

#Living Uruguay4

4TH GRADE ENGLISH BOOK



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References



Read.



Watch.



Record a video.



Listen.



Find information in the web / Use your PC to find more info.



Write/ Jot down ideas / Brainstorm ideas.



Talk / Present / Introduce / Speak.



Get in pairs/ Find a pair / Exchange ideas with a peer.



Get in groups / Discuss with your group / Exchange ideas in groups.



Let's play a game!



Conversation Class.

El programa de Conversation Class de Ceibal en Inglés tiene dos objetivos fundamentales: el desarrollo de habilidades de oralidad y el mejoramiento de habilidades de interculturalidad. Para cumplir con estos objetivos, los estudiantes y sus docentes reciben un profesor remoto a través de un equipo de videoconferencia una vez por semana. Todos los grupos de Educación Media están invitados a participar, previa inscripción.

El ícono señala las lecciones en donde existe coordinación entre los materiales de este libro y los del Conversation Class Program.

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Unit 1

SMALL COUNTRY, BIG PEOPLE

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

- understand the origin of the Uruguayan people, their ancestry and their characteristics.
- develop the four skills by means of a wide range of activities.
- get information and give opinions about Uruguayan people, their customs and their lives.
- work cooperatively by means of project work.

“Garra Charrúa”: A myth?



Photo by Gladys Toya Amaya

Hello guys, this is our friend Gladys Toya Amaya. She is a Charrúa descendant, English teacher and advocate. She will be with us in this lesson. She brought some puzzles to solve. Get in four groups and ask the teacher for the puzzles to solve.

* Gladys has a game for us. It is called “Two truths and a lie”. Which of these three ideas is a lie about the Charrúas?

1. They were nomads.
2. They were great warriors.
3. They used astronomy to create solar and religious calendars.

Your answer: For me is a lie because .



* Emma and Lua are learning about the Charrúas in their History class; can you help them? Listen to Gladys and take notes of the most important ideas she shares.



- * Listen to the English teacher and Charrúa descendant Gladys Toya Amaya talking about the topic and read the following text while you listen.



The "Garra Charrúa" of the Switzerland of America

Uruguay is known as that small country neighbor of Argentina and Brazil. It is also known for its candombe, mate, dulce de leche, tango, football and the "Garra Charrúa".

1.

Due to the progress of the country at the end of the XIX century, Uruguay had a period in its history when it was referred to as the Switzerland of America. Additionally, many families came on ships from European countries in search of new opportunities and a better life, but it cannot be forgotten that this was a land that was populated by **natives** like the rest of America.

2.

There were various indigenous **ethnicities** in Uruguay: Guenoas, Yaros, Minuanes, Guaraníes and Charrúas. This last group moved from our coasts towards the north as the colonizers advanced in their conquest. The Charrúas were the ones who also had the unfortunate encounter with Juan Díaz de Solís in 1516.

3.

Although the Charrúas were smaller in quantity, they were distributed throughout Uruguay, Entre Ríos and southern Brazil. They were popular for being distant from the rest of society, more independent and wild, meaning they were more **skillful** and brave in battle. They were also nomads, they hunted to eat and lived in "tolderías".

4.

The Charrúas lived in a continuous **struggle** against the colonizers for approximately 260 years, and, after many battles, their people decreased in number and finally suffered their greatest loss in "Salsipuedes" in 1831. The Charrúas were deceived, cornered and murdered, leaving several women and children alone. They were later divided among different Uruguayan families.

5.

Usually, when there is a football match that becomes difficult, or Uruguay is going through an **adverse** situation, Uruguayans remember their "Garra Charrúa", due to that strength that would be an inheritance of our indigenous ancestors. But it is not a simple legend.

6.

Currently, many anthropologists and researchers are trying to recover the history of our indigenous people. There are many descendants forming groups, trying to reconstruct their own identity and wishing to be heard with their documents and stories. They want to be recognized as Uruguayans but also as indigenous of a new century.

* Read the text and put these titles into the correct place. There is an extra title you don't need to use.

- a. Learning about the Charrúas.
- b. Who inhabited our land?
- c. The Switzerland of America.
- d. The most famous Charrúa.
- e. The strength we have inherited.
- f. Nowadays descendants.
- g. Garra Charrúa: more than a legend.

* Gladys challenged the girls and now wants to challenge you. Read the text again, look at the following questions and choose the right answer.



1. When was Uruguay first called "The Switzerland of America"?
 - a. In 1516.
 - b. In the 1890s.
 - c. In 1831.
2. Why did the Charrúas move to the north?
 - a. Because the colonizers started their conquest in that area.
 - b. Because they were looking for a better place to live.
 - c. To help other indigenous tribes.
3. What happened in 1516?
 - a. Juan Díaz de Solís came to Uruguay.
 - b. The Charrúas fought in the battle of "Salsipuedes".
 - c. Juan Díaz de Solís met the Charrúas.

* Emma and Lua need help to match the words in bold to the right definition.

- a. to work very hard in order to overcome extreme difficulty.
- b. a group of people who identify with each other based on shared characteristics that distinguish them from other groups of people.
- c. a group of people who were born and live in a specific area.
- d. having a harmful or negative effect on something.
- e. having the ability to do something well.

4. When do we usually use the expression "Garra Charrúa"?

- a. When there is an easy football match for Uruguay.
- b. When Uruguay plays football against a difficult opponent.
- c. Whenever Uruguay plays a football match.

5. What are the descendants from the Charrúas trying to do now?

- a. They are trying to recover old documents.
- b. They are fighting to be recognized.
- c. They are looking for other Charrúas.

- * **Imagine you have the opportunity to interview Gladys.** Get in pairs. What questions would you ask her? Here you have an example. What language did the Charrúas speak?



Blank space for writing questions or notes.

- * Swap copybooks with another pair and ask them to correct your questions. You have to correct theirs.
- * Now, do some web research to get more info about the Charrúas.

Photo by Leonardo
Borges Rodríguez



Did you know?

Leonardo Borges Rodríguez is a history teacher, writer and researcher. He has researched Uruguayan History and has many things to say about it.



- * Let's find out more information about Leonardo. Complete the factfile using the information in the box. You can also surf the net for more details about him.

name:

nationality:

date of birth:

field of interest:

occupation:

place of work:

At the end of the book, you can find an article about the "Garra Charrúa" written by Leonardo Borges Rodríguez.

Our ethnic groups



Source: ethnic groups pictures - Bing images

*

Look at the photos and answer the following questions:

Do you think the people in the picture are from the same country? Why/ Why not?

Do you think that they speak the same language? What do they have in common?

- * Get in groups of three and discuss your answers to those questions. This hidden word can help you. Unscramble the letters and discover the topic.



Source: pixabay.com

Take a moment to think...

- * What do you know about your ethnicity and your ancestry?
- * Listen to one of the character's presentation and complete the factfile.



Our ethnic groups

Name: G

Meaning of the name:

Nationality:

Ethnicity:

Languages:

Name: Linda

Nationality: Angolan

Ethnicity: Kimbundu

Languages: Portuguese and Kimbundu

Listen again and correct the information about Linda.

a- Linda is an only child.

b- She learned her traditional language from her mother.

c- She moved to Uruguay four years ago.

d- Linda's last name is Lusati.

- * In our country there are many different ethnic groups. Can you name some of them? Then, place them in the map of Uruguay



Source: wikimediacommons.org

✱ Camila did some research and she wrote this text. Read it.



Uruguay has an interesting history. Charrúas are the ancient ethnic group of Indigenous people located in the current territories of Uruguay and the Brazilian state of Rio Grande do Sul until the nineteenth century. Uruguay is known to currently have no, or very scarce, indigenous population, and it is thought that the people living in the region are descendants of foreign settlers. However, there are still Charrúa communities, even when they were said to have died out in the 1830s. This indigenous group has not disappeared but merely traveled to different regions and got fewer in number. Many remaining Charrúas fled the nation, and those who remained faced substantial pressure to abandon their culture and become enculturated with white Uruguayan practices. So, Uruguay has a few people of purely Charrúa heritage today estimated at 4,9 %, there are some Charrúa's communities living in Montevideo and Tacuarembó.

Adapted from Wikipedia.org



Photo by Mónica Michelena

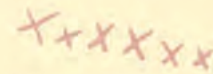


Photo from wikicommons.com

Uruguay is home to people of different ethnic origins. Afro-Uruguayan refers to Uruguayans of Black African ancestry. They are estimated to make up about 10% of the population according to UN and World Bank Reports. They are mainly concentrated in the city of Montevideo. With so few Charrúa descendants, Uruguay's main ethnic minority are people of African descent. Besides African and Charrúa descendants, Uruguay's national identity is highly rooted in its European heritage. Some of them are Spanish, Italian, Armenian, German, Palestinian, Russian, Jewish, among others.

Adapted from Wikipedia.org

Armenian Uruguayans number around 15,000–20,000 of the population, giving Uruguay one of the largest Armenian populations in what is called the diaspora (Armenians living around the world and outside of Armenia). The Armenian community in Uruguay is one of the oldest communities in South America, with most of them residing in the capital city Montevideo. The majority of Armenians in Uruguay are either third or fourth-generation descendants from the first wave of immigrants coming from the Ottoman Empire. They moved in to Uruguay between the end of the 19th century and the Armenian genocide.

Armenian Uruguayans

Adapted from Wikipedia.org



photo from: www.pxfuel.com

Palestinian people in Uruguay are either descendants or Palestine-born people residing in the country. There are approximately 5,000 Uruguayans with Palestinian ancestry, mostly living on the Brazilian border. Most of them live in Chuy, where they run their own businesses and others in Rivera. The majority of Palestinian Uruguayans are Muslims, with a tiny Christian minority.

Adapted from Wikipedia.org

The most important places in Uruguay with a strong presence of people of Russian descent are: San Javier, which has the largest population of persons of **Russian descent**, and Colonia Ofir. There is a small Russian presence in Montevideo, where you can find the only Russian Orthodox Church in all of Uruguay. San Javier is situated on the east bank of the Uruguay River in the Río Negro Department of Uruguay. It was founded in 1913 by a Russian group of settlers.

Adapted from Wikipedia.org



photo from: www.pxfuel.com

- * After you read, match the ethnic groups with the correct place on the map.
- * Which facts did you find most interesting about the different ethnic groups living in Uruguay? Discuss in small groups.



Freddie and Camila are working on a project about ethnic groups. Can you help them? Read the text and write the names of the following ethnic groups on the map:



Charrúa - Afro-descendant
Armenian - Palestinian - Russian

Read the texts again and correct the sentences.

Eg. 1- There are Charrúa communities.

- 1- There are no Charrúa descendants in Uruguay.
- 2- Uruguayan people of Charrúa ancestry are estimated at more than 400.000 individuals.
- 3- The only country where Charrúas were located was Uruguay.
- 4- Most African descendants live in the south of the country.
- 5- The number of African descendants is estimated at 600.000.
- 6- The Armenian community in Uruguay is one of the smallest in the world.
- 7- Most Armenian people came to Uruguay in the 1700s.
- 8- Most of the Palestinian-Uruguayans are Christian.
- 9- The largest group of Russian people in Uruguay is on the Brazilian border.

Uruguay: A friendly country

- * Do you remember Duma? He is talking with Emma during the break.



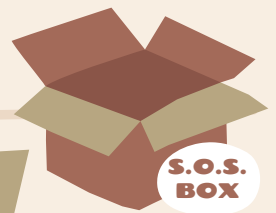
Hi Duma, so nice to see you! I haven't seen you since last year! How are you?

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



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

I love the landscapes and the beaches, but what I love the most is that water is available anywhere.




- * What do you like the most about Uruguay?
- * Get in trios and discuss. You can use the S.O.S. BOX 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 has his own blog where he writes about his experience in Uruguay. These are the comments he came across while reading another bloggers's entries.
- * Read some 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 classes take the bus. How welcoming people are. They are 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 (husband, 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 like 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!

Julie. 

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

* Duma and Emma 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. Julie lives in Uruguay.
6. She believes Uruguayans are impolite.

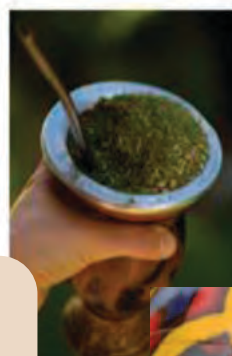
* Find expressions in the texts to describe the pictures below.



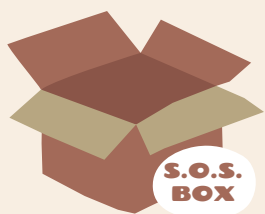
* Write your own 80-word entry on Duma's blog.

You can include info about places, people, traditions, weather, holidays and reasons to come to Uruguay.

You can use the pictures on the right to help you.



If you ask me, Uruguay is a ... country to visit / live in because
The most famous / popular / interesting / attractive place is
Among the different activities you can do here, I'll mention
The people here are... .
Our country has the complete four seasons, which allows people to



Pictures from: <https://pixabay.com/es/>

What makes us different?

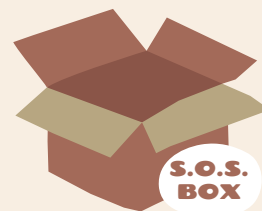
#livingUruguay4

* How do people greet in the different cultures? Do you know? Let's see!

Can you identify the different cultures in the pictures?

How do you call each of the ways to greet?

What do they have in common?



Greetings

kissing
bowing
sniffing faces
greeting with a Wai
shaking hands
bumping noses
rubbing noses
bumping elbows
putting your hand on your heart
waving hands
giving 5
bumping fists

Pictures from pixabay

Do we greet people in any of these ways? Which ones are the most common? Let's find out about ways of greeting people in different cultures.

* Let's share the ideas about greeting with the whole class.



Miming

Do you want to volunteer and mime one of the ways to greet? Can your classmates guess what you are miming?

When your classmates guess, ask them where this greeting is from and any other relevant information.

- * Read the text the teacher will provide you with and complete the chart.
- * Get with another group. One group asks the other questions to complete the following chart.



Country: Greeting words: Meaning: Body language: Gender differences:

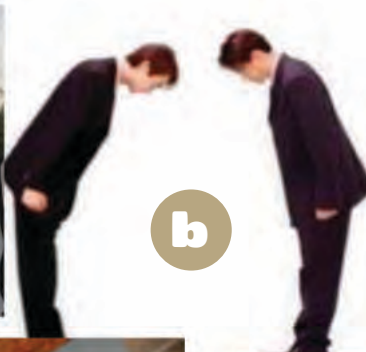
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- * It is very common to identify Uruguayan people because of their gestures, body language, etc. Can you think of any other way of greeting people in Uruguay?

My friends and I usually

In my family, we usually

- * Lua is learning about ways of greeting people in different cultures in order to do her philosophy homework. Let's help her by matching the pictures with the corresponding texts. There are two extra pictures you do not have to use.



Source Bing images and Edmond Dantès in Pexels

* Lua is listening to some texts. Listen to the first text and choose the correct option:



Picture:

In India, people traditionally **1.** each other saying “Namaste”. They place their **2.** in a praying position at the chest and bow slightly. The other person answers by doing the same gesture and **3.** Namaste back. This greeting translates as “I bow to the divine in you”.

- 1.** a) greet b) treat c) meet **2.** a) arms b) hands c) fingers **3.** a) singing b) praying c) saying

* Listen to the second text and fill in the blanks:



Picture:

The people from the Arctic areas from Alaska, and Greenland are called Inuit. The Inuit commonly greet their with a gesture called “kunik”. This gesture involves pressing the tip of one's against another's nose. The kunik is mostly used between mothers and .

* Listen to the third text and decide if the sentences are true or false.



- 1.** In Tibet people stick their tongues out as a way of greeting.
- 2.** This greeting is new.
- 3.** The greeting was used to show they were peaceful.
- 4.** The friendly King's tongue was black.
- 5.** Tibetan people use the expression “Tashi Delek” to wish good luck.

Popular people from Uruguay



What famous people from Uruguay do you know? What do they do?

The person I admire is a woman. She is a singer and dancer. She speaks Russian fluently. She is from Cerro neighborhood in Montevideo. Who is she?



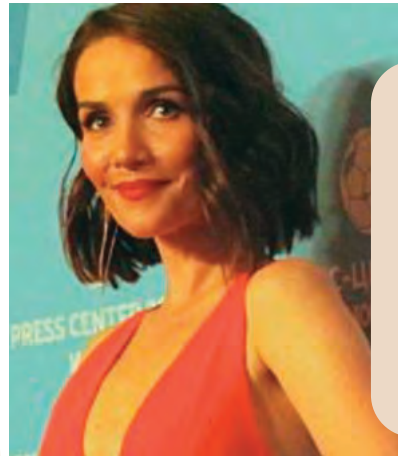
Important people from Uruguay

NATALIA MARISA OREIRO

FROM URUGUAY TO THE WORLD

Natalia Marisa Oreiro Iglesias was born on May 19, 1977. She is a famous Uruguayan singer, actress, dancer, fashion designer, business woman, host and model. In addition to that, she is also the Goodwill ambassador for UNICEF. Natalia is part of the Baby Boomers generation. Today, she goes from the stage to in front of cameras, to premieres, recording studios, and presentations.

Natalia's parents are Mabel and Carlos Alberto. She has a sister named Adriana Oreiro, with whom she has a clothing store called "Las Oreiro". Natalia is married to Ricardo Molloy, an Argentinian rock musician; they have a nine-year-old child, Merlin Atahualpa.



Did you know?

The "Baby boomer generation" refers to people who were born during the years following World War II.

She began studying theatre at the age of 8, and her career in the commercial world started when she was twelve years old. Two years later she had the opportunity to work with Xuxa as a "paquita," then at the age of 17, she moved to Argentina. In 1998 she launched her first record called "Natalia Oreiro". She starred in the soap opera "Muñeca Brava" which was screened in 63 countries all over the world, such as the United States, Russia, Greece, Poland, and all of Latin America. Her single 'Tu Veneno' was nominated for the Latin Grammy Awards for Best Pop Female Vocal Album in 2001. When she was 39, she starred as Gilda in the film: "No me arrepiento de este amor". In 2020, she was the host in Got Talent Uruguay.

Adapted from natalia oreiro biography - www.bing.com

- * Emma likes Natalia Oreiro a lot. She is reading this article about her in a magazine. Let's read it and label the paragraphs! There is an extra heading you don't need to use.

- A. Career
- B. Likes and dislikes
- C. Family life
- D. General information



- * Read the text again and look for some important events in Natalia's life and the years when they happened.

WHEN?

1985

1994

2001

2020

WHAT?

She worked as a "paquita" in the Xuxa TV program.

She launched her first record and starred in "Muñeca Brava".

She played the role of the main character in the film "No me arrepiento de este amor".

- * Who is your favorite celebrity from Uruguay? Why do you like that popular person? What personal characteristics do you know about him or her? Answer these questions on a piece of paper. Then, use each answer to write a paragraph. By the end, you will have a short text about him or her.



- * Look for information about the popular Uruguayan person you like. Complete the following graphic organizer.

#livingUruguay4

PERSONAL INFORMATION:

FAMILY LIFE:

LIKES AND DISLIKES:

AWARDS:

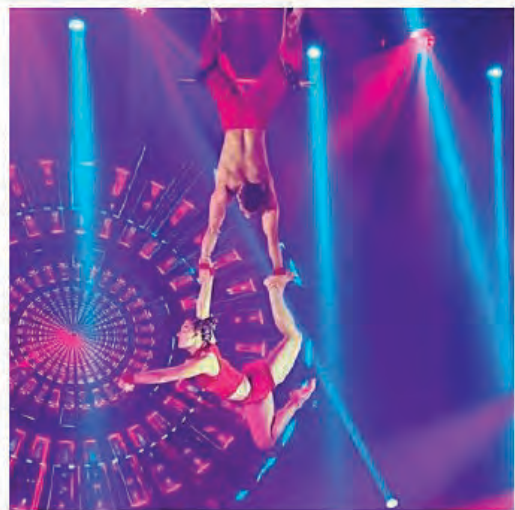
CAREER:

- * What did you learn about that person? Record a video including aspects of his or her life.

Something I learned about is that .



Talented people among us



- * What do these pictures have in common? Can you describe the pictures? Do you recognize this place?



- * Have you ever been to one? How did you like it? Write your opinion here.

- * The characters are reading some brochures about the circus.

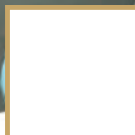
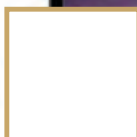
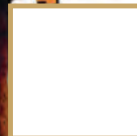
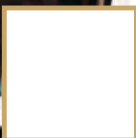
TALENTED PEOPLE AMONG US



- * Would you like to practice any of these circus disciplines?

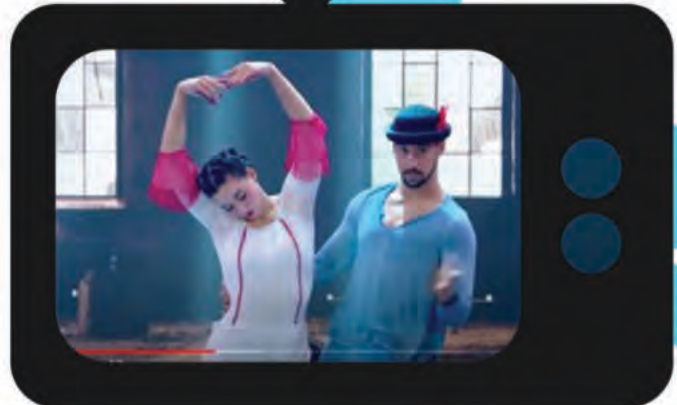
- A- chair balancing** **B- aerial silks**
C- hand walking **D- human pyramid**
E- artistic cycling **F- juggling**

Match the photographs to the disciplines.



If you had to choose one of these circus disciplines, which one would you try?
 If I had to try a circus discipline, I would try...

Lua is watching a performance by **DÚO KAIRÓS.**



Let's watch the video and put the events into the correct order.



- ___ He found a doll inside the suitcase.
- ___ She started moving slowly.
- ___ She stood on his head.
- ___ He ended up feeling sad.
- ___ The boy was walking alone.
- ___ She turned into a doll again.
- ___ He tried to make her stand up.
- ___ The boy found a suitcase.
- ___ They performed on the aerial loop.
- ___ They danced together.

Did you know?

Kairos is a Greek word that refers to the moment in which something important happens, its literal meaning is "right or opportune moment".

Lua was very impressed by the performance of "Dúo Kairós", so she decided to get to know them better.

Read the dialogue and complete it with the corresponding questions.

Hello! Thank you very much for talking to me. Tell me something about yourself!



Thank you for talking to us! We're "Dúo Kairós". My name is Valentina Torena. I was born in Montevideo and I'm 24 years old. He is Randy Quintana. He's 28.

1. What is the next step?
2. And how did you start your circus performance?
3. How was your experience at the competition?
4. Were you disappointed when you didn't win?
5. How many hours do you train a day?
6. How did you meet?

Randy, I love your accent. Where are you from?



I'm Cuban! I was born in the Isla de la Juventud, a tiny island off the south of Cuba.

That's very interesting!

1.



We met at a circus show, can you believe it? We both have the same love of art and the circus. Now we're a couple, both professionally and romantically.

That's sweet! When did you start practicing sports? And which one did you choose?



We both started doing gymnastics when we were very young. I was four and Vale was eight years old.

Wow, you were very young!

2.



I had to stop doing gymnastics because I injured my knee. It was then that I discovered the spectacular circus arts and I fell in love with this discipline.



In my case, when I was thirteen, I decided to quit gymnastics to enter the Cuban National Circus School in which I studied for four years. After graduating, I spent four years at the National Circus of Cuba before emigrating to Uruguay.



3.



We train between two and four hours a day. Sometimes more, because when we're teaching classes at our circus academy we're also practicing.

So, can people live off the circus arts in Uruguay?



Yes! We founded our circus academy in Montevideo a few years ago. It's called Cirkus Life and we teach various circus arts such as aerial skills like trapeze, silks, loops and floor acrobatics like handstands, elongation and contortions, among others. We also have an advanced course in which we train acrobats to be professionals. This course is our academy's greatest achievement at an artistic level.

Last year you participated in Got Talent Uruguay.

4.



It was an incredible experience! Having so many people watching us was a lot of pressure but in a good way. The circus in Uruguay is very underrated, and the program gave us the opportunity to make circus arts better known in the country. This pushed us to give the best out of ourselves.

Well, I can tell you that I loved all of your performances. They were excellent ... and all so different!



Thank you! We wanted to do something different for each performance. As we advanced in the competition, we had to create a highly complex act in a very short time.

And you did great, you got to the semifinals!

5.



Not at all. On the contrary, just getting into the competition was a great accomplishment for us. And the fact of having gotten so far, among so many talented people was a privilege. And we got to show our art!



Exactly, the circus arts here in Uruguay aren't as popular as singing or dancing. But this was a big step, and we believe that future generations are going to do even better. Very talented acrobats are coming soon!

I'm sure of it! Now my last question.

6.



Our greatest ambition is to create a public national circus school in Uruguay, completely free, to offer professional training to high-level acrobats. We want to elevate the Uruguayan circus to an international level.



Photographs by Dúo Kairós

Impactful people in the community



Hey guys, what do these activities have in common?

Which of these actions have an impact on the community? Tell me why.

- help people in need
- build a public place
- embellish the community
- have money
- participate in a charitable organization
- be part of a sports club
- buy an expensive car

Think – Pair – Share



Take one minute and think of the action that for YOU has the highest impact on your community and think of reasons for your choice.

For example: In my community, helping people in need will produce a great impact because there are a lot of homeless people. They sleep on the streets, and they do not have a place to live, a family to support them or a job to support themselves economically.

- * Now, get with a partner or a small group and share your ideas. There are no right or wrong ideas.
- * Finally, if you feel comfortable, share your ideas with the rest of the class.

On the following page, you will read about a person that made a great impact on his community. I invite you to read the text.



Dr. Héctor Barrios

In the touristic city of Piriápolis, Maldonado, there is a short street that links two very important institutions: the public health polyclinic and the public high school. This street is named after Dr. Héctor Barrios to honor the person who promoted and led the entire Piriápolis community to collectively achieve two fundamental rights for its people: public health and education.

Dr. Héctor Barrios (1910-1972) was a doctor and educator. He was born in Solís de Mataojo, Lavalleja, but he moved to Montevideo to study. In 1942, he graduated as a medical doctor from the UdelaR.



Héctor Barrios and his wife Blanca.

After graduating, Dr. Barrios worked as a doctor at the Pasteur Hospital for a while, but later he started to work at the Piriápolis Naval Subprefecture. During this period, he fell in love with the city and decided to move to Piriápolis. He married Blanca Álvarez, a nurse, and had two children: Edgardo and Alondra.

Héctor Barrios was a cheerful and charismatic man with a strong vocation for service and an iron will. So, in addition to his private practice as a family doctor, he devoted his life to improving the city of Piriápolis in what he believed were the pillars of any community: health and education.

During the 1940s, he founded and honorably worked for the public health polyclinic, which started operating in a simple room next to the police station. Later, in 1966, he led the initiative to build the building as it stands today. Nowadays, this polyclinic is called "Dr. Héctor Barrios" in his honor.

In those times, more than a hundred teenagers traveled to the nearby city of Pan de Azúcar to complete their secondary school studies every day; and many more couldn't study at all. Dr. Barrios was a key figure in the creation of the Piriápolis High School as he kicked off the largest people's movement in the history of the city, the fight for their own high school. Finally, an unofficial "popular" high school was created in 1958 and Dr. Barrios acted as its honorary school principal during the founding five-year period before it was officially recognized by the National Board of Education.



Dr. Barrios with the first generation of Piriápolis high school students.

He also participated as a founding member of the Rotary Club of Piriápolis in 1960, and in 1961 he became a member of the Medical Union of Maldonado (today Asistencial Médica de Maldonado).

*"A Good Man with capital letters.
He set out to reach for a dream
and he achieved it through
hard work and sacrifice."*

Cristina Reyes
(Dr. Barrios' former student)

- * What do you think about Dr. Barrios? Do you know anyone in your community that has made such an impact there? Discuss your ideas with a partner.



* Read the text and complete the chart.



Name:

Occupation:

Family:

Personality:

Birth:

Death:

Contributions: 1940s

1958

1960

1961

1966

* Now, answer these questions:

1. What was the impact Mr. Barrios made on his community?
2. Where did he study?
3. What was his first job?
4. What did Barrios consider the most important things in a community?
5. Did he always get a salary for his work?

* As you can see, this person was very important in his community due to his contributions. Discuss the reasons why he was impactful for the community and how the community recognized his actions.

* Can you think of people who made an impact on your community? Find information about that person. You can use the chart about Dr. Barrios to help you organize the info. Then, prepare a poster with the title "Did you know?" and include the info. Paste the posters on the classroom walls so everybody can read about the person you researched on.

Creative minds

- * Challenge! The following are scrambled phrases about creativity, the topic of our lesson. Unscramble the phrases.



Photo by Freepick

imagination world
and
change can
the creativity

something do
every
day creative

is intelligence
having fun
creativity

creativity a is natural
our enthusiasm
of extension

creativity contagious
on pass
it is

creativity comfort
the is
great enemy
of zone

any as
take challenge
a creative opportunity

there innovation
without is no
and creativity failure

- * The phrases are:

1.
2.
3.
4.
5.
6.
7.
8.

- * With which one do you align? Why do you like that phrase?
Are Uruguayan people creative and resourceful? What do you think?
- * Get in pairs and discuss.



- * These are some Uruguayans that have been impactful on different fields. For example, Simon is interested in Eladio Dieste. Read about him.



Photo by commons.wikimedia.org

Eladio Dieste, also known as “the master of brick” was born in Artigas in 1917. He died at the age of 82. In 1936, he enrolled in the College of Engineering at the UDELAR in the Uruguayan capital Montevideo, and he graduated in 1943. There were several architects and engineers in South and Latin America who were working in modernizing architecture and structural engineering, as well as their languages.

The works of Eladio Dieste show a local, innovative form of architecture, as well as a wide range of engineering structures. His buildings were mostly roofed with thin shell vaults constructed of brick and ceramic tiles and have undulating roofs simulating waves. These forms were cheaper than reinforced concrete. In developing this approach, he was an innovator. His works can be found in Uruguay, Brazil, Argentina and Spain. Some of his creations in Uruguay are: Montevideo Shopping Center, San Juan de Ávila Church in Alcalá de Henares, Teatro de Verano Ramón Collazo in Montevideo, the old bus terminal in Salto, Cristo Obrero church in Atlántida, among others.

The Cristo Obrero Church in Atlántida became part of the UNESCO World Heritage list in 2021. It was built between 1958 and 1960, totally in bricks. The brick church is a typical example of his work. It does not have a single supporting pillar. The church is a symbol of a post-modernist approach to architecture, sometimes called Brick Expressionism. Its main features, curved vaults and arches, distribute the roof weight and seem to defy gravity. The church was nominated to be part of the list due to the innovative construction and modernization of traditional building construction.

Adapted from: Eladio Dieste - Wikipedia



- * Read the text and find:

A nickname for Eladio:

His occupation:

The reasons why he was considered an innovator:

Description of his building style:

The nomination that the Cristo Obrero church received:

- * Simon found these four pictures of Eladio Dieste's legacy. Talk to the Art teacher and google information about the places. Write the corresponding name under each picture.









Pictures taken from Wikimedia.org

- * Share the info you found about the places with your classmates. You can write important info under the correct column. Listen to your classmates and complete.



1

Name:

Info:

2

Name:

Info:

3

Name:

Info:

4

Name:

Info:

- * Simon is fond of literature, too. Let's read the prompts and guess the name of his favorite Uruguayan writer.
- 1. It is a woman.
- 2. She was born in Montevideo.
- 3. She had to exile from Montevideo to Mexico due to political reasons.
- 4. She lived in Texas, US.
- 5. She was awarded an *Honoris Causa* Doctorate by the UDELAR.
- 6. She received several awards, including Queen Sofía award and Miguel de Cervantes award.
- 7. She published in Venezuela, Mexico, Uruguay and most of Latin American countries.
- 8. She is in her nineties.

- * Don't say her name out loud. Get in pairs, see if your classmate knows who you are talking about and write down all the info you know about her.



What I know about her...



Let's meet a talented woman.

Ida Vitale

1. The "Cervantes" is the most important Literature prize in the Spanish language. In 2018, a Uruguayan poet, Ida Vitale, was awarded this prestigious prize for her lifetime achievements. She was the fifth woman to win this award. Besides the Cervantes, she's been the recipient of multiple literary prizes and honors for her works. She was also named Doctor *Honoris Causa* by the University of the Republic of Uruguay in 2010.
2. Ida Vitale was born in Montevideo in 1923. She is a literary critic, translator, and author of more than a dozen poetry collections. Among her most recognized works are "La luz de esta memoria" (1949), "Jardín de Sílice" (1978), or "Donde vuela el camaleón" (1996). She was part of the Uruguayan art movement known as the 'Generation of 45' along with Mario Benedetti and Idea Vilariño.
3. In 1950, she married the literary critic Ángel Rama and had two children: Amparo and Claudio. After 19 years of marriage, they got divorced in 1969. A year later, she married Enrique Fierro, another poet.
4. In 1973, she and her second husband moved to Mexico for political reasons. Where they lived until 1984. They returned to Uruguay. In 1986, the couple emigrated again, this time to Texas, USA. They lived in Texas for 28 years, until Enrique Fierro passed away. In 2016, she decided to come back to Montevideo, where she currently lives.

* Which paragraph talks about these topics? Write the number of the paragraph next to the topics:

- ☐ Family life
- ☐ Awards & recognitions
- ☐ Working life
- ☐ Residences



Photo by commons.wikimedia.org

Did you know?

The generation '45 was a group of writers, mainly from Uruguay, who had a strong influence on the literary and cultural life of Uruguay and its region.

Its name derives from the fact that the writers began their careers mainly between 1945 and 1950.



*

Linda also likes literature and she is reading poetry because she wants to improve her English. Today she chose this poem written by Ida Vitale and she read it in English. Do you want to read it with her?

*

What is the poem about? Choose the options that you think relate to the topic of the poem:

Fortune by Ida Vitale.

For years, to have enjoyed both the error
and its mending,
to have been able to speak and walk freely,
and existed without mutilation,
and entered churches, or not,
and read, hear music that is dear to me,
to have been at night a being, as in the light of day.

Not to have been married in a transaction
measured by goats,
not to have endured being governed by relatives,
or legal lapidation.

Never to have to march again
or ever condone words
that sow filaments of iron
in the bloodstream.

To discover on your own
another being, unforeseen
over the bridge of your gaze.

To be human and a woman, no more, no less.



English version by Tanya Huntington.

A. Being free ☐

B. Enjoying your own company ☐

C. Giving thanks for living in this time and age ☐

D. Falling in love ☐

E. Preparing to get married ☐

F. Loving your essence ☐

G. Working life ☐

H. Taking decisions ☐

I. Sharing with your best friend ☐

Our hidden Achilles' heel

Who was Achilles?

Achilles was a famous Greek hero in the Trojan war. His mom wanted Achilles to be immortal. To achieve that, she held him by his heel and dipped him in the River Styx. The only dry, and therefore weak, part of his body, was his heel. Since then, you metaphorically call your Achilles' heel to your weaknesses.

- * Lua, Emma and Freddie are talking. Read their conversation.



Lua: This weekend was great. I spent the whole weekend binge-watching series online.

Freddie: You know Lua, I'm not a big fan of series. I prefer old movies, like the one I watched last weekend. What about you?

Emma: It depends. Some old movies can be really fascinating. What did you watch?

Freddie: I watched Troy for the tenth time!

Lua: Kind of boring!

Freddie: No way, Lua! There are so many incredible characters! Achilles is my favorite one. It's like a mixture of strength and weakness.

Emma: We all have our Achilles' heel—In my case it is punctuality. Mom says that If I were like my great grandpa, Patrick, I would arrive on time everywhere.

Freddie: Why like your great grandpa?

Emma: Because he was British and it is said that all British people are punctual.

Lua: I get it! I always have to wait for you!

- * What did Lua and Freddie do during the weekend?
- * What does Emma have to say about that?
- * What does the expression "Achilles' heel" mean?

Did you know?

Binge-watch is to watch series or television non-stop.

- * In the dialogue, Emma talks about her ancestry. Her great grandpa was British. It is said that British are punctual. What are the characteristics of Uruguayan people? Work in trios and make a list.



e.g. We Uruguayans are .

Our Achilles' heel is .

Share your ideas with the rest of the class.

What things do we admire from other nationalities?



- * Let's talk about different countries and nationalities. Look at the following flags and label them.
- * Exchange your ideas with a classmate.
- * What do you know about these countries? Keep on working in pairs and share information. Write it down.



Marker Talk

1. Take a marker and write things you know about the different countries.
2. Your classmates can reply to what you wrote. You can add new information or just draw something in response to what is written on the board.
3. Go back to the information you wrote and see whether you agree with that or not.
4. If you have doubts, you can check information on the internet.



- * From these countries, which one do you think is the most reputable? Why?



Some useful expressions you can use.

I think

In my opinion,

The most reputable country must be... because... .

I'm not sure, but I guess the most reputable country could be... .

- * Discuss your ideas with a partner. Then, share your thoughts with the rest of the class. Write down the most significant ideas.



"The Most Reputable Countries in the World"

The Reputation Institute ranked Sweden, Canada and Switzerland as the most reputable countries in the world. The Institute's ranking is based on the collective opinions of 48,000 people surveyed throughout the G8 countries (Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States).

According to the Reputation Institute, a country has a strong reputation if people perceive the country as having an advanced economy, appealing environment and effective government. Interviewed people also expressed that they admire, trust, or feel esteem toward the country. These perceptions and feelings are based on people's direct experience, stereotypes and the country's actions.

Positive experience and stereotypes are the result of a country's performance across social, political and economic spheres. Nine of the 10 most reputable countries are considered to be among the happiest nations in the world; eight of the 10, have the highest social progress and lowest corruption levels worldwide; and six of the 10, score highest on transparency in the media ratings.

Top ranked Sweden has the highest ratings worldwide on press freedom, environmental performance and gender equality. As for other top-ranking countries, Canada is rated high in social progress, Switzerland in happiness and Australia in peace. Once achieved, respect has a tangible economic effect for a country. Researchers from the Reputation Institute claim that the country's reputation positively affects its tourism, exports, foreign investment and inflow of high-skilled workers.



Abridged from: <https://knoema.es/infographics/axgsdxc/the-most-reputable-countries-in-the-world>

1. Who took part in the survey?
2. What does having a strong reputation mean?
3. Why does Sweden rank first?
4. How does a country's reputation impact on other aspects?
5. What did people take into account to answer the survey?



What do you admire the most about our country? Find information about our country. Is Uruguay a reputable country? Is Uruguay mentioned in any lists / rankings?

Uruguayans living abroad

- * Emma is interested in knowing about Uruguayans living abroad. Look at this challenge and guess what the different items have in common, or what they mean.



3.485.151



41

547



- * What is the relationship among all these pieces of information? Share your findings in a small group of three.



My ideas

My partner's ideas

My partner's ideas



3.485.151 is the current population of Uruguay (2021).

ISL godparents live in 41 countries around the world.

There are 547 godparents working with Uruguayan students.



"Inglés Sin Límites" is a program that focuses on teaching English in Rural and Special Schools all over the country.

Did you know that ...

... there are 526.401 Uruguayans living abroad?



Why do you think all these people left Uruguay?

We have received some pieces of advice from the Godparents living abroad. Let's read them and decide which can be the most valuable.

COUNTRY	ESTIMATED POPULATION OF URUGUAYANS
Argentina	212.000
Spain	80.000
The United States	68.800
Brazil	55.000
Canada	20.000
Israel	15.000
Paraguay	12.000
Australia	10.000
Chile	9.000



Source: Dirección de Vinculación, Dirección General para Asuntos Consulares y Vinculación (Ministerio de Relaciones Exteriores) - 2018

Photos by ISL

What is your #1 piece of advice to a Uruguayan planning to live abroad?

"Embrace the differences and try new things. Don't just stick to what you're used to and try to build a little Uruguay abroad". (Rosario, 51)

"Bring lots of yerbal"
(Sabrina, 21)



"Do your research, be open to meeting people, don't spend lots of time thinking about what you left, and instead focus on your future, and if things don't work, don't be ashamed of returning". (Carlos, 48)

"Never forget your roots, but be open, adapt and taste all the cultures you find on your way". (Santiago, 32)

"Study as much as you can, and be well prepared. You can never study enough. Take advantage of the mostly free education in Uruguay. In the US higher education can be very, very expensive". (Estela, 71)

"Embrace the opportunity with an open mind".
(Roberto, 52)



"It will be really hard at the beginning but it will help you grow up and see things differently". (Mariana, 42)

"Be humble, be prepared to work hard, building trust with strangers takes time, always follow up on your promises. Try and come back to visit as often as possible to keep the link alive and keep up to date with events and progress". (Hugo, 51)

"Try to reach out to other Uruguayans living there, it will make you feel closer to home". (Gimena, 53)

"Learn as much as you can of the new country, culture, people, education etc. by getting involved and making yourself a part of it while teaching them and exposing them to your own culture and showing what makes your country to be unique. Do not forget your roots. It's ok to compare differences with this new country and your own but don't judge, don't stereotype, don't criticize, not everybody is the same and don't think one country is better than the other, they're just different". (Cristina, 42)



- * Rank the three most relevant for you.
- * Get in pairs and share your opinions orally.
- * Think of a new piece of advice that was not mentioned and write it down.



Choosing to live abroad

#livingUruguay4



- * Look at the following pictures. They were taken by Paula Silva, a Uruguayan woman living abroad. Can you guess where they were taken?

Source: Paula Silva

- * Paula is in this picture. Guess who she is. Here you have some clues:

She is very friendly so she is always with a smile on her face.

She has long hair.

She really likes wearing sunglasses.

In my opinion Paula is the one on the left/middle/right because she... .

I think Paula is the one wearing... .

I believe she is the one who has... .



Paula loves Uruguay but some years ago she decided it was time for a new adventure and decided to move to another country. She misses her family and friends a lot and that's why she is always sending them videos.

- * Watch a video Paula sent to her family in Uruguay, and answer some questions.



1. Where is Paula living?
2. What is Paula's profession?
3. Why did she decide to move to this country?
4. What does she like the most about living there?
5. What does she miss from Uruguay?

Paula is an adventurous person. She believes that living abroad is a great and enriching experience since you can meet new and interesting people from all over the world. Paula met a lot of people while living abroad.

- * Read their descriptions and answer some questions.



- a. What job do you think is the most interesting?
- b. What is the strongest reason to leave?



I'm an economist at an EU agency. I'm currently Chair of one of the agency's scientific committees. I left to do a master's degree, and then I stayed because I had much better opportunities.

Rosario, 43, Finland.

I'm a supervisor of invoicing and contracts for a multinational team in several locations, in a global technology company. I decided to leave because of a work career opportunity and also to broaden my horizons and learn.

Tania, 44, Poland.



I'm a journalist and digital news editor. I was recruited by an international broadcaster to work abroad.

Roberto, 52, UK.

I'm responsible for Environment, Sustainability and Governance compliance at a large exporter of tropical fruit, from Latin America to Europe and North America. I left my country to study.

Hugo, 52, Costa Rica.



I'm an Information Systems Engineer, Project Management Professional currently working as Senior Solution Delivery Consultant in the Digital Quality Sector. I wanted to experience living in a different country and have the opportunity to travel through work.

Eugenia, 47, Germany.

- * If you had the opportunity to live abroad, where would you live? Why?

Here you have some examples:

*If I had the opportunity to live in another country, I would travel to a European country.
If I traveled to Europe, I would love to do it with friends.*

- * In her video, Paula mentions some positive aspects of living abroad. Can you think of some disadvantages of leaving your country? Write at least two and say why they are disadvantages.



The need to leave my country

* Camila and Simon are waiting to start the astronomy class. Read their dialogue and answer the questions.

1. Where are they?
2. Why is Simon excited?
3. How do they feel about Astronomy?
4. How can you tell?
5. Who is mentioned in the dialogue?

* Simon wants to share one of Sebastián's podcasts with Camila and us. Let's listen to Sebastián and take notes about the following items.



Name: **Sebastián Bruzzone**

Occupation:

Place of work:

Time spent in the USA:

Qualifications:

Job description:

Final comments:



- * Simon says that he loves everything related to outer space. Do you think that it is possible to have a job related to astronomy in Uruguay? Simon's wildest dream is to be an astronaut. What should he study to accomplish his dream? Find info on the internet.



What you need is...

- * Simon found an interesting article talking about the requirements to become an astronaut. He shares the article with you, read it.



Becoming an astronaut

Today, to be considered for an astronaut position, you must be a U.S. citizen, possess a master's degree in a STEM (science, technology, engineering and math) field, including engineering, biological science, physical science, computer science or mathematics, from an accredited institution, have at least two years of related professional experience obtained after degree completion or at least 1,000 hours pilot-in-command time on jet aircraft and be able to pass the NASA long-duration flight astronaut physical.

Astronaut candidates must also have skills in leadership, teamwork and communications. NASA's Astronaut Selection Board reviews the applications and assesses

each candidate's qualifications. The board then invites a small group of the most highly qualified candidates for interviews at NASA's Johnson Space Center in Houston, Texas. Of those interviewed, about half are invited back for second interviews. From that group, NASA's new astronaut candidates are selected. They report for training at Johnson and spend the next two years learning basic astronaut skills like spacewalking, operating the space station, flying T-38 jet planes and controlling a robotic arm. With NASA's plans for the future of exploration, new astronauts will fly farther into space than ever before on lunar missions and maybe the first humans to fly on to Mars.

Taken and adapted from: https://www.nasa.gov/audience/forstudents/postsecondary/features/F_Astronaut_Requirements.html

- * As Sebastián did, we may study in Uruguay for a job that we can't do in our country. Think of jobs that we don't have in Uruguay. Get in trios and jot down some ideas. Then, write a short magazine article (between 80-100 words) about that job.



Missing Uruguay



- * Look at this picture. What do you remember about Lua and her mom Dolores?

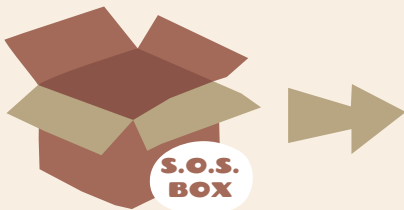


Photo by canva.com

- * What Dolores misses the most from Uruguay is the weather. If you lived abroad, what would you miss from Uruguay?

I would definitely miss because .

- * What about you? Do you agree with your classmates' statements?



I think the best thing is ... because ...
In my opinion the best thing is ... because...
What I love about Uruguay is ...

- * When Dolores left Uruguay, she took some objects with her in order not to miss her country so much. Imagine you have to move to another country. What object would you take with you to remember Uruguay?

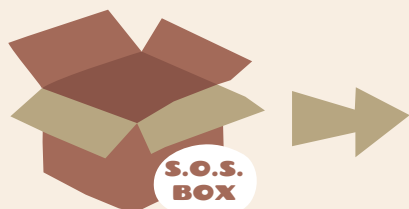
e.g. If I moved to another country, I would take...



Pair work discussion:
 Lua is leaving Uruguay
 during winter holidays.
 Imagine you have to give
 her a present in order to
 remind her of Uruguay while
 she is away. Look at these
 objects, which one do you
 think she would like the
 best? Which one represents
 Uruguay the best?



Photo by canva.com and Wikimedia commons



In my opinion... is a good option because she likes...
 I think ... is the best option because...
 I believe ... is a great idea.

What would someone who has lived abroad for more than years miss from Uruguay?

- * Think of possible answers related to your own ideas and guesses.

- * María Ema Márquez is Dolores' friend. She lives in Miami, FL.
 Listen to her and tick the thing/s she misses.



Friends

Family

The neighborhood

Food

Carnival

Holidays

The seasons

The sunset

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Photo by María Ema Márquez

- * Vote on what you would miss the most if you were to move to another country.

Options: FAMILY, FRIENDS, FOOD, CULTURE, CELEBRATIONS...

- * You can choose to use Mentimeter or Survey Monkey.

Pursuing our dreams



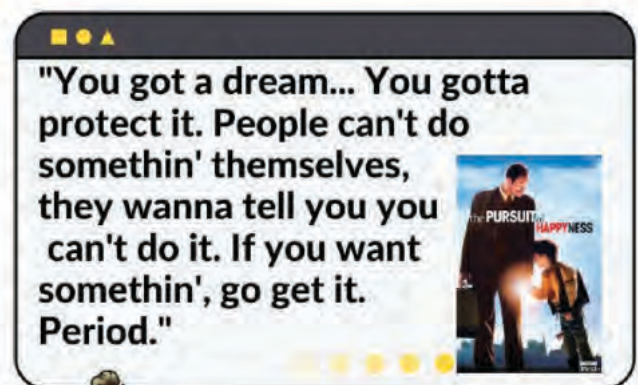
- * Get in pairs and discuss. We are going to watch the trailer of the movie The Pursuit of Happiness.



- What situations do the characters go through?
- What personal characteristics can you spot about the father?

- * Lua has just uploaded a picture on her social network. Take a look at her post.

What do you think about this quote?



Source: commons.wikimedia.org

- * Lua believes that in order to succeed in life you need to fight for your dreams. She thinks that people who are perseverant will probably accomplish their dreams.

One of the women that Lua looks up to is Caro Criado. Do you recognize her?

FASHION & style

#LIVINGURUGUAY4

APRIL 2021

CARO CRIADO



What can you tell us about you?

Hi, my name is Carolina Criado. I was born in 1986. I'm a Uruguayan fashion designer. I'm married and I have two children, Ramón and Ignacia. I have lived my whole life in Punta Carretas. My family and I love nature and spending time in the open air. That's why we decided to move to a ranch.

What can you tell us about your family?

I have an artistic family and I knew I wanted to be a fashion designer since I was a child. My grandma was my big inspiration. I believe I inherited her taste for fashion. She was a decorator and I was always helping her make flowers to decorate different places.

*Corte y Confección

11 | FASHION MAGAZINE
TEXTS AND PHOTOS BY CARO CRIADO

Where did you study?

Regarding my career, I started studying in 2009. I studied Fashion Design at Peter Hamers Fashion Design School from 2009 until 2011.

Great! Did you take any other courses?

I studied dress making* at UTU, too. I also studied in Buenos Aires.

How did you start your own business?

While I was studying I started making and selling dresses by going to people's houses. I used to carry a bag full of dresses to sell.

When did you open your first store?

I inaugurated my first clothing store in Carrasco in 2011. It wasn't hard for me because I had lots of customers, and they all supported me. From 2012 till 2016, we opened different stores in la Barra, Punta Carretas, Calle 20 in Punta del Este and in Chile.



Have you been able to keep going with the business through pandemic times?

Nowadays, due to Covid 19, we had to close our stores in Punta del Este. We had to find new strategies in order to cope with the pandemics. We started using e-commerce and selling a lot from our website.

You have become a well-known person in the fashion world. What dreams do you still want to accomplish?

One of my biggest dreams would be to be part of a Fashion Week and to have stores in Europe and in the USA.



Were you able to succeed in Uruguay?

I was able to succeed in Uruguay, but I believe it is very important to study a lot in order to stay updated since fashion is in constant change.

What advice would you give to people that want to follow their dreams?

Being positive is quite important since what we think about, we bring about. If we expect good things to happen and if we visualize our desired results we can attract anything we want into our lives. Working hard is the key.

* Read the article and complete a factfile and answer these questions.

1. How did Caro start her business?
2. What improvements did she have during the pandemic?
3. What does she advise younger people?



Factfile

Name: Caro Criado

Age:

Occupation:

Place of residence:

Studies:

Family:

Physical appearance:

Stores:



* Lua and Emma have found information about another successful Uruguayan woman.

* Watch Gabriela Hearst's video.



* What differences or similarities can you spot between Caro Criado and Gabriela Hearst?



Photo by Gabriela Hearst.

* Think about your own dreams and describe what things are necessary to achieve them. Can all dreams be achieved in Uruguay?

Look up a quote connected to the pursuit of dreams on the internet to sum up your ideas. Create a post that can be uploaded in CREA or can be done on paper to share with the rest of the class.



Projects

Project 1: Gaucho Power / El Cuarteto de Nos

Do you know the band “El Cuarteto de Nos”? Have you ever heard any of their songs? One of the members of the band, Roberto Musso, composed the song “Gaucho Power”. Read the lyrics of the song. Identify the most significant characteristics of the Gaucho. Do you agree with Roberto? Which ideas would you add to or remove from the song? According to your own ideas and the material we worked with during this lesson, are there any similarities between Charrúas and Gauchos?



Photo by commons.wikimedia.org

Project 2: What other ethnic groups are there in Uruguay?

Carry out an investigation in groups about other ethnic groups in Uruguay. Then, choose one and write a paragraph about that ethnic group: find out about the number of people who descended from that group in our country, about their language, how their ancestors arrived in Uruguay and their customs. Present the information with a video or PPT to the rest of the class.

Project 3: Let's find out about more greetings the Uruguayan people use

Then, choose one and complete the chart. Finally, write a paragraph about one way in which people greet in Uruguay by using one of the text models as a guide.

Country:	Greeting words:	Meaning:	Body language:	Gender differences:

--	--	--	--	--

Project 4: Talented people around me

Look for talented people in your family, group of friends or community. Then, ask that person some questions. Finally, present your findings to the group by doing a presentation about that talented person or that talented group.

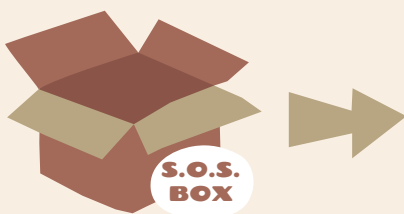
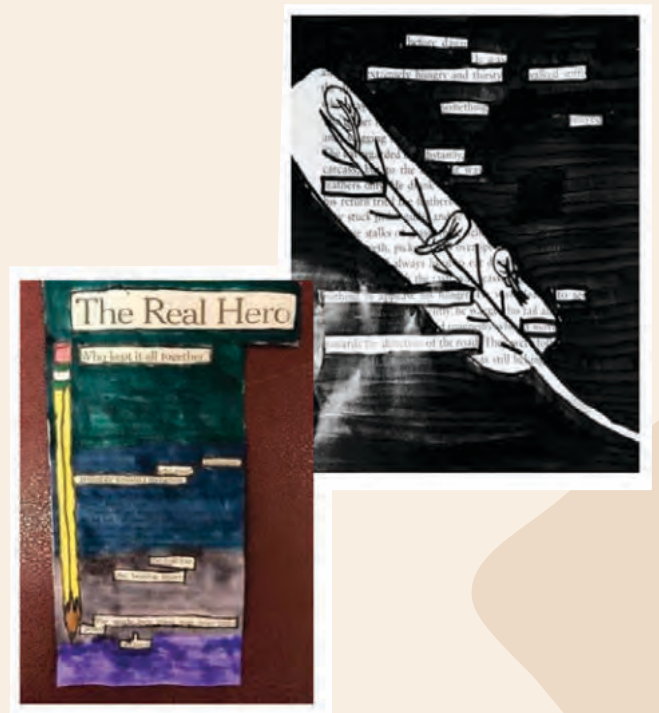
Project 5: Making an impact on my community

Research about an influential person in your community and share the information about him or her with the class. Make a presentation including pictures, stories about the person, reasons why he/she was influential and any other info you consider important to know.

Project 6: A blackout poem

Let's create a blackout poem! Read the poem again and circle all the words or phrases that you like. Then, cross out the rest of the words that you haven't chosen. You can use the colors that you want to highlight your favorite words or phrases and make a drawing, too. These are two examples of blackout poems:

After the teacher has stuck all the poems on the board, write comments next to each poem. You can write about the things you liked the most about each of them.



The post I agree the most with is ... because ...
I believe that ...
I agree with ... because I think that ...

Project 7: The place you have chosen

Choose a country and create a presentation talking about the country you would like to live in. Mention the advantages and disadvantages of living there. Create a video and work with the history and geography teacher to add more information about the country you would like to live in.

Project 8: I know people living abroad

Camila tells Simon that one of her cousins lives abroad and has sent her a video.

Watch the video. Who is Felipe? Where did he study? Where is he living now? Why does he encourage people to study English?



Look for somebody living abroad from whom you could record a video. Why did they leave the country?

Unit 2

THINKING AHEAD

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

- deal with the topic of work, students' future and various ways of getting involved in society.
- use English as a means to reflect upon the type of person and professional they want to be.
- think of the process of getting a job, taking into consideration their strengths, personal characteristics, legal requirements to get a job and their purpose to get a job at an early age.
- think of underprivileged people and how we can help them overcome the issues they face daily, promoting social awareness and solidarity.
- reflect upon ways to be socially responsible and economically autonomous by earning our own money.
- promote social awareness and solidarity.

The person I want to become

- * Camila is taking an English lesson. The teacher is challenging the students to guess the name of a movie. She gives them some clues. Help Camila guess the movie.



What's the film?

One of the characters kills his brother.

It takes place in the jungle.

There are lots of different animals.

Some of the animals that appear in the film can laugh in real life.

It was based on the play "Hamlet" by William Shakespeare.

The movie starts with the song "Circle of Life".

- * What do you know about the film? You can search information on the internet. Write what you know under the first column.



What I know about the movie

What my partner knows about the movie

- * Get in pairs and share your ideas with a partner. Write down what your partner knows in the second column.



- * Camila has a motto. Her motto is "Hakuna Matata". It is a short sentence or phrase that encapsulates the beliefs or ideals guiding an individual, family, or institution.



Did you know?

"Hakuna matata" is a phrase in the East African language of Swahili that literally means "no trouble" or "no problems".

- * Listen to the first minute of the film "The Lion King" and tick (✓) the words you hear.



☒ Listen and tick the words you hear.

- | | | | |
|----------------------------------|-------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> lion | <input type="checkbox"/> philosophy | <input type="checkbox"/> jungle | <input type="checkbox"/> warthog |
| <input type="checkbox"/> friends | <input type="checkbox"/> motto | <input type="checkbox"/> animals | <input type="checkbox"/> young |



* Listen to the song again and choose the right option.

1. What adjective is used to describe the 'phrase'?

- a. beautiful ☐
- b. wonderful ☐
- c. delightful ☐

2. What could Pumba do with his aroma?

- a. attract other animals. ☐
- b. clear the savannah. ☐
- c. hide from his enemies. ☐

3. How is Pumba's soul described?

- a. sensitive ☐
- b. sensible ☐
- c. susceptible ☐

4. What does the word "downhearted" mean in the

- a. to be in love. ☐
- b. to feel sad. ☐
- c. when your heartbeat slows down. ☐

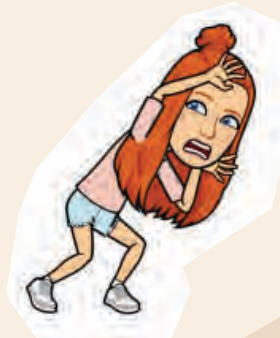
5. What do you think the word "craze" means?

- a. going slightly mad. ☐
- b. something everyone does for a short time. ☐
- c. a type of maze. ☐

* Camila believes that being afraid is part of human nature. However, it is important to live without being afraid of everything.

Your opinion matters:

1. What are you afraid of?
2. What did you use to be afraid of in the past and you are not afraid of anymore?
3. What are your friends afraid of that you aren't?
4. What fear do you want to overcome?



- * Look at the following quotes and discuss which one/s you like.



What you get by achieving your goals is not as important as what you become by achieving your goals.

Zig Ziglar

The distance between dreams and reality is called action.

You don't have to be great to start, but you have to start to be great.

Zig Ziglar

Your only limit is you.

The difference between who you are and who you want to be is what you do.

It always seems impossible until it's done.

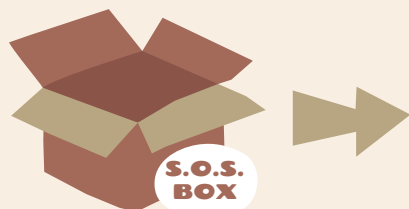
- * Do you let quotes influence your life? Some people love discovering new quotes and living their lives according to what they say. Do you have a quote or motto for your life?





- * Who I was born to be is the title of a famous song. Do you think you are born to be a type of person, or there are some steps a person must follow to succeed or become the person they want to be?

You have some ideas: work hard, keep trying until you succeed, be decisive, fight for your goals, have family and friends around you, never give up, be gritty, be yourself and ask for help.



We believe that to become the person you want to be you need to...

You should...

You shouldn't...

The path I want to follow



- * The book characters are attending a workshop at school. The instructor poses a question to the participants.

WORKSHOP

- * How do you imagine your future? Let's do some thinking.

- 1 Sit comfortably.
- 2 Close your eyes.
- 3 Observe your mind.
- 4 Focus on your five senses: – what can you see, hear, smell, taste and feel?
- 5 Come back to the present.
- 6 Think about your goals for the future.



Image source: canva.com

- * Were you able to imagine some of your goals?
- * What could it be possible for you if you think outside the box and unlock your imagination?



Did you know?

Think outside the square / box: to think imaginatively using new ideas instead of traditional or expected ones.

- * A lot has been written about the future and the way teenagers must face it. It can be difficult to visualize our goals. Let's try to think about the future and answer some questions. Let's complete the following chart.



MY DREAMS CHART

- * How do you imagine your future? Let's do some thinking.

What would you like to BE?

What would you like to DO?

What would you like to EXPERIENCE?

What makes you feel HAPPY?

What makes you feel ENTHUSIASTIC?

What makes you feel ANGRY?

- * Share your answers orally if you feel comfortable with that.



- * The way we feel together with our expectations can determine our path for the future. Read the following accounts from some teenagers like you.



Tiffany, 15 years old: The tornado took thousands of lives, including some of my own family members, and I thought that it would take mine, too. But to me, surviving the tornado was an **eye-opener**: in a way, it taught me to love and appreciate myself every moment



Photos source: canva.com



Máximo, 17 years old: I've always been **slow on the uptake** of what to do in the future. Now, I feel like I think more realistically because I'm almost finishing high school and I'm getting closer to turning 18. I see I'm going to be an adult soon, and I know it's time to move away from home. I feel excited and nervous about that.

Marina, 16 years old: When my parents **split up**, I saw myself going through so many changes that I came out as an entirely new person, and arguably someone who I like a lot better. I've learned to accept and not judge other people's actions. Now I can **see the daylight**.



Marisa, 16 years old: This pandemic changed what I wanted to do for my career dramatically. Pre-pandemic, I wanted to be a social worker and aid people, make their lives better as much as I could. However, once the pandemic hit, I realized that healthcare workers help so many more people on a daily basis, and that's what I truly want to do. Now I want to become a nurse in order to **lend a helping hand** to as many people as I can in my life.

- * After reading the accounts, answer the following questions.

- Who is planning to move?
- Whose family changed?
- Who went through a natural disaster?
- Who decided to change careers?
- Who changed his / her own perception?

- * The four people in the text used some expressions which have been bolded. What do they mean? Put the bolded phrases into the correct places.

Read the text again and match the expressions in bold to the correct meaning.

To find difficulty understanding things. _____

To understand something that you could not understand before. _____

To do something that helps a company or person. _____

To end a relationship or marriage. _____

Something that surprises you and teaches you new facts about life, people, etc. _____

Sometimes we may feel overwhelmed by the future or the decisions we must make, but, as we mentioned before, what would happen if things changed all of a sudden?



WHAT WOULD HAPPEN IF...?

- * How do you imagine your future? Let's do some thinking.

If I got a scholarship to visit the United States next week, I would / wouldn't _____.

If I won the lottery, I would / wouldn't _____.

If my parents decided to move to another city, I would / wouldn't _____.

If the internet was shut down tomorrow, I would / wouldn't _____.

If aliens landed in my city, I would / wouldn't _____.

If scientists found a way for humans to live for 150 years, I would / wouldn't _____.

If I became an internet celebrity, I would / wouldn't _____.

- * Exchange notebooks: give your notebook to your partner who will read it and write a little comment next to each sentence.



- * You can use some of the following phrases to give feedback to your classmates:

Yes. / Most likely. / As I see it, yes. / You can bet on it. / You can count on it.
/ Definitely. / Without a doubt. / Certainly. / You'll be lucky. / Maybe. /
Cool. / Don't count on it. / No way! / This is not very likely to happen.

Earning my own money



Photos sources:
Bing images Pxfuel Canva

- * Match each idiom with the picture that represents it.

pinch pennies



pocket money



big bucks



tighten your belt



money to burn



costs an arm and a leg



as poor as a church mouse



- * Read the dialogue and complete it with the corresponding idioms. There is an extra idiom that you don't need to use.



Did you know?

An idiom is a word or phrase that means something different from its literal meaning.

Can you think of any in our mother tongue?



Freddie: I'd love to, but I don't have any money. I'm 1 _____ !

Nico: I have some 2 _____ , it's on me!

Freddie: But, what if you need the money for something else?

Nico: Don't worry, I always try to 3 _____ .

Freddie: Oh, great! I love going to the movies, but it 4 _____ .

Nico: No problem!

Freddie: Thank you! I was thinking about getting a job, so I don't have to

5 _____ .

Nico: Good idea! That way you'll have 6 _____ !

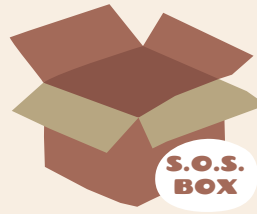
Freddie: Sure, hahahaha!

- * Answer the questions about the dialogue.



- 1 Where are Freddie and Nico going?
- 2 When are they going to go?
- 3 Who hasn't got any money?
- 4 Does Nico like going to the cinema?
- 5 Who wants to start working?

- * Discuss these questions with your partner. Use the SOS Box to help you.



- Do you pinch pennies?
- Do you receive any pocket money?
- Can you think of some necessary things that cost an arm and a leg?

Yes, I think...

No, I don't believe...

In my opinion / To my mind...

I (completely) agree with...

I couldn't agree more that...

I don't agree with...

I'm not entirely sure whether I agree with...

We cannot ignore the fact that...

While it is true that... I don't...

Although... I don't think...

As far as I'm concerned...

I find / I don't find it useful to...

- * The following are some other money idioms. Crack the code to discover the hidden words.

1. ¢D%f? ¢p% ¢f+?
2. ¢DØ+@ p@11% ¢p% ¢f5@+
3. 11@+%¶ ¢f&?±
4. ¢Ø11% Ø± 11@+%¶
5. ¢@D+ £Ø¶p f ±Ø&¥%D ±]@@+
6. 11@+%¶ \$@%± +@¶ @D@£ @+ ¢D%±
7. \$f¶ &Ø@p¶ D@¢¢%D¶
8. =f±¶ ¢~\$?±
9. ±f¥% =@D f DfØ+¶ \$f¶
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- | | | |
|-------|-------|-------|
| A. f | I. Ø | S. ± |
| B. ¢ | J. () | T. ¶ |
| C. § | K. ? | U. ~ |
| D. \$ | L. & | V. ¥ |
| E. % | M. ¶ | W. £ |
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| G. @ | O. ® | Y. ¶ |
| H. p | P.] | Z. * |
| | Q. > | |
| | R. D | |

- | | | | |
|----|--|-----|--|
| 1. | | 8. | |
| 2. | | 9. | |
| 3. | | 10. | |
| 4. | | 11. | |
| 5. | | 12. | |
| 6. | | | |
| 7. | | | |

- * Can you guess the meanings of these idioms? Do we have similar ones in Spanish? Now, it is time to think, pair up, and share with a classmate.

- * Discuss numbers 4, 5, and 12 with a classmate. Remember you can use the phrases from the SOS Box to help you.

[click here](#)

- * Listen to Freddie's uncle talking about money and decide if the sentences are true (T) or false (F).

1. Freddie's uncle thinks money isn't important. ☐
2. He thinks that if you don't have money, things can be more difficult. ☐
3. He believes money makes people do bad things and commit crimes. ☐
4. He thinks money has nothing to do with killing, stealing, or blackmailing. ☐
5. He is sure money can't buy happiness. ☐
6. He hypothesizes that if the world's money was shared out, there would be less happiness. ☐

Your opinion matters!

- * Create your own podcast talking about money; include your opinion whether it is too important for you or not; if it could make people do bad things; if you consider it is important to own your own money; etc.



Source: pxhere.com

Summer jobs

- * Look at the board below and read the ads. What kind of announcements do they have there? What do the announcements have in common?



JOB BOARD

Part time gardener
ALC Property Services
You will be responsible for a weekly gardening route for our commercial and residential properties. As well as pruning and other maintenance projects.
\$16 per hour. Quick Apply

BABYSITTER NEEDED
We need a babysitter to take care of our children during holidays (1 baby, 1 toddler). Portuguese speakers will be given preference.
From January 1st to February 5th. WEEKLY PAY. ROOM and BOARD provided in Punta del Este. 1 day off a week.
Call MARY - 099 2311 123

HOLIDAY JOBS
Do you want to earn some extra money this summer? Do you want to help children?
We need you to work at our fundraiser call center. Previous switchboard experience preferred.
Tuesday - Sunday
Apply at St. Paul's Charity Fund
www.stpaulcharity.org
before Nov. 6th

BIKE DISPATCH RIDER
• age 16+
• no experience necessary
• must own bike
• knowledge of Google maps
• deliver letters, run errands, etc.
Send your CV to WWW.JEFFORDSDESIGNS.COM

CAMP HOWE
• language camp •
SINCE 1996
TEACH YOUR LANGUAGE!!
• are you a teen?
• do you like young people, sports and camping?
BE A COUNSELOR THIS SUMMER
Teach your language and have a holiday in a small, friendly International Summer Camp. Excellent modern facilities and accommodation.
Beautiful mountain location on Lake Howe.
If you are interested, write to:
Camp Howe

- * Now, look at the pictures below, which ones correspond to the previous ads?



Did you know?

Many teens view summer as a time for relaxation and vacation, but for some, it's all about the money. They get extra cash while gaining valuable experience for the future.

Images:

Picture 1 - Pxfuel

Picture 2 - Bing images

Picture 3 - Pxfuel

Picture 4 - Bing images

- * Match the pictures to the jobs below:

Fast food chain crew member

Gardener

Babysitter

Call center operator

- * What do you think each summer job involves? Match the phrases to the positions.

changing diapers

dealing with pest problems

helping with homework

making phone calls

mowing lawns

operating a cash register

operating a phone switchboard

selling products by phone

taking food orders

wearing a uniform

working outdoors

working with children

- * Read what four teenagers say about their summer jobs and complete the chart.



Alicia: I wanted to earn some money last summer, so I got a job as a babysitter. I worked for a family from Brazil, who came to spend their holidays in Punta del Este. They had a lovely 2-year-old girl and a nice 9-month baby. They were very sweet and lovely, but it was hard work looking after them, I was exhausted by the end of the day. I didn't earn much money, but as I stayed with them, I didn't have to pay for food or rent or anything, so it was fine. All in all, it was a really good experience.







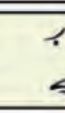
Tom: I wanted to work outdoors over the summer, so when I saw the advertisement for a job as a gardener, I applied for it. To be honest, I didn't enjoy it very much because I had to do the same things every day, like mowing lawns or potting plants. It got boring fast. Also, most days I worked alone, and I didn't like that either really. I prefer working with other people. It was really disappointing. The only good thing was the weather; it was a great summer so working outdoors was fantastic.

Karen: I really enjoyed my job at a fast-food restaurant last year. I'm a very active person and I get bored easily, so the job rotation system was great for me. I never knew what I was going to do. Sometimes I had to operate the cash register or take orders, or flip hamburgers. Of course, sometimes I had to clean the floors or the bathrooms, too! I didn't like that part so much, haha. But in general, it was great. I liked being part of the team. Besides, as it was my first job, it was a fantastic experience to have on my CV.

Gastón: Over the summer I spent four weeks at a call center, working as a charity fundraiser. I hated it. For eight hours every day, I had to phone people and basically ask for money. Ok, so it was money for a poor children's charity, but people didn't want to talk to me and sometimes they were very rude. I mean, the money was quite good, but I didn't enjoy the work at all. Never again.

- * Read about four teenagers talking about their summer jobs and complete the chart.



	ALICIA	TOM	KAREN	GASTON
POSITION	BABYSITTER			
DID HE/SHE LIKE IT?	 	 	 	 
POSITIVE ASPECTS OF THE JOB.				
NEGATIVE ASPECTS OF THE JOB.				
WHAT WERE HIS/HER OBLIGATIONS?				



* Read again and write the correct name in each blank space.

1. **Alicia** spent the summer in Punta del Este.
2. is a very active person.
3. likes working with other people.
4. worked for only a month.
5. was working for the first time.
6. was disappointed with his/her job.
7. helped collect money for poor children.
8. loves children.

* Camila needed some money, so she got a job during the summer. Let's read about her experience.



My first working experience was during the summer after I finished 4th grade. I wanted to buy a new video game console -which, you know, are quite expensive!- so I needed some money. I got a job at a hotel as a kids' club attendant. It was like a babysitting service for the hotel guests with kids. That way parents could drop off their children to have some adult time for themselves and enjoy the facilities.

During the day we kept the kids entertained with outdoor activities, like swimming, treasure hunts, and games on the hotel's grounds. In the evenings, kids could enjoy cooking, arts and crafts, movies, or playing ping-pong or foosball.

We even had a tiny theatre so kids could perform short plays and wear costumes and make-up.

I worked six days a week, and usually I had to stay pretty late, but I didn't mind. Seeing the kids happy, enjoying themselves, and doing new activities was great. I loved it.

CAMILA:

* Read the text and answer the questions:



1. Why did Camila need a job?

2. Why do hotels offer club services for kids?

3. What did she have to do as a kids' club attendant?

4. What were some of the activities for children?









5. Were there any negative aspects to her job?

Did you know?

Foosball is a table game resembling soccer in which the ball is moved by manipulating rods to which small figures of players are attached. It is also called table soccer.

* These are some other possible summer jobs for teens. Would you like to do any of them? Get in pairs and complete the chart. Add one more possibility.



	BIKE DISPATCH RIDER	CLOTHES STORE CLERK	SUPERMARKET CASHIER	
WOULD YOU LIKE IT?	 	 	 	 
POSITIVE ASPECTS	can work outdoors can get tips get to cruise the city			
NEGATIVE ASPECTS	need your own bike can have a traffic accident can be robbed			
REQUISITES FOR THE JOB	be a skilled bike rider use of Google maps be polite and responsible			
WHAT WOULD YOU HAVE TO DO?	run errands deliver or collect packages and letters			



* Discuss: Do you work during the summer?
What's your opinion about summer jobs?

Every job matters

#livingUruguay4

- * Nico is talking with some friends about whether all jobs are equally important or not. They found an article about this topic. Read the text and look for words to match with 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.
- _____ : A worker that gets paid for a set job.
- _____ : Teaching a special skill or behavior that workers need.
- _____ : A business organization.

DECEMBER 2021 | ISSUE NO. 4

EVERY JOB MATTERS IN A COMPANY

AND SO DOES EVERY PERSON



WRITTEN BY JANE DOE

Every single job in a company has vast importance, and far too often people don't appreciate or understand just how impactful each position is to the overall success or failure of a business.

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 simply 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.

Photo sources: people working office - Bing Images business office - Bing Images



- * Read the text and answer the questions.

1. In the movie that Amy watched, why was the message the man gave to the barista important?
2. What is Amy'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?

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

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

nutritionist

- * 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 the jobs.



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

*



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

1.
2.
3.
4.
5.
6.
7.
8.
9.

(1) I'm the chief cook in a restaurant.

(2) I comb and cut people's hair.

(3) My profession deals with helping people with legal issues.

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

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

(6) Driving a taxi is very stressful. Anyway, I like it.

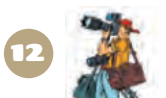
(7) I love taking care of animals' health.

(8) I usually wear overalls. I repair cars and motorcycles.

(9) I play the violin in a band. It's a demanding job.

- * Match the job pictures with their names. What equipment do the jobs need? Match the jobs with their equipment, use the letters assigned.

Jobs



Jobs Equipment



microphone



tray



stethoscope



shovel



tape-measure



extinguisher



camera



frying pan



briefcase



paintbrush



test-tube



hammer

cook

2

H

gardener



artist



carpenter



reporter



firefighter



seamstress



scientist



waiter



photographer



doctor



businessman



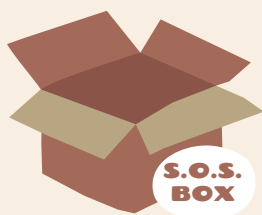
Photos sources: businessman clipart - Google Search scientist clipart - Bing images camera clipart - Google Search waiter clipart - Bing images personal trainer clipart - Bing images dentist clipart - Bing images painter artist clipart - Google Search barber clipart - Bing images cook clipart - Google Search she doctor clipart - Bing images reporter clipart - Google Search seamstress clipart - Google Search fireman clipart - Google Search professional photographer clipart - Google Search shovel clipart - Bing images electrician clipart - Bing images gardener clipart - Bing images waiter tray clipart - Bing images microphone clipart - Bing images frying pan clipart - Bing images stethoscope clipart - Bing images dentist drill clipart - Bing images tape measure clipart - Bing images briefcase clipart - Bing images hammer clipart - Google Search test tube clipart - Bing images screwdriver clipart - Bing images paintbrush clipart - Bing images extinguisher clipart - Bing images

- * Complete the sentences with some of the adjectives presented before that you consider describe these occupations:

1. As I see it, being a cook is _____ and _____ .
2. I consider being a doctor is _____ and _____ ;
however, I don't think it is _____ .
3. From my point of view, being a firefighter is _____
but it is not _____ .
4. Although being an artist is _____ , it is also _____ .
5. I think that being a businessman is _____ and _____ .
6. I strongly believe that being a scientist is _____
but I don't think it is _____ .

- * Stand up and make two rows facing each other. You will have 60 seconds to ask questions related to jobs of the partner in front of you. Once the 60 seconds are up, one of the rows rotates so each learner has a new partner. Use phrases from the SOS Box to help you.

- * Some possible questions may be:
What do you think about being a pilot? Would you like to be one?



I think that being a... is a... and... job because...
I would like to be a... because...
I wouldn't like to be a... because...

- * Write an article with the title: *Every job matters* in which you provide your opinion about this topic. You can mention some occupations and explain why they are or they are not more important than others. Remember that you can agree with the author of the article "Every job matters" or not. Write between 80 and 100 words.



A sporting chance

- * Camila, Guidaí, Freddie and Simon are talking. Read the dialogue and identify some issues with the language they are speaking. What's going on?

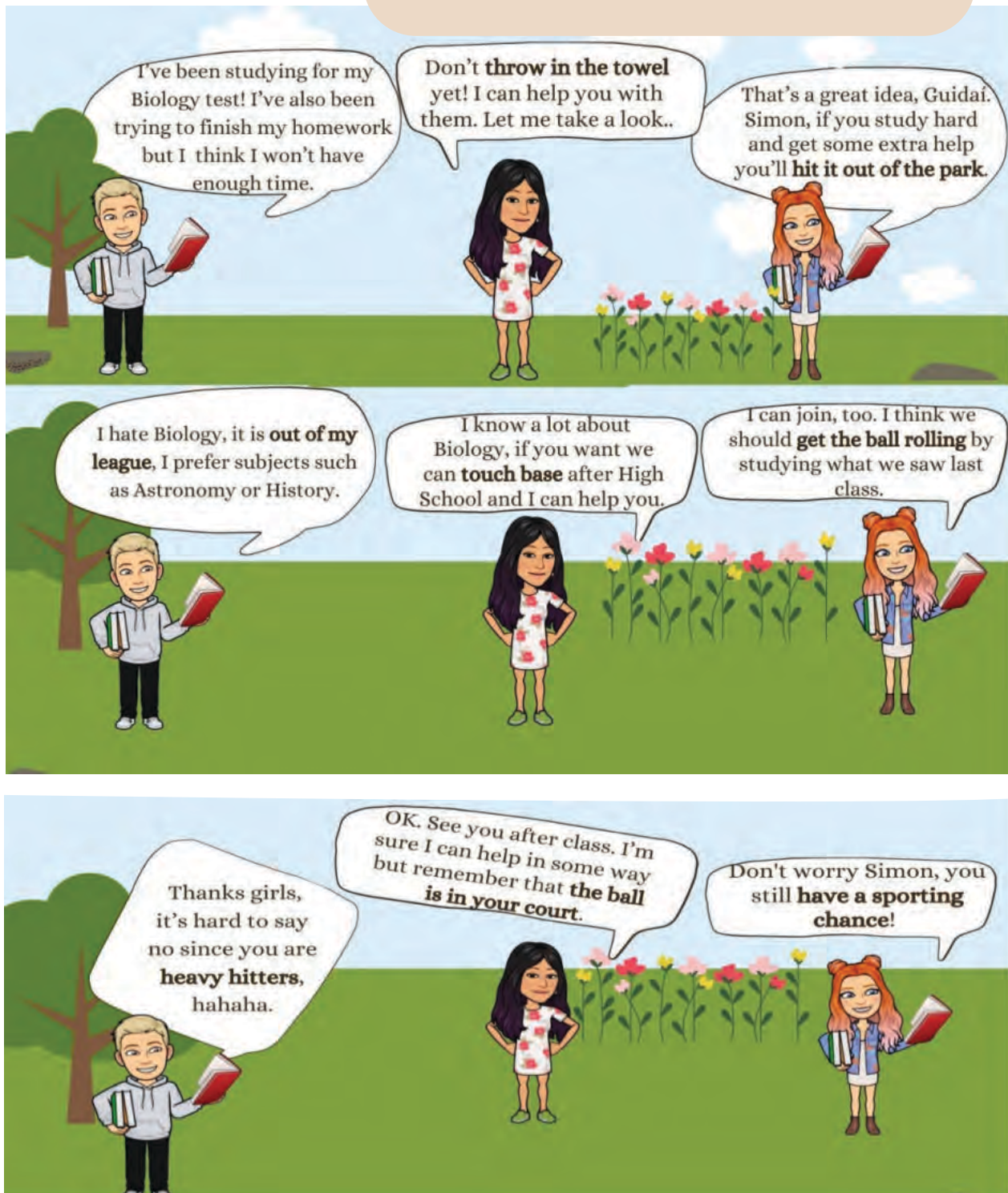


- * Give the Spanish version of the phrases in italics. Do they have the same meaning in English and in Spanish? Can we translate them literally and keep the same meaning?

Did you know?

An idiom or idiomatic expression is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In conclusion, idioms don't mean exactly what the words say.

- * Look at the following situation. Simon knows it's time to study.



- * Let's reflect upon these questions:

1. How does Simon feel?
2. What is Guidai going to do?
3. What does Camila say?

- * After talking, the gang got really interested in knowing more about the language, especially idioms. Complete a chart with the idioms in bold, their definitions, and the corresponding sport.

Idioms

Idiom	Sport	Definition

Idiom	Sport	Definition

- * The ball is in your court now! Look at the following idioms, the sport they refer to, and their meanings. Read them, choose five, and write a dialogue in trios.

Idioms

Idiom	Sport	Meaning
Take the bull by the horns	Bull fighting	Accept the challenge and try your hardest.
Take sides	Any sport	Choose a person or group to support.
Skate on thin ice	Skating	Do something risky, take a chance.
Shot in the dark	Hunting	A guess.
Paddle one's own canoe	Canoeing	You do what you want to do without help or interference from anyone.
Race against time	Running	There is almost no time left to accomplish.
No sweat	Any sport	No problem.
Long shot	Hunting	A very difficult thing to accomplish.
That is the way the ball bounces	Tennis	Things don't always work out as planned
Take a hike	Hiking	Go away.

- * Role play the dialogue. Practice it and perform it in front of the class if you feel comfortable with that.



Can the rest of the class get the meaning?

* Let's get the ball rolling!



Your opinion matters!



1. Do you know someone who is a heavy hitter? Describe him/her.
2. In which situations have you thought about throwing in the towel?
3. If you could touch base with a celebrity, what would you ask him/her?
4. Do you think you'll have a sporting chance? Explain.
5. Have you ever taken the bull by the horn?
6. Do you know someone who has skated on thin ice recently?

Spanish and English as one

Do some research with your family, teachers and neighbors. Tell them what an idiom is and ask them which idioms they use and like the most.

Make a poll with the most popular ones.

Find the counterparts in English.

Make an idiom dictionary with the ones you found in both languages

Spanish

*La curiosidad
mató al gato.*

English

*Curiosity
killed the cat.*



Picture source: commons.wikimedia.org

The arts took me away from home

Nico, Simon and Freddie are speaking during the break. Simon is excited because one of his friends has done an “anime” version of him. Nico and Freddie know nothing about the topic and decide to look for some information.

Marker talk: What is an “anime”?



Drawing by Verónica Velázquez

- * Write your ideas on the board. You can ask questions, answer to some of your classmates, make a drawing or anything related to the question.



- * Answer the questions. If you cannot get the answers to the questions, you can use your cell phones, laptops, or tablets to search for information. You can also go to the IT room and google information.



1. When did modern anime begin?
2. Name some famous Japanese anime characters.
3. What are some characteristics of Japanese anime?
4. Research a famous Japanese anime.
 - What is the name of the film?
 - Who is the director?
 - What is the plot?
5. Why is anime so popular in Japan?

* One of Simon's friends, Dyango, lived in Japan some time ago. Simon talked to him on the phone.

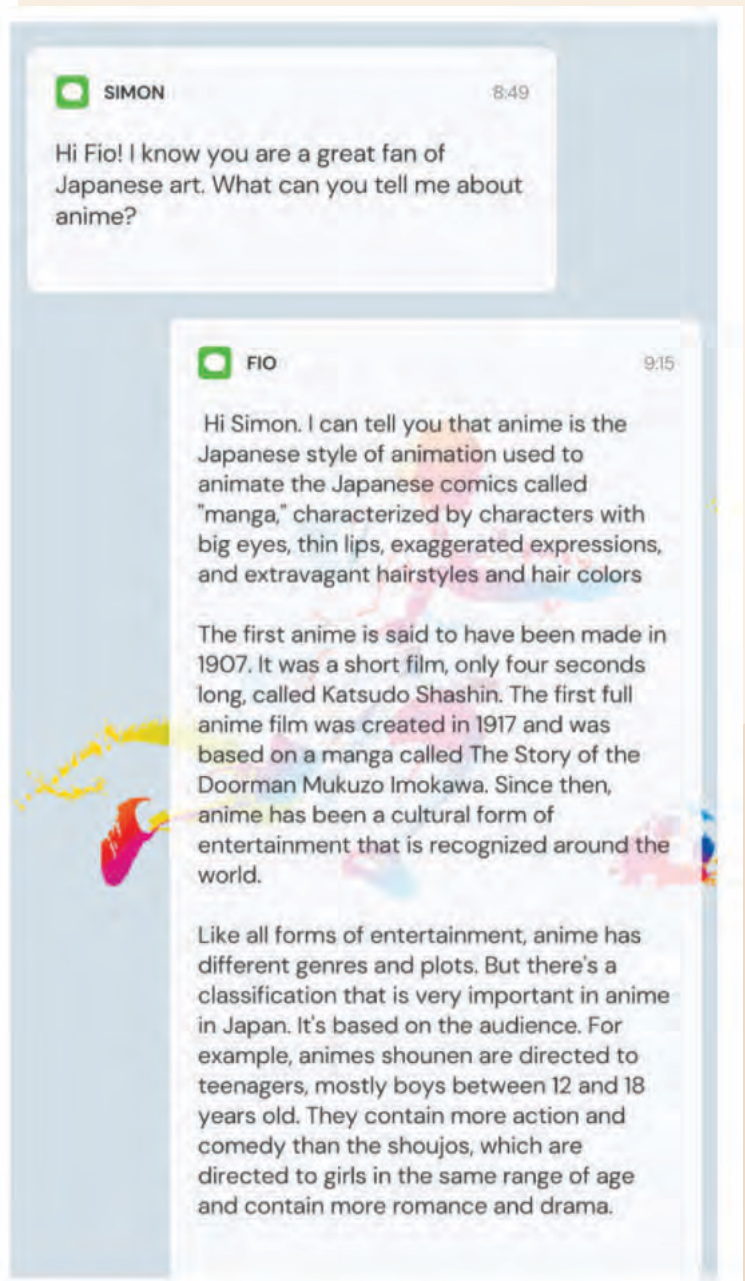
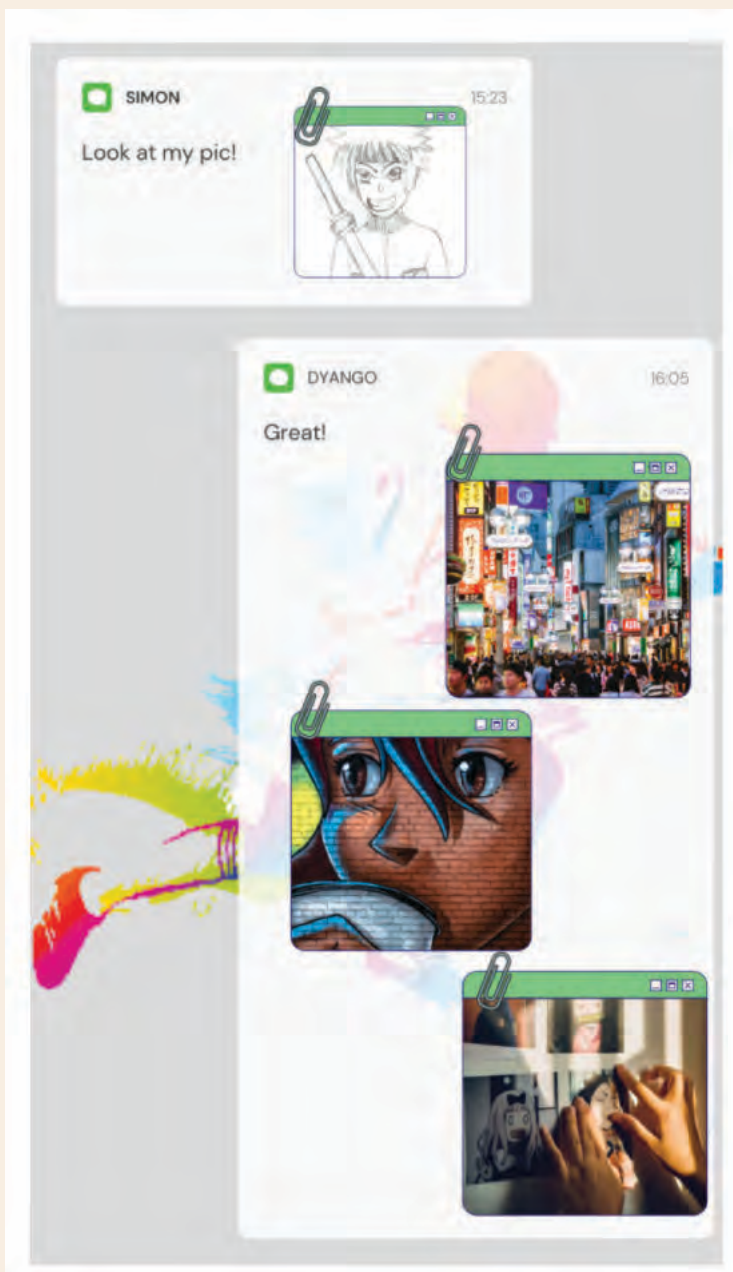
* Let's listen to them and answer these questions.

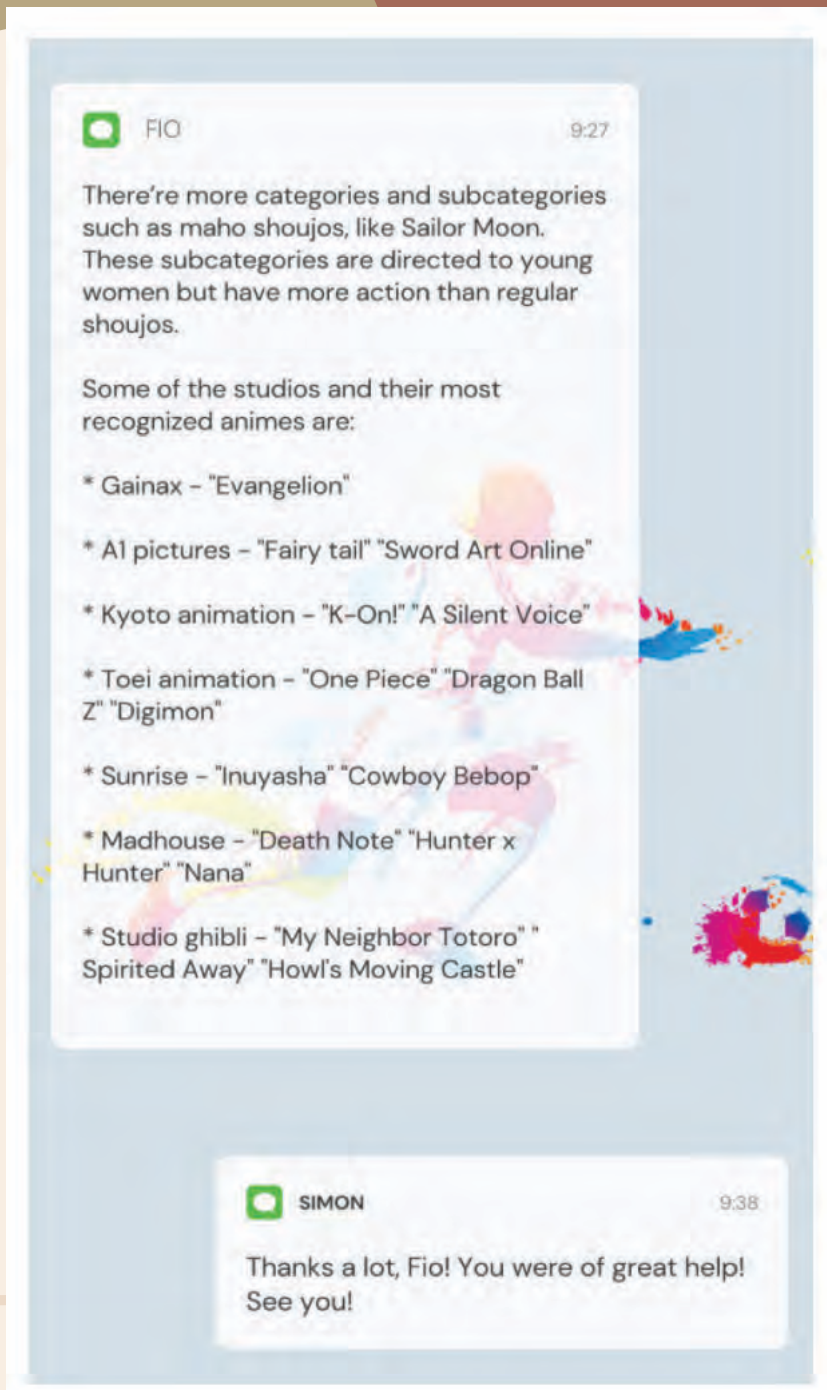


1. Where can you find anime in Japan?
2. Where did Dyango live?
3. What do people tend to do when they go to work or school?
4. In which area is Captain Tsubasa an inspiration for people?
5. Mention three of the characteristics of Japanese people.

* Look at the photos Dyango sent Simon. Describe what you see in the pictures.

* Simon is really interested in manga and anime. His friend Fiorela Martínez sent a short explanation for him.





✿ Which differences between animes does Fio mention?

Some people are true otaku (anime fans) and really enjoy learning new things about anime and manga.

Do you know how to draw an anime character? Get info here:

[click here](#)

Draw one and share it with the rest of the class

My personality and what I want to achieve

- * Our friends are in the Biology class. What do these pictures have in common?



- * Can you name them? What other animals can you name? Which of these have you seen recently? Where do they live?

Did you know?

A fable is a short story that teaches a lesson or conveys a moral. Characters are often animals that act and talk like humans. Each fable teaches a moral. Aesop is considered the master of fables. "The Tortoise and the Hare" is one of his well-known fables whose moral is "slow and steady wins the race".

* There is an Aesop's fable named "The Tortoise and the Hare". Listen to it and tick the images that belong to the story.



Source: canva.com

Animals



hare



owl



squirrel



tortoise

Actions



swim



climb



run



dance

Places



city



countryside



woods

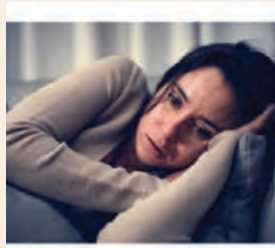


beach

Feelings



ridiculous



sad



amused



interested



* Answer the following questions:

1. Who are the characters in the story?

2. What are the problems the tortoise faces?

3. Who is the judge?

4. Why was the hare so sure that he would win the race?

5. Why did the tortoise feel ridiculous?

*

Here you have the scrambled version of the story. Let's unscramble it.

1.

2.

3.

4.

5.

a The hare was soon far out of sight, and to make the tortoise feel how deeply ridiculous it was for him to try a race with a hare, he laid down beside the course to take a nap until the tortoise caught up.

b "Yes," replied the tortoise, "and I often get there sooner than most think. I'll race you and prove it."

c The tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the hare was sleeping. But the hare slept on very peacefully; and when at last he did wake up, the tortoise was near the goal. The hare now ran his swiftest, but he could not overtake the tortoise in time.

d The hare was much amused at the idea of running a race against the tortoise, but for the fun of it he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners.

e A hare was making fun of the tortoise one day for being so slow. "Do you ever get anywhere?" he asked with a mocking laugh.

- * How would you describe the hare's and the tortoise's personalities?
Which phrases would you use to describe the characters of the story?

lazy | chatty | boaster | perseverant | hard-working | quiet
competitive | strong-minded | determined | over-confident | focused



Hare



Tortoise

- * Emma, Nico and Camila have reflected upon this fable. Let's read their comments.
Read the three characters' reflections and say whether you agree with them or not.



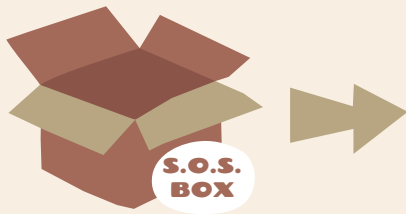
Learn From Failure: it doesn't mean you're not good.
When you deal with Failure maturely and understand
the reasons for a bad performance, you can use those
lessons as stepping stones for future actions.



Believe in yourself. Even if your inner voice is trying to
fill you with the shadow of doubt, remember that you
have the potential to do whatever you want. Trust who
and what you are.



Success requires effort. Push yourself to the limit. You
can't succeed unless you invest in yourself. What you
do every day will dictate your future.



In my opinion...

I think...

Maybe...

I agree with... because...

I don't agree with... because...

I believe...

From my point of view...

My impression is that...

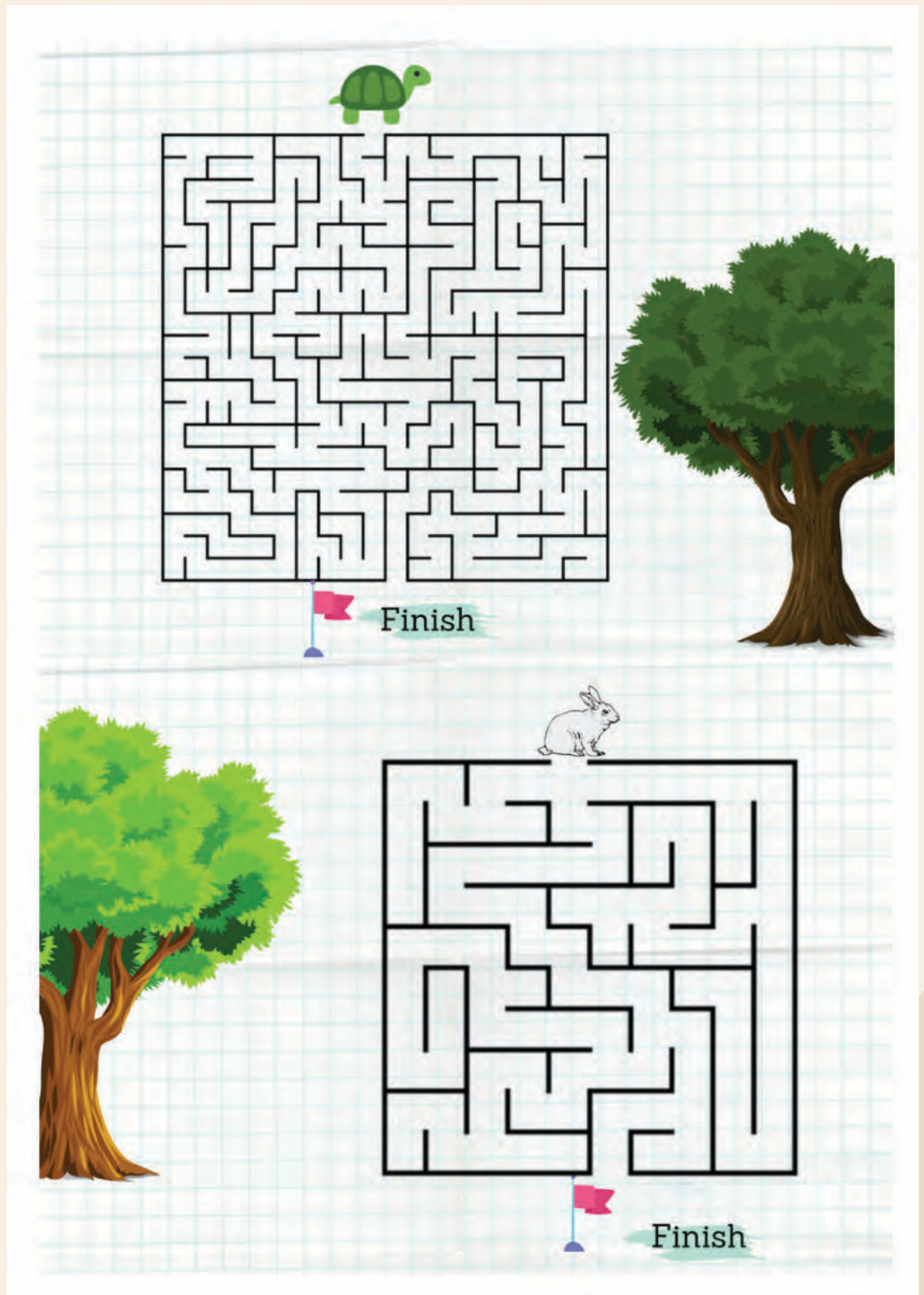
I have the feeling that...

I have no doubt that...

I would say that...



What are the differences between the two mazes? How can you connect a person's personality with their achievements? Discuss with your partner.



Volunteer work in my hometown

“Volunteers don’t get paid, not because they are worthless, but because they’re priceless.”

Sherry Anderson

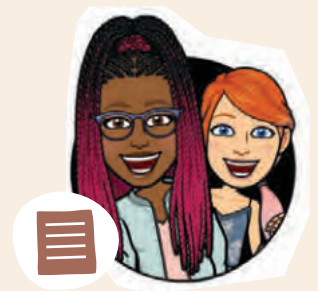
“Life’s most urgent question is: what are you doing for others?”

Martin Luther King

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

Elizabeth Andrews

- * Linda and Camila are thinking about doing volunteer work in their hometown. They read this article in high school about volunteering in Uruguay and they got very motivated.
- * Read the text about volunteer work and match the subheadings to the corresponding paragraphs. There is an extra subheading.



1. What are the main fields of activity and organizations in which people volunteer?
2. Why are there people who do not volunteer?
3. What are the motivations that drive Uruguayans to give part of their free time to help others?
4. Are volunteer practices in Uruguay common?

Volunteering in Uruguay

1.

Voluntary internships are extremely widespread in Uruguay and have grown significantly in the last decade. 19.9% of the Uruguayan population participates in voluntary activities, while more than 43% of the population does or has done so at some point in their lives. This figure indicates a growth in volunteering compared to the data recorded in the last decade. In Uruguay, about half a million people (20% of the population over the age of 14) currently perform volunteer work.

2.

The growth of volunteer work may be due to different factors: the economic crisis that favors the search for options; the greater dissemination of information about volunteering, particularly on social media; and a growth of opportunities in which people can volunteer in a more organized fashion.



3.

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

Adapted from: Voluntariado en Uruguay | Mesa de Voluntariado / Datos: Encuesta nacional realizada en 2009.

Photos sources: Volunteer Images - Bing images Volunteer Clip Art - Bing images

- * 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?



- * Linda and Camila love animals and they decided to volunteer at an animal shelter. At MIDES Uruguay, people can volunteer to do different activities according to their preferences, too. Match the areas of interest to the corresponding pictures.

- * Then, if you want, you can look at all of the areas of volunteer work on the MIDES website.



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



Pictures sources: Bing images

- * Choose three areas of interest to do volunteer work and complete the table of values, identities, and actions. There is an example below.

**Area of interest
for the volunteer
work**

Values

What values does this volunteer work invite us to think about?

Identities

Who is this work speaking about?

Who is this work trying to reach?

Actions

What actions might this work encourage?

Digital inclusion	Solidarity, equity, and kindness.	<p>A generous, nice, and empathic person who knows about technology and is willing to help others.</p> <p>This work is trying to reach those people that do not know how to use technology.</p>	This volunteer activity might imply teaching ways of using technology to elderly people. It might be a part-time job.

- * This is an account of a man that does volunteer work in Uruguay. Read the text and complete the sentences below:



"We are a group of volunteers who are now in the wetlands of Santa Lucía. We have opted for different categories of volunteer work according to what the organization suggested us to do. One of us, accompanies a group of high school and primary school students who came here to know the area and learn the practical perspective of what teachers work with in their classrooms. Other volunteers and I are working on destroying and eliminating the invasive flowers that have quite negative consequences on the native flowers. They compete for nutrients and sunlight. As a result, certain native plants have disappeared because of the invasion of exotic ones, and our job is to help them grow again."



Testimony from video: <https://youtu.be/vnIQkNu0kRQ>

Photo source: humedales santa lucia - Bing images

"We volunteers always enjoy the satisfaction of doing something positive; we collaborate with local organizations so things can improve. I think volunteering helped me in many ways: I have learned a lot of practical things from the park rangers since I knew them at a theoretical level. Seeing them in real life gives me a more complete perspective. I strongly believe we have to transmit the love for nature to the new generations. As I see it, people work on the computer all day long and have little contact with nature. They have forgotten that we have to take care of it."

1. The man is doing volunteer work in .
2. The two types of volunteer work people are doing are .
3. Some teachers take students there to .
4. Exotic flowers are invasive because .
5. Invasive plants are dangerous for native flowers because .
6. The man is happy because .
7. The people who taught the man many things are .
8. The message the man wants to give to new generations is .

Dealing with job interviews

- * Look at Emma and Camila. There seems to be something wrong with them. Think for a minute about what might be happening. Get in small groups and predict what might be happening to them.



- * Read the dialogue among Camila, Emma and Nico and check your predictions.



Hey you two! What's wrong? Why are you so sad?

Hi Nico! We've spent all our money.

What do you need money for?

We want to buy clothes for Lua's birthday party.

Why don't you get a job?

I don't think so, we are too young.

I'm planning to get a job once I finish High School but not now since we are still at High School.

We won't have time to study and work at the same time.

But, there are lots of part-time jobs you could do.

That's a good idea! Let's surf the internet and see if we can find one.

Look! I've already found something. Boys and girls are wanted to entertain children at birthday parties.

You must be friendly, sociable, and like kids.

That's great since parties are always during weekends. What else does it say?

You can do that! Does it say anything about the salary?

No, it doesn't. It says that we have to send an email for further information.

We need to think about what we are going to ask. Nico, can you help us?

Sure! Let's write the email.

* Emma and Camila have some financial problems.
Read the dialogue again and answer the following questions.

1. What do they need the money for?
2. What does Nico recommend them to do?
3. What would the job require?
4. What skills do they need to have for this job?
5. What do they have to do in order to get more information about the job?

* Cami is thinking of applying for a job. She found this advertisement and she is writing an email to ask for more information about the job. Have you ever written an email to ask for information about a job? What was it like? If you haven't, describe what it could be like.

We are looking for

children party entertainers

If you think you have what it takes,
email us and we'll be in touch with you.

We are looking for friendly and sociable
individuals to join our team.

Contact us: partyentertainer@party.com



Photo source: canva.com

Did you know?

"Yours sincerely" is typically used in English when the recipient is addressed by name (e.g. "Dear John") and is known to the sender to some degree, whereas people use "Yours faithfully" when the recipient is not addressed by name (i.e., the recipient is addressed by a phrase such as "Dear Sir/Madam") or when the recipient is not known personally by the sender.



- * This is the actual email Camila wrote. There are some missing words; read it and complete the text with the words from the box.

apply - madam - skills - songs - part-time
interview - punctual - advertisement

Dear Sir/ a) _____,

I am writing with regard to your b) _____ which was published this week on the Internet. I am writing to c) _____ for the post offered to work as a party entertainer.

I am 15 years old and I am a student at high school. I am currently studying in the morning. The reason I am looking for a d) _____ job is that I need to earn some money to afford my personal needs.

I can work in the afternoon during weekdays and at any time during the weekend. I am truly hardworking and d) _____. I also enjoy working with children and playing with them.

Having taken care of my younger cousins for more than 4 years I can assure that I have developed certain e) _____ such as patience, creativity, enthusiasm and adaptability. I know lots of games and children's f) _____.

I enclose my CV and a recommendation letter from one of my teachers and a parental consent form.

I would be glad to attend an g) _____ at any time convenient to you.

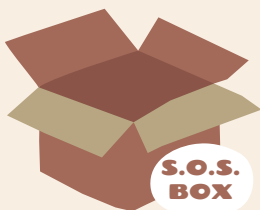
Yours faithfully,

Camila Rodríguez
Camila Rodríguez

- * Why do you think it is important to get ready for a job interview? Discuss different aspects to help Emma and Camila succeed in their first job interview.

Your opinion matters:

Work in pairs and discuss the following question and ideas:



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)... / The way I see it... / In my opinion,... / From my point of view, ...

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.

- * Camila already had the job interview and it went really well. Now, she's telling her friends about it. Complete part of the interview using some of the information from the email Camila wrote.

INTERVIEWER: Do you think you have the skills to do this job properly?

CAMILA: Yes! I'm _____.

INTERVIEWER: Do you know any children's games or songs?

CAMILA: Actually I do! I've taken care of _____.

INTERVIEWER: Why do you want to work as a children's party entertainer?

CAMILA: Well, I'm really into _____. Apart from this, I need _____.

INTERVIEWER: I see. Do you have any questions?

CAMILA: _____?

INTERVIEWER: Well, that depends on the number of hours each party lasts.



- * Now get in pairs and role-play the dialogue.



- * Writing an application letter:
Read the ad and write a letter to apply for that job.



BABYSITTER
WANTED

Do you like children?
Do you have free time?
We need a babysitter for our son. Work hours are Monday to Wednesday, from 8:00 a.m. to 1:00 p.m.



For the job you will:
-Watch our son.
-Read to him.
-Play with him.
You will work at our house.
✉ parker@parker.com

Photo source: canva.com

My job, my responsibility



- * Get in pairs and think about different ways to show responsibility at work. Use the phrases from the box to label the pictures. There is an extra phrase you don't need to use.

- | | |
|---------------------|------------------------------------|
| 1. Listen and learn | 7. Don't be afraid to ask for help |
| 2. Be late | |
| 3. Arrive on time | 8. Study and be well prepared |
| 4. Show enthusiasm | |
| 5. Gossip | 9. Think you know everything |
| 6. Set goals | |



DOs and DON'Ts to show you are a responsible worker



- * Complete the DOs and DON'Ts list with information from the previous activity. You can add your ideas here.

DOs

DON'Ts

- * Let's read a short text about responsibility at work. Choose one option to complete it.



1. _____ hire people based on their ability to 2. _____ the duties and responsibilities detailed within a 3. _____. It is important to show that you have a sense of responsibility 4. _____ showing consistency between words and actions. Work responsibility is an important characteristic to establish your value as 5. _____ and maintain a positive working atmosphere.

1.	A. Employers	B. Employees	C. Teachers
2.	A. climb	B. prepare	C. perform
3.	A. house	B. company	C. school
4.	A. at home	B. at work	C. in the community
5.	A. an employee	B. the boss	C. an employer

- * Read the following text with several tips for showing responsibility at work. Match the title that best fits each one. There is an extra option.



Tips for showing Job responsibility

Be optimistic
and positive

Arrive on time daily, show up to meetings a few minutes early, and complete tasks by, or before, deadlines to show your respect and appreciation of others' time.

Be ready
to help

Work responsibility requires good listening skills. Practice active listening when communicating with others by making good eye contact, eliminating distractions, waiting for your turn to speak, having an open and inviting posture, and asking clarifying questions to fully understand the message. They will appreciate your efforts and your actions will help to build strong bonds among your peers.

Be
punctual

Encourage others to create goals and praise them for quality work. Show you value your colleagues by recognizing their efforts. You can give a kind word of praise or send a considerate thank-you note to show your gratitude. It is a professional and friendly attitude that will make a difference.

Motivate
your
colleagues

An optimistic attitude is conducive to a healthy workplace environment and makes overcoming challenges easier. When you are positive, finding solutions is a welcomed task and opportunity to grow. Your optimism can enhance your critical thinking skills and inspire others to want to work with you toward a solution.

Listen
carefully



Read the text again and find synonyms for these words:

Word

Synonym

workmate	
construct	
positive	
inspire	
attitude	<i>posture</i>
ability	

Did you know?

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example: **shut** is a synonym of **close**.

* Read the text again and find phrases to complete these sentences:

1. A responsible employee never arrives .
2. In order to succeed at work, you should and .
3. In order to promote a healthy workplace atmosphere .
4. Always .
5. Avoid and wait for your turn to .



With your own words, write a short summary of today's lesson. What do responsible people do at work? How can we show that we are responsible employees?



Responsibility

* Complete the 3-2-1 quiz about the lesson.

3 things I liked about the lesson:



2 tips I consider the most important to show responsibility at work:

1 thing I want to know more about:

* Use your creativity and create a poster or flyer to make people aware of the importance of being responsible at work.



We have the right to be children

- * Look at the posters below. They belong to different campaigns to protect people's rights. What do these campaigns fight for or against? Match the posters to the campaigns.



Image sources: UN.ORG (Dany Pepin) - ILO.ORG - WorldVision.org

Education - Child labor

Human trafficking and slavery

Hunger - Adequate housing

Did you know?

The International Labour Organization (ILO) is a United Nations agency that deals with matters relating to work and labor relations. Its purpose is to improve labor conditions and living standards around the world.

* Let's read the following definition of child labor. What does it imply?

Child labor is work that is mentally, physically, socially, or morally dangerous and harmful to children; or that interferes with children's schooling, either by depriving them of the opportunity to attend school or requiring them to try to combine school attendance with excessive long and heavy work.

International Labour Organization: <https://ilo.org>

* Get in pairs and discuss.

- Is all work done by children considered child labor?
- What are the two principal factors of child labor according to the ILO?

* Read the text and complete it with the subtitles:

CHILD LABOR COSTS

CHILD LABOR INVOLVES AT LEAST ONE OF THESE ASPECTS

AGRICULTURE

TYPES OF CHILD LABOR

INDUSTRY

SERVICES

IT'S TIME WE PAY ATTENTION TO CHILD LABOR

ALMOST 1 OUT OF 10 OF ALL CHILDREN WORLDWIDE ARE INVOLVED IN CHILD LABOR.

Every child has the right to health, education and protection, but the **International Labour Organization** estimates that 160 million children – 63 million girls and 97 million boys – between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative.

- ▶ Violates a nation's working minimum age laws.
- ▶ Threatens children's physical, mental, or emotional well-being.
- ▶ Involves intolerable abuse, such as child slavery, child trafficking, forced labor, or illicit activities.
- ▶ Interferes with the children's schooling.

Children work at all sorts of jobs around the world, mostly because of extreme poverty, but sometimes as a result of other kinds of crisis, like war or natural disasters. Most children are employed in agriculture, industry or different services. Many children perform illicit activities in the drug trade or sex industry, and some even work as soldiers in armed conflicts.

Of an estimated 160 million child laborers around the globe: approximately 47% live in Africa, 42% live in Asia and the Pacific, 7% live in the Americas and the Caribbean, 4% live in Europe and Central Asia, and 1% in the Arab States.

71%	17%	12%
AGRICULTURE FISHING FORESTRY LIVESTOCK HERDING FARMING	DOMESTIC SERVICE FOOD SERVICES HOUSEKEEPING SEX TRAFFICKING & TOURISM	MANUFACTURING FACTORY WORK MINING STONE QUARRYING BRICK MAKING

Child labor is depriving millions of children of their basic human rights, like health, education and dignity. Once a child enters into the trap of child labor, they almost never get to complete their school education, let alone higher studies, making it impossible to break the cycle of poverty. By the time they turn 18 and enter the adult workforce, they have no option but to continue as unskilled laborers.

Child labor is robbing children of their future.

* Read the text about Child Labor and complete the problem tree:

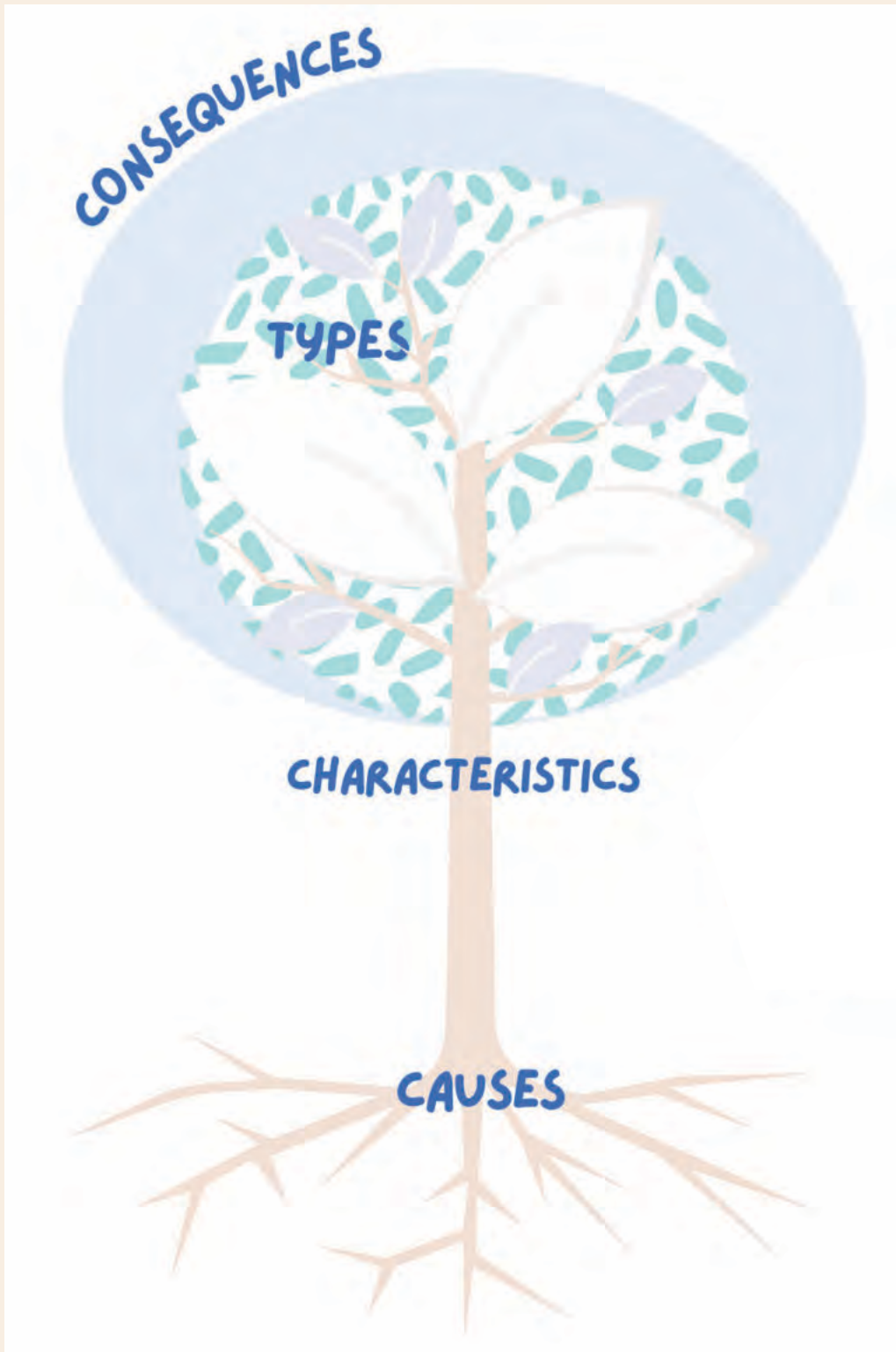


Causes: write child labor causes around the roots of the tree.

Characteristics: list child labor characteristics along the trunk of the tree.

Types: write the types of child labor on the leaves of the tree.

Consequences: write the consequences of child labor in the sky around the treetop.



- * According to the article, which percentage of child labor corresponds to each colored area? Please write the percentages in the circles.



Did you know?

A **vicious cycle**, or circle, is a situation in which the solution to one problem gives rise to a second problem, but the solution to the second problem brings back the first problem.

- * Look at the diagram about the vicious cycle of poverty concerning child labor.

- * Now, read the text and identify the 5 different steps in the cycle. Underline information that illustrates each step with the corresponding color (as it is a cycle, some steps can appear more than once).



In developing countries, the principal factor for child labor is poverty in the country, and, as a result, poverty in the households. Families are so poor that they need the extra income that comes from putting their children to work. This means that children cannot go to school because they must work, even if their wages are very low. Children cost 'less' to their employers, so unscrupulous people tend to employ children instead of grown-ups, which leads to less adults getting jobs. If adults cannot find work, families don't have enough money to live, forcing them to employ their children.

And so, the vicious cycle of poverty continues...



Watch the video “ABC of Child Labor” from the website StopChildLabor.org

click here



- * Write at least 3 products into each category:



Agriculture

Industry

bananas

- * Get in groups and discuss.



1. What is the first difference between the children in the video and those engaged in child labor?
2. How many children work around the world according to the video?
3. What is the main cause of child labor?
4. What is the lowest legal age for working in the USA?
5. What should we do?



- * Get in pairs and discuss: the video mentions that we should take action against child labor; can you think of some ways in which we can help working children? Write them down.



Ways to help children in child labor

The underage and the world of work

* Discuss these questions in groups.

- Do you have a part-time job after school or at weekends?
- Would you like to work after school or at the weekend? Why? / Why not?
- What kind of job would you like to have?



* Scan the text and circle the following numbers. What do they refer to?



47	6	36	1	17.823
15	4.500	30	10/6	53



SOCIETY NOW

YOUTH AND LABOR IN URUGUAY

IN URUGUAY, CHILD LABOR UNDER THE AGE OF 15 IS PROHIBITED, AND ADOLESCENT EMPLOYMENT IS REGULATED BY INAU

Child labor is defined as all work carried out by boys and girls under the age of fifteen, as well as hazardous work carried out by adolescents between fifteen and eighteen years of age. Child labor is prohibited in our country.

CURRENT LEGISLATION ▶

In our country, the **Institute for Children and Adolescents of Uruguay (INAU)** is the government agency that monitors child labor and enforces the laws regarding the underaged.

The **Code of Children and Adolescents** (Law 17.823) rules all things related to boys, girls, and adolescents under the age of eighteen, including employment. It establishes the minimum age to work at fifteen years. It regulates that they may not work more than six hours a day (thirty-six hours a week), have a 30-minutes-rest and enjoy one free day a week. It also prescribes that they may not work between 10 pm and 6 am, or in any type of dangerous work that may put their health at risk. For example, operating machinery, working on horseback, handling heavy loads, among others. Another important statute relates to salary, which must be the same as that of adult workers.

This code also states that the government has the responsibility to protect working youngsters against all forms of economic exploitation. Moreover, it must safeguard them from any harm to their health, or their social, spiritual, or moral development.

WORK AND EDUCATION ▶

An important risk associated with underage work is that adolescents may drop out of their studies due to various factors, such as lack of time or interest.

One of INAU's commitments is to ensure that work carried out during school years does not put young people's education at risk, so adolescents must prove that they are studying to get a work permit.

WORK BY SECTORS ▶

According to INAU, the rural sector has the highest demand for work permits, followed by the services sector in the cities. Demand also increases during the summer, especially in tourist areas, like Maldonado.

More than 4.500 work permits are granted annually, 53% to boys and 47% to girls.



WORK PERMIT REQUIREMENTS ▶

- Identity Card.
- Health Card.
- Tetanus vaccine certification.
- A passport photo.
- Proof of studies at Primary or Secondary/UTU level.
- Letter of consent to work from the adolescent and his/her guardian.
- Guardian's Identity Card.

* Read the text again and answer the questions:



1. What is child labor?
2. Is child labor legal in our country?
3. Are all jobs done by minors considered child labor?
4. What is the government agency in charge of boys, girls and adolescents in Uruguay?
5. What is one of its responsibilities, according to the text?

Did you know?

In Uruguay, work permits are specific to a job. The employer and adolescent must request permission to work for a specific company or business in a certain position. Permits do not authorize the adolescent to work in any job in general.

- * Now, find all the words in the text that refer to setting a regulation or controlling that it is obeyed.

monitors

- * Read the text again and complete the following chart about Uruguay's legislation regarding underage employment:

Legal age to work: _____

Legal age to work in hazardous jobs: _____

Underage work regulations:

- Regarding working hours: _____
- Regarding working days: _____
- Regarding working times: _____
- Regarding paying wages: _____
- Regarding education: _____
- Regarding documentation: _____

- * Read Suzie's email about her new job. Does her employer follow Uruguay's current legislation? Can you spot any legislation violations? Write them down.

1. Sometimes, she doesn't get her 30-minute rest.
2. _____
3. _____
4. _____
5. _____





Get in groups and discuss the following quotes about work for the underage. Do you agree with them?



What do they do?

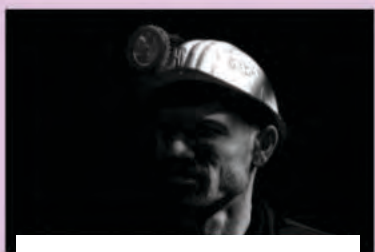
Every day thousands of workers risk their own lives simply to fulfill their job duties. Have you ever wondered why they do what they do?



Work in pairs to brainstorm reasons why some people have jobs that involve such high levels of risk.



- * Here you will find some of the most risky jobs. Use the words from the box to label them. There are two extra options you don't need to use.



Photos source: canva / pixabay

**beekeeper / firefighter / police officer / farmer / motorcycle courier /
miner / electrician / recycling workers / rescuer / construction worker**

- * What do you think? Which is the most risky job from the pictures? Order them from 1 to 8. Support your answers.

1.
2.
3.
4.
5.
6.
7.
8.

- * Choose three jobs from the pictures. Describe them and mention their risks.

Job	Description	Risks
firefighter	Person trained in firefighting, primarily to extinguish fires, but they also rescue people and animals from dangerous situations.	-heat exhaustion -burns -physical injuries



Hi class! This is my best friend Pablo de los Santos. He has had a risky job since he was young. Let's read about him and his amazing story.



Photos by Pablo de los Santos

- * Look at the pictures. Can you name some of Pablo's jobs? Read the text and label the pictures.

A.

B.

C.

D.

E.

F.



During my youth, I felt attracted to challenges, to trying new things, to breaking things down and seeing how they work. I never imagined working a traditional job. In fact, for many years I wanted to be an astronaut, but it wasn't until later that I had firsthand experience with new situations filled with risk and adrenaline. I learned to drive my father's truck, to ride a motorcycle, and to do many dangerous maneuvers.

When I was sixteen, after insisting that I didn't want to continue studying, seeking for something different, and thanks to my mother's efficiency, I enrolled in the Technical School of Aeronautics. I was initially against joining the school, but eventually, I managed to convince a friend to join me. I attended school for three years. It was an unforgettable experience, full of fabulous opportunities and friends that I will never forget.

In 2001, I went to study in the United States at the Lackland Air Force Base in San Antonio, Texas. I specialized as an aeronautics technician and got to visit various places, including NASA and the aircraft carrier USS Lexington (used in the movie Pearl Harbor). In the United States, I ended up getting involved as a first responder in the unforgettable 9/11 event of that year. Despite our daily trainings, we knew that our mission was going to be beyond what we could have imagined.

Upon returning to Uruguay as an aeronautical technician for the Uruguayan Air Force, I worked in the 5th Helicopter Squadron as a technician and crew member in search and rescue missions, firefighting, anti-narco trafficking, organ transport, and rescues due to flooding. Every day we risked our lives, but the truth is that when I was in an aircraft, I felt safe and happy.

- * Read the first part again and complete the chart with information about the teacher's best friend.



Means of transport	Family member	Country	Job/occupation	Places	Numbers

- * This is the second part of Pablo's biography. Order the paragraphs.



After spending some time in Africa, I came back to my homeland where my family was waiting for me. At that moment, I knew that my mission in the Uruguayan Air Force had come to an end, and I made one of the most difficult decisions of my life – I requested to leave Air Force and I returned to my hometown, my beloved Rivera. There, I had to start over, but I brought something that no one could ever take away from me: my experience, my knowledge, my understanding, and my unending desire to overcome myself. I started working as a beekeeper at a relative's business, which was a new challenge for me. I studied, read, and learned a lot in order to work in this field. I worked there for a year, but I knew that it wasn't exactly what I wanted.



In 2009, a new opportunity, a new challenge, appeared. I applied to work at a forest harvesting company. That year, I started as a harvester operator. I took different classes to learn to drive the machines and, without a doubt, my experience at the Technical School of Aeronautics was fundamental – once you learn it, you never forget it. Little by little I learned and grew more and more in the business. Many times I was afraid, as there are a lot of risks, but it was very gratifying to see the results of having studied and worked with so much dedication.



It has now been thirteen years since I started working in forest harvesting. I am now a maintenance boss at that same company. I never thought that my life choices would involve risk – truthfully, adrenaline and challenges have always been appealing to me; the sensation is unique and even more than the risks, what this line of work makes me feel is pride.

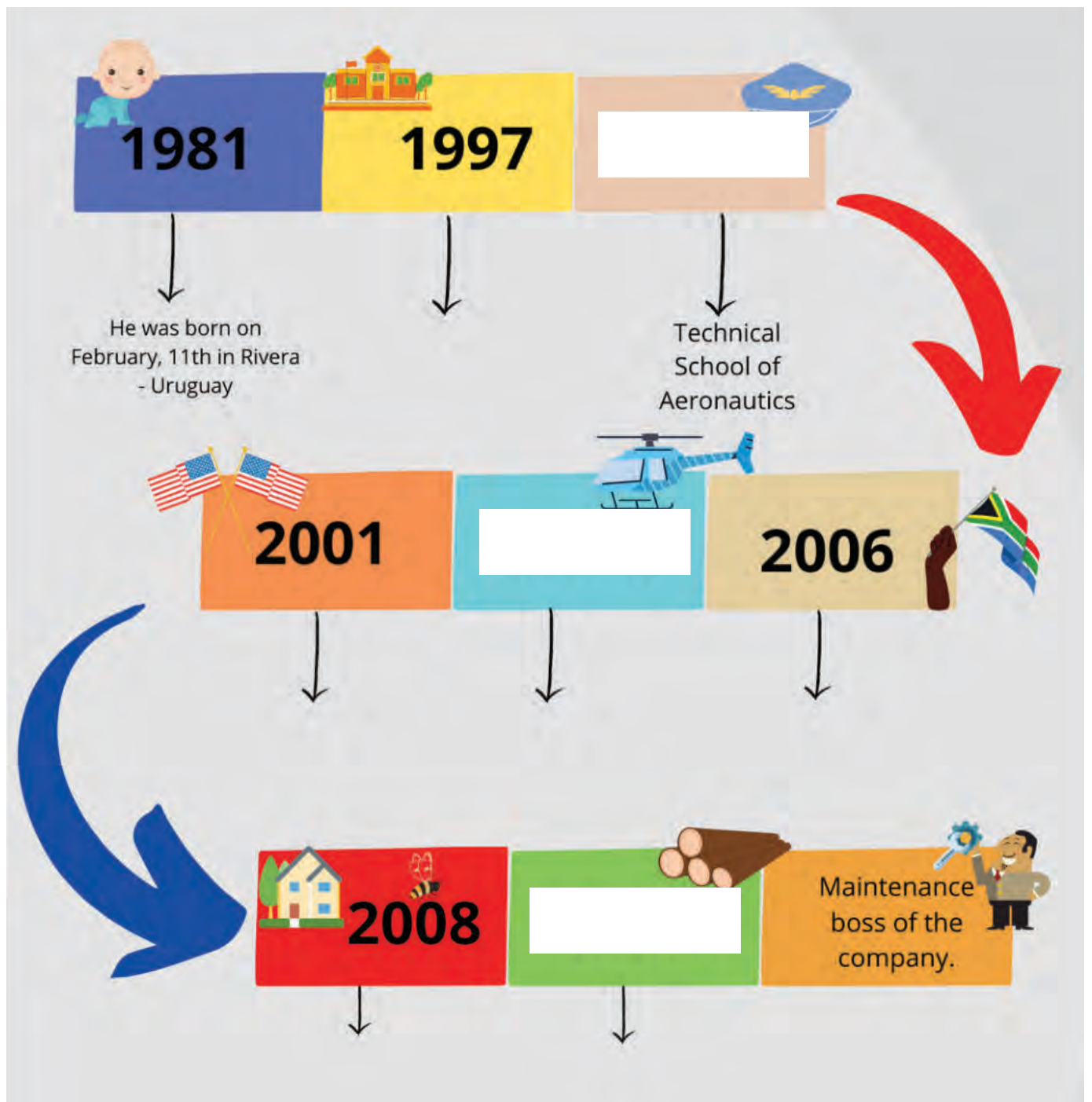


In 2006, I went to Africa, my colleagues and I were there for 13 months. We saw first-hand how different and difficult reality is for the people of that region. We participated in missions related to observation and search and rescue, and we interacted with personnel from the United Nations who were from all around the world. We helped maintain peace in the border region between Ethiopia, Eritrea and Sudan.



Amazing, isn't he?

- * Nico's teacher asked him to complete the timeline with information about the most important events in Pablo's life. Can you help him?



Serving the country.

There are several occupations in which people might be at risk. One of them is to be in the army. Our country sends people from the army to be part of the UN Peacekeepers.

Find more information about these special groups here:

[click here](#)

- * These photos are from Pablo's album. Even though he loved his jobs, they entailed a lot of sacrifice and possible dangers. What possible risks do you see by looking at the pics?



Photos by Pablo de los Santos

- * Imagine that Pablo retires from his position in the army. Write a letter to him to thank for all his service and help.



- * Work on your own.



Do some research on risky professions. Make a photo album and write captions for those photos that refer to those positions and jobs.

What does the future look like?

- * The gang decided to go to a funfair during the weekend. There are several attractions they would like to visit. Let's match the attractions with the correct name.

- Fortune Teller - Bumper Cars -
 Carousel - Ghost Train
 - Darts Stand- Magic Tent
 - Roller Coaster - Tea Cup Ride
 - The Mechanic Bull - Ball Pond



a. Bumper Cars



b.



c.



d.



e.



f.



g.



h.



i.



j.

Your opinion matters:

Have you ever been to a funfair? How did you like it?

- * The characters are visiting one of the attractions. Listen and say which one it is.



After listening, I can say that they are visiting _____.

- * Read about Madam Yola.



Welcome to my tent. My name is Madam Yola. I am a fortune teller and I can read the past, present and future. I have developed supernatural powers and every person that enters this place leaves with the truth, the whole truth, and nothing but the truth. I can give you specific information about love, family, education, health, friends, or other personal aspects. So, what would you prefer for today's session? The crystal ball, cards, or a palm reading? I can only answer 3 questions, so choose carefully.

Let's see how much you understood.

- What does the fortune teller do?
- What things does the fortune teller use to tell the future?
- What kind of topics can they ask the fortune teller about?

Did you know?

"The truth, the whole truth, and nothing but the truth."

In a "court of law" or legal scenarios, this phrase indicates that the only thing worth sharing, and that should be shared, is the absolute truth. If you don't tell the truth, you are guilty of what is called perjury and, if so, you are in trouble.

- * Write three questions you would like to ask the fortune teller. Look at the questions that the gang asked.



Will I go to university? Where will I meet my future partner?
How many children will I have? Where will I work?

**It's time to visit the
funfair.
We will meet Madam /
Mister Intriga.**



Student A: Welcome to my tent. My name is Madam / Mister Intriga. I am a fortune teller and I can read the past, present, and future. Every person that enters this place leaves with the truth. I can give you specific information about love, family, education, health, friends, or other personal aspects. I can only answer 3 questions, so choose carefully.

Student B: Hi Madam / Mister Intriga. I have three questions for you.

Student A: Come on! I am all ears. But remember to leave your money when you leave the tent.

Student B: OK. When will I meet my soulmate?

Student A: The crystal ball tells me you will meet your soulmate in three years.

Student B: Where will I meet him / her?

Student A: You will meet him / her at university.

Student B: So, will I go to university?

Student A: The crystal ball tells me you will attend university.

Student B: How will I know that person is my soulmate?

Student A: Sorry my dear. I cannot answer that.

Student B: But why?

Student A: You've already asked three questions. See you next time. Leave your money by the door.
Next!!



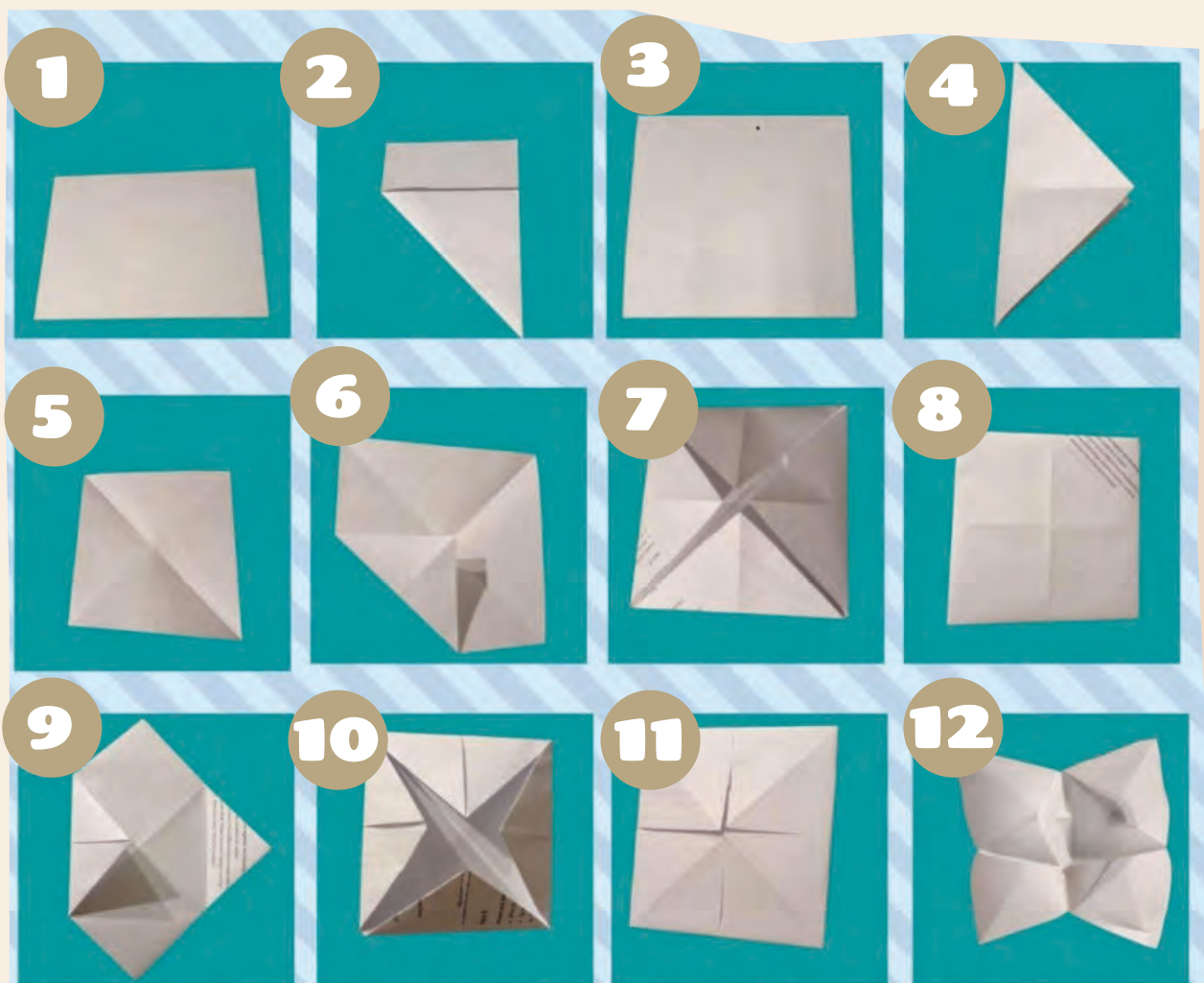
- * Instructions:



Student A: You are the fortune teller. Student B: You are the customer. Then, change roles.

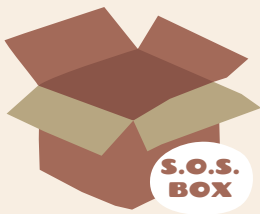
- * It's time to make random predictions. Let's create our own Cootie Catcher. Follow the instructions from the picture. After you prepare the Cootie Catcher write questions and predictions.

How to make a Cootie Catcher



Photos by Jimena Martínez

- 1** Take a piece of paper.
- 2** Fold it like the picture shows.
- 3** Cut out the square.
- 4-5** Flip the square over and fold it in half, from the top to the bottom.
- 6-7** Now fold each corner of the square toward the center.
- 8-9-10** Turn the paper over and bring each corner to the center.
- 11-12** On top of the flaps, write a number. Then, open each flap and write a fortune or prediction. Finally, color the outside flaps.



Yes.
Most likely.
As I see it, yes.
You may rely on it.
Signs point to yes.
Definitely.
Without a doubt.
It is certain.
You'll be lucky.
Maybe.
Ask again later.
Concentrate and ask again.
Cannot predict now.
Don't count on it.
No.
My sources say no.
Very doubtful.



* Listen for pleasure: Maroon 5 and the fortune teller

1. How does the singer feel?
2. Who is he singing to?
3. Why do you think he says 'I'm not a fortune teller'?
4. Why is he worried about the future?
5. What is the American Dream?



Source: commons.wikimedia.org

Projects

Project 1: Do you have any motto?

Look for a motto that inspires you in life. Prepare a post for social media and share with the rest of the class why they feel inspired.

Project 2: This is the quote for me

Find a quote that represents yourself and create a poster.

Some ideas:

“As you start to walk on the way, the way appears.” Rumi

“A dream is what you desire if anything and everything is possible.”

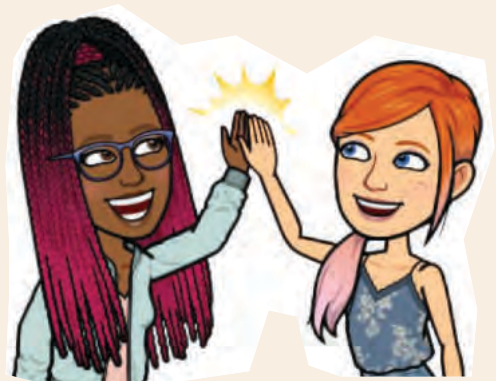
“A dream is the visualization of your goal and the motivation for your soul.”

“Goals without a dream are like arrows without a target”.

“I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”
Albert Einstein.

Project 3: Volunteer work

Linda and Camila finally did volunteer work together and they are very happy about it! Now, it's your time to invite students from your high school to do some volunteer work. Search for information about where you can volunteer in your hometown and create a poster with all the necessary information: the place where people have to go to do the volunteering, what type of activities can be done, what the necessary requirements are, etc. You may also want to foster students' participation by really motivating them by describing the good aspects of doing so.



Project 4: You choose!

- Choose two of the following tasks, they just have to be different colors!
- Share your work with the class.

Create a poster to raise awareness about the other topic you chose.

Choose a particular product or service in which child labor plays an important role.
Create a presentation about the topic.

(Which product/service is it?
Where is it produced/made/performed?
How many children are involved? etc.)

Research the national and international legislation and organizations/agencies that regulate child labor and write a report about the topic.

Choose a well-known company that is known for using child labor and create a presentation about it.

(Which one is it? Where does it function? What kind of products do they make? How much money do they make? How much money do they pay the children? etc.)

There are several non-profit organizations engaged in fighting against child labor. Write a report about at least two of them.

(Name, Date of creation, Mission/Vision, Reach, etc. Include how people can collaborate with them.)

Create an infographic to illustrate the data from your other topic.

Investigate Child Labor in Uruguay and write a report about the topic.

(Does child labor exist in Uruguay? What kind of jobs do children do in our country? In which area do children work the most? What is the government doing to prevent or regulate it? etc.)

Create a poster suggesting ways of helping regarding your other topic.

Investigate child labor in the past and create a presentation about the topic.

(You can divide your work into preindustrial times/industrial revolution/XX-XXI centuries or choose one particular era. What kind of jobs did children do in the past? When did things start to change? etc.)

Unit 3

ENJOY, LIVE AND EXPLORE

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

- read and write about places in Uruguay.
- listen to people who have experienced living in Uruguay and abroad.
- write different types of texts of about 100 words.
- create material to advertise Uruguay and its touristic places.
- conduct some research on particular topics related to the theme.
- share information in various ways, for example in a video, poster or infographics.

Do Uruguayans appreciate the beauty of our country?

- * One of our friends has a very interesting job, he is a photographer. He shared these pictures with us. Get in small groups and describe the pictures. In your opinion, were the pictures taken in Uruguay? Why/Why not?



In this picture, I can see...
I believe this is...
In the background, I see...
In the foreground, I see...
I like this picture because...
This is an artistic picture because...
I think this might be...

- * The pictures belong to a Uruguayan photographer and were all taken in our country. Can you guess where they were taken?

Your opinion matters!

- * Do Uruguayans appreciate the beauty of the country?
- a** Take one minute and think about your answer.
 - b** Share with the person next to you and exchange ideas.
 - c** If you feel comfortable sharing your ideas, raise your hand and share it with the rest of the class.



- * Our friends had to conduct some research on what Uruguayans think about this question. Look at the five short texts they wrote. The excerpts show the opinions of 5 people living in different places.
- A:** Uruguayans don't appreciate the beauty of our country. They may say it is not worth visiting.
- B:** People from Uruguay are not aware of the country's wonderful places. They are always traveling abroad when they have plenty of places to visit in their own country.
- C:** In my opinion, Uruguayans know the country and have started to visit different places, especially during and after the COVID-19 pandemic. There are plenty of ads and touristic offers.
- D:** I think Uruguay is a fantastic place to live in. I love its historical places. I am lucky that I was born here.
- E:** For me, my country is the best in the world, and people around me have not given it a chance. If they knew many of the things they look for abroad can be found here, they wouldn't spend so much money traveling abroad.

- * Are these people's opinions positive, neutral or negative?

Did you know?

Uruguay is a country with open doors to immigrants. In fact, Uruguay is the land of immigrants. Apart from the indigenous people living in our land, Italian, British, Portuguese, Spanish, Armenian, French and peoples from other countries settle down in what is now Uruguay. According to the UNO, in 2019, 2.35% of the Uruguayan population is new immigrants to the country. Uruguay is ranked in #122 for the number of immigrant it receives yearly.

Source: <https://datosmacro.expansion.com/demografia/migracion/inmigracion/uruguay>

- * Let's meet Karen A. Higgs. She is a Welsh woman who has become The Guru of the blog Guru'Guay.
- * Listen to Karen and answer True, False or Doesn't say.



Photo by Karen A. Higgs

1. Uruguayans appreciate all their country without exceptions. ☐
2. There are no vineyards in Uruguay. ☐
3. The author likes Uruguay. ☐
4. Architecture is found very attractive by tourists. ☐
5. The old buildings in Montevideo are in very good condition. ☐



- * Listen to Karen again and complete the missing information.

Some people paint _____ on the walls of antique buildings.

The author really enjoyed the activity of _____ cows.

According to the author, Uruguayans don't appreciate the _____ of the simple life of the country.

Uruguayans love _____ .

When tourists arrive to Montevideo, they really _____ with the city.

- * Is her opinion mostly positive or negative? How can you tell? Does she recommend visiting Uruguay? In part of her speech, Karen says that Uruguayans don't appreciate the beauty of simple life. Why do you think some people don't appreciate that?

- * Why do you think foreigners choose to visit Uruguay? Get in small groups and come up with some possible reasons.



Possible reasons for foreigners to come visit Uruguay

- * Discuss the possible reasons foreigners have to come to Uruguay with the class. Make a list and rank them. Write the 5 most voted reasons in this chart.

Most voted reasons to come to Uruguay

- * Karen wrote the following text. Read it and answer which reasons she gives to put Uruguay on the travel bucket list.



| AUG 9, 2021 |

BY THE GURU OF
GURUGUAY



5 reasons to put Uruguay on your travel bucket list

The unassuming South American nation of Uruguay is off-the-radar to most Europeans and North Americans, but Brazilians and Argentines have been flocking there for years.

Here are five reasons why Uruguay should be at the top of your travel bucket list.

1. Deserted beaches for ten months of the year

Roam the sandy streets of hippie hideaways next to the Brazilian border in Rocha, commune with thousands of seals in the Hebridean solitude of Cabo Polonio (pictured below) or chill out in Jose Ignacio, a laid-back fishing town frequented by the likes of Mark Zuckerberg and Shakira. Uruguay has an extremely short high season when glamorous hot spots team with Brazilian magnates and Argentine super models. The remaining ten months of the year you'll have the entire beach pretty much to yourself.



During the summer, Uruguay's population of just three million people doubles as Argentines—many who have holiday homes in Uruguay—and Brazilians who love the safety a holiday in Uruguay offers, flood in. It's no surprise. In South America, Uruguayan beaches have been hugely popular with its neighbors for well over a century. Europeans, Americans and Canadians make up just one in ten visitors so you're in the vanguard.

2. Gaucho country – step into a kinder, gentler time

Uruguayans refer to anywhere beyond Montevideo and the coast as “the interior” or “Uruguay profundo”. As you head into Uruguay's interior, the land is virtually untouched by development. You'll cross more gauchos on horseback than you do cars. Take a few days to step back into a kinder, gentler time. The best way is to spend a few nights on one of Uruguay's traditional cattle and sheep ranches known as estancias.

San Pedro del Timote is Uruguay's oldest estancia. There are options to suit all tastes and pockets. From a rustic ranch run by actual gauchos who make ends meet by taking in visitors, to a grand estancia managed by the fifth generation of an Austrian-Uruguayan family with a lovely pool and capybaras in the garden, to a 'million-star' vegetarian inn specializing in adventurous horse rides lying in an alternative enclave in the stunning hills of Rocha.





5 reasons to put Uruguay on your travel bucket list

3. Friendliest wine country ever

If you're wondering why you haven't tried Uruguayan wine yet, it may be because the entire wine production of Uruguay is equivalent that of just one medium-size vineyard in neighbouring Argentina! In the last couple of decades wine-making has professionalised and Uruguayan wines are winning international recognition.



ceremony. No pomposity. Just love of wine.

However, a visit to a winery in Uruguay is still a uniquely friendly and personal experience. Your host will often be the actual owner or wine-maker, the great grand son or daughter of Italian immigrants. These are people who produce their award-winning wines themselves and bottle and label them by hand. There's no standing on

4. It's not just the beef...

...though there are 3,5 cows to every Uruguayan. Until five years ago "Uruguayan cuisine" was principally a slab of grass-fed beef accompanied by a simple lettuce, tomato and onion salad. **Things have really changed in the capital and on the coast with a boom in gourmet, but still affordable eateries.** When I wrote the first edition of The Guru'Guay Guide to Montevideo back in 2016, I commented that Uruguayans like their food plain, simple and meaty. Give them a well-cooked piece of beef and a mixta, I said, and they will be happy. My, how things have changed, and how happy you, dear reader, will be. The last five years has seen a boom in good eating and a focus on local, hand-crafted ingredients. Nowadays it is even relatively easy to be vegan in Uruguay.



5. Dressing down obligatory

Uruguayans take pride in being a very egalitarian society. No one likes to stand out and that includes regarding attitude and dress. Uruguayans dress down even at the most exclusive of locations. At the beach and in the countryside the dress code is so laid-back as to be non-existent. Do yourself a favor. Leave the formal wear at home and save space for the wine you're going to want to bring back.

<https://www.guruguay.com/why-uruguay/5>

Your opinion matters!

- * Do you agree with her? Support your ideas. Would you add any other reason to the list? Think of the place where you live and what can attract people to visit it.

- * Karen recorded a podcast. Listen to her and answer these questions.



- 1 What beaches does she recommend?
- 2 Where can you cross more gauchos on horseback than cars?
- 3 Who will receive you when you visit a winery?
- 4 How have the eating habits of Uruguayans changed in the last few years?
- 5 What is the attitude of Uruguayans towards dressing?

10 must-see places in Uruguay



In our previous lesson we met Karen. She fell in love with Uruguay and its beauty. Every year, some American people from the Fulbright Commission come in an exchange program to Uruguay. They spend about 9 months sharing their knowledge and expertise with students and teachers.

One issue they face every year is where to go in Uruguay, how to get there and what activities they can do in those places. In this lesson, you will conduct some research and make some infographics sharing the results of your study.

Stage 1:



- * Get in groups of no more than 5 people. Each person will have a couple of days to find information about three must-see places in Uruguay (don't forget to include local places).

Stage 2:

- * Share your findings with your small group. Negotiate with the rest of the group what the 10 must-see places in Uruguay are.

Stage 3:

- * Find information about each place. You can search for data about its history, most iconic places, activities people do there, entertainment there, cost of life and any other relevant information you consider necessary.

Stage 4:

- * Organize the info with pictures. You can create a poster, a brochure, a blog, a video or any form of advertising you think of.

Stage 5:

- * Share it with the rest of the class.

Alternative tourism



Your opinion matters!

- * Uruguay is evolving as a tourist destination. What are the most popular tourist destinations in Uruguay? What makes those places attractive for tourists?



Photo by pixabay.com

Marker talk

There are several whiteboard markers on your teacher's desk. Take one and write your answer on the board.

You can write your own or you can answer a classmate's post on the board. You can also agree or disagree; you can put a question mark (?) if the information on the board is not clear.

You have 5 minutes to write your answers.

Group work: Discuss the ideas on the board and come up with an opinion about all the ideas on the marker-talk activity.

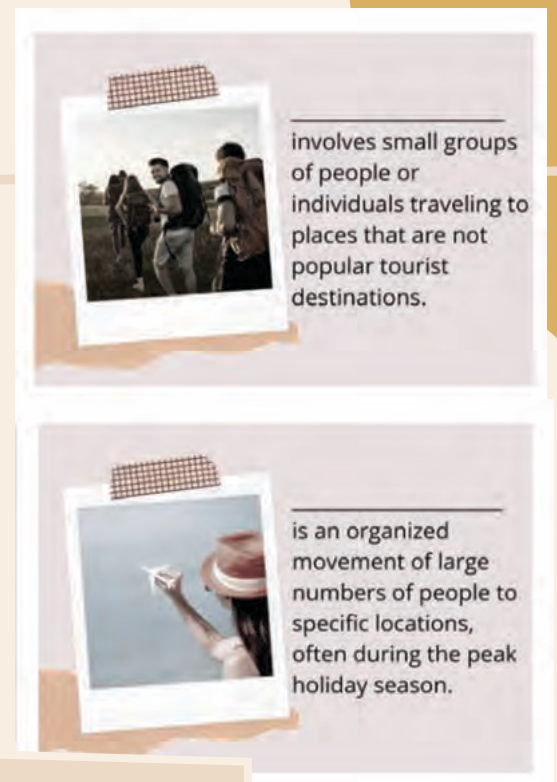


- * Look! There are some trends about tourism. Look at the following definitions and put the right word on the corresponding blank space. There is an extra word you don't need to use.

mass tourism

alternative tourism

traditional tourism



Check your answers here:

<https://www.differencebetween.difference-between-mass-tourism-and-vs-alternative>

- * As you could see we can divide touristic activities into mass tourism and alternative tourism. Look at the following activities and match the pictures with the names.



Photos: pixabay.com

- * Classify these activities into Mass Tourism and Alternative Tourism.

Mass tourism	Alternative tourism

- * Which of the activities mentioned above can be done in Uruguay? There's a project called "Uruguay Alternativo" that promotes alternative tourism. Read an article by Juan Andrés Pardo, a tourism expert, and complete the summary of the project.



Photo by Juan Andrés Pardo

URUGUAY ALTERNATIVO

This project originally started as a personal challenge: to travel across the country by bicycle. I wanted to collect information, stories, anecdotes and meet people, especially the ones that are not mentioned in commercial tourist guides. In 2018 we published "El Gran Tour", a book that tells all about this experience.

Uruguay Alternativo's main aim is to spread the word about touring based on a respectful and fraternal bond between local communities and the environment. Among our secondary aims, we can mention: to promote non-conventional tourist destinations; to generate tourist offers with local identity; to encourage bicycle touring and foster a sustainable lifestyle.

Consequently, we propose the following course of action:

- Local development: Bearing in mind the concept of sustainability, we advise developing local groups to improve their tourist offer.
- Generation of new touristic circuits and / or events: We develop ideas to enhance the patrimony and local identity of different places. In 2019, we organized (with the support of MINTUR and some state and private institutions), "Este es mi pago"; the first photography contest for non professional photographers. More than 100 people took part in it.
- Alternative tourism network: We created a network formed by more than 100 tourist agents who are connected via WhatsApp.

URUGUAY ALTERNATIVO



Source: canva.com

Course of Action

Local development

Advising and developing local groups to [redacted] tourist offer.

Generation of new touristic circuits and / or events

Developing ideas to enhance the patrimony and local [redacted] of different places.

Alternative tourism network

Creation of more than [redacted] tourist agents network.

Publications

- 2018: Book: "Un gran tour al rescate de nuestra identidad"

- [redacted] in <http://www.uruguayalternativo.org/> and in other national media such as Revista Sala, Pasaporte News, Revista Ajena (Brecha), among others.

Main Aim

Local development

To spread the word about touring based on a [redacted] and fraternal bond between local communities and the [redacted].

Secondary Aims

To generate tourist offers with local [redacted].

To encourage [redacted] touring.

To [redacted] non-conventional tourist destinations.

To foster a sustainable [redacted].

- * Juan Andrés also divides alternative tourism into three categories. Read some people's preferences and match them to the type of activity they might enjoy.



I love challenges related to nature. My favorite activities are the ones I can do in the open air.

I am looking for an activity that relates both, nature and sports, such as hiking and fishing.

I enjoy having experiences with people who live in the countryside. I just love how people manage to live without the amenities we have in the city.

I'm into Biology so I'd love to visit a place where I can fully appreciate the ecosystems and the local fauna.

I have always lived in the city and visiting a dairy farm sounds like a great idea for me and my kids. We would love to be in contact with the animals.



Ecotourism,
Valle del hilo de la vida,
Lavalleja.



Adventure Tourism,
Montes del Queguay,
Paysandú.



Rural Tourism,
Camino a Pueblo Cañas,
Cerro Largo.

Photos by Juan Pardo

- * Let's get creative and advertise our own cities / towns.



- a** Get in trios.
- b** Each trio has to prepare a brochure about the area where you live.
- c** In the brochure, describe the place and advertise five tourism alternative activities.
- d** Share your brochures with the rest of the class.
- e** Vote and find the most popular activities among your classmates.

Mysterious places

- * Do you like reading stories? Which is your favorite one? Here you have some different story genres, paint the stars to show your preferences.

Science fiction	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Horror	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Fairy tale	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Love	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Mystery	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Historical	★ ★ ★ ★ ★ ★ ★ ★ ★ ★



- * Match the cities from A-F to the mysterious places from the pictures.

- a.** Paysandú
- b.** San José
- c.** Salto
- d.** Lavalleja
- e.** Montevideo



- * Guidaí is reading stories about different places in our country. Her favorite one took place many years ago in the city of Montevideo. What kind of story do you think it is? Read the text and find out more about it.



IT IS NOT JUST A PORTRAIT...

It is said that when the sun goes down inside the old house where the Museum of Fine Arts "Juan Manuel Blanes" is today, unexplainable events occur. Among other things, noises are heard in the corridors and the cellar, and shadows are seen creeping in the attic. Many say that it is the ghost of Clara García de Zúñiga or "Clarita", as she is popularly known. She was the former owner of the house, and the protagonist of one of Uruguayans' favorite urban legends.



CLARITA

Quinta García de Zúñiga - Montevideo

The mysteries of a portrait

Clara García de Zúñiga lived a tragic life. Today, the only things that remain of that dark past are ghost stories and a portrait that is the center of the museum visitors' attention: the portrait of "Clarita".

Her portrait is located next to the entrance and was painted by Juan Manuel Blanes himself when Clara was six years old. It is said that whoever stands next to it has the feeling of not being alone. And if you move it to another place, an accident will happen. That's why museum officials chose not to touch it, because every time they removed it from its site, something bad happened. It seems that Clarita's portrait wants to indicate to guests that it is her place. Do not forget that the museum's house was nothing more and nothing less than her own home.

But what not many people know is that a secret is hidden in that painting, which lies in the girl's face. Anyone who has seen it up close will have noticed that there is something special in Clarita's eyes. It gives the impression that, when painting her childish face, the talent of Blanes perfectly captured the mixture of emotions that always accompanied her; anger and sadness.

Those who look closely will discover a surprising detail, the face of the girl that Blanes painted is made with the halves of two different faces. One of the halves of her face, located on the right side, corresponds to a sad Clarita with a gesture of certain dullness, while the left half belongs to an angry face. These differences can be seen clearly in the eyebrows, in the color of the eyes, (black on the left, light brown on the right), in the nose, and in the mouth. Juan Manuel Blanes' artistic choices in this portrait perfectly sum up Clarita's life. The young woman lived a life of profound sadness and anger and the work is a symbol of that duality. The interesting thing about the secret of the two faces in Clarita's portrait is that anyone who wants to check it out can go to the museum and confirm it themselves.

* Read the text and answer.



- 1 What is the text about?
- 2 Who was Clarita?
- 3 In which part of the museum can you find this painting?
- 4 According to some people, no one can move this painting. Can you explain why?
- 5 What is the most interesting fact about Clarita's portrait?
- 6 Would you like to visit Blanes Fine Arts Museum? Why or why not?

* Read the story again and label these pictures with words from the text.

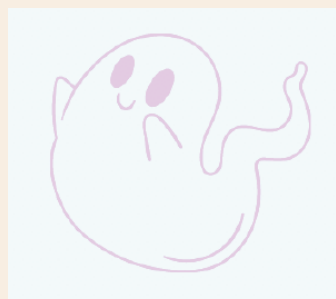


Image Source: www.canva.com


* Guidai's teacher asked her to summarize Clarita's story. Can you help her? Use words from the previous activity to write a short summary of the story.





- * Guidaí and her classmates are working on a project about mysterious places in Uruguay. This is their poster about The enchanted island of Cabo Polonio.



The enchanted island of
CABO POLONIO



The Enchanted Island is a small rocky island eroded by the waters of the Atlantic Ocean, located in front of Cabo Polonio beach, in the department of Rocha. It is part of the Torres Islands group.

The Enchanted Island owes its name to an old legend. People who live in the place say that two white doves lived for more than fifty years on this rocky island, guarding a treasure hidden by some of the many sailors who shipwrecked on these tricky coasts. In the past, navigators from all over the world used doves and other types of birds to find land. To some navigators, those birds were considered a symbol of bad luck. Sailors who approached the coast of Cabo Polonio and came across this pair of white doves would interpret it as a bad sign, and if this meant going backward in the course, these birds worked well in their mission of taking care of the treasure.

- * Read Guidaí and her team's poster and complete the chart:



What?

Who?

Where?

What for?

- * Is there a mysterious place where you live? Ask your teachers and family for help. Create a poster to share with your class.

Our ancestors and our cuisine



*

Do you recognize the dishes below? Have you ever eaten any of them? Do you know what their origin is? If not, find information on the internet.

*

Complete the chart with the name of the dish and its origin for each photograph.



Photos from canva.com and commons.wikimedia.org

MEXICAN / APPLE STRUDEL / SPANISH / AMERICAN / CHIVITO / TEA AND SCONES
SUSHI / PAELLA / FALAFEL / ITALIAN / AUSTRIAN / GUACAMOLE / BRAZILIAN
URUGUAYAN / BRITISH / ARABIC / CAPPELLETTI / FEIJOADA / DONUTS

	dish	origin		dish	origin
a.	Apple strudel		b.		
c.			d.		
e.			f.		
g.			h.		
i.			j.		

Did you know?

The word donut is also spelled doughnut. The last one is the original word. The first is the most commonly used nowadays, especially in the US.

Picture A - Bing images // Picture B - Bing images // Picture C - Bing // Picture D - Bing images // Picture E - Bing images // Picture F - Bing images
Picture G - Bing images // Picture H - Bing images // Picture I by Ana Laura // Picture J - Bing



- * Get in pairs and discuss:

Which of these dishes are usually eaten in Uruguay?
Can you think of some dishes that are typical in our country?
Does Uruguay have its own cuisine?

- * Now, let's read an article about Uruguayan cuisine and do some activities.



ON THE IDENTITY OF OUR CUISINE, WHICH COMES FROM IMMIGRANTS, BUT SHAPED ITS OWN PERSONALITY.

Uruguayan cuisine *also exists*

There is a concept in Uruguay that our country doesn't have its own cuisine because we are immigrants descendants -mainly Europeans- who brought with them the recipes that Uruguayans have incorporated into our kitchens.

But, is this true?

During the history of mankind, there have been countless migrations, invasions and conquests that led to exchanges of all kinds between different cultures, including food and recipes. All the cuisines of the world have always incorporated dishes, ingredients, and seasonings from others.

Archeologists have found clay tablets in Mesopotamia -dating from 1600 BC- with recipes for **lamb** meat, **cereals**, and vegetable broths and stews that are very clear antecedents of similar dishes we enjoy now.

European cuisine, as we know it today, would not exist without the contribution of American products such as **potatoes**, **corn**, or **tomatoes** that were brought to Europe after the discovery of the new continent in 1492. And of course, the same happened to America, as Europeans introduced new crops and livestock like **wheat** and **oats**, **cattle**, **pigs**, **chicken**, etc.- into the continent.

Also, Italian and Spanish cuisine owns a great debt to the Muslims from northern Africa -the Moors- who conquered the area over a thousand years ago. They introduced essential ingredients such as **rice**, **sugar**,

peaches, **figs**, some **citrus fruits**, **melons**, and **eggplants**, as well as **basil**, **saffron**, **anise**, and **cinnamon**, among others.

So, on what basis can it be said that there is no Uruguayan cuisine? Many of its dishes are versions of recipes brought by the immigrants who came to this land.

Uruguayan cuisine is a creative adaptation of European recipes -mostly from Italy and Spain- to the agricultural, livestock, and economic reality of our country. In all cases, Uruguayan dishes have their own identity, either in cooking methods, ingredients, or flavors, which make them different from their European models. They are, therefore, really ours.

It also happens that we have similar recipes, although often with distinctive touches, to those of neighboring countries, especially Argentina. This is only natural because the immigrants who arrived in our country came from the same nations and regions as those who settled on the other side of the River Plate.

In view of all this, there is no doubt that there is a specifically Uruguayan cuisine, as valid as any other, despite our tendency to belittle it, either due to misinformation or prejudice.

- * The article mentions some very important moments of food history. Use the map and the color codes to complete the activity.



Where?

Italy and Spain

Importance:

**biggest influence
on Uruguayan cuisine**



Where?

When?

Importance:



Where?

When?

Importance:



Where?

When?

Importance:



Where?

When?

Importance:



* Use the words in bold from the text to complete the chart



Spices

cinnamon

Photos from canva.com

* Now, read the article again and classify the words in bold into the categories above. Add two more items to each one.



Answer the questions:

- 1 Why do Uruguayans think that Uruguayan cuisine does not exist?
- 2 What are some of the reasons for human cultural exchanges?
- 3 What is the origin of the majority of Uruguayan cuisine?
- 4 Why do Argentina and Uruguay share similar recipes?
- 5 Why does the author believe that Uruguayan cuisine **does** exist?

* Linda wants to learn to cook some Uruguayan dishes, so Camila is sharing her favorite recipes with her.



Did you know?

In gastronomy, the meats of different animals have their own names. For example, beef (cow), pork (pig), mutton (sheep), poultry (chicken) and venison (deer). Can you think of other kinds of meats that Uruguayans eat?

- Let's read Camila's recipe cards for Spanish omelet and cheese scones.



Cheese scones

Ingredients

3 cups flour
 ½ cup grated cheese
 2 teaspoons baking powder
 ½ teaspoon salt
 ¾ cup butter
 1 cup milk

Instructions

First of all, preheat the oven to 200° C, and grease a baking sheet.

Secondly, mix the flour, baking powder, and salt in a large bowl.

After that, add the butter to the bowl and combine everything with your fingertips.

Then, add the cheese to the mixture and mix it through with a wooden spoon.

When it is all combined, pour the milk into the mixture slowly to form a soft dough.

Next, lightly flour a surface and roll out the dough to approximately 2 cm thick. Then use a round cutter to cut out the scones.


Finally, top the scones with a little extra cheese and transfer them to the baking sheet.

Prep. time

20 minutes.

Cooking time

Bake in the oven for 15-20 mins. or until golden brown.



Spanish Tortilla

Prep. time: 35 mins. Cooking time: 15 mins.

Ingredients: 500 gs. of potatoes, 1 large onion, 6 eggs, salt & pepper, and olive oil.

Procedure:

- ☐ Then, fry the potatoes in the oil.
- ☐ When the potatoes are soft, add the onion and fry everything for 5 more minutes.
- ☐ Next, cook all the ingredients together for about 10 minutes.
- ☐ First, chop the onion and potatoes into small cubes.
- ☐ Finally, flip the tortilla over and cook for 5 more minutes.
- ☐ After that, put the fried potatoes and onion into a large bowl with the eggs, salt and pepper, and mix everything together.

- Read the cheese scones recipe and copy all the words that show the order in which the recipe must be done. E.g. **First**



Did you know?

The connecting words that are used to show the order of the steps in a process or the events in a story are called **sequence adverbs**.

- Now, read the Spanish tortilla recipe and order the steps. Write the numbers in the white squares.

- * Watch the crepe recipe video and complete the recipe card below. Remember to use sequence adverbs to show the order of the recipe steps.

[click here](#)

Crepe recipe

Servings: _____ crepes Cooking time: 20min.

Ingredients

Procedure

Possible fillings

- * Think: Are scones, crepes and Spanish tortillas usually eaten in Uruguay? Do you know the origin of these recipes?

- * Look at the pictures and match them to the phrases below.

- ☐ **beat/whisk** the eggs.
- ☐ **bake** the muffins.
- ☐ **mix** the ingredients.
- ☐ **add** the sugar.
- ☐ **grill** the meat.
- ☐ **peel** the apples.
- ☐ **slice/cut** the onions.
- ☐ **pour** the milk.
- ☐ **boil** the spaghetti.
- ☐ **grate** the cheese.
- ☐ **knead** and **roll out** the dough.
- ☐ **fry** the potatoes.



Photos by pixabay.com

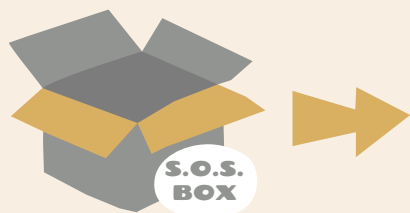
The perfect destination for water sports

- * What do the pictures in the poster have in common? More than one possible answer is correct. Can you describe the pictures and name the activities?



Photos from unsplash.com

- * Do you know where these activities can be practiced in Uruguay? Support your answers.



- I think you can practice this sport in ... because here there is/ there are...
 - In my opinion, this sport can be practiced in... because this place is...

- * Uruguay has many interesting places where you can practice amazing water sports. Read the following article and answer these questions.



1. Why does the Mahi-Mahi fish stand out?
2. Where can you find it in Uruguay?
3. What activity can you do in the Queguay River?
4. What is the Salto del Penitente ideal for?
5. Name 3 activities that can be performed in Garzón Lake.


https://www.aeropuertodecarrasco.com.uy/sports-and-nature/ct_60/en/



Sports and Nature

Mahi-Mahi fish (Salto)



One of the main tourist attractions in Salto is the mahi-mahi fish, a fish that stands out because of its color and the fact that it is very praised by aficionados of this sport. The fishing takes place in the area of the Salto Grande dam, where different companies in the area offer guide services to take tourists to this place, a few meters from the floodgates of the main hydroelectric dam in the country.

Canoeing on the Queguay River (Paysandú)

The Queguay hills are a protected area. This means that the natural resources that are found there must be preserved and enjoyed. In this place the rivers Queguay Grande and Queguay Chico meet. The area extends around 20 hectares where different landscapes coexist. These landscapes include lakes and marshland, natural riverside hills, Baltic hills and woods. There are also shrubs, hillocks and scrublands. These hills which were added to the National System of Protected Areas in 2006, were one of the last dwellings of the Charrúas. The Paraguayan Melchora Cuenca also lived there, she was the wife of the national hero José Gervasio Artigas.



Today, the hills form an area of woods and caves with native flora and fauna. It is an especially suitable area for activities such as hiking, ecotourism or canoeing on the waters of the Queguay River. In addition, it is an attractive place to go around on foot, on horseback or by bicycle. You are ensured to enjoy nature and fresh air on these trips.
(www.guichon.com.uy)

The perfect combination of wind and water make Uruguay an ideal destination to practice sailing sports. However, the hilly landscape also offers a wide range of activities related to adventure tourism, for example the rivers in the center of the country. Finally, fishing- both river and ocean fishing- is part of the local tradition.

Rappelling and zip-lining in Salto del Penitente (Lavalleja)

It is a sight for sore eyes, but the visitor can do more than just look. The Salto del Penitente is an ideal place to go rappelling, climbing and going down a zip-line. For those who do not like heights there is an alternative: trekking. It also has a good range of services including a restaurant with a marvelous view and a shelter where you can sleep for affordable prices. Address: Route 8, km 125 and then 18 kilometers to the right. Telephone: 4440 3096.
(www.saltodelpenitente.com)

Windsurfing and kitesurfing on Garzón Lake (Maldonado)

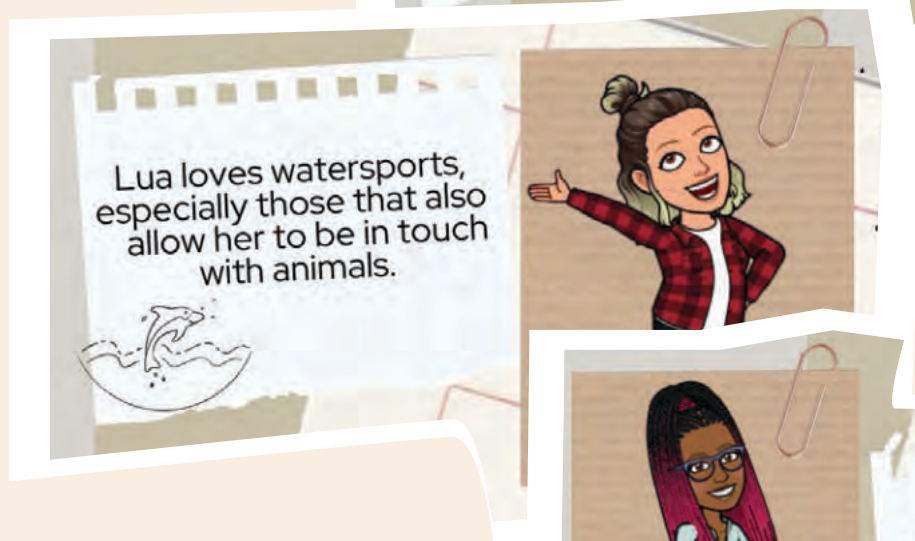
The bridge over this lake brings the departments of Maldonado and Rocha even closer together. A beautiful stretch of water joins the ocean with the lake, giving the place a marvelous landscape in which you can enjoy bird watching. Walks along the riverside and aquatic sports are very popular in the area. There are several schools dedicated to two popular sports: kitesurfing and windsurfing. Moreover, you can go horseback riding around the lake.



[DOWNLOAD THIS ARTICLE](#)

- * Lua is keen on sports and is organizing several activities for her friends and herself. She has found a link in Uruguay Natural and is looking for information there.

[click here](#)



- * Which activity can Lua and her friends do? Click on this link and find out:

[click here](#)



- * Lua is fond of sports and a huge fan of Lucas Madrid. Do you know who Lucas Madrid is? Let's find out. Surf the net and complete the following chart.



Lucas Madrid

Full name:

Date of birth:

Age:

Place of birth:

Height:

Weight:

Marital status:

Childhood and family

Training

Youth

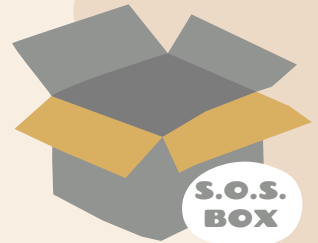
Achievements

- * Write a paragraph about Lucas Madrid (between 80-90 words).



Let's winter over Uruguay

- * Camila and Nico have been complaining about having nothing to do in the place where they live. They are looking at some pictures on the internet. Get in pairs and describe the pictures.



- In the picture I can see...
- There is / There are...
- In the background there is / are...
- In the foreground...
- On the right / left...
- I think this picture was taken in...

Pictures: commons.wikimedia.org

* Uruguay is popular for summer activities, but keep in mind that winter can be really enjoyable, too!
Read the following text and find:



- where to see whales and dolphins.
- what causes the Storm of Saint Rose.
- why people celebrate St. John's Day.
- a place where you can relax because there are just a few people during winter.
- the ingredients of a stew.

Top things to do in winter in Uruguay

by The Guru of Guru'Guay | May 14, 2021 (Text written for foreigners).

A.

Winter is a great time to visit a Uruguayan ranch or estancia. There are several places where you can spend the day riding horses and in the evening lounging on overstuffed leather sofas in front of a huge fireplace. It's a magical retreat. And remember, the countryside is usually several degrees warmer than the coast during the day.



B.

If you want to rent a house, you can get some really amazing deals, especially for longer stays at the beach. Though we're not talking about swimming weather, it will often be perfect for relaxing and taking long deserted beach walks.



C.

Southern right whales visit the coast of Uruguay to breed in the warmer waters at the start of winter. It is an incredible privilege to be able to sit on the beach and just watch whales and dolphins only meters away. Uruguay is an official whale and dolphin sanctuary and you'll want to check out which places are the best for spotting these gentle beasts.

D.

You may have seen the San Juan bonfires in Spain to celebrate the longest day of the year. Uruguay also celebrates the same festival and adds candombe drumming. Bonfires are built in various plazas in different towns in Uruguay to celebrate the shortest day of the year.

E.

Montevideo, a city of 1.5 million people, has more musicians than most of its size. If you are into music then this is the best time of year to visit with great live music on every day of the week.



F.

Every year, five days before or five days after August 30, Uruguayans brace for La Tormenta de Santa Rosa –or Storm of Santa Rosa–an annual storm! It's a weird weather phenomenon caused by the first warm winds of the southern spring clashing with cold fronts from the Antarctic.

G.

Guisos or stews are the stars of the Uruguayan country kitchen. The flavours depend on the region, ingredients in season and grandma's recipe. In the countryside, make sure you try an ensopado (vegetables, beef and noodles in broth) or guiso de arroz, a rice stew of lamb and vegetables. In Montevideo, hearty lentil stew is on most menus at midday. Ask for guiso de lentejas.



H.

Even during the coldest months, Uruguay has six to seven hours of sunlight on average per day and there are frequent Indian summers. It's rare to have rain for more than a few days in a row.



* Read the text again and put the following titles into the correct place:

- Brave the storm of Santa Rosa
- Enjoy deserted beaches
- Go gaucho
- Warm up on stew
- Music and culture in Montevideo
- Watch whales and dolphins
- Bonfires of Saint John
- Enjoy sunny winter days

* Choose one of the activities mentioned and say why you would like to do it.

E.g. I would like to visit the beaches during the winter season because I love peaceful places where I can relax and disconnect myself from my daily routine.

* During wintertime, people can feel bored because there may be no activities to do. What about your city? Get in pairs and make a list of all the activities you can do in the place you live. Record a video telling visitors about the things they can do in your city in wintertime.



City charm



**The most
common tourist
attractions in
Montevideo.**



Photos from commons.wikimedia.org

- * Simon and his cousins are in Montevideo. This is the article they read before coming. Read it and look for words to describe places:



The most common tourist attractions in Montevideo

The capital of Uruguay is a beautiful city that faces the Río de la Plata. Its attractive neighborhoods, rich building heritage, beautiful Rambla, make this city one of the most beautiful and most visited in South America.

When visiting Montevideo, one of the things tourists love the most is Uruguayan culture. The population of Uruguay is roughly 3.5 million people of which over 50% live in the capital city.

The Promenade

The Promenade is the name of the extended boardwalk that spans the city, there are a lot of beaches to chose from (1)

There are benches throughout The Promenade, often every 50 feet, where you see people sitting and talking, drinking either the national drink, mate, or coffee and simply enjoying good conversation and good friends. You can try some of the best fish in the little restaurants along the shore. There are several activities for youngsters, too.

Plaza Independencia

This is where history begins in Montevideo. In the center of the Plaza there is a massive statue of José Artigas who is known as the father of Uruguay's Independence. Under the statue, you will find the mausoleum of Artigas, make sure not to miss the changing of the guard at 12 pm. You can also see Puerta de la Ciudadela which is the only remains of the original fortifications of the old city.

(2)

Teatro Solís

After you explore the Plaza Independencia, head towards Teatro Solís. It originally opened its doors in 1856. In the past, it was considered a prominent musical theater which was home to world renowned performers. Now, it offers numerous cultural events all year long.

Ciudad Vieja

(3)

Ciudad Vieja is located by the harbor and it feels like stepping into the past. You can wander around the cobblestone streets and enjoy some amazing sights. Visit the little antique shops or simply relax and watch the people pass by in any of the numerous cafés that line the streets.

Palacio Salvo

(4)

It has 27 floors and it is 328 feet (100 meters) tall, which made it South America's tallest tower from 1928 to 1935. Its architectural style is an eclectic Art Deco, combining Renaissance and Gothic styles with Neoclassical elements. It's often seen as a symbol of the city's more prosperous years in the early decades of the 20th century.

Palacio Legislativo

Palacio Legislativo, the National Parliament, was the first in all of South America and a great symbol of Uruguay's democracy. It is a huge structure of awe-inspiring architecture and one of the city most impressive tourist attractions and landmarks.

(5)

Mercado del Puerto

When you visit the Mercado del Puerto you will be in for a unique dining experience.

(6)

In Mercado del Puerto you can eat sausages, blood sausages, steak, ribs, among others. Don't forget to try the asado, which is the typical Uruguayan barbecue, it's delicious!

Feria de Tristán Narvaja

Feria de Tristán Narvaja is considered one of the largest street markets.

(7)

There, you can find, interesting things including antiques, fresh fruits and vegetables, all kinds of snacks, retro clothing, books and almost anything else that you can imagine. It is a fun place to spend a Sunday afternoon and one of the very popular Montevideo attractions.

Sources: City Tour Montevideo, Montevideo – Culture Trip (theculturetrip.com) Top 10 Montevideo Attractions (explore-uruguay.com) BEST THINGS TO DO IN MONTEVIDEO URUGUAY: TOURIST ATTRACTIONS (wanderingtrader.com)

* As you can see, this is a gapped text. Read it and put the sentences below into the corresponding paragraphs. There is an example.

- a. You will see people walking and exercising at all hours of the day. 1
- b. The architecture is amazing and it is currently home to numerous significant works of art.
- c. Once you finish in Teatro Solís, walk around the old city and admire the old colonial buildings and architecture.
- d. There are countless grills and bars as well as art galleries throughout Montevideo.
- e. This building is emblematic of Montevideo, and it is a National Heritage Monument.
- f. It is open on Sundays and stretches out over several city blocks.
- g. It has walls that are 6 meters thick and are very interesting to see.

- * What suggestions does the writer make to the reader? Write at least four:



1.

2.

3.

4.

- * Now that you have read the text twice, write what you used to think about Montevideo and what you think now:



I used to think...

Now, I think...



- * Read what Simon and his cousins like doing and guess the place that each of them is going to visit. More than one option may be correct, so you need to support your answers.



Name:	Likes:	Place in Montevideo he/she is going to visit:	Reasons for visiting that place:
Simon	outdoor activities		
Romina	sightseeing, walking and taking pictures		
Silvana	old-fashioned clothing		
Pablo	music and performing		

- * If you had to add two more places to visit in Montevideo, which ones would they be? Look for information about those two places and write a short description of them.

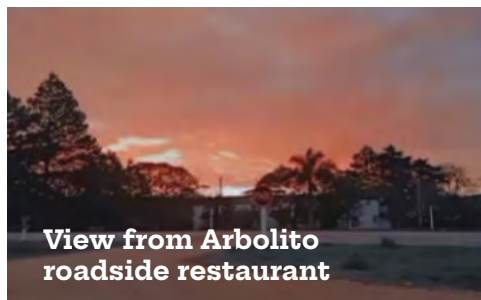


Living in a small town

- * Look at these pictures of different places in Arbolito, a small town in Cerro Largo, Uruguay, can you describe what you see?



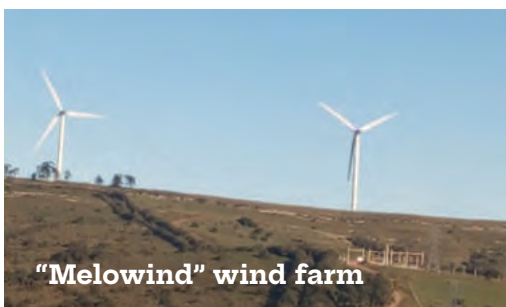
Arbolito school



View from Arbolito roadside restaurant



A soldier's pantheon



"Melowind" wind farm



Arbolito Community Center



A meeting place

Photos by Miriam Lago

* Match these words with their corresponding definitions:

#livingUruguay4

1	City	A	A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.
2	Neighborhood	B	A large town.
3	Village	C	A compactly settled area usually larger than a village but smaller than a city.
4	Town	D	A section lived in by neighbors and usually having distinguishing characteristics.

1. 2. 3. 4.

* Camila has some friends in Arbolito and she decided to write an article for the school magazine about the topic: "Living in a small town". Today she is interviewing a teacher that worked in Arbolito.



* Read the interview and look for:

- three parts of the text in which she describes people's character:
- phrases describing places:
- a means of transport:
- four places in a town:

Interview with the teacher: Miriam Lago

-Good morning Miriam! How are you? Tell me, where are you from? And how long have you been working in the school in Arbolito?

-Hello! I am fine. I'm from Melo. I have been working in Arbolito for five years.

-Do you know where the name "Arbolito" comes from?

-Yes, there was a tree near a church, and it was the reference to get out of the bus, people would say: "Me bajo en el arbolito" all the time, so the name of the town ended up being "Arbolito". The tree was a Tarumán, which is a native Uruguayan tree.

-Oh, how interesting! How many people live in the town?

-There are 263 inhabitants in an area of 407 Km2.

-Oh, OK. If you had to describe Arbolito in a few words, what would you say?

-It is a small town with all the services. There is a police station, a school, there are stores and pharmacies, too. People are very friendly and hard-working. They are generous, caring and always willing to help others. The landscape is beautiful. Arbolito is a clean and cozy place. It is very nice to work there.

-Where do people go in their leisure time?

-The children and teenagers usually go to the squares or to the football field when they have free time.

"The landscape is beautiful. Arbolito is a clean and cozy place..."

Miriam Lago

-Are there any high schools?

-There is a rural school that has incorporated 7th, 8th and 9th grades, so when the students finish primary school they continue studying there. Then, they go to Melo to attend higher courses. There are buses to go to Melo, but there is also a special bus to take students there.

-Where do people work?

-A lot of people, both men and women, work in rural establishments and many others in the Countyhall building.

-If you had to mention some advantages and disadvantages of Arbolito, what would you say?

-Well, I don't think there are many disadvantages. If I had to mention one, maybe I would say that there aren't enough job opportunities for women. Concerning the advantages, it is a very quiet place that has all the facilities, so you don't need to travel to fulfill your daily needs. Apart from that, everybody knows each other.

-Well, thank you very much, Miriam! Have a nice day!

-It's been a pleasure! I'm happy to help.

- * Read the interview again and complete the mind-map with information about Arbolito. To conclude, include your opinion about this town after everything you learned.

Did you know?

In small towns or rural areas, where there aren't any high schools, students can do the three years of Ciclo Básico at their primary school. It is called 7th, 8th and 9th grades and it allows them to continue their Bachillerato studies afterwards.

Advantages

Disadvantages

Other relevant information

My opinion

- * Do you know any other towns in Cerro Largo? Let's learn a bit more about some others! Complete the table with the missing information about Arbolito that you learned in the interview.

	Aceguá	Arévalo	Fraile Muerto	Arbolito
Inhabitants:	1686	572	3645	
Area:	825,9km2	596,5km2	407,1km2	
Schools:	2		1	

Source: https://es.wikipedia.org/wiki/Anexo:Municipios_de_Uruguay

- * The teacher and you are comparing these different towns. For example, which city has the largest population? Which city is smaller? Which city is more crowded? Which city is quieter? Which city is more modern? Which city is more famous? Which city is more unknown? Which city is more relaxing? Which city is more stressing?

For example: Fraile Muerto is more crowded than Arévalo, but Fraile Muerto is the most crowded of all. Fraile Muerto has fewer high schools than Aceguá

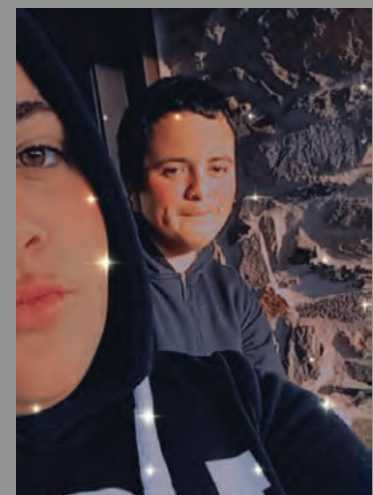
- * Camila asked his friend Manuel to introduce himself to include him in the school article. Read Manuel's text and answer the questions.



1. Who are Manuel's siblings?
2. How many students are there in his class?
3. What are his favourite school subjects?
4. Why does Manuel have to go to Melo next year?
5. What does he like doing in his leisure time?
6. What aspect does he like the most about Arbolito?

Manuel Pereira

Hello guys! I'm Manuel Pereira and I'm fifteen. I have a brother and a sister. My brother's name is Axel and my sister's name is Tamara. Axel is thirteen and Tamara is nine years old. I go to high school at 8 in the morning and I come back home at 3 pm. We are fourteen students in the class. My favorite subjects are technology, English and Physics. I also love Spanish. Next year I'll have to go to high school in Melo because I cannot attend grades 9-12 in my town. I was born in Arbolito, Cerro Largo and I'm going to tell you about my town. Arbolito is a beautiful place and it is quiet, except for the sound that comes from all the motorcycles that are here. After school, I generally hang out with my cousin Valentina. We are keen on going to the square in the Panteón to talk and have mate. It's a nice place. We go by motorcycle. One thing that I like about Arbolito is that people get along with each other. What I don't like is that some young people don't take care of public places. For example, there was a playground in a park and they destroyed it. Anyways, there are a lot of positive aspects, so I invite you to visit my town. I'm sure you'll love it!



- * Do you find any similarities and differences between Arbolito and your hometown? Let's get in pairs and find out! Compare Arbolito with your city or town, complete the graphic organizer.

Arbolito

Your city / town

How are they alike?

How are they different with regard to:

Population?



Activities to do?



Places?

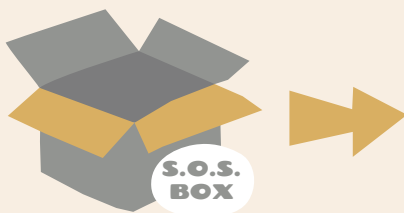


An alchemist's dwelling

- * Look at the following word cloud. Get in small groups and use the words from the word cloud to guess the topic of today's lesson.



- * All these words are related to an iconic place in Uruguay. What do they have in common?



- In my opinion, the place is... because it has a lot of... .
- The place can be... because there are many... .
- I believe the place is... because it is made of... .

- * Let's watch a video to check your predictions. Here you have a list of words that give you hints of what you will see in the video. What place do you think the video will show?



- * Number each word according to what the video shows.

Bathroom		Eye		Knight		Queen	
Castle		Horse		Map		Screens	
Chandeliers		Interactive		Mirror		Sculptures	
Cup		Board		Owl		Stairs	
Dragon		King		Portrait		Statue	

- * Do you recognize the place? Have you ever been there? Where is it? Read the following review and answer the questions:



1. Did you know about this place?
2. Why do you think it's so mysterious?
3. What kind of people would be interested in visiting it?
4. What called your attention about this place?
5. Would you like to visit this place? Why? / Why not?

Is there a castle in Montevideo?

If you are walking or driving along the Rambla in Punta Carretas, you can't miss this magnificent, brick-built building projecting out resembling a ship. Built by Pittamiglio in the early 1900s, this castle is full of mystical symbols, alchemy, Templar references and some beautiful artwork.

The castle has 54 rooms, 33 doors and many stairs. Inside the building, there are numerous narrow corridors, doors that lead nowhere, blind windows and oddly shaped rooms. There are numerous references to alchemy, which was Pittamiglio's passion. Templar crosses, majolica, and ceramic inlays are also found throughout the castle, as well as Italian stained glass. In the past, there were mirrors on the ceilings so that visitors could see themselves from different points of view.

There is a restaurant that has two cellars; the smallest is for VIP clients and the largest, which was Pittamiglio's alchemical laboratory, can be visited. The menu is made up of national and international dishes. There are cultural shows, a room dedicated to the museum and another in which various musical shows are presented.

If you are interested in mystery, legend or history, this place is an absolute must for you. If you want the tour to be in English, you have to request this service well in advance. All in all, tourists should definitely visit this incredible castle in the middle of the capital city.

[read more](#)

An extract of this text was adapted from: https://second.wiki/wiki/castillo_pittamiglio

- * Visiting fascinating places can become an extraordinary experience.



1. Get in pairs.
2. Each pair needs to think of 5 questions they would like to ask the people in charge of the walking tour at Pittamiglio's Castle.
3. Join another pair.
4. Ask the questions so the other group would answer them.
5. The other pair looks up the answers online.
6. Then, change roles.

Should I stay or should I go?

Think-Pair-Share



- * Work with a classmate and think about tourism in our country.

If you could spend your next holiday in any part of Uruguay, where would you like to go? Why?

Can you name some touristic places in Uruguay?



- * Unscramble the letters to label the pictures.

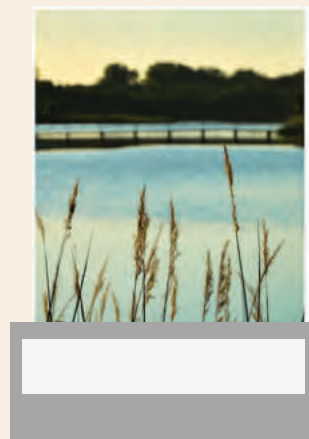
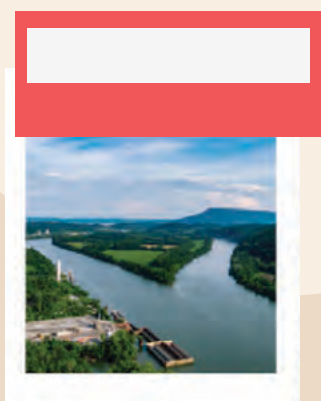
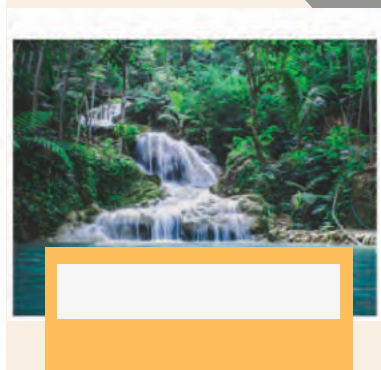
O-N-C-I-S-U-E-T-R-D-Y

T-F-A-W-L-R-E-L-A

A-E-H-C-B

R-E-R-I-V

A-K-L-E



* Use the words from the previous activity to complete the sentences.

1. A is a river or other body of water's steep fall over a rocky ledge into a plunge pool below. They are also called cascades.
2. A is a ribbon-like body of water that flows downhill from the force of gravity. It can be wide and deep or shallow enough for a person to wade across.
3. A is a narrow strip of land separating a body of water from inland areas. It is usually made of sand, tiny grains of rock and minerals that have been worn down by constant pounding by wind and waves.
4. A is a body of water that is surrounded by land. There are millions of them in the world. They are found on every continent and in every kind of environment.
5. A is often referred to as a rural area is an open swath of land that has few homes or other buildings, and not many people. A rural area's population density is very low.

Adapted from: <https://www.nationalgeographic.com/science/article/mountains>

- * Do you prefer river or sea beaches? Why? Can you mention some features of each one?
One of the most beautiful river beaches in our country is San Gregorio de Polanco in Tacuarembó.
- * Read the text to find out more information about it.

We have amazing river beaches in Uruguay.



RIVER BEACH



Fresh water

SEA BEACH



Salty water

Source: <https://sangregoriodepolanco.net/>

Did you know?

A river is a naturally flowing body of water which comes from higher area such as mountains. Seas are much bigger than rivers, which are long and narrow. Seas have salty water while rivers have fresh water.



San Gregorio de Polanco is a small city located in the center of Uruguay, in the department of Tacuarembó. It is one of those cities which contains many great places and artistic expressions. Península Dorada, as it is known, has been acknowledged as the best river beach and the first museum of open-air paintings and sculptures in Latin America. It is also one of the most picturesque places in Uruguay.

Apart from the golden sand beaches, the natural landscape, the murals, paintings and sculptures, are spread in all parts of the city.

San Gregorio offers a wide range of attractions to explore and enjoy.

On top of that, sport fishing attracts hundreds of fishers who visit the city to participate in some of the various fishing contests that are held every year. To be successful with that, locals suggest to move away from the beach areas a bit, but if what you want is to use your fishing gear, almost anywhere on the lake will be ok. If you want to enjoy the challenge of catching a catfish, a tararira or a silverside fish, then ask locals about fishing boat expeditions or visit the fishing areas there.

If you are more interested in cultural tourism, there is a tour to appreciate the paintings and sculptures that are all over the city, which is part of the first open-air museum of plastic arts in Latin America. Hundreds of artworks by different artists, and with different styles, are gathered under the blue sky of the city. Thanks to this, San Gregorio pioneered in open-air art exhibitions.

* Can you classify the pictures A-J according to what they represent?

A. Sculptures

B. Landscapes

C. Murals

- * Read the text and complete the chart about Guidai's favorite river beach in Uruguay.



San Gregorio de Polanco

Where?

What?

Attractions

More information

I think the place is



Amazing



Boring



Great



Bad

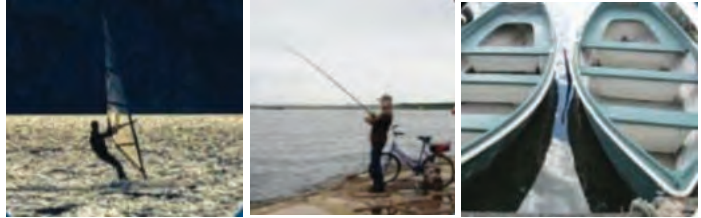
- * Another beautiful river beach in Uruguay is in Río Negro. Read the brochure and write a short description of the place.

- * Brainstorm your ideas before writing.

Las Cañas

Let's Holiday

Las Cañas - Río Negro - UY



It is located just 8 km from the city of Fray Bentos and 20 km from the Gral. San Martín International Bridge.

Windsurfing - Boating - Fishing

Beach games, long walks, and a running circuit along the panoramic route.

About us

Camping area with all services, electricity, toilets, showers, medical center, restaurants, warehouses, and artisan markets. Hotels, cabins, and houses for seasonal rental.

- * Guidaí loves river beaches but she wants to know more about sea beaches in Uruguay. Search for information about your favorite sea beach in Uruguay and create a brochure of it. Then, help her to complete the STAY in a river beach or GO to a sea beach chart.

Hi, friends!
I'm planning my next holidays.
Can you give me your opinion,
please?

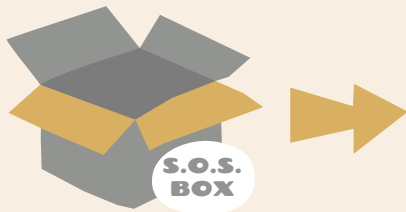


Find true north

- * Maggie Schaeffers, Bryn Sharp, Colin Rinne and Erica Miller are English Teaching Assistants from the Fulbright Commission. They are in Uruguay but they are not Uruguayans. They are from another country. Each of them shared a picture of the place where they live.



- * Get in pairs and make your predictions about the places. You can use the phrases from the S.O.S. Box.



- I'm sure picture A is ... because
- Picture B could be ... because
- I believe picture C was taken in ... because
- Picture D might be ... because

- * The pictures belong to four people that come from the Northern Hemisphere. Listen to them talking about their cities and complete the missing information.



	Nickname	Location	Description	Weather	Popular places	Landscape

- * Match the descriptions to the pictures.
- * Maggie, Bryn, Colin and Erica mention some celebrities. Could you spot some of the celebrities mentioned?
- * Listen to two of the ETAs and answer questions.



Answer

1. What celebrities do they mention?
2. What are the people like there?
3. What do they like the most about living there?

- * Erica comes from New York. Let's see how much you know about her place. New York City, the city that never sleeps. Complete the following quiz.

New York Quiz

1. What is the former name of New York City?
 - a. Old York
 - b. York
 - c. New Amsterdan
2. What famous statue was shipped from France in 350 pieces and assembled in New York?
 - a. Civic Fame
 - b. Statue of Liberty
 - c. Statue of Atlas



3. What is the Bronx famous for?

- a.** Tennis
- b.** Baseball
- c.** American football



4. To which sport does the term "Big Apple" refer?

- a.** Basketball
- b.** Golf
- c.** Horse racing

5. What is the name of a free ferry service that provides a great view of the Statue of Liberty?

- a.** Staten Island ferry
- b.** Liberty ferry
- c.** Statue ferry



6. Who was born in New York?

- a.** Jennifer Aniston
- b.** Jennifer Lawrence
- c.** Jennifer López

7. Where are Liberty Island and the Statue of Liberty located?

- a.** Manhattan
- b.** Brooklyn
- c.** Queens



8. A safe deposit box in New York City preserves the eyeballs of which famous scientist?

- a.** Thomas Alva Edinson
- b.** Albert Einstein
- c.** Robert Oppenheimer



9. How many floors are there in the Empire State Building?

- a.** 100
- b.** 102
- c.** 104



10. Which is the tallest building in New York City?

- a.** One World Trade Center
- b.** Chrysler Building
- c.** Empire State Building

Going south: A frozen land

- * The gang is at the Geography class. The teacher asks them to identify the poles and name them.



- * Which of these sentences refer to the Antarctica? What do you know about it?

- It is an entire continent and it is 98% covered by ice.
- It is considered the land of the polar bear although other animals, such as foxes, caribou/reindeer, snowy owls and musk ox also live there.
- It doesn't belong to any country.
- It extends over six countries: Canada, the USA (Alaska), Denmark (Greenland), Russia, Norway and Iceland.
- It doesn't have any permanent inhabitants, just scientific / military bases with people that rotate on a regular basis.
- Its fauna includes sea lions, whales, seals and elephant seals, amongst other creatures. In this area, there are also around forty species of birds.
- The lowest natural temperature on Earth was recorded there. (-128.56° F)
- Numerous populations of native peoples live there.
- The largest icebergs in the world are found there.

- * How do you think life in Antarctica is like? Let's read an article about a woman who's been there.



STEPHANIE CARACCILO

Going to Antarctica meant heading off into the unknown, setting sail for a long journey to the very ends of the Earth. It meant leaving humanity behind to visit an incredible destination whose expressive power alone was enough to amaze anyone and it filled me with wonder before I even arrived. Setting foot on the remote frozen lands of Antarctica was like landing on another planet. No doubt, at first, I was feeling off-balanced, braving the polar cold and suddenly being confronted with the vast emptiness. But, gradually, the pure and mysterious, almost supernatural, atmosphere of this intact world, which long remained inaccessible, becomes intoxicating. In front of me, there were no plants or trees, but rather white islands with outcropping rocks. All against a backdrop of the imposing Antarctic mountain chains. About the fauna in Antarctica: The krill was what called my attention the most. The waters surrounding the continent were teeming with them. More than enough to satisfy the fauna, which includes humpback whales, minke whales, elephant seals, fur seals and penguins; the icons of these polar regions.



There are only five months in the year where you can become one of the lucky few to explore the wonders of the Antarctic: between November and March, when the Antarctic summer season makes nature milder and temperatures more bearable.



During this time, sea ice allows easier access and you can also observe penguins and birds during mating season. Although this window of opportunity is small, the landscape it offers is immense. Traveling in Antarctica requires the utmost caution and respect. This ensures the complete safety of everybody visiting the white continent and respect for the surrounding environment. The aim of the Instituto Antártico Uruguayo is to coordinate Antarctic scientific activities. Its members are required to adhere to all treaties and regulations, including the Antarctic Treaty, which Uruguay has been a part of since 1985, relating to safety and respect for the environment. Traveling to Antarctica requires some essential equipment. Nothing complex, but you can't go without it. On a voyage of this nature, which consists mainly of traveling and admiring nature as closely as possible, hiking and observation equipment is a priority. First and foremost, a pair of waterproof rubber boots that come up to at least the mid-calf with non-slip soles are a must. Why? For walks and excursions on untrodden, sometimes unstable land, and to be able to walk in 20 centimeters of icy water without getting wet. On this volatile terrain, a trekking pole will definitely come in handy. With my feet stable and dry, I could focus on contemplating the landscape and its many treasures. When it comes to clothing, I had to keep in mind the extreme weather conditions in this part of the world when making my choices.

* Answer the questions by choosing the correct option: a, b or c.

1. At first Stephanie felt...

a. nervous. ☐

b. overwhelmed. ☐

c. surprised. ☐

2. Which animals mostly represent this place?

a. Elephant seals ☐

b. Fur seals ☐

c. Penguins ☐

3. Why do people visit Antarctica between November and March?

a. Because the weather is not so cold. ☐

b. To see humpback whales. ☐

c. To climb the Antarctic mountains. ☐

4. The members of the Instituto Antártico Uruguayo must ...

a. adhere to certain safety and environmental rules. ☐

b. be scientists. ☐

c. live there permanently. ☐

5. What items does she suggest for people traveling to Antarctica?

a. Waterproof boots ☐

b. A compass ☐

c. A parka ☐

* Read the text again and complete a mind map with the words / phrases Stephanie uses to describe her experience.



Equipment

Her feelings

The landscape

Other information

- * Let's imagine we are traveling to Antarctica. Which are the most relevant aspects we need to consider?

Things to consider before traveling to cold places:

- Take moisturizing creams and lotions.
- Ensure your ears and fingers are covered.
- Get plenty of water and stay hydrated.
- Eat anti-inflammatory and antioxidant-rich foods.
- Dress in layers.
- Pack warm boots with appropriate soles.
- Carry an emergency medical kit.
- Choose a light backpack with multiple pockets.

The sun rises in the east

- * The gang is playing a guessing game. They show pictures from a place in Uruguay and they have to guess which place it is. Look at the following pictures and see if you know the place.



Photos by Magdalena Spangenberg

- * Did you discover the place?
Let's play a guessing game.



1. Use your computer or your telephone. Make a collage with pictures from a place in Uruguay.
2. Get in small groups and share with the other members of the group the collage you made.
3. Give them one minute to discover which Uruguayan place you thought of.
4. If they don't guess it, give them clues about the location. For example, "it is in the north of Uruguay" or "it is a seaside resort" or "it is famous for the rodeos"
5. When you finish, and if you have time, find more information about the cities or places you chose.

- * The gang is planning to spend a weekend in Punta del Este with their class. Have you ever been to Punta del Este? If so, what can you tell the gang about it? Complete the first column of the chart with the information you know about Punta del Este.

Punta del Este

What I know

What I want to know

What I learned



Photos by Magdalena Spangenberg

- * There are 20 students in their class. Nico, Emma, Lua and Simon are in charge of looking for information to plan their weekend there.
- * Complete the W (What I want to know) column of the chart. Share your ideas and complete the W column sharing all the group's ideas on the board.

- * What kind of things can you do in Punta del Este?
Let's read and find out.

#LIVINGURUGUAY

Punta del Este

A GREAT OPTION

The beach resort of Punta del Este offers multiple attractions to enjoy with your family. Adventurous activities, cozy natural surroundings and stories of treasures and pirates are just around the corner. You only need to schedule your activity. The following is a list of some of the must-see and must-do activities to keep the kids smiling during the holidays.



Museo del Mar (Museum of the Sea)

Eight thousand snails of different sizes and colors, whales, stars and seahorses are just some of the elements of interest in this museum that is ideal to visit with the family. The little ones delight in listening to stories of treasures, buccaneers and corsairs. One of the attractions is the largest mussel in the world. Before leaving the museum, families are to solve several enigmas such as "why sharks do not attack in Uruguay?" or "why sea turtles cry when taken out of the sea?"

Contact: + (598) 42771817

www.museodelmar.com.uy

Location: 1km from Puente de la Barra (La Barra Bridge)



Adventures in Solanas

Paintball, laser games, quad biking, guided horse riding and canopy are just some of the Solanas Vacation Club proposals. All activities can be enjoyed by the whole family; adults and children. The interesting thing is that to participate in them you do not need to be a member of the club.

Contact information:

www.solanasaventura.com

Tel: 42578540 int. 2006/8750

Cel. (00598) 999088626



Go for a ride on an electric bike

This new environmentally friendly proposal for the whole family is located at Gorlero 1035. You can rent or buy super comfortable and ecological electric bicycles.
www.bicitrend.com/bicitrend



Visit the sea lions

Around 40 minutes from the port of Punta del Este, in the waters of the Atlantic Ocean, is one of the largest reserves of sea lions in the world. Visitors are not allowed to go ashore, but they are able to view the sea lions from the boat. The rides cost approximately USD 50 per person. Find more information at the Port of Punta del Este.



Visit Gorriti Island

An excellent alternative to enjoy with the family is to visit the Gorriti Island and its picturesque beaches. Although visitors can see the whole island in 2 hours, it is a good idea to spend the day there. Boats leave from the port of Punta del Este every day, weather permitting. Round trip price: USD10 (approximately). In summer, departures take place every half hour from 9 am. Contact information: www.solanasaventura.com Tel: 42578540 int. 2006/8750 Cel. (00598) 999088626



Connect with nature at Arboretum Lussich

It is one of the most diverse forest reserves of imported species in the world and a magical environment to connect with nature whether for hiking in the woods or cycling. During the tour it is possible to take refuge in gazebos and shady spaces that are ideal for family picnics. Located at: Camino Lusich, Road 38

Text adapted from: <https://turismo.gub.uy/index.php/en/component/k2/item/2124-punta-del-este-family-option>

* Find any missing information for your trip on the Internet.

Punta del Este is considered a touristic place, but a lot of people have chosen it as their home. You will probably meet some celebrities when visiting this place.

Do you know Chris Roe? Chris is an American actor who chose Punta del Este as his home. Make a list of the reasons to support his choice. Use the following website to find information.

click here

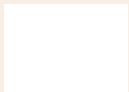
Do you know if there are any other celebrities who live in Punta del Este? Find out and share the information with your classmates.

Go West young man

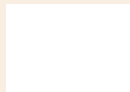
- * Listen to five people talking about their experiences in their holidays. Match the speaker to the photograph. There is an extra photograph.



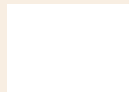
Speaker 1:



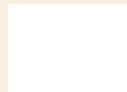
Speaker 2:



Speaker 3:



Speaker 4:



Speaker 5:

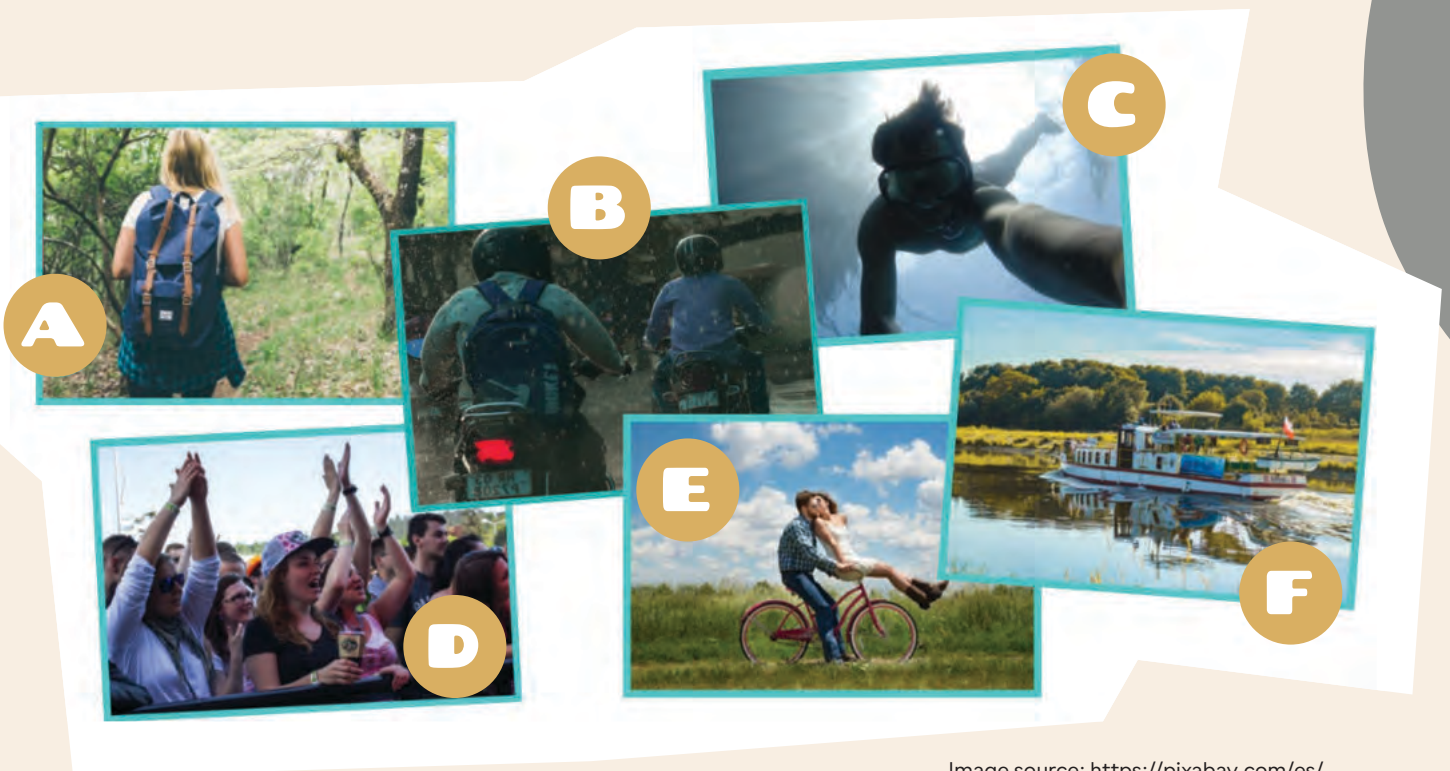
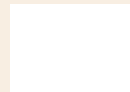


Image source: <https://pixabay.com/es/>



- * Listen again, then get in pairs and discuss:
- What do these trips have in common?
 - Have you ever been to any of these places?
 - In which region of the country are they?

- * Have you ever had a bad experience while traveling?
Listen again and say if the people had good or bad experiences. Write Good or Bad.

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Speaker 5:

- * Read the texts about two bad experiences while traveling.



Right Place Wrong person

The place is perfect, the weather is wonderful, but if you're with the wrong person, a holiday can be a disaster...

Elena

Last spring, my best friend Susy and I booked a holiday at the Horacio Quiroga Termal Resort, in Salto. We rented one of its cabins for a week. At the last moment, another friend, Sophie, asked if she join us, too. We felt sorry for her because she had problems with her boyfriend, so we said yes.

"I'd love to go back Salto someday... but without Sophie."

The place was magical. The cabin had beautiful river views, and the weather was perfect, but the holiday was a disaster for one simple reason: Sophie was so stingy! She has a good job, so she's not poor, but she didn't want to pay for anything!

She was always complaining about money. She wanted to go to cheap restaurants and we couldn't go across the river to Argentina because she didn't want to spend money on a car rental! The worst thing was that, although Susy and I paid for the cabin, Sophie never invited us for even a coffee or a drink!



Mario

Last May, I went on a trip up the Uruguay river littoral with my girlfriend, Mia, for two weeks. The holiday began well! The weather was great, and we spent two perfect days in Fray Bentos. But things went wrong when we left Río Negro.

I wanted to stay in hostels, which weren't sophisticated, but clean, but Mia said they weren't comfortable enough, so we stayed at expensive hotels. I wanted to experience nature and enjoy Salto and Paysandú hot springs, but Mia just wanted to go shopping. It was awful!

"I hated it. We argued about everything!"

I thought I knew Mia very well, but you don't know a person until you travel with them. When we arrived home, we decided to break up.



* Read the text about Elena and say if these sentences are true or false. Underline the evidence in the text.

- a.** Elena and Susy invited Sophie to a holiday in Salto.
- b.** They stayed in a cabin for seven days.
- c.** Sophie had financial problems.
- d.** Elena, Susy and Sophie shared all the expenses.
- e.** Elena and Susy want to go back to the Horacio Quiroga resort alone.

* Read the text about Mario and answer the questions.

a. Where did he go?

b. Who did he go with?

c. Where did he stay?

d. Why didn't he enjoy the holiday?

e. What happened after the holiday?

Did you know?

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

- * Now, let's learn some information about our popular littoral hot springs.

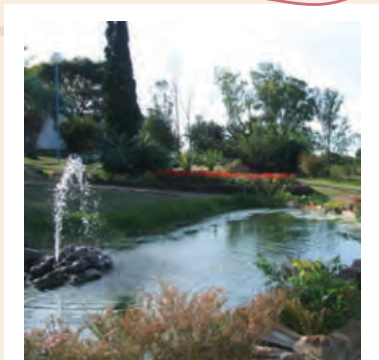


Enjoy Uruguay all year round

The water from the hot springs comes from the Guaraní aquifer system, which is the largest in South America, and it is one of the most important underground water resources on the planet due to its size, temperature and quality of the water.

Littoral HOT SPRINGS!

In the northwestern part of Uruguay, 400km away from Montevideo, there is a wide area of thermal natural springs that are a true gift of nature. This region of the country is one of the most frequented tourist destinations all year round because of its relaxing atmosphere and highly therapeutic waters.



Arapey Salto

Arapey hot springs are located 80 km in the north of Salto. It is the oldest thermal resort in the country, with swimming pools that reach 39° C. It offers 3, 4 and 5-star hotels that are open during all year round. About 180.000 tourists a year enjoy this resort.



Daymán Salto

This is the most visited thermal resort in the country. It receives more than 300.000 tourists annually who arrive attracted by their many thermal resorts, aquatic parks and hotel facilities. The water from the swimming pools reach a temperature of 46° C max. They are just 20 minutes (6 km) away from Salto.



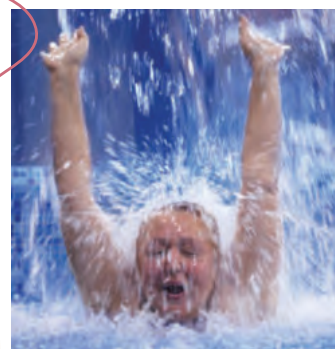
Guaviyú Paysandú

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

HOT SPRINGS!

Almirón Paysandú

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



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



Enjoy Uruguay all year round

	Almirón	Arapey	Daymán	Guaviyú
Department	<i>Paysandú</i>			
Location			<i>6 km away from Salto</i>	
Nº of pools				
Water temperature				
Nº of visitors				
Facilities				<i>hotels, campsites and other tourist services</i>

- * Now, read the text again and answer these questions about the hot springs.

1. Why are the hot springs so popular?

2. When do tourists go to this area?

3. What is the Guaraní aquifer system?

4. Why is it so important?

- * Think of a past holiday; was it a good or a bad experience? Write a text of about 100 words describing where you went and what you did. Don't forget to mention why it was a good or bad experience!



Projects

Project 1 - The beauty of our country

Think about the area where you live and prepare a video / presentation / brochure / leaflet describing it.

Project 2 - A traditional Uruguayan dish recipe

Work in groups:

- Think of a popular traditional Uruguayan dish.
- Write the recipe card, including all the following aspects: ingredients, procedure, cooking time, servings, etc.
- Create the video recipe for your selected dish.

Project 3 - Living in an isolated town

Watch this video about the most isolated towns in the world:

[click here](#)

In groups, create an isolated town. Include: Where is it? How many people live there? Where do people work? How do children and teenagers study? What are the town's advantages and disadvantages? Present your town to the rest of the class. Ask your classmates some questions about their towns.

Project 4 - An Alchemist's dwelling

Look for information about alchemists. Then, make a presentation about the alchemist you found and share it with the rest of the class.

Project 5 - Choose an iconic landmark and create a brochure.

You can choose a spot like Casapueblo, The Sculpted Hand in Punta del Este, Plaza de Toros in Colonia, the lighthouse in Cabo Polonio, The Artigas equestrian monument in Minas, etc.

Project 6 - Surviving Antarctica

Create an oral presentation in which you discuss essential items to survive in Antarctica. You can use the information from the following blog to help you.

[click here](#)

Unit 4

IN THE SPOTLIGHT

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

- use the target language to talk about emotions and how art can be a means of expressing them.
- read, write, listen and speak about popular people from Uruguay and the world.
- have a critical perspective toward the idea of fame and popularity.
- use the target language to talk about new ways of communication among adolescents.
- critically explore different forms of entertainment.
- work cooperatively through projects and problem-solving activities.

Series

- * Look at the mysterious pictures your teacher pasted on the board.



Photo source: pixabay.com

- * What are these pictures about? What do these pictures have in common?
Discuss with a partner.



- * Jot down the names of your favorite series.
Get into pairs, share with your partner and rank the three you like the most.



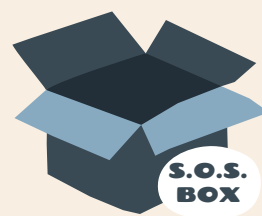
Your opinion matters!

Which is your favorite series?

What is the plot of the series?

What is your opinion about it?

Who is your favorite character in the series?



The series is about...

What I like about the series is...

It is a star-studded series.

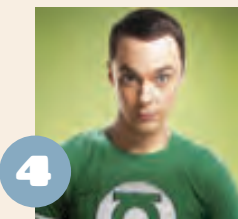
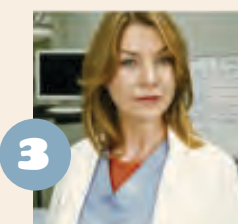
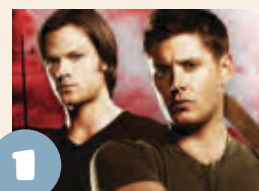
I think that the series is...

My favorite character is... because...

Are you a TV series fan?

A. Who are the **characters** in the photos?

1		5	
2		6	
3		7	
4		8	



B. Can you mention these TV series' genres?

Sci-fi :
 Drama:
 Superheroes:
 Sit-com:
 Medical:
 Horror:
 Fantasy:
 Detectives:

C. Do you prefer to...

1. watch series on Netflix?
2. go to the cinema?
3. read a good book?
4. go dancing with friends?

D. Can you name 4 detective TV series?

1.
2.
3.
4.

E. How many hours a day do you spend in front of the TV?

1. less than 2 hours
2. between 2 and 4 hours
3. more than 4 hours

F. What kind of TV programs do you watch the most?

1. series
2. sports
3. reality TV shows
4. other

Scores

A	1 point for each correct answer	D	1 point for each answer
B	1 point for each correct answer	E	1. 1 p. 2. 2 p. 3. 3 p.
C	1. 4 p. 2. 2 p. 3. 0 p. 4. 0 p.	F	1. 3 p. 2. 0 p. 3. 0 p. 4. 0 p.

20-30 - Be careful! There's more to life than TV series. You should do other things.

8-19 - You like TV series, but for you, there're more important things in life.

0-7 - You are not interested in series at all.

SOMETIMES OLD IS BETTER!

- * There are thousands of programs available on various streaming services in Uruguay; it can be difficult to know what to watch. With so many different choices, finding the next show to binge-watch can be a nightmare. Not to mention that many shows don't get renewed after the first season, or turn out to be frustrating after a few episodes. We've rounded up some excellent old series that you can stream in their entirety. They are complete, they are good, and they won't disappoint you.
- * Read these series reviews and tell your partner which one you would/wouldn't watch. Justify your choice.



1



Tagline: *"You're nobody 'till you're talked about."*

In this soapy teen series an anonymous, all-knowing person who uploads social media gossip, posts about a group of rich, socialite, high school students. The cast includes Blake Lively as Serena Van Der Woodsen and Leighton Meester as Blair Waldorf. This series, which premiered in 2007, was one of the first shows to use social media prominently in its storylines and was also influential in fashion trendsetting. Who is Gossip Girl? Don't spoil it – watch the show to find out!

2



Tagline: *"Not all monsters do monstrous things."*

Tyler Posey stars as Scott McCall, a teen who is mysteriously bitten by a werewolf. He soon finds out the world of werewolves (and many other supernatural beings) is a lot more complicated than he thinks. Armed with his best friend Stiles (Dylan O'Brien) at his side, Scott must balance his new werewolf abilities with his romance with new girl Allison (Crystal Reed), unaware that she comes from a long line of supernatural hunters. Teen Wolf is equal parts fast action, nightmare-inducing horror, sexy romance and pure, witty comedy. Don't miss it!

3



Tagline: *"There are two kinds of folks who sit around thinking about how to kill people: psychopaths and mystery writers. I'm the kind that pays better."*

Richard Castle, a bestselling crime novelist, helps Detective Kate Becket to arrest a serial killer who was imitating the plots of his novels. After solving the case, he starts working with Det. Becket to get inspiration for his next books. Nathan Fillion and Stana Katic have great chemistry and it's a joy to watch them together. Castle is one of those shows with a perfect combination of drama, crime, romance, and comedy. If you are a lover of mystery with a touch of romance, this is the right choice for you.

4



Tagline: *"Saving people, hunting things, the family business."*

Many years ago, brothers Dean and Sam Winchester (Jensen Ackles and Jared Padalecki) lost their mother to a mysterious and demonic supernatural force. Now, the Winchester brothers travel around the country in their '67 Chevy Impala, hunting down every evil supernatural force they encounter along the way, including demons, vampires, witches and even angels. The series is both serious and funny, and it's scarier than imagined. Supernatural concluded its run in 2020 and it's the longest-running live-action fantasy series of all time.

5



Tagline: *"Genius has side effects."*

Hugh Laurie plays Dr. Gregory House, a doctor who compensates for his horrible manners and attitude with diagnostic skills that border on genius. Each episode presents a new medical mystery. Dr. House fights the worst, most confusing medical problems while also fighting his own demons. Critics praised Laurie's performance, causing him to win the Golden Globe for Best Performance by an Actor in a Television Series–Drama in both 2006 and 2007.

6



Tagline: “Water... Earth... Fire... Air. Long ago, the four nations lived together in harmony. Then everything changed when the Fire Nation attacked.”

This incredible animation tells the story of the journey of twelve-year-old Aang, the current Avatar and last survivor of Air Nation, along with his friends Katara and Sokka, as they try to end the Fire Nation's war against the other nations of the world. This series was really amazing, considering that it was aired by Nickelodeon and it was basically a children's show. However, the show respected its audience and became one of the few serialized animated children's dramas. Fun, sincere, surprisingly deep and emotional, this is the best animated series of all time.

- * Your teacher is going to show you images of six popular TV series. Read the series' descriptions, write the names in the spaces below, surf the internet and paste a picture of each of them.



Series 1

Series 2

Series 3

Series 4

Series 5

Series 6

- * Look at the IMDb information about the different series and write a few sentences about each one. Make sure to provide evidence. Remember that in rankings, '1' is always the best one.

For example:

the longest-running series

Supernatural is the longest-running series because it ran for 15 seasons.

- a. the most popular series
- b. the most recent series
- c. the series that has the fewest episodes
- d. the series with the highest rating
- e. the oldest series

- * These words appear on the first two descriptions of the series. Match the words to the definitions. You can go back to the texts to check.

gossip:

fashion:

werewolf:

witty:

pure:

- a. A person transformed into a wolf or capable of assuming a wolf's form.
- b. A person marked by or full of clever humor or wit.
- c. A prevailing custom, usage, or style.
- d. Free from what vitiates, weakens, or pollutes.
- e. A person who habitually reveals personal or sensational facts about others.

Definitions taken from Miriam-Webster online dictionary

- * Read the first three series' descriptions and answer the questions.



- a. What audience was Gossip Girl produced for?
- b. What is Gossip Girl series about?
- c. How does the main character become a werewolf in series #2?
- d. What is the problem with the girl the werewolf falls in love with?
- e. Why does Richard Castle start working with the police?
- f. Why does he continue working with the police after the first case?



- * Read the last three series' descriptions and decide if the following sentences are True or False. Provide evidence for your choice.
 - a. Dean and Sam Winchester's mother was killed by a demon.
 - b. *Supernatural* is a serious, horrifying drama.
 - c. Dr. House is a nice person who loves working with people.
 - d. Hugh Laurie is an excellent actor.
 - e. *Avatar: The Last Airbender* was produced for children.
 - f. *Avatar: The Last Airbender* is the best live-action series ever produced.



- * What rating would you give to each of the series? Get into small groups and compare your rankings. Do you agree with your classmates?

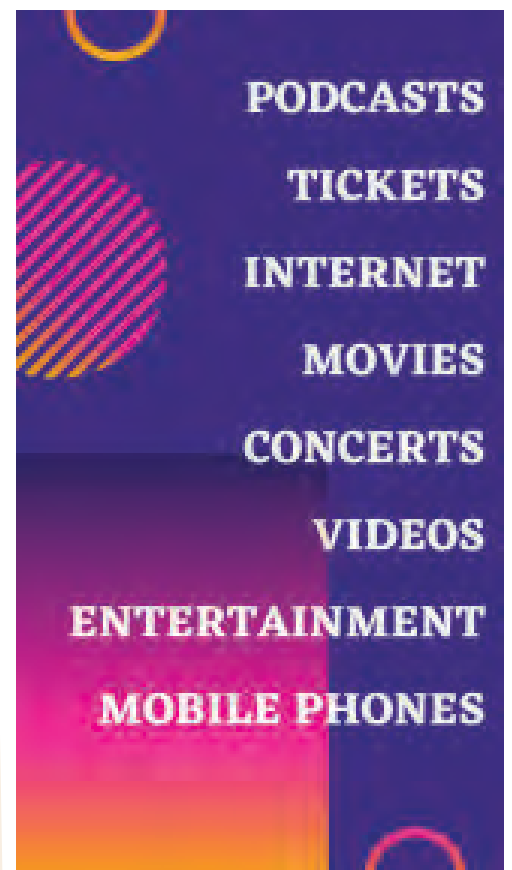
- * Watch any of the series.

Compare your initial rating to the one you would give it now that you have actually seen it.



Live streaming

- * Look at the following words. How are they connected? Think for one minute.
- * Join the person next to you and discuss your ideas. Do you agree with your partner? Do you disagree? What are your points of disagreement?



Do you know what streaming is? Which words from the poster are connected to this concept?

- * Listen to the definition for streaming and tick the terms mentioned.



- * When do people stream live? Do you usually do it? What are the pros and cons of live streaming?
- * Write your ideas in the following graphic.



Pros and cons of live streaming



- * Read the following text and see if your predictions in the chart align with the ideas of the authors. Support your ideas with ideas from the text.



Live Streaming

Live streaming has become a popular feature of many apps and platforms. By understanding it, you can help your child have a more positive online experience.

What is live streaming?

Live streaming technology lets you watch, create and share videos in real time. All you need is an internet enabled device, like a smartphone or tablet, and a platform (such as a website or app) to live stream from.

Nowadays, popular live streaming apps include Facebook Live, Instagram Live stories, Twitch TV (often used by the gaming community), House Party and Tik Tok.

Some live streams can be private. For example, video conferencing, like Skype or Zoom, uses live streaming technology to allow you to talk to people you have invited. To make sure they stay private, they should be password protected and passwords shouldn't be shared with people you don't know.

Some live streams are public and can be watched by hundreds or even thousands of people.

Viewers can comment and interact live by posting messages that appear beside the live stream. They can also share emojis such as hearts, and gifts such as coins which appear on the screen.



Why is live streaming popular?

The inspiration to live stream comes from reality TV and YouTube.

Live streaming attracts children and young people, particularly primary aged children because it gives them a chance to be a creator, a presenter and to be seen and heard by an audience and connect to their favourite celebrities.

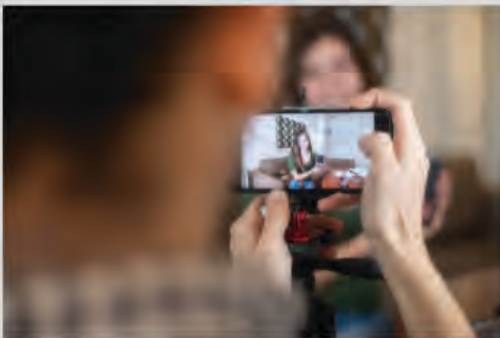
Many live streamers love the sense of being 'in the moment' and interacting with family, friends, or even a global audience.

When used in a positive way, live streaming is an excellent tool for children and young people to create identity and develop confidence and communication skills.

Children and young people enjoy getting attention and praise, and self-expression is important for development. Sharing something and getting positive feedback from others can be the ultimate confidence boost and build their self-esteem.

Live streaming also allows children and young people to connect with people with similar interests, views and going through similar experiences. This can help some young people feel less socially isolated.

Live streamers can also receive financial rewards, which is an exciting goal for some young people. For example, audiences can give virtual coins which can be turned into money.



What makes live streaming risky?

- **Content.** If they're watching other people's live streams, children could be exposed to age inappropriate content, including sexual or violent content.
- **Offensive comments.** If a young person's live stream is open to the public, viewers may be able to leave negative or inappropriate comments on feeds.
- **Live streaming is 'in the moment'** which increases the risk of children and young people acting on impulse.
- **Do things they wouldn't do offline.** Children, like adults, can feel more confident when they are online as they feel protected by the screen.
- **Digital footprints.** If a live streamer makes a mistake, shares personal details, or broadcasts offensive or inappropriate material, they are doing so in public. It's possible for viewers to record a livestream, and it could be posted online or shared more widely.
- **Inappropriate contact.** There can be thousands, of people watching a live stream, including people who might be looking to hurt or exploit children and young people.

Taken from: <https://www.thinkuknow.co.uk/parents/articles/what-is-live-streaming/>

- ✱ Streaming live fosters people's creativity; thinking about the scripts and how to perform them is a great way to express and share ideas.

Live streaming!

- * Work in trios and think of a situation to live stream. For example, you can pretend to be a soccer player arriving at the bus station.



- * Write the script and go outside of the classroom to record your live stream.



Materials needed: a cellphone, some partners and tons of creativity!

- * Share your live stream with the rest of the class.

- * Complete a marking worksheet to act as jury.

- * Live Streaming Day: watch all of the videos on a big screen with the entire school.

Extra tip: create a sign for parents with what makes live streaming risky.



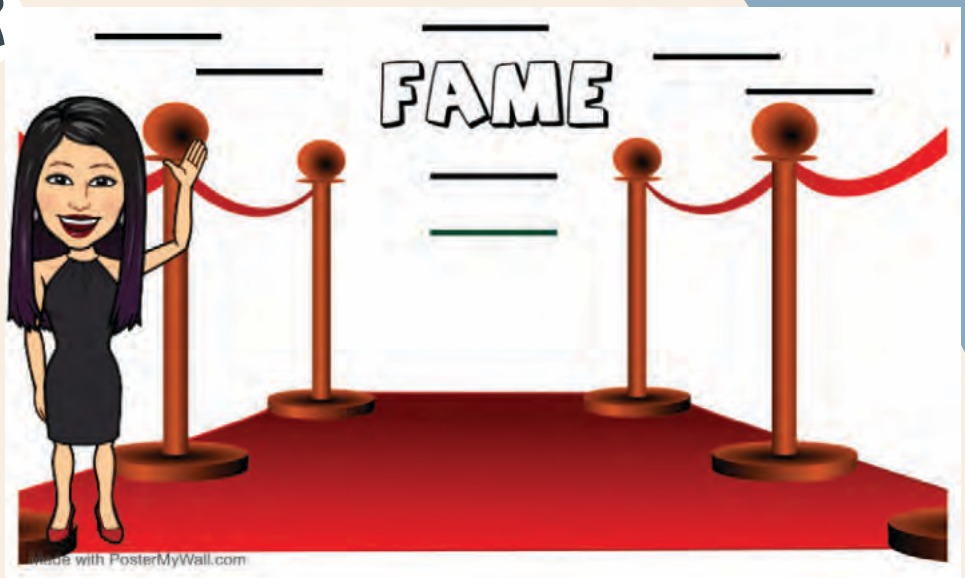
New ways to become famous



- * Work in pairs and brainstorm your ideas. What comes to your mind when you hear the word *fame*?

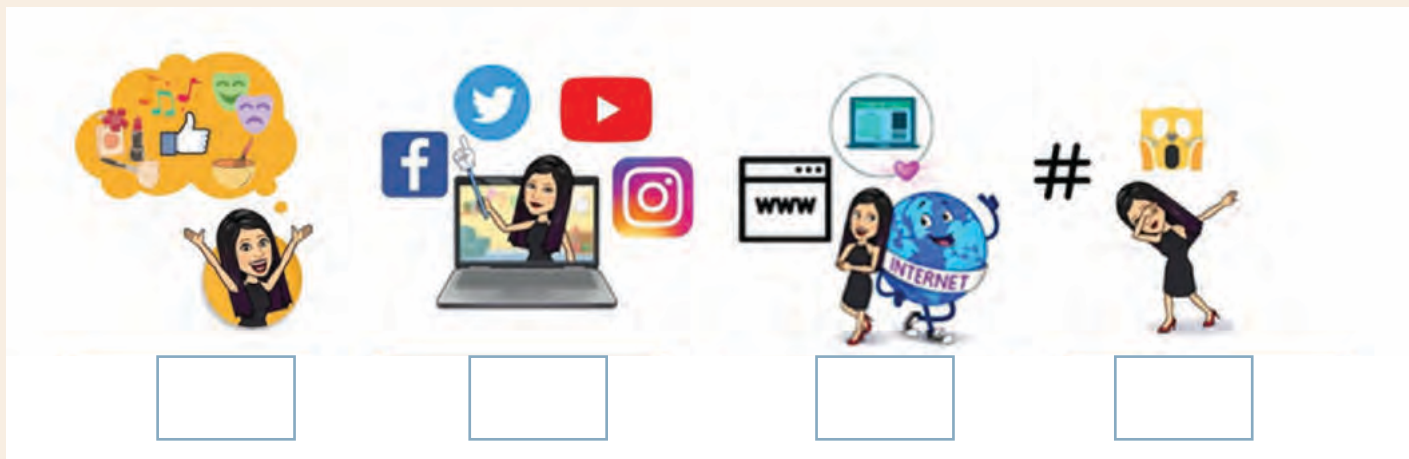


We are in the era of the internet and lots of people want to become web celebrities, but the question is how to achieve that goal. Don't panic! Guidaí has done the research for you and figured out that there are four main steps on the path to fame.



* Look at the pictures. What is Guidaí trying to tell you? Label the pictures with the correct tip.

- | | | | |
|--------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>1</p> <p>Determine what you like to do and what you are good at.</p> | <p>2</p> <p>Use hashtags and memes.</p> | <p>3</p> <p>Create a personal website or blog.</p> | <p>4</p> <p>Create an account with at least two different social media sites.</p> |
|--------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------|



* Read Guidaí's tips and add them to the correct texts.



If you want to be famous on the web,...

1.

Think of things that you like doing and create a game plan based on your skills. If you can't think of anything that you're good at, then think of something that interests you and that you'd like to learn more about. The key is to practice as much as you can!

2.

Choose more than one social media platform to post updates on regularly. This will give your fans access to you even when you aren't creating new content. When trying to decide which platforms to use, consider the age of your target audience as well as what platforms they are most likely to frequent. Cross-promote on your different platforms and always give people an easy way to follow you somewhere else.

3.

Having a website will allow people to search for you to find the different social media platforms you're on and to get direct access to your content. A website will also give promoters and advertisers an easy way to contact you. Lastly, a personal blog can serve as another revenue stream if you decide to advertise or use affiliate links or promotions that lead to purchases for different product manufacturers.

4.

By using these tools, you can reach a larger audience and gain new fans. Find hashtags that apply to what you're doing and use them creatively in posts to find people that share the same interests. Encourage followers or fans to follow a specific hashtag and grow your follower base through social media. Jump on popular memes and share funny content that you find.

- * Read the texts with Guidaí's tips to become famous on the internet again and answer these questions.



- a. What can you do if you think you do not have any talent?

- b. Why is it good to use more than one social media?

- c. What are the benefits of having a website?

- d. In which ways should people use hashtags or memes?

- e. In your opinion, is it easy to reach fame through the internet? Why/Why not?

- * Solve the crossword by reading the clues.

Guidaí's tips to be famous online.

- * Use words from the texts to complete the crossword.

1.

Horizontal

2. A label used on social media sites that makes it easier to find information with a theme or specific content.
 6. A set of related web pages located under a single domain name, typically produced by a single person or organization.

3.

2.

4.

Vertical

1. An ardent admirer or enthusiast (as of a celebrity or a pursuit-plural).
 3. A reading, viewing, or listening public.
 4. An amusing or interesting picture, video, etc., that is spread widely through the internet.
 5. A learned power of doing something competently: a developed aptitude or ability.

6.

Definitions taken from: merriam-webster.com

Think – Pair – Share



* You have read some suggestions on how to become famous on the internet. Below you have other suggestions. Complete these sentences with your own ideas. Then, share them with a partner.

a. If you know that most of your fans don't like something, *don't create content involving it.*

b. If you know a lot of different makeup techniques,

c. If you aren't used to using social media regularly,

d. If you have immense knowledge of a specific topic,

e. If you are trying to appeal to a younger audience,

Teamwork



* Guidaí's teacher is preparing a virtual talent show and wants you to participate with your class! Work in small groups to prepare an amazing video for the show. Complete the following chart to organize your ideas. Then, it's time to produce and share!



I am very good at:

I am interested in:

My target audience is:

My fans are:

I will share (format/content):

I will use (social media):

The influencer I want to become



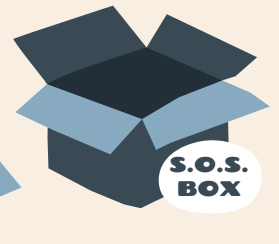
Camila would like to be a famous influencer and would like to have lots of followers.

- * What do you need to be an influencer? Think of some influencers you know and think of what makes them influencers. Tell Camila 5 things you need to consider to become one.

For example, "Camila, you should post creative stories."



- * Look at the poster and discuss whether those objects are useful to become an influencer or not.



Start a conversation

Shall I start?
Should I start first?
Do you want to speak first?

Ask for opinion

What do you think?
Do you agree?
What about ...?
And you, what do you think?
What's your opinion?

Agree

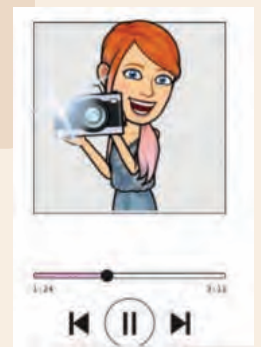
You're right!
I agree with you.
I think that's great.
That's a good idea.
You've got a point there.

Give my opinion

In order to be an influencer you need to...
It is important to ...
It is not necessary ...
The most important item you need is ...

Disagree

I don't agree.
I don't think so.
I'm not really sure about that...
You might be right but ...



Camila's favorite influencer is a girl named Alejandra Rienzi. Do you follow any? Ale is a very popular one, especially in Uruguay. Let's take a look at her profile and learn about her.



*

What can you tell about her by looking at her pics? Jot down some ideas.

Ale influences people in a good way. What important qualities does a person need to influence people in a positive way? Do you think being an influencer is a stressful job? Why/Why not?

Characteristics needed to influence people positively



Photos by Alejandra Rienzi

Interview with Ale Rienzi



Photo by Alejandra Rienzi

- * Let's learn more about Ale. Read an interview and match the questions with the answers placed below the picture.

1.

It just happened! I never thought of becoming an influencer. Since I was a little girl, I've liked to take photos and upload them to my social networks. I've always been into clothes, too. I enjoy going shopping and following the latest trends.

2.

Almost 15.000.

3.

As soon as the pandemic started, I received a call from a clothing company and they offered me a T-shirt as a present. They asked me if I could take a picture wearing the T-shirt and that's how it all started. It was a smash success! Suddenly, other companies started to contact me. I really enjoyed it even though it was time demanding. I then realized this was a job, a job I absolutely love!

How did you end up having so many followers?

How many followers do you have?

How much time does it take you to prepare the content you upload to social media?

So, do you only work as an influencer or do you have another job?

What is the best part of your job?

How did you come up with the idea of being an influencer?

4.

It depends on what I'm asked but I really try to be spontaneous and natural. I also keep my essence because that's how all started.

5.

The coolest part of this job is the love I get from my followers. The number of people who contact me is unbelievable. I also receive supportive and loving messages. I always thank them because these people are the reason why I am who I am.

6.

I'm about to become a lawyer. Two months ago, I was working at a law firm but I quit because I want to finish my career and also work as an influencer. I truly enjoy both things although they are completely different!

- * It's not necessary to be an influencer to influence others. Do you agree with this statement? Discuss with a partner.



- * Another Uruguayan influencer and artist is Meri Deal. Watch her talking about the importance of learning English and write down three ideas.



1.

2.

3.

- * Write 3 more reasons why you think English could be useful in your future.



Your opinion matters!

- * Create a presentation about your favorite influencer. You can create a poster, video or PowerPoint presentation.

Don't forget to include:

Personal information so that the rest of the class knows who you are talking about.

How that person is an influencer and whether you think he/she is a positive or negative influencer. Say why.

Pictures to identify your favorite influencer.

Say how you have been influenced by that person. Is it in terms of style? Is it in terms of preferences, for example musical preferences?

Read the set of rubrics on project presentations so you can have a clear idea of what you are expected to do. (Rubrics at the end of the book)

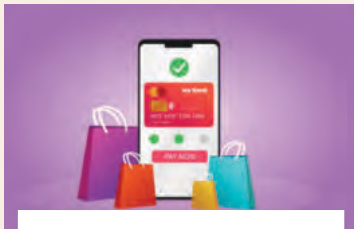
Before the presentation, practice and check pronunciation. You can use English readers like in Adobe or you can find the pronunciation of words on the internet.

Me and my cellphone: Being famous for a day

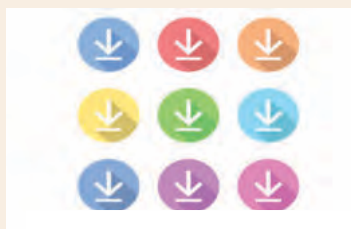


- * What activities related to cellphones are shown in the pictures?
Choose from the list and write the activities below the pictures.

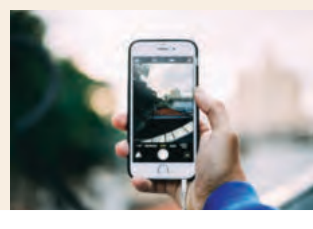
downloading apps - using a calculator - making videos - checking the weather forecast - reading books - setting the alarm clock - taking pictures - watching YouTube videos - buying online - playing online - checking email - sending messages - uploading social media content - making phone calls - chatting online



1.



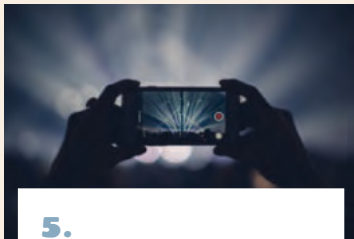
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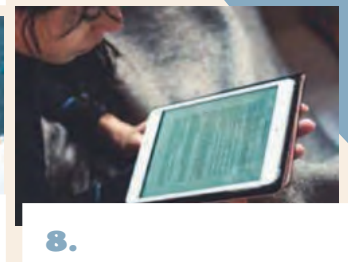
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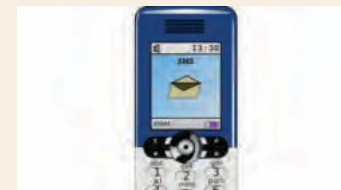
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7.



8.



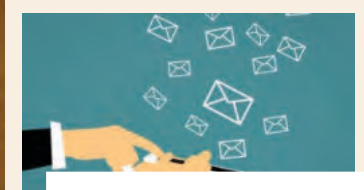
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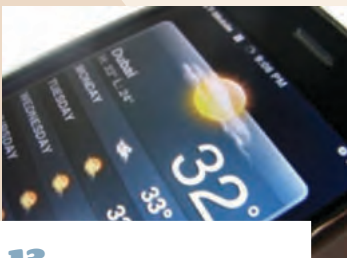
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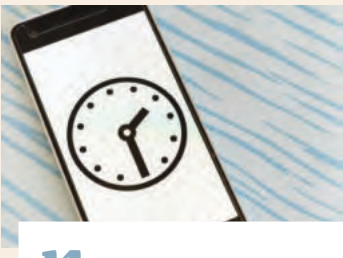
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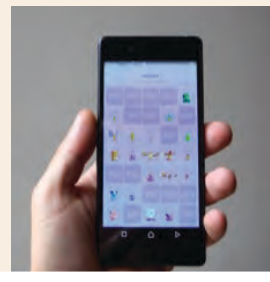
12.



13.



14.



15.

Picture sources: pictures 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 14, 15 pixabay.com / pictures 4, 8 pxhere.com

* What activities do you generally do? How often do you do them?

* Read the text Duma's aunt wrote and complete the paragraphs with the corresponding sentences:



- a. Once those "latest phones" became available, I wanted to have one.
- b. They allow us to keep in touch with many more people than before.
- c. I have seen people as young as five years old using a cellphone.
- d. Another thing that I like about it is the ability to make several people aware of something at the same time.
- e. People are using them for appointment reminders, to keep notes, to remember birthdays and to write down anything else they need to remember.

Me and my cellphone

Technology is growing faster and faster as time passes by. The most important technological device in my life is my cellphone. Today, cellphones have become a necessity rather than a luxury. Life has become easier with cellphones, and we cannot imagine life without them. (1)

Nearly everyone has cellphones these days.

There are many advantages to having a cellphone. First, if an emergency occurs, it is convenient to have a phone. Second, having access to the web, especially if I am going to be out of town, becomes important. Third, I can watch movies on my cellphone, listen to music, take beautiful photographs of my loved ones and send money through mobile banking. One of my favorite features is the Calendar because it can be a substitute for a daily planner.

(2)

If I want to invite my friends over to my apartment for a cookout, all I have to do is to send a message and those that see it can respond right away. I don't need to plan too far ahead.

Most cellphones have calendars, note pads, and even access to the World Wide Web.

(3)

You can use the internet in your phone to access your email, look up phone numbers in search directories, and do some research. Most cellphones now come with Global Positioning Systems (GPS) to help people move around places. A lot of cellphones have games on them, and people like to play them in waiting rooms, or simply whenever they are bored.

Some years ago, I was wowed when my phone merely "texted." (4)

I am a tech-savvy and I like having the latest phone. However, I can't spend a great amount of money to ensure to stay on top of the latest trends. Companies use commercials to fuel consumerism.

All in all, I believe that the cellphone is a great technological device that makes our lives easier. It gives us the ability to contact anyone no matter where he or she is. (5)

We are able to do anything from looking up information on the internet to recording fond memories using picture or video. The cellphone is part of our everyday lives and is necessary for communication.

* Read the text again and complete the table.

#livingUruguay4

Advantages of having a cellphone:

Cellphone features that the author uses:

Statements in which the author expresses that cellphones are widely used and necessary nowadays:

* Listen to Duma talking about the activities he does with his cellphone and decide if the sentences are true or false.



1. Duma usually goes to bed at 11. ☐
2. He usually sleeps at 3. ☐
3. He is worried about not receiving any social media notifications. ☐
4. His mother asks him to sleep early. ☐
5. He doesn't read books on his phone. ☐
6. He isn't reading anything at the moment. ☐
7. He considers Pink Floyd a good band. ☐
8. At 3:30, someone commented on some of his pictures. ☐
9. He didn't like the school outing. ☐
10. At 5:30, he is still awake. ☐



- * Duma found a poem about how a person uses his cellphone. Let's read it!



- * When you read the poem, do you hear a rhyme? Write down the words that rhyme:

Photo source: common.wikimedia.org

- * Read the poem again and choose the correct definition for each word:



Reek:

- ☐ a. to give a strong impression of some constituent quality or feature.
☐ b. to conclude one's working or professional career.

Woeful

- ☐ a. pleased or glad about a particular situation, event, etc.
☐ b. characterized by, expressive of, or causing sorrow or misery.

Flaw

- ☐ a. a commodity or good that is bought and sold in business.
☐ b. a defect in physical structure or form.

Manatee

- ☐ a. a large, herbivorous, aquatic mammal.
☐ b. a person whom one knows but who is not a particularly close friend.

- * Spin the poem wheel and discuss with your peers!

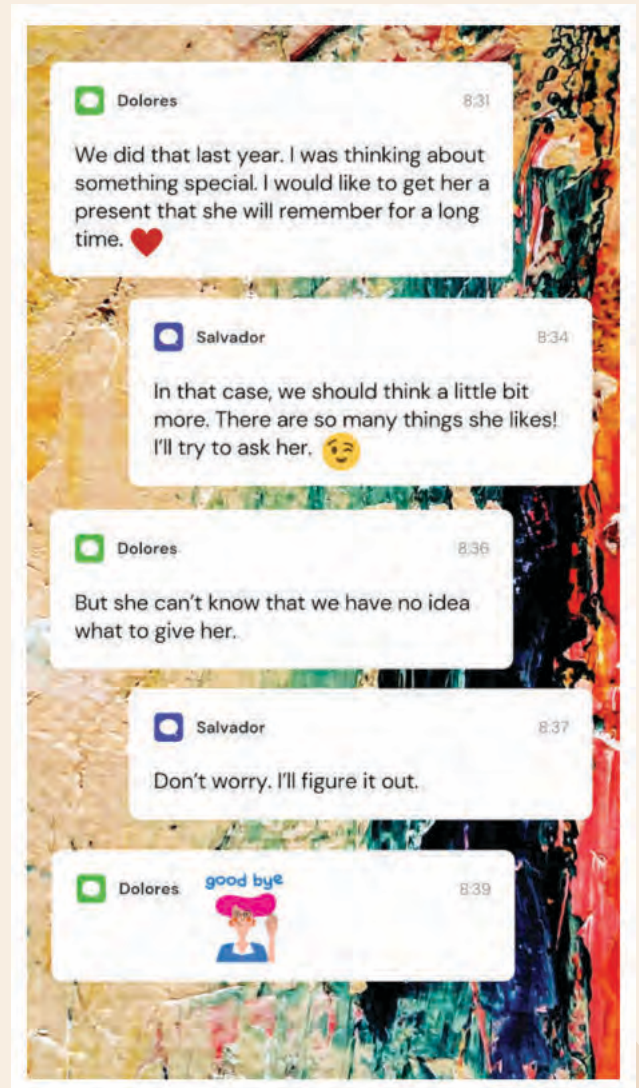
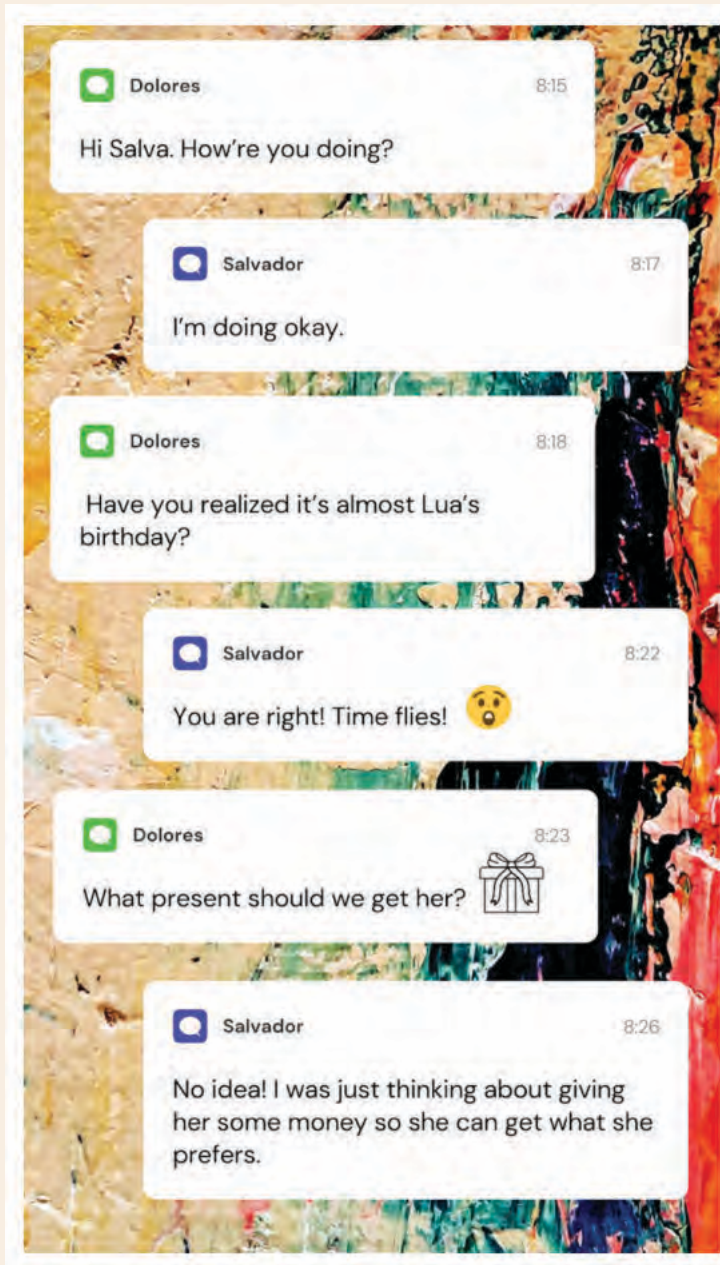


- * If you had to write a poem about how you use your cellphone, what would you include?

Let's video chat



- * Look at the following characters. Do you remember them? They are Lola and Salvador. What do you remember about them?
- * Let's have a look at a chat they had.



- * Read the chat and discuss in small groups.
What is the topic of their conversation?
What problem do they need to solve?
Who will be in charge of solving the problem?



Finding the perfect gift for our beloved ones can be tricky. Sometimes the generational gap might be a problem, too. What would you give to your loved ones? What zero-peso present would you give them?

* Get in pairs and discuss what the best present for Lua would be.



Photo source: canva

Tip for you!

The teacher gave you this chart full of phrases you can use in this and other speaking activities in which you have to agree or disagree with someone.

Help for the speaking activity

Start a conversation

Shall I start?
Should I start first?
Do you want to speak first?



Ask for opinion

What do you think?
Do you agree?
What about ...?
And you, what do you think?
What's your opinion?



Agree

You're right!
I agree with you.
I think that's great.
That's a good idea.
You've got a point there.



Give your opinion

I think ... is a good idea because...
I believe ... it's a great idea since ...
I don't think ... is something she would like because...
In my opinion ... could be a great present because ...



Disagree

I don't agree.
I don't think so.
I'm not really sure about that...
You might be right, but ...



Salvador has made some attempts to find out what Lua wants for her birthday. In the end, he decided to call Emma to find out.

Running reading comprehension:

- * Get in groups of three students.



The dialogue is displayed in different parts of the classroom.

Take turns running and reading parts of the dialogue.

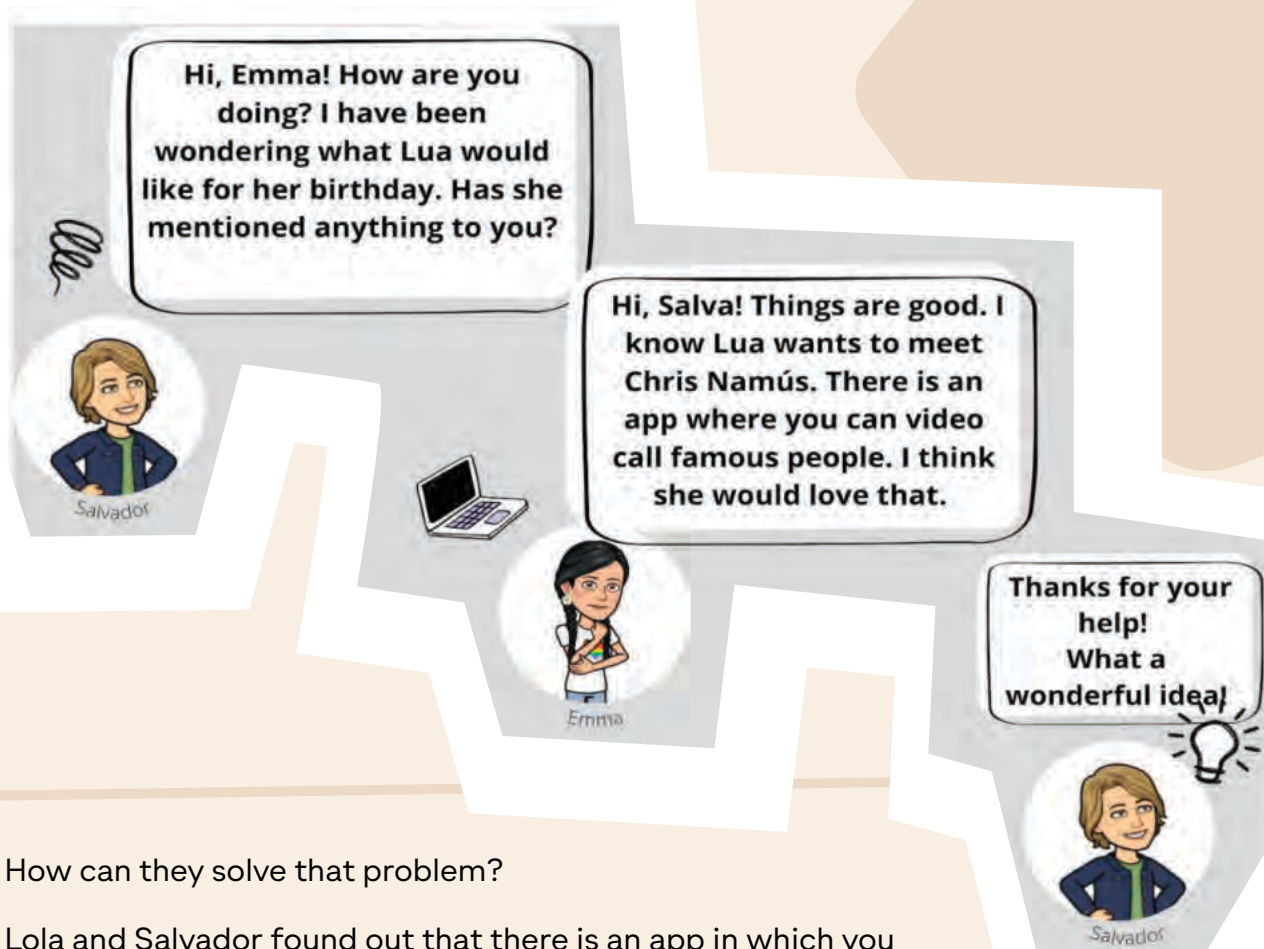
Go back to the group and report what you read.

- * Write down the ideas Salvador and Emma discussed.

What present does she recommend Salvador to buy?



- * Now, read the dialogue and check.



- * How can they solve that problem?

Lola and Salvador found out that there is an app in which you can pay and organize a video call with a famous person. With that app, you can pay and get a code to access the call.

- * Look at the info about Cameo app. Read the article and explain how it works.

[click here](#)

- * One of Lua's favorite celebs is Chris Namús. What questions should Lua ask her?



Photo by Chris Namús

* You can also think about:

- the benefits of video calling famous people.
- the reasons why people do it.
- other circumstances celebrities would agree to do that.

* Write an article in about 100 words to publish on your school magazine. Use the topics above to do the task.



Going to Art School

In the previous books, you met Salvador.
What do you remember about him?

e.g. He studied Art at UTU and his favorite painter is Vincent van Gogh.

- * What are the possible places to study Art in Uruguay? You can ask your Art teacher and you can also find information on the internet.



What do you know about those places?
Are you planning to attend any of them?

*

One of Lua's relatives, Valentín, looks up to Salvador (look up means to admire). Let's learn more about him by unscrambling the following words and making predictions about him. E.g. artist – Valentín is an artist.

TAUIGR	TERAHCE
MIUSC	ARTIST
PSSAIONATE	ILVSUA/RTSA

- * Valentín has written a blog entry on the school website. Read and check your predictions.



#livingUruguay4



My name is Valentín Spangenberg. I was born in 1995 and I live in Ciudad de la Costa. I'm a musician, teacher and visual art student. My journey in art began in my childhood, since my parents were passionate about art and music. I got my first guitar at the age of seven and that's when I started studying. I kept on improving my guitar skills throughout my high school years until it became obvious to me that I wanted to have a career in art.

I've always been interested in drawings, paintings and creating things with my own hands, so I chose two paths to follow: one as a major in plastic and visual arts at the Instituto Nacional de Bellas Artes, where I'm still studying, and the other as a major in Music Interpretation in the Escuela Universitaria de Música.

Since the first day at university, I've found and fallen in love with a wonderful world full of active and highly motivated people. Everyone is always happy and full of enthusiasm when it comes to sharing experiences, techniques and resources.



Poner Photos source: Valentín Spangenberg



When you walk around the halls, you can listen to pianists, singers, sax players, violinists and guitarists rehearsing and playing together, as well as see painters, sculptors, dancers and performers working on their art in beautiful studios.

Most of the assignments in the first years are oriented toward expanding your perception so that you can become more receptive to different kinds of art and find your expression. At the same time, philosophy and aesthetic studies are an important part of the courses.

In the technical aspect of art, I learned music composition, how to interpret different historical music styles, from classical music to jazz to folk national music, and I also learned to play various musical genres in an orchestra. In the visual aspect, I studied drawing, the use of color, painting, woodwork, metalwork, and rock sculpting, as well as many other plastics techniques.

As music and art students, we learn that to work with art in the future we have to adapt to a lot of different situations, and most importantly, that we have to establish connections with other artists, in all kinds of disciplines. Since it's not easy at all to work by just selling your art in Uruguay, artists have to consider some different options and probably do more than one at a time.

The most popular option is working in education, teaching at different levels. However, there's also music composition, design, or illustration for the audiovisual and publicity industries. Making and repairing instruments is an option as well.

These jobs give artists the economic stability that allows us to create and produce art, but most of us would prefer to narrow our occupational spectrums and live off of our art alone.

Despite the economic aspects, artists will always be artists no matter what their job is, and they will always find a way to create and express themselves and to share their ideas, emotions, and stories with the rest of the world, because that is what makes us feel alive.

- * Choose two colors. With one of them, highlight the facts about Escuela Nacional de Bellas Artes, and with the other color highlight the expressions that show Valentín's personal opinion about the institution.

You are given three titles for Valentin's blog entry.

- * Which one would describe it the best?

A day in Valentín's life.

The things I love doing.

Being an artist in Uruguay.

- * Listen to your teacher reading the description of Valentín's school. Take notes about it.



- * Write 5 questions you would like to ask Valentín.

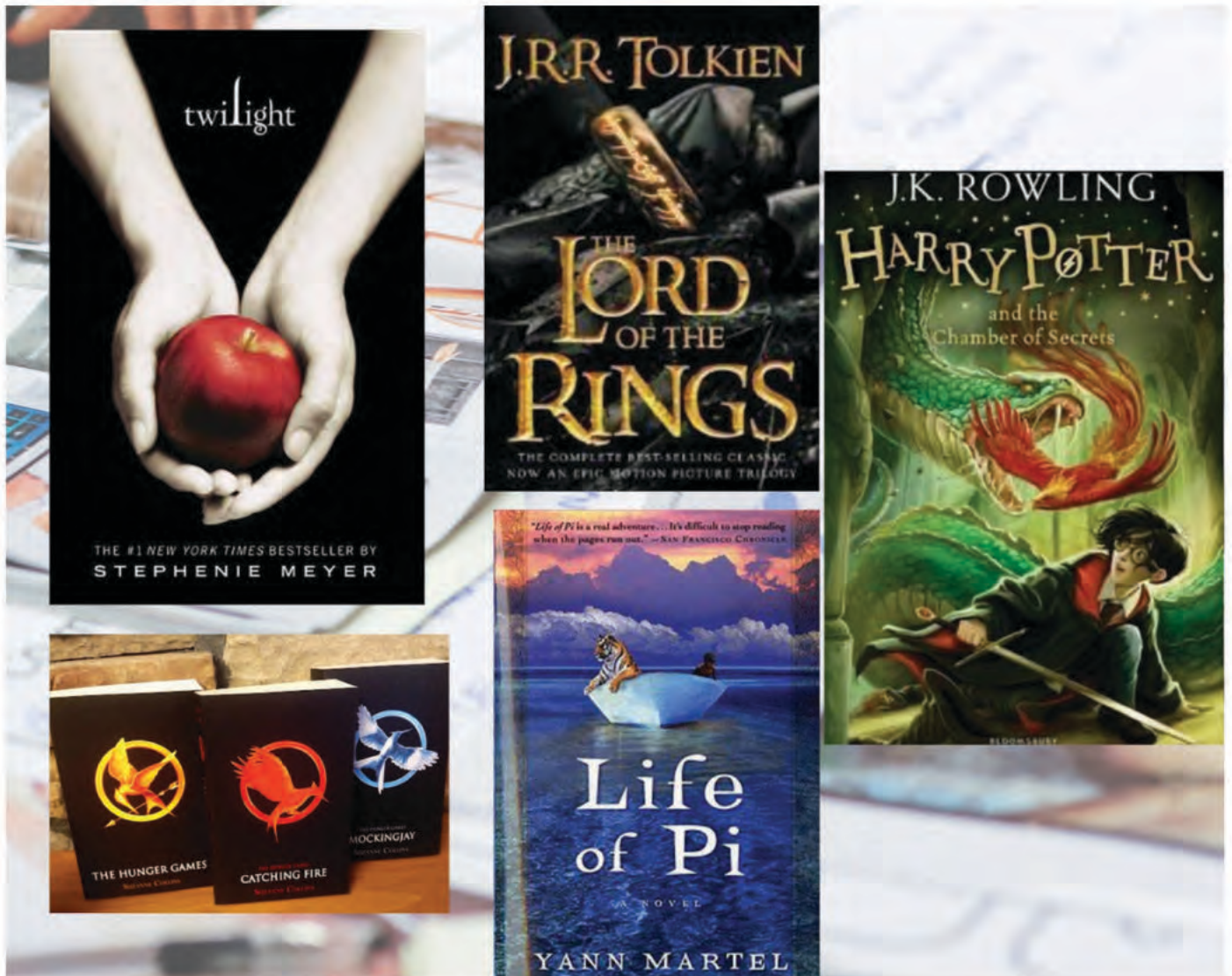


Be on another person's shoes!

Imagine you are Valentín. Swap copybooks with a partner and answer the questions. You answer his/her questions while your partner answers your questions.

Describe the place where you study.
Which phrases / expressions would you
use to describe your school?

From paper to screen



Photos by commons.wikimedia.org

- * These are some books that the gang likes. What are their names? Have you read them?
- * Look at the words and phrases in the box. Which book do they refer to?

J.K. Rowling / Expelliarmus / Lord Voldemort
Muggle / Azkaban / Sorting Hat

Good job!

- * Read the following statements about the books and determine whether they are true or false.



Did you know?

Actor Radcliffe was fitted with green contact lenses which are clearly visible in close-ups, but they weren't used after his first day of shooting because they irritated his eyes.



J.K. Rowling

1. She wrote her first story at the age of six. ☐
2. J.K. Rowling's Harry Potter manuscript was immediately accepted. ☐
3. She was the first female millionaire novelist. ☐
4. Her most prized possession is a set of first edition Jane Austen novels. ☐
5. Before becoming a full-time writer, Rowling worked as an English teacher in Portugal. ☐

Your opinion matters!

When books are made into movies, it is often said that the book is better than the movie. What do you think about this statement?

- * Share your ideas with a partner.



- * Read about the book characters and find the differences between the characters as they are portrayed in the book and in the movie.



Why do you think these changes to the original characters were made?

There are times when book characters are totally different from their movie versions.



- Harry has green eyes. He is also described as having messy black hair.

- Hermione is described as having bushy hair and prominent front teeth.



- Ron is described as tall and lanky with blue eyes. In the book, Ron is also described as having big hands and feet, as well as a long nose.

- Fred and George are shorter than Ron.



- Petunia Dursley has blonde hair in the book.

- Dudley Dursley is described as having blonde hair in the books.



Let's dive into the Harry Potter universe!

- * Get in groups.



You will receive an envelope.

Inside each envelope, you will find part of a scene from one of Harry Potter's movies.

- * Read, rehearse, and perform the scene in front of the rest of the class.



You can create a school festival to share your wonderful performances.

Photos by pixabay.com



I want to be a film director

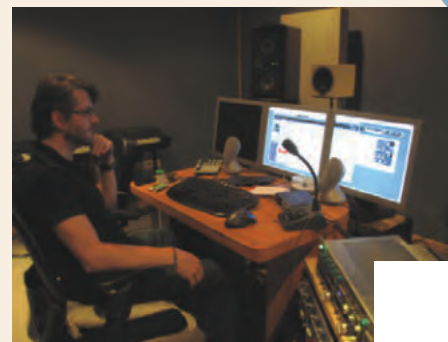
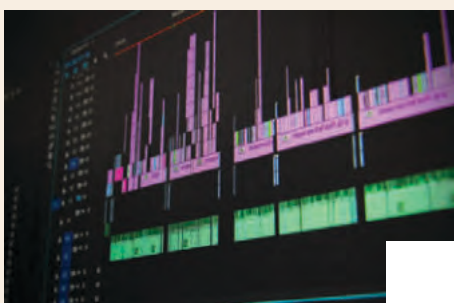
- * Watch the end of a film and read the credits. How many filmmaking roles do you recognize? Write down at least five roles from the credits.

click here



- * Now, look at the pictures below. All of these professionals play an important role in the production of a film. Please match them to their job titles written below.

Images sources: pixabay.com

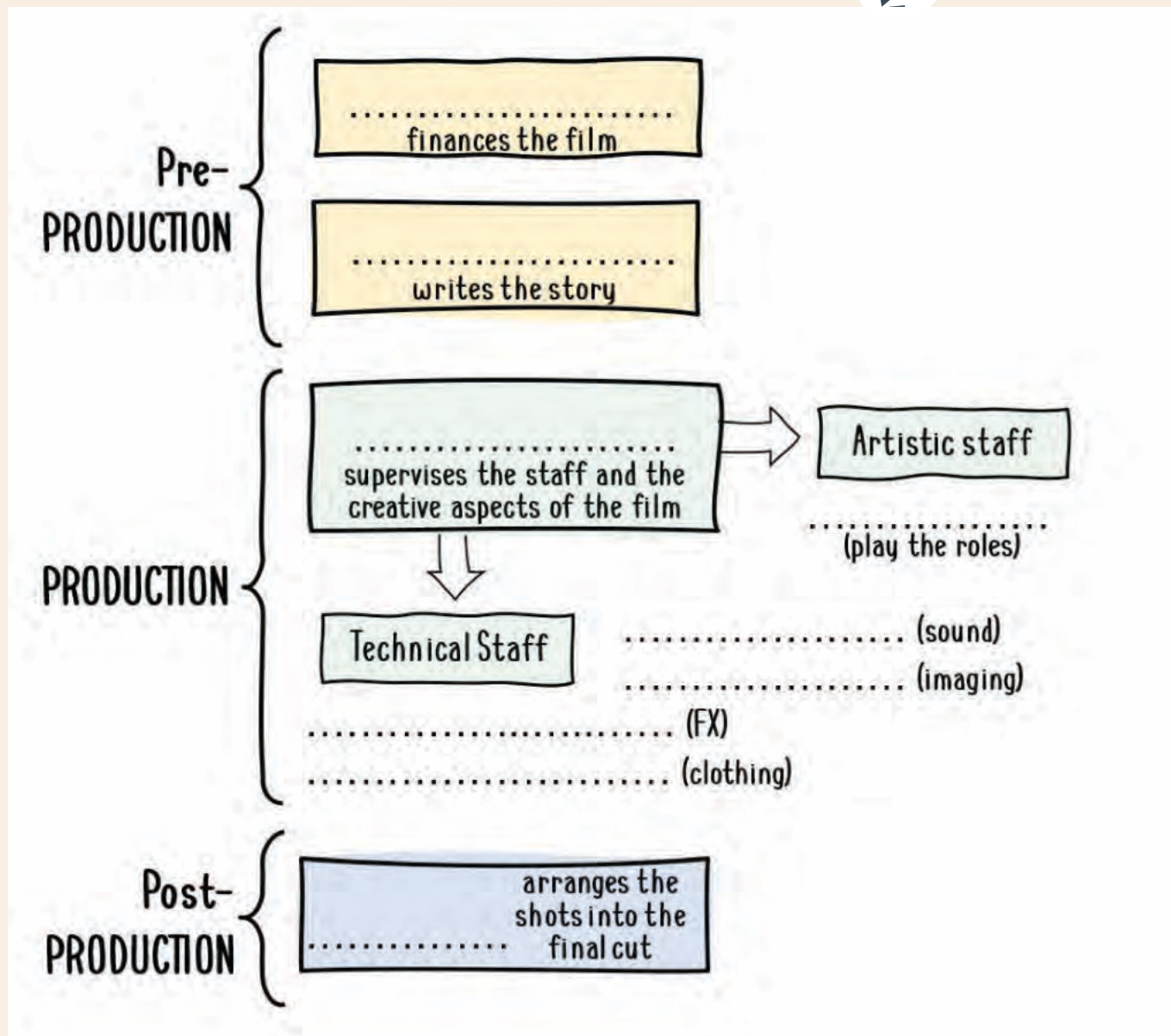


1. COSTUME DESIGNER
2. ACTORS
3. FILM PRODUCER

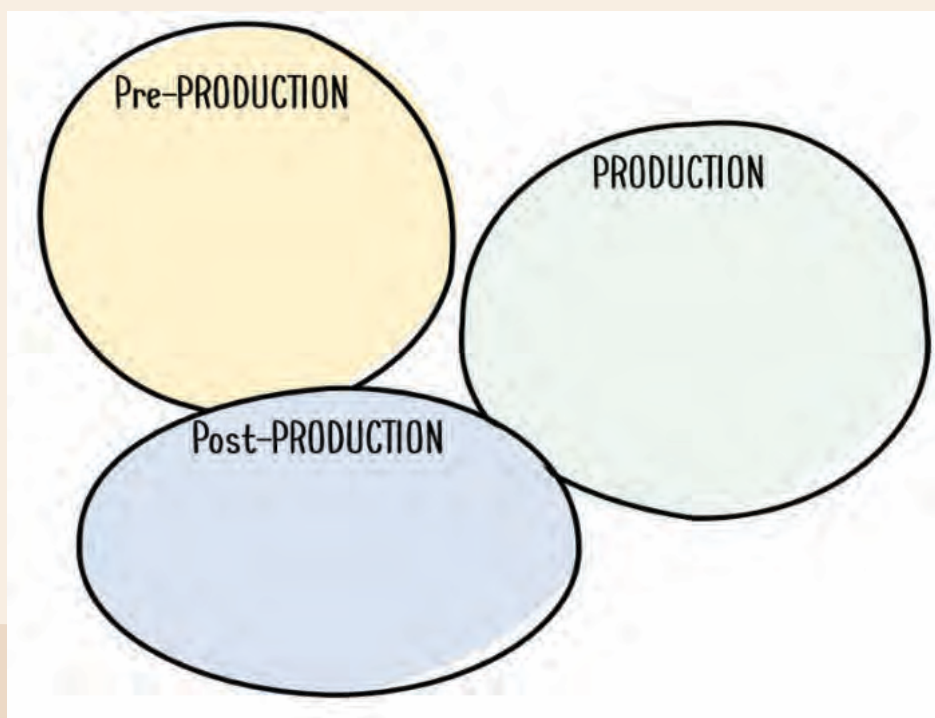
4. CAMERAMAN
5. FILM DIRECTOR
6. SCREENWRITER

7. SPECIAL EFFECTS DESIGNER
8. COMPOSER
9. EDITOR

- * Do you know which part of the filming process these professionals participate in? Complete the diagram about the FILMMAKING PROCESS with the correct specialists.



- * Get into groups and discuss: Can you think of other occupations related to the process of filmmaking? Write them down in the correct step of the process.



- * Read an interview with a Uruguayan film director. Place the questions into their correct places in the interview. Some of them have already been placed for you.



1. That was a great start. How did it go from there?
2. Is it difficult to be a film director in Uruguay?
3. What did you do after that?
4. When did you start working on film directing projects?
5. How was it different to work for the Navy?
6. How do national directors make films, then?
7. How did your passion for cinema start?
8. How were those experiences?
9. Did you study something related to the cinema or audiovisual production?

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#LIVINGURUGUAY4

INTERVIEW

AN INTERVIEW WITH GASTÓN GOICOECHEA

TEACHER, HISTORIAN AND FILM
PRODUCER FROM PIRIÁPOLIS

Gastón Goicoechea is a history teacher and a historian, specialized in local history and in military and naval history. He is also an audiovisual documentary producer. At the moment, he's working as a teacher at "José Luis Invernizzi" high school in Piriápolis and he is the night shift Principal there. Gastón also works at the National Navy and the National Naval Aviation as a historical researcher and audiovisual producer.



a How did your passion for cinema start?

It started during my childhood. Things were different then and we celebrated every opportunity we had to go to Montevideo to watch a film. When I was a child, I to love films and the whole cinema experience. Later, in my teens during the 90s -with videoclubs and VHS- I got to know different film directors, their styles, and the so-called "cult" films, like "Blade Runner".

At the beginning, I loved historical films that featured Ancient and Medieval times, or war movies, especially from the World War II or Vietnam wars. Later I became interested in science and science-fiction. It was the cinema that channeled my passion for history and my later teaching vocation.

b

I started relatively "late", when I was about 33 years old. I was a History teacher at the Piriápolis high school at the moment, and I saw a short documentary by one of my former students, Agustín Lorenzo, who would later be my associate. I saw his work, which was dynamic, entertaining, and out-of-the-box, and I liked his style.

By those times, I'd just written a book about the founding of Piriápolis high school. I proposed Agustín to work together to put it on film. We worked together on the project, and "**Liceo Popular**" was launched in 2012. It was shown in the local cinema and at the "Piriápolis Film Festival", and distributed on DVD.

It was our first project together, and my first film.



C That was a great start. How did it go from there?

Well, with this kick-starter production, Agustín Lorenzo and I got to work for the National Navy, in Naval Aviation, in the creation of the **"Alas de la Armada"**, a documentary on Uruguayan Naval Aviation in the framework of WWII and the Cold War.

d

It was new for us because we had economic resources and got paid for the first time. After **"Alas de la Armada"**, we did some other historical and institutional films for the Navy.

e

After that, in 2019, we got the funds to make **"Febrero Amargo"**, a documentary work on one of the most interesting and, at the same time, less known events of the civic-military coup d'état that occurred in Uruguay in 1973. The film narrates the tense relations that occurred between the different military forces at the time. **"Febrero Amargo"** had a great impact at national level, and we won a contest for funds granted by the Intendencia de Maldonado. It was also included in three international festivals.

f How were those experiences?

In general, they were all very good. You learn as you go, by trial and error. You make mistakes, you learn from them, and you do better the next time.

g

Yes, After becoming a teacher, I studied Communication Sciences at UDELAR for two years. Much later, the National School Fine Arts opened its current Cinema school in Piriápolis, where Agustín Lorenzo got his degree.

h

In general, yes. But it's never easy to make a film, even in countries with more options than Uruguay. Nobody says "I want to make a movie" and has all the means to do it. However, I always say that today's filming and editing advancements have democratized audiovisual production. Nowadays, even with the camera of a good cellphone, a semi-professional video editor, creativity, and a good idea, anybody can make a great product.



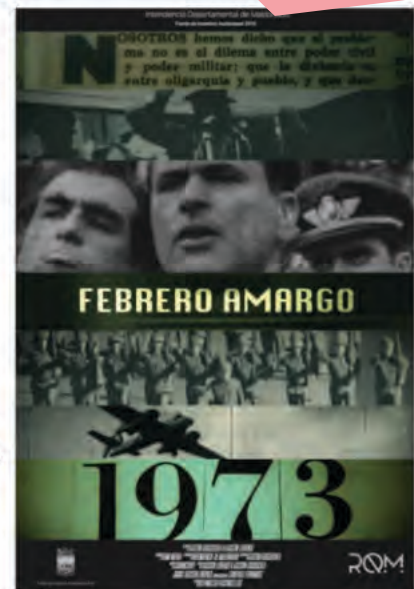
Agustín Lorenzo and Gastón Goicoechea
presenting **"Febrero Amargo"**
at the **Punta del Este Film Festival 2019**

Nonetheless, if we think of getting money to make a film, that's another story. Our country has become a "cheap" and safe place to film advertisements and foreign series, so although that cost can be "low" for foreigners, it's quite expensive for Uruguayans.

i

In general, when Uruguayan filmmakers want to make an independent film production, without funds, the whole community helps, and actors and technicians work for little or no money.

Photographs by Gastón Goicoechea



* Read the interview again and answer the questions:

1. What does Gastón do?
2. How were things different when Gastón was a child?
3. Who is Agustín Lorenzo?
4. What did Gastón study?
5. What are the basic things you need to make a film?
6. How does the filmmaking community help when a Uruguayan director wants to make a film?

- * Complete the chart with Gastón Goicoechea and Agustín Lorenzo's most important works:

TITLE
<i>Liceo Popular...</i>
YEAR:
PLOT:

TITLE
YEAR:
PLOT:

TITLE
YEAR:
PLOT:

Bachelor of Audiovisual Languages and Media

CURE UNIVERSIDAD DE LA REPÚBLICA URUGUAY

www.cure.edu.uy

- * Agustín Lorenzo studied Cinematography at the UdelaR. The National School of Fine Arts offers a Bachelor's degree in Audiovisual Languages and Media. If you want to be a film director, that's the place to go. Let's read its brochure.

CURE UNIVERSIDAD DE LA REPÚBLICA URUGUAY

College Name:
National School of Fine Arts (IENBA)

Venue:
Playa Hermosa - Piriápolis
Maldonado

Degree:
BA in Audiovisual Languages and Media

Duration: 4 years
Credits: 360 cr.

Graduation requirements:
Final essay/paper

Admission requirements:
DGES or DGETP-UTU (EMT level) Graduates

GRADUATE PROFILE:

- Knowledge of the audiovisual languages elements.
- Knowledge of the different stages involved in various kinds of audiovisual productions (animation, cinematography, and video games).
- An attitude of permanent self-reflection, research, and experimentation.
- The ability and training to tackle projects that require teamwork.

TWO PATHS:

- Audiovisual Media (cinematography)
- Interactive Audiovisual Media (videogames)

www.cure.edu.uy

* Read the brochure and complete the sentences:

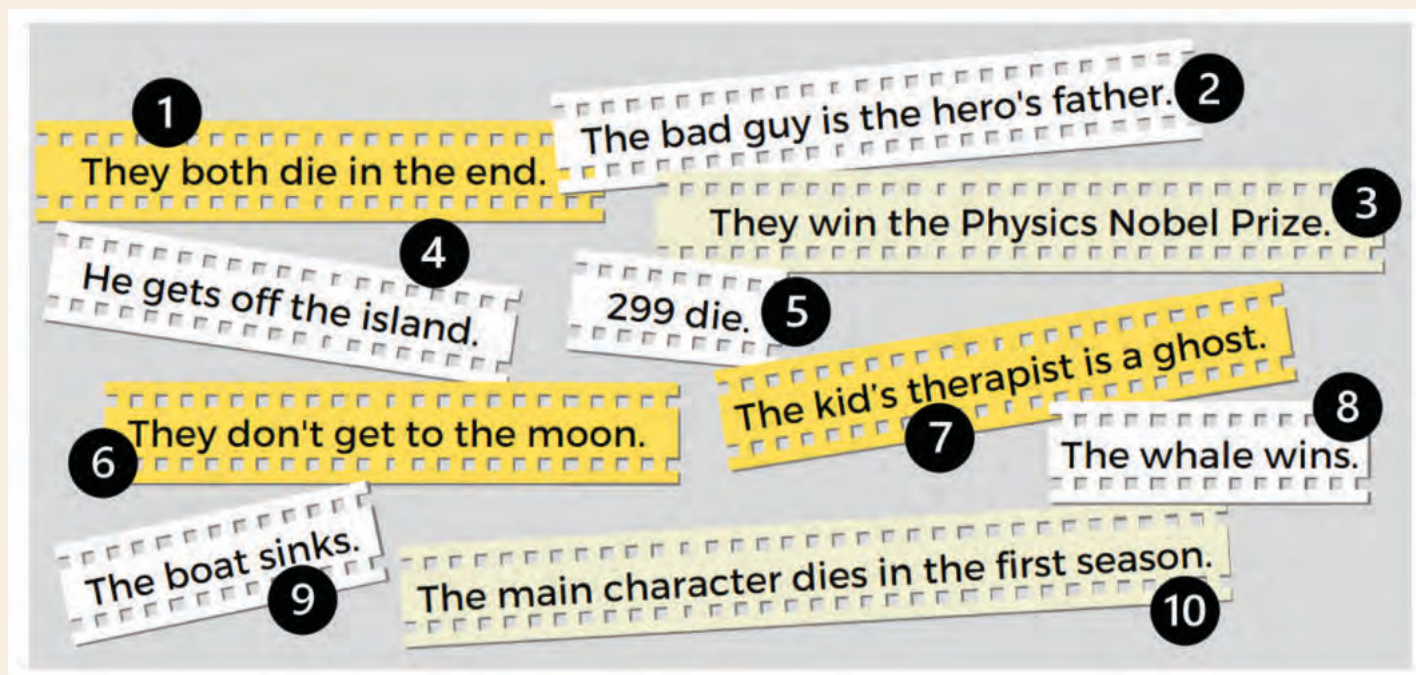
1. The IENBA offers a .
2. The school is located in .
3. A graduate with a Bachelor's degree from this school will be able to .
4. You have to study for .
5. To be admitted in this program, you have to .
6. I would like/would not like to study at this school because .

Did you know?

CURE stands for Eastern Regional University Center, and it's a regional university center of the Udelar, based in the cities of Maldonado, Minas, Rocha and Treinta y Tres.

Spoilers

* Look at these sentences about movies, series and books. What are they?



* The teacher will give you some book, series and movie titles.
Match them with the correct spoiler.

- * Let's read the definition of the word "spoiler" to learn more about the topic:

The Urban Dictionary defines a '**spoiler**' as "a piece of information likely to ruin dramatic tension in a movie, TV series, or book if discovered too early". *She's a man, he's a ghost, everybody dies, etc.*

Source: <https://www.urbandictionary.com/define.php?term=Spoiler>

*



Get into pairs and discuss: How do you feel about spoilers? Do you think that spoilers about your favorite movie or show ruin your experience?

*



Let's read an article about Spoiler Etiquette. Put the subtitles into the correct places.

There's a book?
No excuse.

"Spoiler Alert!"
Use your
headphones!


It's history!

Old show?
It's not a spoiler!

Ask first!

No quoting!


Just wait!





Everybody likes to talk about their favorite movies and TV series, but nobody wants to have the latest shocking **plot twist** or **cliffhanger** ruined for them. In the busy world of social media, have the rules around spoilers changed?

If you often find yourself wondering when you need to refrain from giving away information or when you can speak freely, don't worry – you're not the only one.

Keep reading as we reveal eight tips you should follow to avoid giving spoilers!



- People are busy. Not everyone has the time to watch an episode or movie as soon as it is released. Some folks need some time to **catch up**, so be nice. Feel free to chat about whatever it is you need to discuss, but introduce your commentary with a loud "spoiler alert!" before potentially ruining something for the rest of the world.
- Saying "it happened in the book!" does not authorize you to ruin things for everyone else. And please, do not criticize someone for not reading the novel! Even if people did not read the book, it does not mean that they cannot enjoy the movie or TV show based on it.
- These days, with shows that make all of the episodes available at once, we have to account for a different type of television. Sure, some people have the ability to **binge-watch** an entire season of their favorite TV show in a single sitting, but most people have a life, so please wait a full week (or two) after its release to converse about it in a public setting.
- Watching TV on your cell phone is more and more common every day. If you **stream** on your cell phone, make sure that you have headphones on you so that you do not spoil what you are watching for the people around you, especially if you are in public!
- Asking someone's viewing status before entering into a discussion about a movie or TV show is the most effective method for avoiding unwanted spoilers. If the person you are speaking with is caught up, then by all means feel free to debate fan theories, make predictions, etc. Just be sure that everyone else **within earshot** is also caught up so that you don't accidentally ruin it for them.
- "But you don't even know who said that!" "Trust me, you have no idea what I was referring to!" News flash: a show's **quotes** are part of a show's plot points, so stop quoting. Just don't do it.



7

If you did not know about the Chernobyl disaster in 1986 or the sinking of the Titanic in 1912, that is **your bad**. You've had your whole life to learn history. Fact is fact, and although movies and shows sometimes alter storylines to fit a specific plot, historical events that have actually happened are **free game**.

8

Just started watching *Breaking Bad*? **Get a grip** and accept the fact that most people around you will never think about not discussing a show that premiered back in 2008. If a film or TV show is old (over six months), then nobody around you is bound to these spoiler guidelines.

Adapted from: <https://www.thrillist.com/entertainment/nation/tv-spoilers-rules-etiquette>
<https://www.musicmagpie.co.uk/spoiler-etiquette/>

* Read the text again and match the words in bold to their definitions.

- | | | |
|----|----------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | <input type="text"/> | The exact words that someone has said in a movie or book. |
| 2 | <input type="text"/> | The ending to an episode of a series that leaves the audience in suspense. |
| 3 | <input type="text"/> | Open for anyone to take or use. |
| 4 | <input type="text"/> | The distance within which one can hear a person talking. |
| 5 | <input type="text"/> | To keep or recover one's self-control. |
| 6 | <input type="text"/> | When you admit responsibility for a mistake. |
| 7 | <input type="text"/> | To watch multiple episodes of a television series one after the other. |
| 8 | <input type="text"/> | An unexpected development in a book, film, TV program, etc. |
| 9 | <input type="text"/> | To be up-to-date with the latest episodes or movies. |
| 10 | <input type="text"/> | A way of listening to music or watching movies/TV shows on the internet, but without having to download any files. |



- * Nico doesn't want to learn how his favorite TV series ended. What does he do to avoid the spoilers?

- * We have read about how to avoid giving spoilers. Now, let's think about what we can do to avoid them. Get into groups. Discuss and write down at least three tips for avoiding spoilers.

Eg.: Install a spoiler-blocking app on your phone.



- * In the following poster there are some other well-known spoilers. Do you recognize them? Can you remember other spoilers from other old books, movies or TV series?

Image Source: <https://i0.wp.com/www.geeksaresexy.net/wp-content/uploads/2010/10/spoiler1.jpg?w=640>

Rating

- * Look at the following TV shows. What kinds of programs are they? Why are they so famous? Why do people like watching them?



- * How is a TV show's popularity measured?

- * Read an article about TV ratings and complete the chart with information from the text.



Did you know?

RATING: a list of television and radio programs that show how popular they are.

THE MAGIC NUMBER



HOW DO TV RATINGS WORK?

TV ratings are calculated in order to measure the size of the audience watching a show. It is an essential branch of media research, and its primary function is to qualify and quantify specific information related to the TV audience. This is extremely important because it provides valuable insights into how many people are consuming content, as well as how and when they do so. That information is useful for advertisers, networks, and other entities in the media industry that make content or market products and services. Without accurate TV ratings, it would be impossible to learn about the viewing habits of the average TV watcher.

Data has a lot of importance nowadays, as it can help us learn things that we didn't know in the past. The information that is gathered through TV ratings can be extremely valuable and it can help content creators plan their approach. It is through TV ratings that people can determine the price of ads at a certain time slot.

To measure how viewers watch TV, companies use a combination of panel data, data from cable and satellite set top boxes, and census data from digital devices. This set of methods tracks who is watching television and what is being watched.

The people who are strategically selected also provide rating companies with information about gender, household income, and ethnicity.

If a large number of households are watching a particular channel or show, then it means that the ratings are good. The lower the viewership, the lower the ratings are going to be, so content providers work very hard to make sure that their viewership remains at the top.

The media landscape has changed dramatically since the mid-20th century. Viewers can watch TV programming on many different devices, and the ratings systems have had to adapt to new playing fields. Now they also measure live, DVR, on-demand, and streamed content. Considering the trend toward more streaming on phones, laptops, and other devices, traditional methodologies for TV ratings may quickly become outdated.

Still, media research is worth billions of dollars. Advertisers pay to air their commercials on TV channels with similar style programs. Programmers also use data to decide which shows to keep and which to cancel. Even though technology has changed people's preferences, the industry continues to rely on TV ratings for decision-making purposes.

TAKEN AND ADAPTED FROM:

<https://entertainment.howstuffworks.com/question433.htm>

<https://www.rsgmedia.com/tv-audience-measurement/>

- * Read the article and jot down some ideas for each topic in the chart.



TV audience measurement

Panelists

Advertising companies

- * Discuss these questions:



1. Why are TV ratings important?
2. How do companies determine if a rating is good?
3. Why might current rating methods become old-fashioned?

- * Did you know that there are hundreds of channels that you can use to target TV viewers? TV advertising is a huge business advantage, since people trust TV and it can provide scale and reach. Look at the following picture of a new bar of soap.

A programmer of a TV channel and the advertising sales director of a skincare company are discussing advertisement issues.

- * Look at the role-play activity that follows.



SITUATION 0

STUDENT A

You are the programmer of a TV channel and want Student B to advertise his/her product on your program.

TV PROGRAM: Cartoons /
Monday, Wednesday, Friday,
Sunday 10 am / Cable TV channel



SITUATION 0

STUDENT B

You are the advertising sales director of a skincare company and want to advertise a new product on TV.

PRODUCT: Vegan soap bar.



St A: Good morning, Mr. Gómez. Nice to meet you. I'm Ana Pintos and I'm the programmer of the channel *Cartoons For You*.

St B: Good morning, Ms. Pintos. Nice to meet you, too.

St A: I understand you are launching a new product into the market.

St B: Yes, let me show you our latest product: the vegan soap bar.

St A: It looks very appealing. I believe we can advertise it on our Sunday morning show because it has really high ratings.

St B: I'm not sure about the day. Will adults be watching at that time?

St A: According to our data, parents watch that program with their kids on Sunday mornings, so it is the perfect time.

St B: As I see it, the children will change the channel as soon as they see an ad that doesn't speak to them..

St A: But remember that adults are the ones who generally have the remote control, so I'm sure that won't happen.

St B: How many times do you think the ad should be shown?

St A: In my opinion, we can start showing it three times a day.

St B: Sounds reasonable.

St A: So, do we have a deal?

St B: Sure!

- * Get in pairs and you will be assigned a situation. Write a dialogue that fits that situation. Use the role play as a model.



SITUATION 1

STUDENT A

You are the programmer of a TV channel and want Student B to advertise his/her product on your program.

TV PROGRAM: Cartoons / Sunday 10 am / Cable TV channel



SITUATION 1

STUDENT B

You are the advertising sales director of a household appliances company and want to advertise a new product on TV.

PRODUCT: Silent Robot Vacuum Cleaner.



SITUATION 2

STUDENT A

You are the programmer of a TV channel and want Student B to advertise his/her product on your program.

TV PROGRAM: Talent show / Friday 9 pm / Free-to-air channel



SITUATION 2

STUDENT B

You are the advertising sales director of a cosmetic company and want to advertise a new product on TV.

PRODUCT: Neon nail polish.



SITUATION 3

STUDENT A

You are the programmer of a TV channel and want Student B to advertise his/her product on your program.

TV PROGRAM: Sports show / Monday and Wednesday 10 pm / Free-to-air channel



SITUATION 3

STUDENT B

You are the advertising sales director of an international apparel company and want to advertise a new product on TV.

PRODUCT: Canvas sneakers



SITUATION 4

STUDENT A

You are the programmer of a TV channel and want Student B to advertise his/her product on your program.

TV PROGRAM: Cooking show / Every day 11 am / Satellite TV channel



SITUATION 4

STUDENT B

You are the advertising sales director of a pet food company and want to advertise a new product on TV.

PRODUCT: Fish food.

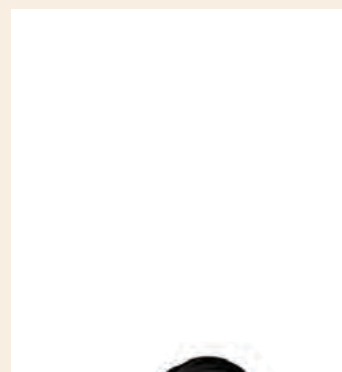
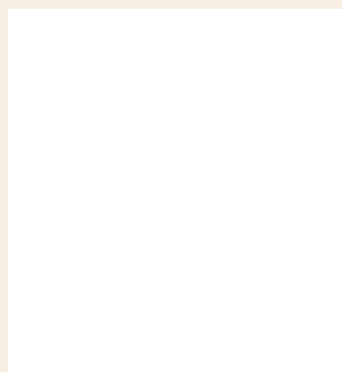


Each pair performs the role-play activity. The other members of the group take notes on the products mentioned and the types of programs advertising the products.

Famous people from Uruguay

- * Work with a peer to label the pictures. Can you think of examples of famous Uruguayan people for each category? Share your list with the rest of your class!





- ✱ Let's read about two Uruguayans that are famous all over the world. Here you have some clues. Help Guidaí guess who they are.



- * Use the clues to write sentences about each person. If you need more clues, you can ask your teacher or search the web.



1. M _____ was born _____. In _____, _____, Uruguay. He/she _____.

2. _____

- * Read the text and complete the fact file.



Mario BENEDETTI

Mario Orlando Hardy Hamlet Brenno Benedetti Farrugia was a famous Uruguayan writer. He was born on September 14, 1920 in Paso de Los Toros, Uruguay. Benedetti was born to a family of Italian immigrants. His father, Breno Benedetti, was a winemaker and a chemist. His mother's name was Matilde Farrugia.

At age four Mario was taken to Montevideo. There he completed six years of primary school at the Deutsche Schule, where he also learned German, which later allowed him to be the first translator of Kafka in our country.

Benedetti painted a realistic and critical portrait of the ascendant Uruguayan middle class, to which he belonged. He started writing at a very young age, and since then has been highly prolific, writing novels, stories, plays, poems, and essays, as well as producing written work for various magazines and newspapers. He is considered one of Latin America's leading writers. Some of his novels have been translated into English, such as *The Truce* and *Juan Angel's Birthday*.

He died in 2009 after suffering from respiratory and intestinal problems for more than a year. His remains are buried at the National Pantheon in the Central Cemetery of Montevideo.

☐ Name:
☐ Surname:
☐ Date of birth:
☐ Date of death:
☐ Family:
☐ Career:



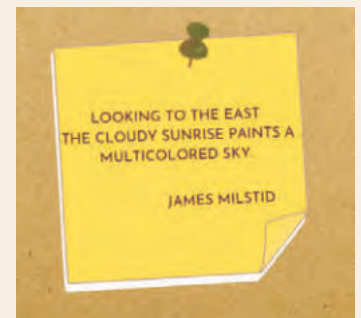
"When I have
worries, fears or
a love affair, I
have the luck of
being able to
transform it into
a poem"

Our Haikus board

- * In 1999, Mario Benedetti published his book *Rincón de Haikus*. Use the how-to chart to write your own Haiku. Look at the example and create a Haikus board with your classmates.

Did you know?

"Haiku is a kind of Japanese poetry. It's a 17-syllable verse that is comprised of three metrical units of the following syllable count: 5-7-5."



Five syllables

first line

Seven syllables

second line

Five syllables

last line

Gabriela Hearst

"We belong to nature but nature does not belong to us"

1



2



Tweed

3



4



5



6



7



Photos by Gabriela Hearst

- * Click on the link to watch the video about Gabriela Hearst's business.

[click here](#)



- * While you watch the video, tick the pictures that you see.

- * Why does the designer mention those things? Use the information from the previous activities to write sentences about Gabriela Hearst's life.

1

Gabriela likes wearing her father's boots when she goes to Santa Isabel farm.

4

2

5

3

6

Did you know?

Gabriela Hearst designed a beautiful white coat and matching dress for Jill Biden, the first lady of the U.S.A. That dress has a secret, a meaning of unity – it has the official flowers from every state and territory in the United States, which transmits the message of unity.

- * Imagine that you have the opportunity to design a clothing item for her next fashion collection. What would it be? What materials would you use? What message would you like to transmit? Use your imagination and have fun!

Cloth:**Material:****Meaning:**

- * Briefly describe the clothing item that you designed.



- * Who is your favorite famous Uruguayan? Prepare a short video or presentation about him or her.

It runs in the blood



Picture 1 source: commons.wikimedia.org / picture 2 source: pixabay.com

- * What can you see in the pictures? What are these musical instruments? How are they similar? How are they different?

- * Emma is listening to a podcast about Rubén Rada. Listen to the podcast and fill in the blanks.



Omar Rubén Rada Silva, “Negro Rada,” was born on July 16, **1.** . He is a famous Uruguayan **2.** who has successfully recorded over **3.** albums. Rada is a percussionist, composer, and **4.** . He is closely associated with candombe, a style of music and **5.** that originated in Uruguay among the descendants of liberated **6.** slaves. His music, candombe beat, combines **7.** , rock and other **8.** with Uruguayan sounds, such as candombe **9.** and murga choruses. Rada has composed some of Uruguay's most cherished **10.** .



*

What music styles can you find in the text? What other music styles are popular in Uruguay? Write down all the ones you can think of:

Music styles

*

Emma wants to learn more about Rubén Rada, so she is reading a magazine. Let's read it! Match the pictures with the corresponding paragraphs.

JULY 2021 | WEEK 2

Rubén Rada, a music icon from Río de la Plata



a) _



b) _



c) _



d) _

(1) Rubén Rada has the rhythm of a kid who's just starting out. In the last year he released three albums that prove the musicality that runs through his body, and he has a couple more in the pipeline. Rada is an extremely musical guy, something that's noticable just by talking to him. He sets tempos, taps his legs to try out a rhythm, and sings to prove a point. When he wants to exemplify something, he sings it; when he tells you an anecdote, he sings. Musicality sprouts from him.

(2) Sound expansion is not something new in his career: "I'm neither a **murguero**, **candombero**, nor **rocker**, but I play everything. "When the concept **World Music** appeared, I fit in, usually with Milton Nascimento and Astor Piazzola." He adds that. "With this title you can play everywhere; it enlarges the field for me. If you ask me to make a rock and roll record, I can make two or three, but I still feel limited."

And that is **World Music** - play what you want, and if you feel it, play it. In a world in which you need to label everything to be able to sell it, Rada seeks to detach himself from that: "It took years for people to understand that I can't be labeled." Rada does not close himself off to anything; he is like a baby, discovering something new with every step he takes. Even in 2020 he found himself in the face of success once again with his Uruguayan trap feature in the song "Pekeño 77" by the artist Rangos II.

(3) Rada's most recent release puts him in a direct dialogue with his inheritance: "I learned that in Brazil the mother's last name is more important than that of the father." He recalls that when he was a child, his mother used to sing to him in Portuguese to make him fall asleep. He affirms that the idea of recording this album came up to pay tribute to his mom.

(4) Rubén's three children-Matías, Julieta and Lucila, are artists on their own right. They earned their recognition due to their talent: "I never told them what to do. They chose it themselves." Matías is one of the most prominent and sought-after guitarists in the region of the Río de la Plata. Julieta is the owner of a wonderful voice and her latest album, *Forest*, was nominated for the Gardel Awards.

Source: Rubén Rada, a musical icon from the Río de la Plata: three albums in one year, new fame for a rag-tag collaboration and his meeting with Mick Jagger - Archyworldys

Lucila has two albums and an acting career that includes a part in the film **Who owns the garter belt?** by Fito Páez. Despite of the pride Rubén has for his children's career choice, he says that "my wife and I wanted them to finish high school. There are five generations of Rada who have never finished high school."

Photo source: a- elpais.com.uy / b-d and final: commons.wikimedia.org



* Read the text again and look for information to correct these sentences. Then, rewrite these sentences.

1. Rubén wants his music to only be considered as candombe.
2. His latest album is a tribute to his children.
3. He is very conservative with his music and doesn't want to try new things.
4. Rubén told his children what to do with their careers.
5. Rubén and his wife wanted their children to be musicians.



* A **FACT** is a thing that is known or proved to be true while an **OPINION** is a personal view/perspective formed about something which is not necessarily based on facts or proofs. Look for **FACTS** and **OPINIONS** in Rada's text to complete the table.

Facts

Last year, he released three albums.

Opinions

The concept World Music enlarges the music field.

MAY 2022 | WEEK 3

Julieta Rada, a famous Uruguayan singer

Julieta Rada started singing at the age of 16, and at the age of 22 she sang her own songs as a solo singer for the first time. She wants to be recognized for her own success, not for being “the daughter of...”. This is what Julieta wants to share with us.



When did you start singing?

When I was a kid, I participated in some children's choirs with Mariana Ingold and Osvaldo Fattoruso. I also participated in “Rada para niños”. I started to take singing lessons at 16 with Carmen Pi, and then, little by little I started singing in some places. Since then, I haven't stopped.

What does singing mean to you?

Music is very important in my life. It is part of my family, my history and my job. I can't think of life without music. Singing for me is liberating. I sing all day long. My voice is my instrument and my tool to express myself. I am very studious of my voice and I take great care of it.

How would you describe your music?

I feel that my music tries to maintain the Afro-Uruguayan music roots combined with other styles of black music such as funk, rock, R&B and soul. While the music I make can be pigeonholed into the popular, its essence contains compositional elements from jazz.

Is it, artistically speaking, a big responsibility to be Rada's daughter?

I have moments in which I feel the weight of being Rada's daughter, but the pressure is always imposed by me. It never comes from my dad's side. He was always very generous and encouraged us to do everything we wanted, with the condition that we studied hard. Over the years I learned not to think so much and to feel good doing what I like.



How do you live the fact of belonging to a family of artists, since your father, your sister Lucila and your brother Matías, are also musicians?

I live it in a natural way. This is my family and that's how my life has always been. I don't question it much.



You recently went on an international tour, how was that experience?

At the end of 2021, we went to Spain and Japan. It was an amazing experience, especially in Japan. It was our first time there, and the Japanese public's response and how they valued our music was very exciting! The tour was complex because it was in the middle of a difficult global health context due to covid. There were many protocols to travel, and once there, we had to comply with a 15-day quarantine and more protocols. But despite all that, we enjoyed it very much and got to know many cities. All the theaters were full and the audience was very grateful. They understood the effort it takes to travel from the other side of the world.

What are the characteristics of your last album: "Bosque"?

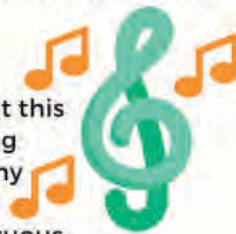
My latest album, "Bosque", is my third album and the most different of the three. I wanted to maintain a very calm, rather introspective spirit. The idea was that it would be very minimalist from the instrumentation, differentiating itself from the previous albums that were very loaded with instruments and arrangements. Basically, "Bosque" is about my voice, guitars and a rhythm machine. And in each song, a different color is added. It was produced by my brother and me, so it keeps that intimate essence.

What's the best thing that's happened to you since you started your solo career?

The best thing that happened to me was to record my three albums and be able to play them live. That's what makes me most proud. Besides, it is always an immense joy to meet different artists along the way and to be able to share music with them.

Who are your leading singers or musicians?

My main reference is my dad. With him, I learned what music is, how to compose, how to work and almost everything I know about this environment. He is undoubtedly one of my favorite singers. Looking further out, another artist I admire is Stevie Wonder. He is one of my references when it comes to composing and singing. As a singer, I am also a big fan of Mariah Carey. To me, she's one of the most virtuous singers and I always listen to her to study her.



Adapted from: Entrevista a la cantante Julieta Rada por Ana Jerozolinski (montevideo.com.uy)

Is it difficult to be a singer in Uruguay?

It is quite difficult to be a musician in Uruguay. It is a country with a small population so the musical circuit is reduced. For that reason, you have to go to other places to keep a music project on track. And yet sometimes economically speaking, it is not enough. Then, you have to look for alternatives outside or inside the music, like teaching a musical instrument or having a job doing something else.

What advice would you give to kids who want to pursue a career in the music business?

It is always best to dedicate yourself to what you like. To begin with, I recommend you check if music is what you really like or if it is a desire imposed by someone else, a tradition, for instance. Once you have figured that out, I recommend you study hard, be as informed as possible, and be authentic.

Thank you very much, Julieta! It's been a pleasure meeting you!

You're welcome. Thank you!

- * Read the text again and complete the graphic organizer.



Julietta Rada

Julietta's music:		
Her dad's lesson to her:		
Her feelings towards the tour through Spain and Japan:		Her music idols:
The place music has in her life:		

- * Read the text about Julieta Rada and complete the FACTS or OPINIONS table. Then, share your ideas with a peer.



Facts

Opinions

Choose another Uruguayan artist who also has a famous son or daughter. Complete a graphic organizer similar to the one from the previous activity about both of them. Then, write a magazine article about that family bond. Remember to include the reason why they are famous, how they live with the fact that they are both famous, their career goals and any other information you may consider relevant.

The price of fame

#livingUruguay4

* These people have some things in common. What are those characteristics?



Photo sources: Diego Forlán and Victoria Rodríguez - commons.wikimedia.org
Daniel K - elobservador.com.uy & Meri Deal - worldmusicaba.com

* Think of words you relate to the word FAME and write them down.



* The following words are also associated with fame. Complete them by using vowels.

Do these words have a positive or a negative connotation?

Did you know?

CONNOTATION: an idea or feeling that a word invokes in addition to its literal or primary meaning.

w _ _ ll-kn _ _ wn

r _ _ n _ _ wn _ _ d

n _ _ t _ _ r _ _ _ s

_ _ m _ _ n _ _ nt

d _ _ st _ _ ng _ _ _ sh _ _ d

l _ _ _ d _ _ ng

pr _ _ m _ _ n _ _ nt

_ _ nf _ _ m _ _ _ s

- * Emma is reading a magazine article about fame, and she found a quote by Tom Holland: "Fame is a beast that you can't control or be prepared for." What does it mean? Do you agree/disagree with it?



1. When I was a child, I dreamed of fame and money. I imagined myself being a famous actress, walking around the streets and being followed by the paparazzi. I imagined the sound of the flashes and people chanting my name. Whenever people asked me, I would answer that I wanted to be famous. However, that has changed. Now, I can't stand being chased by people. Imagine what it would be like if you had every step of your life recorded and streamed live! That would be unbearable, having everyone see me in my pajamas outside my house as I take out the garbage.



2. One of the advantages of being famous is the amount of money you earn. Having a huge income gives you the opportunity to buy whatever you want. However, it also has its negative side, since fame has its twists and turns, which means that the money may not last forever, and running out of money is a challenge most famous people must face. They have to adapt their lifestyles according to the money they have left. Another negative aspect most famous people complain about is not having privacy. They are always in the spotlight.



3. If I were famous and had plenty of money to spend, I would definitely get a house next to the beach in a paradise island. I love the pictures of places with sandy beaches and blue water.



4. I think I would donate some money to a charity I know. However, if I weren't sure what charity to donate to, I would ask people around me for suggestions. I am sure famous people receive thousands of requests asking for support. I don't know why people think they could ask famous people for their money as if they were obliged to hand it over.



* Read the title of the article. What is the price of fame? Mention reasons why fame has a price.



* Read the first part of the article and fill it in with the correct question from the list below.

Imagine you earned a lot of money after being famous. What would you buy with that money?

What are the pros and cons of being famous?

Would you donate to any charity?

Would you like to be famous?

* People can be famous for different reasons. What occupations allow people to become famous quickly?



Scan the texts and find out each person's job. Which words/phrases helped you?

* Read the texts again and take notes on the negative aspects that are mentioned.



Did you know?

HALL OF FAME: a group of individuals in a particular category (such as a sport) who have been selected as particularly illustrious.

What is the price of fame?

1

As soon as I became famous, my life completely changed. It all started when I won my first gold medal at the Olympic Games in Tokyo. I stopped going out with my friends because wherever I went, people immediately recognized me, and then our plans got ruined. I even had to wear strange clothes, big glasses and a hat. It was quite pathetic.

3

I can tell you that life can be tough. That doesn't mean that I regret being famous, but there are certain things that have made me feel very nervous. Last season, when I was about to launch my last exhibition, all the tickets had been sold out and I was really excited. All of a sudden, a neighbor threatened me in front of my house because I didn't get him a ticket for the opening! I almost called the police, but in the end, I agreed to invite him, just in case.

2

I love fame because it allows me to buy whatever I want. If I want to travel to Miami during the week, I just do it. If I feel too tired to perform at a concert, I cancel it. I have so much money that when I work, I do it for fun, not because I need to.

4

I always thought I would be able to remain the same, but when the movie was released and I became famous, things changed a lot. I wanted to keep on going to the same club and to still be able to hang out with friends, but it was impossible. I started attracting people's attention when they recognized me on the street. My friends started feeling uncomfortable, so I had to stop meeting them in public places. We started spending time in private, in my house, instead.

- * We know of many famous people who have been successful, but we also know of others that haven't. Think about famous people who have paid a high price for being famous.
- * Research and take notes about those famous people. Share your notes with the class.



Sing it out!

Your English teacher loves listening to music, because through lyrics, music gives him/her comfort.

- * What about you? Your opinion matters, too:

Do you like listening to music?

How often do you listen to music?

What kind of music do you listen to when you are sad/happy/excited/in love?

- * Think of these questions. Then, get into pairs and share your answers with your peer.



- * Listen to the following songs and express how you feel.



Song #

I feel...

1		
2		
3		
4		
5		

Some people don't know how to express what they feel or think. Fortunately, there are different ways of letting others know what we feel. Music, for instance, is a great way to show our emotions and beliefs. Do you agree? In which ways has music helped you express yourself?



- * Go to the browser and type "Emotion in music giving you the chills" and find an article.



Your opinion matters!

According to the article, life without music would be a mistake. Do you agree? Discuss in a small group.



- * Listen to the following song and say if you have heard it before.
Under what circumstances could a person write lyrics like that?
Go through the lyrics of the song and complete the following chart.



Who are the protagonists
of the story?

What was the situation like
previous to the conversation
described in the song's lyrics?

What problem did one of
them have?

The lyrics state, "Had I known
how to save a life." Do you think
he was able to save the person?















- * Music can help people express their feelings and emotions. Some scientific studies have shown that animals can react to music in different ways as well. Have you heard of that? Can you predict the effects of music on those animals?

- * Listen and check.



Where can music take me?
Think about a moment in your
life in which music was crucial.
This might have been a moment
to treasure, but...would you like
to share that moment with the
rest of the class?

Projects

Project 1 – Live streaming at school

When you worked with live streaming you discussed several topics. You can choose one of the topics from that unit to work with or choose a new one. Then, write a creative script and create a short film. Choose 5 teachers to act as the jury of the competition.



Project 2 – New ways of being famous

Choose one option to design your project.

A- Do you know of a famous celebrity from the web? Who is this person? Why is he or she famous? Create a presentation about your favorite internet star.

B- Imagine you have a website and create a video with at least ten tips about being famous in the internet age.

C- Is the internet a good way to achieve fame? Write an essay explaining your opinion about the topic.

Project 3: A poem in your pocket

Write a poem about the topic “Me and my cellphone: being famous for a day.” Then, stick colorful pockets made of cloth or paper on a bulletin board. Put your poem inside one of the pockets. Once all of the pockets have a poem, choose one and read it aloud a poem from one of the pockets and read it aloud. You may want to make a comment to the author of the poem.

Look at the following example and procedure:

First write down some words related to the topic.

*cellphone – message – fame- ticks – rings – ringtone
– drops – screen – text – emoji – video call*

Then, arrange the words and write the poem.

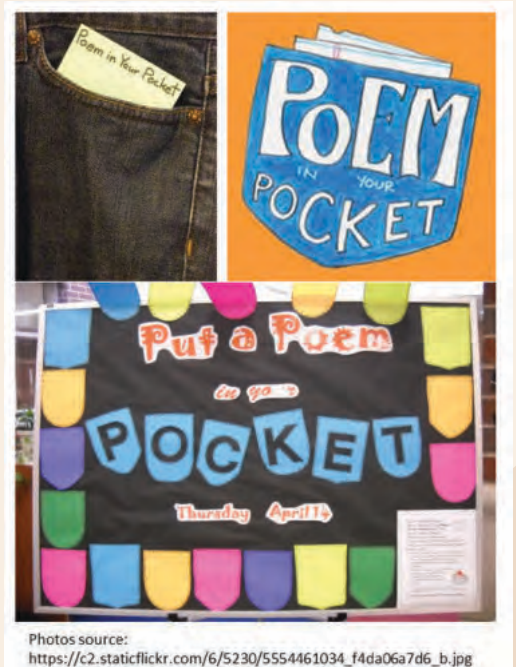
Me and my cellphone,
Unexpected friends we are
Sometimes I am in awe
Others feeling blue

Your messages are full
Of emojis and feelings
My heart shrinks
When I see your name on the screen

You may wonder why
It's difficult to say
I love when a text I receive
Or my music list I play

Video calls make me feel bliss
I feel like a kid
When I see the blue ticks
Or the telephone rings.

Poem by Aldo Rodríguez



Photos source:
https://c2.staticflickr.com/6/5230/5554461034_f4da06a7d6_b.jpg

Project 4: Where can I study?

Choose a career connected to the Arts and find information about an institution that offers that career.

- I want to build my own guitar.
- I want to create the best TV publicities.
- I would love to be the next (name of a famous person).

Project 5: Finding the right institution

Get in groups and investigate which other institutions offer careers connected to arts in Uruguay. You can search the web. Try to answer these questions in your search:

- What is/are the names of the institute/s?
- Is it public or private?
- Where is it located?
- How many years do you have to study?
- What are the admission requirements?
- What does it offer?

Project 6: Writing a blog entry

Write a blog entry between 80 and 90 words that answers the following question:
How do you think fame would change your life?

Project 7: Make a presentation

Choose one of these titles for your presentation. Do some research about a person you think the description fits and prepare a poster or PPT presentation.

- A critically acclaimed actor.
- A well-known philanthropist.
- The most well-known celebrity in my country.
- He / She achieved international stardom during childhood.
- People hold this person in high esteem.

Project 8: Speaking about somebody popular in Uruguay

Think about a famous person you would like to meet. You should prepare yourself to tell your classmates the following information:

- Who is this person?
- What is he / she famous for?
- What would you ask him / her?
- Why would you like to meet this person?

Unit 5

THE WORLD OF SCIENCE

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

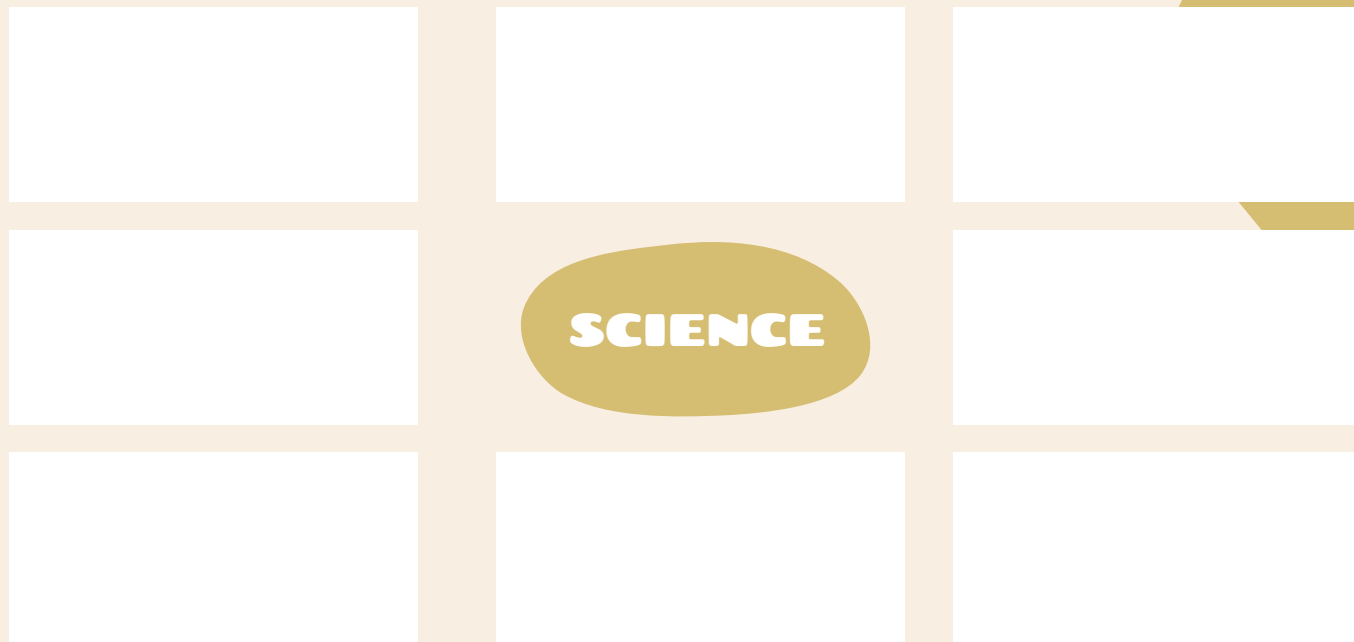
- use the target language to talk about science, methodology, theories and legends related to knowledge.
- research scientific topics and share the results with classmates and teachers.
- write a wide array of scientific and less scientific pieces of writing.
- use the four skills to understand and talk about science.
- learn about famous scientists from the past with a special focus on female scientists.
- help students understand how science does not only belong in the lab, but in the real world as well.

Does Science only belong to the lab?



#livingUruguay4

- * What comes to your mind when you think about science?
Complete the mind map below with your ideas about science.



- * Today at school, Duma's teacher was explaining the concept of science. He is very interested in learning more about this topic since he wants to study computer science. This is the text he read in class:

Science is the study of the world around us. It is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. Fields of science are commonly classified along two major lines: Natural Sciences, the study of the natural world, and Social Sciences, the systematic study of human behavior and society.

Scientists are people who work in and have expert knowledge of a particular field of science. Scientists learn about their subject by systematically observing, describing, and/or experimenting to test their hypothesis.

There are a lot of different branches of science. In general, the different kinds of scientists are named for what they study. Biologists study biology, zoologists study animals, and historians study history, so there are botanists, chemists, geologists, historians, astronomers and many more!



Source: Science definition - What is science? (sciencemadesimple.com)
Icons Source: Flaticon

* Read the text about science and answer the questions.



1. How can we classify sciences?
2. What do natural and social sciences study?
3. How do scientists learn about their field of science?
4. Are scientists' hypotheses important?
5. How are scientists named?

*



Look at the poster about different branches of science. Complete them with the corresponding words:

computers

feelings

Earth

bodies

environment

space

before

ancestors

elements

living

move

dinosaurs

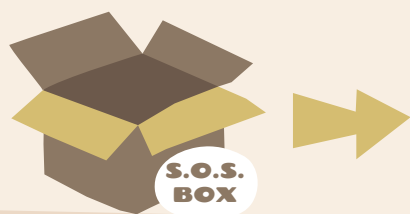


* Classify the following sciences into social or natural:

history - geography - astronomy - anthropology - archeology - economics - physics - chemistry - ecology - political science - sociology - medicine - psychology - biology - genetics - social psychology - paleontology - computer science

Social sciences

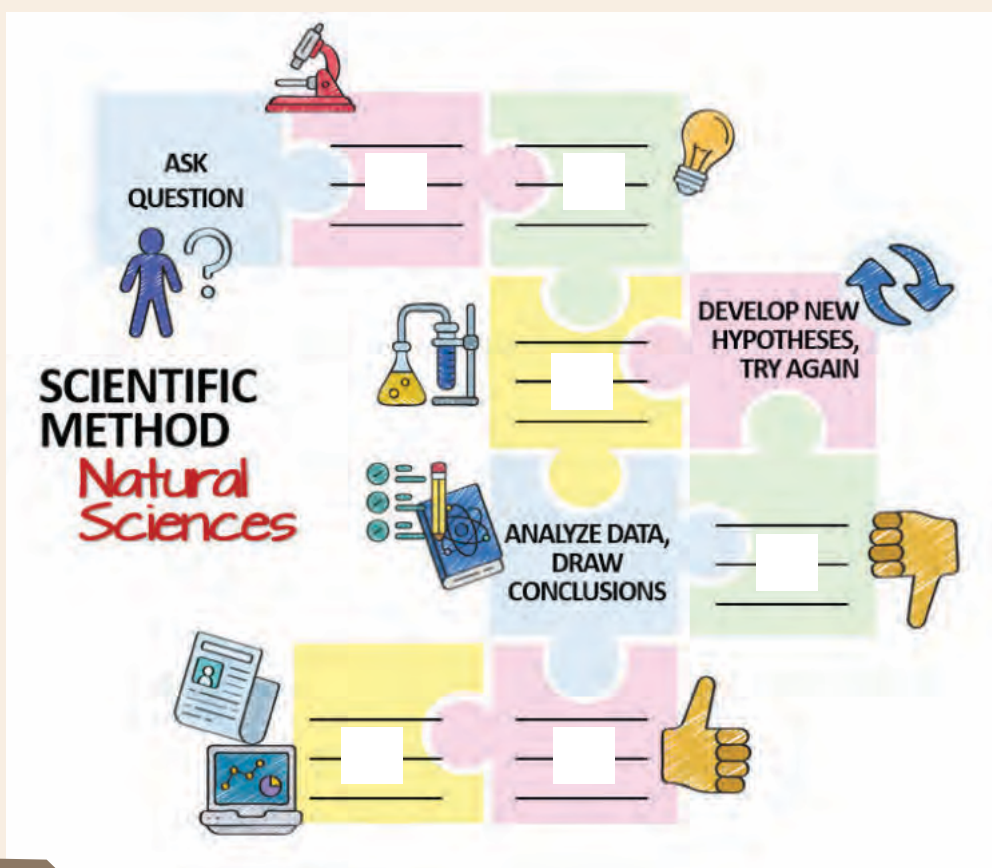
Natural sciences



In English, the name of the subject is not capitalized (they don't carry initial capital letters) unless it is a language (e.g. English or Spanish) or when it is the name of a course (Language 1).

* In science, there are certain steps in order to properly conduct research. In Natural sciences there is a series of steps known as the scientific method. Complete the different steps of the scientific method in the scheme with these options (you can definitely ask your science teachers to help you):

1. Test hypothesis
2. Establish a hypothesis (educated guess)
3. Report the results
4. Experiment does not support hypothesis
5. Collect information and make observations
6. Conduct experiment



- * In the Social sciences there is a research cycle. Put the steps of social science research in order. Share your ideas with a classmate.



- ☐ Define your topic
- 2.** State the objectives
- ☐ Evaluate search results
- ☐ Develop a research strategy
- ☐ Review literature
- ☐ Communicate findings
- ☐ Gather data

- * Create a scheme to present the steps from the previous activity in the correct sequence.



The power of pets

- * The book characters are attending a workshop at school. The instructor poses a question to the participants. From 1 to 10, how important are pets in your life?



- * Read the following quotes. What are they about? Do you agree with the authors? Use your imagination and write your own quote about your furry friend!



"Until one has loved an animal, a part of one's soul remains unawakened."

(Anatole France)



write here!

"Pets have more love and compassion in them than most humans."

(Robert Wagner)

- * Some scientists consider having a pet to be very good for one's health. Have you heard that before? Work in pairs and mention some benefits of owning a pet.



* Read the text and learn more about the benefits of having a furry friend.



THE POWER OF PETS



"Such short little lives our pets have to spend with us, and they spend most of it waiting for us to come home each day. It is amazing how much love and laughter they bring into our lives and even how much closer we become with each other because of them."

John Grogan

Most pet owners are clear about the immediate joys that come with sharing their lives with an animal. However, many of us have no idea of the physical and mental health benefits that can also accompany the pleasure of snuggling up to a furry friend. Nothing compares to the joy of coming home to a loyal companion.

The unconditional love of a pet can decrease stress, improve heart health, and even help children develop their emotional and social skills. Therapy dogs are sometimes brought into hospitals or nursing homes to help reduce patients' stress and anxiety, interacting with them has been shown to decrease levels of cortisol (a stress-related hormone) and lower blood pressure.

While it's true that people with pets often experience greater health benefits than those without one, a pet doesn't necessarily have to be a dog or a cat. A rabbit could be ideal if you're allergic to other animals or have limited space but still want a furry friend to snuggle with. Birds can encourage social interaction and help keep your mind sharp if you're an older adult. Snakes, lizards, and other reptiles can make for exotic companions. Even watching fish in an aquarium can help reduce muscle tension and lower your pulse rate.

Despite all the benefits, it's important to remember that owning a pet is beneficial and comforting only for those who love and appreciate domestic animals and have the time and money to keep a pet happy and healthy. If you're simply not an "animal person," pet ownership is not going to provide you with any health benefits or improve your life.

Even if you love animals, it's important to understand that owning a pet is a major commitment that will last through the animal's lifetime, perhaps 10 or 15 years in the case of dogs. And at the end of that commitment, you'll face the grief and mourning that comes with losing a beloved companion.

ALTERNATIVES TO PET OWNERSHIP

If you don't have the time, money, or ability to own a pet full-time, there are still ways you can experience the health benefits of being around animals. You can ask to walk a neighbor's dog, for example, or do volunteer work at an animal shelter. Most animal shelters or rescue groups welcome volunteers to help care for homeless pets or assist at adoption events.

SHELTER AND RESCUE ANIMALS.

Whether mixed breed or purebred, dogs and cats adopted from a shelter or rescue group make excellent pets. For the most part, pets end up in a shelter through no fault of their own. Their owner may have died or moved to a place that doesn't allow pets, or the pet may have simply been abandoned by irresponsible owners who bought them on a whim and later discovered that they were unable or unwilling to care for them properly.

Volunteers usually take care of the animals until they can find a permanent home. This means that rescuers are often very familiar with a pet's personality and can help advise you on whether the pet would make a good match for your needs.

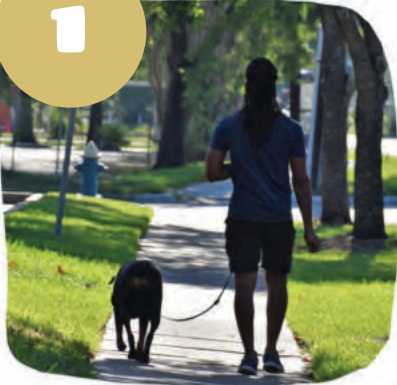
By adopting an animal from a shelter or rescue organization, you'll not only be giving a home to a deserving pet, but you'll also save an animal's life.



Source <https://www.helpguide.org/articles/mental-health/mood-boosting-power-of-dogs.htm>
<https://newsinhealth.nih.gov/2018/02/power-pets>

- * According to the text, owning a pet has several benefits. Can you mention them? Use ideas from the text to label the pictures. Then, explain each one.

1



2



3



5



6



4



Pictures from: www.canva.com

1

Walking the dog.
- Keep fit and healthy.
- Reduce stress and anxiety levels.

2

3

4

5

6

* Read the text again and answer these questions.



1. In which ways are therapy dogs helpful?
2. Is owning a pet good for every kind of person? Why?
3. How can people with no pets experience the health benefits of being in contact with animals?
4. Which are the most common reasons why pets end up in shelters?

* As we know, pets do not include only cats and dogs. Some people prefer other animals, and for different reasons. Read the text and name these pets.

Pictures from: www.canva.com



Reptiles



Great exotic companions

* What is special about those pets? Why do people choose them? Write a brief description under each one. You can use words from the word cloud to help you.



- ✱ After reading about all the good that pets do for our lives, think about your pets. Are they important in your life? Complete the following mind-map with information about your pet.

#livingUruguay4



My pet

My pet is a:

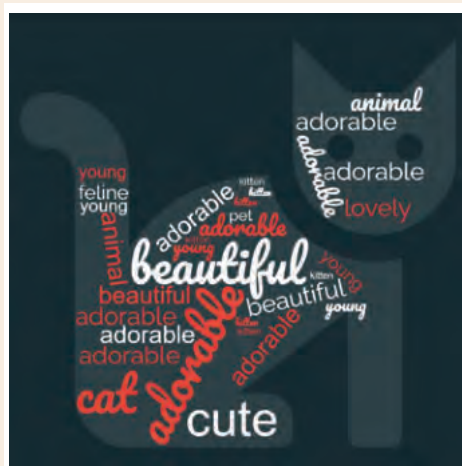
Name:

Description:

We first met:

Importance:

- ✿
- Use the information from the mind-map to write a description of your pet.



Picture from: <https://sp.depositphotos.com/31335479/stock-photo-colourful-cat-word-cloud.html>

- ✱ Play with your imagination and create an amazing word cloud with the shape of your pet. Use any words that come to mind when you think about your friend!

Look up at the stars

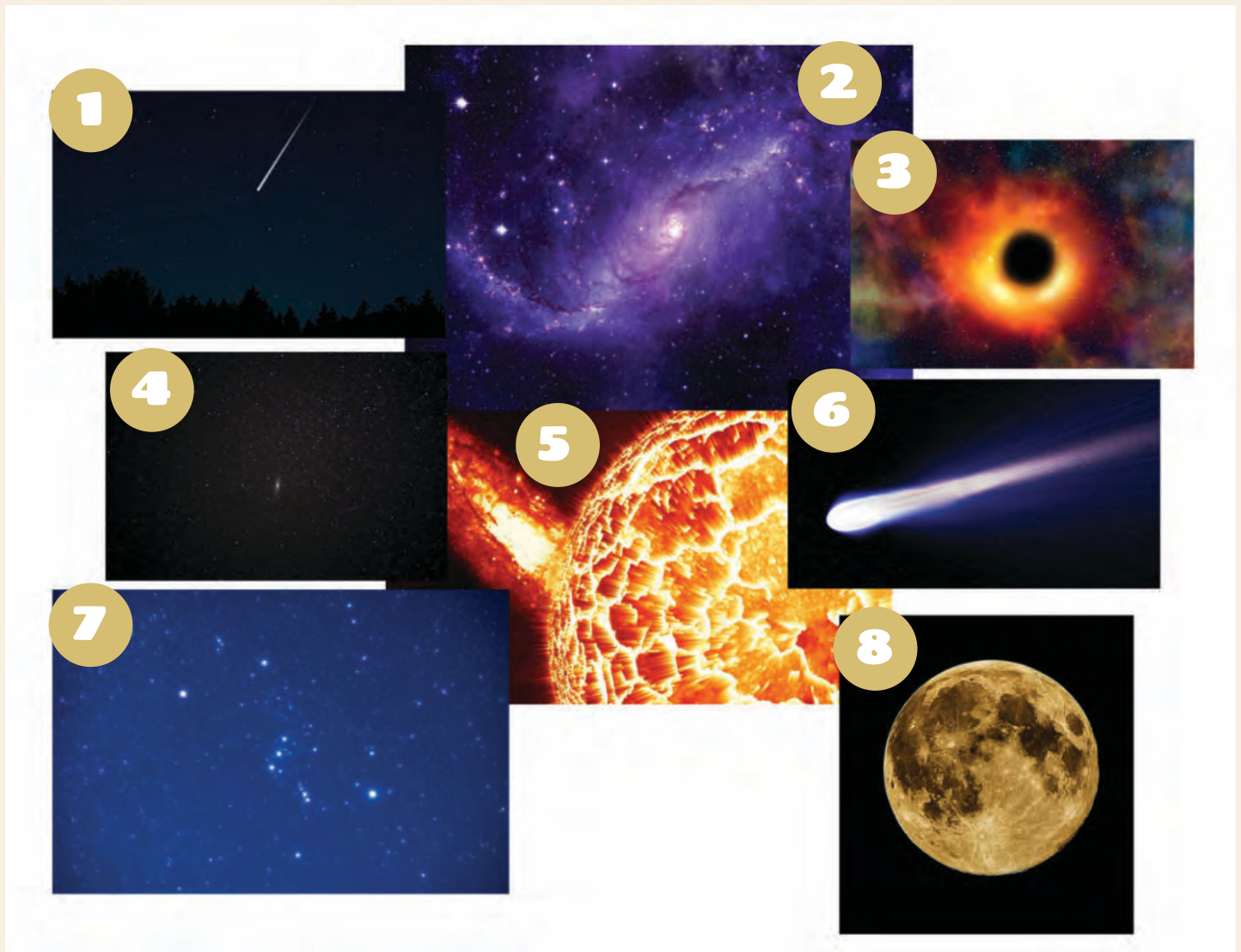


Image Sources: pixabay.com

* Look at the pictures and match them to their names:

Galaxy

Constellation

Moon

Sun

Star(s)

Comet

Black Hole

Falling Star

- * Read the first card “Legends in the Sky” and answer the questions.




Legends in the Sky

No matter where we are on Earth, we all look up at the same sky on dark nights. And even though the stars are always the same, people from different cultures have seen different things in the sky. Stories, myths, and legends have inspired humanity to imagine diverse figures in the same groups of stars, or star clusters. Those recognized patterns of stars are called constellations.

We are used to **our** constellations, the ones used internationally by modern astronomers: the **Southern Cross**, **Orion**, **Ursa Major**, and many others. These constellations have their historical roots in Ancient Greek astronomy. But what about other cultures?

- What is a star cluster?
- What is a constellation?
- What inspires people to create constellations?
- Why do people from different cultures have their own constellations?
- What is the origin of constellations used by astronomers today?
- Do you now recognize the constellation on the card? Which one is it?

Betelgeuse



In the Greek tradition, the red star **Betelgeuse** is the shoulder of the hunter **Orion**, one of the most well-known constellations. These seven stars can be seen from November to February.

- In Latin America, Orion's belt is called "Las Tres Marías."
- The Dakota tribe (the USA) see a buffalo embryo.
- The Tupi and Guaraní people see an old man.
- The Boorong (Aboriginal tribe) in Australia see the foot of a dancing man.
- Ancient Macedonians saw a plow.

1

Pleiades



From November to April, another famous cluster of young stars, known to the Greeks as the **Pleiades** or **seven sisters** are easy to recognize.

- The Mapuche people of southern Chile see freshly dug potatoes. They use this set of stars to help predict the weather.
- Siberians see a duck's nest of eggs.
- Native people of Greenland see a pack of dogs surrounding a polar bear.
- The Tupi people from Brazil see a white ostrich.
- The Guarani people see a hornet's nest.

2

Antares



From June through September, the red star **Antares** has fascinated skygazers throughout history and around the world. The Greeks saw the heart of a **scorpion** in these eighteen stars, and they called this area of the sky Scorpius.

- The Boorong natives of Australia see the red tail of a parrot.
- Both the Chinese and Japanese cultures see a heart.
- Ancient Egyptians saw a flock of birds in this area.

3

Acrux



In the southern hemisphere, **Acrux** is seen all year long and is the bright blue star in the smallest of the Greek constellations, the **Southern Cross**, which only contains four stars.

- The Maori people see an anchor.
- In southern Africa, the Sotho people and other groups use these stars, the 4 giraffes, to help signal the growing season for crops.
- The ancient Incas saw a stairway.
- Some Australian Aboriginals see the eye of an emu.
- The Guaraní and Charrúa people saw a rhea footprint.

4



Adapted from: Big Astronomy Toolkit from NASA Night Sky Network <https://nightsky.jpl.nasa.gov/>

✱ Get into pairs. Read the constellation cards 1 through 4 and complete the chart:

	Card 1	Card 2	Card 3	Card 4
Constellation's Greek name:				
Greek's interpretation of the star cluster pattern:				
Most important star in the cluster:				
Number of stars:				
Time of year it's visible:				

- * Different cultures saw different things in the sky; give one example of each of these.

Eg.: Objects: Ancient Macedonians saw a plow in the Betelgeuse star cluster.

Objects:

Birds:

Vegetables:

Animals:

Animal-related things:

People:



- * Get into pairs: Visit the webpage Figures in the Sky at [click here](#) to learn how current and past cultures across the world have seen their myths and legends in the sky. What information is the most interesting to you? Write five pieces of information that you learned from the web.

1

2

3

4

5

How my body works under extreme conditions

- * Look at the following pictures. What do they have in common?
What are the differences between them?

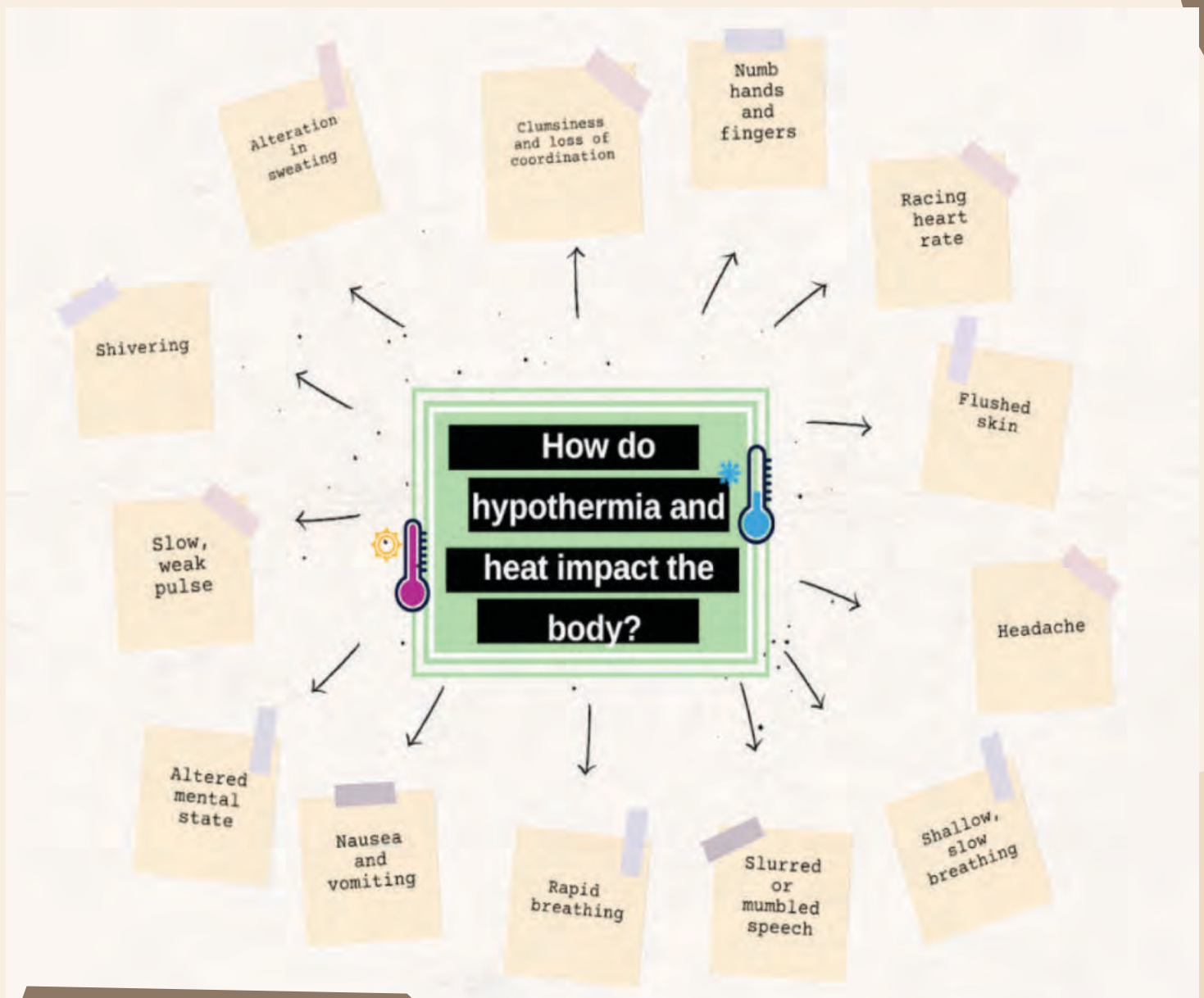
What happens to our bodies when the weather conditions are extreme?



Photos from canva.com



These are some of the ways that our bodies react to hot and cold weather. Look at them. Have you ever experienced any of these? Is there any reaction that you cannot find in the graphic?



* Classify them into body reactions for hot or cold weather.



How hypothermia impacts the body



How heat impacts the body

















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THE WORLD'S FAVORITE MAGAZINE



Charity time
TEENS IN ACTION

EXCLUSIVE
Dr. Benítez Castro
A DARING WOMAN

Paysandú
CASABLANCA

ISSUE 36 • SEPTEMBER 2021 • \$5.99

Let's meet a woman who embarked on a mission to one of the coldest places on Earth.

* Read an interview with Dr. Silvana Benítez Castro and correct these statements about her experience.



1. Silvana decided to go to Antarctica to meet new people.
2. The operational support team is made up of soldiers.
3. Accessing fresh food is very simple.
4. In case of an emergency, all members of the base can decide what to do.
5. Flying to Punta Arenas is not complicated at all.

A DARING WOMAN

Interview with Dr. Silvana Benítez Castro

BY VERÓNICA VELÁZQUEZ PÉREZ

WHEN SILVANA STARTED STUDYING MEDICINE, SHE NEVER IMAGINED SHE WOULD END UP GOING TO THE EARTH'S SOUTHERNMOST CONTINENT.

How did you come to have the opportunity to take on this mission?

I wanted to see the white continent, knowing the climatic difficulties that we are experiencing, the changes that Antarctica is undergoing, and I wanted to see it as soon as possible, as long as it remains white, and still has its native fauna preserved. Being a doctor, I knew that I could make my services available to the country to fulfill the mission of being manned and operational 365 days a year, as requested by the Antarctic Treaty, to which Uruguay belongs and has been a consultative member since its creation on December 1, 1959.

What requirements are necessary to be able to take part in this type of mission?

The Artigas Antarctic Scientific Base (BCAA) has an operational support team made up of the Chief, a mechanic, an electrician, a diver, a cook, a doctor, a meteorologist and a communication specialist. This endowment is for a whole year. Then the base is visited by missions of scientists conducting research. They come to the BCAA from countries all over the world according to research projects. The requirements are different depending on whether the person is going to integrate within the operational staff of the base or is going to go on a research mission. The operational staff is made up of soldiers from the three Armed Forces, for various reasons: because of their training, because of their experience, because of their discipline and also because of logistical issues.





What is the food like in Antarctica?

The diet is very varied, with the difference that access to fresh fruits and vegetables is not possible. Once a year, the logistics contingent arrives with the annual allotment of frozen and non-perishable food. It is developed with input from the cook, the boss, the doctor and nutritionists. All this food is stored in a thermally conditioned warehouse to prevent what should not be frozen from freezing and to keep frozen what does need to be frozen. Then, sporadically, when there are flights to Punta Arenas during the year, orders are placed for fresh fruits and vegetables, which last a few days.

How do you act in a health emergency?

Although the leader in a health emergency is the doctor, all members of the base have different roles, such as providing transport in a carrier (module with tracks), working on internal and external communications, and coordinating with other bases. The doctor evaluates the seriousness of the situation, deciding if it is necessary to evacuate the person by plane to the mainland in Punta Arenas or if treatment can be deferred. Evacuation to Punta Arenas is not simple because the weather conditions are not always right for flying.

What is the first aid kit like?

Fortunately, emergency room equipment is available, including a cardiac defibrillator, monitor, medication and appropriate instruments for advanced resuscitation if it has to be performed. There are basic kits in each building to address simple injuries that may occur.

What changes does the body undergo when facing the cold?

Our body is not "designed" to withstand low temperatures. Although it has thermoregulatory mechanisms that protect it in general, these mechanisms are exhausted at such low temperatures in a short period of time. The first change that the body undergoes is the redistribution of blood flow from the periphery, the skin, towards the center of the body in the abdomen and torso. We can observe this when we are cold and we feel like urinating more frequently. It is because the kidneys receive more blood. As the body temperature continues to drop, something called hypothermia occurs, which can put people's lives at risk depending on its severity.



What changes are manifested at the level of the skin?

In Antarctica, where the cold is constant, exposing skin to cold should be avoided. The hands should always be covered with gloves and the face with special face shields and goggles. If the skin remains exposed to cold, it undergoes modifications, loses moisture, and can freeze and suffer irreversible injuries. We always take great care of our skin.

What kinds of products are used to taking care of the skin?

If you want to use creams on the face, they should not have water, because the water freezes. Factor 50 face sunscreen is used whenever you are going to have sun exposure.

**What physical preparation is needed to carry out this mission?**

Training days are held prior to the Antarctic missions. Walking in the snow is very strenuous and a consistent cardio workout is needed to avoid injuries.

**How is the routine organized?**

Every day at 8 am we get up. In winter it's at 08:30. But the sun is not seen until 10:30 or 11:00. We have breakfast together in the dining room (if there is no snowstorm). Then, each person devotes themselves to their research, planning activities, etc.

We meet again for lunch at 12:30 pm and for dinner at 8:00 pm. We are assigned one "pinche" per day, to share the work of cleaning the kitchen and other common spaces. Each person is in charge of keeping the order and cleanliness of their belongings and room.

**Are there any physical conditions that prevent a person from visiting Antarctica?**

Health restrictions for people who want to join an Antarctic Mission are necessary given that someone who has a health emergency on the BCAA would not have easy access to a hospital. But the biggest concern may be, mental health. Applicants must be evaluated individually because it is difficult to be exposed to the psycho-emotional stressors that come from living within a small group of people with only a few hours of light a day.



Finally, I would like to mention that knowing English is a key aspect. The Russian, Chinese and Korean bases are just a few miles away from ours. English makes communication possible in many situations.

But there is also a non-verbal language that allows people to communicate with no words. You can come across a Russian citizen and a Uruguayan one laughing and sharing with no need to speak to one another.

Photos by Silvana Benítez Castro

- * Read the interview again and complete the sentences with the correct information.



1. The requirements to take part in this type of mission depend on .
2. Scientists from all over the world come to BCAA to .
3. Soldiers from the three Armed Forces are part of the operational staff because .
4. Frozen and non-perishable food is stored in .
5. Emergency equipment includes .

- * Dr. Benítez mentions some things that we must consider when exposed to cold weather. Read the second part of the interview and take notes on the tips that Dr. Benítez Castro mentions in the article:



Taking care of your body in cold weather...



Throughout a **HEATWAVE, keep yourself cool and hydrated**

Drink water regularly. 

Avoid alcohol and too much caffeine and sugar 

Eat small meals and eat more often 

Wear light, loose-fitting clothes 

Wear a hat or cap and sunglasses. 

Take cool showers or baths 




Throughout a **HEATWAVE, try to keep out of heat**

Stay in the shade 

Avoid going outside during the hottest time of the day 

Avoid strenuous physical activities if you can 

Do not leave children or animals in parked vehicles 




During a **HEATWAVE, help others who suffer from the heat**

Check on family, friends, and neighbours who spend much of their time alone. 

Elderly or sick people living alone should be visited at least daily.

 Take a first-aid course to learn how to treat heat emergencies and other emergencies.




If you feel unwell during a **HEATWAVE**

Get help if you feel dizzy, weak, anxious or have intense thirst and headache 

Move to a cool place as soon as possible 

Drink some water to rehydrate 

Keep medicines below 25°C or in the refrigerator 



* Moving from Antarctica to the north of our country, for example, can make our bodies suffer because of the heat. Let's look at the information from the World Health Organization.



5 things we should do to look after ourselves during a heatwave.

- * Raising awareness of the impact of extreme conditions on our bodies is extremely important. One common disease in Uruguay is skin cancer.



1. Find information about skin cancer in our country.
2. What things should we do to take care of our skin?
3. How many cases of skin cancer are detected in Uruguay every year?

Did you know?

Each ribbon represents one type of cancer. The lavender one represents cancer as a whole, as a disease. Rare cancers are represented by a black and white ribbon, like a zebra ribbon. Here you have the colors:

Amber: Appendix cancer

Yellow, purple and blue: bladder cancer

Yellow: bone cancer

Grey: brain cancer

Pink: breast cancer

Gold: childhood cancer

Orange: leukemia

Black or red and white: skin cancer



Just a matter of elements

- * Look at the following words. They refer to an instrument that you sometimes use in class. Discuss with a partner and figure out what these words have in common.



Elements – Symbol – Period – Group – Atomic number

- * Do you know the names of some elements in English? Below you will find scrambled words. Unscramble the words to discover five elements. They are called bulk elements.

The Bulk Elements

NYGOEX

BCRAON

RNYDOEHG

TREINNOG

FSUULR

Did you know?

Four of the elements are named after planets (Earth - in the form of tellurium, Mercury, Neptune and Uranus). A further two are named after dwarf planets (Pluto and Ceres).

- * How much do you know about the periodic table of elements? Let's review some information about it.

How much do you know about the periodic table of elements?

1. The periodic table is a system
 2. The chemical elements are
 3. The organization is based on an
 4. Each **element name** may come from
 5. Each chemical element has a particular feature called
 6. The **atomic number** of an element is
 7. The **atomic mass** is
 8. A **chemical symbol** is
- a. its atomic number.
 - b. arrangement of chemical elements by increasing atomic number and groups elements according to recurring properties.
 - c. the number of protons in the nucleus of an atom of that element.
 - d. a notation of one or two letters representing a chemical element.
 - e. for arranging the chemical elements.
 - f. a mythological concept, a mineral, a place or country, a property or a scientist
 - g. the quantity of matter contained in an atom of an element.
 - h. the basic substances that make up all matter.

1. 2. 3. 4. 5. 6. 7. 8.

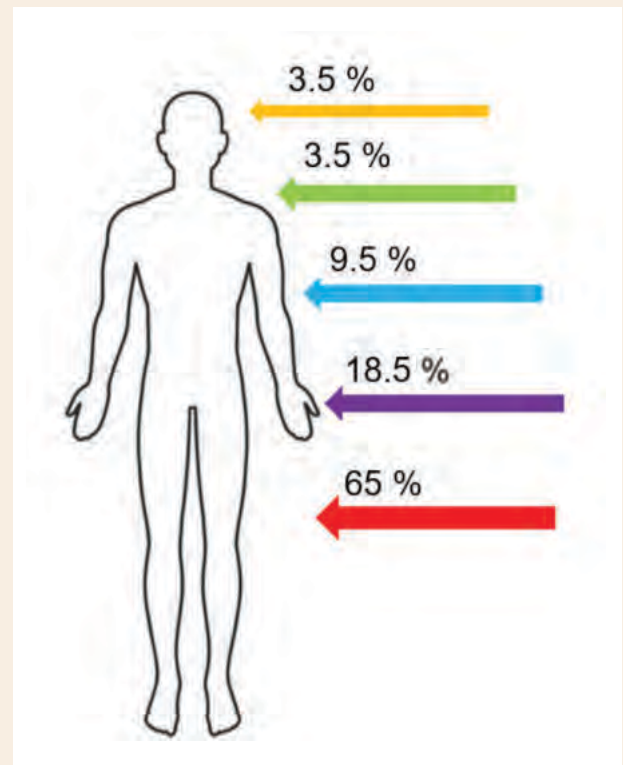
- * This is a simple diagram of one element of the periodic table. Complete it with the words in bold from the sentences above.



<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

- * Look at the diagram on the right. What element does each color represent?

Did you know that 99% of the human body is composed of just six elements? These elements are oxygen, hydrogen, nitrogen, carbon, calcium, and phosphorus. Another five elements make up about 0.85% of the remaining mass: sulfur, potassium, sodium, chlorine and magnesium. All of these 11 elements are considered essential elements.



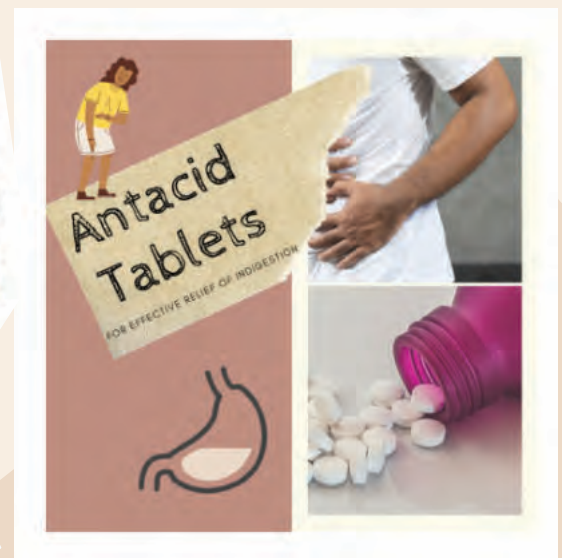
Did you know?

In English, decimals are written with a period instead of a comma (e.g. 7.5), and long numbers are written with commas instead of decimals (3,000).

- * Think about the following situation.

Emma is suffering from a terrible stomachache, probably due to a huge pizza she had the day before. She asks her granny for advice and this is what her granny sends her.

- * Why do you think her granny tells her to take an antacid pill? Share your ideas with a partner.



A place worth fighting for

- * This is a famous quote. What do you think? Take a minute to form your opinion. You can use the phrases in the graphic to help you.



I think / I believe / In my opinion / From my point of view... / As I see it...

"The Earth is unique in its capacity for life."

Here you have two pictures. One of the pictures was taken by Bryn Sharp in the USA. The other picture was taken in Uruguay.



Photo by Bryn Sharp



Photo by Verónica Velázquez

- * Write three ideas in which the Earth shows its capacity for life in both landscapes.

Did you know that each species has a special role in keeping the planet healthy?



- * Watch the first 2 minutes of a video the teacher will show you and complete the chart:



Our Planet: Our Business

In my opinion,

- the most breathtaking landscape is
- the most interesting animal is
- the most impressive animal is
- the weirdest fish is
- some actions human beings can take in order to protect the planet are

A trip to Tucson, Arizona



This city, located in the heart of several minor desert mountain ranges, is considered the sunniest city in the United States, with an average of 350 days of sunshine a year. Moreover, it is considered to have the third cleanest air of any United States city. Additionally, this region has almost twice the amount of wilderness area as the entire Midwest.

With its surroundings, constant sunshine, and impeccably clean air, this place has become an extremely popular destination point and home for outdoor enthusiasts. Mount Lemmon, a 9,000+ foot peak located in the Sky Islands of Southern Arizona, is home to hundreds of hiking, mountain biking, and backpacking trails, thousands of rock climbing routes, a small lake, campgrounds, and even a ski resort in winter. This mountain is often considered Tucson's summer retreat, as its temperatures average 30 degrees less (Fahrenheit) than in the city itself. Mt. Lemmon also contains a 27-mile scenic byway that travels through many different biomes, ranging from deserts to alpine forests. Additionally, every year in November this bicyclist-friendly city attracts more than 9,000 cyclists and raises on average more than \$2 million with its Tour de Tucson cycling charity event. This city is also popular amongst stargazers. With its "darky sky" code passed in 1972, which regulates the

amount of light pollution at night, and its clean air, it is one of the best places in the United States to view the night sky.

However, you don't have to be an outdoorsy person to find something to do in this desert city. For foodies, this city also has a lot to offer, being named an UNESCO "Capital of Gastronomy" in 2015. Only 18 cities around the world have earned this title, and it is the only U.S. city to have made the list. This city is also home to one of the largest gem shows in the country - the annual Tucson Gem and Mineral Show attracts more than 50,000 people and exhibits some of the most precious gems found on Earth, such as the Hope diamond. Soccer fans must also make a point of stopping in this city during February to view teams compete in the Desert Diamond Cup, the largest pre-season Major League Soccer tournament in the nation. Lastly, if you just happen to be wandering around the desert south of the city, you might just come across El Jefe, one of only two wild jaguars known to inhabit the United States. Be sure to keep your eyes peeled if you don't want to end up as his dinner!



- * Read the text about Tucson and answer the following questions.



1. Where is Tucson?
2. Why has it become a popular destination?
3. What sports can you practice in Tucson?
4. Why is November a special month in this place?
5. Why do you have to keep your eyes open?

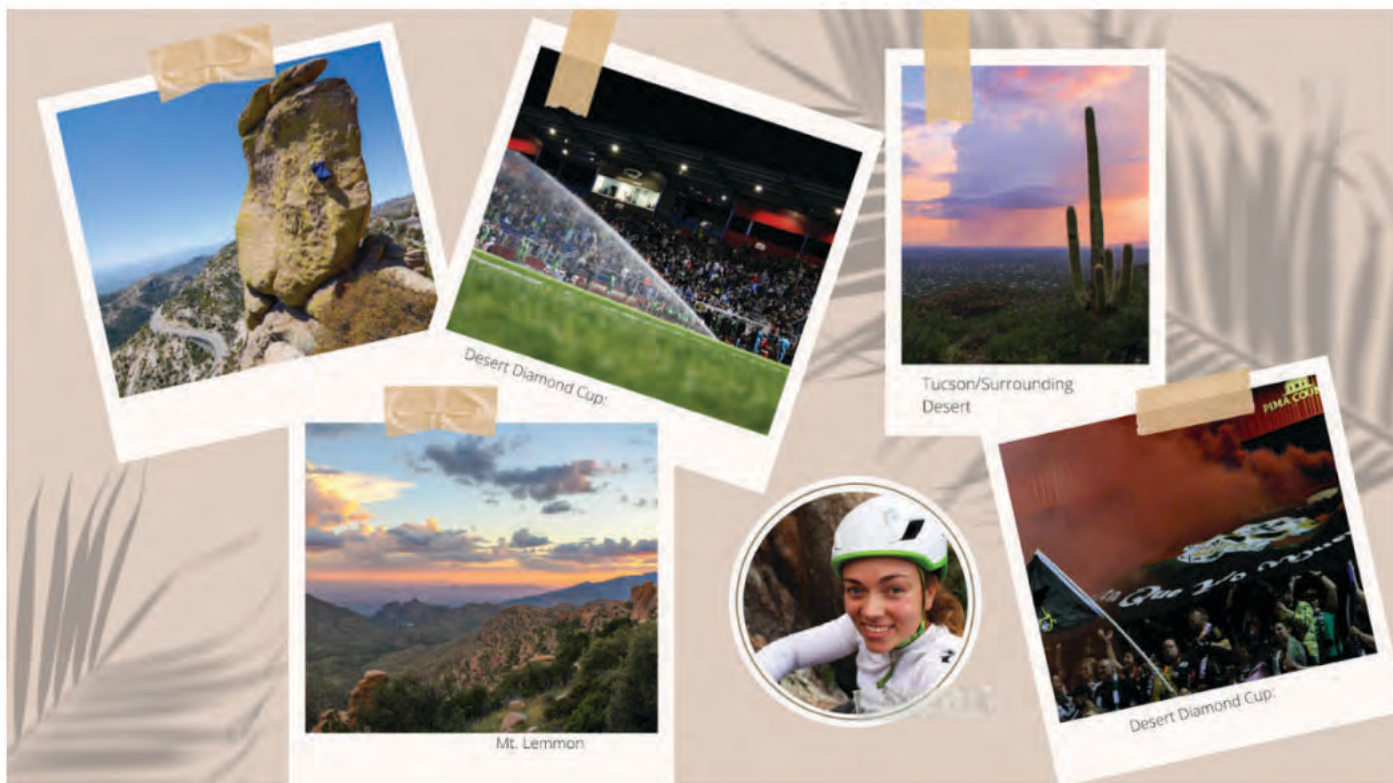


Did you know?

The word Tucson is pronounced /tju:zn/, the orthographic c does not sound.

- * Would you like to visit this place? How do you think it would feel to visit it?

- * Look at some pictures and choose a place you would like to visit. Give reasons for your choice. Share them in small groups.



I would like to visit... because it is...
I would feel... if I visited this place.
I like this place because yo can...
I would like to visit this place with...
because... .

- * Choose a place you think is worth fighting for and prepare a leaflet about that place.



Caution: Security in the lab



#livingUruguay4

- * Take a look at the following pictograms. Do you recognize them?
- * Match the warning signs to their meanings.

Image source: Pixabay.com





RISK OF EXPLOSION / POISON / RADIATION / HIGH-VOLTAGE /
HAZARDOUS TO THE ENVIRONMENT / BIOHAZARD / FLAMMABLE / CORROSIVE /
HIGH TEMPERATURE / ELECTRICITY



Nico: Hey, Linda, what are you doing!? Stop!

Linda: What's wrong, Nico?

Nico: Be careful. That's hydrochloric acid!

Linda: Yes, I know. What's the problem?

Nico: Hydrochloric acid is very corrosive. Why aren't you wearing goggles and gloves?

Linda: Do you really think I need protection?

Nico: Definitely! You could burn your hands or face! And you should wear an apron, too.

Linda: I didn't know it was so dangerous. Thanks!

- * Read the dialogue between Linda and Nico and complete:



Linda's possible risks:

Nico's suggestions:

- * Read the SCIENCE LAB TEN SAFETY TIPS infographics and put the tips into their correct places:



HANDLE WITH CARE / NO FOOD OR DRINKS / CLEAN UP / TURN OFF EVERYTHING
 REPORT, REPORT, REPORT / FOLLOW INSTRUCTIONS / KEEP A CLEAN WORKPLACE
 TEACHER SUPERVISION / DRESS APPROPRIATELY / BE READY FOR EMERGENCIES

SCIENCE LABS PRESENT HAZARDS THAT REQUIRE SAFETY PRECAUTIONS. THESE 10 TIPS WILL HELP YOU STAY SAFE.

SCIENCE LAB

10 SAFETY TIPS

- 1
ALWAYS FOLLOW THE TEACHER'S INSTRUCTIONS CAREFULLY. DON'T DO ANYTHING WITHOUT SUPERVISION.
- 2
WEAR GLOVES, GOGGLES, AND AN APRON. TIE YOUR HAIR BACK. AVOID LOOSE CLOTHING AND OPEN-TOE SHOES.
- 3
FOLLOW THE PROCEDURES EXACTLY AS THEY ARE WRITTEN. ONLY USE THE INDICATED AMOUNTS OF CHEMICALS. CHECK CHEMICAL LABELS.
- 4
DON'T EAT OR DRINK IN THE LAB. AVOID TOUCHING YOUR EYES, MOUTH OR NOSE. AVOID BREATHING FUMES. NEVER POINT TEST TUBES AT OTHERS.
- 5
KNOW THE LOCATION OF ALL SAFETY EQUIPMENT (MEDICAL KIT, FIRE EXTINGUISHER, ETC.). KNOW EMERGENCY RESPONSES. IDENTIFY ALL HAZARDOUS MATERIALS.
- 6
TURN OFF HEATING APPLIANCES WHEN NOT IN USE. KEEP FLAMMABLE OBJECTS AWAY FROM YOUR WORKPLACE.
- 7
BE CAREFUL WITH HEATED GLASS OR METAL. USE TONGS OR GLOVES BEFORE HANDLING HOT GLASSWARE.
- 8
REPORT ANY UNSAFE CONDITIONS. REPORT ANY SPILLS OR BREAKAGES. REPORT ANY ACCIDENTS. REPORT ALL INJURIES.
- 9
KEEP YOUR WORKING AREA CLEAN. FOLLOW THE TEACHER'S INSTRUCTIONS TO CLEAN UP SPILLS OR BREAKAGES.
- 10
AFTER COMPLETING YOUR WORK, CLEAN UP YOUR WORKSPACE AND EQUIPMENT. DISPOSE OF WASTE PRODUCTS ACCORDING TO THE INSTRUCTIONS. WASH YOUR HANDS.

- * Match these words from the infographics with the corresponding icons.



- ☐ sink
- ☐ spills
- ☐ heating appliances
- ☐ gloves
- ☐ apron
- ☐ glassware
- ☐ fumes
- ☐ goggles
- ☐ tongs

- * Read the tips again and write at least two instructions related to each of these safety areas:



Cleaning & Disposal procedures

Keep your working area clean.

Proper attire

Heating procedures

Emergency procedures

Personal safety

Use of chemicals



- * Work in pairs: Let's consider these laboratory scenarios. What advice would you give to the students in these situations?

Marcos began the experiment before the teacher got to the lab.

He should wait for the teacher.

Marcia touched the chemicals with her hands when she weighed them. Then her nose itched, so she rubbed it.

Cinthia broke a test tube. She picked up the broken pieces with her bare hands and threw them into the garbage can.

Seba and Tina forgot to label their chemical solution. Seba suggested that Tina sniff the test tubes and try to match the smell to other students' solutions.

Jime and Pablo were late for their next class, so they left the lab the moment they finished the experiment.

- * Work in groups. Each group will create a safety poster that illustrates one of the safety tips covered in the infographics. You will work on the posters in class and present them to the class after they are completed.



Be careful!

There is an apple falling down!

- * Look at these pictures. They are the beginning of one of the biggest discoveries from the 17th century! Can you guess which discovery this is?

A



- * Use information from the pictures to complete the introduction of the text. (adapted from history.com)

Did an apple really fall on Isaac Newton's head?



According to the legend, the young was sitting under an , reading his favorite when he was bonked on the head by a falling apple. That simple event changed the entire history of science and prompted him to suddenly come up with his law of .

Newton, the son of a farmer, was born in 1642 near Grantham, England. He started studying at Cambridge University in 1661 but four years later, due to a pandemic, the school temporarily closed, forcing Newton to move back to his childhood home, Woolsthorpe Manor. It was during this period at Woolsthorpe that he was in the orchard there and witnessed an apple drop from a tree. There's no evidence to suggest the fruit actually landed on his head, but Newton's observation caused him to ponder why apples always fall straight to the ground (rather than sideways or upward) and helped him to eventually develop his law of universal gravitation. In 1687, Newton first published this principle, which states that, "every single body in the universe is attracted to every other body with a force that is directly proportional to the product of their masses and inversely proportional to the square of the distance between them," in his book *The Principia*, which also features his three laws of motion.





- * Read the text about Newton and find an antonym for each word (An antonym is a word with the opposite meaning of another word). Then, use them to write sentences about Newton.



*For example: the antonym of the word closed is opened:
During the pandemic, the University of Cambridge closed its doors.*

Go forward:

Ended:

Last:

Disproportioned:

Far:

- * Read the text again and write questions for these answers.



1.

He was English.

2.

Because of a pandemic he had to return home.

3.

No, there is no evidence of that.

4.

He first published it in 1687.

- * Following his apple insight, Newton developed three laws of motion. Read the descriptions and match them to the corresponding law.

Newton's Law of Action and Reaction

Newton's Law of Inertia

Newton's Law of Acceleration

1.

Every object persists in its state of rest or uniform motion in a straight line unless it is compelled to change that state by forces impressed upon it.

2.

Force is equal to the change in momentum (mV) per change in time. For a constant mass, force equals mass times acceleration, expressed in the famous equation $F = ma$.

3.

For every action, there is an equal and opposite reaction.

- * Gravity is one of the four most important forces in the universe. Unscramble the words and find out more interesting facts about this concept.

Fun facts about Gravity

soda in space - Astronauts - there is no gravity, - because - do not consume -

is - force - the weakest - in nature. - Gravity

is - that forms - planets, - Gravity - stars and galaxies. - the force -

in orbit - smaller bodies - keeps - larger bodies. - Gravity - around



Problem solving!

According to Newton, the Earth's gravity pulls everything on or near it, to its center. This keeps us and our things from floating away! Newton explains that each planet has a different gravitational force. The Earth gravity is 9.8 N while Jupiter's is 25 N.

- * Complete the blanks with information about you and your friend, and calculate your weight!

$$\text{weight} = \text{mass} \times \text{gravity}$$



On Earth

Your weight is: Kg
x 9.8 (N) = N/kg

Your friend's weight is:
 Kg x 9.8 (N) = N/kg



On Jupiter

Your weight is: Kg
x 25 (N) = N/kg

Your friend's weight is:
 Kg x 25 (N) = N/kg

- * Can you imagine living without gravity? How would the world be? Use the information you have learned in this class to create an infographic about Newton's Law of Gravity.



The power of green

Time to play: Discover the hidden object the teacher has.

- * Once you discover it, discuss the following questions with a partner:



What do you know about this object?

Does it have medicinal properties? What is it used for?

Have you ever tried it?

- * This plant is considered to be beneficial for your health. Plants that have these kinds of benefits are known as medicinal plants.



Linda loves plants, and she has heard from a neighbor that there are plants with medicinal benefits, so she has decided to read about them.

- * Read the text Linda found about this topic and label the pictures with the corresponding words or phrases.



manufactured medicines

prescriptions

medicinal plants

herbal remedies

infants

pregnant woman



Pictures source: pixabay.com



The power of herbal remedies

Today, we live in a time in which manufactured medicines and prescriptions prevail, but do they have to be the only approach to healing? Even with all of these engineered options, many people find themselves turning back to the medicinal plants that started it all: herbal remedies that have the ability to heal and boost physical and mental well-being.

These herbal medicines aren't perfect. Many of these alternatives carry the same risks and side effects as manufactured medicines. Many of them are sold with unfounded promises. Most herbs haven't been tested for safety for those who are vulnerable, and trying herbs isn't worth the risk. Avoid using herbs for infants, children, pregnant women, and those who are breastfeeding.

Making decisions about herbs along with more traditional medicinal approaches is

something you and your healthcare practitioner can address together. At times, ingesting the plants can have even less risk than taking concentrated, manufactured supplements, as there's more risk of contamination of the product within the manufacturing process.

Herbs such as ginkgo biloba, flax seed, tea tree, grape seed extract and chamomile have the most numerous, high-quality studies, and are the safest choices among herbal remedies. The specialist Debra Rose Wilson has marked "0" as unsafe with no research, and "5" as completely safe with ample research. Many of the previously listed plants are somewhere between 3 and 4, according to Wilson. However, as always, talk with your doctor before the beginning of any new health treatment.

* Read the text and find:



1. Two types of medicines:
2. The disadvantages of herbal remedies:
3. The people who shouldn't use herbal medicines:
4. The risks manufactured medicines may have:
5. The person you should talk to before taking an herbal medicine:

* Let's read about some of the benefits these five medicinal plants may have:



Ginkgo Biloba

Safety Rating: 3/5 Evidence: 3.5/5

As one of the oldest tree species, ginkgo is also one of the oldest homeopathic plants and a key herb in Chinese medicine. The leaves are used to create capsules, tablets, and extracts, and when dried, they can be consumed as tea. It's perhaps best-known for its ability to boost brain health. Studies say that ginkgo biloba can be used with patients with slow cognitive decline in dementia and Alzheimer's disease. Recent research is looking into a component that can help diabetes, and there continue to be more studies, including an animal study that say it might influence bone healing.

Flax seed

Safety Rating: 4.5/5 Evidence: 3.5/5

Flax seed, also available as oil, is one of the safest choices among plant-based dietary supplements. Harvested for thousands of years, flax seed is praised for its antioxidant activity and anti-inflammatory benefits nowadays. Another study cites that flax seed has the ability to reduce blood pressure. When consumed, it can even aid in reducing obesity. The best way to add flax seed is through your diet. Sprinkle ground seeds on cereal or salad, or cook them in hot cereal, stew, homemade breads, or smoothies. You can also add flax seed oil to salad dressing.

Tea tree

Safety Rating: 4/5 Evidence: 3/5

The tea tree, which is native to Australia, produces an oily substance that's long been thought to be beneficial for skin conditions, including mild acne, athlete's foot, small wounds, dandruff, insect bites, and other inflammatory skin conditions. One recent study said that tea tree oil slowed the growth of acne-causing microbes. It's commonly used as a highly concentrated essential oil. Wilson recommends that tea tree oil, as with all essential oils, should be diluted in carrier oil. She adds that it often comes already diluted in a variety of skin care products and creams.

Grapeseed extract

Safety Rating: 4.5/5 Evidence: 3.5/5

For years, grapeseed extract, which is available via liquid, tablets, or capsules, has been well-established and applauded for its antioxidant activity. It has potent health benefits, including lowering cholesterol levels and reducing symptoms of poor circulation in leg veins. Studies have confirmed that regular consumption of grapeseed extract has anticancer benefits and seems to halt cancer cell growth.

Chamomile

Safety Rating: 4/5 Evidence: 3.5/5

With flowers that resemble small daisies, chamomile is another medicinal plant that's thought to have anti-anxiety properties. Most people know of it because it's a popular tea flavor, but it can also be ingested through beverages, capsules, or tablets. The calming powers of chamomile have been frequently studied, including a study that states chamomile is superior to taking a placebo when treating generalized anxiety disorder. One recent study has confirmed that it's safe for long-term use.

Adapted from: 9 Most Powerful Medicinal Plants and Herbs, Backed by Science (healthline.com)

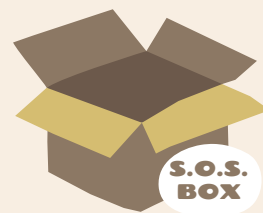
- * According to what you read, match the pictures and the possible benefits to the corresponding medicinal plants.

Picture	Medicinal plant	Could be beneficial for:
A 	Flax seed D	Dementia Alzheimer's disease Eye health Inflammation Diabetes Bone healing Anxiety Depression 1
B 	Grapeseed 	Decreasing obesity Regulating blood pressure Preventing colon cancer Inflammation Hot flashes 2
C 	Chamomile 	Acne Athlete's foot Cuts Dandruff Insect bites 3
D 	Ginkgo 	Cancer Lowering LDL (bad) cholesterol Edema Blood pressure 4
E 	Tea tree 	Anxiety Stress Insomnia Cancer 5

Pictures sources: pixabay.com

- * What herbal remedy would you suggest to these people according to their medical situations? Use the SOS Box to help you. Remember you should always talk to a doctor!

For example: This person suffers from high blood pressure.
Why don't you try eating more flax seed?



Why don't you... ?
How about... ?
You should...
You could...
You might...

1. This person wants to lose weight.
2. This person has trouble remembering things.
3. This person suffers from stress and anxiety.
4. This person has some skin wounds.
5. This person has problems with their cholesterol levels.
6. This person worries about his skin appearance due to aging.
7. This person has some cognitive decline due to aging.
8. This person suffers from poor circulation.

- * Why do some people take herbal remedies? Let's find out!
Complete the text with words from the table:



combination - companies - health - period - part - rainforest - **wherever** - reasons - remedies



Herbal remedies are available **1. wherever** you look. They are found in the water we drink and in the plants we grow. The popularity of herbal remedies has not necessarily increased, but rather it has been rediscovered as people see that their own personal nutrition has quite a bit to do with their **2. _____**. This concept may appear to be a new idea, but it is not. The Amazon **3. _____** is perhaps the world's largest drug store. People have only recently realized that it is there for the taking, if it is not destroyed first. From a modern perspective, pharmaceuticals have been in use for a relatively short **4. _____** of time. Indigenous tribes throughout the centuries have been using herbal medicines and, in many cases, have found solutions to vexing modern health issues that pharmaceutical **5. _____** have not. In many respects, herbal remedies are far more advanced than modern pharmaceutical **6. _____**. Pharmaceutical products focus on curing the symptoms rather than dealing with the underlying health issue itself. Using herbal remedies finds a way to awaken the natural body rhythms that make every **7. _____** of the body work together. The body is a **8. _____** of individual parts that need to work as a whole. Treating an individual part does not work entirely if the whole system is not considered. This is one of the many **9. _____** that herbal solutions are favored over manufactured ones.

Adapted from: 7 Reasons Why Herbal Remedies Are Popular (streetdirectory.com)

- * Read the text again. Look for important ideas and underline them. Once you have found the main ideas, divide the text into paragraphs. Why are paragraphs important? How many paragraphs were you able to create? Where would each paragraph begin and end?



The strength of my brain

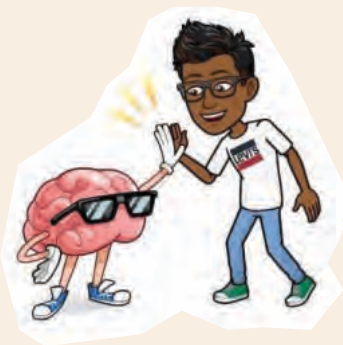
* The following pictures have something in common. What can you see?



I think / I believe / In my opinion:

This might be...
It can't be...
It could be...
It must be...

Pictures source: canva.com



Look at Nico. He is really interested in the brain and how it works.

* What do you know about the brain? List three things you know about it.



* Nico wants to share three facts about the brain. There are two sentences that are correct and one that is incorrect. Which are the correct sentences? Take a minute and think.

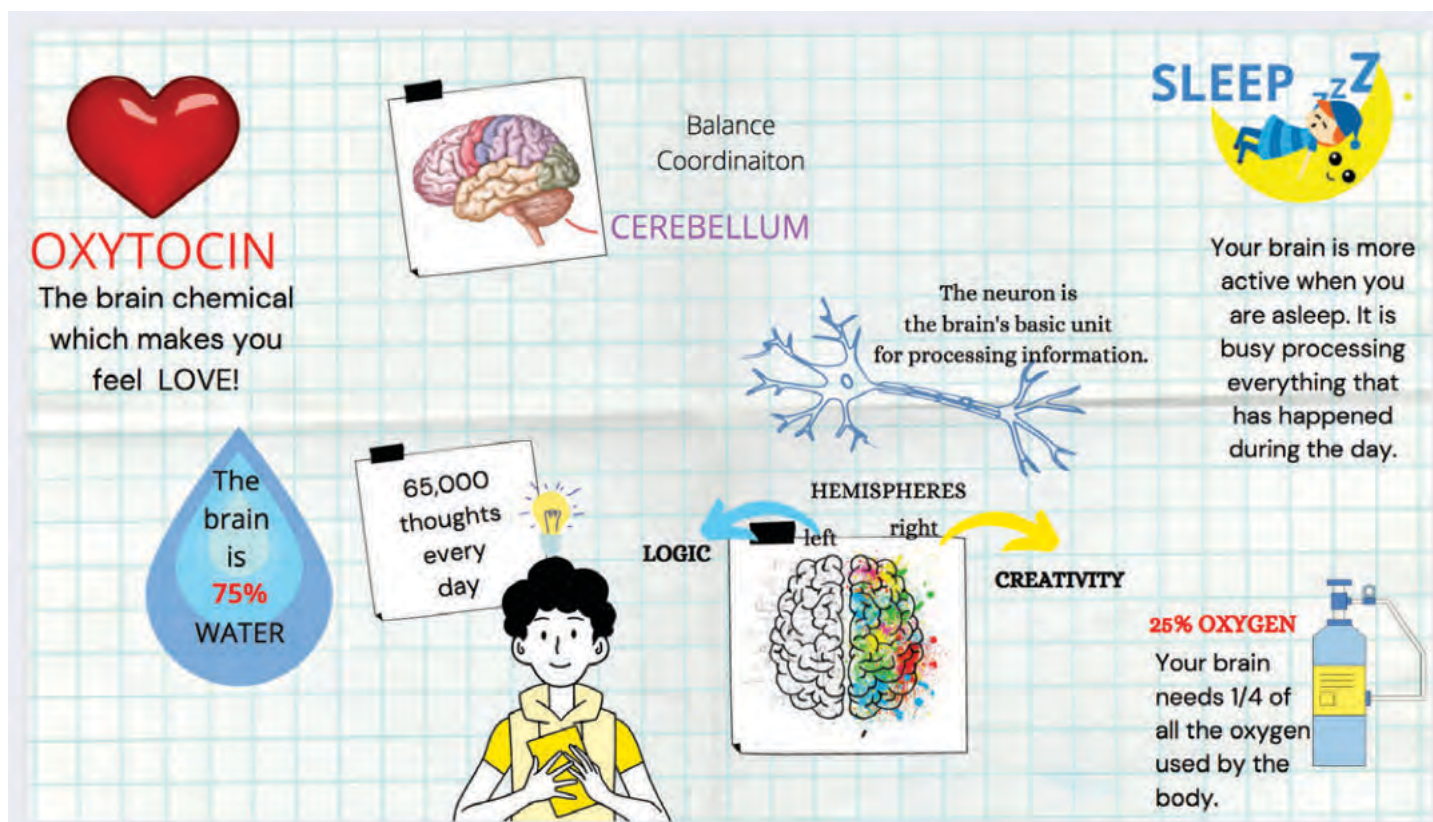
1. The brain is 90% water. 2. Brain cells are called neurons. 3. We have 65,000 thoughts a day.



- * Then, get with a partner and discuss your ideas. If you are unsure, or if your answers differ, check on the internet.



You can also check your answers using the following infographics.



- * Read the infographics and answer the following questions:



1. How much oxygen does the brain need?
2. Why is the brain more active when we are asleep?
3. What's the name of the chemical that makes you feel love?
4. Which hemisphere is in charge of creativity?
5. Which part of the brain controls our body's coordination?

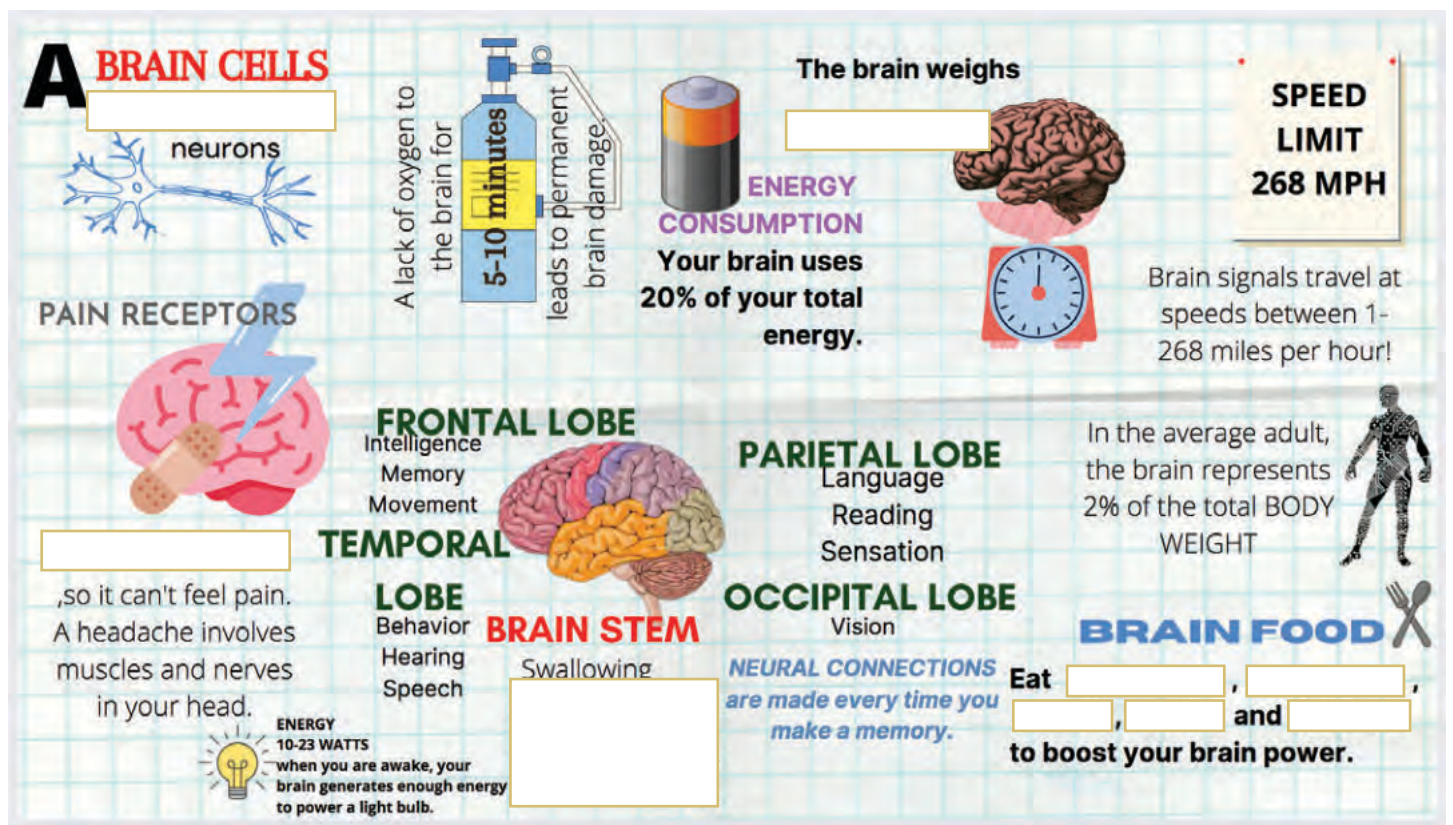
- * Working with others helps us reach higher levels of understanding. Let's work in pairs and find out more interesting facts about the brain.

- * Ask questions to your partner in order to complete the information missing from the infographics.



Student A

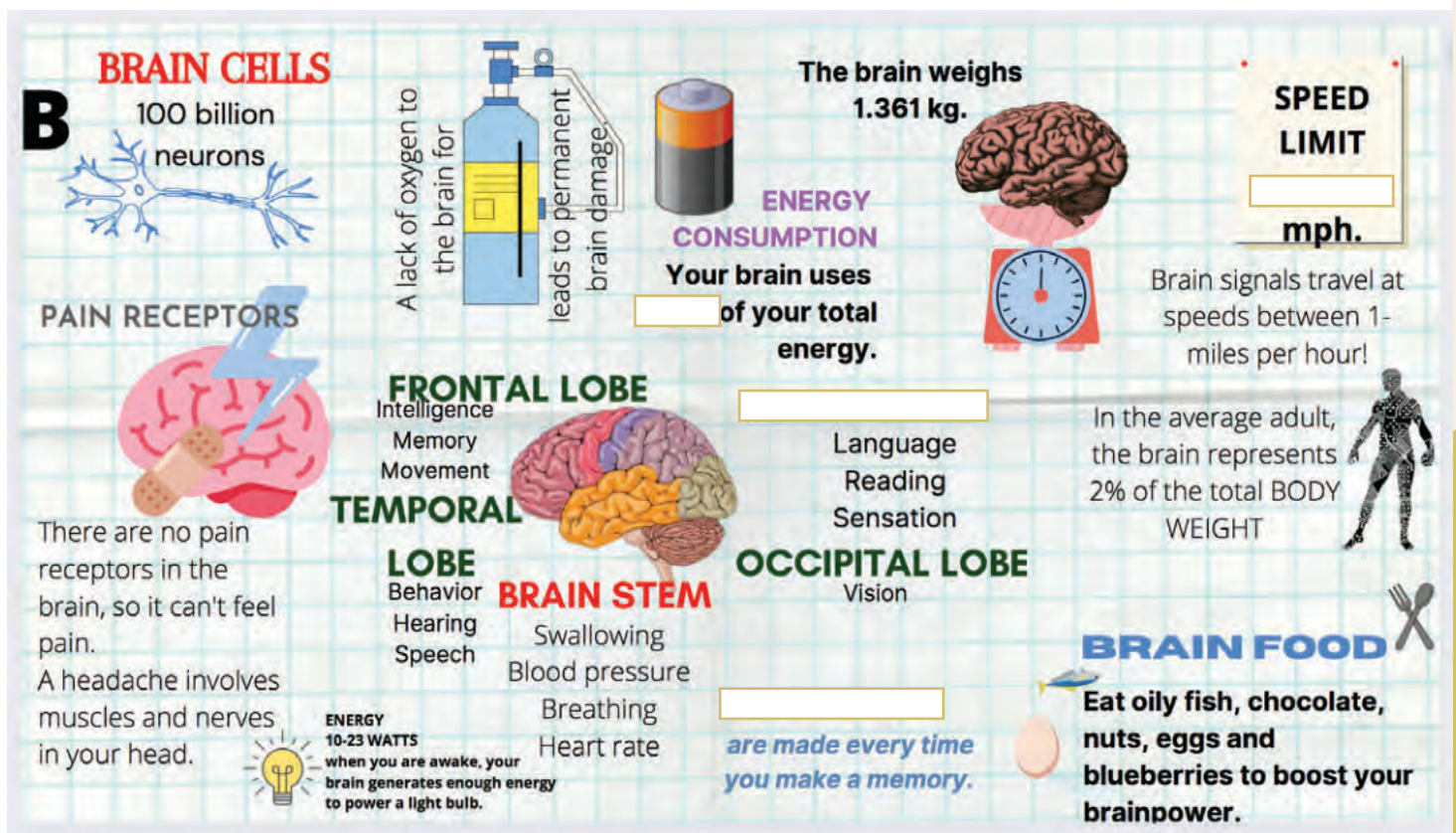
1. How many neurons are there in the brain?
2. What does the brain stem control?
3. How much does the brain weigh?
4. What kind of food should we eat to boost our brainpower?
5. Why can't the brain feel pain?





Student B

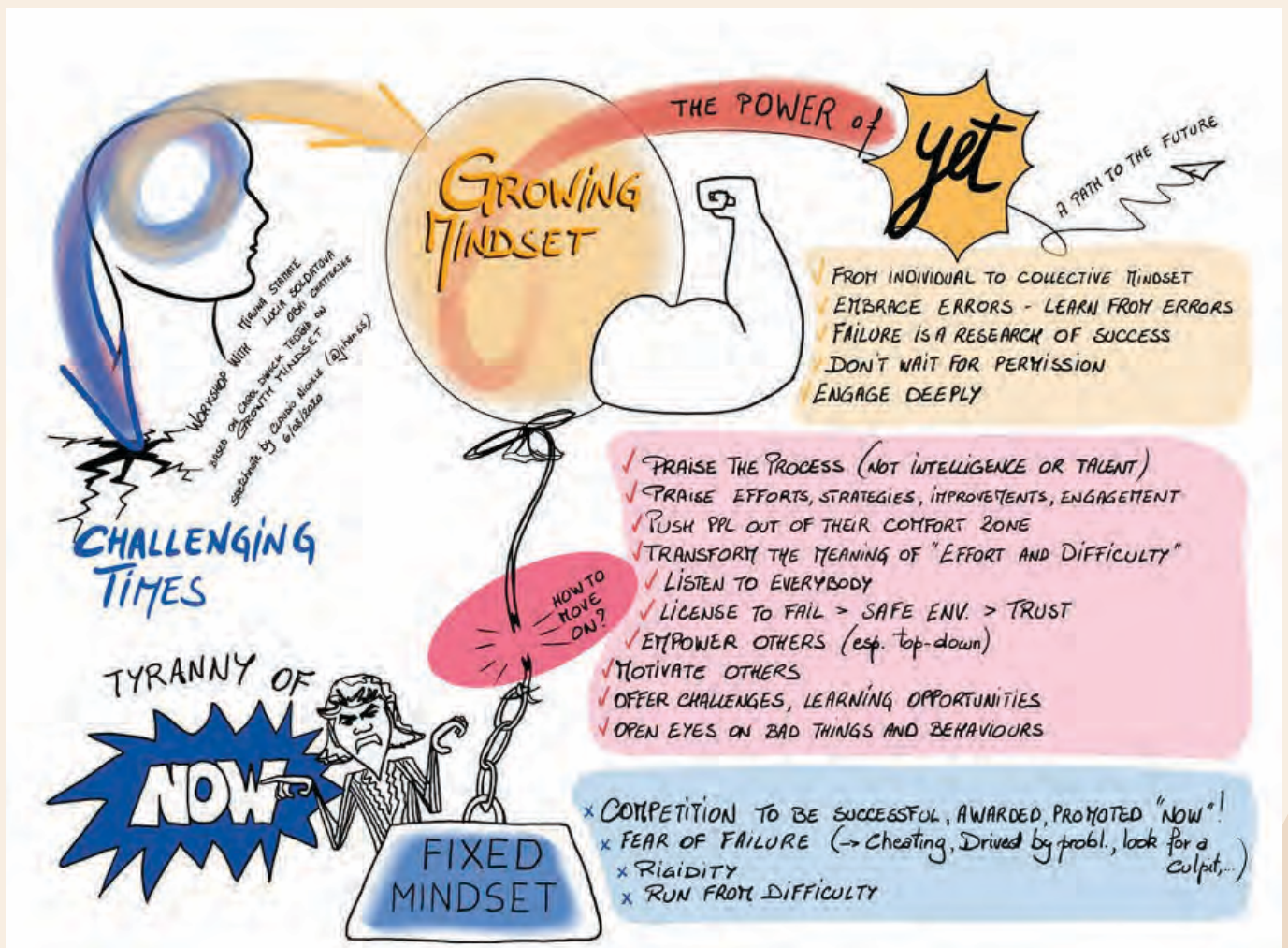
1. How much energy does the brain consume?
2. How fast do brain signals travel?
3. What happens when we make a memory?
4. How much time without oxygen can cause permanent damage?
5. Which lobe is vital for sensory perception?



- * People may go to the gym to get more muscles and train their bodies, but do people exercise their brains? These are six activities you can do to strengthen your brain.

1. Take care of your body
2. Learn something new
3. Try using your non-dominant hand
4. Socialize
5. Meditate
6. Play brain games

In the United States, Professor Carol Dweck has been studying how the brain works, how to strengthen it and how we perceive our abilities. She talks about mindsets, and she has found that we have two: a growth mindset or a fixed mindset. Go find information about her research.



Picture from: <https://www.flickr.com/photos/cnichele65/50196176432>

- * Create a poster to encourage people to exercise their brains.

How do others influence me?

- * The teens are taking part in a workshop, but they are facing some problems. They need your help. Get into groups of four and the teacher will assign one situation for you to solve.



SITUATION A

Camila is worried about one of her friends, Nadia. Nadia has changed a lot since she started going out with a new group of friends. Camila has even seen Nadia smoking outside of the school, and Camila has never done that before.



SITUATION B

Nico is worried about one of his friends, Pedro. Pedro's family is currently in a very difficult economic situation, and he has had to take a part-time job to help his parents. The problem is that the other day after class, Nico saw Pedro's classmates laughing at him. Apparently, Pedro has no time to spend with his friends, so he decided to quit his job.



SITUATION C

Emma's best friend has been feeling very overwhelmed lately. Her parents are constantly getting on her about doing homework. They always check her notebooks and they make her do her school work as soon as she gets home from school. That's why she doesn't have much free time.



- * You can use this SOS box to help you.



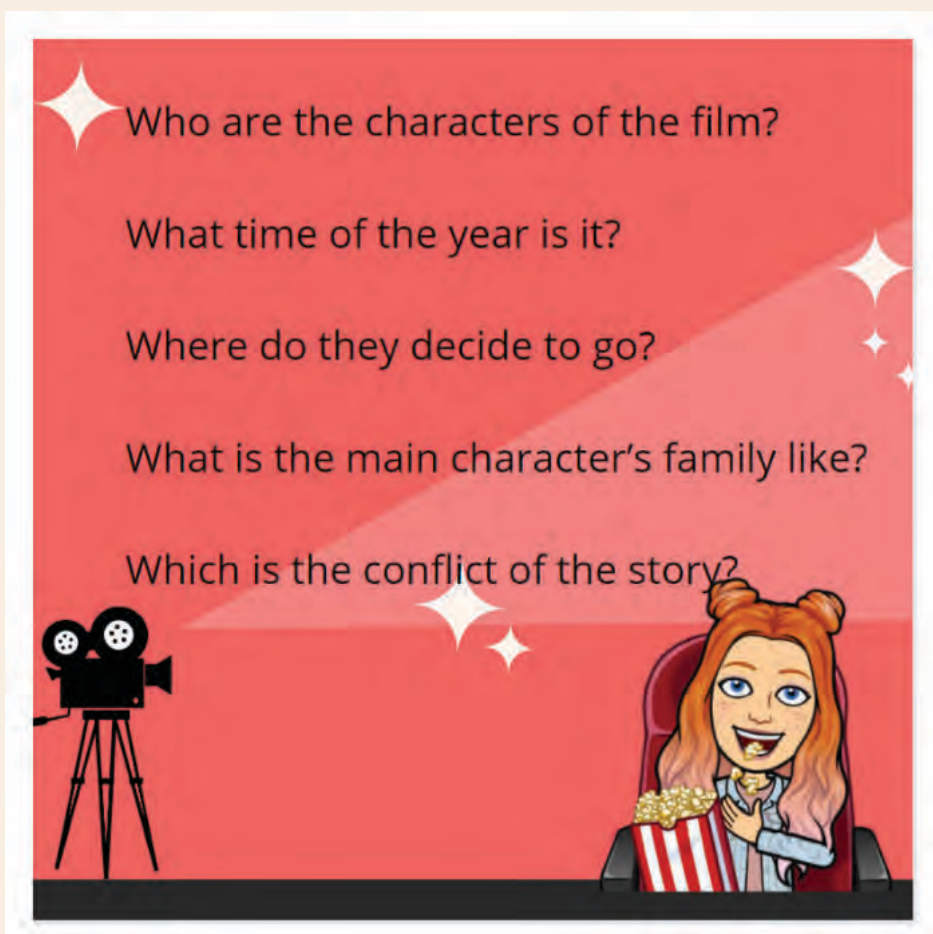
In my opinion,... should / shouldn't...
 If I were in Emma's / Camila's / Nico's shoes, I would...
 I would tell... to...
 I would recommend that... should / shouldn't...

- * In our everyday lives we have to solve and overcome different problems, but it is sometimes better to solve them with others. Every group had a situation to solve. Let's share the situation and the results.



Your opinion matters!

- * How can people influence others? How can people change their behavior due to others? Go back to your group and come up with an opinion about this question.
- * Changing the way in which we act according to the people we are surrounded by can create certain challenges. Watch the trailer of a famous film and think about the situations that the characters have to face.



- * How much do you let other people influence your life? Look at the following quotes. What do you think about them?



- * Share your ideas with a partner.



I am a social being



- * Guidaí is listening to a song and singing it because she really likes it. How do you feel when you listen to the song? What is it about? Choose from the list below:

Sports competitions / Money and expenses / Healthy habits

Friendship / Science in our lives / Sad circumstances

1. Why do you think it might be about the topic that you chose? Support your ideas.
2. Let's watch the video of the song! Do you think your guess was right?
3. We humans are social beings. What do you think is involved in this concept? This text presents some characteristics of people as social beings. Let's read it!



Humans as Social Beings

A person's social life consists of the various bonds they form with others, such as family, friends, community members, and strangers. It can be measured by the duration and quality of the social interactions, both in person and online, that they have on a regular basis.

How important is your social life?

Human beings are social species, driven by a desire for community and belonging, and the tenor of someone's social life is one of the most important influences on their mental and physical health. Without positive, durable relationships, both minds and bodies can fall apart. Individuals begin life with their survival being dependent on the quality of their relationship with their primary caregiver, usually their mother. Social interactions are also beneficial from an evolutionary standpoint—they help people build communication skills and cooperate to achieve a common goal. Most of human history was spent in small groups in which each individual was dependent on others for survival; evidence suggests this is the condition to which humans are best adapted. While technology has changed the ways that people interact with others in their daily lives, it hasn't affected the basic need to form supportive bonds with others.



What are the different types of social interaction?

Social interaction occurs between groups of two or more individuals. They may be more transactional, with one party trying to get the other to behave in a certain way, or they may be more cooperative and intended to provide mutual pleasure. Studies

suggest that the quantity of social interaction matters: spending more time around others can increase an individual's happiness and satisfaction with life.

How can I improve my social life?



Understanding how to establish and maintain supportive connections in any medium is an essential part of life. People who live alone especially benefit from cultivating a strong network of social connections. Nowadays, people have the freedom to build their particular social cohort both online and offline; their social circles may include family, friends, professional mentors, and other important individuals in their lives.

Online social ties can be a powerful source of social support and joy, especially for people who are isolated for geographical or other reasons. There is, however, no substitute for face-to-face interaction and those who spend time among friends and family report higher levels of well-being than individuals with fewer ties "in real life."

How can I be a social person?

Making friends may seem like a mysterious process, but it's actually rooted in some basic social truths. For example, it's easier to develop friendships with people who are in close proximity, share similar interests, and support your social identity. Maintaining a friendship requires you to be supportive, disclose personal information, interact regularly, and be more positive than negative.



Adapted from: Social Life | Psychology Today
Pictures sources: pixabay.com



Read the text and look for aspects mentioned about each of the points in order to complete the graphic organizer.



Importance of
social life

Chatacteristics of
social interaction

Ways of improving
my social life

- * What does the text indicate about these ideas? Are they GOOD IDEAS (G.I.) or BAD IDEAS (B.I.)? Why? Write G.I. or B.I. next to each sentence and justify your answers.



1. Doing exercise is enough to be healthy if you do not have a social life.

1. Living alone and far away from a community is a positive thing.

1. Spending quality time with other people is important.

1. One should create online social ties if he/she lives alone.

1. Completely changing face-to-face encounters for online social life is ideal.

1. Befriending people with similar interests is not good.

- * As the text mentioned, social relations are important in our lives. Let's have a look at some activities that we may do with our friends or family in our free time. What activities do these pictures represent? Look for these 13 free time activities in the word search.



For example: 1. Eat out



M	V	V	P	G	O	R	T	K	T	J	C	G	O	C	A	M	P	I	N	G	H	M
X	X	R	L	R	I	D	E	A	B	I	K	E	K	M	V	H	I	K	Z	H	Q	Y
B	G	V	A	H	F	A	K	R	C	E	D	O	K	B	Q	V	G	K	C	V	S	S
P	O	P	Y	S	E	I	V	O	M	E	H	T	O	T	O	G	Z	D	I	W	Y	E
J	D	M	A	M	C	Y	B	B	F	H	R	F	R	A	J	Y	F	P	T	U	M	M
L	A	M	T	U	K	K	G	R	E	A	D	A	B	O	O	K	Q	F	B	B	C	A
B	N	A	E	F	V	S	X	T	F	A	B	F	G	I	G	U	P	A	A	D	I	G
J	C	Z	A	J	V	I	S	I	T	Y	O	U	R	F	A	M	I	L	Y	W	A	D
F	I	N	M	Z	S	K	G	J	J	V	P	U	B	S	W	E	X	K	F	A	S	R
Y	N	C	S	T	U	O	T	A	E	Y	I	J	Y	U	H	Z	K	C	T	E	P	A
N	G	Z	P	L	M	J	I	J	M	W	A	T	C	H	A	S	E	R	I	E	S	O
Q	E	L	O	L	W	W	I	Z	F	G	C	W	A	R	N	J	L	M	I	V	D	B
T	W	X	R	M	I	O	R	L	I	S	T	E	M	O	R	E	I	T	T	F	J	Y
E	D	H	T	A	K	L	A	W	A	R	O	F	O	G	B	Z	A	F	S	Y	H	A
K	C	I	S	U	M	O	T	N	E	T	S	I	L	D	K	F	P	S	Y	M	E	L
V	B	Q	P	R	F	Y	C	S	E	M	A	G	O	E	D	I	V	Y	A	L	P	P

Find the following words in the puzzle.

Words are hidden ↑ ↓ → ← and ↘ .

- * Work with a partner and ask him/her the following questions. Then, add two more questions. Write down your friend's answers in the "Friend 1" column.



1. How often do you eat out with friends?
2. Do you usually go camping with your family?
3. How often do you watch series with friends?
4. Who is the best person to talk about your problems?
5. Do you prefer going for a walk alone or with friends?
6. Do you like playing board games with your family?
7. Who is the best person to go on holiday with?
8. Do you think it is important to spend time with your family? Why?
9. ?
10. ?

Friend 1 **Friend 2**

- * Go to another group and report your friend's answers.



For example: Luciana eats out with her friends once a month.

- * When you finish reporting, listen to another friend from another group talking about his/her partner and complete the "Friend 2" column in your table.



- * Write a few sentences describing the activities that your friend does in his/her leisure time.

For example: José sometimes goes camping with his family.



- * As we saw, people who care about us and vice versa are important in our lives. Let's celebrate special people in our lives! Write about a special person to you. It can be your best friend, your sister, a cousin or any other person. Explain the reasons why the person is so special, how long you have known each other, and describe the person's character. You can also include an anecdote of the two of you together.



Women in science

Cami is reading about important women throughout history. While reading an article, she found information about Caroline Herschel.



* Solve these riddles to see if you can guess the woman's profession.

Although I'm not a window,
I am something you look through.
I'm often on a tripod.
Things in space I help you view.

I am something in the sky
That seems to shine at night.
However, I'm not a star;
I am the Earth's satellite.

There are millions of these things,
Which are seen in the sky at night.
The closest one to planet Earth
Is called the sun which shines so bright.

This can be seen up in the sky,
But it is not a kite.
It is a giant ball of gas
Which gives you heat and light

Caroline Herschel is a/an

* When people think of scientists they tend to think of men. Did you know that there are lots of women who have contributed to the world of science? Can you name some of them? Find ten:



1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

- * Caroline Herschel was the first woman officially recognized in a scientific position. Read about her and fill in the blanks with the correct option.



A WOMAN WHO REACHED FOR THE MOON

With courage and confidence, Caroline Herschel (1750–1848) was not only one of the greatest astronomers who ever lived, but also the first woman to be paid for her scientific work. She was also the first woman to receive honorary membership into Britain's prestigious Royal Society.



She was born into a poor family in Germany. Her family was keen **1.** music and she became interested **2.** music at a very young age. When her favorite brother, William, left for England, he took her with him. They both shared a passion **3.** stars, and together they built the greatest telescope of their age, working on star charts day and night. Using their telescope, Caroline discovered fourteen nebulae and two galaxies.

In 1786, Caroline identified an object traveling slowly through the night sky. She observed it again the next night and immediately sent letters alerting other astronomers of her discovery and informing them of the object's path so that they could study it. Caroline had become the first woman to discover a comet. In 1787, she became the first woman officially employed **4.** a scientist—by no less than King George III of England—making her the first woman to be paid **5.** scientific services.

She discovered seven other comets over the next decade. Caroline Herschel died in 1848. The inscription on her tombstone says: "The eyes of her who is glorified here below turned to the starry heavens."

The information from the Herschels' star charts is still used by astronomers today.

1.

- a.** on
- b.** at
- c.** in

2.

- a.** in
- b.** by
- c.** over

3.

- a.** to
- b.** with
- c.** for

4.

- a.** as
- b.** like
- c.** such

5.

- a.** up
- b.** for
- c.** from

This phrase is printed on her tombstone:

"The eyes of her who is glorified here below turned to the starry heavens."


Your opinion matters!

- * What is the meaning of this phrase?
What do you think?

Did you know?

There is a children's book based on Caroline Herschel's true story. It's called *Caroline's Comet* and it was written by Emily Arnold McCully.

- * Cami would like to know about other women who contributed to science.
Let's learn more about these great women.



**MARIE-ANNE PAULZE
LAVOISIER**

Picture from wikimediacommons.com


DOB:


Nationality:

Field:

Contributions to science:

Prizes:





ROSALIND FRANKLIN

Picture from wikimediacommons.com


DOB:

Nationality:

Field:

Contributions to science:

Prizes:





ALICE BALL

Picture from wikimediacommons.com

DOB:

Nationality:

Field:

Contributions to science:

Prizes:



KATHERINE JOHNSON

Picture from wikimediacommons.com

DOB:


Nationality:


Field:

Contributions to science:

Prizes:



- * Get into groups of 4. 
- * The teacher will assign one of these charts to your group.
- * Find information on the internet or ask your teachers about the famous woman.
- * Complete the chart.
- * After that, regroup with one member from each other group who has information about the other three women.
- * Exchange ideas.
- * Ask and answer questions, and complete the other charts.

- * Marie Curie was also a great woman who greatly contributed to science. Let's read something she said. What do you think about this quote? 

"Life is not easy for any of us. But what of that? We must have perseverance and, above all, confidence in ourselves. We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained".

The role of science

- * Are you interested in science? How important is science in your life? Look around you. Where do you see science?



Hi friends, which words come to your mind when you think of science?

- * Match words from 1 - 5 with definitions from a - e

1. Antibiotics

2. Biologists

3. Fertilizers

4. Diseases

5. High-yield

a. : producing a large amount; giving a high return.

b. : a scientist who focuses on living organisms, including plants and animals.
The word is rooted in the Greek bios, or "life."

c. : medicines that fight bacterial infections in people and animals. They work by killing the bacteria or by making it hard for the bacteria to grow and multiply.

d. : a chemical or natural substance added to soil or land to increase its fertility.

e. : a disorder of structure or function in a human, animal, or plant, especially one that produces specific signs or symptoms or that affects a specific location and is not simply a direct result of physical injury.

Definitions taken from Oxford Dictionary, Vocabulary.com and medlineplus.gov

- * Read the text and put these titles into the correct paragraphs. There is an extra option.



No plastic / No modern agriculture / No modern medicine
No more games / No way to use electricity

THE ROLE OF SCIENCE

WE ARE SURROUNDED BY SCIENCE

If you consider science not to be important in your life, then you should read this!

Science affects our lives every day of the year, from the moment we wake up to the moment we fall asleep. Our digital alarm clock, the weather report, the bus we ride, our decision to eat a baked potato instead of fries, our cell phone, the antibiotics that treat our sore throat, the clean water that comes from the faucet, and even the light that we turn off at the end of the day are all possible thanks to the progress of science. The modern world would not be modern at all without science.



A DAY WITHOUT SCIENCE, IS A DAY WITH ...

1.

Science has also transformed the way in which we eat today. In the 1940s, biologists began developing high-yield varieties of corn, wheat, and rice which, when paired with new fertilizers and pesticides developed by chemists, dramatically increased the amount of food that could be harvested from a single field. This ushered in what is known as the Green Revolution. These science-based technologies triggered striking changes in agriculture, massively increasing the amount of food available to feed the world, and simultaneously transformed the economic structure of agricultural practices.



3.

The first completely synthetic plastic was made by a chemist in the early 1900s, and since then, chemistry has developed a wide variety of plastics suited for all sorts of jobs, from blocking bullets to making slicker dental floss.

2.

From Ben Franklin's studies of static and lightning in the 1700s, to Alessandro Volta's first battery, to the key discovery of the relationship between electricity and magnetism, science has steadily built our understanding of electricity. Today, electricity carries our voices over telephone lines, brings entertainment to our televisions, and keeps the lights on.



4.

In the late 1700s, Edward Jenner first convincingly showed that vaccination works. In the 1800s, scientists and doctors established the theory that many diseases are caused by germs, and in the 1920s, a biologist discovered the first antibiotic. From the eradication of smallpox, to the prevention of nutritional deficiencies, to successful treatments for once-deadly infections, the impact of modern medicine on global health has been extremely noticeable. In fact, without science, many people that are alive today would have already died of diseases that are now easily treated.

* Read the text and answer these questions.



#livingUruguay4

1. What things do we enjoy nowadays thanks to science?
2. Which advancements have made it possible to have better and bigger harvests?
3. What is the Green Revolution?
4. How has electricity affected our lives?
5. What are some of the achievements of modern medicine?
6. What has been the impact of modern biology?
7. When was plastic invented?
8. Which branch of science is responsible for the invention of plastic?

* Solve the word search with vocabulary from the text. Don't forget to label the pictures!

SCIENCE WORD SEARCH



1



2



3



4



5



10



6



7



8



9

T H G I L O P I E U N E F R W
V A D Z T S E V R A H F R C H
P P E S T I C I D E S I Z G Z
K G R L C F C J K E F E E R M
V A T W I A A P A B W R T K S
K P C T T M J U U F M S U U I
T J T L C U J Q C S G B B N T
X K T S A F N G X E G A I N E
P G B J K E E I P U T Y L N N
J C J A X T Z C O T O H U V G
T Z K Z S Z M N E Z B V T C A
X F V H U D A R A A A C U H M
B V S P B O Y K T N B K D T T
P B F O O D A T H D A B Z Z L
A L E M P L C D U F U J J S E

- * Complete this “exit ticket” before you leave the classroom!

Topic: _____

What I liked the most: _____

Something else I would like to learn: _____

EXIT TICKET

Did you like the class? Color the emoji.

😊 😄 😞 😐

- * As you can see, scientific knowledge can improve the quality of life at many different levels, from the routine workings of our everyday lives to global issues.

Guidaí needs your help preparing her science project.

- Topic 1:** Science is everywhere!
- Topic 2:** How useful is science in our lives?
- Topic 3:** Science from the past to the present.

Did you know?

Trifold poster boards are self-standing, stable boards made out of cardboard. These boards are perfect for mounting science or school projects, displays, photos and more.

How can things be explained in terms of “ordinary” and “extraordinary”?



Freddie is with a bird fan called Osvaldo. He is a member of a group called "Aves de Salinas Uruguay." They're in the countryside watching birds and listening to their music. This is a sound that called Freddie's attention.

- * Listen and take notes on the sensations you feel.



That sound belongs to a very strange bird called the Pájaro Fantasma (ghost bird). What message do you think the bird tries to transmit? Share your ideas with a partner.

There's a legend about this bird

- * Read about it and answer some questions orally:

1. What does the Urutaú look like?
2. Where can they be seen?
3. Who are the main characters in the legend?
4. What happened to Ñeambiú at the end?





Urutaú

The Urutaú is a nocturnal bird. It uses its black and brown plumage to camouflage itself among trees. This bird sleeps during the day and can hide very well.

They can be found perched vertically but asleep on dead branches, and they may look like part of the tree.

They wake up at dusk, opening their huge eyes that are capable of spotting moths and other flying insects in the dark. They also have wide and gaping mouths for catching prey during their quick, short, and silent flights.

There are several legends related to this bird. This is one of them:

Ñeambiú was a young Guaraní girl, the daughter of a brave cacique. She was madly in love with Cuimbaé, a warrior imprisoned by her father. As her parents were opposed to the relationship, the young girl fled to the forests of the Iguazú, where she silently mourned her frustrated love. Soon the Indians and squaws of the tribe came to look for her and begged her to return home. They were unable to convince her, and Ñeambiú continued on her way through the thick jungle where Caá-Porá, a horrifying monster who made anyone who dared to look at him unhappy, lived.

One day, to jump-start her heart that already seemed to be made of stone, her friends told her about the death of her dearest friends and her parents. Not a tear fell from her eyes.

Finally, the wizard of the tribe, Aguará-Payé, said in a slow voice: Cuimbaé is dead! The whole jungle seemed to shudder with the wailing of the young Ñeambiú, who was soon transformed into a bird: the urutaú.

Those who were nearby were transformed into willows. And on their branches, bare of leaves, the urutaú weeps eternally for her lost love.

Photos by Julio Castillo Yasaukas



- * There are other legends in the countryside. Let's read about a very famous one. Read the first part of a text about the "luz mala" and determine whether the statements are true or false. Correct the false statements.



1. The fluorescent lights can be seen everywhere.
2. Some people believe that if you see the "luz mala" you will die.
3. If the light you see is green, it means it's good.
4. To save yourself from the "luz mala" you have to bite a gun.
5. Some people think that the lights they see in Sierra de las Ánimas represent the spirits of dead Charrúas.

LUZ MALA: THE LEGEND



There are lights that can be seen in the countryside at night. They are fluorescent green or blue, and are found "floating" above the ground, sometimes making waving motions, and sometimes being simply motionless. It is

common to see these fluorescent lights in cemeteries and in the countryside, especially in "taperas." In Uruguay, this is what is popularly known as "luz mala." Legends say that these luminescent lights are souls in pain who are wandering the land because they have suffered a violent death and are demanding justice. There is also a belief among the "paisanos" that when a bad light haunts a person, it is an omen of death for the persecuted.

According to popular belief, it is also said that the greener the light, the more evil it is. Tradition teaches that when encountering a "luz mala," one should bite the sheath of a knife if one is carrying one. If it is necessary to confront the light, and if guns are not effective, a knife must be used.

Sierra de las Ánimas, located in the province of Maldonado, is a place where "luces malas" are frequently seen. Some people believe they are the spirits of the Charrúas who were killed at the site.



* Let's see what science has to say about it.



LUZ MALA: SCIENCE HAS THE LAST WORD

It is now accepted that the legend has its origin in two real phenomena.

One of them is the Fatuous fire and the other is the reflection of the light of the moon on the bones of dead animals in the fields. In the middle of the night, this reflection produces an effect that is interpreted by the local people as something supernatural. This belief ends up being refuted when one arrives at the source of the light.

Fatuous fire is a phenomenon consisting of the inflammation of certain materials that rise from animal or vegetable substances in the process of decay. These materials form small flames that are seen burning in the air a short distance away from the surface of the water in cemeteries with high humidity. They are pale lights that can sometimes be seen at dusk or at night.

The first attempt to find a scientific explanation dates back to Alessandro Volta in 1776. In modern science, it is generally accepted that most fireworks are caused by the oxidation of phosphane, diphosphane and methane.

The decomposition of organic matter can cause photon emissions. These mixtures ignite spontaneously on contact with oxygen in the air, but cannot create short-lived fires because they are found in minimal quantities.

* Complete the sentences about the text.

1. One of the two scientific explanations of “luz mala” says that the “luz mala” is caused by _____.
2. Fatuous fire is _____.
3. In 1776, Alessandro Volta _____.
4. Nowadays, we know that most fireworks _____.
4. Photon emissions are caused by _____.

* Do you believe in legends? Or do you have a more scientific mind? Take this quiz.

QUESTIONS 1 and 3 YES: 0 point and NO: 1 point
 QUESTIONS 2, 4, 5, 6, 7, 8, 9, 10: YES: 1 point and NO: 0 point
 RESULTS
 0-2 points: You definitely believe in what you see. These things don't interest you at all.
 3- 5 points: You are still not so sure whether things can be explained through science or not. You need to find more evidence to make up your mind.
 6-7 points: You are 100% superstitious! You pay a lot of attention to black animals crossing by and will probably stay home on Friday 13th.



Projects

Project 1: Create your own constellation

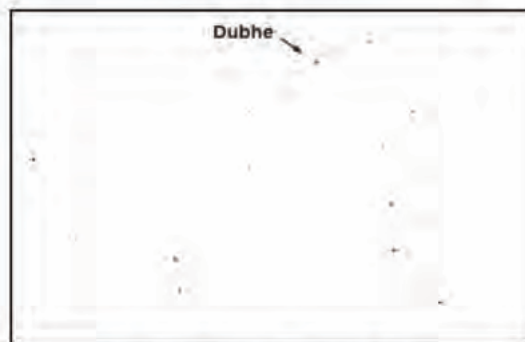
What image do you see in the sky? Choose one of the following star chart and...

1. Try to see a pattern. Is it an object? A person? An animal?
2. Draw your constellation on the star chart.
3. Give your constellation a name.
4. Write an origin story for your constellation. You can relate it to something that is important to you, a children's story, a person, an activity, etc.

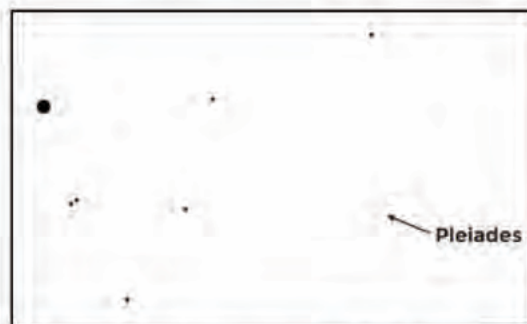
Remember that bigger dots are brighter stars, so use those as anchors for your picture.



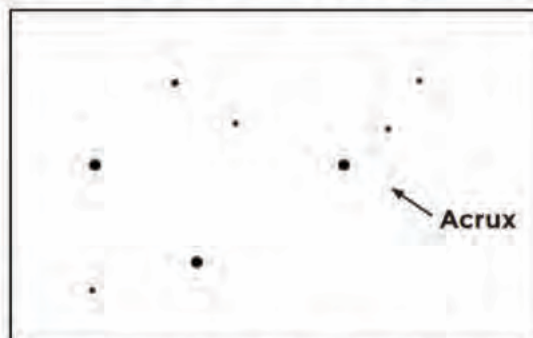
Western name: Orion



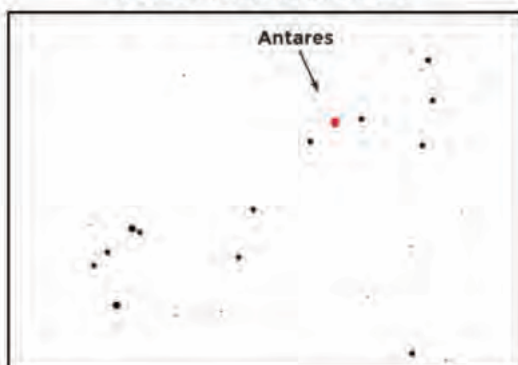
Western name: Ursa Major



Western name: Pleiades



Western name: Southern Cross



Western name: Scorpius

Adapted from: Big Astronomy Toolkit from NASA Night Sky Network
<https://nightsky.jpl.nasa.gov/>

Project 2: Learning more about medicinal plants

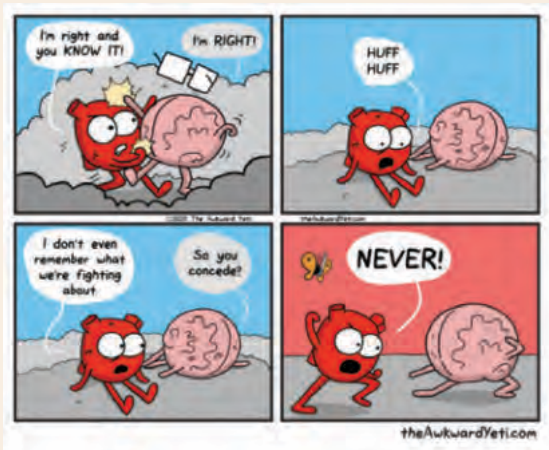
Work in pairs and look for five more medicinal plants. You may want to ask your grandparents or any other relatives. Ask them if they take herbal medicines and the reasons for taking or not taking them. Take notes on the plants they mention, such as where they can be found, how they should be taken, the benefits they may have, etc. Make a video for your classmates in which you explain who provided you with the information and present all of your findings.



Photo source: pixabay.com

Project 3: Does the heart control the brain or is it the other way around?

Give reasons to support your argument. Surf the net and check if your resolution was right or wrong.



Project 4: An acrostic

What message is the person trying to convey? In which situations do we try to influence others? Work in pairs and create your own acrostic.

Even though I try to avoid saying
No to others, it can be hard.
Facing others in my
Life has always been a matter
 of attitude and time.
Unusual of me, lately I have
 not been following
 other people's trends.
 Then I realize that the
Effect I have on others
 Can be **N**otoriously worse than that
 which others have on me. So
 just maybe you should follow
 my advice.
 Trust your **C**onfidence and
Empower yourself.

Project 5: I am a social being

First part: Write about a special person for you. It can be your best friend, your sister, a cousin or any other person that you consider special. Explain the reasons why that person is so special, how long you have known each other, describe the person's character and include an anecdote of the two of you together.

Second part: Read the text that you write to that special person and take a picture of the two of you together (if possible). What did the person tell you? How did he/she feel? Write his/her reaction under your piece of writing. Then, prepare a bulletin board in the classroom with all the texts and pictures.

Project 6: Famous women in science

Create a presentation about the scientist you researched about and completed the chart. Use the expressions in bold from the text about Caroline Herschel to help you.

Project 7: A science project

Guidaí needs your help to prepare her science project. Choose one of the following topics and create a tri fold board:

Topic 1: Science is everywhere!

Topic 2: How useful is science in our lives?

Topic 3: Science from past to the present.

Project 8: The Aruera Legend

Write a text about the Aruera legend in about 100 words. Use these questions as a guide to help you.

Aruera

- 1- Who was Aruera?
- 2- What did she do every time she fell in love?
- 3- What happened when she got tired of being betrayed?
- 4- What's the role of the tree in the legend?
- 5- When does the Aruera "cry"?
- 6- How do you explain what happens with this tree?

La garra charrúa, ¿mito o verdad?

El concepto de «garra charrúa», que se utiliza hasta nuestros días en relación con una supuesta condición del uruguayo por sobre el resto, nació en 1935 relacionado con el fútbol. En la Copa América que se llevaba a cabo en Lima, Perú, los uruguayos y los argentinos se enfrentaron en la final. Los orientales se encontraban cansados, según todas las fuentes y eran inferiores futbolísticamente, pero sacaron adelante un partido muy complejo.

Del 6 al 27 de enero de 1935 se llevó a cabo la Copa América de Perú, en medio de un ambiente bastante enrarecido por la enemistad manifiesta entre Uruguay y Argentina. Los albicelestes habían denunciado presiones, amenazas y hasta agresiones en la final de la primera Copa Mundial de 1930, justamente ganada por los celestes por 4 a 2 en el estadio Centenario. Argentina y Uruguay habían roto relaciones y desde 1929 no se había disputado ninguna Copa América. Aquel día se jugaba mucho más que un simple partido. La Federación Peruana de Fútbol logró convencer a las selecciones rioplatenses, con el pretexto de que aquel año se conmemoraban cuatrocientos años de la fundación de la ciudad de Lima.

Los uruguayos debieron vestir la casaca alternativa, roja y blanca, mientras que los argentinos la blanca. Simbólicamente no se volvían a enfrentar las dos camisetas nuevamente.

Uruguay poseía todavía la base que saliera campeona en 1930, con José Nazassí en la línea final.

Argentina y Uruguay llegaban invictos a la final, pero los albicelestes —ahora de blanco— tenían mejor estado físico y, según las fuentes, jugaban mejor que los uruguayos.

La final se llevó a cabo el 27 de enero. Aquel campeonato guarda muchas curiosidades y recuerdos. Por primera vez los uruguayos cobraron por jugar, 150 pesos, 2 pesos de viáticos por día y otros 5 pesos para gastos generales. El premio si salían campeones era de 90 pesos. Se permitieron los cambios de jugadores. Pero lo más trascendente es el nacimiento del concepto, caprichoso y formado en la visión halagüeña del pasado de Garra Charrúa, que según los especialistas se produce en este partido, en el que Uruguay tenía todas las de perder y salió victorioso.

Era claro que en aquellos años Uruguay ganaba prácticamente todo. Pero es un concepto que nace de una concepción historiográfica, una búsqueda del ídolo de los orígenes en una historia nacional eminentemente providencial con visos evidentemente románticos. La corriente que sostiene la continuidad, en una especie de historia providencial, entre los primeros charrúas (sindicados de forma caprichosa como los habitantes de esta banda, mientras que se movían en un cuadrante muchísimo más grande que este territorio y no eran los más numerosos de este lado del río) y el Uruguay satisfecho de su condición europea y su sitio de «Suiza de América».

Pero ¿Cuál era la visión de aquellos uruguayos sobre los indígenas? Los indígenas no aparecerán en el relato en ningún caso. Tomemos un ejemplo. En 1925, a cien años de los episodios de la Cruzada Libertadora y menos de diez años antes de la supuesta entronización del pueblo charrúa, se editó el Libro del Centenario, impulsado por el Ministerio de Instrucción Pública y editado por Capurro y Cía. En su interior, la muestra más acabada de la visión europeizante de nuestro pueblo:

“Puebla el Uruguay la raza blanca, en su totalidad de origen europeo. La raza indígena que habitaba esa región de América cuando el descubrimiento y la conquista ya no existe, siendo el único país del continente que no cuenta en toda la extensión de su territorio con tribus de indios, ni en estado salvaje, ni en estado de domesticidad”.¹

Estas referencias serán normales a lo largo de los años, inclusive en los textos escolares y liceales, formadores de opinión.

Por otra parte, la relación absoluta y fuera de contexto entre charrúas y uruguayos, no es tan real como creemos. La sola idea de emparejar tribus con estados nacionales (Incas a Perú, guaraníes a Paraguay, charrúas a Uruguay, etc), no es lo mejor para la comprensión. Pero, además, los charrúas no eran tampoco en ese caso la tribu más populosa en estas tierras, ni siquiera eran exclusivos de estos territorios. Los indígenas no conocían las fronteras modernas y por tanto no las respetaban.

Los investigadores Diego Bracco y José López Mazz han demostrado en su libro Los minuanos del año 2010 que fueron los minuanos justamente (o minuanes), que los jesuitas llamaban guenoas («... los minuanes eran identificados en la zona misionera como guenoas...»²). La influencia de los guaraníes en nuestra cultura se puede ver a simple vista en los nombres de muchísimos accidentes geográficos y hasta en alguna de nuestras divisiones administrativas.

Por lo tanto —y no es un dato menor— toda la oda romántica hacia los charrúas, y sobre todo a la garra, queda solo en una triste fanfarria mentirosa y desalineada. Los charrúas no fueron los amos de estas tierras (claramente nadie lo fue, más allá de delirios chauvinistas), ni tampoco los corajudos guerreros héroes que la frenética y esquizofrénica historia oficial ha querido mostrar. Esquizofrénica en el sentido amplio, por el cual toma lo que necesita mitificar y desprecia el resto. Toma lo que necesita, lo fagocita y devuelve un cascarón vacío.

1. El libro del centenario del Uruguay 1825-1925, Montevideo: Capurro & Cía, 1925, p. 553.

2. Óscar Padrón Favre: Los charrúas minuanes en su etapa final, Durazno: Tierra Adentro, 2005, p. 15.

Color as you go!

4th grade challenge

COLOR AS YOU GO! 

I can give my opinion
about Uruguayan
people customs and
lives



Now I know famous
Uruguayan people I
didn't know before


I KNOW WHAT AN IDIOM IS



I can create material to advertise Uruguay and its touristic places



FOOD!!!

 I can use
**English to talk
about science**

Created by Martina Silva Quartiani @spanglishbymartina

Rúbricas

¿Cuál sería nuestro estudiante ideal?

- **Uso de imágenes.**

Las imágenes sirven como un hilo conductor, como ayuda memoria, y como estrategia para que los compañeros/as entiendan lo que está presentando.

Uso de imágenes. ¿La tecnología deberá estar presente? ¿Será elemento imprescindible?

- **Contacto visual con los/las compañeros/as. Trabajar lo no verbal.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Postura del estudiante.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Foco en fluidez y no en precisión lingüística. The Onion theory.**

- **Balance entre calidad y cantidad**

- **El/La estudiante se alinea con las Progresiones de Aprendizaje para el Tramo 3 para Segundas lenguas y Lenguas extranjeras.**

PROGRESIONES DE APRENDIZAJE

Oralidad. Producción (Tramo 3)

Evolución sintáctico semántica

Produce oraciones conectando dos o más ideas sobre temas que le son familiares o de su particular interés.

Conciencia fonológica segmental.

Produce los sonidos de la segunda lengua en forma autónoma logrando mayor precisión en aquellos sonidos que presentan cierta similitud con los de su L1.

Conciencia fonológica supra-segmental

Pronuncia correctamente en enunciados breves y lo hace con la entonación adecuada.

Oralidad. Comprensión

Evolución sintáctico pragmática

Comprende oraciones que pueden incluir más de una idea interconectada y puede seguir la secuencia de eventos de un discurso pseudo natural pero fluido con apoyo icónico y lenguaje gestual sobre temas que le son familiares y/o

relevantes para su cotidianidad. Comprende diálogos contextualizados breves vinculados a temas que le son familiares e identifica información específica siempre y cuando sea orientado.

Conciencia fonológica

Realiza hipótesis y comienza a sistematizar su conocimiento sobre los sonidos y la entonación de la L2.

Manejo léxico

Comprende vocabulario relacionado a temas generales de su interés.

Escritura

Creación de tipos textuales

Escribe textos más extensos como biografías simples, poemas, rutinas y descripciones de eventos. Utiliza adjetivos y adverbios de uso frecuente para enriquecer el texto.

Aspecto sintáctico coherencia y cohesión

Escribe una serie de frases y oraciones sobre temas familiares uniéndolas con conectores simples tales como «y», «pero» o «por- que».

Lectura

Procesos de comprensión

Lee y comprende textos más largos recurriendo al apoyo visual y la estructura textual para lograr la comprensión del mismo. Reconoce ideas principales, localiza información explícita e infiere información implícita. Establece relaciones entre el título y el texto aun cuando estas no sean explícitas. Identifica diferentes variedades de texto y reconoce algunas características que hacen a su formato. Opina sobre el texto, reconoce su propósito y distingue entre hechos y opiniones. Identifica una variedad de marcadores discursivos en un texto. Sigue la secuencia narrativa de un texto presentado de forma cronológica sin necesidad de apoyo visual.

Interacción y mediación

Interacción y estrategias de comunicación

Interactúa con comodidad en situaciones estructuradas e intercambios breves, siempre y cuando reciba ayuda de otra persona en caso de necesidad.

Participa de forma sostenida en conversaciones acerca de temas que le son familiares.

Escribe notas o posteos simples y estructurados en línea conteniendo información personal. Responde a preguntas y comentarios.

Reconoce la ocurrencia de dificultades en la transmisión del mensaje e indica el problema a sus interlocutores usando lenguaje simple.

RÚBRICAS DE PRESENTACIÓN DE PROYECTOS

	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 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 están 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.
Lenguaje	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.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Presentación	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, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Elementos paralingüísticos	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.
Compromiso y ética hacia el trabajo.	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

RÚBRICAS

PRODUCCIÓN ESCRITA

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Contenido	Los contenidos que se te pidieron en la consigna no se encuentran presentes. Los puntos que incluiste no han sido desarrollados.	Has incluido algunos de los temas que se solicitan en la consigna pero no los has desarrollado.	Has incluido todos los temas pero no los has desarrollado.	Has incluido todos los temas que se te pidieron en la consigna y lo has hecho desarrollando las ideas.
Organización	Tu producción está formada por oraciones incompletas que no se encuentran ordenadas de manera lógica.	Tu producción incluye un listado de oraciones completas sin conexión entre sí.	El texto que has producido incluye algunas oraciones cohesionadas con conectores básicos. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.	El texto que has producido incluye oraciones que se encuentran unidas y ordenadas de manera lógica con variedad de conectores. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.
Manejo léxico	El vocabulario que utilizas no corresponde al trabajado en clase y acordado con el docente para la propuesta.	Utilizas hasta 5 palabras del vocabulario relacionado con el contenido de la propuesta y acordado con el docente. Se observa cierta repetición.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas entre 5 y 10 palabras relacionadas con el contenido de la propuesta.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas más de 10 palabras relacionadas con el tema, demostrando variedad.
Uso del lenguaje	Tu producción presenta errores gramaticales frecuentes (ej. uso incorrecto de tiempos verbales, errores en uso de auxiliares, etc.) que impiden la comprensión de las ideas.	El texto que has producido presenta oraciones simples con más de 5 errores que en ocasiones impiden la comprensión.	El texto que has producido presenta entre 3 y 5 errores gramaticales que no impiden la comprensión.	El texto que has producido presenta errores gramaticales mínimos que no afectan la comprensión. Se aprecia variedad de estructuras gramaticales.
Comunicación	Tu producción no presenta un mensaje claro comprensible para el lector.	Tu producción requiere mucho esfuerzo de parte del lector para ser comprendida.	Tu producción es comprensible para el lector a pesar de los errores.	Tu producción es clara y fácilmente comprensible para el lector.

RÚBRICAS DE ORALIDAD

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
Lenguaje corporal	Se nota la tensión al presentar ya que 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.	Se nota tensión aunque por momentos te logras relajar. 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.	Logras una comunicación efectiva aunque no siempre relajada. 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.	Tienes una postura corporal comunicativa y relajada ya que durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
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.
Uso de la lengua y vocabulario	Los errores de lengua y pronunciación han impedido la transmisión de tus ideas y por ende la comunicación efectiva. Al hablar usas las mismas palabras.	Los errores de lengua y pronunciación hacen que tus ideas no resulten claramente expresadas por momentos. Usas un vocabulario adecuado aunque te falta agregarle adjetivos o darle más complejidad a tus ideas.	Tus errores de lengua y pronunciación no interfieren con la claridad de tus ideas aunque algunos de ellos le quitan fluidez. Usas ideas complejas a través del uso de vocabulario aprendido en clase y te arriesgas a compartirlo.	Los errores de lengua y pronunciación son menores y sin importancia ya que tu audiencia logra comprender el mensaje que quieres comunicar. Utilizas vocabulario apropiado y significativo
Material	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 presentación oral 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.
Actitud	necesitas mejorar la disposición		adecuada a la tarea	dinámica y comunicativa

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