

#Living Uruguay3

3RD 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

URUGUAY

MY COUNTRY

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

- learn about our ancestors and waves of immigration.
- have a global understanding of Uruguay as a country.
- comprehend different aspects of Uruguay from a multi-layered perspective.
- share ideas about Uruguay, its places and the activities people can do here.
- know about different educational programs within the country.



Hello guys, welcome to this new adventure!!!

Hi again, it's a pleasure to be with you again!



So nice to see you.
Welcome back friends!

Hi, let's have some fun together!!!



Uruguay: A land of immigrants



- * Look at this publication by ANEP news. It's about immigration in Uruguay. Have a look at it.



ANEP NEWS

OCTOBER 2019 • ISSUE 10 • VOLUME 12



"Si los mexicanos descienden de los aztecas y los peruanos descienden de los incas, los uruguayos descendemos de los barcos".

Eduardo Galeano

Uruguay: land of immigrants

Some facts about immigration in Uruguay.

There are about _____ Italian immigrants to Uruguay.

There are about _____ Armenian immigrants to Uruguay.

_____ French immigrants arrived in Uruguay in the nineteenth century.

There are about _____ British people who moved to Uruguay.

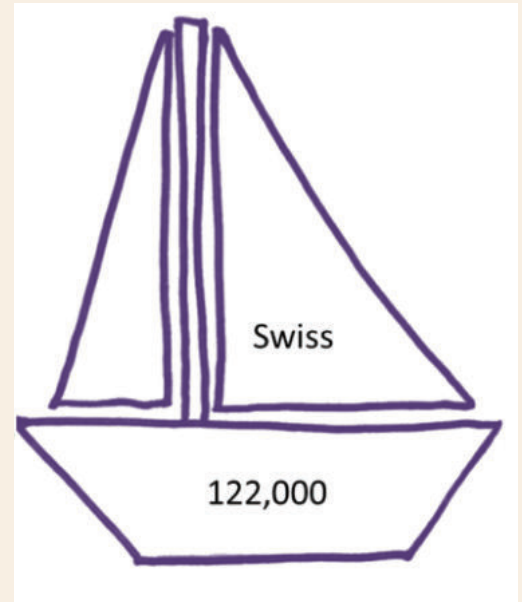
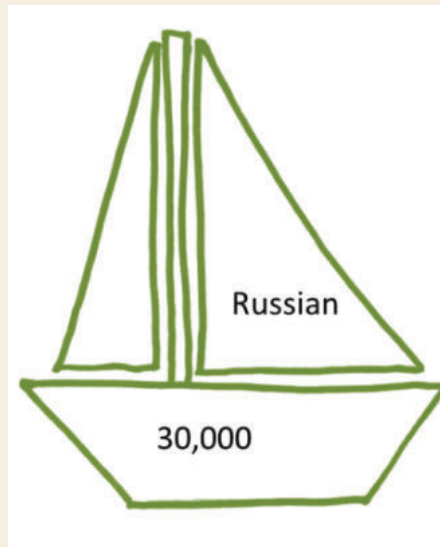
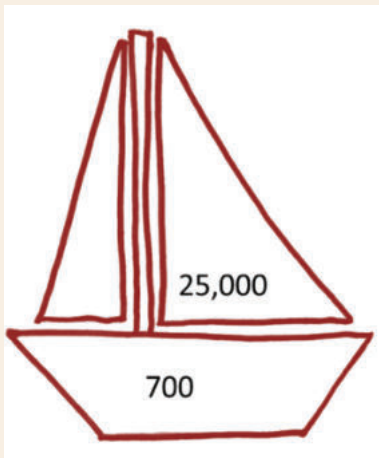
In Uruguay there are _____ and German colonies in Rio Negro, _____ colonies in Colonia, etc.

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.



Go to #livingUruguay2 to check your answers or find information in the net.

- * In the previous publication there are some blank spaces. Complete the spaces using these words and numbers.



- * Nico, Lua, Emma and Freddie are in their first class. The teacher is talking about immigration and each of them is presenting an ancestor.



This is my great grandmother. Her name was Luisa and she was from Spain. She was a Moor descendant and she used to live in the South of Spain, in Seville to be exact. She moved to Uruguay in the 19th century. Her parents were farmers and worked really hard. My great grandma was also a farmer; she was an expert in planting lettuce and tomatoes. She passed away at the age of 101.



This is my great grandmother. Her name was Adalia but we called her "Oma" which means grandmother in German. Her name had a special meaning because it means "the one who achieves all the objectives". She was very determined, and she really did achieve a lot! She came to Uruguay with her mom, but she had a hard life. Her mom passed when Oma was still very young. Oma was a single mom and my grandpa adored her. She came from Switzerland and she continued the family tradition of making cheese. My grandparents still make cheese today.





This is my old aunty Anya. She was a Russian immigrant. She came during WW1 to Uruguay. She was a special woman. During the war she volunteered as a nurse and helped injured people. She came to Uruguay after everyone else in her family was killed. She was a little child when she was brought here. That is why we call her Momma. My aunt was one of the few girls who attended university and she became a pediatrician. She missed her country a lot and she passed away when she was 94.



This is my great grandpa. His name was Patrick. He was British and he used to live in the south of London. For this reason my name has a British spelling. We keep many traditions from my grandpa. He prepared the best Shepherd's pie, delicious bangers and mash, yummy cobbles, the traditional fish and chips and my favorite, bread and butter pudding. I am learning how to prepare those because I am a foodie and I think these traditions from my great grandpa have to be kept.



* Read the texts and answer the following questions with Emma's, Lua's, Nico's and Freddie's.

1. Whose ancestor lived more than 100 years?
2. Whose ancestor was a great cook?
3. Whose ancestor was of Arab descent?
4. Whose ancestor was not afraid of blood? **Freddie's**
5. Whose ancestor pursued higher education studies?
6. Whose ancestor's name had a special meaning?

* Emma, Lua, Nico and Freddie are saying phrases that their ancestors used to say. Guess who's speaking.

1. In my country dairy farms were very common. My family lived in one. My mom called me little mouse because I love cheese.
2. I learned how to appreciate life. When you lose all your loved ones you realize that the most important thing is to be happy and do what makes you happy.
3. There was nothing more relaxing than spending the whole afternoon working on the farm. It was kind of exhausting during the summer, but preparing fresh salads at midday was comforting.
4. My country was part of an empire. Queen Victoria used to be the long-lasting monarch until the current Queen appeared.
5. It was so difficult to see all those people suffering! But after that long journey we had the chance to start over.
6. In my family sitting around the table was one of our favorite activities. We loved to talk and eat. That's why we all learned to cook.

ns shared some interesting information about their ancestors. Let's dive as about them. Research on the following ideas:

- Invasions.
- ïeville.
- bout Switzerland.
- of making cheese.
- cs of an empire.
- bout WW1.
- Information about the ships people migrated to Uruguay.
- The origin and recipe from one of Emma's family's traditional dishes.



The Uruguayan melting pot

* Look at the following two pictures:



Photo by elespanol.com



Photo by the wholesomedish.com

Whose ancestry do they refer to? Go back to the previous lesson if you don't remember.

* As you can see the Uruguayan culture is the combination of many cultures. We call that "A melting pot". The following activities are part of the Uruguayan culture, but they have a different origin. Where do the following come from?

Rome

Africa

Spain

Candombe
Football/soccer
Table tennis
Labor Day celebration
Our national anthem
Construction of dams

Chicago, IL

England

China



Great! You have several things that come from other countries. Let's get to know more about them.

- * Find information about the origin of those products/activities/words and prepare a brief presentation.



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

Knowing about the origin of things is absolutely important. Let's see what you found in your research.



	Item	Origin	Info
1			
2			
3			

The melting pot implies that the different cultures “melted” into one culture: the Uruguayan culture. This means that in our everyday lives most or maybe all customs are imported rather than native. What we eat, the way we dress, some of our sayings and most of our traditions come from our ancestors who were immigrants to the country. List the things of foreign origin that you know from your everyday life.



What immigrants brought

Let's work with the following chart. Write down the things that immigrants brought to the country. Use the K column of the chart.



K (know)

W (want to learn)

L (learned)



Now, get in pairs and discuss what you would like to know about the legacy of immigrants in history. Complete the W column.

* Below you have a text about the contributions of immigrants to the Uruguayan society. Read the text and find:

- words you have included in the K column.
- words that sound familiar and are related to those contributions.
- words you relate to the topic of immigration.



What were the contributions of immigrants to the Uruguayan society?

Immigrants played a central role in the promotion and realization of the modernization, urbanization and industrialization processes in Uruguay.

In order to integrate into the national society without losing their traditions, languages and identities, the different communities organized themselves, founding institutions to support the newcomers and their families and descendants, such as mutual aid cooperatives, savings and loans, credit, adult schools, associations for health care and disease prevention, schools for children teaching the mother tongue, religious institutions, etc.

The cultures brought by immigrant groups incorporated a diversity of perspectives, providing a variety of ways of thinking and believing, transformations in private life, and strongly influencing family and gender behaviors, among other contributions.



For example, the African slaves and their descendants brought with them and maintained the bases of their African religions. There was a process of syncretism with the beliefs of the Christian settlers. The evolutionary process of the population was incorporating the traditions, customs and myths of immigrants, and began a slow path toward multiculturalism. For this reason, and even though Uruguay is a secular country since 1913, it protects the right to practice any religion and religions have tax waivers.



Wonderful! Let's find examples of what they contributed to.

✱ Read the text about the contributions of immigrants to the Uruguayan society and find:

- Immigrants had a strong role in...
- The different immigrant communities organized themselves...
- Immigrants incorporated to our culture...



Uruguay: The new land of immigrants



Photo taken from:
<http://www.1811-2011.edu.uy/B1/content/inmigrantes?page=3>

This is a more modern immigrant to our country. Write 5 sentences about him. The sentences can be about the picture itself or about the historic moment our country is going through.

- * Look at this picture of a historic immigrant to our country. Write 5 sentences about him. The sentences can be about the picture itself or about the historic moment that our country was going through.

I can see an old picture of my grandpa. He is an adolescent.



Screenshot from Canal 4
<https://www.youtube.com/watch?v=61Kb5-2Nfno>

- * Immigrants have chosen Uruguay throughout history for many reasons. Let's learn more about the life of... Listen and see what the immigrant's name is and where she is from.

Listen to this immigrant talking and answer the following questions:



1. When did you come to Uruguay?
2. Why did you come to Uruguay?
3. What do you like about Uruguay?
4. What do you miss from your country?
5. Have you ever gone through difficult situations here?

- * Immigrants from many countries around the world have chosen our country to live. Let's find out more about them! Find information on the Internet and complete the following chart.



Countries where immigrants come from...	
Number of immigrants in 2019...	
Three reasons why immigrants choose Uruguay:	
Necessary documentation to enter the country:	

- * Sharing our experience with others can be enlightening and enriching for them. Pretend you are from a country whose inhabitants don't speak Spanish. Fill in this chart.

Name	
Country	
Occupation	
Any other info	



- * Get in groups of 6. You are all at an airport in a layover. You are bored and you start talking to the people sitting next to you. Ask and answer questions within the group you are. Use the information from the chart above.

Uruguay: A land of beautiful landscapes



Do you know the Uruguayan provinces? Say the names and write them onto the corresponding place.



- * Uruguay is a beautiful country where you can appreciate different landscapes. Do you like taking pictures of Uruguay's beautiful landscapes? Lua does. She took photos of all the places she has been to. Let's take a look at those places.



Photos by Natalia Quintero, Carla Hernández y Magdalena Spangenberg.

Where were these photos taken, Lua?



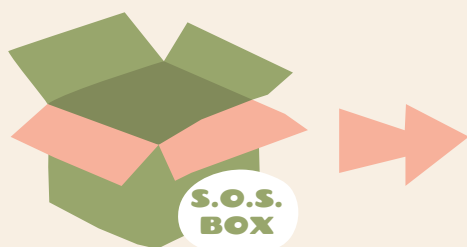
I think this landscape is in Maldonado because there are a lot of beaches there.





This is my favorite landscape. Help me describe it.

First, describe the things you can see.
Use the phrases from the S.O.S. box to describe the picture.



This photo shows...
On the right, there is a/an...
On the left, there are...
In the middle, there is a.../there are...
In the background, I can see...

- * Get in groups. Choose one picture of a landscape and describe it. Think of the possible activities that people can do there.

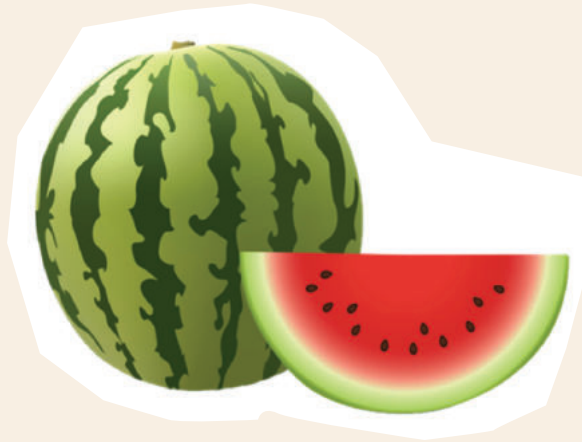


I would like to know about the places you described.



- * Take a picture of another landscape. Create a poster with its description and some information about that place.

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



From watermelons to birdwatching

* What do these pictures have in common?

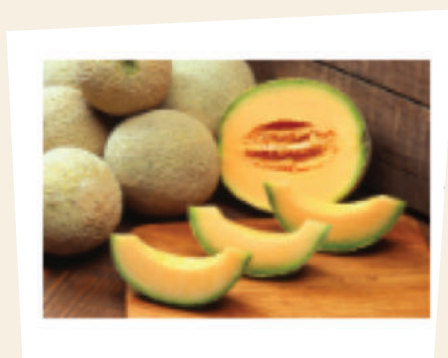


I think it's simple. The first picture is about birdwatching. The second picture is about a watermelon. Both are very important economic activities in Uruguay.

I have a challenge for you. Find the secret phrase!



+



=



The hidden phrase is

- * What do you know about this festival? Where and when does it take place? Make a list of possible activities and events that take place during the festival.

Worksheet for writing activities, featuring a grid of lines and a vertical red line. The grid consists of 10 horizontal blue lines. A vertical red line is positioned on the left side. To the left of the red line, there are five small grey circles, each aligned with a row of writing lines. To the right of the red line, there are five watermelon illustrations, each consisting of a whole watermelon and a slice, also aligned with the rows of writing lines. In the top right corner of the worksheet, there is a small green icon of a pen writing on a notepad.

Would you like to go to this festival? What activities would you like to take part in?

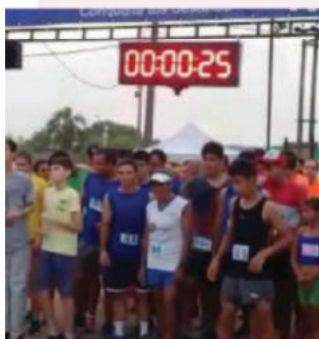


Watermelon and Afforestation Party



Do you know that watermelon, this delicious and healthy fruit has its own festival? This amazing festival, called "Watermelon and Afforestation Party"- or just "Watermelon Party" for short -, is held in Tranqueras, a small city in the north of Uruguay. Tranqueras is the National Capital of Watermelon and Afforestation and it is internationally well-known for the quality of both products.

The festival takes place on the second weekend of February, every year since 1991. It lasts three days. During these three days, people can enjoy themselves and take part in different events. On Friday evening, athletes from all over the country come to Tranqueras to participate in the "5K Race". Saturday morning is dedicated to the traditional "Conference", an important meeting, always with the attendance of national legislators, local producers and even National Presidents. Every night, during the weekend, well-known musicians perform live.



However, the high point is Saturday night, when you can enjoy high quality musical shows. Important artists like Jaime Ross, Pablo Estramin, Pepe Guerra, Maciegas, Lucas Sugo as well as popular bands like "Cuarteto de Nos", "Once Tiros" or "La Trampa", have performed on the Watermelon Party Stage for the last 30 years. Young people have room for fun, too. On Saturday night, there is a dance in which the Queen of the Party is elected. An average of 5000 people attend the performances, which are broadcasted live on radio, television and on the Internet. There is also a craft fair where you can buy small and beautiful souvenirs to take home.





Did you know?

There is an incipient tourist industry related to bird watching. Many people travel from remote places in the world to watch the birds. This activity is held in different parts of the country but Maldonado and Rocha lead this area. It is a very affordable activity that you can do all year long.



Photos by Aldo Rodríguez

Uruguay: A land of rivers

Look at these pictures. What can you see in each picture? How are they similar and how are they different? What activities can you do in a river and which ones can you do in the ocean?





Photo by Pixabay



Photo by María José Martínez

- ✿ Can you mention some rivers in Uruguay?
Which ones have you visited?

- ✿ Label the map with the names of the rivers on the right.



URUGUAY RIVER

RIVER PLATE

BLACK RIVER

SANTA LUCIA RIVER

The **Río de la Plata** named **River Plate** in British English and the Commonwealth and **La Plata River** in other English-speaking countries—is the estuary formed by the confluence of the Uruguay and the Paraná rivers at Punta Gorda. It empties into the Atlantic Ocean, forming an indentation on the southeastern coastline of South America. Depending on the geographer, the Río de la Plata may be considered a river, an estuary, a gulf or a marginal sea. It is the widest river in the world, with a maximum width of 220 kilometers (140 mi).

The river is about 290 kilometers long, and it widens from about 2 kilometers at its source to about 220 kilometers at its mouth. It forms part of the border between Argentina and Uruguay, with the major ports and capital cities of Buenos Aires and Montevideo on its western and northern shores, respectively. The coasts of the river are the most densely populated areas of Uruguay and Argentina.

* Read the text and answer the questions.



1. Where does the River Plate empty?
2. Why is it sometimes considered a river, an estuary, a gulf or a marginal sea?

The **Uruguay River** is a major river in South America. It flows from north to south and forms parts of the boundaries of Brazil, Argentina, and Uruguay, separating some of the Argentine provinces of La Mesopotamia from the other two countries. It passes between the states of Santa Catarina and Rio Grande do Sul in Brazil; and makes up the western borders of the provinces of Artigas, Salto, Paysandú, Río Negro, Soriano, and Colonia in Uruguay.

The **Río Negro or Black River** is the most important river in Uruguay. It originates in the southern highlands of Brazil and flows west across the entire width of Uruguay to the Uruguay River. The course of the Río Negro across Uruguay effectively divides the south of the country from the north. The Río Negro principal tributaries are Yí River and Tacuarembó River.

The river is dammed near Paso de los Toros, creating the Rincón del Bonete Reservoir, also called the Gabriel Terra Reservoir or the Rio Negro Reservoir. With a surface area of about 1,100 square kilometers, it is the largest reservoir in Uruguay.

Downstream from the Rincón del Bonete Reservoir, there are two more dams, the Baygorria Dam and the Constitución Dam at Palmar, which generate hydroelectric power for Uruguay with 108 MW and 333 MW, respectively.

There is a delta at its confluence with the Uruguay River with two main mouths.

* Read the texts and correct the sentences.

1. The Uruguay River flows through Brazil, Chile, Argentina and Uruguay.
2. The Uruguay River separates some of the Argentine states.
3. The Río Negro divides the east of the country from the west.
4. The Río Negro creates the smallest reservoir in Uruguay.

The Santa Lucía River

The headwaters of the Santa Lucía River are in the province of Lavalleja. For a large part of its course it forms the limit between the departments of Florida and San José on one bank and Canelones and Montevideo on the other. Its outlet is the Río de la Plata, forming a small delta, in which Tiger Island is located.

The Santa Lucia River basin is of great importance to our country, both for its population and for its agricultural and industrial production. Its mains function is as a source of drinking water supply. The Santa Lucía River provides 75 percent of our country drinking water and supplies the cities of Montevideo and many cities in Canelones (a population of more than 1.8 million inhabitants).

Source: https://en.wikipedia.org/wiki/List_of_rivers_of_Uruguay

* Complete the table with information about Santa Lucía River.

PLACE OF ORIGIN

ITS OUTLET

IMPORTANCE TO THE COUNTRY

MAIN FUNCTION

* Duma is planning to go canoeing with Lua and some other friends. He wants to know more about Uruguayan rivers. Look at the table he found on a website and finish their dialogue.



As I can see here in this table, the Yaguarón River is longer than the Olimar River.

Oh! And the Olimar River is the shortest in the list.





Yes, you are right. And the Cuareim River is than .



And what about the Santa Lucía Grande River?



It is



Wow! How interesting! I love the Santa Lucía River.



And what about the Arapey Grande River and the Olimar River?



The Arapey Grande River and the Olimar River .

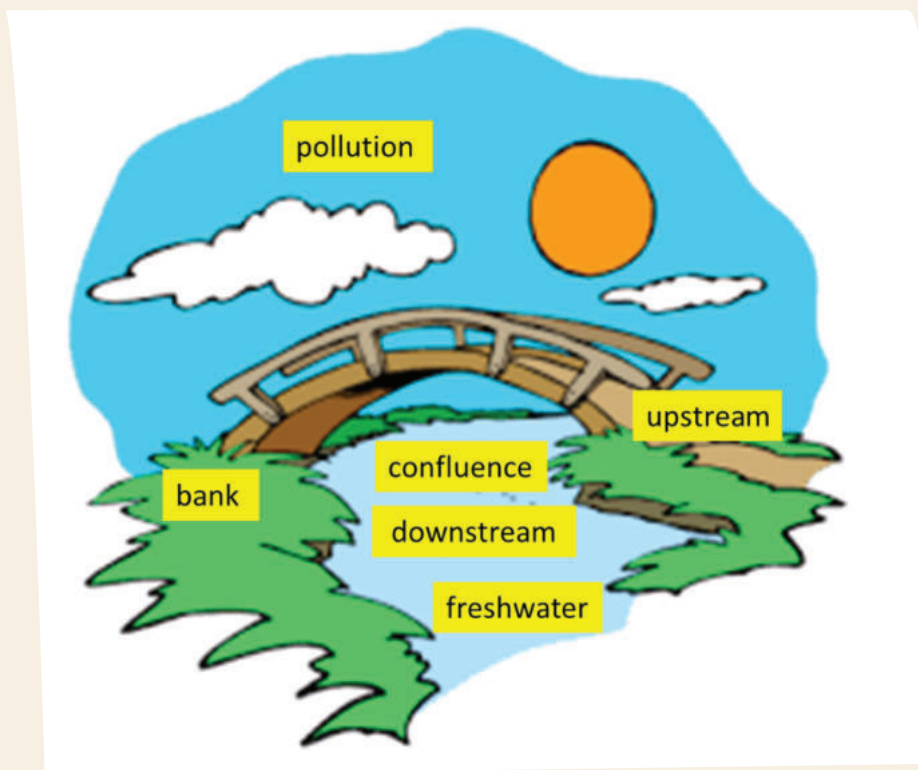
River

Length

Río Uruguay	1779
Río Negro	750
Río Cuareim	351
Río Yaguarón	270
Río Santa Lucia Grande	248
Río Arapey Grande	240
Río Olimar	160



- * These are some words related to rivers that Duma found in the texts he was reading. Do you understand them? Match the definitions with the corresponding words.



1. Where two rivers or streams meet.
2. The direction in which the river flows, toward the mouth of the river.
3. Water that has no salt in it.
4. Opposite to the current flows, towards the source of the river.
5. Materials that are not supposed to be in the river making it dirty.
6. The ground at the side of a river.

- * Lua, Duma, some other friends, and a teacher went camping. Let's complete the text with the words from the picture of the bridge. There is an extra word you do not have to use.



Photo by María José Martínez

Lua, Duma, some other friends, and a teacher decided to go camping to the _____ of the Santa Lucía River and La Plata River to have some fun and relax.

First, they set up a tent on the river _____ and then they went canoeing _____ in order to take advantage of the water flow. As it was an amazing place with no _____, they were very responsible and collected all the rubbish to throw it in a bin later on. They cooked their own lunch, to do this they boiled some _____ from the river.

- * Imagine that you spent the weekend with some friends by a river. Write the name of the river where you went to, who you went with, what you did there, what you ate, what the weather was like and how you felt.

You can use the set of rubrics for writing activities at the end of this book.

Name of the river

People you went with

Activities you did there

What you ate there

The weather there

How you felt there

* Write about the time by the river.



Uruguay: A cattle-breeding country

- * Look at the following video. It is from INAC. Watch it and guess what this lesson is about.

The video is in this link: [click here](#)



The video is about:

- The natural resources in our country.
- The sources of income in our country.
- The animals in our country.

- * Now let's work with one of the most important sources of income in our country.

We are going to hear about cattle-breeding in Uruguay. Write words you think you will find. You have a cow to put the words in it.



- * Listen to a person talking and circle the words you guessed.
- * Let's work with some specific information about our country as a cattle breeding area. Listen and complete.

Uruguay - Land of cattle-breeding

Location

Optimal conditions for...

Traceability allows rebuilding of...

Uruguay: tradition and culture in...

Uruguayan meat recommended for...

Script adapted from: <http://uruguayanmeats.uy/five-reasons-to-believe/>

- * Prepare some questions about the listening activity for the following class.



You can focus on:

- Information you are not sure about.
- Information you would like to go over again.
- Information you would like to go into deeper.

Did you know?



Each animal has 15,000 square meters of natural and fresh pastures, equivalent to 2 soccer fields.



Uruguay: A land of beautiful cities

- * The characters have taken some pictures in Uruguayan cities. Look at the pictures and describe the photos, guess the city they are in and add any relevant information about the place.

Photos by Gustavo Pereira, Carla Hernández, Jimena Martínez & Aldo Rodríguez



- * Match the names of the cities with the pictures.

Fray Bentos

Colonia

Montevideo

Artigas

Tacuarembó

Florida

- * The pictures show popular places in Uruguayan cities. Write the province next to the name of the place in the following chart.

Former Liebig Slaughter House

The entrance to the old city

Buceo Bay

The Police headquarters

A bridge in Valle Edén

A street mural

- * Now, you have seen famous places from different cities in Uruguay. Let's play a game. It's called the carousel. Let's get in groups of 5.

1. Read the text and highlight the most important information about that place.
2. Report to the rest of the class when the teacher tells you to do so.



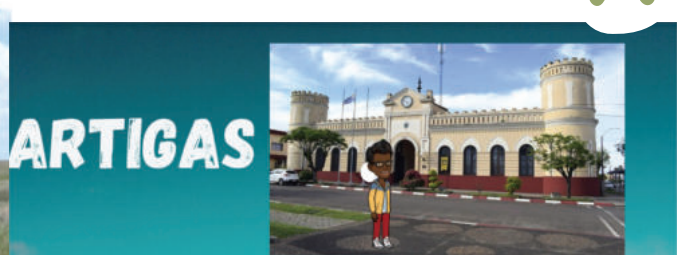
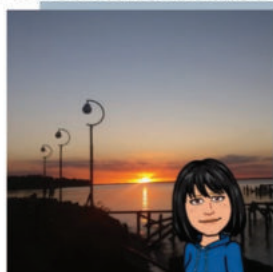
Tacuarembó is the capital city of the province of the same name. Its name means "river of the reeds" and it was founded in 1832. The famous Uruguayan writer Mario Benedetti is from Tacuarembó. It is also claimed, although controversy persists, that Carlos Gardel was born there. Even though it was not created there, there is a worldwide beverage that was developed in this area. Tacuarembó has many tourist attractions and some of them are outside the city. If you like nature you can visit Valle Edén, Batoví Moor, Las Lavanderas Lagoon or Ipóra resort, Cave of the Crows, Cave of the Ferns, etc.

FRAY BENTOS

Fray Bentos is the capital city of Río Negro. Its former name was Villa Independencia. Fray Bentos connects with the city of Gualeguaychú through the San Martín bridge.

In 1861, an English engineer called George Giebert proposed an idea that would make this city well-known around the world. Giebert started the production of corned beef, together with the German chemist Justus von Liebig. During the two world wars, Fray Bentos was considered the world's slaughter house and one of the largest providers of corned beef for the allied forces.

Nowadays, the city is a popular tourist place as many people from different countries visit Las Cañas resort during the summer. Fray Bentos has also gained importance as it has become a technological pole with the establishment of UTEC.



Artigas city is the capital city of the province with the same name. Artigas is the farthest city from Montevideo. The city is on the shore of Cuareim River, which is the natural border with Brazil. People from Artigas can cross La Concordia bridge and go to Brazil.

Artigas has a lot of characteristics of the Brazilian culture in terms of language and customs. Most people in Artigas are bilingual because they speak Spanish and Portuguese.

A very important economic activity in the area is mining. The amethysts in Artigas are of great quality and intense color. Visitors who go to Artigas enjoy doing Mining Tourism, in which they visit the mines, see the amethysts, learn about them and buy amazing jewelry and crafts. These stones were exported to countries like China, the US among others.

Colonia del Sacramento is a province located in the southwest of Uruguay opposite Buenos Aires on the other side of Río de la Plata.

Colonia is known for its historic neighbourhood and its Portuguese and Spanish colonial buildings. It has beautiful landscapes and its lighthouse is surrounded by the ruins of a convent and has a breathtaking panoramic view. It also has the most important active port in the province and one of the most influential in the Plata estuary. Due to its location, historical landscapes and amazing restaurants, Colonia is one of the most popular tourist attractions.



Colonia

- * Which of the 6 cities was famous for its corned beef and its slaughter house? You were right, Fray Bentos. Let's learn more about the history of Liebig Slaughter House. Watch the video and do the activities with the characters.

Link to the video here:

[click here](#)

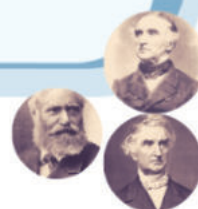


LEMCO Extract of Meat Co Fray Bentos, Uruguay

The settlers of the Leibig Company are Justus Von Liebig, Max Von Pettenkofer and George Christian Giebert.

LEMCO Extract Of Meat Co Fray Bentos, Uruguay

The settlers of the Liebig Company are Justus Von Liebig, Max Von Pettenkofer and George Christian Giebert.



What are their professions? Watch until minute 1 and match. Two people have two professions.

- | | |
|-----------------------------|---------------------------------------|
| 1. Justus Von Liebig | a- Researcher and entrepreneur |
| 2. George Christian Giebert | b- Founder of organic chemistry |
| 3. Max Von Pettenkofer | c- Engineer |
| | d- Expert in hygiene and bacteriology |



These are some milestones in the Meat Industry. Watch the entire video and put them into the correct order.



- Three Europeans decided to settle a company.
- The company created a type of mineral fertilizer.
- The company carried out a lot of research on how to create medicines, fertilizers and food.
- The company created medical products.
- The company created food products.
- The tradition of cattle breeding in Uruguay started 400 years ago. #1



Lua, Emma, Nico and Freddie are doing their homework.

Watch from minute 1 onwards and help them choose a, b or c.



Uruguay is the only country in the world that

- shows great investment in the development of the meat industry.
- shows a cow in the coat of arms.
- gave room for the investments in cattle breeding during WW1.

The most important development in the manufacturing of meat in Uruguay was in

- Montevideo
- Fray Bentos
- Salto

Before producing food, the meat manufacturing produced

- agrochemicals.
- medicinal products.
- souvenirs.

Liebig meat products were

- a- expensive.
- b- unaffordable.
- c- inexpensive.



Liebig's company

- a- had several branches all around the world.
- b- had value in the Stock and Exchange in London.
- c- A and B.

Liebig's company

- a- used very innovative technology.
- b- had hundreds of employees.
- c- did not last a long time.



Emma is interested in one aspect of Liebig's company.
Watch from minute 3 until the end and choose a, b or c.



The Liebig company finally created

- a- a chemical fertilizer.
- b- a mineral fertilizer.
- c- none of the above.

In Liebig's company there were

- a- a hundred products created.
- b- more than two hundred products created.
- c- a bunch of products created.



Which discovery is still used today?

- a- The Oxo Buljong cubes.
- b- The vacuum package conservation method.
- c- All of the above.

By using research applied to meat manufacturing

- a- Uruguay has made a difference from other Latin American countries.
- b- Uruguay has become the only country in the world to do this.
- c- Uruguay has taught all the Latin American countries how to do it.

- * One of the processes that the Liebig Company created was the vacuum packaging. Look for information about it and share it with the rest of the class.

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

Uruguay for export

- * Look at the following picture. Describe the picture.
From what you see... what is the topic of today's lesson?



Image from pixabay.com

- * Complete the definitions of “import” and “export” with the words below:

product

money

country

business

Import:

A from another country, that is bought with from your country.

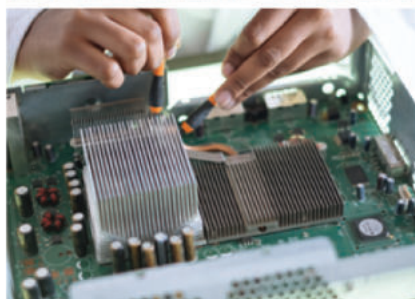
Export:

The practice or of selling goods to another .

What products do you think Uruguay exports?



- * Look at the following list of goods. These are products that are imports and exports. Match the goods with the pictures.



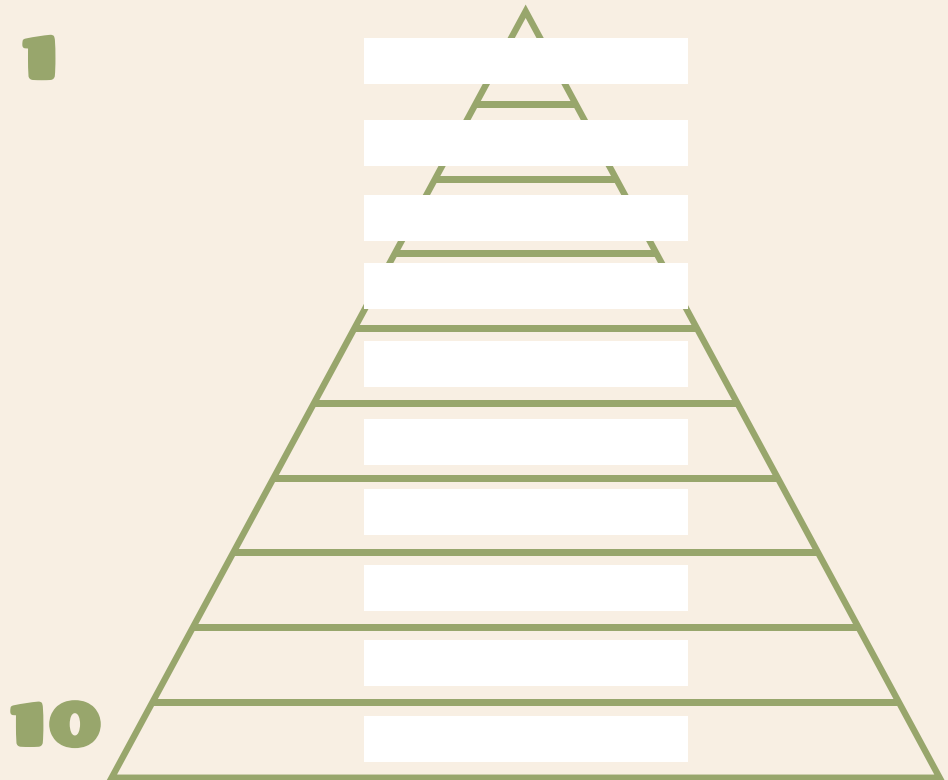
	Imports	Exports
Oil seeds		
Wood		
Electric machinery and equipment		
Dairy, eggs and honey		
Mineral fuels		
Machinery including computers		
Cereals		
Vehicles		
Plastics and plastic articles		
Meat		

- * Which of the products does Uruguay import? Which of the products does Uruguay export? Put them into the correct column of the previous chart.

Source and correction: [click here](#) (Exports)

Source and correction: [click here](#) (Imports)

- * Rank the products from the most sold to the least sold.



- * Watch the video and pay attention to the products promoted. Pick one to promote it in the follow up activity.

Link here:

[click here](#)



Imagine you have to promote a Uruguayan product that is not being exported or that is not that popular abroad. Create a poster or flyer explaining where it is produced, its characteristics, and the reason why other countries should buy it.

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

Uruguayan national trees

* The characters are looking at this book. It's about native trees. Take a look at them.





These trees are native to this country. They are all protected by the law because it takes them a long time to grow. They are part of a project at rural school #10 in Amarillo, Rivera. The teacher, Mailen Bertiz, has been in the same school for about 20 years now. The students plant a native tree every year and they take care of it until they leave the school. When this happens, another student takes the responsibility over. You can see the names of the students printed on the signs.

Go back to the photo album. Circle the trees you know or have seen.



Native Trees

- * Lua, Nico, Emma and Freddie wrote a text about some of the different species.

Sarandi Colorado

It is a flowering coffee plant. It grows on the riverside. It is a small tree and grows to a height of about 5 – 6 meters.

Tala

It is a deciduous tree with small to medium -sized thorns. The tree can grow to a height of 12 meters. It can be shrubby or arborous. The fruit is part of birds and insects' diet. Its wood is tough and heavy. It is mainly used for fuel.

Ceibo

It is a flowering tree, native to Uruguay, Argentina, Southern Brazil and Paraguay. The flower of Ceibo is the Uruguayan national flower. In Uruguay it grows in wetlands, edges of rivers and creeks. It can be about twenty meters high. Its foliage is perennial and its flowers are unusual. They can be red or white and they have five petals. It is an ornamental tree. It is often found in gardens, streets, public places, and in public school patios.



Did you know?

The landscape of Uruguay consists mainly of grasslands. The country has fewer forests compared to the other South American countries. There are approximately 2.500 plant species distributed among the 150 biological families. The predominant vegetation in the country is tall prairie grass that provides rich pasture. Some of the native plants of Uruguay are: Cockspur Coral Tree (Sarandí Colorado) and Tala.

* Do you agree or disagree?

The text is about Uruguayan trees.
There are three trees in the text.
The Tala is a tall tree.



* Read and write a tick or cross according to the information from the texts.

Characteristic	Sarandí Colorado	Tala	Ceibo
It has flowers.			
It has thorns.			
It has fruit.			

* Read and say if the sentences are true or false according to the information from the texts.

- 1. Uruguay has more forests than other countries in South America.
- 2. There are tall prairie grasses in Uruguay.
- 3. A Sarandí Colorado is a little tree.
- 4. A Tala is shorter than a Sarandí Colorado.
- 5. The flower of the Ceibo can have more than one color in Uruguay.



Go back to the album and choose three trees.

Write the names of those native trees in the chart.



* Watch a video and when you see one of your trees, circle its name on the chart.
When you have the three names circled, shout bingo.



Uruguay: OLPC



Plan Ceibal

- * Nico received a message from his friend Simon. Look at the message.



What information does Simon need? Do you know what OLPC stands for?

For info about OLPC go to: [click here](#)



OLPC	
Meaning of OLPC	
What is Plan Ceibal?	
Mission	
Vision	
Center for Research Ceibal	
President	

I need to give an answer to my friend. Let's read about the project in Uruguay and complete the following chart.



[click here](#)

- * Simon knows that as part of Plan Ceibal, children at primary schools are provided with English lessons. This program is called Ceibal en Inglés or CEI for short.

In this video, Nico's friends are talking about the program. Watch the video:

[click here](#)



- * While you watch the video, complete these sentences.

1. The girl's name is .
2. The boy's name is .
3. The city between Montevideo and Minas is .
4. In the English lesson, the teacher is on a .
5. Languages are perceived as at first. Then, they become words.
6. The teachers in CEI are called teachers.
7. In the English class they learn about pronunciation and they learn about .
8. There are more than teachers from all over the .

- * In the video, there are some numbers mentioned. What do they mean?

17 | **560** | **6** | **21** | **90.000**

- * Watch the video from minute 1:54 onwards and say whether these ideas about CEI are correct or not.

1. The teachers are alone in this project.
2. CEI is just a videoconference program.
3. Knowledge goes beyond the walls of the classroom.
4. What the teacher gives is what he or she values the most.
5. With technology, all barriers can be overcome.

- * Working with Ceibal also allows students to learn how to work with technology. Look at these logos. Do you know them?



- * Where are they from? What are these projects about?

Find info here:

[click here](#)



- * Plan Ceibal in the community: Go around your neighborhood and ask 30 people the following questions:



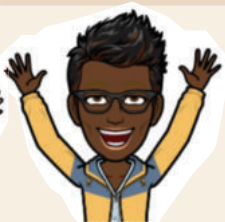
1. Do you know what Plan Ceibal is?
2. Do you have a laptop or tablet from Plan Ceibal?
3. Do you know that there is a program that teaches English within Plan Ceibal?

Report your findings to the class.

Uruguay: The multilingual country



Hey guys! How are you? I've got some news for you. I am learning a new language. Don't you want to go and learn one, too?



What languages can we learn for free at ANEP?



Did you know?

There are some language centers at ANEP. They are called Centros de Lenguas Extranjeras or CLE. There, you can go and study for free. You can also get International Certification from ANEP.

CLEs Centro de Lenguas Extranjeras

Language Centers of ANEP

There are 5 CLEs located in different neighborhoods of Montevideo. The rest are in the interior of the country. The biggest one in the interior of the country is located in Rivera.

There are 24 centers and about 9000 students.

CLEs are language centers located in the capital cities of Uruguay.



Language Centers of ANEP



Here you can learn
-German
-Portuguese
-French
-Italian
-Uruguayan Sign Language



→ CLEs were created in 1996 and they are part of the project "Multilingual Uruguay 2030".

→ The idea is that students who attend CLE can reach a B1 level of language proficiency. In addition to this, ANEP offers free international certification for those languages and English.

→ Even though CLEs were created for students in middle school, nowadays there are courses for students in high school. The only requirement is to attend public education.

- * After reading this brochure answer the questions asked.
- * The characters are talking about their choices. Match the character with the language each of them wants to learn. There is an extra one you don't need to use.



Italian



Listen again and match the character with the reason to learn the language.



French



To make someone proud.

German



Because of my family history.

Portuguese



Because of the music and soccer.

It is good for brain development.

- * Now, write one sentence about each character. Here's an example.



I want to learn Uruguayan Sign Language because there is a classmate who is deaf.

Did you know?

The correct way to name Sign Language is including the country the language is used. For example, you say Uruguayan Sign Language. In every country there are variations of the language. Even when countries are close to each other, there is a difference in language. People who live in Salto speak Uruguayan Sign Language and the people who live in Concordia, Argentina (just a few kilometers away one from the other) speak Argentinian Sign Language. When people attend international conferences there is usually a language created for that conference unless International Sign Language is preferred.



Now it's your turn to decide what language you would like to learn and why.

There are other projects related to learning a second language in ANEP. However, English is compulsory at the Public Education System. To reach some remote rural schools ANEP created a program called Inglés Sin Límites. Watch the video about it.

Link here:

[click here](#)

Uruguay: Plenty of activities to do

- * Nico loves living in Uruguay. This summer he is spending some time with his cousin and he wants to show him different activities they can do in our country.



Source: <https://theculturetrip.com/south-america/uruguay/articles/20-must-visit-attractions-in-uruguay/>

- * Look at the pictures and name the activities.

- * Which activity do you like to do the most? With whom? When? Discuss in small groups.



Emma likes acting but what she likes the most is watching plays. She likes Shakespeare's. She always tries to go to the theater when she goes to Montevideo.

- * Nico and his friends enjoy doing different activities. Let's read about the things they enjoy doing. Do you and your friends like the same things?

Nico is a huge fan of sports. His favorite sport is soccer. He loves watching the National Team's soccer games on TV, but if he has the opportunity he always goes to the stadium.



Lua loves spending time in the fresh air. She is also keen on nature and animals. She loves riding horses and feeding farm animals.

Freddie loves cooking meals. He is also fond of trying new dishes. That is why he loves going to new restaurants.



- * Underline key words about what the characters like to do. Help Nico's friends find the best activity to do in Uruguay.

Find information about activities you can do in Uruguay in this link:

[click here](#)

- * Read about each character again and think of the activity/activities that best adapt to each of their interests.
- * What about your likes? Which activity would you like to do and why?



*For example:
As I am keen on
watching football
matches, the activity
that I like the most is
going to the stadium.*



Choose a city in Uruguay and create a brochure with information about the place and the activities you can do there.

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

Projects

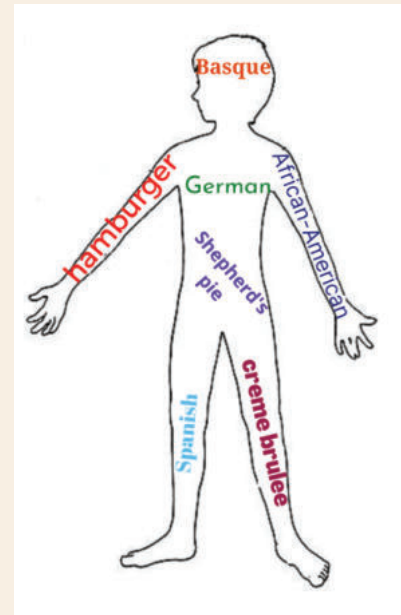
You can use the set of rubrics for oral presentations at the end of this book.

Project: One of my ancestors.

Think about the four characters of the book. Choose one of the characters' ancestors. Prepare a summary in your notebooks including information about the ancestor. Include images and phrases and the reason why you chose him / her. Use this structure and find information about one of your own ancestors. Bring a picture of your ancestor or create a poster of him/her.

Project: Personal melting pot.

We saw that we are all part of this melting pot. Look at the drawing. It shows how this person is the combination of all these things. His family comes from Germany, the Basque country, Spain and Africa. Two of his favorite dishes are Shepherd's pie and hamburger which are imported meals. What about you?



Project: Promoting a Uruguayan product.

Get in groups of 4. Imagine you have to promote a Uruguayan product that is not being exported or that is not that popular abroad. Create a poster or flyer explaining where it is produced, its characteristics and the reason why other countries should buy it. You can go to [canva.com](https://www.canva.com) to create the poster or flyer. You can ask the art teacher and/or geography teachers for help.

Project: #nativetrees.

Go back to the photo album and choose one. Prepare a poster including the most important facts about the tree, a picture of it and its location. Take a picture of it and add it to the poster. Present about each of their trees. Another option is to put all the posters on display in the school common spaces (poster exhibit).

Unit 2

URUGUAY: HAVING FUN AND ENTERTAINMENT

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

- describe, discuss, and argue about ways to have fun in Uruguay and abroad.
- write different types of texts including more informal ones like text messages and more formal ones like a letter.
- maintain fluent oral communication through dialogues and short presentations.
- work cooperatively by using problem-based learning and project-based learning.
- share ideas and opinions about topics related to adolescents and their first experiences.
- incorporate technology while learning a second language.

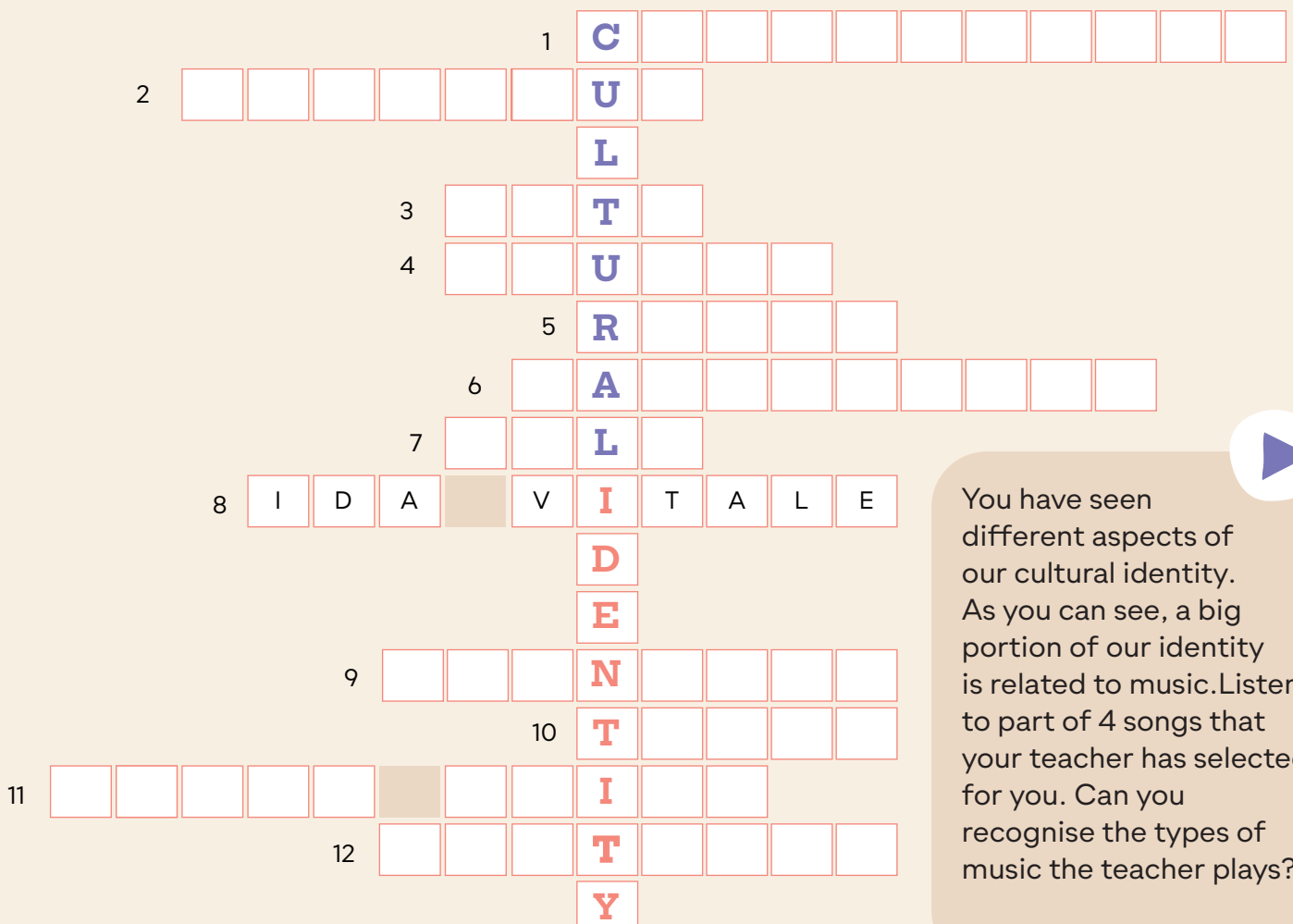
Uruguayan cultural identity

Uruguay has a lot of cultural markers. I have a challenge for you. Solve the crossword about Uruguayan culture items.



Clues:

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



You have seen different aspects of our cultural identity. As you can see, a big portion of our identity is related to music. Listen to part of 4 songs that your teacher has selected for you. Can you recognise the types of music the teacher plays?



Type of music

--	--	--	--



Tango

Tango is a distinctive type of music originated in the late 18th and 19th century in Uruguay and Argentina. It was influenced by both regional folk music and European classical dance music. It can be instrumental, or it can feature a vocalist. The most typical instruments are guitar, bandoneon, piano, violin, flute and double bass.

Traditional tango can be played both with a solo instrument or an ensemble orchestra which includes a flute, a piano, a double bass and at least two violins and bandoneons. Tango dance music is composed in the easily danceable time signatures of 4/4 and 2/4. Tango is known as one of the most versatile musical and dancing styles in the world, being able to morph quickly with the changes in musical styles, social environment or even changes in clothing fashion! In recent years, tango music evolved into many new styles, including Tango Nuevo, Electro Tango and others.

Folk Music

Folk music defines Uruguayan culture in many ways. It does not only relate to a certain aspect of Uruguayan identity, but also relates to the regular life of people.

Folk music is strongly connected to the countryside, horses, and gauchos. Many people learn how to play the guitar and dance folklore. Singers are usually dressed up as gauchos and sing at different events around bonfires and in several festivals.

Murga

Murga is usually associated with Carnival time in Uruguay. A traditional murga group comprises a choir and three percussionists and this is the type of murga performed on stages at Carnival. The singers perform in harmony using up to five vocal parts. The percussion instruments, derived from the European military band, are the bombo (a shallow bass drum worn at the waist and played horizontally), redoblante (snare drum) and platillos (cymbals). The two most important pieces of the performance are the opening song (saludo) and the closing song (retirada or despedida).

Candombe

Candombe is a Uruguayan cultural manifestation. It has an Afro-Uruguayan origin. It has even been recognized as Intangible Cultural Heritage by UNESCO.

This cultural manifestation has its origin in the arrival of slaves from Africa, becoming a fusion of musical, religious, and dance cultural traditions. These cultural aspects were identifying aspects of the many and diverse aboriginal tribes present in the region of the Río de la Plata.

Texts adapted from: https://en.unesco.org/creativity/sites/creativity/files/periodic_reports/files/musica_de_uruguay_vol._2_0.pdf

* You have read about several types of music. Is there anything new you have learned?

Migration and musical legacy

* Listen to a song by Emanuel Olivera. What type of music does he play?



Tango is one of our cultural markers, and some people have incorporated it into their daily lives. Maria Noel Taranto is Lua's friend. She is an English teacher and she is also a singer.

Watch the video and write three pieces of information about Maria Noel.

Watch the video for the part of tango. What milestones can you identify from it?

[click here](#)

- * As you can see, Maria Noel loves tango and sings it too. There are different places in Uruguay in which tango is honored.

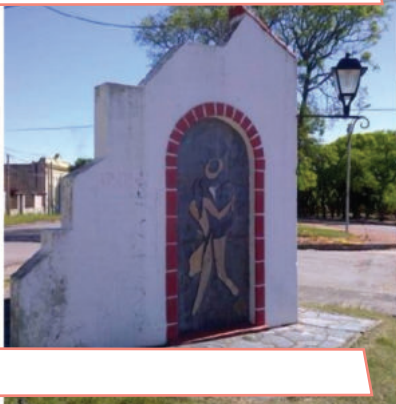
Did you know?

1. There are many objects which belonged to Carlos Gardel kept in a mini-museum at Gran Hotel Concordia in Salto.
2. There's a life-size statue of Julio Sosa in one of the squares in Las Piedras.
3. There is a sculpture honoring "La Cumparsita" in one of the squares in Melo.
4. People from San Ramón claim that Tita Merello was born there and not in Argentina.
5. There's an old house in the middle of an Avenue called "El Rincón del Tango" in Treinta y Tres city.

- * Look at the map you have here and place the objects according to the *Did you know?* section.



- * Label the pictures with the information from the *Did you know?* box. There is one piece of information you don't need to use.



Photos by Margaret Maglio, Gustavo Pereira, Verónica Velázquez & Aldo Rodríguez.

- * Find one more place in Uruguay in which people pay tribute to tango. Create a presentation about this place and the importance people give to it.
- * These are some photos from Gardel's museum at Gran Hotel Concordia in Salto.



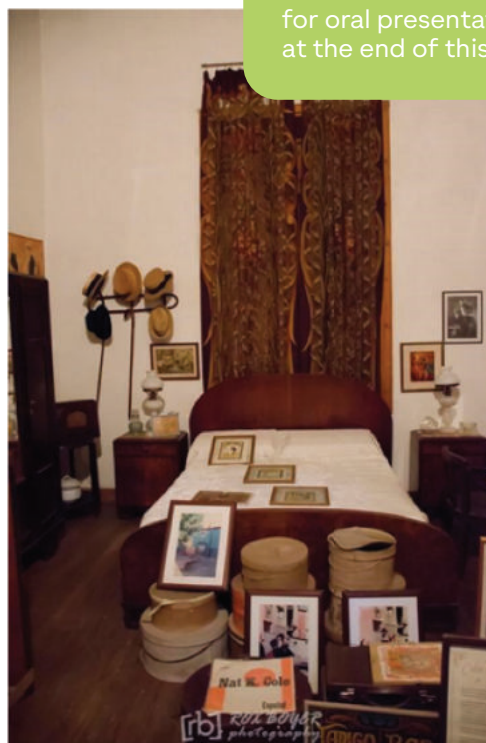
You can use the set of rubrics for oral presentations located at the end of this book



Certificate of citizenship



Gardel and Marosa Di Giorgio's mural behind.



Gardel's bedroom



Gardel's hats

Photos by Margaret Maglio

- * Here you have more info about this museum. Read about Gardel and learn more about the value of these pictures.

Link:

[click here](#)

Uruguayan passions



- * What are the passions of Uruguayan people? Let's work together to find out.

- * In the following link, you will hear a person talking about Uruguayan passions. Watch the first minute of the video and describe the passion this person has.

Link: [click here](#)

- * Lua is a fan of soccer. She wrote an account for school. Look at the following pictures and make predictions about what she wrote about.



- * This is Lua's text. Read it.



	I have loved soccer since I was a little girl. In my family,
	soccer, or football, is a big deal. For us, watching soccer is a
	celebration. Whenever there is a soccer match, my family and I
	sit on the couch and we prepare some snacks. My dad is a
	great baker and he usually bakes some pizzas. He includes
	different toppings. My favorite toppings are olives, basil, and
	pineapple. We also drink some sodas. We all love the
	grapefruit ones, and since my dad is diabetic we all have zero-
	calorie drinks.
	My parents have always encouraged me to play soccer, and I
	was in the school varsity team. If you remember, the
	profession I wanted to pursue was soccer player.
	However, this has not always been easy. When I attended
	primary school, some classmates laughed at me and said I was
	a tomboy. It was hard at the beginning, but I had very nice
	teachers, and I also received all the support from my parents
	and some classmates.
	Nowadays, soccer is my passion and my objective in life. I
	want to keep on studying, and next year I will study Sports and
	Recreation at UTU. This course will give me the tools to
	continue studying to become a PE teacher in the future.

Were your predictions right?



- * Do you remember that Lua and Victoria Martínez are friends? Victoria and Lua are having a conversation. Complete the conversation using information from the text.



Victoria:

?

Lua: Yes, I have loved it since I was a child.

Victoria: Really? Me too.

?

Lua: Both my parents love soccer. We root for the same team.

Victoria: That's nice! My family doesn't like soccer very much.

?

Lua: We sit on the couch and have some snacks.

Victoria: Yummy! I love snacks. I usually eat cereal bars and nuts, ?

Lua: Hahahahaha, our snacks are not as healthy as yours, we eat hamburgers.

Victoria: Uh, I thought you were vegan,

?

Lua: Yes! But sometimes I eat lentil hamburgers.

Victoria: That's awesome!

?

Lua: Soccer is a hobby; I want to be an English teacher in the future.



Photo by Victoria Martínez

Hey guys, I told Victoria two things that are not true. Go back to the text I wrote and find them in the conversation.



You know soccer is a big deal for me. But I also love challenges. I have a challenge for you. It's called "Where were you when...?" It's a challenge you may need help from your family and friends. Find it below and enjoy it!

- * Think of an interesting event related to Uruguayan passions and complete this chart.
(In case you were a child or it happened before you were born, ask your parents or relatives about it).

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

- * Let's talk about another Uruguayan passion.



1. Choose a Uruguayan passion you have.
2. Find information to share with the rest of the class.
3. Create a presentation containing visuals and videos so your classmates know more about your passion.
4. Describe why it's your passion. The reason can be familiar or just personal but there might be a reason you want to include.

I love my passion

Ways that teens have fun



- * This is one of the characters you know.
- * Who is this character?
- * Describe what this character is wearing.



- * Why do you think that Emma is dressed up like this?
Listen to Emma talking and choose a, b or c.



- a. Emma is attending a birthday party.
- b. Emma is taking part in a photo contest.
- c. Emma is celebrating Halloween.



- * Listen to Emma again and say if these sentences are true or false.



1. Emma does not describe her T-shirt.
2. Juan Martín has Mexican ancestry.
3. Emma is impressed about how real Juan Manuel's family's costume is.
4. María's family prepared food for this celebration.
5. María is wearing trousers for her costume.



Photos by Jimena Martínez

What costume would you wear?



- * Choose a picture of you dressed up in a costume. Paste it in the frame.



1. Write down the clothes you are wearing.

2. Add info about those clothes. For example, color, size, origin, etc.

You can use the set of rubrics for writing activities at the end of this book.

Remember

www.osas.com.po

P I G H O R A U B
I Z E A L I T U R J
N E P H O G T R P E
I O H E R I R O S C
N E L N I R O S T

Opinion

beautiful
interesting

Size

big
small

Age

old
new
young

Shape

round
wide
straight

Color

black
red
blue

Origin

Italian
Japanese

Material

iron
plastic
wooden

Purpose

school
kitchen
car

Object

table
car

Well done! Now let's do the costume string.

3. Write sentences about the picture you added.

4. Swap the copybook with a classmate. Evaluate your classmate's work and give him/her suggestions to improve his/her text.



The string of projects

- * Hang your picture and description from a rope or string by using a clip. Move around and choose three costumes among all the costumes presented.

A BBQ with friends

- * Look at the following pictures. The characters have their cellphones with them. Can you see their faces? Why do you think they are all happy.

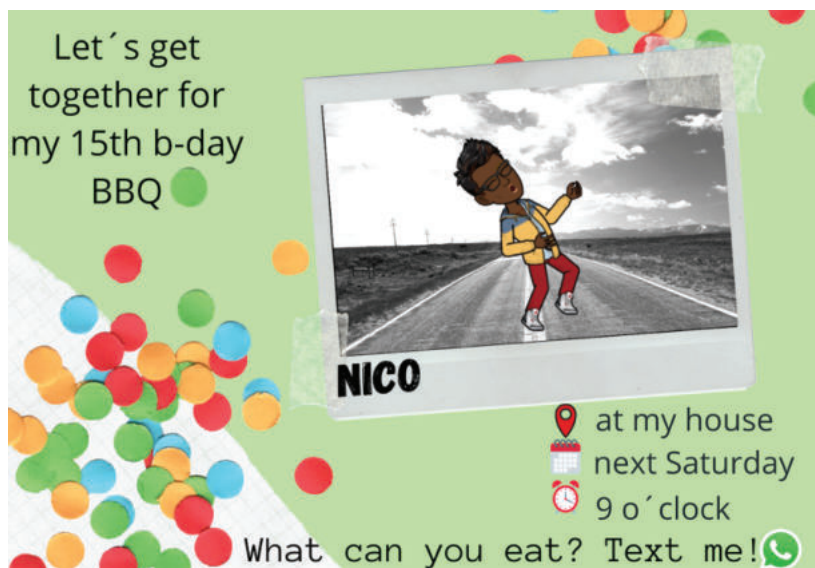


- * They received a QR code.
- * Make guesses.



There is a secret event taking place.
Who is not present in the picture?
What possible events can be celebrated?
How do people in Uruguay celebrate them?
Why do you think Lua, Emma and Freddie received a QR code?

- * Let's find out what is behind this secret message.



- * Go back to the questions and see if what you answered was correct.
- * Circle the important information you need to know to go to the party.

- * In the invitation there is a final question in which the guests have to say what they can eat. The characters have sent their messages.



- * The characters sent their answers. Read the messages and say:

1. Who offers to take his/her own food?
2. Who wants lentil hamburgers?
3. Who doesn't drink sparkling beverages?
4. Who is OK with anything?
5. Who does not eat ordinary cheese?



- * Some of the characters use a lot of texting language. What do these mean?



H2O

NVM

2g2bt

J2lyk

?4u

- * Read and decide if these facts are True, False or it Doesn't say.



- a. Duma doesn't have any restrictions with food.

- b. Karen is planning to eat a great piece of cake, as she loves birthday cakes.

- c. Lua hopes there are hot dogs at the party, as she usually has one at every time she attends a party.

- d. Emma is planning to give Nico a rabbit as a gag-gift, as she knows he is very sensitive.

- e. Simon is planning not to drink fizzy drinks, as he has a medical appointment the following day.



- * Imagine that you receive the invitation. Write a reply to Nico.

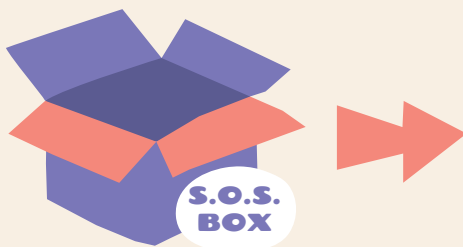


Going to the disco for the first time

- * Your friends are having fun together. They are in a square, somewhere in Uruguay. Simon took a photo of that moment. Look at the pic.



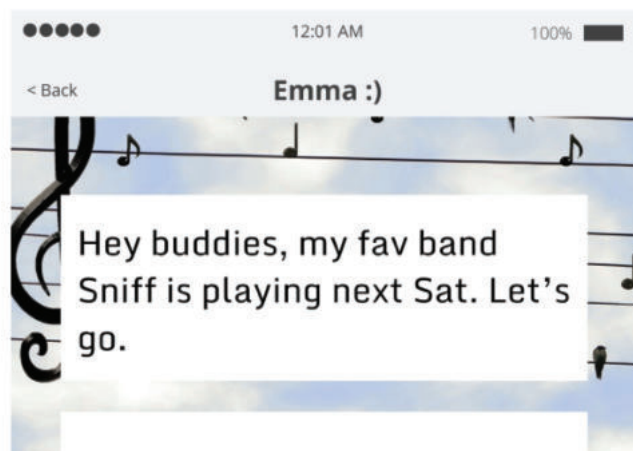
- * Describe them. Are they happy or sad? What do you think they are doing? What do you do when you hang out with friends? Discuss with a partner.
- * Now, listen to them talking. What are they planning to do? What do they need to accomplish their plans?



They are planning to...
 They are going to go to...
 They are going to ask for...
 They are going to...
 In English people use going to to express plans for the future. However, in the US some people use will instead.



- * Emma is thrilled. Her favorite band, Sniff, is playing in a local disco. Here's a picture of the band.



- * She sent this text message to her friends.
- * Emma wrote a text about Sniff, her favorite band. What do you know about them? Read the text and answer the following questions.



Sniff is a 4-member band which was created on August 14, 2013. It is a dream come true for four friends who had the same goal: play good music and have fun while doing it. One of his members says “an anecdote about its creation is that it was created on a Wednesday. In the following 3 days, the members created 4 songs. That following Saturday we had our first gig, isn't that crazy?” Another member adds “for us, it's been like a roller-coaster of emotions and we never feel that this is too much. On the contrary, we are inspired and motivated to work long hours, rehearse and play.”

Why “Sniff”? There's no a special reason. They needed a name and they came across that word. It sounded easy to remember and it was a short one. The dream of the band is to reach those who feel identified by the lyrics and music which express each member's musical preferences.

The band is from Melo, the capital city of the Uruguayan province of Cerro Largo. All the members were born in this city. Melo is well-known for its artists. An example is the one and only Juana de Ibarbourou. She made the Arachan land worldwide famous. It's difficult to describe the musical genre Sniff plays. The band plays a wide array of genres and styles and that makes them unique. The closest genre could be “alternative rock”.

There are four members in the band. The lead singer is Gabriel Focco. These friends are popular among youngsters in Melo but in other parts of Uruguay, too. Emma is a fan of them and now our characters enjoy their music and their lyrics.

1. When was it created?
2. Where is it from?
3. What type of music do they play?
4. Who's the lead singer?
5. What's their dream?

- * To motivate her friends, Emma sent another link to their song.



How do you feel when you listen to the song?
I feel so excited and thrilled. I love'em.



- * Listen to this song by Sniff.
The name is Timeline.

[click here](#)



- * The name of the song is Timeline. What do you think the song will be about?

It will be about...



- * Share your ideas about the song.

- * Here are the lyrics of the song. Check your ideas, say if they were right or not and add more ideas after reading the lyrics.

I wanna take you where the moonlight hits my face
I can see you there
But I'll be staying just for one night.
Look up for me I'll be lying right on the edge of this
paradise
Try to find me now

What is taking you so long?
Cause I can't take this on my own

Riding around this is an endless trip of mine
I guess I shouldn't have ignored this piece of
advice, "don't go with your eyes blinded, don't live
hearing your past, get back into your senses"
I can't make it now

What is taking you so long?
Cause I can't take this on my own
The struggle lies in this Timeline,
Where the beginning never ends



Let's sing!!!



Having fun with friends



Let's play a game!



Half of the class will be in my team.

The other half of the class will be in my team.



You have to take turns to say letters and discover the hidden word.



--	--	--	--	--	--	--	--

- * What activities do you do at that time? Discuss among the groups and come up with a list of 10 activities you do.
- * Let's play another game. It's called "oral table tennis." One group says an activity and the other group answers saying another one. Don't repeat the activities. The group that repeats them loses the game.

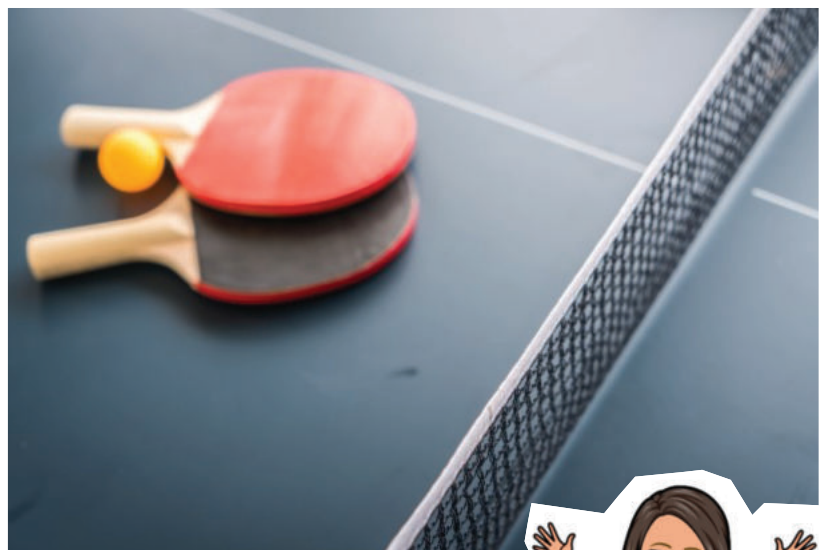


Photo by Pixabay.com



- * How do you have fun over the weekend? How often do you do these activities at the weekend? Discuss with a partner.

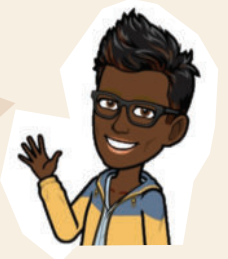


- * Lua, Nico, Freddie, Emma and Duma decided to spend the weekend in a rural establishment for tourists. Read a dialogue between the characters.



Oh! This place is wonderful! There are lots of things to do!

Yes, I love it!



I have already milked a cow, it is great fun! You should do it! I even drank raw milk.

Oh! Raw milk, disgusting! I haven't milked a cow yet, but I just went fishing. So exciting!



I love fishing! Good idea! I haven't done it yet. I spent some time relaxing and reading under a tree.

I met some guys from Argentina, they are very nice. I went canoeing in the river and it's really great fun!



That's nice Nico! We should invite them to go swimming. I have already gone swimming in the swimming pool. The water is very refreshing.

We have already gone hiking and learned about farm animals. What can we do together this afternoon?
















Why don't we cook some tortas fritas? We can eat them with mate in the evening.

- * Roleplay the dialogue.



- * Lua, Nico, Emma, Duma and Freddie are in a rural establishment. Put a tick or a cross in the chart according to what they have already done or haven't done.

					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Let’s learn more about our classmates. Find someone who has done the activities in the table.



For example: *Have you ever... stayed in a rural establishment?*

Find someone who...	Classmate's name
has stayed in a rural establishment.	
has been fishing in a lake.	
has relaxed under a tree.	
has cooked tortas fritas.	
has been hiking.	
has been swimming in a swimming-pool.	
has milked a cow.	
has been canoeing.	
has ridden a horse.	
has drunk raw milk.	

* Now write about two classmates mentioning the activities that he/she has done and the ones that he/she hasn't done yet.



For example: *Lua has already milked a cow and cooked tortas fritas, but she hasn't been canoeing or ridden a horse yet.*

* Imagine that you will stay for a weekend in a rural establishment, what would you like to do there? In pairs choose from the pictures below and write a dialogue suggesting activities to do there.



Photos by Santiago Carbone

Enjoying nature



Hi friends! I am gonna play some sounds. What sounds can you identify? Where can you listen to those sounds?



Hey buddy. Did you hear the sounds? Do you enjoy nature?

I do, indeed. I love doing activities outdoors, but I don't do them as often as I want. What about you? How often do you go outdoors?

I do outdoor activities very often. I usually do some family trips to the woods.



Imagine you are outside enjoying nature. Where would you like to be?



- * Being in contact with nature is very important. Read a text about this topic and discuss with a classmate about the general ideas in it.



Between our phones, tablets, laptops, and televisions, some form of screen time is happening almost 24/7. That's why it's become more imperative than ever for us to unplug and head out into the great outdoors. Spending time outside, whether you're working in the garden, hiking at a nearby park, or even relaxing on the beach, is good for the soul, and now more than ever we all need to take some time for self-care.

Getting out into nature doesn't have to be a big event. Go out for a jog or a brisk walk—without your phone!—and take in the sights and sounds of your surroundings. You might be surprised by how much you're missing—early spring flowers, pretty ground cover plants, even some friendly critters—right in your neighborhood. But if you're feeling a little more adventurous, you can recite a few hiking quotes or camping quotes, and then plan a family vacation in some of the best camping spots in national parks.

Adapted from: <https://www.countryliving.com/life/entertainment/g18924890/nature-quotes/#>

* Read the text and choose the best title for it:

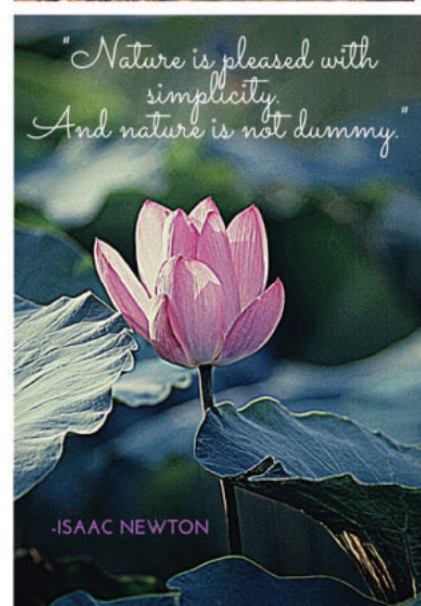
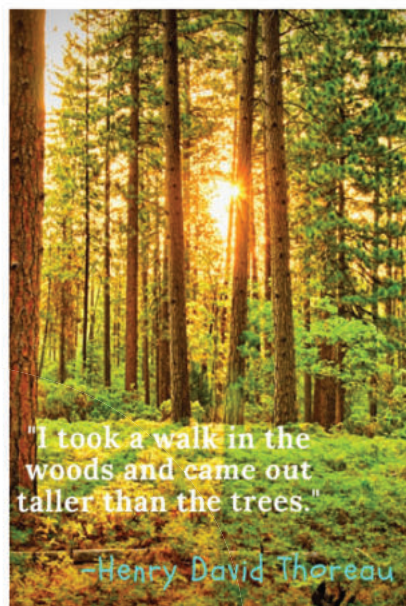


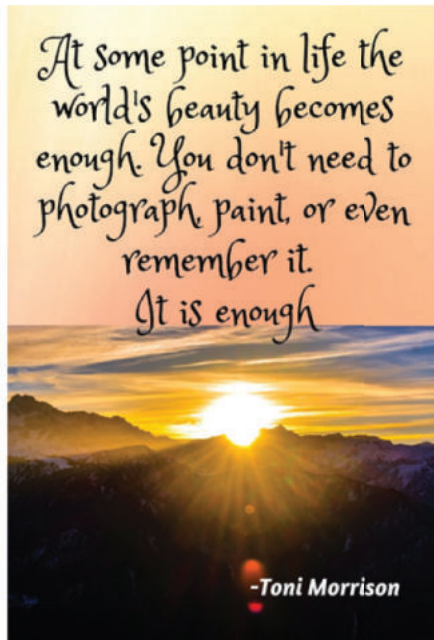
- a. Enjoying nature, a complex deal.
- b. The beauty of the great outdoors.
- c. The sounds of the surroundings.
- d. Unplug and relax on the beach.

* Find where these ideas are mentioned in the text:

- 1. Leave your technological devices away and enjoy nature.
- 2. Find beauty nearby.
- 3. Enjoy some days away with your relatives in the country.

* Lua loves nature! She came across these quotes that capture the beauty of the great outdoors. Choose the one that best summarizes the general idea of the text above.





- * Choose the quote you like the most and say why.
- * Do you spend time in nature? Is nature important in your life?
- * Work in pairs, reflect on the impact of nature on your lives, and write your own quote.



Enjoying my hobbies



- * Look at the following picture. Name the objects and say why there is a heart in the middle.



The objects in the photo are...





The heart is there because...

You are right. Today my friends and I will talk about our hobbies.



Listen to our friends talking about their hobbies. What are they? Write one aspect of each of the hobbies.



	What is the hobby he/she has?	Write an important aspect of his/her hobby.
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>

* If you had to choose one of these hobbies, which one would you choose?

If I had to choose one of these hobbies, I would choose

 because...



What about your hobbies?
What do you like doing?



Write down one hobby you have.
Share your hobby with the rest of the class.
Get in pairs with a person of similar interest.
Record a video of a dialogue between the both of you talking about your hobbies.



As you know, I love reading. I came across this article. I want to share it with you. Work with the Chemistry teacher to learn more about Domingo Giribaldo.

Domingo Giribaldo is a very famous Uruguayan chemist, pharmaceutical, and professor. Giribaldo was, as most Uruguayans are, of immigrant descent. His father was an Italian shop owner and his mother was French.

He is from Pando in the Uruguayan province of Canelones. Unfortunately, not many people know that Giribaldo was the inventor of the sodium hypochlorite solution, which is commonly used in everyday life as bleach. He created the bleach to improve the previous solutions used to kill germs. In 1925, Domingo Arena, one of President Batlle y Ordóñez' assistants, wrote an article highlighting the novelty and perfection of the invention. This had a great impact on the population, especially on their health.

Some people believe that Mr. Giribaldo has not been sufficiently recognized. Yet, his invention is one of the most popular in our households, especially in pandemic times.

Having fun on a rainy day



Hi guys! I have a guessing game for you. Listen to the first minute and a half of a video. But don't watch it, just listen to it. What you hear will give you clues about the topic of today's lesson. Guess what it is!



How is the man feeling in the rain? How do you know? Read the lyrics of the song and highlight ideas to support your answers.



**“I’m Singing in the Rain”
by Gene Kelly**

I'm singin' in the rain
Just singin' in the rain
What a glorious feeling
I'm happy again.
I'm laughing at clouds.
So dark up above,
The sun's in my heart
And I'm ready for love.
Let the stormy clouds chase.
Everyone from the place
Come on with the rain
I've a smile on my face
I walk down the lane
With a happy refrain
Just singing,...



On rainy days, my grandpa
used to play cards and listen
to his favorite radio program.

* Think of a word, a phrase and an idea about how you feel when it is raining.

a word

a phrase

an idea



What do you like doing on rainy days? Make a list of the things you do.



1

2

3

* Now get in small groups. Share your ideas with your classmates.
Make a list with the activities all your classmates mention.



Attending a concert

- * Look at the following picture of the characters. They are doing one of their favorite activities. What are they doing? Complete the phrase.



Have you ever been to a concert?



- * Emma wrote a short article about her experience attending a concert. Read the text.



AUGUST 2020 | ISSUE NO. 4

ANEP NEWS

Attending a concert.

WRITTEN BY EMMA SMITH



Undoubtedly, going to a concert is a great activity. We enjoy that a lot. You feel that a concert is the maximum event, especially if you are a teenager like us. You feel that this day is special. You can see and listen to your favorite singer or band.



Taking a photo with them is one of your dreams, but that is not easy sometimes. The artists are surrounded by security guards because some people do not respect their limits. Anyway, there are occasions in which you are lucky and you can get your dream picture.

Getting your ticket beforehand gives you the certainty that you will achieve your goal. You will not be bummed because you are not there. It can be cold or hot. It can rain cats and dogs, or you can feel under the weather that day. No excuses, you will be there.

In Uruguay there are several festivals which include some popular concerts. There, you can admire your favorite artists. Some of them are "La semana de la cerveza" in Paysandú, "The Olimar Fest" in Treinta y Tres, "Montevideo Rock" in Montevideo, "The Lake Fest" in Andresito, and many others.

We like different types of music. For example, you already know that Freddy loves Queen, the British band. I prefer instrumental music and I admire people with the same musical preferences. I like Emanuel Olivera, who plays the violin. Lua is a pop girl. She likes almost any pop singer. Nico likes K-pop, and Duma likes African traditional music. In Uruguay, he listens to Brazilian music because he speaks Portuguese. As you see, we have different music tastes but as we are friends, we attend concerts together!



* Find these words in the text.

- A place where people gather to play and listen to music, usually live music.
- The members from a band or a play are considered...
- People who are in charge of protecting others, especially in public events.
- People, no matter if they are teenagers or adults, who get together to play music at shows.
- People who are not relatives but love each other as if they were part of the same family.

* For each question, choose the correct answer.

1. Why is it difficult to have a picture with your favorite artist?

- a. Most artists don't like being in pictures with people they don't know.
- b. Security guards don't let you approach them.
- c. You can't afford it, because it's very expensive.

2. When you get your ticket beforehand

- a. You will definitely attend the concert despite weather conditions.
- b. You will attend the concert unless it's pouring with rain.
- c. You will have no excuse for not attending the concert.

3. What kind of music does Emma like?

- a. She is keen on pop music.
- b. She loves rock.
- c. She is fond of listening to music with a wide variety of musical instruments.

4. Freddie

- a. loves local bands very much.
- b. loves a band with a royal name.
- c. likes pretty much any type of music.

5. The characters

- a. like to attend concerts together because they like the same type of music.
- b. like to attend concerts together even though they don't like the same type of music.
- c. like to attend concerts separately.

* These are the details that Emma wants you to pay attention to.

1. There are two phrases in the article called idioms: “raining cats and dogs” and “feel under the weather”. What do they mean? Guess the meaning from the context.
2. In my third paragraph I talk about achieving a goal. What is my goal, according to what you read?
3. One of the festivals I mention is “The Olimar Fest.” Research and find the artists that participated in this festival last year.
4. In the final paragraph, I mention some types of music which are strongly associated with other cultures, what are they?
5. Which concert in your area would you recommend to the characters?



* Look at these phrases. Get in small groups and discuss them.



1. It's very easy to get a photo with your favorite artist in a musical event.
2. Andresito is the name of a Uruguayan underwater city.
3. Uruguay has never organized a musical event in the interior of the country.
4. Ways you can get tickets for a musical event.



Enjoying board games

Hey guys! I want you to tell me what board games you know how to play.



Which one is your favorite board game?

Why is that?



Board games I play



I have the feeling that board games were more popular before the Internet. However, I still like playing board games with my family and friends on a rainy day. We sometimes play bingo and we prepare chocolate and cakes in winter. Let's read what Nico has to say about this topic and see how much you know about it.

* What do you think about the title of Nico's article?



"Let's compete without fighting, but if possible: let me win!"

By Nico Romero



Board games are one of the best ways of spending time, especially on a rainy day. Board games are really motivating and make us compete. It doesn't matter how old you are; the adrenaline of winning a game is incredible.

Just for the sake of feeling the emotion people can have fun, relax and even get angry or curse when things do not go so well. There are different kinds of board games. Some of them require ability, others concentration, others being strategic and others just luck. But all of them make us feel like a child. The competition should be fair, but the emotion makes us hard competitors and anxious to win.

Some of the most common board games need a dice, others need cards, others need checkers, but all of them need luck. All games are similar in a way, but each of them has the same power over us.

- * The teacher gave Nico some guidelines to write the article. She asked to write 3 paragraphs.



Paragraph 1:

Introduction to the topic. Include some aspects of why you are writing about that topic. Include examples.

Paragraph 2:

Usual feelings and emotions related to the main content. Different examples of what you are talking about.

Paragraph 3:

A conclusion and an invitation to play the games.

- * Do you think he did a good job?

- * Nico wrote the article you read. Do you agree with these statements?

1. Rainy days are ideal for playing board games.
2. Adults don't like playing board games.
3. Everybody likes to win when they are playing board games.
4. Board games are different, but the purpose is always the same.

There are other types of board games we can enjoy in the classroom. Let's play! You can find these games here and they are free!!!!

click here



Source: <https://americanenglish.state.gov/resources/activate-board-games>

- * Get in groups of 4 students.
- * Go to the link Freddie shared: [click here](#)
- * Download the game you want to play and its instructions.
- * Read the instructions carefully.
- * Play the game for 5 minutes.
- * Share the instructions for the game with your classmates.
- * Invite them to play the game.



Let's play !

- * What type of player are you? You have a link to see the type of gamer you are:

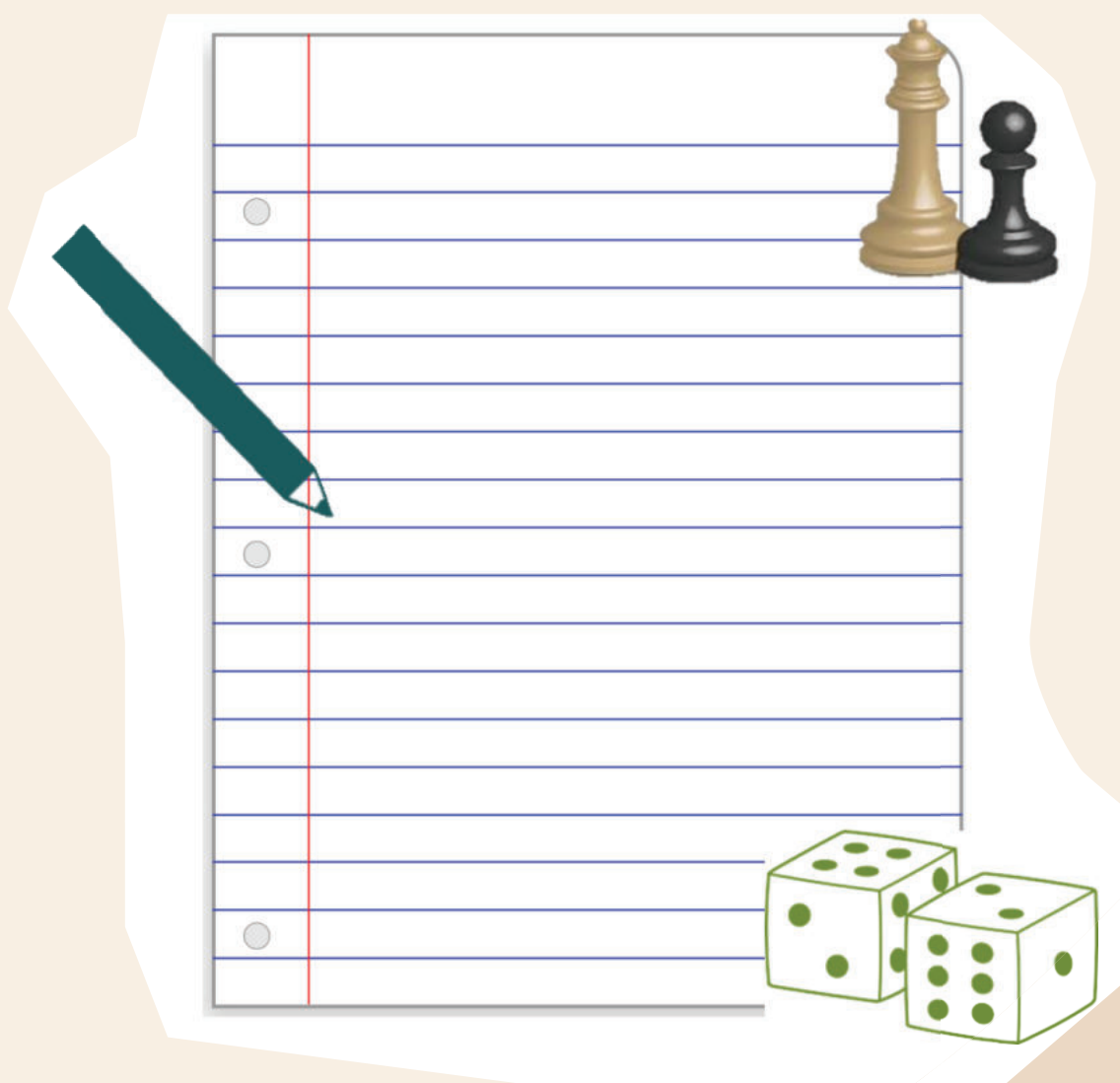
[click here](#)

gamification

[click here](#)

the game of gamification

Write about the type of player you are.



An unusual way of having fun



Hey guys, how are you?
Tell me, how do you usually have fun?



Ways I have fun...

- * Lua, Emma, Nico and Freddie enjoy doing different activities to have fun. What are they doing?

1. Get in pairs and write three sentences about each picture. Discuss them with your partners.

2. Think about these questions:

- a.** Can these activities be done in our free time to have fun?
- b.** What activities do you do to have fun?



- * Many times teenagers feel that boredom is dragging them down. Lua has found an interesting article. Let's see what it says about teenagers having fun.



Drastically Change Your Hair

During your teenage years you have the license to go as wild and as crazy with your hairstyle as you want, provided your parents don't ground you for it. There are different styles you may like. You can dye it at home or go to the hairdresser.

You may also ask a friend for help. Don't worry if it turns out you don't like it, it will grow back. Or for something less scary, try some colorful (and temporary) hair chalk instead.



TRY A TIKTOK CHALLENGE

Let's be frank: A lot of TikTok challenges are silly, and some of them are actually dangerous. But most of them are harmless, or even fun, and ones that get parents or whole families to participate can be downright charming. Swallow your pride and learn the moves.



Karaoke

There is no better way to have fun on a Saturday night than to do karaoke. You may ask your friends not to record you while you are going through an embarrassing moment. But it can also be a great opportunity to brag about your singing abilities.



GO CAMPING

Going camping, fishing and telling stories around a campfire can turn out to be an excellent plan for the weekend.

Some teens may also like to show their astronomy knowledge and their abilities to start the fire or set up the tent.

PAINTBALL

Paintball is a competitive team shooting sport in which players eliminate opponents from play by hitting them with spherical dye-filled gelatin capsules called paintballs that break upon impact. Games can be played on indoor or outdoor fields. A playing field may have natural or artificial terrain which players use for tactical cover.

Game types and goals vary, but include capture the flag, elimination, defending or attacking a particular point or area, or capturing objects of interest hidden in the playing area.



- * Rank the activities mentioned from the ones you like the most to the ones you like the least.
- * Get in pairs and compare your result.



My ranking

My classmate's ranking

- * Think of two abilities you need to perform each activity.

For example: To go camping you need to know how to put up a tent.

- * In several opportunities adults have no idea of the things you do to have fun. Let's help them.

Prepare a tutorial for parents / teachers / adults in general.
In the tutorial, explain five unusual ways in which teens have fun.



When we say “unusual” we mean that they can be different for people. I like gardening. This is not a common hobby for most of my friends but they accept that I love being with plants and flowers. Do you have an unusual hobby?

A trip with my classmates

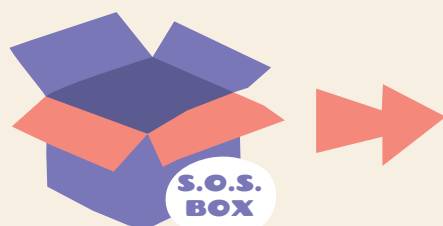
- * Simon is a friend of the gang. He loves trips. Get in pairs and describe the pictures.



- * Some types of trips are: research trips - cultural trips - vacation trips - end-of-term trips. Discuss with your partner the pictures that may belong to each of them.
- * Have you ever been on one of these trips? What do you remember about it?



What do you enjoy the most about going on trips?



I enjoy being with my friends.
I love having fun together.
I mostly enjoy researching about topics I like.

- * Read this text that Simon wrote. Find reasons to go on trips.

TRIPS TO REMEMBER

By Simon

One commonly-used activity students do at school, and outside of it, is a trip. There are different kinds of trips: end of the year trip, research trips, vacation trips, family trips, among others.

All of them are incredible and there is a purpose for each of them. At school, when you do a research trip the idea is to observe, experiment and do hands-on activities in particular places. The aim is to discover knowledge instead of having the teacher telling you something. In addition to this, an outing with the teacher is always interesting because students discover an unknown aspect of the teacher and they are in an external learning environment. In the case of end-of-year trips the aim is different. Students want to have fun and do extra curricular activities together. They have special moments and anecdotes. Sometimes students tell anecdotes around a bonfire or just sharing mate.

Taking a trip with your classmates is unforgettable but it needs a lot of planning. All the enthusiasm, effort and feelings that are put during the preparation are paid off at the end of the year. Fear, bad moments and fights among classmates cannot be absent. Organizing a trip is a really challenging task. However, the result is incredible. When everything is ready, you have the money, the documents and the joy to go on the trip, it becomes an amazing adventure with your classmates.

In my case, we went on a trip with my friends. We had a lot of fun. We had plenty of free time and we did some activities together and some activities individually. I spent some time by the pool having a smoothie, the strawberry one is my favorite. In the picture I am having one. One day, I went to a neighboring beach and I decided to hitchhike because I missed the bus. A nice family from Montevideo took me there. When I told my parents, they were not happy because hitchhiking is a pretty dangerous activity, especially for youngsters. For this reason, I took the bus back to the seaside resort we were in. Have a look at the picture of me in this famous place. Can you recognize where in Uruguay I was?



* Clearly, when planning a trip, you need to consider many different things. Before planning our own trips, let's see what happened to Simon.

* Who said this? Read the final paragraph and answer with the names from the box.



1. It's OK. We are going there, get into the car.
2. I couldn't catch the bus!
3. You should always take your sunscreen.
4. Wow, I love this floating hotel!
5. Hey buddy, don't do that again, hitch-hiking is dangerous!
6. Double-check the bus schedules!
7. What flavor do you want?

Simon – Simon's parents -
A driver – the waiter

* Get in 7 groups and create a dialogue including the phrases you have from the previous activity. Then, perform the dialogue in front of the class.



* Now, we know about the pros and cons of planning and going on a trip. Let's look at this board. These are the things to consider.

Go back to the seven groups you had.

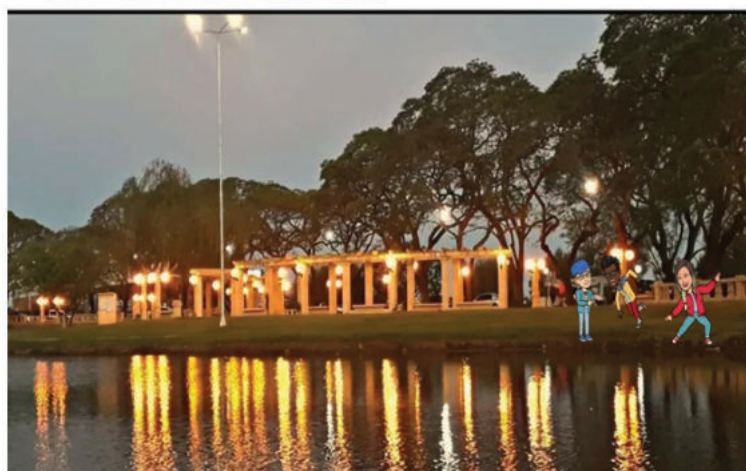
Jot down ideas about each item.

Write a trip proposal.



Respecting others while having fun

- * Look at the pictures. What are the characters doing? What's in common about these pictures? What would happen if you were next to the characters?



Photos by Aldo Rodríguez and Jimena Martínez Spangenberg

- * Lua, Simon, Emma, Nico and Freddie have a guessing game for you. Look at the pictures and guess the sentence.



- * Get in two groups and say letters until you discover the hidden phrase.

A B M O M

- * The gang is reading an article about respecting others while having fun. The article is written by an adult. Read it, please.



#livingUruguay3

Having fun is the best, especially if you are a teenager. However, respecting others can become an issue, especially if you are not aware about how you can bother other people. Loud noise and music, shouts as well as drag racing are some of the challenges people face when they are on holidays.

One of the examples of these situations is when you are in a crowd. No matter if you are taking vacations on the coast of a river or celebrating some special holidays like birthday parties or New Year's Eve downtown a city. Very often, adolescents are said to stay late at night and have loud music, most of the time with stereos in their tuned cars.

Another situation when a problem can appear is in parades or concerts. There, groups of youngsters and also elderly people meet to have fun. In the excitement of the situation, or when they play with water, they forget to consider others. They do not care who they are throwing water to. They run after people, they tune in loud music and they usually have misunderstandings with the neighbors.

What starts like a fun party, becomes a messy situation. In those situations, the authorities take some action to avoid these problems. There is a set time to celebrate and the police may even warn you about disturbing the peace. This shows respect for others. Nowadays, going to a parade, or just enjoying time on the beach is more regulated to protect the rights of all the citizens.



* Read the article and discuss in small groups.

- Teenagers know that they are bothering people with their noise.
- People have solved some issues with parades on their own.
- Playing with water is something that young and old people enjoy together.
- There are some rules authorities have created.
- Becoming a citizen is a personal matter.



* Get in pairs and discuss about a moment in which you had a party with a lot of noise, music and you disturbed your neighbors or family.

When was it?

Where was it?

How many people were there?

What happened?

Problems with neighbors or the police.

* Write about the situation talked in the group.

You can use the set of rubrics for writing at the end of the book

Projects

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

Project: Tango in my veins.

Tango is sometimes a traditional music in our families. In some families tango is still very present and popular and in some families it was part of the ancestors' likes and hobbies. Create a presentation talking about how tango has influenced your family life and ancestry.

Project: Choosing my music style.

In class, you divided into four groups according to the musical styles. Get in the same four groups, write a stanza and add music to it.

Project: Tango in my city.

In which ways do people in your town celebrate tango?
Create a presentation to the class.

Project: Dance Monkey.

In this picture, Simon is having some fun with his friends. He is at the disco. He is dancing a very famous song called Dance Monkey by Tones and I. Read the lyrics of the song and create a choreography according to the meaning of it. Record the video and share it with your classmates.



Project: Going to the disco for the first time.

The characters are getting ready to go to the disco. They are getting dressed. Make a puppet/model of each of the characters and dress them for the occasion. Describe the way they are dressed and why they wear those types of clothes. Does the type of music determine the way they dress?

Project: Spending time together in the countryside.

Write an invitation to some friends to spend together a weekend in a rural establishment. Say where you want to go, possible activities you would do there, accommodation and lodging, and food. Include options of how to fund your trip.

Unit 3

HUMAN

RIGHTS

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

- write different types of texts including more informal ones like text messages and more formal ones like a letter.
- keep fluent oral communication through dialogues and short presentations.
- work cooperatively by using problem-based learning and project-based learning.
- share ideas and opinions about topics related to your first experiences.
- incorporate technology while learning a second language.

What are human rights?

#livingUruguay3

Hi everyone! We love reading newspapers. Look at the following headlines.



In 2017, seven out of ten people used a safely managed drinking water service.



APRIL 2020

HIGH SCHOOL NEWSPAPER

Unequal access to remote schooling (...) threatens to deepen global learning crisis.



World News Today

Overall, the greatest burden of malnutrition in all its forms is shouldered by children and adolescents from the poorest communities.

Only 1 in 5 children six months to two years of age living in the poorest households eats a diverse enough diet for a health development.

DAILY NEWS

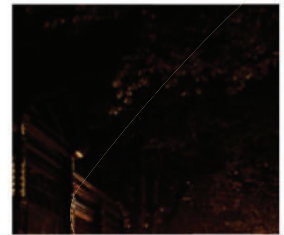
Stunting impacts 67% of the countries worldwide.



The **HIGHSCHOOL**

Issue 3.2

More handicap ramps needed in cities.



No.

3514

Vol.

no. 3

Top 10 Common Problems Caused by Stray Dogs.

World News-Herald

Issue nr. 17, September

Weekly News

87-YEAR-OLD WOMAN FOUND DEAD BY HER NEIGHBOURS.

Did you know?

The word neighbor can be written in two ways. Neighbor is in AmE and neighbour is in BrE.

* Read all the headlines and find what the common topic among them is. Here you have some ideas:

- a Global issues
- b Human-rights related issues
- c All of the above



As you could see, topics related to human rights are popular in the media. Which human rights do the headlines talk about? Label them with these phrases.



Right to fresh water.

Right to food.

Rights of the elderly.

Right of access to education.

Migrant rights.

Right of accessibility for disabled people.

Animal rights.

- * Read the headlines again and find out what right is being respected. Say how people feel about this right.



- * Do you know where in our legislation these rights are protected?

Did you know?

Hans Kelsen was an Austrian philosopher that believed laws needed an order. He created this pyramid to organize them in case there was more than one norm about the same topic. The more important the norm, the fewer there are. For example there is only one Constitution.

Human rights are regulated in the Constitution, however, there is a worldwide law called The Human Rights Declaration. Let's read the preamble of it and some of the rights stated.



- * You can find the Universal Declaration of Human Rights here:

[click here](#)



Every right is protected by several laws and regulations. Get in small groups. Each group goes to one of the following links, read more about a piece of news and find out how the right is protected in the Uruguayan legislation.



Group 1: [click here](#)

Group 6: [click here](#)

Group 2: [click here](#)

Group 7: [click here](#)

Group 3: [click here](#)

Group 8: [click here](#)

Group 4: [click here](#)

Group 9: [click here](#)

Group 5: [click here](#)

Group 10: [click here](#)

Food: A human and fundamental right

Hi! You know...I'm a foodie. One issue that I fight against is food waste. Restaurants and sometimes people throw food away. How much food do you waste? Take the survey:

<https://www.worldwildlife.org/pages/take-the-food-waste-quiz>



How do you see the issue of food waste in your community?

Did you know?

Uruguay has an institution called INDA. Read more about it to know about its objectives and programs:

<https://www.gub.uy/ministerio-desarrollo-social/alimentacion>

As you can see, the right to food is not an issue of a particular country, it's a global issue. Find a partner and discuss these questions.



Have you ever wondered...?



Why is world hunger still a problem?

How much food is wasted around the world each year?

Why do we throw away so much food?

- * Read the following text and find some causes related to the lack of food.

Find the text here:

[click here](#)



Discuss in small groups:



- Do you agree with the causes mentioned?
- What other causes can you think of?
- Are there any other causes of hunger? Work with your geography teacher, your history teacher, and any other teacher that can help you with this question.
- Do you find any contextual causes that are specifically related to Uruguay?



Well, now that we are more aware of the issue, how can we solve this problem?

TIPS

Cutting down on your food waste will decrease your carbon footprint. Buy only what you will eat, and learn to love leftovers!

Shop smart and eat smart!



Think of solutions to the food shortage. Write down a possible action that you can implement in your community or within the country for this.

Share the ideas and think of their feasibility. Weed them out and think of the pool of actions you can implement.



Today, we talked about the right to food. Let's read about the legal framework for this right.

In this page, you have a global perspective about the right to food. Work with your law teacher and analyze the Covenants and the Universal Declaration:

<https://www.ohchr.org/EN/Issues/Food/Pages/Standards.aspx>

Health as a human right

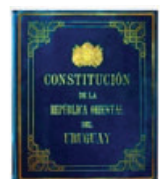


Hello folks! In my law class I learned that reading and knowing the Constitution is really important to become good citizens. Read the following article from our Constitution.

How is this article implemented in you school?



Artículo 44



El Estado legislará en todas las cuestiones relacionadas con la salud e higiene públicas, procurando el perfeccionamiento físico, moral y social de todos los habitantes del país. Todos los habitantes tienen el deber de cuidar su salud, así como el de asistirse en caso de enfermedad. El Estado proporcionará gratuitamente los medios de prevención y de asistencia tan sólo a los indigentes o carentes de recursos suficientes.



* How do you take care of your health? What medical institution do you attend? Do you regularly go to the doctor for a check up?

I take care of my health when I brush my teeth daily.

I take care of my health by checking in with the doctor often.

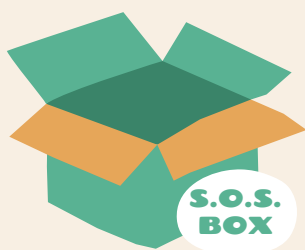
Here's a poll of the most popular health issues among adolescents. What are the three most common among you and your friends?

How has COVID-19 influenced this list?

Here's a page about these health issues:

[click here](#)





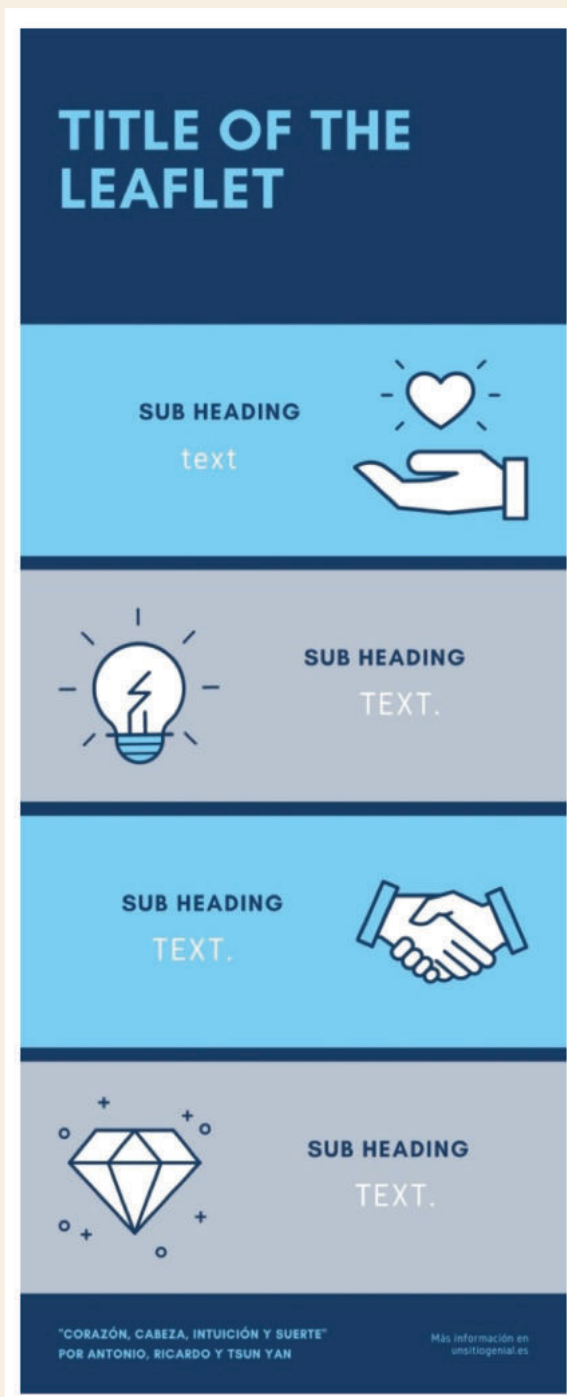
In our opinion, X is the most common health issue because [redacted]

X is the most common health issue because [redacted]
Among adolescents, X is the most common health issue. An example of this is [redacted]



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

- * Sharing information with other adolescents is vital. Let's create a leaflet to share with other people.
- 1 You will work in groups for this activity.
- 2 Select information you would like to share related to the topic you identified as the most common among adolescents.
- 3 Create a brochure and include pictures to illustrate it.
- 4 Present your leaflets or brochures to the rest of the class.
- 5 The whole class has to decide in which context these leaflets could be handed out.
- * Here you have an example of a leaflet.



Disabilities and disabling environments



Hi friends! Get in groups of four people. Your teacher will give you a picture. Describe the picture within the group and say if you have seen what's on the picture in your city.



After listening to your classmates describing the pictures, what do they have in common?

- * A clear concept you can get from the description of the pictures is accessibility. Here you have a definition of this concept:

Accessibility is the degree to which a product, place, device, service, profession, career or environment is available to as many people as possible. Accessibility can be viewed as the “ability to access”.

- * Researching on accessibility
 - 1 Go around the neighborhood or the school. Take notes of all the places that are accessible and the ones that should be accessible.
 - 2 How can you turn the places that are not accessible into accessible ones?
 - 3 Share your ideas with the class and discuss any other possible way of making places accessible.



- * Accessibility also implies the people who make places and activities accessible to all.
- * Look at the following K-L-W chart. Complete the first column with ways of inclusion you know.



K- what I know about inclusion and accessibility	L- what I learned about inclusion and accessibility	W- what I want to learn about inclusion and accessibility
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- * Luis is a person who has fought for inclusion. Read this text about him and answer the questions below.

- 1 What is Luis' profession?
- 2 Is there any link between his profession and inclusion?
- 3 What are the reasons to make the environments accessible in this way?



- * You have read some ideas about inclusion. Watch one of the following videos and see how this person faced inclusion and accessibility.



My name's Luis Martínez...

My name's Luis Martínez, I'm a PE graduate from ISEF Maldonado (Instituto Superior de Educación Física). I've been working with people with different disabilities since I was in the middle of my career. At that time, Fabricio, my degree thesis peer (partner) and I were part of a volunteer program that carried out sports activities for people with intellectual disabilities in the Campus Sports Center in Maldonado.

If I go back in time and wonder (ask myself) what inspired me to work in this field, I would undoubtedly answer, my granny. She was blind and as I was the closest grandson, I was always helping her, that aroused (awakened) my sensitivity and empathy.



At present, I'm working in Apri, a rehabilitation center which allowed Fabricio and me to use its facilities when we were preparing our thesis. When we finished our thesis, they hired us to go on with our activities. Apri is a pioneer NGO in wheelchair basketball, which has represented Uruguay in many international tournaments. It also has bowls, PC football, and fencing among other sports.

I really believe that as a society we have to create opportunities of reflection and sensitization about disability in order to build a better world without exclusions.



Inspiring stories

Paolo Perazza

- * Watch the video of Paolo Perazza. He is a journalist from Mercedes and the former president from ARIL (Asociación de Rehabilitación del Imposibilitado Lisiado de Soriano) What lessons have you learned from Paolo's life?

[click here](#)



Source: Paolo Perazza

Alfredo Navarro

Alfredo is a lawyer. He is from Young and has worked for Poder Judicial for several years. What lessons have you learned from Alfredo's life?



<https://younghoy.com/alfredo-navarro/>

<https://www.gub.uy/ministerio-desarrollo-social/discapacidad>

Did you know?

Students with hearing impairments count on CERESO (Centro de Recursos para Sordos):
<http://www.cereso.org/>

Students with vision impairments count on CER (Centro de Recursos):
<https://www.cercentroderecursos.com/>

Law 13102 allows handicapped people to import a car without paying taxes. This car does not pay county hall taxes as well. People with physical impairments and with Down syndrome can apply for one. Law 18651 complements the previous law and promotes the inclusion of handicapped people in public companies.

The way I see myself...

- * Think of times you felt like the cat in the picture.



- * Look at Freddie. He is just a boy but he has faced many hard times.
- * If you were Freddie, in what situations would you feel like this?

You are successful the moment you start moving toward a worthwhile goal.

Charles Carlson



Minorities and their rights

- * Take a look at the following people:

- * Think about these people and their social groups and highlight or circle the ones you consider as minority groups.



In our opinion, X is a minority group because...
I believe that X is an underdog because...
I think that X is a minority group because...

Handicapped people

People from an underprivileged background

A politician

A teacher

Women

Single parents

A member of a union

Middle class traditional families

The elderly

An inmate

People with a university degree

People with permanent jobs

A member of the LGBTQ community

Homeless people

- * Get in small groups and discuss your choices with your group mates.



I agree with you because...
I don't agree with you because...
I agree up to a certain extent because...



- * Talk with the whole group and come up with a list of groups that you consider minority groups.



- * Now let's read a general description of minority groups. Check your predictions after reading.



A minority group, by its original definition, refers to a group of people whose practices, race, religion, ethnicity, or other characteristics are lesser in numbers than the main groups of those classifications. However in present-day sociology, a minority group refers to a category of people who experience relative disadvantage as compared to members of a dominant social group. Minority group membership is typically based on differences in observable characteristics or practices, such as: ethnicity (ethnic minority), race (racial minority), religion (religious minority), sexual orientation (sexual minority), or disability.

Source: Wikipedia.com

- * After reading the concept, justify why the groups you highlighted are minority groups.
- * Agree with the rest of the class what the minority groups are and write the names on a piece of paper.
- * Discussing about minority groups.

Get in trios and choose one paper containing a minority group.

Find information about the rights these minority groups have.

Decide ways you could disseminate the information.

Share your ideas with the rest of the classmates.



Right to education



Hi guys! As you know, we love to be with friends, to listen to music, to read books, and we love school. Look at these two quotes.



* Complete the quotes with the words below.

teachers

war

books

child

world

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

“If you want to end the _____, then instead of sending guns, send
_____. Instead of sending tanks, send pens. Instead of
sending soldiers, send _____.” Malala Yousafzai



Do you think the right to education is guaranteed for children and teenagers all over the world? What conditions or specific situations may limit this right?

* Concentrate on the story in this video. Complete the chart:

Link to the video here:

[click here](#)



Place

Character

Problem

Solution

* Watch the video again and order the events .



#livingUruguay3

She used a ruler to fight.

She used her school bag to fly.

The girl ran toward a river.

She rushed inside the school.

The war started.

She won the first battle.

She climbed inside the book for protection.

She landed near a school.



In the video the girl gets inside a book for protection. It is her shield. How can a book be a shield?

A book can be a shield against ...



#LIVINGURUGUAY3

ANEP NEWSLETTER

JULY 2020, ISSUE 1

Malala Yousafzai: Why I Fight for Education

The youngest winner ever of the Nobel Peace Prize considers herself lucky to be “the voice of the 60 million girls who are deprived of education.”

Malala Yousafzai was born in a Pakistani village. She is the youngest ever Nobel Peace Prize winner. She survived an assassination attempt, and co-founded the Malala Fund to support education around the world.

1- _____
I would have two or three children. I'm fortunate that I'm 18 and I'm still not married. When you don't get an education, your life is very much controlled by others. When there was terrorism and girls were stopped from going to school, my fear wasn't that I would be attacked for speaking out. My fear was that I would live a life in which I would not be able to be independent, to get an education, to be a doctor or a teacher or anything I wanted. I feared the life that many girls are suffering through right now.

2- _____
My parents were always there to say that I have this right to speak, I have this right to go to school. If other girls in the Swat Valley, including some of my very close friends, had been given this right by their families, we would have been here together speaking out for girls' right to go to school. What I really mean is that I'm not a special girl who was different than others. There were many girls who were there, who could speak out better than me, who were more forceful than me. But no one allowed them.

3- _____
I consider myself very lucky to be on this platform where I can be the voice of the 60 million girls who are deprived of education, but I think it's very important that children and kids think that their voices are powerful. It does not matter what your age is. We should believe in ourselves. If we want the future to be better, we need to start working on it right now. Children are in the millions in this world. If millions of children come together, they could build up this strong army, and then our leaders would have to listen to us.



* Why do you think education is important? Can you provide some examples to support your answer?

Adapted from: <https://www.nationalgeographic.com/magazine/2016/03/3-questions-malala-yousafzai/>

- * Let's read an interview with Malala Yousafzai. Complete the paragraphs with the missing questions:

- 1 What can other kids do?
- 2 What would your life be like right now if you were living in Pakistan without formal education?
- 3 What gave you the courage to speak up for girls?

- * Read the text again and choose your golden line, the one that you find most interesting about education.

- * Keep on working with the video:

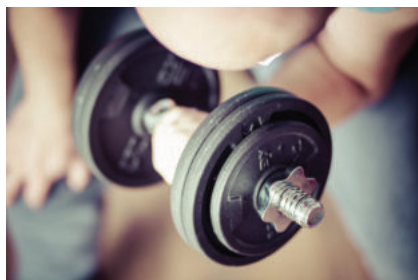
Create 6 scenes starting from the moment in which the girl arrives at the school.

Include bubbles with dialogue.

Draw them on paper or use any digital tool.

Actions that support human rights

- * Look at these photographs:



Source: pixabay.com

- * Describe the pictures and include the names of the sports practiced there.



What are the benefits of practicing sports? What are the benefits of practicing these sports?



Practicing sports helps to...
Soccer promotes ...
In my opinion, sports are good for...



How do you think sports contribute to the support of human rights?
Get in small groups and discuss.

Write at least one way in which sports promote human rights.



WHAT'S THE ROLE OF SPORTS IN SOCIETY?

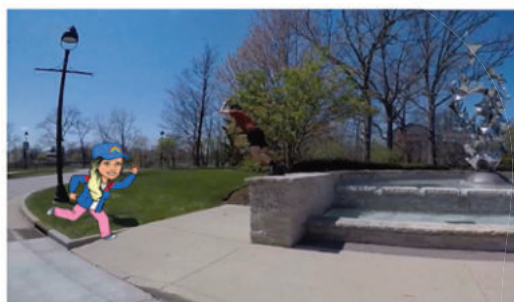
By Luis Martínez and Fabricio Cardozo



Sports are powerful and they are multi-faceted. Sports can be a social tool to raise awareness about a topic or they can be a multi-millionaire business. For some, sports are a lifestyle; for others, sports are a way of being healthy, socially integrated or entertained. Nowadays, they are a phenomenon in every corner of the world and in every human being, whether they practice it or not. They serve as an instrument for inspiration, motivation, health, integration, personal growth and identity formation.



Sports are a means to get people united. Practicing them helps overcome existing ethnic, religious and social barriers. It does not matter where people are from, their social status or their physical condition; if people can practice the same sport, they get together in a place and can practice it anyway. Sports can also help people communicate and transcend linguistic, cultural and economic differences. Sports have been used in different social programs. They have been used to take children and adolescents from the streets, to launch projects promoting social identification and to create a sense of belonging among certain populations. Sports give hope to thousands of people affected by violence, wars and natural disasters. They fuel a feeling of empathy within groups, sharing their happiness and sadness while conceiving moments of great social pride, peace and harmony.



Those who believe in sports and physical exercising as a fundamental tool to improve life, are convinced that proposals involving sports are well-received socially. These proposals promote the betterment of our lifestyle, good health, fostering the development of kinesthetic skills, having the chance to share and belong to a group. But above all, these ideas help people overcome obstacles that appear daily while developing



- * Read the text and highlight every possible reason why sports are good for supporting human rights.



Come up with one way you can promote human rights by using sports.

Discuss

Can sports be practiced the same way when people have disabilities?

- * Read the first two paragraphs and find the differences between the two types of sports.



Adapted sports and inclusive sports

Written by Luis Martínez and Fabricio Cardozo



On the one hand, adapted sports seek to give handicapped people the opportunity to practice one. It does not matter whether people have motor, sensorial or intellectual disabilities. This concept involves sports that are modified, from their original structure, to be practiced by populations with severe disabilities. The changes refer to the rules, the materials used for the sport as well as aspects related to space, time, among others.

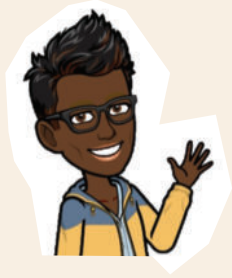
- * What are the necessary adaptations to practice the sport you thought of during the discussion time?

On the other hand, inclusive sports focus on the integration of handicapped people within traditional sports. People with disabilities can perform in a traditional context without the need to make adaptations. This happens when the person has soft disabilities like impairments or disorders.



Both concepts aim at considering diversity. This type of programs and initiatives are founded in two core concepts: equality and equity. Adapted and inclusive sports give handicapped people the chance to practice sports as any person does it. It produces equal opportunities to all. Apart from that, every person has his/her needs and not everyone adapts in the same way. If the programs do not cater to all the people's needs, the objectives are not achieved.

Potable water: Right or good?



Hello guys, I have a guessing game for you. I will give you three clues and you have to guess the topic I will talk about today. Here you have the clues.

- We use it every day.
- We can find it in different states.
- It is essential for life.

What is it?

- * What do you use it for? Mention at least five activities in which this resource is used.

- 1
- 2
- 3
- 4
- 5

- * Read the following title and write down three questions that you think will be answered with the text on the following page:



CLEAN WATER AND SANITATION: WHY IT MATTERS

Question 1

Question 2

Question 3

- * Listen to your classmates' questions and choose two. Write them here.

CLEAN WATER AND SANITATION: WHY IT MATTERS

Classmate's Question 1

Classmate's Question 2

- * Read the text and answer your questions and the questions you got from your classmates.



#livingUruguay3

ANEP NEWS

CLEAN WATER AND SANITATION: WHY IT MATTERS

Essentiality of water

Access to water, sanitation and hygiene is a human right. The demand for water has risen faster than population growth, and half of the world's population is already experiencing severe water scarcity at least one month a year. Water is essential not only to health, but also to poverty reduction, food security, peace and human rights, ecosystems and education.



What are the challenges to lack of access to safe water and sanitation?



In 2017, an estimated 3 billion people world-wide lacked the ability to safely wash their hands at home - one of the cheapest, easiest and most effective ways to prevent the spread of diseases like the coronavirus. By managing our water sustainably, we are also able to better manage our production of food and energy and contribute to decent work and economic growth. Moreover, we can preserve our water ecosystems, their biodiversity, and take action on climate change.

Are water and climate change linked?

Without better infrastructure and management, millions of people will continue to die every year from water-related diseases such as malaria and diarrhea, and there will be further losses in biodiversity and ecosystem resilience.

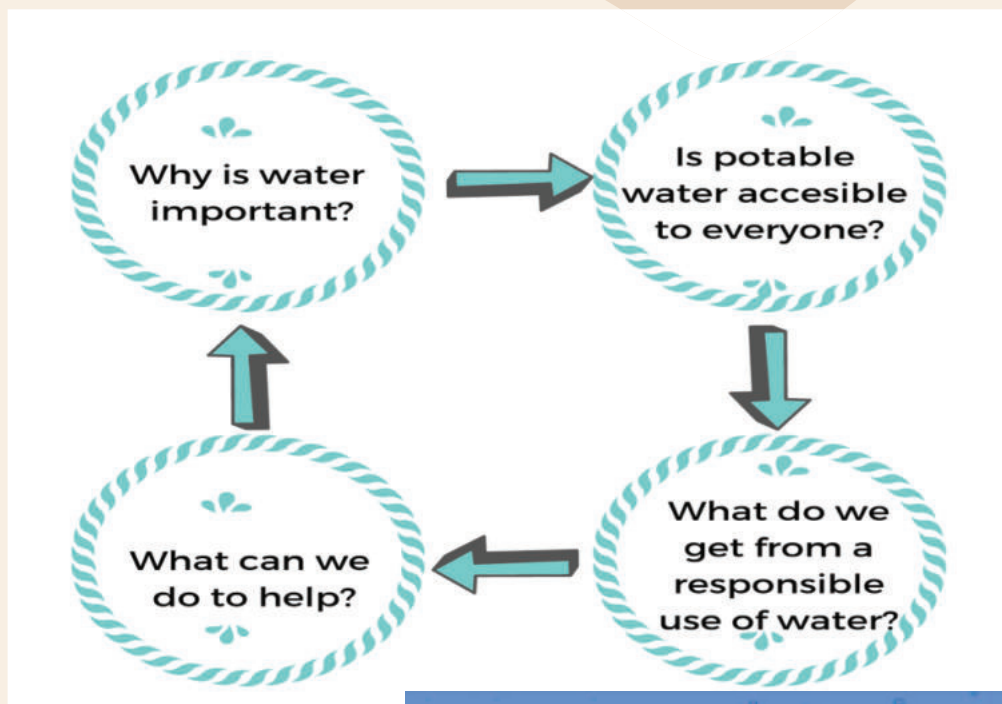


Who is responsible?

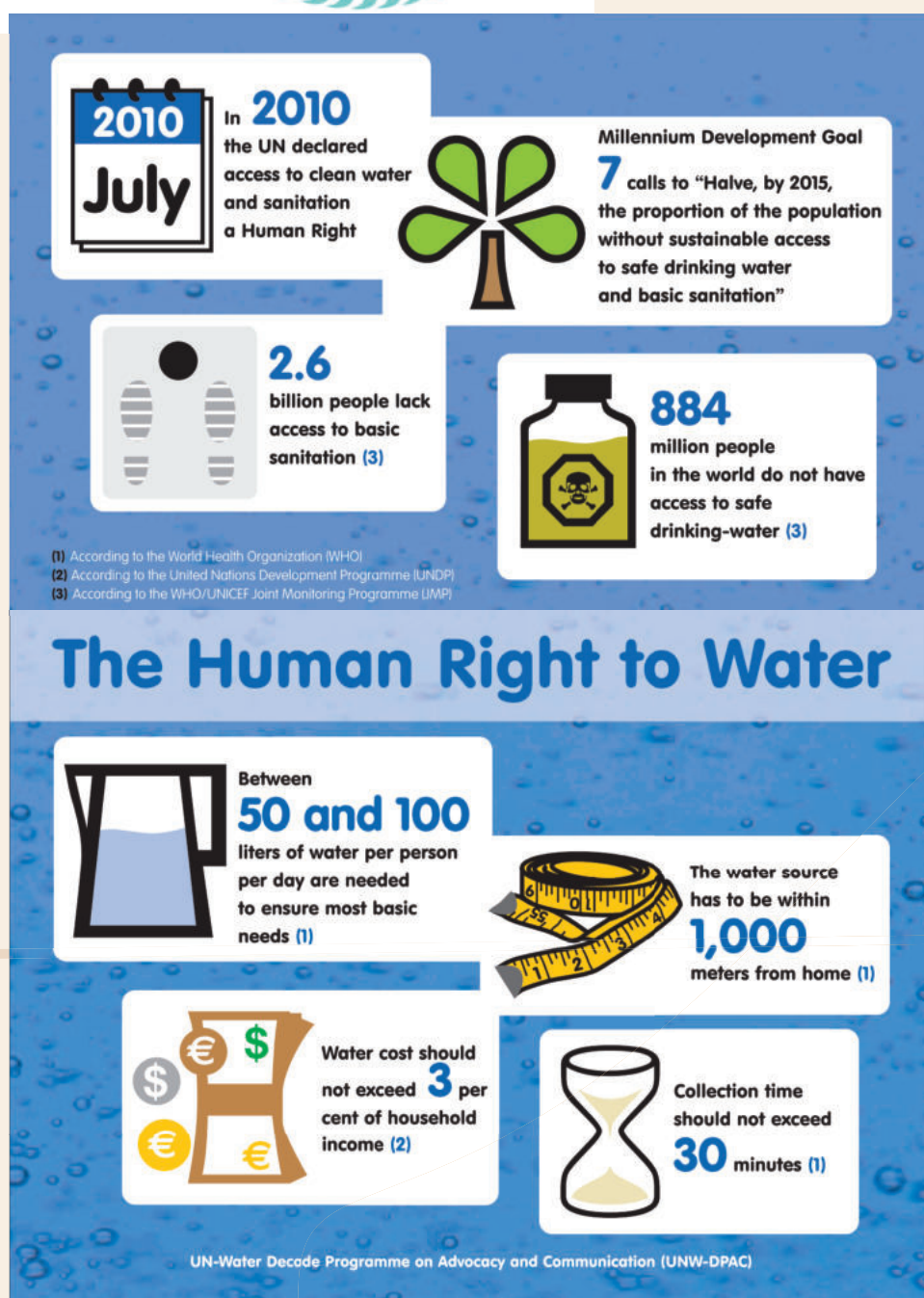


Civil society organizations should work to keep governments accountable, invest in water research and development, and promote the inclusion of women, youth and indigenous communities in water resources governance. Generating awareness of these roles and turning them into action will lead to win-win results and increased sustainability and integrity for both human and ecological systems. You can also get involved in the World Water Day and World Toilet Day campaigns that aim to provide information and inspiration to take action on hygiene issues. Besides, avoiding wasting water at home is crucial.

Adapted from: **6_Why-It-Matters-2020.pdf**



- * Did you know that water is a human right?
- * Let's have a look at the UN infographics about water:
- * When was water declared a human right? Do any figures from the infographics called your attention?



- * Look for synonyms for these words in the infographics:

renewable/infinite

potable

objective/aim

shortage

- * What can you conclude about “Water as a human right” after reading the infographics? Write your answer in the circle of water.



Immigrants: The right to choose where to live in the XXI century



- * Look at the following words in the case. Get in trios and discuss what these words have in common.



Did you know that migration is a right? Uruguay protects immigration in its law.



- * Do you know the difference between immigration and emigration? Match the words to the corresponding definition (there is an extra definition you do not need to use).

1. The act of a person going to live in a different country.
2. The act of moving from one place to another rather than living in one place all of the time.
3. The act of leaving a country permanently and living in another one.

Immigration

Emigration



- * Read what some people say about migration. Let's have a look at these quotations about immigration. Do you agree or disagree with them? Why?
 - a. "A simple way to take measure of a country is to look at how many want in... And how many want out." - Tony Blair
 - b. "You will never be completely at home again, because part of your heart will always be elsewhere. That is the price you pay for the richness of loving and knowing people in more than one place." - Miriam Adeney
 - c. "He says: I am from there, I am from here, but I am neither there nor here. I have two names which meet and part, I have two languages, but I have long forgotten which is the language of my dreams." - Edward Said
 - d. "You have to understand that no one puts their children in a boat unless the water is safer than the land." - Warsan Shire

- * What do you think the general attitude of Uruguayans toward immigration is?

Think of advantages and disadvantages of having an immigrant population.

Advantages

Disadvantages

- * What do immigrants think about coming to live in Uruguay? Let's listen to an interview and answer these questions.



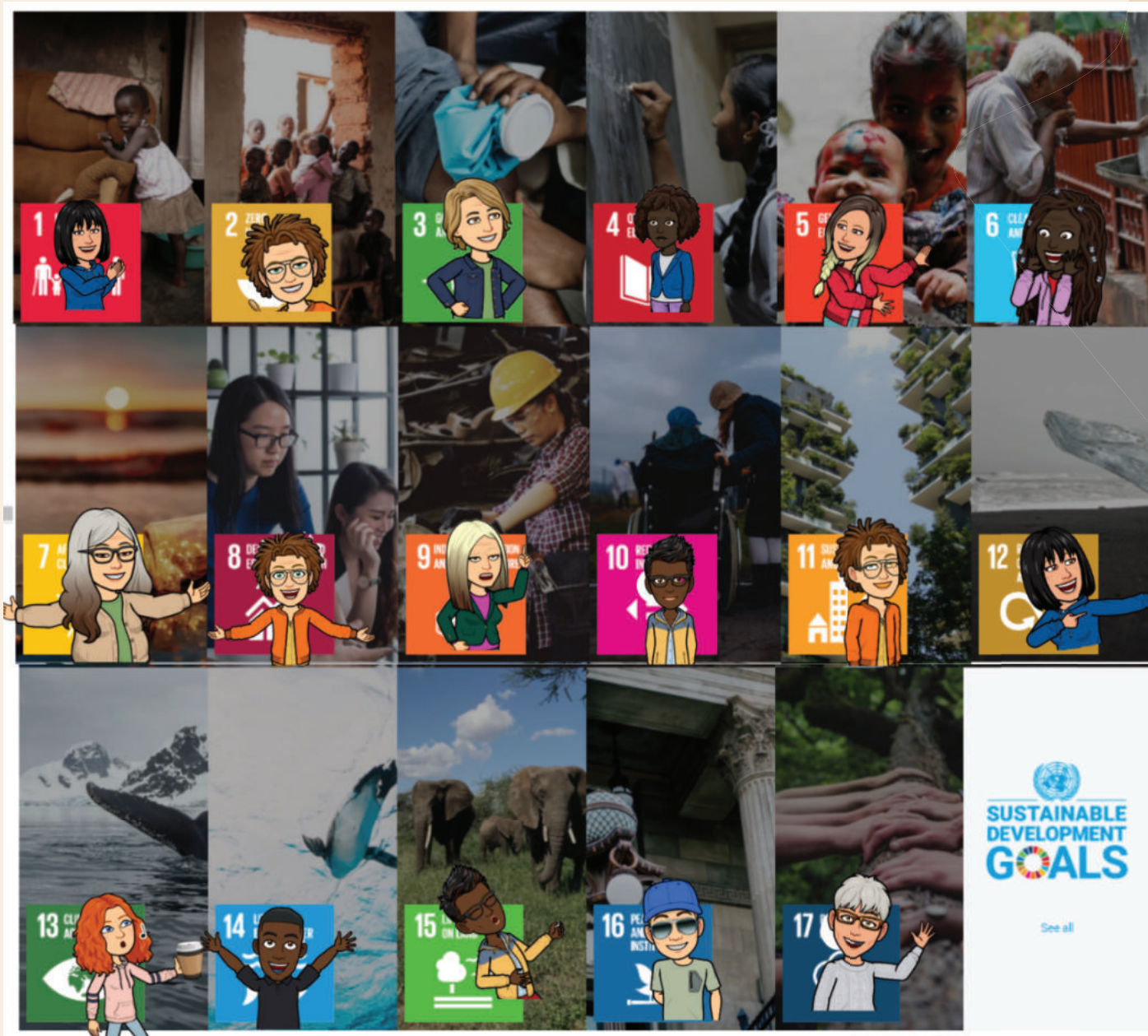
1. Did you have information related to how and where to get the necessary identification documents?
2. Were you supported by the Uruguayan government or people?
3. Did you feel welcome in Uruguay?
4. What challenges did you face?
5. What positive things can you mention about living in Uruguay?

This image shows a single sheet of white, lined notebook paper. The paper has horizontal blue ruling lines spaced evenly down its length. A vertical red line runs parallel to the left edge, creating a narrow margin. Three circular binder holes are punched along the left edge, positioned at approximately one-third, two-thirds, and four-fifths of the way down the page. The top right corner of the paper is rounded. There is no handwriting or other markings on the page.

The future of human rights

#livingUruguay3

- * The gang has a game for you. It is called “The future of human rights”. Have a look at the following pictures and guess what label corresponds to each picture.



- * Here you have the labels for the pictures.

Affordable and clean energy
 Clean water and sanitation
 Climate action
 Decent work and economic growth
 Gender equality
 Good health and well-being
 Industry, innovation and infrastructure
 Life below water
 Life on land

No poverty
 Partnerships for the goals
 Peace justice and strong institutions
 Quality education
 Reduced inequalities
 Responsible consumption and production
 Sustainable cities and communities
 Zero hunger

These are long-term objectives by the United Nations. Use the link and check your answers. <https://sdgs.un.org/goals>

* Let's read each and every goal.

Choose one of the UN goals for 2030.

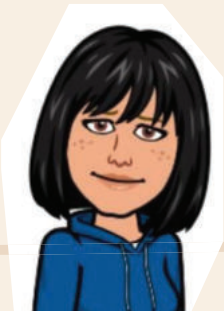
Plan activities to achieve this goal in your communities.

Carefully think of how you will share your plans.

Share the activities with the whole group.

Choose one to set it as a group contribution to support human rights.

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



What rights would you include?

* Imagine you had the chance of redefining any of the human right laws.

Which new rights would you include?

Which rights, of the ones already protected, would you redefine?

Let's share your ideas.

* These are some examples:

If I had the chance, I would add...

If I had the chance, I would change...

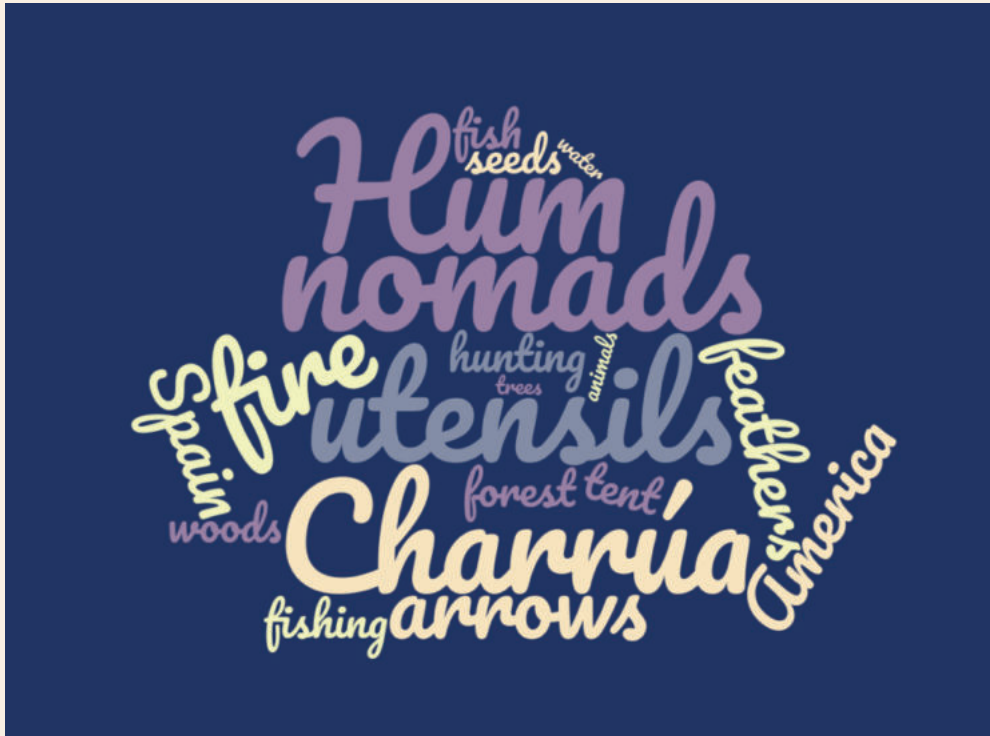
If I had the chance, I would redefine...

If I had the opportunity, I would like to...



Indigenous peoples and their rights

* These are words which have a topic in common. What is the topic?



These words are all related to...
These words refer to...
These words are about...

* Make a drawing to express what indigenous people represent to you.



- * Why does this drawing represent indigenous culture for you?
- * When you talk about indigenous people in Uruguay, what were the groups that inhabited this area?

Activity: throwing an arrow

Take a piece of paper.

Write something you know about the Charrúas.

Make an arrow and throw it to the front of the class.

Take turns and unfold the arrows.

Read what your classmates have written on those papers.



- * Now you have some ideas about the Charrúas.
- * Gladys Toya Amaya is an English teacher and an advocate for the rights of indigenous people. Watch her video and write down three main ideas from the video.
- * Watch the video again and discuss the following sentences.
 - 1 Are Indigenous people's rights respected? Why?
 - 2 Get a global idea of what the video says.
 - 3 Share ideas about what you understood.
 - 4 Identify the people who shared their stories and say what his/her struggle is/was.
 - 5 Which rights are not respected?

Did you know?

The word "underdog" is used for minority or underserved groups.



[click here](#)

- * As you can see, indigenous people are the underdogs in some societies. According to the video, this is the reality in Uruguay.

Take turns and share the struggles of the people who shared their stories in the video.

- * There are many indigenous celebrations. A Pow Wow is a celebration of Native American People. Read the text.



POW WOW



Last year, I went on holiday to Oklahoma, in the USA, to visit some friends. During my stay there, I attended a Native American Pow Wow to celebrate the Indian Summer Festival. I really enjoyed the gathering of the communities because they held traditional dance contests. They also played songs and shared other cultural demonstrations.



I sent Lua some pictures and she asked me about Pow Wows. I told her that before the event, the dance arena is blessed. The attendees wear traditional clothes called regalia and enter the arena while the Host Drum sings the Grand Entry song. There are many indigenous peoples who have fought in war. These veterans enter first and they carry the American flag and the flags which represent their communities.

After the veterans, the rest of the participants enter in order, according to their dance category. There is a master of ceremonies who is in charge of narrating the dances, singing and drumming. There are special dance contests for young children and some Pow Wows even select a Princess to represent them. There are many Native American Pow Wows throughout the year in all the USA and Canada.



Did you know?

Powwow or Pow Wow or pow-wow are all correct.



Text written by Antonella Suarez, MSc.

- * Opinion:
How does this celebration promote the respect of indigenous people's rights?



Photos by Sandra Gadea

Did you know?

Route #90 is called Ruta de los Charrúas.
Route #20 is called Vaymaca Pirú in Nuevo Berlín.

The elderly



Hi friends! I would like you to get in small groups.

The teacher will give you an envelope containing a puzzle. Solve it.

What do all the puzzles have in common?



- * As we know, Emma lives with her grandparents. They have a very important role in her life. Let's read the article she found online.



Institute of Medicine (US) Committee to Design a Strategy for Quality Review and Assurance in Medicare; Lohr KN, editor. Medicare: A Strategy for Quality Assurance: Volume 1. Washington (DC): National Academies Press (US); 1990. 3, The Elderly Population. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK235450/>

The Elderly

Traditionally, the “elderly” are considered to be those persons aged 65 and older. By that definition, in 1987 there were just over 30 million elderly people in the USA for example. This group makes up the vast majority. The rate of growth of the elderly segment has been much more rapid than the rate of growth within the overall population.

Talking about income, people aged 65 or older have less income on average than those under that age. The disparity increases as the elderly grow older. Elderly incomes differ by sex, marital status, and race.

The use of health services increases with age. They even need more hospital care, charity care, as well as home care. Life expectations differ by sex being 71.4 for males and 78.6 for females.

Even though their sons and daughters usually get married and leave their homes, more and more frequently, they come back home for different reasons. They even bring their kids with them. The elderly become the babysitters of those children. This relationship has advantages for both of them. The elderly feel comfortable as they give some kind of help; the children enjoy their childhood with a wise person who cares for them.

There are some elderly people who start like a second life and they enjoy spending time with their elderly friends in meetings or trips.

- * Match the meaning of these words:

1	income	a	a medical doctor, especially someone who has general skills.
2	elderly	b	money that someone receives in exchange for providing a good or service.
3	life expectancy	c	is a statistic measure of the average time an organism is expected to live, based on the year of its birth, its current age, and other demographic factors including gender.
4	physician	d	person who is 65 years old or more.
5	average	e	is a single number taken as representative of a list of numbers.

1

2

3

4

5

- * Lua, Emma and Nico are talking about elderly people. Look at these questions, read the text and answer them.

How old is a person that is considered an elderly?

Do elderly people have more income than others?

Do elderly men have the same life expectancy than elderly women?

What do elderly people become when their sons or daughters come back home with their children?

Are there any elderly people who enjoy life with their friends?

- * In Uruguay, there is a law that protects the elderly people.
- * Read the main idea of the law and gather information about elderly people you know. For example: where do they live? Who do they live with? Do they have an active or passive life?
- * Think about activities that are available for elderly people in the community.

Laws

<https://www.impo.com.uy/personasmayores/>
<https://legislativo.parlamento.gub.uy/temporales/leytemp3648921.htm>

Gender issues

by Martina Fernández Fasciolo



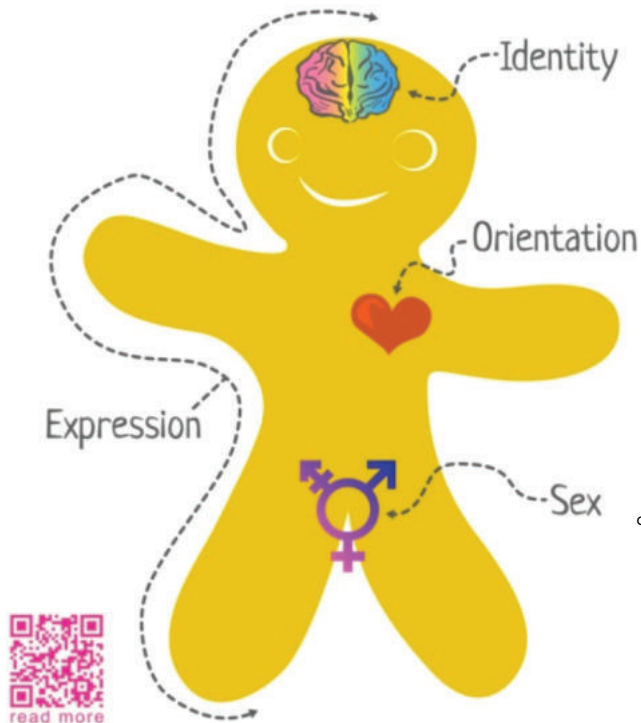
Hello friends, what do you know about gender? What do you know about sex? Are they the same?

Why do we have two terms?

- * Look at these two pictures. Read the information and interpret what you see in terms of gender and sex.

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave and interact.



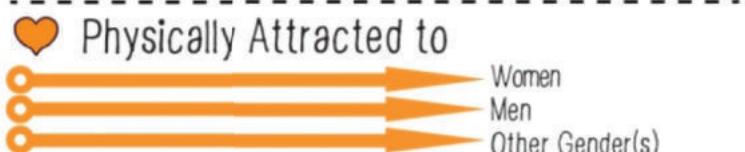
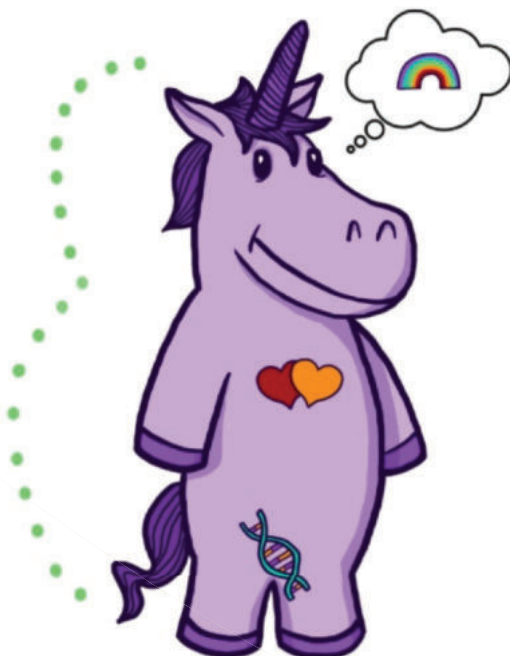
Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual orientation is who you are physically, spiritually and emotionally attracted to, based on their sex/gender in relation to your own.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

- * Write a definition for each term (i.e.: gender, sex). Share and create one definition by taking bits and pieces of what you have shared in small groups.

For us, gender is...

For us, sex is...

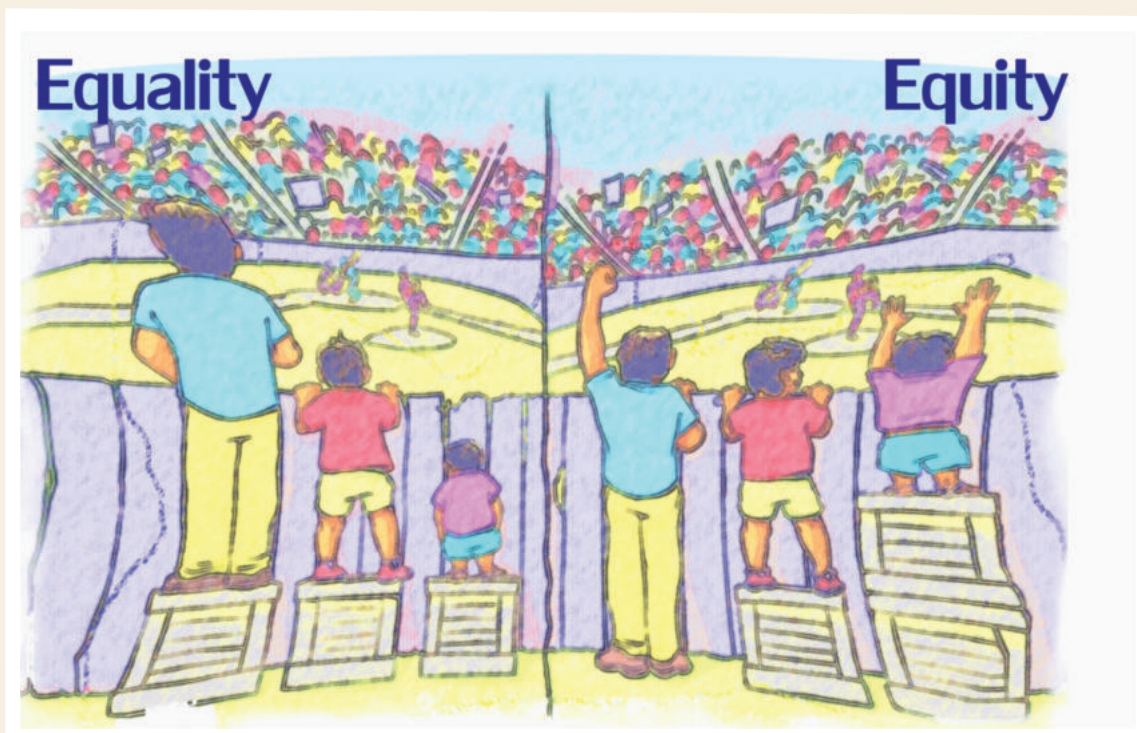


Is there a relationship between gender and sex? Do you know of cases when gender and sex are not strictly related? What are the problems people face if this is the case? For example, have you heard of people suffering discrimination, being undervalued, neglected, overlooked, suffering prejudice and bias, being criminalized, etc?

Sex is biologically determined by anatomy, physiology and hormones; it's broadly feminine or masculine and many species have this distinction. It is biological, permanent and visible in the body.

Gender is a social concept, determined by culture; it is modifiable and flexible, and can change over cultures and over time within cultures, or over time within somebody's life. It is not always visible in people's behavior or attitudes.

- * Look at these two pictures. What's the difference between equality and equity?



- * Look at this poster and keep on discussing these two concepts.

Gender Equity v. Gender Equality

/ˈdʒen·dəɹ ˈek·wɪ·ti/

(n.) the process of being fair to all people in an effort to work toward gender equality; may include treatment that is different across genders but which compensates for historical bias or discrimination; equity acknowledges that individuals may need different types of support to access opportunities and achieve success

/ˈdʒen·dəɹ ɪˈkwəl·ə·ti/

(n.) the concept that people across genders have equal conditions, treatment, and opportunities and that an individual's rights, responsibilities, and opportunities will not depend on being a certain gender; the equal valuing by society of similarities, differences, and roles across different genders

Equity is the process of giving each individual what they need to be successful, which may vary from person to person. **Equality** is the goal of **equity**. It means that people have the same choices and access to opportunities, and are equally valued, regardless of gender.



In this example, **equity** is represented by the stools, which give each individual a fair and equal opportunity to see over the fence despite their different starting points.

A E AMERICAN ENGLISH



This topic of gender and sex frequently appears on the media. Watch a video about a TV commercial. What is it about?

Watch the video again and complete the following table with adjectives from the commercial.



	Positive	Negative
Man		
Woman		

- * Reflect on the stereotypes associated with the same attitudes exhibited by men and women.

1. Why does it happen?
2. Is this fair?
3. Do we agree with these views?
4. Can/Should we change them? How can we?

Think of other stereotypes associated with men who exhibit attitudes/behavior typically associated with women or vice versa.



I went to the store and I found these products. What do you think?

Do you use products with a “male” version and a “female” version (it has to be the exact same product)? Make a list.



- * Watch a video about a famous fast food restaurant chain the teacher will share with you.



1. What happened?
2. What was the problem?
3. Why didn't they want the pink box?

- * Reflect upon the moral value of these phenomena and explain if you think this happens in our culture.



- * The gang went around the city. They found these advertisements for some local shops. What do you think from the perspective of gender and sex you have seen in this lesson?



- * Gender and songs: Listen to the song *If I were a boy* by Beyoncé. Reflect upon the impact of stereotypes in prejudice.

For example, the lyrics say boys are inconsiderate, is it fair? Is it true? Is there a kind of unavoidable nature that makes boys inconsiderate? Are girls never inconsiderate?

- * For those of you who are boys, what would you do if you were a girl? And for those of you who are girls, what would you do if you were boys? Write a poem like Nico did.



If I were a girl, I would play soccer anyway.
 If I were a girl, I would love to fish in the lake.
 If I were a girl, I would respect others anyway.
 If I were a girl, I would be real and never fake.

Human and animal rights

- * During these lessons, we have worked with human rights and their protection. Work with a partner and create a dialogue.
- * Roleplay the dialogue with your partner. If you feel comfortable, roleplay it to your classmates.





In this unit we have talked about human rights, but...what do you know about animal rights?

Think of ways you would like to protect animals. For example, I would like to protect animals from human abuse.

Ways we should protect animals

1st way

2nd way

3rd way

4th way

- * Write the five main rights recognized as freedom for animals:
Basic Rights of Animals

Basic Rights of Animals

Right 1

Right 2

Right 3

Right 4

Right 5

Did you know?

Basic Rights of animals

Responsible ownership must ensure the animal five basic freedoms recognized by the OIE:

- 1- Free from hunger and thirst, with a diet that maintains its health.
- 2- Free of discomfort, with a suitable living environment.
- 3- Immunity against diseases communicable to man or animals.
- 4- Health care and other requirements for their well-being.
- 5- Registration in the Honorary Commission for Animal Welfare.

In Uruguay, there is an animal protection law (18471). It is intended to protect animals in their life and well-being. The law establishes protection measures, such as: the prohibition of hunting, capturing or sacrificing wild or not wild animals and species protected by law.

The transport and slaughter of animals destined for the food industry must be carried out through procedures that do not cause them unnecessary suffering.

The sacrifice of animals not intended for food, productive activities or religious rites may only be carried out:

- with the supervision of a veterinarian to put an end to suffering caused by extreme old age, serious injury or incurable disease;
- for self-defense or that of another person such as the International Office of Epizootics (OIE).



Photo by Aldo Rodríguez

- * Read about a specific law regulation we have in our country.
- * What do you think about this law?



Freedom of speech and expression

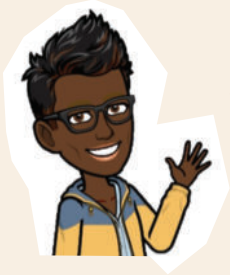
- * The right to freedom is one of the basic and natural rights stated in our constitution. Think of different expressions of the right to freedom. *For example: political freedom.*

- * List 5 more expressions of the right to freedom you know.

Expression of the right to freedom

Way I see it.

Political freedom	I can choose any political party and nobody will discriminate against me.



What do you know about freedom of expression?

For me, freedom of expression is...

Freedom of expression implies...

Freedom of expression excludes...



- * Get in pairs and discuss this topic.
- * Discuss and exchange ideas with the whole group.

- * These are some cards with ideas related to the right to freedom of speech. Have a look at them.

Freedom to hold opinion

Freedom to use images

Freedom to express yourself freely

Freedom to use different means of communication

Freedom to receive and impart information

Prohibit hateful, inciteful speech

Freedom to peaceful dissent

- * What do you think about these examples of freedom of expression? Think, pair and share.



Search for the legal instruments in Uruguay.

For me, freedom of expression is...

It is entirely free in all matters, the expression and communication of thoughts or opinions and the dissemination of information by word, writing or image, by any means of communication, within the limits established by the Constitution of the Republic and the law. Freedom of expression excludes...

- * After you look for information about freedom of speech, plan a presentation in small groups and share it with the rest of the class. Include visuals, legal regulations, and examples of everyday life to illustrate your speech.

The right to rest and leisure

- * Look at the following picture of Nico and his father.



- * Describe the picture paying special attention to how each of the characters feels and looks.



* Let's see what they were actually talking about. Complete the dialogue (bubbles in the picture) with the sentences given.

- Why are you so tired? Don't you take a break at work?
- Oh boy! I'm so tired today. I worked non-stop for many hours.
- Oh I see...but in the law class we read that every worker has the right to rest during his/her working day.
- No, I don't. I am dead tired.

* Listen to the dialogue and check your answers. Pay attention to Ismael's voice.



Everybody has the right to rest.

Art. 54 – Uruguayan Constitution

The right to rest and leisure is also protected internationally. Read the following two pages of an article.



Universal Declaration of Human Rights Article 24: Right to Rest and Leisure



In 19 crisp words, Article 24 of the Universal Declaration of Human Rights presents the flip side of the right to work articulated in Article 23 - the right not to be over-worked. It enshrines the right to limited working hours and paid holidays, but as Cuban drafter Pérez Cisneros said in the late 1940s, it should not be interpreted as "the right to laziness."

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Even in the 19th century, there was recognition that working excessive hours posed a danger to workers' health and to their families. Limitations on working hours and the right to rest are not explicitly mentioned in any of the core human rights Conventions, but had been enshrined in the very first treaty adopted by the International Labour Organization (ILO) in 1919, which applied an eight-hour day and 48-hour week to industry.

Article 23 owes much to the contributions of Latin American countries to the drafting process between 1946 and 1948. In the mid-1940s, almost all countries in this region had democratic governments, and their constitutions were rich with social and economic rights, including provisions for annual holidays and other forms of paid leave.



These constitutions were examined as inspiration for the Universal Declaration of Human Rights (UDHR), and they met with the approval of the Communist bloc. As the Yugoslav drafter Vladislav Ribnikar said, "the right to rest without pay meant nothing." Linked to reasonable working hours, leisure time and paid vacations is the right of each person to self-development and education. This provision is one of many places where the UDHR aims to ensure the full development of people's personality.

Safeguarding workers' physical and mental health is not only compassionate, it helps to ensure high productivity. On the other hand, over-work - too many hours and past one's capacity - can be fatal.

"When a father puts in long hours at work, he's praised for being dedicated and ambitious. But when a mother stays late at the office, she's sometimes accused of being selfish, neglecting her kids." - Michelle Obama

In Japan, there is a word for "overwork death" - Karōshi (過労死) - first identified in 1969. Not only confined to Japan, karōshi deaths are most often caused by heart attacks and strokes due to stress and a starvation diet.

The ILO reports the case of a man working in a major snack food processing company in Japan, who put in as many as 110 hours a week, and died from a heart attack at the age of 34. In another case, a widow received workers' compensation 14 years after the death of her 58-year-old husband, an employee of a large Tokyo printing company, who had worked 4,320 hours a year, including night work -- the equivalent of 16 hours out of every 24.

In addition to over-worked employees, there is another group who, in many countries, work harder than they ever thought possible – often in unsafe or unhealthy conditions – and still find themselves sinking into debt and poverty. These are migrants, regardless of their status: both undocumented and those with residence rights.



A 1990 treaty, the Convention on the Protections of the Rights of All Migrant Workers and Members of Their Families, aims to protect the labour and related rights of non-nationals, including their right to rest and leisure. However, it has so far only been ratified by 54 states – mostly those which are producing migrants, rather than those that receive them.

However, important regional bodies are also working to uphold the employment rights of migrants. In the case of an undocumented Mexican worker in the U.S. who was fired for attempting to organize workers, the Inter-American Court of Human Rights stated that he should still receive the back pay owed to him, and affirmed that governments have the obligation to ensure the rights of everyone within their jurisdiction, including labour rights.

"The idea that the poor should have leisure has always been shocking to the rich." – British philosopher Bertrand Russell *In Praise of Idleness* (1932)

Governments everywhere have a legal obligation to ensure the right to safe and healthy working conditions, the right to limited working hours and paid holidays, but these rights have been under assault in some countries since the global recession of 2008.



In a number of developed countries, steady jobs – with benefits, holiday pay, a measure of security and possible union representation – are increasingly giving way to contracts.

As one expert put it, in today's world, workers seem like "nothing so much as teenagers lending a hand in an affluent family business." Instead of old-fashioned employment with full labour protections, "there is now getting some experience, earning a bit of money, or helping out when the orders come in."

The concept that employees are trying to earn a living wage, and that their employers have obligations toward them, is being steadily eroded in some countries where it was well-established, even as it advances haltingly in others where it has never fully taken hold.



Companies themselves have a responsibility to respect the right to leisure as part of their responsibilities under the UN Guiding Principles on Business and Human Rights. This responsibility applies throughout their supply chains, and it means that, as part of its 'human rights due diligence,' a company should consider whether any of its activities or operations are resulting in excessive working hours for employees.

- * Highlight the milestones in the protection of this human right. Then, choose the 5 most important in your opinion.

The five knots: Take a rope and make 5 knots representing each milestone. Tell those milestones to the rest of the class. When you mention it touch the knot so you remember the 5 events you highlighted. The knotted rope serves as a memory helper for you.



- * How do you see this right protected in your everyday life?

Projects

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

An interview with a food project manager.

In Uruguay there are different food projects. One of them is called “Ollas Populares”. The aim of these projects is to provide food to people from underprivileged backgrounds and people who have lost their jobs or are in need because of any circumstance. Interview the project manager to know why this project was created, how they implement it, how they support it, what difficulties they have faced, and how many people attend it.

Project: What have you learned from the COVID-19 pandemic?

Research what has happened with COVID-19 in our country and the world. How has life changed after the pandemic? What is the new normality for people? What are the things that appeared during the pandemic and will remain forever?

Project: Inclusion and accessibility in Uruguay.

How does MIDES promote inclusion? What legislation do we have to cater to the disabled? What percentage of disabled people are supposed to be hired in State companies? In groups, research about this topic and present your findings to the class.

Project: Make your community accessible.

What changes are necessary in your neighborhood / community to make it more accessible? (Presupuesto participativo)

Project: Being a legislator for a day.

If you were a legislator, what law for the inclusion of people with disabilities would you create and pass? Write the law you would like to pass.

Project: What adapted and inclusive sports support people with disabilities?

There, Luis Martinez and Fabricio Cardozo talk about the opportunities that these types of sports give to people with disabilities. Think of more ideas about how sports promote the protection and development of human rights. What human rights are protected?

Project: the blind race.

The teacher takes the students to the patio. Then, the teacher asks students to answer questions. If the answer is yes they move forward one step. If the answer is no, they move backward one step. All the questions are related to the promotion of human rights among disabled people. Here's the list:

- 1- When I get into the bus, I never take the seat for people with disabilities.
- 2- When I see a person in a wheelchair in the supermarket, I let them be first for the cash register.
- 3- I help blind or disabled people when they are about to cross a street.
- 4- When I ride my bike and I approach a person wearing Canadian walking sticks, I stop.
- 5- I allow elderly people to hold on my arm when trying to walk in a crowd.
- 6- When I am about to cross the street and there is a blind person next to me, I tell him/her when to cross the street.
- 7- When I see a person with crutches I offer myself to help him / her, for example, with the bag from the supermarket.
- 8- I leave my bike in the middle of the sidewalk.
- 9- I never pay attention if a pregnant woman gets on the bus.
- 10- If a person with a disability is lining up at the cashier and I have the chance to go first, I do it.
- 11- In my city there are ramps to help people in wheelchairs cross the street.
- 12- I don't care if I have disabled people as neighbors.
- 13- If I am the captain of a soccer team and I have two people to choose: one with a plaster boot and the other with no plaster boot I choose the second one.
- 14- At school, I go to the disabled bathroom.
- 15- I am respectful of the parking places for disabled people.

Project: An efficient use of water.

In groups, think of ways to raise awareness about the importance of the responsible use of water and the lack of water many people suffer from around the world. What can you do to inform your neighbors? (flyers, infographics, etc.) What can you suggest to your neighbors for saving water in their daily lives? Present your proposals in the class. Afterwards, choose the best ideas and share them in your neighborhood.

Unit 4

MY SOCIAL LIFE

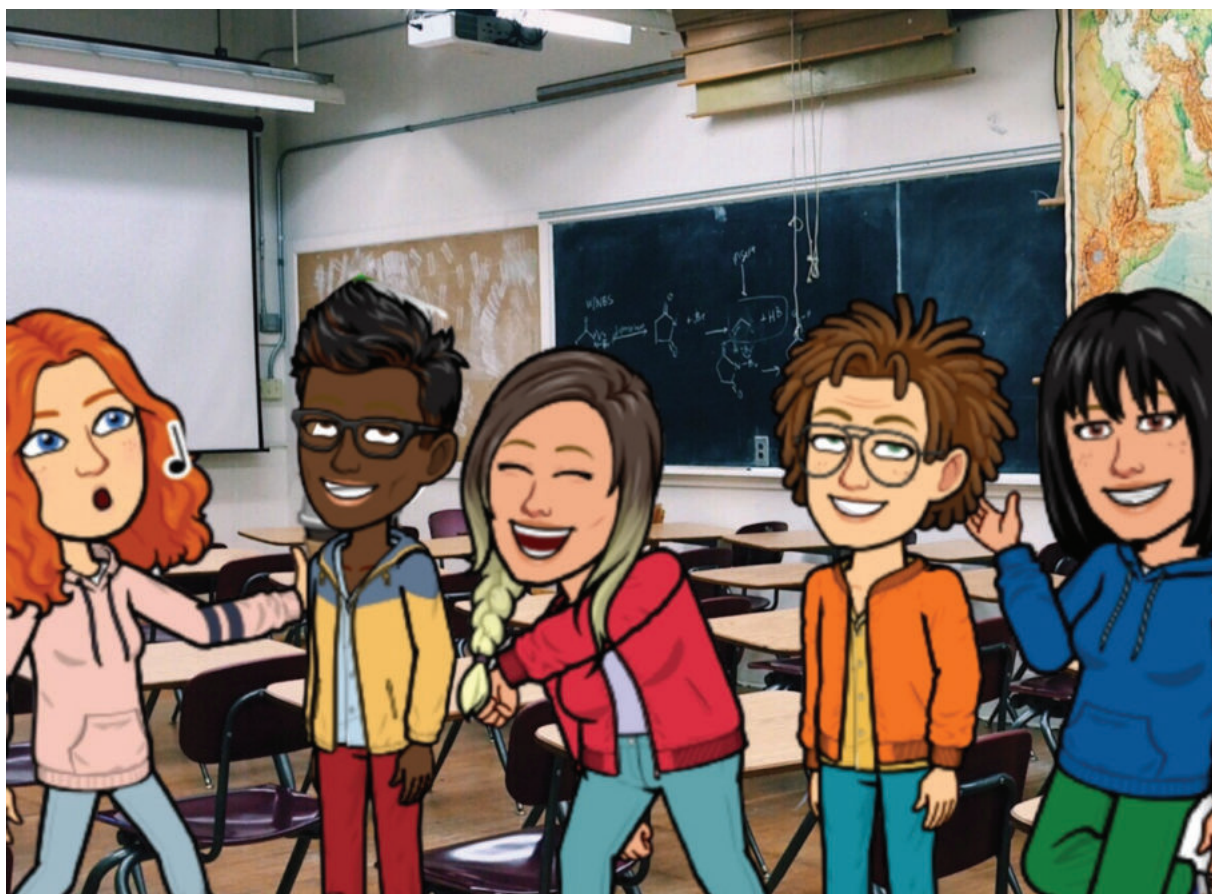
AT THE END OF THIS UNIT, YOU WILL BE ABLE TO

- share about your social life with friends and classmates.
- write an article and shorter texts to share ideas about your activities.
- talk about the importance of social life.
- share prior social experiences of acceptance and peer identification.
- talk about social events in your communities and advertise them.
- write accounts of anecdotes, memories and inspirational stories.
- understand people using different varieties of English.

The importance of social life



- * Look at the following picture. The gang has a new member. Spot the new member on the picture.



- * Describe the picture; use these questions as a guide:

1. Where is the gang?
2. What might they be doing?
3. How are they feeling?
4. What's the new gang member like?



- * Get in small groups, and think of a possible dialogue among the characters.
- * Share it with the rest of the class.
- * Listen to a short recording and check your predictions.



- * Read the following dialogue with all the members of the gang.

Freddie: Hi Camila, of course you can join us!

Emma: Yeah! A new friend, where are you from?

Camila: I'm from another province. I'm from the countryside.

Nico: Wow! It's so interesting moving from one place to another... well... I guess it is. How do you feel about it Camila?

Camila: You are right! I am more than happy to be here! I enjoy meeting new people!

Lua: I love the countryside, what activities did you do there?

Camila: I love it too! Well there I have my own horse so I used to ride it all the time. There is also a beautiful lake near my house. I used to go for a swim every morning.

Freddie: We also like countryside activities. We went on a school trip a while ago. We enjoyed it a lot.

Nico: Have you realized? We're going to be bigger... I mean... our group of friends it's broadening! It's so cool!

Emma: Yay!!! Love that! The gang is growing! Where did you study there?

Camila: I studied at a rural school. We had lessons every day. I rode my horse to school too. My favorite subject was English, and we used a very nice book called #livingUruguay.

Lua: Great! And you used the same English book we used! Nice!

Camila: Yes, what was your favorite part of the lessons in #livingUruguay2?

Nico: Well... those lessons in which I could talk about my family. Such nice lessons! Are you going to live near the school Camila?

Camila: Yes I will. I will miss the countryside.

Emma: The lesson about the countryside is my favorite.

Camila: I loved the lesson with Freddie Mercury.

Freddie: You nailed it! My name is Freddie because my parents are huge fans of him. You see, we have something in common. I love Freddie!



- * What are the things the gang has in common with Camila and what are the things that are different?

Things which are similar...

Things which are different...



- * Camila said that she comes from another province. She comes from a rural school. In which ways is social life in rural areas different and similar from social life in the city? Discuss with your partners. Complete the following Venn diagram.



- * Share your thoughts about how we see life in these different areas.
- * Take turns and complete a Venn diagram on the board.



Being accepted: peer pressure



Today we will play a game. It's called "Never have I ever...". Read the rules below.



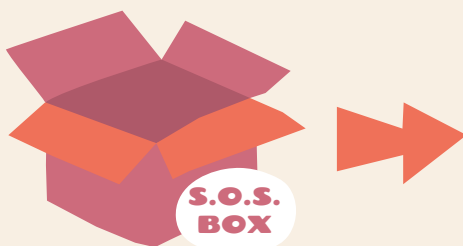
Create two paddles: One that says "I have" and one that says "I have never." Look at Freddie.

The teacher will tell you the phrases in the purple box. For example: Never have I ever paid attention to what others say.

You answer by raising the right paddle.



1. If my classmates tell me a piece of clothing does not fit me, I change it.
2. I wear clothes which are fashionable.
3. I do what my classmates do.
4. I love to have my own ideas.
5. I don't care if someone does not like what I do.
6. I love going to the places my friends go.
7. I listen to what others have to tell me but I make my own decisions.



I agree with the sentence because...
I don't agree with the sentence because...
I am skeptical about this sentence because...

- * Have a look at the following story of peer pressure. Say which of the 7 situations in the previous activity best fit with the text.
- * Read the following story by Erika, a good friend of the characters.



THE MARIAN

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#LIVINGUY3

PEER PRESSURE

by Erika Rodríguez

I think peer pressure is an important issue and it might be something difficult to handle. When I entered middle school I was an avid reader. I used to read two or three books per week. I used to read novels, science fiction books and sometimes scientific ones. In my family there is a tradition of reading. My grandma loved reading and she collected books. We still keep her library and she had her elementary books in there. My mom is a literature teacher. She reads from classic books to more modern stories like Harry Potter. She thinks that a teacher should know what her students like to read.

However, I did not continue the tradition. When I started telling my new friends about my love for books they did not show much sensitivity toward my preference. They said that reading books was an activity only nerdy and not cool people did. I felt overwhelmed. I didn't know what to do and I quit reading. I know that it may sound too simple or too weak on my side but it was the only solution I could find. I had to decide between being accepted by my peers and doing what I loved. Difficult, isn't it?

After several years of paying more attention to others than myself, I am finally free from their peer pressure. I told "my friends" that I loved reading and I actually enjoy doing it. I still love the smell of my grandma's books and the images I create in my mind every time I read a book. Now, I feel strong and I feel that I learned a lot from that experience. I live my life with integrity, peace of mind and passion for what I love.

* Read the text and answer the following questions.

1. Who is the author of the article?
2. What evidence do you find in the text to support the title of the article?
3. How does reading connect to her ancestry?
4. Why did she stop doing her hobby?
5. How did she feel due to peer pressure? Why?

Have you ever felt like this?

* #livingUruguay3 is asking for article submissions. The topic is "Peer pressure".



#livingUruguay3 wants your article!

In the month of equality and freedom, the magazine is seeking articles. The topic is "Peer pressure". We want to know of those stories in which peer pressure really made you act differently.



The article must be between 100-150 words. Follow the layout of an article.

*

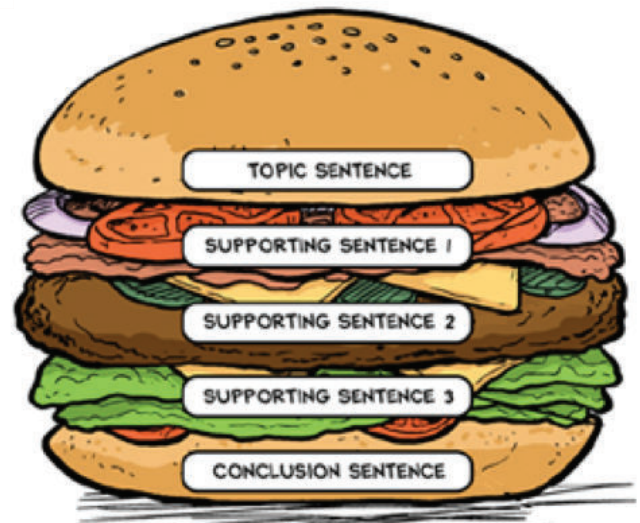
In order to prepare your submission, identify the following parts in the previous article:

Title
Author
Introduction
Ideas
Conclusion

* Get in trios and discuss ideas to improve how you will write it.



* Now, write the article. Remember the hamburger to organize your paragraphs.



Source: https://www.readingrockets.org/strategies/paragraph_hamburger

Social media: positive and negative effects on teenagers

- * Lua and Emma are taking a break. Emma is telling Lua about a classmate's weird attitude that worries her.
- * Emma had the chance to see that one of her classmates had a folder with photos of her, in his cellphone. She doesn't know what to do about it.
- * Get in pairs and imagine the dialogue between the two girls.
- * How do you think Emma felt in that situation? How does she express the way she feels?
- * Brainstorm ideas about how Emma felt and the possible reasons for that.
- * What would you do in case you faced the same situation?



- * Imagine you are facing a similar situation. Write down ideas about what actions you could take to face the issue.



- * The situation was really uncomfortable for Emma, so she decided to talk about it with one of her teachers.
- * The teacher advised her and the whole group to look for information about how to deal with situations like that.

IF I FACED EMMA'S SITUATION...

I would...

I could...

I should...

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

Prepare an audiovisual material, taking into account:

Social media: positive and negative effects on teenagers.

Emma's issue.

The information you have found in the last activity.

My social life in restricted situations



What activities do you usually do?



I usually go...

I usually play...

I usually see...

I usually watch...

I usually ...

- * Do a marker-talk and share the ideas with the rest of the class.



Could you do the same activities during the pandemic of the COVID-19? Which ones could you do?

What about the times in which you were locked down?



- * People have been very creative during the pandemic in 2020. This is an example of a guy changing the lyrics of an Adele song.



Watch the video:

[click here](#)

- * Watch the video again and write down three ideas the singer gives about his life during the pandemic.

1.
2.
3.

- * Discuss those ideas and say which, in your opinion, the most significant aspect of the pandemic situation was.
- * Share your ideas and include one more idea.



When in lockdown, mental health is one of the key elements to consider. Go and read this BBC article and see what aspects of mental health can be impacted during the pandemic.



Here's the link to the article:

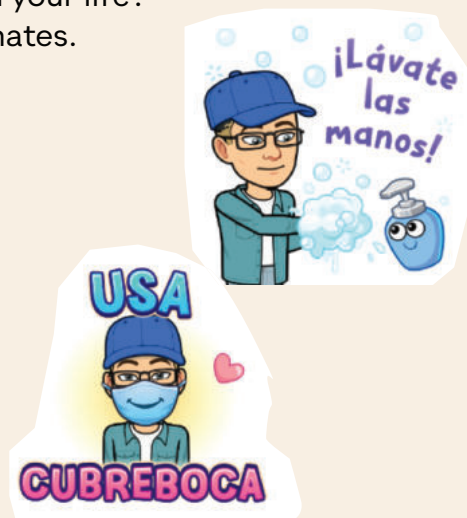
[click here](#)



- * Choose one aspect that for you is key in mental health preservation.
- * How has the pandemic or any lockdown impacted on your life? Think of three ideas and share them with your classmates.

Did you know?

Uruguay was the first Latin American country which came back to face to face classes in school during the pandemic in 2020. Rural schools were the ones which first started. Uruguay was on the spot due to the policies adopted to face the pandemic.

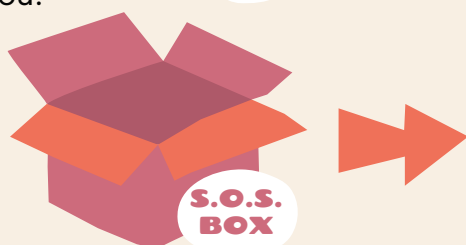


Dealing with the unexpected

- * Look at the characters. They are going through some difficult situations. Read.











- * Do these situations have a solution? What is it? Get in trios and discuss possible solutions. Use the phrases from the S.O.S. box to help you.



One possible solution for the problem of X is...
 I think that this problem can be solved by ...
 I believe that if (name) ..., the problem could be solved.
 If I were him/her, I would...
 If I were him/her, I should...
 If I were him/her, I could...

- * Here you have some possible solutions to the problems.
Match the problems with the possible solutions.

 <p>My 1 parents are getting divorced.</p>	<p>2</p> <p>My friends say I am skinny.</p> 	<p>My pet 3 is seriously sick.</p> 	<p>My grandpa is having difficulties walking on his own. 4</p> 
<p>5</p> <p>I am suffering from unrequited love.</p> 	<p>My 6 father lost his job.</p> 	<p>My grandma 7 was diagnosed with Alzheimer.</p> 	<p>8 One of my parents moved abroad.</p> 

Solution to the problem

#4 Simon

Go to the physiotherapist.

Avoid seeing that person so you get used to being alone again.

Challenge her memory. Ask her to tell you stories and memories once and again so she remembers.

Don't lose contact with either of them. They are divorcing but they are not getting divorced from you.

Encourage him to go walking every day.

Go tell the person that you are in love.

Go to the doctor and ask if you should go on a diet to gain weight.

Help him find information about the options MIDES has for unemployed people.

Help them navigate this situation by being a caring and loving child.

Keep in touch by using technology.

Put it to sleep.

Take it to the vet.

Try some foods that help with neuronal regeneration.

Visit her often.

I don't think being thin is a problem.

Help him send resumes to different companies.

- * What's the most suitable solution for each situation? Use the S.O.S. box above. Think of another possible solution to the problems. Share your ideas with a classmate.



- * What about you? Think of a situation that has been difficult for you and write it on this piece of paper.

- * Get in groups of 5 or 6 people. When the teacher claps hands, share your paper with the person to your right.

The person has a minute to write a solution to your problem and fold the paper so nobody sees his/her solution.

- * When the teacher claps hands again, share the paper you have with the person to your right.
- * Keep doing it until you receive your own paper.
- * At the end of the writing circle, you will have several solutions to your problem. Your paper should look like the one you have here.



<input type="radio"/>	Due to the pandemic, I cannot hug my grandfather.
	<i>Go and talk to him from the street.</i>
<input type="radio"/>	<i>Have you tried skyping him?</i>
	<i>Call him over the phone.</i>
<input type="radio"/>	<i>Show him how much you love him.</i>

Powerful influencers in a teenager's life

- * The characters came across an article. Look at the title of it.
- * Get in small groups and jot down ideas referring to this title.



#livingUruguay3

ANEP NEWS

Powerful influencers in a teenager's life.



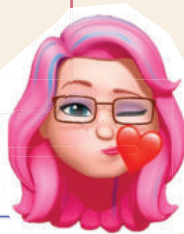
- * Let's listen to Emma and check if your predictions align to the ones in the article.
- * Listen to Emma and complete a diagram with the most powerful influencers



- * Write two ideas for each influencer. Then, get in pairs and compare your notes.
- * All our lives are different. We have all gone through different situations and we have found different influencers.

Get in pairs and reach an agreement on who this influencer has been.

Write a paragraph about that person. Include: Why you consider that person an influencer, why that person is a powerful influencer, which aspects of life this person influences and how the person gained popularity.



- * Let's think about ourselves as influencers. In which way do we imagine ourselves as influencers?

Create an avatar or character, together with all the physical and personality characteristics which make him / her a powerful influencer.

Prepare a presentation about yourselves and the avatars with the ideas from the previous activity. Find the most appropriate way to introduce him / her to the rest of the class.

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

Teens: Their experiences on social media

* Do you use social networking sites? Which ones? What do you use them for?

The social networking I use is...	I use it for...
E.g. Facebook	E.g. sharing pictures with my friends and family.

I love posting online. I found the following text about social media. Read it and complete the chart with positive and negative aspects of social media.



Social media has given teens the ability to instantly connect with others and share their lives through photos, videos and status updates. Teens themselves describe these platforms as a key tool for connecting and maintaining relationships, being creative, and learning more about the world. But they must also deal with more negative aspects of social media use, such as drama and bullying or feeling pressure to present them in a certain way.

Positive aspects

Negative aspects

* Include one more aspect in each column you come up with.

- * One of the positive aspects of social media is that you can share your life. Do you agree? What aspects do you share? Tick (✓) the ones you usually share.

Family

☐

Emotions and feelings

☐

Religious beliefs

☐

Personal problems

☐

Accomplishments

☐

Political beliefs

☐

Dating life

☐

None of these

☐

- * This survey was conducted in 2018, the respondents were teens from the US. Put the content of the poll into the correct place.



Family

Dating life

Emotions & feelings

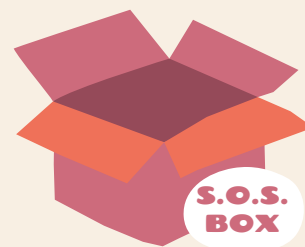
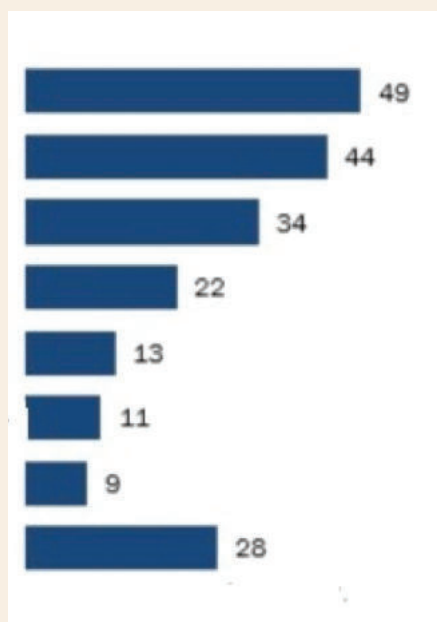
Religious beliefs

Accomplishments

None of these

Political beliefs

Personal problems



Most of the teens interviewed...
 Most teens...
 Some teens...
 A few teens...
 The majority of teenagers...
 None of the teenagers...

- * Share your ideas with a small group of classmates. Use the S.O.S. box to help you.

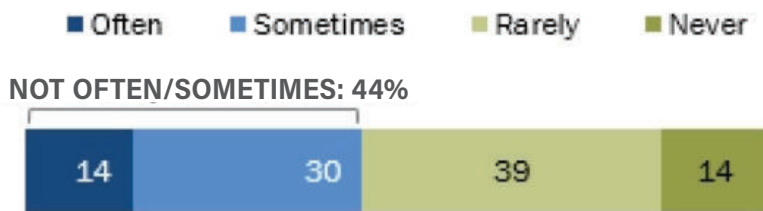
* Let's see the results of the survey and check your answers.

Extracted from

[click here](#)

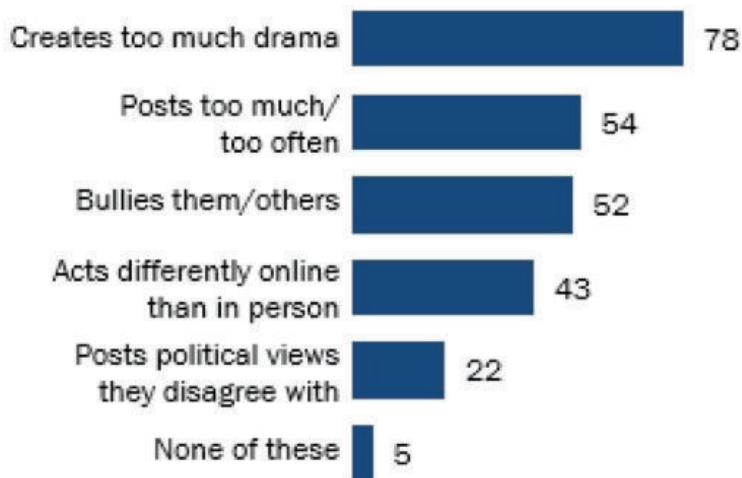
44% of teens say they at least sometimes unfriend or unfollow people on social media ...

% of U.S. teens who say they ___ unfriend or unfollow people on social media



... with drama being the top reason for doing so

Among the 44% of teens who say they **often or sometimes** unfriend or unfollow people on social media, % who say they do so because the person ...



Note: Respondents were allowed to select multiple options for reasons why they have unfriended or followed. Respondents who did not give an answer are not shown.

Source: Survey conducted March 7–April 10, 2018.
‘Teens’ Social Media Habits and Experiences”

PEW RESEARCH CENTER

Let's see what Uruguayan teens post about. Use the chart you completed at the beginning of this lesson and ask 30 adolescents. Write a report on what they say. Use the prompts in the S.O.S. box.

Diverse friendship

- * Look at the following characteristics of a friend. Which are the 4 most important ones for you?



- * Are your friends different or alike?
- * Think of your friends. What characteristics best define them? What do they have in common? What is different among them?

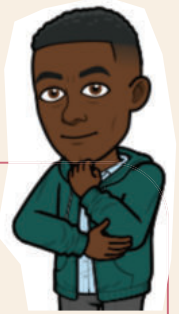
My friend...	The characteristics which best define...

- * Jot down some ideas about them.

- * Get with a partner and talk about your friends.



- * Here you have a dialogue between Emma and Duma.
Read it and highlight words describing people's characters.



Emma: Hi Duma!

Duma: Hi Emma!

Emma: I was wondering, are you an introvert or an extrovert?

Duma: I'm not sure, you know. Sometimes I think that I'm basically an introvert...like... as I get older, I prefer my own company.

Emma: Interesting.

Duma: I don't really like going to parties that much if there's going to be new people there. If it's my friends, I'm happy to go out. What about you?

Emma: It's funny because I actually feel the same way. I think sometimes I'm an introvert and other times I can be an extrovert. But maybe the reverse of what you said. I feel like the older I get, the more extroverted I become.

Duma: That's interesting!

Emma: When I was younger, I was very shy, so I preferred to be on my own. But now I find that sometimes I really enjoy people. So I like to meet new friends.

Duma: Yes! In the classroom, I'm quite an extrovert. I quite like being up in front of the classmates and showing off, but I would never do that in front of teachers or in my personal life.

Emma: How funny!

Duma: But something about the classroom... I feel it is my environment and I feel more comfortable.

Emma: Oh! And have you ever done anything really extroverted, like performing in public?

Duma: Well... I used to sing actually, and I have sung in concerts. What about you?

Emma: I like playing the guitar; I sometimes perform to my family and friends.

Duma: Oh great! I think that's where my introverted self really comes out. Although I enjoy singing, I get really nervous when I'm in front of a huge crowd.

Emma: Yeah. Sometimes I'm like, "Why am I doing this to myself? Why am I here?" Ha ha! But my friends are all different. That's what I like about them. Some of them are introverts, and some others are very extroverts. Some are really funny, while others are shy or even serious. But all of them are nice and reliable.

Duma: Yeah, ha ha! You're right! I sometimes talk to some friends about some things and with others about a different topic, depending on the circumstances and their characteristics. My friends are honest, generous, and outgoing.

Emma: Yes, they do. That's what I love about my friends! They are very different and I learn from all of them.

Duma: I couldn't agree more!

- * Read the sentences and complete them with the corresponding phrases, you can read the dialogue again to help you.

showing off - my own company - the reverse



- a.** When I prefer _____, I like being alone.
- b.** Every morning, I eat, shower and check my email.
Me too, but _____ I check my email, shower and then eat.
- c.** My friend from work likes _____ his new car.

- * What are the characters' opinions on having a variety of friends?

- * Work in pairs, ask your partner these questions:



Questions:

Peer's name:

- 1.** Are your friends very different from each other?
- 2.** Can you mention some adjectives that they have in common?
- 3.** Are there more advantages or disadvantages of having a variety of friends?

- * Let's listen to one of Emma's favorite songs, "Count on me" by Bruno Mars. As you listen, put the lines in order.

- Find out what we're made of
- When we are called to help our friends in need
- If you ever find yourself lost in the dark and you can't see,
- If you ever find yourself stuck in the middle of the sea,
- I'll be the light to guide you
- I'll sail the world to find you





- * Listen to the rest of the song.

You can count on me like one two three
 I'll be there
 And I know when I need it I can count on you like four three two
 You'll be there
 'Cause that's what friends are supposed to do, oh yeah
 Whoa, whoa
 Oh, oh
 Yeah, yeah
 If you tossin' and you're turnin' and you just can't fall asleep
 I'll sing a song
 Beside you
 And if you ever forget how much you really mean to me
 Everyday I will
 Remind you
 Ooh
 Find out what we're made of
 When we are called to help our friends in need
 You can count on me like one two three
 I'll...

- * What metaphors can you identify in the song?

- * Think of a metaphor in which you offer help to your friends, like the singer does in the song, and complete the sentences:

If you ever

I'll

If you ever

I'll

You can count on me like one two three

I'll be there

And I know when I need it I can count on you like four three two

You'll be there

'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa

Oh, oh

Yeah, yeah

- * Describe two of your friends by using personality traits. Add some ideas of why it is important to have a variety of friends.

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

Meeting friends from other countries online



Hello! I love having friends. And you? Think of ways to make friends. Discuss them with the classmate next to you.

- * What about making new friends online, is it possible? Do you have virtual friends?



I'm gonna ask you to stand up. I will tell you a statement. What do you think about the statement? There are four corners in the room. This corner is for those who strongly agree, that corner is for those who strongly disagree, that corner is for those who agree and the last corner is for those who disagree.

- * Choose a secretary to take notes about the reasons for your option.

- * What characteristics do you look for in a friend? Are the characteristics for good friends the same in online friends than in conventional friends?

Characteristics of good friends



Some phrases about friends

"A real friend is one who walks in when the rest of the world walks out." Walter Winchell

"A friend is someone who understands your past, believes in your future, and accepts you just the way you are." Unknown

- * There are many comparisons with the word friend. They are called idioms. Match some idioms with the corresponding definitions.

1. A friend in need is a friend indeed	a. When someone is a friend, but only when everything is going well.
2. A shoulder to cry on	b. To understand someone because of your shared values or opinions.
3. Fair-weather friend	c. A true friend is a person who always helps you when you really need it.
4. To know someone inside out	d. Two people that go well together, are very similar to each other.
5. To speak the same language	e. Someone who listens sympathetically to you in times of need.
6. Two peas in a pod	f. To know someone very well.

1.

2.

3.

4.

5.

6.

- * Read a story about two friends that met online. Complete the table with the advantages and disadvantages of meeting friends online.



Nicola Endersby has been best friends with a woman named Holly for 15 years. But they only met for the first time recently, at Holly's wedding in London. The pair had an exclusively online friendship because they live 15,000 kilometers apart. "It was just really nice to be able to hug her", says Nicola, "She's exactly the same person and we got along even better in person. We are two peas in a pod".

Transitioning an online friendship into an offline one can be like the successful story of Nicola and Holly. They connected after Nicola began following Holly's blog feeling they spoke the same language. On the one hand, Nicole said that the only problem with online friendship was distance, having a friend far away, not being able to see her into her eyes. On the other hand, since Holly didn't know her family and friends she could be more objective when giving her an opinion. Besides, they learnt a lot about each other's cities and differences in lifestyles.

But this type of friendship can also be tricky. The psychologist Leanne Hall says that "It can be an awesome idea, but you have to be strategic on who you do this with. "You've got to make sure that they are just as interested as you are ... and they are who they say they are." It is not an easy task to know someone inside out when the relationship is mainly online.

Why bother taking online friends offline? Holly and Nicola clicked in person after talking online for 15 years. For Nicola, meeting Holly has made her more appreciative of their friendship, and they're planning another face-to-face catch up soon.

Adapted from: <https://www.abc.net.au/life/a-guide-to-meeting-your-internet-friends-irl/11456852>

Making friends online

ADVANTAGES (Positive aspects)

DISADVANTAGES (Negative aspects)

- * Can you think of other advantages and disadvantages of meeting friends online?
- * Invent a story about an online friendship. Include at least two of the idioms. Use the following questions to help you:

- What is the name of the friends in the story?
- Where did they meet?
- Why did they become friends? Did they have common interests?
- How did the friendship become stronger? What happened?
- Did they meet face to face or not?
- Does the story have a happy or sad ending?



- * Write an anecdote about meeting a friend online.

Social media and the quest for perfection



Hello guys! Social media is popular among adolescents like you and me. What do you think about it?



What sort of social media are you familiar with? Do you feel that social media has any effects on your everyday life? Do you think that social media influences people's lives? In what ways?

* Think, pair, and then share your ideas with the rest of the class.

* The teacher will play a video. Watch the first 2 minutes and guess what the video is about.

* Share your points of view toward the topic.



* Let's reflect about the core idea of this audiovisual material we have been working with.

- What's the purpose of the video?
- Why do you think it was created?
- What's your opinion about the video?
- How do you feel about it?



SECRETS OF FOOD COMMERCIALS

Main purpose

Action to take

Main purpose

Action to take

My life playing online



We are conducting some research about the time people spend online. Look at the following chart and answer this Likert scale.



	I don't mind	I do it sometimes	I do it often	I am addicted to
Practicing sports	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Using my cellphone	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hanging out with friends	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Playing video games	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Using social media	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reading books	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Studying	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Is there any activity you feel “addicted to”?

- * As you could see in the table, there is an expression “being addicted to”. What is the best synonym for this expression?



Some people believe that video gaming can be an addiction, others have another belief. What do you think?





- * Listen to an expert talking about this topic.
- * Listen again and write down words related to the word addiction or addictive behaviors.

- * Listen to the recording again and answer the following questions:
 1. What games are the most addictive among adolescents?
 2. What are the main consequences of being “addicted” to video gaming?
 3. Are kids engaged in getting to a lower level in a game?
 4. According to the expert, what are the three elements that involve adolescents in video gaming?
 5. What should parents do when they consider their kids have any kind of addictive behavior?

- * How addicted to gaming are you?

Take this test: [click here](#)

- * Which of these phrases is true for you?

Most online games are designed to keep people hooked or might meet some needs that they are not getting in real life. Some things games do to keep people hooked or meet their needs include:



- Rewarding you for playing.
- Helping you to relax or have fun.
- Connecting you to a community.
- Making you feel part of a team.
- Helping you cope with problems.
- Giving you a sense of belonging.
- Creating a unique identity or profile.
- Helping you dull emotional or physical pain.
- Giving you a sense of achievement or success.
- Providing you with a purpose or goal to work toward.
- Giving you an escape from stress or issues in your life.
- Creating you the thrill of being in a fantasy world or a part of a complex story.
- Allowing game purchase to keep you online or to give you an advantage so you keep playing.



- * Think of one alternative to video gaming.

Spending more time online than in person

- * Look at the following computer screens containing words; put them in order to guess a secret question. There is an extra word you don't need to use.



Icons source: flaticon.com

- * How many hours per week do you devote to this activity?
- Less than 20 hours
 - Between 20 and 40 hours
 - More than 40 hours

- * There are some studies that focus on the amount of time people spend on the Internet. Read sections 1 (Kids and the Internet) and 2 (Let's Look at the Stats).

* According to the article:

1. What is the screen time?
2. Why are parents concerned?
3. How much time do children and kids spend in front of a digital screen on average?

Find the article here:

[click here](#)

* In small groups give your opinion about the possible dangers of screen exposure.

* Read sections 3 (The Dangers of Too Much Screen Time on Kids) and 4 (Signs Your Child May Become an Internet Addict).

1. What do kids and teens use the Internet for?
2. Which are the possible negative effects of spending too much screen time?

* After reading the article, what are your thoughts about the gang and their relationship with technology? Discuss in small groups.



I usually watch videos of my favorite sportsperson on YouTube but I prefer spending my free time playing soccer myself, so I think I compensate well. Overall I might add up around 20 hours a week, I don't feel that's too much.



It's so great to play on-line games. I meet people from different countries all over the world. But I feel that sometimes I spend too much time doing it... a whole afternoon, while I could be doing something else like helping my parents out.



My granny always asks me how many hours I spend online. I usually tell her I leave the cell when I go to sleep but I sometimes stay awake until 3 in the morning!



I have tons of friends on social media. I don't know all of them but I enjoy chatting and sharing info with them. I usually connect to the Internet after I come back from school; however, I sometimes connect at school when my teacher does not see me. I am kind of a copycat! So I ask my classmates for answers during the tests.



I love spending time on the net; I use my cell phone every day. Last year I received a tablet at school and I love using it. I'm keen on chatting online, using Instagram and listening to music. Sometimes I use my headphones in class and I listen to music while I'm working. It is not right but it helps me focus on my work.

* Are the characters at risk of becoming Internet addicts? Support your answers with ideas from the text.



My dream present

- * What is the most important present or gift you have ever received?

One of the most important presents I received was from my aunt Lucia. She carved a doll in wood for me. It was the small sculpture of an indigenous person and I love indigenous culture.

Did you know?

The words gift and present are synonyms in English. The word gift has a Germanic origin while the word present has a French origin. However, the word gift has a broader meaning. A gift can be a talent or other intangible things. Presents are concrete and refer to objects we give to our beloved ones.

- * When you get a present, the attitude is often more important than the object itself. What do you think about this expression? Do presents have an emotional value for you?

- * What would your dream present be?

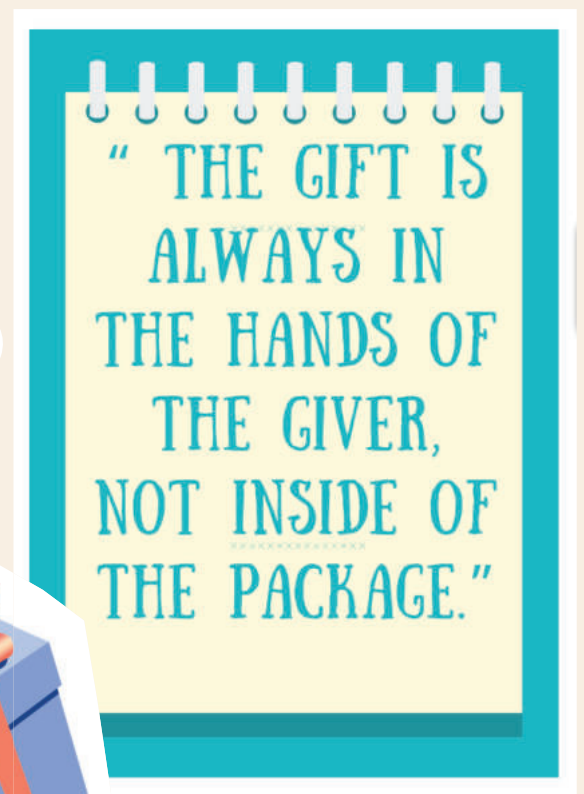
Get in groups and create a dialogue based on this title.

Describe the object. Say why it's your dream present and what its emotional value is.

Say what you would use your dream present for.



What do you think about this quotation?



My first concert

* Look at the following poster. I want to go to this concert.

* Read the poster and complete this chart with info:



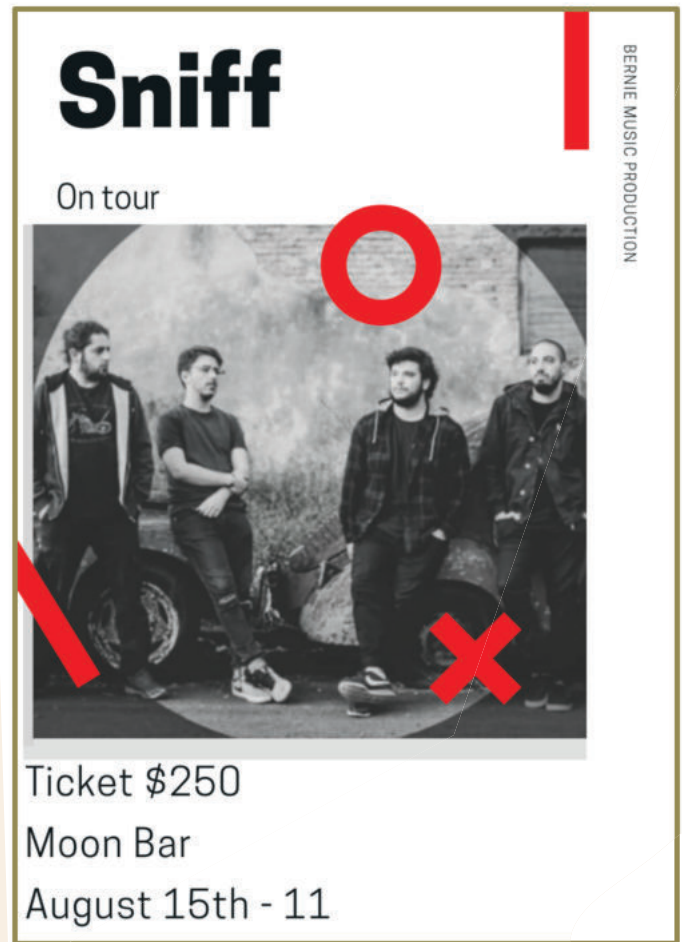
Singer or band:

Date of the concert:

Place:

Cost of the ticket:

Have you ever been to a concert? If you haven't gone to one, whose concert would you like to go to?



Look for some information about the concert you would like to go to. Complete a chart with the information about it.

Together with the information about the concert, you need to look for information about the band or singer.

* Move around the classroom and find someone that likes a different type of music than the one you like.

* Use the information from the previous chart to contrast your preferences with Lua's preferences.

- * Summarize the information in the following chart.

Favorite band / singer:

Musicians:

Date:

Place:

Type of music:

Personal characteristics of the singer:

- * How do you feel when you listen to your favorite song or when you listen to your favorite singer?
- * Write about a song or singer that triggers your deepest emotions.

[illegible]

Outdoor activities

- * I have an invitation for you. Look at the poster of the Joven Rural Fest.



1. What does the poster refer to?
2. Where are the characters going?
3. When?
4. What do people celebrate there?
5. What activities do people do?
6. How much does the entrance ticket cost?

Not all the info is on the poster.
Go to the Fest Facebook Page
and look for more information:



Source: Liceo de Valentín - Salto

[click here](#)



- * Camila's classmates wrote a text about the Valentin Rural Fest. Read the text about the Joven Rural Festival in Valentin, Salto. Highlight at least three reasons you would choose to go there.

JOVEN RURAL FESTIVAL

Written by Teacher Florencia Falcao and students Carolina Martinez and Virginia Alves



This is a very important celebration held with a lot of pride by Rincón de Valentin High School and the surrounding community of the vast zone it represents. This festival, generally starting in September, is carried out for a weekend in which students and members of the community dress in traditional garments, enjoy some of the best creole gastronomy and take part in the rural skills competitions.

On the first day, the festival starts early in the morning with a horseback parade where students, teachers and members of the community dress in typical creole garments and march along the 5 kilometers that separate the High School from the festival's location. The whole High School team as well as the students are actively involved in the organization of this festival; from decoration of the place, to the performance of typical dances together with the sale of different hand-made items, food and souvenirs.

Students work with their classmates building traditional creole huts where they commercialize their products. They compete with students from other levels to win as "the best Joven Rural group" based on their hut, garments, creations and performance in the different competitions. All earnings collected during Joven Rural are saved for the high school's improvement.



Students and teachers take great pride in Joven Rural because it encourages the interaction and cooperation between all members of the educational community, it is an opportunity for the institution and the community to mingle together while sharing habits and customs keeping their rural identity alive. As teachers we are amazed by the rich and valuable knowledge students have of their traditions, creole skills and the passion they feel for their unique background. Joven Rural is a great opportunity that allows them to show what they know, who they are and where they come from.

When interviewed about this festival students said: _ "I like Joven Rural because we share moments with classmates and teachers outside of the class., for me that was great. We worked as a team to win something important for us" _ Carolina 6th grade.
"Joven Rural Festival is important to me because we have a chance to share with friends and have a good time" _ Virginia 6th

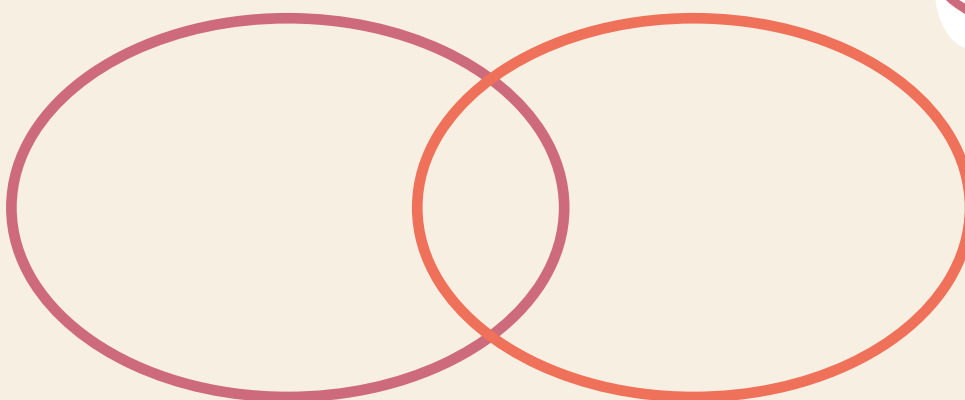


- * What do people celebrate and honor with this festival? Find examples of the activities people do to celebrate.
- * This Festival is organized by a high school and the students are the protagonists. What do students think about the Festival?



Photo by Janine Martínez

- * Compare life in Valentin and in the place where you live. Complete this Venn Diagram.



Did you know?

The teachers, families and communities get involved in the festival. In this picture you can actually see the principal of the school as part of the celebration.

Photo by Janine Martinez

Enjoying nature



Hi Freddie, do you like spending time in nature?

Are you kidding? I love it!

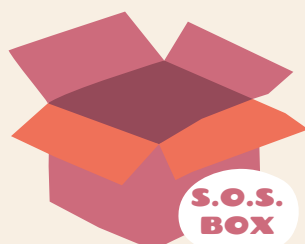
What about you guys?



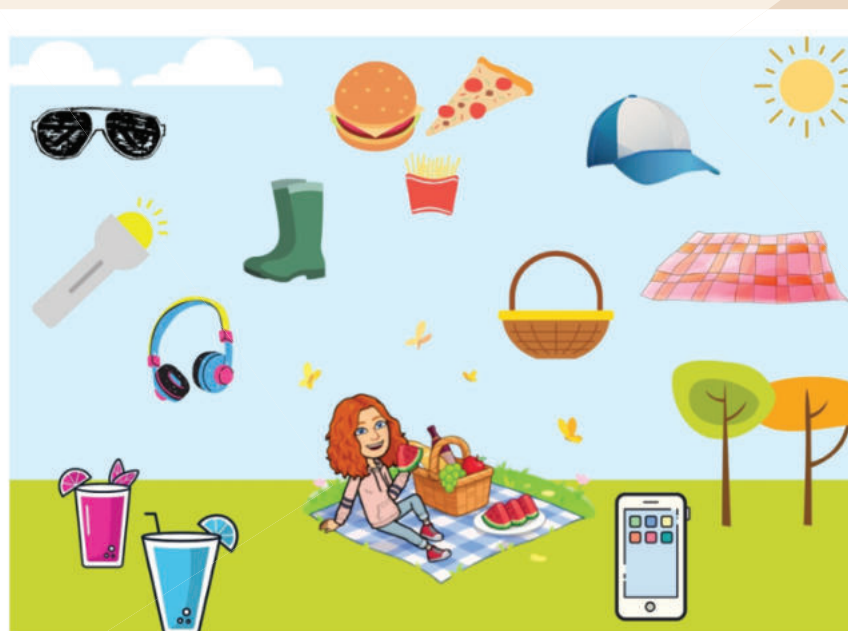
* Discuss:

1. Do you enjoy spending time in the fresh air?
2. What activities do you usually do?
3. Who do you enjoy doing these activities with?

* There are different activities we can do to spend time in the fresh air. Camila is a huge fan of nature. Look at the picture and predict the activities she will do.



She will drink...
She will eat...
She will text...

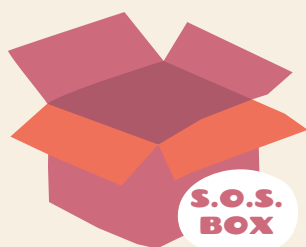


- * Listen to Camila and check your answers.
- * Listen to Camila one more time and answer the following questions:

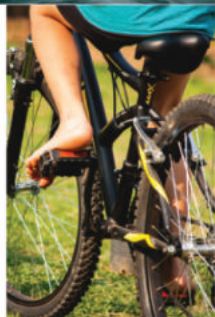


1. Which three activities does she mention?
2. Why does she think it is important to spend time in nature?
3. Do her friends like spending time outside?
4. What was Camila's great idea?

- * Camila and her friends are organizing a trip to go on a picnic. Take a look at the pictures and discuss the following ideas they have.



In my opinion we should take a ... because ...
This ... would be very useful because ...
What do you think?
Do you agree?
What about taking an umbrella?



- * Now that we know the objects we need to take to the picnic, let's think of the activities we can do!

Think of the activities you can do during the picnic.

Create a poster with pictures of outdoor activities to do during the picnic and describe them.

Source:
<https://unsplash.com>

Projects

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

Project: History and pandemics.

Look for information about other pandemic situations through history.

In which ways are the situations found similar or different to the one in the 21st century?

Project: Taking care of our mental health during a lockdown.

Think of a situation in which they are locked down. It can be related to the pandemic in 2020 or any other similar situation. Think of possible activities you can do in order to preserve and protect your mental health. Create a brochure to share those activities with students from other classes and the entire school community.

Project: Non-visible pandemic situations.

Work in pairs and research on situations in which students feel as they are going through lockdown.

Project: How much time do we devote to the Internet?

Work in small groups and create three questions related to this topic. Then, students share the questions with the rest of the class by writing them on the board. The whole class selects the best 5 questions to conduct a research study. Go around the school in small groups and ask the questions to at least 15 people. Then, share the results by writing a report and presenting it to the class.

Project: I am the influencer.

Vote for the most powerful influencers giving reasons to support your choice. Create a profile to be an influencer and think of the area that you want to become an influencer, your approach and the means to do it.

PROJECT: Rural fest.

Look for information about a rural festival in your area. Then, create a brochure similar to the one that Camila showed in class. Finally, write testimonies related to the festival. (The same activity can be done asking students to imagine and create a rural festival in their area).

Unit 5

MY SOCIAL RESPONSIBILITIES

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

- discuss about social responsibilities and opportunities for personal and academic growth.
- express your feelings toward situations you are going through in this stage of your life.
- write opinions, pieces of advice and feelings about your lives and everyday situations related to them.
- learn and understand about different types of social responsibilities.
- share ideas and learn about other people's ideas related to social responsibilities.

What are social responsibilities?

- * Given the word responsibilities, what words come to your mind?

Responsibilities

- * Get in pairs and discuss about the different ideas you talked about.
- * Share your ideas with the rest of the class.
- * Social responsibilities are usually associated to important companies.



Social responsibilities in action.

Through their actions all companies impact social change, no matter how big or small they are.

Some of the most common examples are:

- Reducing carbon footprints. Improving labor policies.
- Charitable giving.
- Volunteering in the community.
- Promoting corporate policies that benefit the environment.
- Leading socially and environmentally conscious investments.
- Participating in fairtrade.



There are two generations that give special importance to these topics. They are the Millennials and the Generation Z. Their ideas are relevant and as time goes by and they have been taken into account more than ever. They believe that companies should invest in improving social issues.

Millennials also want to take part in initiatives like volunteer work. For example, by fostering donations. As soon as companies see the impact that these actions have in society, they do it more frequently and in a better way. More and more often we can see companies taking actions against discrimination and policy changes that would negatively impact the environment.



In all the movements, big companies have been important. This is the case of Johnson & Johnson which is trying to reduce pollution through renewable economical alternatives to electricity. Another example is Ford Motor Company, whose plan is to reduce the greenhouse emissions using their Ecoboost engine to increase fuel efficiency. They are also producing electrified cars.



We can also name Netflix and Spotify whose companies offer benefits to support their employees and families. Wells Fargo donates up to 1.5% of their income to charity. TOMS mission is to donate a pair of shoes for each pair they sell. Starbucks is giving job opportunities to veterans and refugee people. Lego will invest millions of dollars addressing climate change and reducing waste.

As you can see, these are just some of the most important companies which are using corporate social responsibility to protect the planet and help people to get a better quality of life.



Adapted from

<https://digitalmarketinginstitute.com/blog/corporate-16-brands-doing-corporate-social-responsibility-successfully>

- * Read the text and complete the following chart.

Name of the company

Contribution

- * Your opinion matters! What do you think?



- 1 Do you think those companies' actions are having an actual effect on society?
- 2 Why are the generations known as Millennials and Generation Z so concerned about social changes?
- 3 Would you like to change any of the companies' actions to strengthen them?
- 4 How could your community commit to social issues?

- * In the text, the organizations that are mentioned are multinationals. But what do we know about Uruguayan companies? Work in small groups and find information about Uruguayan organizations. Find:

- 3 Uruguayan organizations with clear social responsibilities.
- What actions do the organizations take to help the environment?



- * Share your findings with the rest of the class.
- * Actions to help the environment can also be done locally.
- * Make a list of all the actions promoted in your school to develop your social responsibility.



Do adults delegate social responsibilities?

- * Look at the picture of Lua and Simon. Describe them and what they are doing.



- * Lua and Simon usually help their parents at home. Let's take a look at some of the chores they do.

- * Write the names of the activities.
- * Which are the ones you do at home?

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



- * There are several opinions about the amount of activities teens must do at home. Read these two testimonies.

What does Simon's mother think?
What does Lu  s father think?
How are their opinions similar or different?



Salvador (Lua's dad): Lua is really nice and she is always trying to help. I insist she shouldn't do that. She is pretty young and I can do everything at home. I always tell her she must study hard and get good marks. Even though I say that and I don't want her to be cleaning the house she does it anyway. Lua runs the errands and washes the dishes. She does the laundry and when I come back late from work I feel kind of relieved. But I keep on thinking that responsibility belongs to adults.

Martha (Simon's mom): At home, all the tasks are divided equally. Both, me and my husband, work for long hours and the kids know they need to cooperate. They are always arguing about who does more things at home. So, I have stuck a poster on the fridge. There, all the tasks are divided for the whole week. They know that they need to complete all the tasks before Sunday. I am sure asking them for help is a way of encouraging them to be ready for the future. When it's time to leave to study at another place, they must know how to do certain things. For me, that is really fair. The kids know we spend a lot of hours working and we really appreciate that. Simon is even thinking about doing the laundry for the neighbors during the summer and saving some money!

Some of you may do more activities at home than others. But there are some good reasons to ask teens to help at home.

This is a list of personal characteristics that can be developed when you help others.

- honesty
- kindness
- generosity
- empathy
- friendliness
- persistence
- responsibility
- making the best of a situation



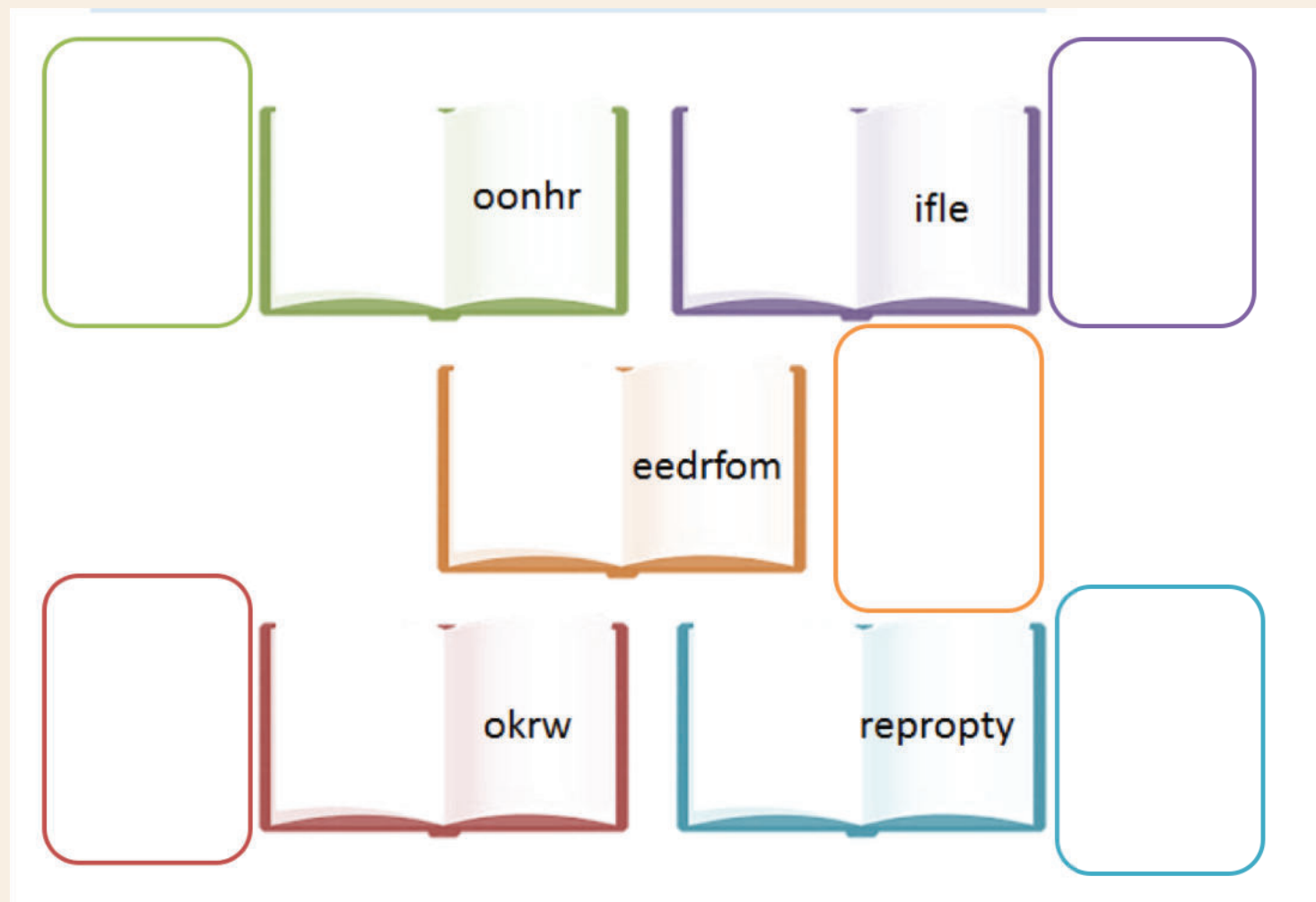
To develop... you must / should / ought to...
In my opinion it's necessary to...



What are the most popular activities among your classmates? Which personal characteristics can you develop when performing those tasks?

Knowing about my rights

- * There are a bunch of scrambled words below. They refer to 5 basic rights every person has. They are stated on article 7 of the Uruguayan Constitution.



- * What do you know about these rights? Write down ideas about each of them. Use the boxes next to the words.

These rights are called human rights. In our Constitution they are stated in the Second chapter and articles 7, 72 and 332. Those are called natural rights because they are the rights that any human being should be born with. Uruguay has subscribed to the Universal Declaration of Human Rights (1948).

The following sentences are related to the five basic rights. Read them and say which right they refer to.



Every person can speak his/her mind, every person can walk freely and every person can do what he/she wants if this does not affect other people's rights

Every person has the right to be respected in his/her integrity. People who spread fake news affecting the person's reputation can be penalized.

Every person has the right to get his/her own money by means of his/her activity. This includes all types of it. It should not discriminate in terms of gender or sexual orientation.

Every person can have his/her own goods. This may include your house, your bike, your car or even some rights you have regarding intellectual works.

Every person has the right to live and to do it with integrity and dignity.

- * Listen to the characters talking about each right. Identify who is talking about each one. The sentences are not in the order of the speakers.



- * Now, you know that each of the characters will talk about one of the rights. Have a look at the following gapped text. Listen to the script again and fill in the gaps with the word you hear.



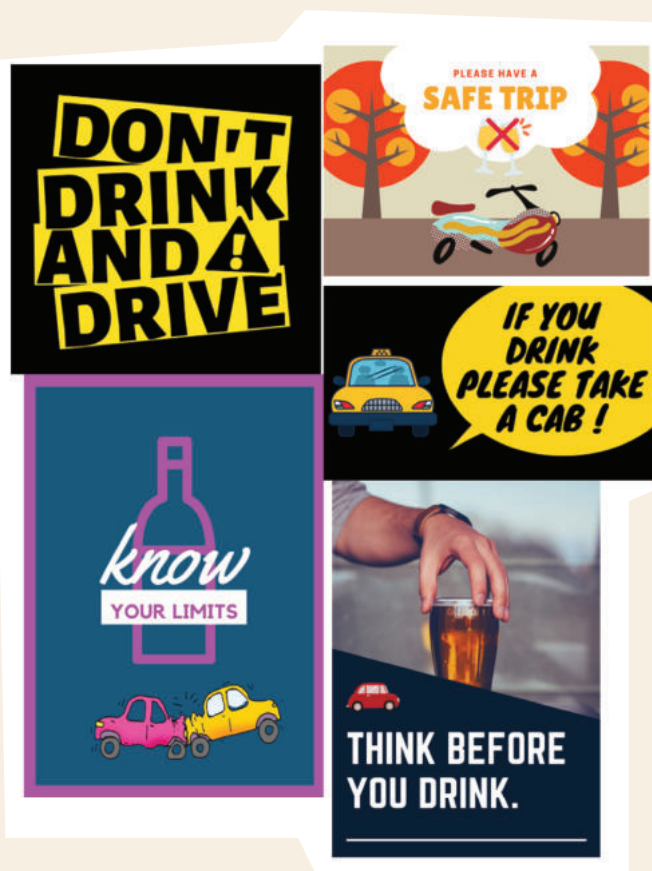
These basic rights are protected on article 7 in the Uruguayan constitution: the right to life, the right to freedom, the right to honor, the right to property and the right to work. The right to honor mainly protects the person's [] life. The right to be protected in your property states that nobody can enter your house without a judicial []. Another right protected in the Uruguay legal system is the right to work. The 8-hour work day was created in the [] century. The right to freedom has multiple versions: the right to freedom of movement, freedom of [], freedom of association, among others. Finally, the right to protect life is, in Emma's opinion the most [] right.

Responsible drinking

- * Look at the following pictures and advertisements. What do you think about them? What's your opinion about these ideas?



If you drink, you should ...
If you drink, you shouldn't ...
It isn't right to ... when you ...



Cami's aunt had an accident last week; a drunk driver hit her car while she was driving to work. Camila was very worried and she searched the Internet to read about this topic. Look what she has found.

- * Read the following article and answer some questions.


[click here](#)

1. Why is it dangerous to drink and drive?
2. Which skills can be affected when you drink?
3. How much time does it take for alcohol to be absorbed into your bloodstream?
4. Which drivers are likely to be involved in fatal crashes?
5. Which are some of the legal consequences of drinking and driving?


- * Camila is very concerned about this topic; she would like you to promote self-awareness about drinking and driving.
- * Read the article one more time and create a leaflet or brochure mentioning relevant information from the article. You have an example of how a leaflet looks like.
- * Share your work with the rest of the class.

WHY YOU SHOULD CONSIDER BEING A BLOOD DONOR


BLOOD TRANSFUSION IS NEEDED FOR




women with complications of pregnancy




children with severe anemia as a result of malnutrition



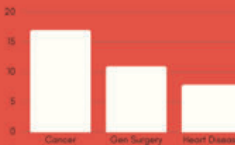
people with severe trauma following disasters




complex medical procedures and cancer patients



Every two seconds, someone in the United States needs blood, which means more than 38,000 blood donations are needed per day.




How your blood donation can be used.




Blood donation is an opportunity to contribute to someone else's good health.


BLOOD DONATION IS A SIMPLE FOUR STEP PROCESS




Registration, where you sign up and go over eligibility.




Mini-physical, where your health is evaluated.



The donation, which only takes about eight to ten minutes.



Refreshments, where you get a snack and drink afterwards.



Safe blood saves lives and improves health. It is the most precious gift that anyone can give to another person: the gift of life.

SIGN UP TO BE A BLOOD DONOR TODAY!

Responsible consumption

#livingUruguay3



In your opinion, what is responsible consumption?



For me, responsible consumption is...
I consider responsible consumption as...
In my opinion, responsible consumption is...

- ✿ Write your ideas on a sticking paper. Then, paste it on the board.



For me, responsible consumption is...

- ✿ Let's have a look at official information about this issue. Get into 5 groups and analyze the following information.

Ahora bien, importa diferenciar el consumo habitual de alcohol del consumo problemático. De hecho, una persona que mantiene un consumo habitual pero moderado de alcohol no estaría necesariamente expuesto a consecuencias negativas.¹ Por este motivo vale aclarar qué se considera como consumo problemático del alcohol o intoxicación. En Uruguay, la JND (Junta Nacional de Drogas) utiliza tres criterios para medir el consumo abusivo:

- *"Uso problemático de alcohol y dependencia; aplicación de la escala AUDIT (Alcohol Use Disorders Identification Test):* A partir de la aplicación de este instrumento se estima la proporción de consumidores que presentan un uso problemático asociado a trastornos bio-psico- sociales por uso de alcohol.
- *Ingestas habituales sobre el nivel de intoxicación:* Para medir si la persona consume habitualmente sobre el nivel de intoxicación se utiliza un indicador que da cuenta de la cantidad de alcohol que acostumbra a beber una persona en un día normal de consumo. Este indicador es independiente del indicador AUDIT, ya que, si bien este mide también frecuencia de consumo, su categorización de uso problemático requiere de respuestas positivas en otros indicadores.

¹ No obstante, se debe tener en cuenta que aunque el consumo moderado de alcohol parezca inofensivo no lo es. En Jones et al. (2008) se señala que consumos moderados de alcohol explican buena parte de las muertes para una gran cantidad de enfermedades, consumos aún bajos explican buena parte de las muertes.

- *Ingestas puntuales sobre el nivel de intoxicación:* A diferencia del indicador anterior, las ingestas puntuales están referenciadas a un período de tiempo concreto (últimos 30 días), en el cual se mide el consumo sobre los niveles considerados (aunque sea una vez).

1.2 CONSUMO DE ALCOHOL EN URUGUAY

La droga más consumida por los uruguayos es el alcohol. Esto no es un dato atípico actual sino que es una tendencia que viene aumentando en el transcurso del tiempo. En efecto, tal como lo muestran los datos en el Cuadro 1.1 con información proveniente de la Encuesta Nacional en Hogares sobre Consumo de Drogas de los respectivos años, el porcentaje de personas que declara haber consumido alcohol alguna vez en su vida pasa del 82,8 % en el 2001 a 90,6% en el año 2014.

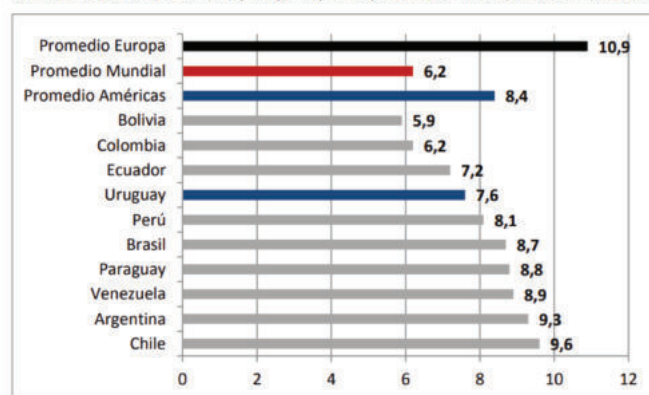
Cuadro 1.1: Porcentaje de personas entre 15 y 65 años que declara haber consumido alcohol alguna vez en la vida en los años de referencia

2001	2006	2011	2014
82,80%	74,20%	92,40%	90,60%

Fuente: Encuesta Nacional en Hogares sobre Consumo de Drogas OUD-JND.

También la encuesta reflejó que la edad promedio en que se inician las personas en el consumo de alcohol es a los 16,9 años, en tanto que la edad más frecuente en la iniciación es los 15 años. Asimismo, existen diferencias de comportamiento según el sexo de los consumidores. En efecto, como se puede apreciar en el Gráfico 1.2 los varones presentan mayores proporciones de consumidores en todos los rangos de edades en relación a las mujeres. En el caso de los varones el punto más alto es entre los 19 y 25 años, en tanto en las mujeres lo es entre los 25 y 36 años.

Gráfico 1.1: Consumo de alcohol puro per cápita de personas de 15 años o más. En litros, año 2010



Fuente: OMS: Global status report on alcohol and health, 2014.

Diagrama 1: Clasificación de los tipos y componentes de los costos sociales del alcohol

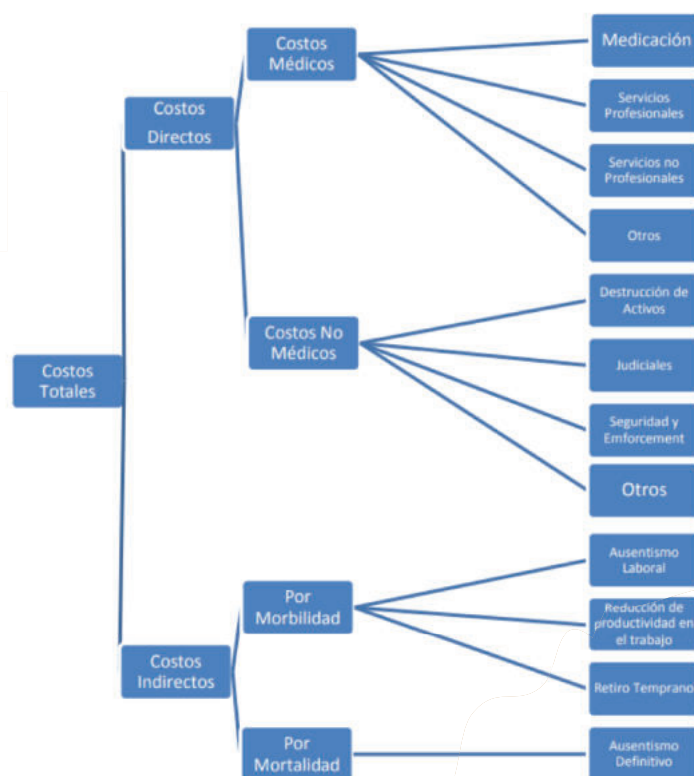
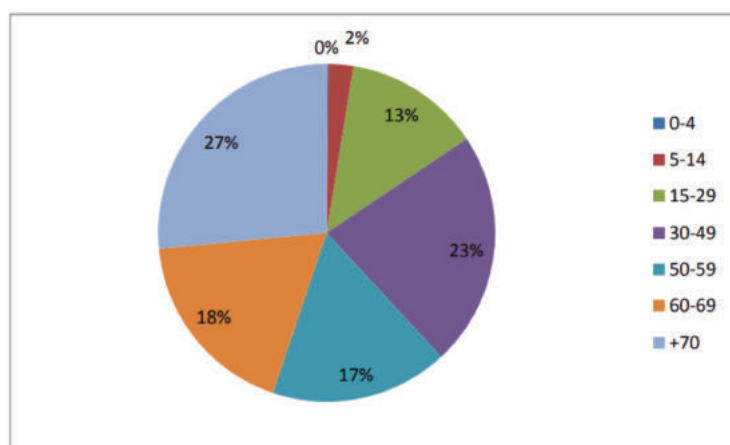


Gráfico 4.1: Muertes atribuibles según la edad de los afectados



Graphs and documents taken from “cinve”
 Documento Estudio sobre los costos (...) del
 consumo problemático de alcohol en Uruguay
[cinve.org.uy](https://www.cinve.org.uy/wp-content/uploads/2019/02/Costos-Ec-Cons-Problem-Alcohol-Uruguay.pdf)
<https://www.cinve.org.uy/wp-content/uploads/2019/02/Costos-Ec-Cons-Problem-Alcohol-Uruguay.pdf>

- * Read and analyze each group's graph or document and complete this chart, only points 1, 2, 3 and 4. Work with the math teacher to understand the graphs.

Main topic

People involved

Range of ages

Main consequences

Your opinion



I want to know more about what you think about this topic. Complete the last line of the chart. Use the S.O.S. box to help you.



The main topic / issue is...
 This problem is mainly about...
 This issue involves...
 Among the main consequences we should highlight...
 The figures show that...
 In the graph I can see...
 The document is about...
 In my opinion...
 I consider...
 I believe that...
 I agree with...

- * Each group shares the ideas of parts 1-4 of the chart.
- * Then, share the final part of the chart with your classmates.



Let's make a poll within the class, or if you prefer, include student from other groups about how they cope with social responsibilities.



Share the results of your poll with the rest of the class and with students from other groups. You can share those results in the school blog, in a brochure or on social media.



With the class and your teachers, invite the multidisciplinary team to lead workshops and lectures on the use of alcohol, drugs and having balanced diets.

How I can contribute to equality in society



These pictures are part of a task I had to do. These are the instructions for the task:



Photos by Aldo Rodríguez

"Use pictures to represent how people can contribute to equity in society. Then, write a short essay supporting your choices."



After you describe the pictures, think of the connection the pictures have with the task. Get in small groups and share your ideas with your classmates.



Let's connect these pictures with some human rights. Say which human right you can connect each picture with. Write down ideas about each photo and its connection.



- * Let's see what Lua wrote for this task.
- * Read the text quickly and label each picture including the name of the place and where it is. Write the reason for her choice.
- * Read the text again and highlight words and expressions that will be useful for you to do the task.



CONTRIBUTING TO EQUALITY



HAVING THE RIGHT TO PLAY

This picture shows a telephone with a game and people are practicing sports. It is in Dolores. I think that every child, every adolescent and every adult has the right to play. Everybody should sit and play for at least 5 minutes a day.



HAVING THE RIGHT TO BE LITERATE

This statue represents The Quijote. It is in Carmelo, Colonia. I believe that every person should be able to read and be literate. When you read, you can make informed decisions and nobody can tell you what to do.



HAVING THE RIGHT TO EAT AND WORK

This picture is in a corn field in Colonia Suiza and it has two meanings for me. On the one hand, it represents the right people have to eat and be healthy. On the other hand, it represents the right to work. These rights dignify the person.



HAVING THE RIGHT TO KEEP YOUR CULTURAL ROOTS

I took this picture in San Javier. This is a city of Russian origin. People are very happy about sharing their roots and their culture in general. These matrioskas are an example of how important people's roots are.

Photos by Aldo Rodríguez

* Now it's your turn to share how YOU can contribute to equality.

“Use pictures to represent how people can contribute to equity in society. Then, write a short essay supporting your choices.”



Use the set of rubrics for writing activities at the end of this book.

Participating in democratic life

- * Look at the following words:

Get in small groups and discuss about the relationship among these words.



democracy – campaign rally
election
vote candidate – minority
representatives
Senate president
State – Election Day
Ballot – ballot box

- * Share what you think about voting.
In which situations do we have elections?
You have some help in the bubble map.

Government

Legislature

Elections

- * Share what you think about voting.
What do you know about voting? How often do we vote? What's the procedure?
What are the requirements to vote?



* Read the following “Did you know” box.

Answer these questions.

1. What are the prerequisites to vote in Uruguay?
2. When did the first woman vote?
3. How often do we vote for our president?
4. How do you know where you vote?
5. Who is in charge of counting the votes and declaring the winner of the election?
6. What happens if you don't vote?

Did you know?



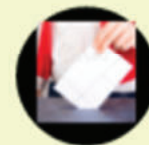
Voting is compulsory, anonymous and universal. Compulsory means that you have to vote because there is a legal mandate. If you don't vote, you are penalized.

Anonymous means that what you vote is not revealed to the public. Universal means that every Uruguayan citizen has the right to vote and elect the country representatives or take some decisions they are asked to.



Corte Electoral is the institution in Uruguay that is in charge of regulating the elections. In case of conflict, CE will solve any dispute. If you have no idea where to vote there is a Corte Electoral website where you can check the place and your voting circuit by adding your ID number.

The first woman to vote did it in 1927. Since then, Uruguay has become the most progressive country in women's rights in Latin America. You will be asked for your proof of vote ballot for any public administrative task, even when you are applying for a job.



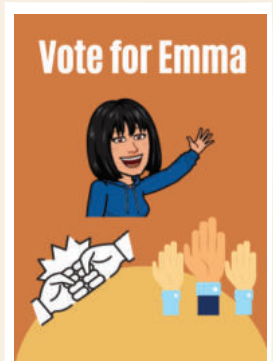
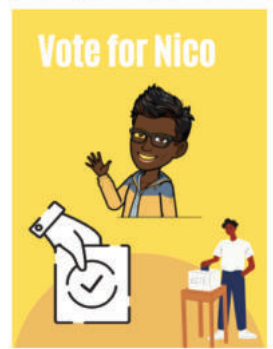
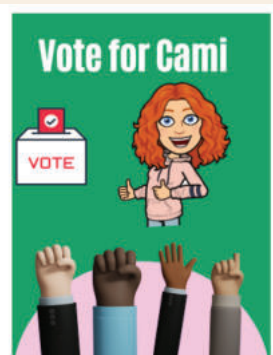
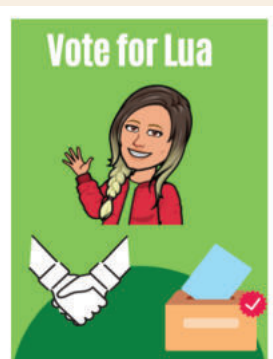
In Uruguay if the winner of the election doesn't reach up to 50 + 1 % of the votes, there is a second instance of voting between the two candidates that got the highest number of votes. Citizens vote for their President and their Mayors at different instances, usually October in a given year. and February of the following one.



* In class we already mentioned some situations in which you have to vote. Let's elect our class delegates and the counselor teacher.



- * Get in groups and discuss the characteristics a good representative of the class should have.



A good class representative should be...



The person should...
The person shouldn't...
The person must...
The person has to...

- * Choose the name of a classmate that could run as a class representative candidate.
- * Write the names of the people proposed on the board. When the list is finished, each candidate says whether he/she accepts or not

- * What would the candidates do? The candidates share a couple of ideas or proposals they would implement if they win. The candidates also listen to their voters' needs.
- * Each candidate has his/her own ballots and three teachers monitor the election. In 45 minutes they do all the process of voting.



The role of NGOs in society

- * Watch the following video. What do you think an NGO is? What are its main areas of work?



Link to the video: [click here](#)

- * What are the main characteristics an NGO has? Read the definition and identify two important characteristics of NGOs:

NGO stands for non-governmental organization. It is a voluntary group or institution with a social mission, which operates independently from government. NGOs or similar organizations exist in all parts of the world. What is considered an NGO in one country may not qualify as an NGO in another.

Adapted from:

<https://www.ngosource.org/what-is-an-ngo#:~:text=NGO%20stands%20for%20non%2Dgovernmental,all%20parts%20of%20the%20world>



I am reading this text about NGOs in the Social Science class.



- * What do you know about these NGOs?



- * Let's read with Freddie and match the logos with the corresponding paragraphs. There is an extra logo you do not have to use.



This NGO is an international, independent medical humanitarian organization. It provides medical assistance to people affected by conflicts, epidemics, disasters, or exclusion from healthcare. Their teams are made up of tens of thousands of health professionals, logistic and administrative staff - most of them hired locally. Their actions are guided by medical ethics and the principles of impartiality, independence and neutrality.

This NGO is known as the United Nations Children's Fund. It is an agency responsible for providing humanitarian and developmental aid to children worldwide. The agency is among the most recognizable social welfare, it works in 192 countries and territories. It works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. It is the world's largest provider of vaccines; it supports child health and nutrition, safe water and sanitation, quality education and skill building, HIV prevention and treatment for mothers and babies, and the protection of children and adolescents from violence and exploitation.

The goal of this NGO is to achieve a better and healthier environment by 2030. It fights to protect the planet, it promotes clean energy solutions, it supports actions to protect oceans. Part of this effort also includes reducing plastic pollution. To this end, the organization promotes #PlasticFreeFriday where followers join efforts to avoid using plastic once per week, and hopefully even more often.

Adapted from: About UNICEF | UNICEF, UNICEF - Wikipedia, [https://www.rap-tim.org/top-100-global-ngos/Médecins Sans Frontières \(MSF\) International](https://www.rap-tim.org/top-100-global-ngos/Médecins Sans Frontières (MSF) International)

- * Read the text again and complete the chart.

	Name of the NGO:	Final beneficiaries:	Actions it takes:
a.			
b.			
c.			

- ✿ What action would you like to take to help the world?



Work in groups and create an NGO, think of its final beneficiaries and actions to take.

Write a paragraph describing your NGO and create a logo to identify it.



- ✿ Prepare a video to present your NGO and the logo you created.
- ✿ Complete the following table about all the videos of the class:

[illegible]

Volunteering as part of my responsibilities



- * Read and analyze the following quotations. Find a common topic among them. Tick the topics from the list you identify from the list below.



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

Sherry Anderson

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

Elizabeth Andrew

“Remember that the happiest people are not those getting more, but those giving more.”

H. Jackson Brown Jr.

“The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves.”

Helen Keller

- * What do these quotes have in common? What do they talk about? Mark all the correct answers.

1. Helping people in need
2. Working without receiving a salary
3. Sharing time with others
4. Individualism
5. Working for the money
6. Being generous

Photos by
Aldo Rodríguez



Which quotation do you think best expresses the spirit of volunteering?



Volunteers work in different areas. Match the different areas of volunteer work with the corresponding example.

1. Culture	a. Classification and delivery of clothes and food.
2. People with disabilities	b. Sport activities with children and adolescents in neighborhood centers.
3. At risk situations	c. A theater play for children at a school.
4. Digital inclusion	d. Contributing to build houses to those who do not have one.
5. Health	e. Courses on the use of the Internet for the elderly.
6. Housing	f. Helping people with the access to public places.
7. Recreation and sports	g. Organization of activities in health centers to celebrate specific dates such as Children's Day.
8. Education	h. Helping in the elaboration and distribution of food to people who need it.
9. Nutrition and food needs	i. Cleaning of beaches or public spaces.
10. Environment	j. Visits to nursing homes.
11. The elderly	k. Visiting schools to talk about traffic regulations and the importance of respecting them.

- 1.** **c.** **2.** **3.** **4.** **5.** **6.**
7. **8.** **9.** **10.** **11.**

- * Choose three areas and think of another possible example for each one.

AREA**EXAMPLE**

- * Order them from the ones you think require more support from the community to those that require less.

- * Have you ever been a volunteer? When? What did you do? Where? How did you feel?

- * In which area would you like to participate as a volunteer? Why?

I would like to work as a volunteer in
...because I like / consider / believe...



Photos by Aldo Rodríguez

- * You're never too young to make an impact on your community.

Pick one area and find information about projects being carried out in your community. Include the place, the type of work, and the target group. You can find information in the links below or search the web for more information. Present your findings to the class.

<https://voluntariado.mides.gub.uy/presentacion>

<https://cruzroja.org.uy/voluntariado/>

<https://www.elabrojo.org.uy/voluntariado/>

<https://www.teleton.org.uy/voluntariado/>

Helping classmates overcome bullying

Emma is humming a song.
 Lua asks her about the song.
 Emma lets Lua listen to the chorus of the song:

*Don't you ever, ever feel
 like you're less than perfect
 Pretty, pretty please
 If you ever, ever feel
 Like you're nothing
 You are perfect
 to me.*



- * Do you know this song?
- * Who do you think the song was intended for?
- * Which is the relationship between the author of the song and the receiver?

* Let's watch part of this song video. Check whether your predictions are right or not.



In my opinion...
 I think that...
 I believe that...

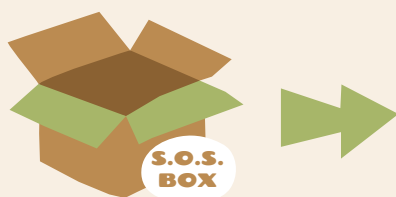
This song was written for Pink's daughter.

Made a wrong turn, once or twice
 Dug my way out, blood and fire
 Bad decisions, that's alright
 Welcome to my silly life
 Mistreated, misplaced, misunderstood
 Miss "No way, it's all good", it didn't slow me down
 Mistaken, always second guessing, underestimated
 Look, I'm still around
 Pretty, pretty please, don't you ever ever feel
 Like you're less than fuckin' perfect
 Pretty pretty please, if you ever, ever feel like you're
 nothing
 You're fuckin' perfect to me!
 You're so mean, when you talk, about yourself you were
 wrong
 Change the voices in your head, make them like you
 instead
 So complicated, look how big, you'll make it
 Filled with so much hatred, such a tired game
 It's enough! I've done all I can think of
 Chased down all my demons, I've seen you do the same
 Oh, pretty, pretty please, don't you ever, ever feel
 Like you're less than fuckin' perfect

Pretty, pretty please, if you ever, ever feel like you're
 nothing
 You're fuckin' perfect to me
 The whole world's scared, so I swallow the fear
 The only thing I should be drinking is an ice cold beer
 So cool and limed and we try, try, try
 But we try too hard and it's a waste of my time
 Done looking for the critics 'cause there everywhere
 They don't like my jeans, they don't get my hair
 Exchange ourselves and we do it all the time
 Why do we do that, why do I do that?
 Why do I do that?
 Oh, pretty, pretty please, don't you ever, ever feel
 Like you're less than fuckin' perfect
 Pretty, pretty please, if you ever, ever feel like you're
 nothing
 You're fuckin' perfect to me!
 You're perfect, you're perfect
 Pretty, pretty please, if you ever, ever feel like you're
 nothing
 You're fuckin' perfect to me

Source: LyricFind
 Composers: Alecia Moore / Max Martin / Johan Schuster
 Writers: Fuckin' Perfect © Kobalt Music Publishing Ltd., Sony/ATV
 Music Publishing LLC

- * Watch a part of Pink's speech and answer:
 - How did her daughter feel?
 - When did she feel that way?
 - What does her mother tell her?
- * There are different ways to express our ideas. Pink wants to give her daughter a message, in order to do so, she gives a speech and writes a song for her.
- * Spot which stanza of the song matches Pink's speech.
- * Watch the video of the song.
- * Identify all the situations in which the girl suffers from bullying.
- * Write one piece of advice for the situations from the video.



You should...
 You shouldn't
 If I were you, I would...
 If I were you, I could...
 If I were you, I should...

Responsibility at school

- * Have a look at this picture: What is the poster about? What information does it include? Who would read this poster? Is it important to have these kinds of posters?



- ✱ Do we have any similar one in our high school? Where? What is its purpose?

Student life is the happiest and the most crucial period in the life of a person. It is not just about attending classes in a course and working hard to learn the content of a subject under the guidance of a teacher. Student life is a stage in which a person acquires the values of hard work for better grades, discipline, punctuality, teamwork, unity, and all that will help him or her become a successful and good human being. It is a period of time that shapes an individual and prepares adolescents to face the future challenges of life with courage and strength.

As learners, students play a crucial and active role in education. They involve and interact with other students and teachers, participate in classroom discussions, and act in a receptive manner. They collect materials for learning and assignments, check on their study times, put back materials at their respective places after using them, and more. Developing excellent communication skills, being friendly and polite, and making practical applications of what they learn are some of the major roles that students play as learners in education. School is the second home for a student. Students spend a significant portion of their lives in schools learning different things apart from what parents teach them at home. To ensure that they remain safe and healthy, they have specific rights.



Photo by Simone Masullo

Adapted from: Duties and Responsibilities of Students in School | Study Tips (crunchgrade.com)



- ✱ Read the text and choose the option that best illustrates the idea of each paragraph:

Paragraph 1:

- a. At school, students learn the subject matter together with emphasis on being good citizens.
- b. The only objective of schools is learning the content of the subjects.

Paragraph 2:

- a. The importance of developing communication skills.
- b. The most important activities students do at school.

Paragraph 3:

- a. Schools occupy a fundamental place in the students' life.
- b. What students learn at home is the only thing that really matters.



These are some of our rights as students...

- **Speech rights:** – Students cannot be punished for exercising free speech rights, even if school administrators do not approve of what they are saying.
- **Immigrant rights:** – Schools are not allowed to discriminate against students on the basis of race, color, national origin, etcetera.
- **Disability rights:** – Schools cannot discriminate against people with disabilities. They should have equal access to academic courses, health services, school technologies and more.

Students are the future of a nation. Apart from having rights, students have responsibilities and duties they are expected to perform to help in the development of society. Every student has some responsibilities in the institutions where they are studying. Students play an active role in classrooms and should be active in online learning as well.

Adapted from: Duties and Responsibilities of Students in School | Study Tips (crunchgrade.com)



*

Go to one of the following websites. You will find information about rights and responsibilities of students in Uruguay.

[click here](#)

[click here](#)

- * What caught your attention? Write three things you learned from the document you chose. Did you find any similarities to the rights mentioned by Emma?

1.
2.
3.



- * These are some of the roles and responsibilities of students in classroom management. Please match the two halves of the duties:

- | | |
|---|---|
| 1. Be d. | a. neat and tidy. |
| 2. Create g. | b. with charts, posters, etc. |
| 3. Be responsible and i. | c. the teachers and the rules of the school. |
| 4. Obey <input type="text"/> | d. in their best of behaviors. |
| 5. Greet <input type="text"/> | e. the assigned work on time. |
| 6. Maintain <input type="text"/> | f. with the teachers and classmates. |
| 7. Keep the school <input type="text"/> | g. a collaborative learning environment. |
| 8. Complete <input type="text"/> | h. discipline in the class. |
| 9. Participate in the activities <input type="text"/> | i. toward the environment. |
| 10. Cooperate <input type="text"/> | j. everyone with a smile. |
| 11. Decorate the school <input type="text"/> | k. organized in the school. |
| 12. Be sensitive <input type="text"/> | l. punctual. |

- ✿ Being a responsible student implies being proactive. Being proactive means taking action by causing change and not only reacting to change when it happens.
- ✿ How can you be proactive at school? Get in groups and create a similar poster to the one in the picture elaborated by Emma and her peers to include your ideas. Stick your posters around the classroom.

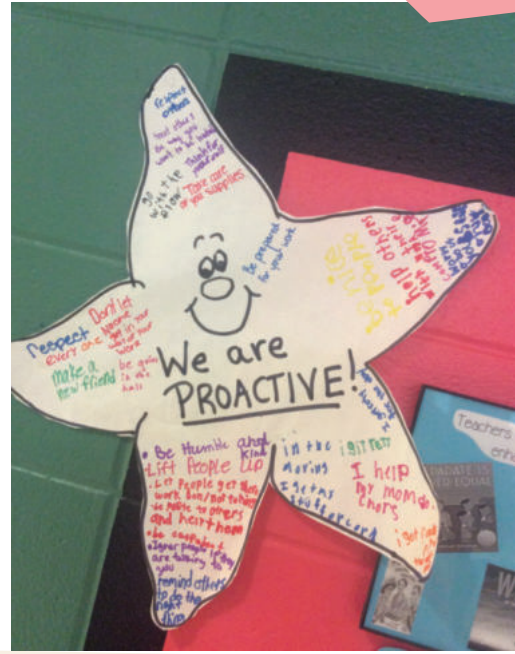


Photo by Simone Masullo

Personal care

- ✿ Look at this situation:

“The gang has just arrived from PE classes. They are all sweating and tired.”



- * There are some situations going on. Look at the list and think of possible responses to them:
1. Some classmates may complain that it's too hot in the classroom.
 2. Some classmates may feel too tired to keep on learning.
 3. Some classmates may feel uncomfortable because they are sticky or smelly.
 4. Some classmates may bully others because of their personal hygiene.
 5. Some classmates may not care.



- * Discuss which situation/s is/are more familiar in your experience.

How do you feel when situations like these ones happen?

Have you ever experienced situations like #4?

How did you feel in that situation? How did the others feel in that situation?



I felt really ashamed because...
I felt really uncomfortable with my classmates because...
I didn't like...
I was bothered by the reaction of my classmates because...

- * Camila and Simon are making a presentation for the rest of the class. It's about personal hygiene. They start with a game. Label the pictures.

1. Brush your teeth
2. Take a shower regularly
3. Use deodorant
4. Use foot powder
5. Use cologne or perfume
6. Comb your hair
7. Trim and/or clean under your nails
8. Wash your hands regularly
9. Take a bath
10. Change your "undies" and socks regularly

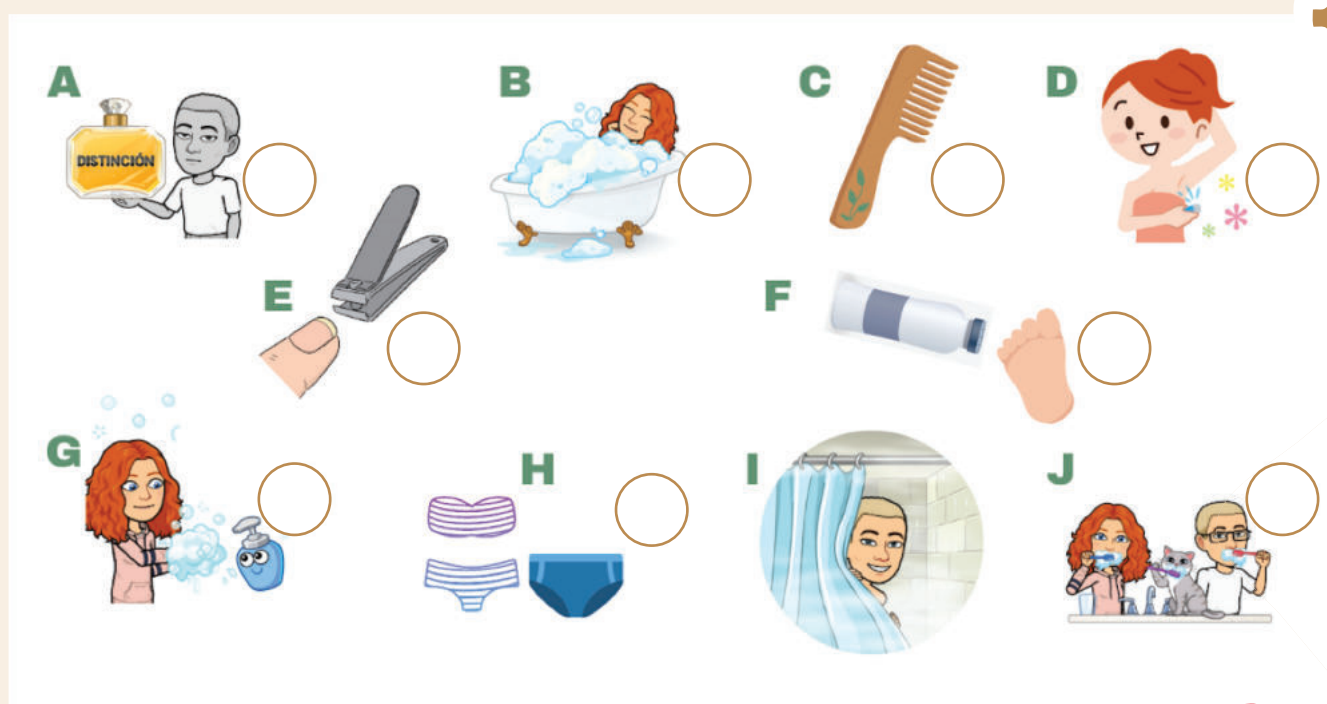


Which of these do you do to take care of your personal hygiene?



What else do you do to take care of your personal hygiene?

- * Simon and Camila have their stories to share. Listen to them talking about their experiences. Highlight the letter of the activities that are mentioned within the presentation.



- * Listen to the recording again and answer the following questions.

- Who had smelly feet?
- Who uses indigenous alternatives to deodorants?
- Who believes that hormones play an important role in all these issues?
- Who believes that eating healthily is part of the equation?

Did you know?

Some people find it very useful using lemon or baking soda instead of deodorant.

Even nowadays lemon is considered as a natural astringent and antiseptic.

It's a habit that we've inherited from indigenous people and rural inhabitants and at those times where personal care products were not so common. And they are still useful... it's worth giving it a try!

- * What can you do to improve your personal care? Think - Pair - Share.



To improve my personal care, I will...
To improve my personal care, I should...

Being responsible in society

* Lua and Nico are talking. Read the dialogue they are having.



Nico: Have you heard what happened to Sofía?

Lua: What happened to her?

Nico: She went on holiday with her family and someone broke into her house.

Lua: No way! But how could it happen?

Nico: The police think that the thieves knew they weren't home because she publishes her whole life online.

Lua: Well... I discovered she was on vacation 'cause I saw her post and photos. The police may be right!

Nico: I like publishing things but my mum says there is some information that must be kept secure. Maybe because some of my friends are her students.

Lua: Yeap! My dad always tells me that I've got to think twice before uploading a photo. He tells me I have to be careful about the place where I take the photo and to think whether my friends and relatives would agree to uploading a photo of them.

* What happened to Sofia? What do the characters think about what happened to her? Discuss with a partner.



- * Nico and Lua mention that sometimes people give too much information about their lives in social networks. Does that happen to you? Jot down some ideas. Get in small groups and share with your classmates. Did something similar happen to them?



About you:

- Have you ever gone through a similar situation?
 - In which situations do you expose yourself in social media?
 - What kind of information do you choose to share?
 - Do you share everything you do on social media?
-
- * The information we share on social media has become such an issue that sometimes even the authorities have decided to give their point of view about the topic.
-
- * Watch the trailer of the movie The Social Dilemma if you haven't watched it. What do you know about it?
 - * The Social Dilemma
 - a. Which social networks appear?
 - b. Which problems are mentioned?
 - c. What are the risks people can undergo?
 - d. In which way are social networks and real-life issues connected?
-
- * Get in pairs again and compare your answers from the previous activity with the information gathered from the video.



* What does the rest of the school have to say about this?

1. Get in groups of four (2 pairs from the previous activity).
2. Think of five questions you could ask to find information about how the rest of your classmates behave towards social media.
3. Think of five tips to share with others about being responsible in social media. Teachers can invite students to access this:

[click here](#)



Being responsible with the environment



* How do people behave regarding nature? Brainstorm ideas.

People's behavior toward nature

- * What do you think about our behavior toward nature?
- * We are only a small part of the Earth. Some people consider it Mother Earth. Around the world, people may do unusual things to invite others to take care of the environment.
- * These two pictures belong to two articles. What do you think the articles will be about?



* Jot down some ideas about them. Get in pairs and share those ideas.



- * Look for information about actions people take around the world to protect whales and rainforests.
- * Greenpeace is an organization that takes care of the environment. Look at the article that Simon found about forests. Read it and answer some questions.



Rainforests

The world's rainforests are in danger and we must look after them. When we destroy forests, we wipe out plant and animal species. If we carry on the destruction, we'll end up in a sadder, grayer world. The future won't be bright. Our children and grandchildren will blame us for doing nothing. Many people around the world do different things to draw attention and make people become aware.

Tropical forests, temperate rainforests and northern forests are essential for regulating the Earth's climate, while also providing us with fresh water and oxygen. Forests are home to two-thirds of land-based species and Indigenous Peoples. But tragically, forests are being ravaged at an alarming rate.

Biodiversity breakdown

The destruction of forests is driving a worldwide biodiversity and climate to a breakdown. Commodity-driven deforestation from raising cattle or planting soy and palm oil is a primary culprit. Mining, logging, forest fires and even climate change itself are also major culprits. Forests are home to hundreds of thousands of Indigenous Peoples who have been fighting to protect them for generations.

Also, about 30% of the Earth's land is covered with forests, which are home to more than two-thirds of the world's land-based species.

<https://www.greenpeace.org/international/tag/forests/>

1. Do forests mean a home only for animals?
2. Why are forests so important?
3. Can you mention actions that lead to this destruction?
4. What would be the main consequences of destroying forests?

- * We can promote several actions to take care of the environment. What can we do in our everyday life to take care of it?

Think of our behavior and how we can promote changes by taking some small actions around us. Come up with five ideas to look after the Earth.

I am responsible for my future

- * Look at the following picture of Simon. What can you say about it? What words come to your mind?
- * Think of ideas related to the word future.

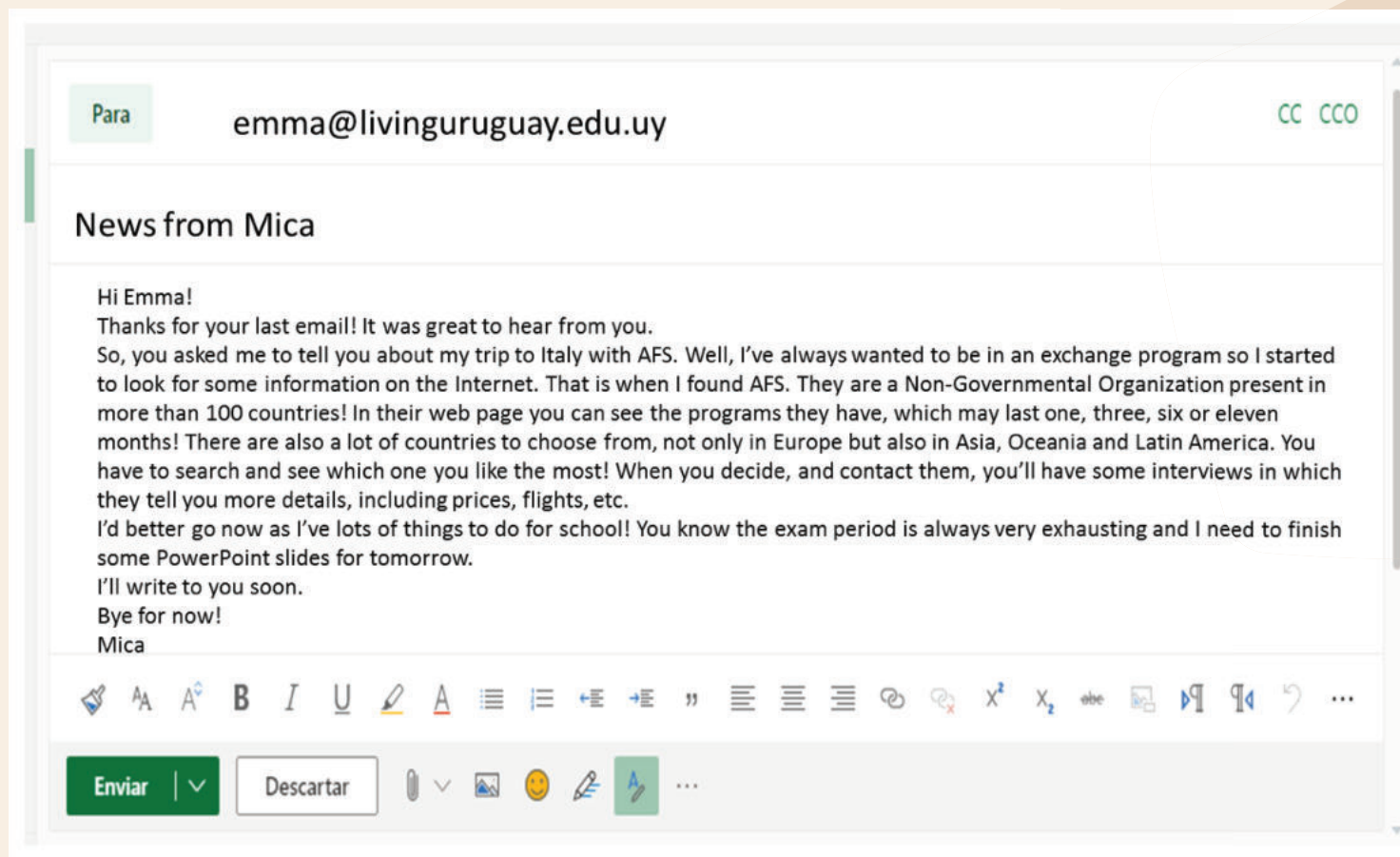


Future

- * What do you think of when you think about your future?

	Student A	Student B
Lua	Europe	
Nico	architect	
Emma	Liverpool	
Camila	actress	
Simon		The USA
Duma		vet
Ana		Disney
Freddie		carpenter

- * Emma has a friend, Mica who lives in Salto and this is the email she sent last week.



- * Read the email and answer these questions.

1. Where did Mica travel to?
2. How was she able to travel?
3. How long can people travel with AFS?
4. Where can you travel with AFS?
5. What is Mica doing at the moment?

- * Mica is planning to go on an exchange program. Have you ever heard about this kind of exchange program? Look for information about programs available in our country.

- * What do you need to do to apply for that scholarship?

You can find information in the US Embassy website:

[click here](#)



Watch the testimony of a former student that took part in an exchange program to know more about it. (Youth Ambassadors by the US Government).

[click here](#)

Projects

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

Project: Causing impact on our school.

Think of actions that could be implemented in your school to have a bigger impact on the community. Choose one of those actions, and prepare a leaflet to invite others to join them.

Project: Which of the rights do you want to know more about?

Talk with the Law teacher and get more information about the right you choose to work with. Present your findings to the rest of the class.

Project: Non-visible pandemic situations.

Look for information about situations in which teenagers suffer from cyberbullying. Find:

- ways in which teen's rights are infringed.
- ways in which teen's rights are protected.
- Uruguayan regulations about this topic.

Project – Being responsible at school.

Some of the values that should be enhanced at school are unity, empathy, tolerance, and respect, among others. This poster was created by students from the US and appears in the school playground. What values do you think are promoted? Work with your peers and think of ways of talking through a problem with a peer, come up with different ideas from the ones in the following poster, include three stages to deal with a problem. Next class you will present your poster to the rest of the class and explain new ways of dealing with problems at school.



Photo by Simone Masullo

Project- Improving my personal care.

Make a campaign promoting personal care. Create posters, brochures, videos and more. You can work with the biology teacher and with students from other classes.

Project: Protecting the environment.

Create small pictures or posters to stick in different places around the school or the neighborhood.

Unit 6

MAKING MY DECISIONS ABOUT THE FUTURE

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

- develop the four skills (reading, writing, listening and speaking).
- improve your oracy skills and your ability to turn-take and use the proper register in a dialogue.
- make informed decisions about your future.
- read, listen to and research different educational opportunities for your future.
- explore various ways of following your passion, vocation and future profession.
- work in groups and talk to people about topics of interest.
- fill out application forms and answer questions related to your future and your interests for the future.

My preferences

- * The gang is watching a TV show about teenagers' options for the future. Look at the questions that appear on the TV screen.



- * Complete the first column of the chart with your answer to the question. Share your answer if you feel comfortable with that.

What do you want to do in the future?

Reasons for your choice

Interests, abilities and skills

- * Now, think of reasons for your choice and complete the second column of the chart (only the first line).
- * Finally, make a list of your interests related to your decision as well as the abilities and skills you have.
- * Let's read what the characters want to do in the future.

- * Read these texts and complete the rest of the lines of the chart with the ideas from the characters.



I'm not very sure yet. The only thing I am sure about is studying art at Figari Vocational School. I think I will be exposed to several forms of artistic expressions there and that will help me make a decision for my life after secondary school. I love poetry but Lua's dad showed me how nice painting is. I also like drawing...You see, I am still undecided.

As you all know, I am vegan. Cooking and eating has been a learning experience for me. I have always been interested in the nutritional facts of food. I want people to raise awareness about how important what we eat is. I want to help them develop the knowledge of eating well and eating healthily.



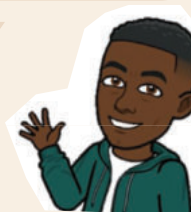
I enjoy helping my classmates and friends with their school tasks. Actually, I like teaching them new things. I think I will follow the Bachillerato in Human Studies at CES.

As you know I love sports, my favorite sport is soccer. I spend the whole day playing soccer and watching matches on TV. If I had the opportunity, I would definitely love to study something related to it. My dream is to become a professional soccer player, but I think I could also be a sports journalist.



Well, as you all now I come from the countryside and I love all rural activities. My parents own a farm so I would love to have my own farm one day. I think I could study something related to that, work hard and do my best to achieve my goal.

I like spending hours and hours creating computing programs. And I always fix my computer on my own when it's broken. I believe I will attend the Bachillerato de Informática at the nearby UTU school.

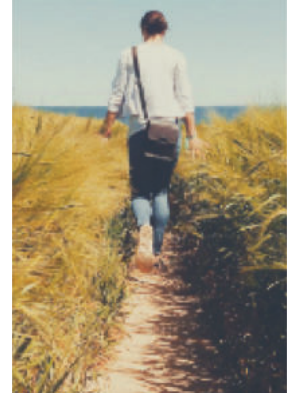


- * Imagine you are part of the conversation with the gang. Write a short text using the characters' words as examples. You should also use your ideas from the chart.



I want to be a mechanic because I love repairing and tuning cars.

**I AM CREATIVE,
HARD WORKING
AND I HAVE
MANUAL SKILLS**



- * Use the text you wrote to make a personalized bookmark. This bookmark will be a reminder of what you want to do in the future and all the skills, abilities, and interests you already have that will help you achieve that goal.

I am good at...

* Look at the following pictures. Match the pictures with the names of the activities.



Gardening

Making handcrafts

Playing music

Reading

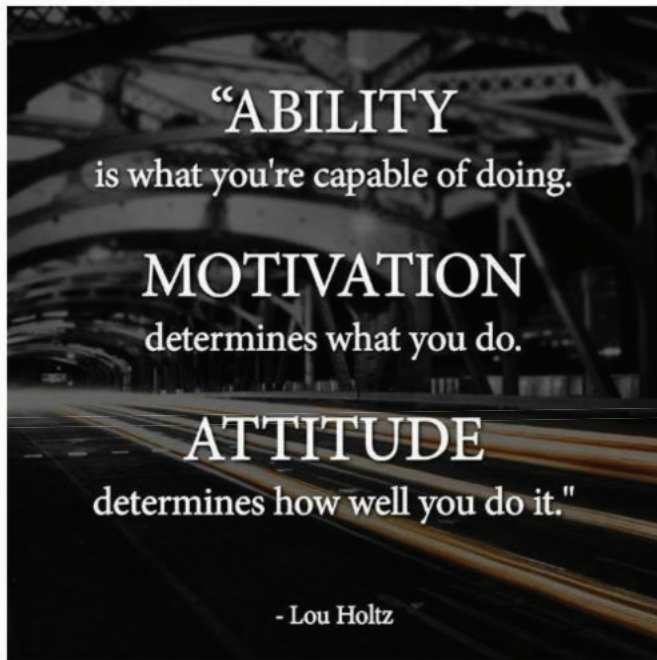
Rollerblading

* Do you remember which character was good at each of these activities? Go back to #livingUruguay1, 2 and the previous lessons of this book to check.



I think Lua loves...
In my opinion, Nico likes...
I believe Emma loves...

- * Let's take a look at the quotation I have found.



- * Think of an ability you have, which attitude you show toward that ability, and what motivates you.
- * After thinking, Camila wrote a short text about those ideas. This is her paragraph.
- * Read the text and highlight the ideas related to ability, motivation, and attitude with three different colors.
- * Answer these questions.
 - a- What is Camila's ability?
 - b- What makes her feel motivated?
 - c- What is Camila's attitude?



At first, I couldn't think of any abilities. My teacher asked me to write about abilities and she was really emphatic about the idea that we all had abilities that could make us different from the rest. She didn't mention the idea of being better, but she actually wanted us to think about our own uniqueness. I laughed about that idea. I thought I was just like the rest of my classmates. It took me a few days to find that uniqueness.

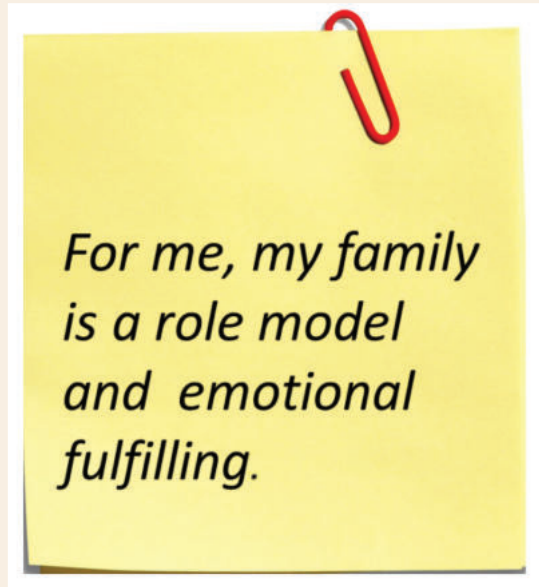
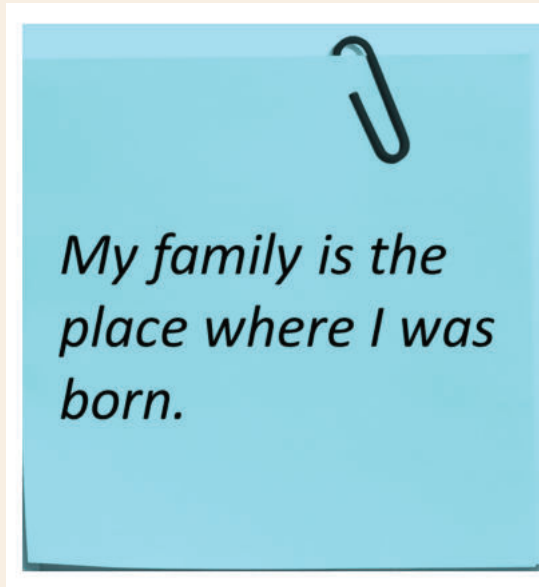
I am really good at math and I never have to study for my math test, but everything changed when mid-term tests arrived. Some of my friends were actually struggling with that subject, and at that moment I discovered I could help them. One day, during break time, I started helping my friends and they were really thankful. After the test, they said I had been really helpful and they could do most of the exercises.

- ✱ Let's think about your own abilities. Camila's teacher asked the whole group to read the quote and write a short text about it. Write your own paragraph and use Camila's as an example.



Following my family traditions?

- * Work in pairs. Think of words and then write sentences to define the word family.



- * Stick your definition on the classroom walls or where the teacher tells you to do so.

- * Choosing our class definition of family.

1. Stand up and read your classmates' definitions and take notes about common words, expressions or concepts that may appear in more than one definition.
2. Go back to your seats and in the same pairs write a general definition of family for the class. Write it on a piece of paper.
3. Stand up with your pair and start exchanging papers with other pairs until the teacher tells you stop. When that happens, read the definition and write a number (at the back of the paper) from 1 to 7 to assess your classmates' work. 7 is the highest mark.
4. Keep on exchanging papers with other pairs until the teacher tells you to stop. Read the definition and give a mark (at the back of the paper) from 1 to 7 to assess the definition.
5. Keep on exchanging papers with other pairs until the teacher tells you to stop. Read the definition and give a mark (at the back of the paper) from 1 to 7 to assess the definition. When you finish, add all the three numbers.
6. The definitions that are close to 21 are the ones the class chooses as theirs.
7. Copy the definition/s the class chooses on your notebooks.



* Let's listen to the song "We are family" by Sister Sledge.

- Listen to the song and check if any of the words you identified in your classmates' definitions appear in the song.
- Did any verse call your attention?
- These are some quotations from the lyrics of the song. What do you think about them?
 - "we fly just like birds of a feather"
 - "Have faith in you and the things you do. You won't go wrong"
 - "high hopes we have for the future. And our goal's in sight"
 - "We're giving love in a family dose"

- How do you like these phrases?
- In which words or expressions does the singer make reference to her family?
- Is she satisfied with her family? Why?
- Which family traditions does the singer follow?

* There are four flipcharts with some questions on the corners of the classroom. The questions are...

- What did you like most about the song?
- What words or expressions best define your family?
- What traditions are there in your family?
- What similarities can you find with the lyrics of the song?

* Answer them anonymously on a sticky paper and then stick them on the flipchart.

* Let's work with what you answered in question c.

A family tradition I like.

A family tradition I follow.

A tradition in my family I'd like to change.

* Is it important to follow family traditions? Why?

How to manage my economy

#livingUruguay3



Do you think money is important? Is it important in your lives? In what situations?



- * These can be some of the activities you spend your money on. Label the pictures.

How do you spend your money?

traveling - buying computer games - buying shoes - going to the cinema - buying cellphone apps - going dancing - going shopping - attending music lessons - buying clothes - going to the barber shop / hairdresser - buying books - eating out - buying computer devices - buying sport equipment - going to the theatre



1.



2.



3.



4.



5.



6.



7.



8.



I spend most of my money on...

I spend a lot of my money on...

I don't spend much money on...

I spend a little money on...

I think spending money on... is to waste your money.

I believe spending money on... is a good use of money.



9.



10.



11.



12.



13.



14.



15.

* Lua is thinking about a good way of managing her money, so she is reading this article for teenagers. Read it and match the titles with the corresponding paragraphs:

- a. Ways to earn pocket money
- b. Ways teenagers can budget
- c. Financial responsibility
- d. How to save money
- e. Pocket money



How to manage your money.

1.

It's important that you recognize the value of money and understand that it's not an unlimited resource. Having the freedom to manage your own budget will teach you two valuable lessons: only spend what you can afford, avoid the pitfalls of unplanned expenses.



2.

How much pocket money you have isn't important, but having even a small amount of money regularly is a great way to learn how to manage it. Even better, why not earn your pocket money with tasks that prepare you for your first job?

3. a. Ways to earn pocket money

You could earn pocket money in many ways, such as these: doing chores around the house, looking after pets or taking neighbors' pets for a walk, cleaning cars, babysitting, selling items you no longer want online, doing odd jobs for people you trust.



4.

Here are some ideas to help you get in the budgeting habit:
Find a free budgeting app – many of these apps make budgeting fun by tracking goals and progress. Gamification – using gaming elements for real-world tasks can work really well.

Use three jars – when you get your weekly pocket money or allowance, divide it into three categories: needs; wants; and a fund for unexpected costs.

5.

Saving can be as simple as deciding to put aside a certain amount each month for a rainy day. When deciding how much to save from your wages, consider the following: How much are your weekly (necessary) expenses?; How much does your social life cost?; Are you saving for anything in particular?; What is your ideal "rainy day" fund?; How much is your income?

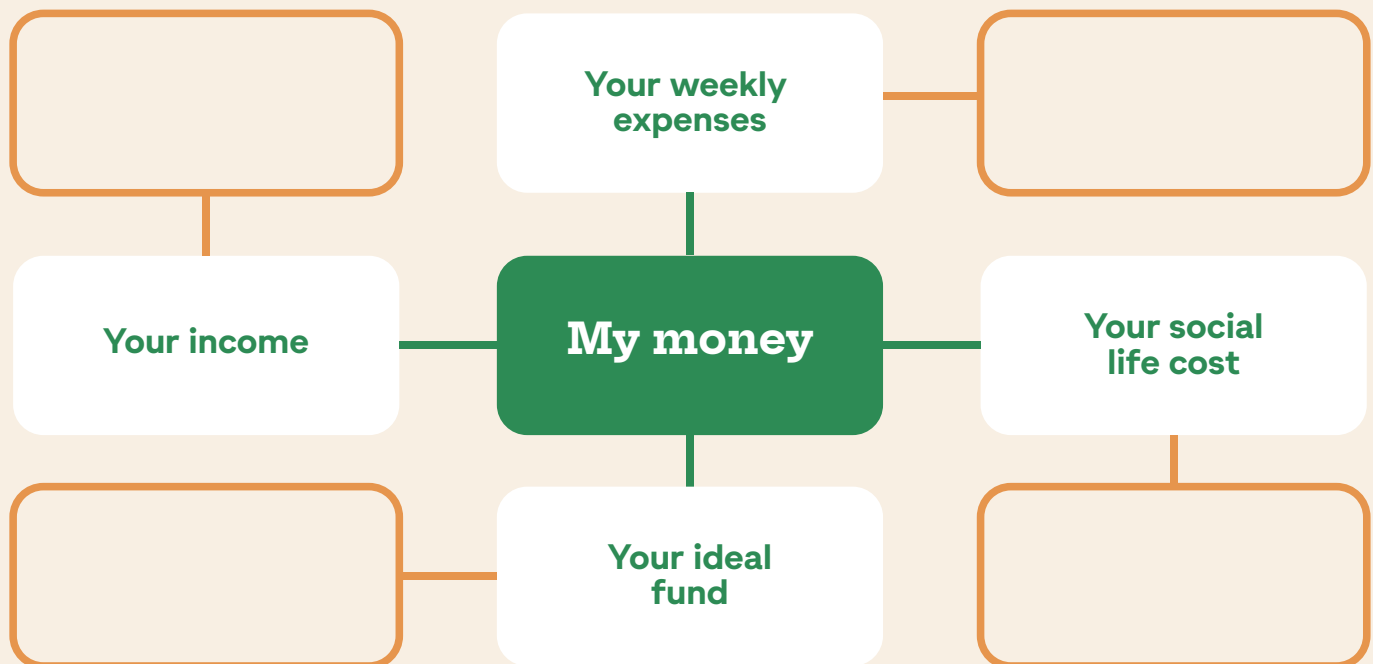
* Answer these questions?

1. Why is it important to manage even a small amount of money regularly?
2. Have you considered one of the options mentioned in the text to earn some money? Which one?
3. Is saving money too difficult?

* Complete the mind map with information about the way you manage your money. You can write down the activities you do to spend that money, for example: I eat out with friends once a month (\$400).



Managing my money



* Now that you know the amount of money you spend, how much money can you save per month? Write some ideas about this.

My family and my future

- * Today there are some visitors to the class. Can you recognize them?

I am Nico's mother. My name is Teresa and I am a teacher.

I am Nico's father. My name is Ismael and I am a handyman.

I am Lua's mother. My name is Dolores and I am a scientist.

I am Lua's father. My name is Salvador and I am an artist.



- * These people are today with us to talk about their vocation, their profession and how their families influenced their decisions.



- Get in groups of 4. (4, not 5).
- Read about one character's relative and get:
 1. What he/she does.
 2. The reason for his/her choice.
 3. The challenges he/she faced.
 4. How family influenced or not his/her decision.

Hi everyone! Well... as most of you may know I'm Salvador and I'm Lua's father. It's a pleasure for me to be here.

Well... I like drawing, painting and playing with shapes and colors since... well... since my very first memories. My parents used to ask me what I wanted to be in the future and they weren't satisfied with my answer about being an artist. At school my higher grades were on every subject related to the arts. It was only then when my parents realized that being a painter was a passion and that there was no other possibility.

But expectations versus reality.... there was no place to study arts in my hometown. So I found out that I could study at Pedro Figari CETP school.

I talked to my parents and we applied for a government scholarship to enter that school. It was hard and very competitive; there were a lot of documents to fill in, duties to accomplish, and entrance tests to sit for. But I finally got it.

It was a harsh path but it was worth it. I could follow my dreams and I could blend my passion with my occupation.



Hi, and thanks for the invitation. I am Teresa and I am a teacher. To be honest, I didn't want to be a teacher but I didn't want to move from my small town. When I was an adolescent like you I thought that teaching was not my cup of tea. However, when I started attending the teacher trainer institution I discovered that I liked it more than I thought. Nowadays, I can tell you that I enjoy the contact with the children and sharing what I know and what I don't know with them. Sometimes, we learn together.



For example, last year I worked in a rural school and we launched a program called Ingles Sin Limites. With it, I learned English with my students, it was so much fun! To be a teacher you need to be empathetic with others and you need to study a lot, and more importantly help your students become independent learners.

Hi! I'm Ismael and as you know I'm Nico's father. Everyone calls me Isma. Nico asked me to come to school and talk to you about what I do for a living. I am a handy man and I have strong abilities to fix everything at home. At a certain point of my life I couldn't realize that it was something I could exploit to earn a living. When I was pretty young I used to help my parents at home and they were the ones that encouraged me to study carpentry at UTU.

There was an UTU three or four blocks away from home and I decided to study there. It was love at first sight. Right away, when I started the course, I realized I could sell the products I made and that was awesome. After graduating from the carpentry course, I also studied Electrical Systems. At this moment, I am one of the managers of a division at the local County Hall.



Hello! Can you hear me well?

My name is Dolores but people call me Lola and I am in the US. Thanks for the invitation to share my story. I always loved science. When I was a child I always watched documentaries about science on TV and I always volunteered to do science experiments at school. When I grew up, I studied chemistry at university. I carried out research all my life and I wanted to know more about my profession. For that reason, I applied for a Fulbright scholarship to earn a master's degree in science...and I got it! I traveled to the US last year and I have been here since then. I am at Northern Illinois University, a public university in the midwest of the US. I live in a city called DeKalb and I have met people from all over the world.

The opportunities for research now are many more and I have made partnerships with some colleagues to expand the topics I work with.



With my Armenian friend I conduct research on how plants grow healthier and taller. With my Chinese friends I conduct research on the impact of technology in science. It's fascinating. My job demands a lot of rigurosity and hard work but the results really pay off.

Important! Lola is studying thanks to a Fulbright scholarship. You can find opportunities of personal growth at the Fulbright Commission in Uruguay website. Here's the link to your future:

[click here](#)

- 

-

- ✱ Perform the dialogues.



Real opportunities today



Have you ever had a job opportunity?
Do you think teenagers have job opportunities?"

Imagine you want to get a job.
What step would you follow?

* Put the steps into the correct order:

I got a job!!!

Look for a job

Go to job interviews

Get to know myself. Think about the job I would like to perform. What is my working profile?

Write my CV (Curriculum vitae)

- * One of the steps to search for a job is to discover our working profile. Let's discover it.
- * Not everyone has the same interests. Not everyone is the same. Not everyone knows how to do the same things. Not everyone can do the same things.

What?

Attitudes

What am I like?

E.g. I am creative.

Knowledge

What type of knowledge do I have?

E.g. I know how to use different materials and drawing techniques.

Abilities

What things can I do?

E.g. I can draw and create comics.

That's why we can say that there are different working profiles. This means that during our lives we choose what is appropriate for us and what is not appropriate for us. The working profile is directly related to our studies or training and to our competencies.

- * Let's see different working profiles. Which one do you think fits you the best according to what you wrote on the table?
- * Choose the jobs/professions from the box that match the corresponding profile. Add one more to each category.

detective - teacher - receptionist - scientist - personal trainer - secretary - interior designer - nurse - ballet dancer - carpenter

- * In the table, you will find five different profiles. Classify the professions in the previous box into the five profiles.

Vocation of service

Administrative

Analytical

Sporty

Artistic and creative

Did you know?

In Uruguay there's a law that protects and regulates youth employment. It is law #19.133. Find the law in this link: Empleo Juvenil – IMPO

<https://www.impo.com.uy/bases/leyes/19133-2013>

From your point of view, do you think there is another article that would be important to include in the law? Discuss with a peer and write the article. You can ask the teacher of Social Studies for some advice.

- * Read the law on the Internet and decide if these statements are true or false:

1. If you are 14, you can work. ☐
2. The law includes people of up to 29 years old. ☐
3. If you are under 18 and you want to work, you need a special card that is given by "Instituto del Niño y Adolescente" in Uruguay. ☐
4. The employers have to offer training to the youth. ☐
5. This law doesn't offer practice for people that finished their studies. ☐
6. Private companies get benefits if they hire young people. ☐

My true vocation vs profession



Think of an activity /job that you would like to do in the future.
Why do you want to do that? Look at what my friends have to say.

I would like to be a computer science programmer because it's useful for the future of humanity.



I would like to be a vet because I love animals and working in the countryside.

I would like to be a teacher because I think teaching is a great social activity.



I would like to be an artist because I think it is a great way to express my feelings.

I would like to be a personal trainer because I think sports are great for life and health.



- * Get in pairs and share what you want to do and why.
- * Introduce your choice for the future in a mentimeter poll. After a minute, there is a cloud containing all the answers from the class.
- * Think of people you know, is their vocation the same as their profession? What about their job? Do the people you know like the job they have?



For example, I always wanted to be a lawyer, but I discovered that I loved teaching so I changed professions because I discovered that my vocation was teaching. Now, I am your teacher. So my vocation, my profession and my job are the same and I love them.

- * Let's read an interesting article I found about the topic.
Read the title of the text and predict what it will be about.



Vocation vs profession vs job

Vocation is what we love to do, what we want to do in a superlative way, what we enjoy doing a hundred percent, our passion. As Julia Child said you have to "find something you are passionate about and keep tremendously interested in it". However, there are several variables that influence the pursuit of our passion.



On the one hand, there can be situations affecting our persistence because sometimes we cannot do what we want or what we love. The reasons can vary; sometimes it is because we do not have the opportunity to study, due to geographical distance, lack of economic resources or just because people do not want to live apart from their families. These are some of the reasons why some people get straight to working or studying something that is not their passion. That is what we call our profession. This means that our vocation is not always the same as our profession.

On the other hand, there are times in which our vocation has limited opportunities in our society. For example, if you want to be an archeologist in Uruguay, you can pursue your vocation. Yet, there will be limited space to work. In other cases, the profession we want to pursue is not well paid and we just do it as a pastime. What can this situation cause? Sometimes we work in a job that we do not love, and that makes us feel unsatisfied or even frustrated due to the fact that we just work for economic reasons. This situation can lead to stress, unsatisfaction, or boredom.



A clear example of this situation is the people who are entrepreneurs, who love what they do, but they cannot always make a living out of it. And they need to get another job which is not so attractive to them, but allows them to live without any financial issues.

Nowadays, more and more people can tie their vocation to their profession. In countries like Uruguay, education has decentralized and there are educational opportunities in various parts of the country. This implies that no matter what people want to study they can do it at a close by institution. Traditional professions are not currently the most popular ones, there is a wide array of new professions that are common these days. In addition to this, there are more opportunities to become autonomous entrepreneurs and in this way start or create your own business.



Almost every successful person begins with two beliefs: the future can be better than the present, and I have the power to make it so.

David Brooks

* Read the text and answer some questions.



1. What do we understand from the word vocation?
2. Why do some people work in a job they do not like?
3. Does working in something you do not like mean a problem? Why?
4. Why is the worker mentioned in the text unsatisfied with his/her job?
5. Is it possible nowadays to tie your vocation to your profession? Why?

* Pay attention to the following extracts from the text:

“In countries like Uruguay, education has decentralized and there are educational opportunities in various parts of the country.”

“...no matter what people want to study they can do it at a close by institution.”

“Traditional professions are not currently the most popular ones; there is a wide array of new professions that are common these days.”

“In addition to this, there are more opportunities to become autonomous entrepreneurs and, in this way, create your own business.”



I want to know your opinions about these ideas. Let's work in smaller groups. Get into 8 groups. 2 groups choose phrase 1, 2 groups choose phrase 2, 2 groups choose phrase 3 and 2 groups choose phrase 4. Search for information to support those ideas.



The groups with the same extract get together and exchange ideas.

Think about your family members:

- if they planned to do what they do.
- if they feel happy because of their activity.
- if they thought about their possible future activities.

* Now think about your future vocation, profession and job and create a bookmark.

*For example: I like painting. I would like to be a famous painter.
I like football. I would like to be a professional football player in Europe.
I like ballet. I would like to dance in the "Sodre".*

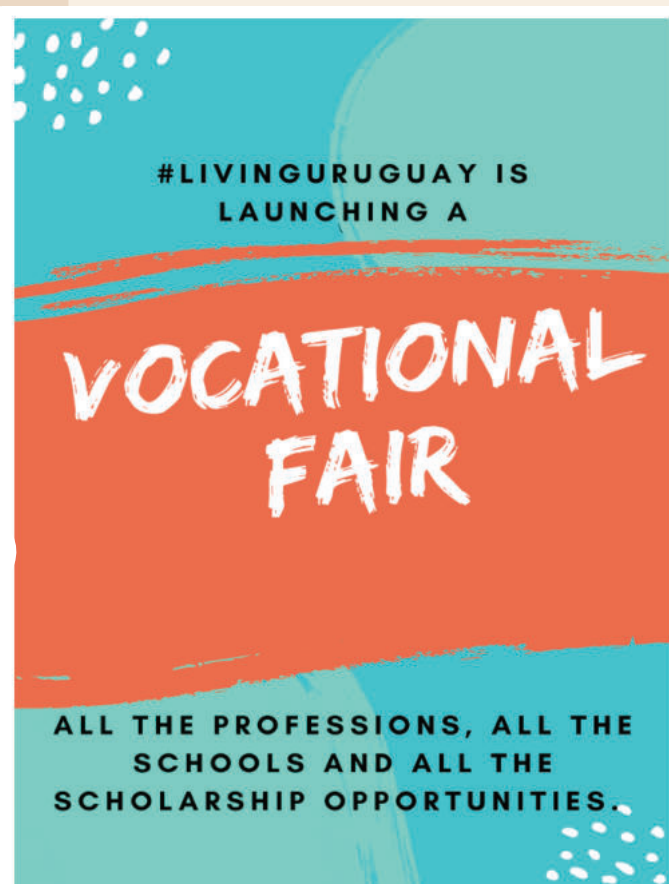
Vocational fair



We received this invitation for all of you who will attend bachillerato next year. You should pay a visit.

Have you ever been to a vocational fair before? What activities do you think you will find there?

- * Think of activities you will find there and take some notes.
 - * Get in pairs and share your notes with a classmate.
 - * Have you thought of the same activities? Have you thought of different ones?
-
- * At school #1 in Young, the vocational fair has taken place for years. Read this text.



Vocational fair at High School #1 in Young.

There is a long tradition of launching a Vocational Fair at the end of the year. The purpose is to give students the chance to see all the opportunities to study. There, you can find not only options for CES but also for Vocational Schools.

Students who attend the fair will do various activities. They are expected to play games, read posters, share ideas with their mates, and listen to experts talking about their professions and what they do in their everyday living.

#livingUruguay interviewed Ana, the principal of the school and she said, “for us, it is very important that adolescents make an informed decision of what they want to study later.” She also added that “all the students from the middle schools and the UTUs join in this project. It is a project of real integration with the community, and mainly, with the students”. Verónica, a teacher who is part of the organization, explains that students experience different types of activities and they enjoy playing while they think about their future. Alice, another member of the organization team, advises all students to attend because the fair will be truly inspirational for them. “And,” she adds, “we have been launching this fair for several years now and students are thankful for it. They take it seriously and the fair is the kick off moment for their decisions about the future”.

- * Emma wants to go to the High School #1 Vocational Fair in Young. She has some questions about it. Read the text and answer them.

1. What is the aim of the Vocational Fair?
2. What type of educational opportunities can you find there?
3. What activities can students do there?
4. Which is the target audience for the fair?
5. Who organizes the fair?
6. What do Veronica and Alice think about the fair?

Did you know?

The Vocational Fair at High School #1 in Young was created with the initiative of a student named Magdalena Domínguez.

- * In the Vocational Fair you can learn about different careers and jobs. Let's see how much you know about certain jobs. Now get in 6 groups. Take turns and perform the following activities.



* Game 1: Guess the jobs of these people:

Someone who puts out fires.
Someone who serves food.
Someone who grows crops.
Someone who sells meat.
Someone who helps you apply the law.
Someone who cleans buildings.
Someone who catches and sells fish.
Someone who cures people.
Someone who bakes bread and cake.
Someone who travels into outer space.
Someone who catches criminals.
Someone who acts in movies.
Someone who helps a doctor.
Someone who makes computer games.

* Game 2: Compare the professions:

teacher - policeman
doctor - gardener
lawyer - builder
dentist - engineer
farmer - policeman
waiter - cook
artist - secretary

* Game 3: What is the wrong option?

1. I am a nurse. To work I need
 1. A pen light
 2. Nursing scissors
 3. Pliers
2. I am a builder. To work I need
 1. A hammer
 2. A towel
 3. A trowel
3. I am a secretary. To work I need
 1. A computer
 2. A car
 3. A screwdriver
4. I am a doctor. To work I need
 1. A board
 2. A stethoscope
 3. A brush
5. I am a gardener. To work I need
 1. A rake
 2. A cellphone
 3. A fridge

- * Game 4:**
Look at the jobs and mention three skills you need to perform the job.



	Skill 1	Skill 2	Skill 3
Chef			
Referee			
Carpenter			
Electrician			
Nurse			
Courier			

- * Game 5:**
Draw the equipment you are given.

Shovel	Gardening gloves	Watering can	Rake
Spade	Knife	Saucepan	Microwave oven

- * Game 6:**
What are the rules at work?
Complete the rules with appropriate ideas.

1. To be a dentist you should ... but you shouldn't ...
2. To be a vet you should ... but you shouldn't ...
3. To be a teacher you should ... but you shouldn't ...
4. To be a farmer you should ... but you shouldn't ...
5. To be a doctor you should ... but you shouldn't ...
6. To be a lawyer you should ... but you shouldn't ...
7. To be an artist you should ... but you shouldn't ...

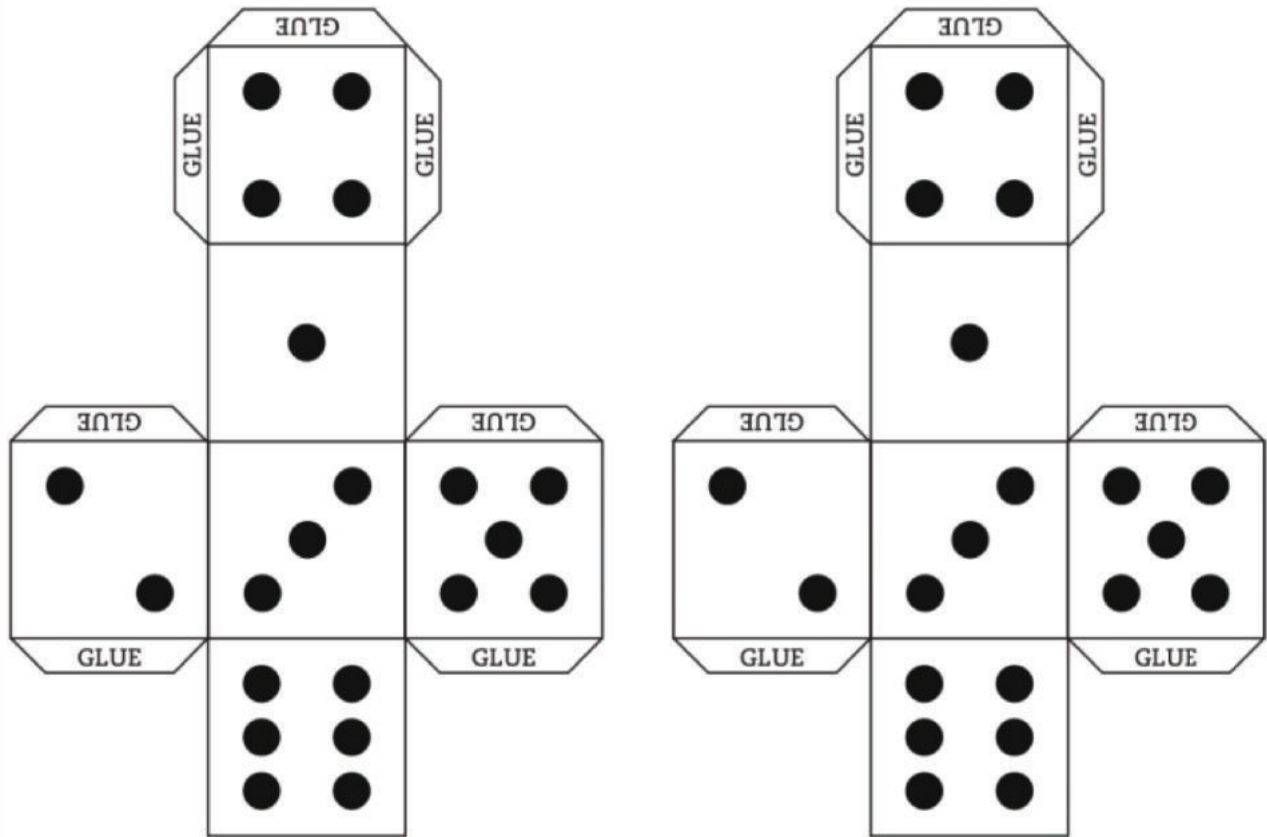


- * Playing a game altogether: In small groups, play this board game. Each group should have a different color. Throw a dice and follow the instructions in each square. The team that finishes first wins the competition.



Mention three people who work in an office.	What should a teacher do and what should not do?	Guess the job with the clues a member from another group will tell you	Miss a turn	Say the skills you need to have a job a classmate from another group will tell you.	Mention three people who work in a factory
Say the skills you need to have a job a classmate from another group will tell you.	<div> <div>Miss a turn</div> <div> <div>Finish!</div> </div> </div>				Guess the job with the clues a member from another group will tell you
Compare the two jobs you will be given by a member from another team.					Compare the two jobs you will be given by a member from another team.
Guess the job with the clues a member from another group will tell you					Miss a turn
Start					

- * Dice and game template taken from:
<https://americanenglish.state.gov/resources/activate-board-games>





Technical education and vocational schools

- * There are some situations going on. Look at the list and think of possible responses to them:

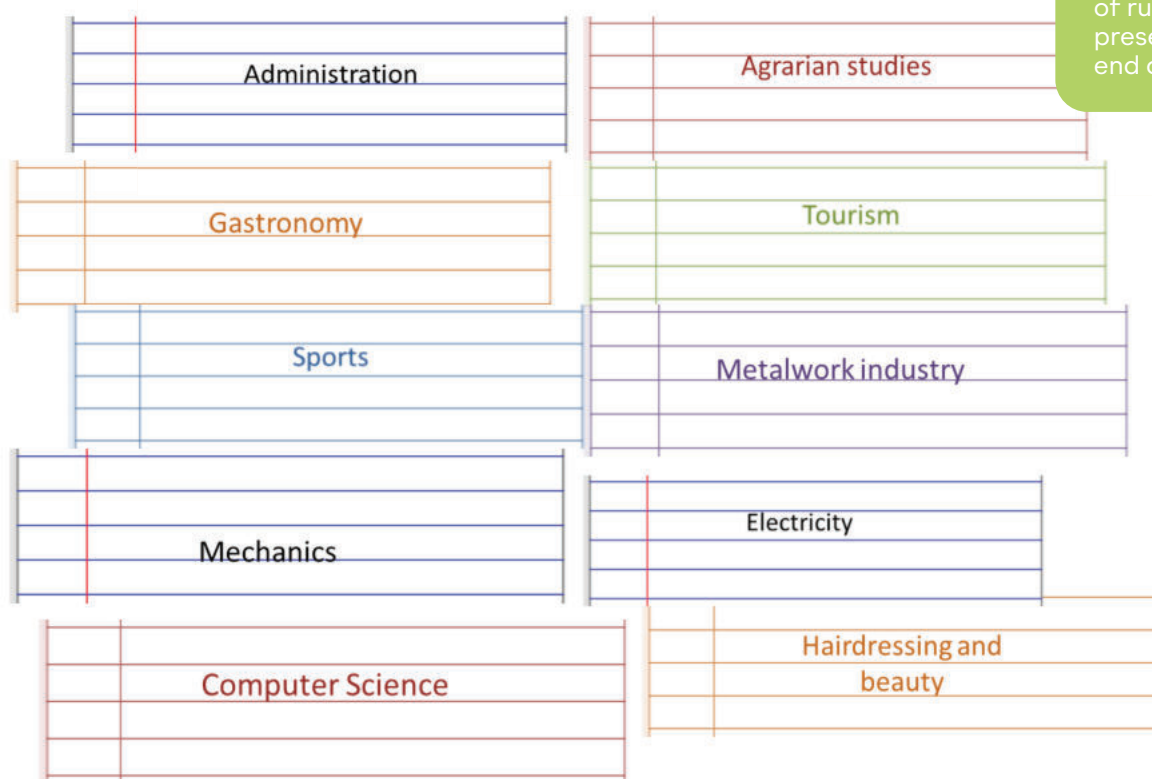
1. What is your favorite subject or area?
2. What are you good at?
3. Which is your main ability?
4. What do you want to study in the future?



Thinking about the future can sound like a distant idea, but when you finish Middle School there are plenty of options you can choose at Consejo de Educación Técnico Profesional.

1. Carry out some research in groups.
2. To form the groups, take a paper out of a bag. The different groups refer to different options you can study at UTU.
3. Go to: <https://www.utu.edu.uy/utu/propuesta-educativa> 
4. Find information about:
 - Subjects and allotted time:
 - What you can study after finishing the course.
5. One member of the group shares the group findings to the rest of the class.

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



- * One of Nico's cousins studied at UTU. Let's listen to him and see what he studied.

He studied .



* Listen to him again and answer the following questions:



1. What is his name?
2. Where did he study?
3. When did he finish his studies?
4. What did he do afterwards?

* Listen to him for the third time and find out what skills he needed to succeed in his studies.

The skills he needed are:

Project: What I want to study at UTU.

You have to go to the website (<https://www.utu.edu.uy/utu/propuesta-educativa>) and read about the different options you have to finish your high school in a vocational school.

Choose one option and say why you chose it and what you want to study or do afterward. You may want to set up your own small business or you may want to pursue a university level profession. It's up to you!

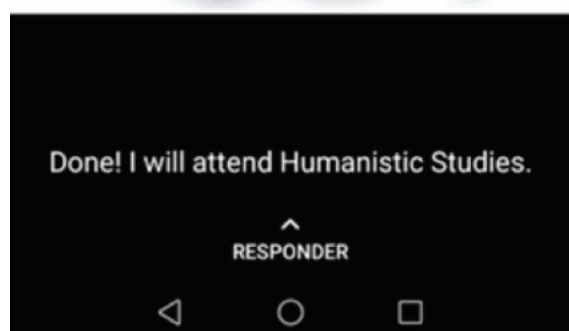
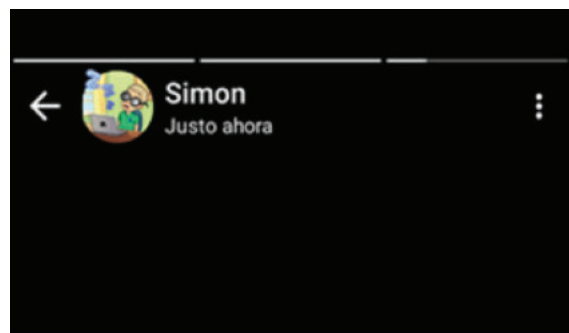
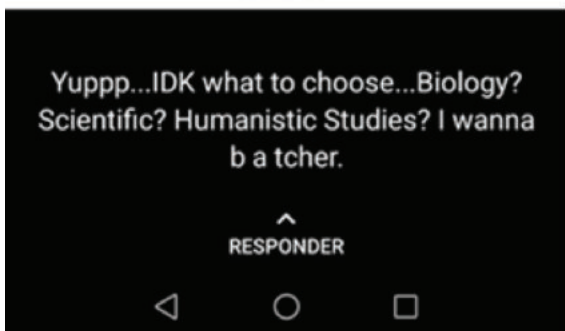
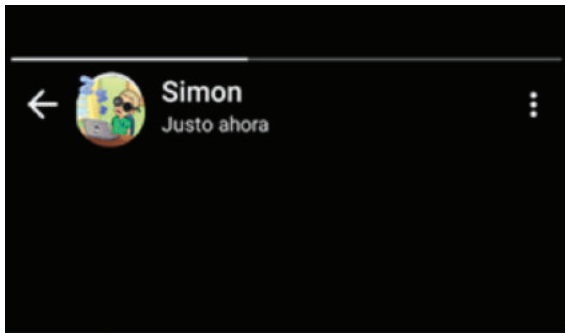


ANEP

CONSEJO
DIRECTIVO
CENTRAL

Secondary school

* Look at what Simon has published on social media. Read it.



* Answer.

1. How is Simon feeling?
2. What is his problem?

* How do you feel about moving forward to high school?

- a. Do you feel happy?
- b. Do you feel insecure?
- c. Do you feel reluctant to move forward?
- d. Do you feel excited about meeting new people?

- * Simon is relieved that he decided what to do. Look at what he tells Emma.



18:23 PM

100 %

Hi Emma! I'm so happy now. I've been thinking about what I will study next year. I have decided to choose humanistic studies for my high school. I'm still undecided about what subject I will study to become a teacher but I think it will be history. I loved the lesson in which we learned about Piria, or the one we talked about Indigenous people, or the one we talked about immigration in Uruguay. I am good at arguing and I am good at reading long hours. You know, math is kind of my weakness but I study hard to understand it...and I succeed.

Hi Simon, what's up? Happy to hear that. I will attend biology lessons because I wanna be a doctor. But remember that next year we will be in 4th grade and we might be together. We will take different courses in 5th. That's great news!

- * Answer these questions about what Emma and Simon have decided.

1. What has Emma decided to study? Why?
2. What has Simon decided to study? Why?
3. What are Simon's strengths to support his choice?

- * In the text, Simon made some statements. Do you agree with them? Use the SOS Box to help you. Find a partner to talk.

1. Math is my weakness but I study hard and I succeed.
2. I will attend Humanistic Studies because I wanna be a teacher.
3. I liked the lesson about indigenous people.
4. I am good at giving arguments.
5. I am good at reading long hours.



I agree with Simon because...
 I don't agree with Simon because...
 I partially agree with Simon because...
 I totally agree with Simon because...

- * What options do you have at CES?

- * Simon wants to attend humanistic studies and Emma wants to attend biology studies.

What other areas can you study?

What subjects do you have in each of them?

What careers will require one option over another one?

- * Research on the multiple options they have at CES:



- * Invite guest people who have attended the different options to your class. They will give you more information about them. Invite students from 5th and 6th to go and talk. Get in pairs and think of three questions you would ask them.

Question #1

Question #2

Question #3

- * Visit the local or closest high school to get to know it and learn more about each option.

School I will visit

When I will visit it

Time I will visit it

Person contacted

My areas of interest

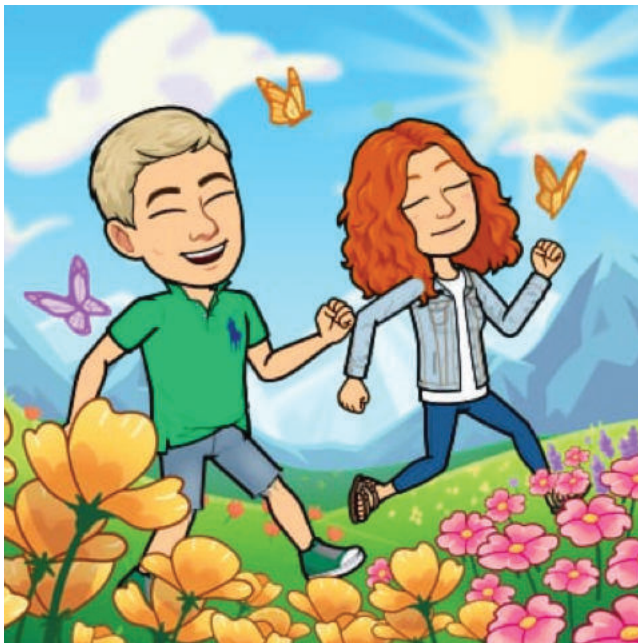
Way I can get there

Questions I want to ask

My future studies poll

- * Find out how many of you plan to continue your studies at CES, CETP or if they plan to choose other options. Use any electronic app to carry out the poll.

Agricultural rural schools



Hey Simon! You know how much I love the countryside. I used to milk the cows, weed the garden, and plant. I am inclined to study something related to the countryside. Do you know where I can study?

Sure, have you heard about Agricultural schools from UTU?

- * Look at this map. On the map there are some of the Agrarian schools we can find in Uruguay.

You can find information in these links:

[click here](#)

[click here](#)



- * Work with a partner and find where the closest Agricultural Vocational School is. Find information about it and see what you can study there.
- * Which Agricultural Vocational Schools are for middle school and which ones for high school?

- * What can you study in each of the Agricultural Vocational Schools you found? There are schools that specialize in cattle-breeding, others in dairy farms, etc.
- * Choose one school that might be suitable for Camila.

Did you know?

Uruguayan Agricultural Vocational Schools have some areas of specialization according to the part of the country they are located. For example, the Agricultural Vocational School in Treinta y Tres specializes in rice because it is an important crop for the area.



Thank you guys for helping me decide on the school to continue studying. Now, I have to fill in this form to enroll at UTU. Fill in this form with your information so I can use it as a model.



RURAL VOCATIONAL SCHOOL

APPLICATION FORM

UTU CETP

Full name: _____

Nationality: _____

DOB: ____ / ____ / ____

ID # : _____

Current home address: _____

Mobile number: _____

E-mail address: _____

Area of interest: _____

Prior studies: _____

Any remaining exams? Yes ☐ No ☐

Asking for accommodation (give reasons): _____

Applying for a scholarship: ☐ partial (tickets)
☐ total (tickets, food & lodging)

If asking for food scholarship, do you have any dietary restriction? _____



Thank you for filling in the form. I need to have a telephone conversation with a counselor at UTU. Can you help me ask the questions?

Camila: Hello, I am calling to talk to my counselor. I enrolled in the Agrarian Rural Vocational School and I was told I need to have a short interview.

Counselor: Yes, you've found the right person. You have to talk with me.

Camila: My full name is Camila Rodríguez Sosa.

Counselor: _____ ?

Camila: I'm Uruguayan and at the moment I live in the countryside.

Counselor: _____ ?

Camila: Well, my current address is...? I'm moving from the countryside to the city so it's a difficult question.

Counselor: _____ ?

Camila: Actually, I'm interested in a variety of areas, I love activities related to the countryside like riding a horse or milking a cow. But I'm easy going. I like going to the malls as well, not only to go shopping, but also because I'm interested in the economy.

Counselor: _____ ?

Camila: Yes, I am applying for a full scholarship because I am moving from another city. I need round trip tickets from my home city to the school, a place to stay, and food.

Counselor: _____ ?

Camila: No. I don't have dietary restrictions, but I have to say that I am kind of allergic to some types of fruit. For example, the peach skin makes me itchy and apricots give me stomach aches.

- * Now it's your turn to talk about your application to the school. Continue working in pairs. You will be the counselor; ask the questions to your classmate. Then, switch roles.
- * What is your opinion about the school Camila will attend? Would you like to study there?



Decentralized education

* Nico and his mom are talking. Read their dialogue.



Mom. I'm thinking about my future. I don't know if I want to live far away from you.

Don't worry Nico! Now, there are plenty of options and you don't need to go so far.

Are you sure? Didn't you sit for all your exams in Montevideo?

Yes! It was so hard back then! I used to live in Artigas and I had to study and work at the same time in order to afford the tickets and accommodation.

Oh mom! You did make a great effort!

It was really hard leaving home and being away for a whole week but I was lucky to have your grandma and aunt. They were always there for me, supporting my decisions and encouraging me to keep on studying. I'm glad I did it!

One of the guys from the soccer team studies in another city and he has free tickets to go there by bus.

As I said, now you have lots of opportunities. Let's see what we can find on the net. There are plenty of options and scholarships you can apply for.

* Nico's mom is a certified teacher. Read what they say and answer the following questions:

1. Where did she live?
2. Could she study in the city where she lived?
3. What were the challenges she had to face?
4. Could she finally achieve her goal?
5. What type of support did she receive?

Do people have to face the same challenges to become a teacher nowadays? Ask your teachers.

Task

You are about to start your high school courses. Surf the Internet and see whether you have options to study in the provinces, without the need to travel to Montevideo.



* What does Nico have to do?

* Where should he look for information?

* What do you know about these institutions? Where are they located? Is there one of their branches in your city? Look for information.

<https://anep.edu.uy>
<https://udelar.edu.uy/portal/>
<https://ucu.edu.uy/es>
<https://utec.edu.uy/>
<https://ude.edu.uy/>

* Nico is looking for information about some of the options.

Find a:

- 1- Place where you can study recreation.
- 2- Place where you can study jazz.
- 3- Place where you can study to be a lawyer.
- 4- Place where you can study administration.
- 5- Place where you can study psychology.
- 6- Place where you can study to be an accountant.
- 7- Place where you can study Computer Science.
- 8- Place where you can study Human Resource Management.
- 9- Place where you can study to be Preventionist Technician.
- 10- Place where you can study to be a teacher.
- 11- Place where you can study online.

* Where would you like to study and why?

You have to say where you would like to study in the future and if you can study in the place you live.

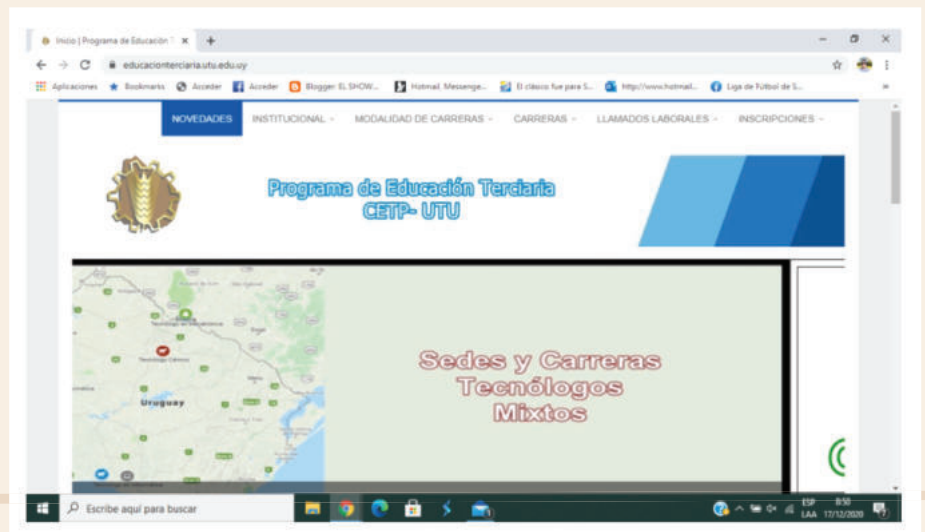


* Sharing educational options with others.

1. Get in pairs and think about the area where you live.
2. Prepare a map. On the map locate 5 places where you can study and indicate what you can study.
3. Present your map to the rest of the class. You must take into account that all your classmates have different interests and they will share different options on their maps.

Did you know?

Within ANEP there are several tertiary level courses at UTU.



Where should I go to follow my vocation?



Hello guys! The teacher gave me a challenge. He wants me to link two words. The words are FUTURE and VOCATION. What ideas do you have?

Let's talk about your future, more specifically about your future vocation. What does the word "vocation" mean? Look it up in the dictionary.

You will read a summary of a theory about careers and vocational choice developed by the American psychologist John Holland.

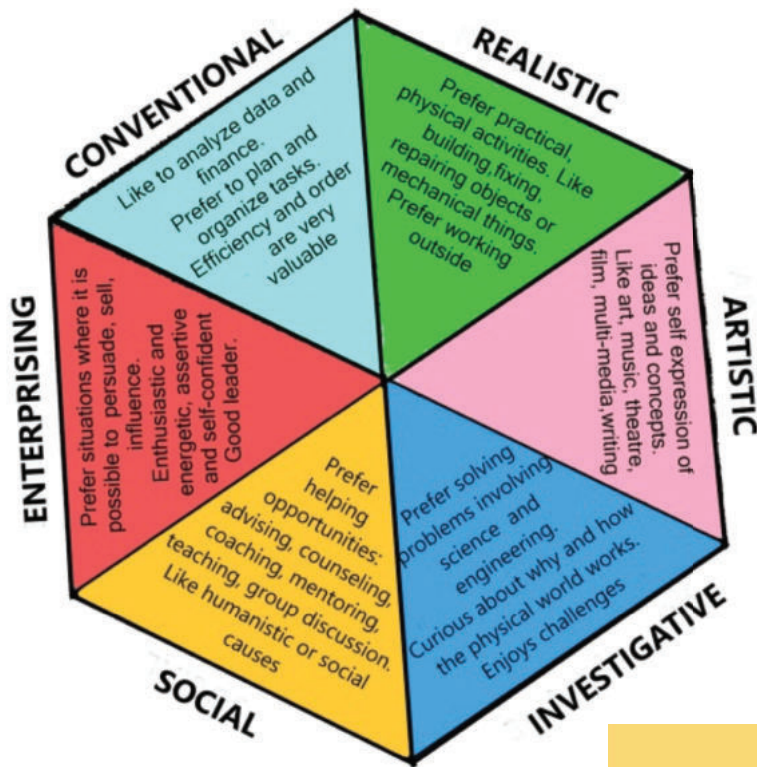
- * Read the summary of Holland's theory and start thinking about which characteristics would apply to you.



According to Holland's theory, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. When Holland describes the different types, he considers work as doing things to achieve a purpose, like paid and unpaid jobs, volunteering, sports, or hobbies. People search for environments where they can use their skills and abilities and express their values and attitudes. People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied.

Holland's Six Personality Types

Adapted from:
<https://www.careerkey.org/fit/personality/holland-personality-types>



- * Match the profiles shown in this other hexagon to the categories created by Holland.

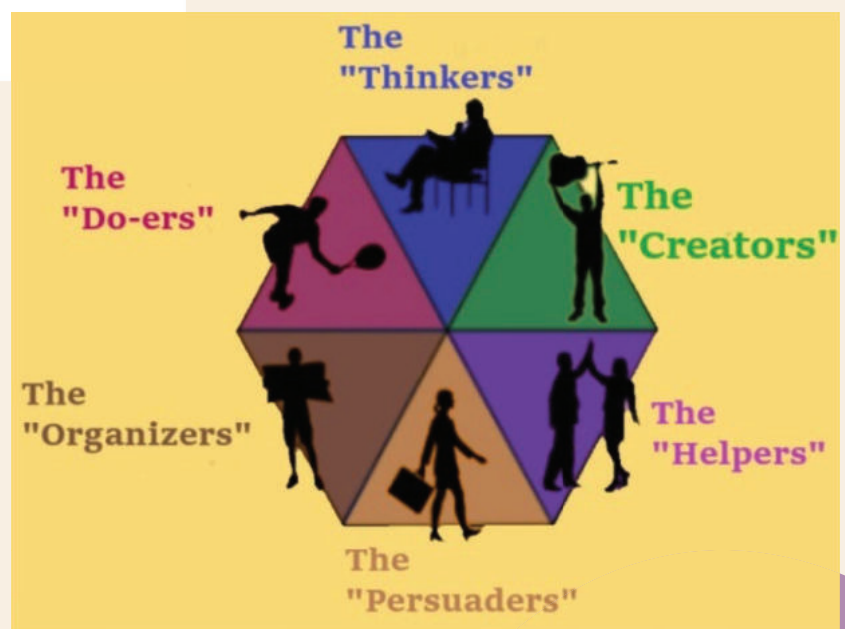
- * Which category most applies to you?



I think I am a helper
 because I prefer / like /
 enjoy / am good at...

Maybe / Probably / I guess
 I am a...

I could be a...



Vocational Test

- * Read the sentences, take your time and tick the corresponding column.
Once you get the result, tell a partner.

		YES	NO	NOT SURE
1.	I like living in the countryside.			
2.	I like drawing.			
3.	I worry about people's well being.			
4.	I like entertaining children.			
5.	I like mechanical stuff.			
6.	I like being in an office and doing paperwork.			
7.	I like taking care of farm animals.			
8.	I can convince people to help others.			
9.	I love receiving books in my birthday.			
10.	I enjoy science-fiction.			
11.	I like creating shapes in clay or other materials.			
12.	I help my classmates with school work.			
13.	Biology is my favorite subject.			
14.	Math is easy for me.			
15.	I am good at writing.			
16.	I can fix electrical equipment.			

		YES	NO	NOT SURE
17.	I like explaining.			
18.	I love investigating.			
19.	I love working in the rural area doing activities such as planting, harvesting, etc.			
20.	I am good at drawing maps, charts, graphic organizers, etc.			
21.	I enjoy different natural views and landscapes.			
22.	I like having my books and material in order.			
23.	I like organizing different events: parties, meetings, trips, championships.			
24.	I like helping people that need assistance.			
25.	I like farm animals.			
26.	I love music.			
27.	I would like to find solutions to economic issues of our country.			
28.	It is said that I am a committed student.			
29.	My favorite hobby is doing crafts.			
30.	I like helping people finding solutions for their problems.			

* Now, let's check your results

For each "yes" score +1
 For each "no" score -1
 For each not sure score 0

A	B	C	D	E	F
1-	2-	3-	4-	5-	6-
7-	10-	9-	12-	11-	8-
13-	15-	18-	17-	16-	14-
19-	21-	24-	23-	20-	22-
25-	26-	28-	30-	29-	27-
TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE

If you
are mostly
a/an ...

A

Like doing outdoor work, repairing things and also enjoy the science of farming.

PHYSICAL AND MECHANICAL JOBS

B

C

Like helping people in need of advice (lawyer), health (doctor), public documents (notary).

LAW/MEDICINE JOBS

D

Prefer working with people to teach, support families in need of assistance or caring for patients in hospitals

COUNSELING AND TEACHING JOBS

E

Prefer being a scientist, a researcher, a mathematician, an engineer. Numbers, figures and formulas are of your interest.

SCIENTIFIC AND MATHEMATICAL JOBS

F

Like selling, keeping and interpreting financial records, organizing and arranging meetings.

BUSINESS AND SALES JOBS

**Adapted from ESL printables*

- * Investigate different possibilities you have in Uruguay or abroad to follow the vocation you have according to the result of the test.

Entrepreneurship

Entrepreneurship

The activity or setting up of a business or businesses, taking on financial risks in the hope of profit.

- * Look at the following situation:

The gang wants to go on an end-of-year trip. They have no money and they need to raise money to pay for accommodation and food.

- * Think of ideas and discuss them in pairs.



- * Share your ideas with the rest of the class to see what the best way of getting funds could be.
- * Read what the characters are discussing and see if you guessed.

Answer the following questions:

- 1- What is the character's original idea to raise money?
- 2- Did all of them agree?
- 3- Why wasn't the proposal a good one?
- 4- What will they do then?
- 5- Where will they get the materials?

Entrepreneurship



Nico: Hey guys, why don't we go on a trip at the end of the school year? Some of us are going to go to different schools. It's like a farewell trip.

Lua: Hi! That's a great idea! It would be a nice farewell.

Emma: I agree, it would be awesome. I'm on board.

Freddie: I also agree, but at this time of the year I'm running out of money.

Nico: Yes, I am penniless, too.

Lua: Me too. What should we do then?

Emma: I think we should set up a small business and with the money we get we can pay for everything. We can sell food...

Freddie: What a great idea! I love cooking!

Nico: I don't agree with you. We should do something different. Everybody sells food at this time of the year and we would compete with the canteen.

Lua: You are right! We should do something original then.

Emma: What about using things we have at home? That way we don't have to spend money.

Freddie: I have a lot of things to throw to the garbage. We can recycle and make things to sell. What do you think?

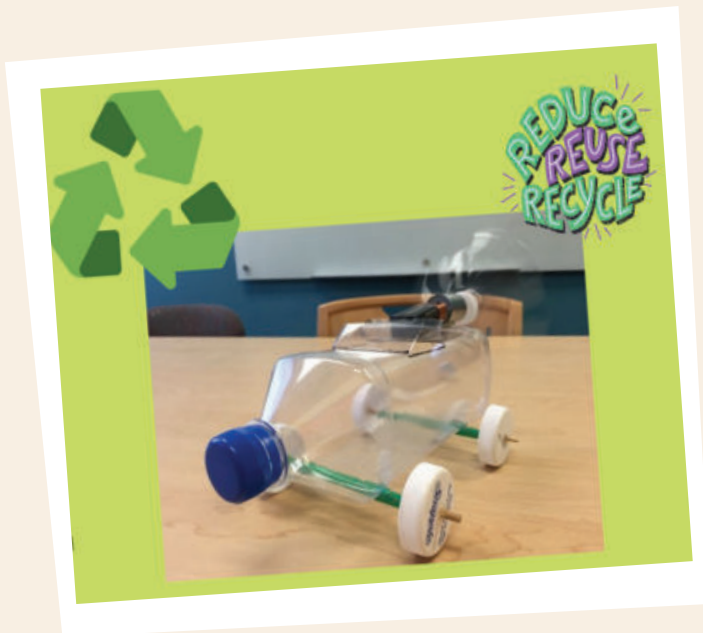
Lua: I love the idea!

Nico: I love it, too!

Emma: Great! Let's ask the rest and let's set up our business.



- * Have you ever seen any object made of recycled materials?
- * Let's see some examples of objects made with recycled elements. Read about these three objects and complete their descriptions with the most appropriate words.



In this picture you can see a car. I used a _____ bottle to be the car. It is _____ because I removed the label. I also used some old black and brown _____ to give power to the _____ it has at the back. The wheels are four bottle caps. I made the axle with two green _____.

I made this bottle during the pandemic. I watched a _____ to learn how to make it. I used a glass _____. I wrapped it in _____, I put some glue and wool. Then, I _____ it with silver acrylic. I think it is a nice decoration to put on your _____.



In this photo there is a tractor. I made it with _____ of medicine. I also used two _____ of cola. The metallic wheels are from the _____ of my underwear. I made the tractor cab with a _____. I love it!

* Your own object. <?xml

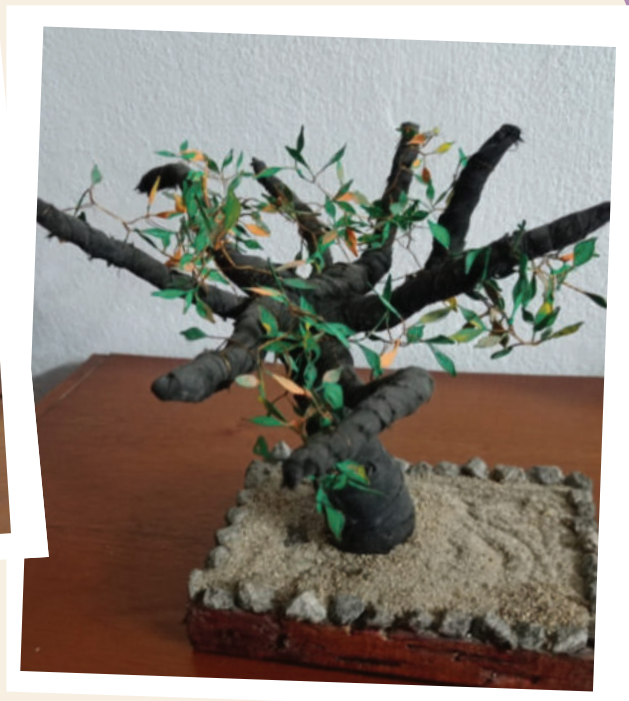
1. Think of your own object.
2. Think of the materials you will need to create your object.
3. After that, describe the object.



Photo by Aldo Rodríguez

Project: My object with recycled materials

- * You have to design, create and take the object to class or a photo of it. Create a poster with a short description of the object, including its use and materials needed to create it.



Project: Becoming an entrepreneur

- * Your class wants to go on an end-of-year trip. You need to raise money to pay for the bus, the accommodations, and the food. Think of possible ways of raising money and create a class business. Make some brochures or posters to advertise your business.

Working opportunities



Hello boys and girls. This is the last lesson of this enriching year. It's time to say goodbye but it is also time to sit and reflect. Let's see the following questions.

Where would you like to work in the future?

How would you prepare to do that job in the future?

How do you see yourselves in ten years?



- * Work in pairs. One person shares his/her ideas while the other listens.
- * After a minute, the other person shares his/her ideas with the partner.
- * You have to imagine that you meet after ten years. Invent a dialogue in which you share ideas about your present in ten years' time.



In 10 years I will be a singer...



✱ Let's share some of those dialogues with the rest of the class.

Let's keep our ideas for the future with us...

1. Take a sheet of paper.
2. Write what you want to do in the future on the piece of paper and add how you will prepare for the future.
3. Make a paper ball.
4. Wrap it in Scotch tape.
5. Use some pieces of fabric or strings and make a comet.
6. Keep the comet as a souvenir with you.
7. Every time you look at the comet you will remember what you want to do in the future.



Farewell



Thank you guys for your hard work and support in these three years! It was great to meet all of you and work together. We hope you continue studying and you finally accomplish your objectives. It was an honor to join you on this journey. Congratulations to all and remember... if you dream it, you can do it.

Rúbricas

¿Cuál sería nuestro estudiante ideal?

- **Uso de imágenes.**

Las imágenes sirven como un hilo conductor, como ayuda memoria, y como estrategia para que los compañeros 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, piensa en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Elementos paralingüísticos	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesoras/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
Compromiso y ética hacia el trabajo.	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática

RÚBRICAS

PRODUCCIÓN ESCRITA

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Contenido	Los contenidos que se te pidieron en la consigna no se encuentran presentes. Los puntos que incluiste no han sido desarrollados.	Has incluido algunos de los temas que se solicitan en la consigna pero no los has desarrollado.	Has incluido todos los temas pero no los has desarrollado.	Has incluido todos los temas que se te pidieron en la consigna y lo has hecho desarrollando las ideas.
Organización	Tu producción está formada por oraciones incompletas que no se encuentran ordenadas de manera lógica.	Tu producción incluye un listado de oraciones completas sin conexión entre sí.	El texto que has producido incluye algunas oraciones cohesionadas con conectores básicos. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.	El texto que has producido incluye oraciones que se encuentran unidas y ordenadas de manera lógica con variedad de conectores. Tu trabajo presenta una estructura ordenada que incluye una introducción, un desarrollo y una conclusión.
Manejo léxico	El vocabulario que utilizas no corresponde al trabajado en clase y acordado con el docente para la propuesta.	Utilizas hasta 5 palabras del vocabulario relacionado con el contenido de la propuesta y acordado con el docente. Se observa cierta repetición.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas entre 5 y 10 palabras relacionadas con el contenido de la propuesta.	Se observa que has incorporado el vocabulario trabajado en clase ya que utilizas más de 10 palabras relacionadas con el tema, demostrando variedad.
Uso del lenguaje	Tu producción presenta errores gramaticales frecuentes (ej. uso incorrecto de tiempos verbales, errores en uso de auxiliares, etc.) que impiden la comprensión de las ideas.	El texto que has producido presenta oraciones simples con más de 5 errores que en ocasiones impiden la comprensión.	El texto que has producido presenta entre 3 y 5 errores gramaticales que no impiden la comprensión.	El texto que has producido presenta errores gramaticales mínimos que no afectan la comprensión. Se aprecia variedad de estructuras gramaticales.
Comunicación	Tu producción no presenta un mensaje claro comprensible para el lector.	Tu producción requiere mucho esfuerzo de parte del lector para ser comprendida.	Tu producción es comprensible para el lector a pesar de los errores.	Tu producción es clara y fácilmente comprensible para el lector.

RÚBRICAS DE ORALIDAD

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
Lenguaje corporal	Se nota la tensión al presentar ya que al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensa en tus compañeros del fondo que también deben y quieren escucharte.	Se nota tensión aunque por momentos te logras relajar. Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Logras una comunicación efectiva aunque no siempre relajada. Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Tienes una postura corporal comunicativa y relajada ya que durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Contenido	Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.	Has tenido en cuenta menos de la mitad de los temas que se te han solicitado en la consigna. O has tratado todos los temas pero has logrado desarrollar, argumentar o ejemplificar menos de la mitad de ellos.	Has tenido en cuenta todos los temas de la consigna y argumentas, describes y ejemplificas más de la mitad de ellos, aunque no todos. Puede suceder que trates más de la mitad de los temas y que todos 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

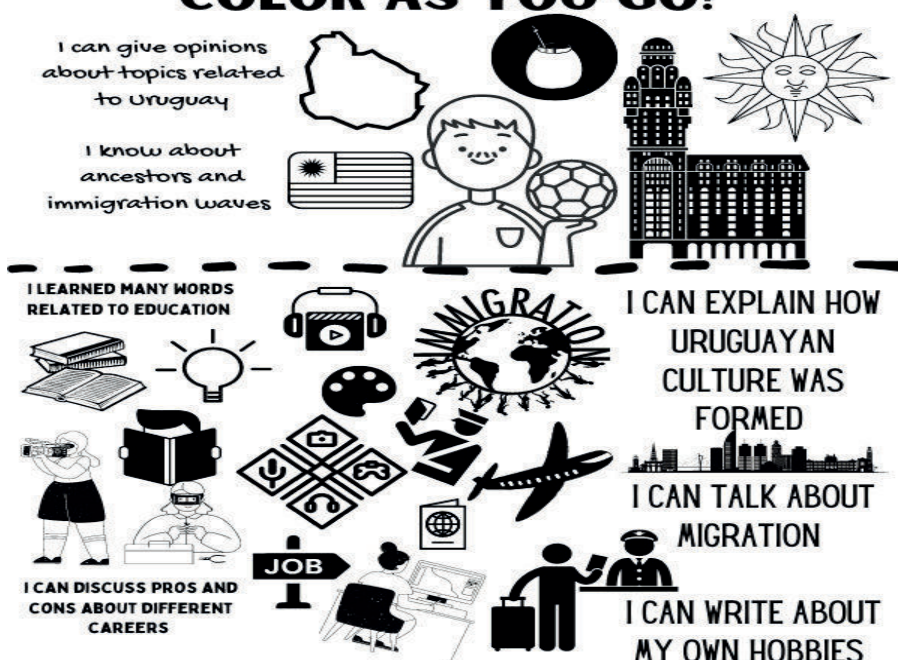
Color as you go!

3rd grade challenge

COLOR AS YOU GO!

I can give opinions
about topics related
to Uruguay

I know about
ancestors and
immigration waves



I can understand the struggles of minority groups

I can speak up
and defend my
rights

I can write about my favorite games online

Now I know more about
diversity, social media and
influencers

I can talk about **social responsibilities**

I can read a text about bullying and do my best to stop it.



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#Living Uruguay3

3RD GRADE ENGLISH BOOK