



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



# #EXPERIENCING ENGLISH 4

Made by Uruguayan teachers for Uruguayan students.

**REVISED EDITION**

4



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# REFERENCES



READ



WRITE



LISTEN



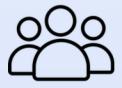
SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY/ PERFORM



SEARCH THE WEB



PLAY A VIDEO / AUDIO



RECORD



THINK



PLAY A GAME



CORRECT



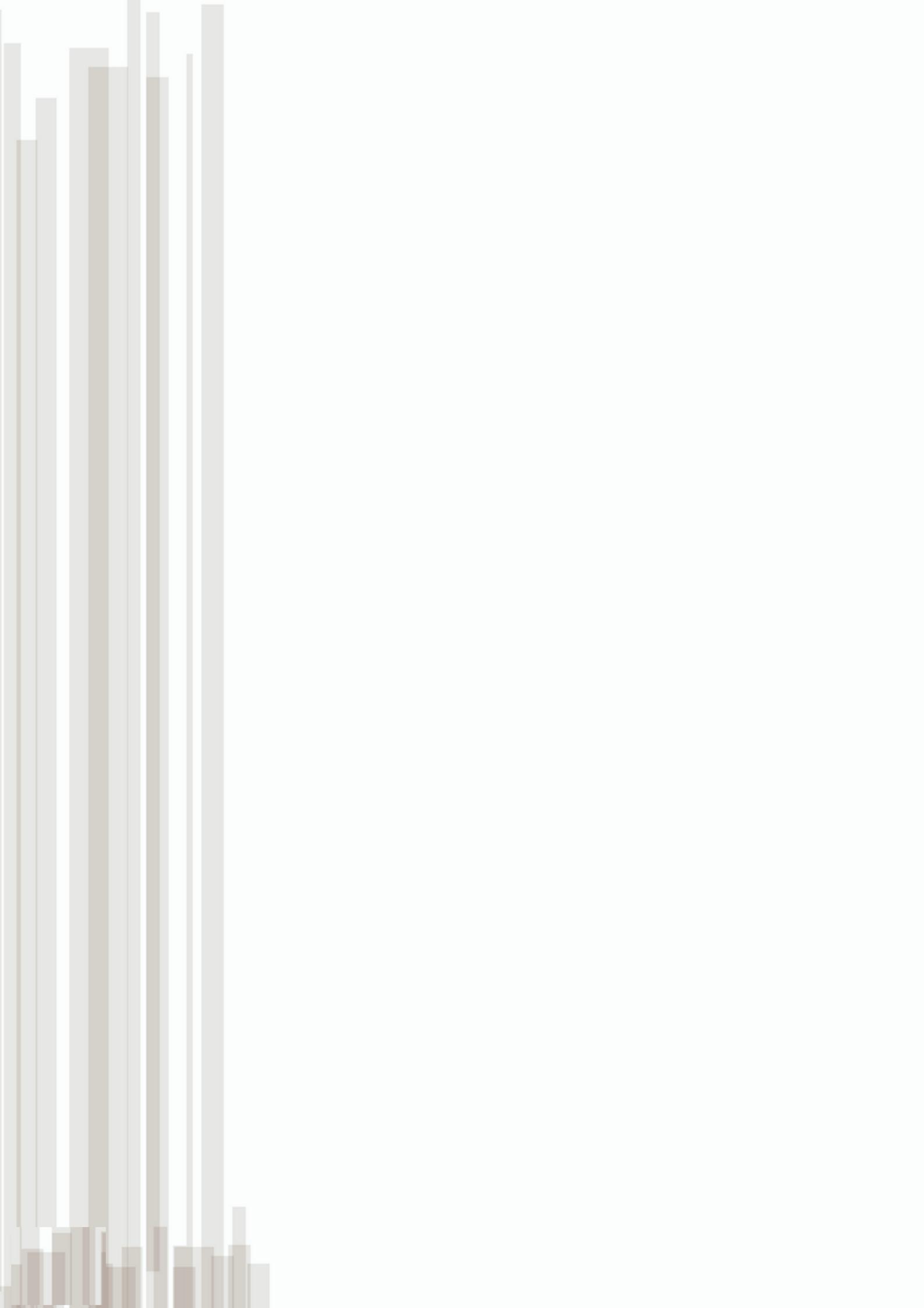
PROJECT



HELP



ACHIEVE YOUR GOALS



# UNIT 1

## My acquaintances and coworkers

**By the end of this unit, you will be able to:**

- learn about different types of jobs.
- describe your job, your routine and your duties.
- say what you like about it and why.



## Let's meet Alejandro.

Hello! My name is **Alejandro** and I work in an office. I work most of the time indoors. However, sometimes I work outdoors. I am a policeman and I work 8 hours at the police station. It is my perfect job because I have an excellent rapport with my coworkers and I can help people who have problems and come to the station. I like to work with people. I will be with you through the different lessons in this book.



Read what Alejandro said and **answer** the questions.

- a- Where does Alejandro work?
- b- What is special about his place of work?
- c- Why does he have the "perfect" job?

Look at the list of jobs below and **match** them to the pictures.  
There's one example.



- 2** footballer
- 3** teacher
- 4** mechanic
- 5** police officer
- 6** fireman
- 7** nurse
- 8** bricklayer
- 9** waiter & waitress

## Let's play TIC TAC TOE

1. To play this game draw a board with nine quadrants.
2. There will be **two teams**. It can be played in pairs or in two small teams.
3. One team plays with the **circles** and the other group with the **crosses**.
4. **Point at one of the pictures on the following page**, name the job and describe this job by answering some basic questions.
5. If you describe the job correctly, **draw a circle or a cross** in one of the board quadrants.
6. **Write the occupation in the picture**.
7. **Do the tasks until you guess all the professions.**

Here you have the questions to help you.  
You can follow this dialogue

**Student A- What does he/she do? What is his/her job?**

**Student B- He/She is a teacher.**

**Student A- Where does he/she work?**

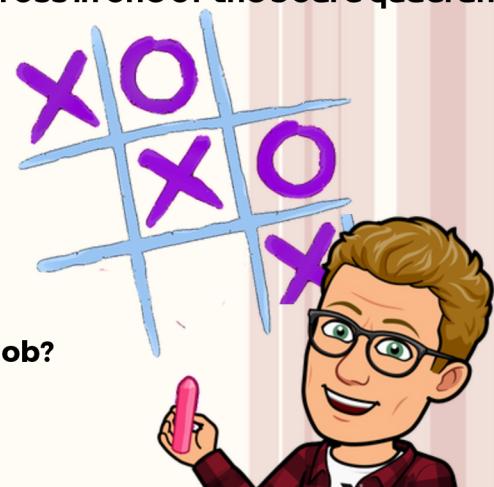
**Student B- He/She works in a school.**

**Student A- Does he/she work indoors?/ outdoors?**

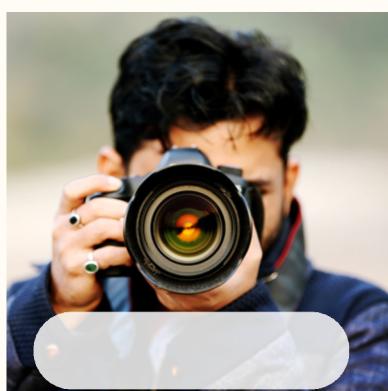
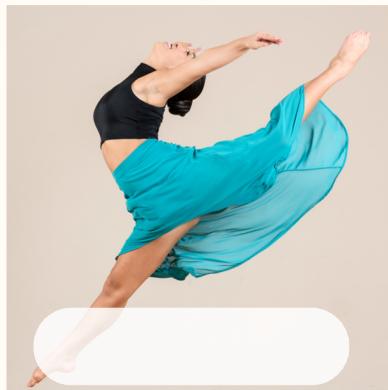
**Student B- He/She works indoors.**

**Student A- Does he/she wear a uniform?**

**Student B- He/She wears a white uniform.**



|                              |                                                                                                                          |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| What does he/she do?         | He/She is a doctor./ a dancer./ a journalist.                                                                            |
| What does he/she do at work? | He/She cooks./ cures people./ builds houses.                                                                             |
| Where does he/she work?      | He/She works indoors./ outdoors./ in a shop./ at a restaurant./ at a hospital./ in an office./ on the streets./ at home. |
| What does he/she wear?       | He/She wears (a uniform, a helmet, gloves, a lab coat, etc.) to work.                                                    |
| What does he/she work with?  | He/She works with.... children./ his/her hands./wood.                                                                    |
| When does he/she work?       | He/She works long hours./ shifts./ from 9 to 5. / in the morning./ afternoon./ evening./ at night.                       |
| How does he/she work?        | He/She works in a team./ alone./on his/ her own.                                                                         |



**How much do you know about these professions?  
Look at the list of jobs below and find the odd one out.**

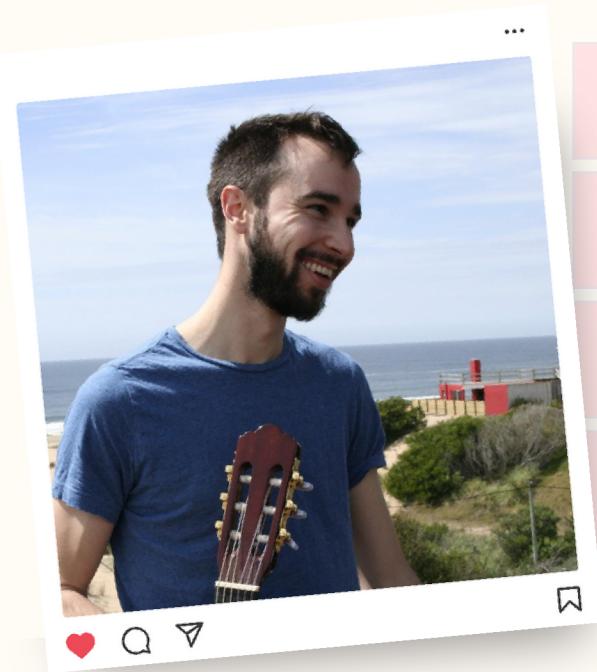
Here there are not right or wrong answers. You just need to think and find a reason for your answer.

1. nurse • dentist • doctor • reporter
2. singer • writer • mechanic • actor
3. plumber • fashion designer • carpenter • electrician
4. librarian • truck driver • taxi driver • car salesman
5. musician • DJ • singer • florist

In number 1 the odd one out is **reporter** because the doctor, the dentist and the nurse work at a hospital and they take care of our health.



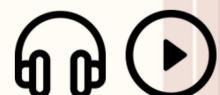
Look at this photo and guess as much as you can about this person.



|                       |  |
|-----------------------|--|
| How old is he?        |  |
| What does he do?      |  |
| What are his hobbies? |  |
| Where does he live?   |  |

This is **Travis Price**. He spent a whole year in Uruguay as part of the *Fulbright English Teaching Assistant Program*. He is now back home.

Listen to this interview with Travis and check your guesses.



Listen again and say if the information is true (T) or false (F) or it wasn't mentioned.

1. Travis is in his thirties. \_\_\_\_\_
2. He works in an office at Vanguard Charitable. \_\_\_\_\_
3. He has to wear a uniform, especially on Fridays. \_\_\_\_\_
4. He works in the Marketing Department with his older brother. \_\_\_\_\_
5. He loves his job. \_\_\_\_\_
6. One of his favorite bands is ABBA. \_\_\_\_\_



In the interview, Travis mentions three more things. Answer the questions.

1. Does he work outdoors? \_\_\_\_\_
2. Which sports does he like? \_\_\_\_\_
3. What does he think of the song "Money, Money, Money"? \_\_\_\_\_



Travis loves the song "Money, Money, Money" by the Swedish group ABBA.  
Have you ever heard of Travis' favourite band and song?

# ABBA®



ABBA was a very popular Swedish group, created in Stockholm in 1972.

The group consisted of two married couples: Agnetha Fältskog & Björn Ulvaeus and Benny Andersson & Anni-Frid Lyngstad. The name "ABBA" comes from the first letters of their names. ABBA is still incredibly popular and successful, and it is considered one of the most significant music groups ever. They topped the music charts around the world from 1974 to 1982 and had a revival with the film "Mamma Mia!" in 2008.

ABBA's "Money, Money, Money" is one of the group's most popular songs. It was written and produced by

1 \_\_\_\_\_ in 1976. The song was initially released as a single from ABBA's 2 \_\_\_\_\_, Arrival, which also included the hits "Dancing Queen" and "Fernando".

"Money, Money, Money" can be found on other 3 \_\_\_\_\_ like First Ten Years and ABBA: Greatest Hits. The song did incredibly well and was n°1 in countries like; France, Austria, Belgium, New Zealand, 4 \_\_\_\_\_, Mexico, and the UK.

In the 2008 film **Mamma Mia!**, American actress Meryl Streep 5 \_\_\_\_\_ the song .

Read the first part of the text and answer the questions.



1. When was ABBA created?
2. What is the meaning behind the name "ABBA"?
3. How long did ABBA dominate the music charts?



Then, read about Travis' favorite song and fill the blanks with the correct phrase.



sings • albums • fourth album • Australia • Benny Andersson and Björn Ulvaeus

# MAMMA MIA!

THE MOVIE

"Mamma Mia! The Movie" is a fun and romantic comedy film released in 2008. It is based on *Mamma Mia! The Musical* (1999), which was inspired by the songs of the group ABBA. The story revolves around a young bride-to-be who invites three men to her wedding, hoping to find out which one is her father.

The movie was directed by Phyllida Lloyd and written by Catherine Johnson. It has a talented cast that includes Meryl Streep, Amanda Seyfried, Pierce Brosnan, Colin Firth and Stellan Skarsgård. The film was a collaboration between Germany, the United Kingdom and the United States.

*Mamma Mia!* features many great Abba songs sung by the actors including the title song, "Mamma Mia", but also "Money, Money, Money", "Dancing Queen" and "Thank You for the Music".

Overall, "Mamma Mia! The Movie" combines a joyful storyline, catchy music and a talented cast to create an entertaining film experience.



**Watch a video clip from the film *Mamma Mia!***



Image from <http:// wikipedia.com>

**Listen to the song and tick ✓ the correct option.**



**1.** Which of these sentences better summarizes the song?

- Rich people don't work.
- Rich people have a happier life.
- Work is not enough to pay the bills.

**2.** According to the song, how can people make money?

- Work all day and all night.
- Marry a rich man.
- Get a good job.

**3.** Tick all the words related to money that appear in the lyrics.

|                                  |                                |                                  |                                  |
|----------------------------------|--------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> poor    | <input type="checkbox"/> earn  | <input type="checkbox"/> cent    | <input type="checkbox"/> fortune |
| <input type="checkbox"/> wealthy | <input type="checkbox"/> win   | <input type="checkbox"/> spend   | <input type="checkbox"/> rich    |
| <input type="checkbox"/> pay     | <input type="checkbox"/> penny | <input type="checkbox"/> million | <input type="checkbox"/> dollars |

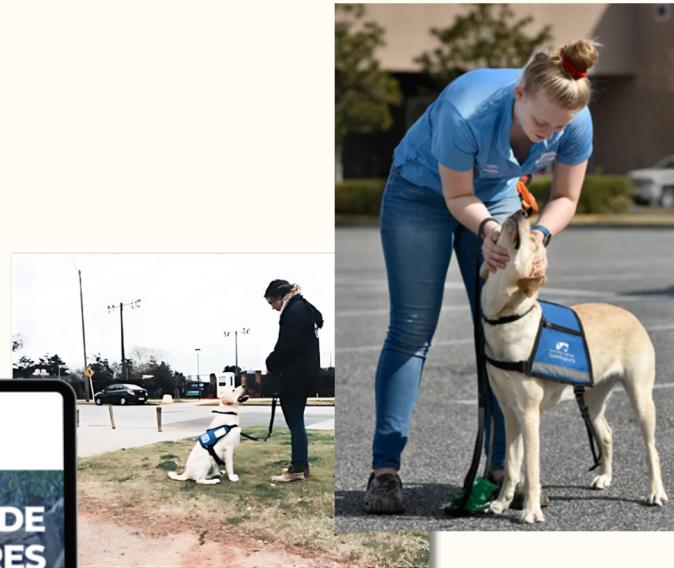
**Did you like the song? Is there anything in the song that reminds you of your life?**

**Choose a line from the lyrics and say why you chose it.  
Share your ideas with a partner.**



The woman in the photo is Lucía and the dog is Gustaff.

Lucía is the number one fan of ABBA in Salto. She is also a fan of **FUNDAPPAS**, a school to train dogs to help people with special needs.



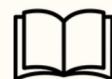
**Look at the pictureS and describe where Lucía and Gustaff are, what they are doing and why you think they are there.**



Search the web to find more information about **FUNDAPPAS**.



Lucía works at FUNDAPPAS. Let's know more about her.



Lucía is a young university student and dog trainer. She was born in 1998 in Montevideo, Uruguay. Because of her parents' jobs, she lived in different places around the country, such as Bella Unión, Salto and Montevideo. At the moment she's studying to be a psychologist but she is also doing some voluntary work at FUNDAPPAS.

1



FUNDAPPAS is an organization which trains dogs for blind people and also for families with children who have ASD (Autistic Spectrum Disorder).

2

Every day she has to go around her neighborhood, do the shopping and attend classes at university as any other student, but what makes her life different is that wherever she goes she takes a dog that will later become someone's assistant.

3

Among other responsibilities, Lucía has to feed the puppy, keep it clean and teach it how to behave in different places, for example, in the street, in the supermarket and at school.

4

Photo by  
Aldo Rodríguez



#### DID YOU KNOW...?

A service dog is a highly trained dog that helps blind people or people with other special needs. It is not considered a pet but a therapeutic dog, a companion.



In the text about Lucía, on the previous page, there are four paragraphs. Each one contains certain information about her. Look at these possible topics and match each paragraph with one of the options. There is an extra option.



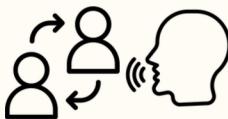
|                                     |
|-------------------------------------|
| Job description                     |
| Lucía's duties                      |
| Lucía's friends                     |
| General information about FUNDAPPAS |
| Personal information                |

According to Lucía, what is important to socialize a puppy? Tick  what she suggests.

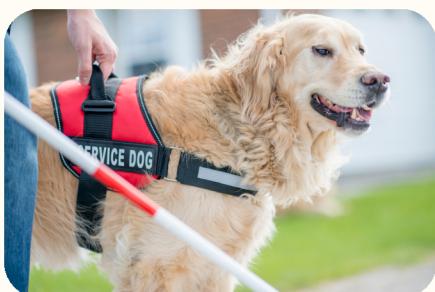


|                                                         |
|---------------------------------------------------------|
| Feed the puppy.                                         |
| Take the puppy for a walk once a day.                   |
| Teach the dog how to behave everywhere.                 |
| Inform people about FUNDAPPAS.                          |
| Wash the puppy everyday.                                |
| Give the dog to a family after completing the training. |
| Leave the puppy at home when she goes to university.    |

Discuss the following questions with your partner



- What do you think of Lucía's job?
- Would you like to do it? Support your opinion.
- Have you ever done any kind of voluntary work?
- If so, what did you do?



- In my opinion, ....
- It seems to me that.... .
- I have no doubt that.... .
- From my point of view.... .
- My impression is that.... .
- I have the feeling that.... .
- I would say that.... .
- I believe.... .



To support your answers

- Yes, I have. Some time ago I .... / I used to ... .
- No, I have never done it but I would like to help.



## My job

My name is Alejandro and I am 40 years old. I am a policeman, but most of the time I work as a clerk at the police station. I wear a uniform at work; blue pants and a white shirt but I don't wear a tie. That's very relaxing.

I work long hours. Every day, I go to work early in the morning and go back home in the evening. Some days, it can be a tiring job. Then, I see my girlfriend and get some mate together. In the evening I go to night school.

My job is very rewarding. What I like the most about it is that I can help the people who come to the station.

### Pre-writing task

#### Speaking



1. Take a piece of paper.
2. Write down five facts about you and your job.
3. Find a partner.
4. Talk about yourself and describe your job.
5. Use the SOS Box and what Alejandro said to help you.

#### ADJECTIVES TO DESCRIBE JOBS

- boring • interesting • hard • demanding •
- easy • challenging • rewarding • lonely •
- stressful • tiring • relaxing • fantastic • fun •
- exciting • badly-paid • well-paid •
- repetitive

#### ADJECTIVES TO DESCRIBE YOUR FEELINGS

- bored • interested • tired •
- relaxed • worried • stressed •
- excited • frustrated • lonely •



S.O.S.  
BOX

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_



## **Write a short text about yourself. Don't forget to ...**

- include personal information such as name, age, likes and dislikes.
- add information about your family.
- include information about your job and why you like it.
- use the vocabulary learned in this unit and the ideas from the previous speaking activity.
- tick the things you do on the Writing Guide below.



## LISTA DE VERIFICACIÓN. GUÍA DE ESCRITURA

Marca  los ítems a medida que los verifiques

- Completo el gráfico con mis ideas.
- Organizo mis ideas en párrafos.
- Todos mis párrafos tienen una idea principal.
- Utilizo las mayúsculas correctamente.
- Utilizo apóstrofes para "contractions" (It's..., I'm...)
- Las oraciones están completas.
- Conecto ideas con palabras como 'and', 'but', ...
- Mis oraciones comienzan de diferente manera.
- Mi letra es legible.
- Reviso palabras nuevas o que me resulten difíciles.



## PROJECT - Helping people

- In this unit, you have worked with FUNDAPPAS, an organization that helps people. Let's get more information about this type of organization. To achieve that, we will create a project.
- This project can be carried out **individually or in small groups**.
- **Search the internet** and find another organization that helps people to have a better life. It can also be an organization that helps animals or protects the environment. However, the focus of this unit is on people.
- After you find the organization, **create a poster** containing the most important information about it. As a suggestion, you can include the following information:
  - name
  - description
  - aims/objectives
  - location
  - contact information
  - pictures
  - any other relevant information
- **Make a presentation** to share your findings with the class.

I'm here  
for you ❤





**In this unit, I learned that...**

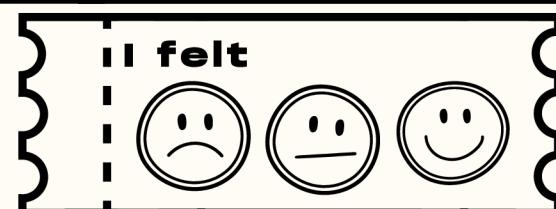
Three horizontal lines for writing responses.

**My favorite part of this unit was...**

Three horizontal lines for writing responses.

**Something I need to revise is...**

Three horizontal lines for writing responses.





# UNIT 2

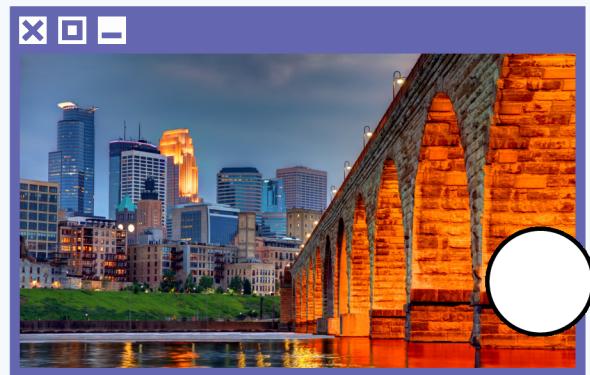
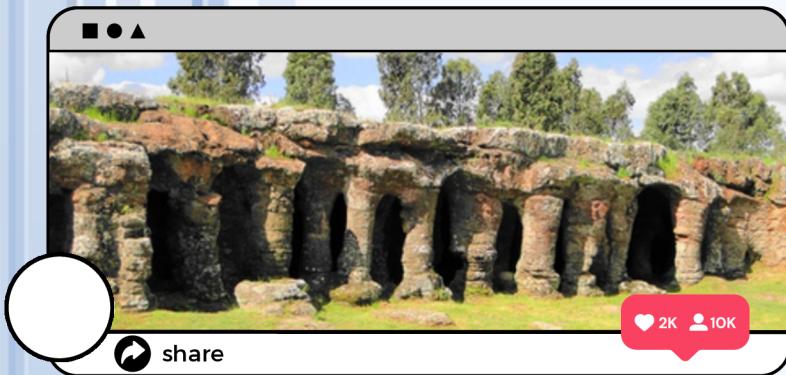
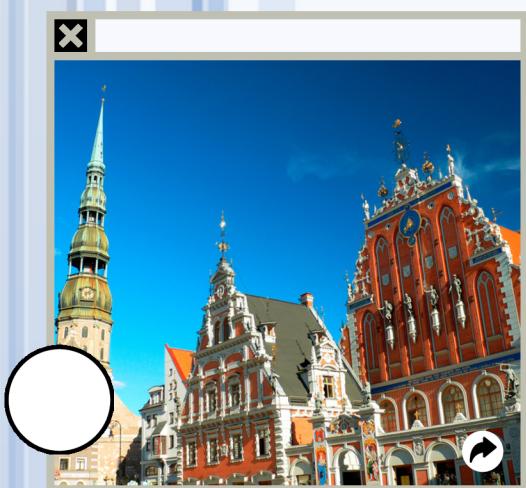
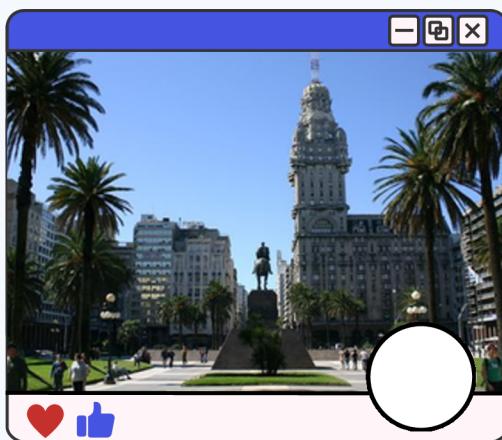
## The places I enjoy going

**By the end of this unit, you will be able to:**

- read, learn and talk about interesting places in the world.
- describe a place you have visited.
- say what you like about the place you visited and why.
- make your own video or presentation to attract tourists to your favorite place in Uruguay.



Look at the following images and guess the places where the pics were taken.



Example: I think this picture was taken in Salto, in Uruguay because I can see an aquatic park. In Salto, there are hot springs and aquatic parks. I have heard of Acuamania in Daymán Hot Springs.

- In my opinion, ....
- To my mind, ....
- I have no doubt that ....
- It seems to me that ....
- I think ....
- I have heard that ....
- I went to ....



**Match the places to the pictures on the previous page.**

- 1- Minnesota, USA • 2- Salto, Uruguay • 3- Hamburg, Germany
- 4- Maldonado, Uruguay • 5- Flores, Uruguay • 6- Riga, Latvia
- 7- Colonia, Uruguay • 8- Montevideo, Uruguay



Have you ever heard about these places? Have you ever been to any of those places? If not, would you like to visit them? **Talk with the person next to you about those places.**



Here you have more ideas to practice and write in your notebook.

**Get in pairs and ask and answer the following questions.**  
Use the vocabulary from the SOS Box to help you.

- Which of these places have you already visited?

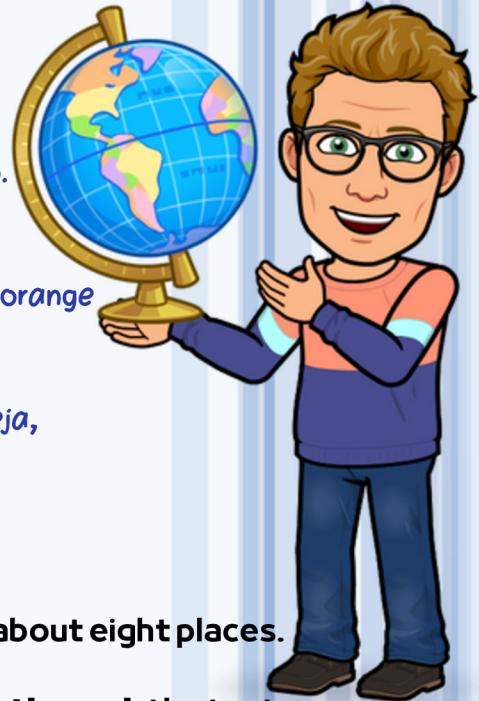
 I have visited the hot springs. I went there ten years ago.  
I went with my family and friends.

- What is special about that place?

 The hot water, the environment, the food trucks and the orange juice makes this place really special.

- Which places would you like to visit? Why?

 I would like to go to Salto del Penitente in Minas, Lavalleja, because people say it is a beautiful place.



**Go back to the first activity of this unit. There, you learned about eight places.**

**Martín, Anika and Tereze live in some of those 7 places. Skim through the texts about these three young people and say where they live.**

- Martín lives in \_\_\_\_\_.
- Anika lives in \_\_\_\_\_.
- Tereze lives in \_\_\_\_\_.

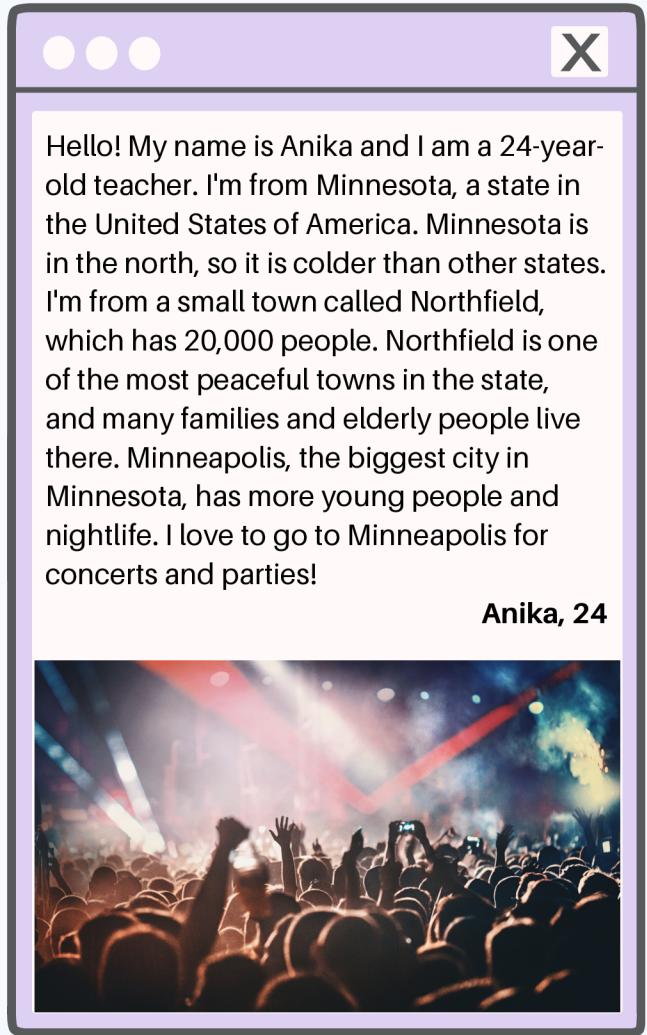
## Read the texts about Martín, Anika and Tereze. How do they have fun in their home towns?

Example: In \_\_\_\_\_ people generally \_\_\_\_\_ and \_\_\_\_\_ for fun.

  
**File Edit View Help**

Hi, my name is Martín and I'm from Salto, in Uruguay. At the moment I'm living and working in Hamburg, Germany. This is one of the most important ports in Germany. There are a lot of interesting sights and activities to do. On sunny days I like walking along Main Street where there are many street artists. Some of them play the piano or any other musical instrument; others sing along with their families or dance. Also, it is a really cosmopolitan city so there is a wide variety of restaurants which offer delicious traditional dishes from different parts of the world and the best nightlife you can imagine!

**Martín, 21**



Hello! My name is Anika and I am a 24-year-old teacher. I'm from Minnesota, a state in the United States of America. Minnesota is in the north, so it is colder than other states. I'm from a small town called Northfield, which has 20,000 people. Northfield is one of the most peaceful towns in the state, and many families and elderly people live there. Minneapolis, the biggest city in Minnesota, has more young people and nightlife. I love to go to Minneapolis for concerts and parties!

**Anika, 24**



Hello, my name is Tereze and I'm from Latvia. I live near the capital city, Riga. Riga is an old city founded in 1201. It's also the biggest and most populated city in Latvia. Riga is known for its beautiful old town and Architecture. Riga was named the European Capital of Culture in 2014.

Riga is divided by the country's biggest river Daugava; the territories on both sides are called Kreisais krasts (Left coast) and Labais krasts (Right coast). The old part of the city with all the classic, beautiful buildings is on the right coast. Some of the most beautiful buildings and monuments in Riga are The Monument of Freedom, the House of the Blackheads and all the churches.

Riga is a really beautiful and interesting city to visit because of our difficult past and the things that history left behind. Even though Riga is not a very big city you can still experience every aspect of Latvian culture there, like architecture, food, music and more.

**Tereze, 18**



What do you do to have fun in your hometown? What places can you visit in the city you live? **Talk to a classmate about these topics.**



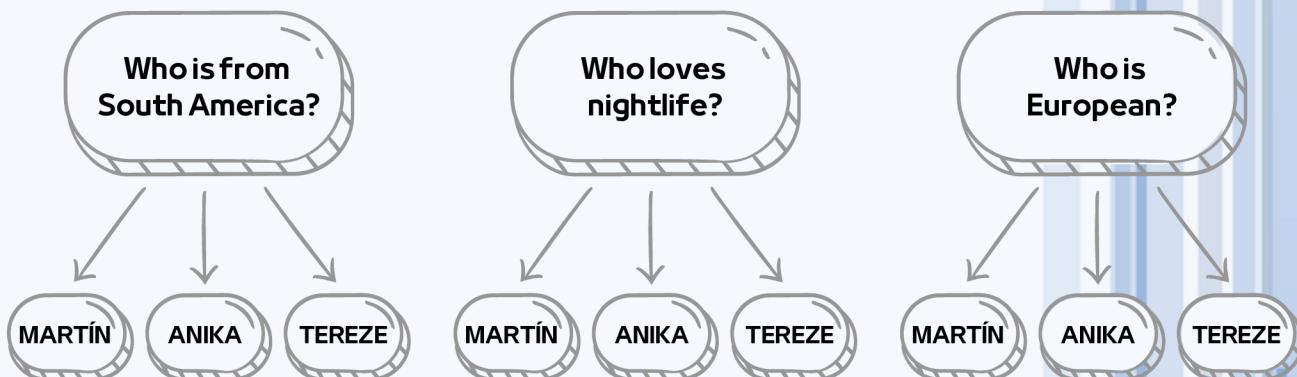
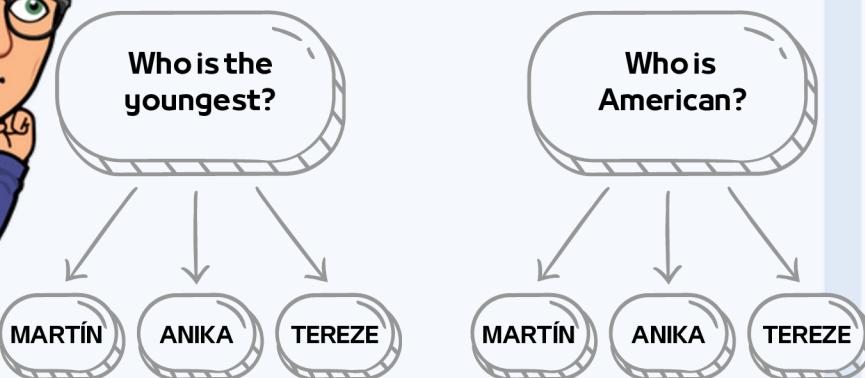
**Compare** what people do in Latvia, Germany and the USA. Also, **compare** what you usually do in Uruguay to have fun.



| GERMANY | USA | LATVIA | URUGUAY |
|---------|-----|--------|---------|
|         |     |        |         |



**Let's play a game.** Let's divide the class into groups. Go back to the texts and **check** whether your answers are correct or incorrect.



You have read about Anika. She is from Minnesota. Look at the pictures, get in pairs and write down some predictions about what Minnesota looks like.




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Listen to Anika and complete the chart.

| • City:                            | HAMBURG, GERMANY                  | RIGA, LATVIA                                     | MINNESOTA, USA     |
|------------------------------------|-----------------------------------|--------------------------------------------------|--------------------|
| • Average temperature in winter:   | - 0,2 °c                          | - 7,8 °c                                         |                    |
| • Average temperature in summer:   | 17,6 °c                           | 24 °c                                            |                    |
| • Population:                      | 1,822,445 inhabitants             | 615,639 inhabitants                              | 20,000 inhabitants |
| • Most popular sport:              | Football                          | Basketball                                       |                    |
| • Most popular free time activity: | Eating out and enjoying its music | Enjoying its sights with beautiful old buildings |                    |
| • -----                            |                                   |                                                  |                    |

Surf the web and read more about the three places. Choose another aspect of each country and write down the information for all three places in the last row of the chart (e.g. typical food, favorite drink, etc).



Which of these 3 places would you like to visit? Why?

## Pay attention to this information!

| REGULAR                  | Adjective | Comparative form     | Superlative form      |
|--------------------------|-----------|----------------------|-----------------------|
| 1 syllable               | cheap     | cheaper than         | the cheapest          |
|                          | small     |                      |                       |
|                          | old       |                      |                       |
| 2 syllables ending in -y | noisy     | noisier than         | the noisiest          |
|                          | busy      |                      |                       |
|                          | pretty    |                      |                       |
| 2/3 or more syllables    | important | more important than  | the most important    |
|                          | expensive |                      |                       |
|                          | beautiful |                      |                       |
| IRREGULAR                | good      | better than          | the best              |
|                          | bad       | worse than           | the worst             |
|                          | far       | farther/further than | the farthest/furthest |

## WORD BANK

Some adjectives to describe places:

cold  
hot  
breathtaking  
spectacular  
far  
good  
close  
noisy  
peaceful  
quiet  
interesting  
big  
fantastic  
high  
popular  
historical  
old

Look at the following sentences. Underline examples of comparisons between facts from the different places.

Hamburg is a big city and it is more populated than Northfield in Minnesota in the United States. However, Northfield is less populated than Riga, the capital city of Latvia. Basketball is the most popular sport in Riga but football is the most popular sport in Hamburg.



It's your turn to **compare** the three cities using the information above and any other information you can get from the internet. **Compare** your ideas with a partner.



**Think about a place you would like to visit.**

**Where would you like to go? And why?**

**Look at the mind map and think of possible answers. Take notes.**

**Talk with a partner about your ideas and see how much you agree with him/her.**



- I would like to visit ... .
- I would go there... because it ... .
- It is famous for ... .
- In... you can ....
- You can practice ....



## URUGUAY

Alejandro and his classmates have been talking about traveling to different places. Uruguay has beautiful sites you can go to. If you had to share information with a tourist about your favorite city/town in our country, which one would you choose? How much do you know about it?

**Complete this information about it.**

|                                    |  |
|------------------------------------|--|
| • City / Town:                     |  |
| • Average temperature in winter:   |  |
| • Average temperature in summer:   |  |
| • Population:                      |  |
| • Most popular sport:              |  |
| • Most popular free time activity: |  |
| • Reason you like it:              |  |

Write a text using the information from the chart on the previous page.



My favorite place in Uruguay is \_\_\_\_\_ . It is located in \_\_\_\_\_ and it has a population of about \_\_\_\_\_ inhabitants.

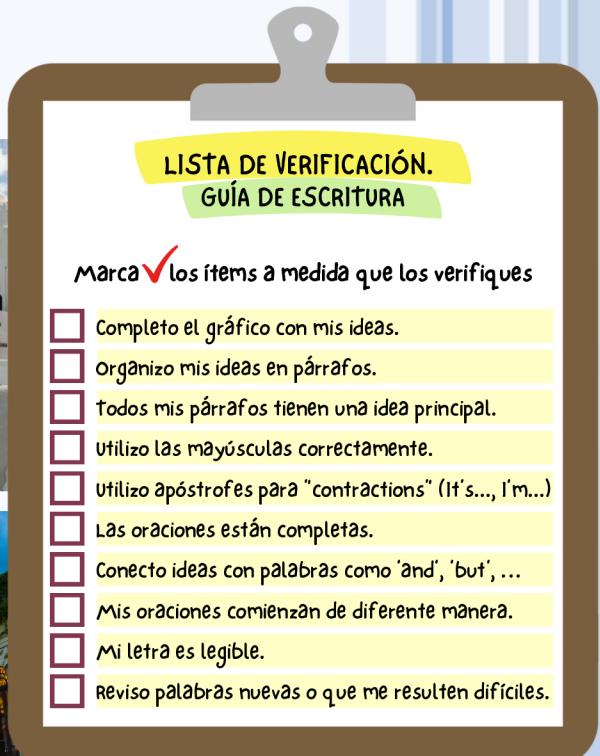
I love it because it is \_\_\_\_\_. This is a/ an \_\_\_\_\_ city / town. The average temperature in winter is \_\_\_\_\_. Summers in \_\_\_\_\_ are usually \_\_\_\_\_, with an average temperature of \_\_\_\_\_. I often practise \_\_\_\_\_ because it is \_\_\_\_\_.

In my free time, I enjoy \_\_\_\_\_ because \_\_\_\_\_. I also fancy \_\_\_\_\_ but I don't enjoy \_\_\_\_\_.



**Design a poster about your favorite place in Uruguay.**

- Include pictures and compare it with other places.



Marca  los ítems a medida que los verifiques

- Completo el gráfico con mis ideas.
- Organizo mis ideas en párrafos.
- Todos mis párrafos tienen una idea principal.
- Utilizo las mayúsculas correctamente.
- Utilizo apóstrofes para "contractions" (It's..., I'm...)
- Las oraciones están completas.
- Conecto ideas con palabras como 'and', 'but', ...
- Mis oraciones comienzan de diferente manera.
- Mi letra es legible.
- Reviso palabras nuevas o que me resulten difíciles.

Let's learn some information about one of Uruguay's most popular places.

Read the brochure about the Littoral Hot Springs.

## ENJOY URUGUAY ALL YEAR ROUND

# LITTORAL HOT springs!

### ARAPEY SALTO

Arapey Hot Springs is located 80 km north of Salto. It is the oldest thermal resort in the country, with swimming pools that reach 39°C. It offers 3, 4, and 5-star hotels that are open year-round. About 180,000 tourists a year enjoy this resort.



### DAYMÁN SALTO

It is the most visited thermal resort in the country. It receives more than 300,000 tourists annually who are attracted by its many thermal resorts, aquatic parks and hotel facilities. The waters reach a temperature of 46°C max. It's just 20 minutes (6 km) away from Salto.

## ENJOY URUGUAY ALL YEAR ROUND



The water from the hot springs comes from the Guarani Aquifer System, the largest in South America and constitutes one of the most important underground water resources on the planet due to its size, temperature, and water quality.

# HOT springs!



### ALMIRÓN Paysandú

These are the only salty hot springs in the country. Its waters have a high amount of salt and possess healing properties. The water ranges from 32°C to 36°C. They have a thermal therapeutic center with 5 pools, a hotel and a campsite. Almirón Hot Springs are 81 km away from Paysandú.

### DID YOU KNOW...?

The narrow strip of land that stretches west from Montevideo along the Rio de la Plata and up the Uruguay River is called LITTORAL. It includes the western area of the departments of San José, Colonia, Soriano, Río Negro, Paysandú and Salto.

### GUAVIYÚ Paysandú

This resort has an area of 109 ha and it is situated 67 km from Paysandú. It offers 2 indoor and 9 outdoor pools, with waters going up to 38°C. They are open all year round, and there are hotels, campsites and other services for tourists.



Images from Arapey - Flickr, Guaviyú - Bing image  
Almirón - Pixabay, Daymán - Bing image

**Read the brochure again and complete the chart about the four most important thermal resorts in Uruguay.**



|                     |  ALMIRÓN |  ARAPEY |  DAYMÁN |  GUAVIYÚ |
|---------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| • Department        | Paysandú                                                                                  |                                                                                          |                                                                                           |                                                                                             |
| • Location          |                                                                                           |                                                                                          | 6km away from Salto                                                                       |                                                                                             |
| • Nº of pools       |                                                                                           |                                                                                          |                                                                                           |                                                                                             |
| • Water temperature |                                                                                           |                                                                                          |                                                                                           |                                                                                             |
| • Nº of visitors    |                                                                                           |                                                                                          |                                                                                           |                                                                                             |
| • Facilities        |                                                                                           |                                                                                          |                                                                                           | hotels, campsites and other tourist services                                                |

Images Wikipedia Commons - Intendencia de Salto

**Read the brochure again and answer these questions about the hot springs.**



1- Why are the hot springs so popular?

---

2- When do tourists go to this area?

---

3- What is the Guarani aquifer system?

---



---

4- Why is it so important?

---



---

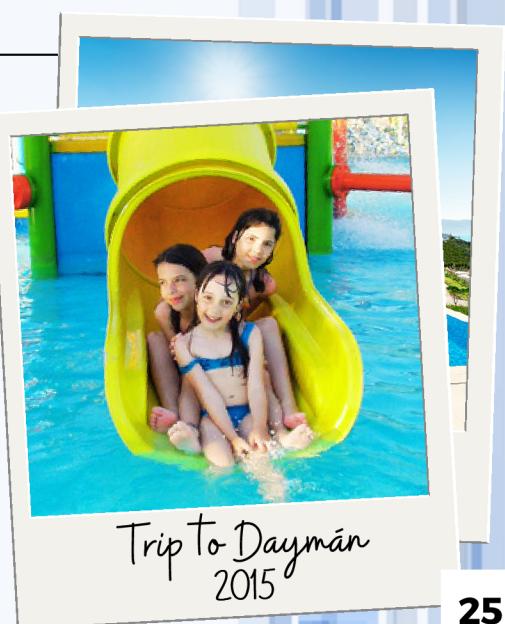


Photo by Ana Laura López

## Let's travel north!

Look at these images. Do you recognize these iconic places? Can you name them? Which city is it?

It is the city of \_\_\_\_\_.



Watch a video and number the places in the order in which they appear in the video. Write the numbers in the white circles.



Watch the video again and decide which of these activities can be done in each city. Write them under the correct place.

- You can climb to the top of the statue.
- You can take the elevator to the top.
- You can see stunning views of the East River.
- You can shop in the commercial district.
- You can rent a bike to explore.
- You can take a ferry to Liberty Island.
- You can bike or walk across.
- You can have a picnic.
- You can enjoy nature.
- You can watch a Broadway show.



You can climb to the top of the statue.

Read this promotional flyer about *New York City's virtual tour*. What is New York City known as?



**New York City**  
virtual tour

**Welcome** to New York City, also known as the "city that never sleeps." It is a big and exciting place with busy streets, tall skyscrapers, and vibrant culture. Let's take a virtual tour of some of its most famous attractions.

First, we will see the **Statue of Liberty**. This colossal copper statue was gifted to the United States by France in 1886 and has become a symbol of freedom and democracy.

Then, we will head to **Times Square**, a dazzling and lively area with bright lights and big billboards. It's a popular spot for shopping, dining and entertainment.

Next, we will visit **Central Park**, an enormous green park in the middle of the city. It's a peaceful getaway from the city's hustle and bustle and has many famous features like the Great Lawn, the Bethesda Fountain and the Central Park Zoo.

After that, we will walk across the **Brooklyn Bridge**, an important bridge that has connected Brooklyn to Manhattan since 1883. It has amazing views of the city skyline and the River Hudson.

Lastly, we will go to the **Empire State Building**, one of the world's most famous skyscrapers. From its observation deck, you can see unparalleled views of the city.

This tour will show you the history and culture of New York City, from its iconic landmarks to its peaceful parks. Get ready to enjoy the energy and excitement of this amazing city!

**Find the words in the text that mean the following:**

1. "full of activity" (paragraph 1) \_\_\_\_\_
2. "was given" (paragraph 2) \_\_\_\_\_
3. "spectacular" (paragraph 3) \_\_\_\_\_
4. "escape" (paragraph 4) \_\_\_\_\_
5. "incredible" (paragraph 5) \_\_\_\_\_
6. "unrivalled" (paragraph 6) \_\_\_\_\_
7. "calm" (paragraph 7) \_\_\_\_\_

**Get in pairs and discuss.**

- Which attraction from the flyer would you like to visit? Why?
- How do you think the city's landmarks contribute to its vibrant culture?



You have learned about 5 iconic places in New York, but there are other significant and well-known places to visit in the city that never sleeps.

**Make a list of 3 more places you would like to visit in New York. Use the internet to look for information.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Get in pairs. Search the web and find information about one of the places you mentioned in the previous activity.**

**Complete the chart about the place/attraction and then write a paragraph about it. Share it with your class.**



|                                                              |  |
|--------------------------------------------------------------|--|
| <b>What is the place's name?</b>                             |  |
| <b>What kind of place is it?</b>                             |  |
| <b>Where is it?</b>                                          |  |
| <b>What can I do there?</b>                                  |  |
| <b>Why should I visit it?</b>                                |  |
| <b>Are there any historical or interesting facts to add?</b> |  |



**LISTA DE VERIFICACIÓN.**  
**GUÍA DE ESCRITURA**

Marca los ítems a medida que los verifiques

|                                                                                   |
|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Completo el gráfico con mis ideas.                       |
| <input type="checkbox"/> Organizo mis ideas en párrafos.                          |
| <input type="checkbox"/> Todos mis párrafos tienen una idea principal.            |
| <input type="checkbox"/> Utilizo las mayúsculas correctamente.                    |
| <input type="checkbox"/> Utilizo apóstrofes para "contractions" (It's..., I'm...) |
| <input type="checkbox"/> Las oraciones están completas.                           |
| <input type="checkbox"/> Conecto ideas con palabras como 'and', 'but', ...        |
| <input type="checkbox"/> Mis oraciones comienzan de diferente manera.             |
| <input type="checkbox"/> Mi letra es legible.                                     |
| <input type="checkbox"/> Reviso palabras nuevas o que me resulten difíciles.      |



## PROJECT - Creating your own tour

- In this unit, you have worked with different ways to promote a city or attraction. For example, using brochures, flyers, videos, etc.
- This project can be carried out **individually or in small groups**.
- Imagine you want to attract tourists to your favorite place and you want to **design a tour for visitors**.
- **Read and research** different places you would like to promote.
- **Make a list** of the top five places you would like to include in your tour and **research** a little more about them.
- **Create** your own tour itinerary, including descriptions of the different attractions.
- **Design** eye-catching promotional materials for your tour, such as a brochure, poster, digital presentation or video.
- **Share** the promotional material you created with the class.

For example, in Melo visiting the Juana De Ibarbourou's house is a must. In Colonia, the historical neighborhood is definitely the most iconic attraction.



Brochures from Ministerio de Turismo - Uruguay





**In this unit, I learned that...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My favorite part of this unit was...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Something I need to revise is...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I felt**



# UNIT 3

## The people I admire

**By the end of this unit, you will be able to:**

- read and discuss inspirational life stories.
- read, talk and write about the lives of people you admire.
- share some anecdotes.
- discuss an inspirational video of a well-known song.
- produce a documentary as part of your final project.



## Some people...

There are some people who are very significant in our lives. They can be significant because we look up to them, because we like their lifestyle or because we love them a lot.

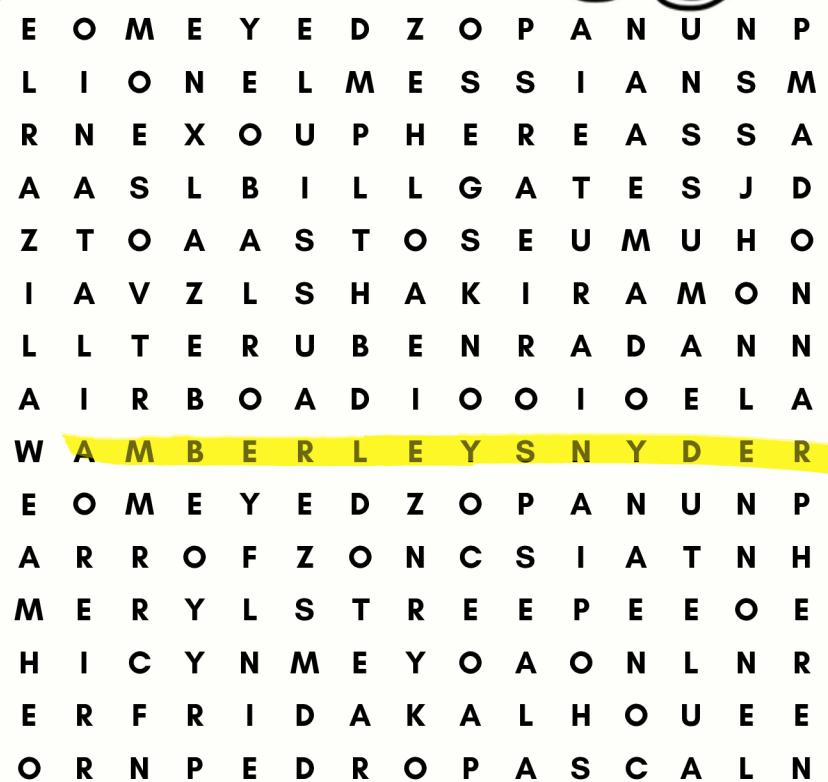
Let's read about the people Alejandro admires.

The most significant person for me is my grandmother Sofía. She was a warrior. She was a single mother, she had to work long hours on the farm and she brought up my mom alone. She is definitely a person I admire. Talking about famous people, I admire Luis Suárez for his determination and grit.



Look at this Word Search and find the names of 12 people who are very much admired.

- Amberley Snyder
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Share ideas with a partner.



What do you know about these people?

Why do people admire them?

Do you admire any of them? Who?

Let's see how much you know about them. **Complete** these sentences.



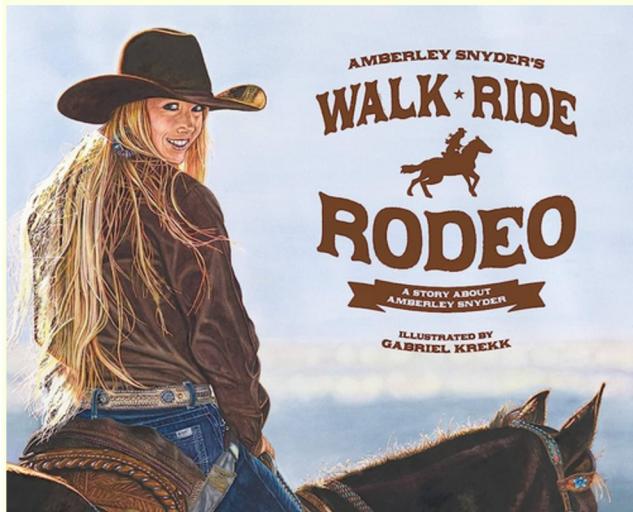
1. Amberley Snyder is a rodeo rider from the USA.
2. \_\_\_\_\_ was born in Salto and has played for important teams like FC Barcelona and Grêmio Foot-Ball Porto Alegrense.
3. \_\_\_\_\_ was one of the members of The Beatles.
4. \_\_\_\_\_ is a Uruguayan actress and singer. She has sold more than 10 million records worldwide and participated in more than 20 films.
5. \_\_\_\_\_ is one of the co-founders of Microsoft.
6. \_\_\_\_\_ is the founder of the candombe-beat.
7. \_\_\_\_\_ is a Chilean actor, famous for his character in the Star Wars universe, among others.
8. \_\_\_\_\_ is known as the Queen of Pop since the 1980s.
9. \_\_\_\_\_ was a Mexican painter very well-known for her colorful self-portraits.
10. \_\_\_\_\_ is the most famous Colombian singer of all time. She has won over 400 awards including 10 Latin Grammy Awards.
11. \_\_\_\_\_ is a very famous American actress. She has been nominated 21 times to the Oscars and won on three occasions.
12. \_\_\_\_\_ is an Argentinian soccer player who has played for FC Barcelona, Paris Saint-Germain and the Argentina national team.

**Match** the pictures to these famous people.



Images from Wikimedia Commons

Look at the pictures and **describe** what you see.



Images from Wikimedia Commons and <https://amberleysnyder.org/>

What kind of film is it? Tick ✓ all the correct ones.

|                                   |                                  |                                          |
|-----------------------------------|----------------------------------|------------------------------------------|
| <input type="checkbox"/> romance  | <input type="checkbox"/> war     | <input type="checkbox"/> science fiction |
| <input type="checkbox"/> fantasy  | <input type="checkbox"/> western | <input type="checkbox"/> animated        |
| <input type="checkbox"/> action   | <input type="checkbox"/> comedy  | <input type="checkbox"/> drama           |
| <input type="checkbox"/> thriller | <input type="checkbox"/> biopic  | <input type="checkbox"/> documentary     |

#### DID YOU KNOW...?

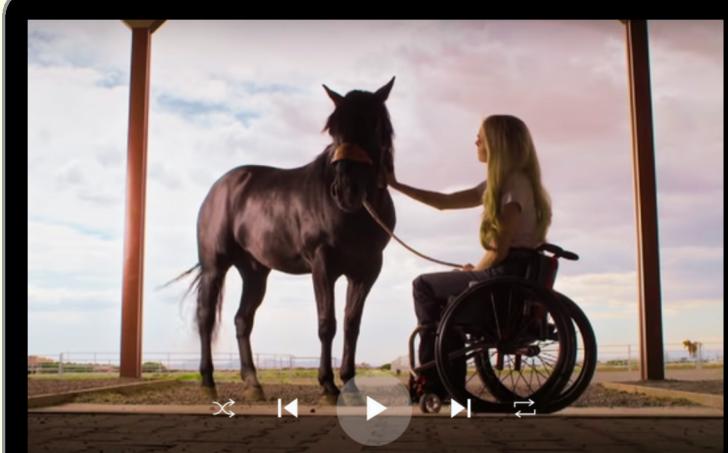
**Movie genres** organize films based on aspects like the plot, characters and theme. However, many films can be classified in more than one genre.



What do you think this film is about?

Watch the trailer of the film *Walk. Ride. Rodeo.* and choose the correct option.

1. This film was made for cable TV.  Netflix.  the cinema.
2. This film is a fictional story.  a true story.
3. Amberley started competing in rodeos when she was 10  11  12  years old.
4. When she was 18, she had a heart stroke.  baby.  car accident.
5. Her mother  Her boss  Her friends  encouraged her to go back to the rodeos.



**Watch the trailer again. Who said what?**

*Amberley, her mother, the nurse  
or the physical therapist.*



*"This chair will be either  
your wings, or it will be  
your anchor. You decide."*

*"Learn to love that  
chair. That's your  
freedom."*

*the nurse*

*"We don't always get to  
choose what happens to  
us, but we do get to choose  
what we do next."*

*"As you start to do more things  
for yourself, you're gonna find  
things that once came  
naturally are now difficult."*

**Get in pairs and discuss.**



- Which quote resonated with you the most? Why?
- How does it relate to your personal experiences or beliefs?

**Match the columns. Then, discuss with your partner, and share with the class.**



Have you seen this film?

She can't walk anymore, but she can... .

Have you ever heard of Amberley before?

I know someone who ... . His/ Her life is ... because ... .

Would you like to see the film?

Her life has been very/ quite hard / sad because ... .

How hard has her life been? Why?  
What happened?

- Yes, I saw her in an interview on TV/ on Youtube.
- No, this is the first time I hear about her.
- No, I don't usually watch/read the news.

Do you know someone who  
has/had a similar life story?

I would/ wouldn't like to see it because ... .

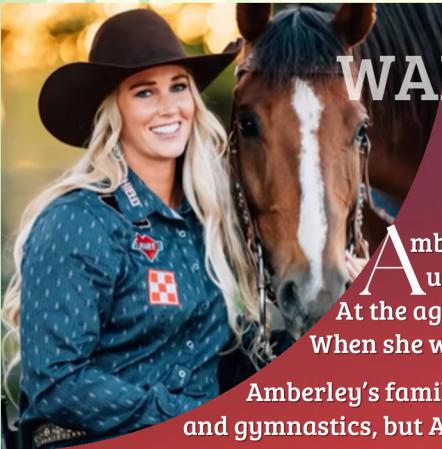
How has her life changed?

- Yes, I saw it ... last week./ a month ago./ yesterday.
- No, I have never seen it but ... I think it is interesting/ boring/ sad/ exciting/ wonderful

You have just watched the trailer of the film *Walk. Ride. Rodeo*. Let's know more about Amberley and what happened to her. **Read** about her life story.



## WALK. RIDE. RODEO. An inspiring story.



Amberley Snyder was born in January 1991 in southern California, where she grew up with her five siblings while her father played baseball for Los Angeles Dodgers.

At the age of three, Amberley started riding lessons and developed her love of horses.

When she was seven, the family moved to Utah. That was the start of Amberley's rodeo career.

Amberley's family environment was very competitive. Her siblings participated in different sports and gymnastics, but Amberley loved horses and connected with them on a very personal level. With her mother's support, she started competing in different rodeo categories. In 2009, she qualified for the National High School Finals in pole bending and won the Rodeo Association All-Around Cowgirl World title. Her parents taught her that hard work is as important as talent, so she practiced very hard every day.

However, tragedy struck on December 10th, 2010, as she had a car accident while she was going to a rodeo show in Denver. She was not wearing her seatbelt when her car rolled off the road, so she flew out of the vehicle. The accident resulted in a broken back and immediate loss of feeling in her legs. Despite doctors' predictions that she would never walk again, Amberley remained determined to get back on the saddle.

Remarkably, just four months after the accident, Amberley was riding horses again, showing her resilience and determination. The challenges and adversities she faced haven't stopped her from achieving her goals. In 2015, she graduated from college with a degree in Agriculture Education, and in 2018, she earned her Master's Degree in School Counseling from Utah State University.

Today, Amberley serves as a powerful inspiration to thousands of people, sharing her story of triumph over tragedy. She is competing in rodeos across the western United States, and encouraging others to "Get Back on the Horse" and never let obstacles define their lives.

There is no future in giving up.  
Amberley Snyder

Adapted from: <http://www.amberleysnyder.org/my-story/>

**Read** about the life of Amberley Snyder again. **Write** down 2 **true** sentences about her life and a **false** one.

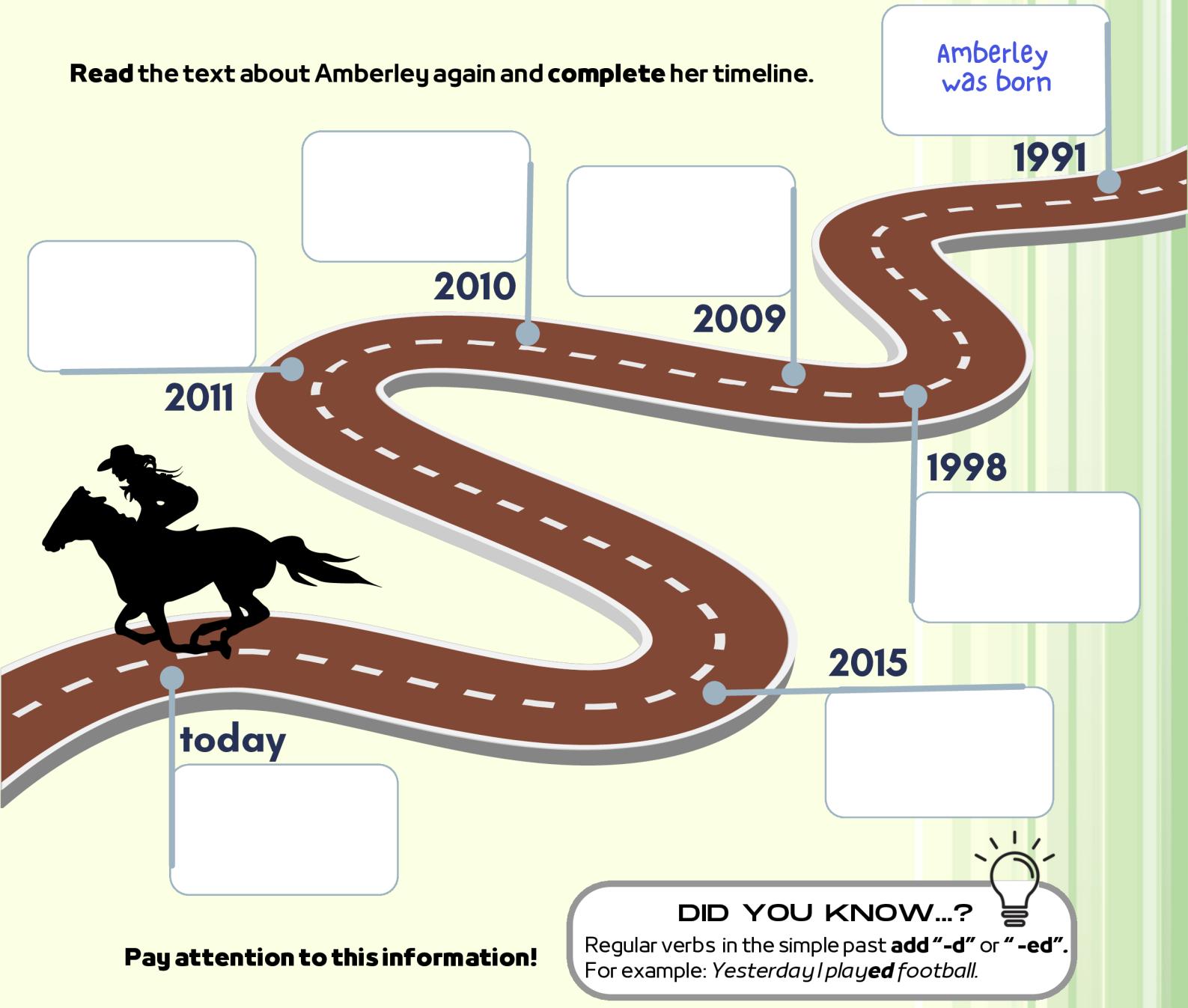


- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_

**Read** your sentences aloud. Your partner has to tell you if the sentences are **true** or **false**.



Read the text about Amberley again and complete her timeline.



Pay attention to this information!

Find verbs in the past in the text on page 36 and add them to the list.

### VERBS IN THE PAST

#### REGULAR VERBS (+ED)

moved

#### IRREGULAR VERBS

was

## Focus on another extract from Amberley's story.

However, tragedy struck on December 10th, 2010, as she had a car accident while she was driving to a rodeo show in Denver. She was not wearing her seatbelt when her car rolled off the road, so she flew out of the vehicle.

### Choose the correct options.

1. Do they refer to....

- an action in progress in the past?
- a completed action in the past?

2. Are they in...

- Simple Past?
- Past Continuous?



### Match the two halves to make sentences about Amberley.

There's an extra option.

1. While her father was playing with Los Angeles Dodgers,

a. her siblings participated in every kind of competition.

2. While Amberley was learning to ride horses,

b. while her mother was helping her to train.

3. She qualified for the National High School Finals,

c. as her parents were supporting her and helping her to improve her skills.

4. She won the National Rodeo Association All-Around Cowgirl World Title

d. they lived in California.

5. While the doctors were operating her,

e. they moved to Utah.

f. her parents were praying for her.

1.

2.

3.

4.

5.

Think of a person whose life story is also inspiring. You can **search the web** for information if it is necessary.



- **Write** a few sentences about him/her,
- **add** some anecdote about him/her,
- **finally, share** your work with your partner.



You can use Amberley's story and the SOS Box to help you.

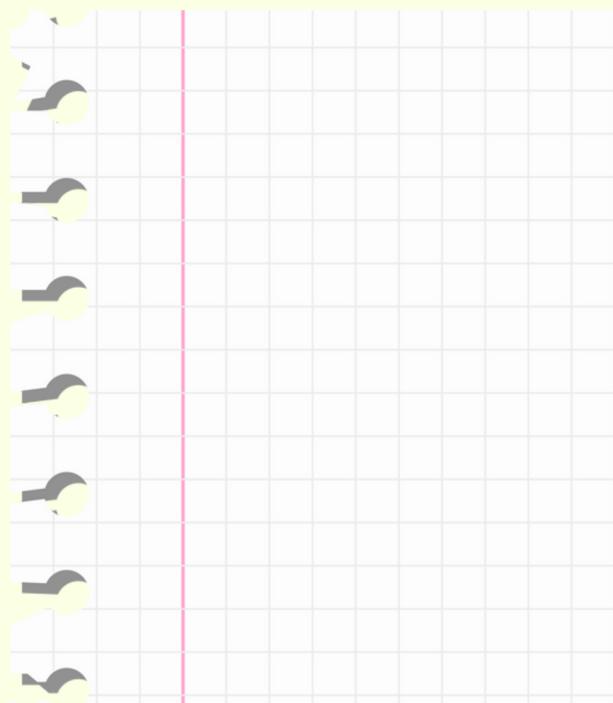
**To talk about your person**

- I admire ...
- He/she, is/was ...
- He/she was born ...
- I think his/her life is inspiring because he/she ...



**To tell an anecdote**

- One day, while he/ she was ...
- When he/ she ...
- I think that it was funny / terrible / incredible / exciting because ....



### LISTA DE VERIFICACIÓN. GUÍA DE ESCRITURA

Marca  los ítems a medida que los verifiques

- Completo el gráfico con mis ideas.
- Organizo mis ideas en párrafos.
- Todos mis párrafos tienen una idea principal.
- Utilizo las mayúsculas correctamente.
- Utilizo apóstrofes para "contractions" (It's..., I'm...)
- Las oraciones están completas.
- Conecto ideas con palabras como 'and', 'but', ...
- Mis oraciones comienzan de diferente manera.
- Mi letra es legible.
- Reviso palabras nuevas o que me resulten difíciles.



Let's listen to a very popular song.



- Do you know the song?
- Do you know its name?
- Who is its composer and singer?

How do you feel while listening to this song? Choose some adjectives from this list.

- relaxed • sad • angry • anxious • bored • happy •
- interested • excited • worried • peaceful •

Listen to the song again. What do the lyrics refer to? Why?



- unity • family • friends • love • peace •

Example: I think the song is about \_\_\_\_\_ because \_\_\_\_\_.

Get into small groups and work with the song's message. You can search for the song's lyrics on the web to help you.



- What are the author's ideas about a peaceful world? What aspects does he mention?
- Do you agree with him?
- How do you envision a peaceful world?

John Lennon was one of the most popular singers in history. He is admired by millions of people around the world. Let's see how much you know about him.

Get in pairs and complete the K-W-L chart. Leave the L column for later.



| K                              | W                              | L                                 |
|--------------------------------|--------------------------------|-----------------------------------|
| What I Know about John Lennon. | What I Want to know about him. | What I Learned about John Lennon. |
|                                |                                |                                   |

Read the text about John Lennon and complete the mind map about him.



# JOHN Lennon

John Lennon was a very talented and famous musician. He was born in Liverpool, England, on October 9, 1940. His parents were Alfred Lennon and Julia Stanley, but they separated when John was just a toddler, so he was raised mostly by his Aunt Mimi. John loved music from a young age, and he learned to play the guitar and piano when he was a child.

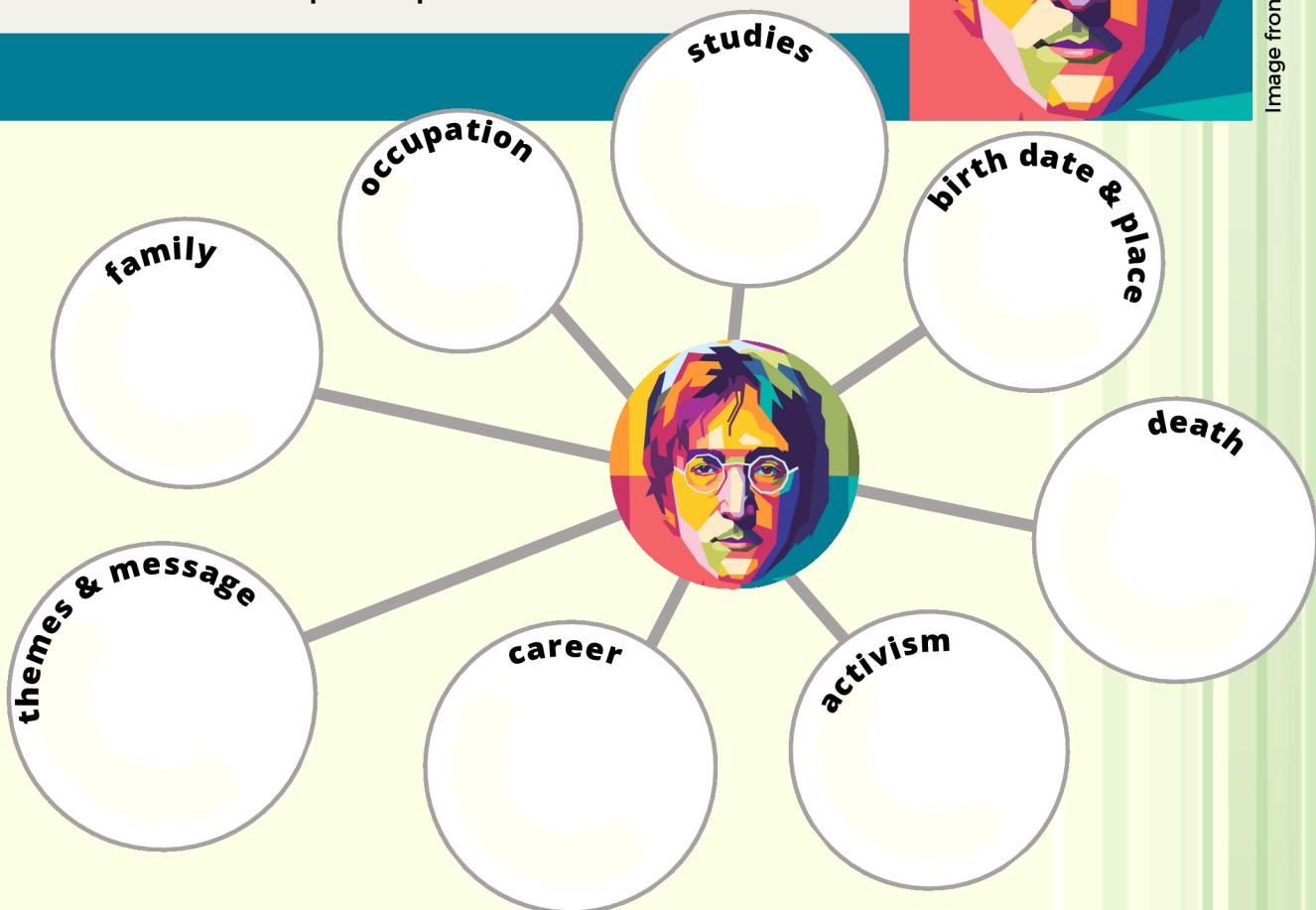
John became famous as a member of *The Beatles*, one of the most influential and successful music bands in history. During his time with The Beatles, John co-wrote many of the band's biggest hits. In 1970, The Beatles separated but John continued his career as a solo artist.

Apart from his musical talents, John was a passionate supporter of peace and social justice. He used his fame to promote messages of love, unity and non-violence. His song "*Imagine*", released in 1971, became an anthem for the peace movement and continues to inspire people today.

Sadly, John was killed on December 8th, 1980. However, his music and his message of love continue to inspire people to work together for a better world. He will always be remembered as one of the greatest musicians and a true champion for peace.



Image from Shutterstock.com



Go back to the K-W-L chart and complete the last column.



**Natalia Oreiro** is a well-known Uruguayan artist. She has also supported several social and environmental causes.

**Complete the chart about her. Search the web if you need to.**



# NATALIA OREIRO

|                                |  |
|--------------------------------|--|
| <b>Birth date &amp; place:</b> |  |
| <b>Occupation:</b>             |  |
| <b>Family:</b>                 |  |
| <b>Education:</b>              |  |
| <b>Acting career:</b>          |  |
| <b>Music career:</b>           |  |
| <b>Awards:</b>                 |  |
| <b>Activism</b>                |  |

**Get in groups. Write a short text about Natalia.  
You can use the SOS Box to help you.**



- Her full name is.... .
- She was a famous.... .
- She was born on.... in.... .
- Her parents were ... .
- She studied in.... .
- Later / After that / Then
- When she .... .

**LISTA DE VERIFICACIÓN.**  
**GUÍA DE ESCRITURA**

Marca  los ítems a medida que los verifiques

- Completo el gráfico con mis ideas.
- Organizo mis ideas en párrafos.
- Todos mis párrafos tienen una idea principal.
- Utilizo las mayúsculas correctamente.
- Utilizo apóstrofes para "contractions" (It's..., I'm...)
- Las oraciones están completas.
- Conecto ideas con palabras como 'and', 'but', ...
- Mis oraciones comienzan de diferente manera.
- Mi letra es legible.
- Reviso palabras nuevas o que me resulten difíciles.



## PROJECT - A person I admire

In this **PROJECT** you will share some information about a **person you admire**. This person you admire can be a popular or famous person or a person you know. For example, you can talk about one of your relatives, your best friend or your favorite celebrity. The most important aspect is that you really admire that person.

Each student will **create** a small booklet. In this small booklet, you will present the person you admire.

### Before starting working do the following:

1. Think of a person you admire.
2. Research for information or gather information about the person you chose.
3. Think about the design of your booklet.

### In the booklet, include ...

- Biographical information.
- Photos or videos that show some important moments in his/her life.
- Explain why you admire him /her.
- You can also include an anecdote or memories you had with that person.





**In this unit, I learned that...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My favorite part of this unit was...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I something I need to revise is...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I felt**

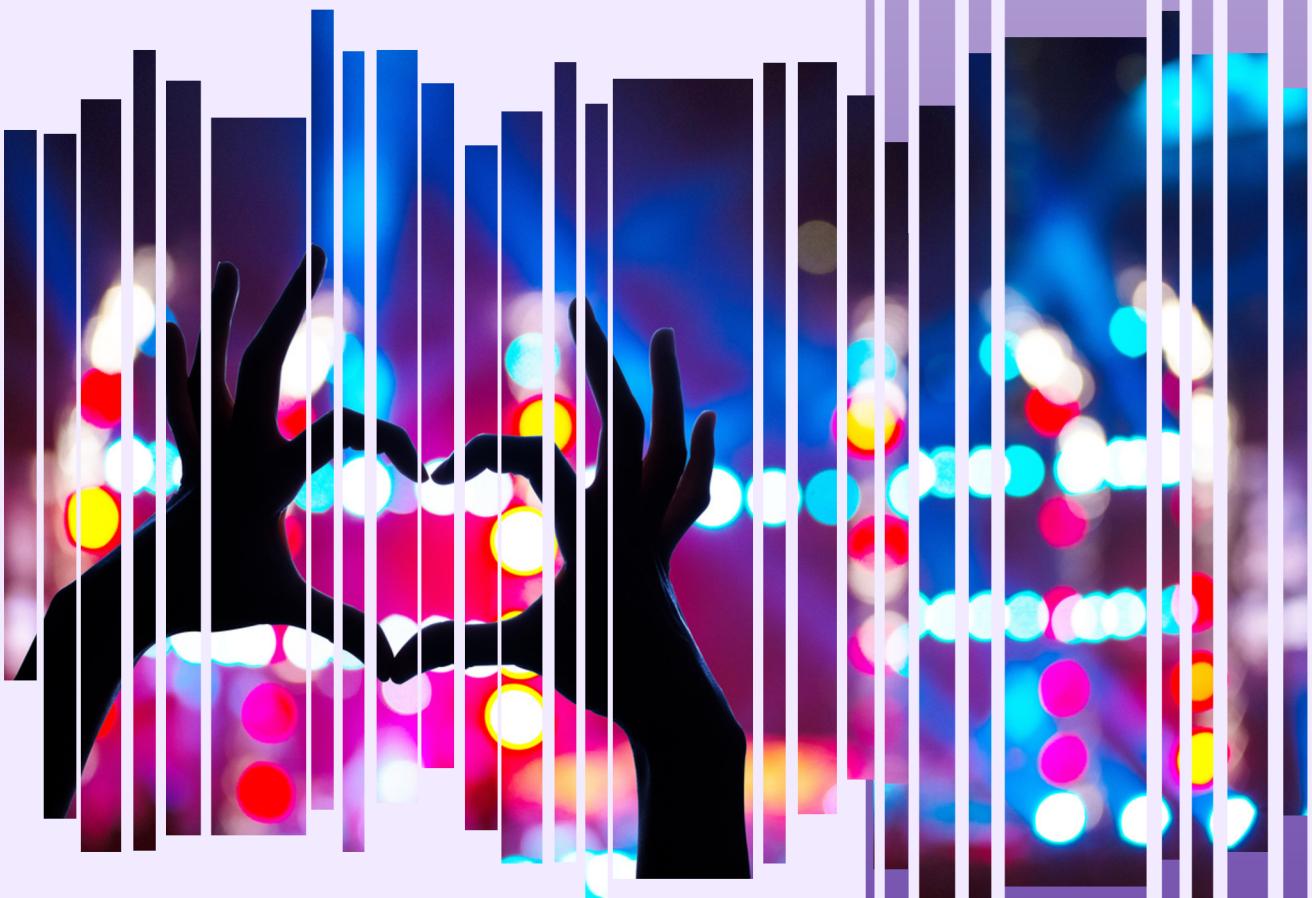


# UNIT 4

## How I like to enjoy my life

**By the end of this unit, you will be able to:**

- talk and write about what you enjoy doing and who with.
- describe the activities you often do.
- be able to talk and write about your future plans (holidays, studies, personal life, among others).



## Let's play a board game!

- 1- Sit in groups of 3-4 people and decide who goes first.
- 2- Each player rolls the dice in turn.
- 3- The players move their game pieces along the path according to the number of spaces indicated by the dice.
- 4- When players land on a space, they should read the category on the square and say their favorite item in that category. For example, if they land on "food", they could say "My favorite food is sushi. I like eating it with my friends."
- 5- The game continues until one or all players reach the 'Finish' space.



### MEMORY GAME - Write 3 things you remember from your partners.

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_

### Finish the sentences with ideas from the game and make them true for your partners.

1. His/Her favorite sport is \_\_\_\_\_.
2. He/She loves watching \_\_\_\_\_.
3. He/She really likes \_\_\_\_\_ because he/she can \_\_\_\_\_.
4. His/Her favorite time of the day is \_\_\_\_\_ because he/she usually \_\_\_\_\_.
5. His /Her favorite free time activity is \_\_\_\_\_, He/She generally \_\_\_\_\_.

Some teenagers have been interviewing people about their likes and dislikes.

Listen to these five people and match them with what they like.

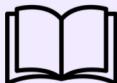


|           |       |                                                  |
|-----------|-------|--------------------------------------------------|
| 1. Anika  | _____ | a. summer because I love going to the beach.     |
| 2. Travis | _____ | b. cooking makes me feel relaxed.                |
| 3. Aldo   | _____ | c. fishing because I love being quiet on my own. |
| 4. Selva  | _____ | d. reading the newspaper early in the morning.   |
| 5. Paula  | _____ | e. practicing my Spanish.                        |
|           |       | f. singing, dancing and traveling.               |

Whose answers do you mostly agree with? Share ideas with your partners!

**Selva and Travis are friends. They worked together while he was on a Fulbright Program in Uruguay as an ETA (English Teacher Assistant). Although they haven't seen each other since he left the country, they keep in touch thanks to technology.**

**Read Selva's email to Travis.**



**New Message**

To : travis.24@mail.com

Subject : Holidays

Hi Travis!

How are you doing? I'm fine and really busy these days because I'm going to move house next week.

As you know, I love the area where I live but I need a safer house. So I started to look for a new place and I finally found it! I'm going to move to a two-bedroomed house with a large living room, dining room and a patio. I'm going to live there with my son and my dog. As the house is just a few years old, everything is modern and well-lit so I'm sure it won't be difficult to clean it!

I think I will be comfortable and safe there. I still have to organize everything for the removal so I don't think I will be able to move before next weekend.

Classes are about to finish so I'm also planning my holidays. I really need to take a rest. I'm going to my cousin's house in Mar del Plata, Argentina. Have you ever been there? It's a lovely city with crowded beaches and a busy nightlife. Just what I need!

What are you planning to do in your next holidays?

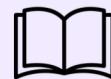
Write soon.

Selva 😊

SEND



Read the email quickly and tick  the topics Selva mentioned.



- 1- Her new house.
- 2- Her old house.
- 3- Her children.
- 4- A holiday destination in Argentina.
- 5- Her plans for next holidays.

#### DID YOU KNOW...?

The word **bedroomed** means that a house or place has the stated number of bedrooms.

For example: *a two-bedroomed house.*



What do you know about Selva's new house?



Example: It has a patio.

Read the text again and **underline** Selva's plans as in the example.

Example: I'm going to move to a two-bedroomed house.

What about your plans? Make true sentences for yourself using these suggestions.



Example: I'm going to visit my grandparents. I'm not going to travel to Montevideo.

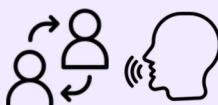
- go to the cinema • watch a film • eat out • travel abroad • go to the spa •
- move house • work • meet friends • go shopping • tidy my bedroom • clean the house •

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

Pair work - Ask each other about your plans for the weekend



Write sentences about your friend.



Example: My friend is going to go dancing.  
She is going to play tennis.

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_



**Let's go back to Selva's email. When is she moving? Is she sure about the date? Is she sure she's going to move?**

**Look at the information in the text. What things is she **certain**, **quite certain** or **uncertain** about?**

|                            | <b>certain</b> | <b>quite certain</b> | <b>uncertain</b> |
|----------------------------|----------------|----------------------|------------------|
| moving house               | ✓              |                      |                  |
| moving before next weekend |                |                      |                  |
| cleaning the house easily  |                |                      |                  |
| being comfortable and safe |                |                      |                  |
| going to Mar del Plata     |                |                      |                  |

**Think about your plans. Which activities are you sure you are going to do next weekend? Which ones are you uncertain whether you will do them or not?**



- 1- I don't think I \_\_\_\_\_ eat sushi.
- 2- I think I \_\_\_\_\_ read a book.
- 3- I probably \_\_\_\_\_ watch a horror film.
- 4- I think I \_\_\_\_\_ have fun with my friends.
- 5- I'm not sure I \_\_\_\_\_ have time to go shopping.

**Watch a video and answer the questions.**



- 1- Are any of the plans mentioned similar to yours?  
\_\_\_\_\_
- 2- Whose plans do you think are the most interesting?  
\_\_\_\_\_
- 3- Whose plans do you think are the weirdest?  
\_\_\_\_\_

Many times people feel that boredom is dragging them down.

Alejandro has found an interesting article. Let's see what it says about ways of having fun.



**Think of two abilities you need to perform each activity.**

Example: To go camping you need to know how to put up a tent.

**Rank the activities mentioned from the ones you like the most to the ones you like the least.**



**Get in pairs and compare your results.**



## SO MUCH FUN

# 4 SIMPLE WAYS TO LIVE LIFE TO THE FULLEST!

### KARAOKE NIGHT 1



Liberate your inner rockstar with a karaoke night! There's no better way to have fun on a Saturday night than by doing karaoke.

You may ask your friends not to record when you're going through an embarrassing moment, but remember, it's all about having fun! It's guaranteed laughter and music-filled madness!

### TIKTOK CHALLENGE 2

Let's be honest: many TikTok challenges are silly, and some of them may be dangerous. But most of them are harmless and fun. Whether it's dancing, lip-syncing or attempting hilarious pranks, TikTok has a challenge for everyone. You can even get your whole family to participate!



### PAINTBALL THRILLS 3



Paintball is a competitive team sport in which players eliminate rivals by shooting them with paint-filled capsules. It can be played indoors or outdoors and there are different challenges, too. So, get ready for an action-packed day full of fun with paintball! Invite your friends, form a team and aim for victory!

### CAMPING ADVENTURES 4

Going camping, fishing and telling stories around a campfire can be an excellent plan for the weekend. You may want to show off your fire-building skills, your ability to put up the tent or your astronomy knowledge. Camping is the perfect way to connect with nature and your friends!



Whether you're singing out tunes, camping under the stars, shooting paint or creating TikTok magic, these activities are sure to bring a ton of fun to your days. Get out there and start making memories!

**Get in pairs and think of another activity you can do to have fun. Write a short paragraph explaining it and why is it fun to do it.**



## My activities and my emotions

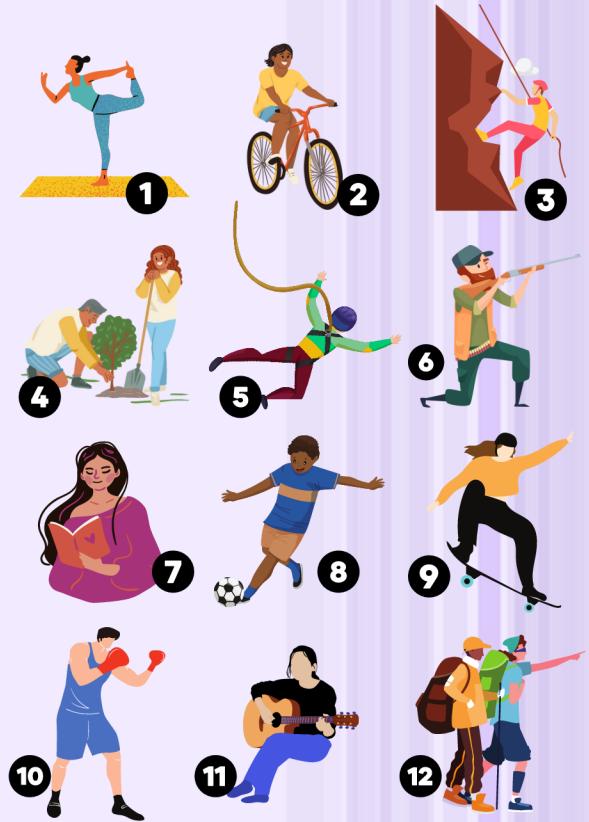
Do you know what these emojis mean? Match them to their meaning.



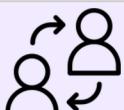
- a. I feel calm. \_\_\_\_\_
- b. I'm happy. \_\_\_\_\_
- c. I'm embarrassed. \_\_\_\_\_
- d. That's amazing! \_\_\_\_\_
- e. I'm disgusted. \_\_\_\_\_
- f. I feel sad. \_\_\_\_\_
- g. I'm angry. \_\_\_\_\_
- h. I feel nervous. \_\_\_\_\_
- i. I'm shocked. \_\_\_\_\_
- j. I love it! \_\_\_\_\_

Look at the following activities, how do they make you feel? Link them to an emoji (or more). Then, match them to the images.

|                       | 😊 | 😊 | 😍 | 😱 | 😡 | 🤢 |
|-----------------------|---|---|---|---|---|---|
| skating               | 9 |   |   | ✓ |   |   |
| bungee jumping        |   |   |   |   |   |   |
| boxing                |   |   |   |   |   |   |
| cycling               |   |   |   |   |   |   |
| playing sports        |   |   |   |   |   |   |
| rock climbing         |   |   |   |   |   |   |
| reading               |   |   |   |   |   |   |
| gardening             |   |   |   |   |   |   |
| hunting               |   |   |   |   |   |   |
| trekking              |   |   |   |   |   |   |
| doing gym             |   |   |   |   |   |   |
| playing an instrument |   |   |   |   |   |   |



Share your ideas with a classmate.



Example: A: Playing the guitar relaxes me. What about you?

B: What relaxes me is cycling.

Get in pairs and discuss.

A lot of people practice different activities.

Do you think they practice them as hobbies or for a living?



Imagine you are Travis' friend and **write** an email telling him about what you like doing and how it makes you feel. You can tell him about your plans for next summer holidays, too.



New Message



To

Subject

SEND



**LISTA DE VERIFICACIÓN.**  
**GUÍA DE ESCRITURA**

Marca los ítems a medida que los verifiques

- Completo el gráfico con mis ideas.
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- Mis oraciones comienzan de diferente manera.
- Mi letra es legible.
- Reviso palabras nuevas o que me resulten difíciles.



## PROJECT - A video interview

**Create a video interview.**

- It can be done individually, in pairs or groups of up to three students.
- The video consists of an interview in which one or two people will talk about their future plans.
- Future plans are what you are going to do in the future and you are almost certain that this will happen.
  - Are you going to continue studying in the same school?
  - Are you going to sit for an exam, if you have to?
  - Are you going to relax during the holidays?
  - Are you going to enjoy some time with the family?
  - What activities are you planning to do with them?
- The video has to be about 3 minutes long. You can edit your video as you prefer.
- You can also interview some teachers or people around you who speak English.





**In this unit, I learned that...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My favorite part of this unit was...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Something I need to revise is...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I felt**





## FINAL PROJECT - Enjoying time on my own

There are moments in which you enjoy time alone while doing some activities. This is a good time to get empowered and energized.

- Think of one place you feel happy to go.
- Make a list of activities you enjoy doing alone.
- Choose a time of the year to do it.

- Record a video describing the activities you enjoy doing on your own. In the video, you can include pictures, music, effects, etc.

|                        | Primeros pasos (1)                                                                                                                                                                                                                     | Estás en el camino (2)                                                                                                                                                                                         | Estás llegando a la meta (3)                                                                                                                                                                                                                                                                                                                         | Has llegado a la meta (4)                                                                                                                                                                                                                                                                                                        |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Silueta textual</b> | 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.                                                               |
| <b>Contenido</b>       | 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 exemplificar menos de la mitad de ellos. | Has tenido en cuenta todos los temas de la consigna y argumentas, describes y exemplificas 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 exemplificados. 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)                                                                                                                                                                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lenguaje</b>                            | 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.                                            |
| <b>Presentación</b>                        | Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrados 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.  |
| <b>Elementos paralingüísticos</b>          | 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.                                    |
| <b>Compromiso y ética hacia el trabajo</b> | 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 tracking new words and phrases. Each line features a small, faint 'C' at the beginning.



# 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.

|                  |   |
|------------------|---|
| <b>STRENGTHS</b> |   |
| S                | W |

|   |                   |
|---|-------------------|
|   | <b>WEAKNESSES</b> |
| W |                   |

|                      |  |
|----------------------|--|
| O                    |  |
| <b>OPPORTUNITIES</b> |  |

|  |                |
|--|----------------|
|  | T              |
|  | <b>THREATS</b> |



# #EXPERIENCING ENGLISH 4



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS