

# #LivingUruguay 1

## LESSON PLANS

### UNIT 1

## Welcome, the characters and hello!


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

- ✓ get to know the characters of the book.
- ✓ learn how to greet others.
- ✓ carry out short social conversations.
- ✓ practice basic oracy skills by means of working with dialogues.
- ✓ name the school subjects.
- ✓ talk about your school timetable.
- ✓ refer to school objects.
- ✓ introduce yourself.
- ✓ introduce a classmate.
- ✓ answer when the teacher calls the roll.
- ✓ describe some basic feelings and emotions.
- ✓ describe your face or the face of others.
- ✓ talk about the colors of objects.
- ✓ describe where objects are.
- ✓ compare two things.
- ✓ work on socio-emotional learning.
- ✓ talk about your favorite things.

Topic: 1. Meeting our new friends.

Aims:

- To motivate Ss by introducing the characters of the book.
- To help students express their feelings by asking them how they feel on their first day of Middle School.
- To develop Ss' listening skills by hearing some descriptions about the characters.
- To reinforce Ss' speaking skills by asking them to give some personal information.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T sticks a picture of Emma, Lua and Nico on the board. These are the characters of our book.</p> <p>T introduces the characters to the students: This is Nico, this is Lua and this is Emma.</p> <p>T asks Ss to look at the pictures and say one thing about the characters.</p> <p>For example: Emma has blond hair. Nico wears glasses. Lua looks friendly.</p> <p>T reads a short description about the characters and they have to listen carefully and match each character with a description.</p> <div data-bbox="347 1697 710 2027">  <p><b>HELLO EVERYONE! I'M LUA</b> I like doing physical exercise to lead a healthy lifestyle. I practice on my own because there are no gyms over here as I live in a rural area. I have achieved many of my goals like stop gaining weight. I live with my dad, he's the best dad ever! My mom lives in the States. I miss her a lot but she texts me or videocalls me every day..</p> <p><b>HI, I'M NICO!</b> I live in a crowded city with my families. Yeah! My families! I usually spend some days with my mom, my aunt, and my grandpas. The rest of the week I stay at my dad's house with him, his significant other and my grandma. I like living in both houses because all of them help me with my work from school.</p> </div>		



**HELLO, I'M EMMA.** I like playing and listening to all kind of music. I can play the ukulele and the bass. I'm also studying singing lessons. My dream is to have a rock band. Hope I can do it as it sounds rather difficult in a small town. I live with my grandparents and I love them. They support me and sometimes they even sing with me!

**Transition: Today is also Lua, Emma and Nico's first day at School. They are really excited. They want to know about you. How do you feel today?**

<p><b>10 (minutes)</b></p>	<p>T asks Ss how they feel.</p> <p>T writes some adjectives on the board. (anxious, nervous, excited, happy, relaxed)</p> <p>T shows Ss a picture of the characters with their new friends.</p> <p>T asks Ss to listen to the students' presentations.</p> <p>T asks Ss to complete the following sentences: My name is _____ I am _____ Nice to meet you.</p> <p>T asks Ss to read them aloud.</p>	<p>Ss say how they feel.</p> <p>Ss look at a picture of the characters and their new friends.</p> <p>Ss listen to the students' presentations.</p> <p>Ss complete the given sentences and read them aloud.</p>	<p>T reminds Ss that in this case there are no right or wrong answers, focusing on Ss' feelings rather than on Ss' linguistic ideas.</p>
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**Transition: Nico, Lua and Emma have shared their personal information. Now, it's time for you to share some information with them.**

<p><b>10 (minutes)</b></p>	<p>T gives Ss a fact file to fill in with their personal information. T includes pictures to help Ss understand the vocabulary.</p>	<p>Ss complete a fact file with their personal information.</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may not remember.</p> <p>T promotes Ss' work.</p>
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**Transition: Not only the characters of the book are willing to know you but your classmates too.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to look at the fact file and share three things about them orally.</p> <p>T gives an example by sharing some of her/his personal information orally.</p>	<p>Ss look at the fact file and share three things about them orally.</p>	<p>T encourages Ss to use the fact file as a help.</p> <p>T provides an example to make Ss feel at ease with the activity.</p>
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	Example: My name is Jimena. My favorite food is pizza. My favorite singer is Ed Sheeran.		T fosters Ss' participation.
<b>Follow up: T tells Ss that next class she will take a picture of the whole class, and asks students to make signs with greeting expressions.</b>			

Theme: Hello

Topic: 2. My subjects.

**Aims:**

- to introduce the topics of the subjects at school.
- to focus on the pronunciation of the different subjects.
- to work on spelling and use of basic questions.
- to find a reason why they like a subject.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T tells that Nico, Lua and Emma are looking at a picture.</p>  <p>T asks Ss to tell what they see. T accepts all the answers. If ss don't guess, T asks:</p> <p>Is it a hospital? Is it a school?</p> <p>T elicits that it is a school</p>	<p>Ss look at the picture with the characters.</p> <p>Ss make their guesses about the place.</p>	<p>T shows the picture so Ss can make their guesses.</p> <p>T monitors the activity.</p>
<p><b>Transition: OK. You were right. It is a school. Don't you see anything different in the picture? (Elicit that there are words on the picture)</b></p>			
<p><b>10 (minutes)</b></p>	<p>T invites the Ss to have a look at the different words and acronyms in the picture.</p> <p>T asks them to pay attention to the one circled. It says PE and it means Physical Education. Do you attend PE lessons at school?</p> <p>T encourages Ss to find all the 7 subjects and write</p>	<p>Ss pay attention to the acronym PE and its meaning.</p> <p>Ss find the 6 remaining words in the picture.</p>	<p>T explains and checks instructions.</p> <p>T explains the acronym PE on the board.</p> <p>T monitors the activity.</p>

	<p>them in the chart below. Once they finish, T focuses on the pronunciation of the subjects. Especially, the part in bold:</p> <p><b>math</b> biology <b>Spanish</b> <b>physics</b> art English</p> <p><b>Important: subjects are not capitalized unless they are part of a name or in case they are a language.</b></p>	<p>Ss repeat the subjects according to the instructions of the teacher.</p>	<p>T leads the pronunciation activity focusing on the part in bold.</p>
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**Transition: As you could see the spelling is different to their pronunciation. Let's focus on how to write them, now.**

<p><b>10 (minutes)</b></p>	<p>T asks Ss: How do you spell math?</p> <p>T writes the questions on the board and underlines the word math so Ss change the subject.</p> <p>T asks Ss to get in groups of 4</p> <p>T invites Ss to take turns and ask the spelling of the subjects.</p> <p>T asks Ss to say the word focusing on its pronunciation and then spelling it. <i>e.g. One subject is math. I spell it M A T H.</i></p>	<p>Ss spell the word math. It can be one student in isolation or choral repetition. m-a-t-h</p> <p>Ss volunteer, change the subject and ask the rest of the classmates about the remaining subjects in groups of 4.</p> <p>Ss volunteer and say the spelling of the subject and its pronunciation aloud.</p>	<p>T assesses and monitors the activity.</p> <p>T monitors the activity.</p> <p>T encourages participation.</p>
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**Transition: You have these and other subjects at school.**

<p><b>10 (minutes)</b></p>	<p>T asks to write other subjects that they have at school.</p> <p>T writes those subjects on the board and translates</p>	<p>Ss write the rest of the subjects they have at school.</p> <p>Ss write the names of the teachers.</p>	<p>T facilitates and translates if necessary.</p>
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	<p>them into English if necessary.</p> <p>T asks Ss to write the names of the teachers of those subjects on the table in the book.</p>	<p>Ss fill in the chart they have on #livingUruguay1.</p>	<p>T monitors the activity.</p>
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**Follow up:**

**What's your favorite subject?**

**My favorite subject is \_\_\_\_\_.**

**In which subject do you have the most memorable moments? Why**

**Because the subject is very interesting to me.**

**Because the teacher makes the subject interesting.**

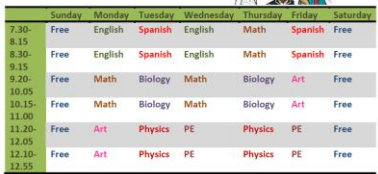
**Because the lesson is fun.**

Theme: Hello

Topic: 3. Our lessons

Aims:

- to talk about frequency and time.
- to promote writing activities at the sentence level.
- to answer questions answering how often students perform some activities and when they do it.
- to practice asking and answering questions about their schedule.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (10 mins)</b></p>	<p>T shows Ss a ball. T tells that he/she will throw the ball and students have to say one subject.</p> <p>After the ss says the subject, he/she passes onto the ball to another classmate until they mention all the subjects.</p>	<p>Ss mention one subject and pass the ball onto another classmate.</p>	<p>T checks instructions and monitors the activity until the students mention all the subjects.</p>
<p><b>Transition: T asks ss how often they have each subject. Do you have the subjects once a week, twice a week, three times a week or more?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to look at the character's timetable</p> <p>Look at the characters' timetable.</p>  <p>T asks random questions about the different subjects.</p> <p>T writes this question on the board: How often do you have ____ lessons?</p>	<p>Ss read the timetable.</p> <p>Ss answer the questions orally.</p>	<p>T monitors and facilitates the activity.</p> <p>T assesses the Ss' answers.</p>
<p><b>Transition: Wonderful, let's pay attention to the days they have those lessons. See the SOS box and see how you abbreviate the days.</b></p>			
<p><b>5 minutes</b></p>	<p>T asks, "when do you have math lessons?"</p>	<p>Ss answer the questions.</p>	<p>T monitors the activity.</p>



	<p>T invites Ss to read what Emma says about her subjects.</p> <p>T asks the ss to work in pairs and ask and answer questions related to their schedules.</p>	<p>Ss read the three sentences Emma says.</p> <p>Ss work in pairs and practice asking and answering questions.</p>	
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**Transition: Now it's time for you to tell Nico, Lua and Emma about your timetable and about your subjects.**

<b>15 (minutes)</b>	<p>T asks the Ss to complete the timetable with the subjects they have.</p> <p>T asks the Ss some questions about their timetable orally. e.g. How often do you have math lessons? When do you have those lessons?</p> <p>T uses these structures to ask and answer about other subjects</p> <p>T invites Ss to write sentences about their timetable.</p>	<p>Ss complete the timetable with the data from their schedule.</p> <p>Ss answer questions about the frequency of attending their subjects.</p> <p>Ss write sentences about their timetable.</p>	<p>T monitors the activity.</p> <p>T facilitates and monitors the activity.</p> <p>T monitors and intervenes only if students request it.</p>
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**Follow up:**

**Theme:** Hello

**Topic:** Places in school.

**Aims:**

- to describe the way in which different places are located in the school.
- to lower Ss' affective filter by asking Ss to work with a topic familiar to them (their own school).
- to reinforce Ss' reading skills by asking them to read a brief description of the school.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class writing on the board unscrambled names of subjects. T asks Ss to stand up and unscramble the subjects on the board.</p>	<p>Ss go to the board and unscramble the subjects-</p>	<p>T monitors that Ss remember the subjects from the previous class.</p>
<p><b>Transition: In every school there are specific places to teach specific subjects. For example, where do we go to perform an experiment? We go to the laboratory.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T tells Ss that Emma, Lua and Nico are walking around the school. T provides Ss with pictures and names. T asks Ss to write the name under the correct picture.</p> 	<p>Ss write the names of the places next to the pictures,</p>	<p>T acts as a facilitator providing Ss with necessary vocabulary.</p>
<p><b>Transition: Two of the places didn't have an image. Can you draw it?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to draw the two images missing. T asks Ss to think about their own school and add all the elements present there.</p>	<p>Ss draw the two images missing from the previous activity.</p>	<p>T monitors that Ss draw the missing images.</p>
<p><b>Transition: All places in the school have different purposes.</b></p>			

<p><b>5 (minutes)</b></p>	<p>T tells Ss that Nico, Lua and Emma have a new classmate. They wrote a brief description of the school. T asks Ss to read the description and complete the map.</p>	<p>Ss read the description and complete the map.</p>	<p>T focuses Ss' attention on the text. T monitors and explains possible vocabulary Ss don't understand.</p>
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**Follow up: T asks Ss to draw a map of their school. T asks Ss to write a brief description of their school.**

**Theme:** Hello

**Topic:** Let's communicate.

**Aims:**

- to understand the importance of asking and answering questions effectively.
- to practice pronunciation at the sentence level.
- to practice guided communication.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (10 minutes)</b></p>	<p>T stands at the front of the class and starts talking to the students using Jibbrish.</p> <p>(Jibbrish is an invented language that the teacher uses to communicate. The teacher asks the students some questions that he/she invents. The idea is that Ss don't know how to answer those questions).</p> <p>At the end of the activity T asks Ss what happened during the activity. T gives them 3 options:</p> <ul style="list-style-type: none"> <li>- They did not understand the language.</li> <li>- They could not answer the questions.</li> <li>- They could not communicate.</li> </ul> <p>(The three answers might be correct).</p>	<p>Ss answer to the T's questions.</p> <p>Ss reflect upon the activity and answer to the T's question with the answer they believe as correct.</p>	<p>T performs without giving details. T might explain that he/she is going to talk a new language so Ss understand the activity.</p> <p>T monitors. There are not right or wrong answers here.</p>
<p><b>Transition: So, what do you need to communicate effectively? If I ask you, what's your name? What do you do to communicate?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T says: "You are right! You know how to answer questions."</p> <p>This is what the characters</p>		

	<p>say in this lesson:</p> <p>To communicate in English it is important to know how to answer questions. These are some questions and answers we use all the time. Challenge! Match the questions with the answers.</p> <p>T invites Ss to look at the column on the left (just the questions) and see if they can answer those questions.</p> <p>A. What's your name? B. Who is he? C. What's the weather like? D. How are you? E. What day is it today?</p> <p>T asks Ss to look at the column on the right (the answers) and match the questions with the answers.</p> <p>1- I am fine, thank you! 2- It's Monday. 3- My name is Peter. 4- It's cloudy and rainy. 5- He is John.</p>	<p>Ss look at the column on the left and answer the questions without paying attention to the answers.</p> <p>Ss read the answers of the column on the right and match the answers to the questions.</p>	<p>T encourages Ss to answer the questions without looking at the answers.</p> <p>T monitors the activity and corrects orally.</p>
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**Transition: To know how to pronounce is also important in order to communicate. Let's practice**

<p><b>5 (minutes)</b></p>	<p>T practices pronunciation. One way to practice is to drill and chain drill. It is important to make Ss realize that not all the words are stressed in the same way in English. For example</p> <p><b>What</b> 's your <b>name</b>? (only the ones in bold are stressed) <b>Who</b> is <b>he</b>? <b>What's</b> the <b>weather</b> like?</p>	<p>Ss repeat and follow the teacher in the way he/she is practicing pronunciation.</p>	<p>T models pronunciation and helps Ss understand how to pronounce the questions.</p>
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	<p><b>How are you?</b> What <b>day</b> is it <b>today</b>?</p>		
<p><b>Transition: Now, it's time for you to practice in pairs.</b></p>			
<p><b>15 (minutes)</b></p>	<p>T asks Ss to pair up and practice the questions and the partner answers to them.</p> <p>T asks Ss to switch roles.</p> <p>T proposes a new activity in which Ss move around and they ask one question to a classmate and the classmate has to answer.</p> <p>T asks a couple of volunteers to perform the questions and the answers to all their classmates.</p>	<p>Ss get in pairs and practice the questions and the answers.</p> <p>The S who asked the questions now answers the questions and vice versa.</p> <p>Ss move around and ask the questions to random classmates. Ss can also answer questions they are asked.</p> <p>Two Ss perform the questions and the answers in front of the class.</p>	<p>T monitors Ss and helps if necessary.</p> <p>T monitors and moves around the class. T backs off and intervenes only if asked.</p> <p>T monitors and assesses if necessary.</p>
<p><b>Follow up:</b></p>			

**Theme:** Hello

**Topic:** Our first day of class.

**Aims:**


- To provide Ss with useful elements of communication in L2 through working with everyday expressions.
- To enhance Ss' oral skill.
- To develop Ss' fluency and accuracy in their performance in L2.
- To allow room for Ss to express their feelings and thoughts, in this case in a well-known situation for them, a first day of lessons.



Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b></p> <p><b>10 (minutes)</b></p>	<p>T asks Ss about common feelings and attitudes they remember from a typical first day of classes.</p>	<p>Ss talks about what they feel and what they usually do in a first day of class.</p>	<p>T tries to hook Ss' attention.</p> <p>T cover up emotions Ss may feel on a special day like a first day of lessons.</p>
<p><b>Transition: One of the most common activities on a first day of lessons is to call the roll. Do you agree?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to focus on the moment of calling the roll. T asks Ss what they think about the different goals for calling the roll.</p> <p>T asks Ss to have a look at the maroon Teacher's roll, and identify the names of Lua, Nico and Emma's classmates.</p>	<p>SS express their ideas about what they think about the different goals for calling the roll.</p> <p>For ex: getting to know each other's name, promoting an environment of confidence.</p> <p>Ss identify Lua, Nico and Emma on the roll. Then they try to guess who the other members of the group are.</p>	<p>To develop Ss' critical thinking through the use of triggering questions.</p> <p>To promote interaction among Ss while guessing the probable name of each category</p>



**Transition: T asks Ss to pay attention to how Lua, Nico, Emma and their classmates answer the roll.**

<p><b>5 (minutes)</b></p>	<p>T analyses one expression at a time</p> <ul style="list-style-type: none"> <li>● Hello!</li> <li>● HI!</li> <li>● What's up?</li> <li>● How do you do?</li> <li>● HI. I'm...</li> <li>● My name is...</li> <li>● I'm called...</li> </ul>  <p>T puts forward a chorus repetition</p>	<p>Ss mentions what they know about those expressions and their doubts.</p> <p>Ss listen and repeat those different expressions.</p>	<p>T raises awareness of the form and use of the different expressions.</p> <p>T helps Ss develop their use of English both in terms of accuracy and fluency.</p>
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**Transition: T asks Ss if there are similarities or differences with how they answer the roll.**

<p><b>15 (minutes)</b></p>	<p>T asks Ss to work in pairs and choose two members of the class and make up a first-day-of-classes dialogue.</p> <p>Then, T asks Ss to read their dialogues aloud.</p>	<p>Ss, working in pairs, choose two members of the class and make up a first-day-of-classes dialogue.</p> <p>Ss read aloud their productions.</p>	<p>To provide Ss with an opportunity to express their ideas and develop their accuracy and fluency abilities</p>
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**Follow up:**

**T explains the use of “the facebook” when finishing High School, or College.**

**T asks Ss to create “the facebook of the group”**




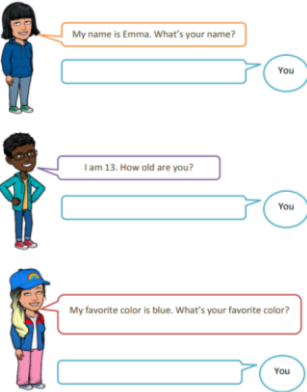
Theme: Hello

Topic: Introducing myself.


**Aims:**

- To provide Ss with tools to introduce themselves.
- To help Ss gain confidence while communicating ideas in L2.
- To foster collaboration among Ss through pair work activities.

Stage	T's action	Ss' actions	Assessment				
<p><b>Uncovering the topic of the lesson</b> <b>10 (minutes)</b></p>	<p>T draws on the board a rectangle with 4 squares and steaks in it some pictures about personal information: Example:</p> <table border="1" data-bbox="355 947 700 1328"> <tr> <td data-bbox="355 947 528 1137">an important number in his/her life</td> <td data-bbox="528 947 700 1137">his/her age</td> </tr> <tr> <td data-bbox="355 1137 528 1328">his/her favorite colour</td> <td data-bbox="528 1137 700 1328">an important date</td> </tr> </table> <p>T asks Ss to guess what these images might mean.</p>	an important number in his/her life	his/her age	his/her favorite colour	an important date	<div data-bbox="799 947 1075 1238" style="text-align: center;">  </div> <p>Ss guess what kind of personal information those pictures represent for their T</p>	<p>T hook Ss' attention by means of a visual aid.</p> <p>T fosters Ss' participation.</p>
an important number in his/her life	his/her age						
his/her favorite colour	an important date						
<p><b>Transition: T tells Ss they are going to work on specific details about how to ask and answer questions related to personal information.</b></p>							
<p><b>5 (minutes)</b></p>	<p>T asks Ss to identify which questions from the lesson on #LivingUy1 can be applied to the square from the previous activity.</p>	<p>Ss compare the questions from this activity to the activity from the previous stage.</p>	<p>T promotes an environment of collaborative work.</p>				

	<p>Look at Nico, Lua and Emma and answer their questions.</p>  <ul style="list-style-type: none"> <li>- What's your name?</li> <li>- How old are you?</li> <li>- What's your favourite school?</li> </ul> <p>T asks Ss to work in pairs and read and complete Emma Nico's questions.</p>	<p>Ss answers personal questions from the activity on #LivingUy.</p>	<p>T fosters Ss' cooperative work among Ss.</p>
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**Transition: T Now it's your turn! Let's see what you can say about you.**

<p><b>15 (minutes)</b></p>	<p>T asks Ss to keep on working in pairs, and imagine they have talked with Nico Lua and Emma. Ss have to use the chart presented by Emma to write a paragraph about themselves.</p>	<p>Ss use the chart on #LivingUy1 presented by Emma to write a paragraph about themselves.</p> 	<p>T monitors Ss' work providing them with help only if necessary.</p>
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**Transition: T explains that an important way for learning is through feedback from their classmates.**

<p><b>10 (minutes)</b></p>	<p>T asks Ss to compare their pieces of writing with his/her pair and identify similarities and differences.</p>	<p>Ss identify similarities and differences in their pieces of writing.</p>	<p>T fosters a bidirectional feedback activity.</p>
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**Follow up:**

**Ss prepare a "presentation square". They exchange squares at random and try to discover who each square is about, making guesses from the pictures in it.**

**Theme:** Hello

**Topic:** Getting to know Nico.

**Aims:**

- To develop Ss' oracy skills by asking them to say predictions to guess the name of the character.
- To develop Ss' writing skills by writing sentences about the things they have in common and the things they don't have in common with Nico.
- To reinforce Ss' writing skills by asking them to write about their personal information.
- To reinforce Ss' reading skills by asking them to identify new information on a text.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	<p>T gives Ss some clues and asks Ss to make predictions saying who the character is.</p> <p>Clues:</p> <p>This person: lives in a crowded city. has divorced parents. has two houses. has got an aunt.</p> <p>S.O.S box.</p> <p>It must be .... because he/she likes ... It can be ... because he/she lives in ... It can't be .... because he/she isn't ...</p>	<p>Ss listen to some clues carefully and make predictions saying who the character is.</p> <p>Ss use an S.O.S box to say their predictions.</p>	<p>T fosters Ss' participation.</p> <p>T acts as a facilitator by eliciting vocabulary Ss may need.</p>
<b>Transition: You were right! The mysterious character was Nico!</b>			
<b>10 (minutes)</b>	<p>T gives Ss a paragraph with more information about Nico.</p> <p>T asks Ss to underline the new information.</p> <p>T asks Ss to find one similarity and one difference between them and Nico.</p>	<p>Ss read a paragraph about Nico and underline the new information.</p> <p>Ss find one similarity and one difference between each other.</p> <p>Ss use some useful</p>	<p>T promotes Ss' work.</p> <p>T acts as a facilitator by eliciting vocabulary.</p>

	<p>T asks Ss to write the similarities and the differences on their notebooks.</p> <p>T gives Ss useful expressions:</p> <p>We both like/live/have ...  He has .... but I have ...  He likes ... but I like ...</p>	<p>expressions to write the similarities and the differences between each other.</p>	
<p><b>Transition: Nico introduced himself, now it's time for you to do the same.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T gives Ss a chart to complete with their personal information.</p> <p>The chart contains some pictures to help Ss understand the information they need to include.</p>	<p>Ss complete a chart with their personal information.</p> <p>Ss look at some given pictures to understand the information they need to include.</p>	<p>T monitors Ss work, trying to let Ss work independently.</p>
<p><b>Transition: Nico knows all his classmates' names. What about you? Do you know all your classmates? Let's see how much you know about them.</b></p>			
<p><b>5 (minutes)</b></p>	<p>T asks Ss to sit in a circle.</p> <p>T asks Ss to say the name and two more things about the classmate who is sitting next to him/her.</p> <p>His/her name is ...  He/ she is ... years old.  He/she lives in ...  His/ her favourite food is ...</p>	<p>Ss sit in a circle and say the name and two more things about the classmate who is sitting next to him/her.</p>	<p>T fosters Ss' participation.</p>
<p><b>Follow up: T asks Ss to write some personal questions they would like to ask to their classmates.</b></p>			

Theme: Hello

Topic: Getting to know your partner.



Aims:

- To work on personal presentations.
- To reinforce and develop speaking and listening skills by asking Ss to work in pairs to complete information about their classmates.
- To work cooperatively as Ss need information that their classmates have gathered to complete a new activity.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	T starts the class asking randomly What is your name? Do you have a nickname? What's your nickname? When is your birthday? What is your favourite colour? What is your favourite number?	Ss answer T's questions.	T checks that Ss understand the questions and are able to answer them.
<b>Transition: Now, it's time to learn more about our classmates.</b>			
<b>10 (minutes)</b>	T asks Ss to get in pairs and complete the chart.	Ss get in pairs. First, student A asks questions and student B answers. Then, they change roles.	T monitors grouping. T acts as a facilitator in case Ss need help with vocabulary.
<b>Transition: Now, we all have information about one classmate.</b>			
<b>10 (minutes)</b>	T provides Ss with a model (T can stick a paper with the model on the board) T and Ss read the model. T asks Ss to complete the model with the information gathered in the previous activity.	Ss read the model. Ss complete the model with the information from the previous activity.	T checks that Ss understand the model and complete it with the correct information.

Hello! My name is ( ..... ). I will introduce my friend to you.  
 This is my partner. His/Her name is ( ..... ).  
 You can call him/her ( ..... ). His/Her birthday is on  
 ( ..... ). His/her favourite colour is ( ..... ) and  
 his/her favourite number is ( ..... ).

Introduce your classmate to the rest of the group.



**Transition: Let's introduce our classmates to the rest of the class.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to introduce their classmates to the rest of the class.</p>	<p>Ss listen to their classmates' presentations.</p>	<p>T monitors Ss' participation.</p>
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**Follow up: T asks Ss to exchange notebooks. T tells Ss that Student A and Student B need to work with Student C' and D's notebooks. T asks Ss to read the notes and complete the paper garlands. (paper chain people)**

**Theme:** Hello

**Topic:** 10. This is our classroom.


**Aims:**

- to use model writing to describe pictures.
- to use there is and there are freely.
- to use the hydrating sentences technique to turn simple sentences into more complex ones.
- to promote observation and contextualization by using their own classroom as a model.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>10 (minutes)</b></p>	<p>T asks Ss to look around the classroom.</p> <p>T asks them to write 3 objects that they can see in it. T encourages Ss to write in English. IF they don't know how to write it, find it on the Internet.</p> <p>After a couple of minutes, T writes two beginnings of sentences on the board.</p> <p>In our classroom, there is a... In our classroom, there are...</p> <p>T tells Ss they have 3 minutes to run and write their findings under the corresponding sentence. They cannot repeat what others have already written.</p>	<p>Ss observe what they can find in the classroom.</p> <p>Ss write three objects in 3 minutes. They can use the Internet to find the words in English.</p> <p>Ss look at the board and understand the two sentences.</p> <p>Ss go write their objects under the corresponding column unless someone else has already written them.</p>	<p>T encourages Ss to observe.</p> <p>T monitors the activity and helps them use the resources to find the English words.</p> <p>T explains the meaning of the two sentences with an example.</p> <p>T monitors and encourages Ss' participation.</p>
<p><b>Transition: Great! Let's see what we have in our classroom.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T invites Ss to share what they have written on the board.</p> <p>e.g. In our classroom, there is a whiteboard. In our classroom, there are desks.</p> <p>(At this point, T can help Ss make the sentences more</p>	<p>Ss share their observations</p> <p>Ss make their sentences more complex.</p>	<p>T monitors and facilitates the activity.</p> <p>T helps Ss enhance their writing skills by using</p>

	omplex. For example, Is our whiteboard big or small? OK. In our classroom, there is a big whiteboard.		he hydrating sentences technique.
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**Transition: Wonderful, let's have a look at Emma's classroom.**

<b>5 (minutes)</b>	T asks Ss to look at the first picture in the manual and describe it.  	Ss describe the picture using there is and there are.	T encourages participation and assesses when necessary.
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**Transition: Great! and Where is the backpack? Where is the book? Where is the glue? Where is the eraser? Where is the pencil? Where is the ruler?**

<b>15 (minutes)</b>	<p>For this activity they need the prepositions on, next to and between. T gives three examples.</p> <p>Where is the glue? The glue is on the table. The glue is next to the copybook. The glue is between the copybook and the backpack</p> <p>(These three sentences can be an example and model for the students)</p> <p>T encourages description of the objects orally.</p> <p>During the break, someone moved the things. Compare picture A and picture B. Look at Emma's sentence.</p> <p><small>In pic A there is an eraser on the table, in pic B there is an eraser on the chair.</small></p> <p>T encourages Ss to find the differences between picture A and B.</p>	<p>Ss answer to the question the teacher makes and they copy the sentences on the board.</p> <p>Ss describe the picture orally.</p> <p>Ss look at Emma's sentence and use it as a model to keep on comparing picture A and picture B. Ss write their answers.</p>	<p>T provides Ss with a model of the use of the prepositions so Ss deduce how to use them.</p> <p>T facilitates the activity.</p> <p>T monitors while students write and corrects the activity orally.</p>
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**Follow up:**




Theme : Hello

# Guessing game!

Topic: Playing in the English lesson.

**Aims:**

- To provide Ss with an opportunity for learning through ludic activities.
- To enhance Ss' command of language.
- To enhance Ss' oral skill.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 10 (minutes)</b>	T asks Ss about the common games they usually play and register Ss' ideas on the board.	Ss talk about what they play or like playing.	T fosters Ss' participation.
<b>Transition:</b> T invites Ss to play a game.			
<b>10 (minutes)</b>	He/She shows Ss a bag with different objects, and asks Ss to take turns to go to the front. Each St has to touch an object in the bag and describe it for the rest of the class. 	One St at a time goes to the front and describes one object from the T's bag.  Ss may use expressions like: <ul style="list-style-type: none"><li>● It is big /</li><li>● It is small.</li><li>● It seems to be (fruit).</li><li>● I think you can eat it.</li></ul>	To enhance Ss' oral skill.  T promotes a ludic learning environment through ludic activities.
<b>Transition:</b> T asks Ss to register what they guess as a way of generating a ludic sense to the activity.			
<b>15 (minutes)</b>	T asks Ss to register the objects they guess and what the other groups guess on the chart from #LivingUy	Ss register the objects they guess and what the other groups guess on the chart from #LivingUy	T makes sure every Ss is participating in the activity.

Write the objects your group and the other group guesses.

Your group	The other group

**Follow up:**

Ss, working in groups, prepare some thematic “Pandora boxes”.

Each group chooses a category of objects to include in the box.

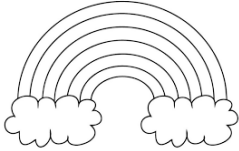


They keep the boxes in the classroom in order to play describing guessing games every class they have some minutes left, or when they and the T consider it relevant.

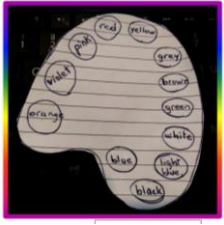
**Theme:** Hello

**Topic:** Look at the different colours.

**Aims:**

- To provide Ss with elements to increase their communication skills in L2.
- To enhance Ss' oral skill.
- To promote a collaborative working environment through pair and group activities.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (10 mins)</b></p>	<p>T shows the drawing of a non-painted rainbow and elicits from Ss its colours.</p>  <p>T rephrases in English the colours in case Ss name them in L1.</p>	<p>Ss name the different colours from the rainbow.</p> 	<p>T hooks Ss' attention.</p> <p>T runs a smooth transition from L1 into L2, while naming the colours.</p>
<p><b>Transition: T Let's see how many colors we can identify.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T works with the stars from the lesson "Look at the different colors" in #LivingUy1</p>  <p>T names the number in each star and Ss name the colour of the star. In some of the stars T names its colour, and Ss name the number.</p>	<p>Ss work with some color stars</p> <p>Ss name a colour or a number, according to Ss directions.</p>	<p>T monitors Ss' work</p> <p>T works colours at both levels, recognizing them, and naming them.</p>
<p><b>Transition: T asks Ss if they know what a palette of colors is, and who usually uses it.</b></p>			
<p><b>5 (minutes)</b></p>	<p>T asks Ss to work with a palette of colors.</p>	<p>Ss identify objects for each colour on the palette of</p>	<p>T presents the activity as a ludic challenge for</p>

		colours.	Ss.
	Ss have to find objects for each colour. then they have to write True sentences.		T encourages Ss to be as creative as possible.

**Transition:** T asks Ss to exchange ideas and get feedback from each other.

<b>15 (minutes)</b>	T asks Ss to work in pairs asking each other about the colours of the objects from the previous activity.	Ss ask his/her classmate about the colours of the objects from the previous activity.	To foster Ss' oral skill. To promote interaction among Ss.
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**Follow up:**

**Ss create some billboards for the classroom, taking into account peripheral learning.**

**They have to paint some landscapes or sceneries, point and name the colours.**

**For example:**

- ✓ a stormy day
- ✓ a sunny wood
- ✓ a fruit salad
- ✓ a garden

**Theme:** Hello

**Topic:** Classroom language.

**Aims:**

- To foster collaborative works by letting Ss work on the creation of different signs.
- To practice and reinforce Ss' pronunciation by asking them to repeat the new expressions.
- To motivate Ss while working with different visual aids.
- To work with kinesthetic Ss by asking them to recreate different situations while using classroom language.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (8 minutes)</b>	<p>Lua is learning to communicate in the classroom but she finds it hard. She thinks she needs to practice a lot. T tells Ss that it is really important to try to communicate in English in the class.</p> <p>T shows Ss different flashcards with pictures about classroom language.</p> <p>T sticks the pictures on the board and writes the classroom language.</p> <p>T asks Ss to repeat after her.</p>	<p>Ss look at different flashcards and pay attention while the teacher teaches the vocabulary.</p> <p>Ss repeat after the T.</p>	<p>T monitors Ss' pronunciation.</p>
<b>Transition: Lua likes acting and she believes that acting is a good way to learn all the expressions.</b>			
<b>10 (minutes)</b>	<p>T gives Ss strips of paper with different situations.</p> <p>T asks Ss to recreate different situations while using classroom language.</p>	<p>Ss are given different strips of paper with different situations.</p> <p>Ss recreate different situations while using classroom language.</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may need.</p>

**Transition: Lua believes another good idea to help you remember the new expressions is by creating posters so you can see them while you are working.**

<b>15 (minutes)</b>	<p>T asks Ss to get in pairs.</p> <p>T tells Ss that they are going to create signs with vocabulary about classroom language. T tells Ss that they can draw and be as creative as they want.</p> <p>T gives Ss material to create the signs.</p>	<p>Ss get in pairs.</p> <p>Ss create signs with vocabulary about classroom language.</p> <p>Ss can draw and be as creative as they want.</p> <p>Ss are given material to create the signs.</p>	<p>T acts as a facilitator and monitors the pairs.</p>
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**Transition: Now it's time to share your signs with the rest of the class.**

<b>5 (minutes)</b>	<p>T and Ss stick the signs all over the classroom.</p>	<p>Ss and T stick the signs all over the classroom.</p>	<p>T monitors Ss work, trying to let Ss work independently.</p>
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**Follow up:**


Theme: Hello

Topic: 14. Feeling good.


Aims:

- to work with “The feeling good chain”
- to work with SEL by asking Ss to use adjectives and emojis to express different feelings.
- To provide Ss with an opportunity to work with feelings and emotions.

Stage	T’s action	Ss’ actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T asks Ss to pay attention to the image.            T asks: Who are they?            What are they doing?            What does the teacher ask?            What do Emma, Lua and Nico answer?</p> 	<p>Ss pay attention to the picture and answer the questions.</p>	<p>T monitors that Ss are able to answer the questions.</p>
<p><b>Transition: The way in which we act can affect others. Nico, Lua, Emma and Mrs Pérez are working with “The feeling good chain”. Let’s create our own chain.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to stand up and make their own chain.            T explains they can use words such as <i>great, wonderful, OK, terrific, good.</i></p>	<p>Ss stand up and perform “The feeling good chain.”</p>	<p>T leads Ss to pay special attention to the rest of their classmates.</p>
<p><b>Transition: The feeling good chain is about feelings. How do you feel today?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to think about the way in which they feel.            T asks Ss to look at the emojis.            Can Ss connect to one of the feelings?            Are there any feelings missing?            T tells Ss they can draw the emojis related to their feelings.            T asks Ss to complete the sentence: Today, I feel....</p>	<p>Ss think about the way in which they feel.            Ss look at the emojis.            Ss complete: Today I feel...</p>	<p>T accepts all answers.            T encourages Ss to express the way in which they feel and monitors that all Ss listen in a respectful way.</p>

	<p><i>How do you feel today?</i></p>  <p>Today, I feel .</p>		
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**Transition:** Some of the words from the previous activity refer to physical feelings, for example, tired and hungry. Other words relate to emotional feelings, such as excited and angry.

<p><b>5 (minutes)</b></p>	<p>T asks Ss to think about the reasons why they feel in different ways. T asks Ss to write sentences about their feelings.</p>	<p>Ss think about their feelings and why they feel in that way. Ss write sentences.  Ss can refer to the examples.</p> <div data-bbox="758 705 885 817" style="border: 1px solid gray; padding: 5px; width: fit-content;"> <p>Write sentences about your feelings today. e.g. Today, I feel great! I love school and I love my classmates.</p> </div> 	<p>T acts as a facilitator in case Ss need help with specific vocabulary.</p>
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**Follow up:**

T asks Ss to choose one of the sentences from the previous activity. T asks Ss to prepare a drawing that integrates an emoji together with a sentence. T asks Ss to share their drawings if they are willing to.



**Theme:** Hello

**Topic:** Emotions can be perceived on your face.

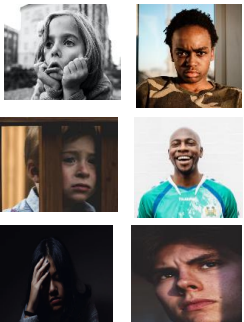
**Aims:**

-To reinforce Ss' writing skills by asking them to describe people's feelings and emotions by looking at some pictures.

To develop Ss' writing skills by describing Lua and their own faces.

- To motivate Ss by working with different visual aids.

- To foster a safe and friendly environment for Ss to express their opinions.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	<p>Nico believes that we can all recognize basic emotions, such as happiness, sadness or anger, when looking at other faces. Do you agree?</p> <p>T asks Ss what feelings and emotions they can recognize by looking at other people's faces.</p> <p>T writes the feelings and emotions on the board.</p>	<p>Ss say if they agree with Nico or not.</p> <p>Ss say the feelings and emotions they can recognize by looking at other people's faces.</p>	<p>T monitors Ss' oral participation.</p>
<b>Transition: Nico wants to know if you are good at reading people's faces.</b>			
<b>15 (minutes)</b>	<p>T shows Ss pictures of different people's faces and asks them to predict how the people feel.</p> <p>T asks Ss to write sentences in their notebooks.</p> 	<p>Ss look at different pictures of different people's faces and predict how the people feel.</p> <p>Ss write sentences in their notebooks.</p>	<p>T provides Ss with useful chunks of language to make Ss' oral work to flow as fluent as possible.</p> <p>T monitors and facilitates the activity.</p>

	<p>T gives Ss useful expressions.</p> <p>I believe he/she feels ... In my opinion he/she is ... I think he/she feels...</p> <p>T corrects the activity orally.</p>	<p>Ss take turns to read their sentences.</p>	
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**Transition: Nico believes that people's eyes are the mirror of their souls. Do you think it is true? Are there any parts of the face that can show us people's souls?**

<b>10 (minutes)</b>	<p>T asks Ss to look at Lua's photo and say how she feels.</p> <p>T asks Ss to use the given words to label the different parts of her face.</p> <p>T gives Ss an S.O.S box with useful vocabulary to describe someone's face.</p> <p>T asks Ss to describe Lua's face.</p>	<p>Ss look at Lua's photo and say how she feels.</p> <p>Ss label the parts of her face.</p> <p>Ss describe Lua's face using the given vocabulary.</p>	<p>T monitors and elicits some words when Ss get stuck.</p> <p>T provides Ss with help, in forming the sentences, just if necessary. The idea is to promote Ss' independence.</p>
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**Transition: Now that you have labeled and described Lua's face I would like you to describe your own face.**

<b>7 (minutes)</b>	<p>T asks Ss to write sentences describing their own faces.</p> <p>T asks Ss to give her/him the descriptions.</p> <p>T reads the descriptions loud and asks Ss to guess the name of the classmate which the description belongs to.</p> <p>T gives Ss useful expressions:</p> <p>I think it is ... In my opinion it is ...</p>	<p>Ss write sentences describing their own faces.</p> <p>Ss give the descriptions to the T.</p> <p>Ss listen to the descriptions and try to guess the name of the classmate which the description belongs to.</p>	<p>T checks instructions asking one of the Ss to rephrase / clarify what is expected from them at this stage</p> <p>T hammers on the idea of the S.O.S. box as a useful tool for Ss to express their opinions.</p>
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**Follow up: T asks Ss to describe a family member. Ss can bring a picture or a drawing.**

Theme: Hello

Topic: 16. Guess the character.

**Aims:**

- to reinforce writing and listening skills by asking Ss to write two descriptions and listen to their classmates to identify one of them.
- to lower Ss' affective filter by giving Ss an opportunity to describe themselves.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (10 minutes)</b></p>	<p>T starts the class showing an image of Nico.            T elicits information to describe Nico.            What colour is his hair? Does he wear glasses? Does he have long or short hair?            What colour are his eyes?</p> 	<p>Ss answer questions orally.</p>	<p>T monitors oral participation.</p>
<p><b>Transition: There are two new classmates in the class. Let's meet them.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to read the descriptions of Michael and Caroline.            After they read it all together, T asks Ss to draw their faces.</p>		
<p><b>Transition: Now, it's time to draw yourselves.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to draw themselves on the mirror.            (In case Ss are not willing to draw, T can ask Ss to bring a picture for H/W in the previous class.)            T asks Ss to write a brief description of themselves.</p>	<p>Ss draw themselves on the mirror.            Ss write a brief desc</p>	<p>T encourages Ss to draw themselves</p>
<p><b>Transition: Imagine you have to describe one of your classmates to Michael and Caroline.</b></p>			

<b>5 (minutes)</b>	T puts all the names of the Ss in a bag. T asks Ss to get one paper with a name. T asks Ss to write a brief description of their classmate.	Ss take out the name of one of their classmates from a bag. Ss write a brief description of their classmate.	T acts as a facilitator helping Ss with new vocabulary. T makes sure that Ss write the descriptions in the appropriate way.
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**Follow up: T asks Ss to read their descriptions while the rest of the class guesses who they refer to.**

# #LivingUruguay 1

## LESSON PLANS

### UNIT 2

### Myself

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

- ✓ recognize types of houses by reading and listening to different descriptions.
- ✓ name rooms in a house.
- ✓ describe your house. describe your ideal bedroom.
- ✓ name objects in a bedroom and refer to their location.
- ✓ organize new vocabulary by creating a picture dictionary.
- ✓ reflect and talk about your favorite toy from your childhood.
- ✓ get acquainted with vocabulary related to clothing.
- ✓ distinguish between winter and summer clothes.
- ✓ describe your and your partners' outfits.
- ✓ express preferences towards clothing items.

Theme: Myself


Topic: My house, my home.

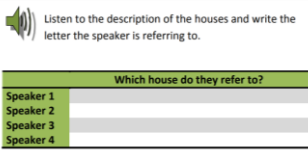
## My house, my home.

Aims:



- To enhance Ss' command of L2 language.
- To increase Ss' command of vocabulary, in this case related to houses and home.
- To provide Ss with an opportunity to express their ideas and feelings.
- To provide Ss with more tools to express themselves while using L2.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T asks Ss about the difference between the words <i>house</i> and <i>home</i> appealing to Ss' sensitive opinions.	Ss express their ideas about the difference between those words.	T fosters Ss' participation.  T allows room for Ss using L1 if necessary focusing on fluency and Ss' feelings.
<b>Transition: T explains that Emma, Nico and Lua are working with types of houses.</b>			
<b>5 (minutes)</b>	T shows the picture of five houses. (#LivingUruguay1 - page 32) and sticks seven notes on the board. Five notes with the houses' names and two notes with words that are not related to the content of the activity (ex: curtain - garden)  T asks Ss to identify the type of house with their names.	Ss name the types of houses they can identify.    Ss use the notes on the board as a help for their oral work.	T and Ss focus on <i>types of houses</i> going over <i>home</i> in the following activities.  In case Ss say the names of the houses in Spanish, T translates them into English and asks Ss to say it in L2.  T encourages Ss to use the notes from the board as a help.
<b>Transition: T explains that they are going to work with a listening activity about different types of houses.</b>			
<b>10 (minutes)</b>	T tells Ss they are going to listen to five people talking about different types of houses.  T asks Ss to match each speaker's description with one type of house.	Ss read the tapescript on the following page and check their answers.	T fosters an appropriate working environment.  T reminds Ss that it's not necessary to understand every section of the listening

	<p>Then T asks Ss to check their answers while reading to the tapescript on the following page.</p>	 <p>Listen to the description of the houses and write the letter the speaker is referring to.</p> <p>Which house do they refer to?</p> <p>Speaker 1 _____</p> <p>Speaker 2 _____</p> <p>Speaker 3 _____</p> <p>Speaker 4 _____</p>	<p>audio, but the general idea.</p> <p>T plays the audio as many times as necessary.</p>
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**Transition: T invites Ss to go over the warming up questions about the differences and similarities between house and home.**

<p><b>10 (minutes)</b></p>	<p>T asks Ss whether their ideas about the difference between house and home have changed or not.</p> <p>T asks Ss what a home means for them.</p>	<p>Ss make comments about whether their ideas have changed or not.</p> <p>Ss express their ideas about what a home means for them.</p>	<p>T fosters Ss' participation.</p> <p>T reminds Ss that in this case there are no right or wrong answers, focusing on Ss feelings rather than on Ss' linguistic ideas.</p>
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**Follow up: Ss work in groups and create a model of a neighborhood. Each student in the group chooses one type of house to recreate it.**

**Theme:** Myself

**Topic:** Rooms in a house

**Aims:**

- To activate Ss' prior knowledge about different types of houses.
- To lower Ss' affective filters by working with material from a previous lesson.
- To use the scanning and skimming reading strategies to enhance Ss' reading competence by means of a text about types of houses.
- To develop Ss' writing skills by writing a description about their houses.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	Teacher sticks on the board pictures of different types of houses and asks Ss if they remember their names.	Students look at pictures of different types of houses and name the ones they remember.	T monitors Ss' answers and elicits vocabulary if it's necessary.  T guides Ss participation trying to foster all Ss' participation.
<b>Transition: Nico is doing his English homework and needs to read the description about the houses to find rooms/parts of the house. Help him do it!</b>			
<b>10 (minutes)</b>	T asks Ss to read the text rapidly in order to get a general idea of it.  T asks Ss to scan the text to find rooms/parts of the house.  T asks Ss to use a highlighter to identify the rooms/parts of the house.        T corrects the activity orally.	Ss skim the text to have a general idea just in case they don't remember what the text was about.  Ss scan the text to find rooms/parts of the house.    Ss use a highlighter to identify the rooms/parts of the house.    Ss correct the activity orally.	T acts as a facilitator by eliciting vocabulary Ss may not remember,



	Emma is also learning the different parts of the house. Help her match the parts of the house with the right definition.	Ss read some definitions about parts of the house and help Emma match the definitions with the parts of the house.	
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**Transition: Nico is really tired and he doesn't remember anything about the text. Help him find the information he needs.**

<b>10 (minutes)</b>	T asks Ss to read the text one more time and help Nico answer the questions.  T corrects the activity on the board.	Ss read the text one more time to help Nico answer some questions.  Ss correct the activity on the board.	T monitors while Ss are working on the reading comprehension activity.
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**Transition: Nico and Emma would like to know about your house.**

<b>5 (minutes)</b>	T asks Ss to write some ideas about their houses.  T gives Ss some prompts to complete.  My house is ... In my house there is ... In my house there are... In my house there isn't a/an...	Ss use some given prompts to complete with information about their houses.	T monitors how Ss deal with the writing task.
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**Follow up: T asks Ss to write a paragraph describing their houses and include a picture or drawing of the house. Ss can present their descriptions by means of a poster.**

Topic: 3. This is my house

Aims:

- to promote writing skills by describing the place where they live.
- to use a bubble thinking map to help them write.
- to use peer correction to assess students' writing primarily.
- to use iconic support to check understanding of Ss' writing.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T draws two pictures. One picture of a house and the other picture of a flat.</p> <p>T asks to name each of them and say the rooms there are in each one. T writes the Ss' answers around the drawings.</p> <p>T asks: Is there a garden in a flat? Is there an elevator in a house?</p>	<p>Ss pay attention to the pictures that the teacher draws.</p> <p>Ss say rooms that they may find in each of the two places.</p> <p>Ss answer the questions.</p>	<p>T talks while drawing and creates some suspense.</p> <p>T facilitates and if students don't know a word, T tells him/her the counterpart in English.</p> <p>T elicits the difference.</p>

**Transition: OK. In previous lessons we talked about both types of housing. Go back to the description of a flat at the beginning of the unit.**

<p><b>10 (minutes)</b></p>	<p>T invites Ss to read the text</p> <div data-bbox="331 1332 651 1429" style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>This is a block of flats. The buildings are different, some are higher than others and they are painted with a variety of colours. The highest is orange and its roof is green. In this building the flats are small. In each one there are two bedrooms, a kitchen, a bathroom and a small living room. It hasn't got a balcony or a dining room.</p> </div> <p>After reading, T asks Ss to tell what the flat has and see if what they said is correct or not.</p> <p>T asks the Ss to have a look at the bubble map</p> <div data-bbox="343 1691 654 1937" style="text-align: center;"> </div> <p>T teaches Ss how to read the sentences from the arms of the schema to the bubbles. E.g. There is a kitchen.</p>	<p>Ss read the text.</p> <p>Ss share their findings aloud and check their predictions.</p> <p>Ss create their own bubble map.</p>	<p>T monitors and facilitates if necessary</p> <p>T monitors the activity and probes if necessary.</p> <p>T monitors and facilitates if necessary.</p>
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**Transition: Now it's time to know about your house or flat.**

<b>10 (minutes)</b>	T invites Ss to draw a map of their house or flat. T can say that they can invent one.  After drawing, T tells Ss to create a bubble map about the house or flat.  Then, T asks Ss to write about it. Ss can use the text as a model.	Ss draw the place where they live.  Ss create a bubble map about the place where they live.  Ss write a short text using the one they have as a model.	T explains and checks instructions. Then monitors the three-step activity without interfering.
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**Transition: Let's share with a classmate. Swap copybooks.**

<b>5 (minutes)</b>	T invites Ss to get in pairs and swap copybooks.  T encourages Ss to read the descriptions, the map and see the drawing and say if everything matches.	Ss swap copybooks  Ss read what their classmate wrote, drew and mapped. They see if everything matches.	T monitors the activity and if time allows asks some Ss to share their descriptions.
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**Follow up:**

**Theme:** Myself

**Topic:** 4. My bedroom is my world.

**Aims:**

- to introduce specific vocabulary of the items in the bedroom.
- to reinforce Ss' writing skills by asking them to write five sentences about their bedrooms.

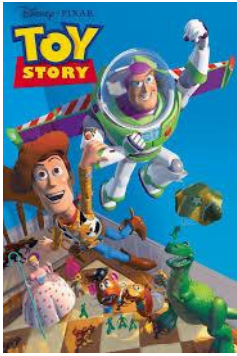
Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T starts the class asking Ss to read what Nico says about his bedroom. T asks Ss: Does Nico have his own bedroom? Is his room big or small? What color are the walls? What type of bed does he have?	Ss read what Nico says. Ss answer T's questions.	T checks that all Ss read and are able to answer.
<b>Transition: In Nico's bedroom, apart from his twin bed, there are more objects.</b>			
<b>10 (minutes)</b>	T asks Ss to draw on their notebooks five items they imagine Nico has in his bedroom. After they draw, T shows them the picture of Nico's object for three seconds. T asks Ss to tick the objects in their lists that coincide with Nico's objects.	Ss draw on their notebooks five objects.  Ss look at the picture and tick the items they have.	T encourages Ss to draw, telling them any drawings are correct for this activity.
<b>Transition: Let's see the names of all the objects in Nico's bedroom.</b>			
<b>10 (minutes)</b>	T asks Ss to match the objects and the names. T conducts the correction on the board.	Ss match objects and names. Ss check from the board.	T monitors that Ss are able to match. T encourages Ss to go to the dictionaries.
<b>Transition: Which of those objects do you have in your bedroom?</b>			
<b>5 (minutes)</b>	T asks Ss to think about the objects they have in their bedrooms. T provides Ss with an example: <i>In my bedroom, there is a rubbish bin.</i>	Ss think about the objects they have in their bedrooms. Ss write five sentences about the objects they have in their bedrooms.	T acts as a facilitator.
<b>Follow up: When you were a kid, did you have a favourite toy? Do you still have it? Do you have it in your bedroom? Get with a pair and share your ideas.</b>			

**Theme:** Myself

**Topic:** Toy Story

**Aims:**

- To enhance Ss' command of the L2 language.
- To foster Ss' skills, specially the listening and reading ones.
- To provide Ss with an opportunity to express their preferences and justify them.
- To work with Ss in a first insight on recycling, an issue that can be retaken on following lessons.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T asks Ss if they are used to watching films or cartoons, and which their favorite film/cartoon is.	Ss talk about their favorite cartoon/film.	T fosters as much Ss' participation as possible.
<b>Transition:</b>			
<b>7 (minutes)</b>	T comments that he/she has noticed that Toy Story is very popular among teens on their age.  T asks Ss to watch the trailer of that movie for the first time without following any activity.  T asks Ss to watch again the trailer focusing on two aspects: - what the story is about. - who/what are the main characters.	  Ss watch the trailer for the first time, with no specific task, just to get familiar with combinations of sounds and images.  Ss watch and listen to the trailer focusing on specific details.	T checks instructions.  T explains that the idea of watching the trailer without task responds to the fact that Ss may not be used to listening, watching and writing at the same time.  T asks Ss to focus on specific details, helping Ss in case it is necessary.
<b>Transition:</b>			
<b>20 (minutes)</b>	T provides Ss with a set of words related to objects that may appear in the trailer, and asks Ss to watch, listen and highlight the objects that are shown.	Ss listen and watch the trailer and highlight the objects that are shown.  T express their ideas and	T checks instructions, asking one of the Ss to paraphrase what they have to do.

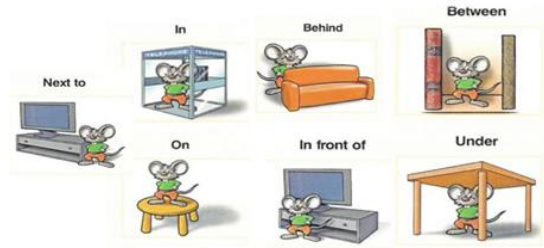
	<p>Then, T checks Ss' predictions in a whole group work.</p> <p>T asks Ss to join in groups of four. He/She plays the trailer and asks Ss to answer some questions.</p> <p>T leads the rounding up of the questions with the whole group.</p>	<p>opinions in a whole group activity.</p> <p>Ss work in groups and answer some questions.</p> <p>Ss work with all their classmates in whole group activity.</p>	<p>T checks instructions, relying on L2 if necessary</p> <p>T allows room for as many Ss participating as possible.</p>
<b>5 (minutes)</b>	T asks Ss what their favourite character is and why.	Ss say what his/her favorite character is orally.	T fosters as much Ss participation as possible.
<p><b>Follow up: Ss use recyclable materials to create the model of one of the movie's characters. For example using bottles, cans, bottles caps, nylon bags.</b></p>			

**Theme:** Myself

**Topic:** 6. My sister's bedroom

**Aims:**


- to lower Ss' affective filter by working with a classmate and with familiar objects.
- to reinforce Ss' reading skills by asking them to identify information from a picture.
- to reinforce and develop Ss' speaking and listening skills.



Note: T can take to the class a reminder of the prepositions of place.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T starts the class telling Ss they have to work with different objects in the classroom.</p> <p>T asks Ss to get in pairs. T asks Ss to move around the class and place five objects in different places.</p> <p>T asks Ss to write five strips of paper describing the movement of the objects.</p> <p>For example: <i>Mara's Geography book is <b>under</b> Pedro's desk. It is usually <b>on</b> Mara's desk. The bin is <b>in</b> the wrong corner. It should be <b>behind</b> the door.</i></p>	<p>Ss get in pairs and move five objects in the classroom.</p> <p>Each pair writes five strips of paper describing the movement of the objects.</p>	<p>T checks instructions.</p> <p>T monitors that Ss behave properly while they are moving around the class.</p>
<p><b>Transition: Let's exchange papers.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to exchange papers. Each pair should follow the instructions given in the strips of paper, while the "owner" of the pair checks that the instructions are followed in the correct way. After each pair finishes, Ss go back to their places.</p>	<p>Each pair exchanges papers, following the instructions they receive.</p>	<p>T acts as a facilitator, helping Ss with necessary vocabulary.</p>

**Transition: Look at this photo! It's a real mess.**

<p><b>10 (minutes)</b></p>	<p>T asks Ss to look at the photograph. T tells Ss it's very difficult for Nico's sister to find things there.</p> <p>T asks Ss to read sentences and answer if they are correct or incorrect according to the picture.</p> <ul style="list-style-type: none"><li>a- There is a notebook on the desk. CORRECT!</li><li>b- b-There is a black book under another book. CORRECT!</li><li>c- There is a paper bin between the desk and the bed.</li><li>d- There is a big toy crayon behind the bed.</li><li>e- There is rubbish in the paper bin.</li><li>f- There is a printer in front of the desk.</li><li>g- here is a night table next to the bed.</li></ul> 	<p>Ss look at the photograph. Ss read the sentences and answer if they are correct or incorrect according to the picture.</p>	<p>T acts as a facilitator in case Ss need help with the vocabulary.</p>
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**Transition: Rooms are difficult to organize. Now, it's time to think about an imaginary bedroom.**

<p><b>5 (minutes)</b></p>	<p>T provides Ss with a drawing of a bedroom and asks Ss to draw five items there.</p>	<p>Ss draw five objects on their papers, and get ready to get in pairs.</p>	<p>T monitors Ss' performance while they are drawing and working in pairs.</p>
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**Follow up: Ss get in pairs again and dictate information for the other Ss to draw.**



**Theme:** Myself

**Topic:** Your ideal room

**Aims:**

- To develop Ss' oracy skills by expressing their opinions about a given picture and by describing it in detail.
- To develop Ss' writing skills by describing their ideal bedrooms.
- To motivate Ss by letting them dream about their ideal bedrooms.
- To develop Ss' listening skills by asking them to pay attention to their classmates' descriptions and draw their bedrooms.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T shows Ss a picture of one of the character's ideal bedroom and asks them to guess whose bedroom it is.  T gives Ss useful expressions.  <i>In my opinion it is Lud's bedroom because ...</i> <i>It can't be Nico's bedroom because...</i> <i>It must be Emma's bedroom because ...</i>	Ss look at a picture of a bedroom and predict whose bedroom it is.	T monitors Ss participation.
<b>Transition: You were right! This is Emma's bedroom. Let's look at the picture and help Emma describe it.</b>			
<b>10 (minutes)</b>	T asks Ss to look at the picture and describe orally what they can see.  T gives Ss some useful expressions  <i>In this picture I can see...</i> <i>This photo shows ...</i> <i>In the background I can see...</i> <i>On the right there is a/an...</i> <i>On the left there is a/an ...</i>	Ss look at Emma's ideal bedroom and describe orally what they can see.  Ss use some given expressions to describe Emma's ideal room.	T monitors Ss' participation and focuses on pronunciation.
<b>Transition: Emma would like to know about your ideal bedroom.</b>			
	T asks Ss to write a	Ss write a description	T acts as a facilitator

<p><b>10 (minutes)</b></p>	<p>description about their ideal bedrooms.</p> <p>T gives Ss some ideas to describe their ideal bedrooms.</p> <p><i>My ideal bedroom should have ... because I really like ...</i></p> <p><i>I want my ideal bedroom to have ... because I love ...</i></p>	<p>about their ideal bedrooms.</p> <p>Ss use some given ideas.</p>	<p>by eliciting vocabulary Ss may need.</p> <p>T provides Ss with some options, in case it is necessary, to foster Ss' writing task.</p>
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**Transition: Now that you have written your descriptions let's share it with a classmate.**

<p><b>5 (minutes)</b></p>	<p>T tells Ss they will do a picture dictation activity.</p> <p>T asks Ss to sit in pairs and take turns to read and draw. While S A reads his/her description, S B draws it.</p>	<p>Ss sit in pairs and take turns to read their descriptions and draw their classmates' descriptions.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p>
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**Follow up: T asks Ss to create their ideal bedroom in a 3d model or a digital model to present it to the rest of the class.**


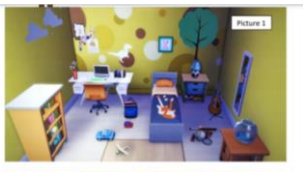
Theme: Myself


## Find the differences

Topic: Find the differences.

**Aims:**

- To foster Ss' speaking skill through a semi-guided oral activity.
- To enhance Ss' critical thinking by propounding an activity in which they will be revising a partner's work, and at the same time his/her work will be checked by a classmate.
- To foster ludic activities as a meaningful way for learning.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	<p>T asks two Ss to go outside the classroom for a while. T and Ss make some changes in the order of the objects in the class. For example moving a chair to a different place.</p> <p>The Ss who were outside the room go back to the class and try to discover what's different in the room.</p>	<p>Ss play either the main activity or the alternative one.</p>	<p>Alternative warm up: T asks two Ss to go outside the classroom and change some issues in their attires. When they go back in, the rest of the group has to discover what the changes were.</p> <p>T tries to make sure that every student participates, in order to hook their attention.</p>
<b>Transition: T explains that they are going to work on a similar game, but in this case using their books and notebooks.</b>			
<b>10 (minutes)</b>	<p>T tells Ss they are going to work with two pictures of Nico's bedroom.</p>  <p>T invites Ss to play a <i>name the stuff</i> game. T asks Ss to work with picture 1. Ss have to name as many objects as possible in one minute.</p>	<p>Ss work orally, naming what they can see in bedroom 1.</p> 	<p>T encourages Ss to use only L2 in this activity.</p> <p>T points at each object Ss name, leading a chorus repetition in case Ss find it difficult to pronounce the name of the objects.</p>
<b>Transition: T tells Ss that the game is getting harder, and that they will have a double challenge.</b>			

<p><b>10 (minutes)</b></p>	<p>T asks Ss to work with pictures 1 and 2. They have to find the differences between both bedrooms.</p> <p>They have to use the expressions <i>there is...</i> and <i>there are...</i> to express their ideas.</p>	<p>Ss use the expressions <i>there is...</i> and <i>there are...</i> to comment, in written, on the difference between both bedrooms.</p> 	<p>T checks if Ss remember when and how to use <i>there is</i> or <i>there are</i>.</p> <p>T monitors Ss' work providing them with help in case it is necessary.</p>
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**Transition:** T recalls the importance of getting feedback from their partners, apart from their teacher.

<p><b>5 (minutes)</b></p>	<p>T invites Ss to play one more <i>find the differences</i> game. In this case Ss have to find the difference between their work about the bedrooms and the work of two of their classmates.</p>	<p>Ss compare what they have written on their notebooks with two of their classmates.</p>	<p>T monitors Ss' work.</p> <p>T fosters a respectful environment of work, as Ss will be exchanging notebooks.</p>
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**Follow up:**

Ss draw their (ideal) bedroom and write a short description of what they have drawn. Both works in different sheets of papers.

They put all their drawings and descriptions in a box. Then they take one drawing and one description. They have to put into practice strategies to find the drawing and the description that match the chosen work.

Theme: Myself

Topic: 9. My clothes, my choice

Aims:

- to provide students with plenty of vocabulary related to clothes.
- to classify clothing items into what Ss would wear in summer and what they would wear in winter.
- to make short oral descriptions of the way people dress.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T tells Ss that Emma, Lua and Nico have to solve a word search. They have to help them find 14 clothing items.</p> <p>Once Ss find the items they write them in the chart.</p>	<p>Ss solve the word search and find 14 clothing items.</p>	<p>T encourages Ss to find the 14 items.</p>
<p><b>Transition:</b> Now you know 14 clothing items. Which of those is your favorite clothing item?</p>			
<p><b>10 (minutes)</b></p>	<p>T tells Ss that Lua has some favorite clothes and some favorite seasons.</p> <p>T asks Ss what Lua's wearing in the picture and if they can predict whether it is summer, winter, fall or spring.</p> <p>T tells Ss that Lua poses a challenge to them. They have to discover the clothing items by writing vowels in the blank spaces.</p>	<p>Ss describe what Lua is wearing in the picture and make some predictions.</p> <p>Ss solve the challenge that Lua posed to them.</p>	<p>T explains the activity, checks instructions.</p> <p>T assesses what students describe and predict.</p> <p>T correct the activity orally.</p>
<p><b>Transition:</b> Nico is putting his clothes in order. He is classifying his clothes into winter clothes, summer clothes and clothes he can use anytime.</p>			
<p><b>10 (minutes)</b></p>	<p>T shows Ss the box containing all the clothing items. T asks Ss to have a look at them and see if they know the meaning of them.</p> <p>T asks Ss to classify the clothing items according to</p>	<p>Ss read the clothing items and check if they know their meaning.</p> <p>Ss classify the clothing items.</p>	<p>T monitors and facilitates the activity.</p> <p>T monitors.</p>


	the Venn Diagram.		
<b>Transition: It's time to see what you wear in summer, winter and anytime of the year.</b>			
<b>5 (minutes)</b>	<p>T encourages Ss to share their classifications.</p> <p>T motivates Ss to say: <i>In winter, I wear...</i> <i>In summer, I wear...</i></p>	<p>Ss share their classifications.</p> <p>Ss express their ideas orally.</p>	<p>T assesses Ss' work.</p> <p>T encourages Ss to express their opinions orally.</p>
<b>Follow up:</b>			

**Theme:** Myself

**Topic:** 10. Describing our outfit.

**Aims:**

- to reinforce reading skills by identifying texts and their corresponding image.
- to work with vocabulary related to clothing items.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T starts the class showing Ss a picture of a catalogue. T elicits from Ss what type of information they can get from a catalogue.</p> 	<p>Ss mention all the items of clothing they can find in a catalogue.</p>	<p>T monitors Ss' participation.</p>
<p><b>Transition: Nico, Emma and Lua wrote a description of their outfits.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with four descriptions and asks Ss to match the characters and the descriptions.</p>	<p>Ss read the four descriptions and match them with the characters.</p>	<p>T monitors that Ss can match the pictures and descriptions.</p>
<p><b>Transition: Clothes and colours can be chosen for different occasions.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to complete a chart with the items of clothing and colours.</p>	<p>Ss complete the chart.</p>	<p>T checks that all Ss understand the activity.</p>
<p><b>Transition: Are these usual outfits for you? Which of these would you wear?</b></p>			
<p><b>5 (minutes)</b></p>	<p>T asks Ss to express orally which outfit they would wear.</p>	<p>Ss answer orally.</p>	<p>T monitors Ss' oral performance.</p>
<p><b>Follow up: T asks Ss to draw one of the characters fitting the extra description.</b></p>			

Theme: Myself

Topic: 11. My favorite clothing item

Aims:

- to work with process listening and reading.
- to get the most important idea of two texts.
- to have two models about describing the way the characters wear.
- to use the chart as a pre-writing activity.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T shows Lua's pic to the Ss. T asks Ss to describe the picture and say the colors of the clothes.	Ss describe Lua and what she is wearing.  Ss answer the questions related to the colors and the clothing items.	T encourages Ss' participation and accepts Ss' answers.
<b>Transition: Lua tells us about her favorite clothing item. Read the text and say whether she is wearing her favorite clothing item or not.</b>			
<b>10 (minutes)</b>	T invites Ss to go back to the text and read it.  T asks Ss to complete the first column of the chart.  T asks Ss to get in pairs and compare their answers.	Ss read the text.  Ss complete the first column of the chart.  Ss get in pairs and compare their answers.	T monitors and facilitates the activity.  T correct the activity orally.
<b>Transition: Nico also wants to share the description of their favorite clothing item.</b>			
<b>10 (minutes)</b>	T plays the recording once and asks the Ss to listen to the recording.  T tells the Ss that the recording will be played again and they have to complete the second column of the chart.  T plays the recording again and asks the students to complete any datum missing.  T corrects the activity.	Ss listen to the recording without writing anything.  Ss listen to the recording again and complete the second column of the chart.  Ss listen to the recording again and complete any missing information.	T monitors that students remain quiet.  T facilitates the activity.  T completes any missing information.



**Transition: Now it's your turn to share about your favorite clothing item.**

<b>5 (minutes)</b>	T invites Ss to complete the third column of the chart.  T asks some volunteers to share their ideas.	Ss complete the third column of the chart.  Some Ss volunteer and share their ideas.	T monitors and facilitates the activity.  T encourages participation.
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**Follow up:**

**Aims:**

- to activate prior knowledge about items of clothing.
- to lower Ss' affective filter by proposing a pair work.
- to reinforce Ss' speaking skills by asking them to describe a drawing.
- to reinforce Ss' listening skills by asking them to draw.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T starts asking Ss to name items of clothing from the previous class.</p>	<p>Ss name clothing items.</p>	<p>T monitors that Ss are able to remember the topic from the previous class.</p>
<p><b>Transition: In this picture there are nine items of clothing. Can you name them?</b></p>			
<p><b>10 (minutes)</b></p>	<div data-bbox="544 904 836 1124" data-label="Image"> </div> <p>T provides Ss with a worksheet.</p> <p>T asks Ss to unscramble the names of the clothing items and match them with the correct picture.</p>	<p>Ss work on the worksheet.</p> <p>Ss unscramble the names and match them with the correct picture.</p>	<p>T acts as a facilitator in case Ss need help with the vocabulary.</p>
<p><b>Transition: What is your favourite thing to wear?</b></p>			
<p><b>10 (minutes)</b></p>	<div data-bbox="584 1615 783 1742" data-label="Image"> </div> <p>T provides Ss with an empty silhouette. T asks Ss to dress up the drawings with their favourite items of clothing.</p> <p>T asks Ss to write a description.</p>	<p>Ss draw on the empty silhouette their favourite outfit.</p> <p>Ss describe it. Ss can refer to previous descriptions.</p>	<p>T monitors that Ss are able to complete the drawings and descriptions.</p>

**Transition: Let's share our favourite things to wear.**

**5 (minutes)**

T asks Ss to get in pairs.  
T explains that Ss need to sit back to back.  
T says that Ss need to take turns to describe their outfits and the other student in the pair listens and draws.

Ss get in pairs.  
One student in the pair reads the description to his / her classmate.  
The other Ss in the pair, listens and draws.  
Ss exchange turns to dictate.

T focuses on what Ss say and acts as a time-keeper.

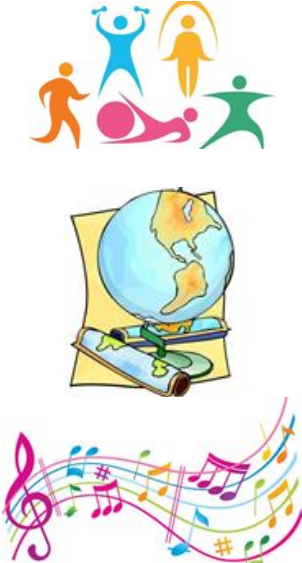
**Follow up: T asks Ss to show the results of the previous activity. Are the drawings similar or different?  
What was necessary to perform the activity?**

**Theme:** Myself

**Topic: 13.** Emma and Lua chatting about school.

**Aims:**

- To provide Ss with an opportunity to express their preferences.
- To develop Ss' reading skills by working with a dialogue between two characters from the book.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>These are some of the subjects Emma and Lua have at school. Look at the pictures and name them.</p>  <p>T asks Ss which subjects they like and why.</p> <p>T gives Ss some useful expressions.</p> <p><i>I like art because I love drawing and painting.</i>  <i>I like geography because I am keen on learning about different countries.</i></p>	<p>Ss look at some pictures of different subjects and name them.</p> <p>Ss say the subjects they like and why they like them.</p> <p>Ss can use the given expressions to talk about their preferences.</p>	<p>T monitors Ss' participation.</p> <p>T reminds Ss that in this case there are no right or wrong answers as long as they express their preferences.</p>
<p><b>Transition: Emma and Lua are chatting about school, let's find out what they are saying.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T gives Ss a dialogue between Emma and Lua and asks Ss to scan it to underline the subjects they mention.</p>	<p>Ss read a dialogue and scan it to underline the subjects Emma and Lua mention.</p> <p>Ss roleplay a dialogue</p>	<p>T checks instructions.</p> <p>T fosters Ss' scanning of the text.</p>

	T asks Ss to read a dialogue between Emma and Lua and then asks Ss to roleplay it.	between Emma and Lua.	
<b>Transition: Lua is a bit disorganized and needs your help to complete her timetable.</b>			
<b>10 (minutes)</b>	T asks Ss to read the dialogue one more time and complete Lua's timetable.  Nico wants to know about a day in Lua's week.  T asks Ss to look at the timetable and complete the paragraph.	Ss read the dialogue and complete Lua's timetable.  Ss look at the timetable and complete a paragraph about Lua's week.	T acts as a facilitator by eliciting vocabulary Ss may need.
<b>Transition: Nico, Emma and Lua would like you to share your timetable.</b>			
<b>5 (minutes)</b>	T asks Ss to complete their own timetables and use Lua's paragraph as a model to write about one of their school days.	Ss complete their own timetables and use Lua's model to write about one of their school days.	T checks and helps Ss with vocabulary they may need.
<b>Follow up: T asks Ss to read their descriptions while the rest of the classmates check if they have similarities.</b>			

**Theme:** Myself

**Topic:** 14. School is a pretty good deal

**Aims:**

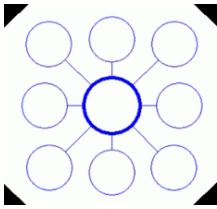
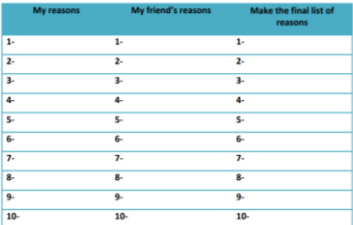
- To motivate Ss by thinking of advantages of attending school.
- To develop Ss' oracy skills by asking them to express their ideas.
- To provide Ss with an opportunity to express their feelings toward school.
- To reinforce Ss' reading skills by working with some activities based on an article.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T asks Ss if they like attending school.</p> <p>T asks Ss to think of 3 advantages of attending school.</p> <p>T gives Ss some examples</p> <p>3 of the advantages are:  <i>spending time with friends.</i>  <i>making friends.</i>  <i>learning important things.</i></p>	<p>Ss say if they like attending school.</p> <p>Ss think of 3 advantages of attending school.</p> <p>Ss read some given examples.</p>	<p>T monitors Ss' answers focusing on fluency.</p>
<p><b>Transition: Nico loves attending school but some of his friends don't so he found an interesting article written by his friend Jennifer about ten reasons why school is actually a pretty good deal and he wants to share it with all of you.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T tells Ss they are going to read the article that Nico has found.</p> <p>T gives Ss the link and tells them that they can use their cell phones or computers.</p> <p>T asks Ss to read it and complete a chart with the ten reasons why school is actually a pretty good deal.</p> <p><a href="https://learnenglishteens.britishcouncil.org/magazine/life-around-world/10-reasons-why-school-was-actually-pretty-good-deal">https://learnenglishteens.britishcouncil.org/magazine/life-around-world/10-reasons-why-school-was-actually-pretty-good-deal</a></p> <p>T asks Ss to say if their school is similar or different to the one mentioned in the article.</p> <p>T gives useful expressions  <i>Both schools are ...</i>  <i>My school is ... but Nico's school is ...</i></p>	<p>Ss use their cell phones or computers to read an article Nico has <b>found</b>.</p> <p>Ss read the article and complete a chart with the ten reasons. Ss say if their school is similar or different to the one mentioned in</p>	<p>T fosters reading comprehension and acts as a facilitator by eliciting vocabulary they may not know.</p> <p>T guides Ss participation trying to foster all Ss' participation.</p>

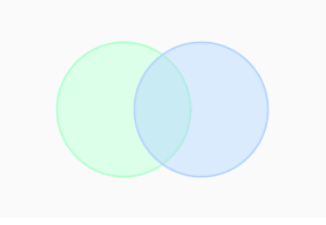
		the article. Ss use given expressions to express their ideas.	
<b>Transition: Nico wants you to know more about his friend Jennifer. Read the article again and answer some questions about her.</b>			
<b>10 (minutes)</b>	T asks Ss to read the article one more time and answer some <b>questions about Jennifer.</b>	Ss read the article one more time and answer some questions about <b>Nico's friend.</b>	T monitors while Ss are working on the reading comprehension activity.
<b>Transition: Jennifer and Nico want to know your personal reasons why school is good. Let's share our ideas!</b>			
<b>5 (minutes)</b>	T asks Ss to make a list of the top ten reasons school is good.  T asks Ss to share the list with another classmate and to write their classmates' ideas.	Ss make a list of the top ten reasons why school is good.  Ss share their list with another classmate and write their classmates' ideas.	T monitors while Ss are writing the reasons and acts as a facilitator by eliciting vocabulary they may need to include.
<b>Follow up: T asks Ss to work in pairs and write a short paragraph explaining their reasons of why school is a good deal, they can use Nico's text as a guide.</b>			

**Aims:**

- To raise awareness among Ss about the benefits of schooling.
- To develop Ss' critical thinking through a topic of high relevance for their life.
- To enhance Ss' writing skill.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T asks Ss about things they like doing everyday, either at school or at home. Then he/she asks Ss to focus on activities they like at school and register Ss' ideas in a bubble map on the board.</p>	<p>Ss express their ideas orally. Ss uses a bubble map to organize their ideas</p> 	<p>T promotes a talk in L1, if necessary, going over the fact that Ss will not always be able to do only what they like.  If possible T goes further in the talk, making Ss realize that we should be able to find a positive side in everything we do in life.</p>
<p><b>10 (minutes)</b></p>	<p>T asks Ss to form 10 groups. Each group has to think and write a positive aspect of school.  T asks Ss to comment orally what they have decided as positive aspects.</p>	<p>Ss work in groups to share ideas and identify possible agreements.  Ss undergo an oral activity work.</p>	<p>T encourages Ss to express their ideas.  T fosters Ss' participation.</p>
<p><b>Transition:</b></p>			
<p><b>(10 minutes)</b></p>	<p>T asks Ss to shift from group work to pair work. First, Ss have to make their own list of the <b>top ten reasons why school is good</b> using the chart from #LivingUy1.</p> 	<p>Ss work in pairs.  Ss compare their work with a partner.</p>	<p>T promotes an atmosphere of collaborative work among Ss.</p>



	<p>Then each St compares his/her ideas with his/her partner using a v-diagram to register their own ideas, to find possible coincidences, and get to an agreement of 10 reasons.</p> <p>Ss make a final register of ideas in the chart from #LivingUy1.</p>	<p>Ss use a V-diagram to organize their ideas.</p> 	<p>T checks instructions, making sure Ss are aware of how to use a V-diagram.</p>
<p><b>(5 minutes)</b></p>	<p>T asks Ss to vote the top ten reasons why school is good among all the group ideas.</p>	<p>Ss express orally their ideas.</p>	<p>T fosters an environment of respectful work making sure all of Ss can share their ideas.</p>
<p><b>Follow up: Ss create a billboard for the classroom with the top ten reasons voted on by the whole group.</b></p>			

# #LivingUruguay 1

## LESSON PLANS

### UNIT 3

### My family

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

- ✓ acquire more reading strategies to develop your reading ability and enhance your learning process.
- ✓ understand the various types of families that exist.
- ✓ get to know the families of the characters.
- ✓ describe and compare a family member.
- ✓ expand your cultural background knowledge.
- ✓ give opinions about activities and places.
- ✓ share information about the family member you admire.
- ✓ share information about the family pets and how they are part of the family.
- ✓ get to know the jobs, occupations and the places where your family members work.
- ✓ talk about friends that are like family.
- ✓ talk about the profession you want to pursue.

**Theme:** My family

**Topic:** Let 's play.

**Aims:**

- To revise vocabulary related to family members.
- To foster a safe and friendly environment for Ss to produce sentences.
- To work with sentence formation combining content and structure.
- To promote logical mathematical learning styles by means of working with structures.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T starts the class showing Ss a picture of Nico, Lua and Emma. T elicits the characters' names.</p>	<p>Ss pay attention to the pictures. Ss name the characters.</p>	<p>T fosters Ss' participation.</p>
<p><b>Transition: Nico, Lua and Emma are playing games about the family. Can you help them?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with the image of the snake. T asks Ss to find family members and write them down. T points that there is an example given. T tells Ss they need to find 5 more family members. T proposes an oral correction. (Optional activity) T asks Ss to create snakes and exchange them among Ss.</p>	<p>Ss receive the image of the snake. Ss find family members and write them down.  Ss answer orally the family members.</p>	<p>T checks that all Ss find the words.  T monitors Ss with help to help some Ss that may find the activity difficult.</p>
<p><b>Transition: Now it's time to play "The sentence factory."</b></p>			
<p><b>(10 minutes)</b></p>	<p>T provides Ss with the chart of "The sentence factory". T asks Ss to build sentences following the prompts. T provides Ss with an example. <i>She is my mother. She likes practicing sports.</i> T asks one volunteer to</p>	<p>Ss read "The sentence factory." Ss pay attention to the example. One student volunteers and says the first sentence. The rest of the Ss are ready to be nominated to say a sentence.</p>	<p>T monitors the oral activity, checking that all Ss respect turns to generate the sentences.</p>

	generate one sentence. That student gives his / her sentence and invites another student to continue and do the same.		
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**Transition: With the help of “The sentence factory” we could create plenty of sentences.**

<b>(5 minutes)</b>	T asks Ss to write in their notebooks five sentences from the previous activity.	Ss register on their notebooks five sentences.	T acts as a facilitator in case Ss need help when writing the sentences.
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**Follow up:**

- T proposes a bingo to round-up the class and check that all Ss can recall the family members.
- T invites Ss to create their family garland and present it to the rest of the class.

**Theme:** My family

**Topic:** Family day and Lua's family

**Aims:**

- To revise vocabulary related to family members.
- To use scanning and skimming reading strategies to enhance Ss' reading competence by means of a dialogue about family members.
- To practice and reinforce oracy skills by role playing a structured dialogue.
- To learn about the family members of the characters.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b></p> <p><b>7 (minutes)</b></p>	<p>Today there is a special celebration.</p> <p>T asks Ss to look at a picture and say what the special celebration is.</p> <p>T gives Ss and S.O.S. box to give their opinion.</p> <p><b>I think</b> they are celebrating ...</p> <p><b>In my opinion</b> they are celebrating ...</p> <p><b>I believe</b> they are celebrating ...</p>	<p>Ss find out that today there is a special celebration.</p> <p>Ss look at a picture and guess what the special celebration is.</p> <p>Ss use the S.O.S. box to express their ideas</p>	<p>T monitors Ss' oral answers, trying to focus on a formative assessment focusing on fluency and leading Ss into accuracy.</p>
<p><b>Transition: Nico, Lua and Emma have non-traditional families. Make guesses about them. Accept any predictions. Along the lesson you will find out.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to look at the picture and read a text to answer some multiple choice questions.</p>	<p>Ss look at the picture and read a text to answer some multiple choice questions.</p>	<p>T monitors Ss' responses to the activity, focusing on Ss' fluency rather than on accuracy.</p>
<p><b>Transition: Nico and Lua are talking about Lua's family.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to read the dialogue</p> <p>Shadow reading. T asks Ss to listen to the dialogue and read it at the same time.</p> <p>T asks Ss to focus their attention</p>	<p>Ss read the dialogue between Nico and Lua.</p> <p>Ss listen to the dialogue and read it at the same time.</p> <p>Ss focus their attention on pronunciation.</p>	<p>T reminds Ss it's important to understand the general idea of the dialogue, and not word by word.</p>

	on pronunciation.		
<b>Transition: Emma wants to know about Lua's family. Let's help Nico answer the questions Emma has.</b>			
<b>5 (minutes)</b>	T asks Ss to read the dialogue one more time and answer Emma's questions.	Ss read the dialogue and answer Emma's questions.	T leads Ss into the content of the dialogue and tries to make them stay in the information they are dealing with.
<b>Follow up: T asks Ss to get in pairs and imagine they are Lola. T asks Ss to introduce themselves as Lola. For example: Hi! I'm Lola. I'm Lua's mother. I live in the USA. I live in Claremont, CA. I have blonde hair and brown eyes. T asks Ss to do the same description for Salvador (Lua's father)</b>			


**Theme:** My family

**Topic:** Emma's family

**Aims:**

- to learn about the family members of the characters.
- to promote reading skills by working with the dialogue about Emma's family.
- to develop Ss' writing skills by asking them to describe Emma's granny.
- to trigger students' imagination by working with a new dialogue.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T starts the class showing the pictures of Lua's families. Situation A: T elicits names, occupations, physical description, ... Situation B: T shows the pictures and tells Ss information about Lua's family.	Ss answer questions about Lua's family.	T checks that Ss pay attention to the pictures and are able to describe them.
<b>Transition: Now, let's meet Emma's family members!</b>			
<b>10 (minutes)</b>	T asks Ss to read the dialogue between Nico and Emma. T asks Ss to read the dialogue and find. <ul style="list-style-type: none"><li>- two family members:</li><li>- a country:</li><li>- an object:</li><li>- a number:</li><li>- two words that are synonyms:</li></ul>	Ss read the dialogue and find information.	T monitors Ss' responses to the activity, focusing on Ss' reading strategies development.
<b>Transition: In the dialogue, we can see a photo of Emma's granny. Can you describe her?</b>			
<b>10 (minutes)</b>	T sticks the picture of Emma's granny on the board. T asks Ss to think about Sofia's physical characteristics. T asks Ss to take notes about: <ul style="list-style-type: none"><li>-height:</li><li>-estimated age:</li></ul>	Ss pay attention to the picture of Emma's granny. Ss take notes.	T acts as a facilitator in case Ss need help while writing the sentences.

	<p>-hair: -eyes: -look:</p> <p>T asks Ss to write five sentences to describe Sofia.</p>		Ss write sentences.	
<b>Transition: Emma's father is Walter / Washington.</b>				
<b>5 (minutes)</b>	<p>T asks Ss to think about Emma's father. T asks Ss to continue the dialogue between Nico and Emma.</p>	<p>Ss think about Emma's father. Ss continue the dialogue between Nico and Emma to introduce Emma's father.</p>	T monitors the activity.	
<b>Follow up: T asks Ss to exchange the dialogues.</b>				



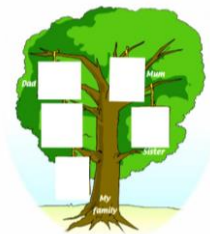
**Theme:** My family

**Topic:** Nico’s family tree and creation of the family tree

**Aims:**

- To enhance Ss’ listening skill by working with process listening.
- To provide Ss with an opportunity to express their ideas about families in general.
- To develop Ss’ sense of citizenship by means of working with a non-traditional family tree.

Stage	T’s action	Ss’ actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T tells Ss they are going to work with Nico’s family, in a listening task.</p> <p>He/She tells them that Nico is going to talk about his family, and asks Ss to infer what words may appear in what Nico says.</p> <p>T writes Ss’ answers on the board.</p>	<p>Ss predict what words may appear in the audio.</p> <p>Ss’ expected answers: family members</p>	<p>T checks instructions.</p> <p>T monitors Ss’ work checking if they have actually understood the idea of the task, listening for the gist of the audio.</p>
<p><b>Transition: Let’s check if you were right about the words you think that may appear.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T plays Nico’s audio at least twice and encourages Ss to check what words, from the ones they had mentioned, appear.</p> <p>T asks SS if they have identified any new words that they hadn’t mentioned.</p>	<p>Ss listen and checks their predictions.</p> <p>Ss mention new words they may have identified.</p>	<p>T plays Nico’s audio at least twice.</p> <p>T monitors if playing the audio twice is enough for Ss.</p>
<p><b>Transition: Now let’s use these words we have identified for a new activity.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss if they know what a Family Tree is.</p> <p>T asks Ss to listen to Nico again and complete his family tree.</p>	<p>Ss express their ideas.</p> <p>Ss listen and complete Nico’s family tree.</p>	<p>T encourages Ss to participate and express their ideas.</p> <p>T plays the audio as many times as necessary.</p>



**Transition: T: What differences did you find between what Nico said, and his family tree?**

**5 (minutes)**

T asks Ss about the extra or missing information they found from the audio, related to the family tree they had to complete.

T asks Ss to draw again Nico's family tree including the information they identified in the audio, but that was not present in the Family Tree audio.

Ss identify and talk about what extra information they found, and what information they think it's missing.

Ss' expected answers:  
missing data: Nico's grandparents.  
extra information: Nico's aunt, cousin and pet.

T draws again the family tree including Nicos' aunt, niece and pet, and leaving aside the grandparents that were not mentioned.

T reminds Ss about the importance of mistakes as a means of learning.

T encourages Ss to speak out, no matters if they have the right information or not.

T monitors Ss' work

**Follow up:**

**Ss prepare a presentation of their own Family Tree.**

**Ss prepare a presentation of someone they admire's Family Tree.**

**Theme:** My family


**Topic:** 5. How do the members of the family look like

**Aims:**

- To describe how family members look like.
- To work with chunks of language to describe and compare family members through the use of bubble and a double bubble thinking map.
- To activate prior knowledge about parts of the body.

Note: required material: bring to class a picture of a member of your family

Song: Head, shoulders, knees and toes

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b>	<p>T shows a poster covered with sticky notes, covering different parts of the body.</p> <p>T asks Ss to take turns to uncover the poster and name the parts of the body.</p> <p>Alternative activity: Instead of covering the parts of the body, T may write the names of the parts of the body on sticky notes, and ss may go to the board and match the parts of the body and the picture.</p> 	Ss take turns to uncover the poster and name the parts of the body.	Oral assessment  T guides Ss' participation trying to foster the participation of as many Ss as possible.
<b>Transition: Do you remember him? Who is he?</b>			
<b>10 (minutes)</b>	T draws six arrows around the picture. T elicits words related to the grandpa's physical description	Ss copy the thinking map on their notebooks and complete it.	T provides Ss with the expected vocabulary Ss may use.

	<p>Grey hair Glasses Grey eyes Slim Tall Old</p> <p>T writes verbs to match each word. <i>Has got</i> and <i>is</i></p>		
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**Transition: Emma has to write a description of her grandpa. Help her complete the task.**

<b>10 (minutes)</b>	<p>T asks Ss to write sentences about Emma's grandfather on their notebooks.</p> <p>T asks ss to sit in groups of four. T asks them to share their notebooks with the student sitting on their right. Each student that receives the classmate's notebook will make some corrections.</p>	<p>Ss write sentences according to T guidelines.</p> <p>Ss sit in groups of four, and share their notebooks with the person sitting on their right. Ss read what their classmates wrote and correct the classmates' sentences.</p>	<p>T focuses on the accuracy of Ss' participation while dealing with expected sentences.</p> <p>T monitors while ss are working with the notebooks, paying attention to ss attitude towards their classmates' work.</p>
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**Transition: Now, we will work with the pictures that you have brought to class.**

<b>5 (minutes)</b>	<p>T asks Ss to produce their own thinking maps with the members of their families (each student was asked to bring to class a picture of one member of their family)</p> <p>*Activity for the following lesson: Compare Emma's grandpa with ss' relatives.</p>	<p>Ss create their own thinking maps with the family member they chose. Ss can look up some words in the Google translator or in the dictionary.</p>	<p>T monitors how Ss deal with the thinking maps, paying attention to the content Ss include in their bubble maps.</p>
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**Follow up: Ss stick the pictures they have worked with. A few ss may present orally.**

**Theme:** My family

**Topic:** 6. Nico and Emma at Emma's house?

**Aims:**

- To learn vocabulary about parts of the house.
- To develop Ss' writing skills by writing sentences about family members and the activities they do in different parts of the house.
- To develop Ss' oral skills by asking Ss to express their ideas about Emma's house.
- To lower Ss' affective filter by working with their own houses and families.
- To fosters Ss creativity competence.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T starts the class showing a picture of Emma and Nico. T tells Ss that Nico and Emma are playing at Emma's house. T elicits information such as: -What games do you think they like playing? -Do you like her house?</p>	<p>Ss look at a picture of Emma's house.  Ss give their opinion about the games they think they are playing. They also say whether they like the house or not.</p>	<p>T encourages Ss to participate and express their ideas, making it clear there are not right or wrong answers.</p>
<p><b>Transition: Nico is describing Emma's house.</b></p>			
<p><b>10 (minutes)</b></p>	<p>Nico is describing Emma's house. T asks Ss to read the description and find the mistakes.  T and Ss work on the correction of the activity.</p>	<p>Ss read Nico's description about Emma's house and find the mistakes.</p>	<p>T encourages Ss to focus on specific details.</p>
<p><b>Transition: Nico really likes Emma's house and wants to know more about her family.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to predict the answers of some questions.  What family members are at Emma's house? Does Emma have her own room? Is her bedroom upstairs or downstairs? T gives Ss a picture of</p>	<p>Ss predict some answers about Emma's family and her house.</p>	<p>T helps Ss to produce accurate answers, based on the information from the task.</p>

	<p>Emma's house and her family members.</p> <p>T and Ss check their predictions.</p> <p>T asks Ss to look at the family members and write sentences in their notebooks saying where they are and what they are doing.</p> <p>For example: Emma's grandma is in the kitchen, she is making a cake.</p>	<p>Ss check their predictions.</p> <p>Ss look at the family members and write sentences in their notebooks saying where they are and what they are doing.</p>	<p>T reminds Ss about the relevance of mistakes as a means for learning.</p>
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**Transition: Think about your own house. What activities do you usually do in the different places of the house?**

<b>5 (minutes)</b>	<p>T asks Ss to draw a simple diagram of their houses and locate different members of their families there.</p>	<p>Ss draw a simple diagram of their houses and locate different members of their families in different rooms.</p>	<p>T encourages Ss to be as creative as possible.</p>
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**Follow up: T asks Ss to exchange the drawings and write three sentences about their classmate's house.**

**Theme:** Family

**Topic:** 7. Nico meets Lua's father

**Aims:**

- To work with vocabulary about jobs.
- To activate Ss' prior knowledge about one of the character's family.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T shows a picture of Nico and Lua playing at Lua's house, and talking to Lua's father.</p> <p>Situation: Lua's father is painting, as he is an artist. Nico asks him "What are you doing?"</p> 	<p>Ss describe the picture and the characters.</p> <p>Ss read what Nico asks to Lua's father and make guesses.</p> <p>Useful Expressions: I think he is ... In my opinion he is ... I believe he is ...</p>	<p>T checks whether Ss are using the intended vocabulary for this lesson, related to <i>jobs</i>.</p> <p>T monitors if Ss actually understand the meaning and use of those expressions.</p>

**Transition: Let's find out what he is doing! (T plays video of painter until minute 1)**

<p><b>10 (minutes)</b></p>	<p>T shares a dialogue among Nico, Lua and Lua's father.</p> <p>T asks Ss to listen to the dialogue and complete the first column of the chart with the members of the family.</p> <table border="1" data-bbox="379 1648 662 1749"> <thead> <tr> <th>Member of the family</th> <th>Occupation</th> <th>Where do they work?</th> </tr> </thead> <tbody> <tr> <td>Lua's father</td> <td>artist / painter</td> <td></td> </tr> <tr> <td>Nico's father</td> <td>teacher</td> <td>town hall</td> </tr> <tr> <td>Lua's mother</td> <td>party planner</td> <td>laboratory</td> </tr> </tbody> </table> <p>T asks ss to listen to the dialogue again and complete the second column of the chart with the occupations.</p>	Member of the family	Occupation	Where do they work?	Lua's father	artist / painter		Nico's father	teacher	town hall	Lua's mother	party planner	laboratory	<p>Ss listen to the dialogue and complete the first column of the chart with the members of the family.</p> <p>Ss listen to the dialogue again and complete the second column of the chart with the professions.</p>	<p>T checks instructions asking one of the Ss to explain the activity in L1.</p> <p>Peer assessment.</p>
Member of the family	Occupation	Where do they work?													
Lua's father	artist / painter														
Nico's father	teacher	town hall													
Lua's mother	party planner	laboratory													

**Transition:**

<p><b>10 (minutes)</b></p>	<p>T asks ss to complete the third column of the chart (the places where the members of the family work) with what they remember.</p> <p>T plays the dialogue for the third time to check.</p>	<p>Ss complete the third part of the chart with the places they remember.</p> <p>Ss listen to the dialogue one more time in order to check their answers.</p>	<p>Oral assessment.</p>
<p><b>Transition: Lua and Nico are sharing other family members' professions.</b></p>			
<p><b>5 (minutes)</b></p>	<p>T provides Ss with a picture of Nico's aunt.</p> <p>T asks Ss to recall the information they know about her.</p> <p>T asks Ss to write five sentences about her.</p>	<p>Ss recall information about Nico's aunt.</p>	<p>T acts as a facilitator helping Ss with words they may need-</p>
<p><b>Follow up: project: The profession I want to pursue!</b></p>			



**Theme:** My family

**Topic:** 8. Mimicry and Labor Day

**Aims:**

- To reflect upon the relevance of Labor day for society.
- To enhance Ss' critical thinking.
- To foster Ss' listening comprehension skill through activities related to jobs and occupations.
- To explore and enhance Ss' sense of achievement through a Mimicry activity.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	<p>T asks Ss if they remember what people celebrate on May, 1st in Uruguay.</p> <p>T tells Ss that in the US people celebrate Labor day on September 1st.</p>	<p>Ss make comments about what they already know.</p> <p>(Ss' expected answers: Labor day)</p>	<p>T fosters a respectful environment in which each student can express his/her opinion.</p>
<b>Transition: T explains that Lua is playing mimicry, with her classmates, to guess the name of some jobs that are usually honored on Labor day.</b>			
<b>10 (minutes)</b>	<p>T divides the class into two groups.</p> <p>T tells them they will play mimicry.</p> <p>T asks for one volunteer from one group to be the mimic.</p> <p>T provides Ss with strips of paper. Each strip of paper contains a sentence with an occupation.</p> <p>T asks Ss to read the paper and mimic the profession.</p> <p>When the other group guesses the profession the mimic reads the sentence.</p>	<p>Ss get to work in two groups.</p> <p>Ss read the paper and mimic the profession.</p> <p>The mimic reads the sentence when the other group guesses the profession.</p>	<p>T checks instructions asking one of the Ss to rephrase the instructions in L1, if necessary.</p> <p>T invites Ss to play one rehearsal spot, to check understanding of the activity dynamic.</p> <p>T monitors that Ss respect turns in participating in the development of the game.</p>
<b>Transition: To celebrate Labour Day, Lua has prepared a poster of her father.</b>			
<b>10 (minutes)</b>	<p>T asks Ss to look at the poster and write two sentences to describe what they see.</p>	<p>Ss look at the poster and write two sentences to describe what they see.</p>	<p>T monitors Ss' work, providing them with help only if necessary.</p>

	Now, listen to Lua and check if your predictions were right.	Ss listen to Lua and check if their predictions were right.	T fosters Ss' participation.
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**Transition: T invites Ss to give their opinion about the content of the lesson in general.**

<b>5 (minutes)</b>	T asks Ss to reflect upon the previous activity guiding them through some reflections. - Were your predictions right? - Did you notice something different? - What called your attention most?	Ss reflect upon the listening activity taking into account the guiding questions and the content of the lesson.	T fosters as much Ss' participation as possible.
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**Follow up:**

**Ss prepare some flashcards to play a mimicry called: My family's jobs and occupations. They can either draw the images or print them and create a collage of images.**

**Ss undergo a research to investigate how people celebrate Labor day in the region and in other parts of the world.**


**Ss investigate about, and create a presentation with similarities and differences between Labor day on May 1st in Uruguay, and Labor day on September 1st, in the US.**

**Theme:** Family

**Topic:** A day in the life of my family member.

**Aims:**

- To activate Ss' prior knowledge about Lua's mother.
- To lower Ss' affective filter by working with someone they know.
- To start working with routines.
- To describe a family member's typical week.
- To work with Ss' cultural background.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b>	T introduces the picture of Lua's mother.  T asks ss what they remember about Lua's mother.  What does she look like? Does she live in Uruguay? What is her nationality? Where does she live? What is her occupation? What do you know about the place where she lives?  	Ss describe Lua's mother.  Ss answer what they remember.	T checks Ss' oral performance.  T paraphrases Ss answers trying to elicit full answers. (St: lives... Claremont T: OK! So... She lives in Claremont!)
<b>Transition: As you know, Lua's mother lives in Claremont, CA. Watch the video she sent to Lua.</b>			
<b>10 (minutes)</b>	T shows Ss a video. In the video Ss watch different actions related to the days of the week.  T asks Ss to write ideas related to what they see (any word is accepted).	Ss watch a video about Lua's mum and they write words related to what they see. Ss may write isolated words identifying days of the week, places, objects or actions.	T checks Ss' understanding of vocabulary and expressions, paying attention to Ss' participation.

	T asks Ss to get in pairs and write three sentences about the video .	Ss write three sentences about the video in pairs. Example: Lua’s mum goes to work by bus.	T monitors Ss work focusing on the accuracy and relevance of Ss’ production.
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**Transition: As you can see, Lua’s mum is really active. Let’s watch the video again and see what she does during the week.**

<b>10 (minutes)</b>	<p>T asks Ss to watch the video one more time and put the actions in order.</p>  <p>For correction, T plays the video again and stops for checking.</p>	<p>Ss watch the video again and order the actions according to the places where she goes in a particular day.</p> <p>Ss check the answers according to the video.</p>	<p>T focuses on Ss’ accuracy while dealing with the activity.</p> <p>T plays the video again, and stops to check Ss’ answers after each day mentioned in the audiovisual material.</p>
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**Transition: How would you describe Lua’s mum’s typical week?**

<b>5 (minutes)</b>	<p>T provides Ss with an incomplete conversation between Lua and her mother.</p> <p>T asks Ss to pair up to read the mother’s answers and match them with Lua’s questions.</p> <ol style="list-style-type: none"> <li>1. Lua: _____? Mum: I work as a volunteer at Claremont High School.</li> <li>2. L: _____? M: I go back home by bus.</li> <li>3. L: _____? M: I go shopping on Fridays.</li> <li>4. L: _____? M: I love going to the cinema!</li> <li>5. L: _____? M: On Sundays I visit Las</li> </ol>	<p>Ss read the conversation.</p> <p>Ss work in pairs and read the answers to match them with Lua’s questions.</p>	<p>T checks Ss’ production providing them with clear instructions in case Ss shows they find it difficult to deal with the required activities.</p>
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Vegas.

1. Where do you work?
2. How do you go back home?
3. What do you do on friday?
4. Where do you go on Saturdays?
5. What do you like doing on sunday?

**Follow up: Ss role play the dialogue.**

**Theme:** My family

**Topic:** 10. The State where I live

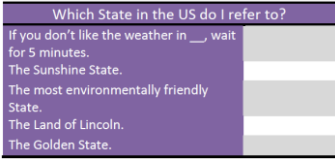
**Aims:**

- to work with the concepts of province and state.
- to learn the different American States and some facts about them.
- to use technology as a source for knowledge.
- to work collaboratively with the Geography teacher to understand some concepts and ideas shared in class.

This lesson is intended to be taught together with or in coordination with the Geography teacher.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	T writes the following info on the board: <ol style="list-style-type: none"><li>1. Montevideo</li><li>2. 19</li><li>3. Uruguay River, Cuareim River, the River Plate and dry borders.</li></ol> T asks Ss what the info refers to. (T elicits Uruguay). Then T asks: <ol style="list-style-type: none"><li>1. What is Montevideo?</li><li>2. What do Uruguay River, Cuareim River, the River Plate and dry borders refer to?</li><li>3. What does #19 refer to?</li></ol>	Ss read the info on the board.  Ss make guesses related to the information and answer the questions.	T gives and checks instructions.  T encourages participation and accepts all the answers.
<b>Transition: Our departamentos are called provinces in English. However, some countries organize differently, they do not have provinces, they have states. Do you know any country with the word state in its name?</b>			
<b>10 (minutes)</b>	After Ss guess the name of the US, T invites them to open the book on page #__ (where the 50 US States are).  T asks Ss to have a look at the list of States and highlight the ones they have ever heard of.  Then, T invites Ss to find a political map on the Internet and see the States.  T asks Ss to classify the states into northern States, southern States, western States and eastern States.	Ss open the book and read the list of States they will find.  Ss highlight the ones they know.  Ss search for a political map on the web and see the states.  Ss classify the States.	T monitors the activity.  T asks Ss why they know the state randomly.  T monitors the activity.  T assesses the activity orally.

**Transition: What can the main differences between them be? For example, do you think that the temperature in the northern States is the same as in the southern States? What about the time between the eastern States and the western States?**

<p><b>10 (minutes)</b></p>	<p>T listens to Ss' ideas about the differences among states.</p> <p>In the US each State has a nickname and there are some sayings and characteristics that belong to that place. For example: Arkansas is the Natural State. (see more info here: <a href="https://www.britannica.com/topic/List-of-nicknames-of-U-S-States-2130544">https://www.britannica.com/topic/List-of-nicknames-of-U-S-States-2130544</a>)</p> <p>Arkansas (pron- /'ɑː.kən.sə/).</p> <p>T invites Ss to work in groups and make the challenge on the book</p> 	<p>Ss share their ideas about the States.</p> <p>Ss get in groups and answer the challenge using any resource possible: Books, the Internet or their own knowledge.</p>	<p>T facilitates discussion.</p> <p>T shares some information about the states.</p> <p>T monitors and facilitates the activity.</p>
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**Transition: Wasn't it interesting? Let's share what you learned about the States.**

<p><b>5 (minutes)</b></p>	<p>T invites Ss to share their answers to the challenge and asks them to see the pics on the following page.</p>	<p>Ss. share the answers to the challenge, look at the pics on the book and match them with the corresponding name.</p>	<p>T monitors and encourages participation.</p>
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**Follow up: Students may want to create their own challenge about other States from the US or about places in Uruguay. They swap challenges with their classmates and students answer the ones they get.**

**Theme:** My family

**Topic:** 11. Friends are like family.

**Aims:**

- to reinforce Ss' writing skills by teaching them a new technique (hydrating sentences)
- to provide Ss with an opportunity to meet a Uruguayan teenager, Victoria Martínez, as an example of a person that performs different activities.
- to lower Ss' affective filter by working with a topic they usually like sharing with others.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson 7 (minutes)</b></p>	<p>T starts the class presenting Lua. T asks Ss to read and answer:</p> <ul style="list-style-type: none"> <li>- What sport does Lua like?</li> <li>- What does she want for the future?</li> <li>- What is her friends' name?</li> <li>- Where does Victoria live?</li> </ul>	<p>Ss read what Lua says and answer the questions orally.</p>	<p>T monitors that Ss are able to read and answer.</p>
<p><b>Transition: Victoria sent some photos to Lua. Look at them.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to read sentences about Victoria. T asks Ss to match the pictures and the activities that Victoria does every day.</p>	<p>Ss read the sentences about Victoria and match pictures and activities.</p>	<p>T checks that Ss are able to match the sentences in the appropriate way.</p>
<p><b>Transition: Lua's teacher wants her Ss to improve their writing.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with prompts. T asks Ss to look at the prompts and read them. T provides Ss with a couple of examples.</p> <ul style="list-style-type: none"> <li>- Victoria chats with her friends on the telephone.</li> <li>- Victoria chats with her friends at home.</li> </ul>	<p>Ss pay attention to the prompts. Ss listen to the examples.</p>	<p>T acts as a facilitator in case Ss need help while they hydrate the sentences.</p>



	T asks Ss to hydrate Victoria's sentences. T asks Ss to exchange notebooks to read their classmates' sentences.	Ss hydrate their sentences. Ss exchange notebooks to read their classmates' sentences. Do they have similar sentences?	
<b>Transition: Lua thinks friends can be so close that they are part of the family.</b>			
<b>5 (minutes)</b>	T asks Ss to think about a friend of theirs. T asks Ss to write five sentences about that person.	Ss think about a friend. Ss write five sentences about their friend.	T monitors that Ss are able to hydrate the sentences.
<b>Follow up: T asks Ss to bring a photo of their friends. T asks Ss to prepare a poster and be ready to show it to the rest of the class.</b>			

**Theme:** My family

**Topic:** What I admire of my family members.

**Aims:**

- To give students the opportunity to share their feelings toward their family members.
- To explore different reasons why students admire a family member.
- To work with the project “the non-popular person I admire”.

Stage	T’s action	Ss’ actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>Emma wants to share about her favorite non-popular person she admires. The teacher pastes a poster containing a question mark in the middle and 6 pieces of information surrounding it.</p> <p><b>Info</b> 62 hairdressers’ very active single mother extended family long grey hair</p> <p>T asks students to take turns and guess who Emma’s favorite person is.</p>	<p>Students have a look at the pictures on the poster and they raise their hands to make guesses about the info.</p> <p>e.g. She is a woman because she is a single mother.</p> <p>Students guess the info and they guess that it was Emma’s grandmother.</p>	<p>The teacher acts as a facilitator here. it’s important that the teacher can elicit their guesses if students are reluctant to participate or if they lack language knowledge to speak in English.</p> <p>The teacher needs to elicit who the person is regardless of the fact of elaborating full sentences with the info.</p>
<p><b>Transition: Great! So you guessed that Emma’s favorite person is her grandma or grandmother Sofia. So, what do we know about her? (Teacher revisits the info) (5 mins)</b></p>			
<p><b>10 (minutes)</b></p>	<p>Let’s see what Emma says about her grandma:</p> <p>“I admire her because she is my role-model and she faced challenges with courage”</p> <p>Think of one person in your family you admire. Think of the reason why you admire that person.</p> <p>Write one sentence on your</p>	<p>The students read what Emma said about his grandma and discuss his opinion about her.</p> <p>Students think of one person and write the name of the person on the notebook. Then, they write why they admire that member.</p>	<p>The teacher focuses on what Emma says and may elicit some other reasons why people admire others.</p> <p>Teacher facilitates and supports students who get stuck when writing their reasons.</p>

	<p>notebook to express your ideas.</p> <p>Then, when you finish go to the <b>“admiration wall”</b> and share the phrase with the rest of the class.</p> <p>“Admiration wall”: the teacher creates a space to write on. It can be a cardboard sheet or a big piece of paper or it can also be a piece of cloth.</p>	<p>Students share their answers in the admiration wall.</p>	<p>Teacher acts as a time-keeper. This way students share their answers in a short period of time.</p>
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**Transition: OK guys! Thanks for sharing! I would like you to come here and take 3 mins to read all the reasons your classmates have shared. Choose three and write them in your copybooks. According to what you know about Emma’s granny, what do you think she usually does? (Teacher accepts some ideas from the students).**

<b>(10 mins)</b>	<p>Let’s see what she actually does every day. She is telling Emma everything she does daily.</p> <p>Read (shadow reading) and listen to what she says.</p> <p>Underline activities she does every day.</p>	<p>Students read and listen to what Emma’s grandma does every day.</p> <p>Students underline activities she does daily.</p>	<p>Teacher monitors and explains possible vocabulary students don’t understand (most phrases are cognates).</p> <p>Teacher checks that the activities are correct.</p>
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**Transition: Now listen to Emma. He describes her grandma according to what she does daily.**

<b>5 (minutes)</b>	<p>T asks the students to listen to a short script in which Emma says that her grandma is:</p> <p>Positive Energetic Loving Charming Beautiful</p> <p>The teacher elicits these words or writes these words with a distractor and asks the students to circle them.</p> <p>Then, the teacher asks the students to go back to the text and underline a reason for each characteristic. For</p>	<p>Students listen to a short script in which Emma gives some more characteristics of her grandma.</p> <p>Students take the words that Emma mentions and go back to the text to find reasons to support why he said so.</p>	<p>Teacher monitors at this time.</p> <p>Teacher accepts reasonable answers. There is no right or wrong answer here.</p>
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	example: My grandma is energetic. She gets up at 6		
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**Follow up: Designing a project on the non-popular person I admire.**

**Students are asked to prepare a presentation (poster/book/video/ppt or any other resource the students or the teacher wants to use).**

**The project focuses on a family member they admire (it can be the one they mentioned in class). They have to include a picture or drawing of that person.**

**They have to say why they admire that family member.**

**They have to briefly describe that person.**

**They have to briefly indicate what that person does every day.**

**Then, they present about the person they admire to the class.**

**The set of rubrics available in CREA is given, explained and negotiated with the students when the project is set.**

**Theme:** My family

**Topic:** What I admire of my family members

**Aims:**

- To give students the opportunity to share their feelings toward their family members.
- To explore different reasons why students admire a family member.
- To work with the project “the non-popular person I admire”.

Stage	T’s action	Ss’ actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>Emma wants to share about her favorite non-popular person she admires. The teacher pastes a poster containing a question mark in the middle and 6 pieces of information surrounding it.</p> <p><b>Info</b> 62 hairdressers’ very active single mother extended family long grey hair</p> <p>T asks students to take turns and guess who Emma’s favorite person is.</p>	<p>Students have a look at the pictures on the poster and they raise their hands to make guesses about the info.</p> <p>e.g. She is a woman because she is a single mother.</p> <p>Students guess the info and they guess that it was Emma’s grandmother.</p>	<p>The teacher acts as a facilitator here. it’s important that the teacher can elicit their guesses if students are reluctant to participate or if they lack language knowledge to speak in English.</p> <p>The teacher needs to elicit who the person is regardless of the fact of elaborating full sentences with the info.</p>
<p><b>Transition: Great! So you guessed that Emma’s favorite person is her grandma or grandmother Sofia. So, what do we know about her? (Teacher revisits the info) (5 mins)</b></p>			
<p><b>10 (minutes)</b></p>	<p>Let’s see what Emma says about her grandma:</p> <p>“I admire her because she is my role-model and she faced challenges with courage”</p> <p>Think of one person in your family you admire. Think of the reason why you admire that person.</p> <p>Write one sentence on your notebook to express your</p>	<p>The students read what Emma said about his grandma and discuss his opinion about her.</p> <p>Students think of one person and write the name of the person on the notebook.</p>	<p>The teacher focuses on what Emma says and may elicit some other reasons why people admire others.</p> <p>Teacher facilitates and supports students who get stuck when writing</p>

	<p>ideas.</p> <p>Then, when you finish go to the <b>“admiration wall”</b> and share the phrase with the rest of the class.</p> <p>“Admiration wall”: the teacher creates a space to write on. It can be a cardboard sheet or a big piece of paper or it can also be a piece of cloth.</p>	<p>Then, they write why they admire that member.</p> <p>Students share their answers in the admiration wall.</p>	<p>their reasons.</p> <p>Teacher acts as a time-keeper. This way students share their answers in a short period of time.</p>
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**Transition: OK guys! Thanks for sharing! I would like you to come here and take 3 mins to read all the reasons your classmates have shared. Choose three and write them in your copybooks. According to what you know about Emma’s granny, what do you think she usually does? (Teacher accepts some ideas from the students).**

<b>10 (minutes)</b>	<p>Let’s see what she actually does every day. She is telling Emma everything she does daily.</p> <p>Read (shadow reading) and listen to what she says.</p> <p>Underline activities she does every day.</p>	<p>Students read and listen to what Emma’s grandma does every day.</p> <p>Students underline activities she does daily.</p>	<p>Teacher monitors and explains possible vocabulary students don’t understand (most phrases are cognates).</p> <p>Teacher checks that the activities are correct.</p>
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**Transition: Now listen to Emma. He describes her grandma according to what she does daily.**

<b>5 (minutes)</b>	<p>T asks the students to listen to a short script in which Emma says that her grandma is:</p> <p>Positive Energetic Loving Charming Beautiful</p> <p>The teacher elicits these words or writes these words with a distractor and asks the students to circle them.</p> <p>Then, the teacher asks the students to go back to the text and underline a reason for each characteristic.</p>	<p>Students listen to a short script in which Emma gives some more characteristics of her grandma.</p> <p>Students take the words that Emma mentions and go back to the text to find reasons to support why he said so.</p>	<p>Teacher monitors at this time.</p> <p>Teacher accepts reasonable answers. There is no right or wrong answer here.</p>
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	For example: My grandma is energetic. She gets up at 6		
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**Follow up: Designing a project on the non-popular person I admire.**

**Students are asked to prepare a presentation (poster/book/video/ppt or any other resource the students or the teacher wants to use).**

**The project focuses on a family member they admire (it can be the one they mentioned in class). They have to include a picture or drawing of that person.**

**They have to say why they admire that family member.**

**They have to briefly describe that person.**

**They have to briefly indicate what that person does every day.**

**Then, they present about the person they admire to the class.**


**The set of rubrics available in CREA is given, explained and negotiated with the students when the project is set.**

**Theme:** My family

**Topic:** Emma's grandma

**Aims:**

- to express Ss' feelings toward someone they admire and love.
- to promote listening skills by using process listening and shadow reading as two techniques.
- to foster Ss' prediction as a cognitive strategy for learning.
- to integrate the different skills.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T invites Ss to look at the picture of Emma's grandma and say who she is. (T elicits Emma's grandma).</p>  <p>T invites Ss to browse the book and find any information they can about her.</p> <p>T invites Ss to write the info on their notebooks.</p>	<p>Ss look at the picture of Emma's grandma and say who she is.</p> <p>Ss browse the book in order to find any information about her.</p> <p>Ss write the information on their notebooks.</p>	<p>T fosters Ss' participation.</p> <p>T promotes Ss' sense of independence while dealing with this activity.</p> <p>T checks instructions.</p>
<p><b>Transition: OK. You did some research about her. Let's share the information you got.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T encourages Ss to share the information about Emma's grandma orally.</p> <p>T asks Ss to tell if there is any piece of information that is similar to their grandma or any relative that acts as such.</p> <p>Is she an ordinary grandma? Yes? No? Why?</p> <p>E.g. I think she is not ordinary because my grandma is not sporty.</p>	<p>Ss share the information orally.</p> <p>Ss mention if there is any piece of information that is similar to their own grandmas.</p> <p>Ss answer a question about their grandmas.</p>	<p>T monitors Ss' oral participation.</p> <p>T acts as a facilitator in case Ss need help with vocabulary and pronunciation.</p>
<p><b>Transition: OK. Emma wants to share more information about her grandma. Let's listen to her.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T encourages Ss to write 4 or 5 predictions about what Emma will say about her grandma.</p>	<p>Ss write 4 or 5 predictions about</p>	<p>T reminds Ss that there are no right or wrong answers, and</p>




	<p>T invites Ss to share their ideas.</p> <p>T plays the recording for the first time and asks Ss to check their predictions.</p> <p>T plays the recording for a second time and asks Ss to write at least one piece of information they did not have.</p>	<p>what Emma will say.</p> <p>Ss share their ideas.</p> <p>Ss listen and check their predictions.</p> <p>Ss listen again and write one piece of information they didn't have.</p>	<p>encourages Ss to participate in the predictions activity.</p> <p>T explains that at this stage of the activity the focus relies on getting a general idea.</p> <p>T explains that at this stage they are focusing on listening for specific details.</p>
<p><b>Transition: Now, let's see what we have about Emma's grandma.</b></p>			
<p><b>5 (minutes)</b></p>	<p>T pastes the pic of Emma's grandma and asks the Ss to share information about her.</p> <p>T invites Ss to shadow read the text to wrap up the lesson.</p>	<p>Ss share information about Emma's grandma.</p> <p>Ss shadow read the text.</p>	<p>T fosters Ss' participation.</p> <p>T promotes Ss' work.</p>
<p><b>Follow up: T asks Ss to think about a member of their family. T asks Ss to take notes and write a paragraph about that person, using Emma's text as an example.</b></p>			

**Theme:** My family

**Topic:** 14. My family pet


**Aims:**

- To motivate Ss by solving riddles about animals.
- To create a free stress atmosphere by working with a topic Ss like.
- To improve Ss' writing skills through working with a bubble map.
- To activate Ss' prior knowledge about their pets.
- To develop Ss' oral skills by expressing their ideas about the animals.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T tells Ss that they are going to meet Emma's pet. T asks Ss to uncover a picture on the board. T reads some riddles about animals to uncover the picture.</p>  <p>T gives Ss an S.O.S box to help them express their ideas.</p> <p><b>S.O.S BOX</b> In my opinion it must be a ... I think it can't be a ... I believe it can be a ...</p> <p><u>Riddles:</u> I am known as a king The jungle is where I reign It is hard to tame me And I have a large mane (LION) I am a pet that has four legs And a tail at the end You might hear me barking And I'm known as man's best friend (DOG) I am an animal you might love But I'm too big to be your pet I have an extremely long trunk</p>	<p>Ss read some riddles and try to discover the name of the animal.</p> <p>Ss use an S.O.S box to express their ideas.</p> <p>When they discover all the animals they will see Emma's pet.</p>	<p>T acts as a facilitator by eliciting new words.</p>

	<p>And it's said I never forget (ELEPHANT) You might be called this animal If someone thinks you are afraid This is something you might eat As well as its eggs that it laid (CHICKEN)</p>		
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**Transition: Now that we have discovered Emma's pet let's try to describe her.**

<b>10 (minutes)</b>	<p>T and Ss create a thinking map on the board.</p> <p>T asks Ss to look at the photo and the thinking map to describe Emma's pet.</p> 	<p>Ss create a thinking map with the T.</p> <p>Ss look at the photo and the thinking map to describe Emma's pet.</p>	<p>T acts as a facilitator by providing Ss with necessary vocabulary. T focuses Ss' attention on the picture and the thinking map.</p>
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**Transition: Nico loves pets and wants to know more about Emma's pet.**

<b>(10 minutes)</b>	<p>T gives Ss a short text about Emma's dog and asks Ss to read the text and highlight: colours adjectives verbs</p> <p>Nico has some questions for Emma. T asks Ss to read the text one more time and answer Nico's questions.</p>	<p>Ss read a short text about Emma's dog and highlight: colours adjectives verbs</p> <p>Ss read the text one more time and answer Nico's questions.</p>	<p>T monitors Ss work by providing examples of the words they need to find.</p>
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**Transition: Emma wants to know more about your pets.**

<b>(5 minutes)</b>	<p>T asks Ss to remember the lesson when they had to talk about their pets. T asks Ss to sit in pairs and ask and answer some questions.</p> <ol style="list-style-type: none"> <li>1. What pet do you have?</li> <li>2. What is his/her name?</li> <li>3. What is he/she like?</li> </ol>	<p>Ss remember the lesson when they had to talk about their pets. Ss work in pairs and ask and answer some questions.</p>	<p>T elicits previous knowledge from Ss regarding their pets.</p>
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	4. What does he/she look like?		
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	T explains the difference between question 3 and 4.		
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<b>Follow up: Ss present their classmates' pets, they can create a thinking map, a video, a poster, etc.</b>
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**Theme:** My family

**Topic:** 15. The mascot of my class.

**Aims:**

- to work with the concept of mascot and pet.
- to promote writing activities by means of a description of their pet.
- to cater to all the different learning styles by drawing, assembling, describing, presenting, etc.
- to promote cooperative work.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T writes two words on the board: MASCOT - PET Do you know the difference between both words?</p> <p>Complete the following sentences: A _____ represents a school, a class or a university.</p> <p>A _____ becomes a member of the family.</p>	<p>Ss read what the T writes on the board.</p> <p>Ss say if they know the difference between the two words (Mascot - Pet)</p> <p>Ss complete the given sentences with the two words.</p>	<p>T promotes an appropriate working environment.</p> <p>T fosters Ss' sense of curiosity in relation to these two words.</p> <p>T fosters Ss' sense of independence while working with this task.</p>
<p><b>Transition: In different parts of the world it is common to have a mascot. It can be an animal, a virtual or any type of mascot. I have a challenge for you.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T hands out pieces of paper (small ones) to each student.</p> <p>T asks Ss to draw one part of the body.</p> <p>T asks Ss to get in groups of 5 or 6 Ss and assemble the mascot.</p> <p>T writes the phrase "Our class mascot"</p>	<p>Ss receive pieces of papers.</p> <p>Ss draw one part of the body.</p> <p>Ss get into groups of 5 or 6.</p>	<p>T makes sure all of Ss are included in the activity, either individually or in groups.</p> <p>T works orally with Ss about the meaning of this expression.</p>
<p><b>Transition: OK. As you can see in #livingUruguay1 the mascot is a weird mascot. It can have three eyes or two noses, etc.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T invites the group to write a short description of the</p>	<p>Ss write a short description of the mascot including its</p>	<p>T fosters Ss to be as much creative as</p>

	<p>mascot including its abilities. Include a name for the mascot.</p> <p>The mascot is...  The mascot can...  The mascot likes...  The mascot doesn't like...</p>	<p>abilities. Ss name the mascot.</p>	<p>possible.</p> <p>T makes sure Ss get the idea that there are not right or wrong answers.</p>
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**Transition: Now, let's present the mascots to the class and let's vote for the one we want to adopt as the class mascot.**

<b>5 (minutes)</b>	T invites Ss to present their mascots and vote for one to be the class mascot.	Ss present their mascots and vote for the one they would like to have as the class mascot.	T promotes a respectful environment of work.
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**Follow up:**

# #LivingUruguay 1

## LESSON PLANS

### UNIT 4 Animals

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

- ✓ understand the difference between wild, domestic and domesticated animals.
- ✓ know more about popular and autochthonous animals from Uruguay.
- ✓ share your thoughts regarding animals in general and animals as pets in particular.
- ✓ get to know pets from other people.
- ✓ work with local and worldwide endangered species.
- ✓ reflect upon the importance of animals in our lives.
- ✓ see and understand the benefits of having animals and what occupations they have.
- ✓ express preferences and opinions regarding animals.
- ✓ describe animals physically and the abilities they have.
- ✓ know more about what animals eat.
- ✓ share information about the animals you love.

**Theme:** Animals

**Topic:** 1. My pet.

**Aims:**

- To write a description of Ss' pet using process writing.
- To talk about our likes regarding pets.
- To listen for details.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	<p>T tells Ss that she/he has read an article about "The most popular pets".</p> <p>T says: "The other day I found a magazine and I read an article about the most popular pets".</p> <p>T asks Ss if they have pets. If Ss say no, T asks them to think of one they would like to have.</p> <p>T asks Ss to stand up.</p> <p>Then, T tells Ss: -"If you have a dog, go to this corner (and points to the corner)". -"If you have a cat, go to this other corner (and points to another corner)". -"If you have a virtual pet, go to this other corner (and points to the corner)". -"If you have any other pet, go to that corner (and points to the corner)".</p> <p>Discuss with the people in your group about your pets. Use the SOS Box and see the example Nico, Lua and Emma give.</p>	<p>Ss pay attention to the teacher.</p> <p>Ss say if they have pets. Ss who don't have pets think of one they would like to have.</p> <p>Ss stand up.</p> <p>Ss have to move to different parts of the classroom according to the pets they have.</p> <p>Ss discuss with the classmates in their groups about their pets. Ss use an SOS Box and see the example the characters of the book give.</p>	<p>T monitors Ss' work checking if all of Ss are aware of the activity they are going to accomplish.</p> <p>T checks how many positive and negative answers there are, to make sure to include all Ss in the activity.</p> <p>T checks instructions, by asking one of the Ss to say what they have to do, or relying on L1 if necessary.</p> <p>T checks whether Ss have understood both: the language they have to use for the activity, and the dynamic of the task.</p>



**Transition: You already know Emma’s pet. What do you remember about her? Are these sentences true or false?**

**The pet is a dog. (T).**

**The dog is a he dog. (F)**

**The dog is white and black. (T)**

**The dog’s name is Pirata. (T).**

<p><b>10 (minutes)</b></p>	<p>Look at the following picture. The three characters have pictures of their pets.</p> <p>What are their pets?</p> <p>T asks Ss to look at Lua’s pet and the two descriptions about it. Choose the one that is correct. T asks Ss to pay attention to the picture.</p> <p>(Correct description is #2)</p> <p>T asks Ss to have a look at Nico’s pet. We only know its name “Chocolate”. Listen to Nico and complete the chart about his pet.</p>	<p>Ss make their guesses and describe the pictures of the characters’ pets.</p> <p>Ss look at Lua’s pet and they read their description. Ss choose one or two.</p> <p>Ss listen to the recording and complete the chart of chocolate.</p>	<p>T checks if Ss are actually aware of what the pictures are about.</p> <p>T fosters an appropriate environment for a listening activity.</p>
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**Transition: What about your real or imaginary pet? What would you say about it?**

<p><b>10 (minutes)</b></p>	<p>T asks Ss to work with a bubble thinking map and jot down ideas about your pet.</p> <p>T pastes a picture of it and think of words that describe your pet (adjectives such as colors, size, etc). Add those words to the ideas.</p> <p>T asks Ss to write a description of their pet. T asks Ss to describe any special ability. T asks Ss to write a description and paste the picture on a separate piece of paper.</p>	<p>Ss write down ideas about their pets.</p> <p>Ss paste a picture of the pet and add words to describe it. They add adjectives and nouns.</p> <p>Ss write a description of their pet. They also paste a picture of it to combine the description with the image.</p>	<p>T fosters Ss’ participation while they work with the bubble thinking map. T focuses Ss’ attention on the picture.</p> <p>T acts as a facilitator providing Ss with necessary vocabulary.</p>
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**Transition: Let’s participate in “The animal show”.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to paste the picture</p>		<p>T monitors the activity</p>
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	<p>and description of their pet on the board. T asks Ss to stand up and choose another pet.</p> <p>T asks Ss to give reasons to support their choices.</p> <p>T counts votes and in the end, the class has the most popular pet.</p>	<p>Ss give reasons to support their choices.</p>	<p>and encourages Ss to stand up, choose a pet and vote for it.</p>
<p><b>Follow up: Jeanine is Lua's mom's friend. She lives with many pets. Look at her story.</b></p>			

**Theme:** Animals

**Topic:** What is my favourite animal like?

**Aims:**

- To share our likes regarding animals.
- To learn about animals' characteristics.
- To work with a bubble map in order to improve Ss' writing skills.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	<p>T writes some clues about Emma's favorite animal and asks Ss to read the clues and write the name of the animal.</p> <p>Hidden word: Tiger</p> <p>Is in train but it isn't in rain. Is in ice and also in thin. Is in gain and also in game. Is in he and also in we. Is the letter that comes after q.</p>	<p>Ss read some clues about Emma's favourite animal.</p> <p>Ss write the name of the animal.</p>	Oral assessment.
<b>Transition: What can you say about tigers?</b>			
<b>10 (minutes)</b>	<p>T asks Ss to read and listen to Emma talking about her favorite animal.</p> <p>T asks Ss to answer some questions about tigers.</p>	<p>Ss read and listen to Emma talking about her favorite animal.</p> <p>Ss answer some questions about tigers.</p>	T facilitates and elicits vocabulary.
<b>Transition: Let's complete Emma's thinking map using information from the paragraph.</b>			
<b>(10 minutes)</b>	<p>T draws a paw and elicits words related to tigers.</p> <p>Wild Run fast Black stripes Orange fur T writes verbs to match each word. Are Can Have Have</p>	<p>Ss copy the thinking map and complete it.</p>	T elicits vocabulary.

**Transition: Emma wants to know about your favorite animal.**

**5 (minutes)**

T asks Ss to complete their own thinking maps about the animals they like.

Ss complete a thinking map with the animal they like.

T monitors while Ss complete the thinking maps.

**Follow up: Ss write a description about the animal they like and present a poster to the class.**

**Theme:** Animals

**Topic:** What animals eat.

**Aims:**

- To teach Ss different categories we can use to classify animals.
- To promote reading skills by doing extensive reading of an organization, an animal and how to protect it.
- To develop Ss' speaking skills by asking them to describe different animals.
- To learn about Uruguayan NGOs

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T sticks three pictures on the board: a picture of a cow, a picture of a tiger and a picture of a grackle.  <a href="https://www.chron.com/news/houston-texas/texas/article/Grackles-Texas-worst-bird-9200634.php#:~:text=Other%20times%2C%20Houstonians%20stare%20longingly,States%2C%20Mexico%20and%20Central%20America.">https://www.chron.com/news/houston-texas/texas/article/Grackles-Texas-worst-bird-9200634.php#:~:text=Other%20times%2C%20Houstonians%20stare%20longingly,States%2C%20Mexico%20and%20Central%20America.</a></p> <p>Think of something they have in common and something they have differently.</p> <p>T elicits the concepts of carnivore, herbivore and omnivore.</p>	<p>Ss look at the pictures and describe them. E.g. they can say: I can see a cow. It's a mammal. I can see a tiger. It's a mammal, too. I can see a grackle. It's a bird.</p> <p>Ss make guesses until they realize the three of them are animals.</p> <p>Ss answer what they eat. E.g. The tiger eats meat. The tiger is a carnivore. The cow eats grass. It's an omnivore.</p>	<p>T focuses Ss attention on the pictures.</p> <p>T checks if Ss actually know which animals they are talking about, and their names in English.</p> <p>T fosters as much Ss' participation as possible.</p> <p>T elicits previous knowledge from Ss regarding the concepts of carnivore, herbivore and omnivore.</p>
<p><b>Transition: Let's see how much you know about animals.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T gives students a poster of Nico, Lua and Emma. They are sorting out 9 animals into the three categories.</p> <p>Human beings Horses</p>	<p>Ss look at a poster of Nico, Lua and Emma.</p> <p>Ss look at different categories the characters</p>	<p>T monitors that Ss realize that the characters are working and they need help.</p>

	<p>Sheep Ostriches Hyenas Camels Anacondas Foxes Piranhas</p> <table border="1" data-bbox="344 383 756 622"> <thead> <tr> <th>Carniv</th> <th>Herbiv</th> <th>Omniv</th> </tr> </thead> <tbody> <tr> <td>Hyenas Anacondas foxes</td> <td>Horses Sheep Camels</td> <td>HB Ostrich piranha</td> </tr> </tbody> </table> <p>Search on the Internet (if necessary) and add three more animals to each category. Find info about where the animals live and anything you believe is relevant to know.</p>	Carniv	Herbiv	Omniv	Hyenas Anacondas foxes	Horses Sheep Camels	HB Ostrich piranha	<p>are using to classify the animals.</p> <p>If it's necessary, Ss surf the internet to add more animals to each category. Ss search for information about where they animals live and any relevant information they want to include.</p>	<p>T monitors Ss' work. T guides Ss to find the necessary information to complete the task.</p>
Carniv	Herbiv	Omniv							
Hyenas Anacondas foxes	Horses Sheep Camels	HB Ostrich piranha							

**Transition: I have an invitation for you. Let's cooperate with nature. Let's volunteer in an animal reservation.**

<p><b>10 (minutes)</b></p>	<p>Make a list of Uruguayan endangered species. Godparenting a species.</p> <p>T invites Ss to find an NGO they would like to help.</p> <p>Read about the NGO and about the animal you would like to take care of.</p>	<p>Ss look at a list of Uruguayan endangered species. Ss think of an NGO they would like to help.</p> <p>Ss read about both the NGO and the animal they would like to take care of.</p>	<p>T encourages SS to think about endangered species.</p> <p>T monitors that Ss are able to search the net, for example, to find information about the NGO.</p>
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**Transition: To be a volunteer you need to have something distinctive. Why don't you create a T-shirt?**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to create a T-shirt of the organization including the name of it, the animal they will protect and any other info they think it's important.</p>	<p>Ss create a T-shirt of the organization including the name of it and any other information they think could be relevant.</p>	<p>T encourages Ss to be as creative as possible with the T-shirt task.</p>
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**Follow up: T invites Ss to share with the rest of the class the T-shirts they created, together with the animal they plan to protect.**

**Theme:** Animals

**Topic:** Wild animals / Domestic animals.

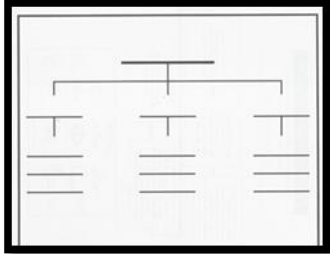
**Aims:**

- To foster Ss' oral skills by talking about interesting topics like wild animals, and everyday issues like having a pet.
- To provide Ss with the opportunity to express their opinions and justify their choices.
- To develop the strategy related to the organization of ideas, by the use of a *Tree thinking map* and a *Venn diagram*.

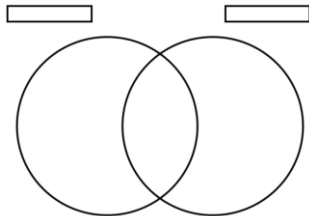
Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutess)</b></p>	<p>T shows two pictures, one of a cat and the other of a tiger. T explains Ss they are part of one of Lua's tasks for school. T says:</p> <p><i>Lua is doing her homework. She has to answer some questions using the pics of a cat and a tiger.</i></p> <p><i># What can you see in the pictures?</i></p> <p><i># Can you identify these pictures from any famous video, song or film?</i></p> <p><i># How do the pics make you feel?</i></p> <p>T works orally with the pictures and the questions What can you see in the picture from Lua's task.</p> <div data-bbox="413 1787 655 1921"></div> <div data-bbox="421 1928 647 2080"></div> <p>T shows Ss the video of the</p>	<p>Ss are invited to guess what the lesson may be about.</p> <p>Ss work orally describing both pictures and answering the questions from Lua's task.</p>	<p>T monitors Ss' attention span.</p> <p>T helps Ss to focus on the content of the questions, checking whether everyone has understood the main aim of the activity.</p> <p>T makes sure Ss recognize the pictures from the song "Roar" and the film "Puss in boots"</p>

	song "Roar" and the trailer of "Puss in boots" and asks Ss to take notes of the animals they can see.	Ss make a list of animals they can identify	T monitors Ss' work.
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**Transition: What is the main difference between the animals in "Roar" and the ones in "Puss in boots"?  
Ss' expected answers: wild and domestic animals**

<b>10 (minutes)</b>	<p>T elicits information from Ss related to what other wild and domestic animals they know.</p> <p>T's questions: Are there any wild animals that can be domesticated?</p>	 <p>Ss complete a tree thinking map with three categories. wild animals - domestic animals - animals that can be domesticated.</p>	<p>T monitors Ss' responses to the activity, focusing on Ss' fluency rather than on accuracy.</p> <p>T checks instructions.</p>
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**Transition: What are the main characteristics that identify wild animals and domestic animals?**

<b>10 (minutes)</b>	<p>T explains how to work with Venn-diagrams.</p> <p>T tells Ss that they need to include the characteristics of wild animals on the left and the ones of the domestic animals in the one of the right.</p> <p>T explains that the information that is shared by both types of animals must be written in the middle.</p>	<p>Ss complete a Venn diagram including wild animals characteristics on the left circle, domestic animals characteristics on the right one, and characteristics shared by both types of animals in the middle.</p> 	<p>T checks instructions.</p> <p>T makes sure Ss are accomplishing the required task.</p>
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**Transition: Which characteristics from animals do you like the most?**

<b>5 (minutes)</b>	<p>T asks Ss to express their preferences toward animals taking into account their characteristics.</p> <p>T provides Ss with an S.O.S. box.</p>	<p>Ss states their preferences justifying their decisions with the help of the S.O.S. box.</p> <p>Ss expected sentences: <i>I like lions because they are</i></p>	<p>T fosters as much participation as possible in terms of quantity and quality.</p>
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	<p>T writes some examples on the board.</p>	<p><i>strong</i>  <i>I love dogs because they are loyal.</i>  <i>I prefer the elephants because they have a great memory.</i></p> <p>Ss read their sentences aloud.</p>	<p>T rephrase Ss' sentences only in case they have mistakes that could avoid understanding of content.</p>
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**Follow up:** T asks Ss to bring a photo of their pets and/or their favourite wild animal for the next class.  
**Suggested project:** Using the digital tool “monkey survey” (or a similar one) Ss may lead two polls. One related to their classmates most common pet. The other one related to one word that would best describe their pets. <https://es.surveymonkey.com/>  
**After having the outlines of the sampling the class will work in three groups. Each group will work with one of the 3 top most common pets. They have to describe the pet in terms of qualities and benefits of having that pet.**

**Theme:** Animals

**Topic:** Native Uruguayan animals

**Aims:**

- To know more about native animals by reading a text about some Uruguayan animals.
- To trigger students' intrinsic motivation by working with some animated characters (the Simpsons) that are familiar to them.
- To promote speaking skills by providing Ss with an opportunity to express themselves about zoos and by presenting an native animal.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T provides Ss with a list of animals. T asks Ss to choose the animals that are native of Uruguay:</p> <p>elephant - jaguar - lion - capybara - deer - seal - koala - puma - coypu - penguin - meerkat - parrot -</p>	<p>Ss read a given list of animals and choose the ones that are native of Uruguay.</p>	<p>T checks instructions asking one of the Ss to say what they have to do.</p>
<p><b>Transition: Let's watch a fragment of <i>The Simpsons at the zoo!</i></b></p>			
<p><b>10 (minutes)</b></p>	<div data-bbox="272 1211 453 1312" data-label="Image"> </div> <p><a href="https://www.youtube.com/watch?v=jbNwIDUvBdg&amp;t=29s">https://www.youtube.com/watch?v=jbNwIDUvBdg&amp;t=29s</a></p> <p>T asks Ss to write down the animals they see.</p> <p>T asks Ss to complete two sentences with words from a box.</p> <p>T asks Ss to watch the video again and decide who says these phrases. Write Homer, Lisa or Bart next to each one.</p> <p>1-I brought you to the zoo where all the animals live in harmony. _____</p> <p>2-Ok guys! I got your ice creams! _____</p> <p>3-No Maggie! We don't hurt each other in this family. _____</p> <p>4-Are you nuts? _____</p>	<p>Ss watch a video about The Simpsons at the zoo.</p> <p>Ss watch the video and write down the animals they see.</p> <p>Ss complete two sentences with words from a box.</p> <p>Ss watch the</p>	<p>T checks Ss' previous knowledge, making sure they actually know who this family is.</p> <p>T provides Ss enough time to accomplish the task.</p> <p>T promotes an</p>

	<p>5-Dad we are missing the giant capybaras of Uruguay! _____</p> <p>6-We'll never see her again. _____</p> <p>7-Stupid monkeys! _____</p>	<p>video one more time and say who says each sentence.</p>	<p>appropriate environment for a video watching lesson.</p> <p>T checks instructions.</p>
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**Transition: The characters of the Simpson went to the zoo. What about you?**

<p><b>10 (minutes)</b></p>	<p>T asks Ss:</p> <p>Have you ever been to a zoo?</p> <p>Do you like zoos?</p> <p>Are animals happy there?</p> <p>What is the difference between a zoo and an animal reserve?</p> <div data-bbox="564 857 745 1034" data-label="Image"> </div> <p><b>Lua loves animals, she is now reading about capybaras. Let's see what she finds out...</b></p> <p>Uruguay is home to the largest rodent, the capybara. This animal is also called carpincho. It is a mammal that is a close relative of the guinea pig. It looks similar to a large, tailless beaver. It has got long teeth. It is light brown. The capybara eats grass, water plants and grains. It usually lives near lakes and rivers in small groups, or even up to packs of up to 80 or 90 individuals.</p> <p><a href="https://theculturetrip.com/south-america/uruguay/articles/7-awesome-native-animals-in-uruguay/">https://theculturetrip.com/south-america/uruguay/articles/7-awesome-native-animals-in-uruguay/</a></p>	<p>Ss say if they've been to a zoo.</p> <p>Ss say whether they like zoos.</p> <p>Ss answer some questions.</p> <p>Ss read about Capybaras.</p>	<p>T fosters Ss participation, by naming them if necessary.</p> <p>T encourages Ss' participation making clear there are no right or wrong answers, but they are working on development of ideas and perspectives.</p>
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**Transition: There are some animals that are native to one place. They are called autochthonous. Read the following text about an native Uruguayan animal.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to read the paragraph and complete the fact file</p>	<p>Ss read the paragraph one more time and complete the fact file.</p>	<p>T checks instructions in both senses, the task requirements, and the language they are expected to use.</p>
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**Follow up: T asks Ss to complete a fact file about another Uruguayan native animal.**

**T asks Ss to write a paragraph using that information.**


**Next class Ss will present that animal orally to the rest of the classmates.**

**Theme:** Animals.

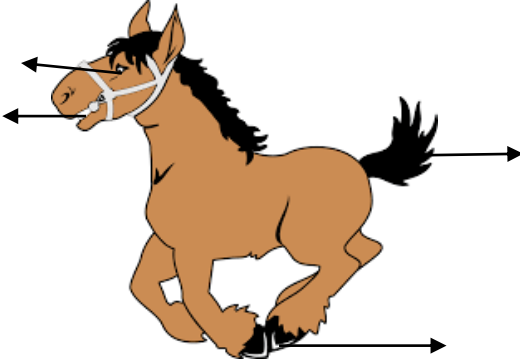
**Topic:** Endangered species.

**Aims:**

- to work with vocabulary regarding animals and their parts of the body.
- to promote reading skills by reading conversations and information about endangered species.
- to trigger intrinsic motivation by working cooperatively and autonomously.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T tells Ss that Lua and her friend Johnny from the UK are texting about animals.  T asks Ss to read their conversation and match each description to the correct animal. <b>a) GREY PARROT</b> <b>b) CAT</b> <b>c) ELEPHANT</b> <b>d) HORSE</b>  	Ss read the descriptions and match the description with the pictures.	T checks instructions.  T monitors Ss' work not only in terms of the activity instructions but also in the dynamic of the activity.

**Transition:** As you could see in the pictures each animal is different, some have legs and others have paws. Let's know more about the parts of the animals.

<b>10 (minutes)</b>	  T asks Ss to read the descriptions again and write the correct parts of the body.  After they correct, T tells Ss that Johnny	Ss read the descriptions again and label the animals with the correct parts of the body.  Ss read and check whether the sentences	T fosters an appropriate environment for reading tasks.  T checks instructions asking one of the Ss
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	<p>is talking to his mom about the conversation he had with Lua. T asks Ss to <b>read</b> what Johnny says to his mom and <b>check</b> whether he is <b>right ( )</b> or <b>wrong ( )</b>. T asks Ss to <b>correct</b> the wrong information.</p> <p>1- Mr. Simon has got short whiskers. _____ 2- Horses haven't got a tail. _____ 3- Horses have got a trunk. _____ 4- Elephants live in Africa and Asia. _____ 5- Buying grey parrots is forbidden. _____</p> <p>T asks Ss to think about the animals they know. T asks Ss to write two different animals in each column.</p>	<p>are right or wrong.</p> <p>Ss write two different animals under the corresponding columns.</p>	<p>to say what they have to do.</p> <p>T monitors Ss' work, providing them with help, only when necessary.</p>
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**Transition: Interesting, isn't it? Unfortunately there are some endangered species.**

<p><b>10 (minutes)</b></p>	<p>T tells Ss that in the conversation, Lua and Johnny talk about animals in danger of extinction (endangered animals) T asks Ss to read the definition of "<b>endangered species</b>" and discuss the questions with a classmate. <i>"An endangered species is any type of plant or animal that is in danger of disappearing forever. If a species, or type of animal dies out completely, it becomes extinct"</i> <a href="https://kids.britannica.com">https://kids.britannica.com</a></p> <p>1. Which examples of endangered animals do Lua and Johnny mention? 2. Why are these animals endangered?</p>	<p>Ss read the definition of endangered species and discuss the questions with a classmate.</p> <p>Ss answer the questions.</p>	<p>T monitors whether Ss' are actually following the line of work they are expected to be following.</p> <p>T provides Ss with help, only if necessary, trying to foster Ss' independent work.</p>
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**Transition: Let's do some research!**

<b>(5 mins)</b>	T tells Ss they can use their mobile phone or computer and find out the names of three endangered animals.  T asks Ss to choose one of them and write some sentences to describe it.	Ss search the net using their cell phones or computers and find out the names of three endangered species. Ss choose one of them and write some sentences to describe it.	T monitors the activity and helps them find information in websites that are safe.  T encourages Ss to write some sentences about the animals they chose.
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**Follow up:**

**Let's play a guessing game!**

**Read one of the sentences that describes the endangered animal you chose. The rest of the classmates have to guess which animal it is.**

**If they cannot guess you read another sentence, and you continue reading until one of the classmates guesses the animal.**

**The classmate who guesses will be the next reading the sentences of the endangered animal he/she chose.**

Conversation created in <https://www.fakewhats.com>

Free pictures from <https://pixabay.com/>

Free images from <http://clipart-library.com/>

*Material creado por la docente Jessica Hagopian (Montevideo)*

**Theme:** Animals

**Topic:** 8. Tangram animals

**Aims:**

- To cater to students who learn by doing.

- to discuss about Ss' pets and the types of animals those pets are.
- to work with context-integrated (Cummins) listening skills by watching videos about animal pets and their descriptions.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	T starts the class asking the Ss if they have a pet and what animal it is. T can make a poll in which they discover what the most popular animal is.	Ss answer whether they have a pet and what animal it is.	T acts as a facilitator in case Ss need help to answer.
<b>Transition: Let's watch the video of Lua's mum's friend, Janine, talking about one of her pets.</b>			
<b>10 (minutes)</b>	T invites Ss to watch the video, listen and choose the correct option.  T may repeat the video two or three times so Ss understand the content.	Ss listen to Janine talking about one of her pets and choose the correct option.	T monitors that Ss understand the options to complete the listening comprehension activity.
<b>Transition: Now watch a video of another Jeanine's pet called Darrell.</b>			
<b>10 (minutes)</b>	T invites Ss to watch a video of another of Jeanine's pet called Darrell. After they watch T encourages Ss to complete the information.	Ss watch Darrell's video and complete with information from the video.	T monitors that Ss pay attention to the video and are able to complete the information.
<b>Transition: These animals were real but there are some people that like to create art crafts about them. They are called tangram animals. Nico's teacher asked him to prepare a tangram for homework.</b>			
<b>5 (minutes)</b>	T explains that "A tangram is an ancient Chinese puzzle with 7 specific pieces that fit together to form a square".  T asks Ss to look at the tangram and identify which of these geometric shapes are part of it.  T invites Ss to create a	Ss pay attention to the explanation of tangram.  Ss look at the tangram and spot the geometric shapes.  Ss create their own tangram	T checks that Ss pay attention to the explanation of tangram.  T monitors that Ss can identify the geometric shapes.  T helps Ss to create



	tangram using this model and have some fun! T gives the Ss the option to choose a tangram bird and recreate it with their tangram pieces!	Ss choose a tangram bird and recreate it with their tangram pieces.	their own tangram.
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**Follow up: Work with a partner. Choose a bird tangram for him/her and he/she has to build it. You have to build the one that he/she chooses for you.**

**Now write about your favourite tangram bird, the same way Janine talked about her pet.**

**Theme:** Animals

**Topic:** 9. Famous cartoon animals.

**Aims:**

- to promote Ss discussion about a topic from their childhood.
- to improve reading skills by working with a text about Mickey and Donald.
- to describe physical appearance by describing the cartoon characters.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 minutes)</b></p>	<p>T asks the Ss if they like cartoon animals and what their favorite one is.</p> <p>T promotes discussion with the question: Are cartoons important for people? Why?</p>	<p>Ss answer some questions about cartoons.</p>	<p>T checks whether Ss are familiar with cartoon animals.</p> <p>T acts as a facilitator providing SS with necessary vocabulary.</p>
<p><b>Transition: These are some of Lua's, Nico's and Emma's favorite cartoons. Let's learn a bit about them.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T invites the Ss to read about Mickey Mouse and Donald Duck and complete the chart.</p>	<p>Ss read about Lua's, Nico's and Emma's favoritecartoons and complete a chart. with information.</p>	<p>T monitors that Ss read the text and complete the chart...</p>
<p><b>Transition: My favorite ones were Bugs Bunny and Tom and Jerry. What do you know about them?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks them to describe the characters. Think of their physical appearance, colour, adventures. Write some sentences about them.</p> <p>Then, T asks them to read the information about them and answer the questions.</p>	<p>Ss mention the things they remember about Bug Bunny and Tom and Jerry. Ss think of physical appearance, colour and adventures.</p> <p>Ss read some information about them and answer the given questions.</p>	<p>T acts as a facilitator here. It's important that the T can help Ss with the vocabulary.</p> <p>T checks that Ss are able to answer the questions.</p>
<p><b>Transition: Besides Tom there is another famous cat, let's find out who he is.</b></p>			

<b>5 (minutes)</b>	T asks Ss to listen to a short recording about a famous cat and choose the correct option.	Ss listen to a short recording about another famous cat and choose the correct option.	T monitors that Ss pay attention to the recording.
<b>Follow up: Listen to a short paragraph about Tweety and fill in the blanks with one word only.</b>			

**Theme:** Animals

**Topic:** 10. Animals: neighbors or invaders?

**Aims:**

- to motivate Ss by working with different visual aids about animals.
- to lower Ss' affective filters by working with a topic they may like.
- to develop and reinforce Ss' reading skills by working with a text about different types of animals.
- to foster collaborative work by asking Ss to choose a dialogue and give reasons for their choice.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 minutes)</b>	T starts the class showing pictures. T asks Ss: What do you see in the following pictures? Do you recognize any animal in particular? Where are they?	Ss look at some pictures and answer some questions about them.	T monitors that Ss pay attention to the pictures and are able to answer the questions.
<b>Transition: Lua and Nico are in a big city and they have a conversation.</b>			
<b>10 (minutes)</b>	T asks Ss to work in pairs and answer: which dialogue (1 or 2) looks more appropriate for the photos and why?	Ss work in pairs. Ss read two dialogues and say which one is more appropriate. Ss give reasons.	T monitors pair work.
<b>Transition: Lots of animals live on the planet. Some are very dangerous and some others are friendly and can be our pets. There are many types of animals, because different animals have different characteristics.</b>			
<b>(10 minutes)</b>	T provides Ss with a text. T asks Ss to read the text and pay attention to the underlined words. T asks Ss to complete sentences with the words and expressions underlined. There are images that can help Ss.	Ss read a text about different types of animals. Ss pay extra attention to the underlined words on the text.  Ss complete some sentences using the underlined words from the text. The sentences have pictures to facilitate Ss' work.	T monitors that Ss read the text and acts as a facilitator in case Ss need help with new vocabulary.  T checks that Ss are able to complete the sentences.
<b>Transition: As you know there are different types of animals. Emma needs some help to classify them according to the right category.</b>			

<p><b>5 (minutes)</b></p>	<p>T asks Ss to read the text again, recall from memory and complete the chart with the different types of animals.</p> <p>T asks Ss to read again and answer TRUE/FALSE/DOESN'T SAY. Underline the evidence for the false ones.</p>	<p>Ss read the text one more time and complete a chart with information about the different types of animals.</p> <p>Ss answer some True/False/Doesn't say. Ss underline the evidence if the sentences are false.</p>	<p>T monitors Ss while they complete the chart with information.</p>
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**Follow up: Time for reflection "Cats are angels with fur." – Sark. Do you agree or disagree? Why?**

**Theme:** Animals

**Topic:** 11. Did you know? Three popular birds from Uruguay

**Aims:**

- To work with popular birds from Uruguay and their descriptions.
- To reinforce and develop Ss' reading skills by asking them to work with different texts about birds.
- To broaden Ss' cultural background by asking them to look for information.
- To enhance Ss' reading comprehension skills through skimming reading activities.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T starts the class asking Ss if they know typical birds from Uruguay. T shows the pictures of three birds and asks for the names. The birds are the hornero, the green parrot and the chajá.</p>	<p>Ss answer if they know typical birds.  Ss look at the pictures and name the birds.</p>	<p>T fosters Ss' participation.  T encourages Ss to guess and risk through their opinions.</p>
<p><b>Transition: These birds are South American and can be easily found in Uruguay. Let's start reading about the hornero.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with the text about the hornero. T asks Ss to read the text and answer five questions. 1.Where can you find the hornero? 2.What does the hornero represent? 3.What does the hornero use to build the nest? 4.How is the nest designed? 5.What does the hornero show by building the nest? After Ss complete the activity, T asks Ss to answer orally.</p>	<p>Ss read the text about the hornero and answer five questions on their notebooks.  Ss answer the questions orally for group correction.</p>	<p>T monitors Ss' work, considering both aspects: the dynamic of the activity, and understanding of the language used in the texts.</p>
<p><b>Transition: In my opinion, the green parrot is the noisiest bird. Here I have some information to share with you.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with a text about the green parrot. T asks Ss to read the text and accomplish a T - F - DS (true - false - doesn't say) activity.</p>	<p>Ss read the text about the green parrot and perform the reading comprehension activity.</p>	<p>T acts as a facilitator helping Ss in case they need help with the vocabulary from the text.</p>

	<p>a) The green parrot is a very popular bird in Uruguayan cities</p> <p>b) People like having them as pets.</p> <p>c) Green parrots live for about 10 years.</p> <p>d) Fortunately, these birds can reproduce without danger as they don't have predators.</p> <p>e) Every person in our country would like to have a green parrot as a pet.</p>		
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**Transition: We can associate this bird with a typical dessert.**

<p><b>5 (minutes)</b></p>	<p>T provides Ss with some notes about the Chajá.</p> <p>T asks Ss to predict what type of information they need to complete the notes.</p> <div data-bbox="384 1048 762 1554" style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>What do you think?</b>  <b>Complete this chart with your opinion and then check them reading the text.</b></p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 30px;"></td><td style="width: 50%; height: 30px;"></td></tr> <tr><td style="width: 50%; height: 30px;"></td><td style="width: 50%; height: 30px;"></td></tr> <tr><td style="width: 50%; height: 30px;"></td><td style="width: 50%; height: 30px;"></td></tr> <tr><td style="width: 50%; height: 30px;"></td><td style="width: 50%; height: 30px;"></td></tr> </table> </div> <p>After Ss complete some notes, T provides Ss with the text and Ss check their predictions.</p>									<p>Ss read the notes and predict the information missing.</p> <p>Ss read the text and check their predictions.</p>	<p>T focuses Ss' attention on the information they need.</p> <p>T monitors the reading comprehension activity.</p>

**Follow up: T asks Ss to browse the web and look for information about another bird.**

**Theme:** Animals

**Topic:** 12. Researching about animals.

**Aims:**

-To develop Ss' reading skills by asking them to read and complete several activities about animals.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson 7 (minutes)</b>	T starts the class showing an image of Emma. Emma says: I love animals and I like to read and investigate them. Let's see what I am reading now...	Ss pay attention to what Emma says.	T focuses Ss attention on the topic.
<b>Transition: Let's find out what animals is Emma reading about...</b>			
<b>10 (minutes)</b>	T asks Ss to read the texts about spiders, dolphins, skunks and hamsters. T asks Ss to complete the activities on the book.	Ss read the texts and complete.	T acts as a facilitator in case Ss need help with the vocabulary from the texts and activities.
<b>Transition: All animals live in different places. Do you know what a habitat is?</b>			
<b>10 (minutes)</b>	A habitat is the natural home of an animal or plant.  T asks Ss to match the animals to their corresponding habitats. After Ss complete the matching activity, T asks  Ss to complete the word search on the book.	Ss answer if they know what a habitat is.  Ss match animals and habitats.  Ss complete the word search from the book.	T monitors the several activities.
<b>Transition: Let's get in pairs to create our own crosswords!</b>			
<b>5 (minutes)</b>	T asks Ss to work with a partner and create a crossword about animals. Write eight sentences about the animals in the crossword as clues. Remember to include their habitats.	Ss get in pairs or small groups and create a crossword.	T monitors grouping and facilitates necessary help.



**Follow up: T asks Ss to exchange your crossword with another group. Each group has to solve the other group's crossword.**

# #LivingUruguay 1

## LESSON PLANS

### UNIT 5

### Fantastic Food

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

- ✓ understand the words and layout of recipes and how to implement them.
- ✓ read about some Uruguayan traditions and recipes.
- ✓ research on Uruguayan traditions and recipes.
- ✓ reflect upon the school canteen and the types of food it offers.
- ✓ share your ideas about food, traditions and eating.

**Theme:** Fantastic food

**Topic:** Meals along the day-how important breakfast is

**Aims:**

- To activate students' schemata and cognates to provide them with scaffolding to talk about meals along the day.
- To improve writing skills by using process writing.
- To provide Ss with an opportunity to share their own eating habits.
- To encourage Ss by playing a game.
- To share the food students have during the different moments in a day.
- To foster ss' consciousness about the importance of leading a healthy life, in this case in terms of food.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (10 minutes)</b></p>	<p>T invites Ss to play a game called Tutti Colour. The options of colors are green, red, yellow, purple, and orange.</p> <p>T shows pics with images of different moments in a day and the time and asks Ss:</p> <p><i>-How do we call the meals during the day?</i> <i>-and what do we ordinarily eat in each one?</i></p> <p>T asks Ss to use the vocabulary from the tutti-colour and from the pics to make this classification.</p>	<p>Ss play a game called Tutti Colour.</p> <p>Ss listen to a colour and complete a chart with vocabulary about fruits, vegetables and drinks that have that colour.</p> <p>For example: If T calls out "red", Ss write: Food: meat Vegetables: tomato &amp; apples Something else: wine</p> <p>Ss look at some images of different moments in a day and the time and answer some questions.</p>	<p>T promotes a relaxed and joyful environment.</p> <p>T encourages Ss to take the necessary time as long as they use only English in this activity.</p> <p>T elicits from Ss as many answers in english as possible.</p> <p>T draws on Ss' prior knowledge in order to activate Ss' use of language. T promotes constant interaction. T-S, S-S.</p>

**Transition: According to nutritionists, which is the most important meal in our day?**

<p><b>15 (minutes)</b></p>	<p>With the vocabulary related to different meals, added on the poster, the T writes as an example:  <i>"In the morning, we have breakfast. I have coffee with biscuits and some cereal".</i></p> <p>T encourages ss to work with a partner and write similar sentences.</p> <p>T asks them to play "shout it out". T mentions one meal and ss shout out what they eat during that meal. For example, T says: <i>Breakfast</i>" and a ss shouts out <i>"I have coffee for breakfast"</i>.</p>	<p>Ss work with a classmate and by reading the example from the board, write similar sentences about the food they eat.</p> <p>Ss play a game called "shout it out".          Ss listen to the meal the T mentions and shout out what they eat during that meal.</p>	<p>T promotes collaborative work through pair work. Each st shares her/his task. While one member speaks the other one writes on board.</p>
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**Transition: You saw that breakfast is the most important meal for doctors. What do you usually get for breakfast?**

<p><b>10 (minutes)</b></p>	<p>With the different examples, and flashcards or pictures, encourages students to revise vocabulary related to breakfast.</p> <p>T asks ss to fill in a graphic organizer as a pre-writing activity.</p> <p>T asks Ss to write sentences.</p> <p>T asks Ss to share with a classmate and hydrate the sentences.</p> <p>T asks Ss to record a video about their breakfast.</p>	<p>Ss revise vocabulary related to breakfast.</p> <p>Ss fill in a graphic organizer as a pre-writing activity and write sentences.</p> <p>Ss share with a classmate and hydrate the sentences.</p> <p>Ss record a video about their breakfast.</p>	<p>T fosters speaking activities through dialogues T-S, S-S.</p> <p>T revises vocabulary</p> <p>T fosters ss' participation focusing on fluency rather than on accuracy.</p>
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**Follow up: Look for information about how important to have a good breakfast is, and add food in the diagram below.**

**Theme:** Fantastic food

**Topic:** Breakfast in Uruguay – my preferences

**Aims:**

- To work with the importance of having breakfast.
- To share Ss' thoughts regarding this meal.
- To improve and reinforce Ss' listening skills by working with a video about the T.V host Victoria Rodríguez.
- To introduce idioms and idiomatic expressions to the students.
- To enhance Ss' reading skill through meaningful activities.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>T tells Ss that there is a common saying in Spanish that in English will sound like: <i>Eat breakfast like a king, eat lunch like a prince, eat dinner like a pauper.</i></p> <p>T asks Ss to tell him / her what the phrase implies: a- every meal is important b- you should eat less as the day goes by. c- eating is not good.</p>	<p>Ss read a common saying related to the different meals of the day.</p> <p>Ss choose what the meaning of the phrase is.</p>	<p>T checks understanding of the quote.</p> <p>T monitors that Ss can connect the phrase with the meaning.</p>
<p>Transition: Food is an important source of energy. You need more energy in the morning and less energy during the rest of the day. What info have you found about the importance of breakfast?</p>			
<p><b>10 (minutes)</b></p>	<p>T leads a marker talk to jot down ideas on why breakfast is important in our daily routine.</p> <p>T asks Ss to write a sentence supporting why breakfast is important. For example, <i>I think breakfast is important because I need energy to be at school.</i></p>	<p>Ss complete a marker talk with the ideas they have about the importance of breakfast.</p> <p>Ss write a sentence saying why breakfast is important. For example: <i>In my opinion breakfast is important because it helps me concentrate at school.</i></p>	<p>T checks instructions. T accepts Ss' ideas and helps them with vocabulary.</p>
<p>Transition: <b>Victoria Rodríguez is a TV host and painter. She talks about the importance of having breakfast. Why is breakfast important to her?</b></p>			
	<p>T asks Ss to search the</p>	<p>Ss search the Internet and</p>	<p>T checks Ss don't get</p>

<p><b>10 (minutes)</b></p>	<p>Internet and find a picture of Victoria Rodríguez (VR).</p> <p>T asks Ss to read the questions and predict the answers:          Where does she have breakfast?          What does she do while she has breakfast?          What does she have for breakfast?          Why is breakfast important to her?</p> <p>T asks Ss to watch (1.16 to the end) the video of VR talking about her breakfast.</p> <p>T asks Ss to watch it again if necessary or they watch it to check their answers.</p>	<p>find a picture.</p> <p>Ss read the questions and come up with some predictions.</p> <p>Ss watch the video and answer the questions.</p>	<p>out of the content of the lesson.</p> <p>T encourages as much Ss' participation as possible.</p> <p>T checks Ss understand both the general idea of the questions and language use.</p> <p>T may prefer to stop the video after each answer Ss provide.</p>
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**Transition: Is breakfast important to you? Why? Why not?**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to write a short paragraph stating why breakfast is important or not. (This piece of writing complements the one from the previous class).</p>	<p>Ss write a short paragraph explaining why breakfast is important or not.</p>	<p>T helps Ss to make their writing flow, in case they feel stuck at any section of the piece of writing.</p>
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**Follow up: Project - Different lifestyles, different breakfasts:**

**According to people's lifestyles, people give different importance to breakfast. For example:**

- **Adrián has a big breakfast, because he plays football and practices a lot every day.**
- **Luis lives in the countryside, he gets up early and only drinks mate. Later he eats fruit.**
- **Jimena gets up early to work. She works from home and she has yogurt with cereals, fruit and coffee.**
- **Gustavo also gets up early to work. He has a gluten-free diet and he has coffee with rice cookies. Then, he drinks mate.**
- **Vero doesn't like to have breakfast. She thinks that mate is enough to start the day. She has some toast with it.**

**Each one has real preferences, for example: in winter I drink coffee but in summer I prefer yogurt with fruit.**

**What about your classmates? Choose three of your classmates and write about their breakfasts. Include what they have for breakfast, whether it is important for them or not, and what they do after breakfast.**

**Theme:** Fantastic food

**Topic:** The importance of snacks

**Aims:**

- To write about your favorite snack
- To determine whether a snack is healthy or unhealthy
- To see the difference between a snack and a meal.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson 7 (minutes)</b></p>	<p>Have a look at the following activity. Cross the odd one out.</p> <p>1: a- noodles, b- salad, c- peanut, d- BBQ</p> <p>2- a- an apple, b- steak, c- granola, d- raisins.</p> <p>3- a- cherry tomatoes, b- sliced bananas, c- stew, d- a cereal bar.</p> <p>According to the results, how can you differentiate food? (T elicits the difference between a main dish or food and a snack).</p> <p>Of the foods you worked with, ¿which ones do you use for lunch or dinner? Which ones do you use between meals?</p>	<p>Ss find the odd one out.</p> <p>Ss find a way of classifying food.</p> <p>Ss divide the foods into the ones they can use for the meals and the ones that go between the meals.</p>	<p>Any answer could be correct provided that the students have a clear reason to choose one.</p> <p>1- peanut 2- steak 3- stew.</p> <p>T monitors and elicits the difference between meals and foods to get between meals.</p>

**Transition: The other day I was reading about the importance of snacks in our lives. Why do you think that snacks are important? (Accept any reason the students give and write them on the board).**

<p><b>10 (minutes)</b></p>	<p>T asks Ss to get with a partner and discuss the reasons all his/her classmates gave.</p> <p>T asks Ss to choose 3 reasons they believe are the most important ones.</p> <p>He / She explains that they</p>	<p>Ss discuss the reasons.</p> <p>Ss rank the three most important reasons of the ones given.</p>	<p>T monitors what ss do.</p> <p>T asks ss to share their rankings.</p>
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	<p>will read the text about the importance of snacks. Then he/ she asks: <i>“Are the reasons you found present in the text?”</i></p> <p>T asks Ss to find the following:</p> <p>A- a common saying.  B- an example of a healthy snack.  C- an example of an unhealthy snack.  D- the place you need to look at to see if a snack is healthy or unhealthy.</p>	<p>Ss read the text and see if the reasons they have are there.</p> <p>Ss find the information the T asks for.</p>	<p>T monitors and facilitates the activity.</p> <p>T corrects the activity orally.</p>
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**Transition: Lua, Emma and Nico share about their favorite snacks. Read about them. Are they healthy or unhealthy? Why?**

<b>10 (minutes)</b>	<p>T asks ss to read the three texts.</p> <p>What is Lua’s fav snack?  What’s Emma’s fav snack?  What’s Nico’s fav snack?</p> <p>Are they healthy or unhealthy?</p> <p>T asks to give an opinion about each of the snacks.  E.g.  <i>I think Lua’s snack is unhealthy because it contains too much sugar.</i></p>	<p>Ss read the three texts and they answer the questions.</p> <p>Ss give their opinions about each of the characters’ snacks.</p>	<p>T monitors the activity and asks the questions orally.</p> <p>T monitors ss’ opinions whether they share them with peers or with the whole class.</p>
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**Transition: What is your favorite snack?**

<b>Pre-writing activity</b>	<p>T writes these questions on the board as a pre-writing activity:</p> <ol style="list-style-type: none"> <li>1. What’s your favorite snack?</li> <li>2. How often do you eat it?</li> <li>3. Do you prepare it? Do you buy it? Where?</li> <li>4. Is it healthy or unhealthy? Why?</li> </ol>	<p>Ss think and answer the questions about their favorite snack.</p>	<p>T facilitates the activity.</p>
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**Follow up: Poster- My fav snack. Students use the previous questions to create a poster about their favorite snack.**



**Theme:** Fantastic food

**Topic:** Sharing a snack with your classmates (This topic should be after topic 5)

**Aims:**

- To create a snack recipe book
- To learn about native Uruguayan fruit.
- To prepare a very basic snack in class.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>In the previous class we worked with snacks. Given the word snack let's jot down some examples:</p> <p>Seeds / sliced fruit / strawberries / sandwich. Nuts / nachos / nectarines Apples / almonds / apricots Carrots / crackers / cucumber / cranberries Kiwi / kale</p>	<p>Ss either individually or in pairs jot down words to do a mnemonics of the word snack.</p>	<p>T monitors and elicits some words when Ss get stuck.</p>
<p><b>Transition: As you could see, fruit is a very important snack. Let's see this chart about autochthonous Uruguayan fruits.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks students to read the chart about Uruguayan native fruits.</p> <p>T asks Ss to read the text and place each fruit in the right Uruguayan province.</p> <p>Then, T asks them to find any characteristic of the fruit and look for a picture to paste it. T asks them to listen to a recording about the following fruit and complete the chart.</p> <p><i><b>Ubajay</b> is a fruit native to Uruguay. It is between 3 to 6 centimeters big, yellow and rounded fruit. The fruit is</i></p>	<p>Ss read the chart and place the fruit in the right province.</p> <p>Ss create a picture dictionary with the native Uruguayan fruit. They also add new information about each of them.</p>	<p>T monitors and corrects the activity orally. T can read the text out loud and correct.</p>

	<p><i>similar to the peach. That is why some people call it peach from the woods. The fruit has a very intense flavor and it is slightly sour.</i></p> <p><i>It is ripe between September and October. The ubajay is eaten raw or in juice. People also prepare jam and vinegar.</i></p> <p><i>It has some medicinal properties. It is used to cure kidney problems and diarrhea as well as flu and coughs.</i></p>		
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**Transition: Based on fruit, let's prepare a quick snack. Let's see the recipe.**

<p><b>10 (minutes)</b></p>	<p>T shares with ss the recipe of a quick snack. They need:</p> <ul style="list-style-type: none"> <li>- A sliced apple.</li> <li>- Granola</li> <li>- Honey</li> <li>- Yogurt</li> </ul> <p>Put the sliced apples in a bowl. Pour some honey on top of it. Put some yogurt on top. Put some granola on top of everything.</p> <p>Eat it with a spoon.</p> <p>T asks Ss to think of a simple recipe to share with their classmates.</p>	<p>Ss follow the directions to prepare the quick snack.</p> <p>Ss create their own snack to share with a partner.</p>	<p>T facilitates and monitors ss' work.</p> <p>T monitors what students do and asks volunteers to share with the whole class.</p>
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**Transition: Let's create a snack book. Each of you has to write the recipe of a snack to share in a published book.**

<p><b>Creating the recipe</b></p>	<p>T asks ss to write the recipe down.</p>	<p>Ss write the recipe of a snack</p>	<p>T checks language, cohesion and coherence.</p>
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**Follow up: The Snack Book - Students create a compendium of all the recipes and publish the book.**

**Theme:** Fantastic food

**Topic:** The Uruguayan merienda

**Aims:**

- To provide students with useful vocabulary and expressions to develop their oral skill through a task related to their realities.
- To foster a safe and friendly environment for Ss to express their opinions.
- To develop and reinforce Ss' reading skills by working with questions about a text.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson</b> <b>7 (minutes)</b></p>	<p>Teacher shows a picture of Emma and asks Ss questions about it:            What is Emma eating?            What time of the day is it?            What about you?            How many meals do you have a day?            Do you have something in the afternoon?</p>	<p>Ss look at Emma's picture and answer questions.</p>	<p>T tries to relate the content of the warm-up to ss' realities.</p> <p>T helps ss realize that they can accomplish the task using as much English as possible, as it is about a topic they handle perfectly well.</p>
<p><b>Transition: In the afternoon I usually have a quick snack at school. Let's find out what you have in the afternoons.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T provides Ss with a list of snacks and asks Ss to tick the ones they have.</p> <p>T asks Ss to play: <i>Find someone who...</i>            T asks Ss to move around the classroom and ask each other:  <i>Do you have ___ in the afternoon?</i></p> <p>T explains they cannot repeat classmates' names.</p> <p>T asks some Ss to share one sentence with the rest of the class about their findings.</p>	<p>Ss look at a list of snacks and tick the food they eat in the afternoon.</p> <p>Ss move around the classroom asking questions to their classmates to <i>find someone who...</i></p> <p>Ss share their findings orally.</p>	<p>T checks whether Ss are used to working with this kind of task.</p> <p>T monitors ss' work in case ss are not aware of the dynamic of the activity.</p> <p>T fosters ss' oral participation.</p>
<p><b>Transition: Nico, Lua and Emma are enjoying a "merienda" in the park. In English there is no word for "merienda", we can say "snack" or "tea time". Let's read what our friends Emma, Nico and Lua say about the same topic.</b></p>			

<p><b>10 (minutes)</b></p>	<p>T asks Ss to read a text about Emma, Nico and Lua and answer the following questions:</p> <p>1- Does Emma have coffee in the afternoon?  2- Can she cook?  3- What is Nico's favourite "merienda"?  4- Does Lua have mate with her dad?  5- What does she eat?</p>	<p>Ss read a dialogue between Nico, Emma and Lua.</p> <p>Ss answer some questions.</p>	<p>T checks instructions relying in L1 if necessary at the beginning and then moving on to L2.</p> <p>T monitors ss' work in case they get stuck in any of the questions.</p>
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**Transition: Now that you have answered some questions about you, let's work on how to express our preferences using some useful expressions.**

<p><b>5 (minutes)</b></p>	<p>T tells Ss that in the dialogue there are some expressions similar to the ones below. T asks SS to match the two columns, there is an extra word you do not need to use.</p> <div data-bbox="308 1144 689 1361" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1-a packet of</td> <td style="width: 50%;">tea</td> </tr> <tr> <td>2-a piece of</td> <td>milk</td> </tr> <tr> <td>3-a glass of</td> <td>cheese</td> </tr> <tr> <td>4-a cup of</td> <td>apple</td> </tr> <tr> <td></td> <td>crackers</td> </tr> </table> </div>	1-a packet of	tea	2-a piece of	milk	3-a glass of	cheese	4-a cup of	apple		crackers	<p>Ss read the dialogue and find expressions that are similar to the given ones.</p> <p>Ss match two columns, there is an extra word they don't need to use.</p>	<p>T helps ss to find the connection between the previous activity with these questions.</p>
1-a packet of	tea												
2-a piece of	milk												
3-a glass of	cheese												
4-a cup of	apple												
	crackers												

**Follow up: T asks Ss to draw and write a paragraph about what they usually have in the afternoon.**

**Theme:** Fantastic food

**Topic:** “My favourite food for lunch”

**Aims:**

- To talk about the food they have for lunch.
- To develop oracy skills by asking questions and developing a poll.
- To lower Ss’ affective filter by working with a poll to share their likes regarding lunch.
- To develop Ss’ listening skills by working with situations related to their real life.

<b>Time</b>	<b>Teachers’ actions.</b>	<b>Students’ actions</b>	<b>Assessment</b>
<b>5 (minutes)</b>	<p>T shows the pictures of some dishes.</p> <p>T asks ss to guess the topic of the lesson. T elicits “lunch” or “food for lunch” or “meals”.</p>	<p>Ss try to predict the topic of the lesson.</p>	<p>T encourages ss’ participation.</p>
<b>Transition: Great! My favorite food for lunch is pasta. I usually have pasta with butter and pesto sauce. Yummy! What’s your favorite food for lunch?</b>			
<b>7 (minutes)</b>	<p>T writes the word LUNCH in the middle of the board and asks Ss to name their favorite food.</p> <p>T models the answer “My favorite food for lunch is...” and writes the sentence on the board. T asks students to provide their own answers.</p>	<p>Ss say their favourite food.</p> <p>Ss give their answers by using a given model.</p>	<p>T encourages Ss’ participation.</p> <p>T provides Ss with model sentences, if it is necessary.</p>
<b>Transition: Do you know the origin of the word lunch? I didn’t know it. Let’s listen to a person talking about that.</b>			
<b>10 (minutes)</b>	<p>T plays a recording of a person talking about lunch and asks Ss to listen carefully.</p> <p>T asks them what the listening is about.</p> <p>T shares a text containing blanks and asks ss to read it in silence.</p> <p>T plays the recording and asks the ss to complete the blank spaces.</p>	<p>Ss listen carefully and say what the audio is about.</p> <p>Ss read a text with missing words.</p> <p>Ss listen to the recording one more time and fill in the blanks.</p>	<p>T leads Ss to pay attention to the recording.</p> <p>T monitors Ss’ activity.</p> <p>T checks understanding of the text with the blanks. T corrects the Ss’ answers on the board.</p>

**Transition: Now you know more words related to lunch. Let's learn about your classmates' favorite lunch.**

<p><b>10 (minutes)</b></p>	<p>T asks Ss to stand up and move around and ask the questions <i>"What's your favorite food for lunch?"</i> <i>"What is the food you never get for lunch?"</i>.</p> <p>T shows Ss an S.O.S box to report their answers.</p> <p>After that he/she asks Ss to go back to their seats and share their answers.</p>	<p>Ss asks 5 classmates about what their favorite food for lunch is. They also ask what food they never have for lunch.</p> <p>Ss report the answers using expressions from an S.O.S box:</p> <ul style="list-style-type: none"> <li>-Some of the Ss like ...</li> <li>-All of the Ss like...</li> <li>-Most of the Ss like...</li> <li>-None of the Ss like...</li> </ul>	<p>T promotes Ss' interaction.</p> <p>T fosters as much Ss' participation as possible.</p>
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**Transition: Now, let's imagine you invite all of us for lunch and you want to prepare that dish you like. What are the ingredients for that dish?**

<p><b>10 (minutes)</b></p>	<p>T. asks Ss to draw the meal and label the necessary ingredients to cook it. T asks for volunteers to share their favorite food and how to prepare it.</p>	<p>Ss draw their favorite lunch and explain the ingredients they use to make it.</p>	<p>T elicits the necessary vocabulary from Ss. T may accept some answers in L1 as a first attempt, trying to gradually move into L2.</p>
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**Follow up:**

**Project - Sharing my favorite lunch - The teacher encourages students to record a video about their favorite food for lunch. When either the students or the parents prepare the food at home, students make a video of the ingredients and the procedure to cook the meal. Then, the teacher sets a "My favorite lunch fair" and all the students share their videos about the meal. If possible, they may share some samples of the food they prepared.**

**Theme:** Fantastic food

**Topic:** Food and colours

**Aims:**

- To revise vocabulary related to colors, fruits, vegetables and parts of the body.
- To learn about the benefits of eating a colorful variety of food.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T shows several pictures to the Ss. T asks Ss: <i>In your opinion, ¿which is the most delicious food?</i> <i>What calls your attention?</i></p>	<p>Ss look at the pictures and describe them. Ss answer T's questions.</p>	<p>T leads Ss to focus on the pictures. One expected answer is that colours make a difference.</p>
<p><b>Transition: Lua is working with an article. She says: Eating a rainbow of fruits and vegetables helps to have a healthier body. Do you agree with her?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T presents a picture of a rainbow and elicits the colours of the rainbow. T asks Ss to identify fruits and vegetables according to the <b>colours</b> of the rainbow. T writes the <b>colours</b> on the board and asks Ss to copy them on their notebooks. T asks Ss to write on their notebooks fruits and vegetables.  After a couple of minutes, T asks Ss to exchange notebooks, they read their classmates' words and add new words to enrich their classmates' lists.  T makes on the board a revision of the colours and the food that has been identified by Ss.</p>	<p>Ss identify the <b>colours</b> of the rainbow.  Ss mention several fruits and vegetables.  Ss write the <b>colours</b> on their notebooks and write fruits and vegetables.  Ss exchange notebooks, read the lists and add more words.</p>	<p>T monitors Ss' work.  T monitors Ss' work making sure Ss have understood how to follow the task.</p>

**Transition: Food is very important for different organs in our body. Let's find out.**

<b>10 (minutes)</b>	T explains that Lua is reading an article and asks the Ss to do the same.  <a href="http://www.winmedical.org/our-services/clinics/family-medicine/healthy-eating/the-importance-of-a-colorful-diet/#:~:text=Blue%20and%20purple%20fruits%20and%20vegetables%20help%20prevent%20heart%20disease,health%20and%20regulates%20healthy%20digestion">http://www.winmedical.org/our-services/clinics/family-medicine/healthy-eating/the-importance-of-a-colorful-diet/#:~:text=Blue%20and%20purple%20fruits%20and%20vegetables%20help%20prevent%20heart%20disease,health%20and%20regulates%20healthy%20digestion</a>	Ss go to the link and complete a chart with food, colors and benefits using the information from the article.	T helps Ss with the use of language and the procedure.
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**Transition: What amount of fruits and vegetables do you eat every day?**

	T asks Ss to write sentences about their own intake of fruit and vegetables using the SOS box: <i>Every day I eat...</i> <i>I never eat...</i> <i>I have .....once / twice a week.</i>	Ss write sentences.	T encourages Ss to use the SOS box to develop their ideas.
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**Follow up: T asks Ss to prepare a poster identifying body parts and include the food and its benefits for each one.**



**Theme:** Fantastic food

**Topic:** Salad and fruit salad

**Aims:**

- To motivate Ss by playing a game.
- To lower Ss' affective filter by working with the characters of the book.
- To reinforce Ss' oral skills by asking them to give their opinions about the characters preferences regarding food.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T starts the class telling Ss that Emma, Lua, and Nico went to a birthday party. T shows Ss a picture of the food they had for lunch. T explains that to choose the food, they asked for the ingredients of each tray. T asks Ss to help Emma, Nico and Lua to match the ingredients to the corresponding tray.  a- eggs, broccoli, cauliflower, cherry tomato. c- meat d- tomato e- rice, tomato, parsley f- lettuce g- potato, parsley	Ss look at a picture with different types of food.  Ss match the ingredients with the corresponding tray.	T checks instructions asking one of the Ss to rephrase/clarify what is expected from them at this stage.
<b>Transition: Emma and Lua have a lot of things in common, but they eat different types of food. Emma is vegetarian and Lua is vegan.</b>			
<b>10 (minutes)</b>	T asks Ss to look at the picture choose according to the girls' likes.  T calls Ss' attention to an S.O.S Box with useful expressions.	Ss provide their answers according to the food Emma and Lua had.  Ss use expressions from an S.O.S Box to give their	T provides Ss with help, in forming the sentences, just if necessary. The idea is to promote Ss' independence.  T hammers on the idea of the S.O.S. box as a useful tool for Ss to express their

	<p><i>I think Emma chose ...</i>  <i>In my opinion Lua chose ...</i>  <i>I believe Lua chose...</i></p> <p>T asks Ss to imagine they are at the party, too.</p> <p>T asks Ss: <i>what are you going to choose for lunch?</i></p> <p>I really like .... so I choose number... but as I don't like ... I choose number...</p> <p><b>Add an SOS box</b></p> <p>T asks Ss to share their answers with the rest of the class.</p>	<p>opinions.</p> <p>Ss imagine they are at the party and describe the food they want to have for lunch.</p> <p>Ss use given expressions to talk about their preferences.</p>	<p>opinions.</p> <p>T fosters as much Ss' participation as possible.</p>
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**Transition: Do you have a good memory? Let's play a game called Food chain.**

<p><b>10 (minutes)</b></p>	<p>T explains they will play a game called food chain!  T asks Ss to sit in a circle.</p> <p>T tells Ss that they are going to create a salad all together, so one of them will provide one ingredient for the salad and the next one has to mention that ingredient and add one more.</p> <p><i>My salad has lettuce.</i>  <i>My salad has lettuce and tomato.</i>  <i>My salad has lettuce, tomato and eggs...</i></p> <p>T can divide the class into two circles according to the number of Ss.</p>	<p>Ss listen carefully to the instructions to play the game. Ss sit in a circle.</p> <p>One of the Ss say an ingredient for the salad and the next one has to mention that ingredient and add one more.</p>	<p>T encourages Ss to participate regardless any mistakes they may make.</p> <p>T encourages Ss to produce full sentences.</p>
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**Transition: Nico's favourite salad is called "Capitan Miranda". He first tried it in a restaurant in Salto.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to look at the picture and complete the</p>	<p>Ss look at the picture of Nico's favourite salad.</p>	<p>T helps Ss to focus on the main idea of the task.</p>
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	<p>sentences with has got or hasn't got.</p> <p>This salad has got eggs. It _____ cheese and salmon. It _____ onion or pepper but it _____ olives. It _____ tomato, basil and parsley. It _____ potato.</p>	<p>Ss complete the sentences using has got or hasn't got.</p>	<p>T monitors Ss' work, providing them with help if it is necessary.</p>
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**Follow up:** T tells Ss that in the party the girls chose different desserts, Emma had a piece of chocolate cake while Lua had this fruit salad. It includes different pieces of fruit, T asks Ss to tick the ones that appear from the list:

- apple \_\_\_\_
- grapes \_\_\_\_
- watermelon \_\_\_\_
- banana \_\_\_\_
- peach \_\_\_\_
- kiwi \_\_\_\_
- orange \_\_\_\_
- pear \_\_\_\_

**What are your favourite fruits?**

**Theme:** Fantastic Food

**Topic:** Sweet or salty? A simple recipe. How to prepare chocolate milk?

**Aims:**

- To share a family hot chocolate recipe.
- To learn cooking verbs to give instructions to make a recipe.
- To share our preferences towards salty and sweet food.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T tells the Ss: <i>"Did you know there are some foods that perfectly combine sweet and salty?" "If we add salt into fruit it brightens up the natural sweetness of fruit."</i>  T gives Ss different pictures and asks them to match salty and sweet food to make the perfect combination.	Ss match pictures to combine sweet and salty food.	T monitors Ss while they match the pictures.
<b>Transition: What is the best sweet and salty combination you've ever had?</b>			
<b>10 (minutes)</b>	Nico likes sweet and salty combinations. Today he is going to teach you how to make a delicious chocolate milk which he always drinks with a slice of bread.  T shows Ss a picture of a cup of chocolate milk and asks them to make a list of ingredients from it.	Ss look at a picture of a cup of chocolate milk and make a list of ingredients.	T elicits vocabulary about different ingredients.
<b>Transition: Are you ready to make delicious chocolate milk?</b>			
<b>10 (minutes)</b>	T asks Ss to help Nico name some cooking verbs.	Ss look at some pictures and name the cooking verbs.	T monitors while Ss' work.  T correct the activity orally.
<b>Transition: Let's help Nico write the instructions to make chocolate milk.</b>			

<b>10 (minutes)</b>	T gives Ss a recipe with incomplete instructions and asks them to complete it using the verbs from the previous activity.	Ss complete the instructions by using the verbs from the previous activity.	T monitors and facilitates the activity.
<b>Follow up: Ss have to bring their own recipe to share it with the class.</b>			

**Theme:** Fantastic food

**Topic:** Snacks at school

**Aims:**

- To foster Ss' critical thinking by considering the different likes regarding food.
- To expand their general knowledge about an environment they are familiar with: the school canteen.
- To reinforce Ss' listening skills.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T tells the Ss: <i>"Nico, Lua and Emma are at the break. They have money to buy some snacks."</i> T asks: <i>What can they buy at the school canteen?</i> <i>Do you buy food at the school canteen?</i> <i>Do you bring your own snacks to school?</i> <i>What do you usually buy?</i>	Ss name all the items they can buy at the school canteen. Ss answer T's questions.	T monitors Ss' oral performance. T checks that all Ss can give their answers.
<b>Transition: Let's find out what the kids get for the break.</b>			
<b>10 (minutes)</b>	T asks Ss to listen to the dialogue and match snacks and children.  T checks the answers.	Ss listen and match what the kids have at this break.	T provides Ss with help in case it is necessary.
<b>Transition: Nico and Emma could buy a snack. What happened to Lua? Lua tells her classmates they have to find out about regulation for school canteens.</b>			
<b>10 (minutes)</b>	T elicits that Lua wasn't able to get a snack . T tells Ss to get in pairs. They read the text and make notes about <ul style="list-style-type: none"><li>- Law number</li><li>- Created in</li><li>- Organization of food</li><li>- Food that cannot be sold</li></ul>	Ss read the text, they take notes and write sentences.  They can use their cellphones, dictionaries, etc.	T monitors and facilitates vocabulary that Ss need for the activity.
<b>Transition: Imagine there is a contest for school canteens and you want to take part.</b>			

<b>5 (minutes)</b>	T tells Ss to prepare a design of their canteens with a brief description.	Ss finish their pair work designing the canteen.	T provides Ss with help both in terms of language and vocabulary.
<b>Follow up: Ss prepare a leaflet explaining the regulation of school canteens in Uruguay.</b>			

**Theme:** Fantastic Food

**Topic:** One family member's favourite dish

**Aims:**

- To work with Ss' Social Emotional Learning by working with a family's member favourite dish.
- To enhance Ss' listening skills.
- To motivate Ss by letting them share their relatives' favourite dish.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	<p>T asks Ss to solve a puzzle to discover the topic of the lesson.</p> <p>T asks Ss some questions about the pictures on the puzzle.</p> <p><i>Who is she?</i> <i>What's her name?</i> <i>What can you see in the photo?</i></p> <p>T gives Ss some useful expressions.</p> <p><i>In the photo I can see...</i> <i>There is a ...</i> <i>There are some ...</i></p> <p>(Suggestion for Teachers: Print the puzzle in the size of a poster)</p>	<p>Ss solve a puzzle to discover the topic of the lesson.</p> <p>Ss answer some questions about the pictures on the puzzle.</p> <p>Ss use useful expressions to report what they see in the pictures.</p>	<p>T monitors Ss work.</p> <p>T provides useful expressions to help Ss describe the picture.</p>
<b>Transition Do you like homemade food?</b>			
<b>10 (minutes)</b>	<p>T tells Ss that Emma loves Sundays because she visits her grandma and eats delicious homemade food.</p> <p>T asks Ss to write predictions about the activities they think Emma and her grandma do together.</p> <p>T gives Ss an example:</p> <p><i>I think they cook delicious food.</i></p>	<p>Ss write sentences predicting the activities Emma and her grandma do.</p>	<p>T monitors Ss' writing production.</p> <p>T checks Ss have understood the dynamic of the activity.</p>



	T asks Ss to listen to Sofia, and check their predictions.	Ss check their predictions.	
<b>Transition: What other things does Sofia talk about?</b>			
<b>10 (minutes)</b>	T plays the recording one more time and asks Ss to answer some questions.  -Which is her favourite day of the week? -What is Sofia's favourite dish? -What ingredients does she like?	Ss listen to Sofia one more time and answer some questions.	T asks Ss to read their answers and corrects them orally.
<b>Transition: Emma's grandma loves finding information about the history of food. Let's help her!</b>			
<b>5 (minutes)</b>	T asks Ss to work in pairs and find information and complete a chart about pasta.  T tells Ss they can use their cellphones or computers.	Ss working in pairs use their cellphones or computers to find information about pasta.	T encourages Ss to work cooperatively.
<b>Follow up: T asks Ss to look for information about a family member's favorite dish and prepare a presentation about it.</b>			

**Theme:** Fantastic food

**Topic:** Ordering food from home.

**Aims:**

- To promote Ss' speaking skills by performing a dialogue.
- To reinforce Ss' listening skills.
- To work with expressions to order food in a restaurant.
- To promote collaborative work.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class showing two pictures. T asks Ss to think about the difference between "food delivery" and "take away".</p>	<p>Ss look at two pictures and say the difference between food delivery and take away.</p>	<p>T encourages Ss' participation, in L1 at the beginning if necessary, and then moving on to English.</p>
<p><b>Transition: What is the best food delivery in your town? What do they sell?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to give their opinion. T asks Ss to mention the name of the place and the food they sell and she explains that they can also mention food trucks.  T asks Ss to look at the menu and check if they know the names of the food they offer.</p>	<p>Ss talk about the best food delivery in their town mentioning the food they sell.  Ss look at a menu and check vocabulary.</p>	<p>T monitors Ss' work checking not only language comprehension but also vocabulary related to food.</p>
<p><b>Transition: T explains Ss that Lua's mum usually orders food when she arrives too late from work.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T tells Ss that Lua's mum is ordering food from home. T encourages Ss to read the telephone conversation and predict the information required in each space.  T provides Ss with the prompts in the bubble to complete the dialogue, she explains there is an extra one they do not have to use.</p>	<p>Ss read a dialogue and predict the missing information.  Ss read the dialogue one more time and complete it using the prompts in the bubble.</p>	<p>T checks whether Ss are aware of how predicting activities function.  T monitors Ss' work providing them with immediate feedback in relation to the prompts from the bubble.</p>

**Transition: Let's imagine you are going to order food.**

<p><b>(10 mins)</b></p>	<p>T asks Ss to work in pairs and follow the dialogue above as a model.</p> <p>T explains that Student a is going to be the customer and student B is going to work for Tony's restaurant.</p> <p><u>Student A:</u></p> <ul style="list-style-type: none"><li>-read the menu</li><li>-choose something to order</li><li>-phone Tony's restaurant</li></ul> <p><u>Student B:</u></p> <ul style="list-style-type: none"><li>-Answer the phone,</li><li>- take and complete the customer's order</li></ul> <p>T asks Ss to write a short dialogue.</p>	<p>Ss work in pairs and create a dialogue using the dialogue from the previous activity as a model.</p>	<p>T makes sure Ss are actually working in pairs, and not separately on different tasks.</p> <p>T monitors Ss' work checking there's a balance between Ss' participation.</p> <p>T encourages Ss be as creative as possible.</p> <p>T checks if Ss are aware of the possibility of using the original dialogue as a model.</p>
<p><b>Follow up: On the following class, Ss will perform the dialogue for the rest of the class.</b></p>			

**Theme:** Fantastic Food

**Topic:** A typical Uruguayan dish

**Aims:**

- To enhance Ss' listening skill.
- To provide Ss with an opportunity to work with Uruguayan general culture aspects.
- To foster curiosity among our Ss.

Stage	T's actions	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 min)</b>	T tells the Ss to listen to a brief audio* and find familiar words that will lead them on to the main topic of the lesson.	Ss listen paying attention to familiar words.	T encourages Ss to focus into a listening scanning process
	Ss listen to a second time have to guess what type of food they will be working with.	Ss focus on specific details.	T leads Ss into a listening skimming process.
	T asks Ss to complete a tree thinking map about arroz con leche.  arroz con leche (rice pudding)  ingredients (5 lines) usually served during (4 lines) who makes it at home (3 lines) like it or not (2 bubbles)	Ss complete this thinking map.	T explains how to work with this kind of thinking map, if necessary.
<b>Transition: What about having a look on how this dish is made?</b>			
	T asks Ss to work with the recipe "Arroz con leche"  Ingredients  200 gr of white rice. 1 liter of milk. 100 gr of sugar. cinnamon. lemon peel. ground cinnamon or sugar  Process  Boil a liter of milk. Add the rice. Cook the rice for 8 minutes.	Ss focus on vocabulary, but also on the process.	T monitors Ss' work.  T makes sure Ss are aware of the different steps.

	<p>Add the lemon peel.</p> <p>Beat the yolks with the sugar, Wait for the rice to be cooked.</p> <p>Add the beaten yolks with the sugar, Stir until it boils</p> <p>Put the rice pudding in containers Add cinnamon and serve warm.</p>		
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**Transition: Did you know that there are more traditional dishes in our country?**

	<p>T asks Ss to get into groups. Each group is given a picture of a typical Uruguayan dish.</p> <p>Asado - barbecue (bbq) Chivito - beef sandwich Tortas fritas - Pasta frola - Revuelto gramajo - Postre chajá - Chajá dessert Milanesa a la napolitana - napolitan breaded meat Churros con dulce de leche o queso - Churros with caramel - Churros with cheese Martin fierro - Martin fierro quince jam and cheese. Dulce de boniato - Sweet potato jam.</p>	<p>Ss work in groups.</p> <p>Ss focus their work on the typical Uruguayan dish they were given.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p>
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**Transition: Let's see how much you can do.**

	<p>Each group will be working with one of the typical Uruguayan dish, focusing on:</p> <ul style="list-style-type: none"> <li>-vocabulary</li> <li>-procedure</li> <li>-preparation process</li> </ul>	<p>Ss express their own ideas.</p>	<p>T encourages Ss to express their ideas.</p>
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**Theme:** Fantastic food

**Topic:** Meals for different holidays or parties

**Aims:**

- To foster collaboration through group-work activities.
- To activate Ss' thinking strategies through challenging activities.
- To enhance Ss' independent work, through activities that demand autonomous information search.

Stages	T's actions	Ss' actions	Assessment						
<p><b>Uncovering the topic of the lesson (7 min)</b></p>	<p>T elicits from Ss what they know about traditional meals in Uruguay related to traditional celebrations or holidays in our country.</p>	<p>Ss talk about what they know about traditional meals and traditional celebrations in our country.</p>	<p>T provides Ss with some clues, naming different Uruguayan festivities naming some typical food...</p>						
<p><b>Transition: Ss share their ideas with the whole group.</b></p>									
	<p>T asks Ss to work in groups.</p> <p>T provides each group with a KWL chart and the name of a traditional celebration.</p> <table border="1" data-bbox="331 1234 684 1570"> <thead> <tr> <th data-bbox="331 1234 448 1422">What I know</th> <th data-bbox="448 1234 564 1422">What I want to know</th> <th data-bbox="564 1234 684 1422">What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1422 448 1570"></td> <td data-bbox="448 1422 564 1570"></td> <td data-bbox="564 1422 684 1570"></td> </tr> </tbody> </table> <p>Ss have to complete what they know about the celebration they are given, traditional food and some interesting facts about it.</p>	What I know	What I want to know	What I learnt				<p>Ss work in groups.</p> <p>On the first stage of the lesson Ss focus on the "what I know" set of ideas.</p>	<p>T explains how to work with a KWL chart</p> <p>(T may start sharing her/his own column to encourage Ss, just if necessary)</p>
What I know	What I want to know	What I learnt							
<p><b>Transition: Ss share their ideas</b></p>									
	<p>T asks Ss to work with the second column and state what they want to know about that celebration, its</p>	<p>Material for Ss. Carnival Revuelto gramajo / chorizo al pan</p>	<p>T leads Ss into the main focus of the lesson.</p>						

	typical meal, and how it is made.	Tourism week pescado Fiesta de la patria Gaucha Cordero a la pizza Fiestas tradicionalistas: asado Semana del arroz arroz Winter holidays paella Bonfire of Saint John Hot chocolate International friends' day Bombón New year's eve: Pan dulce- turrón -budín	
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**Transition: Ss share their ideas about they have investigated**

	T asks Ss to share their ideas about what they have learnt	Ss exchange ideas among groups.	T monitors Ss' work.
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# #LivingUruguay 1

## LESSON PLANS

### UNIT 6

### Teen media

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

- ✓ integrate technology into second language learning.
- ✓ understand the importance of the proper use of technology in daily life.
- ✓ create social media posts and entries related to students' interests and likes.
- ✓ use English to understand modern trends in adolescent trends.
- ✓ use the four language skills in real contexts.
- ✓ promote the use of Uruguayan TV shows that capture the nature of adolescents nowadays.



**Theme:** Teen Media

**Topic:** Different means of communication among teens.

**Aims:**

- To develop oral and written skills among students.
- To foster Ss' critical thinking.
- To provide Ss with further tools to communicate their ideas in an organized way.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T asks Ss to group in two teams.</p> <p>Team A works with the question: In what ways can people communicate their ideas?</p> <p>Team 2 works with the question: In which ways teenagers usually communicate their ideas?</p>	<p>Ss group get into groups A and B.</p> <p>Ss' expected answers: phone calls - tv or radio interviews - homework -</p> <p>Ss' expected responses: social media</p>	<p>T checks if teams are not uneven.</p> <p>T monitors whether Ss include in their opinions mass media, or only digital apps; as a supply for the development of the lesson.</p>

**Transition: T: I want to know what the most common apps among you are.**

<p><b>10 (minutes)</b></p>	<p>T invites Ss to work on an online poll to talk about the apps they like and use.</p>	<p>Ss go on line voting their preferred or favourite digital tools.</p> <p>Suggested (easy) digital tools to work with Ss on the survey:  <a href="https://es.surveymonkey.com/">https://es.surveymonkey.com/</a>  <a href="https://www.directpoll.com/">https://www.directpoll.com/</a>  <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></p>	<p>T encourages Ss to express their opinions.</p> <p>T monitors Ss are focused on the content of the tasks.</p> <p>T prepares an explanation beforehand, in case Ss come up with unexpected information like not common apps or apps not suitable for their age.</p>
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**Transition: T: Ok. Let's see what some research / investigations say about the most common apps among people from your age.**

<p><b>10 (minutes)</b></p>	<p>T invites Ss to go on line and work with this link</p> <p><a href="https://parentology.com/most-popular-apps-for-teenagers/">https://parentology.com/most-popular-apps-for-teenagers/</a></p> <p>and explains that it's a research of the most common digital apps among people from their age.</p>	<p>Ss check if the results of the polls match with the information from the article.</p> <p>Most common apps among teenagers according to the article.</p> <p>WhatsApp YouTube Tik Tok Instagram</p>	<p>T checks instructions.</p> <p>T checks whether Ss are used to dealing with these kind of digital tools.</p>
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**Transition: T: Now, let's see different possibilities to use these apps, apart from having fun using them.**

<p><b>5 (minutes)</b></p>	<p>T asks Ss to divide the groups again into two teams. 4 teams now.</p> <p>T gives each group one of the four most common apps for teen.</p>	<p>Ss have to do a research on the characteristics of each app, and possible uses as a mean of communication.</p> <p>Ss' possible and expected answers:</p> <ul style="list-style-type: none"> <li>- To spread information.</li> <li>- To help people.</li> <li>- To promote campaigns related to social issues</li> </ul>	<p>T leads Ss into looking for data related to other uses of the apps, rather than having fun.</p>
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**Follow up: Each group prepares an oral presentation for the rest of the group presenting what they have investigated. They may use visual aids.**

**Theme:** Teen Media

**Topic:** 2. Old and new apps for teens.

**Aims:**

- To activate Ss' prior knowledge by working with a film they worked with in previous lessons.
- To promote writing skills by working with a model of an informal letter.
- To enhance Ss' sense of creativity through ludic activities.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class showing an image from the film "Letters to Juliet".</p> <p>T asks Ss if they remember / know the film.</p> <p>T ask Ss how people communicate according to the title of the film.</p> <p>T elicits from Ss how they communicate, or elicits from Ss situations that need different ways of communication.</p>	<p>Ss look at a picture of a movie called "Letters to Juliet"</p> <p>Ss say if they remember/know the film.</p> <p>Ss read the title of the film and say how the characters communicate with each other.</p> <p>Ss say how they communicate. Ss mention situations where they use different means of communication.</p>	<p>T elicits from Ss ideas related to the film, in case Ss have already worked with it.</p> <p>T fosters as much Ss' participation as possible.</p>
<p><b>Transition: People write letters for different reasons. Look at one of the letters from the film.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T presents the letter and reads it with the Ss.</p> <p>T asks Ss to answer three questions.</p> <p>After the questions they correct the reading comprehension activity.</p> <p>T asks Ss to pay attention to the different sections.</p> <p>T asks Ss to underline and</p>	<p>Ss read a letter with the teacher.</p> <p>Ss answer some questions about the letter.</p> <p>Ss correct the activity.</p> <p>Ss pay attention to the different sections a letter has.</p> <p>Ss underline and name</p>	<p>T monitors whether Ss are actually following the main idea of the activity.</p> <p>T promotes Ss' participation by nominating specific Ss to participate, those who participate the least, as a way of ensuring that all of Ss are actually following the gist of the lesson.</p>

	name the parts of the letter.	the parts.	
<b>Transition: Juliet received letters asking for advice. Now, it's your time to write a letter to Juliet.</b>			
<b>(10 mins)</b>	T asks Ss to write a letter to Juliet asking for advice.  T asks Ss to refer to the template they worked with.	Ss start writing a draft to ask Juliet for advice.  Ss use the model they worked with.	T checks instructions, as some Ss may find this activity more demanding than other activities.
<b>Transition: Now let's share what we have written!</b>			
	T asks Ss to exchange ideas, orally, about what they have included in the letter, or what they are considering to include in it.	Ss say aloud ideas they have included, or are considering to include.	T fosters as much Ss' participation as possible, as a means of probing the general ideas from the group.
<b>Follow up: - T asks Ss to</b> <b>T tells Ss that the ways of communicating among people have changed over the years.</b> <b>T asks Ss to prepare a poster comparing old and new apps used for communication. T asks Ss to use a double-bubble map to organize their ideas.</b>			

**Theme: Teen Media**

**Topic: Images and emotions.**

**Aims:**

- To work with different ways of expressing our feelings and emotions.
- To develop cooperative work by asking Ss to work in groups to do a specific activity.
- To motivate and lower Ss' affective filters by working with emojis they all use in their everyday lives.
- To enhance Ss' listening and writing skills.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class telling Ss that Lua is in history class. T shows 2 pictures.</p>	<p>Ss look at two pictures about history and say what they see.</p>	<p>T fosters as much Ss' participation as possible.</p>
<p><b>Transition: Throughout history, humankind has used icons representing actions and feelings. For example: hieroglyphs and cave paintings. Now that our language is much more advanced we still use drawings and icons to communicate.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T presents emojis and their descriptions. T asks Ss to match the icons and descriptions.</p> <p>T asks Ss to answer some questions:</p> <p><b>Why do we use emoticons when texting?</b></p> <p><b>Which one do you use the most?</b></p> <p><b>Is there any other that you use frequently that is not included in the list above?</b></p>	<p>Ss look at different icons that communicate feelings and emotions.</p> <p>Ss match the icons with the feelings they convey.</p> <p>Ss answer some questions about emojis.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work in case they need help in understanding the language used in the questions, and the dynamic of the activity.</p>
<p><b>Transition: Our friends from the book are texting you, answer them with the appropriate emoji. Draw and write the name or the feeling of the emoji. You have an example.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to answer the message, draw an emoji and the description of the</p>	<p>Ss read text messages from the characters of the book and: answer them,</p>	<p>T checks instructions, as it may be the first time they face an</p>

	emoji.	draw an emoji and the description of it.	activity with this lead-in.
<p><b>Transition: Now, work in groups of 4, write 4 short messages to exchange with another group. Each group responds to the messages with an emoji. You can also include words in the answer.</b></p>			
<b>5 (minutes)</b>	<p>T asks Ss to work in groups of 4, write 4 short messages to exchange with another group.</p> <p>T tells Ss that each group needs to answer to the message with an emoji (words can also be included in the answer)</p>	<p>Ss work in groups of four.</p> <p>Ss write 4 short messages and exchange them with another group. Each group answers the messages with an emoji.</p> <p>Ss can also include words in the answers.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work and encourages them to let their creativity flow.</p>
<p><b>Transition: Let's play domino!</b></p>			
<p><b>Follow up: T tells Ss that it's time to play domino.</b></p>			

**Theme:** Teen Media

**Topic:** Ways of communication

**Aims:**

- To explore different ways of expressing our feelings.
- To work with Ss social emotional learning.
- To foster Ss listening skills by working with a video of Victoria Rodríguez.
- To foster Ss speaking skills by asking them to express their ideas about communication.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	<p>T sticks different pictures on the board and asks Ss to look at them and asks them: what are these people communicating?</p> <p>Pictures: A poem An emoji A picture of Frida Khalo The lyrics of a song. A graffiti</p> <p>T gives Ss useful expressions:  I think this person is trying to express... In my opinion the singer wants to express...</p> <p>T asks Ss to complete the sentence: According to this first activity communication is a. only verbal. b. only visual. c. has different forms.</p>	<p>Ss look at some pictures and say what the people are communicating.</p> <p>Ss use the giving expressions.</p> <p>Ss complete a sentence about communication.</p>	<p>T acts as a facilitator and helps Ss express their ideas.</p> <p>T encourages Ss to express their opinions.</p>
<b>Transition: We are going to work with someone you may know. This person loves using different ways of communication.</b>			
<b>10 (minutes)</b>	<p>T writes some clues on the board: This person: ✓ is Uruguayan.</p>	<p>Ss read some clues and try to guess the name of the famous person.</p>	<p>T checks instructions.</p>

	<ul style="list-style-type: none"> <li>✓ works on T.V</li> <li>✓ works as a journalist, as an actress and as an artist.</li> </ul> <p>loves expressing her ideas. works on a programme called "Esta boca es mía"</p>	Victoria Rodríguez	
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**Transition: Victoria recorded a video to share important aspects of her life with you. Let's watch it!**

<b>10 (minutes)</b>	<p>T gives Ss a worksheet with a listening and watching activity.</p> <p>T asks Ss to do the activity with a classmate.</p>	Ss work with a classmate and do an activity the T sets.	T checks that Ss pay attention to the video.
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**Which three ways of communication does Victoria mention?**

<b>5 (minutes)</b>	<p>T asks Ss to watch the video one more time and say which three ways of communication Victoria mentions.</p> <p>Expected answers:</p> <p>The T.V. The news. Art.</p>	Ss watch the video one more time and mention the three ways of communication Victoria mentions.	T assesses orally.
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**Follow up: Teacher asks students to show how they express their feelings. They can bring a song, draw something, dance, sing, etc.**



**Theme:** Teen Media

**Topic:** Digital citizenship

**Aims:** To raise awareness among our Ss about the importance of being careful while browsing the Net.

There are three principles of digital citizenship.

When we talk about Digital citizenship we are referring to a term used to define the appropriate and responsible use of technology among users.

There are three basic principles which were developed by Mark Ribble to teach digital users how to responsibly use technology to become a digital citizen:

- ✓ respect
- ✓ educate
- ✓ protect.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T shows this picture and elicits from Ss what they might be talking about.	Ss express their ideas about the picture and about the content of the lesson.  Ss' expected answers: internet digital tools digital apps technology	T focuses on the most relevant information for the main content of the lesson,
<b>Transition: T: Do you think that we can use internet and apps with no restrictions or that there are some rules?</b>			
<b>20 (minutes)</b>	T explains that, as in real life, there are some rules that guide us in the use of the Net.  T puts on a table in the middle of the room some pieces of paper (mixed up) with the following phrases:  <div data-bbox="312 1839 798 1946" style="border: 1px solid black; padding: 5px; margin: 5px 0;">Being a responsible digital citizen means...</div> <div data-bbox="312 1989 798 2096" style="border: 1px solid black; padding: 5px; margin: 5px 0;">to have the online social skills to take part in an online community</div>	Ss take in pairs, or trios, one piece of paper and read aloud.	T checks instructions  T encourages Ss to take one of the pieces of paper, in pairs or trios.

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">like in real life, in an ethical and respectful way.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Responsible digital citizenship also means...</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">thinking about how your online activities affect yourself,</div> <div style="border: 1px solid black; padding: 5px;">thinking about how your online activities affect the online community</div>		T allows Ss some time to reflect upon the content of the materials.
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**Transition: T: OK! Now let's organize the ideas from the material.**

<b>10 (minutes)</b>	<p>T asks Ss to read their materials on the pieces of paper, aloud.</p> <p>T asks Ss to organize the pieces of paper.</p>	<p>Ss read aloud the pieces of paper.</p> <p>Ss interact among themselves and organize the material.</p>	<p>T encourages Ss to read aloud.</p> <p>T leads Ss to focus on meaning rather than on fluency or accuracy, while reading.</p> <p>T reminds Ss that it's not necessary to understand every word, but the general idea.</p>
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**Transition: T works with the general idea of the material after Ss have organized the pieces of paper.**

<b>5 (minutes)</b>	T elicits from Ss what idea they have obtained from the organized pieces of paper: a concept of what "digital citizenship" means	Ss work with the concept of digital citizenship.	T monitors Ss' work.
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**Follow up:** According to what Ss have reflected from the definition of digital citizenship, they have to share the following lesson what activities can they accomplish to be a good digital citizen.

The format of Ss' presentation will be negotiated among teachers.

**Unit:** Teen Media

**Topic:** Social Media - friends or foes for teenagers?

**Aims:**

- to make Ss aware about the importance of being responsible about the use of social media.
- to foster Ss' writing skills by means of writing a leaflet.
- to foster Ss' speaking skills by providing them with an opportunity to discuss their ideas regarding a problem.
- to learn how to address different issues related with social media.

	<b>T's actions</b>	<b>Ss' actions</b>	<b>Assessment</b>
<b>Uncovering the topic of the lesson</b>	<p>T presents the Ss with two definitions. T asks them to decide which one refers to mass media and which one to social media.</p> <p>T asks the Ss to give him/her different examples of one and the other.</p>	<p>Ss read two definitions and decide which one refers to mass media and which one to social media.</p> <p>Ss give examples of one and the other.</p>	<p>T monitors that Ss pay attention to the definitions and that can refer to mass media and social media.</p>
<b>Transition: When you talk about social media, there is some language that people should know.</b>			
	<p>T encourages Ss to discuss with their classmates and see if they know the meaning of the words. <b>profile-fake - audience - network -upload</b></p> <p>After they are on the same page, T asks them if they have social media and which ones they use.</p> <p>T elicits the idea of being responsible when using social media. T shares some ideas about social media. T asks Ss to choose which of those are characteristics of social media.</p>	<p>Ss check the meaning of some words with their classmates.</p> <p>Ss say if they have social media and mention which one they use.</p> <p>Ss read some ideas about social media. Ss choose which of those are characteristics of social media.</p>	<p>T makes sure that Ss can discuss with their classmates, providing them with necessary vocabulary.</p> <p>T checks the meaning of the words.</p> <p>T generates a discussion about the idea of being responsible regarding social media.</p>

**Transition: When using social media is very important to be a good digital citizen. Let's see what happened to Lua and Emma with social media.**

	<p>T invites Ss to listen to a dialogue between Lua and Emma. In the dialogue they talk about some issues they had.</p> <p>T asks Ss to jot down some ideas of what happened to them.</p> <p>T asks Ss to go read the dialogue and listen to them (shadow reading) and check their answers.</p>	<p>Ss listen to a dialogue between Lua and Emma.</p> <p>Ss write down some ideas of what happened to them.</p> <p>Ss read and listen to the dialogue to check their answers.</p>	<p>T focuses Ss' attention on the dialogue.</p> <p>T checks that Ss are able to jot down some ideas-</p> <p>T monitors Ss' reading.</p>
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**Transition: Have you ever experienced any issue with social media? Have you ever heard of someone who had issues with them? What happened?**

	<p>T invites Ss to work in groups and share ideas about issues they had with social media.</p> <p>T invites Ss to go to the topic of digital citizenship in this manual, and read about possible ways of addressing those issues.</p>	<p>Ss work in groups and share some issues they have experienced with social media.</p> <p>Ss got to the topic of digital citizenship in this manual and read possible ways of addressing those issues.</p>	<p>T organizes grouping and monitors that Ss are able to share some ideas.</p> <p>T acts as a facilitator providing Ss with an opportunity to continue reading on this topic.</p>
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**Follow up:**

**Project: Becoming a better digital citizen: The class has been discussing different issues they experienced with social media. Those issues could be theirs or from other people. The teacher encourages students to create a leaflet or a blog entry to warn people about possible issues with social media and the ways to address those issues. It is very important to provide people with insight from experience but also from web pages that help them understand what to do in those situations.**

**Theme:** Teen Media

**Topic:** Jobs in media.

**Aims:**

- To enhance Ss' listening skills.
- To hook Ss' interest by means of working with a topic that may be of current interests for Ss.
- To provide Ss with an opportunity to express their ideas about current jobs.

Stage	T's action	Ss' actions	Assessment
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<b>Uncovering the topic of the lesson (7 mins)</b>	T asks Ss if they know what people can do on the Net, apart from using social apps.	Ss share their ideas.	T monitors SDs' work.
<b>Transition: T tells Ss they are going to have the opportunity to express what they know about the content of the lesson.</b>			
<b>10 (minutes)</b>	T asks Ss to write on a post stick paper what kind of jobs are currently accomplished virtually. They have to do it anonymously and stick the papers on the board.	Ss writes their ideas on the post stick papers.	T checks whether Ss understand the dynamic of the activity
<b>Transition: T tells Ss that they are going to focus on what people usually do with the Net, as a job.</b>			
<b>5 (minutes)</b>	T tells Ss they are going to listen to some information about "The top 5 jobs in the Media industry".  T asks Ss to listen and tick the words they hear, from a box.  T and Ss check what words they have identified.	  Ss listen and tick the words they hear.  Ss checks what words they identified.	Ss checks instructions.  T monitors Ss' work.  T monitors Ss' work.
<b>Transition: T: Let's see what people do in each job.</b>			
<b>15 (minutes)</b>	T asks Ss to listen and match a job in the media to an activity people do in that job.	Ss listen and match.	T monitors Ss' work to check whether they can follow the activity in terms of language and dynamic of the activity.
<b>Transition:</b>			
<b>5 (minutes)</b>	T asks Ss if they'd like to have a job like that, and which one they would like to have.	Ss share their ideas about their preferences	T fosters as much participation as possible.
<b>Follow up: Ss have to choose one of the jobs they have been working with and to investigate in depth its characteristics.</b>			



**Theme:** Teen Media

**Topic:** The magical world of movies.

**Aims:**

- To foster Ss' social emotional learning.
- To work with melodies from different movies to create a stress-free atmosphere.
- To motivate Ss by working with emojis.
- To develop Ss' reading skills by working with the plot of a movie.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (7 mins)</b>	T plays some melodies from different movies and asks Ss to listen and try to identify the movie.  T asks Ss how they feel when they listen to these melodies.  T gives Ss some adjectives: I feel: sad, happy, melancholic, scared, excited, in love, etc.	Ss listen to different melodies of movies and try to identify the movie.  Ss say how they feel when they listen to the melodies.  Ss say how they feel by using some of the adjectives given by the teacher.	T checks instructions.  T acts as a facilitator by helping Ss with some adjectives.
<b>Transition: Do you enjoy watching movies? How many movies do you know?</b>			
<b>10 (minutes)</b>	T asks Ss to work in pairs.  T asks Ss to match the movie titles with emojis.          T asks Ss to create emojis to write the title of their favorite movie.	Ss work in pairs.  Ss match the titles of the movies with emojis.          Ss create emojis to write the title of their favorite movie.	T promotes a nice environment.  T checks group work.
<b>Transition: Emma also enjoys watching movies. Let's discover what her favourite movie is.</b>			

<p><b>10 (minutes)</b></p>	<p>Emma is keen on love stories. Her favourite movie is Letters to Juliet. She likes this movie because she thinks writing letters is a wonderful means of communication.</p> <p>T asks Ss what their favorite movie is. T asks Ss to give a reason for their choice.</p> <p>Useful expressions:</p> <p>My favourite movie is Scary Movie because <b>I'm a fan of / I'm into / I really like</b> horror movies.</p>	<p>Ss learn about Emma's favourite movie.</p> <p>Ss say what their favorite movie is and explain why they like it.</p>	<p>T promotes oral participation.</p> <p>T acts as a facilitator by providing useful expressions.</p>
<p><b>Have you seen this movie?</b></p>			
<p><b>5 (minutes)</b></p>	<p>T gives Ss a short text with the plot of the movie. T asks Ss to read the plot and answer some questions.</p> <ol style="list-style-type: none"> <li>1. What are the characters' relationships?</li> <li>2. What is Sophie's profession?</li> <li>3. Where does the story take place?</li> <li>4. What do the secretaries of Juliet do?</li> </ol>	<p>Ss read the plot of the movie and answer some questions.</p>	<p>T elicits new words. T helps and monitors Ss.</p>
<p><b>Follow up: Ss write the plot of their favorite movie.</b></p>			

**Theme:** Teen Media

**Topic:** Being famous for a day

**Aims:**

- To motivate students and create a free stress atmosphere by working with a funny video about someone who pretends to be famous for a day.



- To develop reading skills by asking Ss to get specific information.

<https://www.youtube.com/watch?v=C9Ko6Xfa84w>

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class asking the Ss if they had seen a famous person.</p> <p>Do you know what a prank is? A prank is a practical joke or mischievous action. It's to pretend to be someone you are not.</p> <p>T shows the beginning of the video "Being famous for a day" in which the author explains what they did.</p>	<p>Ss say if they have ever seen a famous person.</p> <p>Ss say if they know what a prank is.</p> <p>Ss watch the beginning of a video about "Being famous for a day".</p>	<p>T elicits from Ss if they have met a famous person.</p> <p>T shows the meaning of prank.</p> <p>T monitors that Ss pay attention to the video.</p>
<p><b>Transition: What do you think the reaction of the mall goers is?</b></p>			
<p><b>10 (minutes)</b></p>	<p>T. invites the Ss to watch the video until they see the reaction of the mall goers. (It's not necessary to watch it complete).</p> <p>After watching the video, the T asks the Ss to complete the following sentence with one of the words provided: The mall goers were _____.</p> <p>annoyed / bored / hysterical / interested / astonished.</p> <p>T talks about this pranking trend by providing them with a text about the topic: Being famous for a day. Activity 1: complete this information</p>	<p>Ss predict the reactions of the mall goers.</p> <p>Ss watch the video to see if their predictions were correct.</p> <p>Ss complete the given sentences with one of the words provided.</p> <p>Ss read the text and complete the first activity.</p>	<p>T checks that Ss are paying attention to the video.</p> <p>T acts as a facilitator in case Ss don't know the meaning of the words.</p> <p>T monitors that Ss complete the reading comprehension activity.</p>

<b>Transition: If you were to be famous, who would you like to be?</b>			
<b>10 (minutes)</b>	<p><b>GROUP WORK</b></p> <p>T asks Ss. to work in groups of 4.</p> <p>They have to choose a famous person to imitate. Think of the clothes, the physical appearance and everything that is necessary to become identical to the famous person they want to be.</p>	<p>Ss work in groups of 4.</p> <p>Ss choose a famous person to imitate.</p> <p>Ss think of the clothes, the physical appearance and everything that is necessary to become identical to the famous person they want to be.</p>	<p>T monitors grouping.</p> <p>T checks that all the Ss are working in the group.</p>
<b>Transition: Let's see if you can convince your classmates.</b>			
<b>5 (minutes)</b>	<p>T invites the groups to perform in front of the others. The others guess who the famous person is.</p>	<p>Ss perform in front of the class. The rest of the groups guess who the famous person is.</p>	<p>T focuses Ss' attention on the classmates performances.</p>
<b>Follow up:</b>			

**Theme:** Teen Media

**Topic:** Following my favourite celebrity in social media.

**Aims:**

- To learn about Frida Kahlo
- To promote cooperative work
- To provide Ss with a way of connecting a history maker with a social media that is closer to their generation

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T tells Ss they will work with Lua's favourite character. T shows three pictures and asks Ss to guess who the character is.</p> <p>Lua's favourite character is Frida Kahlo. T asks Ss if they know why Frida is famous. Lua has to prepare several activities and needs some help.</p> <p>T asks Ss to browse the web quickly and find out the following information.</p>	<p>Ss pay attention to the pictures to guess the character.</p> <p>Ss answer previous information they may know about FK.</p> <p>Ss look up in the internet.</p>	<p>T checks that Ss are paying attention to the pictures.</p> <p>T monitors Ss' oral production and their interventions.</p> <p>T checks that Ss are browsing for the appropriate info.</p>
<p><b>Transition: Now, we know some information about FK. Let's work in pairs and find out more information.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to get in pairs. T tells Ss each member of the pair will have information that the other won't. T tells Ss they will have to ask questions to complete the</p>	<p>Ss get in pairs. One of them has four questions and four pieces of information. Student A asks questions and Ss B answers with the information he / she has and</p>	<p>T checks Ss' understanding of the worksheet. T monitors Ss work.</p>

	information.	the other way around.	
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**Transition: Let's imagine Frida is working on her Facebook profile / Instagram / Interest**

<b>10 (minutes)</b>	<p>T asks Ss to complete the social media according to the facts they have gathered from the two previous activities.</p> <p>Necessary material: Pictures related to Frida's life.</p>	<p>Each pair of Ss works with the pictures and the information. Ss prepare a "facebook" story.</p>	<p>T focuses on the pictures and the information.</p>
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**Transition: Let's create a story with famous people you know.**

<b>5 (minutes)</b>	<p><b>TALL STORY</b> T asks each student to write on a piece of paper</p> <ul style="list-style-type: none"> <li>-4 adjectives</li> <li>-3 famous people</li> <li>-2 activities they would like to do</li> <li>-1 place where they would like to go</li> </ul>	<p>Ss complete their strips of paper.</p>	<p>T monitors and facilitates possible vocabulary Ss may need for the activity.</p>
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**Follow up: Ss get in pairs and they tell each other the TALL STORY.**

**Theme:** Teen Media

**Topic:** Youtube videos

**Aims:**

- Identify types of youtube videos according to their function.
- Apply the different types of videos to new situations created by the Ss.
- Design videos that are close to their school realities.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T starts the class telling Ss that Lua, Emma and Nico love watching videos on youtube. T asks Ss what type of videos can be found on youtube and which videos teenagers usually watch.</p>	<p>Ss answer T's questions.</p>	<p>T monitors Ss' outcomes. T accepts all answers.</p>
<p><b>Transition: I looked for the most popular Youtube videos on the Internet. Let's see which the most popular videos are.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T shows Ss screenshots of several types of videos. T asks Ss to identify the screenshots with the types of videos. T asks some Ss to go to the board and match screenshots and types of videos. T tells Ss to pay attention to the one of the video.  T tells Ss they will watch a couple of minutes of one of the videos. Can Ss identify the type of video? T asks Ss to complete some notes. <a href="https://www.youtube.com/watch?v=kRh1zXFKC_o&amp;feature=emb_logo">https://www.youtube.com/watch?v=kRh1zXFKC_o&amp;feature=emb_logo</a> (from min 2:59 to 3:44)  This video belongs to a TV show and people are asked if they know names of countries. What type of Street interviews can be done in the city? Or in the school?</p>	<p>Ss answer the types of videos popular among teenagers. Ss volunteer to go the board and match screenshots and types of videos.  Ss watch the video and take notes.  Type of video: (On street interviews) Place: Elements shown:</p>	<p>T checks that Ss have understood what the screenshots show.  T checks matching. (It could be done on the book or with pictures provided to Ss)  T monitors that Ss pay attention to the video</p>

		Number of countries mentioned:	and checks that Ss are taking notes.
		Ss give their ideas about the types of street interviews.	T accepts Ss ideas.

**Transition: Some people watch videos to learn something new. Let's watch an extract of another video.**

<b>10 (minutes)</b>	<p>T tells Ss they will watch the 15 first seconds of a video. T asks Ss to watch the video and jot down all the clothing items they can identify.</p> <p><a href="https://www.youtube.com/watch?v=PQefqx7rAS4&amp;feature=emb_logo">https://www.youtube.com/watch?v=PQefqx7rAS4&amp;feature=emb_logo</a></p> <p>After watching the video, T does an oral correction of the activity. T asks Ss their opinion about the video.</p> <ol style="list-style-type: none"> <li>1. What is the lady doing?</li> <li>2. Why does she pack in that way?</li> <li>3. Have you ever done it?</li> <li>4. What type of video is it?</li> <li>5. Do you think it's a useful tip?</li> </ol>	<p>Ss get ready to watch the video. Ss take notes.</p> <p>Ss listen and answer the T's questions.</p>	<p>T leads Ss to pay special attention to details.</p> <p>T recalls Ss' answers.</p> <p>T values Ss oral participation.</p>
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**Transition: Preparing videos is a good way of showing our ideas to other people.**

<b>(5 mins)</b>	<p>T divides the class in 8 groups. Each group is assigned a type of video. T asks Ss to work on the content of the video, place, material needed.</p>	<p>Ss get divided in groups. Ss discuss about the type</p>	<p>T monitors the grouping and acts as</p>
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	<p>After the groups have organized the activity, T asks all the groups about their plans.</p>	<p>of video they will be working on. Ss take notes about the content, place, material needed for their video.</p>	<p>a facilitator in case Ss have trouble organizing the next activity.</p>
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**Follow up:**

**Possible project: Students prepare a project about a famous youtuber / booktuber they now. They can present it on video, send it to the teacher or publish them on the school's blog.**

**Theme: Teen Media**

**Topic: 12. Music makes my heart beat.**

**Aims:**

- To create a free stress atmosphere by working with a topic most Ss like.
- To know Ss' preferences towards music.
- To work with SEL by asking Ss to use adjectives, emojis and songs to express different feelings.
- To foster Ss' speaking skills by means of asking them to describe situations.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T shows the Ss the following symbol 🎵 and asks them:</p> <p>When do people use this symbol in social media? (expected answer- when they quote a song).</p>	<p>Ss look at a given symbol and say if they know when people use that symbol in social media.</p>	<p>T focuses Ss ' attention on the symbol.</p>
<p><b>Transition: Emma, Lua and Nico uploaded music to their social media status.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to read the stanzas and say how they might be feeling.</p> <p>Ss can also listen to part of the song.</p> <p><i>E.g. In #1, Emma feels...</i></p> <p><b>You can use these words to help you:</b></p> <p>In love tired worried hysterical annoyed sad happy hopeful hopeless relaxed</p> <p>T asks Ss to search the web to find an image that would accompany these songs in a social network status.</p>	<p>Ss read some stanzas from different songs and say how the people might be feeling.</p> <p>Ss use a list of given words to do the activity.</p>	<p>T monitors that SS read the stanzas of the songs.</p> <p>T acts as a facilitator providing Ss with a list of words.</p> <p>T monitors that Ss access the web to look for an image.</p>



**Transition: How are you feeling now? What song would you choose to transmit that feeling in your favourite social media status.**

<p><b>(10 mins)</b></p>	<p>T asks the Ss: How are you feeling now? What song would you choose to transmit that feeling in your favourite social media status.</p> <p>T invites the Ss to share their feelings about music. What song or type of music do you listen to if you are feeling the way the emojis represent?</p>	<p>Ss say the way they are feeling now. Ss say which song they would choose to transmit in their favourite social media status.</p> <p>Ss share their feelings towards music. Ss look at some emojis and complete the sentences mentioning the song or type of music they would listen to in each situation.</p>	<p>T creates a friendly environment so Ss can express their feelings.</p> <p>T helps Ss with vocabulary to express feelings.</p> <p>T focuses Ss' attention on the emojis.</p>
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**Transition: There is a song for every single specific mood. Music accompanies us in different moments of our lives and makes them memorable.**

<p><b>(5 mins)</b></p>	<p>T asks Ss to look at the different activities that Lua is doing.</p> <p>Choose three and say where she is, what clothes she is wearing, what activity she is doing, how she is feeling, and the playlist (two or three songs) she is listening to. You have an example below.</p>	<p>Ss look at different activities Lua is doing.</p> <p>Ss choose three of the activities and say where Lua is, what clothes she is wearing, what activity she is doing, how she is feeling and the playlist she is listening to.</p>	<p>T checks that Ss pay attention to what Lua is doing.</p> <p>T monitors that Ss choose an image and are able to complete the task.</p>
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**Follow up:**

**Project: The music that makes my heart beat:** The teacher creates a playlist of 15 parts of songs. Ideally, those songs should be from the present and from the past, they have to be from different genres as well. The teacher hands in different emojis to the students and as the songs go by they raise the emoji that best represent what feeling the song triggers. At the end of the activity, students write three ideas of how they felt while the music was on. For example: When the teacher played "Sounds of silence", I felt sad. When the teacher played "Mambo #5", I felt dancy.

**Theme: Teen Media**

**Topic: Our blog.**

**Aims:**

- to promote creative writing by means of creating their own blog.
- to communicate different types of information by means of a collective way of sharing it.
- to promote collaborative work.
- to work cooperatively with the Computer Science teacher.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T asks Ss to guess a pretty common way of collective and massive communication.</p> <p>T draws 5 lines on the board:</p> <p>-----</p> <p>T asks Ss to say letters and T elicits the word Blogs.</p>	<p>Ss say letters in English in order to discover the word Blogs.</p>	<p>When Ss say the letters in Spanish the teacher encourages Ss to say them in English.</p>
<p><b>Transition: What do you use blogs for? Let's see.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T asks Ss to do a marker-talk activity in which volunteers run to the whiteboard and write things next to the word blogs.</p> <p>For example: to share ideas.</p> <p>After 2 or 3 minutes the teacher stops the marker talk on the board. T revises all the activities that students mention.</p> <p>T provides Ss with the link from Liceo de Libertad in San Jose.  <a href="https://liceolibertad2020.blogspot.com/">https://liceolibertad2020.blogspot.com/</a></p> <p>T asks Ss to go to the blog and find examples of all the things they have mentioned. T also asks to find other uses they had not thought about.</p>	<p>Ss think and write ideas about the use of blogs on the board for 3 minutes.</p> <p>Ss open the link and read the information on the blog.</p> <p>Ss tick the info they mentioned and add new information that they find in the blog.</p>	<p>T explains the activity and then backs off.</p> <p>T reads the information Ss added and probe if necessary.</p> <p>T monitors that Ss visit the blog and find information.</p> <p>T monitors.</p>

**Transition: It will be awesome to have our own blog. Get in groups and think of the purpose of our blog.**

<b>(10 mins)</b>	T asks Ss to get in groups and find a purpose for a blog.  Think of: <ul style="list-style-type: none"><li>- a possible name</li><li>- a possible layout</li><li>- possible pictures you want to include</li><li>- possible content you want to add.</li></ul>	Ss work in groups following the instructions the teacher gave.	T monitors work and checks instruction. When necessary, teacher can provide students with some vocabulary.
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**Transition: Great! Let's share your ideas and see what all the groups have in common.**

<b>(5 mins)</b>	T encourages Ss to create their own blog. It can be a class blog, a school blog or any type of blog that students think as appropriate.	Ss use the things in common to create their own blog.	T facilitates and monitors. The CS teacher should also help.
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**Follow up:** Project: Creating your own blog.

**Theme: Teen Media**

**Topic: My phone, my friend.**

**Aims:**

- To learn about texting language and its counterpart in Spanish.
- To write text messages in English using their own dictionary.
- To have a laugh moment while working with the lesson and learn from mistakes.

Stage	T's action	Ss' actions	Assessment
<p><b>Uncovering the topic of the lesson (7 mins)</b></p>	<p>T show Ss some text messages using texting language:</p> <ul style="list-style-type: none"> <li>- Cu l8r</li> <li>- ETA 8.40</li> <li>- CU2morrow</li> <li>- luvU2</li> <li>- NVM</li> <li>- IDK</li> <li>- FYI</li> <li>- 2MI</li> <li>- LOL</li> </ul> <p>T asks Ss if they recognize what the messages say. If not, T asks to match the messages to the meanings.</p>	<p>Ss look at some text messages.</p> <p>Ss say if they recognize what the messages say. If they don't, they match the messages to the meanings.</p>	<p>T helps Ss to focus on the topic of the class. T checks instructions.</p> <p>T focuses Ss' attention on the meaning of the messages.</p>
<p><b>Transition: As you could see, knowing text language is very important. See what happened in these situations.</b></p>			
<p><b>10 (minutes)</b></p>	<p>T shows two text messages having some misunderstandings between moms and children.</p> <p>Read the two text messages and see what happened.</p> <p>T asks Ss to get in trios and use the text language dictionary and create a dialogue containing a misunderstanding.</p>	<p>Ss pay attention to two text messages.</p> <p>Ss read the text messages and see what happened-</p> <p>Ss get in trios and create a dialogue using text language and containing misunderstanding.</p>	<p>T monitors Ss' performance checking the understanding of the messages.</p> <p>T monitors grouping and focuses Ss' attention on the expressions they can use to write the dialogue. T acts as a facilitator helping Ss with expressions.</p>

**Transition: Now let's share the situations you had.**

<b>(10 mins)</b>	T uses the media room and Ss share the pics of their conversations to have a laugh.	Ss go to the media room. Ss share the pics of their conversations.	T checks that Ss have the material ready to present.
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**Transition: Texting language is a new way to communicate. Grammar is not the most important part.**

<b>(5 mins)</b>	T asks Ss to individually create any message containing texting language.  T asks Ss to get in pairs and share those text messages.  T asks Ss to answer the texts.	Ss create messages containing text language.  Ss work in pairs and share the text messages.  Ss answer the texts.	T helps Ss with the creation of text messages.  T monitors the activity while Ss get in pairs.
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**Follow up:**

**Project: Understanding texting message in two languages: The teacher invites the students to make a bilingual dictionary of texting language. In it, students will include phrases and acronyms in Spanish as well as in English with their meanings.**

**Theme: Teen Media**

**Topic:** Getting to know media people in my place

**Aims:**

- To know media people: foreign and local
- To work with integration of skills
- To enjoy the challenges from the TV show.
- To promote collaborative work among students through the creation of challenges.

Stage	T's action	Ss' actions	Assessment
<b>Uncovering the topic of the lesson (5 mins)</b>	<p>T sticks the pictures of these two people. They are famous worldwide. One of them is from Brazil and the other one is from the UK.</p> <p>Let's discover what their profession is:</p> <ul style="list-style-type: none"><li>- They are tech savvy.</li><li>- They create their own content.</li><li>- They love a social media platform.</li><li>- They create and upload videos to an internet platform.</li><li>- They have a lot of followers.</li></ul> <p>T elicits that the two boys from the pics are Youtubers.</p>	<p>Ss look at some pictures of two people.</p> <p>Ss listen to different clues to discover what their profession is.</p>	<p>T elicits ideas from Ss, based on the topic of the lesson.</p> <p>T fosters Ss to guess who they are.</p>

**Transition: Do the names Alaska and Mad Raider sound to you? Alaska is a Uruguayan Youtuber and Mad Raider is a Uruguayan gamer.**

<b>Working with a webquest (10 minutes)</b>	<p>T invites Ss to go to the following website: <a href="https://www.cmas.edu.uy/">https://www.cmas.edu.uy/</a></p> <p>Webquest: 1- What are the characters' real names? 2- Who created the</p>	<p>Ss go to a given website.</p> <p>Ss answer some questions.</p>	<p>T monitors Ss' work in order to help them to concentrate on the content of the lesson.</p>
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	<p>soundtrack of the TV show?  3- What is “salon alfa”?  4- What topics are the part of the challenges?  5- What is the role of the watchmaker?</p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1. Their names are Gime and Nico.</li> <li>2. A Uruguayan band called Control x.</li> <li>3. It’s the place where the program takes place.</li> <li>4. They mention different topics such as: Women’s vote, Urban legends, important people like Charles Darwin and more.</li> <li>5. The watchmaker challenges them to reach different aims in a certain amount of time.</li> </ol> <p>T asks Ss to discuss the answers.</p>		<p>T helps Ss to understand both meaning and content of the questions.</p> <p>T fosters as much Ss’ interaction as possible.</p>
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**Transition: Now that we know how the challenges are, let’s face some of them.**

<p><b>(10 mins)</b></p>	<p>T invites Ss to watch a short video with some challenges in English.</p> <p>After each challenge from the clockmaker the teacher stops the video so the Ss answer to the challenges themselves.</p>	<p>Ss watch a short video with challenges in English.</p> <p>Ss answer to the challenges themselves.</p>	<p>T monitors Ss while they watch the video.</p>
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**Transition: Now let’s have our own TV show to share with the rest of the class.**

	<p>T asks Ss to work in groups and create a series of challenges to simulate the C+ segment of the TV show.</p>	<p>Ss create a series of challenges.</p> <p>have, one student writes an idea about the person and the other writes.</p> <p>Comment about some</p>	<p>T encourages Ss to work cooperatively.</p> <p>T promotes activities to enhance Ss’ listening and reading skills.</p>
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		people they know in their place	
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**Follow up:**

The groups share their challenges to the other groups and spend the class having fun.

**Project: Know media people from your place:** The teacher asks students to find people who are popular in social media. Make an interview and write a report about them. Don't forget to include a picture of them, why they are popular and some of their production.