



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



# #EXPERIENCING ENGLISH 6

*Made by Uruguayan teachers for Uruguayan students.*

**REVISED EDITION**



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# REFERENCES



READ



WRITE



LISTEN



SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



ROLE-PLAY / PERFORM



SEARCH THE WEB



PLAY A VIDEO / AUDIO



RECORD



THINK



PLAY A GAME



CORRECT



PROJECT



HELP



ACHIEVE YOUR GOALS



# UNIT 1

## The adult learner and the world of work and labor

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

- describe your job or wanted job.
- express opinions.
- select some tips for a job interview.
- check some information about working in Uruguay.
- reflect on your learning.



Let's meet Daniel. He is the character who will share this course with you.

Hi! How are you? My name is Daniel and I'm in 6th grade, just like you.

During the day, I work in an office. I work indoors most of the time, although I sometimes work outdoors, too. I visit rural schools in the different Uruguayan provinces. It is my perfect job because I love working with people of different ages.

What about you? Do you work?



**Work in pairs. Take turns and ask and answer the following questions.**



1- Do you work?

2- How many hours do you work?

3- What do you do in your job?

4- How often do you work?

5- Where do you work?

6- Who is your boss?

**Match the questions with these answers. There is more than one correct answer for each question.**

A I work outdoors.

B I sell goods to customers.

C I prepare food.

D I work remotely, so I have flexible hours.

E My boss is a member of my family.

F I work long hours.

G She is an important lawyer.

H I have a part-time job.

I Yes. I work in the morning.

J I work with children.

K I work in an office.

L I follow orders every day.

M I work from 9 to 5 every day.

N No, I don't.



# What's the perfect job for you?

Rank these qualities from the most to the least important for you (1-6).



Add two more things that are important to you.



<input type="radio"/> pays a good salary	<input type="radio"/> offers advancement opportunities	<input type="radio"/> isn't very stressful
<input type="radio"/> includes challenging tasks	<input type="radio"/> doesn't require long hours	<input type="radio"/> is close to my home
<input type="text"/>	<input type="text"/>	

Complete the box with information about you. You can use the phrases from the SOS box and the previous activities.



- My perfect job is ...
- The perfect job for me is ...
- I would like to work with ... because ...



Get in pairs and share your ideas with your partner.



To have this perfect job you need to show certain characteristics that make you a good candidate for it. **Have a look** at this article and **read** about the **Top 10 qualities of a good employee**. The characteristics have been removed.

Look at the box below, read the text and place them in the right place.



- Flexibility • Openness • Ability to work in teams • Involvement •
- Problem-solving skills • Proactivity • Good communication skills •
- Adaptability • Willingness to learn • Reliability •

#EXPERIENCINGENGLISH 6

# TOP 10 QUALITIES of a good employee

The world of labor is constantly changing, impacting both workers and the requirements needed for hiring and retaining a job. In this article, you will find the ten most important characteristics that employers seek in prospective employees.



**1** \_\_\_\_\_ It is important that whenever there is something new you do not say “No” and instead, try to find a solution to what happens. Being flexible has to do with lowering your expectations and sometimes not having expectations at all.

\_\_\_\_\_ Employers want people to feel their work and company as theirs. If employees see themselves as part of the team or the company, employers tend to value them more. Involvement has to do with the next characteristic, proactivity, and how workers have the initiatives to do their work better.

**2**

**3** \_\_\_\_\_ Being proactive means that, when there is a problem, you look for solutions right away, instead of waiting for direction. Proactive people think ahead, prepare for different situations, prevent problems and try to come up with the best possible outcome.

\_\_\_\_\_ You may have prepared yourself to perform specific duties in the world of work. But nowadays it is important to adapt what you know in order to carry out different tasks to achieve the same goals. Having the ability to adapt ourselves might be the key to continuing to escalate in the place where you work.

**4**

5

\_\_\_\_\_ It means sharing information so your coworkers know what is going on. It also means you listen to them and make them feel heard. If you work in an open atmosphere, you feel you can express your ideas or ask questions without fear of being judged.

6

\_\_\_\_\_ It has been said that knowing how to lead a team may ensure the way to success. Working in a team does not only imply accomplishing tasks together but also requires a special ability to deal with your co-workers. It is also related to noticing your strengths and weaknesses and learning how to make the best out of all of us.

7

\_\_\_\_\_ Another characteristic is to be a good problem solver. If you are asking the employer to find solutions to the problems that appear, the employer may find you redundant and may not need you anymore. But be careful! There are different types of problems, some are minor and you can solve them, but others have to be solved by the employer. Discuss the difference between one type and the other with your boss beforehand.

8

\_\_\_\_\_ When working in a team, developing basic interpersonal skills is essential. A good employee needs to develop the ability to listen to others and to be open to suggestions and new ideas. Good communication is vital in any type of relationship, and so is finding a common communication channel: internal memos, email, or even a WhatsApp group ... the important part is that you all agree upon it.

9

\_\_\_\_\_ "Everybody's gotta learn, nobody's born knowing". This principle is key. You need to show your employers that you want to learn, improve and develop your abilities and competency as a worker. Employers might be patient with people who are reluctant to face new challenges and learn how to do new things, but patience is limited and there are many people who need a job and can do it even better. So, be humble and willing to learn new things.

10

\_\_\_\_\_ Employers usually look for people they can count on. To be reliable is vital in a company in which every person has a role to play. If the employee is reliable, the employer can trust that what he/she has to do, will be actually done.



Read the following list of **qualities** and **qualifications** for different types of jobs.



Work with a partner and decide what you need for the jobs in the pictures.



QUALITIES	QUALIFICATIONS
You need to be a good listener.	You have to study at the tertiary level for at least 4 years.
You need to take risks.	You have to complete a short training course.
You need to work long hours.	You don't need any formal courses or studies.
You need to work with others.	You don't need previous experience.



musician



gardener

Think of **three** other characteristics which are important for the jobs in the pictures.

Write them in the boxes.



Discuss them with a partner.



pilot



teacher

Think about your current job or your ideal job and list the qualities and qualifications you would need in order to obtain it.



Feel free to include any additional qualities and qualifications not mentioned in the previous lists. Use the graphic organizer below to help you.



Alan and Julia are Daniel's classmates. Watch and listen to them and take notes on their qualities and qualifications.



Characters created with <https://www.voki.com/>



ALAN



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---

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JULIA



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Listen again. Discuss with your classmates what job they could get. Who do you consider the best candidate to work as a cashier in a supermarket? Say why.



Read about these three women and **match** the pictures to the texts.



**Teresa** - I'm 16 now, so I don't get an allowance from my parents anymore. I need to earn money because I like shopping and going out with friends. I go to school every day from 7:00 am to 1:00 pm. My parents own a restaurant, so I'm interested in catering and I don't mind working in the evenings.

**Karina** - I need a job because Art School is very expensive. I need a lot of supplies for my classes. I have class on Monday and Friday mornings, and Tuesday and Thursday afternoons. I don't have any experience, but I like working with people. I can't stand being all day in an office, though.

**Chloe** - My husband and I have a new baby. He makes a good salary, but we can save only a little money a month. We need to save some more to buy a house. I take care of the baby, so I need a job I can do from home. I'm good at typing, and I have a computer.

**Pair work - Choose the best work for each girl. Say why and write it down.** You can use the **SOS Box** to help you.



Example: In my opinion, Chloe should work as a word processor because she has a computer.

<p><b>Art Store Clerk</b> Flexible work hours \$ 15 an hour</p>	<p><b>Grocery Store Cashier</b> 9:00 am to 5:00 pm \$ 8.50 an hour</p>	<p><b>Day-care Assistant</b> Work with children Earn great money</p>
<p><b>Waiter/Waitress</b> Evenings only Experience a plus</p>	<p><b>Word Processor</b> Work at home Earn up to \$ 20 an hour</p>	<p><b>Office Worker</b> Nights and evenings No experience necessary</p>



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

**S.O.S. BOX**

## A job interview

**Get in pairs and discuss.** Have you ever been to a job interview?



**Look at the pictures below.** What do they have in common?  
How are they different?



1



2



3



4



5

**Share your experience with a classmate.** You can use the phrases below to help you.

- I have never been to a job interview.
- I have been to two job interviews.
- I had a good experience because the interviewer was nice and calm.
- I had a bad experience because the interviewer was a bit rude and impatient.

**Consider the following:**

- How should you speak?  
You **should** speak clearly.
- What should you wear?  
You **should** wear formal clothes.
- How should you act?  
You **should** look calm and interested.



**Watch the video from [Cognitive-group.com](https://www.cognitive-group.com) until minute 0:47 and tick the correct option.**



**The video shows suggestions related to...**

the message you have to communicate during a job interview.

the message you have to show with your body language.

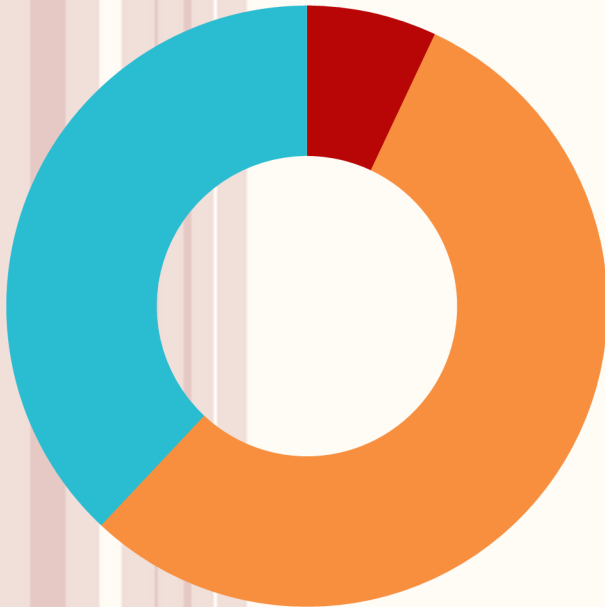





In the introduction of the video, the man shows some percentages.

Watch the video again and complete the graph with the missing labels. When you finish, check your answers with a classmate.



VERBAL COMMUNICATION • NON-VERBAL COMMUNICATION • VOCAL FACTORS










-  \_\_\_\_\_ % - \_\_\_\_\_
-  \_\_\_\_\_ % - \_\_\_\_\_
-  \_\_\_\_\_ % - \_\_\_\_\_

Continue watching the video and order the suggestions from 1 to 7.



There is an example:



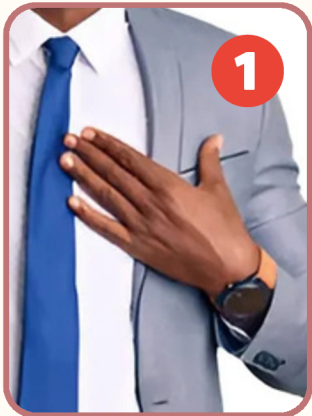
-  1 Demonstrate your interest in the interview.
-  Smile and greet with a handshake.
-  Gaze but do not stare at your interviewer.
-  Avoid signs which reveal dishonesty.
-  Look peaceful and relaxed.
-  Wait a few seconds and imitate your interviewer's posture,
-  Support your ideas with adequate hand gestures.



The suggestions in the video include some hand gestures.

**Match** the image and the name of the gesture. There are two extra images which don't appear in the video.

\_\_\_\_\_ palm upwards    \_\_\_\_\_ touching your heart    \_\_\_\_\_ stop hand  
\_\_\_\_\_ steeping    \_\_\_\_\_ clasping    \_\_\_\_\_ shaking hands



**Watch** the video again and **write down** the meaning of each gesture. Can you guess the meaning of the two extra ones, too?



**Express** your opinions about the topic of the video. **Work** with a classmate.



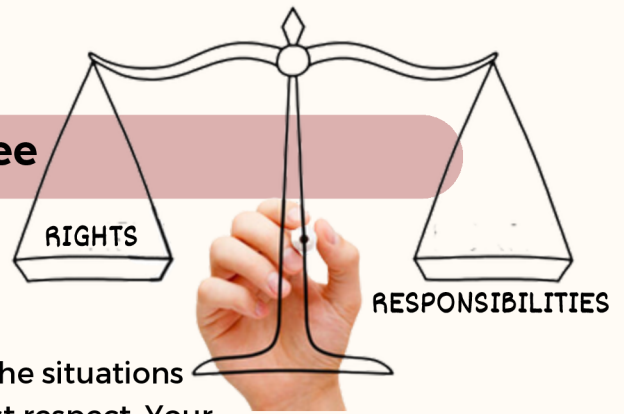
**Think about** the suggestions again and **find** one tip that you agree with and one that you don't agree with. Do you think that your non-verbal communication is important during a job interview?

**Expressing agreement or disagreement**



- I agree with suggestion number...
- I don't agree with suggestion number...
- I (don't) think non-verbal communication is...

## Rights and responsibilities as an employee



Once you get a job and you become an employee, you have both **rights** and **responsibilities**.

Your rights are what you deserve for being a worker, all the situations and things that the law protects and your employer must respect. Your responsibilities refer to the things you have to do because you are an employee.

**Read the following poster that refers to either the employee's rights or the employee's responsibilities.**



**Work with a partner and discuss whether the information refers to one or the other. Think of an appropriate title and write it in its place.**

**Read the poster again and copy the subtitles in the correct place.**



health risks • education • multiple pregnancy • adoption • medical leave

**health risks** Workers must be informed about the **health risks** involved in their work and how to prevent them. *(Decree 127/14, 2014)*

A worker who adopts a child (under 18) can get a **subsidy** but you have 30 days to ask for it. Depending if both adoptive parents work or not, the leave can last from 10 to 42 days. *(Law 17.292)*

Workers covered by the **unemployment** subsidy can take some courses at INEFOP (Instituto Nacional de Empleo y Formación Profesional) to contribute to their reinteion in the labour market.

A worker cannot be fired while being on a **medical leave**. The employer has to wait for 30 days after this worker gets back to work. *(Law 14.407)*

Families with **triplet** pregnancies or more have a special childcare subsidy and medical assistance at home till the age of 3. To continue with this subsidy, the children have to attend classes regularly. *(Law 17.474)*

**Match the words in bold in the text on the previous page with the corresponding definition:**


1. A negative event or situation that can harm a person's well-being. health risks
2. An amount of money that the government pays. \_\_\_\_\_
3. Three or more children born to the same mother at the same time. \_\_\_\_\_
4. A period of time in which an employee does not work for being sick. \_\_\_\_\_
5. When people do not have a job. \_\_\_\_\_

**How much do I know about the world of labor?**

There are three columns. In the column **“Things you already knew”** you have to include information that you already had about jobs and the process of getting one. In the column **“Things you learned”** include information you learned in this unit. In the column **“Things you want to learn”** include topics you want to know more about and have more ideas about them.

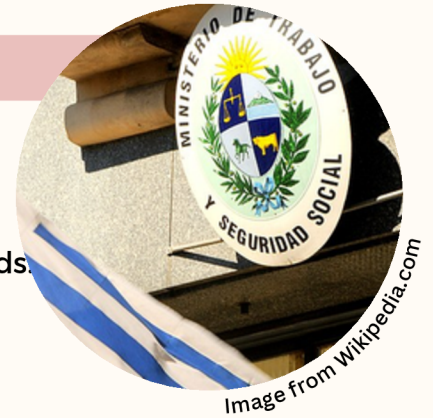
THINGS YOU ALREADY KNEW	THINGS YOU LEARNED	THINGS YOU WANT TO KNOW

**Example:**  
**I knew that** a worker cannot be fired while being on medical leave **but I didn't know about** INEFOP courses for unemployed people.




## Some facts about the labor market in Uruguay

Have you ever looked for a job in a newspaper? According to the Ministry of Labor and Social Security (Ministerio de Trabajo y Seguridad Social) in Uruguay, the areas of **services**, **sales**, and **tourism** are the highest ranked in the newspaper classified job ads.



Do you know what each category refers to? **Match** the following jobs with the corresponding sector.

- CALL CENTER OPERATOR \_\_\_\_
- TOUR GUIDE \_\_\_\_
- JANITOR \_\_\_\_



tourism

services

sales

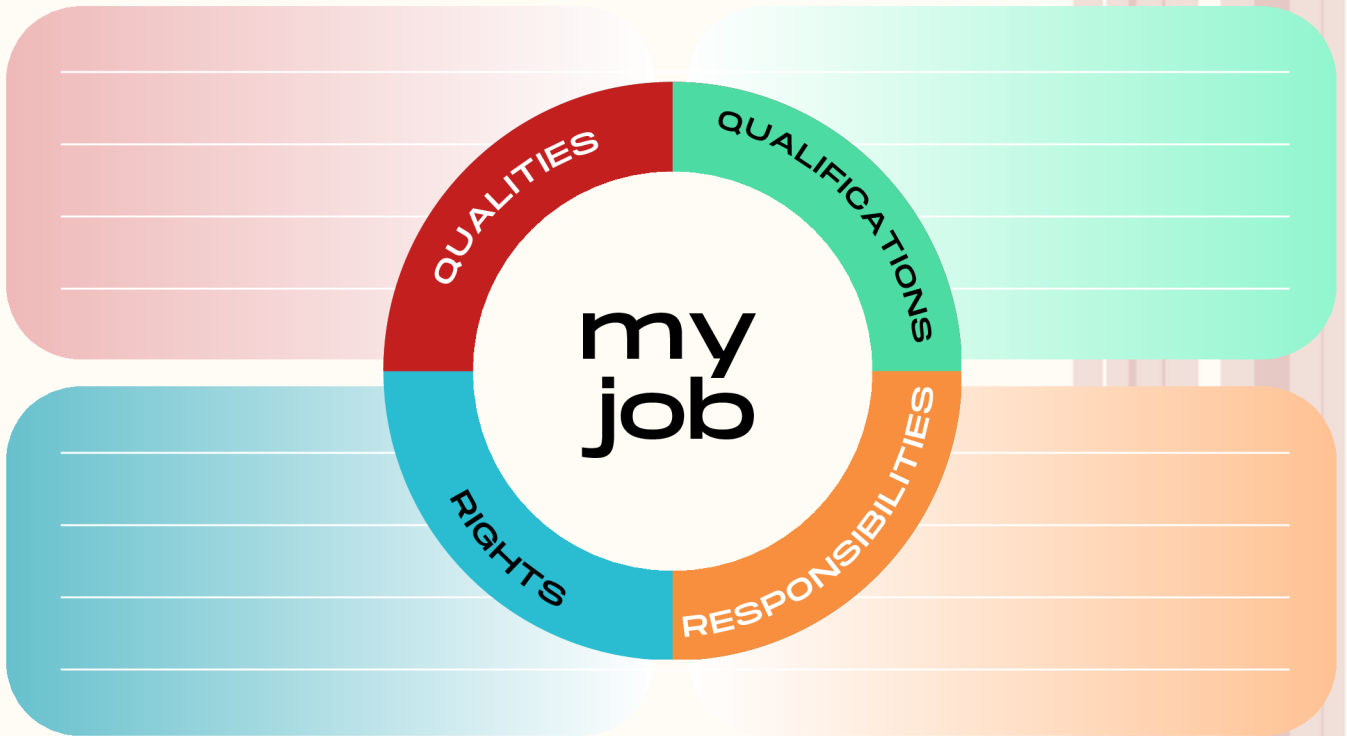
What do you have to do in the jobs from the previous activity? Tick  the responsibilities of each job. Some of them correspond to more than one job.

JOB RESPONSIBILITIES	JANITOR	CALL CENTER OPERATOR	TOUR GUIDE
Make sure you are doing your job correctly.			
Collect and dispose of trash.			
Provide information about services and products.			
Offer sightseeing advice.			
Notify the supervisor if the working conditions are unsafe.			
Complete any training course required by the company.			
Write reports and prepare presentations.			
Handle phone conversations with clients			
Transport and accompany tourists.			
Conduct weekly inventory of supplies and equipment needed.			

## Pre-writing activity

Think of your job or the job that you would like to have.

Complete this mind map with words and expressions that describe your job.

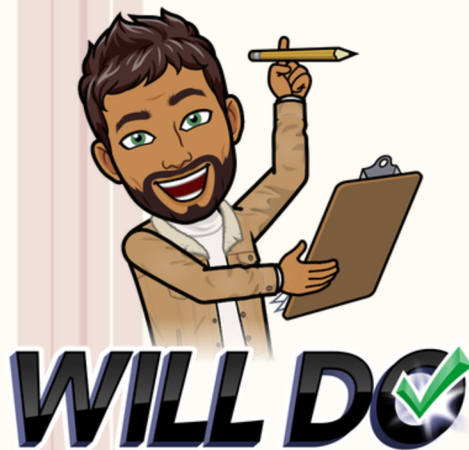


Use your previous notes to **write** about your job. Include all the information. You can use the expressions in the SOS Box to help you.



- I work as a/an ...
- I need/don't need ...
- I like/don't like my job because ...
- I work with ...
- I have to...
- I can/have ...





## 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.

Read the following quotes and give your opinion about them.



Volunteers do not necessarily have the time, they just have the heart.

Elizabeth Andrews

Life's most urgent question is: What are you doing for others?

Martin Luther King

Volunteers don't get paid, not because they are worthless, but because they're priceless.

Sherry Anderson

Read the text about volunteer work and match the subheadings to the corresponding paragraphs. There is an extra subheading.

Where do people volunteer in Uruguay?

Why are there people who do not volunteer?

What are the motivations that drive Uruguayans to give part of their free time to help others?

Are volunteer practices in Uruguay common?

# VOLUNTEERING IN URUGUAY



Voluntary internships are extremely widespread in Uruguay and have grown significantly in the last decade. About half a million people (20% of the population over the age of 14) participate in voluntary activities, while more than 43% of the population does so or has done so at some point in their lives.

The growth of volunteer work may be due to the increase in information about volunteering, particularly on social media; and the development of opportunities where people can volunteer in a more organized way.

People who volunteer carry out their activities in different scenarios: cultural or religious organizations, humanitarian or recreational institutions, and neighborhood or sports associations are some of the ones in which volunteers spend their time and effort.

Information adapted from Voluntariado en Uruguay | Mesa de Voluntariado  
Data taken from "Encuesta nacional 2009".

**After reading the text, answer these questions. Then, share your answers with a peer.**

1. Can you think of other reasons why people volunteer in Uruguay? Mention at least three.
2. Do you know any organization in which you can do volunteer work where you live?
3. Would you like to do volunteer work? Why? Why not?
4. Which area interests you to do volunteer work?

**At MIDES Uruguay, people can volunteer to do different activities according to their preferences. Match some of the areas of interest to the pictures. There are extra options.**

- culture • children and teenagers • environment • education • health •
- disability • cohabitation • housing and habitat • digital inclusion •





## PROJECT - Choosing an NGO to volunteer

**Choose an organization or volunteer area and prepare a presentation about it. Include the following information.**

- Name of the organization/group, you can include the logo, the objective of this organization, etc.
  - *The goal of this organization is to ... .*
- How people can contact them, their webpage, email, telephone number, etc.
  - *You can contact them... .*
- How people can collaborate with this organization.
  - *If you want to help them, you can ... .*
- Volunteer's profile, for example, what do you need to collaborate? Qualities or qualifications.
  - *Volunteers should know/like... .*
- Your reasons for selecting this organization.
  - *I selected this organization because... .*

**Before you design your project, check the following websites for information:**



**SCAN ME**





## SELF-ASSESSMENT



I can do it by myself.



I need some help to do it.



I can't do it.

Read these ideas and tick the correct options.			
I can describe my present job or my dream job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my preferences on occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the most important information in a video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify specific information in a video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can reflect about verbal and non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can discuss about different types of personalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a text and identify specific information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can complete a graphic organizer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can check some information about working in Uruguay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can reflect about my rights and responsibilities as a worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can research on volunteering work in Uruguay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Time for reflection

¿Qué actividades de esta unidad te parecieron interesantes? ¿Por qué?

¿Qué actividades consideras fueron más fáciles para ti?

¿Qué actividad resultó más desafiante para ti? Explica tus razones.

Selecciona un aspecto que consideras debes mejorar en tu curso de inglés.



**EXIT  
TICKET**  
★★★

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

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

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

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**I felt**

# UNIT 2

## The adult learner and his/her socially and personally-constructed values

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

- describe your personality.
- express opinions.
- identify some values in everyday actions.
- try strategies for vocabulary learning.
- express gratitude.
- reflect on your learning process.



## PERSONALITIES

Look at the following words describing people's personalities.

- chatty • generous • hard-working • courageous • creative • sensitive •
- helpful • sensible • loving • kind • cheerful • neat • friendly • lazy •

Match the pictures to the personalities. Some may apply to more than one adjective.



A person who has common sense and makes rational decisions.



A person who feels things easily and deeply.

Among these words, there are two words which are "false friends". It means that they look similar to Spanish words but they mean something different in English. Can you spot them?

Match them to their definitions.



Watch this video about personality types.



After watching the video, say if the following ideas are right ✓, wrong X or not stated NS.



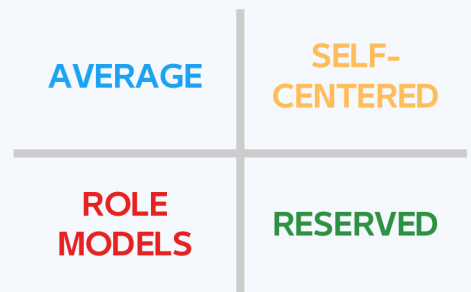
The information presented here is a result of a study from 2018.	
The three researchers studied people's answers using technology.	
The personality types are called: role model, self-centered, reserved and openness.	
The three researchers studied people's answers using technology.	
The self-centered personality includes people who are unpleasant, lazy and sociable.	
Any person can take the personality test.	

Which of these four personality types mentioned in the video suits you best?



Say why. Example: I think my personality type is \_\_\_\_\_ because \_\_\_\_\_.

What is your opinion about personality tests?  
Use the expressions in the SOS box to help you



- Write your opinion.
- Work with a partner and share opinions.

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



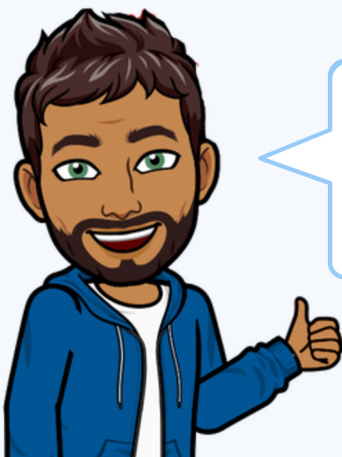
One personality test is the **SAPA personality test**. If you would like to know more about it you can go to the <https://www.sapa-project.org/>

Daniel took the test. **Look** at his results.

**Discuss** with the person next to you what calls your attention about it.



In the results, there are some personality traits or characteristics that are negative. Some examples could be *irritability*, *anxiety* or *impulsivity*. Which characteristics do you see in yourself as negative?

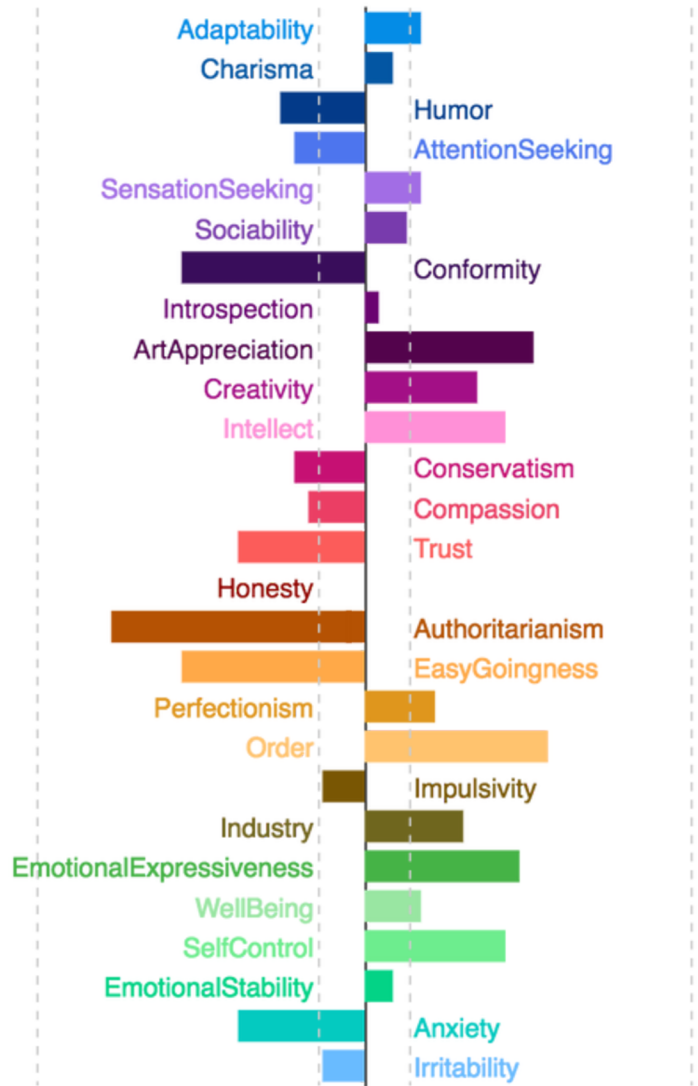


Talking about my personality, my friends believe that I am a good guy. However, they think I have three negative characteristics. First, I am a little workaholic, which means that I love working a lot. I am also a little selfish, I think of myself first. And finally, people think I am conservative.

**Your opinion matters!**

Daniel mentions three characteristics but then he analyzes two of them. He didn't analyze why he is conservative. How do you think a person could be conservative? Give examples of that.

**SPI 27 Factor Trait Scores**




## Describing my personality

Here you have more expressions to describe yourself or any person. Select the ones which describe you and **complete** the table called **Me**. Then, think of a friend and **complete** the table called **My Friend**.



I am a hard-working person.	I am cooperative.	I enjoy life despite the ups and downs.	I can recognize my emotions.
I am reliable.	I am polite.	I am reserved.	I can recognize others' emotions.
I am known for being meticulous.	I enjoy getting along with others.	I have a positive attitude.	I am generous.
I enjoy artistic activities.	I have strong self-control.	I am sensitive.	I have an optimistic view of life.
I am independent.	I am relaxed.	I can lose my temper easily.	I have a very good sense of humor.
I feel comfortable with who I am.	I enjoy solitude and solitary activities.	I am honest.	I enjoy meeting new people.

**Me** 

\* I am optimistic.

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

**My friend** 

\* He/She enjoys art.

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_



Create two acrostics similar to the example; one about **you** and another one about **your friend**.



J E A L O U S  
 C U R I O U S  
 L O V I N G  
 T I D Y  
 C R E A T I V E  
 F R I E N D L Y  
 C H A T T Y



**How similar are you and your friend?**  
**Explain using the ideas above and the expressions in the SOS Box.**



**Similarities:**

We are pretty similar · We are so alike · We have the same personality · We are equally funny · The way we behave is so similar · My friend is as optimistic as me ·

**Differences:**

I am not as artistic as my friend · We are totally different · We are nothing alike · I am talkative but she is very quiet.



**Language focus**

**Our memory system becomes more efficient when we find patterns. This helps us to be more creative when combining words:**

- How can we organize all the expressions in this unit? Work with a partner and find groups to classify them. After that, share your answers with the group.
- Read the expressions in the previous activity again and select two words that you find difficult to remember. You can try Mnemonics to remember difficult words. For example, to remember the word “view” I can create the following mnemonic: “*Vi imágenes en WhatsApp*”. Try one with a partner.
- Applications also help us to remember words. There are several apps that can help you with your English. If you know any, share it with your classmates.



**Time for reflection**

I find learning vocabulary: easy, quite difficult, difficult, very difficult.

The strategy I prefer is to learn vocabulary...

The strategy I will use to learn vocabulary is...

## Decisions based on values

Your values define you and they influence your everyday decisions. What do you value or treasure the most? Each person has different values and they usually change over time. Check the meaning of each of these nouns.



family



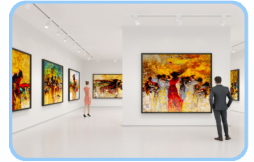
recreation



social life



community



arts



parenting



education



employment



health



animals



marriage



science



travel



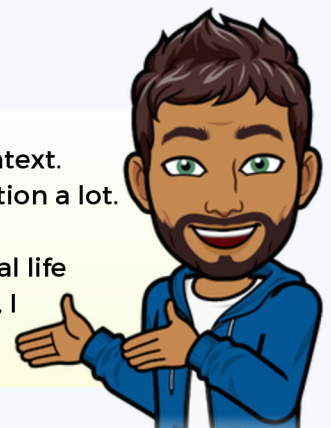
nature



spirituality

Daniel wants to tell you about the things that are important for him.

The three things I value the most... Well, I come from a very deprived context. My family was poor and they had to work all day. They prioritized education a lot. For them, education was the only thing they could give me. That's why I appreciate education a lot. I study whatever is available. I also value social life because we live in society and it is important to be aware of that. Finally, I also value traveling. I think that when you travel you open your mind.



What about you? What are the three things that you value the most?



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

Share your answers with a partner. Do you have similar opinions?



- The most important things for me are...
- I don't agree with you.
- I agree up to a point.
- I don't think... is important in my life.
- I think... is important for me but I don't think ... is valuable for me.
- I agree with you that ... is really essential for me.



## Values in everyday life

As we mentioned before, values are present in each of our everyday actions. **Watch** the video "Our Values Define Us" (by UOB) to see them in action.



**Watch** the video again and **tick**  the values you recognize.

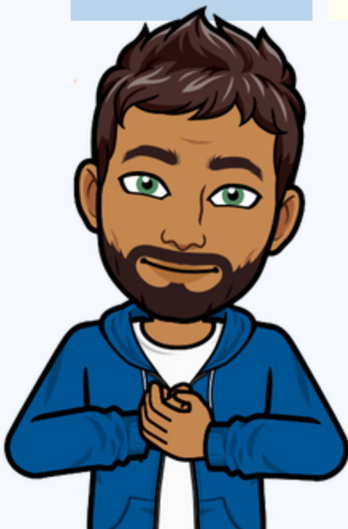
ETHICS	LOYALTY	KINDNESS	RESPECT	EMPATHY
PERSEVERANCE	COMMITMENT	GENEROSITY	HONESTY	DIGNITY

If necessary, **watch** the video again and **describe** the action which illustrates at least 3 of the values.

For example: HONESTY



HONESTY	When the man sees the money on the counter, he gives it back to the customer.



Think of actions for the other values in the list which are not present in the video. **Discuss** them with a partner.



## An important value

Read the following definition from Macmillan online dictionary. Read the three options below and think about the word the definition refers to.

"A feeling of being grateful to someone because they have given you something or have done something for you."

Examples: *It would be nice to show your gratitude every now and then. / We would like to express our gratitude to everyone.*

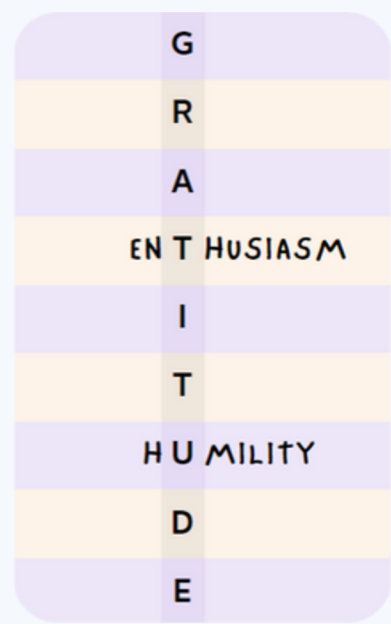
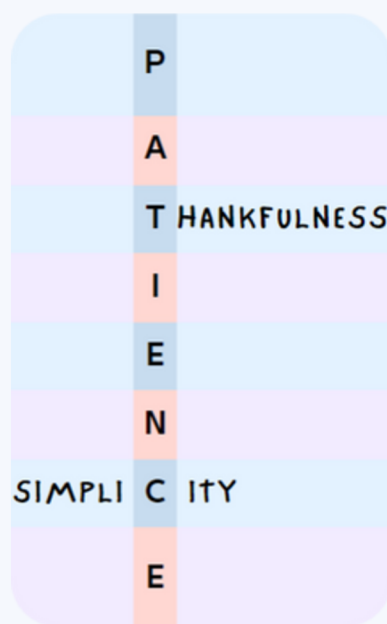
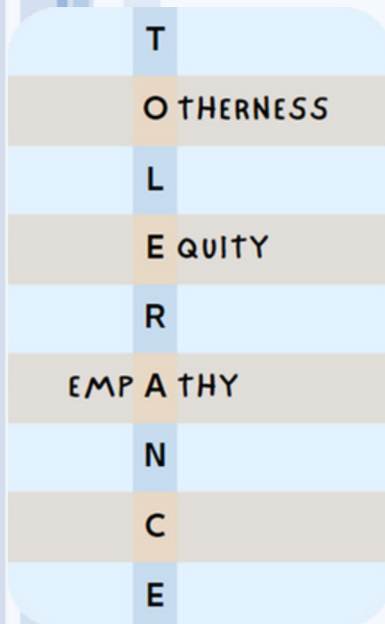
Retrieved from <https://www.macmillandictionary.com/>

TOLERANCE

PATIENCE

GRATITUDE

What do these feelings trigger in us? Complete the following word towers with words related to each feeling.



The following text talks about gratitude and its benefits. Read it and pay attention to the words in **bold**. Discuss them with a partner. What do they mean?





# The effects of Gratitude



Expressing gratitude is associated with many mental and physical benefits. Studies have shown that feeling thankful can improve sleep, mood and immunity, and decrease depression, anxiety and stress.

Two psychologists, Dr. Robert A. Emmons and Dr. Martin Seligman, have done much of the research on gratitude.

## Count your Blessings

In Dr. Emmons' study (2003) a group of 45 adults wrote about things they were grateful for that had occurred during the week. A second group wrote about things that had displeased them. After 10 weeks, those who wrote about good things were more optimistic and felt better about their lives than those who focused on sources of **aggravation**. Moreover, people in the first group showed lower levels of **cortisol** (the stress hormone) and less **heart-rate variations**, indicating reduced stress. In other words, these findings suggest that people with an "attitude of gratitude" experience lower levels of stress.

## Say "Thank you"

In another study led by Dr. Seligman (2005), 411 men and women were given one week to write, and personally deliver, a "thank you" letter to someone who had been especially kind to them, but had never properly thanked. The gratitude **assignment** involved three basic steps:



1. First, think of someone who has done something important and wonderful for you, yet you feel you have not properly thanked.
2. Next, reflect on the benefits you received from this person, and write a letter expressing your gratitude for all they have done for you.
3. Finally, arrange to deliver the letter personally, and spend some time with this person talking about what you wrote.

Dr. Seligman study showed that participants who engaged in the letter-writing exercise reported more happiness after the intervention compared to a control group. Expressing gratitude helped them appreciate what they had received in life and made them feel that they had given something back.



## What are you grateful for?

Most people would not consider themselves ungrateful. However, we can feel **dissatisfied** when we do not get what we want or believe we deserve. **Lockdown** taught us to appreciate small things, like spending time outside of the house or being with friends.

So, what are you grateful for? How are you going to convey this thankfulness?

The article 'The Effects of Gratitude' shows the results of two studies. Complete the forms with information from the article.

### GRATITUDE STUDY

1

STUDY'S NAME: COUNT YOUR BLESSINGS

DOCTOR:

YEAR:

DESCRIPTION OF THE STUDY:

RESULTS:

### GRATITUDE STUDY

2

STUDY'S NAME:

DOCTOR:

YEAR:

DESCRIPTION OF THE STUDY:

RESULTS:

Read the article again and decide if the following ideas correspond to *Study 1* or *Study 2*.

- Participants' results were compared to those of a control group. STUDY 1
- Participants felt that they could pay back some of what they had received. \_\_\_\_\_
- Participants had to write and deliver a letter expressing gratitude. \_\_\_\_\_
- It helped participants to value what they have in life. \_\_\_\_\_
- Participants were divided into two groups. \_\_\_\_\_
- It found physical evidence related to levels of stress. \_\_\_\_\_
- People who focused on negative things didn't lower their stress levels. \_\_\_\_\_
- Participants got to spend some real time with people who had helped them. \_\_\_\_\_



## Music, images and values

Watch the video of the song "*Human*" by Martin Johnson and Christina Perri and pay attention to the lyrics, music and the images you see in the video.

What message does the song convey? How does it make you feel? What part of the video clip do you consider interesting? **Share** your thoughts with the person next to you.



Look for information on the internet related to the song and its authors.



Image from Wikimedia Commons

The song

The authors

Look for the song's lyrics online. Then, **listen** to the song again while you **read** the lyrics and **copy 3-4 lines** that you find interesting or touching.



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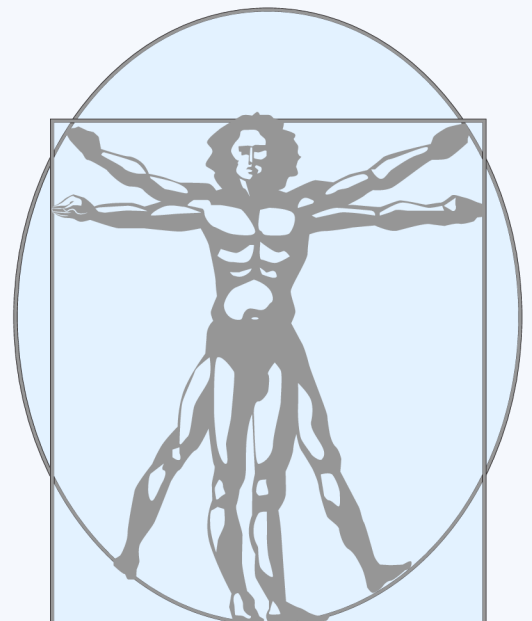
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Read the following expressions from the song and **match** them with a similar idea or explanation.



EXPRESSIONS	MEANING
1. bite my tongue	a. when what somebody tells you hurts your feelings.
2. play the part	b. do what is expected, try to be perfect.
3. words in my head, knives in my heart	c. when you pretend to be what you are not.
4. I'm only human	d. not natural, when you want to cover an emotion and want to be polite.
5. force a laugh	e. make an effort, try not to say something that you want to say.
6. be a good machine	f. when we feel we are not perfect and we are justifying some sort of behaviour.



## PROJECT - My inner selfie



Do people know you? **Prepare** your inner selfie but with images and words.

**Think** about words and phrases that describe you, for example, "I am respectful". Then, **add** what you have and which makes you different from others, for instance, "I have patience with my friends". Finally, **mention** things you can do for yourself or for others, "I can discuss without taking it personal".

You can include pictures to your inner selfie.



### GOOD MOMENTS JAR: BECAUSE EVERY DETAIL COUNTS.

- ✓ Think of a good moment you experienced today.
- ✓ Write it on a piece of paper, include the date and put it inside the jar.
- ✓ Try to do it every day.
- ✓ When you're feeling down, open your jar and read some of the papers. It will make you smile.



**EXIT  
TICKET**  
★★★

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

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

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

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**I felt**

# UNIT 3

## The adult learner and his/her relationship with the media

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

- express your preferences on mass media.
- express similarities and differences.
- identify pros and cons of social media.
- identify specific information in a text.
- give advice.
- design a meme using online tools.
- design social media using an online tool.



# TECHNOLOGY & COMMUNICATIONS QUIZ

## Let's start!

How much do you know about technology?

After you complete the quiz, **check your score** with your teacher.

- |  |          |
|--|----------|
| <p><b>1</b> Who invented the printing press?</p> <p><input type="checkbox"/> T. A. Edison      <input type="checkbox"/> A. Graham Bell</p> <p><input type="checkbox"/> J. Gutenberg      <input type="checkbox"/> Leonardo da Vinci</p>                          | 5 points |
| <p><b>2</b> A young man called Johann Carolus printed the first newspaper. When did this happen?</p> <p><input type="checkbox"/> in 1506      <input type="checkbox"/> in 1650</p> <p><input type="checkbox"/> in 1605      <input type="checkbox"/> in 1655</p> | 5 points |
| <p><b>3</b> The cinema started at the end of the 19th century. Where was this?</p> <p><input type="checkbox"/> in the USA      <input type="checkbox"/> in France</p> <p><input type="checkbox"/> in England      <input type="checkbox"/> in Russia</p>         | 5 points |
| <p><b>4</b> When was the radio invented?</p> <p><input type="checkbox"/> in 1690      <input type="checkbox"/> in 1901</p> <p><input type="checkbox"/> in 1696      <input type="checkbox"/> in 1910</p>   | 5 points |
| <p><b>5</b> When was the internet created?</p> <p><input type="checkbox"/> in the 1960s      <input type="checkbox"/> in the 1980s</p> <p><input type="checkbox"/> in the 1970s      <input type="checkbox"/> in the 1990s</p>                                   | 5 points |

**SCORE:**

Do you recognize these communication highlights?

Order them chronologically. (From 1 to 9; 1 being the oldest).



printing press

computer



telephone

telegraph



## Social Media and News

Read the following questions and tick ✓ the answers that are true for you.

Where do you read the news?	Do you think the information posted on social media is reliable?
<input type="checkbox"/> I use social media to check the news. <input type="checkbox"/> I read printed newspapers. <input type="checkbox"/> I prefer online newspapers. <input type="checkbox"/> I don't read the news. <input type="checkbox"/> I don't read the news but I watch them on TV.	<input type="checkbox"/> I think the information on social media is reliable. <input type="checkbox"/> I don't think the information on social media is reliable. <input type="checkbox"/> I think we should always verify the reliability of the information posted on social media.

**FAKE NEWS**



Do you recognize these expressions?

What do they mean? Write the words above next to the corresponding definition.

- \_\_\_\_\_: The act of posting or commenting online with the deliberate intention of upsetting others.
- \_\_\_\_\_: False or misleading information presented as news, usually created to influence political views, damage a person or entity's reputation or as a joke.

Go to your browser and type *"fact or fake can you tell the difference"* and find quizzes. Do one of them. Share your results with the class.



Have you ever identified fake news or trolls? What do you usually do when you find this type of message or information?

- When I identify fake news, I ...
- When I realize that a message is written by a troll, I ...

Discuss your ideas with a partner.



**FAKE NEWS**

Did you know about “Línea Verde” in Uruguay? You can read about it in this link.



<https://www.minterior.gub.uy/index.php/unicom/noticias/5950-linea-verde-9-1-1-antes-de-compartir-verifica>



Images from <https://www.minterior.gub.uy>

**Listen** to a woman talking.

**Listen** until minute 0:10 and write down her name, nationality and job.  
Do you know her?



Name:	<input type="text"/>
Nationality:	<input type="text"/>
Job:	<input type="text"/>

**Listen** until minute 1:40 and **complete** the missing information:



- a. The Agency has \_\_\_\_\_ journalists spread across the world.
- b. Misinformation, propaganda and fake news affect the \_\_\_\_\_ process around the world.
- c. Journalists prefer the term \_\_\_\_\_, but politicians and celebrities use the term \_\_\_\_\_ to attack the media.
- d. Today, Syria or \_\_\_\_\_ are the countries experiencing the highest levels of misinformation.
- e. Misinformation is often based on out-of-context \_\_\_\_\_.



Complete the infographic with the words in the box. Then, listen to the last part of the audio and check your answers.



- source • "blue badge" • comments • fact-checking • Website • Web Domain •
- republished • InVID plug-in • News Outlets • "About Us" •

# 10 TIPS TO UNCOVER FAKE NEWS

- Identify \_\_\_\_\_ like 'El País', 'La Diaria' or 'El Observador'. If you haven't heard of them, search online for more information.
- Check the \_\_\_\_\_ section as it might be a satirical site.
- Does the article provide at least one \_\_\_\_\_ of information?
- Does the news article and \_\_\_\_\_ seem high quality?
- Check the \_\_\_\_\_ . Many fake news URLs seem odd to look as if they were legitimate news sites.
- If the article mentions a Twitter, Instagram or Facebook account. Is it certified? Most public figures and international bodies display a \_\_\_\_\_ which can be considered as authentication.
- If a story seems hard to believe, or an article is full of adjectives or has spelling mistakes, then be suspicious. Check any \_\_\_\_\_ that may appear below.
- Always check where an image comes from: there are specially designed tools, such as the \_\_\_\_\_, that allow you to search for photographic sources and analyze video material.
- Make regular visits to \_\_\_\_\_ and verification websites such as Línea Verde, Uruguay's 'Verificado', 'Nadie Chequea nada' or 'Factual' by AFP.
- Remember to check the publication date; old articles are frequently recycled and \_\_\_\_\_.

Follow the previous questions to check a piece of news online.



Decide if it is real information or misinformation.

Discuss your ideas with a partner.





## Uruguay and data protection

**AGESIC** (<https://www.agesic.gub.uy/>) is the Uruguayan agency in charge of digital development.

Read the following text and do the activities on the next page.



# Protection of personal data in Uruguay

The *Personal Data Protection Law* N° 18.331 recognizes the right that we all have to control the use that others make of our data. This law seeks to protect the privacy of individuals whose records are kept in databases managed by public or private organizations.



## Personal Data

**Personal data** is any information that relates to an identified or identifiable living individual, like our names, surnames, emails, phone numbers, fingerprints, retinal models, voice recordings, photographs or images of a person, RUT numbers and DNA, among others.

Our personal data should not be obtained, collected or used illegally, with deception or through extortion. We all have the right to ask not to appear in telephone directories and not to receive unwanted advertising.

Moreover, those who work with our personal data have the duty to maintain professional secrecy and confidentiality. They also have the responsibility to adopt the appropriate security measures so that our information is not lost, stolen or used without authorization.

## Sensitive Personal Data

Among personal data, any information that reveals our racial or ethnic origin, political preferences, religious or moral convictions and any information regarding our health or sexual life is considered **Sensitive Personal Data**. These data have special protection by the law. No one is obligated to provide sensitive data, so for collection and treatment, it is necessary to have the owner's express written consent, except in extraordinary cases provided by law.

## The URCDP

The **Personal Data Regulatory and Control Unit** (URCDP) was created to guarantee the effective protection of our personal data. It has a registry of all Uruguay's personal data databases. It is also the institution before which we can report and ask questions regarding our personal data use and storage.

The URCDP is an autonomous entity of the *Agency for the Development of Electronic Government and the Information Society* (AGESIC).

On the URCDP website (<https://www.gub.uy/unidad-reguladora-control-datos-personales/>), you will find all the information about your rights and the mechanisms you have to defend them.

Match the icons to the different types of data mentioned in the text.

	IMAGE OF A PERSON / PHOTOGRAPHS		
			
			
			

Read the text again and match the ideas to make correct statements.



1.	If you want to know your rights over your personal data, ...	a.	... you don't have to reveal them. It's protected by law.
2.	If you are asked your personal data in a public or private institution, ...	b.	... you should visit the URCDP website.
3.	If you are asked about your political preferences, ...	c.	... you should read Law N° 18.331.
4.	If you want to ask any questions about your personal data, ...	d.	... you can ask what the purpose of the use of the data is.
5.	If you want more information about your rights and how to act, ...	e.	...you should contact the URCDP.

1.		2.		3.		4.		5.	
----	--	----	--	----	--	----	--	----	--

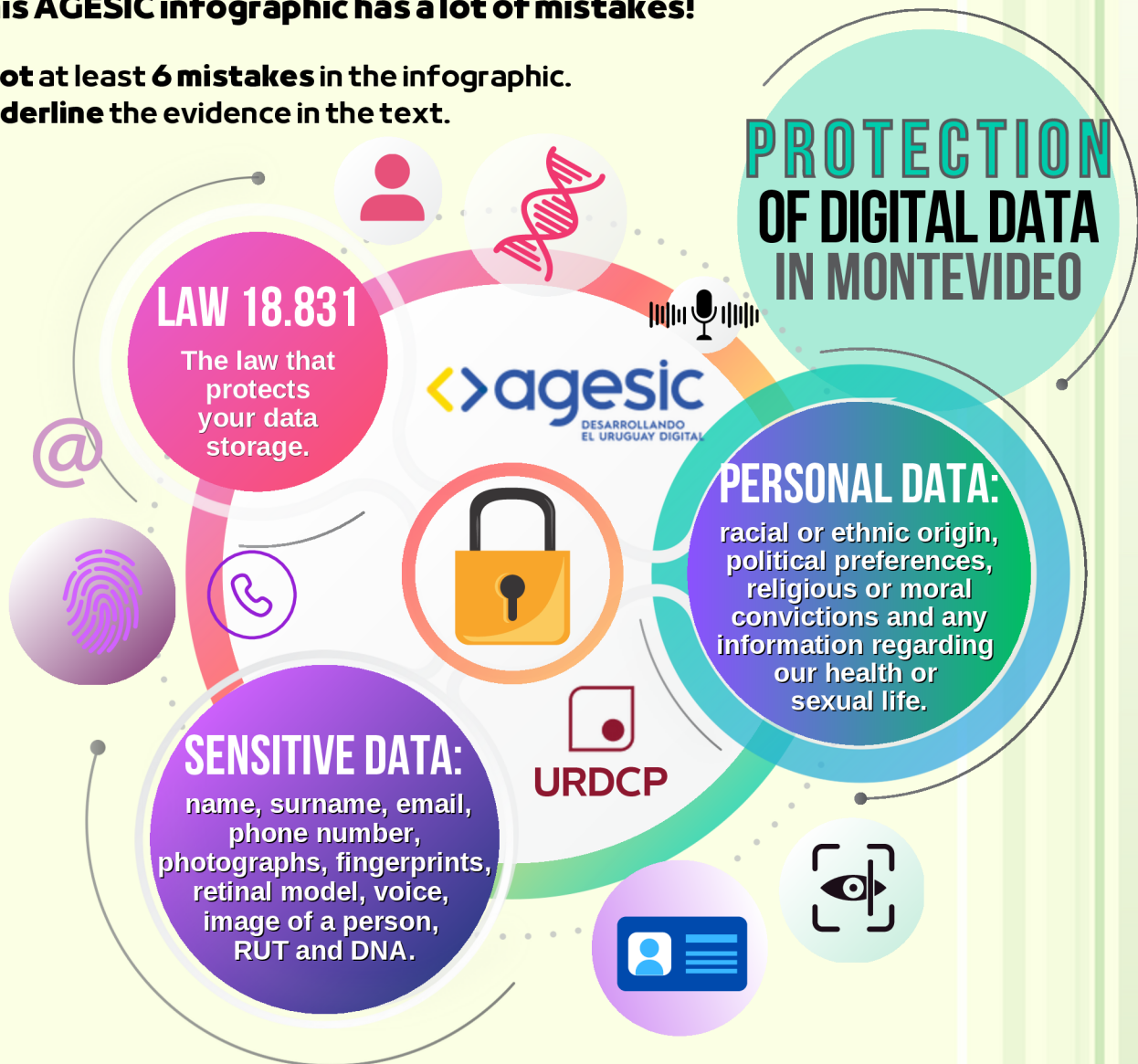
**DID YOU KNOW...?**

RUT stands for *Registro Único Tributario* and is an identification number received by businesses or companies for tax purposes.



## This AGESIC infographic has a lot of mistakes!

Spot at least 6 mistakes in the infographic.  
Underline the evidence in the text.



### To think outside the box

What should you do in the following situations? Use the ideas in the SOS box to help you.

1. You have a photo with a group of friends from your last birthday party and you want to post it on a social media network.

*If you want to post a photo of your friends on a social media network, you should ask your friends for their consent.*

2. You have to set a password for your bank account and you usually use personal information like your family name, date of birth or home town.

*If you have to set a password for your bank account, you should/shouldn't ...* \_\_\_\_\_

3. You receive a message from someone who says he/she is your friend, but you are suspicious about the message.

*If you \_\_\_\_\_, you should/shouldn't ...* \_\_\_\_\_

4. You receive an invitation from a person you don't know on a social network site.

If you \_\_\_\_\_, you should/shouldn't ... \_\_\_\_\_

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5. You receive a message or email saying that you won the lottery or other lavish prizes.

If you \_\_\_\_\_, you should/shouldn't ... \_\_\_\_\_

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- Ask your friends for their consent.
- Click on anything which looks unexpected or suspicious.
- Accept every friend or follower request you get.
- Click on it as it may contain viruses.
- Open any suspicious emails.
- Include personal information in a password.
- Check who the person is before you accept.
- Contact your friend to find out if he/she sent you the message.
- Overshare personal information.



S.O.S. BOX



## Consequences of the use of Social Media

The use of social media has its consequences on our everyday lives, some are positive and others can be negative.

Classify these ideas into **pros** and **cons** of the use of social media.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1 Arrange a meeting with friends easily.</li> <li>2 You can spend too much time on social media apps.</li> <li>3 Assist companies to find personnel.</li> <li>4 Instantly reach people who live abroad.</li> <li>5 Criminals can use social media to commit a crime.</li> <li>6 If you share your geographical location online, people know where you are.</li> </ul> | <ul style="list-style-type: none"> <li>7 You keep looking at your cell phone while talking to people.</li> <li>8 See what your friends are up to.</li> <li>9 You can become a target of cyberbullying attacks.</li> <li>10 Make new friends if you live alone.</li> <li>11 Sell things online.</li> <li>12 Get distracted while driving your car or riding your motorcycle.</li> </ul> |
|--|--|

Can you **add** more ideas to the list of pros and cons?

<b>SOCIAL MEDIA USE</b>	
<b>PROS</b>	<b>CONS</b>
<p>1-</p> <hr/> <hr/>	<hr/> <hr/>

It's your turn to give advice. Write three tips to be a good user of a social media network.



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

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

3. \_\_\_\_\_  
 \_\_\_\_\_

Let's get creative! Choose one of the two options below. You can work with a partner.



Option 1	Option 2
Create your own meme using an online generator, there are very good options if you type "meme generator" in your browser. If you know a good meme generator, share it with your classmates.	Create a social media post. There are good free-to-use graphic design apps that you can use to make your social media post.

**LISTA DE VERIFICACIÓN.  
GUÍA DE ESCRITURA**

Marca **✓** los ítems a medida que los verifiques

- Respondo las preguntas guía con mis ideas.
- Uso palabras y estructuras aprendidas en la unidad.
- Reviso palabras nuevas o que me resulten difíciles.
- 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.
- Chequeo con un compañero.



MEME: Giving advice on social media. Photo by Senior Airman Joshua Magbanua

EXPAND YOUR WORLD

#SOCIALMEDIADAY

YOU SHOULD FOLLOW NEW PEOPLE,  
IF YOU WANT TO LEARN NEW THINGS.

POST Social Media Day.



## PROJECT - Social media everywhere

Prepare an infographic / report / video about **one** of the following topics.

- **Your relationship with social media.** Do you use social media? Which apps or sites do you use? What do you use them for? How much of your time do you invest in social media?
- **Data Protection Policies:** Choose a social media platform or app and consider its data protection practices. Analyze their privacy policy, terms of service, and data handling procedures. Can you identify strengths and weaknesses? What would you recommend to one of its users?
- **Social media guidelines:** What would you recommend to a social media user? What things can he /she do to be an efficient user? What is the best way to deal with cyberbullying?

### SELF-ASSESSMENT



- I can do it by myself.
- I need some help to do it.
- I can't do it.

Read these ideas and tick the correct options			
I can ask questions about Mass Media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my preferences on Mass Media.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can listen to my classmates' answers and take notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express similarities and differences between my answers and my classmates'.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can understand the meaning of 'fake news' and 'trolling'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify specific information in an audio recording.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can read a text and identify specific information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give advice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can design a meme or a social media post.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can mention pros and cons of using social media.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**EXIT  
TICKET**  
★★★

In this unit, I learned that...

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My favorite part of this unit was...

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Something I need to revise is...

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I felt





# UNIT 4

## Dreaming about my future

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

- share ambitions in groups.
- express opinions.
- justify opinions.
- identify specific information on a video.
- identify specific information in a text.
- connect images to text.
- express future plans.



## A round of mate

When I finish high school, I want to study to be a nurse. I love helping people who are sick or need someone taking care of them.

**Work in groups of 4 students and share your plans when you finish high school.**



### Example:

When I finish high school, I want to continue studying.

➔ Now you are ready to pass your mate to a classmate.



- start working • do charity work •
- get married • take time to travel •
- work abroad • have children •
- concentrate on my passion •
- continue studying • start a business •
- join the military • do an internship •

## What will happen soon?

**What are your plans to celebrate when you finish high school? Work with a partner and share ideas.**

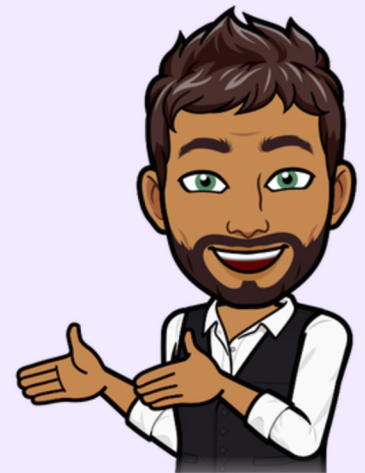


### Options:

- organize a farewell party
- organize a prom party
- organize a party in a club
- get autographed t-shirts
- buy a present for the "invisible friend" game
- invite teachers and families to the party
- have a pool party
- take a photo of the group
- decorate the classroom
- have dinner in a restaurant
- have ice cream in the best shop in town
- go camping together

### Reasons:

- It is cheap.
- It is expensive.
- We need to collect a lot of money.
- It is fun.
- It is boring.
- It is easy to organize.
- It is hard to organize.
- We need permission from the head.
- We can keep it to remember our classmates.



How can we celebrate the end of high school?

- I think we can... because...
- I don't think we should... because...
- I think the best option is to... because ...

After you discuss ideas with a partner, **prepare** a report for your class including your ideas from the previous activities.



- Both of us think we can organize a party because it is cheap.
- I think we can't organize a party but (your classmate's name) thinks we can travel to the beach.
- We both think we can organize a party at high school because it is free.
- Neither of us wants to go camping together.

What is the most popular option for the group?

What do they do in other parts of the world?

You are going to **watch** a video about how students in *Burt Township School, Michigan*, celebrate the end of high school.

What do you think they do? **Write** your predictions.



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**Watch** the video and check your predictions.



Would you do the same to celebrate when you finish high school? **Why? Why not?**



**Watch** the video again and **choose** the correct option:

- a- How many students celebrated the end of high school?  62.  6.  2.
- b- How old is this tradition?  Less than 15 years old.  15 years old.  More than 15 years old.
- c- When do students honor this tradition?  In summer.  Before summer.  After summer.
- d- What are they having after this tradition?  A meal.  Classes.  Nothing.

**Celebrations are fun. People enjoy playing sports for fun, too!**  
Do you play any sports? Which ones? Do you play a sport that is not popular?



Read about three particular sports from different parts of the world.

## Wife Carrying World Championship



Every year the small town of Sonkajaervi in Finland hosts the Wife Carrying World Championship. During this competition, husbands have to carry their wives along the track with various obstacles. The track is 250 m long and features several obstacles on land and a 1-m deep water pool.

According to the rules, the participants can carry their wives or their neighbor's. The wife should be at least 17 years old and weigh a minimum of 49 kilos. If the wife is lighter, she should carry an additional rucksack. There are different types of carrying: piggyback, over the shoulder, or Estonian-style when a wife hangs upside-down with the legs around her husband's shoulders and holds his waist.

Text adapted from <https://rove.me/to/finland/wife-carrying-world-championships>

## SEPAKTAKRAW



Sepaktakraw or kick volleyball is a popular sport in Thailand, Indonesia, Cambodia and Malaysia. It is a competitive sport that involves 2 teams of 3 players, known as the left inside, right inside and back. The game takes place on a court that's about the same size as a badminton court, with a 1.5-meter-tall net. The grapefruit-sized balls are traditionally hand-woven from bamboo or rattan, but modern ones are usually synthetic.

Each team is allowed a maximum of 3 touches of the ball to pass it over the other side without letting it touch the ground, of course. The ball can't be touched by the hands or arms. The first team to score either 15 or 21 points, depending on the rules in play, wins the set. The team that prevails in 2 sets wins the match.

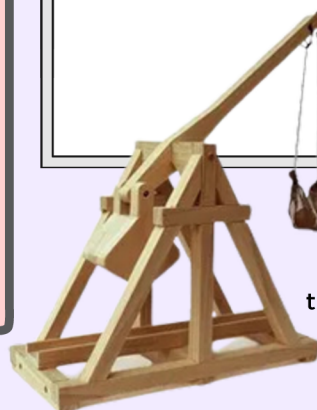
Text adapted from <http://www.bangkok.com/sport-sepak-takraw/>

## Egg Throwing



This is a popular competition in England. Egg throwers can compete in different categories. In the egg-throwing event, teams of two throw and catch an egg over greater and greater distances. In the egg static relay, a team of 11 throwers must pass a dozen eggs down the line as quickly as possible. In egg trebuchet, teams construct machines based on ancient trebuchet designs and launch eggs at a far-away team member. In egg target throwing, competitors earn points by hitting certain areas on a volunteer (human) target.

Text adapted from <https://www.atlasobscura.com/foods/egg-throwing-championship>

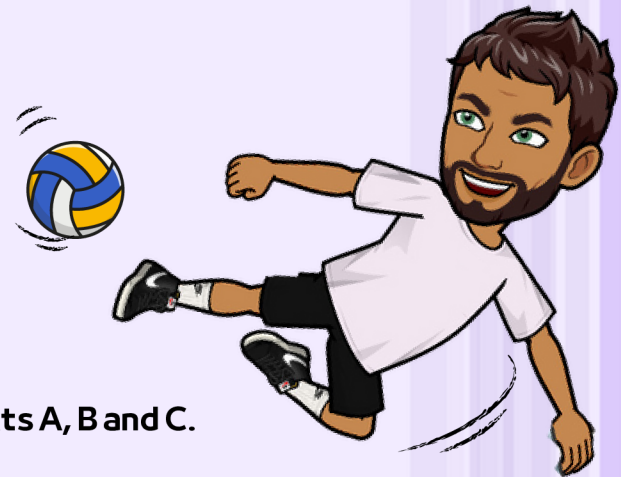


trebuchet

Match texts A, B or C on the previous page to the pictures.



Images from Flickr.com



Read again and match these ideas to texts A, B and C.

- a- This sport is popular in Malaysia. text B
- b- This sport is popular in England. \_\_\_\_\_
- c- You need a ball to play this game. \_\_\_\_\_
- d- Competitors can't use their arms and hands to play this sport. \_\_\_\_\_
- e- It is not a water sport but water is one of the obstacles in this sport. \_\_\_\_\_
- f- Food is part of the competition. \_\_\_\_\_
- g. The participants' neighbors can play, too. \_\_\_\_\_

Personal opinion.

- What sport would you like to try? Why?



I would like to try \_\_\_\_\_ because I think it's \_\_\_\_\_

- When would you like to try this sport?

Next weekend/ Next holidays/ Next \_\_\_\_\_

## During holidays people usually try new sports or hobbies.

What do you do when you are on holidays? **Underline** the activities you usually do.

- play computer games • go to the cinema • go to Zumba classes • watch movies •
- stay up late • eat out • read books • hang out with friends • play the drums •
- go to the disco • visit my family • surf the internet • go swimming •

Would you like to try a different sport or hobby next holiday? What are your plans for the next holiday?

**Mention 3 activities you plan to do next holiday.**

Next holiday I'm going to \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.



### Talking about plans and intentions

- I'm going to help my parents to paint our house.
- My best friend is going to go camping with his family.
- We're going to start our holidays in November.
- Are you going to invite your family to the party?

## Life after high school

**How do you feel about changes?**

**Get into groups of three.** Have a look at these quotes. Do you agree with them?



**Write 2 advantages and 2 disadvantages for these topics.**



- studying at university
- getting a job
- getting a car driver's license
- getting a scholarship
- moving out
- starting a new career path
- joining the military
- taking a gap year
- starting your own business

Use the ideas you came up with to **discuss** these questions:

- What are your plans for next year?
- How can you imagine your life?
- Will you go through a life-changing experience?
- How do you imagine that moment?
- What change would represent the greatest challenge?
- Who will help you?



Sometimes there are defining moments in our life that make us take life-changing decisions.

Read this article that was published in the school newsletter and answer these questions.

1. How did the writer feel at the beginning?
2. When did the writer's first day start to improve?
3. How would you describe the writer's personality?
4. What do you think was the best thing that happened to him on that day?



SCHOOL NEWSLETTER  
#ExperiencingEnglish6

## The Northern Star



# LIFE AFTER *high school...*

By @peter

I remember my first day at university very clearly. I felt excited and happy but nervous at the same time because I didn't know anyone.

Initially, I felt lost because I didn't know where to go or who to ask for information. I met a young girl down the corridor. This person was very friendly and showed me the way to my classroom. I went up the stairs and found the right place. When I entered the room, I felt overwhelmed because it was full of people. Then, I realized all first graders had gathered for a welcoming ceremony.

After a while, I decided to ask a girl what was happening and we discovered that we were in the same group. We introduced ourselves. Her name was Gabriela and she was very kind to me. Soon, I started feeling much better. The first-day activities helped me feel part of a team and I was definitely becoming a university student.

Later, our classes started. In the beginning, most of the students looked shy. One of the teachers talked for a while and then we introduced ourselves. I met a boy and a girl who were sitting next to me. Soon we became good friends. We started chatting and learned more about each other. Although we came from different provinces, we had a lot in common. We spent the rest of the day together until we had to go home.

I will remember that day because I had the opportunity to meet many people. Most importantly, I met my best friends there. This is why this experience was so significant for me.

page 6

Look at these memes. What do they mean?



I expected to party every night and get home at any time but I ended up studying every weekend for tests and exams.

I expected to eat whatever I wanted, like hamburgers or exotic food but my economic situation only allowed me to buy simple food.



Create your memes about how you expect your life after high school will be like and how you think it will actually be. Be creative!



### Pre-writing activity

Complete this graphic organizer with your plans.



When I finish high school, I'm going to...	_____
Next summer holidays, I'm going to...	_____
Next year, I'm going to...	_____

Exchange graphic organizers with a classmate. Do you have similar plans?





Use your ideas in the graphic organizer to write about your plans.



## PROJECT - My dreams

### What do you dream about?

- Read the poem "*Forgotten Dreams*" by José Ariel Cardoso.
- Then, make a list of your dreams.
- Do you have any forgotten dreams? Share your dreams with your classmates. You can include pictures to your project.

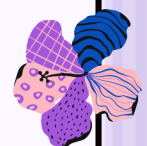


### Forgotten Dreams

We make excuses,  
we get busy,  
we leave the territories  
we had fought for.  
Routine is all around us  
and in its way we walk,  
while those around us,  
think we've grown up,  
And so they're staying  
our dreams, forgotten,  
tomorrow is no longer urgent  
today has delayed us.

Mills are mills,  
enough with the quixotic  
it's not for realistic people  
to touch the sky in flight.  
Suddenly, one day  
we find ourselves judging  
anyone who dreams today  
the same thing we dreamed of  
yesterday.

And so they're staying  
our dreams, forgotten,  
on the stumbling blocks of time  
like wreckage.  
But despite the oblivion  
where they are exiled,  
our dreams always wait  
we dream them again.



Cardoso, J.A. (2014) Los sueños olvidados.  
In Cuaderno Azul. Canciones, Poemas y relatos.  
Translated with permission.

## Stepping out of your comfort zone

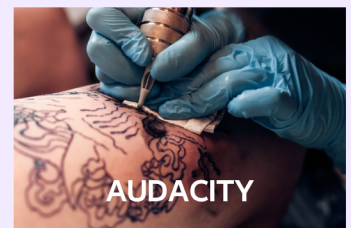
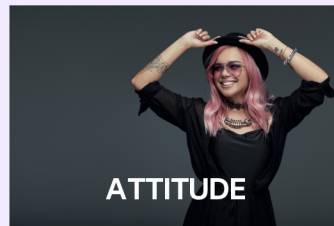
Sometimes, when we try new things, we need to step out of our comfort zone.

Discuss with a partner.

What other situations can make us step out of our comfort zone? These photographs may help you.



Photograph by Verónica Velázquez



Look at this diagram from a magazine. It does not only show the comfort zone but other zones, too.

The diagram shows **comfort, fear, learning and growth zones**.

Get into pairs and complete the missing information with the words in the box.



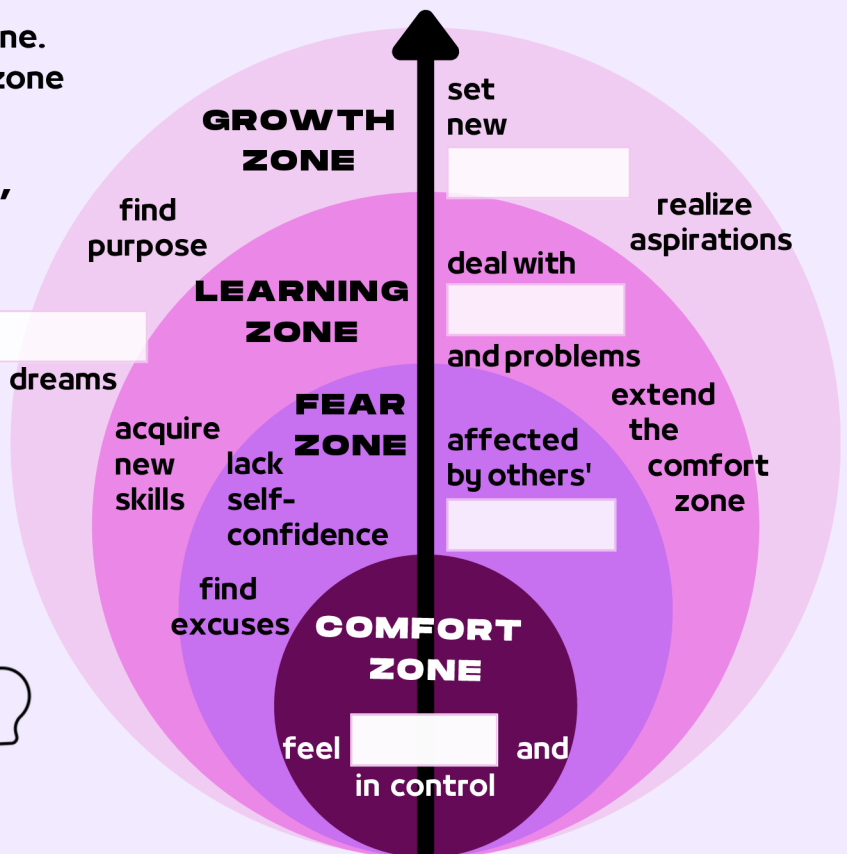
dreams

goals • opinion • safe live • challenges

Think of situations to exemplify each zone.



Discuss it with a partner.



Linda is one of Daniel's classmates. She and her brother Duma had a hard time when they first came to Uruguay. Read what Linda wrote and find the situations described in the diagram above.



I'm Linda and I'm 17 years old. I'm a 6th grader at high school. I was born in Angola and I spent most of my life there. Even though the situation in my country was not the best, I can't complain. My school was near my house and I used to have lots of friends there. My teachers were good and everyone seemed to enjoy school life.



Three years ago, my family and I moved to Uruguay. It was my first time on a plane so I was a bit scared. As soon as the plane took off, I started to feel dizzy and I immediately thought about going home. But it was too late, the journey had already started and I couldn't go back.



At the beginning, it wasn't as easy as I thought it was going to be. I had to speak and learn a new language to be able to communicate with other people. I was lucky to have my brother Duma's help. At first, I was not comfortable speaking Spanish at school so I didn't participate in class. I was afraid that the other students would laugh at me. During the breaks, I used to sit with Duma and his friends, but I didn't speak at all. I didn't join any clubs or after-school activities for a little while even though my teachers and my brother were always encouraging me. One day, there was a sports event in my school and everyone was willing to participate. The thing is I am a very athletic person, but I had let language become a barrier. All of a sudden, I said to myself: "I can't just sit here while everyone is having fun. What am I afraid of?". So, I stood up and joined the rest of my classmates. At that moment, I stepped out of my comfort zone, gained confidence and everything changed afterward.

*"You never change your life until you step out of your comfort zone."*

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



Do you agree with this statement?

Look at the poster and give your opinion.

You can use the SOS box to help you.

## 10 Things that will happen when you start stepping out of your comfort zone.

5



1 You'll start growing quickly.



3 You'll overcome your fears faster.



You'll gain more insight into your strengths and weaknesses.

2 You'll develop more self-confidence.



4 You'll start inspiring others.



6 You'll be more willing to take new risks.



7 You'll get rid of things a lot easier.

8 You'll release the creativity within you.



9 You'll be more successful.

You'll be a lot happier in life.

10





## PROJECT - Stepping out of your comfort zone

Choose one of the following options and write about it.

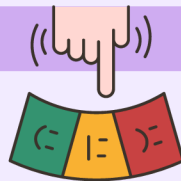
- **Have you ever stepped out of your comfort zone?**  
Write about moments in your life when you have stepped out of your comfort zone. You can use Linda's account as an example.
- **What step will you take to move out of your comfort zone?**  
Do you feel stuck in your comfort zone? Can you think of any area of your life that would benefit from you stepping out of your comfort zone? Write about it.
- **Do you know any Uruguayans who have stepped out of their comfort zone?**  
Write about a Uruguayan, famous or not, who has stepped out of his/her comfort zone to achieve things in his/her life.

### LISTA DE VERIFICACIÓN. GUÍA DE ESCRITURA

Marca ✓ los ítems a medida que los verifiques

- Respondo las preguntas guía con mis ideas.
- Uso palabras y estructuras aprendidas en la unidad.
- Reviso palabras nuevas o que me resulten difíciles.
- 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.
- Chequeo con un compañero.

### SELF-ASSESSMENT



- I can do it by myself.
- I need some help to do it.
- I can't do it.

Read these ideas and tick the correct options			
I can express my future plans.			
I can express my preferences on celebrations.			
I can justify my opinions.			
I can identify the most important information in a video.			
I can identify specific information in a video.			
I can talk about the activities that I usually do on holidays.			
I can read a text and identify specific information.			
I can complete a graphic organizer.			
I can write about my plans for the future.			
I can reflect about stepping out of my comfort zone.			
I can reflect about my dreams.			

**EXIT  
TICKET**  
★★★

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

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

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

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**I felt**

## FINAL PROJECT - My life after secondary school



- Think of what you want to do in the future. Now, you have a school certificate. Are you planning to ask for a promotion at work? Are you planning to study something else? Are you planning to find a different job?
- Focus on the skills and abilities you have. What can your ideal job be?
- What qualifications and qualities do you have?
- Now, think big! Imagine you get the position you wanted.
- Record a video sharing what your new position involves, what your daily life is like and how these activities make you happy.
- Present your project to the class.



	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Silueta textual	El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.	El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.	El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.	En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de la 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 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, piensas 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.

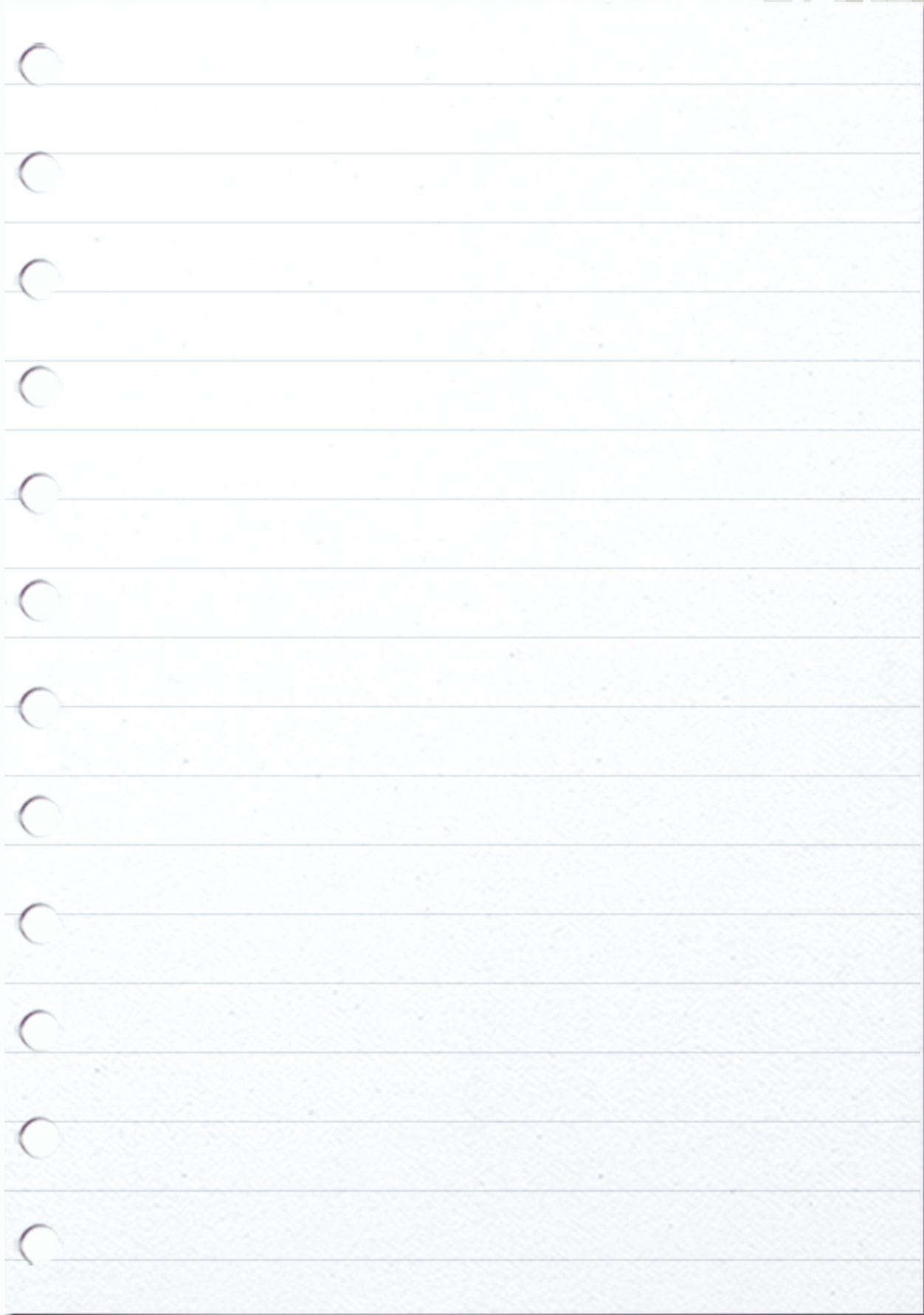
**DID YOU KNOW...?**



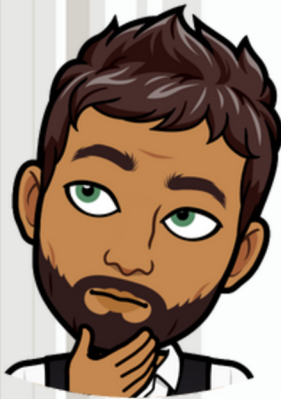
A vocabulary bank is a collection of new words and phrases that the learner or class builds up as they learn.

A large rectangular area with a light purple background and a thin purple border. It contains 15 horizontal lines for writing, with a circular hole punch on the left side of each line.





# 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 6



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS