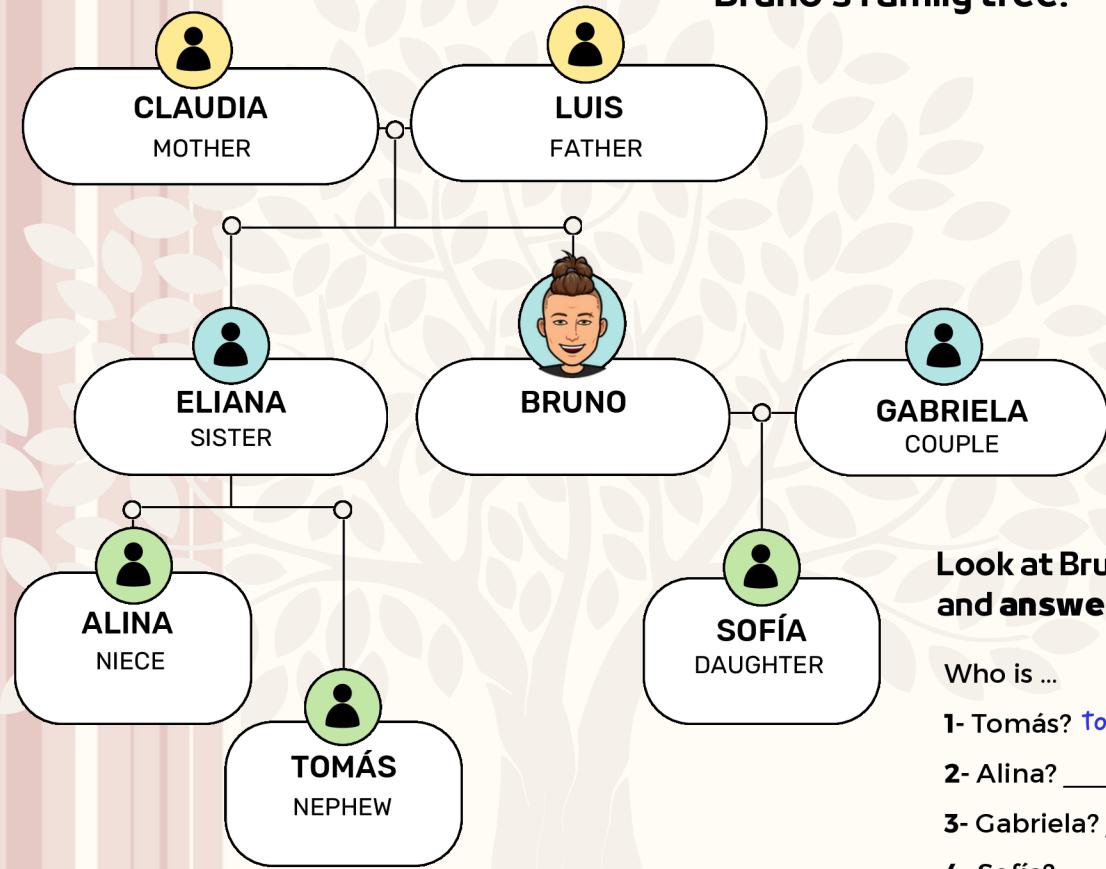
- 1- Bruno is a man who lives in the north of Uruguay.
- 2- He has 3 children.
- 3- Sofía is Bruno's girlfriend.
- 4- Bruno works as a janitor.
- 5- Gabriela works with music.

DID YOU KNOW...?

The word **oldies** refer to old songs, films, or television programs that are still well known or popular.



Bruno's family tree.



Look at Bruno's family tree and answer the questions.

Who is ...

1- Tomás? Tomás is Bruno's nephew.

2- Alina? _____

3- Gabriela? _____

4- Sofía? _____

5- Luis? _____

What about your family? Use Bruno's family tree as a model to draw yours.



Answer these questions about your family.

1. Who do you live with? _____

2. What are their names? _____

3. What are their occupations? What do they do? _____

4. How old are they? _____

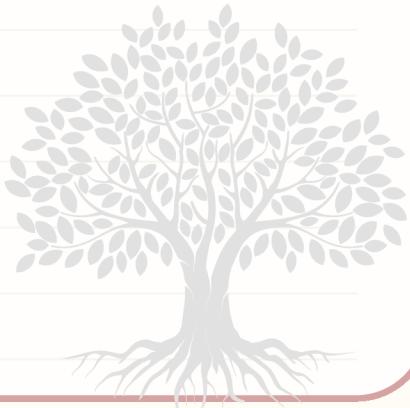
5. What's your relationship with them? _____

What can you say about your family?

WORD BANK



- father • mother •
- son • daughter •
- brother • sister • uncle •
- aunt • grandmother •
 - grandfather •
 - granddaughter •
 - grandson • cousin •
 - nephew • niece •



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

This special day was established by the United Nations in 1993 to recognize and honor families all over the world.

How would you celebrate families?

Let's play bingo!



Instructions

- Take a pencil, stand up and meet your partners! Try to talk to as many people as possible.
- You need to write six different names on the bingo card. This is what you have to do:
 1. Find a person in the class with the **same number of siblings** as you.
Write his/her name in the **first square**.
 2. Find a person in the class with someone in his/her family whose birthday is in **the same month as yours**.
Write his/her name in the **second square**.
 3. Find a person in the class who is **married or is partnered**.
Write his/her name in the **third square**.
 4. Find a person in the class whose **children make drawings**.
Write his/her name in the **fourth square**.
 5. Find a person who has someone in his/her family who is **in his/her twenties**.
Write his/her name in the **fifth square**.
 6. Finally, **find a person and talk with him/her about his/her family**.
Write his/her name in the **sixth square**.
- After you have completed your bingo cards, it's time to play!
- The teacher will have all the students' names in a box.
- He/She will pick up a name and say it out loud.
- If you have it, cross it out from the chart.
- When you get 6 crosses, say **BINGO!!!**



Bruno wants to share information about his relationship with English.
Read the text to know what he thinks about it.



English is not easy for me. But I have a strategy. At night when I am spending some time with my family, I read, I repeat, I ask myself and I learn. When I learned the parts of the house I put sticky notes all over the house with the names in English and that is very useful because I read the names all the time. Also, I looked up some words in the dictionary and I labeled the objects. For example, do you know how to say "rallador" in English? I will not tell you but here you have a game. Discover the words and you will learn how to say "rallador" in English.



1. What is Bruno's relationship with English like? _____

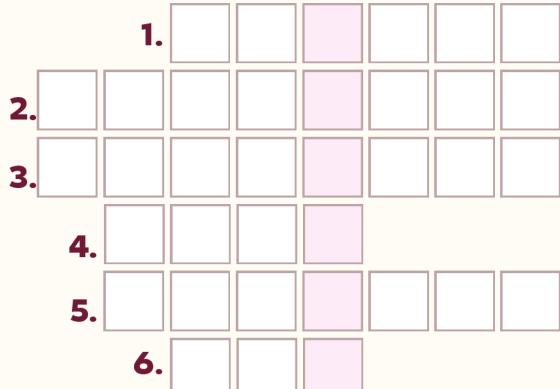
2. Which strategies has he used to face problems? _____

3. Which strategies do you use to learn new words? _____

Bruno wants to challenge you. Here is a crossword puzzle he has for you.



1. Fifty, sixty, seventy, _____, ninety.
2. The person who works with me is my _____.
3. Bruno's friend, Nelson, is a _____. He works in a garage.
4. When I use the cellphone to write a message, I _____.
5. I love to hang out with _____ in my free time.
6. Nelson can repair my _____.



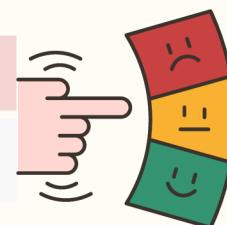
This activity was ...

(elige una o más opciones)

CHALLENGING

OK

EASY



Let's know more about your classmates.

Think and write three sentences about you. One of them must be false.

Example:

- My real name is Bruno Daniel.
- I am a nurse at a hospital.
- I like eating dessert.



Can you guess which one is false?
Probably you are right; the second
one is false for me.

1. _____

2. _____

3. _____

Get in groups of 3.



- Share the information in the three sentences with your group members.
- They have to guess which sentence is false.
- After all the groups complete the assignment, one person in each group reports what happened during the activity.

Write two new things you didn't know about your classmates.







Let me introduce you to a good friend of mine. Her name is Anabell. She is an outstanding teacher from El Salvador.

Before sharing information with you, Anabell asks you these questions:

1. Do you know where my country is?
2. What do you know about it?
3. Can you give me some information about your country? By the way, I love your country and I would like to visit it one day.



Photo by Anabell Rodriguez



Anabell wants you to learn about her country. Surf the web and find information to complete the following chart about El Salvador.

LOCATION	
LANDSCAPE	
CAPITAL CITY	
FRUITS	
ANIMALS	
FLOWERS	
TYPICAL FOOD	
ETHNICITY	



Anabell wants to share some experiences with you.
Listen to her and write down three things about her personal life.

Example: Her age.

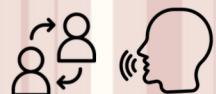


1. _____
2. _____
3. _____

Listen again and write down information about activities she likes doing.



Get in pairs and share with your peer. Do you have the same information?



Listen for the third time and write down something about her work.



Get in groups of three students. Share all the information about Anabell, what do you know about her? Write a short report.



Thank you, Anabell!

**EXIT
TICKET**
★★

In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt



UNIT 2

My past experiences



Being entertained

Look at these activities.

- cry
- crawl
- play with my toys
- run
- play with my computer
- hang out with friends
- drive a car
- ride my bike
- ride my motorbike
- go to primary school

- watch cartoons
- sing children's songs
- play hopscotch
- draw pictures
- have children
- drink alcohol
- drink sodas/pops
- walk
- jump
- go to secondary school
- play with my friends in the playground



Which of these activities do you do at present? Which of these activities did you use to do in the past but you don't do now?

Put **NOW** in the ones you do at present and **PAST** next to the things you used to do and you don't do anymore.

WORD BANK



Put the activities in the stage of your life that corresponds.



crawl



TEEN



TODDLER



YOUNG ADULT



ADULT

Getting old

"At the moment, I am in my forties. When I was 30, I used to run long distances and I didn't get tired. I used to sleep just a few hours and I was well-rested, but now I need to sleep 8 hours to feel good. I remember that I used to practice a lot of sports and I used to play soccer every weekend. Now, I am more into watching TV and playing table games, like chess."



José Pérez, 46, San José (UY).

In his short account, José talks about things he used to do in the past and things he does now. **Underline** what he did in the past and **highlight** what he does now.

Look at the sentences you underlined. What do they have in common?

_____ is used to talk about habits in the past.

Go back to the list of activities at the beginning of the unit and use that vocabulary to write about **5 things you used to do in the past**.



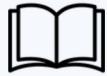
1. _____
2. _____
3. _____
4. _____
5. _____

Go further! Add two more sentences about your habits in the past. You can use your own ideas.

1. _____
2. _____



Aldo Rodríguez is Bruno's friend. He wrote a text for the readers of the book. Read the text and do the exercises which follow.



My vacations

My name is Aldo, one of the authors of this book. I'd like to share some pictures of my **vacation** with you. Until 2010, I used to live in Salto, in the northwest of Uruguay. Then, in 2010 I moved to DeKalb, a city on the outskirts of **Chicago**, the second biggest city in the United States. I was a student, like you, at the local university.

This year I had the chance to go on vacation to Orlando where I visited Universal Studios Park. It was amazing. One of the most beautiful places I visited was Harry Potter's **castle**. It was great! Here you can see a picture of it on your right. There were several rides there and there was even a **roller coaster**!!! I was thrilled!



When I **lived** in Uruguay, I used to spend my vacations with family or friends. My family lives in Mercedes, the capital city of Soriano, so I used to spend the summer hanging out with friends and sipping **mate** along our promenade. I used to go early in the morning and there, I used to read a book, walk, or just listen to music. At that time, I used to study at Regional Norte. I wanted to be a lawyer. During the summer, I used to study and that was a great place to do it.



On the left, there is a picture I took of "Carrasquito" or Guernica's park in Mercedes, a beautiful place to prepare BBQ, hang out with friends or just sit and contemplate nature. I used to go there a lot. I have a friend, Marcos, who used to have a **boat** moored in the Rio Negro.



Photos by Aldo Rodriguez

First, match the words in red with these ideas.

- 1- Means of transport used in the river: _____
- 2- Like a big old house: _____
- 3- Park attraction, quite scary sometimes: _____
- 4- "Live" in the past: _____
- 5- Uruguayan beverage: _____
- 6- Holiday/time off: _____
- 7- American city: _____

To ask about past habits we use "Did X use to...?"



Second, answer these questions about Aldo.

- 1- Where does he live now? _____
- 2- Where did he use to live until 2010? _____
- 3- When did he spend time in Mercedes? _____
- 4- Where did he go this past vacation? _____
- 5- What did he use to do during his time in Mercedes? _____

Finally, Aldo wants to know about one of your vacations or the places you used to visit when you were younger.

Tell him what you used to do there, the time of the year you used to go there and the people you used to go with.



Plan the writing first, he'll give you some tips.
This is the way he prepared his.

Place you used to go on vacation (Description)	What you used to do there (Activities)	People you used to go with (Company)	Time of the year	Anything else?
Mercedes Carrasquito Boat	Study for my exams Hang out with friends Listen to music Walk Sip mate	Alone Hang out with friends	Summer Before 2010	I live in Dekalb now I used to live in Mercedes

Try your ideas.

Place you used to go on vacation (Description)	What you used to do there (Activities)	People you used to go with (Company)	Time of the year	Anything else?

Write about your vacations.



To talk about your vacations

- For vacations, I used to go.... .
- I used to go with.... .
- Our favorite activities there used to be.... .



Share your text with one of your classmates. He/She will read your composition and will mark things he/she does not understand or ask questions (this can be in Spanish) and then give it back to you.

Finally, read it again, pay attention to your classmate's comments and write your new text here.

Before getting my job at the hospital, I took a couple of jobs. My first job was as a gardener. Here is my story.



When I was a gardener, I used to work long hours. I worked from 7 in the morning to 2 in the afternoon. I had to take care of the plants, plant new ones and take care of some trees. I will show you some pictures.

These were some of the roses I used to plant and take care of. In the garden, I created there were fifteen different types of roses. They include red roses, yellow roses, pink roses, white roses, orange roses, very tiny roses and big ones. There was even one that changed its color. It opened



as yellow and then with the sun, it turned orange. There are times of the year when roses have beautiful flowers. However, it is very interesting that you cannot plant roses during the months which contain an "r" in their names. That means: January, February, March, April, September, October, November and December... did you know that?

Another flower I loved was the Crane Flower. This photo shows one of its flowers. It is incredible how they actually look like a bird. That is why it is also called the Bird of Paradise. Its strong colors make it unique and very nice to have in your garden.



Finally, I also planted some herbs and vegetables. In this photo, you can see two different types of vegetables. The tall plants are bell peppers and the small plants are carrots. Bell pepper plants usually produce a lot of peppers which is why I always needed to cut the ones ready to eat. Carrots and pepper are very delicate because they are easily eaten by ants and other insects.



Photos by Aldo Rodriguez

Re-read this information and check what other people are saying about Bruno. Is it true?

Bruno said he also planted vegetables and trees at that time.

He said that the Crane Flower and Bird of Paradise are the same plants.

He used to plant different types of roses and carnations.

Bruno says that roses are really big flowers.

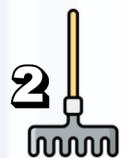
Bruno never worked before being a janitor.

Bruno recommended planting roses all year long.

Correct the wrong sentences.



Do you like gardening? Have you ever done it?
Match the gardening tools with their names.



rake • water hose • plant pot • wheelbarrow • shovel • seed bag • shears

Share information about you.

Think first!

- 1- Have you ever worked?
- 2- Which was your first job?
- 3- Where was it?
- 4- What did you have to do?
- 5- Was your first job the job you have now?
- 6- How do you like it?

Get in pairs and share your story with one of your classmates.



What do you remember from your classmate's story?

Take some notes and share with your class.



Miguel is another friend of mine. He is funny and likes to tell about the time he met a famous star.

Read about what happened.



A casual encounter.

Miguel lives in Minas, the capital city of Lavalleja. He lives there with his family and he works at a local gas station.

I have to say that Miguel's favorite activity is watching TV. He is a couch potato and he dreams of meeting famous people. His life was ordinary until one day a nice smoked-window car parked at the gas station. To his amazement, Richard Gere was driving that car. He was just speechless.



He remembered that he had learned English in middle and high school so he approached him. At first, he was shocked but then he said "*How can I help you today, sir?*". Gere was amazed that this guy was speaking English. Miguel asked him "*What are you doing in Uruguay and in Lavalleja?*". The famous actor told him he was there because there is a famous Buddhist temple in the area. Since then, Gere has been a regular customer at the gas station and Miguel is super happy to see him every now and then.

After reading about my friend Miguel, let's see how much you understood.

Answer these questions by choosing a, b or c.

1. Which one of these is true about Miguel?

- He lives in Lavalleja, works at a gas station and speaks more than 1 language.
- He lives in Lavalleja, does not work and speaks more than 1 language.
- He lives in Lavalleja, works at a gas station and speaks only 1 language.

2. Miguel likes...

- hanging out with friends.
- practicing sports.
- watching TV.

3. When Miguel saw Richard Gere he felt...

- ok.
- not nervous at all.
- super nervous.



Richard Gere is a very well-known American actor. He is famous for starring in films like "Pretty Woman" and "Shall we dance?".

4. Richard Gere was in Uruguay...

- because he has some friends in Lavalleja he wanted to see.
- because of religious purposes.
- because he was filming in Uruguay.

5. Now, Richard Gere is...

- in the U.S.A.
- a frequent customer.
- in the Buddhist temple.

Image from Wikimedia Commons

If you had the chance, which famous person would you like to meet?

Jot down five key events of his/her life.



1. _____
2. _____
3. _____
4. _____
5. _____

Why do you think others would find her/him interesting?

Prepare a poster about the person you want to meet.

Tip: If the person is a singer you may want to share a song with the class.



Paste a photo of the person here.

Be creative and add phrases or pictures of films or whatever you want to add to this poster.

Surf the internet and include some information about that person you want to share with your classmates. Don't write too much, just the most important information.



Class poster fair

1. Paste all the posters around the classroom walls.
2. Take your time to read about people you don't know.
3. Choose the 3 you liked the most and complete the following chart.

	Person 1	Person 2	Person 3
What is his/her name?			
What does he/she do?			
Where does he/she live?			
Why is he/she interesting?			
Anything else?			

The teacher may ask you to share the information with the whole class.

Reflect!

Which person was the most popular among your classmates?



Why?



Surf the internet and find at least 3 more aspects about that person you did not know.

1- _____

2- _____

3- _____



In this unit, I learned that...

—
—
—
—

My favorite part of this unit was...

—
—
—
—

Something I need to revise is...

—
—
—
—

I felt



UNIT 3

My experiences with others



Do you remember how to name these activities?



Match the following names with the activities in the pictures. There is more than one possibility.

- walking along the promenade
- sipping mate
- going to the cinema
- hanging out with friends
- practicing sports
- eating out with friends
- playing video games
- enjoying some fresh air

- watching movies
- playing basketball
- meeting with friends
- enjoying the city
- watching television
- having a good time with friends
- bowling
- sitting on a bench and talking with a friend/boyfriend/girlfriend for hours

Your opinion matters. How do you like these experiences?

Match the emojis to their meanings and then use them to do the following activity.



- _____ Love it. / I like it very much. / I like it a lot. / It's my favorite one!
- _____ I like it. / I enjoy it.
- _____ It's ok. / It's fine.
- _____ I don't like it. / I don't enjoy it much.
- _____ I don't like it at all. / I hate it. / I dislike it completely.

Give your opinion about the activities mentioned in the previous exercise. 

Example: I don't like playing video games at all!
I love hanging out with friends.

Which of those activities do you do on your own? Which of those activities do you do with friends? 

Example: I usually watch movies with my friends María and Gabby.
I sometimes go for a walk on my own. / alone.

"What I like doing with others" by Julio Costa.

Hi! My name is Julio and I am a very friendly person. I love being with other people. I work as a teacher so I am in contact with many students daily. I like interacting with my students and I always learn new things. With my students we discuss many interesting topics; we talk about music and the news and we sometimes watch movies or YouTube clips to discuss different topics.

When I am not working I also like being with people. I practice team sports like soccer, basketball and volleyball. Oh! I love practicing sports... and also watching sports on television. I hang out with friends and we watch our favorite soccer team Peñarol every weekend or play games. We usually have some mate together while we eat tortas fritas. We are crazy about tortas fritas. We talk about many topics but the most popular one is probably soccer.

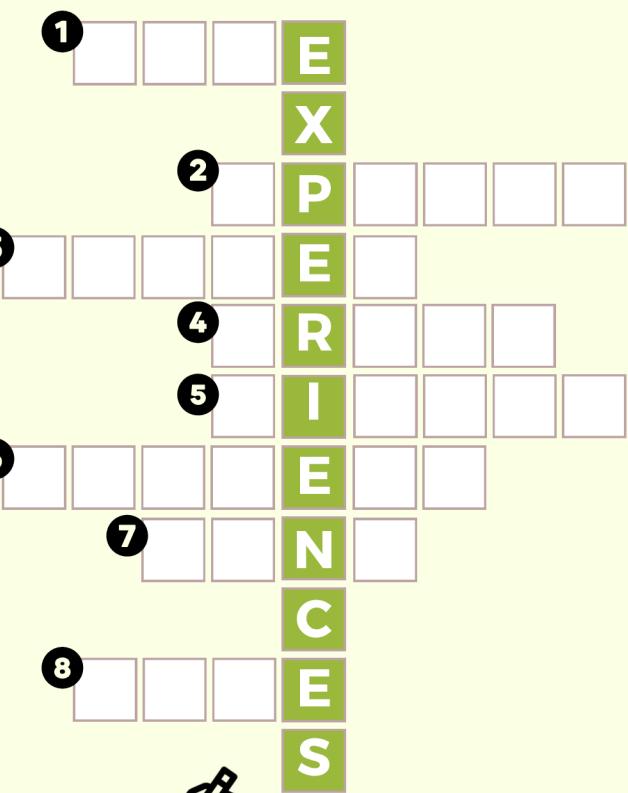


Are these statements true or false?

- 1- Julio prefers working on his own.
- 2- In Julio's classes there is a lot of talking time.
- 3- When he is not teaching, he really enjoys being alone.
- 4- He enjoys sports involving the use of a ball.
- 5- Julio and his friends really love tortas fritas.

Julio said he likes games. Help him solve this **crossword** puzzle.

1. I  it.
2. Soccer, volleyball and tennis are _____.
3. Football is the English word for _____.
4. Something that is fantastic, is _____.
5. The place where you can watch movies on a huge screen is the _____.
6. If Julio is your teacher, you are his _____.
7. In my free time I _____ out with friends.
8. I love sipping _____ with tortas fritas.



Answer these questions about your favorite experience.



Which was your favorite experience?

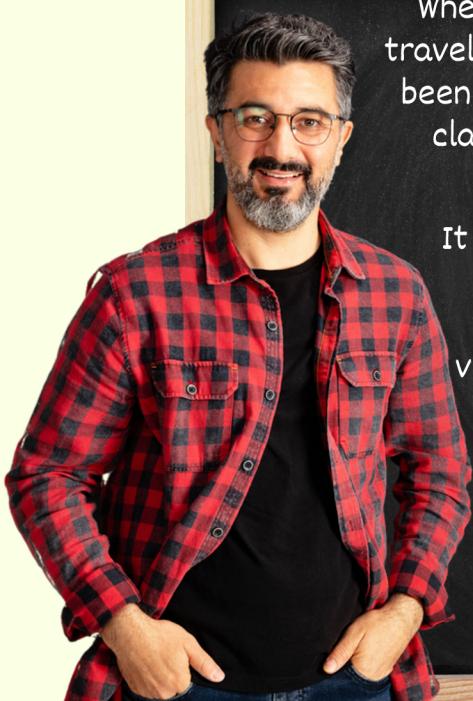
Who were you with?

Where were you?

Why were you there?

When was it?

This is Julio's favorite experience. Read it carefully.



When I was in the last year of my career, I had the opportunity to travel to Montevideo for the first time. Believe it or not, I had never been to that city before though I lived a few kilometers from it. My classmates and I participated in an annual teachers' congress and talked about education, bullying and English.

It was a fantastic experience; I met many English teachers and other students and learned a lot from the different presentations. Of course, we also did other activities. We visited many places around Montevideo like squares, museums and many famous buildings. In addition, we spent a night at CeRP of Atlántida. It was great! We ate delicious food like "milanesas" and mashed potatoes, apples, bananas, soup, and BBQ. We also shared experiences with other students.

I personally liked this experience and I am going to remember it for the rest of my life.

Fill in this spidergram with information from Julio's experience. Look at the example.



Marcos is a Spanish guy who lives in the US. He is visiting Uruguay and talking to some English-speaking friends about a nice experience. He also wants to share his experience with you. Listen to the recording, take notes and share them with your partners.



It's time to revise!

What did you use to do when you were a child? Mark with **CH** the things you used to do in your childhood. Mark with **NW** the things you do now.

<input type="checkbox"/> play with toys	<input type="checkbox"/> attend middle school
<input type="checkbox"/> play video games	<input type="checkbox"/> attend elementary school
<input type="checkbox"/> go to kindergarten	<input type="checkbox"/> go walking
<input type="checkbox"/> play with my siblings	<input type="checkbox"/> watch soap operas
<input type="checkbox"/> go to the cinema	<input type="checkbox"/> hang out with friends
<input type="checkbox"/> play chess	<input type="checkbox"/> ride a motorbike/bike
<input type="checkbox"/> watch cartoons	<input type="checkbox"/> climb trees

Use the information above and write in the space provided.



When I was younger, I used to play with toys. Now, I play video games.



Let's imagine!

Think about the phrase '**This used to be my playground.**' What comes to mind? Use the space below to draw your ideas. You can also jot down some key words that you associate with the word 'playground.'



Image from Wikipedia.com

Look for the song "This used to be my playground" by Madonna in the web and listen to it. Search for the lyrics to help you if you need to.



In the lyrics Madonna says "*This used to be our childhood dream*" to refer to the playground.

What was the playground you used to visit like? Use the space below to describe it.

- There was a...
- There were...



**S.O.S.
BOX**

With the ideas from this lesson and your ideas, **describe** the things you used to do in the playground.





**S.O.S.
BOX**

- I used to.... .
- We used to.... .
- My friend and I used to... .

What was your best/favorite experience there?



What was your worst/least favorite experience there?

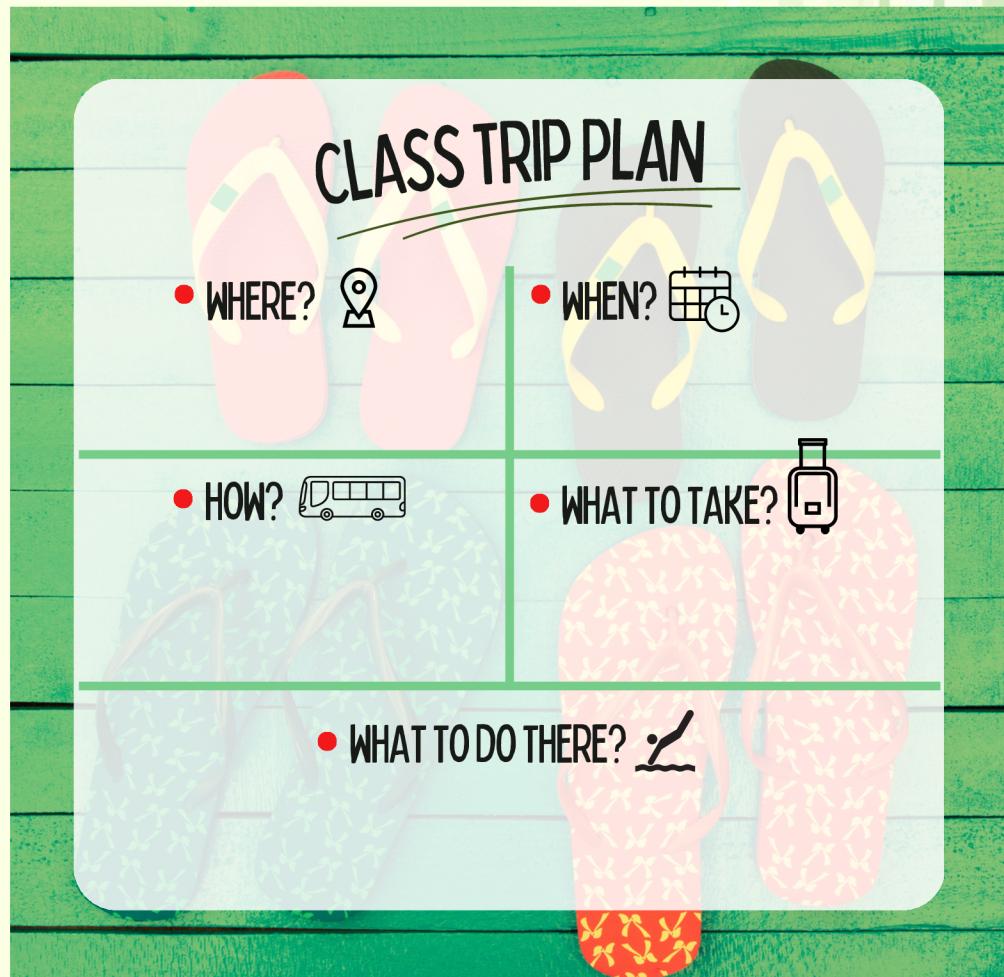


Let's plan a trip with your class.

Let's think about your next favorite experience.



Complete the Class Trip Plan with your ideas about the trip.



Bruno gives you some advice to plan your next trip.

- I think you should go to a nice place with a lot of activities to do. You may like outdoor activities but your friends may like indoor activities.
- I think you should take some prepared food. Restaurants or food places can be very expensive.
- I think you should travel by bus. It may be cheaper than traveling by car.
- I think you should prepare a wide range of activities to do there so you never get bored!!!



What other pieces of advice can you think of?
Work in groups and think together.





In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt



UNIT 4

My **best experiences** and **memories**



What is a memory?



mem·o·ry

noun

1. the faculty by which the mind stores and remembers information.
"I've a great **memory** for faces"
2. something remembered from the past; a recollection.
"one of my earliest memories is of sitting on his knee"

Similar:

recollection

remembrance

reminiscence

evocation

reminder

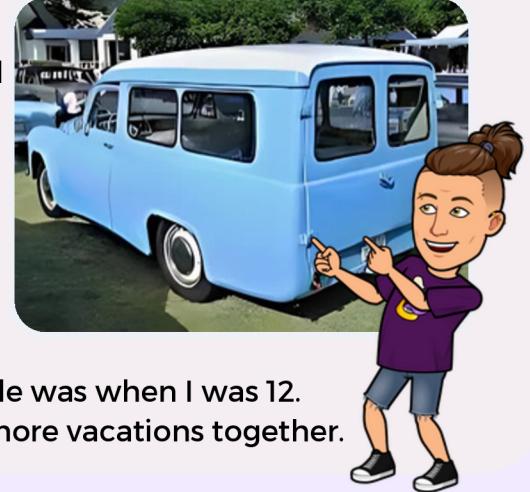


Source: Oxford Languages. <https://languages.oup.com/google-dictionary-en/>

Some of my memories from the past...



One of my most vivid **memories** comes from the times **when I was a child**. I remember that we used to go on holiday with the whole family. We had an old van and the whole family **hit the road** on vacation. We **used to** go to Paysandú, to the Argentinian border across the Uruguay River, to the Daymán hot springs and sometimes we **traveled** to Colonia. There were very funny moments because the old van broke several times and we had to stay on the road, wait for a mechanic to come and repair it and finally continue traveling. The last trip we made was when I was 12. Then, we sold the old van and we did not have any more vacations together.



Read the text about Bruno's memory and answer the following questions by choosing a, b or c.

1. His memory with associated...

- to his past.
- to his present.
- to his future.

3. Their car was...

- old.
- new.
- modern.

2. The family used to.....

- celebrate together.
- go shopping together.
- travel together.

4. The author is now 30 years old.

Their last trip together was....

- fifteen years ago.
- eighteen years ago.
- thirteen years ago.

Go back to the text and complete the definitions with the words in **bold.**

1. The word "travel" in the past: _____
2. A phrase that indicates habit in the past: _____
3. A synonym of "travel" in the past: _____
4. A story we remember from the past: _____ (plural)
5. A phrase that refers to a moment in my life: _____

**With the words from the previous exercise
complete this other memory written by Bruno.**

_____, I loved acting. I have great _____ from when I was a member of a children's theater club in Paso de los Toros. We _____ perform our plays every weekend and we had a pretty big audience. On some occasions, we used to _____ to present our plays in other cities. One of those trips was when we _____ to Fray Bentos. It was a huge success and people loved our representation of "Don Verídico se la cuenta". Definitely, this is one of the experiences I treasure the most from that time.



It's your turn. Think of a memory and complete the following bubbles.

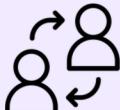


Choose one of the memories you wrote in the bubbles and think of the following information.



Where and when did it happen?	
Who were you with?	
What happened?	
Why did you like it?	
Do you want to add anything else?	

Work in pairs.



- **Work with the person next to you.**
- **Use the questions and the information from the table to talk about your memories. What did your partner say?**
- **Fill in the table with his/her answers.**



Where and when did it happen?	
Who were you with?	
What happened?	
Why did you like it?	
Do you want to add anything else?	

Label the pictures.



1



2



3

Read the information below and underline one fact in each text you did not know before.



Marbles

Marbles are small, colorful balls, that have been loved by kids and adults for a very long time. They come in different designs, sizes and materials, like glass, stone, steel or plastic. People have played with marbles for thousands of years, and they are still popular today. You can play different games with them. They are often collected, both for nostalgia and for their beautiful colors. Marbles are fun and bring happiness to people of all ages.



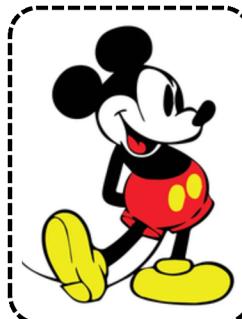
Transistor radio

The transistor radio, which revolutionized the way we listen to music and news, was first introduced in the 1950s. Before its invention, radios were very big and required electricity. However, the transistor radio was small, portable, and used batteries. They allowed people to carry their favorite music and programs with them wherever they went. Portable radios quickly became a cultural phenomenon and were precursors to the electronic devices we use today.



Cartoons

Cartoons, created in the late 19th century, are animated drawings that bring characters and stories to life in a fun and entertaining way. Cartoons have been loved by kids and adults for many years. Cartoons can be funny, adventurous or educational, and they often teach important lessons in a simple manner. They are a fountain of joy and laughter for people of all ages.



Cartoon images from Wikimedia Commons

Some people still play with marbles. What about you? Answer these questions.



1. Did you play marbles when you were a child? _____
2. Who did you play with? _____
3. Did you use to win? _____
4. If you didn't play marbles, what games did you play? _____

Get in pairs and talk about radios!



1. Was there a transistor radio at home?
2. Did your parents/grandparents use to have one?
3. What kind of music did you/them use to listen to in it?
4. Did you use to have your own radio?
5. Did you use to have a more modern radio?
6. Where do you listen to music now? Do you use your cell phone? An iPod? Your computer?



Let's learn a little more about "Tom and Jerry".

"Tom and Jerry" is a beloved animated series created by William Hanna and Joseph Barbera that first appeared in 1940. The show revolves around the relationship between Tom, the naughty cat, and Jerry, the intelligent mouse. Each episode follows Tom's elaborate schemes to capture Jerry, resulting in funny and chaotic situations.

Use this information to complete the sentences about the cartoon.

1. "Tom and Jerry" was created by _____.
2. The characters appeared for the first time in _____.
3. The television series has run from 1940 to _____.
4. There were two television specials and a musical version, too.
_____ (2001), _____ (2014)
and _____ (2019).
5. Tom always wanted to _____.

Tom and Jerry	
TOM and JERRY Franchise logo since 1985	
Created by	William Hanna Joseph Barbera
Original work	Puss Gets the Boot (1940)
Owner	Metro-Goldwyn-Mayer (1940–1986)
Years	1940–present
Films and television	
Film(s)	Tom and Jerry: The Movie (1992) Tom & Jerry (2021)
Short film(s)	List of shorts (1940–1967, 2005) Spike and Tyke (1957)
Animated series	TV Animated series
Television special(s)	The Mansion Cat (2001) Tom and Jerry: Santa's Little Helpers (2014)
Direct-to-video	Direct to video
Theatrical presentations	
Musical(s)	Tom and Jerry: Purr- Chance to Dream (2019)

More memories...



"Little Red Riding Hood" is a very famous European fairy tale.

What do you remember about it? Write 2 or 3 ideas.



Image created with leonardo.ai

Enjoy the tale in the following video and check if your ideas were right.

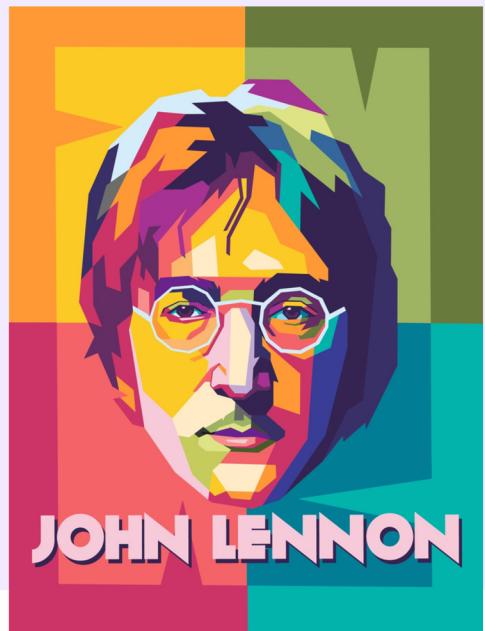
Add two more ideas to the ones you stated before.



Work in groups. Can you think of a different ending?

Bruno's favorite singer from the past is John Lennon. He loves his song "Imagine".

Surf the web and **find information** about the singer to **complete** the chart below.



10 IMPORTANT FACTS ABOUT

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Emmanuel Kelly is a great fan of John Lennon and the song "Imagine" means a lot to him. He had a very difficult childhood but he had the strength and commitment to go on.

Listen to his story in this video. Watch until minute 3:01 and complete this chart.



Country	
Family	
Age	



Image from Flickr.com



Listen to the song now and what the judges say about him and choose a, b, or c.



1. The first judge says Emmanuel's performance was...

- great.
- magnificent.
- outstanding.

2. The second judge says Emmanuel's performance was full of...

- confidence.
- courage.
- fun.

Another version of the song was done as a form of cartoon by Pablo Stanley Art. Enjoy it.



3. The third judge says Emmanuel....

- is a beautiful singer.
- is a great singer.
- is an ordinary singer.

Time to reflect.

4. How many judges say yes?

- All of them.
- Some of them.
- None of them.

What do you think about the two versions of the song? What do they tell you? How can you connect this with your life and with your memories?



In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt





FINAL PROJECT - Travel Diary Entry



- Prepare a presentation (poster/book/video/PPT or any other resource the students or the teacher want to use).
- Focus on a trip you have done.
- Include photographs, drawings or videos.
- Write a fictional travel diary entry in English, describing a fun trip you enjoyed with your family or friends.
- Present your work to the rest of the class.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Silueta textual	El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.	El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.	El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.	En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de las diferenciación en párrafos separados por un espacio.
Contenido	Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.	Has tenido en cuenta menos de la mitad de los temas que se te han solicitado en la consigna. O has tratado todos los temas pero has logrado desarrollar, argumentar o ejemplificar menos de la mitad de ellos.	Has tenido en cuenta todos los temas de la consigna y argumentas, describes y ejemplificas más de la mitad de ellos, aunque no todos. Puede suceder que trates más de la mitad de los temas y que todos estén fundamentados, descriptos o ejemplificados. Sin embargo no has hecho dicho trabajo con todos los elementos solicitados en la consigna.	Has tenido en cuenta todos los temas que forman parte de la consigna de trabajo. Cada uno ha sido desarrollado, es decir, no solo se nombra sino que agregas ideas referidas al mismo. Además, el tema posee argumentos o ejemplos que ilustran las ideas. Cada párrafo contiene un tema concreto y no una mezcla de los mismos.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Lenguaje	Las ideas del proyecto no se encuentran conectadas de manera de lograr una comunicación efectiva. Los errores de lengua y pronunciación han impedido la transmisión de tus ideas.	Los errores de lengua hacen que tus ideas no resulten claramente expresadas por momentos. Existen algunos errores de lengua y pronunciación que hacen que la transmisión de tus ideas sea poco clara.	El proyecto ha sido presentado en su formato escrito y oral de forma clara. Tus errores no interfieren con la presentación del proyecto, aunque algunos de ellos le quitan fluidez.	El proyecto ha sido presentado en su formato escrito y oral de forma clara y fluida. Se nota la preparación para la presentación, es decir tu audiencia logra comprender el mensaje que quieras comunicar.
Presentación	Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensa en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándose en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Elementos paralingüísticos	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesora/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
Compromiso y ética hacia el trabajo	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial.	Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor. Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática.

VOCABULARY BANK

This space was created to keep track of new words and phrases you have learned throughout this book.

DID YOU KNOW...?

A vocabulary bank is a collection of new words and phrases that the learner or class builds up as they learn.



Handwriting practice lines for the vocabulary bank, featuring a decorative background of vertical bars in shades of grey and brown.

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REFLECTION CORNER



You got to the end of this amazing journey and now it's time to reflect upon your progress. Let's complete the SWOT matrix.

DID YOU KNOW...?

A SWOT matrix allows you to think about your own internal strengths and weaknesses. It also helps you think about external opportunities and threats that could affect your performance as a student.



STRENGTHS

WEAKNESSES

S

W

O

T

OPPORTUNITIES

THREATS

#EXPERIENCING ENGLISH 2



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