

#Living Uruguay2

2ND GRADE ENGLISH BOOK



ANEP

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References



Read.



Watch.



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.

Unit 1

EATING

HABITS

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

- become acquainted with vocabulary related to food.
- understand the concept of diet and the differences between omnivores, vegetarians and vegans.
- become aware of eating diseases such as diabetes, lactose intolerance or celiac.
- use the concepts of healthy and unhealthy food related to the eating diseases or even with eating disorders.
- understand and cook a recipe.
- talk and share ideas about the food people like and the food people don't like.
- understand the praxis behind a dialogue at a restaurant.
- express emotions that food may trigger.
- get used to multiple contexts related to food.
- express quantities and describe amounts of food.

Let's meet your friends in this book!!!



Hello everyone! I'm Lua. I like doing physical exercise to lead a healthy lifestyle. I practice on my own because there are no gyms over here as I live in a rural area. I have achieved many of my goals like stop gaining weight. I live with my dad; he's the best dad ever! My mom lives in the States. I miss her a lot but she texts me or videocalls me every day.



Hi. I'm Nico! I live in a crowded city with my families. Yeap! My families! I usually spend some days with my mom, my aunt, and my grandpas. The rest of the week I stay at my dad's house with him, his significant other and my grandma. I like living in both houses because all of them help me with my work from school.



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

PUZZLE

- * Lua is reading a magazine containing recipes. There is a word puzzle she can't solve. Help her solve it. All the 10 words refer to food.

P	I	N	E	A	P	P	L	E	P
X	Y	D	G	F	E	E	E	X	O
Z	G	S	G	X	A	P	T	G	T
D	N	S	S	S	C	P	T	R	A
P	E	A	R	S	H	E	U	A	T
T	O	M	A	T	O	R	C	P	O
D	V	B	M	N	N	X	E	E	E
S	P	I	N	A	C	H	X	S	S

The ten words are...

e.g. *pineapple*



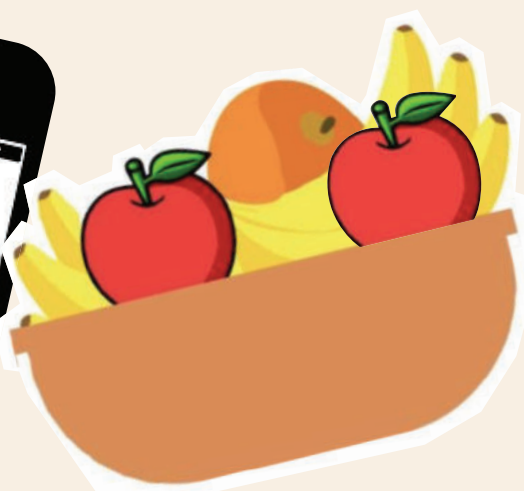
My favorite of these foods is the pineapple. The white pineapple is very sweet and juicy. I buy it in cities on the border with Brazil. It is a Brazilian pineapple. Which of these foods is your favorite? Use what I say to write.

My favorite food...

SUPERMARKET



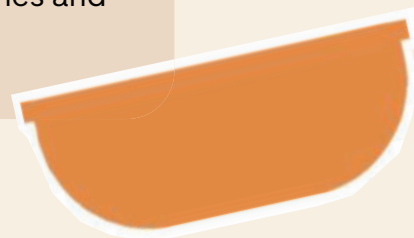
Hello guys, how are you? I just arrived from the local supermarket. Here is the basket with the fruit I bought. These fruits are my favorite. See the basket and the shopping list. Let's see how much you know, did I bring everything I needed?



As you could see, there are two apples, there is a bunch of bananas and there is an orange.



But there were things that I didn't bring from the local supermarket. Do you see the empty basket? Draw them there. Here is the list: 2 mangoes, a pineapple, 3 peaches and 2 pears.



This is the dialogue I had with my grandma



Did you find everything on the list?

Sorry grandma, my battery died and couldn't remember.



Bummer! Too much chatting and whatsapping, and very little work. Let's see the basket. Is there a pineapple?

No, there isn't any...but there is an orange.

OK. Are there two mangoes?

No, the aren't but there is a bunch of bananas.

OK. Are there any apples?

Yes, there are. And that is all. I should go back to the local supermarket and buy the things missing.

OK. Just go and come back immediately. You girl!

* Roleplay it with a partner and tell me how you felt.



How much do you remember about the characters of the book?

- * They are the three friends that are helping you with your English course. They have different eating habits. Listen and match each dietary habit with the corresponding character.



For example, Nico is an omnivore.
He eats anything.



- * **Vegetarians:** eat fruit and vegetables, but can also eat dairy, eggs or honey.
- * **Vegans:** eat fruit and vegetables, but not dairy, eggs or honey.
- * **Omnivores:** eat everything.
- * Each of them describes what's in each of their refrigerators. Read their descriptions and guess which of these refrigerators may correspond to each of the characters.

1

There is a bottle of water.
There are three bananas.
There is a carton of milk.
There are five oranges.
There is a piece of cheese

2

There are two bottles of soda. There is a bag of sugar.
There is cabbage.
There are two watermelons.
There is a carrot.

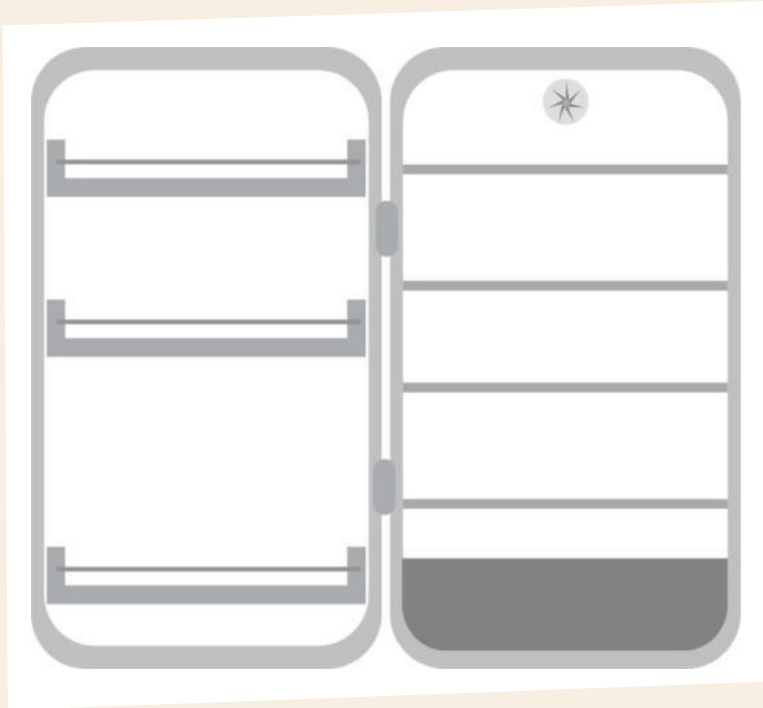
3

There is a bottle of juice.
There are two slices of ham.
There is an apple.
There is a chicken leg.
There are four bags of flour.

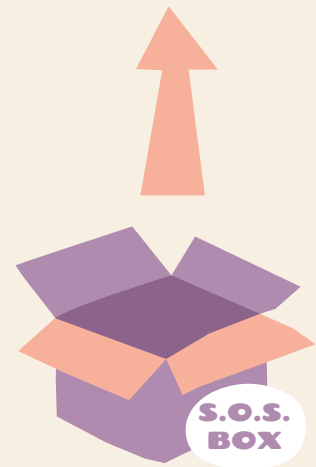


FRIDGE

- * What about your fridge? Create your own fridge and invent what's in there. Take some notes to describe the fridge to any of the three characters.



There is a...
There is an...
There are...
There are some...
There aren't any...



Find a classmate to talk with.

Ask him/her what character he/she described the refrigerator to.

Exchange drawings with that partner and describe the content of his/her fridge.

Use the S.O.S. box to help you.

Share with the rest of the class when the teacher asks you to do that.



Lua and Nico are playing a game called: What's in the box?
They guess what is inside the box. Look at what they say.



It is rounded. It is as big as a tennis ball. It is cold. It seems to be fruit. It seems to be citrus.



Is it a lemon? Yummy!!!

You got it! It's a lemon! I love it, too!



As you know now, I am vegan. In my class, not many of my classmates know what being vegan entails. How much do you know about being vegan?

Listen to an expert talking about the difference between being vegetarian and being vegan. What are the differences? You can access the script in this [link](#)

Vegan

Vegetarian

The basics of Veganism

Do you know what veganism is? It might be a complete mystery for you or maybe you know a vegan, maybe you are a vegan yourself. **A** To be vegan people cannot eat any animal products or byproducts; so veganism is not eating meat, but also egg, cheese, butter, etc. Everything needs to be of a vegetable origin; so, instead of drinking cow milk, they drink almond milk or coconut milk.

At the beginning it may sound difficult but not necessarily. Usually people gain interest in veganism because they heard it somewhere, it can be a friend, or a family member, or even a YouTuber who promotes vegan lifestyle, such as Freelee the banana girl. There are many reasons why people decide to go vegan. **B** But there's also a matter of health; there are several studies that claim a vegetable-based diet helps lower blood pressure and cholesterol and some scholars even say it can prevent heart diseases.

Going vegan is not so easy, anyway. The first weeks of transitions are very difficult because your body is used to getting animal protein, so you first need to detox. You need to be very cautious because otherwise it could be bad for your health. You can't just stop eating meat and dairy one day. **C**

It is a good idea to start by having the vegetable-based dishes you already like more often.

D That implies hard work, spending a lot of money on expensive products and you even run the risk of not liking it. Start with simple dishes like salad, stuffed eggplant or squash, lentil stew, or even pasta if you don't have any vegetables at home.

Another important fact is that veganism is not only about vegetables, you need to keep a controlled balance of all the nutrients your body need. So you should split equally between fruit and grains, such as rice. If you decide to transition, you should be ready to learn a lot about the way your body works, how important your diet is, how to read food labels, etc. Deciding to become a vegan usually comes with a consciousness of your body and your health. **E** Yet this is not because veganism is a synonym of health but because they all share an individual desire of feeling and being healthy.

Many people usually associate veganism with deprivation but, having many vegan friends myself, I can assure you there are plenty of vegan preparations and recipes that are simply delicious, and you can eat chocolate cakes, ice-creams, pizzas, even hamburgers; you just have to find the right ingredients.

Now, here's the ideas you should bear in mind if you ever consider going vegan: It is not something you can do in the blink of an eye; you will not suffer or force yourself to eat things you don't like, it will improve your health as long as you attend to it. Finally, I'd like to share one of my most precious principles, this is something I didn't mention before, you must be respectful of other people's diet and cannot impose your decisions on them.

Written by Martina Fernández Facciolo.

* Here are the sentences to put into the correct blank.

1

Do not start with a recipe somebody shared on Instagram.

2

It is important to make a smooth transition and cut down the amount of meat and processed food intake while you increase vegetable-based meals.

3

I do not know any vegans who are not healthy, truly.

4

Many times it is related to animal exploitation and the industry's cruelty in its means and quantity.

5

Veganism is very popular nowadays, all throughout the world and in Uruguay.



S _ g _ r

M _ _ t

M _ l k

B r _ _ d

P _ p p _ r

F l _ _ r

F r _ _ t

V _ g _ t _ b l _ s

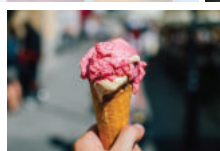
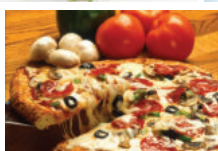
_ r _ n g _ / j _ _ c _

C _ r r _ t s

M _ y _ n n _ _ s _



One thing I love is to solve puzzles.
Look at the following puzzle I found in a magazine.
Fill in the missing spaces with vowels (A-E-I-O-U) .



Source: <https://pxhere.com>



These are some of my favorite foods. Do you know where I can find them in your town?

* You can find hamburgers at the food truck. They are the most delicious ones.



These are some of the meals we cooked for the School Gastronomic Fair. Can you recognize the ingredients we used? Write them down...



top left:
<https://pixabay.com/es/photos/esp%C3%A1rragos-halloumi-almuerzo-wok-1349594/>
 top middle: <https://pixabay.com/es/photos/bruschetta-pan-baguette-los-tomates-3540405/>
 top right: <https://in.pinterest.com/pin/445223113140106816/>
 bottom left: <https://comemejor.com/es/recipes/359-pizza-de-brocoli-y-aceitunas-negras>

bottom middle:
<https://pixabay.com/es/photos/torta-crema-de-la-torta-crema-1227842/>
 bottom right: <https://pixabay.com/es/photos/comida-plato-placa-arepa-salchicha-5486525/>



Your opinion matters!
 After discovering the ingredients Nico, Emma and Lua used to cook these meals, do you consider them healthy or unhealthy food? Give reasons for that.



Hey guys, we are at a wonderful place

We recorded part of our conversation here.



Here you have some options.



We are at

the hospital.

the restaurant.

the amusement park.



Discover where we are.

D



You were right. We are there... Listen to us again and see what happens. Choose the best option from the questions below.



Did both of us order or just one of us?

☐

One

☐

Both

The order was...

☐

Hamburger

☐

Salad

☐

Both

We got ____ for drink

☐

water

☐

Coke

☐

Ginger Ale

The order was ____ pesos

☐

170

☐

180

☐

190

- * Here's the script of the conversation at the restaurant.
Read it and check the answers from the previous exercise.

Assistant

Good morning!

Can I take your order?

Anything for her?

Anything to drink?

For here or to go?

It's 180 pesos.

Thank you. And here's your order.

Have a good day!

Customer

Hello!

Yes, a hamburger and a Caesar salad,
please.

No, I'm OK thanks!

A fountain coke, please.

For here.

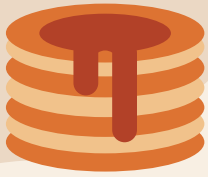
Here you are.

Thank you.

Have a good one!



- * Now, let's role play the dialogue with a classmate.



Pancakes, yay!!!!

#livingUruguay2



Pancakes are very popular in different areas of the world. In the United States, pancakes are part of most of the families' breakfast. There is even a chain restaurant that specializes in pancakes. In Uruguay, pancakes are slightly different. They are usually associated with a dessert rather than a main dish. When pancakes are the main dish they are called cannelloni and they have an Italian origin. Do you like pancakes?

- * Go to the Internet and find an American chain restaurant that specializes in pancakes.
- * Go to a menu and choose the pancake you think you would like the most.
- * How much do you know about pancakes?
- * See the following sentences and say whether they are true or false.

- 1 Pancakes are basically a flat cake.
- 2 They are cooked on a hot pan.
- 3 It is a very modern dish.
- 4 It is a good meal for lactose intolerant people.
- 5 In North America, pancakes are fluffy.

- * Check your answers in the following website <https://en.wikipedia.org/wiki/Pancake>



Cooking pancakes is not very difficult. Here I found my grandma's recipe from her recipe book. But there are some things I don't still understand. Help me cook them.

- * These are the utensils we need to cook the pancakes. Match the utensils with their names.



- | | | |
|------------|---------------|-------|
| 1 | 2 | 3 |
| frying pan | bowl | sieve |
| 4 | 5 | |
| spoon | measuring cup | |
| 6 | 7 | |
| whisk | spatula | |

- * This is the procedure, but there are some spots or some blanks in it. Use words from the previous exercises and complete the procedure. You also need to use some ingredients.

- 1 Sift the flour and salt into a .
- 2 Break the in the mixture.
- 3 the egg into the flour.
- 4 Add the milk and whisk until it is smooth.
- 5 Heat the frying pan and put the in it.
- 6 Pour batter into the hot .
- 7 Flip the pancakes over and cook on the other side.

These are the ingredients to cook pancakes:

- * 1 egg
- * 1 cup of milk
- * 4 teaspoons of flour
- * 1 pinch of salt
- * 1 tablespoon of oil

Easy, isn't it? Thanks for your help. What about cooking them? What would you like to fill them with? Dulce de leche (caramel)? Chocolate? Jam?



Project

What you like to eat really matters!

- A Draw an empty plate on a sheet of paper.
- B Think and draw your favorite dish on the plate.
- C Choose three ingredients and draw them separately on the plate.
- D Support your choice.
- E The aim is to connect your choice of ingredient to the emotional relationship you may have with them.
- F Get in groups and describe your drawing with your peer sitting on your right.

Lunch is served!



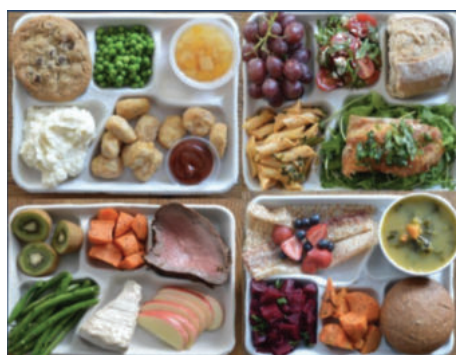
Lunch is one of the four traditional meals of the day. We usually have breakfast in the morning, we have lunch at around midday, we have tea or coffee in the afternoon and we have dinner at night.

For some cultures, breakfast is the most important meal. That is probably the case of the United States of America. For other cultures, lunch is the most important meal of the day. That could be the case of most Latin American countries such as Uruguay. Finally, there are other countries in which dinner could be very important.

Through lunch we can see the different cultures in the different countries. Have a look at the following pics.



Look at these plates. They are 4 types of lunch. They are familiar to us because the Uruguayan population is mostly formed by immigrants.



Source: <https://www.dailymail.co.uk/news/article-2958640/Photos-school-lunches-served-world-reveal-just-meager-America-s-meals-compared-cash-strapped-nations.html>

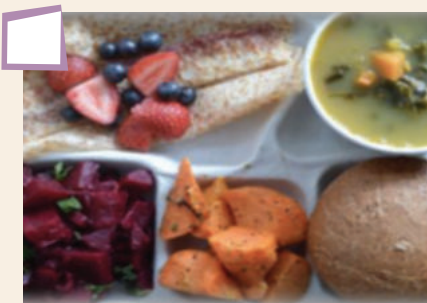
Did you know?

Tea time was created in the United Kingdom. It is said that Anna, the seventh Duchess of Bedford, in the year 1840, invented a meal to shorten the time between lunch and dinner. She started with the tradition of having tea with sandwiches at 5 o'clock. This tradition is still common nowadays in Britain and in other countries.

Where are these types of lunch from?



* Label each picture.



Source: <https://www.dailymail.co.uk/news/article-2958640/Photos-school-lunches-served-world-reveal-just-meager-America-s-meals-compared-cash-strapped-nations.html>

UKRAINE

ITALY

FRANCE

THE UNITED STATES

FINLAND

SPAIN

Here are the descriptions of the plates. Match the description to the pic.

- 1 Pea soup, beet salad, carrot salad, bread and pannakkau (dessert pancake) with fresh berries.
- 2 Fried "popcorn" chicken, mashed potatoes, peas, fruit cup and a chocolate chip cookie.
- 3 Steak, carrots, green beans, cheese and fresh fruit.
- 4 Sautéed shrimp over brown rice and vegetables, gazpacho, fresh peppers, bread and an orange.
- 5 Local fish on a bed of arugula, pasta with tomato sauce, caprese salad, baguette and some grapes.
- 6 Mashed potatoes with sausage, borscht, cabbage and syrniki (a dessert pancake).



Look at the following extracts from recipes. Which of the dishes from the previous exercises are the ones described?

A

4 eggs
3/4 teaspoon salt
2 1/2 cups milk
1 cup flour
1/4 cup sugar
4 tablespoons butter

B

1 large tomato, sliced into 8 slices
8 oz fresh mozzarella, sliced into 8 slices
5-6 basil leaves, sliced
2 tsp extra virgin olive oil
1 tsp balsamic vinegar, salt and fresh pepper

C

4 qt. water
14 oz. beef stock
1 small head of cabbage
5 large potatoes
1 large carrot
1 med. beetroot
1 med. onion
1 bay leaf
2 tablespoons tomato paste
3-5 cloves garlic

BREAKFAST



What do you eat for breakfast?

What would your ideal breakfast look like?



Source: <https://pxhere.com>

Breakfast is a very important meal to me. I usually get up with plenty of time to have my breakfast. You know that I am vegan so I don't eat eggs or cheese but I love almond or soy milk with cereal and some vegan chocolate muffins and a glass of orange juice. I am interested in knowing more about what people have for breakfast internationally. Look at this text and help me put the titles below into the right blank.

It's time for an international breakfast!

Did you know?

Pay attention to the spelling of some words in the text. For example, favourite and savoury have the British spelling. The American spelling is favorite and savory. In the case of realised (BrE), it can also be written realized (AmE).

Read the text and match the subtitles with the corresponding paragraph:

- a** Different breakfast habits
- b** The importance of having breakfast
- c** First try, then judge
- d** We finally agree!
- e** Different places, different tastes

- 1** I bet you don't have breakfast most mornings, do you? Here in Uruguay, most people don't have breakfast or they just eat something on the run. That isn't healthy at all because breakfast is a very important meal; actually, all four meals are but without breakfast you start off the day without the needed energy. Do you sometimes feel tired and weak in the morning? Breakfast might be the answer!
- 2** Some years ago, I went on a scholarship to the US and I stayed at a place with people from all over the world. During that time, I saw what the fellows had for breakfast and let me tell you there's a great difference in what people choose to have for breakfast. You know, countries do have national dishes, like our asado, and tastes are different too; in Asia for example they use very different spices than the ones we use here. But for me it was difficult to think of a breakfast that doesn't include bread or milk.
- 3** My breakfast is a cup of milk and bread or a toast. But some people had black coffee with no sugar and some sweet biscuits, others would have just cereal and my Tunisian friend ate a toast with hot sauce on it! How crazy are these people? But then I tried their breakfast; one day I had only cereal, the following day I had the sugarless coffee with sweet biscuits and, to be honest, I loved each one of the combinations.
- 4** Then the Americans came and offered some scrambled eggs with bacon, and although I felt it was too much for the morning, I tried it. Guess what? I loved it too! The French drank hot chocolate while the Vietnamese would ask for hot water for his noodles, and of course, everyone was staring at my mate.
- 5** By the end of our six-week stay most of us had tried different tastes and habits, and we realised that we all enjoyed the experience...after all, that's what internationality is all about, right? C'mon, try some international breakfast at home. You'll love it.

Written by Martina Fernández Facciolo.



Source: Pixy.org

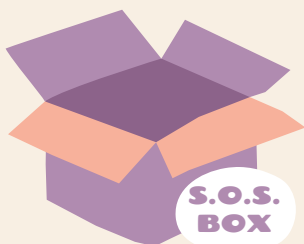


- * Let's talk about you and your breakfast. Take a look at the following table. Read the questions and think of the answers for 2 or 3 minutes. You can answer the questions or take notes under the column that says "me".

	My friend	Me
What time do you usually have breakfast?		
Who do you have breakfast with?		
Where do you have breakfast?		
Do you prepare your own breakfast?		
Do you have a hot drink? Which one?		
Do you eat any cereal or bread? What do you have?		
Do you eat any fruit? What kind?		

- Now get in pairs and ask and answer questions with your partner.
Write down some information your partner gives you.
- Write a short report of what your classmate does for breakfast.
Do you do similar things? Compare them. You can use phrases from the S.O.S. Box.

E.g. Martin usually has breakfast in the kitchen. He has black coffee and toast, etc. or Gonzalo usually has coffee for breakfast in the same way that I do. However, he has cookies, while I prefer eating an apple.



Similarity

Just as... - Like - Alike - Similarly - In the same way - Both... and - Neither...nor... - Also - Too / Either

Difference

While - On the other hand - Although - In contrast - However - On the contrary - But - Unlike - Despite

An internationally popular dish



This is my secret favorite dish. Let's see if you guess it.

- 1- It's a traditional Latin American dish.
- 2- It is made with corn flour or wheat flour.
- 3- It's usually filled with meat or chicken but there are also veggie options.
- 4- It was exported to the US and other countries as well.
- 5- It's quite popular everywhere.
- 6- It's original from Mexico.

I know...

I want to know...





This is the menu of my favorite restaurant, La Salsa... Read the menu, what taco would you like to try?

LA SALSA RESTAURANT



Al Pastor sautéed pork marinated in lemon

Asada grilled steak

BBQ shredded beef

Chorizo Mexican sausage

Carnita ground beef

Lengua fried cow tongue.

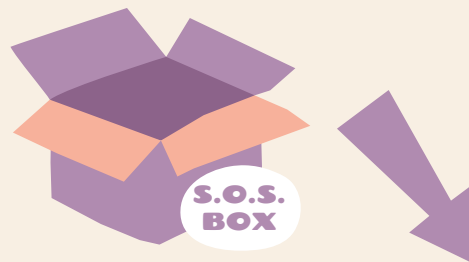
Fish made with everyday fresh fish

Veggie varied vegetables.

Breakfast a combination of eggs, bacon and vegetables.



- * Discuss with a classmate about the things you know and what you want to know. The answers to what you want to know may be next to you.



I'd like to try because I love.../it's tasty/ etc.

VIDEO ACTIVITY

Emma found this video in the internet. Watch it and see which taco is mentioned:

[click here](#)

What do people celebrate?

To know more about the people in the video

How do they celebrate it?

Where do they celebrate it?

Project

Having friends over!

Having friends over!

1

You invite your group of friends to your house.

2

You prepared pizza and carrot cake and you have some sodas (sodas are soft drinks such as Coke).

3

Is what you prepared healthy or unhealthy for your friends?

Maria is vegan.

Juan is lactose intolerant.

Patricia is vegetarian.

Your friends' diet

Mariana is celiac.

Daniel is diabetic.

E.g.: For Daniel, the meal could be unhealthy but I didn't include any sugar. I used stevia and the soda is sugar-free.

Project

Planning a party for all!

Remember you cannot spend more than the money given!!



TIP FOR TEACHERS:

With this project you can ask the Math teacher, the Biology teacher, the Chemistry Teacher, the Physics teacher, a nutritionist and even a cook to participate. In addition, the Art teacher could help with the decorations and the Music teacher could help with the karaoke and the music for the party.

Project with science

Students will work with the following video:
Is being vegan more environmentally friendly?

Watch the video and memorize the food they see.

Students are working at word level but they will remember some of the vocabulary that they learned in this unit.

The teacher writes on the board some food, the students tick the ones they remember from the video and add two more to the list.

They watch the video again to check.



To be healthy.

To save the planet.

Which of these reasons to go vegan are mentioned in the video?

Because it is on fashion.

To be thin.

Because vegan food is delicious.



- * Students get in pairs to practice the short exchanges between Johnno and Ruby at the beginning and at the end of the video, they get ready to role play. Teacher checks pronunciation and intonation.

Transcript of the video

Johnno: Ruby, Happy World Vegan Day! I made you this cake.

Ruby: Thanks, Johnno. It's, um, definitely vegan.

Vegans can be hard to cook for. Like vegetarians, they don't eat meat. But they also rule out other animal products, like eggs, milk and sometimes even honey.

There are different reasons people choose to be vegan, like animal welfare or as a way to eat healthier.

But there's another reason that's been getting a lot of attention recently. Last month, a big study came out looking into the effect our food has on the environment. And it found that eating less meat is one of the most important things we can do to help the planet.

You see a huge amount of the earth's resources go into raising livestock for meat. In some places, forests are cleared to make space for animals and to grow their food. They also use a lot of water. And these ones in particular create a lot of carbon emissions. Cow burps and farts account for about 16 per cent of global greenhouse gas emissions. The study says, to prevent permanent damage to our planet, the average world citizen needs to eat 75 per cent less beef, 90 per cent less pork and 50 per cent fewer eggs.

Of course, not everyone's going to go vegan or give up eating meat completely. But swapping your beef for beans or your chicken for chickpeas every so often might not be such a bad idea

Ruby: All right, Johnno, try this.

Johnno: Mmm. This is vegan?

Ruby: Yeah. It's not all rabbit food..

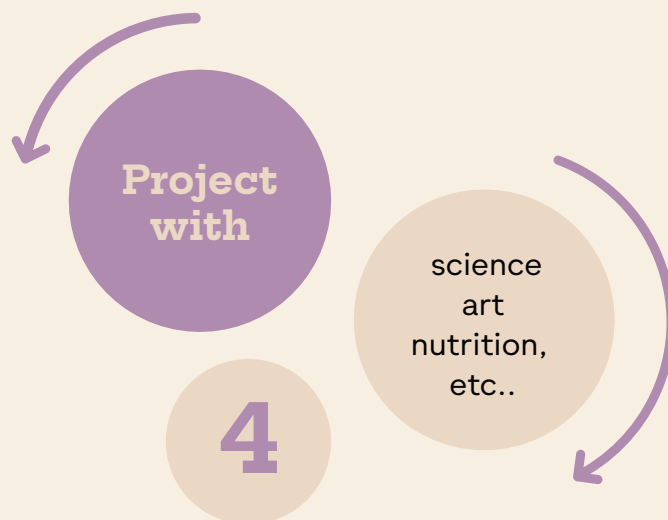
Four corners: Teacher sticks four papers on the corners of the classroom:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Give students different prompts for them to choose the corner according to their opinion. Once in the corner each group discusses the reasons for their opinion. They share the reasons orally:

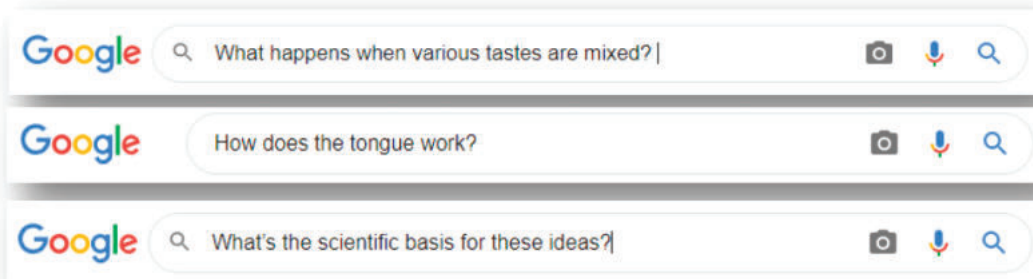
- * "I think that eating only vegetables is enough for a healthy diet"
- * "I consider that eating meat is very important for a healthy diet"
- * "I don't think we should buy any animal products: clothes make up, etc"
- * Tip for teachers: this activity can easily be used for any purpose.

Scientists have researched that we perceive the **different tastes** with different parts of the tongue. Whether the food is salty, sour, bitter or sweet, the part of the tongue that intervenes is a different one. In the following picture you will see what part of the tongue is in charge of perceiving each type of taste.



Original painting by Sofía Milsev and digitalization by Verónica Enss

* Search in **Google** for information...

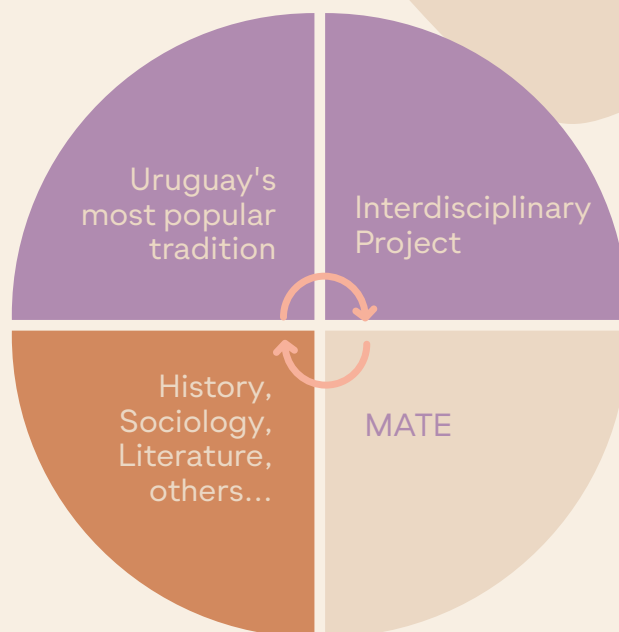




MATE PROJECT

Having mate is very popular among Uruguayans of all ages.
People drink mate all day, every day.

- 1 But how much do you know about mate?
- 2 Where does it come from?
- 3 What's the origin?
- 4 Is it healthy? Why?



The legend of Yerba Mate

The Guarani tribes worked the land and became excellent craftsmen. At certain moments, the tribe would clear part of the forest, plant manioc and corn, but after four or five years the soil would be worn out and the tribe had to move on.

Once an old Indian refused to go on and preferred to stay where he was. The youngest of his daughters, beautiful Jary, had to choose between going with the tribe or stay to help the old man until death would take him. At the end, she stayed with her father.

This love gesture deserved a prize. One day, an unknown shaman arrived at the ranch and asked Jary "What do you want to be happy?" The girl didn't say anything. But the old man said: "I want new forces to go on." The shaman gave him a very green plant, perfumed with kindness, and told him to plant it, pick the leaves, dry them on fire, grind them, put the pieces in a gourd, add cold or hot water, and sip the infusion. "In this new beverage, you will find a healthy company." After this, he went away. In this way a new beverage was born, mate.

Sipping the green sap, the old man recovered, gained new strengths and was able to continue his long journey to meet the tribe. They were received with the greatest joy.

And the whole tribe adopted the habit of drinking the green herb, bitter and sweet, that gave strength and courage and would comfort friendships at the saddest hours of solitude.

Text adapted from: <http://www.gauchogourmet.com/the-legend-of-yerba-mate.html>

Did you know?

Mate is known or perceived by English speakers as green tea. Each time the expression mate has been heard in movies, the translation used is “green tea”. You know that mate comes from a bush, which is similar to tea, and you can have it hot (as in Uruguay) or cold (as in Paraguay). The gourd is the container in which yerba mate is put, together with a straw. There are some beliefs about mate...read about the following situations and what each of them means. What do you think? Do you have any other beliefs about mate?

What about having a “mate” (green tea in a gourd)?

- If someone gives you a bitter mate, it means that person is rather indifferent to you.
- If you have a sweet mate, it means friendship.
- If someone serves you a very sweet mate, it means that person is interested in you.
- If someone serves you a pretty hot mate, that person is in love with you.
- If the mate is cold, it means the server doesn't care about others.
- When someone offers you a mate with cinnamon, it means that person is absolutely interested in you.
- If someone gives you a mate with burnt sugar, it's because that person feels you can be a good friend.
- If the mate has orange peel, that person needs you to help him.
- If someone includes tea in the mate, it means that the person doesn't care whether you are going back or not.
- When someone offers a mate with coffee, the person is forgiving you for something wrong you may have done.
- If you get mate with milk, it means you are considered to be a nice person.
- A hot-water mate means a marriage is about to happen.
- If you have to try hard to drink the mate, it means someone is rejecting you.
- If it happens to have a sparkling or foamy mate, it means people feel comfortable with you.





Tema	Hábitos alimenticios			
Tópico	Identificar diferentes frutas y verduras y clasificarlas en “el plato” OMS			
Objetivo	Repasar o volver a enseñar vocabulario relacionado a la alimentación: frutas, plantas y verduras.			
Asignaturas involucradas	Biología, Dibujo, Geografía, Informática e Inglés			
Profesores involucrados	Verónica Vaz (Dibujo)	Kenia Fleitas (Biología)	Fabián García (Geografía)	Juan Queijo (Inglés)
Materiales	Diferentes imágenes que utilizan la técnica de collage para la creación de retratos utilizando frutas, verduras, flores.			

Resumen ejecutivo del proyecto:

Pretendemos por la realización de este proyecto familiarizar al estudiante con elementos que generen el intercambio sobre la variedad de frutas, plantas y verduras que pueden formar parte de una dieta balanceada. Al mismo tiempo que habilite a descubrir la procedencia geográfica de los distintos componentes, y su clasificación en los grupos de alimentos propuestos por OMS/ OPS. En las áreas artístico-tecnológicas, trabajar la técnica de trabajo y edición sobre una imagen.

Sustento teórico:

ESINER, Elliot W. El ojo ilustrado: Indagación cualitativa y mejora de la práctica educativa. Paidós Educador, 1990. GOLDSTEIN, B. Working with Images. CUP, Handbooks for Language Teachers, 2009.

Procedimiento:

Clase de inglés

- 1- Se presenta la imagen a los estudiantes junto a la ficha de actividades.
- 2- En binas, se les pide que marquen entre la lista de palabras de vegetales, frutas y plantas que ellos ven. Los estudiantes clasifican las frutas, verduras y flores en la columna correcta de un wordmap. Pueden usar el diccionario para ayudarse. Algunas pueden pertenecer a más de una categoría: fruit& vegetables, dairy, sweet snacks, meat and fish, carbs, drinks, other.
- 3- Se pone en común la actividad. Se pregunta ¿Cuáles de todas las frutas y verduras consumen con mayor frecuencia?, ¿cuáles consumen con menor frecuencia?, ¿cuáles no consumen nunca?
- 4- Los estudiantes dialogan sobre la procedencia de las distintas frutas, plantas y verduras. Identificando cuáles se cultivan en el Uruguay y cuáles no. Como opción de profundización los estudiantes investigan sobre los lugares y técnicas de producción y procesamiento para el consumo que se aplican a aquellas producidas en el exterior. Por los temas tratados en geografía y biología los alumnos extrapolan e integran y producen información obtenida en esos espacios educativos.
- 5- Lectura del texto adaptado "TheHealthyEatingPyramid", adaptado de www.gymnasticstuff.com/eat_healthy_article.htm Los estudiantes realizan un ejercicio de "True, False or Doesn't say".
- 6- Los estudiantes escuchan una entrevista a un especialista hablando sobre la pirámide de alimentos. Ellos deben marcar los items que el entrevistado menciona y que no aparecen en la ilustración.
- 7- Los estudiantes observando la ilustración completan la tabla en la columna correcta: (countableoruncountablenouns).
- 8- En binas, los estudiantes observan la ilustración y le cuentan a su compañero sobre sus hábitos alimenticios. Luego cambian roles. (Present Simple).

En clase de dibujo e informática

Los estudiantes abordan diferentes técnicas para trabajar sobre una fotografía o retrato y componer y editar la imagen utilizando frutas, flores y verduras. Los estudiantes tomando una fotografía aplican la técnica.

En clase de Geografía

Los estudiantes indagan sobre la procedencia de aquellos items que no son autóctonos. Indagan sobre cuánto reporta a los países productores, cuáles son los procesos de exportación internacional.

En clase de Biología

Los estudiantes indagan sobre los procesos de cultivo y producción de los distintos items. Indagan sobre los nutrientes que aportan al ser humano sobre su consumo. Incluso, si el grupo le interesa o permite se indaga sobre el consumo de alimentos que en Uruguay no se realiza, por ejemplo insectos. Por esto se espera que el estudiante profundice sobre vitaminas, proteínas y elementos nutricionales de las distintas frutas, flores y verduras.

Producto final:

- a. Utilizando las técnicas trabajadas en Dibujo e Informática se espera que los estudiantes sean capaces de producir una fotografía o retrato.
- b. Los estudiantes preparan una versión de “El plato” incluyendo verduras, frutas y flores a cada uno de los cuatro grupos. Así como una presentación explicando los criterios para incluirlos en cada uno de los grupos y los nutrientes que aportan.

Presentation			
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Project

Song: Tom's diner

Suzzane Vega



I am sitting in the morning
At the diner on the corner
I am waiting at the counter
For the man to pour the coffee

And he fills it only halfway
And before I even argue
He is looking out the window
At somebody coming in

"It is always nice to see you"
Says the man behind the counter
To the woman who has come in
She is shaking her umbrella

And I look the other way
As they are kissing their hellos
And I'm pretending not to see them
Instead, I pour the milk

I open up the paper
There's a story of an actor
Who had died while he was drinking
It was no one I had heard of

And I'm turning to the horoscope
And looking for the funnies
When I'm feeling someone watching me
And so I raise my head

There's a woman on the outside
Looking inside, does she see me?
No, she does not really see me
Cause she sees her own reflection

And I'm trying not to notice
That she's hitching up her skirt
And while she's straightening her stockings
Her hair has gotten wet

Oh, this rain it will continue
Through the morning as I'm listening
To the bells of the cathedral
I am thinking of your voice

And of the midnight picnic once upon a time
Before the rain began...
And I finish up my coffee
And it's time to catch the train



- 1 Students listen to the song while they read the lyrics.

Then, working in groups of four, they draw six different moments of the song that they choose following the layout of a comic with some scripts that describe what is going on in each square. This activity can be coordinated with the Art teacher.

After that, they invent how the story described continues and draw it in the last two squares.

The students tell the story based on the notes that they produced in their charts and make a video using any app.

The students watch the videos of all their classmates

1	2	3	4
5	6	7	8

- 2 The students, divided into the small groups, are assigned a stanza from the song and they have some minutes to rehearse the actions of that stanza. Then, each group will roleplay that stanza to the rest of the classmates while listening to the song.
One group roleplays the first stanza, another one the second one and so on as to cover all the lyrics of the song. Meanwhile the rest of the students pay attention to their peers' performances.
- 3 The teacher provides students with another version of the song in which there are some blanks in the first and second stanza. The students have to think of different words and phrases to complete those blanks in order to create a new version of the song.

Finally, each group sings the new version that they have created.

I am in the .

At the on the corner.

I am in the .

For the man to the .

And he and before I even argue.

He is at somebody coming in.

Unit 2

SPORTS AND LEISURE ACTIVITIES

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

- learn about national and popular athletes, their likes, and routines.
- research on topics of interest related to your healthy lives and routines.
- recognize your own abilities through a growth mindset perspective.
- develop online etiquette by using webpages responsibly.
- learn English by means of ludic techniques.
- use reflection as part of the meta-cognitive strategies of the course.
- show development of cultural understanding by sharing accounts on less traditional sports and activities.
- account present and past experiences.
- share some news with others.
- develop a more balanced integration of the skills.
- work on multi-disciplinary projects which promote the development of oracy skills.
- promote scientific learning through different ways of conducting research.

Welcome to the second part of our adventure together!



Hey girls, are you ready? This time we are going to do some exercise and meet some new and interesting Uruguayan and foreign people. Ready, Lua?



Sorry I am late! I couldn't find my rainbow cap. I am already very enthusiastic about this new adventure!



I am ready, too! And I have a surprise for all of you! A friend of mine is visiting the family. He will arrive soon. His name is Freddie and he is a little shy. He is one of my childhood friends and I love him a lot. There he is. Hey Freddie, nice you could make it! How are you?

Hey, hi Emma, hi guys! How are you doing today? I'm Freddie. I'm Emma's friend. Nice to meet you! I'll join you in this new adventure.



FREE TIME

Free time, leisure time,
a moment that is mine.
Free time, leisure time,
activities, people and fun.

Watching a film or reading a book,
Practicing a sport or working out alone,
Meeting with friends or changing my look,
Singing out loud or helping at home.

Free time, leisure time,
A moment that is mine
Free time, leisure time
A moment of joy that is mine.

ALDO RODRÍGUEZ

Poem



- ✿ Writing your own free time poem:** Get in groups of no more than 5 people. Think of the words free time and leisure time. Jot down ideas and words which come to your mind.

Free time and leisure time

Now, use those words to write your poem.

[illegible]

Word search

Your friends Lua, Emma, Nico and Freddie are talking about some free time activities.

- * Look at the following **word search**. There are five hidden words related to free time activities. Find them.

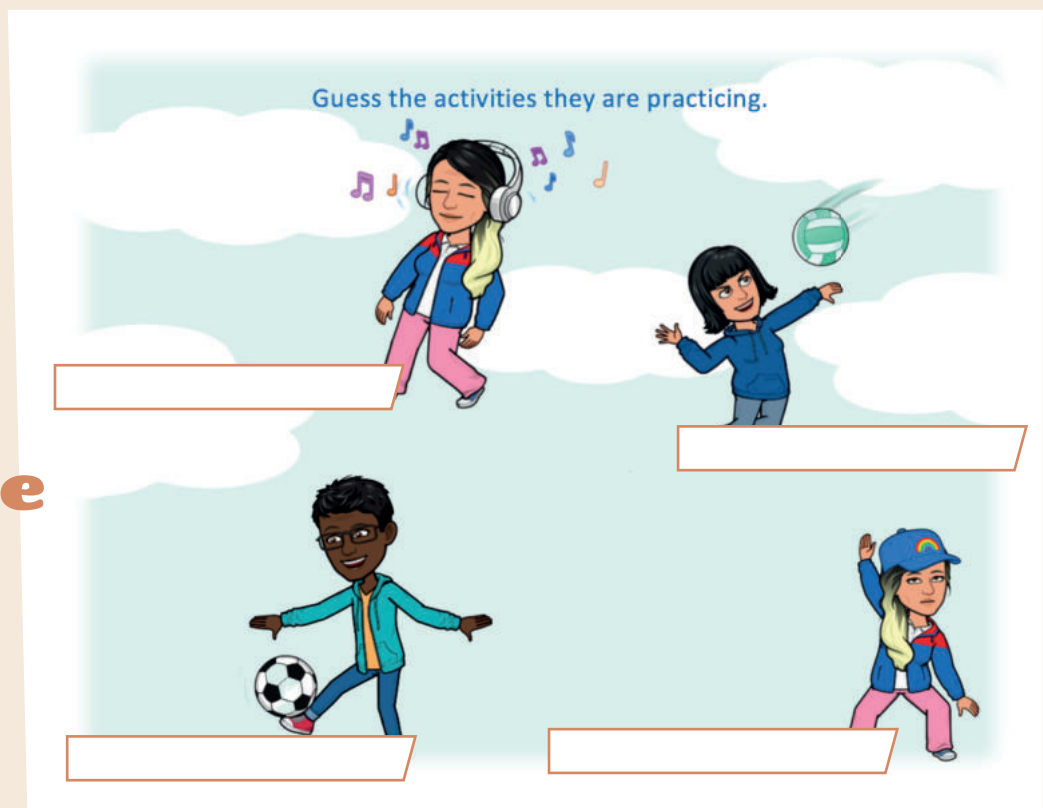
The words can be horizontal →, vertical ↑ or diagonal ↗.

X	L	B	M	R	A	C	P	S	U	K	Z
C	X	D	O	N	H	E	L	M	E	T	R
R	R	H	H	N	D	R	P	G	K	T	B
S	X	N	D	G	A	D	B	O	O	K	I
C	V	J	H	T	P	Q	H	G	A	I	L
R	M	V	I	S	K	S	A	G	B	N	E
A	H	U	D	P	P	H	N	L	L	C	S
Y	G	V	E	R	S	H	O	E	B	M	C
O	I	W	L	J	B	B	F	S	G	M	D
N	N	E	R	O	R	N	M	G	Z	Q	U
S	X	R	C	R	U	T	J	G	I	W	S
D	W	K	A	T	F	Q	N	M	G	A	A



The characters share their favorite free time activities in this unit. Go through the unit and find which of the five activities each of the characters like.

**Nico,
Emma
and Lua
are
enjoying
their free
time**



- * Freddie wants Nico, Emma and Lua to know what his free time activities are. He gives them 5 pictures.

Label them to learn what they are.

going jogging

fishing

skateboarding

playing videogames

cooking



Sports



As you can see, sports are an important part of free time activities. Look at the text I wrote for school and underline the sports you find.

Exercise is good for the body. Nobody doubts about it. People want to keep fit and look fantastic, but sometimes they do not choose the correct sport and they lose interest. This is why there are fitness experts who give advice to help us choose the appropriate activity.

For example, people who like to be with other people can choose a sport like squash, golf, basketball, football, or hockey because they can be part of a team. However, if you prefer to be on your own, you could jog or go swimming.

There is another factor that should be taken into account. Do you like competing? If you really like competing, you can try a sport like running or a racket sport such as tennis or badminton. But if competing is not something you really like, there are other activities like dancing that you can choose. Dancing is an activity in which you do not need to show you are better than another person.

Finally, you have other options like weightlifting or cycling. You can also take Taekwondo or skiing lessons. As you can see, there is no excuse for not doing any exercise.

According to the passage, where would you put the sports from the text?

* All answers might be correct.

Team sports

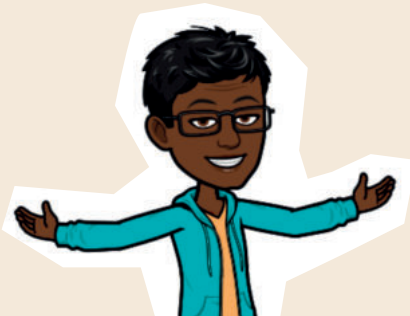
Individual sports



Competitive sports Recreational sports

Indoor sports

Outdoor sports



My teacher wants us to organize the vocabulary related to sports into thinking maps. Choose three of the sports from the text, draw a bubble thinking map and write vocabulary related to each of them. You can include gear, rules, and any other info you consider as relevant. Here you have an example.

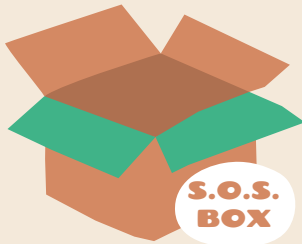
gear

history

rules

name of the sport

characteristics



With sports, we normally use:

Play for team sports and ball sports.

I play basketball.

Go for sports that end in -ing

He goes swimming.

Do for individual sports not ending in -ing and with competitive sports even if they end in -ing do gymnastics, do karate, do boxing, do weightlifting.



As you know, I love sports, but I am not familiar with the rules of sports. I was given this quiz at school. I don't know the answers. Can you help me put the two halves together?

- | | |
|--|---|
| <p>1 There are two goals</p> <hr/> <p>2 There are eighteen holes</p> <hr/> <p>3 You hit a ball over a net</p> <hr/> <p>4 People wear goggles on their eyes</p> <hr/> <p>5 In volleyball</p> | <p>A with a racket on a tennis court.</p> <hr/> <p>B you hit a ball over a net with your hands.</p> <hr/> <p>C in a football pitch.</p> <hr/> <p>D in a golf course.</p> <hr/> <p>E when they go swimming.</p> |
|--|---|

1

2

3

4

5

- * Emma and Nico are learning how to play handball. Do you know about this sport? Here's a text with some words to fill in the blanks.



shouldn't - catch - ball - hands - into - players - goals

Handball is an exciting sport. There are two teams in handball and there are seven in each team. To play handball you must have a and two . You can and throw the ball with your , actually its name comes from this fact. But you run far with the ball. To get points, players must throw the ball the goal.

Traveling around Uruguay



Photo by Veronica Velázquez

Emma, Lua and Nico have a particular free time activity. They love traveling. In the picture you see the three of them in Young, a city in Rio Negro. Read the texts and write the name of the character in each box (Lua, Nico or Emma).

“I think that Young is a beautiful city. It is a city that is on the way to Montevideo for those who live in the northwest of Uruguay. In Young you can visit several places: there are a lot of green spaces such as squares and parks. My favorite square is the one that has the train. I also like the local dairy company. Its products are delicious. My favorite food is the mango yogurt”.

“I agree with you Emma, Young is a beautiful city. People are very nice there. Everybody waves and says hello. There are a lot of tourists and travelers in the city. There are a lot of restaurants and bars. Restaurants have traditional Uruguayan dishes including barbecue, beef sandwich (chivito), steak and homemade salads. I also love the desserts these restaurants serve. They have milhojas, puddings, rice pudding, cakes and mousse.”

“I agree with you, girls. I also like the natural aspect of Young. I have seen some typical gauchos. They dress with unique clothes and they ride their horses. I love riding horses and it is easy to do it here. Another thing that I like from Young is the new bus terminal. It's a very modern place for the many people who travel in the area. I also like the croissants from the bakeries in Young. They are delicious”.

Did you know?

The city of Young was named after Carlos Young, an engineer who built the railways in the city. When the city was settled, its name was pronounced in English but later on, and until now, people pronounce the name as /yun/. Young has one of the most fertile soils in Uruguay and for that reason a good part of the rural production of the country comes from that area. Dairy products and dairy farms are of excellent quality in this area.

Project



Let's work in groups:

The three accounts give information about Young. Design a poster with all the info you have about Young. Now share information about one city the group likes. Give an account of the place you want to share. Record a video, create an Instagram Story or a Facebook post, or make a TikTok video about the city and what you want to say about it.

Rubrics for project presentations at the end of this book.



I have several acquaintances who like doing different things in their free time. All the activities they do are very interesting. I wrote these sentences about them, but there are some blank spaces. Read the sentences and complete them with the appropriate word or phrase from the bubble. There are extra options.

go bowling
swimming
reading books
watching films
board games
listening to music
volleyball
surfing the Net
go jogging

- 1 Ana's really into _____. She goes to the cinema every weekend.
- 2 I like _____. My favorite writer is Joanne Rowling.
- 3 Pablo's keen on _____. He plays for the school team.
- 4 Emma likes _____. Her favorite singer is Adele.
- 5 Nico's really interested in _____. He likes looking at movie websites.
- 6 I quite like _____ especially in the sea.
- 7 Javier doesn't like playing _____. He prefers outdoor games such as football.

What about you? Do you like these activities?

* Give your opinion. You can use the box below.

1- I but I .

2- I but I .

3- I but I .

Timetable

* Freddie shared information about what his friends and colleagues like doing in their free time. Do the same with your classmates and friends. Do some research and ask your classmates about the following activities.

The question is: How often do you ... (include three more activities)

	Always	Usually	Often	Sometimes	Never
...watch TV?	<i>e.g. Juan</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...play basketball?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...ride a horse?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...draw?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...go out with friends?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...go dancing?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
...listen to music?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For example:

You: How often do you watch TV?

Juan: I always watch TV

- * Write a report about what your classmates and friends like doing in their free time. *For example: Luisa never goes dancing because she doesn't like it. Steven usually watches TV because he loves football and watches any match played around the globe!*

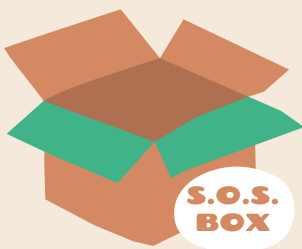


Rubrics for project presentations at the end of this book.

- * According to the answers and the reasons from the survey, do you think people follow a healthy or unhealthy routine? Write some ideas about the topic and then share them with the rest of the class!



Rubrics for project presentations at the end of this book.



I think...
I believe...
I firmly believe...
I'm completely sure that...
I don't think...

E.g.: I think most of the people have an unhealthy routine as they never do physical activities and they watch TV a lot!

- * Lua is asking you to work on a project called “Leisure activities in your neighborhood”. Include information about you. Below you will find the instructions.

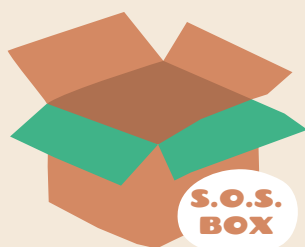


Rubrics for project presentations at the end of this book.

What do you do in your leisure time?
Which activities do you practice at home?
Which ones in other places? Where?

Extra project

- 1-** In groups of four investigate what activities, festivals, and shows for teenagers are offered in your town or neighborhood.
- 2-** You should include the following information:
 - a.** The names of the activities
 - b.** Places where you can practice or attend them (e.g. sports clubs, football fields, culture centers, etc.)
 - c.** If the activities are free or how you can buy the tickets.
 - d.** The most popular of those activities among teenagers.
- 3-** Create a poster, an e-poster or an infographic with the information you found.
- 4-** Present it to your classmates. Listen to the other groups, take notes and compare your findings. What activities would you like to practice? Which shows or activities are not offered in your neighborhood? You will be given a set of rubrics or you will co-create a set of rubrics with your teacher. Assess your classmates' work based on the criteria shared.
- 5-** Write a letter to the local government asking for more options and proposing more leisure activities for teenagers. In your letter, introduce yourselves as a group of students, describe the findings of your investigation and suggest ideas for new activities or shows that could be offered in your town.



Dear Mr / Mrs

We are a group of students...

We are writing in reference to leisure activities for teenagers and we would like to make some suggestions....

We found out that...

There is / is not...

There are / are not...

We would like...

We suggest that you should...

Tip for teachers

- * Show this picture and brainstorm ideas about it.



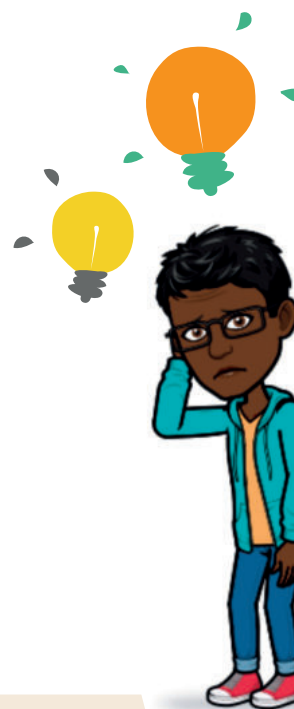
Photo by ANEP - CEIP

What can you see?

What is going on?

Where was this picture taken?

Brainstorming





Hey buddy, I can see that you like sports. Who's your favorite athlete?

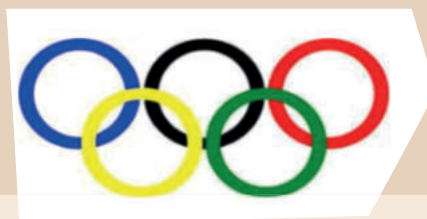
I admire many athletes. I think Forlán is a great player and a better coach. I admire Deborah Rodriguez a lot. She was my neighbor years ago. Do you want to know who she is? Here is some information that will be useful for you.



Deborah Rodríguez Guelmo was born in Montevideo on 2nd December, 1992. She is a popular athlete and a model, too. Deborah lives with her parents and her brother Angel. Angel is also a famous athlete. He plays in the professional Uruguayan football league.

Deborah competes in track and field professionally. For that reason, she practices every day at the track next to Centenario Stadium. She always gets up at six o'clock, has a light breakfast (fruit and milk) and takes the bus to the stadium at seven o'clock. She trains for three hours, has some chicken or salad for lunch and trains for three or more hours with her coach. She wears very comfortable athletic clothes. She loves wearing purple T-shirts and white shorts. In the evening, she studies and goes to bed early, usually before ten o'clock.

She participated in the Winter Games in Rio. She has won eight medals from local and regional championships, but she is training hard to achieve her objective of winning an Olympic medal.



Source: Caras y Caretas

- * Nico is telling Emma about Freddie and his favorite athlete. Is he correct?

Deborah likes comfy clothes.

Freddie lived in Montevideo years ago.



She trains for 3 hours a day.

Deborah usually goes to bed at midnight.

Deborah is the only one in the family who loves sports.



In the text, Deborah says that she likes comfortable clothes. I love comfy clothes, too. I wear them on the weekend or in my free time. Today, I am wearing a light blue cap with a rainbow stamped on it. It's my favorite cap. I am also wearing a pair of pink pants, a white polo shirt, blue sneakers and a red and blue jacket. Do you like wearing comfy clothes? What are you wearing now?

* Today I am wearing...

* One of my favorite sports is swimming. I don't swim but I love watching swimming races and it is a sport that I follow in the Olympics. One swimmer I look up to is Dan. Listen to an interview with Dan.



Write down an activity he does in his daily life.

* Dan mentions several activities he does every day. Have a look at the following activities and highlight the one he does not mention.

getting up

going fishing

going swimming

meeting friends

having lunch

going to university

having breakfast

playing basketball

* In the audio, there are several things said about Dan. Highlight TRUE, FALSE or DOESN'T SAY for these sentences.

Dan gets up early.	T	F	DS
He has a small breakfast.	T	F	DS
He is a student.	T	F	DS
Dan has lunch at home.	T	F	DS
He goes swimming after classes.	T	F	DS
Dan watches TV and goes on Internet before bed.	T	F	DS

* This is Dan's swimming club membership form. Take a look at it.

Los Sauces Swimming Pool - Uruguay

Full name	Dan Rodriguez
DOB*	Jan 5, 1994
Age	26
Address	1778, 18 de Julio, Ave.
Any medical conditions	Diabetes and laparoscopic surgery of appendix
Other interests	Football, reading books and having mate.

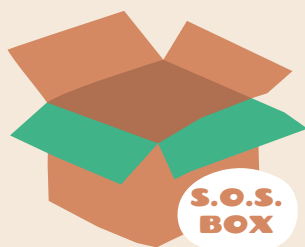
*DOB – Date of birth



Do you like swimming? Why? Why not? Imagine you do. Fill in the form to become part of the club.
Then, discuss with a partner why you like it. Use the phrases below.

Los Sauces Swimming Pool - Uruguay

Full name	_____
DOB*	_____
Age	_____
Address	_____
Any medical conditions	_____
Other interests	_____



I like swimming because...
I love swimming because...
I don't like swimming because...
I hate swimming because...

it is a complete sport.
it is easy to practice.
I love water sports.
I am afraid of water.
the club is pretty expensive.
I prefer other sports.



Hey guys! Lua likes swimming. But, like my dad, I prefer more unusual sports. My dad told me about his favorite sport when he was a child.

"When I was a child, I used to play with broomstick horses. They are called hobby horses. I remember we used to play with a stick with a small horse head like the one in the picture. I remember hobby horses from the store were really expensive. Granny used to make them for us or we just used to play with the brooms from home. She used to get angry because we used to play with her cleaning stuff. We used to spend the whole afternoon playing horse-riding competitions. It was so funny!

Nowadays, there are real competitions. Did you know there is a competition in Finland? Finns compete in an annual hobby horse championship. We could watch some videos one of these days".

Photo by Veronica Velázquez



What did your father use to play with when he was a child?



Was it easy to get the elements to do it?



Could he buy hobby horses?



Did he use to compete in that sport?



Are there any competitions related to the sport he liked?



A day in the life of Victoria Martínez



Photo by Victoria Martínez

Hello! My name is Victoria Martínez, “Vicky” for short. I was born on 3rd March, 2003 in Montevideo. I am a student and a football player. A typical day in my life starts early in the morning. I usually get up at 6 am, except for the weekends when I never get up early. First I dress, I brush my teeth, and comb my hair. Then, I tidy my bedroom. Next, I prepare breakfast; I often have toast with cheese and yoghurt with cereal or coffee with milk and fruit. Before I leave home, I prepare mate to take to my lessons.

At 6:40 I have to take the bus. I study at the UTU called Instituto Superior de Comercio y Administración. Lessons start at 7:30. During the 5-minute-break, I play table tennis or I play cards with my classmates. Around midmorning, I go to the canteen and eat fruit or a cereal bar. When the lessons finish, I go back to the canteen to have lunch and I also do some homework. For lunch, I often have chicken with salad or tuna salad.

After that, I go to the Centenario Stadium to train with the team. I play football in Liverpool and in Uruguay's national team. We have an hour trip to arrive at the place where we train. After the practice finishes, my friends and I take a shower and then we have a snack together. We always have rice cookies and yoghurt with cereals, almonds and walnuts.

Finally, I arrive home at around 9:30 pm and I spend some time with my family while we have dinner. We sometimes have spinach omelets or lentil hamburgers with salad. Next I play a bit with my dog. I brush my teeth and I prepare the bag for the following day. The last thing I do before sleeping is to lay down in bed and chat with my friends.

Text by Victoria Martínez, translation by #livingUruguay team

* In the text, Victoria shares her routine with all of us. Read the text and put these activities in order.

- a) ☒ She prepares her mate.
- b) ☒ She gets online.
- c) ☐ She trains.
- d) ☐ She goes to UTU.
- e) ☐ She comes back home.
- f) ☐ She has a shower.
- g) ☐ She plays with her classmates

- * In her account, Victoria talks about her meals. What does she usually get for breakfast, lunch, and dinner? Draw what she usually gets in each meal.

Breakfast

Lunch

Dinner

- * Go back to the text and underline all the activities that are similar to your own routine.
- * These words appear in the text. They refer to the times an activity happens. Put them in order from the least frequent to the most frequent.

sometimes – usually – always – never – often

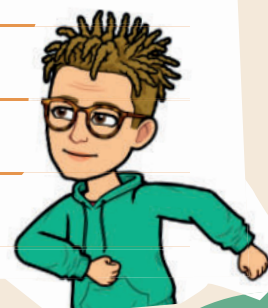
0%

100%

50%

- * With those activities, and 5 more that you add, write your own routine to share with Freddie. Don't forget to order them chronologically.

Thanks for sharing your routine with me.

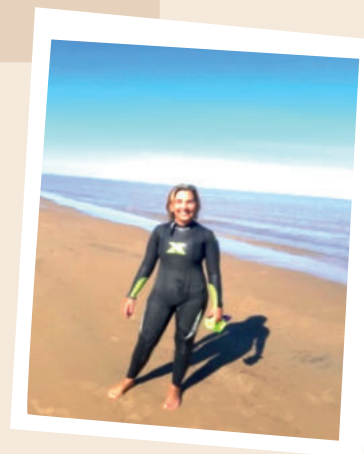


Tell me more about you. What sports do you practice? Do you watch sports on TV or attend sport events?



I had the pleasure to meet Susana Selios. She was Victoria's teacher. Susana has been a teacher for 30 years, but she also has other passions. Let's meet her.

Photo by Susana Selios



Name Susana Selios

Marital status

From

Age

Children?

Teacher For more than 30 years.

* These are Freddie's notes about Susana. Read them and listen to Susana speaking. Decide whether they are true or false.

- A** She started swimming when she was a little girl.
- B** She competed professionally at the age of 20.
- C** She swims indoors during winter and outdoors in summer.
- D** The youngest person in her masters' team is 34 years old.
- E** She won 4 national competitions.

- * Susana mentions these ideas. Listen to Susana again and find the reason why she mentions them in the second column.

1 85

2 40

3 Amateur

4 San Gregorio de Polanco

5 Cufre

6 Practice sports

A In her free time

B A member in the team

C Charity event

D Crossed the river

E The members in the team

F Re-started swimming

1

2

3

4

5

6

- * At the end of her talk, Susana talks about the benefits of swimming.

Tick (✓) the ones she mentions

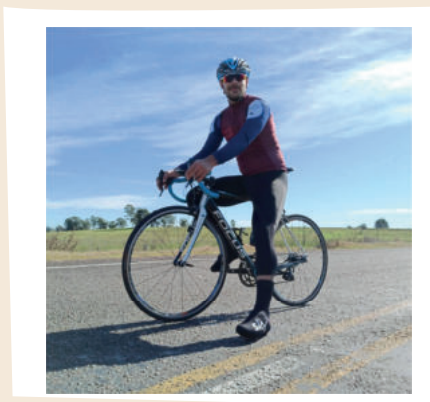


Photo by Matias Presa

Emma admires **Matias Presa**, a famous and hard-working Uruguayan athlete from Melo, in Cerro Largo. Here is a picture of him. By looking at the picture, what can you say about him? Now, read this text that Matias wrote for you.

It helps with mental health.
It helps you breathe better.
It helps you accept challenges.
It helps you relax your feet.
It helps you work toward your objectives.
It is a social activity.
You travel a lot.
It's a competitive sport.



To make an effort is worthy



A) 6- Place and date of birth

My name is Matías Presa, I was born on October 17th, 1990 in Melo, Uruguay. I went to school number 11 from that city. I had a very happy childhood, I always enjoyed bicycles because I come from a family of cyclists who would take part in competitions.

B)

In my teenage years, I practiced sports professionally. I used to play football for Boca Juniors in Melo. After some time, I decided to follow my grandfather and uncle's steps. At the age of 16, I participated in the first bicycle race in a neighborhood of Melo called "Barrio Modelo". Even though the bicycle I used for that race was a common one, I arrived in second place. From that day on, I felt a strong vocation towards cycling and I have devoted myself full-time to this activity.

C)

Later, I started taking part in races with teams from other provinces such as the "Platense" from Tacuarembó, "Alas Rojas" from Santa Lucia as well as with the local team "Club Ciclista Cerro Largo".

D)

With a lot of dedication and perseverance, I started reaching some of my goals. I was able to participate in international championships with the Uruguayan Cycling team in several races in different countries such as Mexico, Argentina, Chile, Colombia, Brazil and Bolivia. I was also on two Spanish teams. In 2017, I was part of "Kuota" a team from Asturias. In 2019, I raced with the team "Cortizo" from Galicia. It was a wonderful experience because I won some races and in others I was ranked among the top 10.

E)

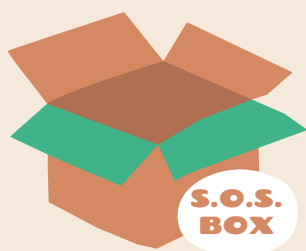
In my career I learned a lot from success but I learnt more from failure. It is important not to give up and be gritty. "You guys: always try to improve and be a better version of yourselves, because "every race" in life is a new opportunity".

- * As you could see, the text has some blank spaces. These spaces are for the subheadings of the text. Put the following subheadings into the correct blank space. There is an extra one.

1. *Succeeding abroad.*
2. *First professional steps.*
3. *The importance of effort.*
4. *Discovering my passion.*
5. *Childhood and teenage years.*

- * Look for information about your favorite sportsperson and write about him/her. Consider personal information and career. Use expressions from the S.O.S. Box.

Rubrics for project presentations at the end of this book.



He / She was born...
 At the age of...
 When he / she was... years old, he / she...
 In... (year) he / she...
 Some time later...
 From that date on...
 After some time...

At home with Diego Forlán



- * What do you know about Diego Forlán? What do you think he eats in his free time?



Watch Diego's video and listen to what he says. Check the answers for the previous two questions.

Watch Diego Forlán again and choose the right option for each question.

(Watch the video until minute 1:16)

- 1 What time does Diego get up in the mornings?

- A. Between six and seven a.m.
- B. Between five and six a.m.
- C. Between nine and ten a.m.

- 2 What does he do in the mornings?

- A. He goes swimming.
- B. He goes running.
- C. He goes to the gym.

- 3 When do the kids have lunch early?

- A. When Diego has to work.
- B. When he is at the gym.
- C. When he is playing football.

- 4 What time of the day does he cook with his kids at?

- A. At tea time.
- B. In the morning.
- C. In the evening.

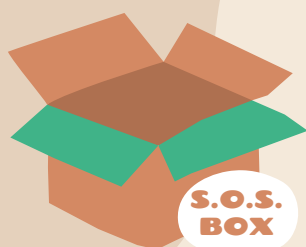


Photo by Diego Forlán

- * These are some of the activities Diego does in his free time. Describe the pictures.

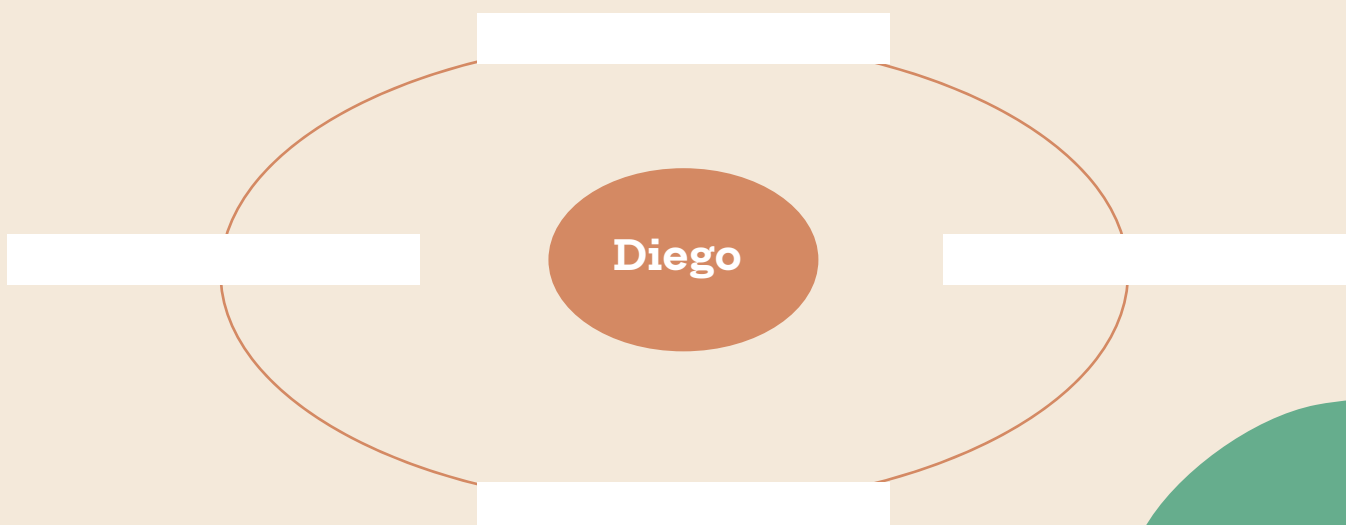


Photos by Diego Forlán

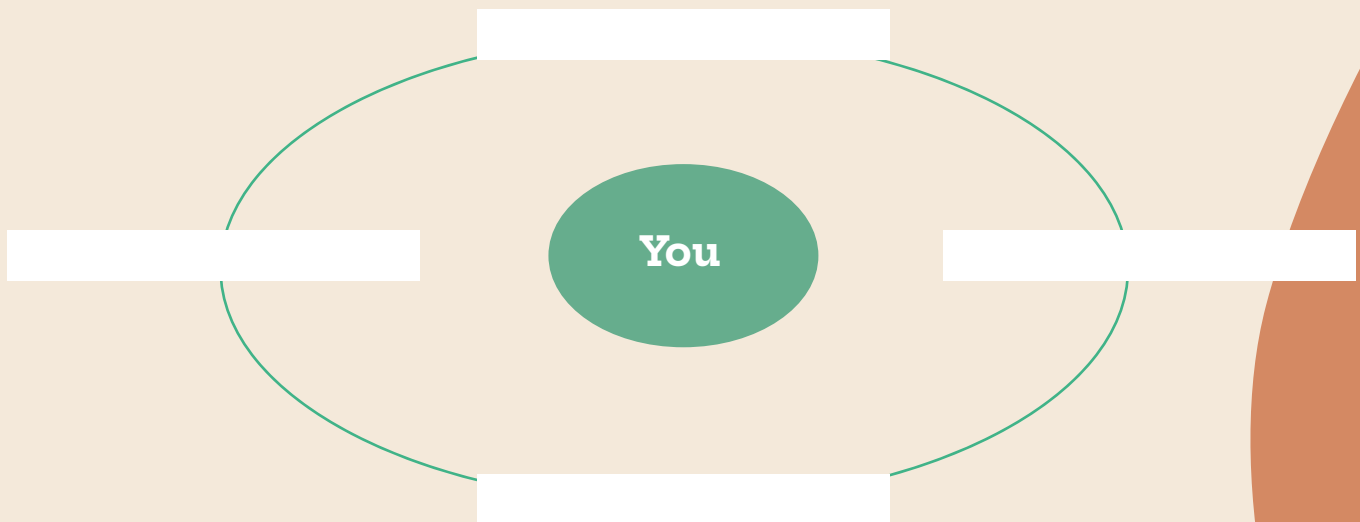


In my opinion...
I think...
I believe...
I guess...
I suppose...
I consider...
As far as I am concerned...

- * Were your predictions right or wrong? Write the activity he mentions in the following bubble thinking map. Include the other activities from the pictures.

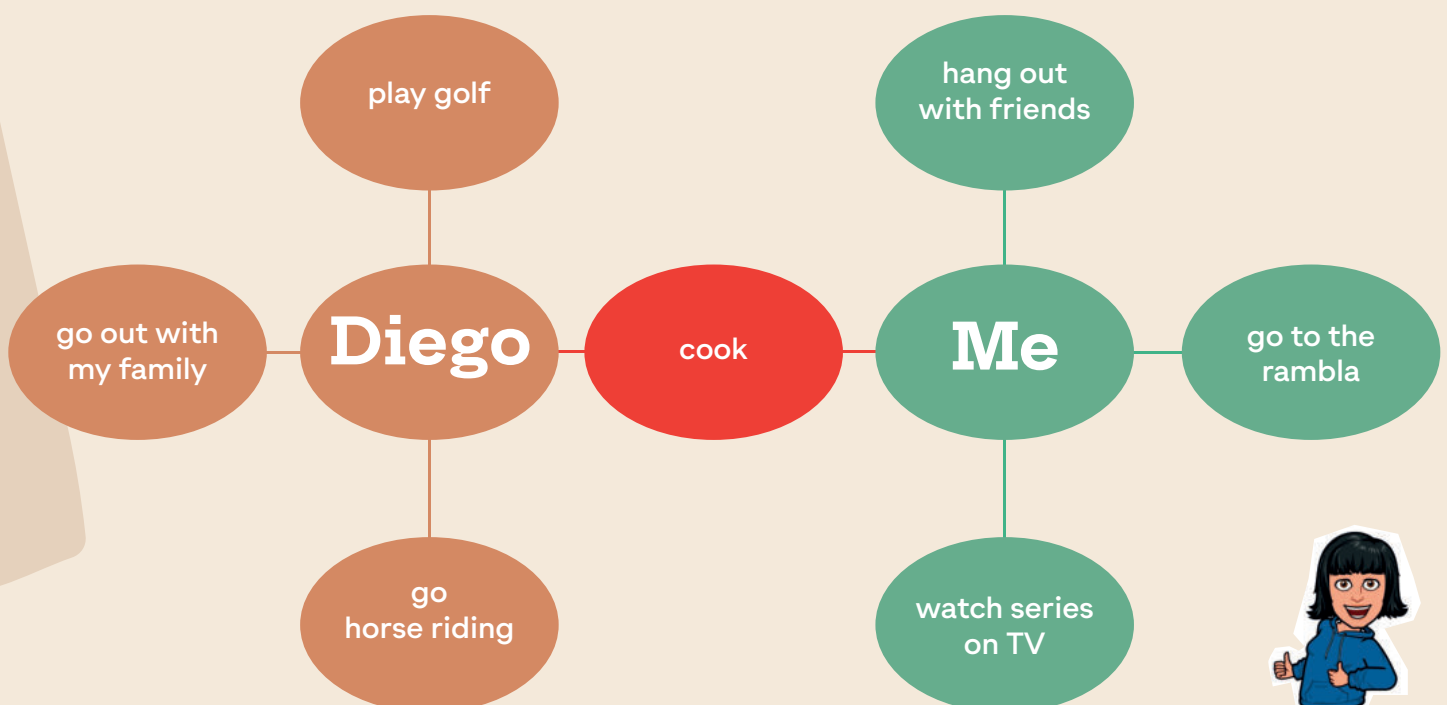


- * Do you and Diego do similar activities in your free time?
Complete your own bubble thinking map.



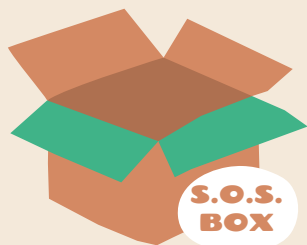
- * After you complete your bubble thinking map, get with a classmate and tell him/her about the activities you do in your free time.

- * Do Diego and you have activities in common? Now you can draw and complete a double-bubble thinking map like the one Emma drew as an example.





- * Work with a partner again. You will write the activities you and Diego do in common, the ones Diego does and the ones you do. Add extra information to each activity. Use the double-bubble thinking map and the following language box to help you



In his free time, Diego...

In my free time, I...

In our free time, both Diego and I...

For example: *In our free time, both Diego and I cook. He cooks with his children and I cook with my mom. His favorite dish is Spinach Quiche (Pascualina) and my favorite dish is milanesa.*

- * Kobe Bryant was a mega super star from the NBA who passed away in a helicopter accident. Freddie loves basketball and he especially admires Kobe. He had to write a text about a person he admires and he wrote the following one. There are three ideas that are not correct. Find them.



The person I admire is Kobe Bryant. He was born in Chicago in 1978. When he was six, his family moved to Italy. When he came back to the United States, he excelled in high school basketball and he joined the NBA when he was 17. He became famous in 1996 as the first shooting guard in basketball history to be drafted out of school. He played with The Lakers and he was the season's MVP (Most Valuable Player) in 2007-08. The sport world was in shock when the NBA star died in a helicopter accident when it fell down in the city of Calabasas, in Los Angeles, California on 6th January 2020. He was 45 years old. He travelled with 8 people, including his 13-year-old daughter, Gianna.

Tip for students: You can surf the internet and find what information is wrong in this text.

- * Lua does not know who Kobe Bryant was. She wants to ask Freddie some questions but she doesn't know what to ask. See what Freddie answers and write the questions.



He was a famous basketball player.



He played in The Lakers.



The accident was in Calabasas, LA.



No, he wasn't alone in the helicopter.



- * I didn't know much about Kobe Bryant and it's a real pity he passed away. Now, I want to know more about the accident. Can you help me find information? Surf the net and get info to complete this chart about the accident.



Date and time of accident

Cause of the accident

Why his daughter was in the vehicle

Kobe's house location

Children?

Final destination of the flight

- * Kobe had a Uruguayan friend and colleague, Enrique Tucuna. Enrique, or Quico for short, used to play basketball at the NBA several years ago. You can google for information about Enrique. In his last visit to the USA, Enrique shared a song with his friends. This song was written by the Uruguayan singer Fernanda Ferreira. Enrique wants to remember Kobe with this song.

[click here](#)


You will stay with me

Fernanda Ferreira



Crossing continents, rivers and cities
I can see your face.
Between the memories and magic
places
I can keep the pain away.
And your picture always comes to me
to protect my soul.
Smile for me forever
and I never feel alone.

You taught me in a very few (sic) time.
many important things.
Each hug making me feel better,
growing all my dreams.
And your picture always comes to me,
close to my voice.
Smile for me forever
and I'll sing this simple song.

You will stay with me.
I know you will stay with me.



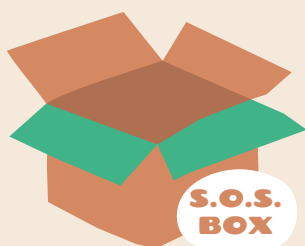
Time for reflection



- * Get in pairs and have a look at the following words:

calmness - energy - enough sleep - fitness - friendship - nutrition - study

- * Do sports cause any of the words above in you? What other aspects of a person's life can sports influence? Discuss with a partner and if necessary, use words and expressions from the S.O.S. Box.



In my opinion...
From my point of view, ...
I have the feeling that ..
I am sure that...

Group Survey

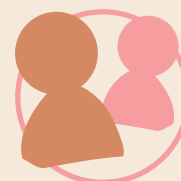


How important are sports in your life?

Name	Emma			
Very important				
More or less important	x			
Not very important				

Share your findings with the whole class.

Alternatives: Work with the survey in the Math class and ask the IT teacher to help you with the use of charts in Excel.



Hello guys, let's play a game. Its name is Jeopardy. Divide the class into at least two groups. Choose one question and answer it. If your answer is correct you get the points of the column. If not... another team has the chance. Good luck!!!

100

A

The sport of riding on waves while standing on a narrow board.

200

The sport or activity of riding a bicycle.

300

The sport or activity of moving over snow on skies, especially as a sport.

400

A Japanese style of wrestling in which competitors are extremely large.

B

A game played by two teams of five players, using a large ball which players try to throw into a high net hanging from a ring.

An American game played by two teams of 11 players, using an oval ball which players kick, throw, or carry up and down the playing fields. Teams try to put the ball over the other team's line.

A game played on ice by two teams of 11 players, with curved sticks and a small hard ball (puck). Teams try to hit the ball into the other team's goal.

A game in which two or four players use rackets to hit a ball backwards and forwards across a net on a special court.

C

The group has to describe one sport.

The group has to describe one sport.

The group has to describe one sport.

The group has to describe one sport.

D

A sport in which two unarmed individuals struggle hand to hand with each attempting to subdue or unbalance the other.

An aquatic game played by two teams of seven swimmers each, the object being to score goals by pushing, carrying, or passing an inflated ball and tossing it into the opponent's goal, defended by a goalkeeper.

A ball game played between two teams of nine on a field with a diamond-shaped circuit of four bases. It is played chiefly in the US, Canada, Latin America, and East Asia.

The art of attack and defense with the fists practiced as a sport.



All the people in this unit have something in common. They have some special talents, abilities and competences. To round up this unit we will introduce you to an international figure. He has some special abilities.

* Watch the first part of a video and answer these questions:

- A** Do you know who he is?
- B** What's his occupation?
- C** Where is he from?



* Now watch and check

He is Daniel Ketchedjian - The Magician.

* Talk to the person next to you and make predictions about these questions.

- A** When do you think he started preparing to become a magician?
- B** Who helped him at the beginning?



Good verbal communication
Having a sense of humor
Being flexible
Good hand skills
Motricity
Concentration
Being a good writer
Singing well
Speaking a second language
Being a good listener
Having self-confidence
Showing a personal style
Playing a musical instrument
Using technology
Building good rapport with the audience
Driving a car
Being attractive

* What abilities does a magician need to develop? With your partner choose appropriate answers from the list below.

* Watch the third segment and identify the ability he mentions. Why is this ability important for him to follow his passion?

Time for reflection

* Daniel makes some mistakes when he speaks but, can he communicate? Do you understand him?

The purpose of this activity is for you to realize that the most important aspect of learning English is communication. It doesn't matter if you make mistakes. If you can communicate and you can convey the message you are on the right track.



- * Watch the following video and pay attention to the reaction of the audience.

[click here](#)

- * Do the people in the audience enjoy the show?
How do you know that?

- * **Work with a partner and discuss:** Is he using the abilities mentioned previously? Give examples.



Project

Which of these abilities are needed to perform the activities shown below?

Rubrics for project presentations at the end of this book.

Match the abilities to the pictures.

Creativity

Manual Skills

Coordination

Singing

Good Voice Management

Communicative Skills

Doing Physical Exercise

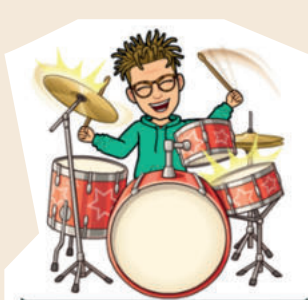
Language

Negotiation

Imagination

Recognize the Combination of Color

Awareness of Aesthetics





About you and your special abilities...

Which of these abilities do you think you have?

Rate the abilities from 1 to 5 being 1 the least developed and 5 the most

Ability	1	2	3	4	5
Coordination					
Flexibility					
Communicative Skills					
Manual Skills					
Creativity					
Language					
Good Voice Management					
Singing					
Doing Physical Exercise					
Awareness of Aesthetics					
Recognize the Combination of Color					
Imagination					

I speak, we speak.



- * Consider the abilities you rated in columns 4 and 5; which occupation requires those abilities? Which occupation would you like to pursue? Discuss with a partner.

Project

The person you want to be...



Photo by Aldo Rodríguez

Part 1 – The message in the bottle

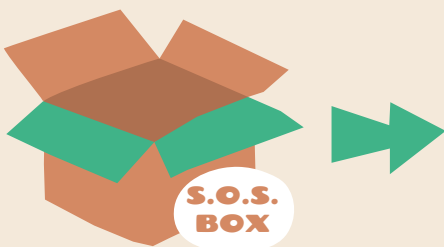
Now imagine you achieved your dream. You became that person you dreamed of.

- * Write a letter to yourself from the future being that person you dreamed of. Tell yourself who you are, where you are, how you got there, and who helped you. Explain everything you did to achieve your dream.



- * Remember the layout of a letter:

- Write the date.
- Start your letter addressing the person you are writing to: Dear...,
- Write the content of the letter into paragraphs.
- Finish your letter with a greeting and your signature: Yours sincerely,...
- Put the letter into a small bottle or container as you see it in the picture. Leave it on a shelf so as you can have it nearby to remind you of how important your dream is.



If you want to succeed in (something), you should...

In order to achieve your goal, you have to...

You may...

You should ask for advice to...

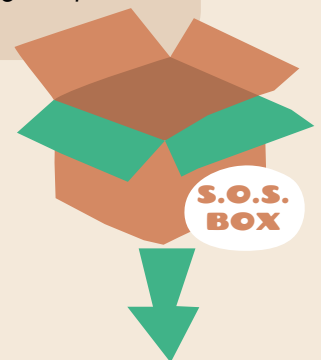
No matter how difficult things may be, never give up.

Part 2- Who I was born to be

Now that you are that person you dreamed of, record a video characterized as your future self. Dress up in the outfit that you would be wearing and the tools or equipment that you would be using to perform that activity. Tell us about who you are, where you are, your daily activities, what you enjoy about your occupation and the steps you followed to achieve your dream.

Upload the video to CREA, watch at least three of your classmates' videos and leave a comment in each one. Use the following set of rubrics (see attachment below) to assess your classmates' work.

Rubrics for project presentations at the end of this book.



I am a...

I became a... by...

With the help of... I became a...

To do this I had to...

What I really like about my occupation is...

I have to... really hard.

I am passionate about...

I really enjoy...

I'm keen on...

What about your abilities?

All of us have a special ability. Let's share them!

Each of you is going to share a special ability. It could be something you study or practice, like traditional activities teenagers do (practicing a sport, playing an instrument, telling jokes, writing poems, etc.); but it could also be something you just learned by yourselves or on the Internet (cooking, imitating voices, acting, crafting, etc.).

It could be a class in the patio or another place where each of you can show your ability (dancing, singing, and acting) or the product you make (a painting, a drawing, a handcraft, etc.).

Tip for teachers: The following class, the teacher can work with a thinking map to organize information. For example, students can say how they started practicing the activity, how they feel...etc. In this way, each student will show that there is a connection between our feelings and our art, and that each of us has a special ability. This can be useful as a pre-writing activity in which students express how they feel or how they express their feelings by acting, dancing, playing football, etc

Rubrics for project presentations at the end of this book.

Project

Project 6 – Your everyday activities in the media.

The teacher asks the students what they do when they are at home. The teacher asks the students to record a video with the activities they do in their free time. The video and the activities from this unit could help the learners develop vocabulary and structures to express their ideas. A possible suggestion could be to include a poster presentation, a video presentation, an Instagram story or a TikTok video about their lives at home.

Project

Leisure activities at my school.

This project can be implemented with various teachers: Spanish teacher, English teacher, PE teacher, Science teachers, Art teacher, among others.

Have a look at the following post you found in the website of Políticas Lingüísticas.

What type of text is this?

What is the objective of the text?

Where can you find it?

Do you think it is useful? Why?



Your school is developing students' participation in athletics. Create a poster to promote all the activities that are offered at school.

Write an email applying to take part in any of the teams. Include in the email: your personal information, the sport you want to practice, the reasons to practice that sport and any other information you consider relevant to be chosen.

Project

The activity I used to do when I was a child.

Take a look at the text that Emma's father wrote. Think of any activity you or any member of your family used to do and you or they liked. Make a presentation with pictures or drawings to your classmates.

Project

A day with a person I admire.

You can do this project with the Spanish teacher, the English teacher, the Art teacher, the PE teacher, the Science teacher and any teacher who wants to be on board.

In this unit you read about and listened to very famous people from Uruguay. These people were very generous, and they shared the activities they do in their free time or the sports they practice.

You may have an athlete or a popular person from Uruguay that you admire. Imagine that you invite this athlete or personality to spend a day with you in your city. Think of that day and all the activities you could do together. Create an avatar of this person or cut a picture of this person. Take pics of you and the person in those places. Create a presentation (poster, video, oral presentation, Tik Tok, etc.) to share with your classmates what you did with the person you admire.

Project **Reporting on our school's healthy lifestyle.**

Students are given the following interview. They have to ask the questions of the interview to 30 people at school. Then, they have to report on the responses and the possible reasons for them.

Have you got a healthy lifestyle?

Do our quick test and find out:

- 1** Do you participate in any sports?
 - A** Yes, I do. I play football and tennis.
 - B** No, I don't, but I love riding my bicycle.
 - C** No, I don't. I watch TV every afternoon.
- 2** What do you do during the weekend?
 - A** I relax at home. I watch series or read a book.
 - B** I go to a park, to the promenade, or to the riverside.
 - C** I surf the Internet and eat fast food.
- 3** What do you do after school?
 - A** I do my homework and relax.
 - B** I hang out with my friends.
 - C** I watch television and spend time with my family.

If the answers lead to the idea that those people have a healthy lifestyle, students will make a proposal to keep on improving this healthy style.

If the answers lead to the idea that the interviewees do not carry a healthy life, students will make a proposal on how to change that in the school.

This is a project that seems to be preferably written though it could be presented orally.

Project Olympic and Paralympic games.



Source: <https://budapesthungria.com/blog/que-tan-buenos-son-los-hungaros-en-las-olimpiadas/>

The teacher asks the students to look at this picture and describe what they see.

Students have to conduct some research using the following questions as a guide.

- What is the difference between Olympic Games and Paralympics?
- What do the Olympic rings mean?
- When are the next Olympic Games going to take place?
- How many disciplines are there? What are the most popular?
- Are there any famous Olympic sports personalities in our country?

There are some stereotypes about the Olympics and Paralympic games. Address them in your research.

- A- Olympic sports should only be for men
- B- Men and women should compete against one another
- C- Football should only be for men
- D- Gymnastics should only be for women
- E- Men like sports more than women

This project has a strong influence on the topic "Sports and Gender". Use these sentences to keep on researching.

- What is the meaning of the word "sexist"? Look it up in a dictionary if you need it!
- Do you think Olympic Games are sexist? Why/ why not? Provide examples!
- In which disciplines do you notice female participation is more than masculine one?
- In which disciplines do you notice masculine participation is more than feminine one?

* Do you agree that the Paralympic and the Olympics take place separately? Why /Why not?

* Answer all these questions by creating a poster of your own! You can use cardboard or it can also be digital using any App you want!

Unit 3

CHOICES

IN LIFE

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

- learn about different lifestyles and ways of living.
- know more about your rights and the rights of others.
- be aware of choices you have in life.
- give your opinion about some interesting topics.
- read about adolescents like you and share your interests and ideas.
- learn about immigration in Uruguay.

My choices...

- * What's a choice?
Choice is the possibility you have to choose something.

When you have more than one possible path to take, or thing to choose.

Robert Frost once said:

The Road Not Taken

BY ROBERT FROST

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way, I
doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.*

- * You can listen to it here [click here](#)

Voice: Professor Gabriela Kaplan



There are times in life in which you can choose.

- * You can choose to wear blue or to wear red. You can choose to speak up or to remain silent.
- * You can choose to cater to other people's rights, or not. This leads to the next topic.



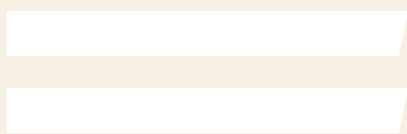
Half of the class will work with me. You are the Emma group.

The other half will work with me. You are the Lua group.



Let's play with the parachutes!

1. Take turns and say a letter in English to discover the topic of the lesson.
2. If the letter is in the topic, the group continues.
3. If the letter is not in the topic, groups switch and you erase one rope of the parachute.
4. The groups can guess the name of the topic. If they don't guess it, we switch groups, erase one rope of the parachute and the other group continues.



Your opinion matters!

- * In what situation(s) do you think people are not treated equally?
- * Write two or three situations. You can help yourself with the cell phone by using the translator or you can ask a classmate or the teacher to help you. Then, discuss with a partner.





- * These are some quotes by famous people. They are/were advocates of equality. Read them and do two things.
- * Which one do you agree with the most? How do you think the authors of the quotes felt?



“Equality is not in regarding different things similarly, equality is in regarding different things differently.” Tom Robbins

“One child, one teacher, one book, one pen can change the world.”
Malala Yousafzai

“I raise my voice not so that I can shout, but so that those without a voice can be heard”
Malala Yousafzai

“And in the end, the love you make is equal to the love you take.”
The Beatles

“My mother always told me, “hide your face people are looking at you.” I would reply, “it does not matter; I am also looking at them.”
Malala Yousafzai

“There are two powers in the world; one is the sword and the other is the pen. There is a third power stronger than both, that of women.” Malala Yousafzai

“Equality is the soul of liberty; there is, in fact, no liberty without it.” Frances Wright

“With guns you can kill terrorists, with education you can kill terrorism.” Malala Yousafzai

“When the whole world is silent, even one voice becomes powerful.”
Malala Yousafzai

“True friends are never apart, maybe in distance but never in heart.” Helen Keller

“I told myself, Malala, you have already faced death. This is your second life. Don't be afraid — if you are afraid, you can't move forward.” Malala Yousafzai

“If one man can destroy everything, why can't one girl change it?”
Malala Yousafzai

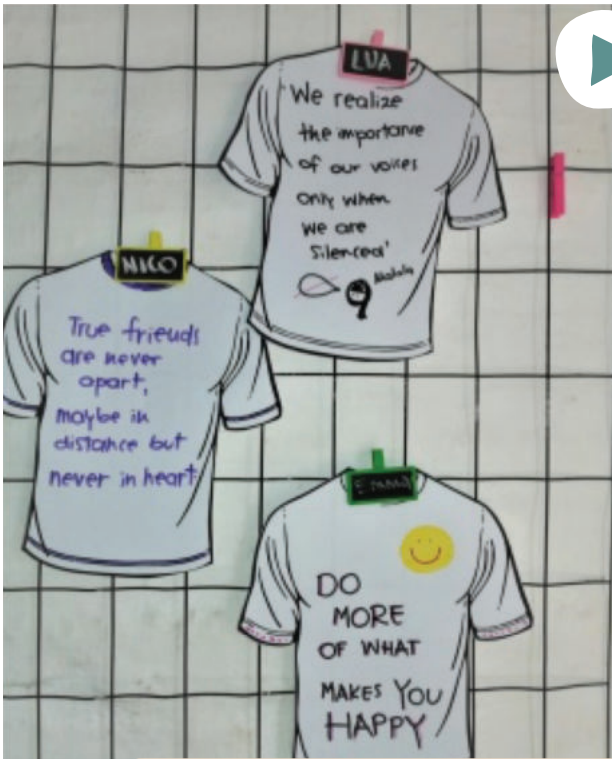
“We realize the importance of our voices only when we are silenced.”
Malala Yousafzai

“The Taliban could take our pens and books, but they couldn't stop our minds from thinking.”
Malala Yousafzai

- * **Advocate** is a person that fights for something or supports a cause.
- * **Searching on the web:** Paste the phrase you liked the most on a web browser and find information about the author of the quote. Find info about where he/she is from and some important events in his/her life.

We wanted to express how we feel. We had an idea. We had three white T-shirts. We wrote a quote to express how we felt. Here are our T-shirts.





Ph
Ve



eláz



Which of the three T-shirts do you like the most? Why?.

What quotation, apart from these 3, would you put on your T-shirt?

I want to share the T-shirt I designed with you. Do you like it? Here's a picture of me with the final product.

Project

You can use the set of rubrics for project presentations at the end of this book.

Designing your own T-shirt

1. Find and choose a phrase or quote that you like.
2. Make sure that you know the name of the author of the quote.
3. Get a T-shirt to print or draw your design.
4. Select the materials you need to imprint your T-shirt.
5. Plan the size of the font to fit in the space you have on the T-shirt.
6. Create your own design and have your own T-shirt.



* How do you feel about creating your own T-shirt?

	You	Your classmate
I feel happy to express myself.	<input type="text"/>	<input type="text"/>
The activity was OK.	<input type="text"/>	<input type="text"/>
I love to be considered.	<input type="text"/>	<input type="text"/>
I didn't like it very much.	<input type="text"/>	<input type="text"/>



Ask your partner about how he/she feels about the activity. Use the question in the chart to ask.

Nico's favorite activity...

* Have a look at the following picture collage and guess what Nico's favorite activity is.



Photos by Jimena Martínez Spangenberg, Carla Hernández, Nancy González and Aldo Rodríguez

These places are all in Uruguay. Do you know where in Uruguay I have been?

As you know, I love traveling. But I have a problem don't have money to travel next summer. I need find a solution. What do you think I can do?



I think you should...
In my opinion, you could...
If I were you, I would...

* Now discuss with a partner and come up with a conclusion of what Nico can do to save money.



Thank you for all your ideas! I have my own solution, too! I will talk to my dad and see if he agrees with the solution I found. Listen to our conversation and see what my solution is.



* Listen to Nico again and answer the following questions.

1. Where does Nico want to go?
2. How will he get the money?
3. Does his father agree with Nico's idea?
4. Where will Nico work?
5. Why do you think Nico's father thinks that way?
 - a. Because the job is too challenging for an adolescent.
 - b. Because he will not get enough money.
 - c. Because of social stereotypes.

Finding a solution

- i Nico will be babysitting for about six months. He is paid \$ 1000 per week. Look at the holiday packs for adolescents and say where he could go and what activities he could do.

Places	Accommodation 1	Accommodation 2	Possible activities
Cabo Polonio	hostel \$720	hostel \$950	fishing
Almirón Hot Springs	cottage \$ 600	camping \$300	practicing sports
Aquatic Park in Salto	hotel \$1956	hotel \$ 1580	having fun

* Where do you think he will go? What activities will he do? Get in pairs and decide that.



In our opinion, he will go to...
We think he will...
We think he will spend...

- * Project – sharing the place you want to go.

You can use the set of rubrics for oral presentations at the end of this book.

1. Bring one picture or find a picture of the place you want to go to next summer on the computer.
2. Based on the questions from the previous page, think of your next holidays.
3. Describe the place orally and say how you will manage to go.

First impressions...



Do you believe in first impressions?

First timers

	Yes	No	Maybe
Do you believe in love at first sight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you act as others do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you comfortable asking questions to people when you don't know them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you crack a lot of jokes the first time you meet a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you afraid of speaking in public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- * Have a look at the pictures the teacher is showing you. How old are these people? What are their professions?
- * Look at the picture of this lady. What would you say about her?



Her name is Susan Boyle.
Let's learn about her.
Watch this video from 0:20 to minute 1.13.

You can activate the subtitles in English.

[click here](#)

Source: https://upload.wikimedia.org/wikipedia/commons/8/83/SusanBoyle_2.jpg



Susan Boyle

Source: https://upload.wikimedia.org/wikipedia/commons/f/f9/Susan_Boyle_Nov_2009.jpg

Is she from a big city?

How old is she?

How does the audience react to her?

What's her dream?

Time for reflection

- * The audience initially reacted against her. Do you see any change in their attitude? Watch the feedback from the judges and circle the words or phrases you hear that refer to this reaction.

cynical

stunning

beautiful

against you

wake-up-call

- * Get in pairs and discuss the following questions:



- What do you think about her performance?
- Do you think she will accomplish her goal?

Judging and being judged

- * Susan Boyle was judged by her image. Do you think you can know a person based on what they look like? Do you judge others by their looks? Have you ever been judged by your image?





- * Get in trios and see how people judge these people by their image and what they say about them.



#livingUruguay2



One student in the trio reports to the class in one sentence. Any student contributes with other ideas.

- * How can we address this issue of judging people based on their looks?
Why don't we create a brochure or an ad to make the rest of the school aware of this issue?
Join another pair and work on that.

1. people who wear piercings
2. people with tattoos
3. people with dreadlocks
4. people wearing suits
5. men with long hair
6. men wearing pink
7. women playing soccer
8. women doing "manly" activities
9. people living on the street
10. people wearing reading glasses
11. people who are overweight
12. single parents
13. people who are not fashionable
14. people wearing uniforms
15. old people
16. people wearing brackets

My rights, your rights...

- * Have a look at the following picture. Do you recognize who the people in the pic are?

You may know this famous Indian woman.
She was introduced earlier in this manual.



Source: <https://www.pinterest.com/pin/299770918941623547/>

- * You got it! Ellen is a TV host and Malala is in her show. Malala is an advocate for right equality. Watch the video (until 1.35) and answer what right she is an advocate for.

An advocate is a person that defends human rights.

Malala is an advocate for the right to .

- * Watch the video and guess the answer for the following questions:

1. Ellen shows (an object) .
2. Ellen thinks Malala is .
3. What happened to Malala?
4. The day of the incident she became .
5. When she was in hospital, Malala received .

- * Watch the video again and answer the questions with the right answer a, b or c

Ellen shows

- a** a film. ☐
b a book. ☐
c a magazine. ☐

Ellen thinks Malala is

- a** impressive. ☐
b inspirational. ☐
c innovative. ☐

What happened to Malala?

- a** She had an accident. ☐
b She was attacked. ☐
c She was sick. ☐

The day of the incident she became

- a** stronger. ☐
b hopeless. ☐
c weaker. ☐

When she was in hospital, Malala received

- a** cards. ☐
b e-mails. ☐
c letters. ☐

- * Why was Malala fighting for education? Read and watch the video again.

- * Write the reasons she has to fight for education. Is there any other reason you could add?

Time for reflection

- * How do you see the right to education in Uruguay?

[click here](#)



You can use the following apps to share your opinion:

[click here](#)

[click here](#)

[click here](#)

Breaking stereotypes



- What do you see in the picture?
- Which princesses do you know?
- What do most princesses have in common?



Being a princess...

- * What does being a princess imply? Nico, Lua and Emma are watching a video of Vanellope, a Disney Pixar animated movie. Look at the following phrases and circle the ones mentioned in the movie that describe a princess.

makes a deal
with a sea
witch

kidnapped

magic hair

has friends
everywhere

needs help
from a big
strong man

helps poor
people

doesn't have
a mother

magical
voice

- * Watch the movie and do the activity.

- * Add more phrases that may identify a "traditional" princess from a studio.

Everyday royals...

- * The princesses you saw are studio royals. How can you be a prince or a princess in your everyday life?

Nico and Lua are sharing their pieces of writing with you. Read them in silence.



Photos by Jimena Martinez Spangenberg

In my everyday life, I believe that to be a prince I have to be a nice and good person. I have to be kind to others and I have to listen to the people who love me. I have to work hard to get what I want. I have to accept others as they are, nobody is perfect. And I have to accept myself as a human being who is also imperfect.

In my everyday life, I believe that to be a princess I have to be a good person. Helping others can be one way of being a good person. I have to be a good friend. I have to be sincere and loyal to my beloved ones. I have to follow my passion and my dreams. To achieve my goals I have to persevere and work hard. I have to be gritty.



Photos by Aldo Rodriguez

- * Highlight all the characteristics an everyday royal has. What other word would you use instead of royal, prince or princess? Hero? Leader?...

You as an everyday royal...

characteristic

I am an everyday royal.

characteristic

characteristic

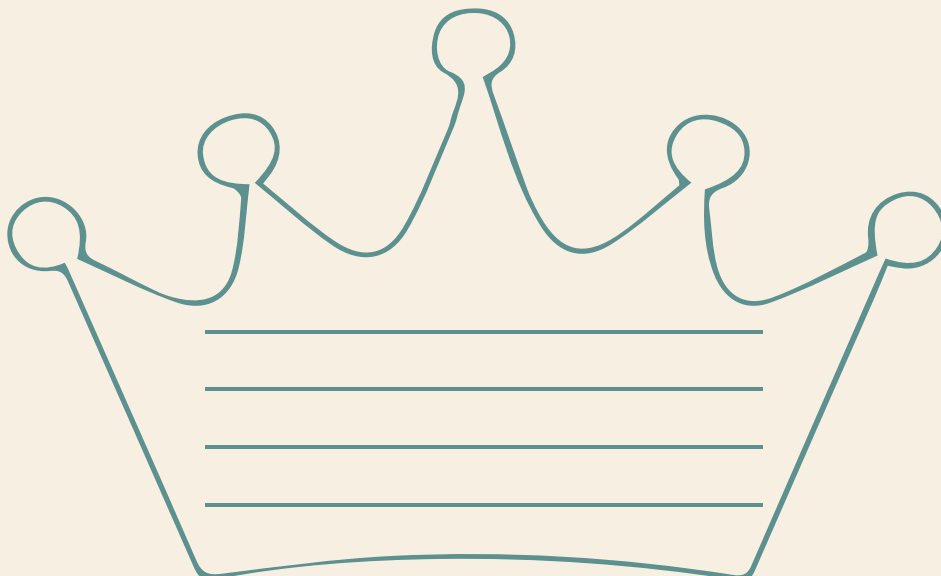
characteristic

- * What characteristics do you see in yourself as an everyday royal?



Project

1. Find a picture of yourself and draw a crown on top of your head.
2. Use the ideas from the bubble thinking map to draft a paragraph about yourself as an everyday royal.
3. Don't forget to write full sentences with punctuation at the end.



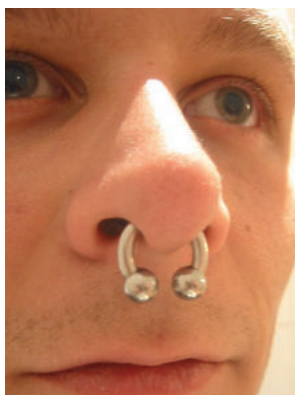
Proud of my look, my personal style

- Which of these forms of body art do you like? I like...
- Which of them would you consider trying? I would get a ...
- Which of them would you never try? I would never try...

tattoo



piercing



body painting



dreadlocks

Sources:

<https://upload.wikimedia.org>

<https://commons.wikimedia.org>

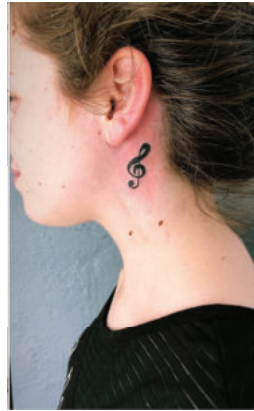
<https://pixabay.com>



henna tattoo

- * Now have a look at the pictures, what type of body art do you see?

- * The pictures correspond to events in the life of a student called Erika. Can you predict the order of the pictures?

A**B****C****D****F****E**

Photos by Erika Castro

- * Read the text and choose pictures for each paragraph (more than one picture may be correct).

My name is Erika Castro and I am 17 years old. When I was 9, I started studying music with teachers from SODRE. The classical instrument I chose was the viola and I still enjoy playing it. The rehearsals were in School N°170 in Montevideo. At the age of 13, I was selected to be part of SODRE National Choir for Children. At present I continue singing but now as part of the SODRE choir for youth.

For me, music is a lifestyle, it is a way of expression that occupies a very important place in my life. Every time I am on stage I experience wonderful sensations. Music has changed my perspective of life and the ways of expressing myself. I feel proud of choosing it everyday.

Even though my personal look hasn't changed that much, on special occasions, like concerts, I wear a fancy dress and make up. I also change my pony tail and tie my hair in a bun or wear it long and loose. I decided to have a tattoo made that represents music because of how Important it is for me.

- * Emma is talking to Erika. Look at the answers and read the text again to make the questions Emma is asking Erika

1. Erika Castro.
2. 17 years old.
3. Viola.
4. SODRE Choir for Youth.
5. I wear a fancy dress and make up.
6. I got a tattoo of a treble clef because I love music.



- * Imagine you are over 18 years old, how would your style be? Formal? Casual? Vintage? Bohemian? Artsy? Original? Extravagant? Describe your style include clothing items, tattoos, and hairstyle.

I would wear vintage clothes like...because...

I would get a tattoo of a... in my neck but I would never get a ...



My choices for the future

The teacher, Mrs Pérez, had the opportunity of travelling abroad.



I went to the US on a scholarship and visited a school. Look at these pictures of messages on different school walls. Read them and identify key words in each one. Are the ideas in the messages similar? Which one is your favorite?



For example:

I think that "destiny" and "choice" are important words. As I see it...

1

DESTINY
is not a matter of chance
It's a matter of
CHOICE



2

Accept responsibility for your life.
Know that it is you who will get you
where you want to go, no one else.

3



4



Photos by Simone Masullo

5

*"If your actions inspire others to dream more,
learn more, do more, and become more,
you are a leader."
~John Quincy Adams*

Get in groups of 4 and decide which of the five messages best summarizes the general idea of the text on the following page. Justify your choice.

Making my own personal choices for the future



My name is Joanna Castro, I am 26 years old and I am going to tell you about one of the most important decisions of my life and how it influenced the person I am today. When I was 13 and I was attending middle school number 66, I realized I wanted to be a lawyer because I was interested in justice and human rights. I thought it could be a great way to help our society become fairer. That time at middle school was wonderful; I matured and built strong bonds with different people who are still my friends.

As I have always been a good student, I finished school in due time and started studying law at university. I had to overcome lots of challenges in this new stage because life at university was very demanding. Fortunately, I got used to it and I followed my passion. I finished university two years ago and now I have a new dream: becoming a judge.

During all these stages I have changed a lot. My style is very different. For example, when I was at middle school I used to wear colorful clothes even fluorescent ones! Nowadays, I wear formal clothes like shirts and trousers. When I was a teenager, my hair was curly and now I prefer to have it straight and neatly combed. I also wear glasses, I was supposed to wear glasses at middle school as well but I didn't like how I looked. It's funny because today glasses are a fundamental part of my outfit. At that time I didn't wear any make up either and now I do.

Life is not a bed of roses but I am very grateful for those decisions I took and those experiences I went through because the person I am today is a result of that.



Nice story, right? Read the text and match the two halves of the sentences.

1

e

2

3

4

5

6

- | | |
|---|--|
| 1. One of the most important decisions of her life was... | a. she thinks justice is important. |
| 2. Her time at high school was great because... | b. she didn't like how she looked. |
| 3. She decided to be a lawyer because... | c. she made a lot of friends. |
| 4. She had to face many challenges because... | d. she wears formal clothes. |
| 5. Nowadays her style is very different because... | e. deciding to be a lawyer. |
| 6. She had to wear glasses at high school, but... | f. life at University is very demanding. |



- I used to wear a piercing, but now I don't wear it anymore.
- He/She used to wear..., but now he/she doesn't wear...
- I used to have short hair, but now I have it long.
- He/She used to have short hair, but now he/she has it long.

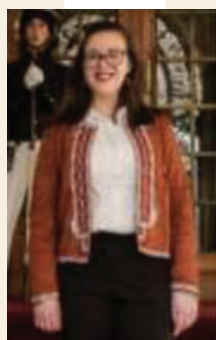


These photos are from Joanna. In the first one, Joanna was an adolescent. In the second one, Joanna is a young woman. Compare the two pictures.

then



now



- * Write about you when you were a child and your life today. Include your physical appearance and your favorite activities.



When I was a child I..., but now I... _____

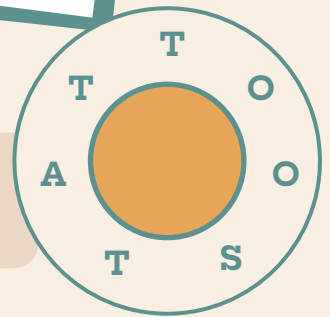
Choices and styles



I have a challenge for you. Look at the following letter cloud and make words.

Some words

e.g. ink



These words relate to the topic of the lesson today. Discover the word in the wheel..

Tattoos may define a person's style. What are the advantages and disadvantages of having a tattoo?

TATTOO

disadvantages

advantages



Nico, Emma and Lua wrote some sentences about tattoos. What do you think about the sentences? Do you agree with them or not?

1. Tattoos are an expression of art.
2. Tattoos are irreversible.
3. Tattoos are not very representative.
4. Tattoos honor people we love.
5. Tattoos show rebelliousness.





- I agree with sentence #1 because tattoos are artistic. The drawings are beautiful.
- I disagree with sentence #1 because I don't understand the drawings.



- * Some friends of ours have sent some pictures of their tattoos. Take a look at the pictures.

- * In your opinion....
 - Which is the most creative?
 - Which is the most unusual?
 - Which is the most colorful?
 - Which is the most interesting?

In the picture I can see two girls. They are in a swing. One girl has long hair. There is a heart between the girls. They seem to love each other.

Photos by Michaela Rodriguez, Valentina Alpuin, Carolina Martínez, Lucia Ignelzi, Sofía Ardao, Virginia Cecias, Vicente Texeira Núñez & Federico Mondueri.

- * Choose one of them and describe it. Look at the example. Which one is described?
- * Fabian is Lua, Emma and Nico's friend. He sent them a video. Watch it.



What is the video about?

The video is about _____.

* Watch the video again and say whether these ideas are true (T), false (F) or not mentioned by Fabian (DM).

1. Fabian has three tattoos.
2. He would like to have another one in the future.
3. He would like to have an Indian face.
4. He and his brothers have the same tattoo.
5. He thinks people have tattoos because they bring luck.



Photo by Santiago Flores

This is Santiago Flores. He is a tattoo artist. He lives in Young, a small city in Rio Negro. He is an artist. He has a salon called “The Luxe Tattoo”. He loves drawing and tattooing. Making a tattoo can take between 1 and 4 hours. Sometimes they are very colorful and sometimes they are in black and white. In the photo, he is making a tattoo of Salvador Dali, the very famous painter and artist. There are different types of tattoos. Some people prefer henna tattoos because they disappear after a while. This tattoo is a permanent one.

* My name is Salvador, I’m Lua’s father. You know my friend Santiago. He is a tattoo artist. These are some of his drawings.

* Let’s read the descriptions and match them with the pictures.



Created by Santiago Flores

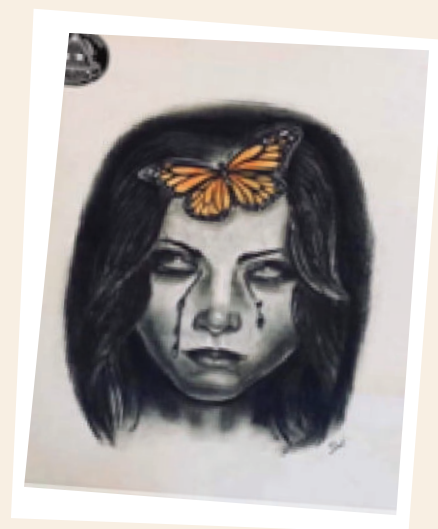
This tattoo shows the face of a woman, probably in a vintage version. She is wearing a navy hat and a navy dress. He has a bird on her neck and a flower on her hat. The same flower is behind the woman. This tattoo represents the love for freedom and the ocean. The navy decorations are a representation of the ocean. The bird and the flower represent freedom.



This tattoo shows a colorful fish. It is a popular fish you can find in the Uruguayan rivers. Its meat is tender and tasty. When the fish is an adult it can weigh more than 3 kilos and it can be really big. You have to be strong to fish a piece like this.



Created by Santiago Flores



Created by Santiago Flores

This tattoo shows the face of a young woman whose eyes are depressed. She is crying and her tears are thick. She has a colorful butterfly on her forehead. This tattoo expresses the good and the bad, the truth and the lies, the black and the white aspects of life.

Do you agree with the interpretation or do you interpret it differently?

- * Imagine you could get a tattoo. Draw the tattoo design you would like to have. Pay attention to the colors, the shapes, the images, the meaning of the tattoo.
- * Describe your drawing to a classmate and explain what it means.
- * Give your opinion about the other classmate's tattoo.

Pursuing my interests, my dreams...



- * You are going to listen to a beautiful song by Susan Boyle, she is now proud of who she is. Guess the title of the song by ordering the words.

BORN

TO

WHO

BE

WAS

I

- * You are going to receive a part of the song in a card. Now listen to the song. Get ready to go to the front of the room with your card as soon as you hear it. If you do it well, at the end of the song the lyrics should be in order.

- * Let's listen again to check your work.



- * Read the stanza on the following page. Find the answer to each question by reading the corresponding stanza, there is one question for each one.

Where did she hear the call of her destiny? _____	STANZA 1
Was she supported by everybody? _____	STANZA 2
Does she feel more confident now that she is not a girl? _____	STANZA 3
What does she want to do now? _____	STANZA 4
When she was a child, was it easy for her to show her talent? _____	STANZA 5

- * Create two drawings that illustrate Susan's evolution, if you want you can add words.



Nico and Emma are talking about when they were kids
Read the text and complete it with the correct adjective
from the table below:

good - shy - hungry - friendly - funny



Who I was born to be
Susan Boyle

When I was a child
I could see the wind in the trees
and I heard a song in the breeze
as there, singing out my name

But I am not a girl
I've known the taste of defeat
I have finally grown to believe
that all will come around again

[Chorus]
And though I may not
Know the answers
I can finally say I am free
And if the questions
Led me here, then
I am who, I was born to be

And so here am I
With open arms and ready to stand
I've got the world in my hands
and it feels like my turn to fly

[Chorus]
When I was a child
I saw the flowers that bloomed in the night
I was unafraid to take in the light
I was ashamed to have braved the dark

[Chorus]
I am who, I was born to be

Source: <https://www.azlyrics.com/lyrics/susanboyle/whowasborntobe.html>

When I was a kid I was laughing all the time, I was
very [].
I had a lot of friends, I was [] and social.
Anyway, I was a bit [] when I was in family
meetings and I didn't know a person. I was always
[] so my mum used to give me a lot of fruit. I
think I was a [] boy.

What were you like when you were a child?

shy - naughty - brave - social - friendly - reliable
easy going - lazy - funny - serious - playful - cheeky

When I was a child I was [] and []
I was a bit [] I was not [] or []

Choosing Uruguay to live



Uruguay: land of immigrants

Some facts about immigration in Uruguay

- There are about 122.000 Italian immigrants in Uruguay.
- There are about 30.000 Armenian immigrants in Uruguay.
- 25.000 French immigrants arrived in Uruguay in the nineteenth century.
- There are about 700 British people who moved to Uruguay.
- In Uruguay there are Russian and German colonies in Rio Negro, Swiss colonies in Colonia, etc.
- There were two movements of immigration to Uruguay: a melting pot and a salad bowl. In the melting pot, all the cultures melted. In the salad bowl, all the cultures can be differentiated.

* Some Uruguayan customs and words were brought by immigrants. Look at the following phrases and customs and find the origin.



tea

the word "ojalá"

pasta

the word "cuchilar"

siesta

Shepard's pie

football

candombe

lehmeyun

cheese



Hey guys! Let me introduce you to my friend Duma.

Duma wants to share some pictures about his homeland. Look at the following pictures and describe what you see.



Photos by Andrea Joyce

1. What do you see in the pics?
2. Are these pics from Uruguay or from a foreign country?
3. If you think they are not from Uruguay, where do you think Duma's homeland is?

Duma is from Africa. Here you have six sentences with facts about his country.

There is one letter in bold. Put them in order to form the name of the country.

1. **A**frica's seventh largest country.
2. **A**mong the most popular dishes is the funge.
3. **G**old, red and black are the colors of the flag.
4. **L**uanda is the capital city.
5. **N**amibia and Zambia have borders with this country.
6. **O**ne modern fashion created there is dreadlocks.

Now, you know where Duma is from. Search the web and complete this fact file about his home country.

Fact file

Language: _____

Currency: _____

Typical dishes: _____

Natural resources: _____

Popular animals: _____

Did you know? In Duma's pictures there is a blonde young lady. Her name is Andrea Joyce. She is a Uruguayan English teacher. She lives in Montevideo. She lived in Africa for a while. She met Duma and she taught children and worked with them.

- * Duma recorded an audio. He tells you some information about his country. Listen to him and write down three things he says.

Thing 1

Thing 2

Thing 3



Sharing customs!



At the beginning of the class we talked about some imported customs. Find some Uruguayan customs and share them with Duma orally. Prepare a short oral presentation about it.

Duma wants to practice his native language. He travels to the border with Brazil and he is reading about two popular traditions that come from Brazil: farroupilha and forró.

You can use the set of rubrics for oral presentations at the end of this book.

The War of the Farrapos or the Farroupilha Revolution was the conflict that took place between 1835 and 1845 in the province of Rio Grande do Sul, in southern Brazil. During this period, the revolutionaries or "farrapos", led by Bento Gonçalves da Silva fought for the independence of Rio Grande do Sul from Brazil.

They wanted to create the "Republica Riograndense"

Some interesting facts about the Farroupilha Revolution.



- The Revolution was inspired by Uruguay's war for independence.
- Farroupilha comes from the word "farrapos" that means rags.
- The term "farrapo" (rag) was used by conservatives to name the Revolutionaries due to their torn clothing.
- As time went on, the Revolutionaries adopted that appellation with pride.
- Many black slaves participated in this war seeking the opportunity for liberation.

Nowadays, the Farroupilha Revolution is celebrated in all over the Rio Grande do Sul State, and in the Uruguayan provinces that border with Brazil.

Text created by
Gustavo Pereira Mendez

The forró is a musical genre and a kind of dance that has its origin in the popular festivals of the interior of Brazil.



The forró is known throughout the world although it is especially popular in Brazil as a symbol of the Festival of San Juan where they are celebrated as great festivals and are held all night long. The forró is also the name given to those festivals.

The Forró is a set of various music styles and not just one. Among the

various different rhythms that are commonly identified as Forró, it includes the Baião, the Coco, the Rojão, the Quadrilha, the Xaxado, the Xote, and Forró Dos Cumpadre.

Forró has become not only a music style but also a lifestyle in our Country. It is a known cultural issue mainly in our provinces that border with Brazil. But there are also some Forró communities all over Uruguay.



✱ After reading the texts, Duma has to complete this chart and tell the teacher about the two celebrations. Complete it for him and tell a classmate about your findings.

Farroupilha

Forró

What's its origin?

How is it celebrated?

Historical facts

What is it?

Anything in
you want to

You can use the set of rubrics for oral presentations at the end of this book.

- * Do you want to know more about these two festivals and celebrations? Find more information to share next class.
- * **Poster presentation:** Do you have any celebration or festival in your town you want to share with Duma? Prepare a poster to advertise the event. Include when and where it will take place, pictures and any other relevant information.

Educating in justice



We want to invite you to watch two fragments of very popular films. The first fragment is from the movie “Mississippi Burning”. The other fragment is from the movie “The boy in the striped pajamas”.

Your opinion matters!

- * What are the films about?
- * How was life at that time?
- * How different is it today?
- * Look for the Universal Declaration of Human Rights from 1948. Find it and read it.
- * How is this Declaration connected with the movies?

* Think of the following topics:

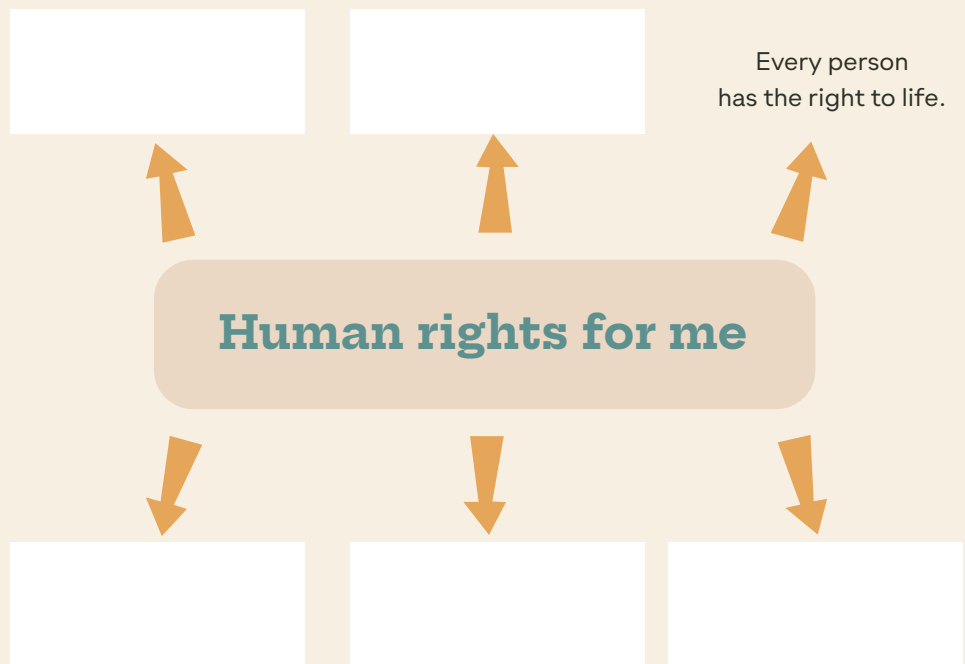
- Life
- Equality
- Security
- Freedom
- Education

The General Assembly proclaims this Universal declaration of Human Rights as a common standard of achievement for all peoples in all nations....every individual shall strive by teaching and education to promote respect for these rights and freedoms.....

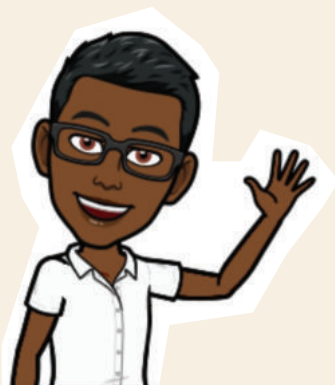
Article 1: All human beings are born free and equal in dignity and rights; they are endowed with reason and conscience and should act towards one another in as spirit of brotherhood.

- * After reading and understanding this preamble, ask the law teacher or the history teacher about our national constitution.

- * Work with one of them or read some parts of it. Jot down some of your ideas about human rights.



Choosing the countryside to live



Hi guys! One of the things I love is to be in contact with nature. Let me ask you some questions:

Do you like living in the city?

Would you like to live in the countryside?

Do you know somebody who lives in the countryside?

How different is everyday life there?

Where do people from the countryside buy milk?

Where do you buy milk?

- * Nico wants to introduce you to Mario. He is a “payador” who decided to move to the countryside. He loves living there. Read his story.



“My name is Mario. I am 47 years old. I was born in Azotea de Vera, a rural area in Soriano. I was born in a big family and we lived in a beautiful farm close to the Vera stream.

My grandma was Josefa and she was a telephone operator for the national telephone company.

There were no cell phones at that time. People called her and she transferred the call to the right client. On the weekends, we usually got together. All together, we were more than 50 people including cousins, aunties, uncles and friends who were like family. Barbecues were huge and the older people always prepared them while we played football, rode a horse or just played the accordion or the guitar.

I have always loved to play the guitar and I love to create my own lyrics. In the countryside this is called “payada”. I am a “payador” and I share the rural customs, the rural clothing and the rural spirit everywhere. I usually go to rodeos and I sing in there. In Soriano, rodeos are pretty popular and our rodeo on Labor Day in Palmitas is nationwide famous. Look for information and I am sure you will go next year.”



Photo by Mario Tarde

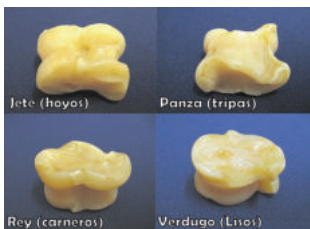
- * Mario does a lot of activities in the countryside. Take a look at the activities he does. Draw each activity he does.

1. Every day, he rides his horse Brownie. He rides on horseback everywhere.
2. In the morning, he usually milks the cow. He has only one cow, Margarita. He uses the milk to feed the pigs, prepare dairy products and just drink.
3. When he gets home after work he drinks mate. He usually has some tortas fritas with mate.
4. In the evening, he usually plays the guitar next to the fire.
5. On the weekends, he does one of his favorite activities. He prepares homemade caramel and cheese with the milk he gets from Margarita.

- * These are some other activities that Mario does in his free time. Write a sentence about each picture.



E.g. Taba is a traditional game that people from the countryside play. The taba is made from cow bones. Children play the taba for fun.



Source: pixabay.com

Taba Source: De Gallopca - Trabajo propio, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=19532849>

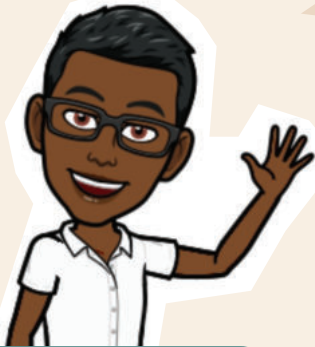
- * Now jot down what he does with the harvesting machine, the piglets and the mate.



Did you know?

Playing the Taba used to be very common. People used to gamble with this activity. For this reason, gambling with the taba is now prohibited by the law.

As you know, Mario is a payador. He wrote this payada for you. See the Spanish version.



Author
Mario E Tarde.

Quien en el campo se ha criado
sabe de lucha constante.
Sin detenerse un instante,
siendo humilde y arrojado,
cumplir un apostolado
protegiendo su figura
de una ancestral postura
con un sentir tan profundo
que pueda expresar al mundo
lo que es mi gaucha cultura.

Es la propia identidad
del Uruguay que es mi tierra
donde el gaucho mismo encierra
la historia y la libertad,
símbolo de la heredad
hacia un camino seguro,
que con firmeza aseguro
hoy muestra su plenitud
en labios de la juventud
que le coquetea a el futuro.

Un mundo globalizado
nos plantea diariamente
prepararnos dignamente
para estar bien ubicado
con estudios, preparado
ya que necesario es
un idioma que después
nos sirva, en todos lados
para estar comunicados
y ese idioma es el inglés.

Loco alguno me decía
un gaucho hablando en inglés!
y yo con mucha sensatez
sonriendo lo corregía
me preparo día a día
para un mañana mejor
y agradezco al profesor
que supo darme docencia
nutriéndome la conciencia
y agradece el Payador ..

Enjoying life without money

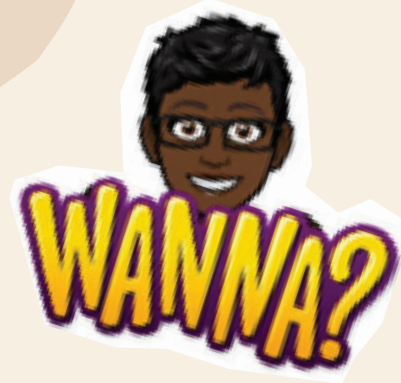
sad

happy

thoughtful

joyful

melancholic

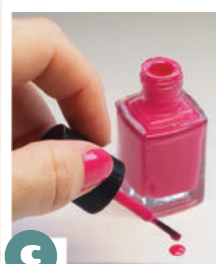


- * In which situations or places would you listen to this song?
- * Who would you listen to this song with?
- * Identify the song with a color.

Did you know?

Colors have always been associated with emotions. In psychology, warm colors such as red, orange and yellow are associated with positive emotions and feelings. Cool colors such as blue, green or purple are used to express sadness or calmness. In English, when you don't feel good you can say "I feel blue." When you feel blue you want to be alone and you want to stay alone with your emotions.

- * Do you feel blue in any of these situations? If a sentence is true for you, read it out loud.
 1. I feel blue when I see people sleeping on the streets.
 2. I feel blue when I find street dogs.
 3. I feel blue when I see very old people working.
 4. I feel blue when I cannot do my favorite activity.
 5. I feel blue when I am locked down.
- * Lua, Emma and Nico are playing a game. They have to match the pictures with the actions. Help them do the activity.



Source: pixabay.com

Put my heels on.
 Hit the dance floor.
 Paint my nails.
 Do my hair.
 Turn the radio on.
 Put my makeup on.



Thank you!

- * Include when and where it will take place, pictures and any other relevant information.

This song is called Cheap thrills by Sia. Find it in the Internet and listen to it.

Come on, come on, turn the radio on
 It's Friday night and I won't be long
 Gotta, 1. , 2.
 It's Friday night and I won't be long

'Til I 3.
 Hit the dance floor
 I got all I need
 No, I ain't got cash
 I ain't got cash
 But I got you, baby
 Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 But I don't need no money
 As long as I can feel the beat
 I don't need no money
 As long as I keep dancing

Come on, come on, 4.
 It's Saturday and I won't be long
 Gotta 5. , 6.
 It's Saturday and I won't be long

'Til I hit the dance floor
 Hit the dance floor
 I got all I need
 No, I ain't got cash
 I ain't got cash
 But I got you, baby

Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 But I don't need no money
 As long as I can feel the beat
 I don't need no money
 As long as I keep dancing
 I don't need no money
 As long as I can feel the beat
 I don't need no money
 As long as I keep dancing
 Oh, oh

Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 Baby, I don't need dollar bills to have fun tonight
 (I love cheap thrills)
 I don't need no money
 As long as I can feel the beat
 I don't need no money
 As long as I keep dancing
 La, la, la, la, la, la, la (I love cheap thrills)
 La, la, la, la, la, la, la (I love cheap thrills)
 La, la, la, la, la, la, la (I love cheap thrills)
 La, la, la, la, la, la, la (I love cheap thrills)

Songwriters: Greg Kurstin / Sia Furler

- * This song is about money and going dancing. Find expressions or phrases related to these topics in the text:

Money**Going Dancing**

- * According to the lyrics: Does the singer have money? How does she feel about that?

- a. The singer says: "I love cheap thrills", what are your cheap thrills?
- b. Sia doesn't need money as long as she can feel the beat and keep dancing.

What about you? Complete the sentence below.

I don't need money as long as

Work in groups; design the cover of the album created by Sia containing this song.

An idiom is a word or phrase which means something different from its literal meaning. Lua learned the idioms below in her English lesson. Help her match them to the correct sentences. There is an example.

- a. All that glitters is not gold.
- b. Feel like a million bucks.
- c. Money to burn.
- d. Cost an arm and a leg.
- e. Save for a rainy day.
- f. As poor as a church mouse.



- 1. I bought a very expensive sweater, it **d**
- 2. Sometimes there are economic problems, it is important to
- 3. I won the lottery, I have
- 4. I am so happy today! I passed an exam I
- 5. I don't have a job I am
- 6. My boyfriend was so sweet at the beginning but he cheated on me. In the end:

- * Are these idioms similar to any in Spanish? Do you know any other idioms about money in Spanish? Ask a relative to find more examples.

You can use the set of rubrics for project presentation at the end of this book.

Project 1 The Healing Wall



Prepare a wall to share your feelings. It is common that teenagers suffer from the pressure of mistreatment while they go to high school. This is called bullying. The person who oppresses others is called a bully. Sometimes those feelings can be expressed and students are able to look for help. In other situations, teens can have trouble sharing their problems with adults in the school.

In this place you will be able to share any negative experiences that you went through. You can express your feelings about experiences in which you have suffered by being mistreated by other people. You can also share any experiences other people have had.

Put your paper on the wall anonymously. After a couple of days, any student can respond by giving a short answer, a piece of advice, or support to the other classmate. All the comments should be written in a respectful way.

Project 2 Switcheroo

- 1- Get in groups of 5 or 6 people and sit in a circle.
- 2- Write a problem or difficult situation you are going through on a piece of paper.
- 3- Fold the paper so one of your classmates can just see the problem.
- 4- Pass the paper onto the classmate on your right. You will also receive the paper from your classmate on your left.
- 5- Read the paper you receive.
- 6- Each of you has a minute to write a solution to the problem that was passed to you.
- 7- Write a possible solution in a sentence.
- 8- After a minute pass the paper onto your right.
- 9- Read the paper you receive.
- 10- Write a one-sentence solution to that problem.
- 1- Continue until you get your own paper.
- 11- Read the solutions of your classmates and thank them for their support.
- 12- Now, you have 5 solutions to your problem or difficult situation.

Project 3

The right to education in 5 countries.

Your teacher will share this ranking with you:

[click here](#)

Here, the countries are ranked according to the literacy rates.

You will research the views on the right to education in at least 5 countries.

Then, you will choose among the countries of the list. You have to include 2 countries from the top of the list, Uruguay, and 2 other countries from the lower part of the list.

This project should be carried out with the social science teachers (history and geography), the Spanish teacher, the math teacher (to understand figures and scales) and any other teacher who wants to be part of it.

Project 4

Do you remember Malala?

My family as the strength for advocacy

The strength she gets...

Father

Mother

Siblings
brothers

Are you an advocate of any cause? Which one? If you are not an advocate, choose one cause you would like to support. Think of how your family and friends give you the strength to fight. Record a video sharing these ideas to the world.

[click here](#)

Project 5

Cross the room.

(This activity can be performed before "Pursuing my interests, my dream.")

Separate students into two groups according to something they have in common. Tell these groups to stand on opposite sides of the room (for example, everyone who enjoys action movies stands on one side of the room; everyone who enjoys comedies stands on the opposite side). Read the statements below. Every time a statement that applies to a student is read, the student should cross to the other side of the room.

Statements:

I enjoy school.

I plan to go to university.

Sometimes I feel like I don't fit in.

I am funny.

I am serious.

I enjoy art.

I enjoy music.

I enjoy science.

I take care of my brothers and sisters.

I am a good dancer.

I don't care what people think of me.

I am proud of who I am.

I feel like my family supports me.

My family doesn't understand me.

Teachers and students at school don't understand me.

I like to read.

I am happy with my life.

I enjoy fashion.

I am good at sports.

Unidad 4

HISTORY

MAKERS

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

- know more about local and international figures who made a difference in history.
- express your opinions and feelings in English through oral presentations, poems, dialogues, plays, etc.
- work with literary works from various authors.
- carry out activities with teachers from other subjects.
- work with projects.

Unrecognized talents

* Look at the pictures. Who are they?



Sources:

Oscar Wilde & Vincent Van Gogh es.wikipedia.org

Joaquín Torres García:
<https://www.wikiart.org/es/joaquin-torres-garcia>

* Match these names with the pictures above.

Oscar Wilde

Joaquín Torres García

Vincent Van Gogh

* Look at the following charts. There is information about two of the three people above.

Read about them on the Internet, cross (✗) the incorrect information and tick (✓) the correct one



Full name	Mario Joaquín Torres García ✗
Date of birth	July 28th, 1874
Place of birth	Mercedes
Nationality	Uruguayan ✓
Pieces of work	-Abstract Art in Seven Tones and Complementaries -Inverted America
Physical appearance	He was a tall man with straight hair
Interesting facts	Typical colors in his works: green, orange, black and white.



- * The chart about Oscar Wilde is incomplete. Search on Google for information and complete it. Include some correct information and some incorrect information.

Full name	Oscar Fingal Wild O'Flahertie Wills Wilde
Date of birth	October 16th, 1845
Place of birth	
Nationality	
Pieces of work	
Physical appearance	
Interesting facts	

- * **Work in pairs.** Share your chart with a classmate. Your classmate has to tick (✓) the correct information and has to cross (✗) the incorrect information.

- * **Webquest:** Find five more pieces of information about each author.



Source: es.wikipedia.org

Project

Rubrics for project presentations at the end of this book.

The Happy Prince.

1. Listen to the abridged version of Oscar Wilde's classic.
2. Write down events you recognize in the story.
3. Get in small groups and share those events.
4. Listen to the story again. Pay attention to the Prince (statue), the swallow, the jewels and the people.
5. Go back to the events you found and add more information to them.
6. Make drawings of the 10 events. Put them in order and create a video using the recording and your drawings.
7. Share your project with the class.



Did you know?

This is a picture of Oscar Wilde's tomb in Paris, France. The Statue is visited by thousands of people every year. It is a tradition to kiss the tomb. People apply lipstick on their mouth and then, they kiss the tomb.



More info: https://en.wikipedia.org/wiki/Oscar_Wilde's_tomb



Did you know?

Vincent Van Gogh was not the only person with that name. There were 4 Vincent Van Goghs in his family. His older brother had the same name. Did you know Vincent was a teacher before becoming an artist?

As an artist, he was not very successful during his lifetime. There is controversy about his illness and he even cut himself his ear.

More interesting facts in:

<https://drawpaintacademy.com/facts-about-vincent-van-gogh/>

Did you know?

On the right there is a picture by Joaquin Torres García. This picture is at the Museum of Modern Art in New York (MOMA). Torres Garcia also paired up with the famous artist Antoni Gaudí and they worked together.

More interesting facts about Joaquin Torres García here:

[click here](#)



Photo by Aldo Rodriguez

Famous resilient people

Who is this famous Uruguayan?

1. This famous person is a man.
2. He does not live in Uruguay at the moment.
3. He plays a sport for a living.
4. He is married to a Uruguayan and he has three children.
5. He is a philanthropist.



- * What do you know about this famous Uruguayan person?



What I know

What I learned

What I want to know

- * Classify the information you have in these categories: childhood, career beginning, professional present, personal life and free time.
- * Listen to this famous Uruguayan and check the information you have, complete with new information you learn.
- * Think of the information you would like to get about this person.

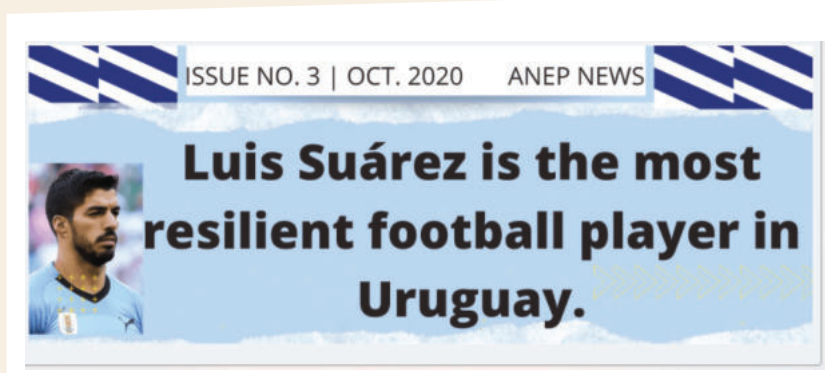


Hey guys, look at the following newspaper headline



Resilient (synonyms)

persistent
gritty
tenacious
determined



- * Read some articles and find ideas to support this headline:
- * Do you agree with this title? Surf the Internet and find information about him.
- * Work in small groups and write sentences to support your answer. Don't forget to include facts, ideas and their sources.





What would you like to learn about Luis? Write three things you want to learn

1.
2.
3.



Now research and find information about the three things you want to know about.



Share the information with the class.

Fighting racism

- * There are many ideas related to racism. Let's discuss these ideas in a different way. Let's play TIC TAC TOE. Divide into two groups and choose a number and a letter to play.

	1	2	3
A	Who was Rosa Parks?	What is "acting white"?	What happened to George Floyd?
B	What does xenophobia mean?	Where did women vote for the first time in Uruguay?	What has Jennifer Lawrence done against racism?
C	How does Sting feel in the song "An English man in New York?"	What does the main character of "The boy who harnessed the wind" suffer from?	What did the F1 drivers do in the Austria GP 2020?



Now let's get more information about these 9 events.

What do the nine events have in common?

- * Work with the group and write sentences guessing what the 9 events have in common.

In our opinion the 9 events...

For us, the 9 events...

We believe that the 9 events...



Let's read about the 9 events from the TIC TAC TOE.



#LivingUruguay2

February 2020
Vol 1 Issue 21

Inside the Issue

SAY NO TO XENOPHOBIA

Fear or hate against people from other different cultures. Fear or dislike of customs, clothing, habits, etc., of people who are culturally different from oneself.

p. 02



BUS RIDE

Rosa Parks was a civil rights activist who refused to give up her seat to a white passenger on a segregated bus led to the Montgomery Bus Boycott. Her bravery led to nationwide efforts to end racial segregation.

p. 02



HONOURING GEORGE

George Floyd was a 46-year-old black man who was killed in Minneapolis, Minnesota during an arrest where he was accused of using counterfeit money. A white police officer knelt on Floyd's neck for almost eight minutes while Floyd was handcuffed and lying face down, begging for his life and repeatedly saying "I can't breathe".

p. 03



LET'S TWEET

After racist attacks took place in USA, the famous actress Jennifer Lawrence created a public Twitter account and she publishes tweets to bring awareness to racial injustice.

p. 05

F1

All 20 F1 drivers showed their support for the fight against racism at the beginning of the 2020 season. Before the Austria GP race started they bent on their knees and wore T-shirts with quotes against racism. One team even painted the cars in black. Which team was it?

CONTINUED TO P. 06





I COUNT ON YOU

The first woman to vote in Uruguay was Rita Ribeira. She was a Brazilian afro descendant woman who was 90 years old at that moment. It happened in Cerro Chato on July 3rd, 1927.

"AN ENGLISHMAN IN NEW YORK"

In this song, Sting talks about how difficult it is to be an Englishman in New York. He mentions the cultural clash between the good manners of English people and the customs they have. For example English people drink tea and American people drink coffee.



ACTING WHITE

Acting white is a controversial and pejorative term used against black people who act as if they were white. The person accused of acting white is considered disloyal to his/her own culture.

"THE BOY WHO HARNESSSED THE WIND"



This film is about a boy from Africa who suffers from mistrust. There is a drought in his village. He plans a creative solution while he struggles to go to school as his parents think it's a waste of time.

* Check if what journalists say is correct or if it is fake news.

1. F1 drivers did not attend the race to support the fight for racism.
2. Xenophobia means fear of the strangers.
3. Rosa Parks advocated for education for women.
4. Sting expresses his love for tea in the song.

- * William Kamkwamba is the main character in the film “The Boy who Harnessed the Wind”. How did he feel as the underdog?



1. Find the plot or the trailer of the movie.
2. Find reasons for him to be the underdog.

What was his attitude in the movie? Circle the words that describe him.

persistent

witty

silly

demotivated

courageous

brave

problem-solver

frustrated

Did you know?

A person can be the underdog when he/she is diminished, discriminated or segregated.

William is a boy.

William fought against racism, poverty and social inequality.

He expressed himself through his inventions. Other people root for equality in various ways.

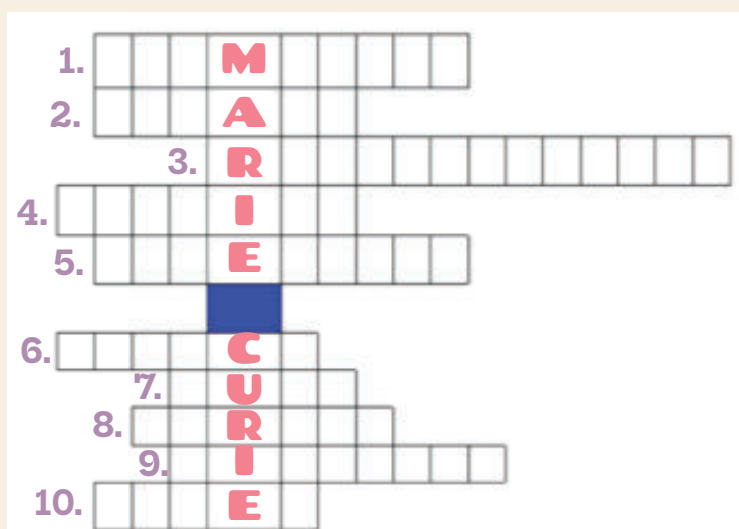
e.g. Jennifer Lawrence created a Twitter account to support the fight against racism.

- * Write a tweet in no more than 140 characters to express your opinion about racism.



Famous scientists

Today we will know more about this great scientist. Read the clues and complete the crossword puzzle.



1. Area she researched.
2. Where was she from?
3. What did she study?
4. She won the Nobel Prize in Chemistry and [redacted]
5. Her profession.
6. Husband's nationality.
7. May, June, [redacted]
8. X- [redacted]
9. She [redacted] some elements.
10. The prize she won.

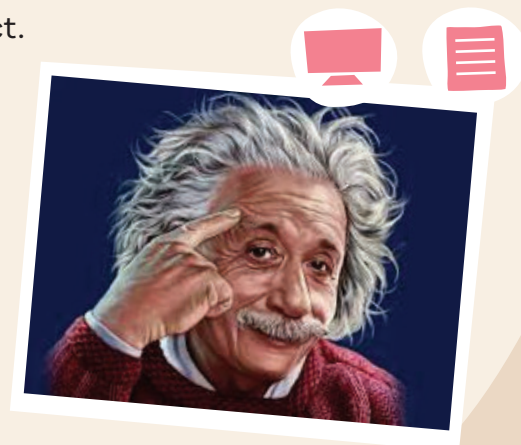
I am a fan of Marie Curie. She was a visionary. Read the following fact file and correct the crossword about her. There is more information about her.



Full name:	Maria Salomea Skłodowska	Albert Einstein
Date of birth:	November 7, 1867	March 14, 1879
Place of birth:	Varsovia, Poland	Ulm, Württemberg
Nationality:	Polish	German
Occupation:	physicist	physicist
Marital status:	married to Pierre Curie	married to Elsa Einstein married to Mileva Marić
Nobel Prize:	1903 / 1911 - Physics and Chemistry	1921 - Physics
Discoveries:	radioactivity	developed the special and general theories of relativity

- * There is information missing about Marie Curie. Read her biography on the Internet. Complete or change any information you think is not correct.

This scientist is Albert Einstein.
He struggled a lot in school and in life.
Why? Search Google for information about him and support your answers.



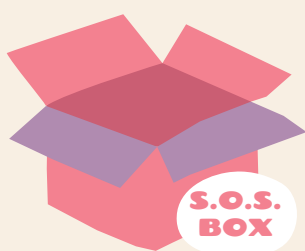
<https://grupoaristeo.com/blog-emprendimiento-extranjeria/como-llego-albert-einstein-a-ser-nombrado-genio-de-la-ciencia/>

- * #livingUruguay newspaper is looking for articles about famous scientists. You will submit a paragraph on Albert Einstein. Write sentences using the ones about Marie Curie (from the crossword) as an example. Read the sentences again, order them from the most general to the most concrete.

Give your sentences to a classmate to help you improve the sentences.
Read the paragraph again and send it to the magazine.

Albert and Marie met in Brussels in 1911. They were at a conference.
What do you think they talked about?

- * Get in pairs.
- * Imagine that one of you is Albert Einstein and the other one is Marie Curie. Ask and answer questions about your lives. You can write the dialogue or act it out.



Where did you (study Physics)?
When did you...?
What did you...?
How did you...?
Did you...?

Shout it up!

- * Look for information about a scientist.
- * Say the information out loud so your classmates discover who the scientist is.



For example: The apple will always fall from the tree.

You can also look for information and make a poster about the scientist you chose.



Special talents



- * What do 13-year-olds do in everyday life? List 5 activities you normally do.



Activity 1

Activity 2

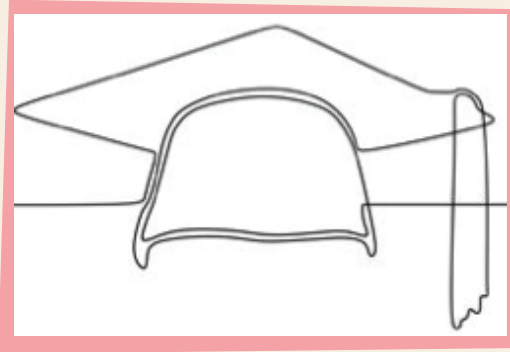
Activity 3

Activity 4

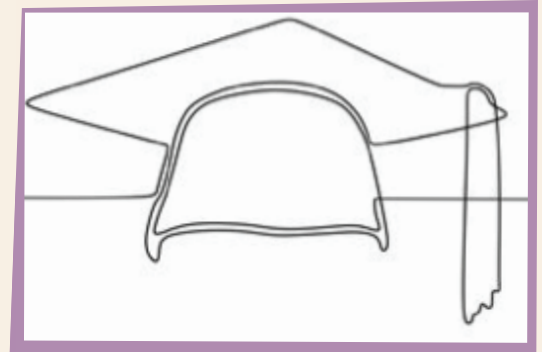
Activity 5

- * You are right! 13-year-olds do all this. Look at this guy. He is 13 and he is Lua's mom's neighbor. His name is Jack Rico and he is from the United States. Let's watch a video about him.

[click here](#)



*Why is Jack Rico an ordinary guy?
Write reasons in the hat*



*What makes Jack Rico different?
Write reasons in the hat*

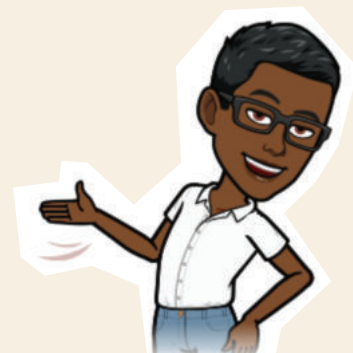
- * After watching the video, what is the community celebrating? Choose one option:

1. Jack's graduation from school.
2. Jack's birthday party.
3. Jack's graduation from Fullerton College.

- * Watch the video again and say if these statements are true or false:

1. Jack earned 2 degrees.
2. One degree is in video games.
3. He earned his degrees in two years.
4. His speech was 5 minutes long.
5. He will study at Nevada University.

You see...he was not a genius, he studied hard and he had an objective. He was tenacious and gritty. Let's learn more about him.



Facts about Jack Rico

At the age four he asked to visit the White House as a birthday present.

He earned his fourth associate's degree at the age of thirteen.

He loves video games.



He started taking college courses when he was eleven.

He says he is not a genius, he just works really hard.

He enjoys spending time with his cousins and his sister with autism.

- * Search the Internet and find one more piece of information about him.
- * You want to congratulate Jack and tell him about yourself. Think of 3 things from the list below you want to congratulate him on. You also need to think about 3 things you want to share about yourself. Think of the place where you live and the family you have.



3 Things About Him	3 Things About You	Where You Live	Family You Have

- * Great! It's wonderful you want to communicate with Jack to know more about him. What would the fastest way to communicate be? Social media, right?
- * Write a post for the social media you choose in order to congratulate Jack and tell him about you.

This guy is like all of you. He is from Minas, in the province of Lavalleja. He has a special talent. Do you know who he is?

"You need effort, devote time to practice, perseverance and passion. There will always be an obstacle but you have to keep moving forward. I do the same with learning English. It's difficult for me, but I study a lot."



Source: ANEP

- * Watch a video. He introduces himself. Discover what his special talent is. Read about Emanuel Olivera and his special talent.

#livingUruguay NEWS

Emanuel Olivera: “You need passion, perseverance and determination to succeed”

Interviewer: You said you started playing the violin at the age of 6. Was it difficult?

Emanuel: Not really. I was 6 and I wanted to play any instrument. I was not conscious about its difficulty.

Interviewer: Why did you start?

Emanuel: I started at the age of 6. My father decided to take me off from a soccer team and I decided to start playing the violin. My mom enrolled me in the symphonic orchestra. I played the clarinet but I had to change instrument and I started playing the violin. There were many people playing it.

Interviewer: So there were a lot of people playing it.

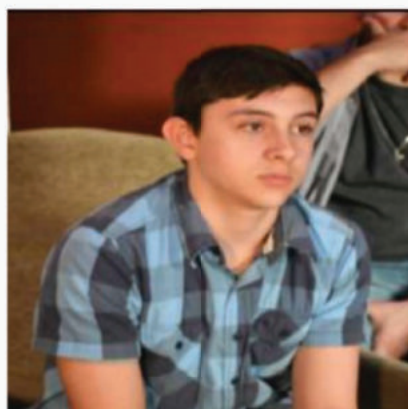
Emanuel: Yes. I felt really comfortable playing it. I will not give up playing the violin when I grow up.

Interviewer: And do you admire any violinist?

Emanuel: Yes. I admire Lalo Alonso. I watch videos of him with my father. He inspired me to play in this way, joining songs and moving on stage.

Interviewer: Is it true that the violin is an intuitive instrument? You have to learn where to put your fingers in order to hit a note...

Emanuel: I don't see it this way, probably because I haven't played another instrument. But after playing the violin for some time you remember where to put your fingers to hit the note and it is long-life knowledge.



Interviewer: How long do you rehearse every day?

Emanuel: It depends on the day, but I usually rehearse for half an hour a day. I also rehearse 8 hours per week with the orchestra.

Interviewer: What do you do in your free time?

Emanuel: I like social media. When I am in social media I love sports. I watch and read about sports. I prefer basketball over soccer. Soccer does not motivate me much. I also like boxing.

Interviewer: So you are interested in sports...

Emanuel: Now I am also interested in competitions and I watch a lot of contestants on the Internet. I also like to watch videos of music, music of different genres.

Interviewer: OK. And talking about music genres, you include several genres in your presentations. Who makes the selection?

Emanuel: The way I link the different songs we plan it among the four of us. We listen to music and when we like some songs we label them and then we give them an order. This takes several hours.

Interviewer: What changed after you took part in the Talent show?

Emanuel: the impact on people...many people send me messages and I don't know them. I think that as a person I have not changed. People know me more. For the finals I have the support of the people. I have to get to the people to feel supported.

Interviewer: Are you conscious about the impact your audition produced on other people in Uruguay and outside of Uruguay?

Emanuel: Well, I don't know. Many people have contacted me. There are some things that I haven't watched yet but I can feel the love of the people



Emanuel is my friend. He loves music like I do. Now that you've read the article, do you think he likes to listen to music or to play music? What type of music? Does he like any instrument?



- * Let's see how much you remember about my friend.
Are these statements true or false? Read the first part and answer.
There is an example.

1. Emanuel played soccer before playing the violin.
2. His dad took him to the Symphonic Orchestra.
3. He started playing the violin because he bought one. **False**
4. He admires Lalo Alonso.
5. He is now playing several instruments at the orchestra.
6. Knowing to play the violin is something temporary.

E.g. He started playing the violin because there were many people playing it at the orchestra.

- * Read the second part of the interview and find information related to these words or phrases:

evidence

every day

soccer

He prefers basketball over soccer./"I prefer basketball over soccer".

competition

selection

orchestra

- * Read the final part of the interview and answer the following questions:

1. What is Emanuel's view of himself?
2. What changed after participating in the talent show?
3. How does he feel about the people?
4. Why do you think that he impacted that much on people?

Imagine you have the chance of participating in a talent show:
What type of talent show would it be? Why would you like to participate?

Significant inventions



- * Look at the list of significant inventions below.

- the telephone
- the car
- the light bulb
- the airplane
- paper
- the Internet



- * Work in pairs and order the inventions from the most important and useful (number 1) to the least (number 6) for you.

Let's discover which the greatest invention for this class is.

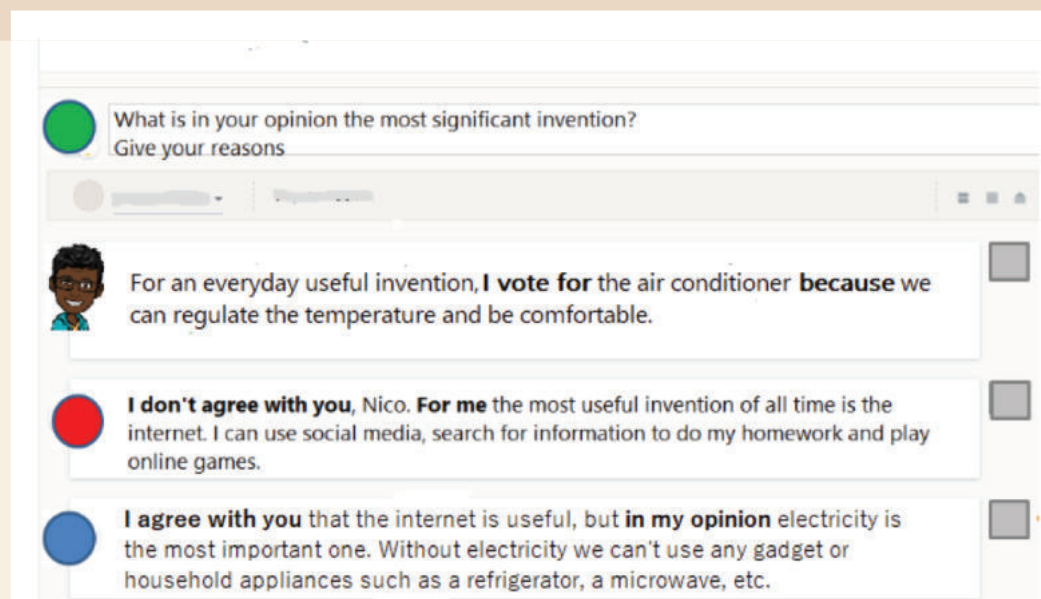
Tip for the teacher: Students can vote using digital resources such as Poll Everywhere, DirectPoll or Mentimeter.

Mention another significant invention. Give the reasons why this invention is important for you or for humankind. Continue working in pairs and add three more to the list.

Why are the inventions above so important? Because...

1. We can travel fast to other countries or continents.
2. We can communicate, be informed and search for information.
3. We can have conversations with people all over the world.
4. We can move quickly from one place to another.
5. We can see and continue with our activities at night.
6. We can draw and write on it using a pencil.

Nico's teacher asked her students to post an opinion in the forum about significant inventions.



- * Read the posts above and classify the expressions in bold into these categories.

Give opinion

Give reasons



- * Now write your post. Include the invention you consider important and give reasons to support your answer. Don't forget to agree or disagree with the previous posts.



Significant Uruguayan inventions



Emma is studying worldwide inventions at school, she is curious to learn about Uruguay! Let's learn with her! Some people have contributed to change and improve our lives with original inventions or discoveries. Do you know any Uruguayan invention, discovery or contribution to the world?

- * Get in groups and discuss.
These are some of the most significant Uruguayan inventions/discoveries/creations. In your groups think about what they may refer to.



1. The pacemaker
2. The realization that Pluto isn't a planet
3. Thumbless boxing gloves
4. Chivito
5. The mobile response unit
6. A famous sports celebration
7. The first FIFA World Cup stadium
8. Social innovation
9. Mammography examination
10. Windshield wiper spray

- * Now read the text, put the titles in the corresponding place and match each paragraph with the correct picture.

9 Things You Never Realized Uruguay Gave the World

Believe it or not, some things that people know and use nowadays were actually invented by Uruguayans. This country, perhaps surprisingly, is responsible for some groundbreaking discoveries. Read our list to find out some unexpected inventions and ideas that you didn't know originated in Uruguay.



Uruguay | © Pixabay

You wouldn't believe it was a Uruguayan who was responsible for the trauma we all experienced when Pluto was reclassified as a dwarf planet. A number of events and discoveries led to a new definition of the term "planet," which Pluto unfortunately didn't fulfill.

At the end of the 1950s there was an international race to become the first country to perform a successful pacemaker implant on a human being. Doctors Orestes Fiandra and Roberto Rubio accomplished this remarkable feat in Uruguay in 1960. Fiandra went on to found a pacemaker manufacturing company to continue developing the device and it is still open to this day.

In 1924, at the Football Olympic Games, Uruguay beat Switzerland 3–0 securing both the gold medal and the world title. At the end of the game, as the audience cheered, the players decided to do a lap of the field waving in appreciation. That was the beginning of what is now known in Spanish as the *vuelta olímpica* or "olympic round," where players go around the field celebrating, waving to the audience, and displaying their trophies after winning an important competition.

Vintage boxing gloves used to be designed with the thumb separate from the rest of the fingers, similar to the design of mittens. This was dangerous to both boxers because they could easily break their thumbs or accidentally poke out one another's eyes. In 1981, the Uruguayan José Laurino invented the boxing gloves we know today, with the thumb tucked safely away.

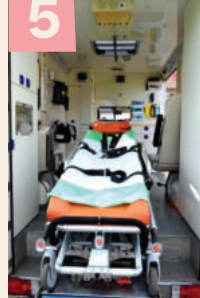
The soapy water spray we use to clean our windshield from the inside of the car was invented in 1937 by Uruguayan Hector Suppici, a race car driver who needed to keep his windshield clear of mud during races.

The first ever FIFA World Cup was held in Uruguay back in 1930. For the occasion, Uruguay built the Estadio Centenario which happened to bring luck to the national team since they won the championship that year. The building is still the most important stadium in the country and many crucial matches are played there.

Uruguayan radiologist, Raul Leborgne was involved in the initial steps towards what we know today as the mammography examination. In 1946 he developed the use of radiology to invent a method of differentiating between benign and malignant microcalcifications. This advancement was then used to create the mammography examination.

The concept of taking medical care professionals to their patients in an ambulance equipped with everything necessary to perform pre-hospital procedures was invented by Uruguayan doctors José Terra, Luis Martino and Mario Della Cella in 1979. The invention, which was financed by users, spread successfully to the rest of the world, benefiting patients, doctors, and hospitals alike. These units work as a filter for patients who don't have urgent need of hospital care.

Uruguayans are the proud creators of chef Anthony Bourdain's favorite sandwich! This massive steak sandwich is world famous and a big reason why some visit Uruguay. The traditional "Chivito" is made with grilled bread, mayonnaise, a thin steak, tomato, lettuce, ham, pancetta, mozzarella, onions, green olives, and egg. On top of that, it can also include hearts of palm, red peppers, pickled vegetables, mushrooms, and other ingredients depending on the restaurant. And if that wasn't enough, it usually comes with french fries and Russian salad (potato, peas, and carrots with mayonnaise).



Sources:

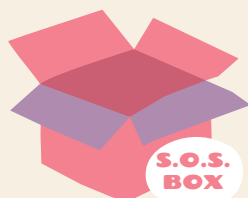
- 1- <https://snappygoat.com/s/?q=bestof%3Acertificate+diploma+medal+award+medallion+bronze+medal+ribbon+prize+winner+bronze+competition+celebration+trophy+contest#a18cc1fc431e8dfc9104b3e6edb43df4f1a809d1,0,6>
- 2- <https://pixabay.com/es/photos/limpiaparabrisas-2870283/>
- 3- https://commons.wikimedia.org/wiki/File:Chivito_Canadiense.jpg
- 4- <https://pixabay.com/es/photos/m%C3%A9dica-marcapasos-1423882/>
- 5- <https://pixabay.com/es/photos/ambulancia-servicio-de-ambulancia-1666012/>
- 6- <https://pixabay.com/es/photos/search/mammography/>
- 7- https://es.wikipedia.org/wiki/Uruguay_en_la_Copa_Mundial_de_F%C3%BAtbol_de_1930#/media/Archivo:Uruguay1930.JPG
- 8- <https://pixy.org/601188/>
- 9- [https://es.wikipedia.org/wiki/Plut%C3%B3n_\(planeta_enano\)](https://es.wikipedia.org/wiki/Plut%C3%B3n_(planeta_enano))

In the text there are some adjectives that describe the inventions/discoveries/creations. Underline them and check their meaning.

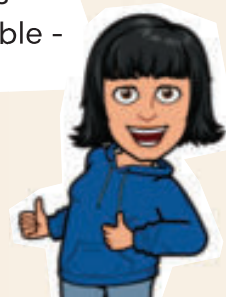
- * Nico and Emma are talking about different inventions, they are giving their opinion. What do you think about these inventions and discoveries? Use adjectives from the table.

useful - important - relevant - useless - original - extraordinary -
 revolutionary - innovative - expensive - dangerous - crazy - ingenious -
 user-friendly - inexpensive - witty - absurd - rare - fantastic - invaluable -
 ingenious - reliable - brilliant

YUP.



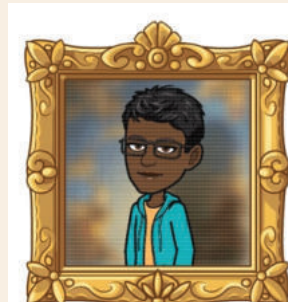
In my opinion the internet is an extraordinary invention.
 As I see it, the cellphone is ...
 I consider that vaccines are...



- * Your opinion matters! Read the text again and answer the questions.
- Which is the most surprising invention or discovery for you?
 - Which is the most useful for humankind?
 - Which is the least important?
 - Which one, as a Uruguayan, do you feel most proud of?
- * Look for another Uruguayan invention or discovery and write a short paragraph about it. Include when, where and who created it, what it is used for, and your opinion about it. Use the texts and the SOS box above as models.

- * Nico is at the museum looking at some wonderful paintings. He even imagined himself being a painter and doing his own self portrait.

Let's learn together about some famous worldwide artists!



- * Get in groups of four according to the card you receive.
- * One of you will receive the name of the artist with an example of one of his/her paintings and the other three, three more paintings of the same artist.
- * Stand up and find your teammates.



Andy Warhol

Juan Manuel
BlanesLeonardo
Da VinciVincent
Van Gogh

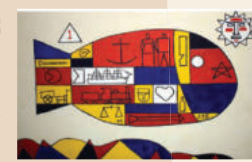
Frida Kahlo

Joaquín
Torres GarcíaSalvador
Dalí

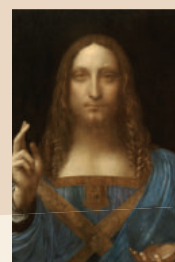
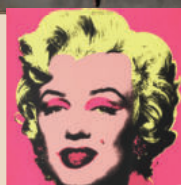
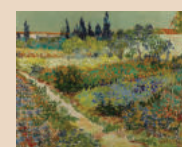
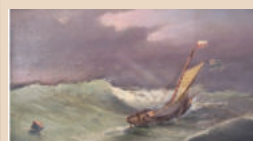
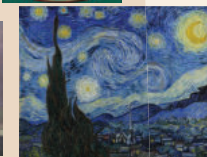
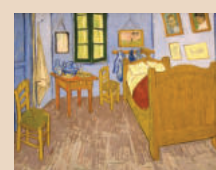
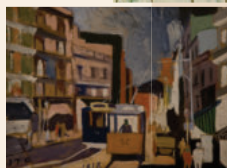
Source:
Marilyn Monroe – moma.org
Juan Manuel Blanes –
<https://autores.uy/obra/8005>
Leonardo Da Vinci – es.eikipedia.org
Vincent Van Gogh – commons.wikipedia.org
Frida Kahlo –
<https://www.fridakahlo.org/self-portrait-with-horn-necklace-and-hummingbird.jsp>
Joaquín Torres García – es.wikipedia.org
Salvador Dalí – wikiart.org

In your groups

1. Discuss what they have in common. Find patterns among the paintings. Work with the art teacher, the history teacher, and the geography teacher to know more about the paintings.
2. Give your opinion about the paintings. Do you like them? Would you put one of them in your bedroom?
3. Match the names of the paintings with the corresponding work of art.



Campbell Soup –
commons.wikimedia.org
Brown Spot:
<https://www.pinterest.fr/pin/678565868844455906/>
Marilyn Monroe – moma.org
Straight of Magellan –
<https://autores.uy/obra/8005>
Artigas at the Ciudadela –
es.eikipedia.org
The Paraguayan – es.eikipedia.org
Mona Lisa – es.eikipedia.org
Lady with an ermine –
common.wikimedia.org
Salvator Mundi – es.eikipedia.org
Soft Watch – wikiart.org
Smooth grooves and melted clocks –
<https://popular-century.blogspot.com/2020/03/abstract-melting-clock-painting.html>
The rainbow – es.wikipedia.org
Garden in Arles –
commons.wikipedia.org
Starry Night –
<https://pixabay.com/es/illustrations/noche-estrellada-vincent-van-goug-h-1093721/>
Bedroom in Arles –
commons.wikipedia.org
Self-portrait by Frida Kahlo –
<https://www.fridakahlo.org/self-portrait-with-thorn-necklace-and-hummingbird.jsp>
Me and my parrots – fridakahlo.org
Fulang-chang and me –
fridakahlo.org
Inverted America – es.wikipedia.org
The fish – es.m.wikipedia.org
City landscape –
commons.wikimedia.org



Leonardo Da Vinci

- Salvator Mundi
- Mona Lisa
- Lady with an Ermine

Vincent Van Gogh

- Starry night
- Garden at Arles
- Bedroom in Arles

Frida Kahlo

- Self-portrait
- Me and my parrots
- Fulang-Chang and I

Andy Warhol

- Campbell's soup cans
- Brown Spot
- Marilyn Monroe

Joaquin Torres García

- The fish
- Inverted America
- City landscape

Juan Manuel Blanes

- Artigas at the "Ciudadela"
- The Paraguayan
- Straight of Magellan

Salvador Dalí

- Soft watch
- Smooth grooves and melted clocks
- The rainbow

- * Continue working in groups. Search the web to find information about the artist you are working with and complete the fact file below.



Name:

Date of birth:

Place of birth:

Family:

Two most famous works of art:

Characteristics of his/her paintings:

Your favorite work of art:

Date and place of death:

- * Choose a spokesperson or all the members present the information of the artist to the class. Use complete sentences.

- * As you listen to your classmates, complete the following table with the information provided by each group.



Group 1 Group 2 Group 3 Group 4 Group 5 Group 6

Name of the painter:

Place of birth:

Characteristics of his/her paintings:

Name of your friend's favorite work of art:

- * Now that you have learnt about different painters and their styles, who do you like the most?
- * Work with the art teacher to learn more about the art of painting.
- * Maybe you can create a work of art of your own!

Let's sing!



- * Look at the picture of Freddie. He has an imprinted T-shirt. There is a famous singer on it. Do you know who he is? Do you know what his name is? If you don't know, ask any member of your family.



My parents are fans of this singer and I was named after him. I listen to his music all the time. This is my fav song. Let's listen to it and write each word of the name in the boxes.

e.g. I would dedicate this song to my grandmother because she is my inspiration.

- * Who would you dedicate this song to? Why?

I would like to dedicate this song to because

- * Let's read the lyrics of the song and circle the words that refer to how Freddie Mercury felt about that person.

Go back to the lyrics and put a (+) if the feeling is positive and a (-) if the feeling is negative.

How positive/negative is each feeling? Look at the scale.



- * Freddie Mercury was a very influential singer. Search the Internet and find information about him. With the information complete the following factfile

Freddie Mercury

Real name

Family's origin

Some famous songs

3 interesting facts
about his life



Source: pixabay.com

- * Why was Freddie Mercury a history maker?

The love of my life.



Based on the idea of the song, choose a song that you want to dedicate to someone in your life. Write a sentence saying why you want to do that and why that person is the love of your life. If possible, paste a picture of that person, the lyrics of the song and the sentence why you dedicate the song to that person.

Uruguayan women in history



- * I watched a documentary about Uruguayan women who did a lot for the country.
- * Look at this person; do you know who she is? I didn't!

One building at Pereira Rossell has her name, honoring her hard work.



- * Her name is Paulina Luisi. Read about her



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

In 1909, she became the first woman in the country to obtain a medical degree and was highly respected. She was the first female physician and surgeon that graduated from the **Medicine** School of the Universidad de la República (University of Uruguay, 1908). Her sister, Clotilde Luisi, was the first Uruguayan woman to study at the Faculty of Law of the University of the Republic.

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

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

Adapted from: https://en.wikipedia.org/wiki/Paulina_Luisi

After reading, why was Paulina Luisi famous?

Paulina Luisi was famous because

Look at the words underlined in the text to match with these definitions:

_____ : the science that studies health and cure of disease.

_____ : a person who supports feminism.

_____ : the power or privilege to which one is justly entitled.

_____ : a person who provides education for students.

_____ : a formal meeting for discussion.

* Read the text and complete the graphic organizer.



Family and early life:

Personality traits:



Profession/ Occupations:

Name:
Birthdate:
Death date:

Reasons why she is a
history maker:

* Imagine you can travel in time, what questions would you ask her? Think with a partner.

0. Why did you study medicine?

1.

2.

3.



Paulina changed the history of our country by fighting for an essential right for Uruguayan women. Find information about another female activist who made important contributions to history. Complete the graphic organizer.

Family and early life:

Personality traits:

Profession/ Occupations:

Name:

Birthdate:

Death date:

Reasons why she is a history maker:

Chris Namús

Lua is very excited because she will interview Chris Namús, her favorite athlete, as part of her English homework. To prepare the interview Lua is learning words related to this sport. Match the words with the pictures.



boxing gloves

boxing coach

boxing hand wraps

headgear

punching bag

focus mitts

mouth guard

boxer

boxing shoes

gym

Source: pixabay.com and commons.wikimedia.org

Now, watch the trailer of Chris' favorite movie "Girlfight" and tick the words from the previous activity that you identify in the video.

These are some comments taken from the trailer; do you think that they are positive or negative? Match them to their corresponding meaning.



- ☐ 1. "You are worthless."
☐ 2. "You are nothing but trouble."
☐ 3. "You will prove them wrong."

- a. You will succeed.
b. You have no value.
c. You only bring problems.

Is it common for talented people (sportspeople, singers, musicians) to receive comments like that at the beginning of their careers? Can you mention some examples of famous people that had difficulties at the beginning? Search in the Internet to answer these questions.

Why do you think a woman would like to become a boxer?

What difficulties do you think Chris faced to become a boxer?

Match the questions Lua asked her to Chris' answers.

1. What is your full name? When and where were you born? d.
2. Boxing has mainly been considered a sport for men. How did you get interested in it?
3. When did you start practicing boxing?
4. Do you think there are more opportunities for women that like boxing than in the past?
5. In your opinion, what are the benefits of boxing?
6. What difficulties did you have at the beginning?
7. Who inspired you to achieve your dream?
8. What is your most memorable fight? Why?

a

My family has always supported me and that is fundamental to pursue my dream. I was also inspired by women around the world who had accomplished what I wanted like Marcela Acuña from Argentina and Cecilia Braekhus from Norway.

b

Yes, I definitely believe there has been some progress. When I started, women were not accepted in gymnasiums in Montevideo. It was hard for me to convince a boxing coach to train me. Finally I did it. Nowadays, there are many women boxing as amateurs or professionals.

d

My full name is Christian Ariadna Namús Corrales, but people call me 'Chris' for short. I was born on October 3rd, 1987 in Montevideo.

e

My fight against Cecilia Braekhus is the most memorable one because she is my idol and I could fight her. I didn't win the fight but my performance was so good that she called me to train with her in different parts of the world.

h

I started getting interested in boxing because of a movie. Even though I had practiced martial arts since I was 6, I had never thought about boxing. At 16 I wasn't doing any sport. I watched a movie called "Girlfight" where a woman was boxing. That was the moment when I realized I wanted to practice that sport.

c

The first difficulty was the fact that women were not accepted in gyms. After solving this problem I have always been one more of the team for coaches and peers. Another difficulty we are still trying to solve is that women who are boxers earn much less than men doing the same job.

f

I started practicing at 16. At 18 I had my first and only amateur fight. When I was 19 I debuted as a professional boxer.

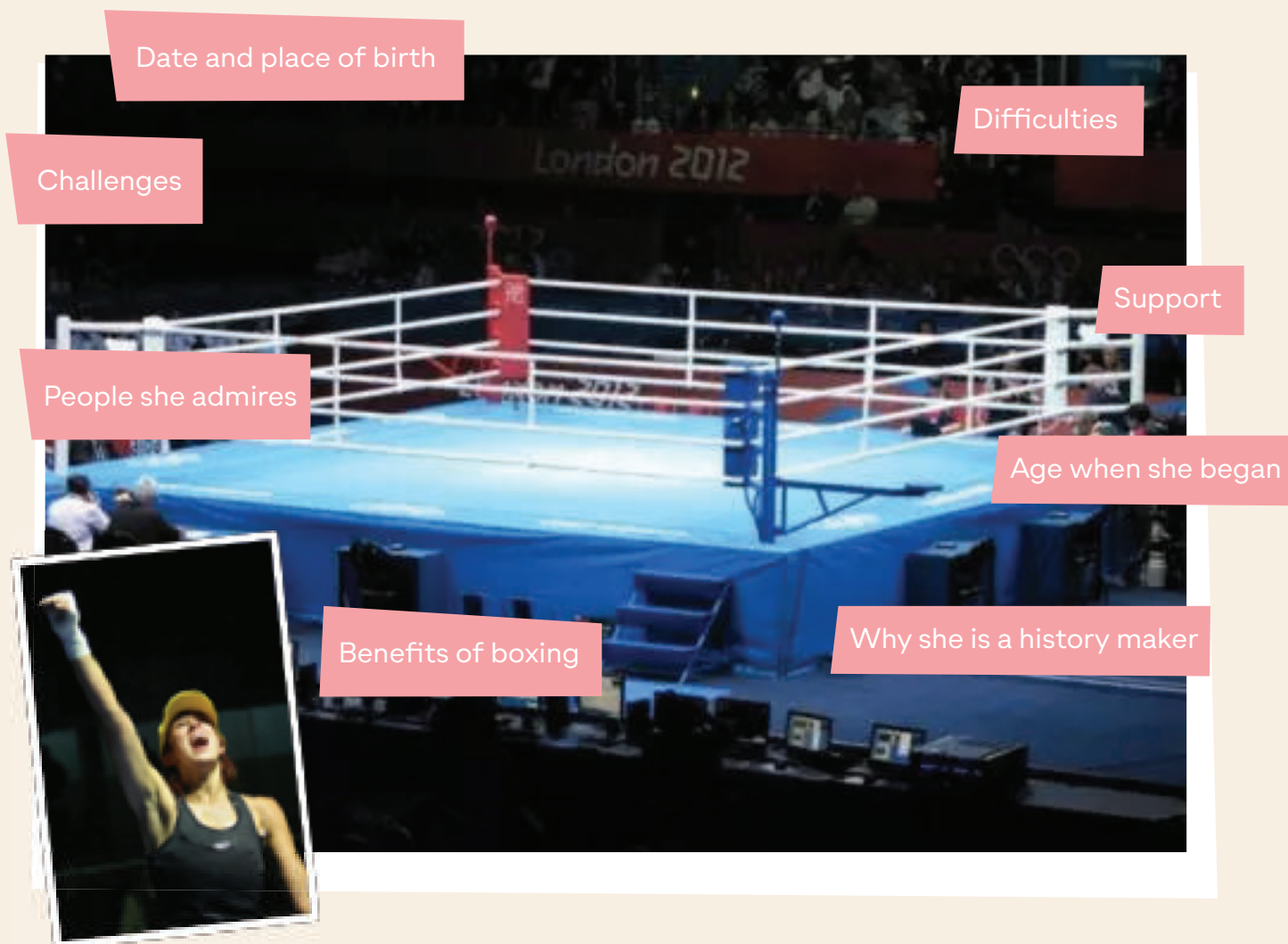
g

This sport is my life, my passion and it became my job. It is a very complete sport, you work all your body and it reinforces values like companionship and loyalty. I made a lot of friends while training. It gives me values, learning, experiences, health and many other things.

- * Read the answers again and match one of the comments from the trailer of the movie *Girlfight* from previous activities with one of Chris' answers. The comments were:

1. "You are worthless."
2. "You are nothing but trouble."
3. "You will prove them wrong."

Lua is creating a poster with the information from the interview. She will present about Chris Namús to her classmates. Help her to complete it.



The collage features a main image of a boxing ring during the London 2012 event and an inset photo of boxer Chris Namús celebrating. Surrounding these images are several pink labels with text prompts for a poster:

- Date and place of birth
- Difficulties
- Challenges
- Support
- People she admires
- Age when she began
- Benefits of boxing
- Why she is a history maker

What is Chris doing in the pictures? Match the pictures with the corresponding activities.

1. She is greeting her opponent. ☐
2. She is boxing. ☐
3. She is punching her opponent. ☐
4. She is celebrating her victory. ☐
5. She is hugging her opponent. ☐
6. She is smiling and showing her muscles. ☐

A



B



C



D



E



F



This is a mural of Chris Namús created by the artist José Gallino. Do you like it? Create a work of art representing another important woman in history; you may want to work with your art teacher.



Picture by Nicolás Monrhayt
Mural by José Gallino

Uruguayan poets and nature



Poetry is a way of expressing our feelings. Let's read two Uruguayan poems.



Photo by Gustavo Pereira

La Higuera - Juana de Ibarbourou

Porque es áspera y fea,
porque todas sus ramas son grises,
yo le tengo piedad a la higuera.

En mi quinta hay cien árboles bellos,
ciruelos redondos,
limoneros rectos
y naranjos de brotes lustrosos.

En las primaveras,
todos ellos se cubren de flores
en torno a la higuera.

Y la pobre parece tan triste
con sus gajos torcidos que nunca
de apretados capullos se viste...

Por eso,
cada vez que yo paso a su lado,
digo, procurando
hacer dulce y alegre mi acento:
«Es la higuera el más bello
de los árboles todos del huerto»
Si ella escucha,
si comprende el idioma en que hablo,
¡qué dulzura tan honda hará nido
en su alma sensible de árbol!
Y tal vez, a la noche,
cuando el viento abanique su copa,
embriagada de gozo le cuente:
¡Hoy a mí me dijeron hermosa!

A la izquierda del roble - Mario Benedetti .

No sé si alguna vez les ha pasado a ustedes
pero el Jardín Botánico es un parque dormido
en el que uno puede sentirse árbol o prójimo
siempre y cuando se cumpla un requisito
previo.
Que la ciudad exista tranquilamente lejos.

El secreto es apoyarse digamos en un tronco
y oír a través del aire que admite ruidos
muertos
cómo en Millán y Reyes galopan los tranvías.

No sé si alguna vez les ha pasado a ustedes
pero el Jardín Botánico siempre ha tenido
una agradable propensión a los sueños
a que los insectos suban por las piernas
y la melancolía baje por los brazos
hasta que uno cierra los puños y la atrapa.

Después de todo el secreto es mirar hacia
arriba
y ver cómo las nubes se disputan las copas
y ver cómo los nidos se disputan los pájaros.

No sé si alguna vez les ha pasado a ustedes
ah pero las parejas que huyen al Botánico
ya descenden de un taxi o bajen de una nube
hablan por lo común de temas importantes
y se miran fanáticamente a los ojos
como si el amor fuera un brevísimo túnel
y ellos se contemplaran por dentro de ese
amor.

Aquellos dos por ejemplo a la izquierda del
roble
(también podría llamarlo almendro o araucaria
gracias a mis lagunas sobre Pan y Linneo)
hablan y por lo visto las palabras
se quedan conmovidas a mirarlos
ya que a mí no me llegan ni siquiera los ecos

No sé si alguna vez les ha pasado a ustedes
pero es lindísimo imaginar qué dicen
sobre todo si él muerde una ramita
y ella deja un zapato sobre el césped
sobre todo si él tiene los huesos tristes.

y ella quiere sonreír pero no puede.

Para mí que el muchacho está diciendo
lo que se dice a veces en el Jardín Botánico

No sé si alguna vez les ha pasado a ustedes
pero puedo ocurrir que de pronto uno advierta
que en realidad se trata de algo más desolado
uno de esos amores de tántalo y azar
que Dios no admite porque tiene celos

Fíjense que él acusa con ternura
y ella se apoya contra la corteza
fíjense que él va tildando recuerdos
y ella se consterna misteriosamente.

Para mí que el muchacho está diciendo
lo que se dice a veces en el Jardín Botánico

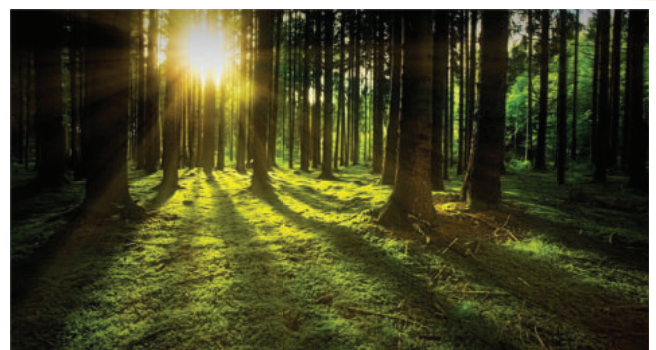
(...)

No sé si alguna vez les ha pasado a ustedes
pero el Jardín Botánico es un parque dormido
que sólo despierta con la lluvia.

Ahora la última nube a resuelto quedarse
y nos está mojando como alegres mendigos.

El secreto está en correr con precauciones
a fin de no matar ningún escarabajo
y no pisar los hongos que aprovechan
para nadar desesperadamente.

Sin prevenciones me doy vuelta y siguen
aquellos dos a la izquierda del roble
eternos y escondidos en la lluvia
diciéndose quién sabe qué silencios.
No sé si alguna vez les ha pasado a ustedes
pero cuando la lluvia cae sobre el Botánico
aquí se quedan sólo los fantasmas.
Ustedes pueden irse.
Yo me quedo.



Source: pixabay.com

Let's focus on two poems about nature from Uruguayan poets.

Name of the poem

Poet's name

Main content

Key words

Author's feelings

Your feelings

Say words related to nature. You can use the poems to inspire you. Write your words down and the ones your classmates say, too. At the end of the activity you should have at least 10 words.

For example:

peace - childhood - freedom - deep - path - animals - hope - way out -
fresh air - sports - miracle - friendship



With the list of words you have from this class write a poem. Just rearrange the words and add any necessary one.



Here are 4 examples from Lua, Nico and Emma's friends. Write your poems in a book and share it with all the school.

Let's join and share the poems!

There was a path
full of animals,
it was just my way-out.

There was hope, peace and freedom,
just what a child would want.

Enjoying fresh air, sports and friends,
it was my own deep miracle
that I did never share.

By Verónica Velázquez

Peace,
freedom, fresh air
It's what I care.

When I was in deep sorrow
friendship and animals were a
wonderful miracle
that gave me hope and guided
my path in my magical
childhood.

By Jimena Martínez

Oh my childhood..
peace, hope and freedom.
a path, a way out in the woods
fresh air sports...my kingdom.

A deep breath of fresh air
a escape, a sport, a miracle.
The animals happy everywhere
a miracle, a spectacle.

thanks for the memory
thanks for the path
thanks for the freedom
thanks for the peace.

By Aldo Rodríguez

Who said miracles are not real?
Just think of friendship, your childhood, or
the fresh air.

Who said peace is not possible to achieve?
Just notice how animals live in freedom.
Who said there's no hope?
Just feel the adrenaline of playing a
sport, or experiencing real friendship with
those around you.

There's always a way-out.
There's always a path.

By Gustavo Pereira

You can use the set of rubrics for writing activities at the end of this book.

Project 1

A resilient person I know. Write about a person that you know. It could be a famous person or someone from everyday life (for example, you would describe my grandma). Use the KWL chart to organize your writing. Include the things you know about the person, and the things you want to know. Talk to the person or to people who can give you information about the person to complete that chart. If you want, include a picture of the person or/and any quote or/and anecdote about him/her. The teacher organizes the resilience corner with all these stories.

Project 2

The teacher works with the film “The boy who harnessed the wind”. After watching the trailer or reading the plot, find an existing problem or issue from your neighborhood or community. Think of ways of solving it. Record a video, make a poster or write a message to share your ideas.

Project 3

Let’s act it out. Travis Price is Lua’s mom’s friend. As part of his literary work he translated extracts from Horacio Quiroga’s plays. He shares the translation with you. Work with the script in class and record a video acting the play.

Las Obras de Quiroga

English translation by Travis Price,
Former Fulbright ETA.

Las Obras de Quiroga

A La Deriva – Part 1

Paulino, Dorotea, Narrator

[Paulino entra a los tumbos, arrastrando su pierna.]

Paulino: Dorotea! Get me caña! (Dorotea! Dame caña!)

[Su mujer corrió con un vaso lleno, que el hombre sorbió en tres tragos.]

Paulino: I asked you for caña, not water! Get me caña! (¡Te pedí caña, no agua!
¡Dame caña!)

Dorotea: But it is caña, Paulino! (¡Pero es caña, Paulino!)

Paulino: No, you gave me water. I told you caña! (¡No, me diste agua! ¡Caña, te digo!)

[La mujer corrió otra vez, volviendo con la damajuana. El hombre tragó uno tras otro dos vasos, pero no sintió nada en la garganta.]

Paulino: [mirando su pie, murmurando] This is getting bad. (Bueno; esto se pone feo)

Narrator: Los dolores fulgurantes se sucedían en continuos relampagueos, y llegaban ahora a la ingle. La atroz sequedad de garganta que el aliento parecía caldear más, aumentaba a la par.

[Paulino vomita]

Narrator: Pero él no quería morir. Descendiendo hasta la costa subió a su canoa. Sentóse en la popa y comenzó a palear hasta el centro del Paraná. Allí la corriente del río, que en las inmediaciones del Iguazú corre seis millas, lo llevaría antes de cinco horas a Tacurú-Pucú.

Las Obras de Quiroga

La Gallina Degollada – Part 1

Mazzini, Berta, Narrator, Bertita, 4 Idiots

Narrator: Todo el día, sentados en el patio en un banco, estaban los cuatro hijos idiotas del matrimonio Mazzini-Ferraz. Tenían la lengua entre los labios, los ojos estúpidos, y volvían la cabeza con la boca abierta. Al declinar del sol, los idiotas tenían fiesta. Al fin se reían estrepitosamente, congestionados por la misma hilaridad ansiosa, mirando el sol con alegría bestial, como si fuera comida.

[Entran Mazzini y Berta, mirando a los idiotas, y manteniendo una distancia desde ellos.]

Mazzini: [Sospichoso] You can't think it's my fault, right? (¿Creo que no vas a decir que yo tenga la culpa, no?)

Berta: Oh, no! Nor mine, I imagine...[murmurando]

Well that was all I needed. (¡Ah, no! pero yo tampoco, supongo!...
¡No faltaba más!)

Mazzini: What was all you needed? (¿Qué no faltaba más?)

Berta: If anyone is to blame, it's not me.
That's what I wanted to say. (¡Que si alguien tiene la culpa, no soy yo!
Eso es lo que te quería decir.)

[Los dos se miran un momento, con odio.]

Mazzini: Let's drop it. (¡Dejemos!)

Berta: [Sarcástico] Whatever you say. (A las órdenes.)

Narrator: Este fué el primer choque y le sucedieron otros. Pero en las inevitables reconciliaciones, sus almas se unían con doble arrebató y locura por otro hijo. Nació así una niña. Vivieron dos años con la angustia a flor de alma, esperando siempre que ella también se volviera otra idiota. Nada pasó, sin embargo, y los padres pusieron en ella toda su complacencia, que la pequeña llevaba a los más extremos límites del mimo y la mala crianza.

Si aún en los últimos tiempos Berta y Mazzini cuidaban siempre de sus hijos, al nacer ellos se olvidaron casi del todo de los otros. Su solo recuerdo los horrorizaba, como algo atroz que los hubieran obligado a cometer.

Las Obras de Quiroga

La Gallina Degollada – Part 1

Mazzini, Berta, Narrator, Bertita, 4 Idiots

Narrator; Un día, algo se interrumpió a los idiotas en el banco. Su hermana, cansada de cinco horas paternas, quería observar por su cuenta. Detenida al pie del cerco, miraba pensativa la cresta.

[La hermana intenta de trepar arriba del pared. Recurre entonces a un cajón de kerosene, y su instinto topográfico le hace colocar vertical el mueble, con lo cual triunfa.]

El Almojadon De Pluma: Parts 1 & 2

Jordan, Doctor, Alicia, Servant, Narrator

Narrator; Los médicos volvieron inútilmente. Había allí delante de ellos una vida que se acababa, desangrándose día a día, hora a hora, sin saber absolutamente cómo. En la última consulta Alicia yacía en estupor mientras ellos la pulsaban, pasándose de uno a otro la muñeca inerte. La observaron largo rato en silencio y pasaron al comedor.

Doctor: Look, it's a serious case. There's little that we can do. (Pst...Es un caso serio. Poco hay que hacer...)

Jordán: [triste] That's all I need!

(¡Sólo eso me faltaba!)

Narrator: Durante el día no avanzaba su enfermedad, pero cada mañana amanecía lívida, en síncope casi. Parecía que únicamente de noche se le fuera la vida en nuevas olas de sangre. Desde el tercer día, apenas podía mover la cabeza.

[La sirvienta entra y le acomoda las sabanas a Alicia.]

Alicia: No, not now. I'm too weak for you to even move my pillow.

(Ahora no. Soy demasiado debil aún para arreglar el almohadón.)

[La sirvienta sale.]

Narrator: Sus terrores crepusculares avanzaron en forma de monstruos que se arrastraban hasta la cama y trepaban dificultosamente por la colcha.

[Se apagan las luces. Se encienden y Alicia y el doctor no están. Solo Jordan y la sirvienta.]

Part 2:**Narrator;** Murió, por fin

[La sirvienta, que entró después a deshacer la cama, sola ya, miró un rato extrañada el almohadón.]

Servant: Sir, there are marks on this pillow that look like blood.

(Señor...*En el almohadón hay manchas que parecen de sangre.*)

[Jordán se acerca rápidamente y se dobló a su vez.]

Servant: They look like...bites.

(*Parecen picaduras.*)

Jordán: Lift it into the light

(*Levántelo a la luz*)

[La sirvienta lo levantó, pero en seguida lo dejó caer, y se quedó mirando a aquél, lívida y temblando.]

Jordán: *What's wrong?*

(*¿Qué hay?*)

Servant: *It's really heavy*

(*Pesa mucho*)

[La sirvienta lo levantó, pero en seguida lo dejó caer, y se quedó mirando a aquél, lívida y temblando.]

La Gallina Degollada – Part 2**Mazzini, Berta, Narrator, Bertita, 4 Idiots**

[Los cuatro idiotas, la mirada indiferente. Pero la mirada de los idiotas se había animado. Lentamente avanzaron hacia el cerco.]

Bertita: Get away from me! Get off of me!

(*¡Soltáme! ¡dejáme!*)

Bertita: Mom! Oh, Mom! Mom, Dad!

(*¡Mamá! ¡Ay, mamá! ¡Mamá, papá!*)

[Los idiotas le agarran y sus gritos continúan hasta las luces apagan.]

A La Deriva – Part 2

Paulino, Narrator

Narrator; El sol había caído ya cuando el hombre, semi-tendido en el fondo de la canoa, tuvo un violento escalofrío. Y de pronto, con asombro, enderezó pesadamente la cabeza: se sentía mejor. La pierna le dolía apenas, la sed disminuía, y su pecho, libre ya, se abría en lenta inspiración.

[Paulino se reacomoda en la canoa.]

Narrator; El bienestar avanzaba, y con él una somnolencia llena de recuerdos. No sentía ya nada ni en la pierna ni en el vientre. ¿Viviría aún su compadre Gaona en Tacurú-Pucú? Acaso viera también a su ex-patrón míster Dougald, y al recibidor del obraje.

Paulino: How long has it been since I've seen my old boss. Dougald?

[Paulino se echa otra vez.]

Paulino: What day was it? Friday? No.

(Cual día fue? Viernes? No.)

[Paulino estiró lentamente los dedos de la mano]

Paulino: Thursday. Thursday.

(Jueves.)

[Muere.]

Unit 5

NATURE CONSCIOUSNESS

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

- understand the different ways to help nature.
- know how to give opinions and support them.
- describe places, actions and processes related to nature.
- discuss ideas related to your perspectives toward nature.
- read about national companies and NGOs defending nature

Are you green?

#livingUruguay2

Source: pixabay.com



Source: Gustavo Pereira Méndez



- * These pictures contain: an oak, a fig tree, and the Uruguayan writers Mario Benedetti and Juana de Ibarbourou. What is the connection between these four pictures?

If you don't remember, go back to the previous lesson in this book and see the connection.

Source: http://www.museos.gub.uy/index.php?option=com_k2&view=item&id=745:casa-museo-juana-de-ibarbourou



Source: https://upload.wikimedia.org/wikipedia/commons/e/e5/Mario_Benedetti%2C_1981.jpg

How green are you?

Do the quiz and find out if you behave in a proper way to help save our planet

1. Do you sort out glass, paper, plastic bottles, and cans?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never.



2. Do you buy fair trade products or organic or local food?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never, it's too expensive.



3. Do you use your own shopping bags?

- a- ☐ Yes, always
- b- ☐ Often
- c- ☐ Occasionally



4. Do you recycle light bulbs and used batteries?



- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never.

5. Do you always dispose of garbage in a proper way?

- a- ☐ Yes, always of course.
- b- ☐ Most of the times.
- c- ☐ Sometimes I don't pay attention!



6. Do you bother picking up other people's litter?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never.

7. Do you switch off the lights when you leave a room?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never.



8. Do you switch off other electric appliances at night? (TV, computer...)

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never



9. Do you put on warmer clothes when it's cold instead of putting on the heating?



- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never, I prefer putting the heating on more.

10. Do you have showers instead of baths?

- a- ☐ Yes, always.
- b- ☐ Often.
- c- ☐ Never



11. Do you close the tap while you brush your teeth?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never, I never think about it.



12. Do you leave the fridge door open when you do the cooking?



- a- ☐ No, never
- b- ☐ Sometimes.
- c- ☐ Yes, it often happens.

13. Do you use public transport or a bike or walk when possible?

- a- ☐ Yes, always.
- b- ☐ Sometimes.
- c- ☐ Never.



14. Do you have and use a composter at home?

- a- ☐ Yes. (2 pts.)
- b- ☐ No. (0 pt.)



- * Juana de Ibarbourou and Mario Benedetti were fond of nature. Are you fond of nature? Let's find out how green you are with this quiz.

After you answer the questions, check the following page for the results.

RESULTS

Check the number of points you have and see if you are **GREEN!**

A → 2 points **B** → 1 point **C** → 0 point (except question n°14)

From 22 to 28.

Congratulations, you are making real good efforts to help save our planet. Keep up the good work!

From 13 to 21.

Well, you should do better, the environment is not really your priority, but you can improve, can't you!

Below 12.

No, no, no !! That's not possible, you should definitely do a lot more to leave an acceptable environment to your children and grandchildren!

- * How would you improve the environment?



A friend of mine really loves nature and he sent me this video from the NGO Greenpeace. Take notes about the following categories...

Animals
Places
Means of transport
Food

- * You can watch the video by following this link:

[click here](#)

This video shows the actions that Greenpeace does. Do you know any Uruguayan organizations that protect nature?



- * Write the names of the NGOs in the graphic organizer.

- * These are some of the Uruguayan organizations. Search for information and complete a chart for the NGO.

Organization name	<input type="text"/>
Place	<input type="text"/>
Date of foundation	<input type="text"/>
What do they protect?	<input type="text"/>
Latest actions	<input type="text"/>

SOCOBIOMA
PROBIDES
ECOBIO

COENDU
AVES URUGUAY
KARUMBÉ

- * Share what you have learned about the Uruguayan organizations through a poster, leaflet or ad to promote these organizations.

PROBIDES no es una ONG strictu sensu. Se trata de un Convenio Interinstitucional que integran el Ministerio de Vivienda Ordenamiento Territorial y Medio Ambiente, la Universidad de la República y las cinco intendencias de la región este del país.

- * Other organizations you can search for information and share:

Revista SEA - Sustentabilidad en Acciones. Medio de comunicación/noticias.

Plantatón Uruguay. Organización para la conservación del medioambiente.

Sierras de Maldonado. ...

Red Uruguay de ONGs Ambientalistas

www.uruguayambiental.com

Grupo As



Global warming



Taken from: Zynatis/shutterstock.com



Taken from: <https://www.cgbusinessconsulting.com/the-ipcc-report-on-global-warming-makes-for-stark-reading/>



<https://www.deccanherald.com/science-and-environment/global-warming-to-cause-catastrophic-species-loss-study-823524.html>

What do you see in the pictures?
Describe them.

Why do you think this happens?
What are the causes of this?

- * Global warming is a silent problem.
Let's see how aware you are about the topic.

- * Find keywords related to global warming.
- * These are newspaper headlines about global warming. Read them and say whether they are true or false. When you finish, google for information and check your answers.
 - a Global warming is caused only by natural factors.
 - b Global warming is affecting only some countries in some areas of the world.
 - c The United States is the country with the highest amount of carbon monoxide in the world.
 - d It takes 100 years for carbon dioxide to disperse in the atmosphere.
 - e The Arctic animals that many scientists consider most vulnerable to extinction due to global warming are Polar bears.

What causes global warming? What are the main effects of it?

- * Read again and complete a multi-flow thinking map to set the causes and the effects of global warming.



- * Think of your communities and how these general ideas apply to them.

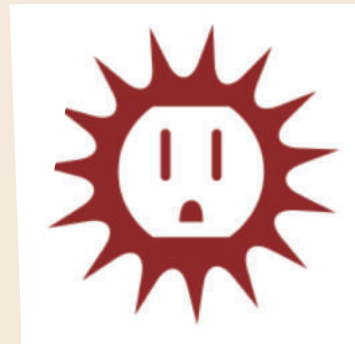
E.g. carbon monoxide. There are a lot of carbon monoxide emissions because there are a lot of cars in Montevideo. Most cars don't use eco fuel.

- * Think of other possible causes and effects that might exist in your communities to enrich the flow thinking map you have created.

Global warming is a problem that can be solved by becoming more aware of nature. Think of possible ways of addressing the issue.

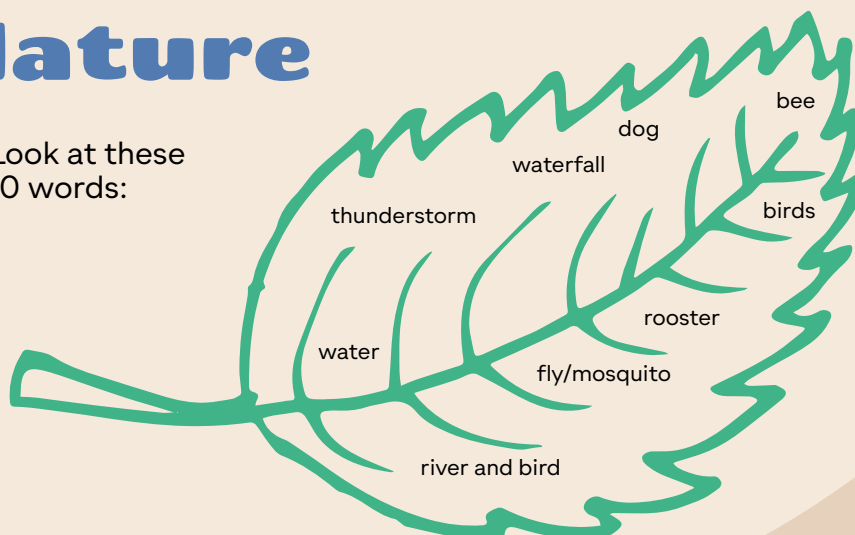
- * Write one possible solution to the topic on your notebooks.

For example: I think global warming can be solved if....



Nature

- * Look at these 10 words:



- * Choose three of them. Write them on the chart.

- * Listen to the recording and circle what you hear. For example, if you hear “water” and you wrote the word water in the chart, circle it.

When you circle the three words say “bingo”.

What do the things you hear have in common? The hidden word is the answer.

--	--	--	--	--	--

- * We know that nature is divided into smaller areas, according to shared characteristics. They are called biomes.

Biomes (pron)
/'baɪəʊm/



What biomes do you know?

Types of Biomes

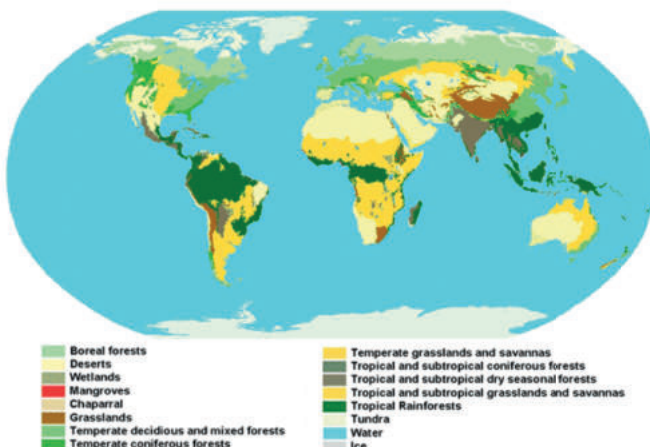
Oceans / Tropical forests / Tropical savanna / Arid deserts / Steppes /
Temperate grasslands / Mediterranean forest / Temperate humid
forests / Coniferous forests / Taiga / Arctic tundra / High mountains

[click here](#)

What are the characteristics of each biome?



Biome and Ecosystem of Uruguay



Source:
<http://uruguayclimate.weebly.com/part-2-biome-and-ecosystem.html>

What kind of biome is Uruguay a part of?

Uruguay is a part of the Temperate Grassland biome.

Temperate grasslands are a part of a larger biome grouping of grasslands that include tropical savannas. Both biomes are categorized based on grass but they also have so many differences.

1. Unlike savannas that sometimes have trees and shrubs scattered about an area, temperate grasslands don't have trees or scrubs.
2. Temperatures in temperate grasslands can vary dramatically and this can have a great impact on the growing plants and animals in their ecosystem.
3. Temperate grasslands tend to have less rainfall.

On the map above, Uruguay is located in the Temperate Grassland biome.

The Temperate grassland color on the map is yellow.

What are the seasons like?

Seasons depend on the location and if it is in the northern hemisphere or the southern hemisphere.

Taken from: <http://uruguayclimate.weebly.com/part-2-biome-and-ecosystem.html>

- * Are there any biomes in our country?
- * Which ones?
- * Are the biomes of the world the same to the biomes in Uruguay?



- * Is this information about biomes correct? Make predictions.
 - 1 In summer, the temperature reaches 100°F in Texas.
 - 2 The average temperature in Texas is 27°C.
 - 3 Uruguay has cold winters due to the sun's position.

- * Nico's aunt is doing some research. Listen to her and check this information about biomes.

- * Using your ideas about biomes and what Nico's aunt said about them, write three sentences to summarize the ideas you have.

1

2

3

Natural wonders

- * Our world has many and varied wonders. Here you have some examples:

Machu Picchu
Cayan Tower
Iguazu Falls
Christ the Redeemer
The Great Wall of China
Perito Moreno glacier
The Egyptian Pyramids
Eiffel Tower
The Grand Canyon

Ancient man-made

Modern man-made

Natural

- * Classify them into the correct category.



<https://www.youtube.com/watch?v=B8WHKRzkCOY>

**peace - happiness - admiration - stress -
love - care - anxiety - worry - amazement -
curiosity - immensity - sadness**

* Why are they considered wonders?
Would you prefer to visit natural wonders or man-made wonders?

* Let's watch a video.
What types of wonders are shown in it?

* After you watch the video, how do you feel about these wonders? Use these words to help you.



* What wonderful things are shown? Can you name them?

* Watch the video again, pay attention to the audio and match the two halves of the sentences.

- | | |
|-----------------------------------|---------------------------------|
| 1 I see trees of green, | A what a wonderful world |
| 2 I see them bloom | B the dark sacred night |
| 3 And I think to myself, | C red roses too |
| 4 I see skies of blue | D what a wonderful world |
| 5 The bright blessed days, | E and clouds of white |
| 6 And I think to myself | F for me and you |

1 **2** **3** **4** **5** **6**

- * Continue listening to the audio and fill in the blanks with one word.

The (1) colors of the rainbow
 So pretty in the (2) sky
 Are also on the faces of (3) people going by
 I see (4) shaking hands
 Saying "(5) do you do?"
 They're really saying "I (6) you"
 I hear (7) crying
 I (8) them grow
 They'll learn much more
 Than I'll ever know
 And I think to myself...
 What a wonderful world
 Yes, I think to myself...
 What a wonderful world

- * Read the lyrics and underline the elements of nature present in the video.
- * In our everyday life we are surrounded by natural wonders. Sometimes we don't appreciate them. Think of natural beauties: rainbows, flowers, puppies, a beautiful spot in your town or city, etc. Take a minute to reflect about one and create a stanza using the prompts below:



I see...
I hear...
I think to myself...
I see...
And I think to myself...

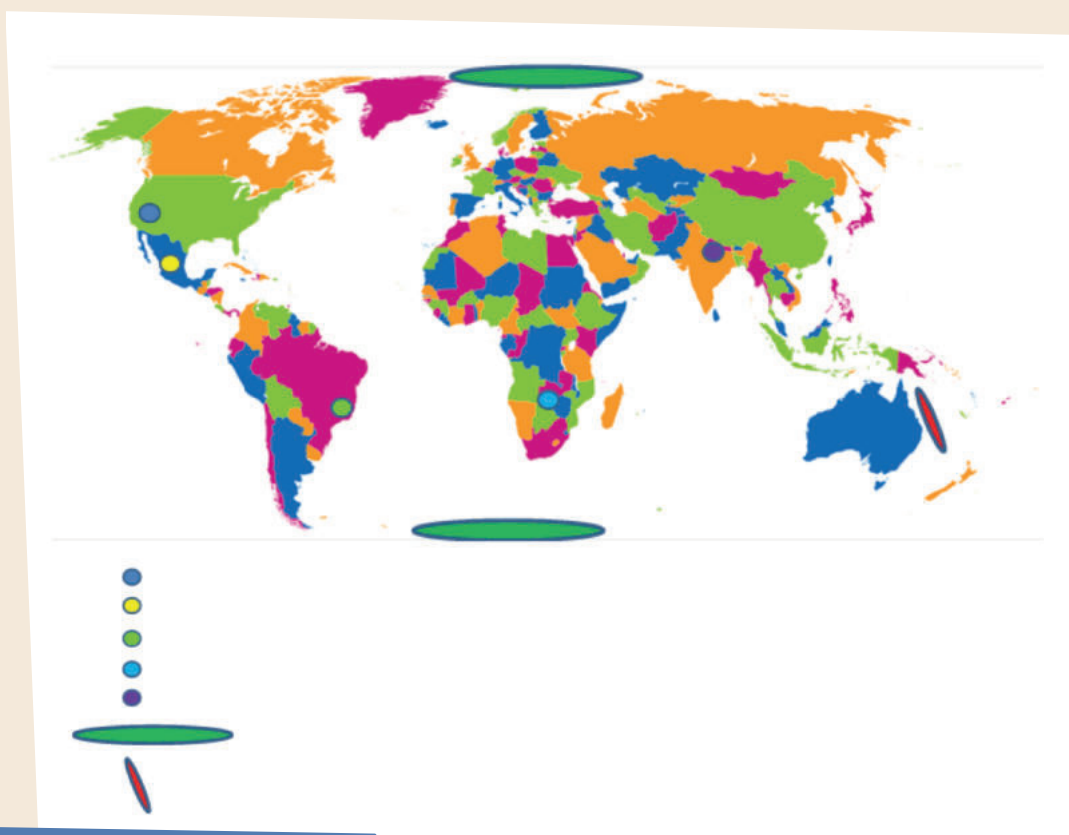
- * Read the text about natural wonders and locate each one in the map.

7 Natural Wonders of the World

Our planet is full of amazing and wonderful sights. These are some of the most famous.

1. **The Grand Canyon** is in the US in the state of Arizona. It is a very big hole in the ground with diverse beautiful colors. Created over 6 million years ago by the Colorado River, the canyon is over 277 miles long. The climate there is very dry.
 2. **The Great Barrier Reef**, stretching over 1,600 miles, is the largest coral reef on Earth. It is located in the coral sea of the northeast coast of Queensland, Australia. The reef contains 2,900 individual reefs and 900 islands. It is the home of “Nemo”, the famous clownfish of the movie Finding Nemo. You can see it from space.
 3. **The Harbor of Rio de Janeiro** is a fascinating natural landscape where the ocean meets the shore and the Sugarloaf mountain with the giant iconic statue named “Christ the Redeemer” at the top of Mount Corcovado. It is the largest bay in the world surrounded by high mountains.
 4. **Mount Everest** is the highest mountain in the world. It is located in the Himalayas in Asia, the mountain range between Nepal and Tibet. Everest has claimed the lives of 210 people.
 5. **Aurora Borealis**, also known as the polar lights is a display of natural lights in the sky, typically occurring in the Earth sky and better noticeable at night. They are caused by solar wind. They are also known as the northern lights or southern lights.
 6. **Paricutin Volcano**, in Mexico is the only volcano whose birth in 1943 was seen and documented by humans. It is 424 meters tall. After its last eruption in 1952, it will never erupt again.
 7. **Victoria Falls**, found in southern Africa between Zambia and Zimbabwe, is one of the largest falls in the world. It provides habitats for several unique species of plants and animals.
- These are the seven natural wonders of the world, some of the most beautiful places, created by nature itself, thankfully unspoiled by man. They are breathtaking, magical and wonderful.

Adapted from: <https://en.islcollective.com/download/english-esl-worksheets/level/pre-intermediate-a2/7-natural-wonders-world/64377>



- * These places are amazing. Mention a fact that called your attention about each one.

1 The Grand Canyon

2 The Great Barrier Reef

3 The Harbor of Rio de Janeiro

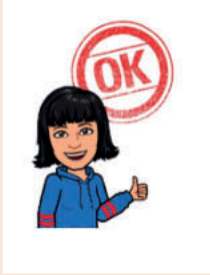
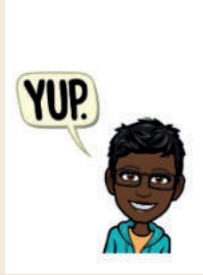
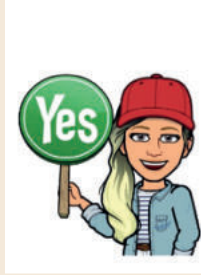

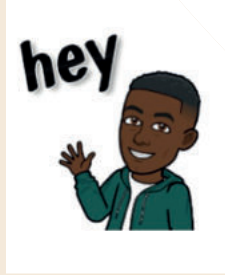
4 Mount Everest

5 Aurora Borealis

6 Paricutin Volcano

7 Victoria Falls

- * Emma, Nico, Lua, Freddie and Duma are talking about the wonders. Read the characteristics of the places they would like to visit and help them discover the perfect one for each of them.

Our friends					
Preferences	Emma likes water and wants to go to Africa.	Nico likes diving and sea life.	Lua likes cold weather and enjoys night walks.	Freddie likes discovering wonders in South America especially with a wonderful view of the ocean.	Duma likes heights and climbing.
Wonder they should go to					

Let's compare some wonders. Using these adjectives: high, large, long, beautiful, deep, good (for climbing), bad (for climbing), dangerous, dry, cold.

- * Take a look at some examples:

Mount Everest is higher than Mount Aconcagua.

Mount Everest is better for climbing than Parícutin Volcano.

Climbing Mount Everest is more dangerous than visiting Sugarloaf Mountain.

The Grand Canyon is drier than Mount Everest.

- * Where would you go? Choose two places and compare them to give your reasons.

- * The following are some important words from this lesson. First, match them with their corresponding definitions. Then, find them in the word search.

1- Canyon

2- Landscape

3- Shore

4- Mountain range

5- Bay

6- Mountain

7- Volcano

8- Falls

9- Harbor

10- Coral Reef

A An area of water next to the coast where ships shelter **9**

B A group or line of mountains with a particular name.

C A part of the coast where the land curves in.

D Water dropping from a higher to a lower point sometimes from a great height.

E An area of coral that sometimes can be seen from above the sea.

F A mountain with a hole at the top from where lava can be forced out.

G Part of the Earth surface higher than a hill. The top can be covered in snow.

H The land along the edge of a sea, lake or wide river.

I A large hole in the ground.

J A large area of countryside.

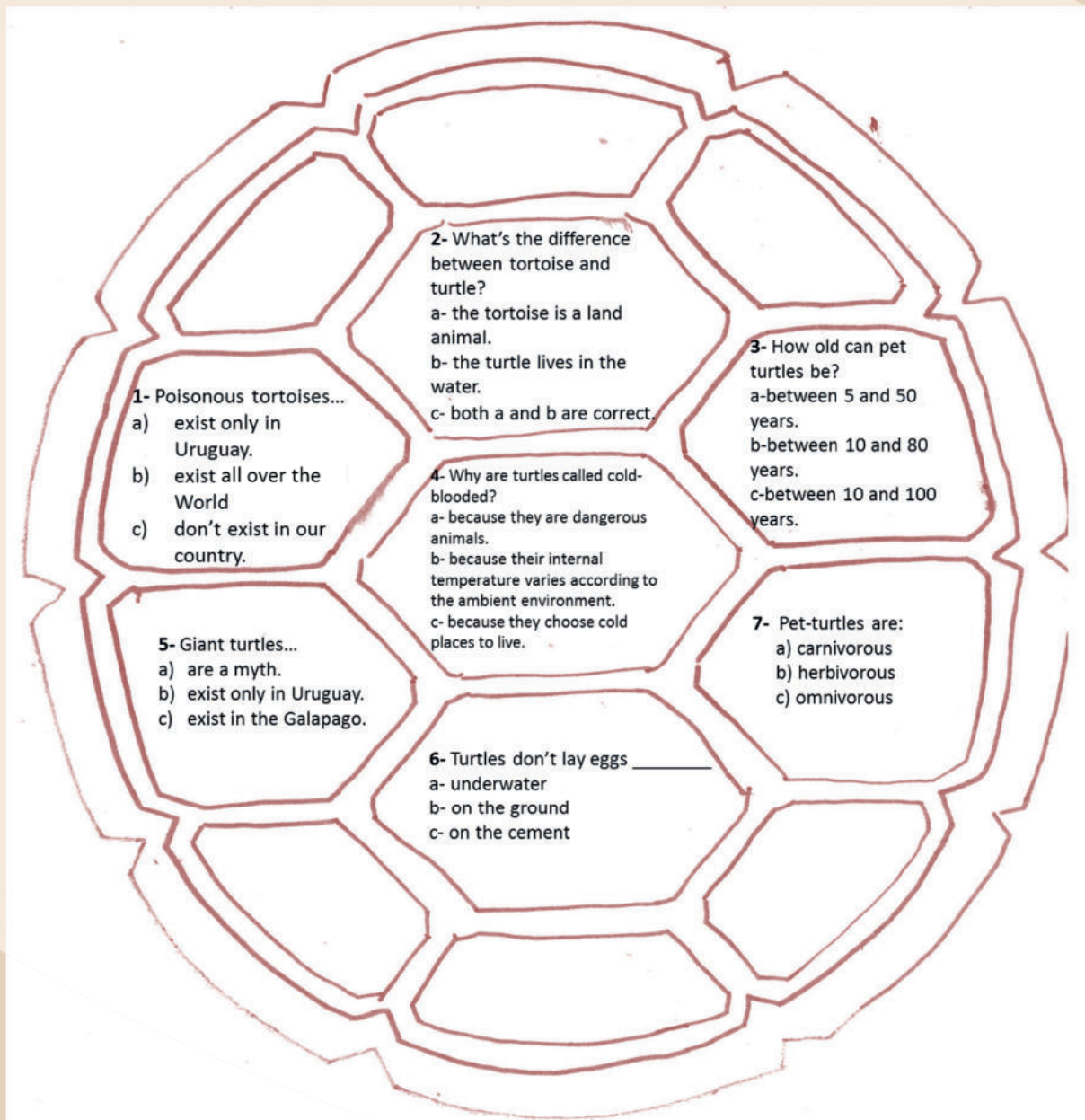
NATURAL WONDERS



www.educima.com

Helping to protect wildlife

- * These are pictures of an animal.
Look at the pictures and discover what animal it is.
- * The pictures correspond to different parts of the body of the animal. Can you name them?

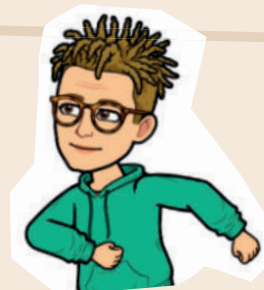


- * Share your ideas with a partner.

- * Listen to Lua, Emma, Nico, Duma and Freddie's former geography teacher talking about the topic and correct your answers.
- * Some tortoises and turtles are in danger of extinction. Karumbé is an NGO that protects turtles and tortoises in Uruguay and abroad.
- * Go to the Tortoise Classroom in the link: [click here](#)

- * Answer the following questions:

- 1 What does Karumbé do?
- 2 What type of professionals take part in Karumbé ?
- 3 What are the objectives Karumbé has?



- * There are four types of turtles in Karumbé . What are they? Complete the chart.

Turtle 1	<input type="text"/>
Turtle 2	<input type="text"/>
Turtle 3	<input type="text"/>
Turtle 4	<input type="text"/>

- * Work in groups. Get in 8 groups. 2 groups choose one type of turtle. Go to Karumbé's website and find information about it. Use the Internet to add any other information you find.
- * Create a poster and name a spokesperson. Share your findings to the class.

Did you know?

The famous Greek playwright Aeschylus was killed when an eagle dropped a turtle on his head.



Let's learn how to recycle



- * Watch the video “The majestic plastic bag” that shows the trip of a plastic bag. Make a list of the places it visits.

Where does it end its journey?

Why is it a global problem?

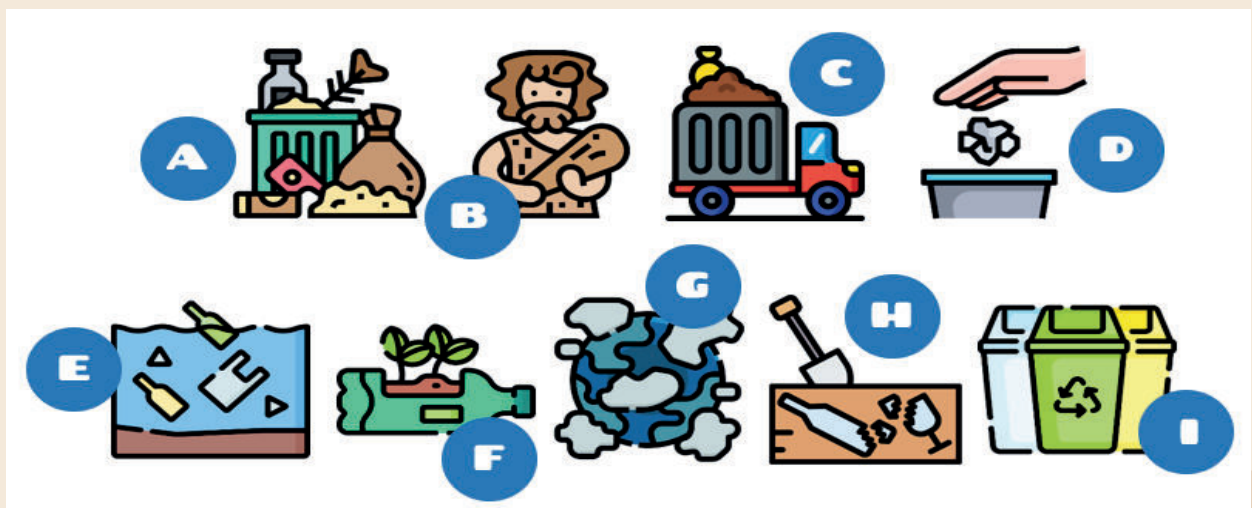
Video here:

[click here](#)



- * A short history about trash. Match the description with the corresponding icon.

<p>1</p> <p>Trash always existed. Only cavemen didn't have a big problem with it because there was a lot of room for it.</p>	<p>2</p> <p>Today trash is a big problem. There are more people and more different kinds of trash: cans, papers, bottles, clothes, cars, etc.</p>	<p>3</p> <p>Every year each one of us throws away almost one ton of trash.</p>
<p>4</p> <p>We have a problem with trash that cavemen never had. To get rid of it we tried.</p>	<p>5</p> <p>...burning it. But burning trash can cause air pollution.</p>	<p>6</p> <p>... throwing it in the ocean. But this pollutes water, too.</p>
<p>7</p> <p>... burying it. But there isn't enough empty land near cities.</p>	<p>8</p> <p>In the past few years we have found a new way to solve the problem. It's called RECYCLING.</p>	<p>9</p> <p>Recycling means reusing our trash instead of getting rid of it. By using the same materials again, we save our natural resources.</p>



Icons source: flaticon.com

* Read the text again and find:

Different types of trash

The reason why trash is a problem

Different ways of dealing with trash

Did you know?

The words rubbish, garbage, and trash are synonyms. The word rubbish is from British English and the words garbage and trash come from American English.

(Text about global

The Recycle Symbol-The three R's.

Each of the three arrows in the Recycle Symbol can represent one step in a three-step process that forms the recycling loop.



Source: https://commons.wikimedia.org/wiki/File:Reduce_Reuse_Recycle.jpg

* Order the steps:

The recyclable materials are manufactured into new products.

People sell, buy and use the new products made from the recycled materials. The loop is now complete.

People collect recyclable materials and put them in the corresponding bin. Then the materials are taken to a local collection center. Some people clean and separate them to be reused.

Adapted from: <https://www.mtsu.edu/cee/3Rs.php>

Tips for students and schools:

Students, parents, and teachers can all make a difference in reducing waste at school. By practicing the "3 R's" of waste reduction—reduce, reuse, and recycle—we can all do our part.

* Choose the tips to be eco-friendly.

- Before starting the new school year: reuse last-year's materials. / Buy new school materials.
- Buy a lot of plastic school objects. / Choose school materials made from recycled products.
- Throw away plastic bags and other packaging. / Save packaging, colored paper, egg cartons and other items for arts and crafts projects.
- Take care of pens and pencils; put them in your pencil case after class. / Let your pens and pencils on the floor and desks in the classroom.
- Buy new clothes all the time. / Try to recycle old clothing and do other useful stuff from them like bags.
- Donate clothing you do not wear anymore. / Throw away clothing you do not wear anymore.

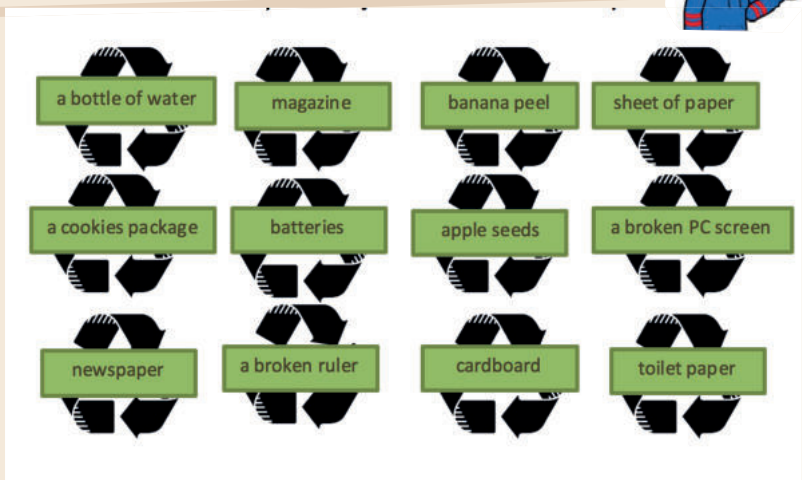
Adapted from: <https://www.epa.gov/recycle/reducing-waste-what-you-can-do#Tips%20for%20Students%20and%20Schools>

* Give advice to a friend using the tips above and the modal: should / shouldn't.

E.g. You **should** reuse last year's materials.



- * Do you recycle? Do you buy recycled products? Do you separate your trash?
- * In Emma's school, students and teachers are separating trash. They have different bins for different materials. Help them put the objects below into the corresponding bin.



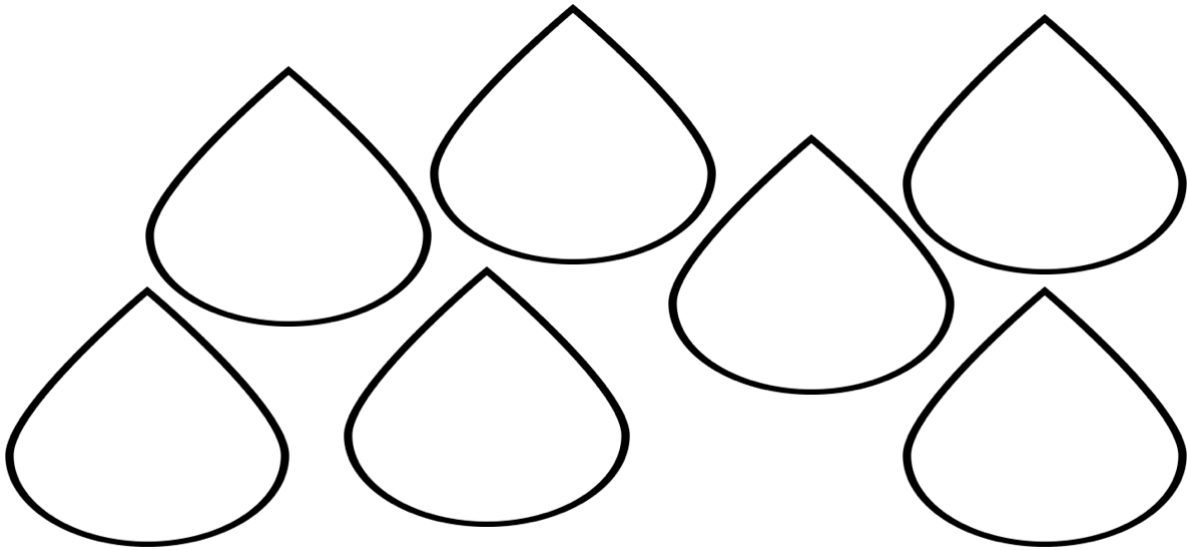
- * Find places with recycling bins in your town. What materials can you put in there?

- * Make a list of places where you think there should be recycling bins. Why is it important to have those bins there?



The importance of water

- * What do we use water for in our houses? Make a list of different uses. Why is water important? Fill in the drops of water with your ideas.



In Uruguay, we are privileged because we have potable running water in our houses. According to OSE (Obras Sanitarias del Estado) 99 % of Uruguayans have access to potable water. Also, the right to have access to water is present in our Constitution (art 47) as a fundamental human right. This is essential to avoid illnesses that appear when we don't have potable water.

- * Unfortunately, this is not the case in some countries. Look at the pictures. What do you see? What is the relationship between these photos and the use of water? Where are they from?



Photos by Andrea Joyce

- * What daily problems related to water do you think the people from the pictures have?

Read the text and choose a picture (A, B or C) that best illustrates the underlined ideas (1, 2, 3).

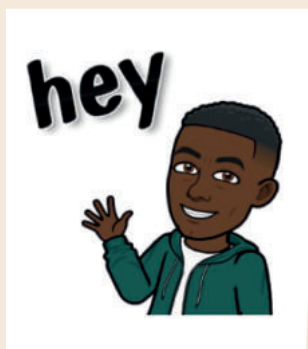
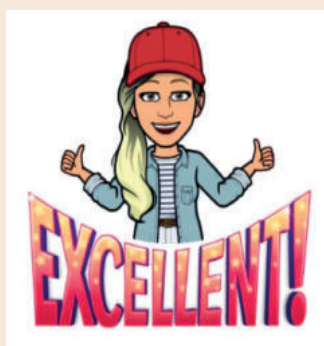
Lack of water in Africa

One of the most important problems in Africa is the lack of access to clean drinking water and proper sanitation. People in Africa are not the only ones; the equivalent of 1 in 8 people on the planet does not have access to clean, safe water!

The lack of water is a huge obstacle. You can't grow food, you can't build housing, you can't stay healthy, you can't stay in school and you can't keep working.

(1) For women and children especially, this crisis is real. It affects every minute of the day. (2) Water sources are often far away from people's homes, so they have to spend hours each day finding and transporting water. So they don't have much time for other activities like studying, working, and enjoying life.

Transporting water is not easy. The typical container used for water collection in Africa is very heavy (the equivalent of a 5-year-old child). *(3) Apart from that the water taken from a river is not potable which can be a source of illnesses.*



- * Lua and Duma are working on a school project about saving water. These are their ideas, help them by highlighting must or mustn't.

- 1 We must/mustn't close the tap when we are brushing our teeth.
- 2 We must/mustn't reuse our towels and not wash them all the time.
- 3 We must/mustn't recycle water when possible.
- 4 We must/mustn't use recreational water toys.
- 5 We must/mustn't waste water.
- 6 We must/mustn't run the washing machine if it is not full.
- 7 We must/mustn't take shorter showers.
- 8 We must/mustn't turn off the tap when shampooing our hair.
- 9 We must/mustn't use rainwater for watering the plants of our gardens.

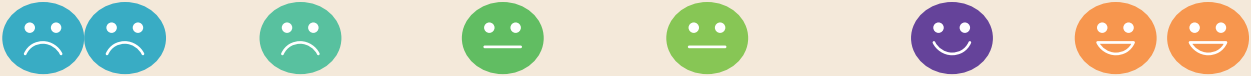
Did you know?

In the US people use should or shouldn't instead of must or mustn't. Must and mustn't are British English.

Being naturist



- * What do you think about the following situations? Choose the correct answer for you.



- 1 I love doing outdoor activities. *I agree completely.*
- 2 I don't like to destroy nature.
- 3 I like relaxing.
- 4 I enjoy learning about other lifestyles.
- 5 I think that the Earth must be protected.
- 6 I am keen on using natural products.
- 7 I love spending time in the fresh air.
- 8 I have heard about yoga and I would like to try it.
- 9 I like listening to the sounds of nature. I love all kinds of birds but the red and the blue cardinal are my favorites.
- 10 I don't like to use chemicals such as soap or shampoo.
- 11 I love peaceful places where I can enjoy nature.

- * Do you know people who like nature? What activities do they do? What are the rules of naturalists?

Last weekend, I went to a naturist farm called Tierra Pura. It's close to Piriápolis. Here you have a brochure I brought to share with you.

* Read the text.

Lua, Nico, Emma, Salvador, Luis and Freddie are looking for a place to go. Read the text and say if Tierra Pura is a good place to go or not.

-Nico really enjoys practicing sports outside. He would like to find a place to play football with his friends. The place needs to have a football pitch together with a canteen to get some sodas and fast food after finishing the match.

-Nico and his cousin love spending time together. They like camping and singing and playing the guitar next to the fire.

-Lua's favorite activity is bird watching. She spends hours doing it. She loves the teru teru.

-Luis loves going shopping. He is interested in nature but he loves comfort and technology. He can't live without the internet.

-Emma feels she is not working enough on her passion: music. She doesn't feel comfortable with her current lifestyle. She needs a day off to get inspiration to relax and to work on her songs.

-Salvador loves animals. He has heard that there's a place in Uruguay where you can meet wild animals. It's kind of dangerous, but he likes activities that give him an adrenaline rush.

-Freddie loves spending time with friends, he really enjoys watching movies, playing video games or cooking new recipes.



Tierra Pura is located on the east of the Atlantic coast of Uruguay. The countryside and the sea landscape come together to make a unique place. Originally, it was a dairy farm. More than two decades ago, it turned into a nature reserve where native fauna and flora are protected. In Tierra Pura you can see nature free of human intervention. We make rational use of the resources that nature provides. In Tierra Pura, high-quality organic and natural cosmetics are produced that take advantage of the benefits of local herbs. It is also a good place to rest. You can learn relaxation techniques related to yoga. Visitors are welcome. You can go to Tierra Pura for a short getaway. If you want to relax, you can spend a day off there and enjoy the place. A small community, that chose to live in nature, found in Tierra Pura a nice place to visit. If you want to go there, you can give it a try.

Definitely, Tierra Pura is an interesting place to get to know and enjoy!

* Imagine you are one of the characters. Write a social media post saying what your experience there was like.

Write the social media post on their experience at Tierra Pura.

If the school has a blog, the posts can be shared there.

Animal preservation

- * Watch the first part of a video (up to min 0:30) about an orangutan and a little girl. The orangutan is in the little girl's bedroom. She is making a mess, put her actions in order.

[click here](#)



She destroys all of my house plants.
 She throws away my chocolate.
 She plays with all my teddies.
 She keeps borrowing my shoe.
 She keeps on shouting.

- * In pairs, think of possible reasons why the orangutan is in her room.
- * Watch the second part of the video and choose the correct answers for these questions (There may be more than one correct option):

1 Why is the orangutan in her room?

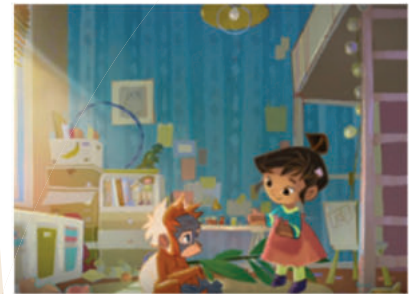
- A** She likes the girl's bedroom.
- B** She doesn't like living in the forest.
- C** Humans are destroying her home.

2 How is the orangutan feeling?

- A** Relaxed.
- B** Scared.
- C** Anxious.

3 Is there a solution for the orangutan's problem? What are the girl's ideas?

- A** She will fight to save the orangutan's home.
- B** She will invite the orangutan to live with her.
- C** She will share her story so others can fight, too.



- * This is what the girl says at the end: “The future is not yet written but I will make sure it is ours.” What do you think it means? Do we have time to do something about this situation? Reflect on the video with three classmates.
- * Think of 2 inspirational phrases to make others take action on this problem.



With my friends, I went to the Talice Preserve. Read about it.

Meet at Talice and Connect with Nature

We are Lalo and Pancho and we welcome you to our ecopark. Here you can learn about plants and how animals live in their natural habitats. Let's share some adventures in the park!

Talice Ecopark offers visitors the unique and exciting opportunity to connect with nature in a beautiful, natural environment and also contact wildlife in this very special place. In this preserve there are 1500 animals of 150 autochthonous and foreign species of mammals, birds and reptiles.

Talice is a 'must see' attraction for local families and tourists visiting Flores. It is also a great destination for schools and group visits, picnics, or if you are looking for something different to do with your family and friends.

There is also a modern cafeteria, outdoor seating and souvenirs store. You can take photos and go for a trip on beautiful boats. In the preserve there are different activities, some of them are for children and some others are for adults that is why they have different costs.



- * Read the text and answer these questions

- A** Where is Talice Eco Park located?
- B** What activities can you do there?
- C** How many animals are there?
- D** Why is it an eco park?

- * The Talice Preserve has many different places to visit. You can drive there but you cannot get into the Eco park in a car. Look at the map below to see the various places you can visit.

Place website: <http://www.talice.com.uy/>



In every park there are some regulations, things you have the option to do (can), things that are mandatory (must) or forbidden (mustn't) and things that are recommendable to do (should).

- * Take a look at the rules below. Choose the ones appropriate for an Eco Park.

- 1- You mustn't walk in the areas where the animals live.
- 2- You mustn't feed the animals.
- 3- You shouldn't throw rubbish in the bins.
- 4- You can build a fire to make a barbecue.
- 5- You can't touch the animals.
- 6- You can take photos of the animals and landscape.
- 7- You can buy food or drinks in the canteen.
- 8- You should go for a swim in the lake.

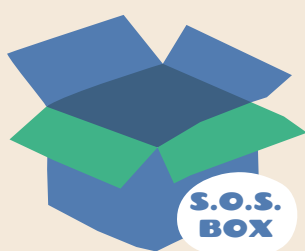
Did you know?

In the US people use should or shouldn't instead of must or mustn't. Must and mustn't are British English.

- * Imagine you are going to go on a school trip to Talice Preserve. First you need to become familiar with the park. Look at the map and write a few sentences that describe it.

E.g. In Talice Eco Park, there is a souvenir store next to a lake and there are benches near the bus stop.

- * Now that you are more familiar with the park, let's think about the activities you are going to do with your friends on the school trip. Your teacher planned an hour visit so plan your tour carefully.



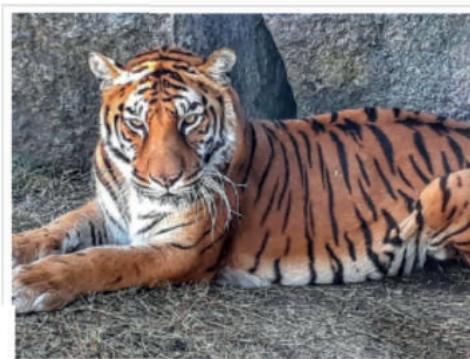
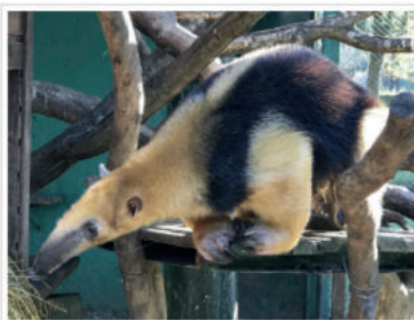
First, we are going to see the "Valle de los Ciervos". There, we are going to take some photos of the deer.

Then we are going to ...

After that, we are going to...

Finally,...

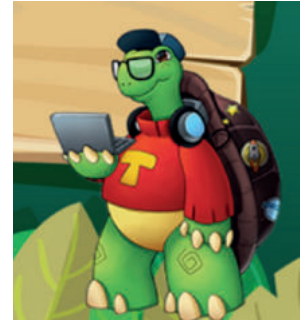
- * Think of another reservation in Uruguay and work in groups to create a similar leaflet to the one of the Talice Eco Park. Use the pictures to help you.



Source: talice.com.uy

- * These are the mascots of the Talice Eco Park. Let's learn more about them!

His name is Pancho. He is a turtle. He loves learning. That is why he is usually reading online. He likes teaching and he enjoys passing his knowledge on to others a lot. He loves to help them make a better world. He is nice, honest and also a dreamer. He is sometimes shy. His friend Lalo helps him to take more risky decisions.



Source: talice.com.uy

- * Use the information about Lalo, the other Eco Park mascot, and introduce him to a partner. Take turns talking about him. Use sentences, for example: His name is Lalo. He is a puma.

Name: Lalo

Animal: puma

Loves: the projects he has

Character: funny, playful, dreamer, good-hearted

Job: guide

Other characteristics: good partner, a bit impulsive and distracted

Best friend: Pancho



- * Now that you know more about Pancho and Lalo, imagine a day in their lives in the Eco Park. What do they do? Write a paragraph.

Source: talice.com.uy



Renewable energy

- * Emma looked up the definition of energy for her science homework:

“Power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.”

Definition from Oxford Dictionary

- * What words come to your mind when you think of the term “energy”?

Energy

- * Why is energy important?

Energy is all around us in nature. Some sources of energy will never run out so that energy is known as renewable energy or “green energy”. Other sources of energy are available in specific amounts and will not regenerate, so they make non-renewable energy; it is energy from a source that will run out.

- * Watch the video and tick the sources of energy that appear:

[click here](#)



wind



water



biomass



geothermal



solar



coal



propane



natural gas



petroleum



nuclear

- * Classify the sources of energy into renewable and non-renewable:

RENEWABLE**NON-RENEWABLE**

- * Match the type of energy with the corresponding description.

Geo-thermal

Wind

Biomass

Water

Solar

- a** This type of energy comes from living things like trees and plants.
- b** The wind energy is converted to electricity through the use of turbines.
- c** This type of energy comes from the Sun.
- d** This type of energy is produced by hot rocks deep beneath Earth surfaces.
- e** Hydro power is created by converting the energy of moving water into electricity.

- * Emma is studying renewable energy at school so she went with her classmates and a teacher to visit the school number 294 in Jaureguiberry. This is what they learnt:

The first sustainable public school of Uruguay and Latin America is in Jaureguiberry, in the southern province of Canelones. This school is self-sufficient in electric energy, potable water and heating. There is also a part of the building that was made with recyclable materials.



* What source of energy can you spot in the picture?



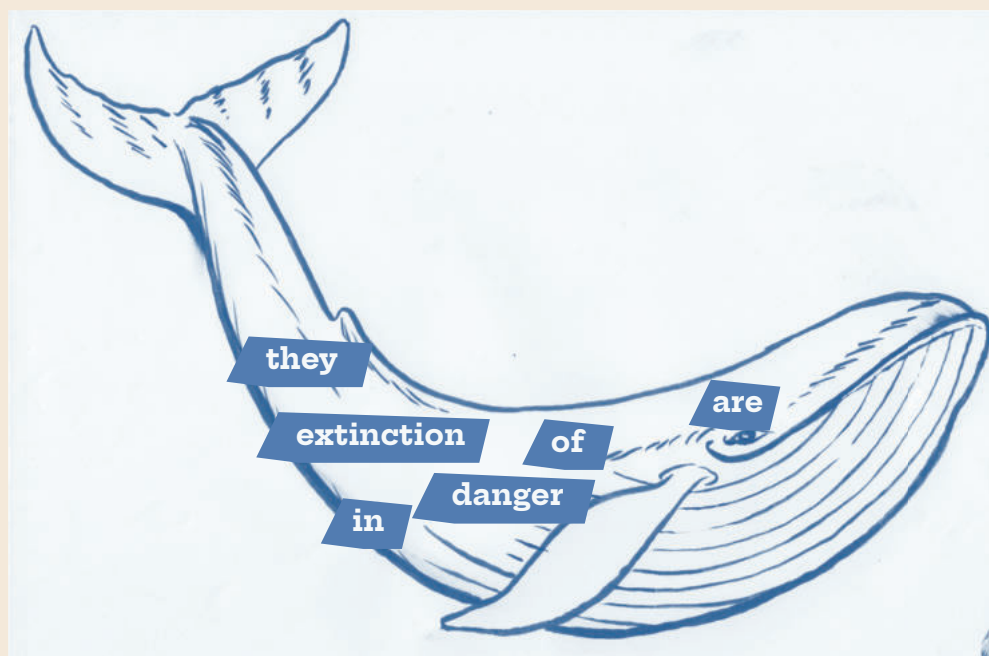
Source: <http://www.ceip.edu.uy/prensa/1572-la-primera-escuela-sustentable-de-uruguay-y-america-latina-completo-su-local-educ>

Dying out

* Look at the pictures the teacher pasted on the board. There are three animals: a whale, a tiger and a panda.

* Describe the three animals. Don't forget to include:

- Their physical description.
- Their abilities.
- Anything you want to say about them.



Source: <https://www.pinterest.es/pin/527413806347626160/>

- * These three animals have something in common. What is that characteristic? (Unscramble the following sentence).

--	--	--	--	--	--



- * How much do you know about these animals?

Where do these animals live?

Pandas
Whales
Tigers

What do they normally eat?

Pandas
Whales
Tigers

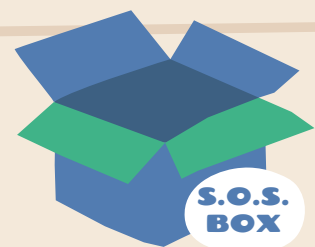
- * Why are they in danger of extinction? (tick the right option/s)

	hunters	pollution	no food	natural disasters
Pandas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tigers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- * Listen to a radio program in which an expert is talking about these animals.
See if the info you included is correct or not.

- * There are some issues affecting these animals.
What do you think about them?

- 1 Pollution is the biggest problem in the world today.
- 2 It's wrong to kill animals to make fur coats.
- 3 We should use animals in circuses.
- 4 Wild animals can be used as "work machines".



I agree with #1 because...
I don't agree with #1 because...
I think #1 is correct because...
I don't think #1 is correct because...
If I could, I would...

Environment: A warming world

* These are some issues related to the environment.

Forest devastation

Acid rain

Ozone layer depletion

Nuclear waste disposal

GLOBAL WARMING

Many people know the danger of global warming, but few understand it.

The greenhouse effect is a term to describe how natural gases, like carbon dioxide and methane, and man-made pollutants help warm the Earth. The gases rise in the atmosphere and form a blanket that retains energy from the sun. The sun's heat reaches the Earth and it is radiated back into space. So, the Earth is warmed.

For years scientists have said that the greenhouse effects are altered by human activities. The increase of temperature will have a disastrous impact on weather patterns and on plants and animal life.

Gases that are causing global warming are carbon dioxide, chlorofluorocarbons (CFCs) and methane. Excessive carbon dioxide comes from power stations, cars and homes. CFCs are chemicals that come from spray cans, foam cushions, egg cartons, etc. These products destroy the ozone shield that protects the earth from ultraviolet radiation. Climatologists predict that the temperatures will rise 3 to 9 degrees. In some regions, a raise in temperature will lead to an increase in rain and more trees and crops. But in other countries a temperature rise will be disastrous.

Global warming will lead to destructive droughts. Some areas may become semi deserts. The oceans would rise.

Scientists say that we need to find solutions. One possibility is to control energy conservation methods and changes in the fuels we use. We should plant more trees and stop burning rainforests. We need to pay attention to the gases of fertilizers, cars, industries that are affecting, too. Everyone should work together to stop excessive global warming. Our existence depends on it.

- * Nico, Emma and Lua read the text.
Help them answer these questions:

- 1 What are some man-made pollutants that probably have a negative impact on the greenhouse effect?
- 2 What is the greenhouse effect?
- 3 Which gases do you think should be limited first based on their heat-absorbing qualities? Why?



Causes	Effects	Possible solutions
Natural gases		
	Produce excessive carbon dioxide	
		Ban CFCs
Rising temperature on Earth		

- * To help the environment, people should/shouldn't do some things. Match the verbs in List **A** with the things in List **B**.

A**B**

- | | |
|-----------------|--|
| 1 <i>Become</i> | A old newspapers and magazines. |
| 2 Waste | B their bikes to school. |
| 3 Collect | C <i>members of a Green Club.</i> |
| 4 Plant | D a lot of trees and flowers. |
| 5 Wash | E water or electricity. |
| 6 Ride | F their car with a bucket and not a hosepipe. |

1 **C** 2 3 4 5 6

Organic garden

- * What do you know about organic gardens?
- * What do people use organic gardens for?



Organic Gardens at Madison Ave. Chicago, IL
Photo by Aldo Rodriguez



Community organic gardens – Toronto, Canada
Photo by Aldo Rodriguez

- * More and more people use organic food and actually organic food is more expensive than ordinary food. It is the process that makes the food more expensive. Let's read about it.

ORGANIC GARDENS

Organic gardening is essentially gardening without using synthetic products like fertilizers and pesticides.

Farmers use natural products to grow plants. Why? Because plants are part of the natural system that starts with the soil and includes water supply, the wildlife, insects and people. A good organic gardener does activities in harmony with the natural ecosystem.

Organic garden is a terminology that refers to growing plants, vegetables and fruits in the best natural way.

There are three major areas to maintain the objectives of organic gardening. They are: soil management, weed management and pest control.



- * After reading the text you have more information about organic gardens. Can you help me answer these questions?

- 1 What is an organic garden?
- 2 Why do farmers use natural products in the garden?
- 3 Does organic garden refer to destroying plants?
- 4 Which are the three major areas to maintain the objectives of organic gardening?

- * In order to start an organic garden you need to follow different steps. Order them.

A STEP BY STEP process to start an Organic Garden

- a Choose the right plants.
- b Make good compost.
- c Plant the crops in beds.
- d Prepare the soil. **#1**
- e Prepare your garden.
- f Provide nutrients to your plants.
- g Take care of your organic garden.
- h Use of organic fertilizers.
- i Water the crops.
- j Weeding.

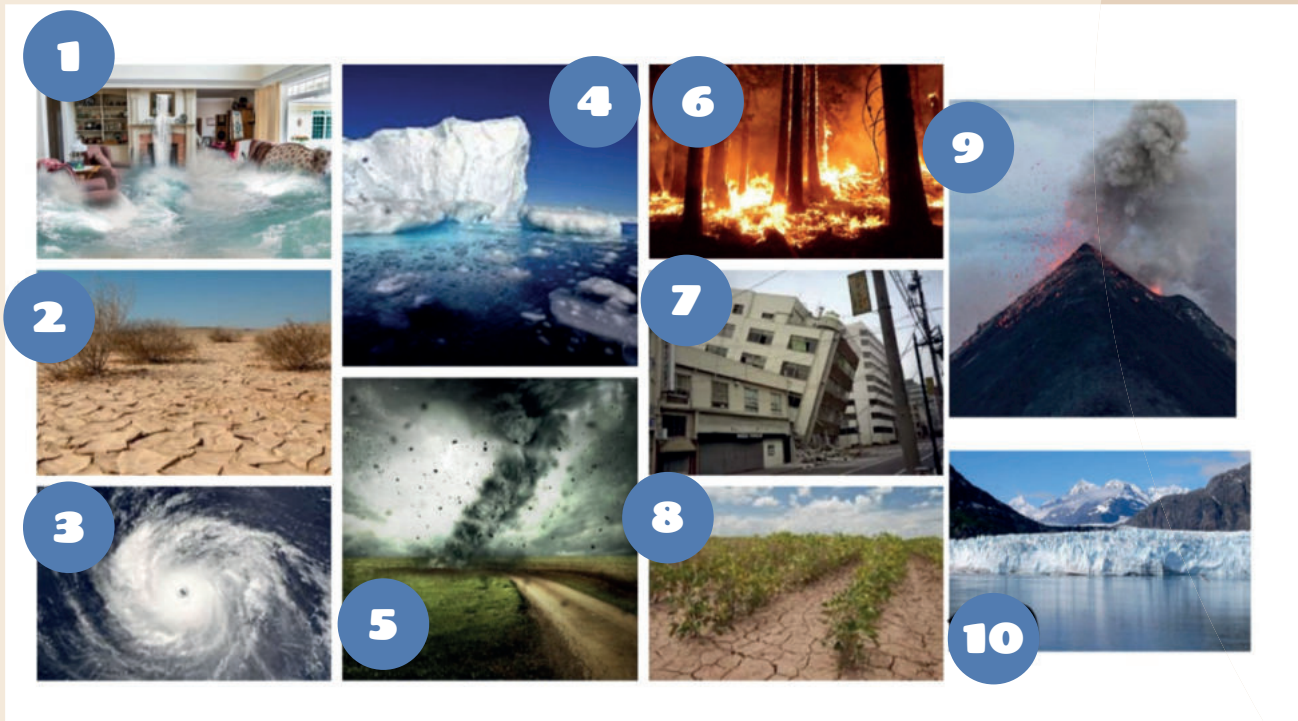
- * Due to the benefits organic gardens have, I believe it's important to share them with your families and give organic gardens a try. Rank them from the most important to the least important in your opinion.

Benefits of organic gardening:

- 1 Reduces the amount of pesticides you and your family get.
- 2 Helps in conserving the environment.
- 3 Reduces greenhouse gas emissions.
- 4 Food and vegetables taste better.
- 5 Saves money.

Natural disasters

- * The following pictures show natural disasters: floods, desertification, hurricanes, a forest fire, iceberg melting, an earthquake, a tornado, a volcanic eruption, droughts and glacier melting. Label the pictures with the corresponding name.



Photos by Canva.com

- * Read the following sentences and complete with a natural disaster.

- 1 A is when water destroys a city or a town.
- 2 A is a powerful wind. It looks like a column of air in the sky.
- 3 In an , the land opens and moves. It destroys buildings and cities.
- 4 A forest happens when lots of trees are burning.
- 5 An is like a mountain of frozen water in the sea.

- * Do you remember any natural disaster taking place in Uruguay?

- * Nico, Lua and Emma are writing about natural disasters. Which natural disaster are they writing about?

In 2016 there was a terrible tornado in Uruguay. It was an EF3 or probably EF4 tornado with winds of about 180 km per hour to 330 km per hour.

One of the most affected places in the country was the city of Dolores in Soriano province. The tornado began at 4:11 pm and finished at about 4:23 pm. Lots of houses were destroyed. The high school building collapsed, and many trees fell down.

The storm lasted several minutes, and it was terrible.

Read the first part of the text. What is the piece of information that strikes you the most?

Have you ever been in a situation like this? What should you do if you were in a tornado?

Read the text below and find out.

- * What should and shouldn't you do in case of a tornado? Now read the second part of the text and check your answers. It is important that you read this disaster advice.

In a tornado, you **should**:

- Go indoors if you are outside or on the sidewalk.
- Close all the doors and windows.
- Lie under a table or bed.

You **shouldn't**:

- Go near the windows.
- Run for a door.
- Open the door.
- Get out of the car.

And remember, probably the safest place to protect yourself is the bathroom.

- * Pay attention to these numbers and say what these refer to:

2016:

EF3: *type of tornado*

EF4 :

180 :

330: *kilometers per hour*

4:11:

4:23:

One day in the future

- * Michael Jackson was a worldwide superstar. He was a singer, a producer and an ecologist. He loved to protect nature and to protect animals. He even wrote a song called “Earth Song” to show to the world what was happening to nature. In this video, he makes predictions about the future of nature.

- Have you heard of the Earth Song video? Have you ever watched it?
- What are the possible consequences for nature that he portrays in the video?

- * The future is uncertain, but we can expect some consequences from the actions we are taking now. Have a look at the following predictions.

- Rivers will be contaminated.
- People won't be able to breathe without oxygen masks.
- Animals will exist only in nature preserves.
- People will become conscious of the killing of animals.
- Governments will spend money to protect water as a natural resource.
- Nature exploitation will diminish, be regulated and sometimes prohibited.
- People will have to wear masks to walk on the streets.
- Trees won't be green anymore.
- The sky will be dark.
- There won't be living species in the sea.
- There will be only artificial grass.
- People will lead environmental manifestations to protect the Earth.

- * How can you prevent this from happening? Work in groups.
- * You had different situations that could happen in the future. Let's pretend we are all part of a nature organization. Let's meet and discuss solutions to all the problems.

Electronic waste



- * What do you do with an old cellphone when you get a new one?
Look at the following situations and answer what best adapts to your ideas.

- 1 What do you do when your computer charger dies?
 - a I throw it away.
 - b I keep it, one never knows.
 - c I recycle them.

- 2 At home, the toaster broke and you got a new one. What do you do with the old one?
 - a I throw it away.
 - b I keep it, one never knows.
 - c I recycle it.

- 3 You are walking on the street and you find a pair of used batteries, what do you do?
 - a I throw them away.
 - b I keep it, one never knows.
 - c I recycle them.

- 4 Imagine you get a new cell-phone as a present. What do you do with the old one?
 - a I throw it away.
 - b I keep it, one never knows.
 - c I recycle it

- 5 If my screen breaks,
 - a I throw it away.
 - b I keep it, one never knows.
 - c I recycle it

- * Look at the following picture.
What do you see in it?



- * What do you think e-waste is?
What does it include?

E-waste is

E-waste includes is

*Check your definition by reading
paragraphs 1 and 2 in this text:*

click here

There are some national companies whose focus is on recycling e-waste. Go to this website: <https://www.werbasa.com/es/index> and read the first three tabs.



- * What do you know about this recycling company? Can you send the gadgets mentioned in the quiz to this company?

Read the article about Werba S.A. company and complete this chart

	Werba S.A.
Electronic waste they work with	
	Montevideo, in Uruguay.
Countries that export the recycled metals to.	
	80 years.

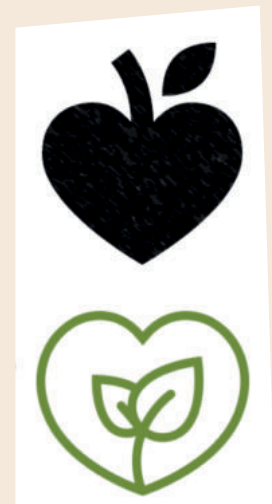
* Read the text about Werba S.A. again and say if these statements are true, false or doesn't say

- 1 Werba S.A. exports to many countries except for Latin American ones.
- 2 Werba S.A. is a family company.
- 3 The company has been in the market for about 80 years.
- 4 They recycle all types of batteries.
- 5 Werba S.A. sells its products to Australia and New Zealand.
- 6 Social responsibility is part of the company's mission.

* How can you help Werba S.A. accomplish its mission? Think of ideas to carry out locally in order to help Werba S.A. with their social responsibility mission.

Project 1: Making my community more aware of global warming.

The teacher asks the students to choose one of the possible solutions they came up with. They have to advertise that solution during the "Nature Consciousness Fair" or Science Clubs (they usually take place yearly in the different provinces). In groups of 4 or 5, students prepare a stall, an exhibition, a maquette, a poster, or a digital presentation to share during the event. This activity can be coordinated with the science teachers, the art teacher, the Spanish teacher, the math teacher, and any teacher, or community member, you think that can contribute to the richness of the project.



Project 2: Biomes in Uruguay

After having worked with biomes in the world, work with the geography teacher and learn more about biomes in Uruguay. Then, focus on your area and see what biomes you have. Include the plants and animals that are characteristic of that place.

Project 3- The Ninja Turtles

Have you ever heard about the famous cartoon "The Ninja Turtles"? Do you remember their names? / Find out about their names and personal information.

Did you know that "The Ninja Turtles" were named after some famous artists from The Renaissance? Look for information about who they were, which their most well-known pieces of work were, why they became so famous.

The teacher will let you know how you will share your findings to the rest of the class.

Project 4- Uruguayan native turtle in focus - the morrocoy

There are some misconceptions about this animal. Some people believe that it is a venomous reptile but this is a myth. Search for information about this native animal to Uruguay and create a poster of it. Present it to the class or make a class exhibition with all the posters created.

Project 5- The importance of water.

Today we learned how important water is. We are all responsible for taking care of this fundamental resource. Have a look at this logo. Look at its details.

Create a similar one with a different drawing and message to help raise awareness on this subject.



Project 6: Organic products made in Uruguay.

Tierra Pura is a naturist place and they make a lot of organic cosmetics and products. Work with the science teachers, the geography teacher, and any other teacher who wants to participate in order to know more about how to produce naturist products. It is important to read about characteristics and properties of plants and herbs. Aboriginal medicine was based on this philosophy.

Make a blog, a brochure, a poster, a Facebook page or any other means to advertise the place.

Project 7: Natural places all over Uruguay.

Work with the geography and the Art teachers to find out other places in Uruguay that lead a similar lifestyle to Tierra Pura.

Make a blog, a brochure, a poster, a Facebook page or any other means to make the class aware of those places.

Project 8- Producing electricity:

Work in groups, find out which sources of energy are used to make electricity in your country / area. Present your findings to the class.

Project 9- Make your school self-sufficient:

Work in groups, imagine you have to make your school self-sufficient. What changes would you implement? Find out what is needed to build a sustainable school. You may want to ask teachers of other subjects as well. Present your findings to the class.

Project 10 - The panda and my favorite endangered Uruguayan animal

In the radio program, the host talks about the Pandas. They live in China. Why are Pandas so important in the Chinese culture? Chinese people see Pandas as a symbol of courage, friendship, tenderness. Nico is very interested in Chinese culture and the role of the panda in that culture. Look for information and create a poster to share. Also, include an animal that is in danger of extinction in Uruguay, find information and put that information onto the same poster. You can work with the geography teacher and any other teacher who wants to participate.

Project 11: Joining a green club

Students get together in small groups. Each group has to create a “club” in which they will carry out actions to help take care of the Earth. They can recycle, they can clean, and they can act in favor of the planet.

Project 12- Organic Gardens at school:

Students and teachers build organic gardens at the High School / Technical School and include aromatic plants such as:

- saffron
- sunflower
- rosemary
- thyme
- echinacea
- lavender
- basil
- mint

At a second instance they promote alliances with local authorities and neighbors to foster the creation of community organic gardens.

Once they get in contact and are allowed by authorities, they invite the school neighbors at a first instance.

Then, they lead the project to the whole community to build organic gardens at local squares, neighbors' gardens, and local avenues.

Project 12- Organic Gardens at school:

In the “Did you know” section you read about the first recorded tornado in Uruguay. It took place in 1913. Work with your history teacher, your science teacher and any teacher who wants to join in and search for information about what was happening in the world at that time. Include information, pictures and videos about those events. Choose some of those events to share them in a poster, or presentation of any kind.

Taking into account that students are keen on storms and tornadoes movies teacher works with a movie related to the topic: “Tornado” or “Into the storm”

Students work with pre-watching activities such as:

- What do you expect to see in the movie?
- How do you think people may feel?
- What meteorological events may you see in the movie?

Students work with while-watching activities:

- What are the main events in the movie?
- What natural disasters related to the storm happened?
- How did people manage to face the meteorological events?

Project 14- How do you see yourself in the future?

Draw yourself and include three items or situations you predict will happen your future connected with nature.

Project 15: The vehicle of the future

Teacher asks students to think about their future vehicle. T gives a chart with some vocabulary to help the students. Students draw their future vehicle. Students write a paragraph about their ideal vehicle for the future.

PRE WRITING-

IMAGINE YOUR IDEAL FUTURE VEHICLE. THINK ABOUT:

Number of wheels:

Fuel:

Number of seats:

Material:

Speed:

Other:

Draw your future vehicle according to your description.

WRITING-

Write a paragraph about your ideal future vehicle.

Project 16- Designing a time machine

Teacher asks students to design a time machine. Students have to determine how the machine will work and what aspects of the future the machine will show them. Students have to create pictures of what people will see while using the machine and they will describe that.

An alternative could be to write down the instructions to use the machine.

Project 17- A letter to myself in the future.

Students write a letter to their future self and tell what they should know about their past and give him/her a message. Don't forget to include some information about your present, about your ideas about the future, your goals in life and anything else you want to add.

You can also refer to the project a message in the bottle.

Unit 6

CELEBRATIONS AROUND THE WORLD

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

- understand the various ways to celebrate and commemorate important dates.
- write and speak about important celebrations students like.
- give opinions about celebrations and festivals.
- use graphic organizers and thinking maps to do process writing.
- understand people speaking with different accents and varieties of English.
- work autonomously and research with the guide of the teacher.



A 15th birthday party

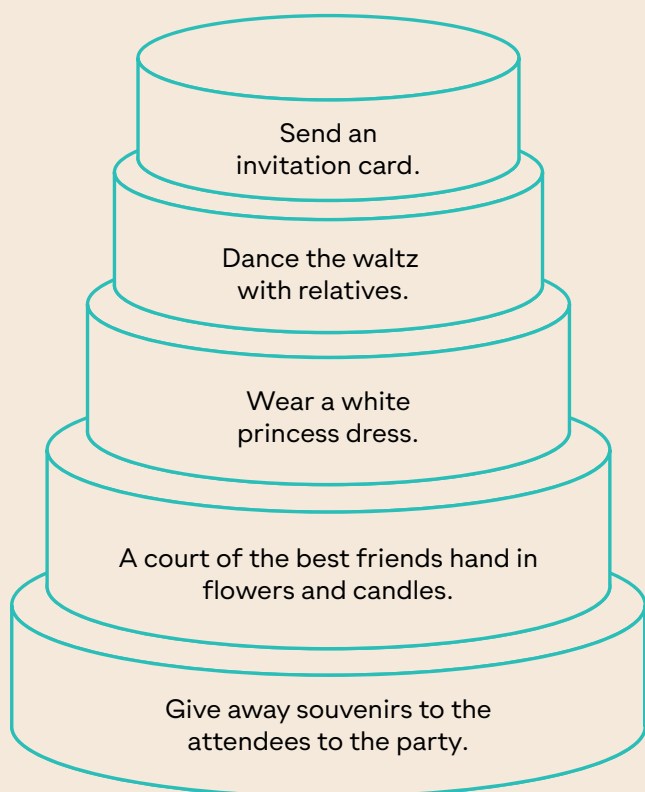
- * Look at these two girls. They are in different countries, but they have something in common. What do they have in common? What are they celebrating?



Photos by Aldo Rodriguez (left) and Jimena Martinez Spangenberg (right).



My classmates and I, and probably you, are about to celebrate our 15th birthday. I asked my relatives about the tradition to celebrate the quinceañeras in Uruguay. Here's a list of the things they told me.



- * As you can see, there are different ways of celebrating a 15th birthday. Have a look at what Agustina has to say about her celebration.

- * Look at the picture of Emma and Lua's friend Agustina and predict the answers to these questions:

1. Did she have a birthday party?
2. Did she wear a traditional dress?
3. Did her celebration include a cake?
4. Did she dance the waltz with her relatives and friends?
5. Did the guests give her a present?



Photo by Jimena Martinez Spangenberg

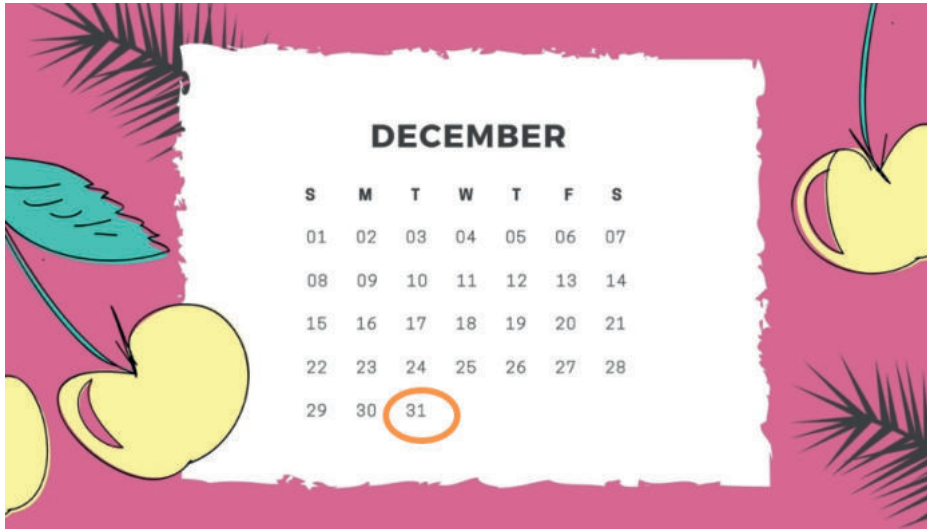
- * Listen to Agustina talking about her 15th birthday party. Check your predictions.
- * Listen to Agustina again and answer the questions about her party.
- * Agustina celebrated her birthday according to her preferences. How would you like to celebrate your 15th birthday?

OUR PARTY PLAN

DATE & TIME	THEME
GUEST LIST	INVITATIONS
	DECORATIONS
FOOD & BEVERAGES	TABLE SETTINGS
	ACTIVITIES/ENTERTAINMENT
CAKE	GAMES & PRIZES
MUSIC	PARTY BAGS

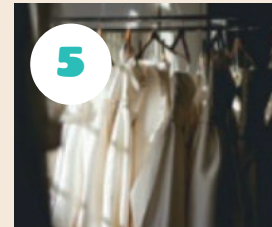
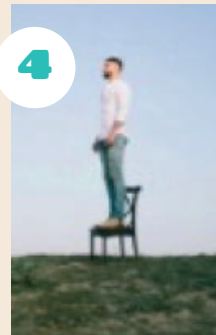
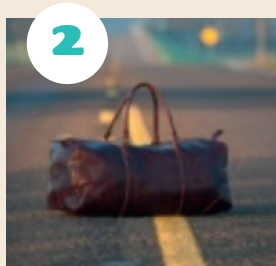
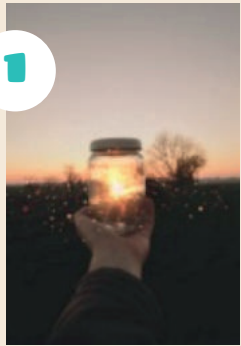
- * Look at the picture of the other quinceañera. This girl is from Mexico but lives in the US. How do people in other cultures celebrate their 15th birthday?

New Year's Eve



- * Look at the calendar. It's the last day of the year. It is called New Year's Eve. How do people usually celebrate this day? How do you and your family celebrate New Year's Eve?

- * Do you know any traditions related to New Year's Eve? Match the pictures with their meaning. There are two extra meanings that you don't need to use.



Source: Canva.com

- | | | |
|----------------------------------|-----------------------------------|--|
| a. Eat 12 grapes. | g. Break the peppermint pig. | m. Add something extra to the champagne. |
| b. Kiss a loved one. | h. Light a candle. | n. Make a wish for next year. |
| c. Visit one of your neighbours. | i. Keep the windows open. | |
| d. Jump into the new year. | j. Choose your underwear. | |
| e. Have Hoppin' John for dinner. | k. Wear white. | |
| f. Pack light. | l. Throw water out of the window. | |

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

- * Are you familiar with these New Year's Eve traditions? Have you ever tried any of these traditions? Which one would you like to try?



Do you know how people celebrate New Year's Eve around the world? I am working with a text about New Year's Eve. Help me do my homework. I have to correct the wrong facts of these sentences.

1.

People celebrate New Year's Eve in a quite homogeneous way.

2.

In the United States of America people wait for the ball dropping in the main cities, for example in Chicago.

3.

In the US, people drink German sparkling wine to toast.

4.

People in England usually jump from a chair as a way of showing they are jumping into the New Year.

New Years' Eve is a special date. People all over the world celebrate with their beloved ones. Everyone is in good spirits and feeling optimistic about the future. There are different traditions in the celebration of this unique day of the year.

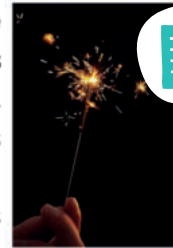
In the United States of America, New Year's Eve is marked by a big ball drop in Times Square, New York. People count back until the ball drops. People kiss and hug when the clock strikes midnight.

In Denmark, people gather in crowded places to celebrate the new year. They also listen to the Queen's speech and wait outside the Royal Palace in Copenhagen for the clock chime. In order to bring good luck, Danish people climb on top of chairs and jump into New Year's day at midnight.

If you are a fan of trying new dishes, you should spend New Year's Eve in Estonia. Traditionally, people eat seven, nine or twelve meals a day so they have abundance in the next 365 days. They also leave some food on the plate for ancestral spirits to eat.

In Europe, one of the largest New Year's Eve celebrations takes place in Berlin. They call it Silvester. It involves parties, fireworks and German sparkling wine. At home, families melt lead by holding a flame under a tablespoon. They pour it into a bucket of water and the pattern is said to predict the coming year. A heart/ring shape means an upcoming wedding, a ball means luck will roll your way, and a pig means you'll have plenty of food.

Adapted from <https://www.qualitylogoproducts.com/blog/new-years-traditions-facts-around-the-world/>



5.

Celebrating in Estonia involves eating all the food on the plate.

6.

One of the largest New Year's Eve celebrations takes place in Silvester city, in Berlin.

- * Some people listen to special songs on New Year's Eve. This song is Firework by Katy Perry.

Firework by Katy Perry

Do you ever *feel like a plastic bag*(1)
 Drifting thought the wind
 Wanting to start again
 Do you ever feel, *feel so paper thin* (2)
Like a house of cards (3)
 One blow from caving in
 Do you ever feel already *buried deep*
Six feet under (4) scream
 But no one seems to hear a thing
 Do you know that *there's still a chance for you* (5)
 'Cause *there's a spark in you* (6)
 You just gotta *ignite the light* (7)
 And let it shine
 Just own the night
 Like the Fourth of July
 'Cause baby *you're a firework* (8)
 Come on show 'em what your worth
 Make 'em go "Oh, oh, oh!"
 As you shoot across the sky-y-y
 Baby you're a firework
 Come on *let your colors burst* (9)
 Make 'em go "Oh, oh, oh!"
 You're gonna leave 'em fallin' down down down
You don't have to feel like a waste of space (10)
 You're original, cannot be replaced
 If you only knew...

Source: <https://www.azlyrics.com/lyrics/katyperry/firework.html>



In the song, Katy Perry mentions a very important celebration for her. What's that celebration? Why do you think that celebration is important to her?

The author predominantly uses pessimistic language. In the other part, the author uses predominantly language of hope. Can you actually see the two parts?

Choose one negative phrase and share a situation in which you felt like that.
 Choose one positive phrase and share a situation in which you felt like that.

Use the highlighted expressions to complete a Venn diagram. Place those expressions that have a negative connotation. Place those that have a positive message and the neutral expressions.

A regional festival

- * Look at the following map of Uruguay. You will find the different provinces and an important festival or celebration of that region. Circle the ones you know.

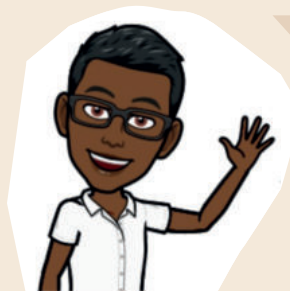


- * Look at these other celebrations: Place them onto the right provinces in the map.

Find more information and check your answers in this link:

[click here](#)

- 1 Farroupilhas Week
- 2 Nostalgia Night
- 3 Llamadas Parade
- 4 San Fernando Week
- 5 The motorcyclists meeting Fest



As you can see there are several celebrations in our country. One of them is a National Festival involving adolescents like us. It's the Spring Fest in Dolores, Soriano. Let's take a look at some of the pictures we have here.



Fotos gentileza de grupo de padres de 1eros unidos del Taruselli 2019 y Susana Loitey

- * Look at the previous pictures and find the items in the flower.
- * Group work: describe the picture you are assigned.

Remember to use:



In the picture, I can see...

There is a...

There are...

In the foreground, I can see...

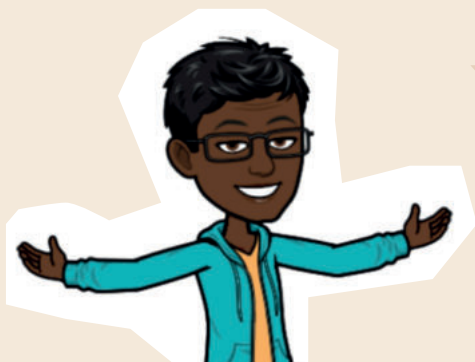
In the background, I can see...

On the right / left, I can see...

In the middle, I can see...



Aren't the pictures gorgeous? I want to know more about the Spring Fest Parade in Dolores. Lua attended the parade last year. Let's see what she has to say about it.



THE NATIONAL SPRING FEST

by Patricia Suarez

The spring festival is a national event celebrated in some Uruguayan towns such as Nueva Palmira, Dolores and Cardona. The original spring festival is set in Dolores, Soriano. The first one was celebrated in 1960. It is a festival for the entire family. It is usually celebrated on the second weekend of October. The event begins on Saturday evening with an opening concert. Several local musicians sing and play instruments to entertain the audience. It is a free event and it is aimed at the whole family. At the end, there is an amazing firework show.

The most important day is Sunday. High school students work very hard all year long to raise money to build thematic floats which they parade on this day. There are two parades, one in the morning and one in the evening. Students dress up in very colorful costumes and they dance choreographically around the floats. People from all over the country come to Dolores to watch the show and have fun with friends and family. This is a competitive event, where each group is awarded points on categories such as creativity, originality, cheerfulness, etc.

Every float has a princess, who represents the students for that specific float. On Sunday afternoon there is a contest where a jury selects the best princess. She is then crowned as the official Spring Festival Queen.

The festival ends late on Sunday night with the announcement of the winners and the coronation of the Queen.



We want to
see you next year!!!



- 1- When does the Spring Fest Parade take place?
- 2- Where do people parade?
- 3- Who participates in the parade?
- 4- Where do they get the money to construct the floats and sew the costumes?
- 5- When do they choose the queen and the king of the celebration?
- 6- Does the celebration take place only for one day?

* This is a challenge for you:

How much does it take to create those
flower-covered motorized floats?



- * Listen to Lua's friend from Dolores, Uruguay. She is talking about the different stages they go through to build a float. Take notes about the stages and what happens in each one.



Stage	What they do



Now you know about the Spring Parade in Dolores. What festivals do you have in your area? Search for information about any local or regional festival or celebration. It can also be a national celebration with a particular way of celebrating it in your area.



You can use the set of rubrics for oral presentations at the end of this book.

Honoring the dead in other cultures

- * Look at the following pictures. What do they refer to?

- a. People making handicrafts.
- b. People honoring death.
- c. People preparing masquerades.

Photos by Adrián Torres de la Torre



- * Look at the pictures and find: a skull, flowers, photo frames, candles and a mask.
- * Look at the following ideas related to the pictures and match them.



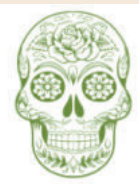
1

People go to restaurants and dress up with traditional clothes and masks.



2

Craftsmen build the skull in the workshop.



3

An artist decorates the skull with flowers. It is a traditional decoration in Mexico.



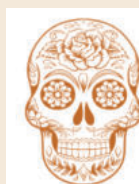
4

People put the skulls together with photo frames with their beloved ones, candles and sometimes food.



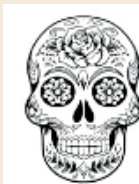
5

After the skull is decorated, an artist paints it with bright colors. Celebrating death is not something sad for Mexicans.



6

A person crafts the skull.



7

After the skull is decorated and painted, it has to dry and it's ready to use.



1

D

2

3

4

5

6

7

- * There are other ways of celebrating death. Look at the following text and find information about 5 ways of celebrating it.

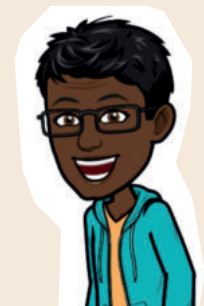
Celebration	Name	Country

Here's the link to the text:

[click here](#)



These are culturally different ways of celebrating the passing of a beloved one. Let's focus on 2 that have been viral in social media in Uruguay...



- * Go back to the text and read about the celebrations in Ghana and the celebrations in Mexico. Which of the two celebrations would you like to see? Why?

I would like to see *because* .

- * What do you know about the origin of the celebration? Look for information in the text and on the Internet.

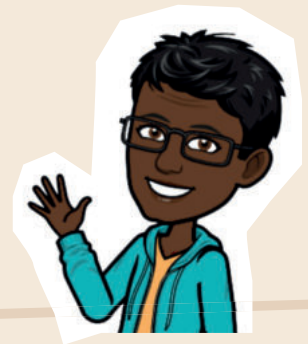
Celebration	Origin of the celebration

- * Celebrating death in the Mexican way has been immortalized in several films. One of the last films was Coco. Find the plot of the movie on the Internet.

Answer the following questions:

- 1 Who is Miguel?
 - 2 What does his family want him to do?
 - 3 Who is Miguel's good friend?
 - 4 Who is Coco?
 - 5 Why was Miguel's trip to death important?
 - 6 What did Miguel discover?
- * Death does not need to be something sad. For many cultures the dead take care of us. How would you celebrate death?
 - 1 Get in groups and write down one idea of how you can honor and celebrate the dead.
 - 2 Share the ideas in the small groups.
 - 3 If time allows, share the group ideas with the whole class.

Remember it is OK to feel sad. It's part of life. There is no need to hide the feelings but it is good to remember the good moments lived with the ones who already passed.



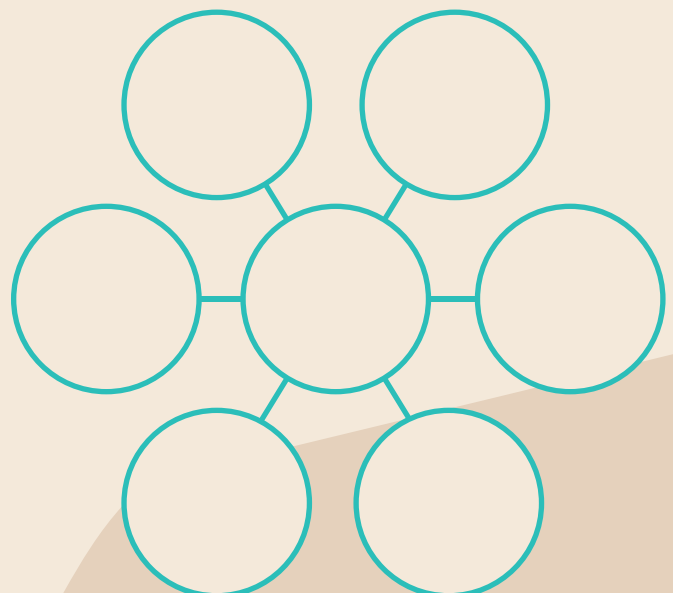
- * Let's watch the film Coco!!!

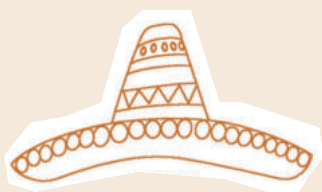


Pre-watching activity.

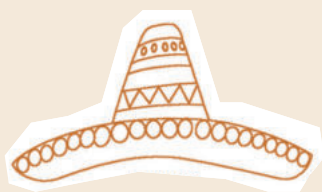
Have you ever heard or watched the film Coco?

Coco is a movie about how people remember their beloved ones who passed away. Predict the ideas that may appear in the film, and write them in a bubble thinking map. The words under the mariachi hats may help you.





happiness



sorrow



relief



empathy

* While watching: Complete the following chart.

It's time to enjoy...



Source: pinterest.com



* Post-watching ideas

Act out one of the different dialogues between the characters of the movie you liked the most.

Dress up like the characters you chose, and record the acting.

Name of the film

Coco

Main character

Characters that call your attention

You got interested in them because they are...

funny

shy

courageous

friendly

tenacious

other?

New words or expressions you discovered or liked...

Clothes, customs, attires that surprised you.

What's your main feeling about the film?

Native celebrations



Source: Pixabay.com



Source: commons.wikimedia.org

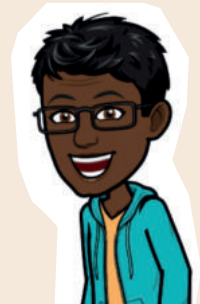
Pachamama

Inti

- * Look at these two pictures and the two words. What is the relationship among them?

Do you know how indigenous people celebrate their beliefs? What do they do? Let's watch a video about the Inti Raymi sun festival. The video is in this link:

[click here](#)



Emma watched this video about how South American native peoples of the Andes celebrate Inti Raymi. She liked it so much that she asked her family to take her there and they went. Let's learn more about this celebration!

Watch the video and pay attention to the images, the places and the words you hear. Pay attention to the different actions as well.



- * Watch the video again and complete this chart.

Who?	
When?	
Where?	
What do they celebrate?	
How do they celebrate?	
Why?	



I love the Inti Raymi celebration. Read about it and how it was celebrated in the past.

- * Listen to Lua, Emma, Nico, Duma and Freddie’s former geography teacher talking about the topic and correct your answers.

Inti Raymi, the Inca New Year celebration on June 24, honors Inti, the ancient Inca god who is represented by the sun. It was the source of the Inca king’s power and authority. The sun is essential to both survival and agriculture.

Indigenous peoples have a close symbiotic (mutually beneficial) relationship with the land and are often good astronomers. They watched the days shorten as the winter solstice approached, and worried that the sun might just disappear completely. The purpose of the Inti Raymi is to bring the sun back.

The Ancient Inti Raymi Celebration

The festival was held in the main plaza of Cuzco, Peru, the old Inca capital city. Community leaders gathered at the Palace of the Inca king to bring the sun back. After a purification **fasting**, the king would offer a **feast** with lots of chicha (Inca corn beer). The festival included a **parade** of mummies and llama sacrifices. The last traditional Inti Raymi was in 1572 after which the Spaniards prohibited it.



Inti Raymi is still celebrated.
Do you know how?
Would you like to discover it?



Source: Wikimedia Commons

The Modern Inti Raymi Celebration

Today’s Inti Raymi is a cultural celebration that reenacts the ancient ceremonies. It was recovered by indigenous groups in the mid-20th century. It’s still held in Cuzco. Similar festivals are held throughout the former Inca Empire, but this is the biggest one. It’s a huge festival with thousands of reenactors and hundreds of thousands of visitors. The most prestigious acting roles are the Inca king and queen, the Sapa Inca and Mama Occla.

For about a week, the roads around Cuzco’s main plaza become a big street **fair**. There are ceremonial reenactments with feasting, music and dancing in the evenings. June 24 is the big day filled with ceremonies.

It starts in front of Santo Domingo church which was built over an ancient Sun Temple. After blessings, the Sapa Inca is carried on a golden throne in a **procession** to the ancient Inca fortress of Sacsayhuamán in the hills above Cuzco.

There the Sapa Inca climbs the **sacred** altar, gives a speech and performs a theatrical llama sacrifice (it’s not real) as an offering to Pachamama (Mother Earth). At sunset, people dance around **bonfires**. Then the **procession** returns to Cuzco.

Adapted from: <https://www.newyorklatinculture.com/celebrate-inti-raymi-inca-new-year/>

- * Match the words in bold from the text with the corresponding definition:

1. fasting
2. feast
3. parade
4. fair
5. procession
6. sacred
7. bonfires

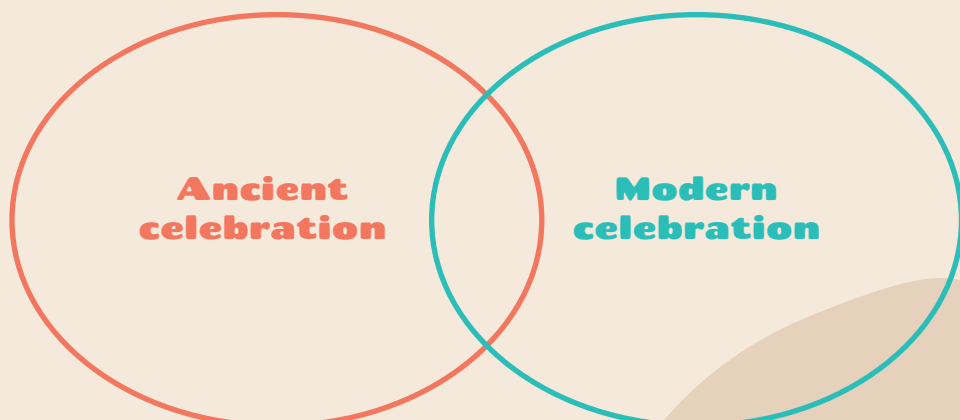
- A. An event where lines of people walk through a public place to celebrate a special day.
- B. A line of people or cars that moves forward slowly as part of a ceremony or public event.
- C. To eat no food for a period of time.
- D. Relating to a religion or considered to be holy.
- E. A large fire in the open air, often built to celebrate something.
- F. An event at which companies, organizations, or groups show what they do or sell their products or services.
- G. A large meal, especially to celebrate something special.

- * Read the text and choose the correct option in each case:



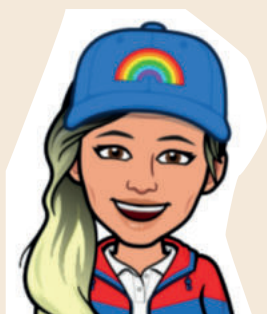
1. a) The aim of the ceremony is to take back the Sun.
b) The aim of the ceremony is to celebrate life.
2. a) Everybody went to celebrate at the king's palace.
b) Leaders went to celebrate at the king's palace.
3. a) In the mid-twentieth century Spaniards recovered the Inti Raymi ceremony.
b) Native people recovered the Inti Raymi ceremony in the mid-twentieth century.
4. a) Nowadays real animals are offered to Pachamama.
b) Nowadays there are not animal sacrifices.
5. a) At sunset people dance in the open air
b) At sunset people dance in the palace.

- * Read the text again.
Compare the two celebrations (ancient and modern), find similarities and differences between them.



Time for reflection:

- * Do you think it is important to maintain native celebrations? Why?



In Uruguay we also had indigenous peoples. The most famous ones were the Charrúas.

Look for information about the Charrúas' customs and celebrations. I suggest this link for you to go:

[click here](#)



Take the most relevant information and then share with your classmates what called your attention.

- * Some useful phrases you can use:

Something that called my attention was...

Something I want to share is...

I think that...

- * You can watch the documentary “El país sin Indios”. It’s free. Find its Facebook page.



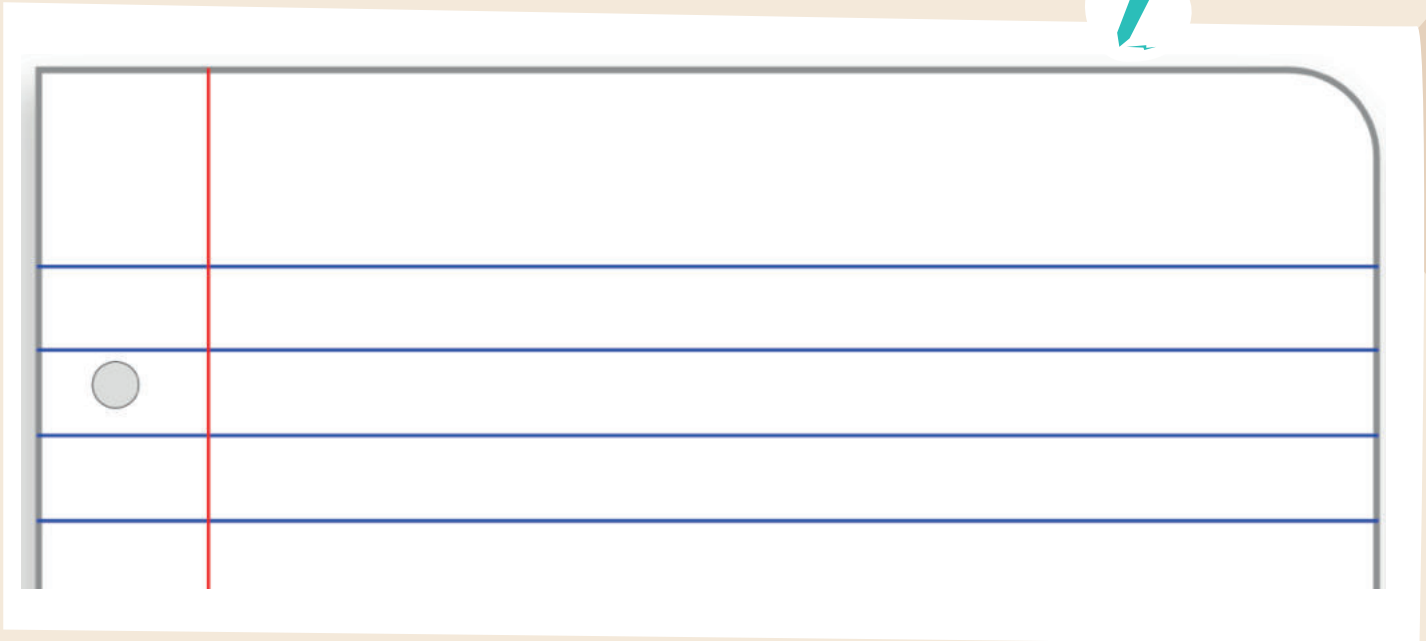
- * Look at the following pictures. Describe them.

Labor Day



Top left: https://en.wikipedia.org/wiki/Labour_Day
 Top middle: <https://www.thoughtco.com/labor-day-purpose-and-history-4052473>
 Top right: <https://pxhere.com/en/photo/1228593>
 Middle left: pixabay.com
 Middle right: <https://www.6sqft.com/central-parks-horse-drawn-carriages-are-getting-designated-boarding-areas/>
 Bottom left: <https://www.pinterest.com/pin/102175485267109441/>
 Bottom right: <https://pxhere.com/en/photo/722739>

- * Workers have rights and obligations. Can you mention some?



- * Work in pairs and classify these statements into rights and obligations. Write R for rights and O for obligation.

Receive a salary for their job.

Do the task specified in the working contract.

Be respected in their human dignity.

Be careful with the tools and equipment.

Have weekly rest days.

Work up to 8 hours.

Go to work in good mental and physical conditions.



Source: pixabay.com

- * How much do you know about the history and celebration of Labor Day? Let's read a text with Nico and Lua to learn more about this holiday.



Labor Day

Labor Day is an annual holiday celebrated all over the world. It originated from the eight-hour day movement in the nineteenth century. Labor unions fought for eight hours for work, eight hours for play, and eight hours for sleep. Today, it is a holiday and sometimes people forget the origins of this important day. Most countries celebrate this day on May 1. In some countries it is called May Day and in others it is known as International Workers' Day.



The date was chosen due to events in the US. In 1884, the American Federation of Organized Trades and Labor Unions demanded an eight-hour workday, to come into effect as of May 1st 1886. That resulted in the general strike and riot of 1886. The riots at Haymarket Square in Chicago began as peaceful demonstrations for the legal establishment of an eight-hour workday. At a protest rally on May 4th 1890, a bomb was detonated resulting in the death of several police officers and some civilians.

The events in Chicago inspired similar protests across Europe, establishing May 1st as the day to recognize the workers' rights across the world. Curiously, the United States celebrates Labor Day on the first Monday of September (May 1st is Loyalty Day, a legal but not widely recognized holiday in the United States).

People around the world celebrate Labor Day in different ways. There are many festivals and parades organized by different labor organizations and people fill the streets for huge parties around the world. For most people, it is a chance to enjoy the nice weather and have a picnic with family, friends and co-workers. Some people have a barbecue or go to the beach. Government offices, post offices, schools, and many businesses are closed on that day.

Sources: <http://www.wikipedia.org/> and assorted sites / <https://www.officeholidays.com/holidays/labour-day>

* These rights were not always present. Workers from all over the world had to fight to conquer them. Read the text and match the words to their corresponding definitions.

- | | |
|---------------------|--|
| 1. <i>employees</i> | a. a special day of the year |
| 2. barbecue | b. holiday to honor workers |
| 3. unions | c. laws to protect workers |
| 4. holiday | d. meal eaten outside |
| 5. Labor Day | e. meat cooked on a grill |
| 6. picnic | f. organizations that represent workers |
| 7. workers' rights | g. a violent disturbance of the peace by a crowd |
| 8. strike | h. <i>workers</i> |
| 9. riot | i. a public holiday or day of festivities in honor of working people |

1 **H** 2 3 4 5 6 7 8 9

* How much do you know about the history and celebration of Labor Day?
Read the text and order the events chronologically.

There was a strike and a riot in Chicago in 1886.

Labor Day is now a holiday celebrated all over the world.

Labor unions started to fight for an eight- hour workday.

In Europe, workers started to protest inspired by the events in Chicago.

In the protest, a bomb was detonated and people died.

* Complete this mind map with information about Labor Day.

Labor Day

Labor Day is on...

This first Labor Day was in the year...

We celebrate it because...

How do Uruguayans celebrate Labor Day?

What do you want to be when you grow up?

National historical dates



Hello guys! In Uruguay there are 5 days off, 5 days that you have a holiday because you don't work. Of those, 3 of them have a historical background. What are they?

Date	What do we celebrate?

- * Look at these important dates for Uruguayan history.
What do we commemorate those days?

June 19, 1764

May 18, 1811

April 19, 1825

February 28, 1811

September 23, 1830



Dates in English

Formal

19th June, 1764 (British English).

June 19, 1764 (American English).

Informal

19th June (BrE)

June 19 (AmE)

06/19/1764

- * Have a look at the “S.O.S. box” and write each national historical date using the American English format and the British English format. Then, read the dates aloud. For example:

British English

You write: The Battle of Las Piedras was on 18th May, 1811.

You say: “The Battle of Las Piedras was on the eighteenth of May, eighteen eleven.”

American English

You write: The Battle of Las Piedras was on May 18th, 1811.

You say: “The Battle of Las Piedras was on May the eighteenth, eighteen eleven.”

- * Nico's mother is teaching a lesson on national historical dates, these are the texts that she is using. Let's read with her!



The Battle of Las Piedras (May 18) remembers the history of Uruguayan leader José Artigas leading patriot forces to victory against Spain. History states The Battle of Las Piedras was a significant step toward Uruguayan Independence. The famous line “Clemencia para los vencidos”, meaning “Mercy on the vanquished”, was pronounced by Artigas referring to the Spanish and prisoners in 1811. Historians believe this battle was crucial for the survival of the revolution in Uruguay and Argentina.

Adapted from:

<http://aglobalworld.com/holidays-around-the-world/battle-las-piedras/>

- * Read the text and match the two halves of the sentences:

- | | |
|--|---|
| 1. This battle was fundamental | A. in reference to the Spanish and prisoners. |
| 2. Artigas was the leader | B. to gain independence for Uruguay. |
| 3. Artigas claimed:
“Clemencia para los vencidos” | C. to continue the revolution in Argentina, too. |
| 4. The Battle of Las Piedras
was important | D. of patriot forces to defeat Spain. |

1 **B** 2 **A** 3 **C** 4 **D**

- * Look at this picture. This picture pays tribute to the 33 patriots painted by Blanes. It is made out of tiles. Where is this monument? Who made it? When was it made?



Photo by Noel Martinelli

- * The previous picture shows a painting representing the Landing of the 33 Patriots. Read the following text to know more about this historical moment.



Did you know?

Soriano Coat of Arms says “the homeland was born here” and the Landing of the 33 Patriots is the reason why this happens.

On April 19, Uruguay celebrates the anniversary of the **Landing of the 33 Patriots**, which marks the beginning of the country’s struggle for independence. It was the 33 patriots, also known as the 33 Orientales, the ones who started this struggle.

At the beginning of the 19th century, the territory of modern Uruguay became part of the Empire of Brazil. Then it was known as Oriental Province, or Banda Oriental. Uruguayan patriots continued crusading for independence started by José Gervasio Artigas, who was exiled to Paraguay in 1820.

The 33 Orientales were a group of exiled Uruguayan revolutionaries led by Juan Antonio Lavalleja. On April 19, 1825, they returned to Uruguay from Buenos Aires, secretly crossing the Uruguay River and landing at Agraciada Beach, in the Uruguayan province of Soriano.

There they planted a flag, which would become known as the Flag of the Treinta y Tres, and took an oath to end the Brazilian rule over Uruguay.

Source: <https://anydayguide.com/calendar/1912>

* Read the text and look for:

Another way to call the “33 Orientales”:

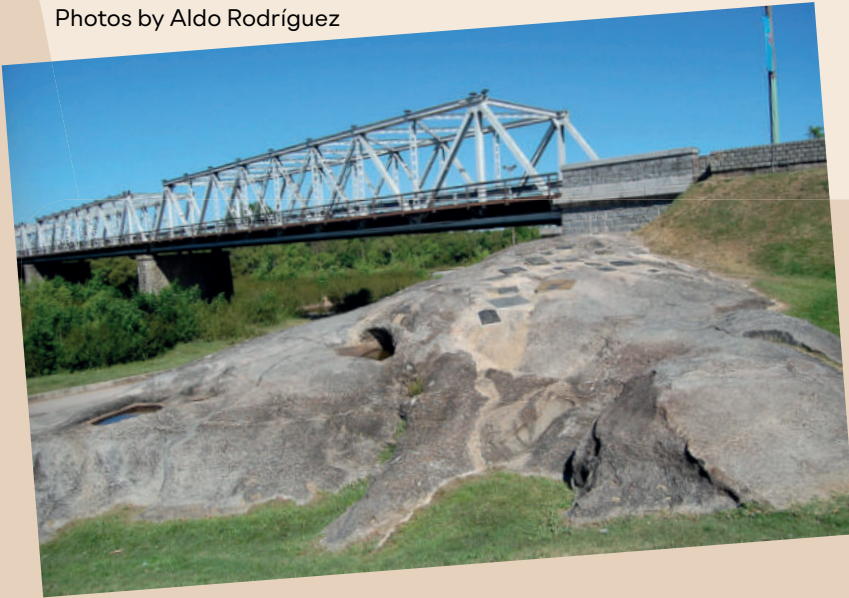
Another way to say “Banda Oriental”:

The place where Artigas went:

The name of the leader of the revolutionaries:

The place where the revolutionaries arrived:

Photos by Aldo Rodríguez



* This is another text about a historical date. It describes the Independence process in Uruguay. Read it.

This picture is from Piedra Alta, Florida.

Independence Day of Uruguay is celebrated on August 25. This national holiday commemorates the declaration of Uruguayan independence from the Brazilian Empire in 1825.

In 1512 the Portuguese arrived in the region of what Uruguay is today. Four years later, the Spanish arrived in the region. Uruguay became a zone of contention between the two colonial empires. In 1777, the territories on the east of the Uruguay River (Banda Oriental) became part of the Spanish Viceroyalty of Rio de la Plata.

However, several years later the Banda Oriental was annexed by the Portuguese to Brazil. In 1822, the Brazilian Empire achieved independence from Portugal. Three years later, a group of Uruguayan revolutionaries led by Juan Antonio Lavalleja (Thirty-Three Orientales) arrived in Montevideo. On August 25, 1825, they declared the independence of Uruguay from Brazil.

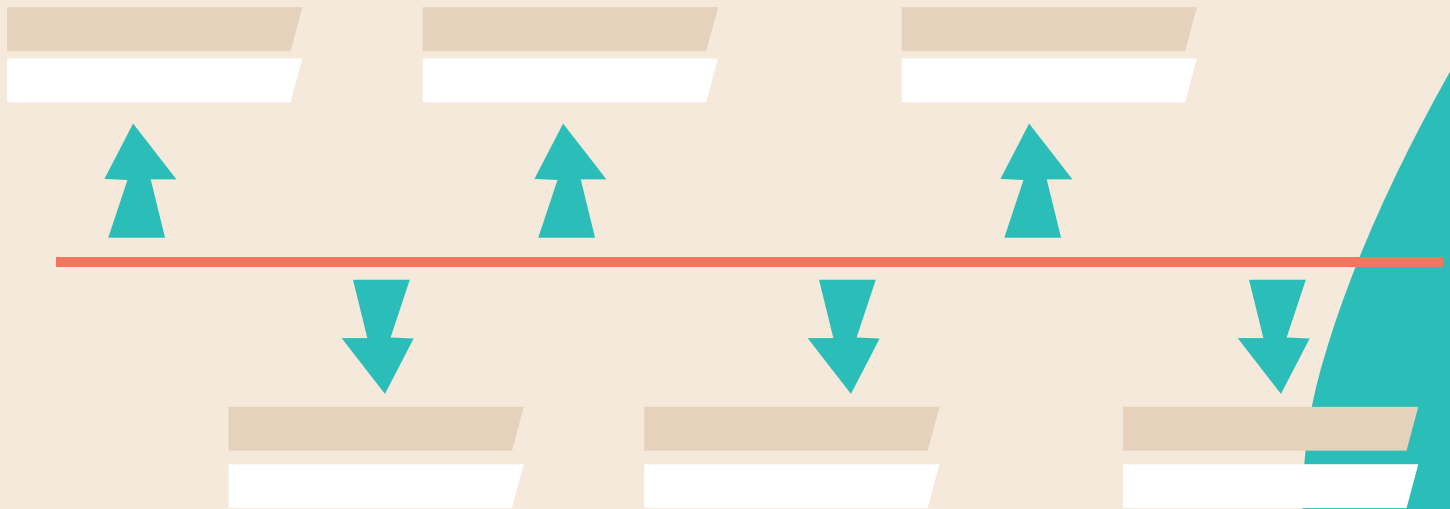
Uruguay Independence Day is a public non-working holiday celebrated nationwide. Celebrations held on the Independence Day consist of public speeches, colorful patriotic parades, flag-raising and wreath-laying ceremonies.

Source: <https://anydayguide.com/calendar/2378>

* Read the text about the Independence Day and answer these questions:

1. When was independence declared?
2. Were Portugal and Spain colonial empires in 1512?
3. Was the Banda Oriental part of Portuguese Brazil?
4. How did Uruguay start the process of gaining independence?
5. How do people celebrate Independence Day in Uruguay?

- * Read the three texts and complete the timeline with the most important events mentioned:



- * Look for information about Artigas' birthdate or Constitution Oath and write a short paragraph about it. You may want to work with your history teacher as well. Remember to include: what happened, who was involved, when it occurred, and why this date was important.

What happened?

Who were involved?

When was it?

Why was it important?



Today, I want to tell you about...

In ...there were several people involved.

...was in (year).

This event was important for our history because...



Well done!!!

Woodstock

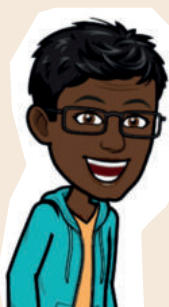
- * Have a look at the following two pictures. They refer to massive festivals. Guess the decade in which those two pictures were taken.



Photo taken from wikipedia



Photo taken from www.dreamstime.com



How much do you know about these kinds of festivals?
Let's read about them.

- * Read the text and find different elements (years, type of music, cities, and numbers). Highlight the information.



The Woodstock Music and Art Fair was the most famous of the 1960s rock festivals. It was celebrated on a farm in New York from August 15–18, 1969. There were nearly half a million young people in attendance. Famous rock and roll icons like Jimi Hendrix, Janis Joplin and the band The Who, among others, played their music. Few tickets were sold, but approximately 400,000 people entered for free because there wasn't enough security.

Woodstock is considered a symbol of the 1960s hippie culture. It became a major cultural event. It had news coverage, a popular documentary film, and the music became a symbol of an era. The message in the advertisement for the Woodstock Music and Art Fair was "Three Days of Peace and Music."

Woodstock was an opportunity for people to escape into music and spread a message of unity and peace as at that time the country was deep into the controversial Vietnam War and the civil rights movement.

Sources: <https://www.theatlantic.com/photo/2019/08/woodstock-50-photos-1969/596107/>
<https://www.britannica.com/event/Woodstock>

Lollapalooza is an annual four-day music festival in Chicago, Illinois, at Grant Park, founded in 1991 and since expanded to other countries. Performances include but are not limited to alternative rock, heavy metal, punk rock, hip hop, and electronic music. Lollapalooza has also provided a platform for non-profit and political groups and various visual artists. The four-day music festival in Chicago's Grant Park hosts an estimated 400,000 people each year and sells out annually. Lollapalooza is considered one of the largest and most iconic music festivals in the world and one of the longest running in the United States. In 2019, its Brazilian edition was the world's third most grossing festival, with revenues of \$14.5 million.

Source: <https://en.wikipedia.org/wiki/Lollapalooza>

- * Let's learn a bit more about the Woodstock festival! Look at the pictures and describe what the people are doing and what they are wearing. Do you like this style? Do you have similar clothes or accessories?



- 1 In this picture I can see that the singer is...
-



- 2 In this photo the man is...
-



- 3 This photo shows a girl and a boy...
-



- 4 In this picture there is a girl ...
-



- 5 In this picture there is a band...
-

Photos source: <https://www.theatlantic.com/photo/2019/08/woodstock-50-photos-1969/596107/>

Massive gatherings

#livingUruguay2



Hello guys! Do you know of any massive gatherings? My parents told me about the Rock Festival in Durazno, El Prado in Montevideo and the National Spring Festival in Soriano.

The massive gatherings I know of are...



Hey Emma, my mom told me about a massive event in the US. It is called the Super Bowl. She sent me this info about it. Let's all read about it.



The Super Bowl

American football is the U.S. national sport. Each year, more than 111 million people watch the final game of the season, the Super Bowl. It is the most watched broadcast of the year on American television. The word "Bowl" is used because football stadiums are shaped like a bowl.

The Super Bowl is the annual championship game of the National Football League (NFL) played in early February. The game is so popular that people celebrate it like a national holiday. Even people who do not like American football watch the game because it is a tradition and also to see the half-time show and the commercials.

Super Bowl commercials are the funniest and most expensive of the year. They're part of the Super Bowl experience; the game stops so that people can watch more commercials on TV. Many people watch the game just to see top music stars play the halftime show. Then, the stadium transforms into a giant concert.

On Super Bowl Sunday, Americans have parties with friends and family. It is the second biggest day of food consumption of the year, after Thanksgiving. Seven million Americans don't go to work the next day because they are sick.



Adapted from: https://en.wikipedia.org/wiki/Super_Bowl

* Read about the Super Bowl and answer these questions.

- 1 Why is it called the Super Bowl?
- 2 Who organizes the event?
- 3 When is it played?
- 4 Why do people watch it?
- 5 What do they do on Super Bowl Sunday?



* Look for information about Super Bowl celebrations in different years and complete the chart. Then, write two sentences about them.

Year:	Location:	Performers:
1999	Miami Gardens, Florida	Gloria Estefan, Stevie Wonder, Big Bad Voodoo Daddy, Savion Glover
2000		
2017		
2020		

For example: In 1999 the Super Bowl was celebrated in Miami Gardens, Florida. The singers that performed were Gloria Estefan, Stevie Wonder, Big Bad Voodoo, Daddy and Savion Glover.

* Which of these Super Bowl finals, would you have enjoyed the most? Why?

I would have enjoyed the one in (year) because (reason).

* In the 2020 Super Bowl half time, two Latino popular singers were in charge of performing in front of the spectators. Find the video of their performance and complete these posters. Include a picture of the singers.

Name:

Nationality:

Songs performed:

Name:

Nationality:

Songs performed:

- * Duma needs information about what Uruguayans do when the national soccer team plays. Write a text similar to the one about the Super Bowl to help him. Include where people watch the game, what they eat, who they watch it with, and why they like watching it so much.



Source:

https://upload.wikimedia.org/wikipedia/commons/5/5f/Uruguay_7579.jpg



hey



- * Imagine you had the possibility to go to one of these two massive gatherings: the Football World Cup final or the Super Bowl, where would you like to go? Why?



Sports events

- * Look at the following picture. It is a picture from the Uruguayan team and their participation in the Soccer World Cup.



Source:

<https://www.pinterest.es/pin/354940014376423349/>

- * Research on the following information about this picture:



- 1 When was this picture taken?
- 2 Where was this picture taken?
- 3 Who are the people in the picture?
- 4 What are the names of these people in the picture?
- 5 How was the Uruguayan performance in the Soccer World Cup?

Did you know?

The 1930 FIFA WORLD CUP URUGUAY was the first edition of the Soccer World Championship. It took place between July 13 and 30 of that year.

FIFA decided to hand over the organization of the tournament to Uruguay in commemoration of the centenary of the Oath to the National Constitution which the nation celebrated during July of that year, among other reasons.

- * Emma has to solve these three puzzles about Soccer World Cups. She has to write sentences with the phrases from the ball. She could solve one, help her with the other two.

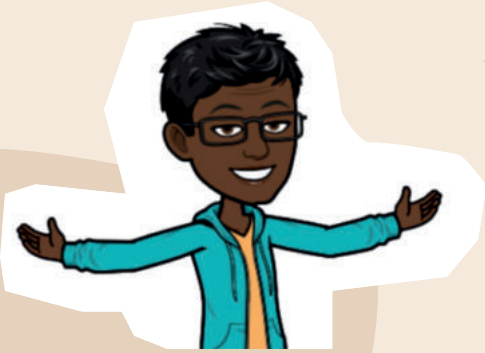


The information is about the 2010 Soccer World Cup. It was held in South Africa. This country held the event. Spain won the competition and got the trophy. Diego Forlán was chosen as the best player. Shakira created a song called Waka Waka which was the anthem of the competition.





Online events



Do you like to watch concerts, performances and festivals through streaming? What do you need to attend those events?

In the year 2020, with the pandemic and the appearance of COVID-19 there were a lot of virtual events.

- * Ask people from your family and friends about online events prior to the pandemic and post pandemic. Work in pairs and write 5 questions you would ask people to know before and after the pandemic.

Question	Prior to the pandemic	Post pandemic



Source:
https://upload.wikimedia.org/wikipedia/commons/0/07/Coldplay_2017%2C_cropped_01.jpg

There are many musicians around the world who decided to do virtual recitals. The reason is to entertain people and connect with their followers in these times of quarantine due to the pandemic. In 2020, the singer of Coldplay, Chris Martin, joined this trend and delighted thousands of people on an Instagram live.

Through the official account of the band, the musician spent 20 minutes singing the songs the public requested. "I'm practically alone in the house where I live," he told his fans. "Today we were supposed to get together with the band, but they are all in different countries, so we can't play together. I thought it would be nice to connect with you and know where you are and what I can do to cheer you up a bit. Here I'll be at everyone's service for a while. "

Worldwide shows

- * Look at the following game. It is called parachute. Let's divide the class into two big groups. You have to discover the hidden word. Each group takes turns and say vowels and consonants in English. If the letter is not present, the team loses a turn. If the letter is present, they continue guessing.



- * Big events need many things: budget, resources, connection and experience, among other things. Money is important but as an event organizer, there are many things that should be taken into consideration. You have to know how to handle logistics, planning, and event advertising. Music festivals are among the most popular events worldwide. Some of the most important are:

Burning Man

in Nevada, where people live an alternative lifestyle for a week. The organizers build a village for a week.

Glastonbury

is the biggest music and performing arts festival in the UK. Over 175,000 people attend each year.

Coachella

has grown into a cultural phenomenon in the USA. You can enjoy genres of music and impressive art installations.

Oktoberfest

attracts 120,000 attendees. You can eat sausages and drink a one-liter stein full of beer.

Tasting Australia

Australia is famous for its barbies (not the dolls), but it is about tasting the Australian cuisine.

Fuji Rock

is the biggest rock festival in Japan. It includes skiing, wellness and rock'n'roll.

- * Read the texts and complete the following chart.



Festival	Country/city	One characteristic
Burning Man		
Glastonbury		
Fuji Rock		
Coachella		
Oktoberfest		
Tasting Australia		

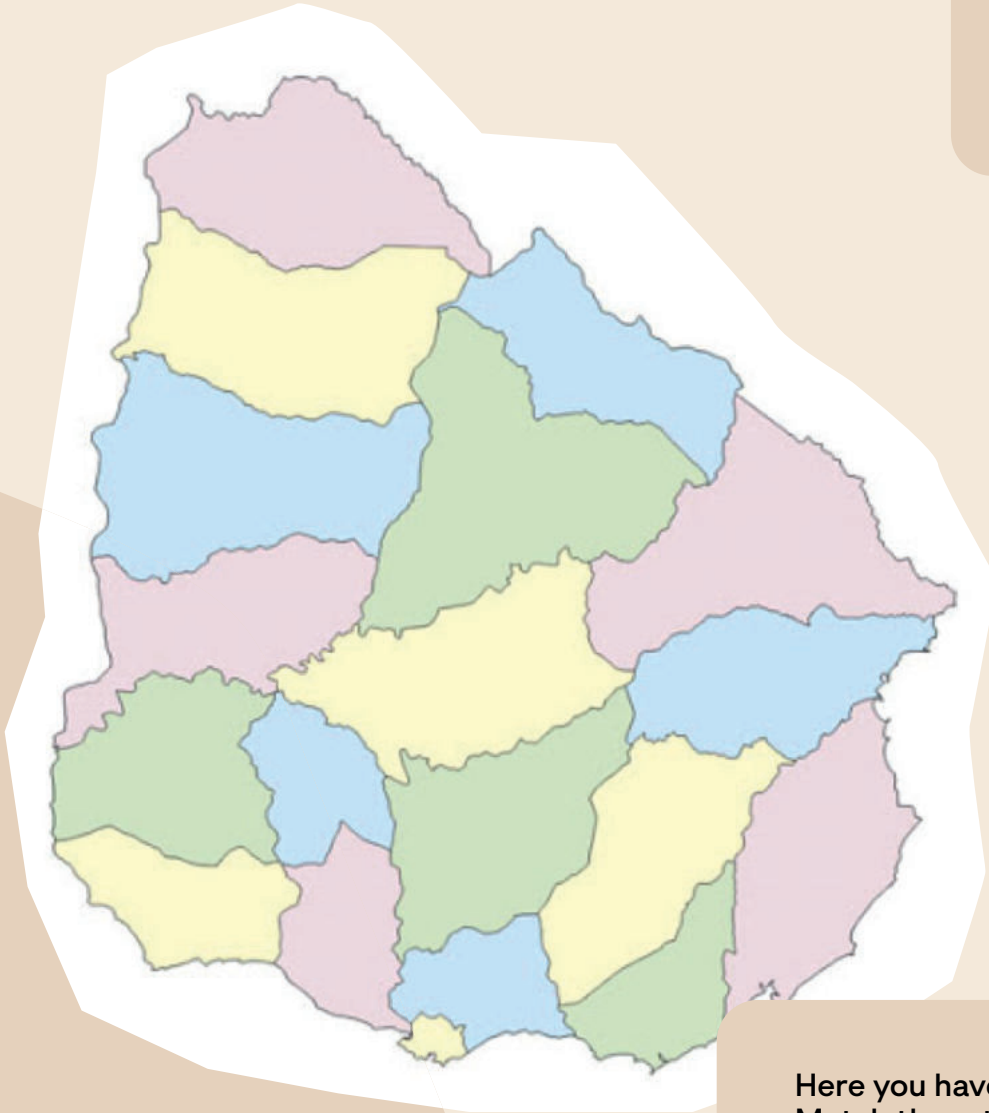
- * Which of the festivals is not a musical Festival?

- * Imagine you organize a festival: What kind of festival would it be? Think about: music style - place - activities - duration.

Imported celebrations

- * Uruguay is a country of immigrants. Most of its celebrations come from other countries. Look at this map of Uruguay and to the list of celebrations. Place the celebrations onto the place where it takes place.

“Patria Gaucha”
Beer Fest
Carnival
Folklore Festival
Olimar Festival
San Fernando’s Week
The White Night



Here you have the places and dates.
Match them to the celebrations.

Montevideo; February
Durazno; February
La Floresta, Canelones; January
Maldonado; January
March/April; Paysandú
March/April; Treinta Y Tres
March; Tacuarembó

- 

Any other information

- ✿ Write a paragraph about the celebration you chose.

[illegible]

You can use the set of rubrics for oral presentations at the end of this book.

Celebrating success



Hello guys! This is my first time in the US. With friends and neighbors we are following the tradition to celebrate success. Guess what we are celebrating.

Did you know?

Thanksgiving is a compound word that is formed with Thanks and giving. People give thanks for the crops and for abundance just before winter starts



Source: <https://pixabay.com>



- * Here's an article sharing 10 facts about Thanksgiving. Read it.

Here there are 10 facts about Thanksgiving.

1. The first Thanksgiving was celebrated in 1621 over a three-day harvest festival.
2. Turkey wasn't on the menu at the first Thanksgiving. Venison, duck, goose, oysters, lobster, eel, and fish were likely served, alongside pumpkins and cranberries.
3. Abraham Lincoln proclaimed Thanksgiving a national holiday in 1863.
4. The US president is presented with two turkeys. The president pardons one of them. The pardoned turkey goes to a petting zoo.
5. In the United States there are four towns called "Turkey."
6. The average number of calories consumed on Thanksgiving is 4,500.
7. There is a telephone line to ask for recipes to cook turkey. The line answers more than 100,000 turkey-cooking questions.
8. The turkey meat is quite dry so cooking it is a work of art.
9. The tradition of football on Thanksgiving began in 1876 with a game between Yale and Princeton. The first NFL games were played on Thanksgiving in 1920.
10. Nowadays, millions of people travel during the Thanksgiving holiday every year.

Did you know?

In English the name of the animal is sometimes different to the name of the meat of that animal. For example:

Animal	Meat
pig	pork
deer	venison
cow	beef
sheep	mutton
calf	veal

Most words related to the animals have an Anglo-Saxon origin and most names of cooked meal come from the Normans.

See more: <https://www.dictionary.com/e/animal-names-change-become-food/>



- * After reading the text, choose one fact that is interesting to you. Why is it interesting?

For me, one of the most interesting aspects about Thanksgiving is when the president pardons a turkey. Have you ever heard of this?



- * Go find a video in which a president pardons the turkey.
- * Watch it and write the main stages the president follows to pardon it.



This is former president Obama pardoning the turkey: [click here](#)

Source: <https://www.pinterest.com/pin/516225176007009937/>

- * Pardoning the turkey is one of the traditions in Thanksgiving, but cooking and having a meal with family and friends is a big Thanksgiving tradition. Lua's mother cooked turkey for the first time. She prepared mustard and herbs turkey.



Photo by Aldo Rodriguez

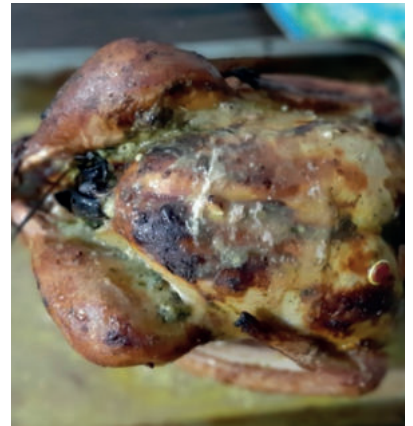
How do you like it?



I like it a lot. I think it's delicious because it is crunchy.
I love it. It's tasty.
I don't mind it.
I don't like it. The meat is too dry.

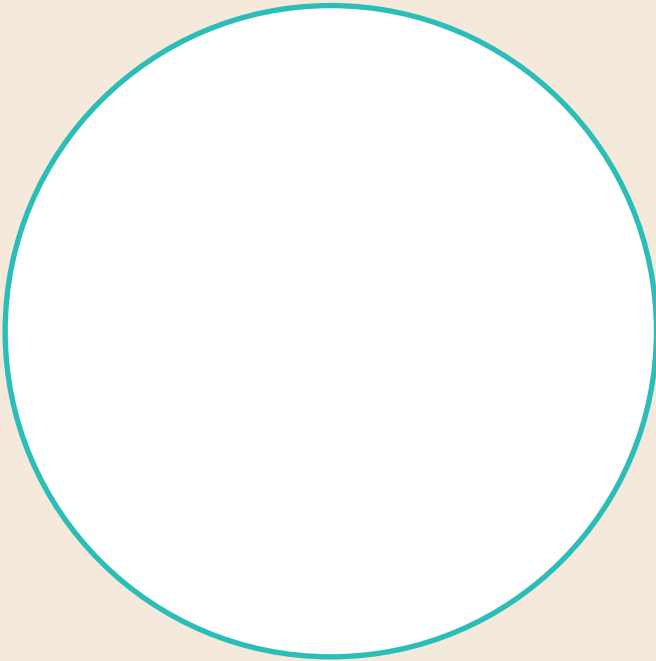
- * Do you know how to cook a turkey and the ingredients it takes? Jot down your ideas.

Ingredients:



Procedure:

- * Listen to Lua's mom and see if you guessed the ingredients and the procedure. How would you cook the turkey? Would you include mashed potatoes, salad, fries or roasted vegetables? What veggies options would you prepare? Draw and describe the plate.



- * Think of different ways of celebrating Thanksgiving. Choose the food you will prepare, who to invite to the dinner and what to thank for. How much money do you need to prepare this meal?

My own way of thanking life celebration

When?	
Where?	
Food to prepare	
	Ingredients I need
	Snacks?
	Beverages?
5 people I want to invite	
What I want to thank for	

- * There are still different facts about Thanksgiving that have not been mentioned or discussed. Take one, and in groups research more about it. For next class make a presentation to the rest of the group.

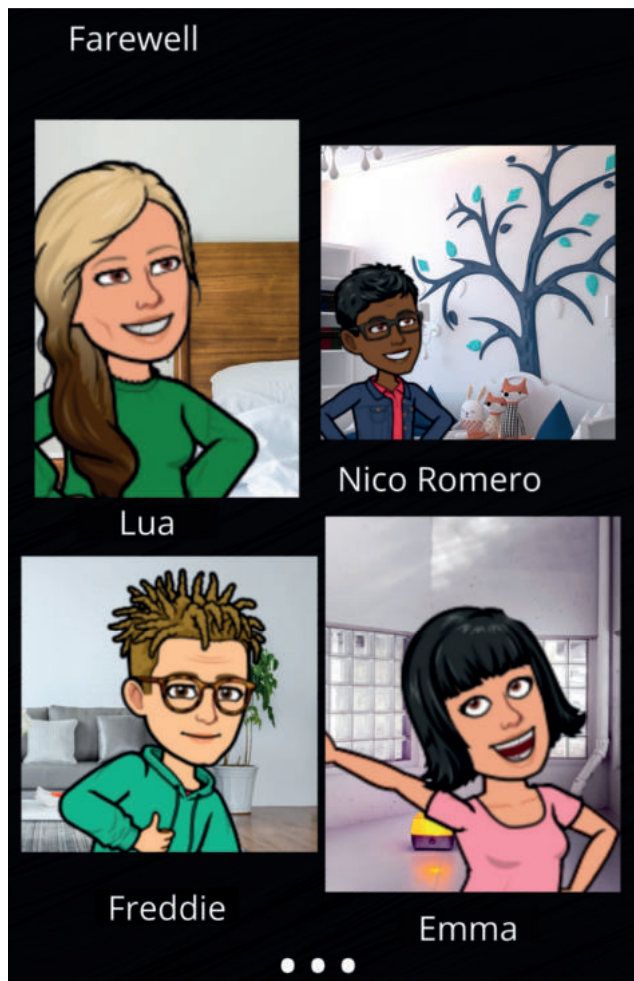
The topic we chose is...
 One new aspect we found is...
 Another aspect we found is...
 The third aspect we found is...
 Our group believes that...

If you like desserts,
 don't forget the
 pumpkin pie to
 celebrate Thanksgiving.



Farewells

- * Look at the following picture. What are the characters doing? Why are they doing it?



- * Why do you think the video call is called farewell? When do you plan farewells? Jot down three ideas.

We plan farewells when...

- * There are different ways of doing a farewell. Each of the characters has a different one. Listen to them and match what each of their classes prepared.

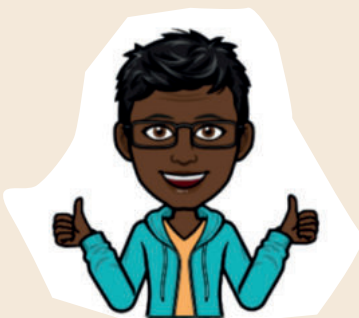


Eating out

An outing

A bonfire

A costume party



- * Listen again and complete the following chart.

	Where?	When?
Nico		
Lua		
Emma		
Freddie		

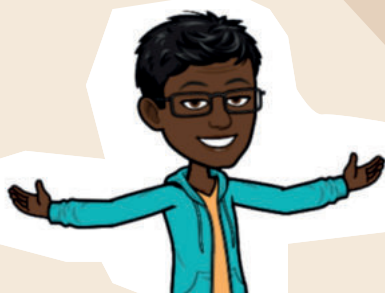
- * What about you? What would you do to celebrate the end of the school year?

Why do you want to celebrate it?

What do you want to do?

Where do you want to hold the party?

When do you want to celebrate it?



I don't want to say good-bye, I prefer saying see you soon! It was so rewarding to have shared these years with you. Thanks for your support with my ideas. I really felt it! For example, when I told my dad I wanted to work as a baby-sitter. I know you understood what my purpose was. Don't you feel like we have grown together? I do!

It was a wonderful year, full of joy and excitement. Thanks for being part of it and for doing your best and being the best version of yourselves. I'm looking forward to seeing you all next year!



Thanks for being with us one more year. I really loved sharing this year with you all and telling you about my passion for music and entertainment. Next year we will have more stories to tell and enjoy. Stay with us!

I couldn't have enjoyed this year more. It was great to be together and learn about so many things. What I enjoyed the most was learning about Uruguay. I'm sure next year we will learn more about our beautiful country. I wish you all the best for next year.



Projects

You can use the set of rubrics for oral presentations at the end of this book.

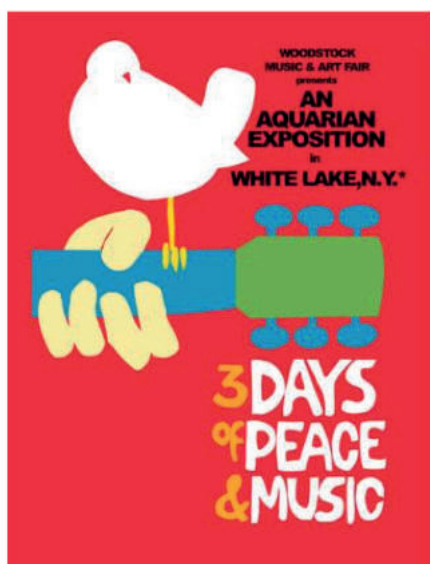
Project: Planning my 15th birthday party.

Think about your 15th birthday party. It does not matter if you are a boy or a girl. Take notes about different items related to the party. Present your plans to the rest of the class.

Project: Create your own music festival.

The Vietnam War inspired the Woodstock festival. In groups, think of a moment in history that could inspire the organization of a music festival. Work with the history, music and art teachers to discuss ideas about your festival. Decide the name of the festival, the place to be held, the bands that will perform, the type of music that will be played, the outfits to wear and how long it would last.

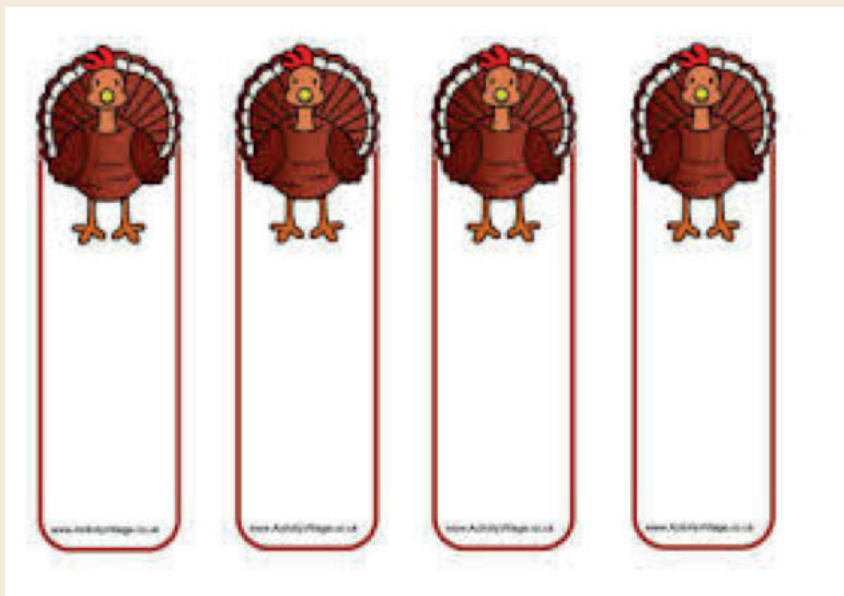
Create a poster with a logo and message to advertise it. Decorate a van with the main topic of the festival (think of the drawings and the phrases you would include). To give you some ideas look at the poster and van from the Woodstock festival.



Finally, present your festival to the rest of the class.

Project: Thanksgiving bookmarker.

On Thanksgiving people thank the crop and abundance. More recently, people are thankful for their jobs, their families and health. What would you be thankful for? Write a strip of paper saying “I’m thankful for...” and make a bookmarker with it.



Source: <https://www.activityvillage.co.uk/thanksgiving-bookmarks>

Project: Giving thanks or celebrating success in Uruguay.

Do you know any celebration or festival that celebrates success here? What do you know about the event? Where does it take place? What do people celebrate? (For example- graduation ceremonies).

Rúbricas

Color as you go!

2nd grade challenge COLOR AS YOU GO!



Source: @spanglishbymartina

¿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 entiendan lo que está presentando.

Uso de imágenes. La tecnología deberá estar presente? ¿Será elemento imprescindible?

Contacto visual con los compañeros. 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 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, piensas en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, 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 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.
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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