



ANEP

CONSEJO
DIRECTIVO
CENTRAL

DIRECCIÓN
DE POLÍTICAS
LINGÜÍSTICAS



#EXPERIENCING ENGLISH

Made by Uruguayan teachers for Uruguayan students.

REVISED EDITION

3

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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

Places I enjoy visiting



Hello, Olga!

Let's meet Olga. She will be with you throughout the course.
Read the information about her.

Hi, my name is Olga. I am a 60-year-old student at Liceo Nocturno in Salto. I am a mother and grandmother; like some of you, I dropped out of school because of my family. I have three beautiful daughters, Sonia, Angélica and Mariana, and one son, Nelson. Sonia is 32. She is a single mother and she works as a manager at a hotel in Daymán Hot Springs. Angélica is 28. She works at a local supermarket. She is also a university student; she wants to be a nurse. Mariana is 27. She is married and works at the bus station and the shopping mall. My son is 25, and he is still single. Nelson is a mechanic. Sonia gave me two granddaughters, Celeste and Donata. I love them, they have taught me so many things in life! Celeste loves rollerskating and Donata enjoys drawing all the time.



Read Olga's introduction and answer.



1. Where does Olga study?
2. How old is her youngest daughter?
3. Who works in a local supermarket?
4. Where does Nelson work?
5. What is Donata's hobby?

Olga loves traveling and visiting new places. Look at the four places below.



Photos by Aldo Rodríguez



The pictures are from different places Olga really enjoyed visiting.
Read the stories. Can you identify where the pictures on page 2 were taken from?

A The first story I am going to tell you took place in 2011. I traveled to Spain with my daughter Sonia. We visited Madrid, the capital city of Spain, Trujillo, Seville, Burgos and San Sebastian in the Vasque Country. I loved many things in Spain. I loved the people, the places and obviously the food.  I think "pintxos" are the best thing on earth. This photograph was taken when I was walking along the sea. It was a great view of the cliffs and the sea. 

B The third story is also set in Uruguay. In 2013 I went to Artigas and I visited this wonderful place. It is an amethyst mine.  And I got really impressed by the size, the beauty of these Mickey-mouse-shaped stones. They are pretty expensive from what I was told and I really liked to be there. However, I truly like these gems. In this photo, you can see one of my English teachers, Aldo, in front of those huge amethysts. 

C The second story was set in 2009.  At that time I was traveling from Salto to Cerro Largo. I took this picture halfway to Cerro Largo. This photo reminds me how much I love to travel around Uruguay, visit friends and also admire the Uruguayan nature and landscape. 

D Finally, the fourth picture documents a story that took place about 3 years ago. It was March 17 and people in Chicago were celebrating the Irish Festival of Saint Patrick. One of the main characteristics of this celebration is that everything is tinted green, even beer.  For this reason, the government of Chicago tinted the Chicago River as you can see in the picture. 



Read the texts again (A, B, C or D) and identify which story these sentences refer to.

- ____ The picture was taken on the road.
- ____ In this story, I talk about food.
- ____ In this story, there is a color that plays an important role.
- ____ People were celebrating something from Ireland.
- ____ In the story, an object has the form of a very famous character.
- ____ When I took this picture, I remembered other activities I love doing.
- ____ Beer is green.
- ____ The story refers to some expensive gems.
- ____ In the picture, my daughter is posing in a natural landscape.
- ____ In the picture, you can see a picture of a famous Uruguayan celebrity.



There are some crossed-out parts in the texts ().
These sentences are missing. Can you put them into the right place?

1. I used to travel every single week to a different place.
2. It is curious that at the beginning the color was blue instead of green but it changed over the years.
3. There was such a variety of them, from very small to really big ones.
4. It is very similar to the one we have in Uruguay, probably this is the reason I liked it that much.

Read this other text Olga shared with us. Complete it with the words below.

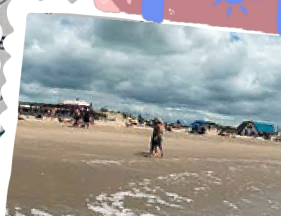


materials • Atlantic • summer • air • natural • houses • enjoyed • color • night • was

Probably one of my favorite places in Uruguay is Valizas, a seaside resort on the **a.** _____ Ocean coast in Rocha. The **b.** _____ and quality of the sand, the dunes, the magnificence of the scenery, the clear waters and the **c.** _____ environment make it a must-go place.

The **d.** _____ are typical beach houses with basic construction and natural **e.** _____ like mud, wood and straw. There is no need for **f.** _____ conditioning because it is pretty windy and cool at **g.** _____. It is also really nice to go for a walk along the shore and enjoy the breeze.

I went to Valizas in **h.** _____ 2010 with a group of eight friends. It **i.** _____ just awesome! We had such a great time. We **j.** _____ our talking time, our meals together, and preparing food together. Just an unforgettable place!



Your turn: Marker talk



- Let's work all together on the board and do a marker talk.
- The teacher writes the phrase "*My favorite place*" on the board and each of you comes to the front and writes your favorite place.
- You can ask questions or add information to what your classmates write. You have 5 minutes, and all of you have to express yourself on the board.
- Volunteer and discuss your favorite place with the whole class, taking turns and listening to others.
- Now, you know more about your classmates and they know more about you!

What makes that place so **special**?



The people
you go with?

The place?

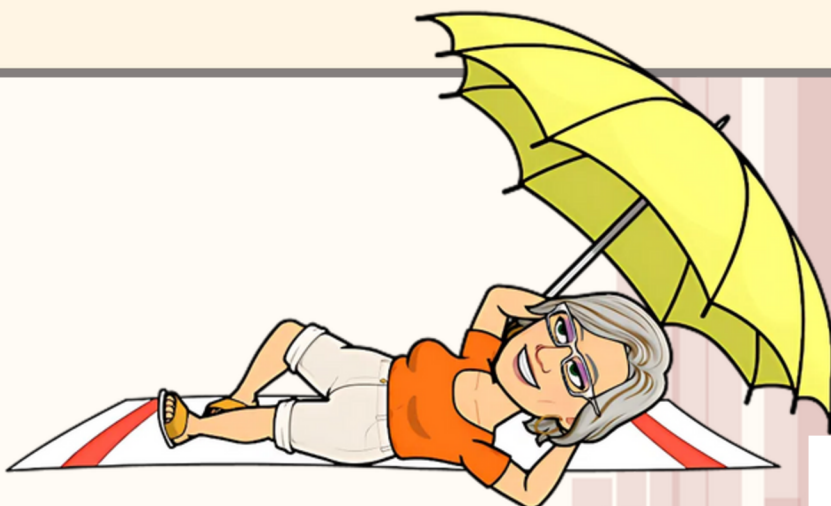
The weather?

The activities you do
there?

Write a short paragraph about your favorite place.





A large, lined area for writing a paragraph, resembling a notepad with a spiral binding on the left side.



When you think of a place to go, you need to consider its pros and cons.

Imagine you want to go on holiday with a group of 5 friends but have a small budget.
Let's see these two options.

Going camping by the beach	Renting a house in a seaside resort
 <p>More outdoor activities to do More economical Less comfortable More entertaining More natural</p>	<p>More expensive More comfortable Other activities to do More indoor activities to do Safer</p> 

Let's read Olga's ideas.

Going camping by the beach is more economical than renting a house in a seaside resort. It is also less comfortable because in the house you have more facilities. Going camping by the beach is also more natural, you just have the tent, the bonfire, the sea and of course, you have more activities to do, especially outdoors. The problem is when it rains. Renting a house in a seaside resort is more comfortable in this case because you can do more indoor activities, and it is safer than going camping by the beach. However, I would say that going camping by the beach is more fun and more entertaining than renting a house there.

Let's analyze the text.

1. What is the writer doing in this previous text?

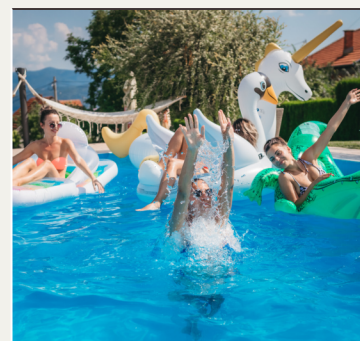
- ☐ analyzing?
- ☐ comparing?
- ☐ describing?

2. Where do you see that?

- ☐ When the text says "Going camping by the beach is more economical than renting a house in a seaside resort".
- ☐ When the text says "...and it is safer than going camping by the beach"
- ☐ When the text says "the problem is when it rains".

3. What rule can you spot there?

- ☐ The use of the words **more/less + adjective + than**.
- ☐ The use of **-er than**
- ☐ The use of **if**.






WORD BANK



You already decided that you are going camping by the beach.

Now, you have to **decide** how you are going to travel, if you are going to do it by car, by bus, or hitchhiking.



 by car	 by bus	 hitchhiking

Compare the means of transport and make your decision.

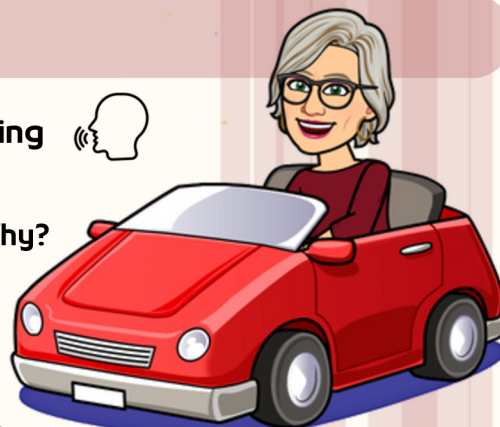


PLACES IN MY CITY

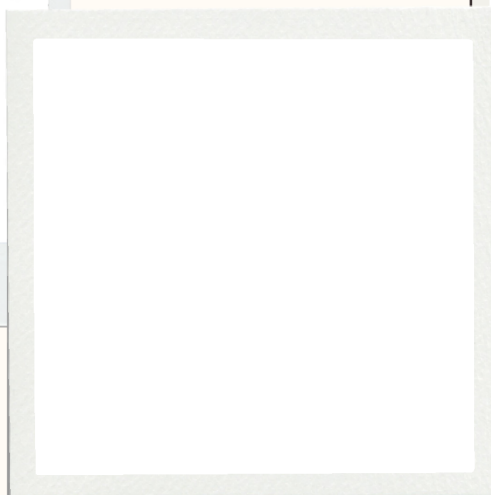
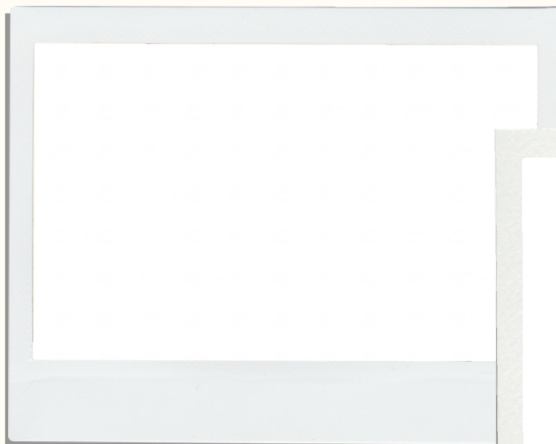
As I told you before, I love traveling and also enjoy visiting different places in my city.



- What are the places in your city that you like the most? Why?
- Which are the three most popular ones? Why?
- What activities do people do at those places?



Take a picture of the most popular places in your town or city and **paste** them in the frames below.



Let's take a look at what Olga's classmates want to say about their favorite places in town. **Read** the texts and **match** them to the pictures below.



Natalia from Montevideo says: "Hi everyone my name is Natalia and I live in Montevideo. I have many places I like in my city but probably the one I like the most is our Parliament. This building is on my way from home to work. I work as a clerk. When the bus passes by it, it just takes my breath away. It is so magnificent, so big, so beautiful. It amazes me. I see this place five times a week and I can still say that it is my favorite place in the city."

Natalia, clerk, 38, Montevideo



Mariano from Salto says: "My favorite place isn't actually in town; it's 11 kilometers away from the city: the Daymán Hot Springs. I think it is a place where you can go and relax, sip some mate, hang out with friends, or just enjoy the hot thermal water. It is also packed with tourists so you may meet nice people there. Since I work all day as a waiter in a restaurant I sometimes go in the evening and stay until they close. Oftentimes I am the only person in the pool!"

Mariano, waiter, 24, Salto



"My favorite place is this square. It is in Rivera and it is the border between Uruguay and Brazil. This is a very populated place. Visitors love to take pictures at the square and some locals just love to go there and chat or drink some refreshing sodas. It is my favorite place in town because it is the place I usually meet my friends, especially before going clubbing on Saturday nights. I really love this place".

Flavio, pizza delivery man, 19, Rivera



1



2



3

Images from Wikimedia Commons -
Termas de Daymán.uy

Read the texts about Flavio, Natalia and Mariano and identify which of these statements are true.

1. Flavio uses his favorite place as a meeting place.
2. Natalia works in a type of office.
3. Flavio is younger than Natalia.
4. Natalia travels by bus but she also walks.
5. Mariano works at night.
6. Natalia's favorite place is the place where bills are proposed and laws passed.
7. Mariano's favorite place is in downtown Salto.
8. Mariano's and Flavio's favorite places are pretty popular among tourists.
9. Mariano serves food in a restaurant.
10. Some people go to Flavio's favorite place to paint art.

Olga wants to know more about the places mentioned in the texts.

Choose one of the places from the previous text; the *Uruguayan Parliament*, *Daymán Hot Springs* or *Plaza Internacional Rivera-Livramento (Frontera de la Paz)* and...

- **search the web** for information about this place,
- find some pictures
- and **create a fact file**.



Reflection time

What did you learn about this place? What did you already know about it?



A poster of my favorite place



- Be creative. Include at least the information that is given in this example.
- Bring your poster to class.
- Your teacher will paste your poster so others can read about your favorite place.
- Say why it is your favorite place.

Paste pictures of the place.

Description of the place.
Don't write too much, just the most important information.

Fact file:

History?
Location?
Activities people do there?
Why is it your favorite?

Tall stories

A tall story is a very exaggerated story. It is a story that may have some components that are true but most of it is exaggerated information.

Get a piece of paper and write.



- Think of a **place** you went to or usually go on vacation. It doesn't matter where. If you don't have one, invent one.
- Think of **three famous people** you would go with.
- Think of **some activities** you would do with those people.
- Think of **two adjectives** that describe how you feel or would feel there.
- Remember to **exaggerate** your story!



Work with a partner. Tell the partner your tall story, then, he/she will tell you his/hers.



Assessing my classmate's work.

- What did you learn from your partner's story?
- Did you like it?
- What else would you add to that story?

DID YOU KNOW...?

Fishermen are famous for telling tall stories. They have the tendency to exaggerate the size of their catch.








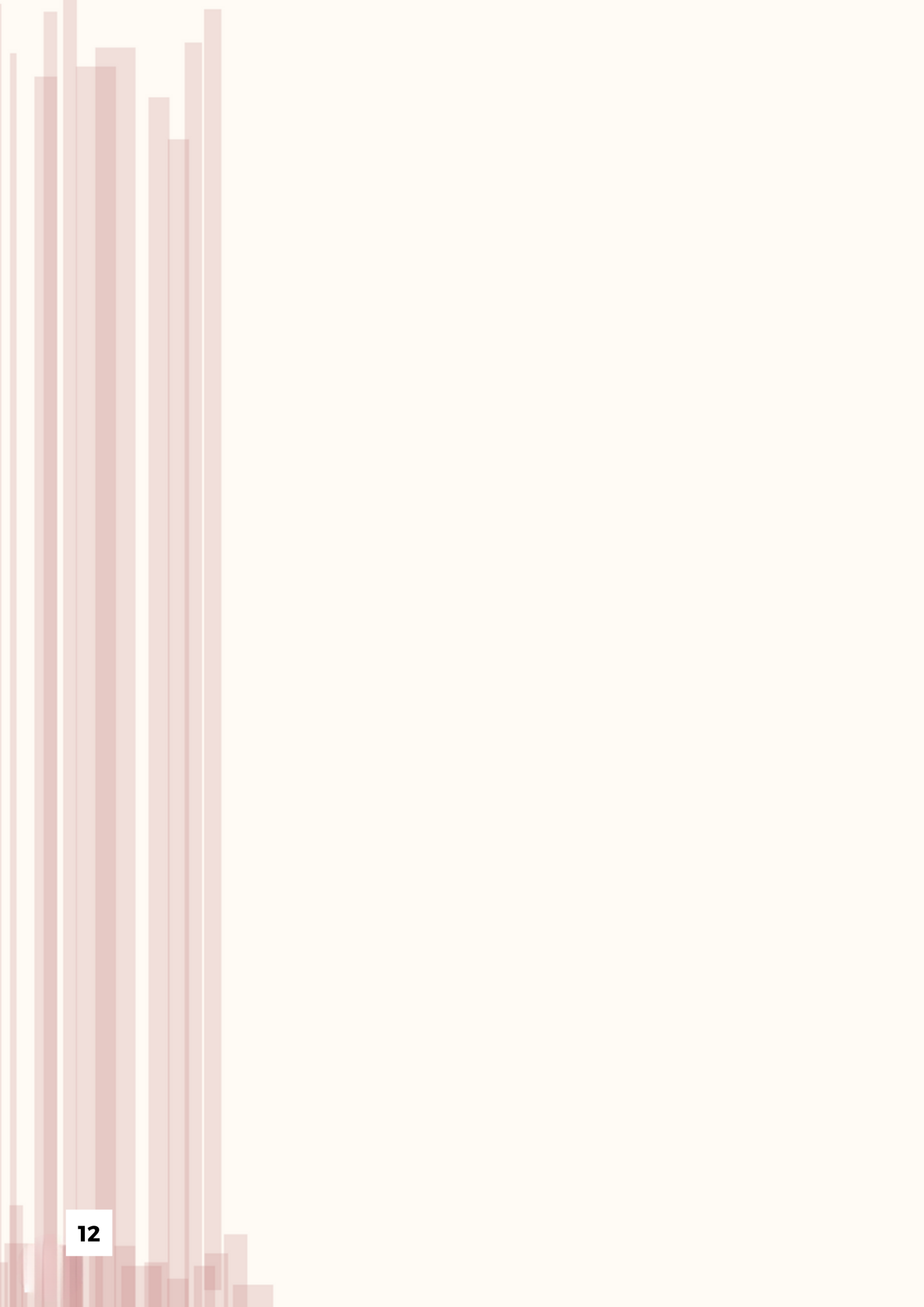
In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt





UNIT 2

Places I would like to visit



What places would you like to visit?
Where would you choose to go?



These 4 images show different nice places you can go on vacation. Which one would you choose?



Example:

I would go to the place in picture number 1 because I like the beach or I would go to the place in picture number 4 because I would like to see a big cosmopolitan city.

JIGSAW ACTIVITY: Let's work with the pictures a little more.



1. Get into **groups of 4 people**.
2. Each group **describes one picture**. For example, groups 1 and 5 describe picture 1 and so on.
3. After 10 minutes of describing the pictures, the **groups will be regrouped**. In the new groups, a student describes pic 1, another describes pic 2, another describes pic 3 and another describes pic 4.
4. Each student **takes turns describing** the corresponding picture.
5. After each member describes his/her picture, the group has to **decide on one place they would like to go**. They have to **give 5 reasons** for their choice.
Example: We chose number 2 because going to the beach is less expensive than going to a big city. We also think it is more entertaining.
6. After the groups make their decision, they share it with the class.

Luis is a former student from Liceo Nocturno in Cerro Chato, Treinta y Tres. He is a fan of *Transformers*, the movie. *Transformers* was filmed in Chicago. So, he is planning a trip to Chicago next winter.

Chicago is his ideal destination because he wants to visit all the movie locations. He's researching information about Chicago online. Here's what he already knows.



Some of the information Luis has is incomplete.

Surf the net and answer these questions to help Luis have a better understanding of Chicago.



1. Which ethnical groups live in the neighborhoods he mentioned?
2. Name at least 10 different countries where you can find people from in Chicago.
3. Which is the capital of Illinois?
4. What is the population of Chicago or Chicagoland?
5. What is the Illinois flag like? Describe it.

Luis recorded a short video of one part of the city. He chose the *Museum and Opera* in downtown Chicago.



Watch the video and tell me, what are the things you can see in the video?



Write down at least 3 things you can see. You can focus on the people, on the buildings, on the weather, on the season, on the time of the day...



- 1 It is one of the five largest cities in the United States.
- 2 It is in the State of Illinois but it is not the capital city of this state.
- 3 More people than the entire population of Uruguay live there.
- 4 It is a very cosmopolitan place. This means that you can find people from almost any country in the world there.
- 5 There are several neighborhoods where different ethnicities are represented. For example, Chinatown, the Ukrainian village, Humboldt Park, La Villita, Pilsen, among others.
- 6 Public transportation in Chicago is considered one of the best in the world because it has good service and is punctual. Since Chicago is such a big city, most people use public transportation to go to work or just to go sightseeing.
- 7 The Chicagoan flag is white, with light blue stripes and 4 red stars.



Images from Freepik.com - Pexels.com

The carrousel



1. Where would you like to go?
2. Brainstorm ideas on the board.
3. Form groups according to your interests.
4. Your task is to find websites with information about the place you chose.
5. You have to summarize some information about the place AND you have to write at least three questions (See Luis' summary and questions as an example).
6. The teacher gives feedback on the summary and questions.
7. The Carrousel: students exchange the sheet with information and questions and another group has to answer the questions the group posed.
8. The groups answer the questions and the authors of the questions give feedback.










My ideal vacation

On my ideal vacation, I would visit a nice place with my family. What about you?

Situation: Imagine you had no money problems and plenty of time off from work or school to go on your dream vacation. **Fill in this chart** with information.



<p>● Where to go? </p>	<p>● When to go? </p>	<p>● Who to go with? </p>
<p>● How to travel? Why? </p>	<p>● What to take? </p>	<p>● What kind of vacation is it? (e.g. camping, packed holiday, adventure trip?) </p>
<p>● What to do there? </p>		

WORD BANK



• amazing •
 • inexpensive •
 • wonderful • best •
 • interested in •
 attractive • gorgeous •
 • awesome •
 • appealing •

After you think about the place you would like to go, write sentences **including** words from the WORD BANK.



(You can change them or add new ones. For example, you can say I am amazed instead of using the word amazing.)

Exchange your work with a classmate. Read the work from your classmate and give him/her feedback.

(For example, possible mistakes, ideas to improve the sentences, etc.)

Public Speaking

- **Write a text** about the place you would like to go, the people you would like to share your vacations with, the activities you would like to do and how you are going to travel.
- **Rehearse** a lot by reading it out loud and practicing what you wrote. With your mobile phone or camera, record a video of this public speaking.
- **Create rubrics** to assess and evaluate your work with your teacher.

Olga and her classmates have received messages from students from other provinces.




"I would like to travel by plane. I don't mind where to go. I think a great place to go is Chile but if I go to Brazil, the United States or any other destination will be ok. I would like to travel alone because I think I will have more time to do what I want. I will not depend on a group. I would like to fly a **plane**, just that!"

Ciro, Florida




"I would like to go to the Iguazú Falls. I like this place because it combines nature with relaxation. I would like to go in spring because in **summer** it is pretty hot and humid and I don't like that. A friend of mine went last winter. She said that seeing the falls is **breathtaking**. Apart from that, there are several animals you can actually see when you walk along the trails. I would like to go with two of my friends: Maria and Leonor, we are very close friends indeed. I guess that the best way to go is by bus because it is going to be more inexpensive even though it will be more tiring."

Laura, Pando



"I would like to travel to Brazil during the World Cup. I am a huge **soccer** fan and I am interested in attending the different **matches**. I would like to travel with a group of friends. At present, we are selling food and raffles so we can save money to go to at least two matches. We would like to go at the beginning because the tickets must be cheaper. We think we would travel by car because we will have a means of transportation to move there."

Lorenzo, Bella Unión



"I would like to travel to Montevideo. Even though I am 34 I have never been there. I would like to go because it is the capital city of my country and there are several important places to visit like the Parliament, the Centenario Stadium and the Old City. I would like to take my two children because they don't know Montevideo, too. I think the best way to travel is by bus. I am planning to go next summer so my **kiddos** don't have to attend classes at school."

Tanya, Piedras Coloradas - Paysandú

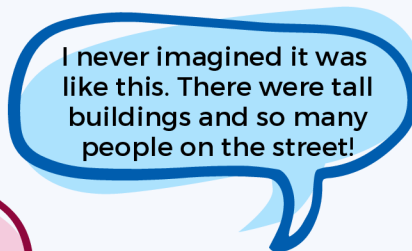
Read the texts and answer: Who said that? Tanya, Lorenzo, Ciro, or Laura?
There may be more than one correct answer.

1. _____ doesn't know the capital city of the country.
2. _____ lives in a small town.
3. _____ would travel by car.
4. _____ doesn't have a particular place in mind.
5. _____ would like to travel alone.
6. _____ would like to go to a place surrounded by nature.
7. _____ would like to go there because there is an important event there.
8. _____ would travel by bus because this would be cheaper than going by plane.

What do the words in red mean? Match them with the definitions here.

1. Children (very informal) _____
2. A group sport played with two teams of 11 members each. _____
3. A season of the year. (Fall or autumn, winter, spring & _____).
4. A soccer game. _____
5. When something is really impressive and you are speechless. _____
6. A means of transportation that flies like birds. _____

Imagine that the four people could go to their ideal place. Who would say this?



Tanya is at a restaurant. Look at the dialogue. What are the questions the waiter asks her?

- W • Good morning ma'am. 1. _____
 T • Good morning, I am fine, thanks.
 W • Here's the menu. Take some time and I will be right back.
 T • OK.
 W • What can I get for you? 2. _____
 T • Yes, please. I'd like the lentil soup.
 W • 3. _____
 T • Chicken nuggets and mashed potatoes.
 W • OK, 4. _____
 T • A coke, please.



- Can I get any appetizers for you? •
- And as an entrée? •
- How are you today? •
- Anything to drink? •

W - waiter
T - Tanya

Lorenzo is at the hotel in Brazil. He doesn't know how to speak Portuguese so he communicates in English. What are the questions in this dialogue?

- What is checkout time?
-
- Do you prefer a smoking or a non-smoking room?
-
- Can we speak in English?
-
- Do you have a reservation?
-
- What time is breakfast served?

R - receptionist
L - Lorenzo

- R • Bom dia, tudo bem?
 L • Sorry, I don't speak Portuguese. 1. _____
 R • Yes, sure we can. 2. _____
 L • Yes, under my name, Lorenzo Rodriguez.
 R • Yes, it's here. 3. _____
 L • Non-smoking, please.
 R • 4. _____
 L • From 7 to 11 a.m.
 R • And 5. _____
 L • At 11 a.m., Sir.
 R • Thank you very much then.
 L • Have a great time!



Ciro is at the airport. He is about to travel to Mexico on an American-flag airline. People speak English. Here is the conversation.

What questions are the people from the airline asking? Put the questions in the right place.

- Do you want to change your seat?
- Can you give me your passport, please?
- Where are you flying, sir?
- how many bags are you taking?



- FA • Next in line...
- C • Hi, good afternoon.
- FA • Good afternoon, Sir. 1. _____
- C • Mexico.
- FA • OK. 2. _____
- C • Sure, here it is.
- FA • OK, let's see...Yes, here you are. 3. _____
- C • No, thanks. The one I chose is fine.
- FA • OK, 4. _____
- C • Three. My personal bag, my carry-on bag and a suitcase that I want to check in.
- FA • OK. That checked suitcase will have no cost to you and you pick it up at your final destination.
- C • That's great. Thanks.

FA- flight attendant
C - Ciro

Laura is at the Brazilian side of the Iguazú Falls. She is at a buffet restaurant. She doesn't understand Portuguese so she uses English to communicate. Read the following dialogue and complete it with the questions in the box.

- Do you want a table by the window?
-
- Do you speak English?
-
- Do you want a table with a garden view?
-
- do you want anything to drink?
-
- How many people are with you today?

W - waiter
L - Laura

- W • Bom dia. Seja bemvinda a The Falls Restaurant.
- L • 1. _____ I don't speak Portuguese, sorry.
- W • No, problem. Good morning and welcome to The Falls Restaurant.
- 2. _____
- L • We are four, there are still two to come.
- W • 3. _____ or 4. _____
- L • I prefer the one with a view to the garden, please!
- W • Ok, 5. _____
- L • Just water, please.
- W • OK. I will be right back. You can help yourself.
- L • Thank you very much then.



Images from Freepik.com - Pexels.com



In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt



UNIT 3

What can we do in our everyday life to protect the environment?



Image source: Pexels.com

Olga is worried about pollution and the environment.
Why do we contaminate the environment?



Salvador Dalí's painting from Wikimedia Commons

Get in pairs and answer the following questions.



- Are there any factories in your town? Do they contaminate? How?
- Do you know any places in your town or city where people throw garbage away?
- Is the food you eat somehow contaminated?

Look at the painting. Discuss.

- Why do you think it is included with the other photographs?
- Why do you think the artist included a man in the middle of the painting?

DID YOU KNOW...?

This painting is called "Niño geopolítico observando el nacimiento del hombre nuevo" and it was painted by Salvador Dalí in 1943. Salvador Dalí was an important Spanish artist.



Think of your own life.

- How do people contaminate in their ordinary life?
- Look at the picture at the bottom of the previous page and think of the contaminants you use in your daily life.
- Do you recycle?
- How do you avoid contaminating the environment?
- What type of food do you eat?

Match these foods and dishes to their names:



- ____ fresh vegetables
- ____ pizza
- ____ lentil stew
- ____ sodas
- ____ canned vegetables
- ____ mineral water
- ____ meat
- ____ chivitos
- ____ sausages
- ____ cupcakes and sweets
- ____ dairy products
- ____ cereals with yogurt
- ____ fruit smoothies
- ____ pasta
- ____ tap water

Now, classify them into healthy or unhealthy food.

Healthy food

Unhealthy food



The food we eat is sometimes contaminated. Read the following infographic.



What do these words refer to in the text?

- bacteria: a contaminant
- three: _____
- a broken bottle of coke: _____
- pathogens: _____
- sick people: _____
- microorganisms: _____

FOOD CONTAMINATION

Chemicals, foreign objects, bacteria, viruses, parasites and other microorganisms are all called **contaminants**. Contamination is the term used when any of these things get into food. There are three types of contamination:

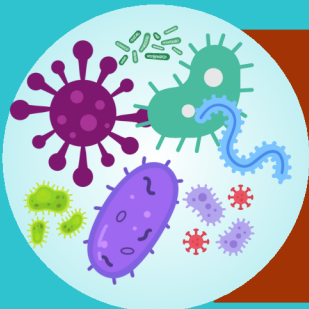


CHEMICAL

- cleaning products
- pesticide, insecticide
- toxic (poisonous) metals

PHYSICAL

- broken glass
- hair
- bandages
- dead insects
- bits of metal
- jewelry & piercings
- any tiny objects that get into food



BIOLOGICAL

- harmful microorganisms (called pathogens)
- toxins
- parasitic worms
- molds and yeasts

It's the most dangerous form of contamination.

Microorganisms are tiny forms of life you can only see through a microscope. Some examples of microorganisms are: bacteria, viruses, parasites, protozoa, molds and yeast. People, animals, insects, and objects all carry microorganisms. People often spread microorganisms, causing biological contamination

What is the most dangerous kind of contamination? Why?



Imagine you can improve the food you eat,
how would you do it? **Think** of three possibilities.

- 1- _____
- 2- _____
- 3- _____

Go to the browser and type "how to improve my diet" or "how to eat more sustainable".



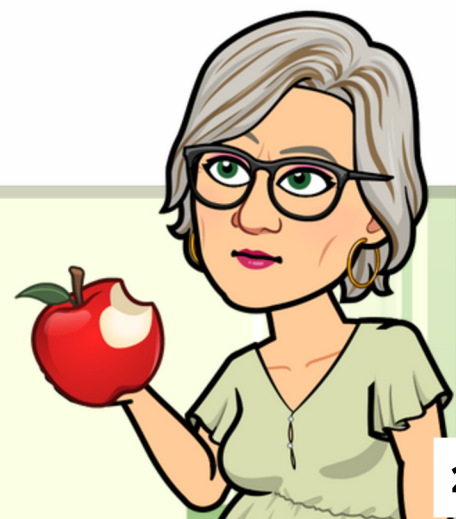
Find three webpages and **read** about the topic.



Then, **jot down** at least 5 ideas to improve your diet.

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

Think! What new things have you learned by reading the websites?



Discuss:

- Does your job help protect the environment?
- How does it impact society?



See how these professions may impact society. **Match** the profession with its impact.

1. TEACHER	a. This person repairs the pipes in the house.
2. SHOP ASSISTANT	b. This person delivers the newspapers.
3. HOUSEWIFE	c. This person manages the school.
4. SCHOOL PRINCIPAL	d. This person protects people from crime.
5. PLUMBER	e. This person produces fresh food.
6. FARMER	f. This person helps you decide what to buy.
7. POLICEMAN	g. This person prepares people for all the other professions.
8. PAPERBOY	h. This person takes care of the house and the family.

1.

2.

3.

4.

5.

6.

7.

8.

Listen to a woman called Julie Ann talking about her profession and **fill in the chart** with information about her.



What is her profession?

How long has she done it?

Where does she do it?

What does she do?

Any other information?

Julie Ann mentioned *Feed'em Soup*, an NGO that helps people in several ways. This organization produces a great social impact.



You can visit this link to know more about it:
[Volunteer at Feed em' Soup - Northern Illinois University](#)

Another very important and worldwide NGO is Greenpeace. It helps to protect the environment.

Read more about it in www.greenpeace.org.

GREENPEACE

Watch the video about the organization:

Group work

Let's imagine you join Greenpeace!



- **Watch** the videos and read about the NGO.
- **Create** a poster in defense of the environment.
- **Present** it to the class.



Writing: Your reflection



My profession and its impact on society and the environment.

- **Jot down** the ideas you want to include from this unit.
- **Organize** the ideas.
- **Add** more information to expand those ideas.



Paragraph 1:

Paragraph 2:

Paragraph 3:

Write your reflection.



A large, blank, lined area for writing, resembling a sheet of paper with horizontal ruling lines. The paper has a light green border and a small green circle on the left side, suggesting it is part of a binder or notebook.

On the next page you have the **rubric** to **correct** your own piece of writing.

RUBRIC FOR WRITING

	Tenemos que trabajar juntos	Algunos aspectos a mejorar	Bien, algunos puntos para rever	Fortalezas en tu trabajo
Contenido	No hablas del tema planteado, las ideas están desconectadas de la actividad.	Hablas del tema planteado aunque no agregas ninguna idea nueva a las actividades anteriores.	Hablas del tema planteado en la actividad y agregas una idea nueva a las actividades anteriores.	Hablas del tema planteado en la actividad y agregas al menos dos o tres ideas nuevas.
Fluidez	Cuesta mucho trabajo leer el texto porque hay palabras que no se entienden o palabras que están mal usadas.	La lectura del texto es dificultosa sin embargo existen pasajes donde se puede realizar con fluidez.	La lectura del texto se realiza sin mayores inconvenientes a pesar de que en una o dos oportunidades las ideas no son claras.	A pesar de algunas faltas de ortografía tu texto se puede leer de principio a fin.
Comunicación	No se entiende lo que quieres decir al lector.	El mensaje es confuso.	El mensaje es claro aunque existen algunas áreas que están fuera de tema.	El mensaje de lo que quieres decir en el texto es claro para el lector.






In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt

UNIT 4

**How can we make
our city better?**



Places in the city. Which ones can you find?

Look at this **Word Search** and find 15 places in the city.
Then, match them to the images below.



• City Hall	9
•	
•	
•	
•	
•	
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•	

P	O	L	I	C	E	S	T	A	T	I	O	N	N	P
G	R	O	C	E	R	Y	S	T	O	R	E	N	S	M
R	N	E	X	O	U	P	H	E	R	E	A	S	G	A
A	A	S	L	B	I	L	H	O	S	P	I	T	A	L
Z	T	O	A	A	M	M	U	S	E	U	M	U	S	L
I	B	V	Z	B	S	P	A	R	K	R	R	M	S	N
L	U	T	E	A	U	B	E	N	R	A	E	A	T	R
A	S	R	B	K	A	D	I	O	O	I	S	E	A	E
W	S	U	P	E	R	M	A	R	K	E	T	D	T	S
C	T	M	E	R	E	D	Z	O	P	A	A	U	I	T
I	O	R	O	Y	Z	O	N	C	S	I	U	T	O	H
N	P	A	R	E	S	T	R	E	E	N	R	A	N	U
E	Z	C	Y	N	M	E	L	I	B	R	A	R	Y	R
M	O	F	C	I	T	Y	H	A	L	L	N	U	E	E
A	N	N	S	C	H	O	O	L	A	S	T	A	L	N



Which of these places is....

- on your block?
- next door?
- in your neighborhood?
- in bad conditions?
- in good conditions?

WORD BANK

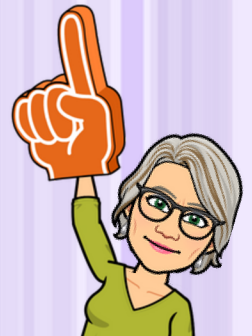


- next to • behind •
- in front of •
- on the corner of •
- between •

Working with my neighborhood.

Draw your neighborhood or part of it in the square below. **Include** some important places people should know about it.

Don't show your drawing!



Group work



- Find a person to work with. It can be the person sitting next to you or somebody you just want to work with.
- You are going to **describe** the drawing you made about your neighborhood and your classmate has to draw it according to what you say.
- When your classmate finishes, it is his/her turn to **describe** their drawing and you have to draw.

A place to embellish



Think about the following questions.

- What are the places we can embellish? Go around your neighborhood and find a place that could be improved and embellished.
- Why should it be improved?
- Describe the place.
- How can it be improved? What might the purpose of the new place be?
- After you think of these questions, discuss your ideas with a partner.

After you think of these questions, **discuss** your ideas with a partner.



PROJECT - Embellishing places in Uruguay

The US Embassy has issued a contest to embellish places in Uruguay. You have to present a project in order to take part in the contest.

In your application **include** the following information.

- The appearance of the place at the moment.
- The advantages to change this place into something more useful.
- Some challenges you may have to face.
- The purpose of the new place.
- The resources you need in order to make the expected changes.
- A picture of what the place will look like.



STEP 1- The appearance of the place at the moment

- Where is the place located?
- What did it use to be?
- What did people use to do there?
- Why has the place turned into a place that should be embellished?

- xxx is located/ is situated in
- xxx used to be where people used to
- This place should be improved because



STEP 2- The advantages to change this place

- What are the things that can be changed?
- What are the positive things about changing this place?
- How can people benefit from the new place?

- In my opinion, xxx should be changed because... .
- Changing xxx is positive because... .
- One advantage of changing xxx is that... .
- People will take advantage of this place because... .



STEP 3- Some challenges you may have to face

- What are the possible difficulties you may face?
- Who can see your changes in a negative way?
- What anticipated problems can you foresee?



- An important difficulty we have to face is
- Some people believe that these changes are negative because
- I can see that xxx is going to be a problem.

STEP 4- The purpose of the new place

- The purpose of this change is
- xxx is going to be useful because
- The purpose of xxx is



- How is the new place going to be useful?
- What purpose/s will it serve?



STEP 5- What you need in order to change the place

- What tools, materials, etc. will you need?
- What will your budget be?
- How many people will be involved?

- What I need is
- In order to make changes I need
- The resources needed are



Present the project

- Work on the project and **create a folder** with all the parts.
- **Include pictures** to show the place now and what the place will look like when you change it.
- **Create a short presentation** of your project.
- Practice pronunciation. Your teacher and classmates can help you. Use visuals to do it.

FEBRUARY 28, 2023

WHAT SHOULD MY CITY IMPROVE?

SOME PERSPECTIVES FROM A LOCAL

*Sidewalks in bad conditions...litter...holes on the street...
trees with no one to take care of... what can we, as
citizens, do in order to reverse the situation?*

Many people complain about the state of the sidewalks, streets, green spaces and the city in general. But how much do people contribute to this situation to happen? I would argue that people are highly responsible for the situation. In 2019, the city hall repaired all the streets in the city and the Major supervised all the different constructions. However, those city improvements do not seem to be visible now.

"The streets are completely destroyed! The situation is really unbearable", an unidentified taxpayer says. He is a taxi driver and he is tired of driving and working under bad conditions. He had to change the tires of his car because of their damage due to the street holes.



Maria, a neighbor from the outskirts of the city says *"There is garbage all over the place. The kids play with the garbage bags and nobody controls them"*. It appears as if parents do not control their kids when they play outside. This has caused a lot of controversies because it is not only that the kids play with the garbage and mess up the place but also that this activity can also produce certain illnesses.

BY FEDERICO CONTI

Read the article and tell me, which of these sentences best aligns with what the author says?



- He believes that the government is the biggest responsible for this situation.
- He accounts that there were some actions from the government that are not so visible right now.
- There is a lot of litter downtown.
- Drivers are tired of people repairing the streets.
- Litter can transmit some illnesses.



WORD BANK

Garbage refers to waste that is in the right place, like a trash bin.
Litter refers to waste that is improperly discarded, such as on the floor or street.

List the problems that the journalist denounces.



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

After reading this article, what are the topics that the author does not address? Jot down your ideas.



Think of **three** main problems you can find in your own city.



1. _____
2. _____
3. _____

Get in pairs and discuss the problems with one of your classmates. Do you agree? Disagree?



With your classmate, choose the city problem you believe is the most important one.

Why is this a problem?

How do you think this can be solved?



S.O.S. BOX

- I agree up to a point.
- I don't think.../I think...
- I agree / don't agree with you because...
- I get along with your ideas...
- I get along with what you say...

Write a short paragraph about this problem.



For us, the most important problem in is

The voices of the neighbors

We should ask the Major to use better materials to repair the streets.

We should create groups of people to collect litter from the streets.

We should remove the loose or destroyed parts of the sidewalks.

What other solutions can you think of?



PROJECT - My ideal town

- Think of possible problems you can see in your town.
- Think of possible solutions for those problems.
- What attractions should you include in your town? What services should be offered?
- Is traffic a problem in your city? What changes should be made?
- Present your project to the class and enjoy it!

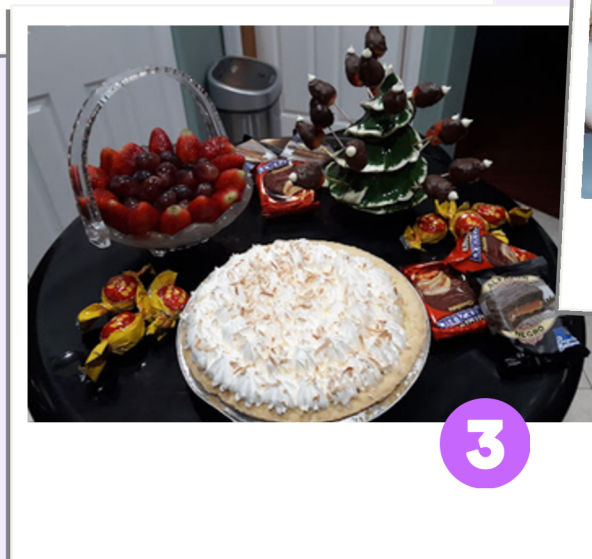


Eat and enjoy

Look at these pictures. What kind of food do you think they are? Where do you think they are from? You can use the SOS Box to help you.



1



3



2

(Photographs by Aldo Rodríguez)

- I think the first picture is ... because ...
- I believe, it was taken in ...
- In my opinion, the second picture is in ... because ...



Have you ever tried any of these foods? If not, would you like to?

Which one would you choose and why?



Olga wrote three texts to describe the photographs. Read and match them to the photographs.



Picture number: ____

This picture is of one of my favorite desserts ever. When I traveled to Wisconsin, my friends took me to a French restaurant and I ate this French crepe with English cream, blackberries, blueberries and raspberries. I cannot wait to go to that place again and eat another one of those. This dessert is high in calories but I ate it during winter, in which temperatures can reach up to minus 30° Celsius.

Picture number: ____

I took this picture when I spent my birthday at my American friend's house, Annie. We both like cooking and as you can see we prepared stuffed eggs, pizza tartlets, sandwiches, hummus, some ham, cheese and olives, croquettes, carrot and green salad. I remember that we roasted some beef to match the salads.

Picture number: ____

This photograph was taken during Thanksgiving, in the US. We had a chocolate fountain and we soaked the strawberries in it and put them in the pine tree. I also took some "alfajores" from Uruguay and my friend bought my favorite dessert called coconut cream pie. I can eat it all by myself.

My friend and I cooked a lot for this celebration. Do you recognize the dishes?

Read the text again and name them.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



Happy Birthday!
2018

Can you guess when Olga's birthday is?

Do you like eating at street food markets? Olga definitely does! Read this text she wrote and answer the questions below.



I took this photo when I traveled to Colombia. These trucks are pretty common and they have the perfect snack whenever you are hungry or thirsty. My favorite drink was the papaya and mango smoothie and probably the most traditional dessert I ate there was “merengón”.

Food markets in Colombia sell what’s produced in the area; honey from a neighboring town, corn grown in the valley, and fruit grown in the nearby mountains. The vegetables are inexpensive and fresh and come in more variety than anywhere else in town. I used to go early in the morning and eat corn flour arepas and scrambled eggs with hot chocolate.



Photograph by Aldo Rodríguez

1. What is “merengón”? _____
2. What kind of products can you find in a street food market in Colombia? _____

3. When did Olga use to go to the market? _____
4. Are fresh products expensive? _____
5. Which of the foods Olga mentioned would you like to try? Why? _____

Now, it’s your turn to share your experience. Write a paragraph answering the following questions.



- Have you ever eaten at a street food market?
- Where did you go?
- What was it like?
- What did you eat or drink there?
- Were the products cheap or expensive?
- Who did you go with?
- Would you recommend that place? Why? Why not?

Olga ate at a street food market in Colombia. **Read** the conversation she had there.
Get in pairs and complete the dialogue with the phrases in the box.

Yes. Yes. It's delicious.

Can I have the bill,
please?

~~A soda, please.~~

Can I have merengón for
dessert?

Yes, I'll have the
salchipapa with
tocineta, please.

Here is your dessert.

Waiter: • Good evening. Welcome to Delicias Colombianas.

Olga: • Good evening.

Waiter: • What would you like to drink?

Olga: • (0) A soda, please.

Waiter: • Here is your drink. Are you ready to order?

Olga: • (1) _____

Waiter: • Here's your food. Enjoy it.

Olga: • Thanks.

Waiter: • Is everything OK with your meal?

Olga: • (2) _____

Waiter: • Would you like anything for dessert?

Olga: • (3) _____

Waiter: • Certainly. I'll bring that for you right away.

• (4) _____

Olga: • Thank you.

Olga: • (5) _____

Waiter: • Here's your bill. Will you be paying by cash or card?

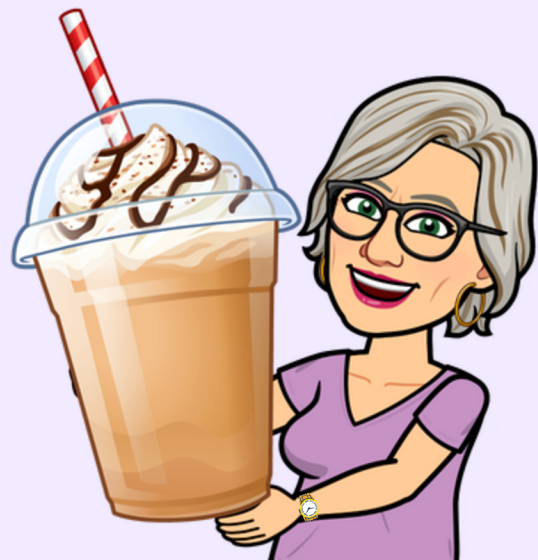
Olga: • Cash, please. Please, keep the change as a tip and thank
you for a lovely meal.

In pairs, act out the dialogue.

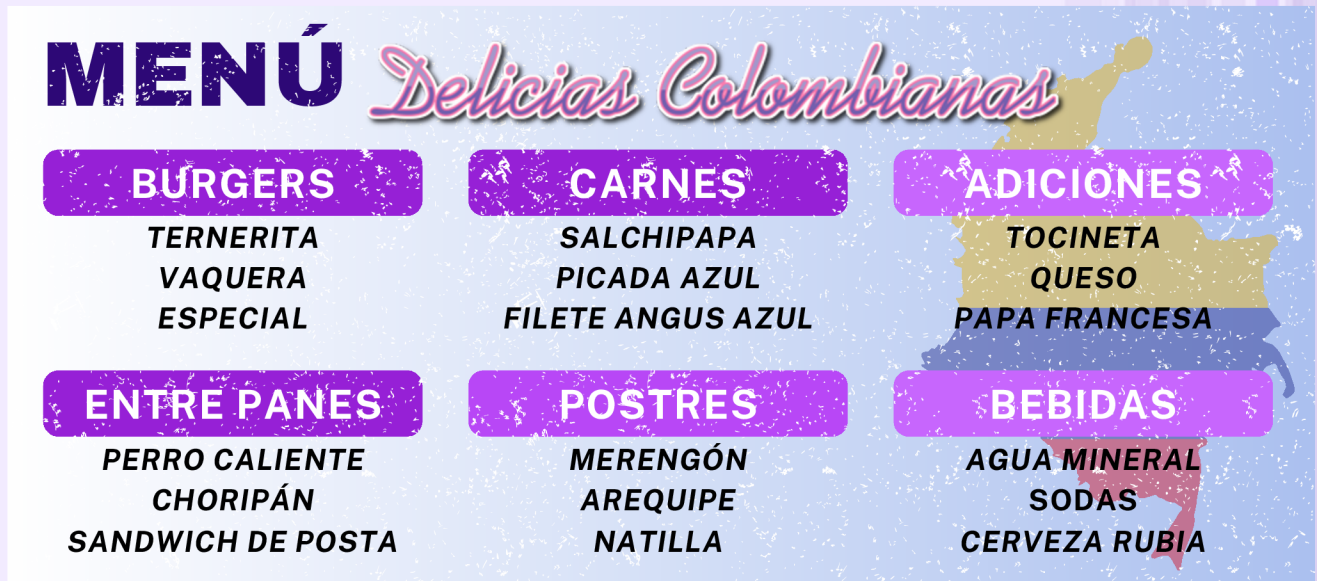


DID YOU KNOW...?

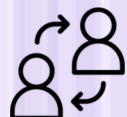
Tipping in Colombia is the
same as in Uruguay.
However, in the US you tip
14% of your bill to the
waiter, the hairdresser, the
taxi driver, etc.



This is the menu from the place Olga visited. Use it and write a dialogue between a waiter and a customer.



Then, **role-play** the dialogue ordering food and drinks using the menu. When you finish, exchange roles.





In this unit, I learned that...

My favorite part of this unit was...

Something I need to revise is...

I felt





FINAL PROJECT - Environment caretaker



- Look for a place in your neighborhood, city or town where there is contamination.
- Take a picture of that place.
- Describe 4 problems you can change about the place you selected.
- Describe how you would change those 4 problems to create an environmentally-friendly place.
- Create a poster or a digital presentation with your change proposal and present it to the class.
- This project can be done individually or in groups of up to three students.
- To help you organize your ideas, you can split the project into the 5 steps we worked with in Unit 4.

	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 quieres 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.

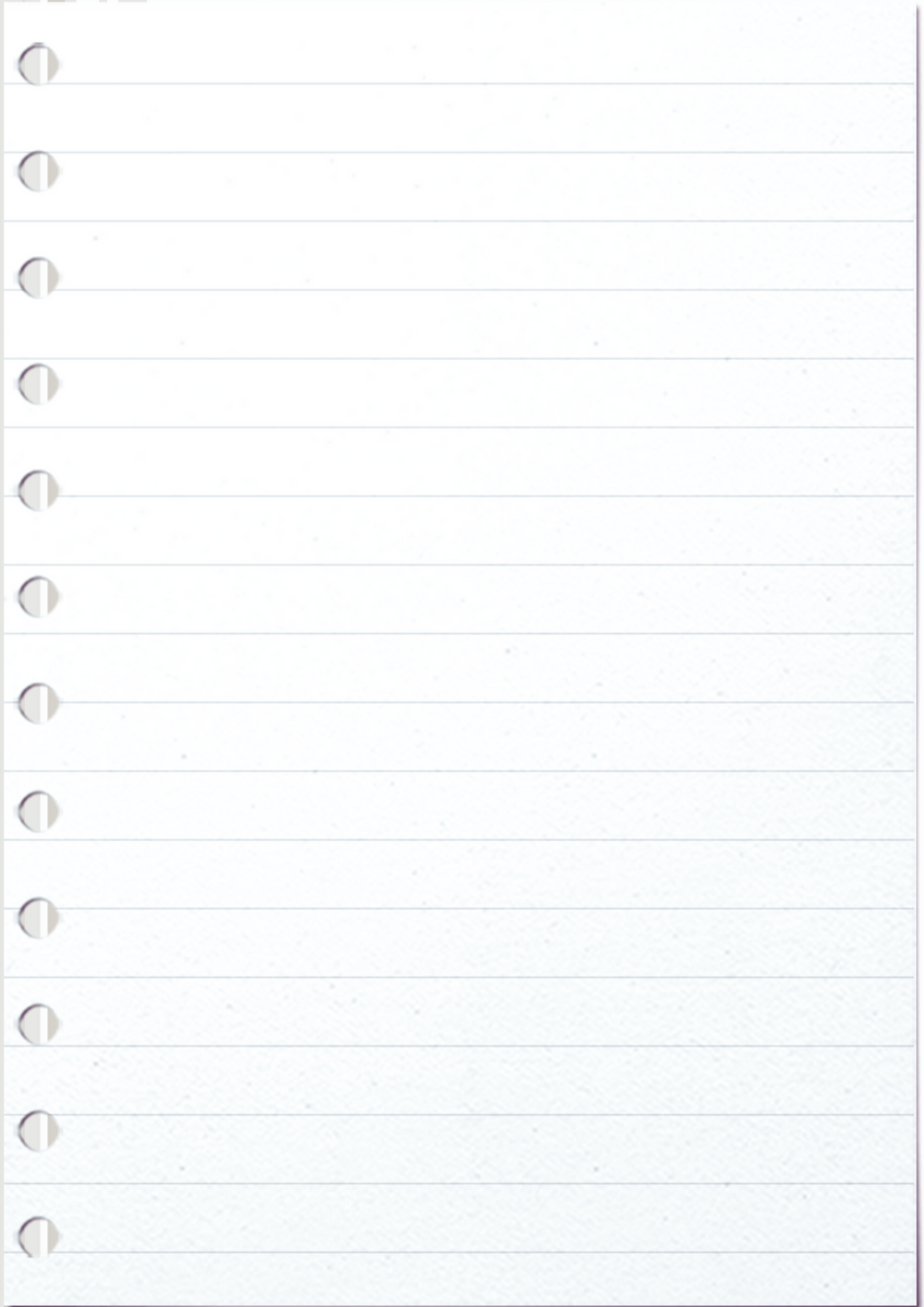
VOCABULARY BANK

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.



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

S

WEAKNESSES

W

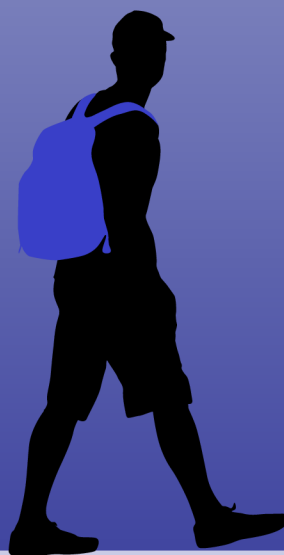
O

OPPORTUNITIES

T

THREATS

#EXPERIENCING ENGLISH 3



ANEP

CONSEJO
DIRECTIVO
CENTRAL

DIRECCIÓN
DE POLÍTICAS
LINGÜÍSTICAS