



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



# #EXPERIENCING ENGLISH 5

*Made by Uruguayan teachers for Uruguayan students.*

**REVISED EDITION**



# AUTORIDADES

## CONSEJO DIRECTIVO CENTRAL

Dra. Virginia Cáceres Batalla - Presidenta  
Dr. Juan Gabito Zóboli - Consejero  
Profa. Dora Graziano - Consejera  
Mtra. Insp. Daisy Iglesias - Consejera  
Prof. Julián Mazzoni - Consejero

## DIRECCIÓN EJECUTIVA DE POLÍTICAS EDUCATIVAS

Dra. Adriana Aristimuño

## DIRECCIÓN DE POLÍTICAS LINGÜÍSTICAS

Dr. Aldo Rodríguez - Director  
Mag. Leticia Andregnette - Sub-Directora

## DIRECCIÓN GENERAL DE EDUCACIÓN SECUNDARIA

Lic. Jennifer Cherro - Directora General  
Profa. Dra. Maris Montes - Sub-Directora General

## INSPECCIÓN ARTICULADORA DGES

Profa. Ana Claudia García Chácharo

## INSPECCIÓN DE INGLÉS Y LENGUAS EXTRANJERAS DGES

Profa. Verónica Pérez  
Prof. Oscar Vairo  
Profa. Gabriela Zazpe

## AUTORÍA PRIMERA EDICIÓN (2019)

Profa. Carina Vázquez  
Profa. Selva Teixeira  
Profa. Ximena Tisnés

## COORDINACIÓN TÉCNICA DE LA PRIMERA EDICIÓN

Dr. Aldo Rodríguez

## EQUIPO CONTENIDISTA Y REVISIÓN (2024)

Profa. Ana Laura López Cazarré  
Profa. María Virginia Reinoso Puigvert  
Prof. Aldo Rodríguez  
Profa. Verónica Velázquez Pérez

## DISEÑO Y DIAGRAMACIÓN

Profa. Ana Laura López Cazarré



All uncredited images belong to Canva.com.

Some of the materials included in this book were adapted from the  
**#LivingUruguay** Series.

Montevideo, Uruguay  
Diciembre 2024  
2ª edición

Impreso y encuadernado por  
Depósito Legal:

# REFERENCES



READ



WRITE



LISTEN



SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY / PERFORM



SEARCH THE WEB



PLAY A VIDEO / AUDIO



RECORD



THINK



PLAY A GAME



CORRECT



PROJECT



HELP



ACHIEVE YOUR GOALS



# UNIT 1

## The adult learner and the culture of entertainment and art

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

- describe activities you do for fun.
- identify and talk about activities that are entertaining or not from a personal perspective.
- define what makes an activity entertaining or not.
- give your opinion.
- set yourself goals.
- write different pieces of advice.
- plan and hold an entertainment fair at your school.



Let's meet Patricia. She is the character who will share this course with you.

Hi! How are you?  
Welcome to the English course in 5th grade. My name is Patricia and I will join you during the course. I hope we can get along and learn together. You will learn from me and I will learn from you, for sure.

Before we start, can you think of three questions you would like to ask me? What would you like to know about me?



Question 1:

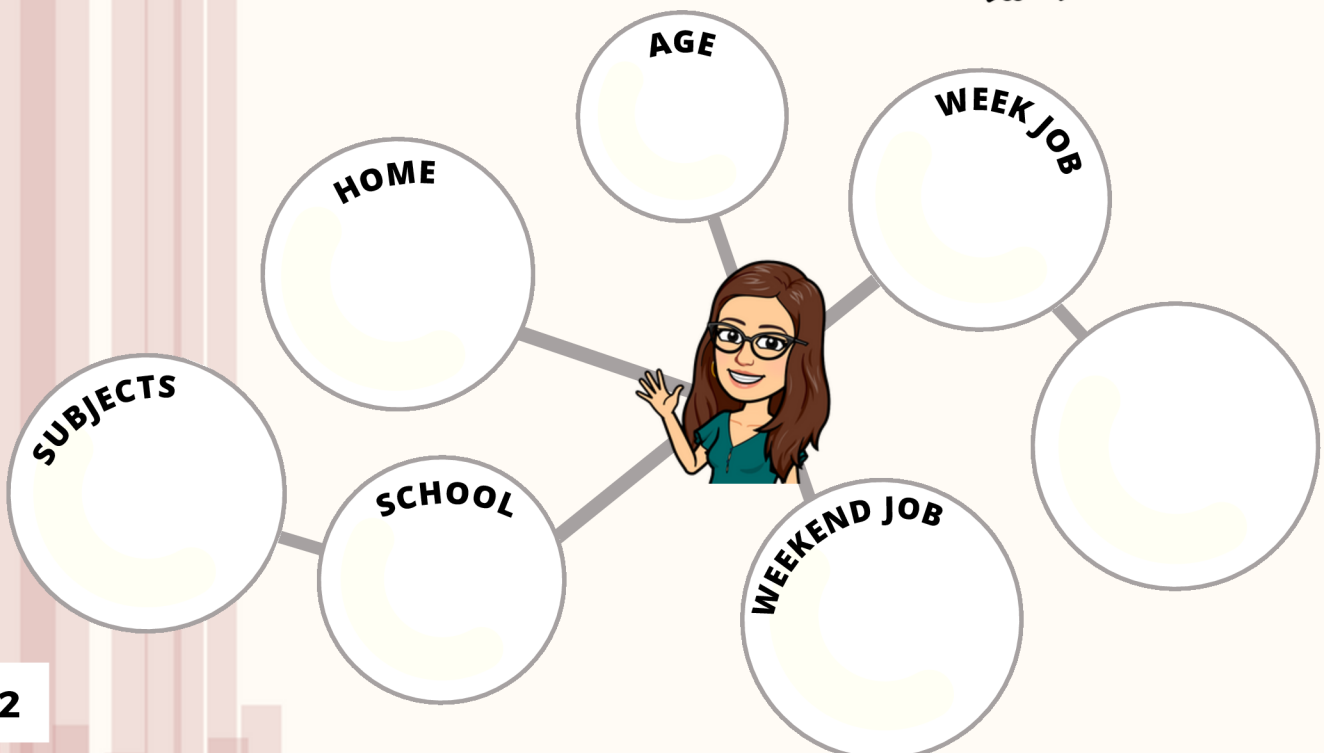
Question 2:

Question 3:

Listen to Patricia talking about herself, and check if you can answer the three questions you wrote to ask Patricia.



Listen again and complete the mind map with her information:





Continue listening and answer the three questions Patricia is going to ask you:

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Look at the following pictures. Put the right number into the chart.



Images from pexels.com- freepik.com - Wikimedia Commons

hanging out with friends	12	sleeping	
watching tv		playing an instrument	
playing marbles		cooking	
working		learning languages	
going to a "tablado"		traveling	
playing cards		sipping mate	
writing		going to the theater	

Add three more activities you do and were not in the previous list.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What about you? How much fun do you have per week? **Look** at the graph below and say how often you do different activities to have fun.

ALWAYS	■	■	■	■	■	■	■
USUALLY	■	■	■	■	■	□	□
OFTEN	■	■	■	■	□	□	□
SOMETIMES	■	■	■	□	□	□	□
RARELY	■	□	□	□	□	□	□
NEVER	□	□	□	□	□	□	□




**Example:** I usually hang out with friends during the weekend.


What activities do you find entertaining? **Look** at the list of activities and categorize them into the table below.

Then, **talk** to your partner to exchange opinions.



- going to a "tablado" • attending tango lessons • reading a book • cooking • dancing to my fav music • going to the cinema • going to the theater • practicing a sport • playing video games • hanging out with friends • working • playing cards • singing out loud • traveling • sipping mate with friends • painting • taking photos • watching TV • playing an instrument • crafting pottery •

**This is fun!** 

**This is OK.** 

**This is not fun!** 

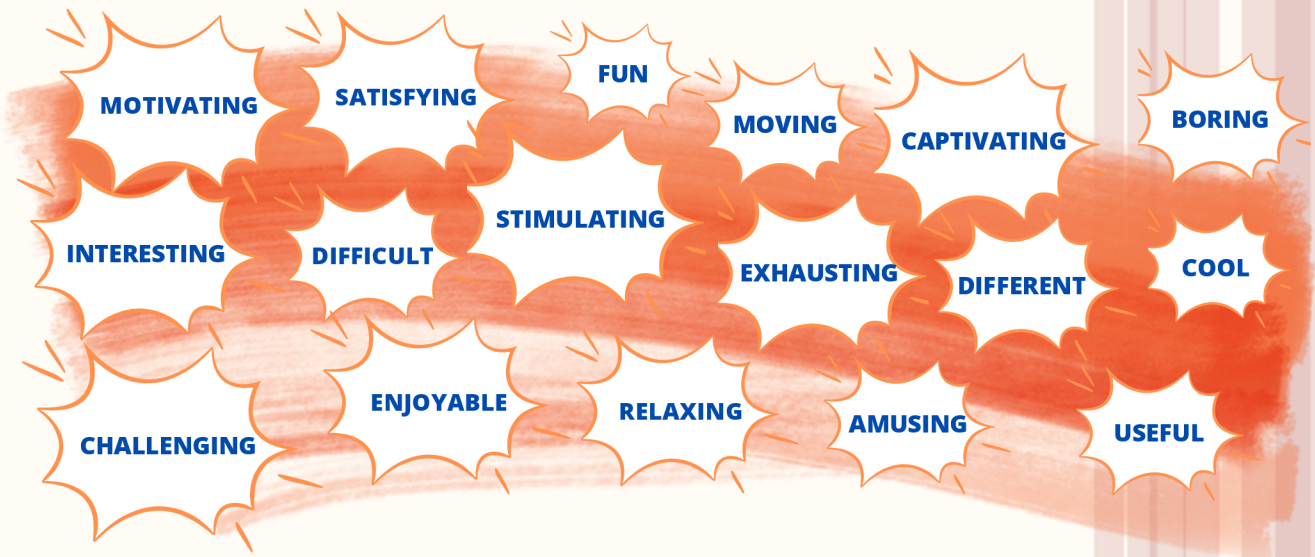
Can you add another idea of something you do that you consider fun or entertaining?

Choose one activity you have never tried but consider could be entertaining. Why haven't you tried it?



Example: I have never tried \_\_\_\_\_ because \_\_\_\_\_ .

How do you know when an activity is entertaining? What words from the list below do you associate with entertaining activities?



Write sentences expressing your opinion.



Examples: I believe that playing marbles is **boring**.  
I think hanging out with friends is **cool**.  
In my opinion, going to the theater is **amusing**.

Handwriting practice area with ten horizontal lines on a light yellow background.

**Read the chat among Patricia, Tomás and Julia.**

Who...



- 1 likes relaxing? \_\_\_\_\_
- 2 thinks differently from Tomás? \_\_\_\_\_
- 3 enjoys demanding activities? \_\_\_\_\_

**Get in groups of three. Create a similar conversation giving your opinion about different entertainment activities.**



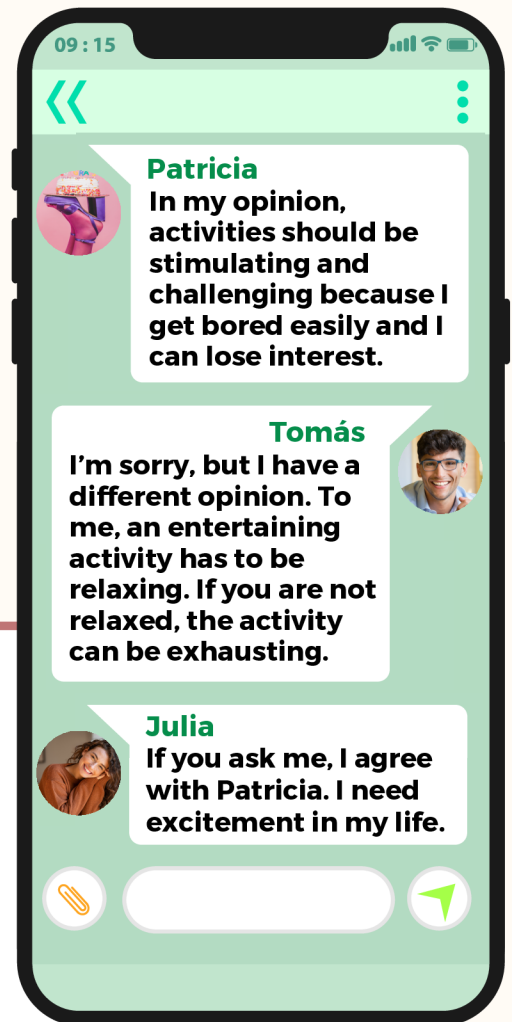
Use the phrases below.

**ASKING FOR OPINIONS:** What do you think about ...? / Do you agree with me? / What's your opinion about ...? / What about you?

**OFFERING OPINIONS:** I think (that) / In my opinion, ... / The way I see it ... / From my point of view, ... / As far as I'm concerned...


**AGREEING:** I agree. / I totally agree. / I think so. / You are right. / I get your point.

**DISAGREEING:** I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point. / I see your point, but...




**Read what some of Patricia's classmates wrote about their idea of entertainment.**


**Ricardo** (67 - Retired. Worked in an office for 40 years), **Brenda** (38 - Waitress in a hotel restaurant. Works night shifts), **Tomás** (43 - Electrician. Single dad) and **Julia** (26 - Student at Technical School. Has a part-time job at a supermarket).

 **TOMÁS** 3m ago


You know me, I used to be a party person, but with time I realized that my idea of fun was more related to doing something in the open air. I am an adventurer in need of risk and challenge.

 **RICARDO** now

Hi! How is everything? I just want to thank you for the invitation yesterday. I had a great time with you and your friends. It was a memorable night full of fun, I didn't know you were such a good dancer! Can't wait to go out together again in the future!

 **JULIA** 10m ago


Hey Patricia! Thanks a lot for the invitation! I really enjoyed the party. I usually go out with my colleagues from work. For me, a good party requires people in a good mood. The event was so entertaining and the music was fabulous!

 **BRENDA** 18m ago

Hey! My idea of a fun night is staying in and watching a movie. I end the week tired after working and taking care of the kids, so I'm not usually in the mood for anything that implies leaving home. I'm in a different life moment right now.

Read the messages again and complete the table. What two words from the previous activities can you use to describe the activities they do for fun?



	His/Her idea of fun 	Word 1	Word 2
Tomás			
Ricardo			
Brenda			
Julia			entertaining



THINK! Who from the previous activity do you identify the most with?

Look at the following pictures. Match each one with its corresponding quote.



**Growing old is inevitable, growing up is optional!**  
*Carroll Bryant*



**It's a happy talent to know how to play.**  
*Ralph Waldo Emerson*



**You don't stop playing because you get old, you get old because you stop playing.**  
*George Bernard Shaw*



**When you are free, you can play, and when you are playing, you become free.**  
*Heidi Kaduson*

Images taken from pexels.com

Do you agree with the quotes? Can you choose the one you like the most?

Look at what Patricia and her classmates said.

If you are good at playing, why stopping?



It's never too late to play and have a good time.



Your body might be old, but your heart is young.

Tell the class about your choice. 



Do you know any person that fits in any of the four pictures?  
Do you think grown-ups should play more?



## PROJECT - My favorite activity

Think of your favorite activity and take a fun photo of yourself doing the activity. Create your own phrase to accompany your photo. Present it to the class.

What does science say about having fun? Read the article on the next page to find out. 

 Where does each subtitle fit? Read the text again and label the paragraphs.

1. Fun reduces stress.
2. Fun makes us smarter.
3. Fun can make you more energetic and youthful.
4. Finding more fun in physical activity balances your hormone levels.
5. Having more fun improves your relationships, both at work and in life.





Most of us want to have more fun, but it is not as easy as it used to be. The reasons are many: because others aren't having fun, because others around us cannot have fun, or because of a lack of time. However, science gives an inspiring affirmation that we need to make time for fun and should perhaps prioritize it.

## Here are five reasons why science suggests you should have more fun:

1

Research shows that when we have fun with others, these experiences have a positive effect on building trust and developing communication. Having fun gives us an opportunity to connect and be creative. Studies show that fun activities at work can improve our relationships with co-workers.

2

According to science, one way to improve our memory and concentration is to have more fun. Partially, this has to do with the stress reduction that happens when we engage in something we enjoy.

3

Engaging in enjoyable activities can be a particularly powerful antidote to stress. Several studies have recognized that spontaneous laughter has a stress-buffering effect, helping us cope better with stress. According to one study, individuals who laughed less experienced more negative

emotions compared to those who laughed more. In contrast, those who laughed more reported fewer negative feelings, even in increasingly stressful situations (Kuiper & Martin, 1998).

4

It has been well-established that high-stress levels negatively influence our hormones and neurotransmitters (especially cortisol and noradrenaline). Stress also affects our endocrine, metabolic and immune functions. Hormones can have an amazing effect on our mood – this is true for both genders (Koelsch et al., 2016).

5

Stress can suck the life out of us, making us tired and irritable. When we effectively reduce our stress levels, this can often provide us with a new boost of vitality. Many philosophers and psychologists emphasize the importance of play as we get older. Plato professed that life must be lived as play.

Adapted from: <https://michaelrucker.com/having-fun/why-you-need-more-fun-in-your-life/>

**Text Detectives!** What keywords or phrases helped you to complete the previous activity? **Write** them down in the chart below.



Paragraph	keyword/phrase #1	keyword/phrase #2	keyword/phrase #3
1			
2			
3			
4			
5			

In each paragraph, **identify** and **underline** ONE benefit of adding more fun to your life. Then, **list** the benefits below. There may be more than one correct answer.



- Paragraph 1 \_\_\_\_\_
- Paragraph 2 \_\_\_\_\_
- Paragraph 3 \_\_\_\_\_
- Paragraph 4 \_\_\_\_\_
- Paragraph 5 \_\_\_\_\_

Work with your partner and **discuss**. Is the information mentioned in the text new to you? Which one? If not, can you mention an example of how you already knew the information?



**THINK-PAIR-SHARE!** Does the text point out any other “ingredients” for fun activities that are not mentioned in activity 3? If you find any, **write** them below.





It's time to reflect! After reading the text and analyzing the information, read Patricia's resolutions for this year.

I love singing and dancing but I never have time for myself. So, this year, I'm attending dancing lessons once a week. I don't want to become a professional dancer, I just want to enjoy myself.



How about you? Would you like to bring more fun into your life? What two goals could you set to make that happen? Share your ideas with the class.

Objective #1 \_\_\_\_\_

Objective #2 \_\_\_\_\_



Listen to Patricia talking about how she feels when she is playing with the children she takes care of. Write the name of the child next to what he/she does with Patricia.

- RIDES A BIKE \_\_\_\_\_
- WEARS COSTUMES \_\_\_\_\_
- SINGS AND DANCES \_\_\_\_\_
- VISITS THE PARK OR THE SQUARE \_\_\_\_\_



Listen again and take some notes in your notebook. Then, compare the information you have with a partner and complete the chart in pairs.



What Patricia does	What she doesn't do	How she feels	A piece of advice

**Writing:** Let's motivate adults to play more often with their children or with friends!



Use the activities you read, discussed, and listened to, to create a campaign in social media to help adults take more time off for entertainment purposes. With the help of your teacher, write motivational phrases, record videos, create a digital design and upload it to social media.



## PROJECT - Fun for everyone

Plan an **entertainment night** to be held at school (e.g. Nostalgia Night).

Decide the date, the location, the time and the games or activities you plan to have. Invite other students and teachers from school to participate in your event. Design a poster and/or an invitation to advertise your entertainment night.



After you had your event, tell the class how you felt.



I felt...

excited / bored / amused / happy / thrilled / amazed /  
interested / entertained / disappointed / nostalgic

**EXIT  
TICKET**  
★★★

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

---

---

---

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

---

---

---

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

---

---

---

**I felt**





# UNIT 2

## The adult learner and his/her relationship with technology and pop culture

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

- talk about different ways of entertainment.
- compare how people got entertained in the past and today.
- discuss the possible benefits of playing outdoors.
- talk about your relationship with technology and learn about new ways of communicating.
- read about games people used to play in the past.
- understand texting language and its use nowadays.



What is your relationship with technology like? Which of these statements are true for you?



# TECHNOLOGY QUIZ TIME!!

*Tick all the responses that apply to you.*

1. I cannot have a day without technology.
2. When I don't receive messages or phone calls, I am happy.
3. Every time a pop-up notice appears on the screen, I panic.
4. If I need to know something, I use the internet to find information.
5. I love to hang out with friends and chat personally.
6. I get frustrated when my friends and acquaintances are with me but they cannot disconnect from their mobile phones.
7. I take photos on a digital camera and upload the images to my computer.
8. I have two or more social media apps.
9. I read the newspaper to find out what's happening in the world.
10. I think that computer games are destroying our young people's fragile minds.



After taking the quiz, how do you see yourself? Are you a digital native? Are you a digital immigrant, or are you a digital dinosaur?



I am a digital dinosaur, because that is not connected to age. I know nothing about computers. I may say my mother knows how to handle the PC better than I do!

Patricia is preparing a presentation for history class about entertainment in the past. Let's have a look at the pictures she found and answer the questions below.



- What do they have in common? Are they familiar to you?
- How many of them do you have at home nowadays? Are the objects similar to the ones from the pictures?



Images from pixaby.com: pixfuel.com and canva.com.

	1	2	3	4	5	6	7	8	9
THEN	CASSETTE PLAYER								
NOW	STREAM MUSIC (YouTube, Spotify, etc.)								

Use some terms from the previous activity to complete the sentences below.



1. The first open ..... broadcasts in Uruguay were carried out on December 7th, 1956, in Montevideo by Channel 10.
2. In 1922, Paradizábal, the first ..... station in Uruguay, transmitted its first program.
3. The first ..... was created in 1958, it was a simple tennis game.
4. The ..... is a portable stereo audio player which had great success in the 80s, it's considered a symbol of that decade.

To round up her presentation for the history class, Patricia asked her uncle for help.



**Listen to Patricia's uncle talking about his life in the 1980s. Tick the topics he mentions from the list.**



- politics     rock groups     games     magazines  
 television     family     music     a special moment



**Listen again and complete the chart.**

	Games	Music	Movie	TV programs	Memorable event	Clothes
Patricia's uncle	Nintendo (Mario Bros.)					
You						



**Listen again and tick the best answer to each statement.**

- Oscar was born in  1879.  1975.  1979.
- Oscar was  5  15  9 years old when he went to Centenario stadium for the first time.
- Oscar and his friends used to watch Scooby Doo on  weekdays.  Sundays.  Saturdays.
- After school he used to  play Mario Bros.  watch his mom's favorite movie.  watch cartoons.
- He won his first video game in  1981.  1989.  1991.

**Go back to the chart and complete the second row about you.** 



Patricia is talking with her mom to know more about the way she used to get entertained when she was a child.



Look at the pictures of the following games and match them to their names.



- \_\_\_\_ hide and seek • \_\_\_\_ skipping rope • \_\_\_\_ marbles
- \_\_\_\_ Simon says \_\_\_\_ musical chairs • \_\_\_\_ Chinese whispers
- \_\_\_\_ elastics • \_\_\_\_ payana • \_\_\_\_ hopscotch

Read some anecdotes from Patricia's friends about the kind of games they used to play as kids.



Who...

... used to play a game which requires a lot of effort?

\_\_\_\_\_

... used to play a game which implies paying a lot of attention to words?

\_\_\_\_\_

... found something while playing a game?

\_\_\_\_\_

... used to play in the afternoon?

\_\_\_\_\_

... used to play a game in which you need to count numbers?

\_\_\_\_\_

...was taught how to play a game similar to "la mancha"?

\_\_\_\_\_

**Lucía**

One of my cousins taught me how to play elastics. The idea is to jump over different parts of the elastics (and sometimes on) in time to a riddle. Then, you need to increase the height of the elastic every time you jump in a successful way, from the ankles to the knees, and then the waist, and even higher! This game requires physical effort but we really enjoy playing it.

**Valentina**

My granny taught us how to play baby in the air. Each player is randomly assigned a set of numbers. The caller throws a ball into the air and calls a number. Whoever's number is called has to come to get the ball and yell "freeze". The other players try to run as far as they can until "freeze" is called. Then the player with the ball attempts to peg one of the other players. If they are successful, the player who is hit loses a point. If not, the player who threw the ball loses a point.

**Nicolai**

*Mom is still a fan of playing hide and seek. In that game, one person closes his or her eyes for a certain period of time and counts to 100, for example. The seeker then opens his or her eyes and tries to find the hiders; the first one found is the next seeker, and the last is the winner of the round. My mom always remembers a time when, while playing hide and seek at a friend's house, she ended up finding a bag full of candy in a room. At that moment, she decided that keeping hidden was the best option for her that day.*

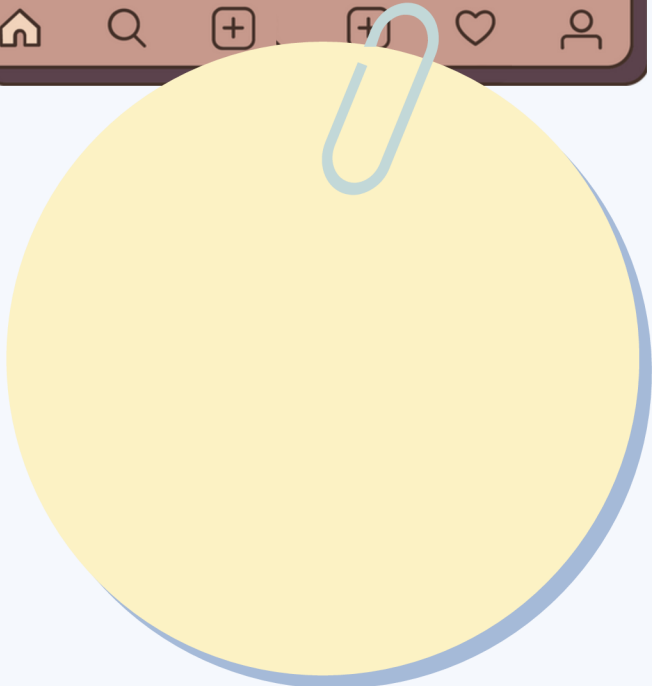
Like Comment Share

**José Pedro**

My aunt loved playing Chinese whispers when she was little. In this game players form a line or sit in a circle. The first player comes up with a message and whispers it to the ear of the second person in line. The second person has to repeat the message to the third person, and so on. When the message reaches the last player, he or she says it out loud. At this point, the first person compares the original message with the final version. Most of the time, the final message is distorted and this is what makes the whole thing funny.

**Ask a family member to learn how he/she used to get entertained when he/she was young.**

**Jot down some ideas to use later.** 



Write a post to share your findings with the rest of the class. Use the Writing Guide to help you.

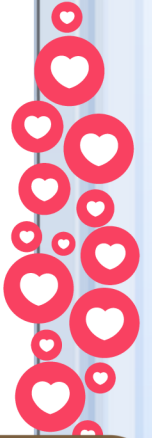


...

Wonderful day!

Like

Comment



LISTA DE VERIFICACIÓN.

GUÍA DE ESCRITURA

Marca los ítems a medida que los verifiques

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

Patricia is worried about children who do not like to play outside. She found the following infographic about the advantages of playing outdoors.

What do you think about playing outside? Finish the following sentences with your own opinion.

- 1 Playing outside is \_\_\_\_\_.
- 2 Playing outside makes people \_\_\_\_\_.
- 3 In my opinion, \_\_\_\_\_.
- 4 Being in contact with nature is \_\_\_\_\_.
- 5 Socializing in the open air \_\_\_\_\_.

# ADVANTAGES OF OUTDOOR PLAY



A wide range of ages, abilities and numbers of players can be included.

It provides more opportunities to make decisions and solve problems.

The rules can be endlessly adapted.

Outdoor games rarely need equipment.

You can play almost anywhere.



Children engage in higher levels of creativity, imagination, inventiveness, physical activity, language and curiosity.

Breathing in phytoncides airborne chemicals produced by plants increases our levels of white blood cells.

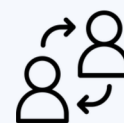
It increases social interaction and develops higher levels of cooperation, sharing and helping.



Get in groups and discuss whether your ideas align with the ones in the infographic. How are they different?



Get in pairs and discuss. What are the benefits of playing outside? Why? Share with the whole class. You can use the box below to help you.



**ASKING FOR OPINIONS:** What do you think about ...? / Do you agree with me? / What's your opinion about ...? / What about you?

**OFFERING OPINIONS:** I think (that) ... / In my opinion, ... / The way I see it ... / From my point of view, ... / As far as I'm concerned ...

**AGREEING:** I agree. / I totally agree. / I think so. / You are right. / I get your point.

**DISAGREEING:** I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point. / I see your point, but...

**JUMP IN THE CONVERSATION:** Sorry to interrupt, but... / If you ask me, ... / Let me jump in ...



S.O.S. BOX

Nowadays, more and more people prefer playing video games as a way to get entertained. **Get in pairs and discuss** the following questions.



Student A



1. Do you like video games?
2. What's your favorite video game?
3. What was the first video game you ever played?
4. Are video games good for hand-eye coordination?
5. Have video games ever affected your academic work or social life?
6. Do you think video games make people violent?
7. Would you buy a good book or a good video game for your little sister's or brother's birthday? Why?
8. Which company makes the best games?
9. Have you ever played video games all day long?
10. How much time should people spend playing video games?



Student B



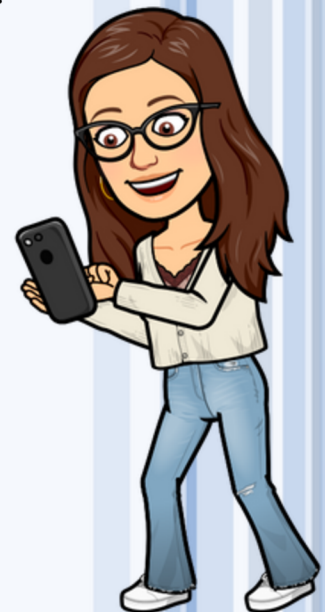
1. Are video games popular in your country? If so, what kind of games are popular?
2. If you were a game designer, what kinds of games would you design?
3. Do you prefer watching TV or playing video games?
4. Are video games good for relieving stress? Why?
5. Are video games bad for your health? Why?
6. How old were you when you first played a video game?
7. How often do you play video games?
8. What is the most difficult game you've ever played?
9. What are the names of three of the most popular video games of all time?
10. How often do you buy video games?

Technology has also become a tool for communicating with others. How much time do you spend texting or using your cell phone? When we text, it's essential to be fast and short to save time and space. Because of this, the language you use in texts is different.

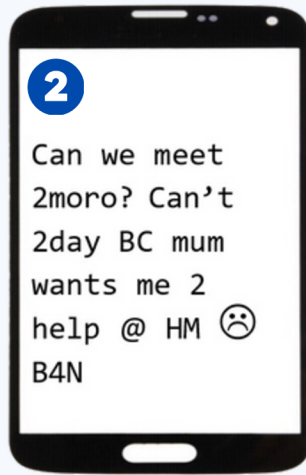
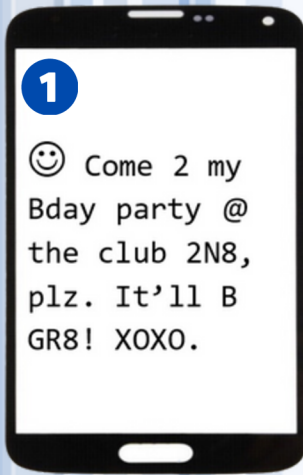
Can you **guess** the meanings of these letters and numbers? **Get in pairs and complete** the bubbles.



2 <i>too/to</i>	4	8
B		
C	M	
R	U	Y
@		



This type of language is pretty common among people who like texting on the phone. Learning these acronyms, abbreviations and uses is important.



Read this dialogue and guess what the people want to say.

Write the orthographic version.



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

There are times when native speakers use the way a phrase is pronounced to write a text message. **Get in pairs** and write short dialogues using these abbreviations. In what situation would you use these phrases? **Match** phrases and situations.

1. I luv u

2. Lemme think

3. Cuz

4. NP

5. PLS

You want to go out and ask your parents for a lift. \_\_\_\_\_

You want to express your feelings toward your significant other. \_\_\_\_\_

A friend asks you to lend him a pair of trousers. \_\_\_\_\_

You want to give the reasons why you want a particular object. \_\_\_\_\_

You are not sure about going to the disco or going clubbing. \_\_\_\_\_

Can you think of other expressions, abbreviations or acronyms that native speakers use to text? **Make a list!**

LOL 😂

OMG! 😲

XOXO 😘



After you finish your short dialogues, **exchange** messages using the abbreviations and acronyms learned.

You can also find a template and **create a poster** with the dialogue. Include the characters and as many phrases as possible.

**EXIT  
TICKET**  
★★★

In this unit, I learned that...

---

---

---

My favorite part of this unit was...

---

---

---

Something I need to revise is...

---

---

---

I felt





# UNIT 3

## The adult learner and his/her personal care and some socially-constructed ideas

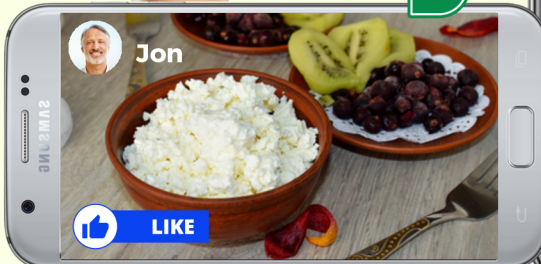
**By the end of this unit, you will be able to:**

- talk about your eating habits and your occupation.
- describe the food you eat and talk about meals with friends.
- give opinions about whether jobs are more or less important and how you can describe them.
- give advice to people about their habits and how to change them.
- write about the importance of your job.
- discuss and exchange opinions about topics related to your working routine.



Patricia has found these photographs on her friends' social media statuses.

How would you describe her friends' lifestyles? You can use the SOS box below to help you.



Images from <https://pixabay.com/>

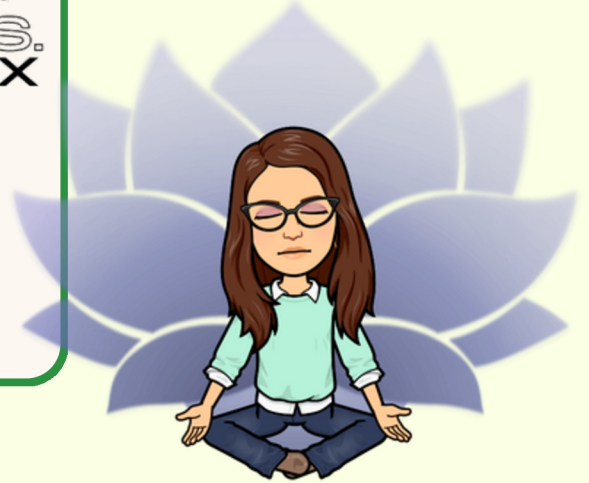
**ASKING FOR OPINIONS:** What do you think about ...? / Do you agree with me? / What's your opinion about ...? / What about you?

**OFFERING OPINIONS:** I think (that) In my opinion, ... / The way I see it, ... / From my point of view, ... / As far as I'm concerned...

**AGREEING:** I agree. / I totally agree. / I think so. / You are right. / I get your point.

**DISAGREEING:** I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point. / I see your point, but...

**JUMP IN THE CONVERSATION:** Sorry to interrupt, but ... / If you ask me... / Let me jump in ...



Match the verbs to the correct word/phrase.

- SMOKE
- WATCH
- SLEEP
- EAT
- PRACTICE
- HAVE
- RIDE
- BRUSH
- READ
- PLAY
- DRINK
- WASH

- |                   |                  |                       |
|-------------------|------------------|-----------------------|
| 1 _____ a bike    | 5 _____ my teeth | 9 _____ 10 cigarettes |
| 2 _____ sports    | 6 _____ 8 hours  | 10 _____ food labels  |
| 3 _____ soda      | 7 _____ my hands | 11 _____ video games  |
| 4 _____ breakfast | 8 _____ TV       | 12 _____ vegetables   |



**Get in pairs** and use the phrases from the exercise to **ask and answer** questions to your partner.

**Example:**

**A:** How often do you ride a bike?  
**B:** Well, I sometimes ride my bike. I like going to the promenade with my son.  
**A:** Do you drink soda?  
**B:** Not really, I prefer drinking orange juice.

ALWAYS	■	■	■	■	■	■	■
USUALLY	■	■	■	■	■	□	□
OFTEN	■	■	■	■	□	□	□
SOMETIMES	■	■	□	□	□	□	□
RARELY	■	□	□	□	□	□	□
NEVER	□	□	□	□	□	□	□

How would you describe your habits? **Look** at the information below and **answer**.

**HEALTHY HABITS HAVE A POSITIVE EFFECT ON OUR BODY.**  
**UNHEALTHY HABITS HAVE A NEGATIVE EFFECT ON OUR BODY.**

In my opinion, my habits are ..... because I .....

**Read about Patricia's habits and complete the text using the words from the boxes.**



- SMOKE
- WATCH
- SLEEP
- EAT
- PRACTICE
- HAVE
- RIDE
- BRUSH
- READ
- PLAY
- DRINK
- WASH

I eat a lot of ① \_\_\_\_\_ and ② \_\_\_\_\_ because I like to stay healthy. I usually eat chicken and salad for ③ \_\_\_\_\_. I always ④ \_\_\_\_\_ milk because it keeps my bones and teeth strong. I don't ⑤ \_\_\_\_\_ water very much so I sometimes drink ⑥ \_\_\_\_\_. I don't ⑦ \_\_\_\_\_ any sports and I never ⑧ \_\_\_\_\_ to the gym, but I usually walk to the park or ride my ⑨ \_\_\_\_\_. I always ⑩ \_\_\_\_\_ 6 hours.

**Are Patricia's habits healthy or unhealthy? Why? Share your answers with the rest of the class.**



Mirna is one of Patricia's co-workers. Here's what she says about her habits.



"I'm very worried about my health. I never do exercise and I eat fast food every day. I tried to give up smoking several times but it's very hard for me. I sleep 4 or 5 hours a day so I'm always tired and I feel sleepy most of the time!"

What advice do you think Patricia gave Mirna? Tick (✓) the correct options.

- |  |   |
|--|---|
| <input type="checkbox"/> You <b>should</b> stop working.         | <input type="checkbox"/> You <b>should</b> eat fruits and vegetables.           |
| <input type="checkbox"/> You <b>should</b> go out every night.   | <input type="checkbox"/> You <b>should</b> drink water.                         |
| <input type="checkbox"/> You <b>shouldn't</b> go to bed earlier. | <input type="checkbox"/> You <b>shouldn't</b> watch soap operas for long hours. |
| <input type="checkbox"/> You <b>should</b> go to the gym.        | <input type="checkbox"/> You <b>should</b> eat an avocado per day.              |
| <input type="checkbox"/> You <b>shouldn't</b> eat fast food.     | <input type="checkbox"/> You <b>should</b> ride your bike to work every day.    |

Get in pairs and role play the situations. Use the information from the chart to help you.



Example: A: What's wrong?

B: I usually sleep only five hours.

A: That's unhealthy. You should go to bed early and stop drinking coffee.

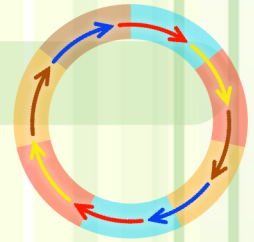
B: Yes, you're right. / That's a very good idea.



- I usually sleep only five hours.
- In my free time, I like watching TV or playing games online.
- I love soda. My favorite is Coke and I drink it every day.
- I never have breakfast because I don't have enough time to do it.
- I always eat hamburgers and fries.
- I spend more than 10 hours using my cell phone.
- I drink alcohol every day.
- I love fast food and I eat hot dogs five times a week.
- I'm addicted to my cell phone.
- I feel stressed because I work ten hours a day.

- You should walk to work or go to the gym.
- You should relax and meditate or do yoga.
- You should stop using it so much because it can cause serious problems to your health.
- You should get some sleep to feel better.
- You shouldn't skip breakfast because it is the most important meal of the day.
- You shouldn't eat unhealthy food.
- You should go to bed early and stop drinking coffee.
- You should drink more water and leave soda for special events.
- You should get up earlier and have breakfast before going to work.
- You should have a balanced diet.
- You shouldn't drink beer because it is bad for your health.
- You should drink water because it protects your body organs.
- You shouldn't spend so much time doing that.
- You should go out and talk to people.
- You should prepare your own food.

## Round robin!



**Step 1:** Write three unhealthy habits you have and would like to change.

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

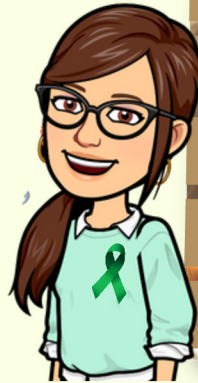
**Step 2:** Form a circle with your classmates. Give your notebook to the person on the left. Each person should write a piece of advice for the first unhealthy habit on the other person's list.


**Step 3:** Do this three times until you have given three pieces of advice to three different people.

**Step 4:** Go back to your seats, read the pieces of advice you were given and share which was the most significant one with the rest of the class.

Patricia and her classmates are looking for information about different diseases to complete a biology project.

This is the chart they made about **Celiac disease**.



CELIAC DISEASE 	
PATHOLOGY	Autoimmune disorder of the small intestine.
CAUSES	Foods containing gliadin, gluten consumption.
RISK FACTORS	Northern European ancestry, genetic component.
SIGNS & SYMPTOMS	Abdominal distention, chronic diarrhea, dermatitis herpetiformis.
TREATMENT	Gluten-free diet.

DIABETES 	
PATHOLOGY	
CAUSES	
RISK FACTORS	
SIGNS & SYMPTOMS	
TREATMENT	

Look for information about **diabetes type 1** and complete the chart.



For more information, go to:  
<https://www.adu.org.uy/>



**Get in groups.** Imagine you are organizing a party and you have a friend that suffers from diabetes and another who is celiac.

**Write** the menu you are going to offer including options for these two friends.




---



---



---



---

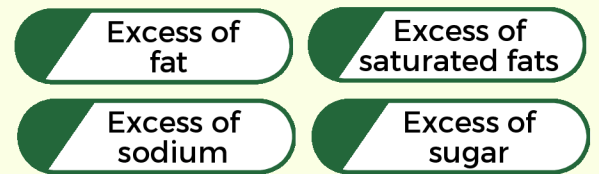


---



In Uruguay, the *Ministry of Health* has launched a campaign to label the food and inform people about the characteristics of the food items and the possible consequences they may have on people's health.

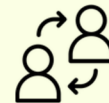
- These four labels refer to:



Which amount of fat, saturated fats, sodium or sugar is considered to be too much? Do some research! The labels have to be imprinted indelibly on the product wrap and they cannot be covered by any other product (Decreto 272/2018).

Image source: <https://www.dgeip.edu.uy>

**Get in pairs** and discuss. What do the following labels imply?





### Answer the following questions.

- Do you usually read the product label when you buy food?
- Do you think of how people manipulate the food you eat?
- When you eat out, do you usually ask about the ingredients of the food you are eating? What about the cooking procedure?
- Do you read the labels of the products?
- Do you pay attention to the expiring date? How much do you care about it? Do you eat food that is about to expire or has already expired?

Get into small groups and compare your answers.



Patricia found an interesting article written by Uruguayan doctor *Martin do Valle Peixoto*. Read the article and say if the given sentences are correct or incorrect.



#EXPERIENCING ENGLISH 5

## HOW IS HEALTH DEFINED?

Written by Doctor Martin do Valle Peixoto

The WHO (World Health Organization) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

Informed opinion and active cooperation on the part of the public are of utmost importance in the improvement of people’s health.

So if health is a complete state of well-being, according to the WHO we must see it from a holistic point of view in terms of what we do for our health and not only what we have. This requires a high level of commitment from each individual to take actions to reach that state.

The International Network of Health Promoting Hospitals and Services promotes the NEW START program, based on eight fundamental principles proven to help you achieve optimum health: *Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest and Trust*. Notice that if you take each letter of the program’s name you have the first letter of each principle to achieve health.



Martin do Valle Peixoto

Photo by Martin do Valle Peixoto

- 1 It is believed that someone is healthy if they do not have a physical or mental weakness. **Incorrect, the WHO also considers social well-being.**
- 2 According to the doctor, in order to stay healthy we must commit ourselves and take different actions to reach that state of well-being.
- 3 There are a few things you can do that will help you improve your health.
- 4 The name of the program that will help you achieve your goals is New Start.
- 5 This program is promoted by other doctors like Martin.



### PROJECT - Spotlight on New Start principles

Get into groups. Choose one of the principles of the **New Start** program and create a poster or an infographics about it. **Share** your work with the class and explain why you think that aspect is important for your health.

Get in pairs and discuss. Do you think that there are some jobs more important than others? In which ways are they more important?



Read the text and look for words to match these definitions:

- \_\_\_\_\_ : A specialized division of a large organization.
- \_\_\_\_\_ : A group of people that work in a particular organization.
- \_\_\_\_\_ : The function assumed by a person in an organization.
- role** : A worker that gets paid for a set job.
- \_\_\_\_\_ : Teaching a special skill or behavior that workers need.
- \_\_\_\_\_ : A business organization.

02 NOVEMBER, 2023

VOLUME 11

# EVERY JOB MATTERS IN A COMPANY AND SO DOES EVERY PERSON

WRITTEN BY  
JANE  
DOMÍNGUEZ



**EVERY JOB IN A COMPANY IS VERY IMPORTANT, BUT PEOPLE OFTEN DON'T REALIZE HOW MUCH EACH ROLE HELPS THE COMPANY SUCCEED OR FAIL.**

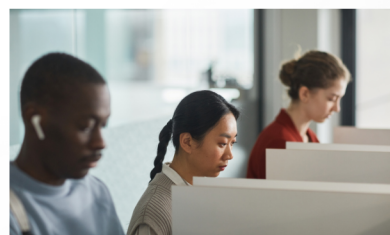
Recently, I was watching a movie where one of the main characters was a barista, waiting for her big opportunity to find a better job. However, a customer made it a point to tell her that her job was important: she gave coffee to people with a smile. She made their mornings better, her job mattered.

In my many years as a CEO (*Chief Executive Officer*), I often noticed that some employees would either feel that their position was the most important of the entire company, or the opposite, that their role didn't matter. Anytime employees felt this way I knew it was time for immediate intervention.

Those who felt they were "better than" always thought their skill set or knowledge made them far more essential for the company than someone who performed a "lesser" job. Usually, these employees didn't really understand what went on in other positions around the company.

Therefore, I made them spend a few days or weeks working in the various departments of the company, so they would experience each role firsthand. After this intervention, these "better than" employees came to recognize that, without every department -and every worker- doing its part, none of us would be able to succeed.

This exercise in mutual respect and appreciation is one of the most valuable exercises we put people through, and the results are tremendous. I highly recommend that every company implement this intervention for all its existing staff -not just problematic employees- and include it as part of any new hiring training program.







Read the text again and answer the questions.

1. In the movie Jane watched, why was the message the man gave the barista important?
2. What is Jane's job in the company?
3. How does she express that all the jobs matter in the article?
4. What is the problem that she found in many departments?
5. What did she do when she found this problem?
6. Was the solution she found effective? Why? Why not?

The author mentions that every job in a company is important; these are some of the jobs of a business company. Can you spot which four occupations are the odd ones out?

recruiters • analyst • carpenter • Chief Marketing Officer (CMO) • secretary • nurse  
nutritionist • computer designer • security guard • receptionist • writer • accountant

nutritionist

Match the jobs with their names.

- |                     |                 |
|---------------------|-----------------|
| <u>15</u> architect | ___ lawyer      |
| ___ artist          | ___ mechanic    |
| ___ businessman     | ___ musician    |
| ___ carpenter       | ___ reporter    |
| ___ chef            | ___ scientist   |
| ___ firefighter     | ___ taxi driver |
| ___ gardener        | ___ vet         |
| ___ hairdresser     |                 |



Icons from Flaticon.com

Now, match the job equipment to the pictures.



- |                    |                        |
|--------------------|------------------------|
| <u>f</u> briefcase | ___ musical instrument |
| ___ comb           | ___ paintbrush         |
| ___ extinguisher   | ___ pliers             |
| ___ GPS            | ___ saucepan           |
| ___ hammer         | ___ shovel             |
| ___ laptop         | ___ stethoscope        |
| ___ measuring tape | ___ test tube          |
| ___ microphone     |                        |

Icons from Flaticon.com

What equipment do the jobs need? Match the jobs with their equipment.

- 1 e    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_  
8 \_\_\_\_\_    9 \_\_\_\_\_    10 \_\_\_\_\_    11 \_\_\_\_\_    12 \_\_\_\_\_    13 \_\_\_\_\_    14 \_\_\_\_\_    15 \_\_\_\_\_

Example: **The mechanic uses pliers.**

Who says it? Read the dialogue bubbles and decide who is speaking according to the job description.



My profession deals with helping people with legal issues.

lawyer

I comb and cut people's hair.

I love taking care of animals' health.

I usually wear overalls. I repair cars and motorcycles.

My job requires working with wood. It's very relaxing.

Driving around the city is very stressful. Anyway, I like it.

I design buildings and houses. It's a creative job.

I'm the chief cook in a restaurant.

I play the guitar in a band. It's a demanding job.

Every job has its characteristics, there are relaxing jobs while others are more stressful and there are noisy jobs while others are quieter.

Let's have a look at some adjectives to describe jobs.

- rewarding • creative • demanding • dangerous • exciting • boring • amusing • competitive • stressful • relaxing • repetitive • interesting • lonely • high-powered • inspiring • popular • glamorous • clerical • part-time • full-time • well-paid • badly-paid • challenging •

Choose five jobs from the previous list. How would you describe them? Use the adjectives from the list above.

Example: **Being a musician might be amusing.** • **The job of a mechanic is well-paid.**

## What is the relationship between work and health?

Studies on work and health have found that the quality and stability of work are key factors in the work-health relationship: research finds that low-quality, unstable, or poorly-paid jobs lead to or are associated with adverse effects on health.

Information from <https://www.kff.org/medicaid>

Read the following quotes and give your opinion about them.



“  
We need to do a better job at putting ourselves higher on our own to-do list.  
”

Michelle Obama

“  
When in doubt, choose the kids. There will be plenty of time later to choose work.  
”


Anna Quindlen

“  
Nobody on their deathbed has ever said, ‘I wish I had spent more time at the office’.  
”

Paul Tsongas

Patricia wants to know about your job and why it matters.

Use this chart to write some ideas and organize your piece of writing. You can use phrases and sentences. This is your time to ask your teacher and classmates or search the internet for help with words and phrases.



<b>My job:</b> (short description)	
<b>Job routine:</b>	
<b>Tools and place I work at:</b>	
<b>Why my job is important:</b>	
<b>Other things about my job:</b>	

**Write an article with the title: "My job matters" in which you provide your opinion about this topic. Describe your occupation, where you work, the tools you use and explain why it is important to others. Remember that you can agree with the author of the article "Every job matters" or not. Write between 100 and 120 words.**



Lined writing area for the article.

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

Marca  los ítems a medida que los verifiques

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

**EXIT  
TICKET**  
★★★

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

---

---

---

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

---

---

---



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

---

---

---

**I felt**



# UNIT 4

## The adult learner and his/her cultural awareness

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

- read about famous Uruguayan people.
- understand more about Uruguayan culture and especially, about Uruguayan music.
- make your learning objectives explicit and see why you wanted to go back to school.
- talk about culture and music in general.
- discuss why people decide to live in Uruguay.







# Clues



- 1 • Rural area (synonym).
- 2 • Traditional dish, usually abbreviated as BBQ.
- 3 • Typical drink. You need a gourd and a straw.
- 4 • A person who lives in the countryside.
- 5 • A traditional festival with wild horses. The ones in Palmitas, Soriano as well as the ones in El Prado are the most popular ones.
- 6 • This is a unique construction built by a famous artist. It is an icon in the east of the country.
- 7 • Music from the countryside.
- 8 • Uruguayan female writer, born in 1923- She was part of the "Generation of '45" and has received several prizes.
- 9 • Traditional festival held in February. There are murgas, parades and dances.
- 10 • Traditional musical genre. It is a couple dance.
- 11 • It's a traditional rainy day dish. It's fried and it can go with sugar or salt depending on the country region.
- 12 • It's a traditional sport all Uruguayans love watching and playing.

As you can see, a big portion of our identity is related to music. **Listen** to parts of four songs that your teacher has selected for you . Can you recognize the types of music your teacher plays?



There is a strong connection between culture and music. **Read** the following article and **answer**.



Which type / style of music...

- was influenced by European classical music?
- is commonly seen as an expression of the Uruguayan culture?
- has evolved, including even a techno version?
- has distinctive moments during the song?
- is associated with a particular ethnic group?
- is very versatile in the way it is played?
- usually includes special costumes or gear to sing it?
- has been recognized by UNESCO?
- makes social and political critique?
- marches on a parade during carnival?



## A landmark of Uruguayan culture.

Music is an essential aspect of all human culture and has the power to affect society. Performers create, interpret and modify songs based on many factors including personal, historical and regional influences. The music of Uruguay has been influenced by a number of factors, including the country's history, geography and culture.

Let's take a tour around our musical landscape.

**Tango** Tango is a distinctive genre of music that originated in the late 18th and 19th centuries in Uruguay and Argentina. It was influenced by both regional folk music and European classical dance music. Tango can be purely instrumental or feature a vocalist. Traditional tango is performed either with a solo instrument or an ensemble orchestra, which typically includes a flute, a piano, a double bass and at least two violins and bandoneons. Tango dance music is composed in easily danceable time signatures, such as 4/4 and 2/4.

Tango is renowned as one of the most versatile musical and dance styles in the world, as it adapts swiftly to changes in musical trends, social environments, or even fashion! In recent years, tango has evolved into many new styles, including Tango Nuevo, Electro Tango and others. It has been recognized by UNESCO as an Intangible Cultural Heritage of Humanity.



**Murga** Murga is closely associated with Carnival in Uruguay. A traditional *murga* group consists of a choir and three percussionists; this is the style of *murga* performed on stages during Carnival. The *murga* uses the stage to critique and satirize society, politics and significant events from the past year. This critique is a vital and much-loved part of every performance.

The singers perform in harmony, using up to five vocal parts. The percussion instruments, inspired by European military bands, include the *bombo* (a shallow bass drum worn at the waist and played horizontally), *redoblante* (snare drum) and *platinos* (cymbals).

The two most important pieces of the performance are the opening song (*saludo*) and the farewell song (*retirada* or *despedida*).

**Candombe** Candombe is a significant cultural expression in Uruguay, rooted in Afro-Uruguayan traditions. It has been recognized as an Intangible Cultural Heritage by UNESCO. This cultural manifestation originated with the arrival of enslaved Africans, evolving into a fusion of musical, religious and dance traditions. These elements were key identifying features of the diverse indigenous tribes in the River Plate region.

Groups of drummers, performers and dancers are called *comparsas*. There are around 90 *comparsas* in Montevideo and many more throughout the country. The *comparsas* come together during the *Llamadas*, a two-night parade held during Carnival.

**Folk** Uruguay has a rich tradition of folk music, deeply influenced by the country's gaucho heritage. In many ways, folk music defines Uruguayan culture. It not only reflects a significant aspect of Uruguayan identity but also relates to the everyday lives of its people.

Folk music is closely tied to the countryside, horses and *gauchos*. Many people learn to play the guitar and perform folklore dances. Singers often dress as *gauchos* and perform at various events, around bonfires and at numerous festivals.



What other music styles are popular in Uruguay? Write down all the ones you can think of in the space provided.



Think of interesting events related to Uruguayan passions and complete this chart.



	Where were you?	Who were you with?	What were you doing?
"Agarrate Catalina" got the first prize in the 2020's Carnival.			
Uruguay's performance in the 2010 World Cup.			
Uruguay got the first place in the "Copa América" championship in 2011.			
The Carnival Museum was opened in 2006.			
Carnival in Artigas became a competition with prizes in 1993.			



### PROJECT - A Uruguayan passion

- Choose a Uruguayan passion you have.
- Find information to share with the rest of the class.
- Create a presentation containing visuals and videos so your classmates know more about your passion.
- Describe why it's your passion.

Patricia watched a documentary about Uruguayan women who did a lot for the country.

Look at this person. Her name is Paulina Luisi. One building at Pereira Rossell has her name, honoring her hard work.

Read about her. 



One prominent Uruguayan woman is Paulina Luisi. Luisi was a leader of the **feminist** movement in Uruguay. She was a very intelligent and brave woman. She was born in Argentina in 1875. Her mother, Maria Teresa Josefina Janicki, was of Polish descent and her father, Angel Luisi, came from Italian ancestry. The couple moved to Uruguay in 1878.

In 1908, Paulina became the first woman in the country to obtain a medical degree and was highly respected. She was the first female physician and surgeon who graduated from the **Medicine** School of the *Universidad de la República*. Her sister, Clotilde Luisi, was the first Uruguayan woman to study at the Faculty of Law of the *Universidad de la República*.

Paulina represented Uruguay in international women's **conferences** and traveled throughout Europe. In 1919, she started the force for women's **rights** in Uruguay. In 1922, the Pan-American Conference of Women named Paulina Luisi an honorary vice president of the meeting and she continued to be an activist until Uruguay gave women the right to vote.

She was not only a physician but also a **teacher** and the primary editor of the magazine *Acción Femenina*. She died in 1950 at the age of 75 years old.

Adapted from: [https://en.wikipedia.org/wiki/Paulina\\_Luisi](https://en.wikipedia.org/wiki/Paulina_Luisi)  
Images from: Wikipedia Commons

After reading the text answer, why was Paulina Luisi famous?

- Paulina Luisi was famous because \_\_\_\_\_  
\_\_\_\_\_.



Complete these definitions with the words in red.

- \_\_\_\_\_ : A formal meeting for discussion.
- \_\_\_\_\_ : The science that studies health and cure of disease.
- \_\_\_\_\_ : The power or privilege to which one is justly entitled.
- \_\_\_\_\_ : A person who provides education for students.
- \_\_\_\_\_ : A person who supports feminism.

Read the text again and complete the graphic organizer.

FAMILY & EARLY LIFE:

PERSONALITY TRAITS:

NAME:

BIRTHDAY:

DATE OF DEATH:

PROFESSION / OCCUPATION:

REASONS WHY SHE IS A HISTORY MAKER:

Imagine you could travel in time and meet Luisa. What questions would you ask her?  
**Think with a partner.**



Example: Why did you study medicine?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**DID YOU KNOW...?**



Purple was chosen as the official color for the International Women's Day (8M) as it signifies strength, power, loyalty, justice and dignity. This day celebrates the achievements of women worldwide that have led to social, economic, and political advancements.



Paulina changed the history of our country by fighting for an essential right for Uruguayan women.

Find information about another female activist who made important contributions to history. Complete the graphic organizer.



**FAMILY & EARLY LIFE:**

**PERSONALITY TRAITS:**

**NAME:**  
**BIRTHDAY:**  
**DATE OF DEATH:**

**PROFESSION / OCCUPATION:**

**REASONS WHY SHE IS A HISTORY MAKER:**

Share the facts about your chosen woman with the rest of the class.

These ladies have also made great contributions to history. Do you know them?



Rosa Parks



Petrona Viera



Marie Curie



Hedy Lamarr





Various changes in your life may prompt you to change careers, learn new skills or continue your education. Going back to school after a few years is a brave decision.

There are many reasons why adults go back to school.

In your opinion, why do adults come back to school? Write 4 reasons.



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

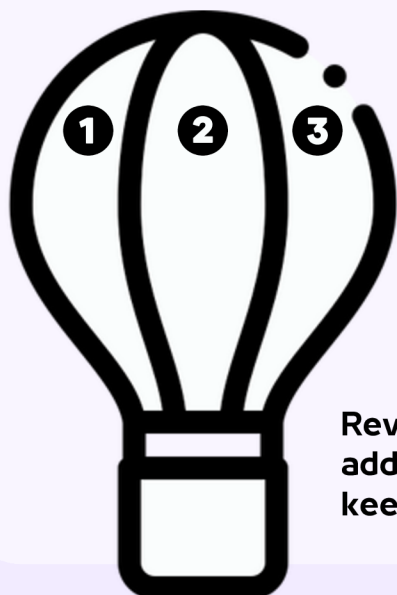
Reflection time. Think about your own experience.



- How did you feel before coming back to school?
- How did you feel on the first day of class?
- What were the sensations you experienced?
- Which difficulties did you face?
- Describe some rewarding moments you have experienced since you came back.
- Did you find any differences regarding tasks? timetables? etc.



The hot-air balloon activity. Coming back to school can be represented with a hot-air balloon.



- In part 1 of the balloon, write why you wanted to come back to school. The first reason which comes to your mind.
- In part 2 of the balloon, write who supports you to come back to school.
- In part 3 of the balloon, write what your long-term goal is when deciding to come back to school.
- In the basket of the hot-air balloon, write the challenges you had to face when coming back to school.

Revisit this activity every two weeks, read your own answers and add or delete anything that is not true anymore. This activity will keep you conscious about why you decided to come back to school.

Duma is one of Patricia's classmates. He came from Angola some years ago.

HI, DUMA, SO NICE TO SEE YOU! I HAVEN'T SEEN YOU SINCE LAST YEAR. HOW ARE YOU?



Hi, Patricia, thanks for asking! I'm doing great! I love your country, well... it's my country now!



I love the landscapes and the beaches. But what I like the most is that water is available anywhere!!

I'm glad you're happy. What do you like the most about living in Uruguay?



**What about you? What do you like the most about Uruguay?**  
Get in trios and discuss. You can use the expressions below to help you.

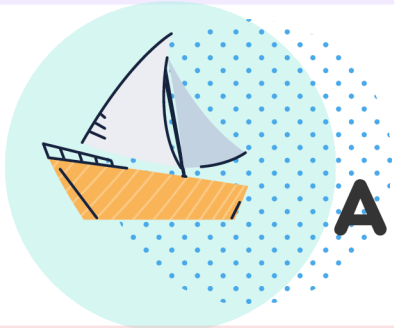


- One thing I am proud of as Uruguayan is... .
- What I love about Uruguay is... .
- Something I cannot live without is... .
- An aspect I love about my culture is... .
- I guess that something distinctive about Uruguayans is... .
- If I weren't Uruguayan, I would miss... .

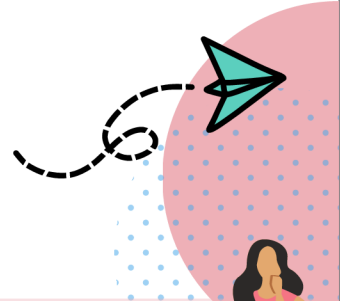


Duma, Patricia's friend, has his own blog where he writes about his experience in Uruguay. These are the comments he came across while reading another blogger's entries.

Read people's comments and say whether they are mostly positive or negative.



# Uruguay: A unique country.



I love how the culture is a beautiful mix between Latin America and Europe. How slow life is. How many different people take the bus. How welcoming people are. They are always ready to have you over for a meal, but they aren't smothering either. How people just like hanging out together at parks and beaches without it being centered around food. How ready and willing people are to talk about everything.

Sharon



I enjoy and appreciate the time we spend outdoors, how we gather with friends with mate as the only excuse—you can even self-invite yourself to someone's home if you say: "I'll stop by your house for a mate," and that's it! We do enjoy our beaches, and I love the fact that people who are tight on money can still take a bus to the beach and enjoy their summer. In Montevideo, people from all classes walk along the rambla together, dance candombe, eat asado, play football at parks, visit la rural del Prado, the Book Fair, or enjoy the Heritage Weekend. People are exposed to a lot of cultural activities regardless of their class; we all enjoy being part of those activities.

Cecilia



We (wife, 9-year-old daughter and me) are not living in Uruguay yet, but it's a work in progress. We are lucky enough to come from Germany almost every year for a couple of weeks since 2011.

These are the things that keep on delighting us in Uruguay:

- the politeness of the Uruguayans, for instance, saying "permiso" for everything!
- when they clap after a good meal to thank the cook/their hosts, I still get really emotional each time it happens.
- the helpfulness. We have experienced different situations, from a car breakdown and guys coming from nowhere to help us push it, to people we just met who would offer to drive us back to the airport.

We really feel at home in this beautiful and quiet country, whether in the countryside or on the coast. The friends we have there are mainly Uruguayans and they have become a second family for us now!

Julian



Taken and adapted from: <https://www.guruguay.com/love-living-uruguay/>

Duma and Patricia are discussing some ideas. Are they **true**, **false** or **not mentioned** in the text?



1. Sharon says that people only get together if they have something to eat.
2. She thinks Uruguayans are chatty people.
3. Cecilia says that you can go on holiday even if you don't have a lot of money.
4. She loves eating asado.
5. Julian lives in Uruguay.
6. He believes Uruguayans are impolite.

Get in pairs, choose one of these pictures and tell your partner about that Uruguayan place.



1



2



3



4



5



6



7



8



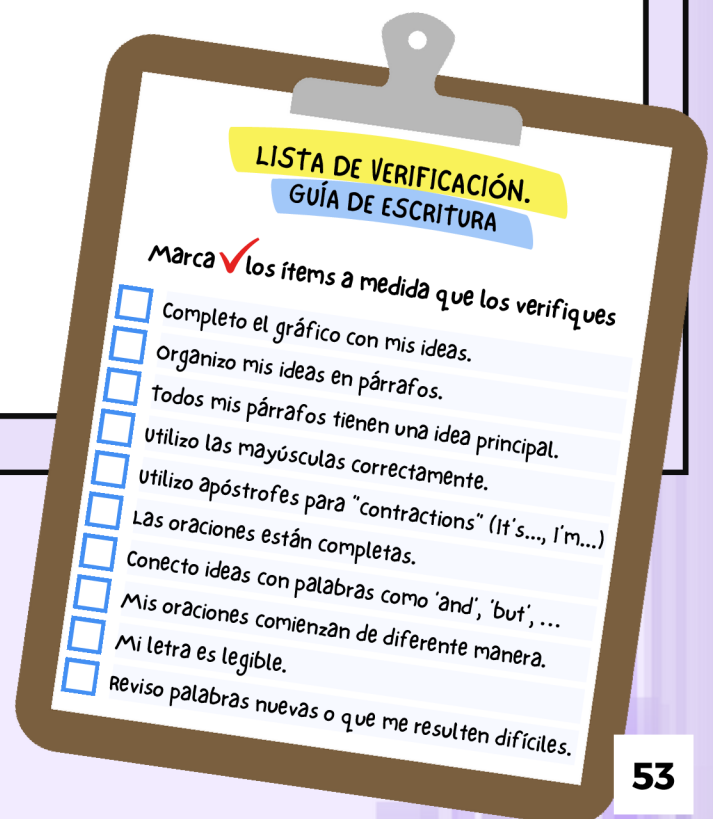
9



Write your own 80-word entry on Duma's blog. You can include info about places, people, traditions, weather, holidays and reasons to come to Uruguay.



You can use the pictures from the previous page to inspire you.



**EXIT  
TICKET**  
★★★

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

---

---

---

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

---

---

---

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

---

---

---

**I felt**



## FINAL PROJECT - A person I admire

- Prepare a presentation (poster/book/video/PPT or any other resource the students or the teacher want to use).
- Focus on a **classmate, workmate or family member** you admire.
- Include a picture or drawing of that person.
- Say why you admire that person.
- Briefly describe the person you admire.
- Briefly indicate what he or she does every day.
- Present about the person you admire to the class.

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

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

# VOCABULARY BANK

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

**DID YOU KNOW...?**



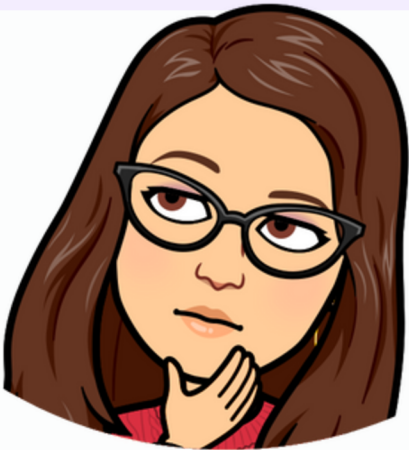
A vocabulary bank is a collection of new words and phrases that the learner or class builds up as they learn.

A large rectangular area with horizontal lines, intended for writing new words and phrases learned throughout the book.

A sheet of white lined paper with 15 horizontal lines. On the left side, there are 15 circular binder holes, one on each line. The paper is set against a background of vertical bars of varying heights and shades of gray.



# REFLECTION CORNER



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

## DID YOU KNOW...?

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



**STRENGTHS**

S

**WEAKNESSES**

W

O

**OPPORTUNITIES**

T

**THREATS**



# #EXPERIENCING ENGLISH 5



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS