

Aldo Daniel Rodríguez Chopitea

EXPERIENCING ENGLISH



Consejo de
Educación
Secundaria

About the Author

Prof. Aldo Rodríguez has been an English teacher since 1998. He has taught for both the public and private sectors and he is a teacher trainer and teacher consultant. He has been a member of National Contests' boards and he also held the position of PAD from Salto for two years.

He has a teaching degree from CERP del Litoral (Salto), and he also holds a Master's degree in Adult and Higher Education from Northern Illinois University. He is currently pursuing his Doctoral degree at the same University.



Since he started his professional activity he has worked with students from different levels, but defines himself as a teacher of adults and as a life-long learner who strongly believes that teachers need to be updated and should always be thirsty for more.

This urge to be updated has been a key aspect of his professional life and this material is an example of that.

About this Book

Dear colleagues,

This book is the product of months of creativity, long hours of hard work and cooperative work. It all started as part of a Sabbatical approved by CES on May 23rd, 2013.

The idea of creating this book came together with the idea of changing the syllabi for Adult education at Nocturnos and Programas Especiales. Joining with Inspección de Ingles del CES, some PADs from around the country and several hard-working teachers who spent time and effort on providing feedback on it in order to improve it. This material is not a finished work, there is always room for changes, so I invite you to send any opinion you have.

After a whole year of work I want to thank CES supervisors Gabriela Zazpe and Mag. Shirley Romano, PADs Henriette Despaux (Canelones), Mariella Marino (Montevideo), Alice Zapata (Rio Negro), Selva Teixeira (Salto), Ximena Tisnes (Flores), Sandra Nuñez (Rivera), Beatriz Sendic (Artigas), Carina Vazquez (Rocha), Mariana Baldenegro (Durazno), Andrea Sorondo (Soriano) and all the teachers from those provinces these PADs supervise for their feedback, support, commitment and hard work. Special thanks to prof. Ximena Tisnes for the invaluable work editing the book.

I hope you enjoy this material and you provide feedback about it. Feel free to contact me in case of doubts, comments or suggestions. You can write to whoanseeto@hotmail.com

Have a great school year,

ALDO

February 2014.

How to Use the Book

The materials in this book are a compilation of activities created by the author. When you use this material you are not going to use it as they are compiled here. You need to consider your students, the level they are in and the needs they have. For this reason, you need to adapt some of these activities and also include some other information that may be relevant for them and their educational reality and context.

- **What's your name?**
- **My name is _____**
- **Hi _____! Nice to meet you!**
- **Nice to meet you too!**

El inglés esta alrededor tuyo todo el tiempo. Lee las siguientes palabra y encierra las que creas que están en inglés.

restaurant **bom dia**
referee **futbol**
website **email**
corner **pasta**
offside **cimarrao**
mate **hot-dog**
magic bus **fideos**

Sabías que...?

De las palabras del ejercicio anterior, las que provienen del inglés son corner, offside, restaurant, referee, website, email, hot-dog, magic y bus. Sin embargo, estas palabras han sido incorporadas al español y las puedes escuchar en diferentes lugares y contextos.

Las palabras siesta y mate son de origen español. Sin embargo, estas palabras han sido incorporadas al idioma inglés, sobre todo al que se habla en Estados Unidos debido a la cantidad de hispanos que viven allí. La palabra mate se escucha más donde existen colonias de argentinos o uruguayos.

La palabra cimarrao y bom dia son de origen brasileño-portugues. Y la palabra pasta es de origen italiano aunque se usa tanto en español como en inglés. Finalmente la palabra futbol está escrita en español aunque tiene que ver con la palabra football en inglés británico. En Estados Unidos el deporte que para nosotros es futbol se llama soccer y football es un deporte que juegan de forma similar al rugby.

Write 3 more words in English you know.

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



Group work: get in trios.

Share with your classmates and write down any new word.

- ☑ **Listen to the pronunciation of these words:**

In Spanish	in English
Taxi	Taxi
Restaurante	Restaurant
Referee	Referee
Cyber	Cyber
Email	Email
Hot-dog	Hot-dog
Goal-keeper	Goal-keeper



- ☑ **Repeat and practice the pronunciation.**

TIP En inglés muchos de los sonidos no son regulares, cambian de acuerdo a la palabra. Eso ocurre porque esta lengua posee palabras que provienen de diferentes lenguas. Sin embargo, hay algunos sonidos que son bastante regulares y hay sonidos que son diferentes a los que tenemos en español.

Pay attention to these sounds:

/t/ taxi

<ee> /i:/ referee – goal-keeper

/ai/ Cyber

Play and repeat these sentences...

I check my email at the cyber café.

The referee showed a yellow card to the goal-keeper.

I am a taxi driver. I drive a taxi every day.



TO GREET PEOPLE



"Hi, how are you doing?"

TO GREET PEOPLE

**I'm fine
and you?**

Hi!

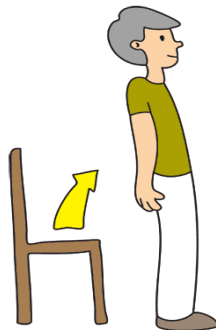
**Good!
You?**

**I'm doing good,
and you?**

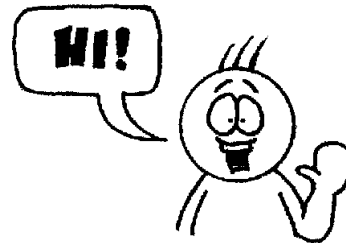
TIP Todas estas formas de saludar son aceptadas y comunes en inglés. Hay algunas más comunes en Estados Unidos y otras más comunes en Gran Bretaña. Hay algunas que se consideran gramaticalmente más correctas que otras. Discute eso con tu profesor.

Activity:

1- Stand up



2- Walk around and greet your classmates.



OTHER IMPORTANT VOCABULARY



- Pair work: work with a classmate and practice your greeting when you see him/her. Write it down.**

You: _____

Your classmate: _____

You: _____

Your classmate: _____

What's in our classroom?



Look at the picture and find:

- Chairs
- A blackboard
- A desk
- A window.
- An eraser

How many chairs can you see?

- a- 1 b- a lot

How many blackboards did you find?

- a- 1 b- a lot

How many desks did you find?

- a- 1 b- a lot

How many windows did you find?

- a- 1 b- a lot

How many erasers did you find?

- a- 1 b- a lot.



★ TIP

One object: a or an. For example a dog, a cat, a car, a motorcycle, a friend or an umbrella, an hour.

More than one object: plural=chairs, blackboards, desks, windows, erasers, dogs, cats, friends, umbrellas, hours.

WHAT SHOULD WE SAY IN CLASS?

☑ WHEN WE COME IN:



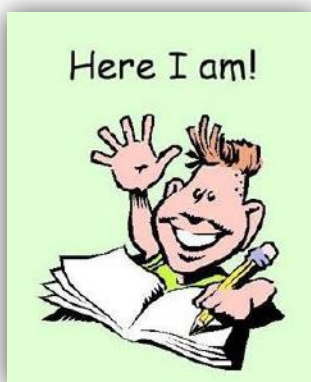
- *Hi teacher, good evening, can I come in?*
- *Hi teacher, sorry for being late, can I come in?*
- *Good evening, can I come in?*

☑ WHEN WE NEED TO USE THE RESTROOM



- *May I use the restroom, please?*
- *Can I use the restroom?*
- *Can I go to the restroom?*

☑ WHEN THE TEACHER CALLS THE ROLL.



Teacher: Maria?

Maria: Here

Teacher: Jose?

Jose: Present

☑ WHEN WE ARE LEAVING



Teacher: *You can put away your things, see you next class.*

You: *OK teacher, see you next class.*

☑ WHEN WE FINISH AN ACTIVITY



- *Teacher, I've finished!*
- *Teacher, I'm done with this task.*

☑ WHEN SOMEBODY KNOCKS AT THE DOOR



Teacher, *there is someone at the door.*

Teacher, *there is someone knocking at the door.*

There is someone there.

SOME INSTRUCTIONS:

☑ Match the drawings with the instructions you know.

- ❖ Work in pairs
- ❖ Highlight
- ❖ Read
- ❖ Write / take notes
- ❖ Work in groups
- ❖ Questions and answers / answer the following questions.
- ❖ Tick
- ❖ Work individually

There is one extra. Which one?

TIP: this is what you did in this activity.



dreamstime.com



Lynn Seville/Pearson Education



- ☑ **Work in pairs:** Chat with a classmate and practice some of the vocabulary you learned.

Using your Computers



- go to this Youtube video: <http://www.youtube.com/watch?v=SNadpkROsJM>
- In the video you can revise the vocabulary we learned and you can see even more.
- Write as many phrases as you can remember from the video:

- Write 5 new phrases from the video

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



➤ One of the new classroom activities was: How do you spell that?

What's your name?

My name is Aldo.

How do you spell that?

A-L-D-O

In order to spell, I need to know the alphabet


A – B – C – D – E

F – G – H – I – J

K – L – M – N – O

P – Q – R – S – T

U – V – W – X – Y – Z

 **TIP:** En inglés las letras ch, ll, ñ no existen. Sin embargo el sonido de la ch si existe como tal

Practice with your teacher and with your classmate:

How do you spell your name?

How do you spell your last name?

How do you spell the name of your city, town or village?

How do you spell the name of the place where you work or study?

Watch the following video from The Marzio School:



<http://www.youtube.com/watch?v=MkXcNZckW28>

In the video, a reporter called Joanne is interviewing people on the street. She asks them about their names and the country they are from.

Highlight the countries you remember from the video

Colombia

The USA

England

The Netherlands

Denmark

Ireland

France

Honduras

Trinidad and Tobago

Jamaica

Brazil

Sweden

Puerto Rico

Cuba

Guyana

Slovenia

These are the nationalities for these people.

Match the nationality with the country of origin.

Cuban	Guyanese
Colombian	Uruguayan
Hondurans	Slovenian
French	American
Danish	Trinidadian / Tobagonian
Irish	Jamaican
Brazilian	Swedish
Puerto Rican	Dutch

2. THE PERSON I AM



Tell me about you. I tell you about me.

My name is Aldo. I am from Mercedes in Uruguay. I am Uruguayan. And you?

These are students from other schools

Hi, my name is Maria Gimenez. I am from Vichadero, a small town in Rivera. I am Brazilian and I was born in Rio de Janeiro. I am 27 years old.

Hello! My name is Pedro Flores. I am from Carmelo in Colonia. I am Uruguayan. I am an adolescent, I am 18. I like watching movies in English.

Hi! My name is Alma. I am from La Teja in Montevideo. I am Uruguayan. I am 31 years old and I have a twin brother.

Hi! My name is Mario. I am from Melo in Uruguay. I love English. I am 40. I love rock and roll in English.

Hello! My name is Juan Carlos. I am Mexican. I work in a Laboratory and I study. I live in Trinidad, the capital city of Flores. I am 28 years old.

Hi! My name is Sara. I am from Tacuarembó. I have a big family. I go to night school. I am 35 and I work at a big supermarket.

Who....

- 1- Lives in a capital city?
- 2- Is not from Uruguay?
- 3- Is from Montevideo?
- 4- Loves English?
- 5- Works?
- 6- Talks about his/her family?
- 7- Is an adolescent?

How old are the people?

★ **TIP:** I need to know the numbers to answer this question!

- 1- One
- 2- Two
- 3- Three
- 4- Four
- 5- Five
- 6- Six
- 7- Seven
- 8- Eight
- 9- Nine
- 10- Ten

- 11- Eleven
- 12- Twelve
- 13- Thirteen
- 14- Fourteen
- 15- Fifteen
- 16- Sixteen
- 17- Seventeen
- 18- Eighteen
- 19- Nineteen
- 20- Twenty

30-thirty

50- fifty

70- seventy

90- ninety

40- forty

60- sixty

80- eighty

100- one
hundred

How old are these people?

Search in the internet and practice



Diego Lugano

Uruguayan Soccer player



Natalia Oreiro

Uruguayan actress /
UNICEF Ambassador



Jorge Drexler

Uruguayan musician

About you...


How old are you?

You: _____

What's your job? / What do you do?


You: _____

How old are the people you live with?

_____ 

I think I know the people on page 20 but I am not sure. Go to page 20 and check if what I say is true or false.

- 1- Alma has two brothers and one sister.
- 2- Sara has a small family.
- 3- Sara and Pedro have a job
- 4- Juan Carlos has a twin brother.
- 5- Maria lives in the capital city of Uruguay.

 **TIP:** I have a brother. I have a car. I have a job. /Sara has a job.

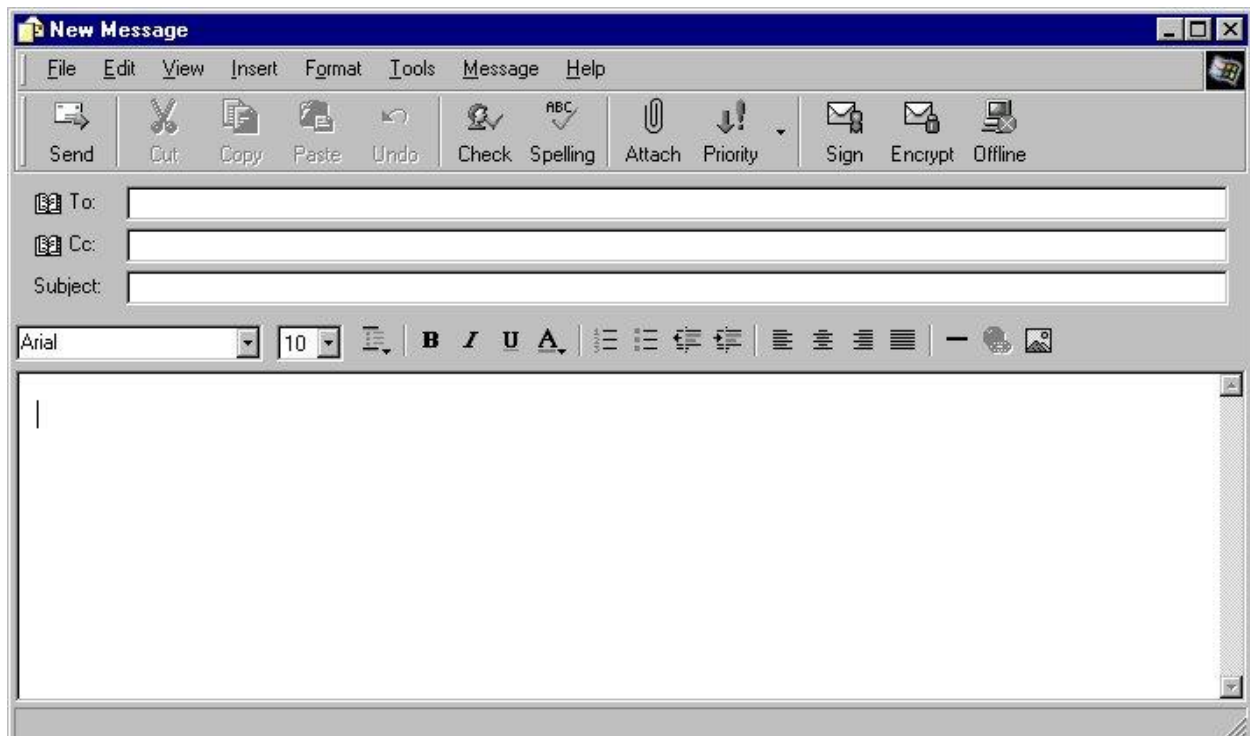
A mysterious person

He is Argentinian. He lives in Montevideo but he is famous in Uruguay, Argentina and other parts of the world. He has a small family and he has a son. He is a musician. He is the lead singer in a Uruguayan band. He was born in 1977.



Watch this video to discover the mysterious person:
<http://www.youtube.com/watch?v=hBok1bB5Y6s>

- The mysterious person wants to know about yourself. What can you tell him about you? Write an email to him.**



These are some of the things I like/ I love



NTVG I
LOVE YOU



Task:

Which picture corresponds to each sentence?

I like desserts. My favorite dessert is the raspberry cake.

I love watching television. I enjoy watching movies and soap operas.

I so much love dogs. The puppies in the photo are just adorable.

I like hanging out with friends. I don't see them often but we love each other.

I also love No Te Va a Gustar. I think it is one of the best Uruguayan Rock bands.

What are the things you like? Complete these sentences with your own ideas.

I love _____

I enjoy _____

I like _____

My favorite _____

What I don't like about other people ☹️

This survey was on a magazine. Take it to know your dislike about other people.

I don't like people who...	☹️
1- Lack humor	
2- Participate in animal hunting.	
3- Are texting all the time.	
4- Smoke.	
5- Have heavy cologne.	
6- Have long hair.	
7- Don't like music	

And what do you like about other people? Write down. 😊

Problems with age...

One of the problems of age is what things you can do and which ones you cannot do because you don't have the ability to do them.

For example, babies can't walk, run or sing but they can cry, eat and sleep.

☞ **Look at these activities:**

Talk / drive / drink alcohol / swim / play soccer / watch TV / use the computer / have a cellphone / go to the disco / jump really high / run a 10K marathon.

☞ **What are the things you can do and you can't do when...**

You are a baby....

You are an adolescent....

You are a person in his/her 40s....

You are a person in his/her 80s....



3. MY CLASSMATES AND COWORKERS



MY CLASSMATES



My classmates' names are...

- 1- Let's play a game: write as many classmates' names as you can (from memory).

The teacher checks how many names each of you wrote.

- 2- Now, stand up and ask the other classmates what their name is. Do you remember the question you need to ask?

- 3- Choose one classmate and write three sentences about that classmate without saying the name.

For example: He is from a rural area in Rivera. He is 25. He has a motorbike.

Your classmates have to guess who you are talking about.



My coworkers: the people who work with me.

Which of these describes you best?

I work.....(mark or highlight)

In a farm	All day	At a store	With a lot of people
Alone	As an assistant	In my own place	With children
? No, I don't work!	Only in the morning	Only in the afternoon	At night



I am a/an....(mark or highlight)

Employee	Housewife	Farmer	Policeman
Assistant	Store owner	Photographer	Babysitter
Full time parent	Cleaner	Waiter/waitress	Other (specify)

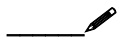
Think of one of you classmates or coworkers.

Which of these sentences are true for that person?

- He/She is a young adult.
 - He/she is a mother/father.
 - He/she has a lot of siblings.
 - He/she loves pets, especially dogs.
 - He/she loves pets, especially cats.
 - He/she likes eating "Chivitos" when she/he goes out.
 - He/she sips mate in her /his free time.
 - He/she hangs out with friends every weekend.
 - He/she loves watching soap operas.
 - He/she plays soccer.
 - He/she does not like getting up early.
 - He/she enjoys sleeping long hours.
 - He/she can cook really well.
 - He/she hates watching football on TV.
- My classmate's/coworker's name is _____.

Expand your ideas. Hydrate your sentences. Here are some examples.

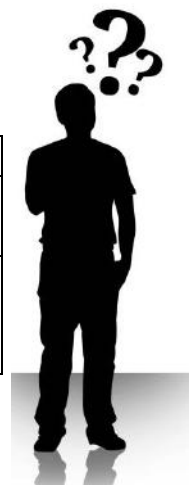
My coworker's name is Juan. He is a young adult. He is 28 years old.



- Share what you wrote with a classmate who will give you more ideas to improve your sentences.**

- Write the second draft of your description of your co-worker**

Este trabajo...(elige una o más opciones)			
fue demasiado facil	Estuvo muy Bueno	Quiero seguirlo practicando	Estuvo OK
Fue un desafio	Me sirvio para poner el vocabulario junto	Me hizo darme cuenta de que si puedo!	Fue excelente!



Now, let's put the ideas in order:



PERSONAL INFORMATION

A large, empty rounded rectangular box with a thin black border and a light gray drop shadow, intended for writing personal information.

LIKES/ LOVES / ENJOYS

A large, empty rectangular box with a thin black border and a light gray drop shadow. The bottom right corner is folded over, suggesting a page or document.

DOESN'T LIKE/HATE

A large, empty box with a thin black border and a light gray drop shadow. The top and bottom edges are wavy, suggesting a piece of paper or a document.

- Listen to Shamarie talking about his favorite coworker and choose the best option to complete the sentences.**



- 1- Shamari's favorite coworker is
a- Rachel b- Susan c- Sylvia
- 2- The main reason for her to be his favorite coworker is...
a- She is helpful b- she is laughing all the time
- 3- She isn't....
a- Competitive b- caring c- kind.
- 4- She loves her...
a- Bosses b- students c- animals.
- 5- She always has...
a- The right answer b- another person to ask.

★ TIP! Shadow reading: a good strategy to us is shadow reading. The students will listen to Shamari again and they will read the text that is on the next page.

- Shamarie is telling some students about their work in Uruguay.**
Here is the transcription of what he said.

My schedule every day is very different. I generally visit schools like today. Students are very interested to know about Oklahoma, my city and I am interested in their city, too. Have you heard about the tornadoes in Oklahoma? Just some months ago, in May 2012 the place was devastated.

In Uruguay I am a teaching assistant but in the USA I am a Spanish teacher. I have many students there and we practice our Spanish when we meet. Here in Uruguay I have a lot of friends and we speak English when we meet. It is just the opposite.

- After listening to Shamarie and reading about him, what is true about him? Choose a, b or c on page 32.**

About my classmates: Let's play a game to know more about our classmates.

- ✓ All the students draw a bingo chart

- ✓ Students stand up. Listen to the teacher and find a classmate. The sentence must be true for him/her. E.g Find a classmate who can play soccer well. / find a classmate who likes soap operas.
- ✓ You can write your classmate's name only once.
- ✓ The student who says bingo needs to introduce the 6 classmates to the class. For example, Juan can play soccer well. Mario likes soap operas.

Shadow reading tape script: Listen to the recording again and read while you listen.

Shamari:

*Out of all of my coworkers I would probably say that Susan would be my favorite. Susan is a **wonderful** person and I would select her as my favorite coworker for many reasons. The first or most important being she is very **helpful**, she is always asking "what can I help you with?", "What can I do for you?" and I know she really means it. She is not just saying that so she can be the employee of the month or something. She genuinely wants to help, she genuinely cares. And she is not **competitive**, you know, it is not like she wants to be the best, she is **warm** and she wants all to be at the same level. She is also very **kind**. I don't think I've ever heard her saying a mean thing out of Susan's mouth. She genuinely loves people and she genuinely loves her students and that's why she **is good at** what she does. She is my **role model**. It's been that way since day one. Also, as she's been teaching for longer than most of us she is very **knowledgeable**, she knows what to do in all situations. I mean, sometimes I have questions and I am like "ok, I can ask Susan and today will be the day when she won't know" but she always knows and **is willing to help**. She is always very kind when she offers help. It is because of those things, of course, and many more that Susan would definitely be my favorite coworker.*

Read the text again and classify the words in bold into the following categories

Positive connotation	Negative connotation

Complete the following sentences using real information about your classmates, friends or coworkers.

- 1- _____ is good at _____
- 2- _____ is very kind.
- 3- _____ is willing to help me in class.
- 4- _____ is my role model.

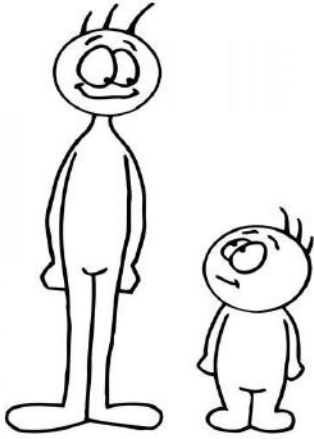
Write two more sentences using your own ideas.

- 5- _____
- 6- _____

Which of this information about Susan is false? Underline the sentence in the text where you find the information.

- 1- She is a teacher.
- 2- She is very competitive.
- 3- She is a new teacher at school.
- 4- She works with Shamari.
- 5- She knows a lot.

- What are your classmates or coworkers like? Use the words in the bubble to label the pics.



Fair hair

tall

slim

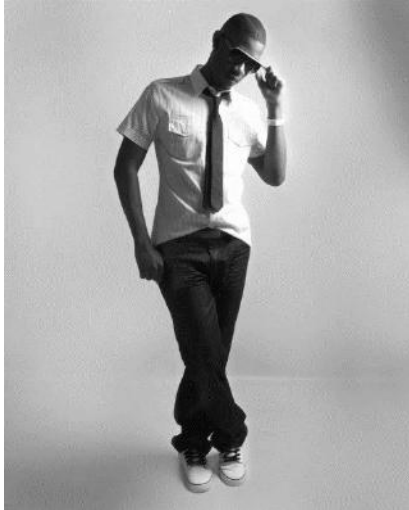
black hair

short

chubby

blonde hair

This is my friend and coworker Shamari.



He is Shamari. He is a teacher at Oklahoma City School. He is tall. He is 1.90 meters tall. He is slim with brown eyes and black short hair.

Now, let's think about one of your friends or coworkers!

My coworker or friend:

Name	
Hair	
Body	
Profession	
Personal characteristics	

4. MY TIME AND ACTIVITIES



What's your Favorite Daily Activity?

Tick the activities you regularly do:

Practicing sports	
Watching TV	
Going to work	
Doing physical exercise	
Taking care of my kids	
Eating delicious food	
Hanging out with friends.	
Getting up early	
Doing the house cleaning.	
Having lunch at home	
Sharing some time with my family.	
Listening to my favorite type of music.	
Going to music lessons.	
Attending English lessons.	



Which activities from the chart do these pictures illustrate?

ABOUT YOU:

What is your favorite activity? /What are your favorite activities?

My favorite activity is..... / My favorite activities are.....

Other forms to say it: I like..... / I love... / I enjoy... / I am interested* in...

**interested in does not collocate with all the activities in the previous task.*

ABOUT YOUR PEER/S: Work with a partner and ask and answer questions

What is your favorite activity? What are your favorite activities?

REPORT ABOUT YOUR PEER/S:

e.g. Juan's favorite activity is..... / Juan likes..... / Juan loves..... / Juan enjoys..... / Juan is interested in....

My favorite activity (by Spotty):

My favorite activity is not in the list you worked with. My favorite activity is sleeping. I sleep many hours during the day. My owners work a lot and when they are not here, I sleep. When they are at home, I sleep! I am not an athletic dog, and for that reason I enjoy sleeping that much. Every day I spend some time playing with my owners or I go for a short walk. I also enjoy watching TV with them but it is sometimes quite scary. When my owner watches soccer he shouts and I start barking. However, I have to say that sleeping is my favorite activity in my daily routine.





When do you do your favorite activity?

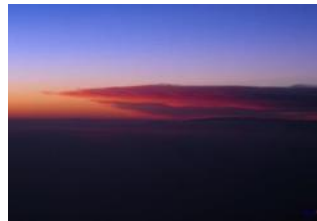
In the morning



In the afternoon



In the evening

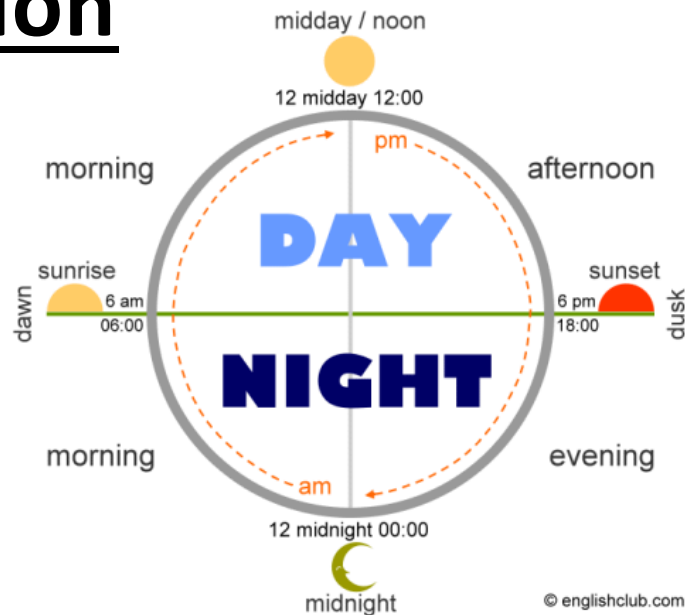


At night



Where must the acronyms AM and PM be used? For example, *in the morning we use AM.*

Explanation



- ☑ This is a very famous painting by a worldwide painter....Research about it (ask your Art teacher...) and answer the following questions.



1. This painting is set...

- a- In the morning
- b- In the afternoon
- c- In the evening
- d- At night

2. The name is...

- a- Starry Night
- b- Self-Portrait.
- c- Sunflowers.
- d- Irises.

3. The painter's name is...

- a- Torres Garcia
- b- Monet.
- c- Picasso
- d- Van Gogh.



☞ One of the painters in the last question is Uruguayan? Who is he?

- Some of this Uruguayan painter's work is at a museum in Montevideo. Carolina works there. Read the text and find some information that is wrong (3 mistakes).**

My name is Carolina but my friends and family call me Caro. I am from Mercedes, the capital city of Paysandú but I live in Montevideo. I am an Anthropologist and I work at a museum. I work every day in the morning and in the afternoon except Saturdays and Sundays. I have a break at midday and at that time I have lunch. At the museum there are paintings by some Uruguayan painters like Torres Garcia, Ruben Rada, among others. I leave work at one pm and then I go home. I enjoy getting home and watching TV, relaxing and talking with my family.



- Read the text about Carolina again and find words that define the following.**



Suggestion for the teacher: You can work with the song “Friday, I’m in love” by The Cure

I don't care if Monday's blue
Tuesday's gray and Wednesday too
Thursday I don't care about you
It's Friday, I'm in love

Monday you can fall apart
Tuesday, Wednesday break my heart
Oh, Thursday doesn't even start
It's Friday I'm in love

Saturday, wait
And Sunday always comes too late
But Friday, never hesitate...

I don't care if Mondays black
Tuesday, Wednesday - heart attack
Thursday, never looking back
It's Friday, I'm in love

Monday, you can hold your head
Tuesday, Wednesday stay in bed
Or Thursday - watch the walls instead
It's Friday, I'm in love

Saturday, wait
And Sunday always comes too late
But Friday, never hesitate...

Dressed up to the eyes
It's a wonderful surprise
To see your shoes and your spirits rise
Throwing out your frown
And just smiling at the sound
And as sleek as a sheik
Spinning round and round
Always take a big bite
It's such a gorgeous sight
To see you eat in the middle of the night
You can never get enough
Enough of this stuff
It's Friday, I'm in love

I don't care if Monday's blue
Tuesday's gray and Wednesday too
Thursday I don't care about you
It's Friday, I'm in love



What do these words in the last picture represent? (on page 43)

- a- The months of the year
- b- The days of the week
- c- The seasons of the year
- d- The colors



Look at the following calendar and complete it with the activities you regularly do.

Week of: _____						
Sunday (Sun.)	Monday (Mon.)	Tuesday (Tue.)	Wednesday (Wed.)	Thursday (Thurs.)	Friday (Fri.)	Saturday (Sat.)

Instructions to complete the calendar:

- Include all the activities you know from this and previous lessons.
- If you don't know one, ask a classmate or use the dictionary.
- If not, ask the teacher.
- After you have all the activities write the time you do those activities next to each one (use numbers and AM or PM).
- Remember AM means before midday and PM means after midday.

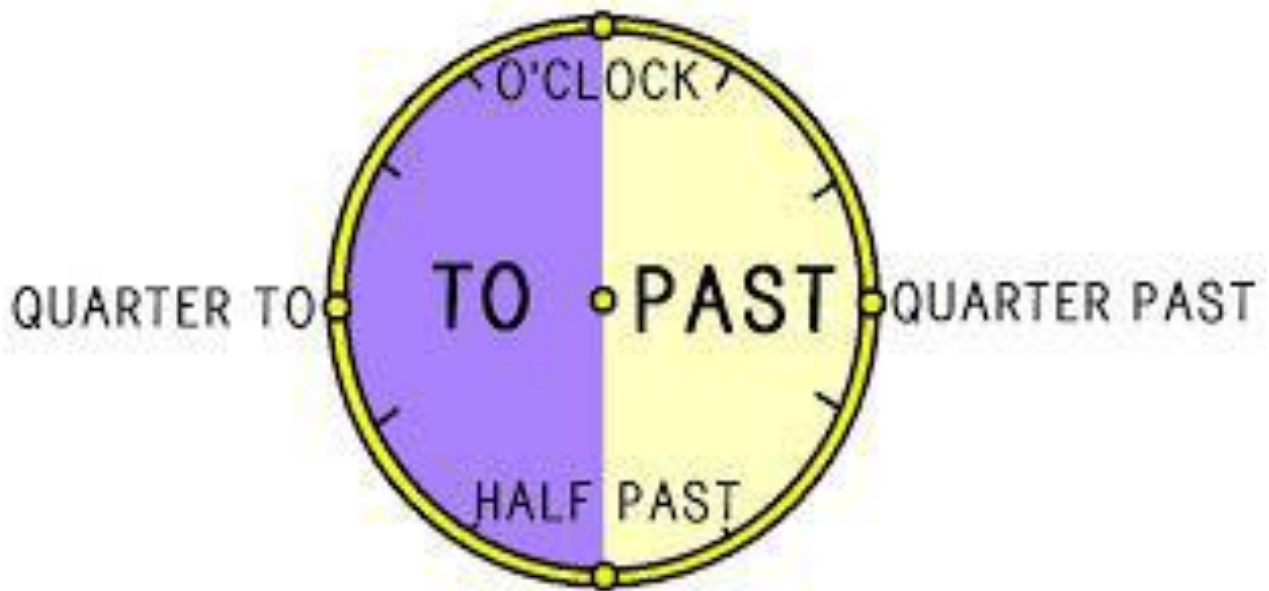
Carolina tells you about one of her days in more detail.

Every day I get up quite early, I usually get up at seven o'clock. I have a quick breakfast and then I take the bus to work. I arrive at about half past seven but we open the museum at eight. At quarter past eight the museum director arrives. He works at his office. I do not have an office I help people understand what it is in the museum and sometimes I tour them around it. I love touring school children around. At midday I take a break to have lunch and I go back to work at one. I work all afternoon and at five we close the museum. At half past five I arrive home and I have some mate, watch TV and enjoy some time with my family.

Read about Carolina's day and complete the following chart.

7 am	
7.30 am	
8 am	
8.15 am	
12 pm	
1 pm	
5 pm	
5.30 pm	

Here is a clock. Put the times into the corresponding place.



MINI PROJECT

- ✍ Think of the activities you usually do. (You can read what you wrote in the previous task).
- ✍ Choose two or three activities that are true for you.
- ✍ Include an activity that is false. It can be the activity or the time you do it.

Work in pairs or trios:

- ✍ Tell the peer or the group what you do every day including the false activity.
- ✍ The peer or group has to discover the false activity.
- ✍ Every member in the trio or pair has to talk.



- ✍ REPORT: Take notes while your classmates speak or after they do it.

Classmate 1- Name: _____		Classmate 2- Name: _____	
Time	Activities	Time	Activities

✍ Write a short paragraph about each of your classmates.

LANGUAGE FOCUS

I start working at 7 BUT He/She startS working at 7.

I arrive at 8 BUT my boss arriveS at 8.15.

I have lunch at midday BUT my classmate HAS lunch at 1.



Let's go back to our Childhood

1. Listen to the following song: <http://www.youtube.com/watch?v=773TW8TYfvs>
2. What is the main topic of the song?
3. What can you see in the video?
 - Children playing.
 - Children at school.
 - Children sleeping.
4. What's the singer favorite day?
 - Monday
 - Saturday
 - Sunday



About You

What's your favorite day?

What do you do on that day?
