

#Living Uruguay5

5TH GRADE ENGLISH BOOK



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References



Read.



Watch.



Record a video.



Listen.



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



Write/ Jot down ideas / Brainstorm ideas.



Talk / Present / Introduce / Speak.



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



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



Let's play a game!



Conversation Class.

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

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

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Unit 1

BEING ENTERTAINED IN URUGUAY

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

- discuss different ways of getting entertained in Uruguay.
- find out about how entertainment has changed and how our ancestors used to have fun.
- express our opinions about films and other ways of entertainment.
- work on projects that can have an impact on society in general and our communities in particular.
- develop the ability to solve problems and face situations.
- present a wide array of forms to have fun and get entertained.

Places to be entertained in my city

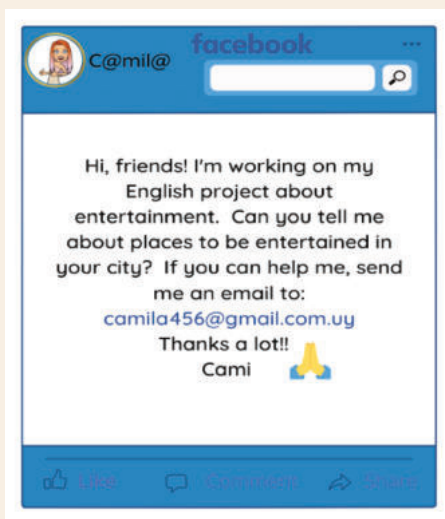
- * Use words from the word cloud to label the pictures.



Pictures taken from canva.com

- * Add three more places to get entertained in Uruguay and create a Uruguayan entertainment ranking. Then, share it with a peer. Then, share it with the class and come up with a class Uruguayan entertainment ranking.

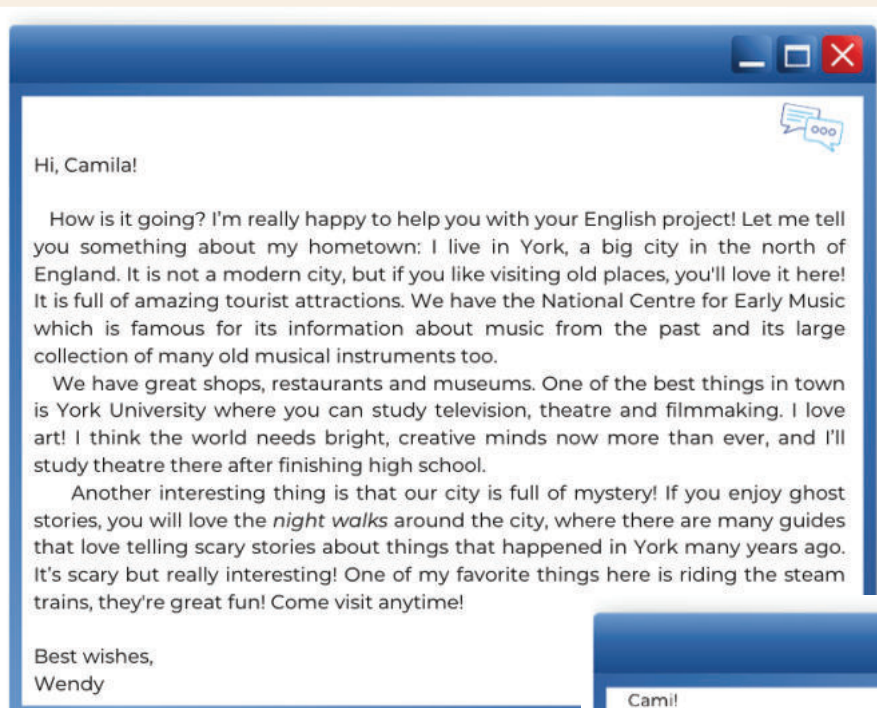
- * Camila is working on her English project about entertainment in different cities of the world. She asked her friends from her social networks for help. Read her post.



Wow! Colin and Wendy have already sent me an email! They're great!

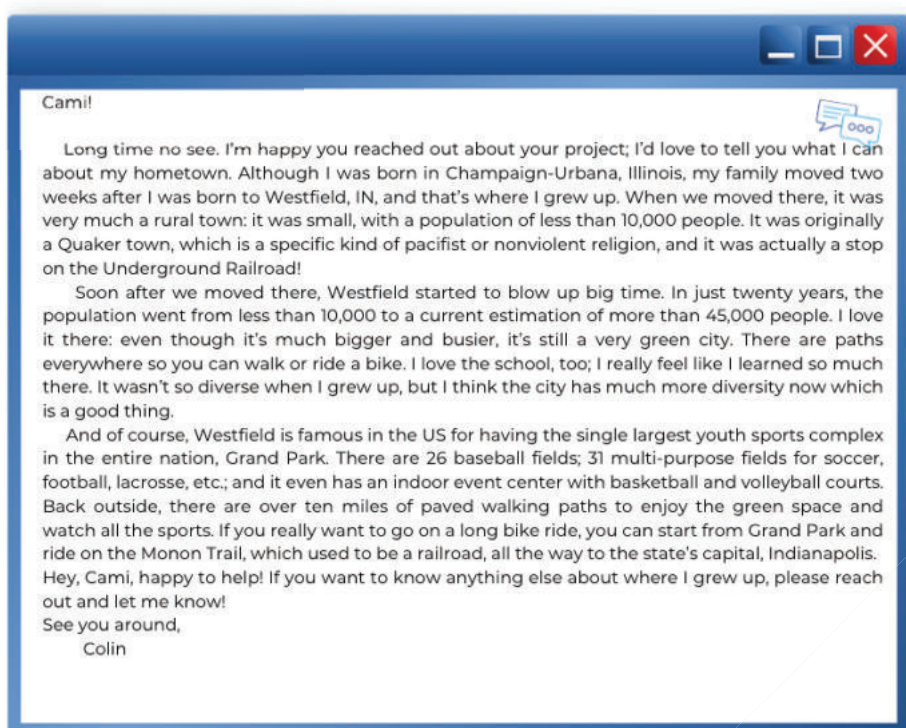
- * Let's read about Colin and Wendy to find out more about entertainment in their cities.

- * Read Camila's friends' emails and answer these questions.



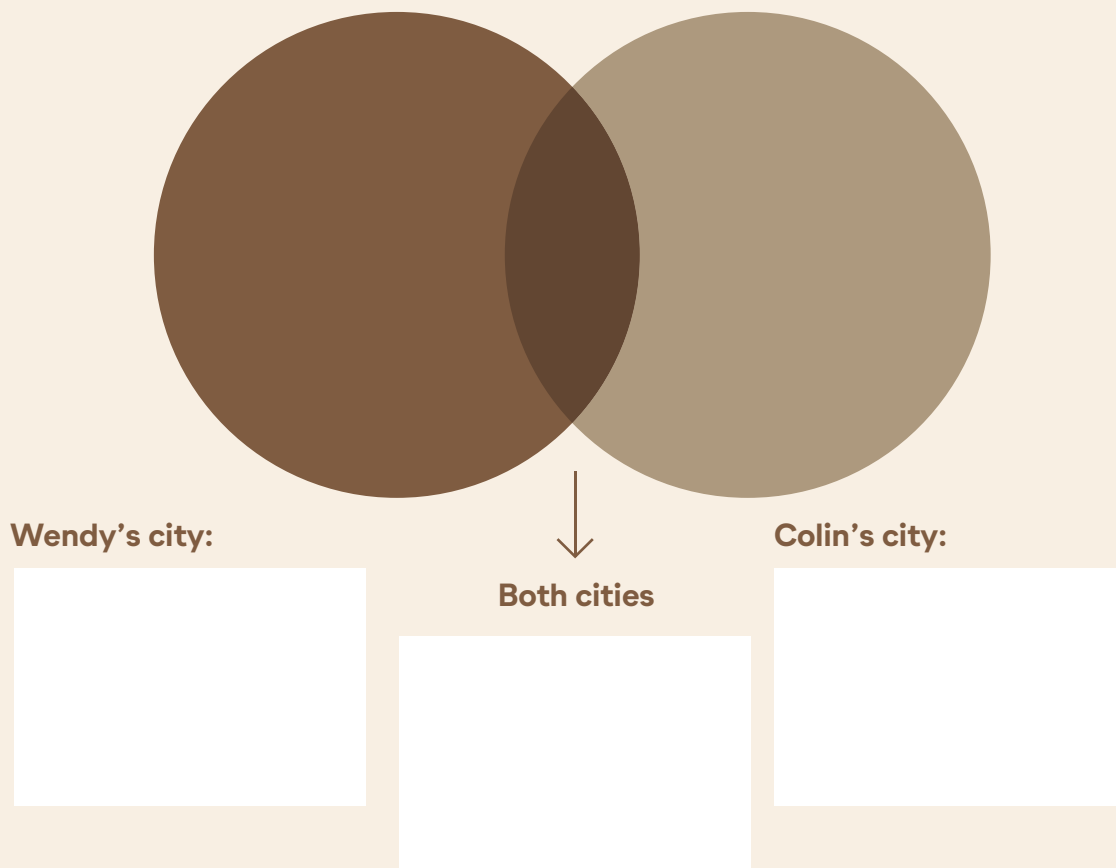
1. Who is not American?
2. Which city is more modern?
3. Which city would you suggest to someone who is interested in art? And in sports? Why?

4. Whose family moved to another city?
5. What will Wendy study?
6. Which city would you like to visit? Why?



- * Did you like to learn about the different ways of entertainment in Colin and Wendy's cities? Use information from the text to complete the following diagram, you can also include your opinion about them after reading the texts.

Venn Diagram



- * Use information from the diagram to write sentences about both cities.

For example: York is bigger than Westfield

1. Westfield has more than York.

2. York is as as Westfield.

3.

4.

5.

6.

- * Colin and Wendy mentioned different and interesting things to do in their cities. Now, think about your city and complete the chart.

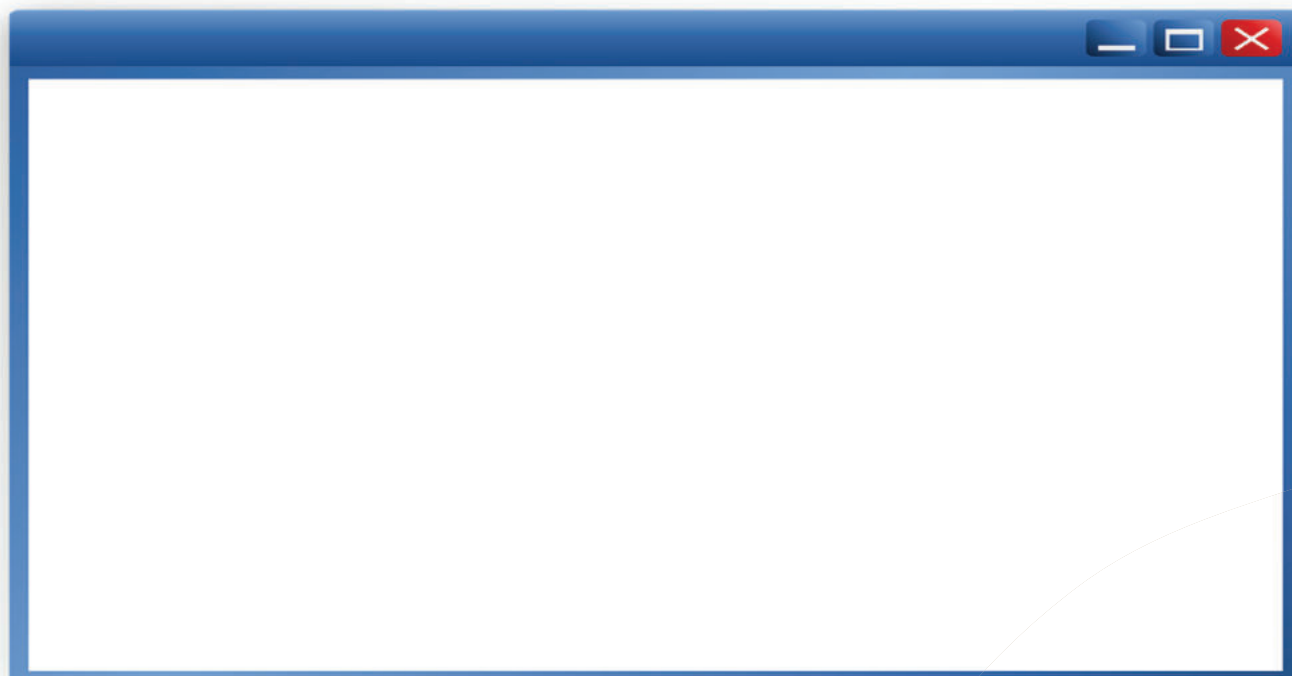
My city:

There is/are...

There you can...

**Places I would like to
have in my city**

- * Write an email to Camila telling her about your city and the different options to be entertained there.



Soccer everywhere...

- * The teacher poses a challenge to all of you. He wants to know what makes Uruguay popular globally. He gives you three options.



Some laws

Soccer

Music

- * Take 1 minute to think of 1 of these three aspects, or a new one, which makes Uruguay famous abroad.

For example: In my opinion, Uruguay is famous for its music because it is very catchy and popular on television.

- * Get in trios: Discuss your personal opinions. Do you have the same opinion or a different one?



- * In the same trios, think of 10 elements which make Uruguay unique.

- * Playing soccer

1. One member of the trio sits in a circle. The other two members sit behind the spokesperson and help him/her.
2. The teacher will give you a ball. You share one of the popular Uruguayan characteristics and kick or pass the ball to a member of another group.
3. The spokesperson has to say one of the elements which makes Uruguay famous worldwide. Then, kick the ball or pass it onto somebody else and the person shares another element.
4. When people repeat things they lose.



- * There are several things that Uruguay is famous for. Go to a browser and type “What is Uruguay famous for?” and read three web pages from the ones you found.



1. Did the three categories the teacher gave you make sense to you? Why?
2. In what other aspects is Uruguay famous for? Support your ideas.
3. In your opinion, what is the most popular reason why Uruguay is famous abroad?

Equality in soccer

In November 2021, the first female professional soccer match was held in Montevideo. It was a turning point in gender equality in the country. The Mayor of Montevideo and the vice-president of the country (both women) attended the historical event. Find information about the event and complete the following activities.

When it took place

Who took part in it

Why they played

Who won the match

Some highlights of the event

- * Now, write sentences about the event. You have to write about 120 words.

Go back to the sentences and organize them by topics. Highlight the sentences according to the topics. For example, use a blue highlighter to refer to the information about the match and yellow to refer to the importance of the match.

Group the sentences into a paragraph. Think of one sentence that summarizes what you will say in the paragraph. This sentence is called “the topic sentence”. Every sentence in the paragraph has to be coherent with the topic sentence.

Write a 120-word article, divided into paragraphs about the event.



How entertainment has changed over the years

* Have a look at these pictures and answer the questions below.

-What do they have in common? Are they familiar to you?

-How many of them do you have at home nowadays?
Are they the same from the pictures?

* Work in pairs and try to name as many pictures as you can, then complete the chart. Complete the "now" selection with information about the present.



Picture	1.	2.	3.	4.	5.	6.	7.	8.	9.
cassette player									
Now	1.	2.	3.	4.	5.	6.	7.	8.	9.
CD player									



* Use some pictures from the previous activity to complete the sentences below.

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

Guidaí is preparing her presentation about entertainment in the past. She asked her uncle for help.

- A. * Listen to Guidaí's uncle talking about his life in the 1980s. Tick (☒) the topics from the following list he mentions.



- | | | | |
|---------------|----------------|----------|-------------------|
| 1. politics | 2. rock groups | 3. games | 4. magazines |
| 5. television | 6. family | 7. music | 8. special moment |

- B. * Listen again and complete the chart.

	Games	Music	Movie	TV programs	Clothes	Memorable event
Guidaí's uncle	Nintendo (Mario Bros)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
You	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

C. * Listen again and choose the best answer for each statement.

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



C. * Now complete the row with information about YOU.

LET'S DEBATE!!!

Like everything in life, the different ways people have to entertain themselves have changed over the years. Some people believe that in the past, teenagers used to have better ways of having fun, but some others consider that this is completely wrong!

Guidaí and her class are preparing a debate about: **"Entertainment then and now"**.

Prepare your team and share your point of view!

My hobby as part of my identity



***** Watch the following video and write five things that you see in it.

click here



1. comic artists
- 2.
- 3.
- 4.
- 5.
- 6.

- * Read the first part of this text about the Montevideo Comics Convention and answer some questions:



MONTEVIDEO COMICS was created in 2002 to promote the development of comics as narrative art and as a form of entertainment. The Montevideo Comics Convention is its biggest yearly event. During the first years, it moved from the *Pachamama Bar* to *Montevideo Central Station*, and later to the *Plaza Cinema*. Finally, the event moved to the *Sodre National Auditorium*, and it has been held there since 2013. The last convention was in 2019, and it had two venues: the *Sodre Auditorium*, and *Spain's Cultural Center*, while the cosplay contest was conducted at the *Nelly Goitiño Auditorium*. Unfortunately, the convention could not be carried out in 2020 and 2021 due to the pandemic. However, dates have already been saved for 2022, where the convention will celebrate its twentieth edition.

1. What is Montevideo Comics main purpose?
2. How many venues has it had over the years? Can you list them?
3. Where has it been celebrated for the last seven years?
4. What did they use the Nelly Goitiño Auditorium for in 2019?
5. What happened in 2020 and 2021?



montevideo comics

The Montevideo Comics Convention is held over two days and it is an event devoted especially to comics. It includes comics exhibits where the public can meet national and international comics artists, but also games, films, k-pop, lectures, merchandising sales, workshops, drawing lessons, and cosplay.

Apart from an "artists' alley" where people can meet well-known comics artists, and the many commercial stands with a wide variety of merchandise, a whole floor of the *Sodre Auditorium* is devoted to card, board, and roleplaying games, including video games and virtual reality. Also, there's a children area, with appropriate activities like games, workshops, and movies.

Cosplay is always one of the outstanding points of the event, with a final contest at the *Nelly Goitiño Auditorium*. In Cosplay, fans dress up as their favorite character from comics, video games, books, television, or cinema, and role-play the part, imitating the character's movements, attitudes, and voices.

Activities at the *Spain Cultural Center* include lectures, comics expositions, drawing lessons, and workshops with important cartoonists, and, of course, more cinema.

Another great point is that the Montevideo Comics organization creates a Uruguayan comics publication that is handed out with the entrance ticket. The idea is that every Convention visitor leaves with at least one Uruguayan comics magazine under their arms.

"We started small, with about six hundred people in the first edition, back in 2002, to this incredible comics fest that gathered more than eight thousand visitors in 2019."

Images and
information by
Montevideo
Comics



www.montevideocomics.com.uy

Did you know?

Cosplay is a portmanteau word formed from the words costume and play. It refers to the practice of dressing up as characters from comics, anime, films, books, TV shows, or video games. It has become a significant cultural phenomenon over the last 20 years.

Photographies by Montevideo Comics Group
and Ana Laura López

* Now, read both texts and complete the chart about the convention:

montevideo comics

MC

first year: _____ suspended: _____

NUMBER OF... days: _____ editions: _____ visitors: _____
from _____ to _____

ACTIVITIES AT THE:

Sodre National Auditorium

Spain Cultural Center

Nelly Goitiño Auditorium

GIFT: _____

* Read about Elisa, and complete the sentences:

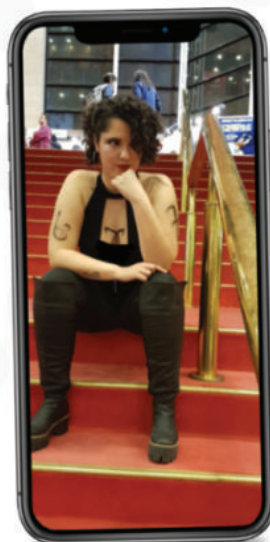


Elisa loves

Cosplay is more than a hobby to her because

Her reasons for liking cosplay are:

My name is Elisa and I'm from Maldonado. I love to cosplay for many reasons. Of course, I love comics, sci-fi, and fantasy, and I enjoy attending cosplay meetings and comic conventions, like Montevideo Comics, where I can dress up as different characters. However, what I really enjoy is the whole process of creating my outfit: the clothing, wigs, shoes, make-up... I can spend weeks getting everything ready. It's more than just a hobby to me!



Another reason is the community. I have fantastic friends in the cosplay community, we like the same things and have a lot of fun together. Besides, I'm quite shy, but when I'm in cosplay, I become another person, outgoing and friendly. Social dynamics change, too: unknown people just approach me, to ask for photographs, compliment my outfit, or just to talk about the character or show it is from. It's easy to make new friends when you are in cosplay.

Your opinion matters!

#livingUruguay5

Discuss: Is cosplay more than a hobby? Can you think of any advantages and disadvantages of doing cosplay? Share your ideas with the class.



One advantage of doing cosplay is..... because....

One disadvantage of doing cosplay is...because...

Elisa is in the Montevideo Comics Convention. She needs some help to move around the different venues. Look at the map and read the following dialogue between Elisa and a Montevideo Comics organizer. Circle the places she mentions and the route she follows.

Elisa: Excuse me. Can you tell me where the Cosplay Contest is?

MC organizer: Yes, of course. It's at the Nelly Goitiño Auditorium.

Elisa: Oh, great. How do I get there?

MC organizer: Well, we're at the Sodre Auditorium entrance now; you have to go straight to the corner of Mercedes and Andes. There, turn right and walk along Andes street for two blocks until you get to 18 de Julio Avenue. Then, turn left, walk one block and a half, and you will find the Auditorium.



Map adapted from Montevideo Comics leaflet.

- ✳ Work in pairs: Guidaí, Nico and Emma are also visiting the Montevideo Comics Convention. Can you help them get to these places? Take turns to ask and give directions.
- Guidaí wants to visit the comics exhibition at the Spain Cultural Center.
- At lunchtime, Nico wants to have a pizza.
- Emma and Guidaí want to have an ice cream.
- They're going to spend the night at the Victoria Plaza hotel.

Giving directions:

- Walk straight ahead...
- Walk / Go down...
- Walk / Go along...
- Walk past / Go past...
- Turn left / right on / into...
- Make a left/right...
- On the corner / at the traffic lights
- You can't miss it.



A non traditional way to get entertained in UY?

#livingUruguay5

* Before your read, let's try to answer these questions to make some predictions about the text:

1. Read the title, what do you think the text is about?
2. Do you think that it shares people's opinion about a specific celebration?

Does the text describe the characteristics of the celebration in different parts of the world?

Does the text mention how popular a specific celebration is in Uruguay?

* Now, read the text and check your predictions. Were you right?



“Trick or treat, give me something good to eat!”

One night a year, the streets are teeming with throngs of families. Neighborhoods swirl with excitement. Children gorge themselves on tiny packaged sweets. There are smiles, candy, an occasional house with an apple, mini toothpaste, or even a pocket Constitution—such is the magic of Halloween night in a typical neighborhood in the United States. Historians believe Halloween comes from pagan celebrations, much like Christianity adopted Christmas as one of its foremost dates; however, less popular with the Puritan and Protestant religious roots of the US, it wasn't until mass Scottish and Irish immigration that Halloween really caught on. The tradition originated with the ancient Celtic festival when people would light bonfires and wear costumes to ward off ghosts. After two centuries of Halloween in the US, and many small adjustments over time, Halloween finally blended its many influences and took on a life and mythos of its own.

Imagine the streets filled with people: picture everyone in a variety of homemade and store-bought costumes, calling out the famous children's plea “*Trick or treat, give me something good to eat!*” for the best candy to fill their pumpkin shaped candy bucket, pillowcase, or whatever else they use to carry their Halloween haul. Many people like to decorate their houses with pumpkins and candles. Besides, people usually carve their pumpkins to make scary faces. Hence, they put a candle inside and it is called Jack-ó-lantern. Traditionally, people used potatoes and other vegetables to make these lanterns but when thousands of Irish people moved to the USA, they started using pumpkins instead. It's much easier to cut a scary design into a pumpkin than into a potato! Cities and towns come together and choose one night, as close to the 31st of October as possible, in which people will leave their homes and roam the streets. Halloween has a certain magic, even for those who don't enjoy candy, or dressing up, the entire month of October is a celebration of scary movies, spider webs, bats, and all things spooky.

What happens in Uruguay? Is Halloween a popular or an unpopular way to be entertained? In Uruguay, houses are not decorated like in the US. However, many families dress up their children and accompany them to knock on the neighbors' doors to ask for sweets. Some children wear scary costumes like ghosts, witches, skeletons, vampires, mummies, zombies or monsters, but others prefer funny costumes like superheroes, cowboys, pirates, princesses, animals or popular characters. Children enjoy this excuse to walk around the neighborhood wearing costumes and collecting sweets. In 2010, a strange combination of events could be appreciated in the pedestrian street Curuguaty in Barrio Sur. Some children went out dressed up as "cuco" or "el viejo de la bolsa" and instead of knocking on the doors saying: "trick or treat", the children proposed: "dulce o repique", "treat or drum fill". If people didn't give them sweets, the children would start playing Uruguayan drums very low.

Sometimes English teachers in Uruguay organize parties with their students at school where they cook different dishes and dress up with frightening costumes. Nowadays, there is a lot of advertising for the sale of costumes or Halloween decoration articles. Every year, there is an increasing number of parties in discos and in houses where specially young people dress up and have fun. The offer also includes activities such as theatrical plays, Halloween dinners, or other special events that are organized with horror as the main topic.

* Read the text quickly and find:

-Six common Halloween costumes:

-Four objects seen in Halloween decoration:

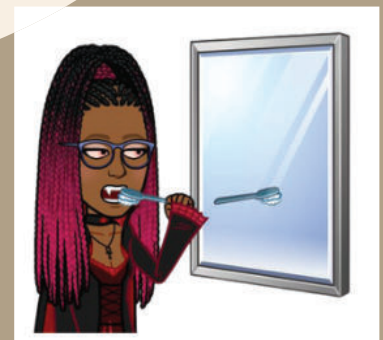
-Two religions:

-Two nationalities:

-The name of a scary Uruguayan character:

Did you know?

Black and orange were deliberately chosen as Halloween colors because orange symbolizes the warmth of autumn and the last of harvest season, while black represents the dark spirits which supposedly come forth on All Hallow's Eve (the name of which Halloween is an abbreviation).



- * Look for these words in the text and match them with the corresponding definitions. There is an example.

throng

d

swirl

gorge

pagan

plea

haul

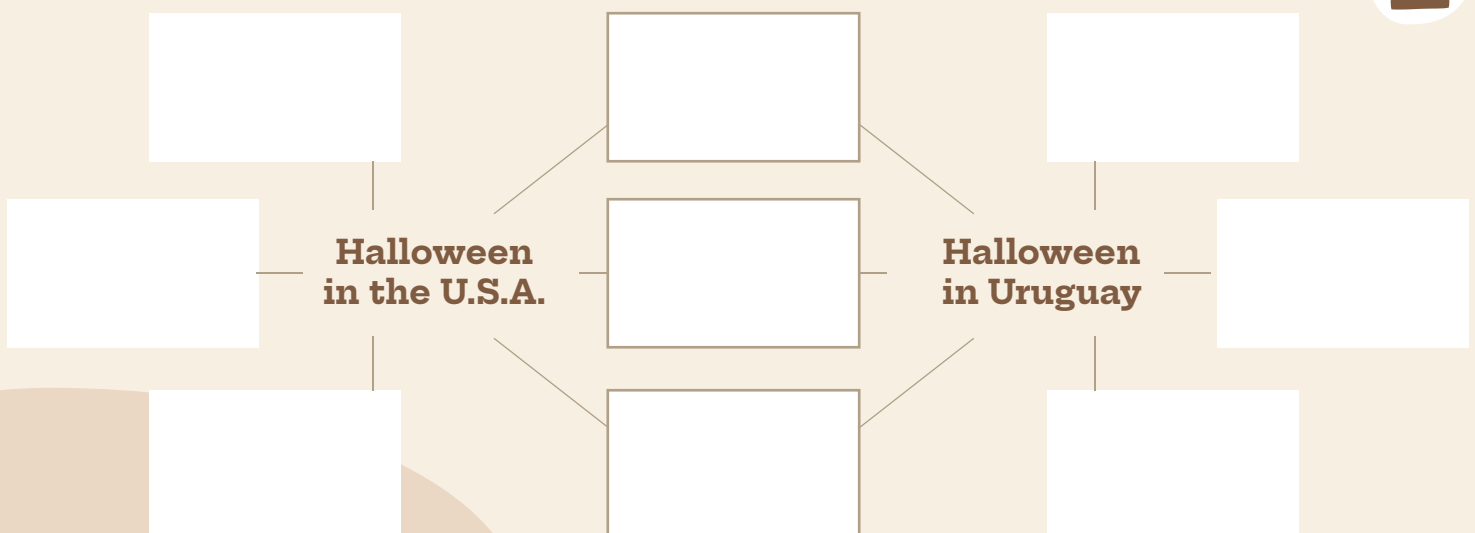
a. To eat until you are unable to eat any more.**b.** An urgent and emotional request.**c.** A usually large amount of something that has been stolen or is illegal.**d.** A crowd or large group of people.**e.** The act of moving quickly with a twisting.**f.** Belonging or relating to a religion that worships many gods.

Source: <https://dictionary.cambridge.org/dictionary/english/pagan>



Halloween is very popular in the U.S.A. and many countries in Europe, but, what happens in Uruguay? Is it becoming popular only with kids?

- * Read the text and compare the thinking map with some characteristics of how people celebrate Halloween in the U.S.A. and in Uruguay. Then, complete the white bubbles with the characteristics shared in both countries.



Having fun in Halloween!



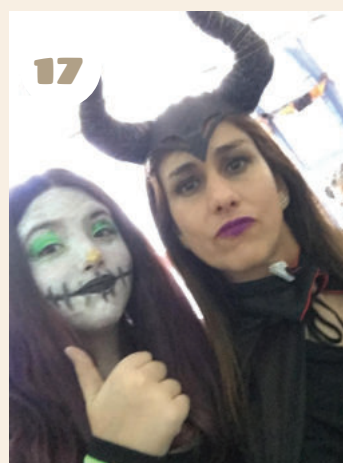
1. Get in groups of four.
2. Look at the pictures of different people having fun on Halloween.
3. Choose a picture and describe what people are doing and what is going on in those places, meanwhile your partners are going to listen to you and they have to guess what picture you are describing. The one that gets it right first describes another picture.
4. After you have finished describing all the pictures the winner will be the one that has more correct guesses.

For example:

-It seems to be that when the picture was taken the students were having a Halloween party because they were dressed up. It looks like the person in the middle is a teacher. They are in a classroom and it is decorated with spider webs.

-I think it is picture number 2.





Photos by: Rosana Cardozo, Claudia Castro, Daniela Iorio, Ana Laura López and Valeria Pérez.
Source: children and their sweets in Halloween - Bing images

- * Are there any other moments of the year in which Uruguayans dress up/wear costumes? Ask your partners some questions and complete the table.

Did you use to...?

1. ...dress up for Halloween?
2. ...knock on your neighbors' doors saying "trick or treat?"
3. ...go to Halloween parties?
4. ...have fun on other special dates?
5. ...dress up for Carnival parades?
6. ...throw water balloons at Carnival?

Partner's answers:

- * Write some sentences about the ways in which your partner used to have fun when he/she was a child. Use the SOS Box to help you.



When I was a kid I used to dress up for Halloween, but now I don't do it anymore.

My sister used to dress up for Carnival parades, but she didn't use to dress up for Halloween.



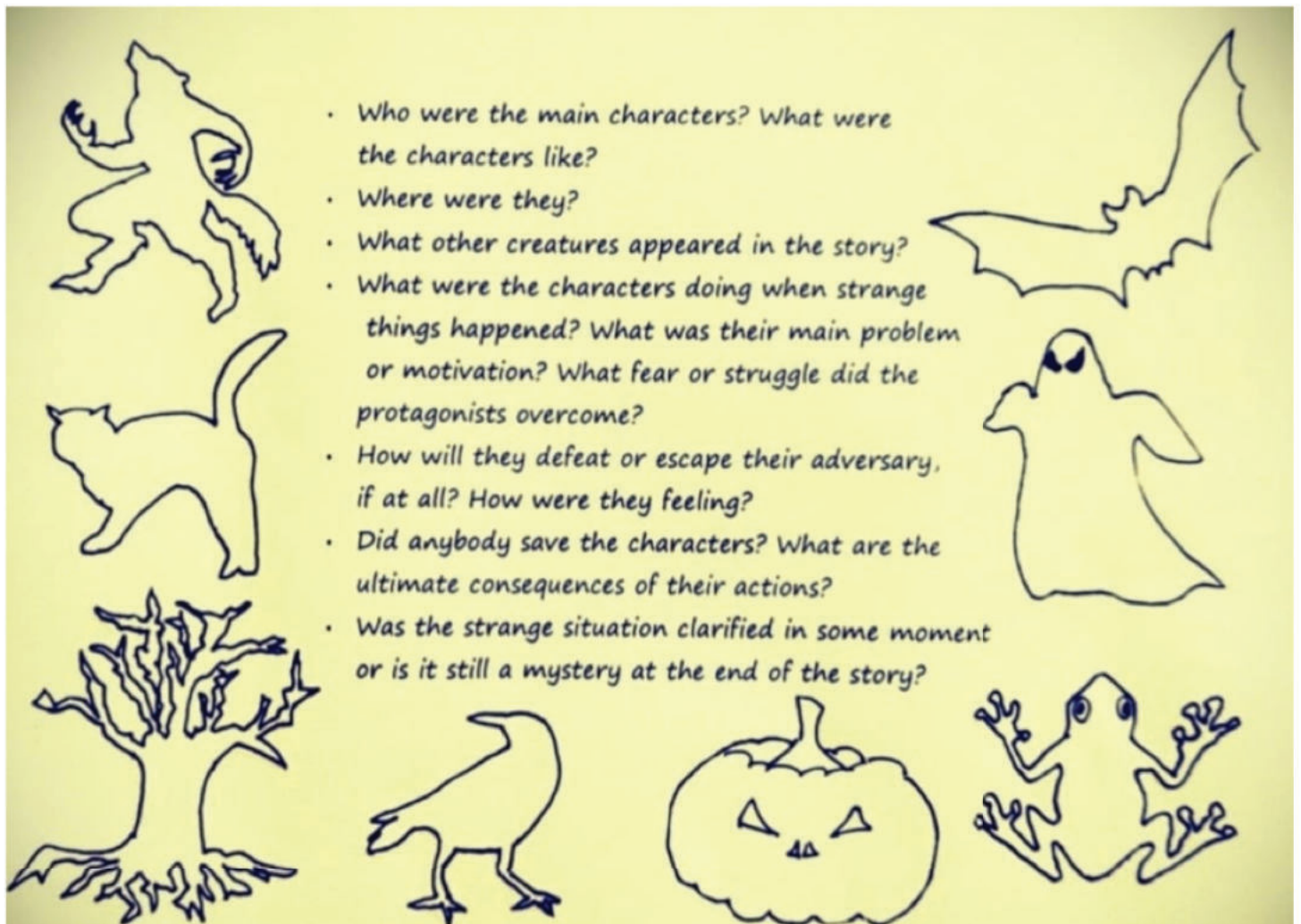
- * Get in pairs, and think of ideas to write a horror story. Include at least three of the six new words we learned from the text (throng, swirl, gorge, pagan, plea, haul).



You can begin your story with one of these phrases:



















- It was a dark and stormy night . . .
- The wind was howling . . .
- Once upon a time, there was a strange creature/ man / spirit...

- * Use the following questions as a guide to know what to include in your story. You do not have to answer these questions one by one; however, the idea is that you include the information you point out in the story. You may also want to include some of the characters surrounding the questions.



My emotions and my activities...

* Look at the following activities and link them to an emoji.

							
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Look at the following masks. What do they represent? Take a minute to think. First, share with a partner. Then, share with the class if you feel comfortable. You can use the SOS box to help you.



* They refer to emotions. Emojis are characters which symbolize emotions in texting.



I think this mask shows...

In my opinion this mask is trying to convey...

Your opinion matters!

A lot of people practice different activities. Do you think they practice them as hobbies or for a living?



Imagine they practice them just as their hobbies, what activities do you think they do for a living? Do they align? Are there any similarities between their hobby and their actual job?

For example, imagine someone who does rock climbing as a hobby, what job do you think that person has?

*For example:
Playing the guitar makes me feel relaxed.
Singing makes me feel excited.*

- * Camila has a very special teacher who expresses her emotions by painting. Let's learn more about her. Her name is Nadine. Using the following words, take 5 minutes and create yes/no questions to make guesses about her.

Santiago - Las Toscas - English - painting - landscapes

For example: Is Santiago her husband?

- * Sit in pairs and read about Nadine. See the text that follows and answer some questions about her.



1. What is her profession?
2. Is teaching what she likes the most?
3. Who introduced her into the world of art?
4. What does she try to convey when she paints for friends and family?
5. How does she feel when painting?

MEETING AN ARTIST





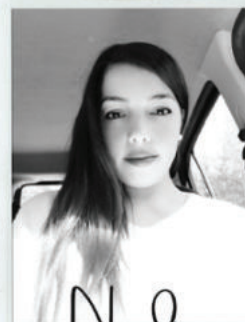

My name is Nadine Acosta. I am from Uruguay and I currently live in Las Toscas with my husband Santiago and my pets. I am an English teacher at Secundaria and I also run an English institute with a friend of mine. I love teaching English, but my real passion is art.

I love all kinds of art and painting is one of my favorite activities. I started painting when I was a child because my father was an art teacher and he would always encourage my sister and I to draw and paint. When I was a child I used to say I was going to run an art gallery in the future. I have always enjoyed painting. It's one of my hobbies and the best way of expressing my emotions. I usually paint when I feel happy or sad about something.

Sometimes I paint for my friends and family, and I try to express all the love I feel for them. Generally I do landscapes, abstract paintings, or an artistic version of a photograph that brings back happy memories. When I paint I forget about everything... I just connect with my feelings, the brushes and the colours, and I let my hands do the work.

Being able to express our feelings and emotions is a gift. Nadine loves painting since it helps her do so.

Look at different paintings Nadine made and say how they make you feel.



Nadine Acosta

Photos source: Nadine Acosta



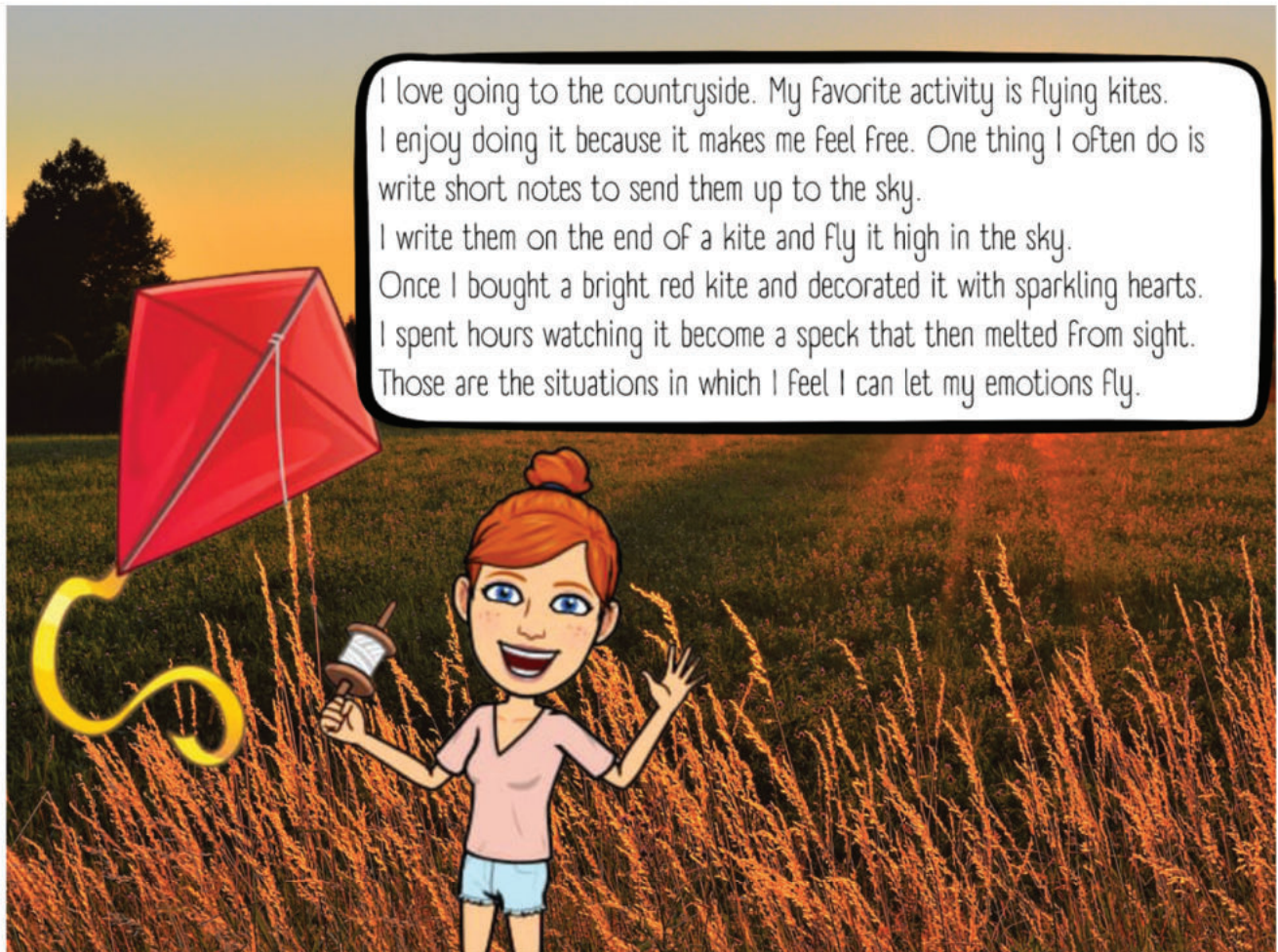
S.O.S.
BOX

This piece of art makes me feel blue because...
This painting makes me feel happy/excited/amused because...
When I see this painting, I feel...

- ✱ Is it easy for you to express your own feelings and emotions? How do you express them? Get in pairs and think of different ways of expressing your feelings.



* Camila wrote this example to share with you.



Video games

* Look at the following words. What's the connection among them?




Photo source: pixabay.com

- * The connection among these words can be summarized in a hidden phrase:

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

- * Use the words from the AR lens to complete the following definitions:



A specialized desktop computer used to play video games.

The look and feel of a player, a game's environment, or even hardware equipment (such as consoles or control pads).


The player's representation in the game world.

This interactive experience allows the user to interact with both the real-world environment and digital elements.

Pieces of software that replicate the software and hardware of a console or old computer on your PC.

A pointing device used to move an object on screen in any direction. It employs a vertical rod mounted on a base with one or two buttons.

It allows users to interact with a three-dimensional artificial environment in a seemingly real or physical way. It requires the use of special electronic equipment, such as a helmet with a screen inside, specially designed rooms with multiple large screens, and/or gloves fitted with sensors.



- * Do you think that playing video games is beneficial?

Get in small groups and discuss the benefits of playing video games.



- * Here you have an article about the benefits of playing video games. Read it.

Some sentences were removed from the article.

- * Complete the article with the missing sentences.



VIDEO GAMES: NOT JUST A GAME.

Have you ever been told by someone that playing video games is a total waste of time, and it will harm your brain or ruin your social life? Well, they might be wrong. Some people say that playing video games for at least 30 minutes a day can actually have some benefits.

MEMORY

Whenever you navigate the virtual world of video games you are managing multiple tasks, just as we do in the real world. This activity stimulates your hippocampus (the part of the brain in charge of converting short-term memory to long-term memory, and which also controls spatial memory). 1.

SPATIAL VISUALIZATION

2. ability may have positive consequences in real life such as helping you organize your clothes so they take up less space or imagining how something will look like in a specific place.

DECISION MAKING

Players who love action games are more likely to make decisions more quickly than players who play slow-paced games. This is highly beneficial in real life because it saves time and also helps to decide what to do under stressful circumstances.

PROBLEM SOLVING

Almost every type of video game involves problem-solving abilities.

3. The challenges and obstacles gamers face while they complete missions, build cities or fight their "enemies" help you learn from mistakes, encourage you to try different ways to solve a problem and decide when to give up.

SOCIAL SKILLS

When players take on the roles of the different characters in the virtual world, they have the freedom to experiment with diverse social situations. This also means developing cooperation and collaboration skills.

4.

PHYSICAL FITNESS

There are several fitness games that require players to be physically active. These games are really beneficial for our health.

5.



- Gamers can develop a three-dimensional vision of objects and envision how they fit into space.
- This skill involves analyzing different options to come up with the best solution to a situation.
- Playing video games for an extended period of time can cause some problems, though.
- They also turn exercising into a fun and exciting activity.
- Some experts recommend playing regularly to stay mentally sharp as you get older.
- As a consequence, players may feel more confident when interacting in the real world.

* Do you think there are any game developers in Uruguay? Let's find out!

URUGUAYAN VIDEO GAME DEVELOPERS SHOWCASE THEIR CREATIVITY AT THE MAIN GLOBAL EVENT OF THE INDUSTRY

Learn how the Uruguayan delegation will present itself at the Game Developers Conference.

For the first time, Uruguay arrives with a delegation of creators at the Game Developers Conference (GDC), the largest event in the video game industry. This is a unique meeting opportunity this year for developers and video game professionals from around the world.

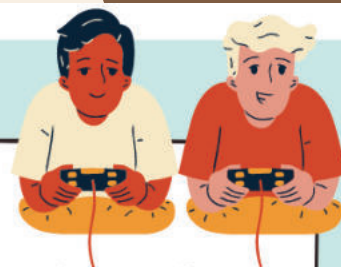
Uruguay will attend this online-only event thanks to Uruguay XXI and the Uruguayan Game Developers Association (CAVI), which will join the 12 studios and developers that were selected to be part of the delegation. This joint effort aims to promote the thriving industry that is emerging in the country, showing their unique talents and powerful creativity. At the GDC, the Uruguayan delegation will show that it offers one of the best ecosystems for the video game industry. In addition to innovation, the country boasts a perfect mix of creativity and qualified talent, able to develop great video games for mobile platforms, personal computers and gaming consoles.

What Makes Uruguay a Unique Place for the Development of the Videogame Industry?

- Young, passionate and creative talent: Uruguay offers a perfect combination of qualified talent and creativity. It is the first country in Latin America to offer university degrees for professionals in the industry, and access to education is free.
- A friendly ecosystem for the development of the industry: a reliable, safe country for doing business, with a world-class technological infrastructure, as well as tax benefits and state support. Its video game industry is characterized for being a collaborative community, with relevant promotion and development activities such as the Level UY workshops, a 100% local event.
- World-renowned studios and video games: Uruguay has earned a place in the global video game industry thanks to the success of several of its video games, ranked in top places at app stores, and with high visibility on the best platforms in the world. In addition, international companies such as Argentina's Etermax and Globant, or Jam City from the U.S., have chosen Uruguay as a hub for their operations, thanks to its great advantages for doing business in Latin America and the world.

Source: <https://www.uruguayxxi.gub.uy/en/news/article/videojuegos-uruguayos-exhiben-su-creatividad-en-el-principal-evento-global-de-la-industria-y-buscan-concretar-negocios/>

* Read the article above and choose the best answer for each question.



- 1 •** Why is this conference a unique opportunity in the video game industry?
 - a.** Because there will be interesting presentations.
 - b.** Because people from all over the world will attend it.
 - c.** Because it's the first time the Uruguayan delegation attends such an important event.

- 2 •** What is the aim of the conference?
 - a.** To show how talented and creative Uruguayan developers are.
 - b.** To promote new video games.
 - c.** To sell new video games.

- 3 •** What is special about Uruguay in terms of professional training in the area?
 - a.** It's the only country in Latin America to offer university degrees in the area.
 - b.** It offers free university degrees in the area.
 - c.** It offers postgraduate courses for professionals in the area.

- 4 •** What does the writer mean by saying "a friendly ecosystem for the development of the industry"?
 - a.** That the conditions are favourable for doing business.
 - b.** That people in the video games industry are friendly.
 - c.** That Uruguay has environmental politics for buying and selling video games.

- 5 •** Why is Uruguay well-positioned in the video games industry?
 - a.** Because Etermax has merged with a Uruguayan company.
 - b.** Because an American company has bought many Uruguayan video games.
 - c.** Because many Uruguayan video games are successful in other places.





Which are your favorite video games?



* Pair up and interview your partners. Record their answers and then report them to the class.



Student A



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



Student B



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



- * Debate whether video games are beneficial for teenagers or not. Think about:
 - the amount of hours teenagers spend playing.
 - the kind of games.
 - the role of the family.
 - eating habits.
 - playing online with strangers from all over the world.

Entertainment with history

- * Today the teacher brought a guessing game for you. The teacher loves one particular game with 5 letters. Below you will find the clues to guess.



- It's in cake but not in fake.
- It's between *g* and *i*.
- In English it is pronounced as we pronounce / in Spanish.
- It's a consonant we use to make the plural of nouns.
- It isn't pronounced in the word Island.

- * Once you discover the game, think about these questions:

Have you ever played it?

What is the aim of the game?

What are the main rules to play it?

Which are the benefits of playing it?

If you didn't play it, would you like to do it? Why?



- * Now get in trios and find information on the web to know more about this game.

Do you know why this game is called this way?

Did you know?

Chess got its name from a mispronunciation by British merchants, it was originally called shah (king in Persian), Shah mat=king is finished. Chess is an acronym for Chariot (rook), Horse (knight), Elephant (bishop) and Soldiers (pawns).

- * For some, playing chess is not an easy task. Do you know how to play it? Do you think it's easy to learn this board game? With the info you got in the previous activities write a set of instructions on how to play chess.

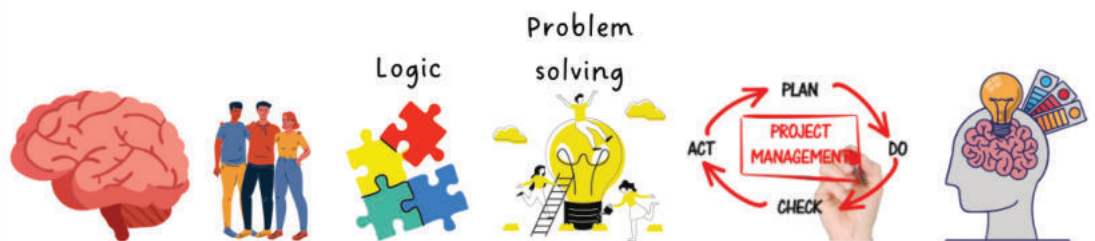
What skills do you need to play chess? Jot down the most important ones.

Skills to play chess



- * Chess experts believe that these 7 skills are necessary to learn how to play it. Why do you think these skills are important while playing chess? Work in the same trios and rank them.

- * Playing chess has lots of mental benefits. Which mental benefit do you think it might develop?



- * Some benefits have been removed and need to be placed into the correct place.

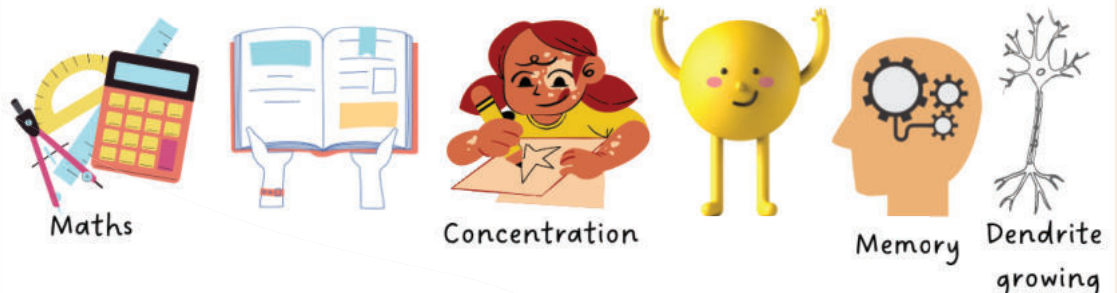
Get in pairs and discuss this idea.



Practice makes perfect. Do you agree with this saying? Why? Why not?

Socialization
Planning
Reading
Can-do attitude
Brain growth
Creativity

Benefits of chess



* Read the first part of the text and answer the following questions.

1. Where is Santiago from?
2. When did he start playing chess?
3. How did Santiago's life change regarding chess at the age of 15?
4. What happened in 1998?
5. How does he describe help from a coach?



*

What is your opinion about the text? How has your view about chess changed?



BELIEVE IN GOOD MOVES

#LIVINGURUGUAY5

My name is Santiago Rodríguez, I was born in San José de Mayo in August 1983. When I was 5 years old my father taught me to play chess. I was fascinated with the board and its pieces, and it awakened in me a passion that has been with me ever since. At the beginning, I saw it only as a game and had fun playing with friends and family. But in my first year of high school, I joined a chess club where there were rankings and tournaments. I spent hours analyzing games, reading chess books and playing with a watch. I had never seen chess as a sport until then. I learned that high school, national, club, world and Olympic championships were played. From then on, a new world appeared before me.

I not only wanted to play for fun, but I also wanted to improve and learn in order to compete. I needed to train to improve. We hardly had access to chess material (books and magazines), but when I got my hands on them I tried to solve all the problems and analyze the games played by the best players of the time. Many times my friends helped me; they were my first coaches. They had more knowledge than me, which really helped me to progress.

When I turned fifteen my parents gave me my first computer and we were able to get internet at home. There were programs and chess engines that helped you to analyze the games! My training was expanding. No longer were books and people my only source of knowledge. In 1998 I was champion of Uruguay for the first time in the U-16 category and I qualified to represent my country in the Pan-American championship held in Brazil that same year. I remember I went to classes with Bernardo Roselli, an International Chess Master--there are different titles at international level, with the most prestigious being Grandmaster, followed by International Master--taught me a lot and helped me to understand the importance of having a coach to improve. A coach can be someone who guides you, who sees your weaknesses and strengths and who knows how to help you understand the game better as they get to know you better. I finished in the top ten that year in Brazil.



- * Let's read the second part of the text. Take notes on the kinds of things players need to do to be prepared to play chess.

#LIVINGURUGUAY5



Before each game in a tournament you have to sleep well, do tactical problems to keep your brain alert and study your opponent's games to be as well prepared as possible. I remember that my first game in a final of the Uruguayan championship was a battle that lasted six hours. After, I had never felt so tired in my life despite having only been sitting most of the time. I lost.

More than twenty years later things have changed drastically. Chess material abounds. Books and magazines have lost ground, and now there are video series, dvd's, exclusive chess platforms like chess.com, chess24 or lichess, youtube channels and twitch streamers that dump tons of information and knowledge about the science behind the game. Chess has benefited from the rise of the internet, as millions of games are played every day and with some luck, you can play against top players in the world. In my case I was able to play against Magnus Carlsen, the World Champion since 2013. In 2008, I had the opportunity to represent Uruguay in the Chess Olympiad in Dresden, Germany.

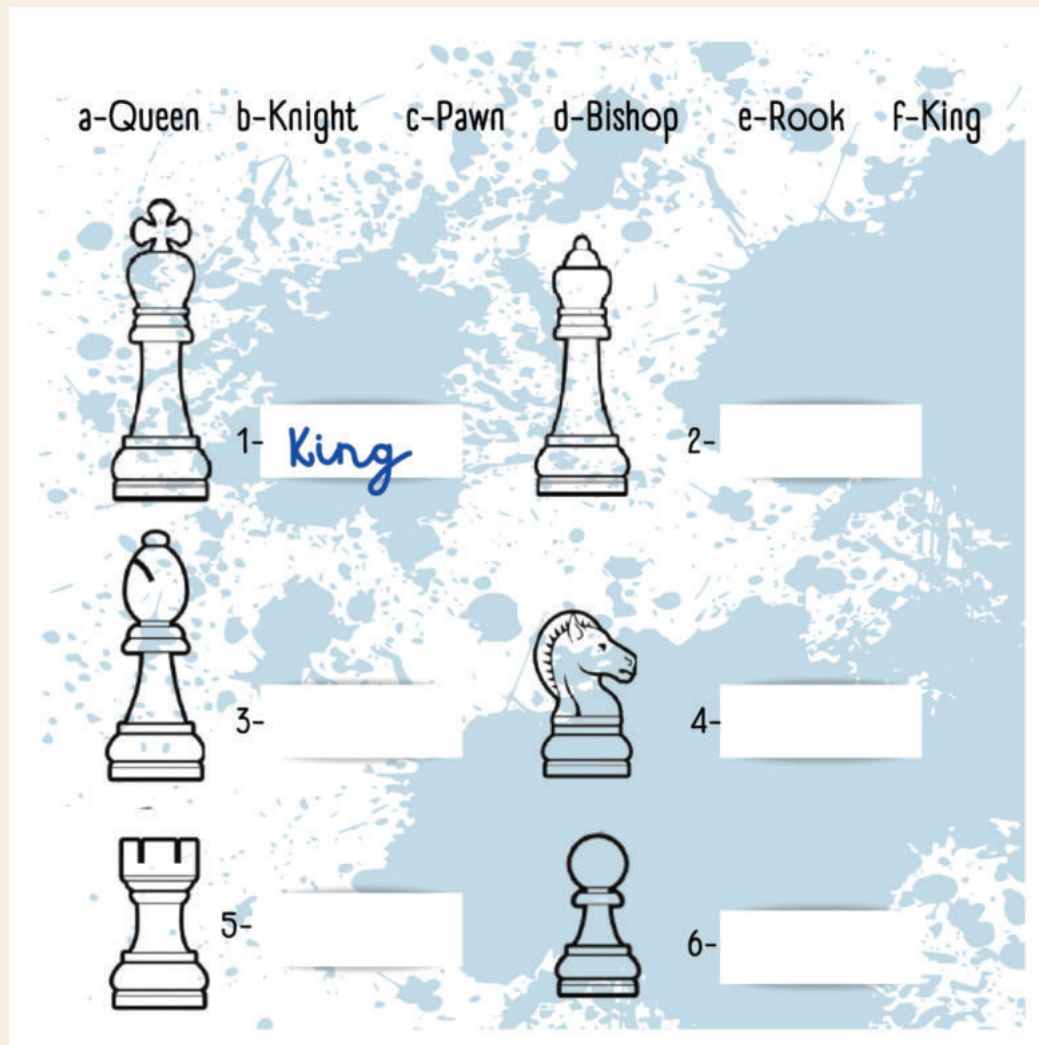
We chess players also know the importance of being physically active and eating as healthy as possible. Everything influences your performance and your potential. In addition, it is a sport that demands the maximum from you mentally, so many professional players have sports psychologists to help them as they train. Computers play a central role in the players' training and nobody travels to tournaments without their computer. The main challenge nowadays is to not get lost in so much information. Although chess is a sport that is played alone, coaches are invaluable in helping you to get better.

Chess is a simple and mysterious game at the same time. Learning to move the pieces can take a couple of hours, and mastering the basics a few months, but understanding the subtleties and deepening your knowledge takes a lifetime. I'm still learning something new every day.



Photos by Santiago Rodríguez

- * Chess is played on a checked board and each player (2) has 16 pieces. Do you know the names of the pieces? Label them.



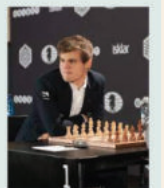
- * Read the interesting facts and find information about famous chess players. Write a paragraph about one chess player mentioning important facts about this person.

#LIVINGURUGUAY5



Interesting facts:

- More books are published on chess per year than on all other sports combined.
- A professional chess player can burn over 5000 calories in a day of competition. In 2018 the US company Polar studied the heart rate of 21-year-old Russian Grandmaster Mikhail Antipov and found that he had burned 560 calories in two hours of play during a tournament, about what Roger Federer burns playing tennis for one hour.
- In a professional-level chess tournament, you can lose 12-15 pounds in about ten days.
- The world chess champion, the Norwegian Magnus Carlsen, practices other sports (soccer, basketball, running, yoga) every day as part of his routine. At major tournaments, he also hires a personal chef so that his meals are perfectly balanced.
- Grandmasters can train chess for more than 6 hours per day. The most extreme case is the Iranian teenager Parham Maghsoodloo who confessed that studied chess about 15 hours a day.



Benefits of chess.

- Helps bring people together.
- Promotes concentration.
- Encourages creativity and imagination.
- Trains memory.
- Develops planning and decision making skills.
- Helps to accept the rules and assume the consequences of your actions.



Pictures from Wikimedia Commons

Knowledge and entertainment

Think – Pair – Share

Have you ever played a trivia game?

What does this game consist of?

How many players do you need?

What skills and competencies do people need?

* If you ever played it...

What kind of game is it?

How often do you play trivia games?

Who do you play it with?

* Do the following quiz.

* Listen to a man talking about trivia and check your answers.

TRIVIA

1- What is the Latin word for trivia?

1- Trivis ☐

2- Trivialis ☐

3- Trivialium ☐

2- The first use of the word trivia was by the Roman Empire, as another name for their goddess Hecate. Of what was Hecate the goddess?

1- Crossroads ☐

2- Death ☐

3- Fire ☐

3- When was the first known documented labeling of this game?

1- in 1965 ☐

2- in 1975 ☐

3- in 1985 ☐

4- In 1979, Chris Haney and Scott Abbott invented a trivia game that became one of the best-selling games of all time. What's its name?

1- Trivial Pursuit ☐

2- Trivia Monster ☐

3- Who wants to Be a Millionaire ☐

5- How much does the most expensive Trivial Pursuit game set cost?

1- Between \$1,205 and \$3,405 ☐

2- Between \$4,405 and \$7,105 ☐

3- Between \$8,205 and \$9,105 ☐



Have you ever played Trivial Pursuit? Listen to a person talking about Trivial Pursuit and answer the questions.

1. Where is Trivial Pursuit from?
2. How many categories are there in each card?
3. What is the object of the game?
4. When was the game first released?
5. What examples of Trivial Pursuit themed editions are mentioned?



Let's learn more about this game. Listen to the second part of the audio and complete the missing information.

- 1- Chris Haney was a _____
- 2- John Haney and Ed Werner completed the _____
- 3- In 2008 Hasbro bought the full rights for _____
- 4- By 2014, more than _____ in 26 countries.
- 5- In 1993 Games magazine included Trivial Pursuit in _____



Did you know?

The artwork for the game was by 18-year-old Michael Wurstlin. He was unemployed at the time and took the job because his unemployment insurance had run out. He chose to invest in five shares of stock and earned enough money to start Wurstlingroup, a successful marketing company based in Toronto.

* Let's solve a trivia and find out how much you know about Uruguay.

How much do you know about Uruguay?



* The country's name means river of the painted bird in ...

1. the Guaraní language.
2. the Quechua language.
3. the Aymara language.

* What's the least populated village?

1. Casablanca, (Paysandú)
2. Arbolito, (Cerro Largo)
3. Nuevo Berlín (Río Negro)

* Which animal outnumbered the country's population?

1. Cow
2. Horse
3. Sheep

* How many Olympic gold medals has Uruguay won?

1. One
2. Two
3. Three

* The national anthem is the longest in the world. How much does it last approximately?

1. 4 minutes
2. 6 minutes
3. 8 minutes

* Which is the highest point in Uruguay?

1. Cerro Catedral (Maldonado)
2. Cerro de las Ánimas (Maldonado)
3. Cerro del Verdún (Lavalleja)

* One of these writers wasn't Uruguayan. Who was it?

1. Mario Benedetti
2. Horacio Quiroga
3. Jorge Luis Borges

* Which of these rock bands is the oldest?

1. Buitres Después de la Una
2. El Cuarteto de Nos
3. No Te Va Gustar

* When do Uruguayans celebrate Independence Day?

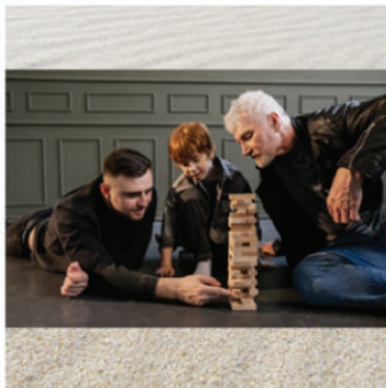
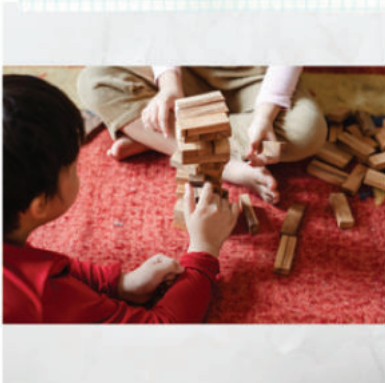
1. June 19th
2. July 18th
3. August 25th

* Which popular dance was inscribed in UNESCO's list of Intangible Cultural Heritage of Humanity in 2009?

1. Tango
2. Pericón
3. Candombe

Indoor entertainment

- * These four pictures show examples of indoor entertainment. Choose one of them and describe it. Why have you chosen it? Is it something you do regularly? You can use vocabulary from the SOS box to help you.



In the picture I can see...
 There is / are...
 In the foreground / background...
 In my opinion they might be...
 because... .
 They could be... because... .
 I believe they... .

Photos source: canva.com

- * In the last picture, people are playing jenga, have you ever played it?
1. How many blocks does the game have?
 2. How many layers are there at the beginning?
 3. How much time does each turn last?

- * Read the first part of the text that follows to check your answers.



- * Nico wants to sit for the B2 Exam with Dirección de Políticas Lingüísticas de CODICEN. Help him with this Use of English Part 3 exercise. Bear in mind that in the real exam this part has 8 items.
- * Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.



There is an example at the beginning (0). Example CREATED.

Jenga is a game of physical skill **0. CREATED** by British board game designer and author Leslie Scott and currently marketed by Hasbro. Players take turns removing one block at a time from a tower constructed of 54 blocks. Each block removed is then placed on top of the tower, creating a **1.** more unstable structure.

Rules

Each block is three times as long as it is wide, and one fifth as thick as its length – 1.5 cm × 2.5 cm × 7.5 cm. Blocks have small, random variations from these dimensions so as to create **2.** in the stacking process and make the game more challenging. To begin the game, the blocks are stacked into a solid rectangular tower of 18 layers, with three blocks per layer. The blocks within each layer are oriented in the same direction, with their long sides touching, and are perpendicular to the ones in the layer immediately below.

Starting with the one who built the tower, players take turns removing one block from any level below the **3.** completed one and placing it horizontally atop the tower, perpendicular to any blocks on which it is to rest. Each player may use only one hand to touch the tower or move a block at any given time, but may switch hands whenever desired. Once a level contains three blocks, it is complete and may not have any more blocks added to it. A block may be touched or nudged to determine whether it is loose enough to remove without disturbing the rest of the tower, but it must be returned to its original position if the player **4.** to move a different one. A turn ends when the next player in sequence touches the tower or when 10 seconds have elapsed since the placement of a block, whichever occurs first.

The game ends when any portion of the tower collapses, caused by either the removal of a block or its new placement. The last player to complete a turn before the collapse is the **5.**.

CREATE

PROGRESS

PERFECT

HIGH

DECISION

WIN

Did you know?

Swahili is the most important and widely studied indigenous language of Africa, the National and official language of Kenya and Tanzania.

- * Have you ever wondered about how games are created? Let's find out more about this incredible game called Jenga. Read the second part of the text and complete the timeline.



HISTORY OF JENGA

Jenga was created by Leslie Scott, the co-founder of Oxford Games Ltd, based on a game that evolved within her family in the early 1970s using children's wooden building blocks the family purchased from a sawmill in Takoradi, Ghana. The name jenga is derived from kujenga, a Swahili word which means 'to build'.

Scott was born in Tanganyika in 1955, where she was raised speaking English and Swahili, before moving to live in Ghana, West Africa. Scott launched the game she named and trademarked as "jenga" at the London Toy Fair in January 1983 and sold it through her own company, Leslie Scott Associates. The blocks of the first sets of jenga were manufactured for Scott by the Camphill Village Trust in Botton, Yorkshire. In 1982 the V&A Museum of Childhood incorporated the original sets of jenga to its exhibitions.



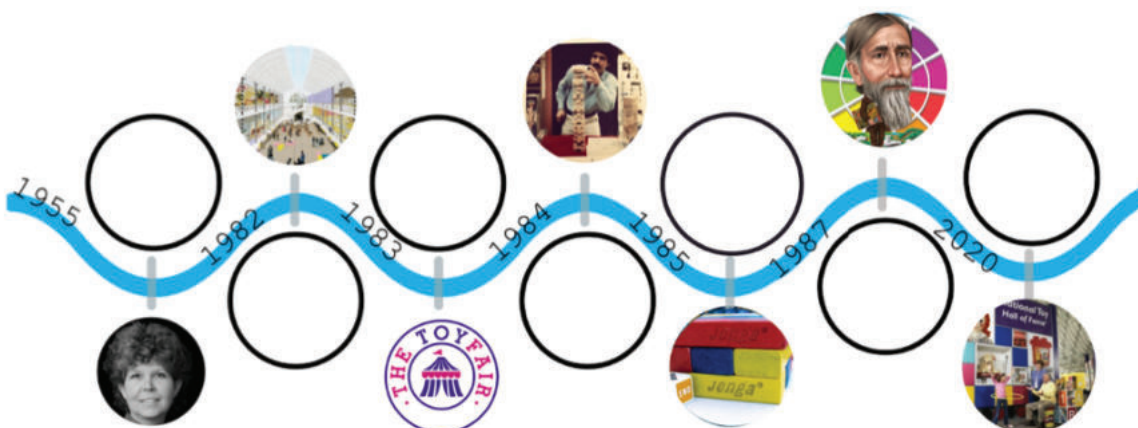
In 1984, Robert Grebler contacted her and expressed interest in importing and distributing jenga in Canada. In April 1985, Grebler acquired from Scott the exclusive rights to jenga for the United States and Canada, and then in October of that year, Scott assigned the worldwide rights in jenga to Grebler, which he in turn assigned to Pokonobe Associates. Pokonobe then licensed Irwin Toy to sell jenga in Canada and to be master licensee worldwide. Irwin Toy licensed jenga to Schaper in the United States and when that company was bought by Hasbro, jenga was launched under the Milton Bradley banner in 1987. Eventually, Hasbro became licensee in most countries around the world.



As of 2021, according to Pokonobe Associates, owners of the Jenga brand, over 90 million Jenga games, equivalent to more than 4.86 billion jenga blocks, have been sold worldwide.

On November 5, 2020, jenga was inducted into the National Toy Hall of Fame.

TAKEN AND ADAPTED FROM: <https://en.wikipedia.org/wiki/Jenga>



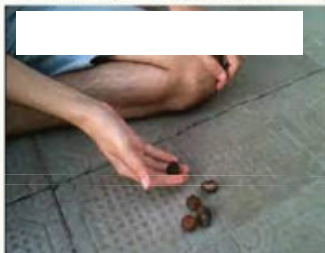
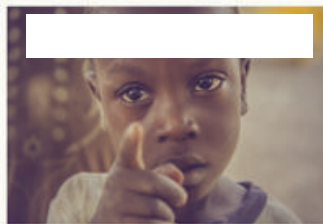
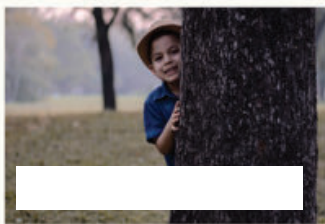
Let's play Jenga!

Outdoor entertainment

* Do you know the names of the games your parents used to play when they were children? Get in trios and discuss.



* Here you have some pictures and their names. Label the pictures with the names.



HIDE AND SEEK
SKIPPING ROPE
HOPSCOTCH
MARBLES
SIMON SAYS
MUSICAL CHAIRS
CHINESE WHISPERS
ELASTICS
PAYANA



Pics from canva and Pixabay.com LunaSun/ lindsrw/ arufener85 /

- * Listen to some sounds made while playing those games. Which games are people playing?
- * Read some anecdotes from the characters' family members about the kind of games they used to play as kids. After you read the accounts please answer the following questions:



Who ...

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

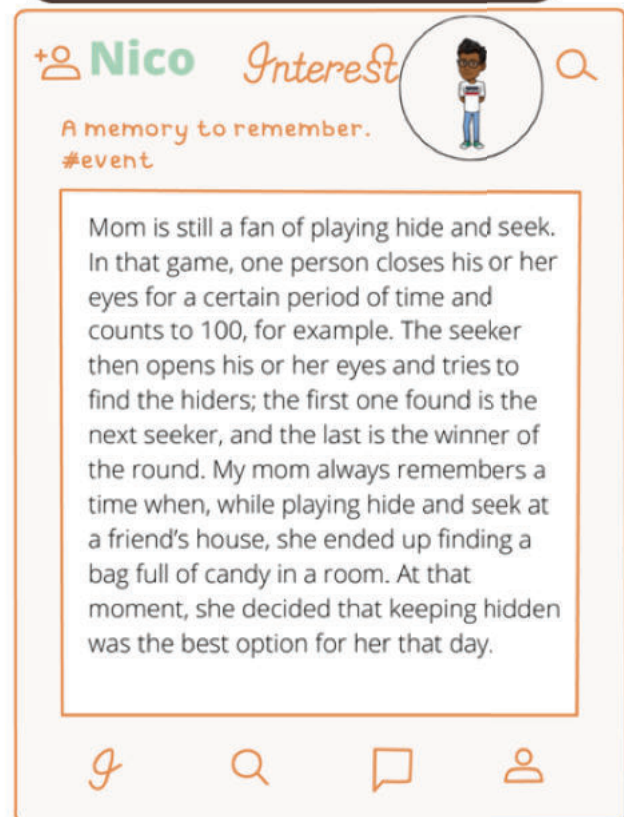
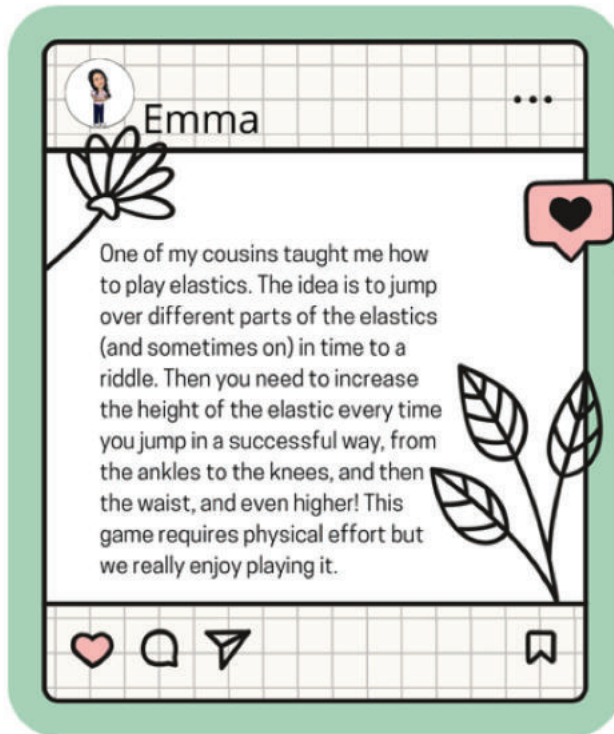
... used to play a game which implies paying a lot of attention to words?

... found something while playing a game?

... used to play in the afternoon?

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

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



- * What are the benefits of playing outside? Why?
- * Think for a minute.
- * Get in pairs and share.
- * Share with the whole class.



- * Pair up and read the infographic. Each pair must think and write examples of games for each advantage.

For example, an outdoor activity that needs no equipment is hide and seek.



* Think of two other benefits of playing outside.

1.

2.

* In many high schools around Uruguay students have the chance to play during breaks. Rivera's high school number 1 offers students to play table tennis.

* Is there something like this in your high school? If not, would you like to have something similar? Get in pairs and answer some questions about table tennis.



Your opinion matters!



Do children play traditional games in your neighborhood?

If not, why not?

Do you think kids are missing out as a result?

Do you think parents and teachers should be reviving these games?



LET'S PLAY TABLE TENNIS



1. How long is a game?
2. How long is a match?
3. How many serves does each player get?
4. Do I need to serve diagonally (like in a regular tennis game)?
5. Where do I need to stand during a serve?
6. What happens if the ball hits the net, or goes around the net?
7. Can I serve a game/match point (or does my opponent need to serve if it's my game/match point)?
8. What happens if you hit the ball (whether it's during a serve or a rally), and once the ball hits the opponent's side of the table, it bounces back to yours (due to spin)?
9. If the ball touches the opponent but not the opponent's side, whose point is it?
10. What happens if you touch the table?
11. What happens when a player serves or scores illegally, but there is no qualified umpire to call it?



Creating places for entertainment



In today's class I will challenge you with a problem and you will find the solution. This solution will be the project you will develop.

Situation

Get in groups of 3 and after class go around your neighborhood. Find places that are not in good conditions or that are underused.

Try a plan to embellish and create a place to have fun and enjoy.

Create some attractions for different types of people.

Create a long-scale model of what you will do.

Create a presentation of the place.

Present the place to the class.



Photos by pixabay.com

If I had the chance to...

* Freddie, one of the characters, wrote a poem.

Read it and identify the different activities he would do.

If I had to live my life over,
I would hang out with friends more,
I would say I love you when I feel it,
I would sleep more and worry less,
I would pick up more daisies
I would enjoy more time with my family.

If I had to live my life over,
I would enjoy time with my pet
I would be more often in nature

I would have more ice cream
I would worry less about others
I would watch the birds...

If I had to live my life over,
I would do so many things
Even though I am young...
There are things I would change.
What would YOU do...
If you had to live your life over?

(Poem by Aldo Rodriguez)

- * Freddie mentions several activities: they refer to his relation with nature, to his emotions, and to his relation to others. Which are the activities in each category?

- * After reading the poem, what sentence best defines what Freddie is saying?

1. Freddie refers to the activities he does every day.
2. Freddie refers to activities he might not be doing at the moment. Things which are hypothetical.
3. Freddie refers to things he used to do in the past.

- * What might he be doing at the moment?

For example: He might be spending not much time with his friends.

- * Write down the activities you would like to change from your present.

- * Freddie posed a question at the end of his poem. How would you answer it? Write your own poem.

Movies

* What do you think are the most important elements in a film? Study the list and:

1. Rank the elements from the most to the least important for you (1-8).

2. Add two more things that you like in a film.

the action scenes

the cast

the plot or story

the acting

the script

the special effects

a happy ending

the soundtrack

* Find 16 adjectives in the word puzzle, and then classify them into positive or negative adjectives.

Positive

brilliant

Negative

awful

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

- * Do you usually read reviews before watching a film?
What's your opinion about them?



OUT OF THE BLACK

Our rating: ★★★★★

Genre: Drama, Sci-Fi

Run time: 1 hour 41 minutes

Cast: Rebecca Walker, Dean Samuels

Release: 2018

OMG, I think I've just seen my film of the year. "Out of the Black" is a fantastic survival drama set in a remote sector of the Solar System. Directed and produced by Myka Roonan, it was released by Zero Pictures on October 12th, 2018.

"Out of the Black" tells the story of astrobiologist Dr. Anna Livery (Rebecca Walker) and astronaut Dave Esposito (Dean Samuels). Livery and Esposito are on a routine mission to collect alien specimens from an asteroid field when an accident destroys their vessel, and they get separated from the main starship, desperately trying to return safely.

The action scenes are terrifying, and the special effects are brilliant. It looks like Rebecca Walker and Dean Samuels are truly in space - it is not surprising that the movie won Oscar for the Best Visual Effects! However, as notable as the effects are, the cast acting is exceptional, they really make you believe the effects.

Sitting there, wearing silly-looking 3D glasses, I felt as stressed and terrified as the main characters, and that is something I will never forget. If you like excitement, tension, and a moving story, you will like "Out of the Black".



FINAL HOUR

Final Hour is one of the best action films in recent years. *Final Hour* was directed by Mercedes Michaels and produced by Wilson G. Kun. Susan Clu stars as secret service agent Linda Yang, and Dino Smith is Apollo Papadopolous, the villain in this film.

The plot is predictable, but I liked it anyway. It involves a genius computer hacker who was captured by Linda Yang.

Our rating: ★★★★★

He wants to take revenge on her and the organization that foiled his plans. Linda Yang needs to prevent this from happening. There are a lot of sensational action scenes as Yang pursues Apollo around the world.

The film is set in a variety of locations including Buenos Aires, Shanghai, Saigon, and London, which gives it a very international atmosphere. The soundtrack is impressive and includes the beautiful theme song 'This is the final hour'. The acting is also superb, and Susan Clu gives an incredible performance.

I would highly recommend *Final Hour*, especially if you like action films. You won't regret watching it!



Our rating: ★★☆☆☆

Fallen Chronicles

Bad... very bad. *Fallen Chronicles* is a disappointing romance fantasy film... similar to any other witch-vampire-werewolf love triangle that you've seen a hundred times. Directed by Francis Prince, the film stars Karin Black, as the witch, Rick Banner, as the vampire, and Noah Gordon, as the werewolf. It was released in 2013 by Hero Entertainment, and it's the first film in the Fallen Saga.

The film tells the story of Alessa Hunt (Karin Black), an uninteresting teen who moves to live in Atlanta with her father after her mother dies. It is in Atlanta where Alessa discovers that she is a witch, and finds herself torn between two incredibly handsome boys: Ellis Longwood (Rick Banner) and Chance Shaw (Noah Gordon). They are different from all the insipid boys she

has ever met, even more than she realizes. Ellis is a vampire and Chance is a werewolf.

Fallen Chronicles' problems start with the main cast, as Black, Banner, and Gordon don't have any chemistry. Also, Black's acting is terrible; Banner and Shaw are a little better, but not much. The film feels more boring than exciting, and certainly, it is closer to comedy than romance.

I simply refuse to give it more than a modest recommendation when one of *Fallen Chronicles* most memorable scenes shows Alessa almost getting killed by Ellis and Chance fighting between themselves! This is a sad movie for 13-year-olds, and it shows.

Images source: Out to the Black- Final Hour- Fallen Chronicles

	OUT OF THE BLACK	FINAL HOUR	Fallen Chronicles
Genre			
Movie Studio			
Release			
Director			
Producer			
Cast			
Characters			
Plot			
Notable aspects (Good or bad)			
Rating	<input type="text"/> stars	<input type="text"/> stars	<input type="text"/> stars
Review	Positive <input type="text"/> Negative <input type="text"/>	Positive <input type="text"/> Negative <input type="text"/>	Positive <input type="text"/> Negative <input type="text"/>

- * Read the tips for a good movie review.
Complete the tips with the correct word.



OPINION / RECOMMENDATION / PLOT / SPOILERS

Avoid giving any .

Express your of the film throughout the review.

Move beyond the to include the acting, soundtrack, special effects, etc.

Give a so people can decide if they want to see it or not.

- * Can you think of any other recommendations for a good movie review?

- * Read the movie reviews again and analyze its paragraph organization.
Complete the diagram with the following ideas.

- Include information about some notable aspects of the film, such as the special effects, soundtrack, acting, etc. to justify your opinion.
- Write a summary of the film's plot. Remember, don't reveal any spoilers!
- Give your opinion of the film. Try to finish the review in an interesting way.
- Provide general information about the film, such as its title, genre, director, etc. You can include your opinion of the film in a few words.

Introduction — **Paragraph 1**

Body

Paragraph 2

Paragraph 3

Conclusion — **Paragraph 4**

- * Let's work with the INTRODUCTION of a movie review. Many times, writers include a short opinion of the film in the introduction. Read the three introductions and copy the writer's opinions of the films.

OUT OF THE BLACK

FINAL HOUR

**Fallen
Chronicles**

- * Get into pairs and consider: What information would you write in the BODY of a movie review? Make a list of some aspects that should appear in this section of your work.



the plot of the film

- * Now, let's work with the CONCLUSION of a review. If you want to make your review more impressive, try to finish it in an interesting way.

For example, you can use:

1. *A memorable moment from the film.*
2. *A prediction.*
3. *A memory of the film that will stay with you for a long time.*

And of course, a recommendation.

- * Read the three review conclusions and match the strategies the writer used with points 1-2-3. Write who should go to see these movies.

#livingUruguay5



Recommended for:



Recommended for:



Recommended for:

- * Work in Pairs: Write your own review.

Choose a film you like, google the film you chose and complete the chart:



Genre

Movie Studio

Release

Director

Producer

Cast

Characters

Plot

Notable aspects

(Good or bad)

Rating

stars

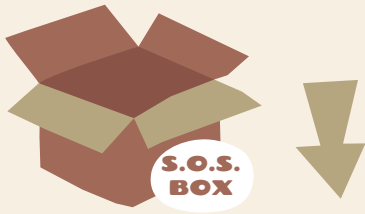
Review

Positive

Negative

- * Write your review. Remember to follow all the steps.





Useful Language For Writing Reviews

GENERAL INFORMATION

The film was directed by...

It is a love story/thriller/...

This film is based on...

The movie stars...

It was released in ...

RECOMMENDATIONS

Don't miss it – it will change the way you think about...

All in all, it is well-worth seeing.

This film is a must-see one.

It's a film for fantasy/ sci-fi/ ... lovers.

I absolutely recommend this film.

If you like action/romance/musicals/... , you need to see this film.

I would never recommend this film.

Wait until it comes out on Netflix.

This film leaves much to be desired.

I can only give this movie a modest recommendation.

MAIN POINTS OF THE PLOT

The plot centers on...

The movie tells the story of...

After a series of strange coincidences, ...

The film is set in...

The plot has an unexpected twist.

The story is rather unconvincing.

This is the story of...

The main theme of the movie is...

NOTABLE ASPECTS OF THE FILM

It is rather long/confusing/unbelievable/...

The cast is excellent/not very good.

The script is dull/exciting/...

The acting is ...

It has a tragic/happy ending.

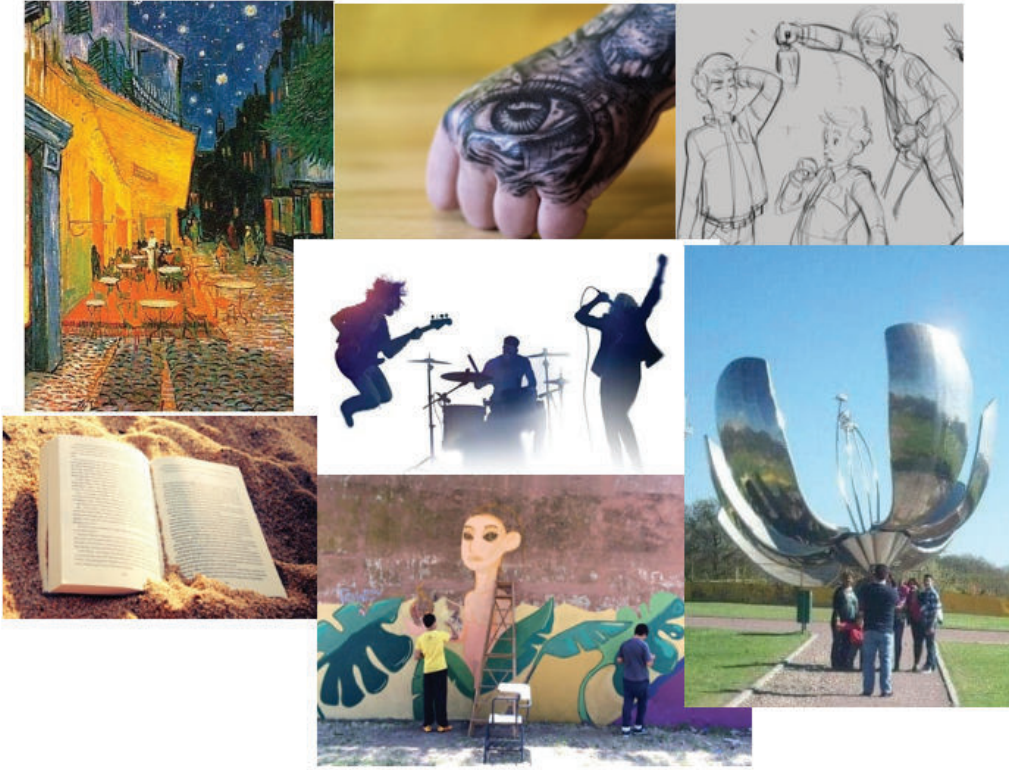
The special effects/soundtrack/... are incredible.

The dialogues are intelligent/boring/...

It will keep you on the edge of your seat.

Art as part of my entertainment

* What can you see in the pictures? What do they have in common?



Photos sources: famous van gogh paintings - Bing images open books - Bing images hand tattoo - Bing images drawing - Bing images Photos by: Andrea Joyce

* Let's read this definition of art:

The making of objects, images, music, etc. that are beautiful or that express feelings.

Source: ART | meaning in the Cambridge English Dictionary

* Do you agree with this definition? How would you define art?

The artistic manifestations can be classified into: literature, music, corporal expressions and plastic arts. Which artistic manifestation do these pictures represent?

- * Linda and Guidaí like music a lot so they always try to go to live music shows. They have a new friend that plays the drums in his free time. He told them his story, let's read it!



A. My name is Alejandro Aliaga and I spend many hours working on the computer as a computer science engineer. Even though I like my job, sometimes it gets really demanding and stressful, so when I finish my working hours all I want to do is to play music to chill out and get some relief. I play the drums, something that inspires me and motivates me every day.

B. It is beautiful when you have friends that share your same interests and you can have fun and do what you really love. I meet my friends in the rehearsal studio and we play our music together. Music for us is creation, it is the way we found to express our emotions. When we play together the three of us contribute with our piece of music, usually Diego Criado (guitarist/vocalist) or sometimes his brother, Andrés Criado (bassist), composes the idea of the song and presents it to us. Then, the rest of the band tries to make it work including our own imprint, at that moment the song is created. It is a wonderful experience of sharing musical ideas and each of us contributes with what we know from our musical instrument, music in general and our personal likes. Timothy “Timo” Brandel is another friend who sometimes plays with us, his instrument is the keyboard. Although he lives in Maldonado, he joins us every time he can, mostly on live gigs and some rehearsals.



C. I started playing the drums in my country, Chile, when I was a teenager and from the first hit I fell totally in love with the drums. Playing became a way to express my inner feelings and creativity and turned them into sounds, rhythms and grooves. For different reasons at that time I quit doing it and it was not a good idea, I missed playing a lot. Some years later I moved to Uruguay and I met these friends who I found love music the same way I do. We started playing together and we created the band Nuevos Sonares. The music that we play is indie rock. Since I really want to get better I take every chance that I have some free time to practice: once a week the three of us practice together, and then I practice on my own. Besides, I attend drum lessons, I have two great teachers: Irvin Carballo and Marcelo “Mape” Bossio.



D. Nowadays, my friends and I enjoy every rehearsal and the opportunities that we have had to play live. We just had our first live show last October and there were mostly friends. It was great fun! We want people to enjoy our music the same way we do. We want them to feel identified by what we do. When people say they like one of our songs, that makes us feel proud and we feel that we achieved our aim: to make people feel happy with our music the same way we do when we play it.

- * Read the text and think of a headline that best summarizes the content of it. Then, write it down.



Name:

Musical instrument:



Name:

Musical instrument:



Name:

Musical instrument:



Name:

Musical instrument:

- * Read the text and look at the pictures. Match the pictures to the corresponding paragraphs (more than one picture may be related to a paragraph). Then, underline the sentence in that paragraph that you consider is most connected to each picture.

For example:

Paragraph: **C** “I attend drum lessons, I have two great teachers: Irvin Carballo...”



Paragraph:



Paragraph:



Paragraph:



Paragraph:



Paragraph:



Paragraph:

Photos by Alejandro Aliaga

- * Get in pairs and share your answers, justify your selections:



For example: “I think that this picture relates to paragraph C because the author mentions his teachers and in the picture he is with one of them.”

- * These friends enjoy music in a similar way, they all consider playing music an exciting way of entertainment. What about you? Do you like playing a musical instrument, singing or dancing?



- * Now that you have read the text, let's see what you remember!
Who said these words? Write the corresponding name under each quotation.

"It's a pity I can't rehearse all the weeks with the band because I really enjoy playing with Nuevos Sonares."

"I chose to come to Uruguay because I love the country and the people."

"My brother sings very well, he has a special voice."

"Returning to my passion: the music, was something very significant in my life."

"I write the lyrics of the songs based on things that happen to me everyday or feelings of the moment."

- * Get in groups of four. Roll the dice and read the sentence of the number that you got. Then, share what you remember about the topic mentioned.



Reasons why Alejandro likes playing the drums.



The way in which the members of the band create the songs.



Information about each member of the band.



Information about the band.



What the members of the band expect from their music.



Reasons that support the fact that playing a musical instrument is an artistic way of entertainment.

- * Alejandro claimed: *“When I finish my working hours, all I want to do is to play music to chill out and get some relief”*. What about you? What do you like doing when you have some free time? Complete the sentence to mention the activities that you love doing to get entertained. Are any of those activities related to an artistic manifestation?

When I finish my duties all I want to do is to _____,
 _____ and _____
 to chill out and get some relief.

- * Think of your hobbies or interests and write them down on the table. Then, think of school topics or subjects that you find interesting. Connect a line between one of your hobbies/interests and a school topic. Do the same thing with another interest and topic (the interest can connect to the same topic or not).

In what way can that school topic or subject help you learn more about your hobby/interest? What can you do to expand more on each of the connections?

List some of your hobbies or interests:

List some of your school topics or subjects:

- * Write a text similar to the one Alejandro wrote, telling a friend from another school about your hobbies or interests and how they may relate with a school topic or subject. Include ideas on how to continue developing those hobbies or interests you have. If your interests relate to an artistic manifestation, you can expand on that as well.



Projects

Project 1: How entertainment changed

Create a timeline with information about technological advances in entertainment.

Project 2: Design your cosplay

Work in groups: Imagine you are going to group cosplay (e.g., the X-men, the Scooby Do gang, etc.).

Decide which character each of you is going to cosplay.

Write down the important characteristics or traits for each character in the group: bald, warrior, strong, etc.

Draw or find a picture of each character's cosplay.

Make a list of the items you need to create the cosplays: clothing, accessories, wigs, shoes, etc.

Share your cosplay ideas with the class.



Project 3: Working on our stories

Part 1 Revise and edit the story that you wrote with your partner.

Part 2 Get in groups of four or six and read the stories that you wrote. Choose one of them. You have to write a dialogue to tell the story and prepare the necessary costumes and scenery.

Part 3 Act out the story for the rest of the class.

Project 4: Technology and emotions

Create a tik tok video, a video, or a presentation about an activity you ordinarily do and share how you feel when performing it.

Project 5: Create a video game and think about:

What format will your game be in?
 What genre will your game be?
 What will be the theme of your game?
 What will your game look like?
 What will be the name of your game?
 How will people play your game? What are the rules?
 What kind of music/sound effects will it have?
 How will the controls work?

Project 6: Let's play chess!

Look at the poster and study the instructions. Then, play with your classmates!

Print the board and figures to play in class.

HOW TO PLAY CHESS

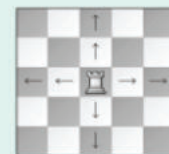


The King may move one square in any direction, so long as no piece is blocking his path.



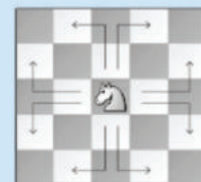
The Queen may move any number of squares straight or diagonally in any direction.

The Rook may move in a straight line, any number of squares horizontally or vertically.



The Bishop may move any number of squares diagonally.

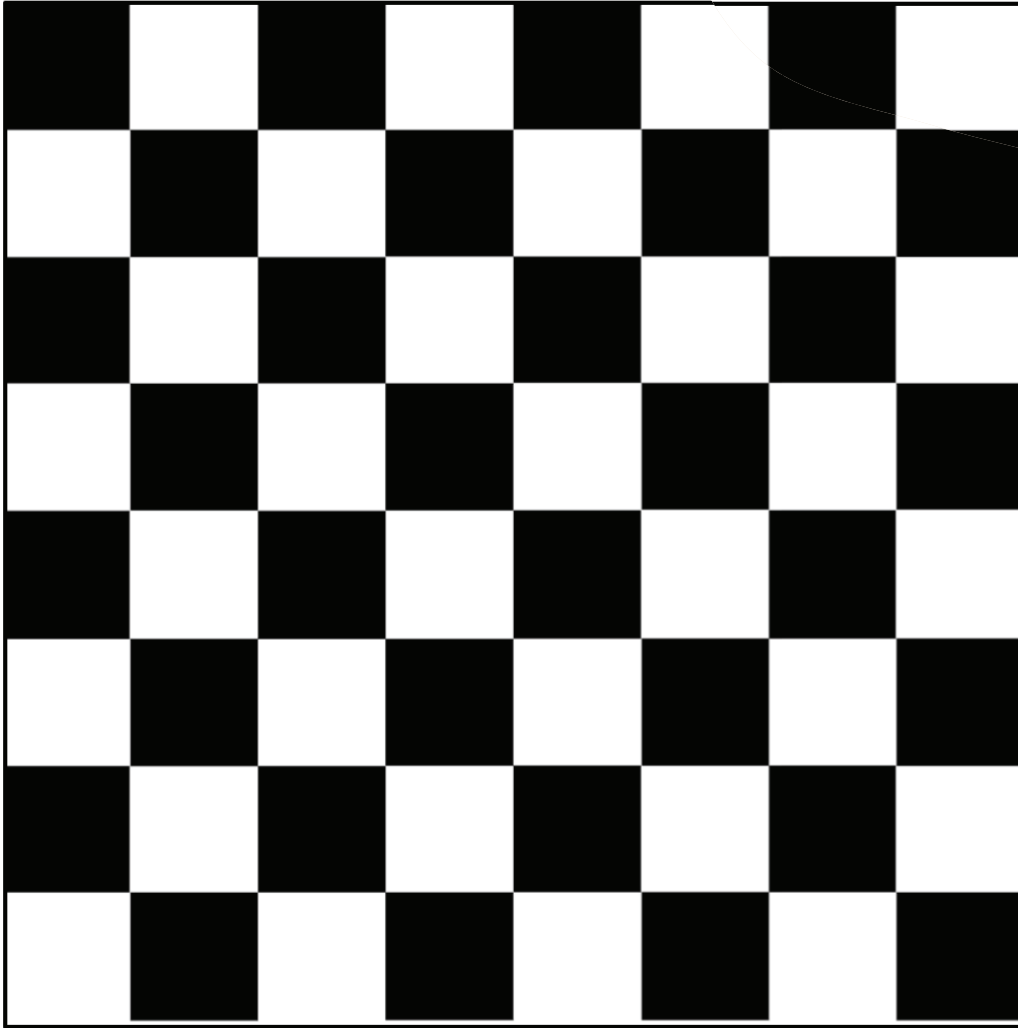
The only piece that can jump over a piece - be it your own, or the opponent's - is the: Knight.



The Pawn on its first move may move either one or two squares straight forward.

After its first move the Pawn may only advance one square at a time. The Pawn captures by moving diagonally one square forward in each direction. The Pawn cannot move or capture backwards!

Images: copyright Judit Polgar Chess Foundation



Project 7: Creating our own trivia

1. Form 4 groups.
2. Each group will write a set of 10 questions.
3. Each group takes turns to ask the other group one question.
4. One member of the group takes notes of marks on the board.

Project 8: Let's save it for a rainy day

Get in groups and create a board game or a new version of an old board game.

Project 9: Art as part of my entertainment. How am I creative?

Think of any activity you like doing that implies creativity. It can be cooking, inventing lyrics of songs, inventing choreography steps or any other. The following class, present your artistic way of being entertained to your classmates, you can show it live while you explain why you do it or you may want to show them a video where you tell them. Then, provide positive feedback to the artistic manifestations of your classmates.

Unit 2

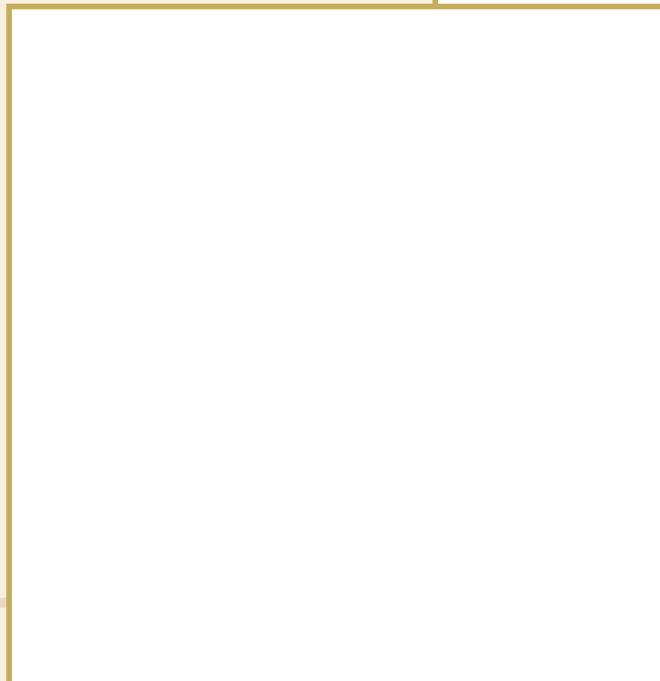
ART

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

- discuss traditional and non-traditional types of art, creating contexts for debating.
- get to know local artists who are contributing to the development of Uruguayan art.
- search for historical milestones in Art history and how this has impacted on the modern world.
- describe, compare, give details and give opinions about works of art.
- develop arguments to carry out a debate.
- practice the four skills, both in isolation and integratedly.

This is art!

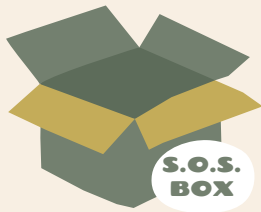
- * Look at the following squares. Use them to draw something with them. You can use the squares as forms to create a new one or you can create something inside them.



- * Read the following quote and think for some seconds.
Do you agree or disagree with it?



- * Get into small groups and discuss your ideas.



I agree with this quote because...
I agree with it up to a point, because...
I don't agree with it because...



**Art is not what you see,
but what you make others see.**

Is the work you did with the squares a piece of art? Why/Why not?

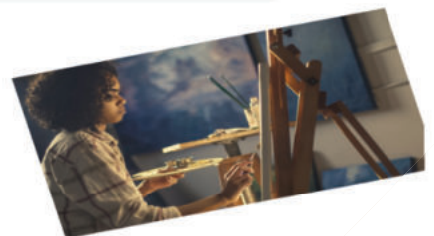
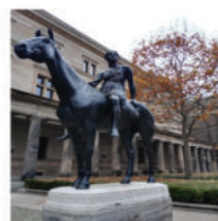
Your opinion matters:

What is art for you? Write down five words you associate art with. Now, write sentences using those words you wrote. Finally, use the sentences to write a short paragraph with your definition of art.



For me, art is...

- * Art can be appreciated under many forms. There are some which are considered traditional ways of seeing art. In this word search you will find seven forms of what is called traditional art.



Photos of sculpture and architecture
by Verónica Enss and canva.com

- * Complete these sentences using the words you found in the word search.



1. It is the art form you pass every day without realizing it is an art form. _____
2. This is the newest of the seven art forms. _____
3. It has quickly advanced to become the large industry we have today. _____
4. It is an ancient visual art form that dates back to prehistoric times. _____
5. Some examples of this ancient form of art include landmarks like the Great Pyramids, Rome's Colosseum, the Taj Mahal, Hagia Sophia, or Stonehenge. On the other hand, modern examples include the Eiffel Tower, Sagrada Familia Basilica, the Sydney Opera House, the Louvre Museum, Burj Khalifa, and the Guggenheim Museum. _____
6. This form of art has strong associations with religion and it is a standard part of many religious practices. _____
7. It is the most commonly taught art form in elementary education. _____
8. In many cultures, this was the first and oldest form of public art. _____
9. This is the first thing we think of when we think of art. _____
10. This is an art form in which the artist combines both visual art and dramatic performance. _____
11. It includes a wide range of written works such as poetry, essays, plays, biographies, fiction, non-fiction, satires, and more. _____
12. It is unquestionably one of the most accessible and popular art forms of the modern era. _____



- Get into 6 groups.
- You will be assigned one type of unusual art.
- Search the web and find information about the form of art you were assigned with.
- Complete the following chart.



Untraditional art forms

Shadow Art

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:

Gyotaku

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:

Anamorphosis

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:

Batik

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:

Dirty Car Art

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:

Body Fluid Art

Definition:

Characteristics:

Materials needed:

Well-known artists:

Interesting Facts:



- Share the information you found with the rest of the class.
- The other groups have to take notes and complete the chart.
- At the end of the presentations, you will have learned about 6 new forms of art.



- * How much art is there in your life? Read the following questions and think about the presence of art in your life.

- 1 Are you interested in art?
- 2 Do you have works of art at home?
- 3 Are there any artistically talented people in your family?
- 4 Which is your favorite form of art? Why?
- 5 Do you like going to museums or art galleries?
- 6 Are there any well-known artists in your town? What do you know about them?
- 7 Which form of art do you find most ridiculous? Why?
- 8 What do they refer to?

- * Get into small groups and share with your classmates. Are you into art? Discuss with your partners:



Deciding the most popular form of art is a very difficult task because we all have different opinions about it. However, we can't deny that the seven traditional forms of art show how history and society have evolved over time. Do you agree with this?

- * Share your opinions with the whole class.



Art and culture

- * Look at the following pictures carefully. Do you know who or what they are?



Photos: www.unsplash.com

Did you know?

A cultural icon is an image, a person, a building, or a product that most people from around the world recognize and that symbolizes a particular country or culture.

- * What do these pictures have in common? Discuss in small groups.
- * According to your own definition of art, written on the previous class. Do you see art in these pictures? Why? / Why not?



- * How would you define culture? Is it always related to art?

1. Take a piece of paper and write your answers.



2. When the teacher says your name, stand up with your piece of paper and a pen.

3. Start moving around the classroom and exchange your piece of paper with your classmates, you give yours and a classmate gives you his or hers. Repeat the exchange until the teacher claps his/her hands.

4. Get into trios. Read the definition and give a number from 1 to 7 being 7 the highest. You will give 7 to a definition that the group thinks is a good one.



5. When the teacher claps hands, keep on exchanging. When you hear the claps again, read the definitions and give a number to them.

6. Repeat the procedure two more times.

7. When you finish, sit down and add up all the numbers that the definition you have in your hands has. You should get a number up to 28.

8. The definitions that get more points will be the ones chosen by the class.

- * Listen to a man talking about art and culture and complete the diagram with the missing information.



Art and Culture: The same thing?

Cultural Arts	Art	Culture
<p>1- Transformation and _____ of different art forms.</p> <p>2- Creative _____ and deep reflection.</p> <p>3- Analyses of _____ visual culture together with other art forms.</p> <p>4- First evidence of artwork: _____ from prehistoric humans.</p>	<p>5- _____ of creativity or imagination.</p> <p>6- Origin: _____ word 'ars,': "arrangements."</p> <p>7- Aesthetic, critical or reflective _____.</p>	<p>8- Origin: Latin words 'cultura' or 'cultus,' meaning to "_____, cultivate or honour".</p> <p>9- _____ term that evolves as societies change and develop.</p> <p>10- Most prominent definition: The evolved human capacity to act, _____ and classify experiences through symbols, customs, and rituals.</p>

Have you changed your mind about the connection between art and culture?

- * Read the following sentences.
Listen again and write Yes or No next to each of them.



1. We should use the terms art and culture interchangeably.
2. Drawing, printmaking, sculpture and ceramics are some representations of performing arts.
3. Some examples of visual arts are architecture and interior design.
4. Culture is not connected with genetic inheritance.
5. Art and Culture are fundamental to building community bonds.

- * In the recording different examples of visual, performing and applied arts were mentioned. Think of 5 examples for each one. Then, share with a partner.



For example:

Visual arts: Mona Lisa by Leonardo Da Vinci.

Performing arts: The Phantom of the Opera.

Applied arts: Sydney Opera House.

- * Include your examples in the chart:

Visual arts

Performing arts

Applied arts

- * What forms of art are characteristic of Uruguay? Read the following text and find information about the ideas on these sentences.



1. What has turned Uruguayan cultural expressions into a rich and diverse heritage:

--

2. What tango embraces:

--

3. Why Uruguayan Carnival deserves the attention of visitors:

--

4. The number of operating theater rooms across the country:

--

5. The two sites which have been proclaimed Cultural Heritage of Humanity by UNESCO:

--

CULTURE AND HERITAGE

To contemplate unique examples of Art Deco style, to indulge in the specificity of Uruguayan tango, to decipher Candombe or to discover why some Uruguayan landmarks have earned the UNESCO distinction, are just some of the cultural and tourism alternatives visitors can enjoy in Uruguay. Folk traditions, indigenous ancestors, the Afro-Uruguayan heritage and the import of European immigrant customs have turned Uruguayan cultural expressions into a rich and diverse universe.

Tango is recognized as one of the greatest cultural contributions of the River Plate region to the world. It embraces dance, music, song and poetry at the same time. In September 2009, it was listed as Intangible Cultural Heritage of Humanity by UNESCO.

Unquestionably, Uruguayan Carnival is another expression of the local culture that deserves the attention of visitors. It is the longest in the world and features a colorful array of parades and shows which start in late January and continue until mid-March. Candombe is part of this great celebration and is one of the most popular expressions of Uruguayans. Its roots go back to the arrival of African slaves in Montevideo during colonial times. In 2009, along with tango, it was also listed as Intangible Heritage of Humanity by UNESCO.

Uruguayan theater is one of the most important in Latin America. The country has more than 70 operating theater rooms with a remarkably extensive and varied billboard including classic and modern plays for the most diverse tastes.

Uruguay also offers a wide range of museums and cultural centers where visitors can appreciate the work of national artists such as Juan Manuel Blanes, Rafael Barradas, Pedro Figari, Joaquín Torres García and José Cúneo, among others.

At the architectural level, Uruguay preserves unique examples of Art Nouveau and Art Deco styles, which are hardly seen in other parts of the world. Other architectural landmarks are the famous creations in reinforced ceramics and brick by engineer Eladio Dieste, which have aroused the interest of worldwide architects.

In addition, Uruguay has two sites which have been listed as Cultural Heritage of Humanity by UNESCO. On the one hand, the historic neighborhood of Colonia del Sacramento, which is recognized by its peculiar fusion of Portuguese, Spanish and post-colonial styles. On the other hand, the former Slaughter House of Frigorífico Anglo in the city of Fray Bentos, which became part of the privileged list in mid-2015 as an exceptional example of the evolution of the social and economic structure of the 19th and 20th centuries in the region.

In short, Uruguayan cultural and heritage options are diverse and any time of the year is ideal to discover and enjoy them.



<https://turismo.gub.uy/index.php/en/things-to-do/culture-and-heritage>

Unsplash: Ernesto Velázquez, Jorge Salazar Tovar, Vladimir, Soares, Preillumination SeTh, Martin De Arriba and Guilherme Roveda Hellwinkel



- * Get into pairs and discuss these quotes:

“Arts and culture do not really have a geopolitical boundary. So it is probably one of the best ways of cultivating understanding between people”.

Diane Lee.

“If art is to nourish the root of our culture, society must set the artist free to follow his vision wherever it takes him”.

John F. Kennedy.

“The culture of any country is gauged first by its progress in art”.

Ignacy Jan Paderewski Paderewski

“The arts and humanities teach us who we are and what we can be. They lie at the very core of the culture of which we’re a part”.

Ronald Reagan

“Art enables us to find ourselves and lose ourselves at the same time.”

Thomas Merton

- * After you finish this second topic related to art: How has your concept of art evolved? Did you know about Art Deco, Art Nouveau and other expressions you found here?

The art of illustration in Uruguay

- * Marker talk: Write the following phrase on the board.



Uruguay: a piece of art

Take one minute and think of words that come to your mind when you read this phrase.

Stand up and write your ideas. See what others have written and connect your ideas to the ones from your classmates. Ask questions if you don't understand something, draw emojis if you want to say something to your classmates.



Photo: pixabay.com

Whenever you read a book or a magazine, how important are illustrations on a scale from 1 to 7? Remember that #7 is the most important one.

- * Get into small groups and discuss your ideas. Jot down reasons for your answers.



- * The following is a text about illustration. The sub headings are missing. Read the text and fill in the blanks with the right sub heading.

1. The Coronavirus: an opportunity for the book's "rebirth".
2. Drawing stories.
3. Illustrate to include.
4. With color and creativity, Uruguayan illustrators are positioning the country in the global children's book market.

URUGUAYAN ILLUSTRATION: A TRENDY ART IN THE INTERNATIONAL MARKET

1

With color and creativity, Uruguayan illustrators are positioning the small South American country in the global market for children's and young adults' books. A sector in which stories are empty without painted images, Uruguay is succeeding, especially in Europe and Asia.

"A picture is worth a thousand words," says a popular saying shared by members of the Uruguayan illustration industry, which works to export strokes of "exquisite" quality and technique, according to agent Jorge Varela, who represents 18 illustrators from this small South American country.

2

A story of migrants, love, and football helped Uruguayan Eduardo Sganga win the 2019 National Illustration Prize and take his "Danube" project to the Bologna 2020 International Children's and Young People's Book Fair (BCBF), the largest showcase for this type of literature in the world.

Through reds and blues, Sganga expresses himself in the language of illustration since the first time he picked up a pencil when he was just a child.

"What is happening in Uruguay is a very rich process, at the level of training and exchange, which crystallized in recent years with a very interesting evolution of a number of artists who have been acknowledged abroad," Varela says.

Several publishers in Uruguay bet on the book album, in which the image has the same protagonism the word has. Illustration in a book album is fundamental.

"We are not only going with the trend of illustration but somehow generating a trend for the originality of Uruguayan illustrations," director of Basilisa Publishing, Mercedes Lafourcade says.

The director of Amanuense, Rodolfo Bolaños argues that in this way, and with a "language of its own", Uruguay has managed to "break the dynamic" and generate content for European and Asian markets, which were not used to buying Uruguayan culture.

3

A yellowish eye of a crocodile cries and looks at the reader of "Milo y Manú" in an illustration by the Uruguayan FABA that occupies the page of this book published by Basilisa, a publishing house that works for readers with dyslexia.

"It is one of the "disturbing" images with which Basilisa fills her albums in order to "awaken" the child's interest in reading", Lafourcade says. This publisher uses research in the field of cognitive science and artificial intelligence to create works adapted to and beneficial for people with dyslexia.

Thus, Basilisa plays with elements such as lexicon or typography to simplify the reading and to make the words have a cognitive effect on the audience, all with the help of the image, which never fails in quality.

"A book album is an object of great artistic value," the publisher says.

4

Inevitably, the COVID-19 pandemic affects the publishing industry, which is "very sensitive," Bolaños notes. However, since children spend more time at home, this can be an opportunity for the rebirth of picture books, Jorge Varela points out.

Although there is no mandatory quarantine in Uruguay, teleworking is encouraged, something that was already common in Edu Sganga's life, the illustrator says. This can also serve as a "trigger" for an illustrator's productive work, Varela adds.

Together with Amanuense and Basilisa, the two illustrators attended the Bologna Fair this year, thanks to the support of Uruguay XXI, the investment and export agency, and the Uruguayan Ministry of Education and Culture. For the first time, the event was held virtually, something that Uruguayans were able to take advantage of.

"This new modality is positive. It makes the publishing industry more dynamic because it allows us to show our work all year round. It also enables us to incorporate new projects and new publications that we have to show to our customers and, in that sense, it is a tool that did not exist before", Varela says.

On a "virtual" wall, illustrators and publishers hang their pieces of work so that other markets know them and buy their rights to publish them in other countries and languages, as it has happened with several Uruguayan artists. These meetings also allow for an exchange of ideas, impressions and trends among artists from different parts of the world.

"It was very nourishing. Something that was good for me was feeling that I was part of it, that I wasn't so far away," Sganga shares about his participation in Bologna.

This way, approaching through the screen, Uruguayan talent will be able to continue painting their colorful stories for the rest of the world.

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- * The expressions from 1-5 are from the text. Look them up in the text and see what they mean. Then, choose the best definition (a-e).

1. "A picture is worth a thousand words".
2. "... the image has the same protagonism as the word and the illustration is fundamental."
3. "It was very nourishing."
4. "... a very rich process, at the level of training and exchange, which crystallised in recent years with a very interesting evolution by a number of artists who have been acknowledged abroad..."
5. " ... to "awake" the child's interest in reading..."

-
- a. A remarkable arrangement, with respect to sharing and development, that blossomed recently alongside the flourishing of many artists who have been recognized around the world.
 - b. An image is very meaningful when telling a story.
 - c. To activate a child's desire to read.
 - d. A picture is essential and equally as valuable as the written word.
 - e. It was quite rejuvenating.

1.
2.
3.
4.
5.

- * The article mentions a Uruguayan illustrator who won several prizes for his illustrations. Do you remember his name?
- * Freddie follows @edusganga on social media and he is a great fan of him.
- * Freddie is reading an interview and needs to answer the following questions.



#LIVINGURUGUAYS

INTERVIEW WITH EDUARDO SGANGA



What do you think about the artistic evolution of illustration?

I consider the artistic value of illustration, which I know and have been able to study in history, to have always been at a high level. I have books with incredible illustrations that invite you to use your imagination and spend hours contemplating their images.

Currently, the media allows us to see the work of illustrators from around the world, which I consider fantastic, but I do not think the quality is better or worse than what I know of previous eras.

One thing I do think has evolved is the illustration industry. A key aspect may be the creative freedom given to the illustrator, who can decide how to create the narrative. Previously, things were different, and the illustrations of many books were stipulated down to the last detail by the author of the text, leaving almost no freedom for the illustrator.

Another point that I think is interesting to highlight in this evolution is the diversification of the audience that an illustrated product reaches. Illustrations are no longer considered an art form almost exclusively intended for children. Now, it is increasingly common to find other audiences for illustrations.

And if we do focus on children, I think there is a difference that goes hand in hand with other social changes, where we can see that illustrations have evolved a lot in diversifying themes and not displaying only one model of childhood, for example.

What do you consider when illustrating a character for a book?

A character, just like a person, has several characteristics that make him or her unique. They have a way of being, preferences, emotions, experiences, etc. All this is part of a fictional being that we try to communicate through illustrations.

In order to achieve this, there are several graphic characteristics to consider: a character's proportions, gestures and expressions, color palette, even the clothes they wear. All these aspects must be worked through when creating a character for a picture book.

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INTERVIEW WITH EDUARDO SGANGA

This is not always a simple task. Just as an actor or actress might prepare for the role of a character in a movie, in illustration we have to try several alternatives until we find the right approach for the character we want to represent.

How is the connection between text and illustration created?

Both text and illustration are capable of narrating, of telling us things. They are two languages that, when combined, must not be redundant.

In an album book (a type of illustrated book in which the image is fundamental to the narrative) the illustration must complement the text by contributing to the narrative without becoming repetitive.

Achieving this connection, particularly if different authors are responsible for text and image, requires teamwork. This exchange can be nourishing and productive for the book.



How has illustration evolved in Uruguay? What spaces and communities help disseminate this work?

Illustration has evolved in recent years, mainly in the creative freedom given to illustrators in Uruguay.

Regarding the community of illustrators, I would particularly like to highlight the work done by the National Institute of Visual Arts, part of the National Directorate of Culture. We've now had eight National Illustration Awards given out, and, in addition to the prize, different activities promote training, peer exchange, the possibility of exhibiting and showing our work in Uruguay and abroad, among other initiatives that help the dissemination of our work.

I also believe that there is more room to continue growing, and I think that will be key to maintaining our presence in international fairs and to expanding training in illustration, reaching more people in different parts of the country.

Photos by Eduardo Sganga

* Read the text and answer the following questions.



1. In which way have the illustration industry and illustrations evolved?
2. Why is the creation of a character a complex process?
3. How are text and illustration connected in a book?
4. How is illustration promoted in Uruguay?
5. What does Eduardo think is vital for this industry to keep on growing?

Another Uruguayan artist mentioned in the text is Mercedes Lafourcade. Freddie has a learning disorder which can make reading more difficult. He has discovered that Mercedes has created books for students with his same learning disorder. It's your turn to discover it.

* Enter the following link and find out what Freddie's learning difficulty is.

click here



Photo by Mercedes Lafourcade

* Freddie has recently been diagnosed with dyslexia. Have you ever heard about it? What do you know about this learning disorder?



Everything I know about dyslexia

What I want to learn about it



The idea behind dyslexic friendly fonts is that each letter is designed so that it's easier for a dyslexic individual to distinguish them, thus reducing errors and reading effort.

- * This is an illustration from Basilisa Publishing Company. Describe the picture and mention the main characters which might be the protagonists of the story. What do you think the story is about?



In my opinion, the main characters might be... because they are wearing... .

I think the story might be about... because they are... .



Art to communicate

- * In previous lessons we talked about this man. What do you remember about him?



Photo by Eduardo Sganga

Art is a powerful tool for communication. Eduardo has used illustrations to communicate.

- * Get into pairs. Each of you will get one illustration by Eduardo Sganga from the following page.
- * Complete this diagram.



TITLE OF THE STORY:



- Write short notes about the plot of the story.
- Think about how you could improve your story by adding adjectives and adverbs.
- Think about the tenses you need for each part of the story (the scene, the characters, the events, ...)
- Write your story in about 100 words. Check grammar, spelling and punctuation.

Paragraph 1: Introduction

• Who:

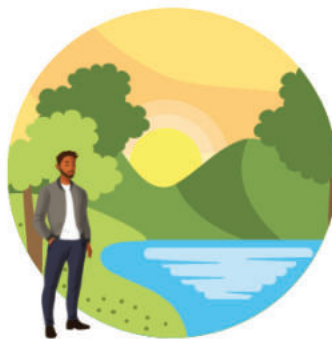


• Where:

• When:

• What:

Paragraph 2 and 3: Main body



- What happened?
- Events in chronological order.

Paragraph 4: Conclusion

- What happened in the end?
- How did people feel?



- Remember to use past simple and past continuous.
- Include time expressions such as: *first, after that, suddenly, then, finally, in the end, etc.*
- *Protagonist: main character - Antagonist: character in conflict with the main character.*



- * Decide on the information for the first paragraph. Set the scene and think about: Who are the characters of the story? Where does the story take place? When does it take place? What happened?



Remember: To start a story, we say where and when the story takes place, who the people in the story are, and what happened first.

- * Think about the development of the story. Think about paragraphs 2, 3 and 4 and take notes.
- * Let's think about the end of the story.

Share your stories with the rest of the class. Listen to your classmates and complete the following chart.



• Title of the story:
• Name of the characters:
• Setting:
• Plot:
• End of the story:
• Your opinion:

☆☆☆☆☆

• Title of the story:
• Name of the characters:
• Setting:
• Plot:
• End of the story:
• Your opinion:

☆☆☆☆☆

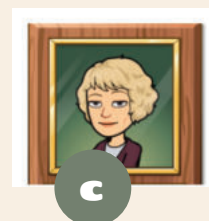
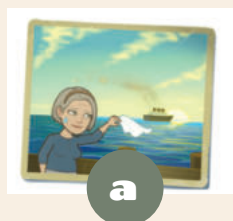
• Title of the story:
• Name of the characters:
• Setting:
• Plot:
• End of the story:
• Your opinion:

☆☆☆☆☆

The art of my ancestors

*

Listen to Emma, Freddie, Nico and Lua and match them with the corresponding ancestor.



Freddie's old aunty Anya came from Russia. In Uruguay, many Russian descendants keep on perpetuating their traditions. Look at the following article about Kalinka.

#livingUruguay5

Did you know?

Kalinka is the name of a song. But in Russian, Kalinka is a diminutive of the name Kalina and it is also the name of a tree in Russian and the name of a ladybug in Bulgarian.

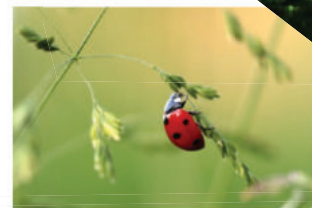


Photo kalinka tree: commons.wikimedia.org
Photo ladybug: Pixabay.com

* Read part of a text about a Russian song and dance and complete a below.

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THE STUDENT GAZETTE

KALINKA: RUSSIAN SONG AND DANCE



Kalinka is considered an icon of Russian folk dancing. The name of the dance comes from a simple but incredibly popular song written in 1860 by the composer and folklorist Ivan Laringov. The translation of Kalinka is a snowball berry. Thanks to Laringov, the Kalinka song is acknowledged as the most popular Russian folk song all over the world. The song popularity brought the dance onto the most prestigious stages. The steps of the Kalinka dance are various but the most frequent one is knee-bending (called preesyadka in Russian).

Nowadays, Kalinka dance has become an outstanding dance show. Agile movements, fast knee-bending, high jumps, beautiful Russian singing, the Kalinka dance shows deep Russian cultural traditions. Speedy tempo of the song increases with every new verse.

Men costumes for this Russian dancing are quite traditional: bright kosovorotka shirts, dark pants and high boots. Women costumes for Kalinka may be various. The most important clothing item is a light wide skirt, so the Russian dancers can freely jump and squat.

Kalinka music is simple and repetitive but had a great influence on different cultures. You can hear it at ice hockey arenas in the USA. Since Abramovich bought Cheksea, Kalinka song is often played before and after matches. The Russian dance Kalinka gained popularity in the USA in 2008 thanks to the reality show 'So you think you can dance'.

Information taken from
<https://www.rusclothing.com/blog/kalinka-russian-song-and-dance/>



The song was written in ____ by Ivan Laringov.
Kalinka means ____
The most frequent dance step is ____
The Kalinka dance tries to convey ____
Light wide skirts are important so the dancers can ____

#LIVINGURUGUAYS

Icon from <https://www.flaticon.com/authors/victorluler>

- * There is a dance group called Kalinka in Uruguay. Look at this poster of the group and answer:



1. Where is Kalinka dance group from?
2. When and why did the group begin?
3. What is their main objective?
4. Are there any skills required to enter the group?
5. What do they dream for the future of the group?
6. How many members are there in the group?

Kalinka: a dance group from San Javier, Río Negro.

Russian immigrants have a tradition of thanking the land that allowed them to live in peace.

This Slavic Group started getting together and performing different dances around the 1930s.

The Slavic Group wanted to have a place to get together.

Centro Cultural Máximo Gorki was inaugurated in 1957.

Around the '70s, the group Kalinka was formed.

KALINKA

Their main objective is to keep traditions alive.

Nina Tarasenko is the choreographer.

There are around 30 dancers at the moment, some as young as 5 years old.

Remember you need to dance, jump and show your physical abilities.

Everyone that comes here needs to be willing to dance and learn.

They dream about traveling, especially to Russia, to show the rest of the world the art of their ancestors.

- * Luisa, Adalia and Patrick traveled to Uruguay looking for a better life and greater opportunities for their families. Their roots have blended in with our culture.



Time for research!

- * Get into groups of no more than 5 students.
- * Choose one of the characters' ancestors and research on what aspects of his / her culture are still present nowadays in Uruguay.
- * Create a short presentation.
 - In which region of Uruguay are they located?
 - What traditions do they still keep?
 - Do they celebrate any special dates?
 - What artistic activities do they do during that day?
 - What traditional clothes do they wear?

- * Guidaí is looking for information about her own ancestors. She is trying to get info about the MAPI. Surf the internet and find information about it.



Location:

Time of opening:

Activities:

Cost of the ticket:

- * Help Guidaí answer the following questions about her indigenous ancestry.

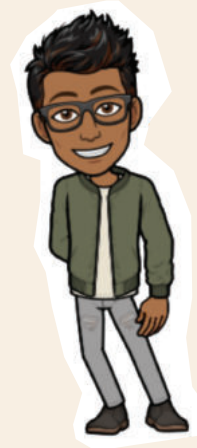
- In which region of Uruguay are they located?
- What traditions do they still keep?
- Do they celebrate any special dates?
- What aspects of indigenous art can be found in everyday life?



My grandma was an artist!



Hello guys! I am sure that my grandma was an artist. She was not a painter, she was not a musician, she was not an actress...but she was the best cook ever! The following pics are from some of her preparations. Do you agree with me that she was an artist?



Photos: pixabay.com

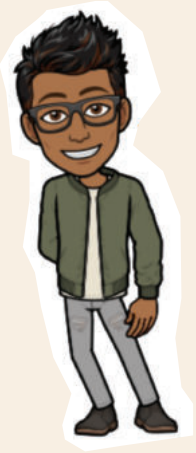
- * When I see these pictures there are some words which come to my mind:

tasty - delicious - desserts -
pasta - bake - pizza - salad -
fruit - decoration - birthday cake -
love - spoiling -

- * What other words do you come up with?



- * The teacher asked me to write a text about why my grandma was an artist. I want to share it with you.



I think my grandma was an artist. She didn't paint, she didn't sing or dance but she was a great cook. She was partially self-taught because she lived in the countryside when she was a child. She used to help with the farm activities and at that time, almost 90 years ago, she couldn't go to school. When she moved to town, she had several jobs and most of them were related to food preparation.

My grandma was very versatile. She could cook some ordinary dishes such as spaghetti with Bolognese sauce or more gourmet dishes such as pies and cakes. She really believed that cooking was a work of art; I would add that she made it a work of heart. Even simple dishes were nicely decorated with colors and textures to make them more attractive. I think that for that reason my grandma was an artist.

From the pictures I shared with you, I would choose the one with the raspberry pie. I am a foodie but I really prefer desserts over other dishes. As you could see in the pics, even a dessert with fruit was a work of art. I am sure that this was an extra way of sharing her feelings toward me. I am a fan of pasta and she made sure to prepare pasta with tomatoes, basil, parsley, garlic, cheese, green olives and some greens. She wowed me with that recipe. I loved it and I still prepare it for myself. The photo with the owl was the one she prepared when a friend of mine got the teaching degree. Don't you agree with me that my grandma was an artist?

- * Nico wrote a 3-paragraph description of his grandma. Look at the following topics and say which paragraph refers to them.



1. Some dishes Nico likes about his grandma.
2. Personal information about his grandma.
3. Reasons to say his grandma was an artist.
4. What his grandma didn't want to do as an artist.

- * At the end of his text, Nico posed a question for you. Answer it.



* It's your time to share the artistic qualities of people in your family.



1. Think of a family member or friend who is an untraditional artist.
2. What's this person like?
3. Think of some reasons that make that person an artist.
4. Jot down words related to this person.
5. Make sentences about this person and categorize them into three different topics.
6. Write a topic sentence for each group of sentences that summarizes the category.
7. Write the three paragraphs and include pics to illustrate your text.

Videogames: A form of art

#livingUruguay5



- * Look at the following pictures. What can you see in each of them?

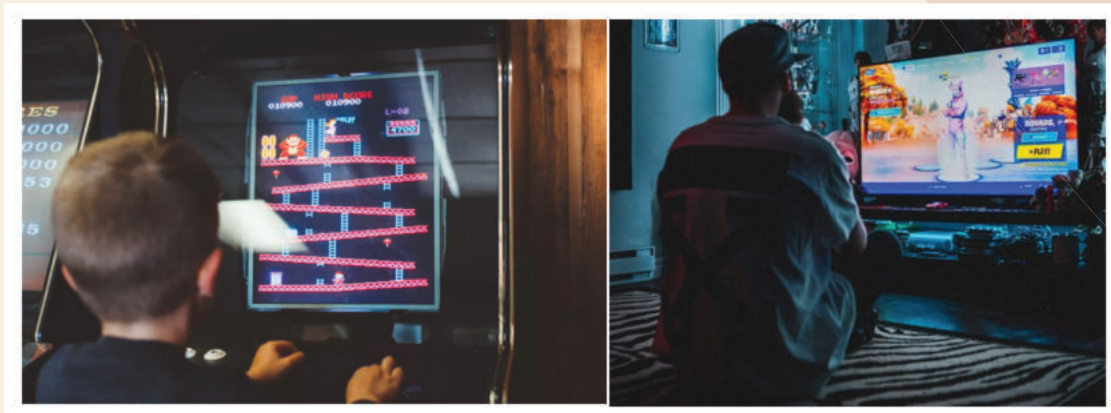
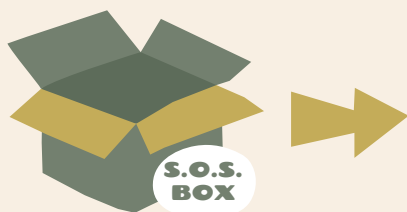


Photo: unsplash.com

Photo: Erik McLean



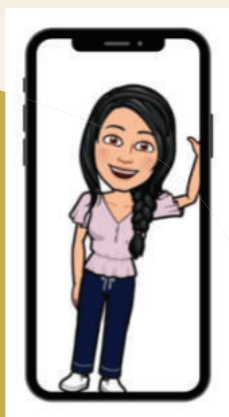
- * Share your ideas with a partner.
After describing each of the pictures, compare them. Use the SOS Box to help you.



Both of these pictures show...
One of these... while the other...
This picture... whereas the other...
It looks like a...
It can / can't be a...
I think this picture is...

Your opinion matters!

- * Do you think video games can be considered as art? Think for some seconds.
- * Now share your ideas with the rest of the class.



Emma found an article whose title is:

Video games: an artistic expression?

What do you think the text will be about?

* Read the article.



#LIVINGURUGUAYS

#LIVINGUY

Art, Science and Technology

Video games: An artistic expression?



When we think of the word “art”, we usually think of things like photography, paintings, sculptures, etc. Something created by someone could be considered as art. So, why not including video games in this category? Most people would respond, “Are you serious? Isn’t art something we see in museums or art galleries?”

Video games are the perfect mix of art and science; traditional art is present in the form of 3D modeling, illustrations, narratives and music. The combination of these aspects transform each game into an artistic experience in which three parties are involved: the creator, the game itself and the player. When we play a game, we are part of a story, with the important difference that we can make our own decisions, making the experience truly personal and unique.



The constant advance of new technologies in the field are making video games a perfectly acceptable form of art. There are hundreds of video games exhibits worldwide and some universities even offer Doctorates in Video Game Studies. Video games have become an essential component of culture indeed.



Some years ago, film critics would say that video games could never be categorized as art, and they could never be compared to the work of poets, novelists or filmmakers.

However, things have changed dramatically. The combination of video games technologies and cinema advances has resulted in this new genre of art that some are calling digital entertainment.

Images from unsplash.com - Senad Palic, Onur Binay and Jezael Melgoza

- * Say whether these sentences are right, wrong or if the information is not mentioned in the previous text.
 1. The writer doesn't believe video games are a type of art.
 2. Playing video games gives people the opportunity to be the character of a story.
 3. There are a few video game exhibits worldwide.
 4. Since universities have offered doctorates in Video Game Studies, they have become an essential component of culture.
 5. Video games are seen as a new genre of art.

- * Read the article again and answer these questions.



1. What is the most traditional idea many people have about art?
2. How can we see the presence of art in video games?
3. Why does the writer say "... which makes the experience truly personal and unique"?
4. What has influenced the development of the aesthetics of video games?
5. According to the writer, what is "digital entertainment"?

- * Emma is reading an interview about a Game Developer; let's see what it is about.

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THE PORTAL TECH INFORMER

Interview with video game developer

George Damon.



When did you realize you wanted to be a video game developer?

When I was young 1. _____ parents didn't have money to buy me a console. When I went to college, one of my roommates had one and I started playing. That's when I fell in love 2. _____ video games. I changed careers that same year.

How would you define video games?

Video games are truly a collision of art and science.

Are 3. _____ any films that changed your creative vision or that stand out to you as must-watch and why?

I constantly 4. _____ movies for inspiration. They're games to me, and designers can learn a lot about the story, character development, pacing, and special effects from them.

Do you have someone you look up to, learn from and get inspired by?

Not really. I'm most motivated and inspired by 5. _____ talented people around me – by both their work and their progression in the industry.

How closely do video game artists and designers work together?

In general, there is often very close and constant communication 6. _____ designers and artists to implement their ideas. We host regular game design meetings to design characters, locations and special effects.

7. _____ is your process when creating a character?

Personally, I start by thinking about that character's role, their personality and the environment in which they would exist.

You are also experienced in 3D. How did you decide 8. _____ learn 3D as well?

In college I also specialized in 3D since I wanted to create more realistic games. I studied hard 9. _____ I could make better and more realistic games.

What is the 10. _____ rewarding part about developing video games?

Watching someone play your game and seeing your thoughts and ideas come to life. It's a truly magical moment.



Photos from canva.com

- * As you could see, the text has blank spaces. Emma wants to sit for the B2 English Exam with ANEP. Help her with this Use of English Part 3 exercise. Bear in mind that in the real exam this part has 8 items. Read the interview and complete it with a suitable word. (Tip! Read the complete text and some words will come easily).

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- * Role play the interview.

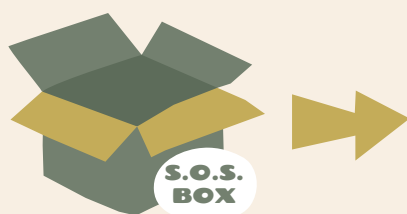


Your opinion matters!

- * Form groups of three and choose one of these phrases to discuss. You can use the SOS box to help you.



- Video games can never be art.
- Video games are truly a collision of art and science.
- Video games exist as an amalgam of many forms of traditional art.
- Sorry, video games are not art.
- Games can be fun and rewarding in many ways, but they can't transmit the emotional complexity that is the root of art.



In my opinion... it's true because...
I agree with that... because...
I don't... because...
From my point of view... because...

- * Select one video game. Write a text or make a presentation about it. You can use these questions to guide your work:



1. What is the name of the game?
2. What kind of game is it?
3. Is it old or modern?
4. How would you describe its style?
5. Are the characters' animations/ sounds / visual effects / images / environment shapes attractive?
6. Would you say this game can be labeled as a piece of art? Why / Why not?



Photos from canva.com

Street art or vandalism?

#livingUruguay5

* Answer the following questions:



1



2



3



4



6



5



7

Images Source: Picture 1: https://live.staticflickr.com/4069/4249368736_c7b8c8d697.jpg - Picture 2 & 3: commons.wiki-media.org - Picture 4: https://www.flickr.com/photos/rod_waddington/6877530418/ - Picture 5- pixabay.com - Picture 6: <https://www.flickr.com/photos/livenature/451728533/> - Picture 7- Jose Gallino

*

What do the pictures represent? Write the correct number next to the words:



☐ LEGAL WALL

☐ VANDALISM

☐ YARN BOMBING

☐ MURAL

☐ TAG

☐ STENCIL

☐ MOSAIC

* Now, match them to their definitions.

A stylized name or signature done with various materials, such as a marker or a spray can, often illegally. The person who tags is known as a bomber. They are an important part of graffiti.

A huge work. It might be done by an individual or a group of artists. These works sometimes cover a whole building's façade.

A design is cut into cardboard, then spray-painted onto a wall. It may be text, an image, or both. Sometimes the design is repeated throughout a geographic area or around the world.

Property owners allow artists to paint their houses or buildings. These pieces are usually bigger and more complex than graffiti because, as they have permission, artists have time to do their work. They seek to beautify, moralize, empower, or entertain.

The intentional damaging or blemishing of property in a way that diminishes the property's value.

Trees, statues, buses, lamp poles, and other objects are covered in knitting. It is also called "grandma graffiti," because knitting is usually a female art form.

A picture or pattern done by arranging together small colored pieces of tile. It takes longer to create than other forms of street art, but it lasts longer, too.

* Watch the following video and answer the questions:



[click here](#)

1. What is the mural about?
2. Who is the artist?
3. What is special about this piece of street art?
4. How did the artist create this work?



* José Gallino is one of Uruguay's most recognized street artists.

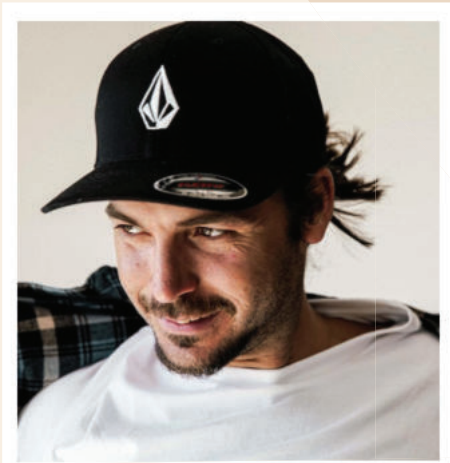


José Gallino is an artist from Salto, Uruguay. Gallino began his career in the world of Street Art in 2013 because he was fascinated by the opportunities offered by this activity. His technique has evolved throughout the years, and he has achieved a large-scale portrait style that makes him one of the best mural artists in the country.

Gallino specializes in portraits and since 2016, he has worked in the project "Homenaje a uruguayas y uruguayos" (Paying tribute to Uruguayans). The project consists of creating realistic murals all around the country. This idea arises from the need to capture the faces of both recognized and "invisible" Uruguayans. In addition to well-known faces, Gallino wanted to pay homage to people who have contributed to their communities.

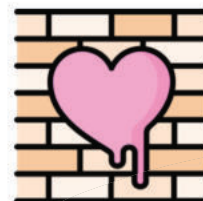
He usually starts his work with photographs. He tries to select those images that show his subject's key features and gestures, to then portray them using aerosol paints for the details, and brushes or rollers for large surfaces. With his art, he creates the textures, tones, and volume that will bring the person's face as close to reality as possible.

Most of Gallino's paintings have been personal investments, others have been financed by MEC Centers and many more have been done on legal walls donated by their owners, who were willing to bring life and color to their neighborhoods.



Photos by José Gallino

* Find the following words in the text.



Pictures from flaticon.com

- * Classify the previous words into these categories. Then, add two more items to each category. They must be related to art!

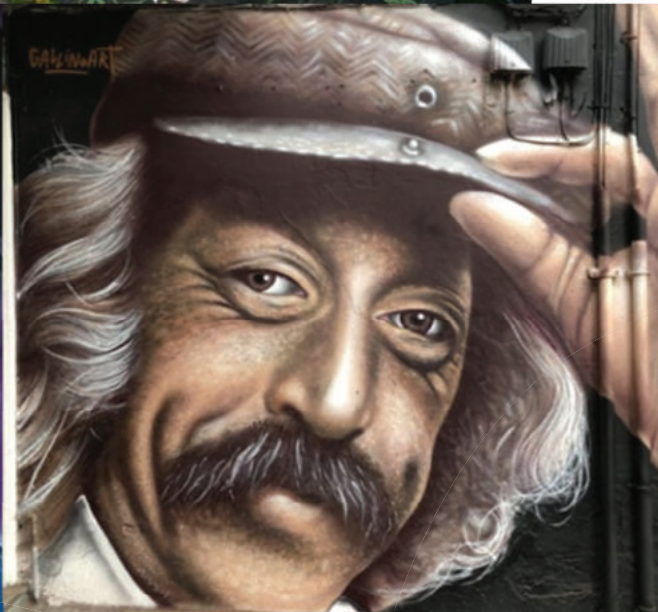


Tools

Materials

Works of Art

People



Pictures by José Gallino. Information and pictures: <https://josegallino.com/> - <https://www.instagram.com/gallinoart>
 Video by Vista Aérea Uy - <https://www.instagram.com/vistaaereauy/>

- * Get into groups and consider the following statements, which ones are in favor of street art and which ones are not?



1.

Tagging, the practice of writing your name on walls, does not have an aesthetic value or appeal.

FOR/AGAINST

2.

Street art is an act of communication: many times it carries an important message or it is trying to cause change.

FOR/AGAINST

3.

Painting on the city walls is vandalism and it doesn't have any artistic value.

FOR/AGAINST

4.

Street Art can transform a neighborhood and make it a tourist attraction.

FOR/AGAINST

5.

It damages private property and others have to clean it up afterwards.

FOR/AGAINST

6.

Street Art matches the definition of art, so it is art!

FOR/AGAINST

7.

Thanks to street art, cities are more colorful and beautiful.

FOR/AGAINST

8.

Painting on walls is a crime and it should be punished.

FOR/AGAINST

9.

People should only paint walls with permission.

FOR/AGAINST

- * Choose one of the statements; it can be either in favor or against Street Art. Now, half the group will think of arguments to support the statement, and the other half will think about arguments against the statement. Try to convince the other half of the group that your position is the correct one.

- * Share your opinions with the class.



- * Read the following description and interpretation of one of José's murals done by Guidaí.



This piece is a street art mural entitled “Homage to the indigenous woman”. It was painted by José Gallino in October 2021, and it is located on a building’s wall on Carabela St. in Brazo Oriental neighborhood, Montevideo. The mural was inspired by Guyunusa, one of the four Charrúas shipped from Uruguay to Paris to be exhibited as living objects in 1833.

It is a huge portrait, done in a very realistic style. It is 30 meters high by 19 meters wide, so the artist needed to employ a façade scaffolding to be able to paint it. Gallino used aerosol paint on a black background, which focuses the viewer’s attention on the woman’s face in the center of the piece. Around Guyunusa, he included mburucuyá and ceibo flowers, two icons of our native flora.

In my opinion, and as the piece title says, Gallino wanted to honor all native women by representing Guyunusa, one of the most well-known Charrúa women. He depicts her as a young woman with sad eyes, surrounded by native flowers. I think this is because our indigenous women are as beautiful as our flora.

- * Work in pairs: Complete the chart about Gallino’s mural.



Title	Artist	Location & Date
Materials & Style	Colors & Atmosphere	Interpretation

- * Now, let's read the description and interpretation of another street art mural from New York, USA.



“Native Americans discovered Columbus” is a mural by Ecuadorian artist Lady Pink. It was painted in October 2016 for the O+ Festival in Kingston, NY. The artist used spray paint to create a huge mural with vibrant, bold colors.

On the right side of the mural, we can see a woman with long violet hair. Her face is painted in the traditional Catrina Mexicana make-up, and her jewels are clearly of Mesoamerican origin. Along with her hair, the artist included different things that show other aspects of Mesoamerican culture and nature, like a pre-Columbian pyramid, indigenous women, lush vegetation, iguanas, colorful birds, etc. On the left side of the painting, on a smaller scale, below a stormy cloud, we can see the ocean and one of Columbus' caravels.

As its name says, this piece of art was inspired by the historical first encounter between the American people and Christopher Columbus. However, I believe the artist wanted to give more importance to the indigenous population, their culture and traditions. They do not only occupy a much bigger space in the mural, but they also use bright, warmer tones. The Spanish caravel is painted in a darker hue, and the grey stormy cloud symbolizes all the negative aspects of America's colonization.

Image Source: Lady Pink NYC



- * Work individually and complete the chart about Lady Pink's mural.



Title	Artist	Location & Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
Materials & Style	Colors & Atmosphere	Interpretation
<input type="text"/>	<input type="text"/>	<input type="text"/>

Street Art Uruguay is a virtual library project that shows the location of street art, graffiti, murals, stickers, and other urban art interventions both in Montevideo and in other cities in Uruguay.

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Visit the project website www.streetart.uy or the @streetartuy Instagram account to choose a work of street art. Choose one that has some information about the artist, the place, and the time when it was made.



- * Draw and complete this chart to help you organize your ideas.
- * Attach a picture of the street artwork (and a link to the website if you can).
- * Write a description of the piece of art.
- * Use the S.O.S. box to help you.



Information about the artist (if known)

- This mural was painted by (artist) in (place) in (year).
- This graffiti/painting is called (title) and it was painted by...

Materials & Style

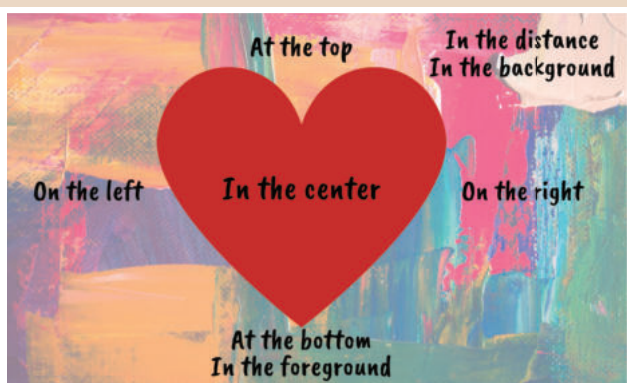
What is the style of the artist? What kind of materials did he/she use?

- airbrush, spray markers, oil-based chalk, all kinds of paint.
- stencils, collage, tags, sayings,...

Color

Color is very important in art, take into consideration:

- Hue (pink, blue, brown, etc.)
- Value (how dark/light it is)
- Intensity (how bright/dull it is)
- Adjectives: bold/vibrant/subtle/pale/dull/flat/dark/etc.
- Colors can be warm (yellow, orange, red) or cool (blue, gray)



Description

Describe as much as you can see.

- Use this mural shows/is about...
- Use this is a painting of... /In the mural we can see...
- Use prepositions of place
- Use articles: a/an – the
- Use there is... / there are... some/any
- Use adjectives (big/small, impressive, incredible, disturbing)

Atmosphere

What is the mood or atmosphere of the painting?
What emotions do you feel when you look at it?

- The painting suggests/conveys a sense of sadness/ mystery...
- The painting makes the viewer feel happy/anxious/sad...
- The artist wants to provoke the viewer to think about ...

Interpretation

Use your imagination, make assumptions.

- I think... / I believe...
- Maybe... / Perhaps... / Possibly...
- In my opinion,... represents/symbolizes ...

Uruguayan art for export

* Look at the word cloud. Can you predict the topic of the lesson?



* Complete the definitions with words from the word cloud.



1. the complex of human activities concerned with the production, distribution, and consumption of goods and services.
2. articles of commerce; merchandise.
3. to buy or bring in (goods or services) from a foreign country.
4. business transactions conducted on the internet.
5. to sell (goods or services) or ship (goods) to a foreign country or countries.
6. to send or transport by ship, rail, truck, plane, etc.

- * Get into pairs and think about what goods or services Uruguay imports and exports. Complete the chart below.



Import

cars

Export

rice

PUBLICATION DATE: JANUARY 13TH 2020

THE IDA PROGRAM RETURNS TO SUPPORT THE EXPORT OF URUGUAYAN LITERATURE

The initiative is aimed at national publishers and authors who seek to promote their works abroad or produce audiobooks of Uruguayan works, as well as foreign publishers who want to publish a Uruguayan work abroad or seek support for translation into any language.

In order to position the country's name in the international cultural scene, **Uruguay XXI**, the agency responsible for the promotion of exports, investments, and the country's image, along with the Uruguayan Ministry of Education and Culture, has launched the 2020 edition of the **IDA Program**.

The initiative, named after Uruguayan writer and translator **Ida Vitale**, winner of the Cervantes 2018 Award, seeks to encourage the export of Uruguayan literature and boost commercial management, promotion, and diffusion of Uruguayan publishing abroad, through publishers and authors' support.

The first edition of the IDA Program was presented with very good results in the second semester of 2018, and in three months of activity, it supported eight initiatives. This new edition of the program includes three modalities of funds supporting up to USD 23,500. Those modalities are: 1- foreign publishers seeking to translate Uruguayan works (USD 3,000 per work); 2-Uruguayan publishers seeking to translate excerpts or promotional catalogs to reach international markets (USD 1,000 per work) and 3- Uruguayan publishers who want to produce audiobooks (USD 3,000 per work).

Nowadays, Uruguay has favorable export conditions because of Uruguayan authors' prestige and the country's tradition of publishing excellent pieces of work. Apart from the quality and commitment of Uruguayan authors and publishers, Uruguay is also the country with the highest number of readers in the region, and the highest book production per capita in Latin America.

In this context, the industry has managed to position authors on the regional and international scene. *Juan Carlos Onetti*, *Mario Benedetti*, and *Eduardo Galeano* are some of the most translated and internationally recognized Uruguayan authors. Moreover, Uruguay is also home to other Latin American fundamental figures such as *Juana de Ibarbourou*, *Delmira Agustini*, *Idea Vilariño*, *Felisberto Hernández* and *Horacio Quiroga*, among others.

In the contemporary scene, several authors stand out thanks to their international publications and awards: *Tomás de Mattos*, *Ida Vitale*, *Mario Delgado Aparain*, *Gustavo Espinosa*, *Carlos María Domínguez*, *Rafael Courtoisie*, *Felipe Polleri*, *Daniel Mella*, *Mercedes Rosende*, *Mercedes Estramil*, *Claudia Amengual*, *Damián González Bertolino*, *Valentín Trujillo*, *Pablo Casacuberta* and *Circe Maia*, among others.

Adapted from: <https://www.uruguayxxi.gub.uy/es/noticias/articulo/vuelve-el-programa-ida-para-apoyar-la-exportacion-de-la-literatura-uruguaya/>

* Read the article about the IDA Program and complete the chart:



IDA Program

Sponsors:

Purpose:

First edition:

Total of initiatives funded:

Last edition:

Total amount of funds:

Funds: *

Funds: *

Funds: *

* Read the article again and answer these questions:



1. Why does Uruguay have favorable export conditions?
2. Why does it stand out in the literary area?
3. Who are the most translated Uruguayan authors?
4. Which Uruguayan authors have won international recognition?
5. Have you ever read any of the mentioned authors?



- * Get into groups and read the following article heading:

“URUGUAYAN ARTISTS OFFER THE WORLD THEIR OUTSTANDING PRODUCTION”

- * Why do you think artists want to offer their art to the world? Which other Uruguayan types of art do you think are sold internationally? Share your ideas with the class.

- * You can read the complete article here:



[click here](#)

The art of recycling

- * These are two quotations about this topic. Read them.



- Recycling turns things into other things. It is like magic.
- Creativity is making marvelous out of the discarded.



- * Do you agree with the quotations? Have you ever turned used things into other things?

What's your opinion about recycling objects? Is it possible to use recycled objects to do art?

Many people take advantage of recycled materials to create amazing things. In Rivera (Uruguay), there is an experimental workshop that turns simple things into art. Here you have some pictures of their last art exhibition.



Pictures by Analía Camacho

- * Get into pairs. Look carefully and try to mention which materials were used to make each one.



- * Read the text and learn more about this great art workshop held in Rivera.

Neverland

EXPERIMENTAL ART WORKSHOP



"Neverland is not a craft workshop, here we teach art through famous artists."

Analía Camacho

Neverland is an experimental art workshop in Rivera, in the north of Uruguay. At first, it started due to an economic need of the Art teachers Analía Camacho and Fernanda Lapitz, but then more and more children and young people joined in. It started with seven students, then the workshop expanded, and now it has thirty-four students of different ages.

At the beginning of 2021, Fernanda started a new family business, so Analía decided to keep on working on this beautiful workshop. Its name was inspired by Peter Pan's story, in which Neverland is a place where people never stop being children.

"Here we work with recycled materials to raise awareness of the importance of recycling and caring for the environment and also to reduce costs", the teacher says.

Students take advantage of everything that can be recycled and re-used. The materials that are used include cardboard, milk boxes, yogurt cups, plastic bottles, wood, etc. Students learn some techniques, such as cold porcelain and sawdust modeling, collage, painting, and false stained.

- * Read the text about Neverland and answer these questions.

1. What is Neverland?
2. How did it start?
3. Which techniques can students learn there?
4. Why does the teacher use recycled materials?
5. Would you like to visit Neverland? Do you know any places in your city where you can learn art using recycled materials?



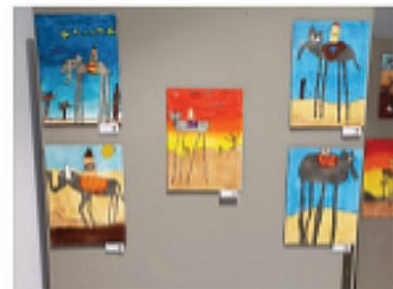
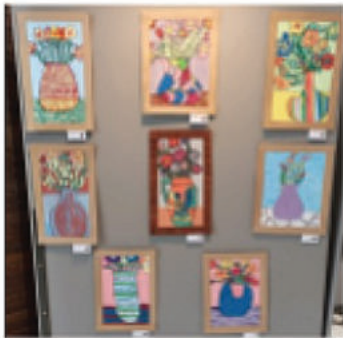
- * In the workshop students learn how to turn simple things into art. Find examples in the text to complete the chart. Add at least two more examples under each column.



Material

Technique

- * In 2021, Neverland organized an art exhibition using recycled materials. A total of 165 works of art, inspired by several artists, were exhibited in the local art museum.



Pictures by Analía Camacho

- * Have a look at these pictures from the last exhibition. Which artists were students from Neverland inspired by? Write the artist's name under each picture.

Jean Vernier

Frida Kahlo

Salvador Dali

Vincent van Gogh



- * Search the web and write the name of each work of art.



- * Analía and her students also prepared an exhibition inspired by famous stories, fables and fairy tales. After reading the stories, students let their imagination flow and using recycled materials they did a wonderful job!
- * Look at these pictures. Can you recognize these characters? Use the information below to label them.



The bull and the lion / The three little pigs / The ugly duckling / Puss in boots



Pictures by Analía Camacho



- * Now, think about your favorite story and use recycled materials to create a work of art. You can choose your favorite characters or the part of the story that you like the most. Share your works with your classmates and organize an art exhibition at school. It will be a great experience!

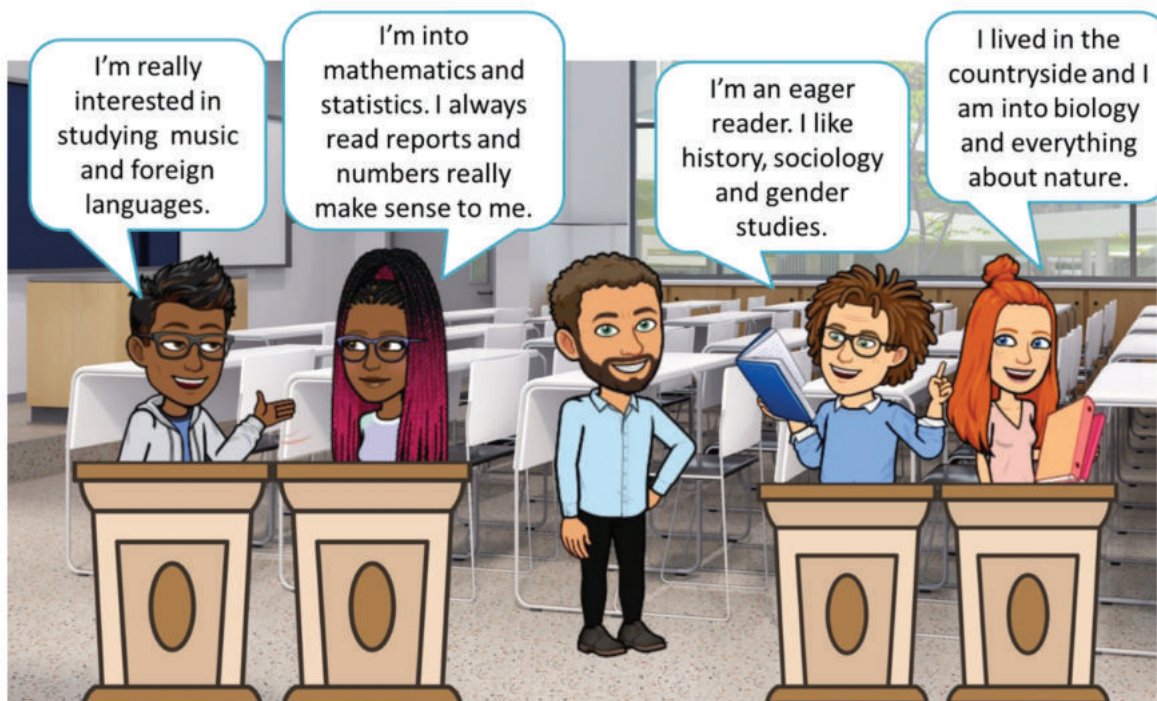
The liberal arts

- * The gang is in class. They are listening about what liberal arts education is. Listen to the teacher talking and complete the following text. (Tip! This type of exercise is useful if you want to sit for the B2 exam).



- a. Liberal arts education was considered essential for a _____.
- b. The four subjects which were included in the Middle Ages were arithmetic, _____, _____ and astronomy.
- c. The aim is to create a person who is _____ and ethical.
- d. Today, liberal arts education contains four areas including the Humanities, Social Sciences, Natural Sciences and _____ Sciences.
- e. The term liberal arts education is also applied when a person studies _____ of the subjects.

- * The school they attend is developing a liberal arts education curriculum. Linda, Freddie, Nico and Camila are talking about the subjects they would like to study. Use the names from letter d in the previous activity to say which one they prefer.



- * Which part of liberal arts education would you like to study?
Listen to Nico, Camila, Linda and Freddie talking about the reasons to make their choices. Put the name next to each reason. More than one can be correct.



Reason

Person

It's a family tradition. It runs in the blood.

I enjoy hands-on learning and experimenting.

I am a pet lover and I love reading about them.

It is important to know where everything comes from.

I'm inclined to study a university career in that area.

I believe we are citizens of the world.

I enjoy analyzing data.

I enjoy studying the changes in the surrounding world.

- * You will be part of this school. Choose an area to enroll in and justify why you want to focus on that area.







Polysemous art

Did you know?

The word polysemous or polysemic means that something has more than one meaning. In the English language there are words which have multiple meanings. An example of that is the word like. In this context, in #livinguruguay5 we name polysemous art to the one that can be interpreted in more than one way.

Let's play with art polysemy!

- I. * Get into groups of three people. The three of you will have to do the task; however, you will have an extra activity: one of you will be the time keeper, the other will be the one who takes notes and the third one will be the spokesperson. 
- II. * Go to the browser and type: ambiguous images. 
- III. * You will find images that depending on the angle, you will see different things.
- IV. * Choose at least five of those images.
- V. * Take five minutes to look at them and write phrases or sentences related to what you see. 
- VI. * Create a story with the pictures. You may need to put them in a particular order.
- VII. * Create a poster or presentation of any kind to share your story. 
- VIII. * Present your story. Give one minute to your classmates to assign marks to the story you created.
- IX. * Then, choose the most creative story.



Picture: wikiart.org

I wanna be an artist

Linda and Guidaí love going to the theater. They have to prepare a play for school and they got interested in the life of actors and actresses. Therefore, they are reading about a famous Uruguayan actress talking about her career.



* Let's read the text with them!



A. Hello! My name is Adriana Da Silva and I'm an actress and TV host. I'm going to tell you a bit about my life and my career. I was born in Peñarol neighborhood in Montevideo, but I currently live downtown. I went to school #166 María Vittori and secondary school to both, high school # 23 (Sayago) and high school #9 (Colón). I had acted as a kid, but when I was 17 years old, I found out that there was a municipal school of dramatic art; I decided to study the career then. There were several teachers such as Elena Zuasti, Levón, María Azambuya, Eduardo Schinca and Hugo Bardallo.



B. Everything started while I was still studying and I started working in sound at the Teatro el Circular. Three years later, and nearly done with my studies, I premiered my first show on the local circuit, my first job at the professional level. Mass recognition came over the years. Although I premiered many works, without a doubt titles such as Cabaret or Doña Flor and Her Two Husbands gave me lots of notoriety and public recognition. I felt that people were beginning to see how hard work pays off and that I wouldn't have to explain too much who I was. Of course, the challenges from that moment onwards were greater. You have to sustain what has been achieved and grow, always grow.



C. In reference to the Uruguayan audience, I can say that it has become more demanding, since there are greater chances today to see what's being made in other parts of the world, without leaving home, through streaming. And while the comparisons are unpleasant, they do drive us to improve the shows. Being an actress in Uruguay is always associated with the idea that you have another job that supports your personal finances. It is difficult in the sense that you cannot dedicate 100% of your time to the profession, except for those who are hired by a stable cast such as the National Comedy.

D. I have many projects that I remember fondly. Musical comedies are my favorites, so I have my heart set on Victor Victoria, The Crazies' Cage, Cabaret, The Monsters, Steal My Life Away, etc. When you are young, your primary mentors are your teachers. When you get older, like me, you become a benchmark for the new generations. I have always tried to have my own style, not to imitate others. It's easier to maintain. Copies aren't believable. I have worked with many actresses and actors, but if I had to mention one actor that I would like to share a project with, that would be Osvaldo Laport. I admire his work.

E. In both professions, being an actress and being a presenter, your image is relevant. Therefore, the most difficult thing is consistency. If I have a show tomorrow, or if I go on the air on a TV program, I can't scream like crazy at a concert the night before because I lose my voice; I can't stay up late because it will show up on my face; I cannot say anything in a social network because I will be judged immediately, and that can affect my work; I can't do anything either, because (on TV) I represent a media outlet and I become a benchmark for that media. I am the one who represents the network for the public. I really like both activities a lot: in theater I play roles, characters that many times do not even resemble me; on TV it's me, with not much change. I enjoy both because of this; they're like my two faces. They complement each other. When hosting TV shows, programs I feel like a fish in water. I was born to talk to people. I love interviews. Each moment is an instance of discovery, something new to learn. Today you are face to face with a future president, or talking with a great artist, presenting a book, consulting a scientist about a new discovery... Well, it's a job in which you're never bored.



Photos by Adriana Da Silva

F. The secret of being good at acting is total preparation (singing, dancing and acting) as well as being consistent. Taking care of your instrument: your body. I would tell young people who want to pursue acting to do it. That the world today offers you thousands of stages. That the audiovisual industry is nourished by good artists from everywhere around the world. And suddenly you might find yourself in one of those situations, in which you're the chosen one. Good luck!

- * Read and decide in which paragraph you find the information below.



Did you know?

For centuries people have enjoyed drama and comedy. The history of theater can be traced back to the 6th Century B.C. when the Ancient Greeks were the first to present dramatic presentations.

1. Tips for being a good actress.
2. The names of some of her acting teachers.
3. What being an actress in Uruguay implies.
4. Characteristics of the two roles she carries out.
5. The projects that took her to massive recognition.
6. Her favorite musical comedies.

- * Read the text again and answer the questions:

1. Which high school did she attend?
2. How old was Adriana when she decided to start her acting career?
3. What was her first job?
4. Was she still a student when she got mass recognition?
5. Is it difficult to support herself by being an actress as her only job?
6. What are the similarities and differences between her two roles?
7. What is her suggestion for young people who want to pursue a career in acting?

- * Match the theatrical genres with their definitions:



Tragedy:

Comedy:

Drama:

Tragicomedy:

Melodrama:

Musical:

Monologue:

- a. A serious play for the theatre, television, or radio.
- b. A drama or a situation blending tragic and comic elements.
- c. A dramatic sketch performed by one actor.
- d. A serious drama typically describing a conflict between the protagonist and a superior force (such as destiny) and having a sorrowful or disastrous conclusion that elicits pity or terror.
- e. A play or film that uses singing and dancing in the story.
- f. A literary work written in a comic style or treating a comic.
- g. A sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.

- * Get into pairs. Look at Adriana's pictures, which theatrical genre do the plays belong to? Back up your answers with the reasons for your choices.

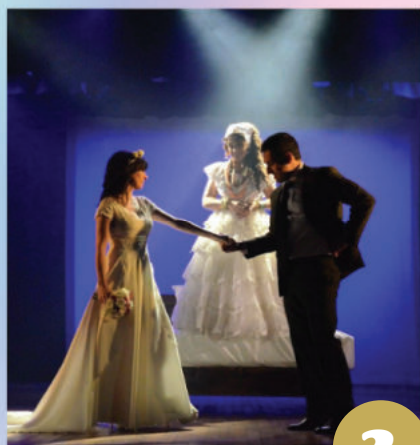


For example: I think that the picture where Adriana is on a chair wearing a black hat is a musical because she seems to be dancing and singing.



1

ADRIANA DA SILVA



2



3



4



5



6



7



8



9

* Look at the pictures as references and complete the words related to theater. There is a letter from each word to help you.



1. P _ _ _ _ _ _ _ _ _
 2. _ A _ _ / _ _
 3. _ _ S _
 4. _ L _ _
 5. _ _ _ E _ _
 6. _ O _ _ _ _
 7. _ _ R _ _ _ _
 8. _ _ A _ _

9. _ U _ _ _ _ _
 10. _ _ A _ _
 11. _ C _ _ _
 12. _ _ _ T _
 13. _ T _ _ _ / _ I _ _ _
 14. _ _ _ _ T _
 15. _ _ S _ _



Photos 1 to 6 by Adriana Da Silva. Photos 7 to 15 by pixabay.com

* Which one do you think is more interesting: acting in a theatrical play or acting in a movie? Why? One part of the class will be in favor of the theater and the other one in favor of the cinema. Write down some ideas that you will use to support your preferences. Carry out a discussion in the class within these two groups.



Studying art

Linda got engaged with plastic arts after reading this interview her Art teacher shared about a ceramics artist. Linda has always liked drawing and painting, but she didn't know much about ceramics. Now, she finds it really interesting.

This is the definition the teacher shared with the class about plastic arts: Art form which produces works or effects that are three-dimensional, such as sculpture or ceramics.



* Let's read the text and complete it with the missing questions.



1. What are some of the subjects you studied?
2. Do you have any artists who you admire?
3. How long did the career take?
4. Do you think it is important to generate other spaces for art?
5. What is art for you?

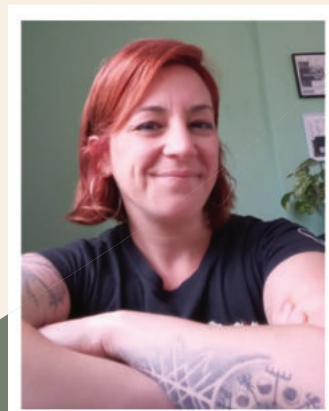
* Today we are interviewing Gimena Fojaco who will tell us about her path throughout her career in plastic arts.

Hello Gimena! How did you choose to study plastic arts?

Hello! I'm very glad to share with you the importance of art in my life. Everything started when I was studying in high school; I wanted to be an architect. However, before starting that career, I decided to enter the College of Arts (Facultad de Artes). After two months of attending the lessons, I decided that that would be the career I was going to pursue.

1.

I studied in what is now the College of Arts, it takes six years to get the degree. In my case, I entered in 2001 and finished my thesis in 2008. Finally, in 2009 I received the degree of "Licenciada en Artes plásticas y Visuales" (BA in Plastic and Visual Arts).



2.

The College of Arts doesn't have an academic system like other careers. During the first period of the career (the first three years) there are annual seminars (Phenomenon of Perception and Seminars of Aesthetics I and II). During the second part of the career, students can choose a fundamental workshop of aesthetic orientation and the supporting areas that guide students in technical development (Volume area, Graphics area, Fine Arts area, Drawing and Painting area, and Photo, Film, and Video area).

What did you like the most about everything you studied?

Even though I had always drawn and painted, during my career, I discovered ceramics. It really called my attention and from that moment onward I've never stopped working on it as an expressive language.

3.

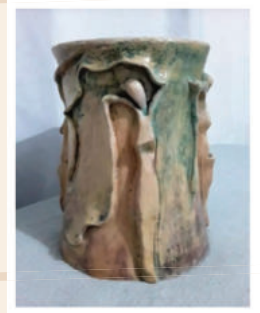
Art for me is a way of living and seeing life, it is a way of telling who I am, and in more general terms, it is a way of expressing what happens in society.

4.

I have a lot, I really admire Frederich Hundertwasser and Yayoi Kusamajust just to mention some.

What are you doing and where are you working at the moment?

I am currently working as a visual arts teacher in a public elementary school, I am also teaching in my workshop. And I always produce ceramic pieces.

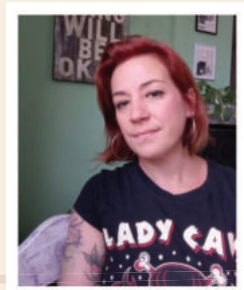


Have you been able to show your creations?

I was never very fond of exhibition halls; I find it more interesting to be able to reach homes through a piece of ceramics: a plate, a glass, a "mate" (gourd)... an object of art that dialogues with everyday life.

5.

Arts always need to find new and different spaces to develop and run more smoothly. Art should be visualized and appreciated, especially in education.



What would you suggest to someone who wants to study art?

I would suggest him/her to believe in what he/she is doing, to keep on going with encouragement since, like in any other career, perseverance and effort always pay off.

Thank you very much Gimena! It was very enlightening talking to you! Not at all. Thank you!

- * Read the text and choose the corresponding option in each case.



1. Section 1 provides each of the following EXCEPT... (Choose the one that is not mentioned in section 1):
 - a. reasons why Gimena decided to study art.
 - b. her opinion about art.
 - c. the time in years required to finish the career.
 - d. the topics covered in the seminars of the career.

2. It can be inferred from section 2 that... (Choose the correct option).
 - a. she doesn't admire many artists.
 - b. she has always used ceramics as her way of expressing herself through art.
 - c. she has found in ceramics the best way to express herself through art.
 - d. Frederich Hundertwasser and Yayoi Kusama just don't transmit much as artists from her point of view.

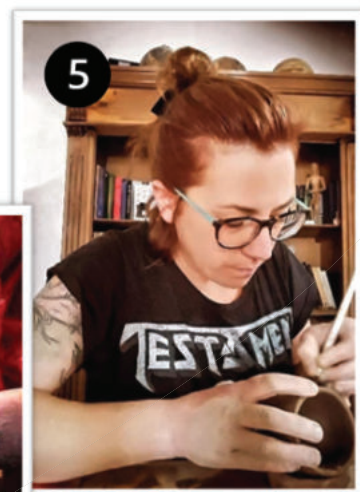
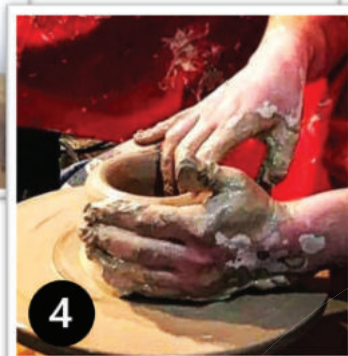
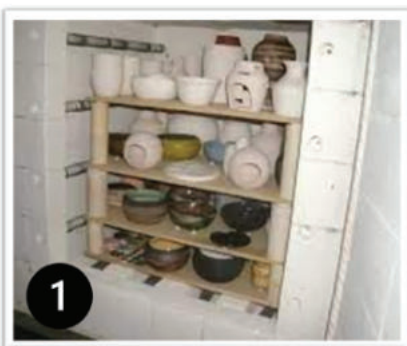
3. Section 3 provides each of the following EXCEPT:
 - a. the fact that she performs lessons in her workshop.
 - b. the way in which art is considered in Uruguay in the present.
 - c. her role as a primary school teacher.
 - d. some of her creations in ceramics.

4. It can be inferred from section 4 that:
 - a. art is only for those who are naturally born "artists".
 - b. year after year the spaces to develop art can be kept the same.
 - c. she isn't keen on exhibition halls.
 - d. she strongly believes art should be taught in school.

* This is one way of creating a ceramic piece. Put the steps into the correct order.

- ☐ a. let it dry
- ☐ b. take out the piece from the oven
- ☐ c. hollow out raw material with thumb
- ☐ d. plan the ceramic product manufacturing
- ☐ e. send the piece to the oven
- ☐ f. decorate the piece with enamel
- ☐ g. packaging
- ☐ h. shape it in the desired way
- ☐ i. send the piece to a second baking
- ☐ j. after drying retouch the piece

* Which of the steps do the pictures illustrate?
Match the pictures to the corresponding steps.



Photos by: Gimena Fojaco

- * Have you ever seen somebody creating a piece of pottery before? Let's watch a video about a step-by-step way of building a mug.



- * How I Build and Decorate My Pottery Mugs: [click here](#)

1. What did you like the most?
2. What are the main steps shown in the video?
3. Could you find any differences between the steps shown in the video and the ones mentioned in the previous activity?

- * Let's learn about other nine well-known ceramists. Read the characteristics of their work and create a picture dictionary of their creations.

__ Elizabeth Kley develops hand-built vessels inspired by the decorative traditions of Islamic, Byzantine and Asian art and design. Kley builds her unmistakable urns and flasks with coils of clay, then smooths them out, applies homemade underglazes and scrapes away parts to add flowers and calligraphic motifs.

__ Roberto Lugo creates ceramic vessels that are illustrated with political figures, activists, or hip-hop legends. This potter wants to reach diverse audiences through his work. Apart from being a potter, he is also a social activist.

__ Rachel Boxnboim works with textiles to create her artworks. First, she creates a fabric form, and then she fills it with slip. Once the slip is totally dry, she fires the pieces in the kiln. The fabric burns away and the clay retains the folds and texture of the fabric.

__ Ronit Baranga is a ceramic artist who mostly uses porcelain and clay to create plates and bowls, kitchenware and household items immediately recognizable for their mischievous, playful quality. A particular characteristic of his creations is that they have human tongues, fingers and hands at the bottom.

__ Regel creates sculptures that are inspired by human figures and nature. She aims to represent states of metamorphosis and conflict, and the passage of time in her works, often by firing them several times, she also incorporates objects other than clay.

__ Noriko Kuresumi works in porcelain and she barely uses color, her work is almost all white. Her source of inspiration is the sea. The artist creates what seems to be thin clay layers that cast some particular shadows.

__ Victor Spinski made some of the best ceramic pieces by giving them a modernized touch. He died in 2013. He made objects of daily routine life such as jugs, cups, buckets, tools, glass teapots, panties, etc. in a series of sculptures that generally contained a humorous twist.

__ Beate Khun uses curves and organic shapes in each of her artworks that sometimes include ceramic animals. The artist uses bright and vibrant colors in each of her ceramic pieces.

__ Peter Volukos' works have beautiful designs and bright colors in his decorations. He uses clay for creating his structures. His ceramic sculptures cross the traditional divide between ceramic crafts and fine art.



- * Get into pairs. Look at some of Gimena's artworks.



Photos by Gimena Fojaco.

- * Choose one of the previous pictures and describe it by using adjectives from the SOS Box and considering these questions:

- What colors do you see?
- Are the colors vibrant, warm, or cool-toned?
- What shapes do you see?
- What lines do you see?
- What shape does the artwork have?
- Is it big or small?
- How do you think someone feels when looking at it?
- What materials were used to create it?
- Do you like it? What's your opinion about it?



aesthetic - artistic - astonished - abstract - aggressive - beautiful - bold - brilliant - bright - collectable - colorful - controversial - creative - dramatic - decorative - dynamic - emotional - enigmatic - expressive - flat - floral - geometric - inspirational - intense - light-dark - metallic - modern - realistic - smooth - symbolic - soft - talented - three-dimensional - two-dimensional - thought-provoking - old-fashioned - unexpected - unique - unconventional - vivid

- Get into pairs and choose one of the artworks from the famous artists.
- Each of you chooses one piece of art without showing it to the other.
- One of you starts describing it while the other one listens and draws it on a blank page.
- Then, change roles.
- How similar is the picture and your drawing? Does it align with your opinion about the artwork? Did you choose some similar adjectives, the same or opposite ones?
- Repeat the activity with another piece of ceramics and another classmate.



Designing art with technology

* Look at the following pictures, what do they have in common?



Photos 1, 2, 3, 5, 6 & 7 pixabay.com; picture 4 commons.wikimedia.org and picture 8 pxhere.com

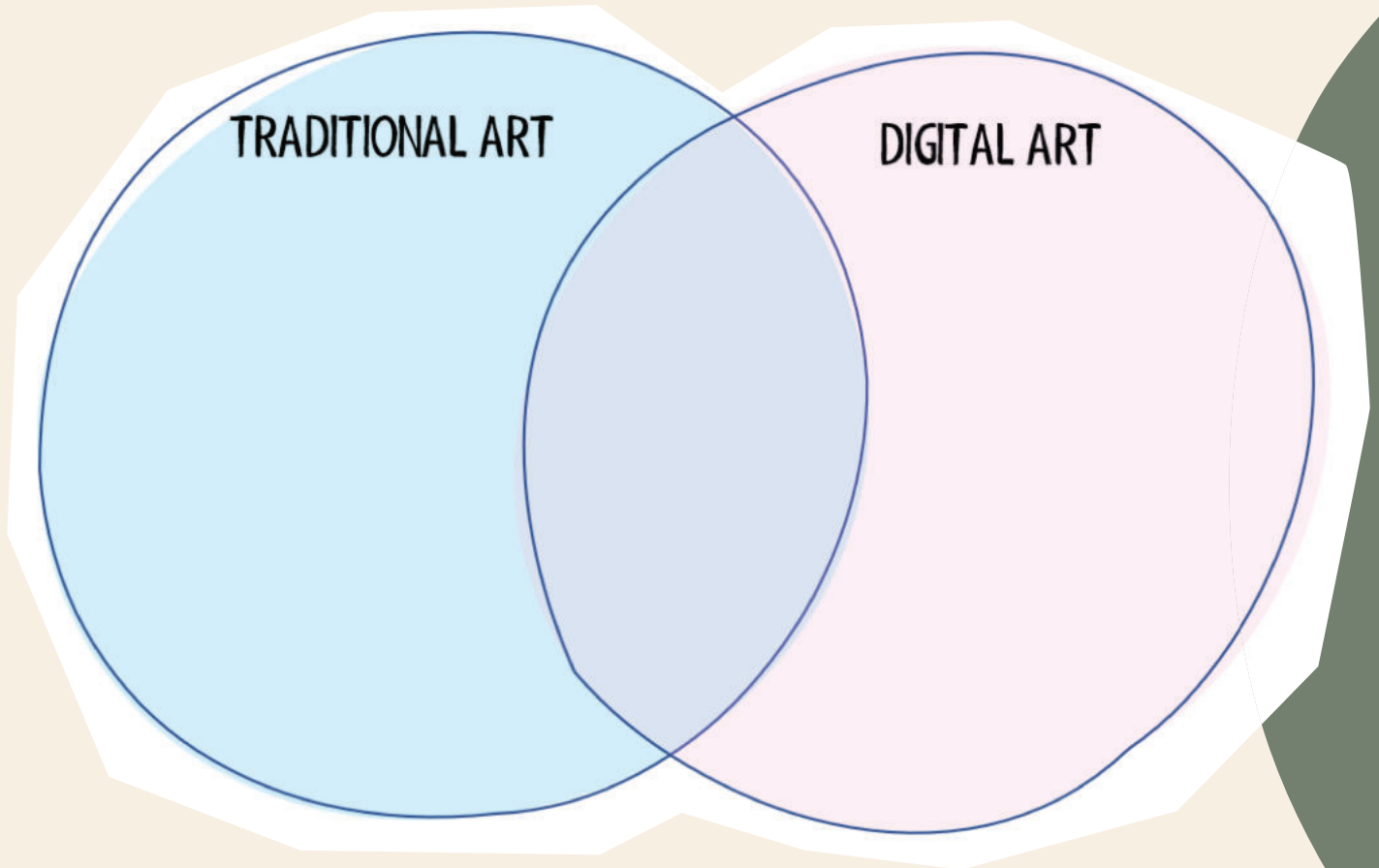
* Watch the following video about “Traditional Art vs. Digital Art” by Jessica, from JelArts, and complete the diagrams.

[click here](https://www.jelarts.com/)

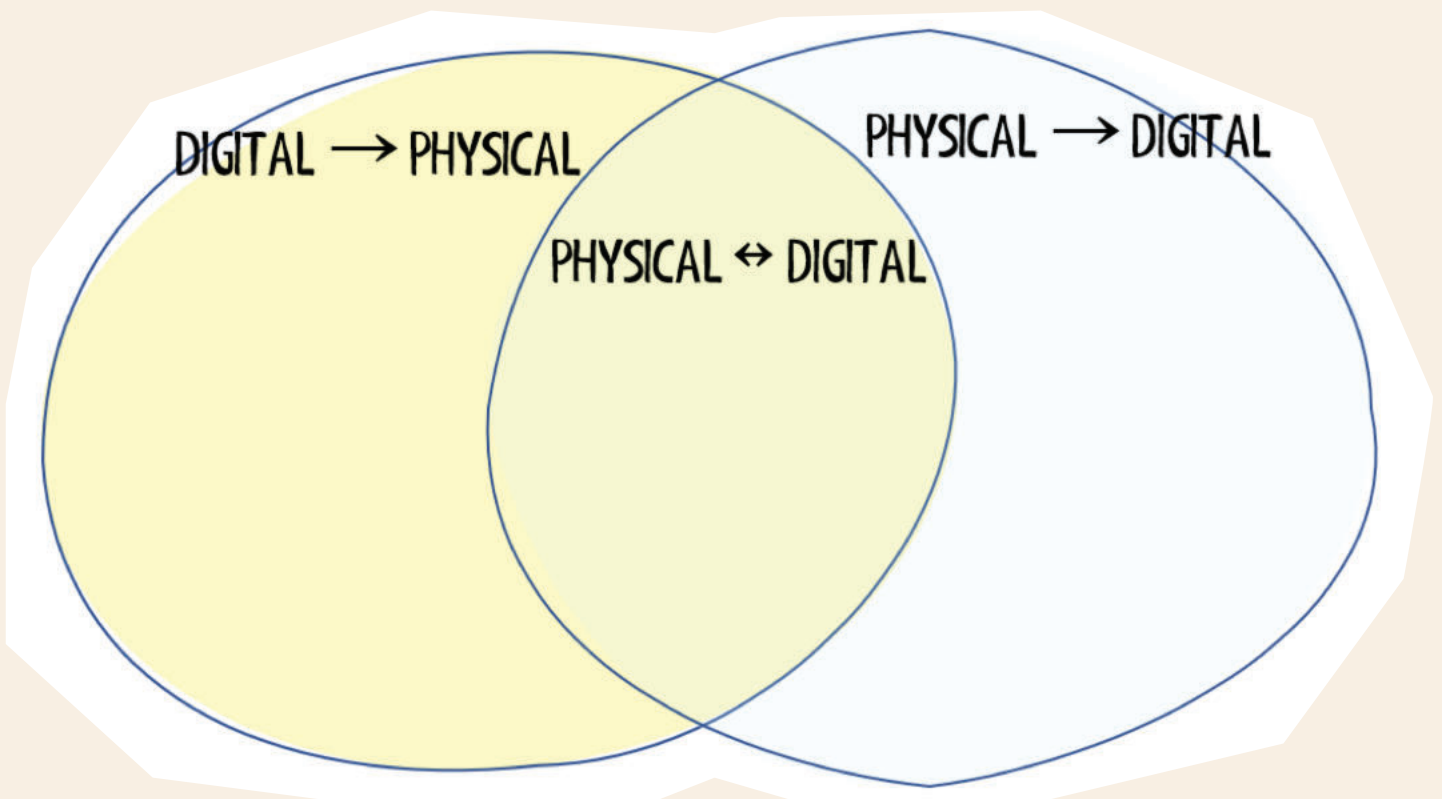
Source: @jelarts - <https://www.jelarts.com/>



- * What do you need to create TRADITIONAL and DIGITAL art? Think in terms of tools and attitudes. Complete the circles first and then think about the common characteristics.



- * How do you go from DIGITAL to PHYSICAL means and vice versa? How do you combine both means?



- * Read the text about digital art and complete the diagram below.



#LIVINGURUGUAY456

WHEN TECHNOLOGY MEETS

Art

Everything is going digital nowadays, and art is no exception. When we talk about digital art, we are talking about art created from software, computers, or other electronic devices. Anything produced or made with digital means, such as digital paintings, illustrations, animations, videos, etc. can be classified as digital art. Digital art can be completely computer-generated, drawn with a mouse or tablet, or scanned from a traditional drawing or a photograph and later modified. Lately, some digital artists have started experimenting with interactive art, allowing the audience some control over the final image.

Digital art has many applications but it is predominantly used in commercial settings. These include illustration, media advertising, and creating visual effects and animations in films, video games, etc. It has also had a huge impact on the publishing world. However, it is growing fast to be considered a legitimate form of art on its own. There are even museums that are exclusively dedicated to showing different forms of digital art.

There has been a debate whether digital art is true art or not. While a true artist needs to use a computer to create a piece of art, the opposite is not always true. Digital art requires computer knowledge, of course, but what it really needs is a creative spirit and the knowledge of design, color and composition. A computer-wise person may be able to create an image that seems attractive, but the reality is that it takes an artist to create a truly artistic piece.

Is digital art true art? Of course, it is. Art is what artists make.

Image source: Piqsels

Types of Digital Art

Applications

Requirements

Skills required

* A digital artist needs to manage different kinds of graphics software, but most of them work basically in the same way. You have probably used some drawing software or app.

* Match the different tools to their function. There is one distractor.

- MAGIC WAND - SCISSORS - ERASER - RULER - ZOOM - TEXT EDIT -
 - CROP - PRINT - COLOR PICKER - PAINT BUCKET - COLOR PALETTE -
 - PEN - AIRBRUSH - SHAPES - LAYERS -



Icons: Graphic Design Pack by Flaticon

* Read the interview to Ana Inés Irilarry in the next page and put the questions into the correct places.

Can you tell me something about yourself?

Did you study something art-related after high school?

Can you tell me about your first paid job?

Are you working on any interesting projects right now?

How did you return to your old passion?

How were your beginnings in the world of illustration?

What software and techniques do you usually use?

What piece of advice would you give to young artists who are starting out in the world of digital art?

INTERVIEW:

Ana Inés
IRILARRY

the Uruguayan artist behind
Oh Ann Ilustraciones.



1 Can you tell me something about yourself?

Hello, my name is Ana Inés Irilarry and I am the illustrator behind "Oh Ann Ilustraciones". I was born in Montevideo in 1991, and I lived all my life in Piriápolis until I moved to Italy. At the moment, I live in a small town in the north of Italy with my partner, who is Italian.

2

I used to draw a lot when I was little. I loved it, but sadly it was something I gave up for many years because I didn't think I was good enough. There's a false concept ingrained in us, that artists are born genius, when in reality artistic skills develop as we learn and practice. Anyway, it was always clear to me that I wanted to do the artistic baccalaureate, and so I did, even if I didn't know exactly what I wanted to do afterward.



3

Yes, I did. I studied Audiovisual Languages at the School of Fine Arts in Piriápolis. I learned a lot there, we studied color, volume, lights and shadows, art history, and so on. All of these gave me the tools for what I'm doing today.



And, 4

As it happens, I found myself drawing again during a personal crisis. It was a kind of therapy, I needed to express myself, and I could only do it through drawing. Little by little, with lots of practice, I started to improve. At that time, I drew by hand and later published my creations on Instagram, although the platform wasn't as popular as it is now.

At what point did art and technology start to work together for you? 5

Actually, I started doing more traditional things. I tried several different techniques: charcoal, colored pencils, pastels... but I couldn't achieve the bright colors that I wanted to capture. I wanted to get to draw pictures with lively colors, like the cartoons that I watched on TV when I was a girl, Tom and Jerry, Darkwing Duck, and so on.

So you moved to digital? 6

Exactly! In that search, I came across digital art. At first, it was a problem because I had no idea how to do it, I had some knowledge of Photoshop, but I didn't have a graphic tablet. So I photographed my hand-made drawings to later work on them with a mouse on Photoshop... it was kind of a disaster!

7

Well, as life would have it, an acquaintance saw my drawings and I had my first order: a series of illustrations for a blog. I was very excited and put my heart into it. I was able to buy my first graphics tablet with my earnings from that job; a used Wacom Bamboo.

8

Lately, I use Procreate a lot, which is an iPad software. It is very practical, but I think Photoshop is still the best at the tools level. Usually, I draw a sketch on paper first, then I photograph it with my iPad. After that, I trace the drawing with the Apple pencil and continue working on it digitally. Sometimes I draw directly on my tablet, but I don't always get good results. There's nothing like pencil and paper when drawing.

What is your source of inspiration? 8

All those little things that we call cozy, a cup of tea, a snack, the fireplace in winter, the cats... also the forest, and the animals there. I like to do some portraits, too.

What kind of work do you do? 9

I have different types of requests, such as logos, or portraits, or people simply buy products with my illustrations on them. However, right now I'm leaning more towards telling stories and comics.



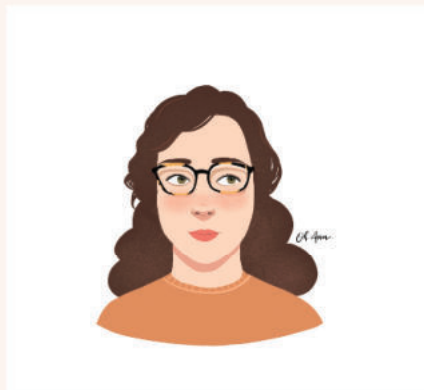
10

At the moment, I'm working on a project of a Uruguayan psychologist, Stéfani Cabrera, which is called "Sara and Tino: Illustrated psychology". The project is about Sara, a 31-year-old psychotherapist who lives with her dog, Tino. Stéfani gives me the stories and I illustrate them. They are always linked to mental health. I really enjoy working on this project because it combines three of my passions: drawing, telling stories, and psychology. You can find "Sara and Tino" on Instagram.

What difficulties have you encountered as a digital artist? 11

I think digital art can be wonderful, but also very frustrating. You have so much freedom that it can be overwhelming sometimes. You can do and redo the same line infinite times, you can change the colors, move objects around, and so on. This means that something that may be very simple, can take you hours. You need to have very clear ideas from the beginning. I find it useful to hand-draw the sketch beforehand, as detailed as possible. And of course, you have to know when to stop!

One last question, 12



Ana's self-portrait.

My advice is this: don't be so demanding with yourselves, especially at the beginning. Don't compare yourselves with other artists, everyone has their own times and that is not a bad thing. Experiment with different techniques, practice, and watch tutorials. It doesn't matter if your drawings are not perfect, the more you draw, the better they will be. Remember, practice makes perfect! But, above all, enjoy yourselves. Allow yourselves to be free and explore what excites you and brings you joy. It doesn't matter if you don't know where it goes, the path will appear as you start walking.



* Read the interview again and find:

2 software programs:

2 social media platforms:

3 drawing techniques:

3 cartoon characters:

4 art school subjects:

4 pieces of hardware:

* Now, read again and write what Ana meant by:

a. "There's a false concept ingrained in us..." (answer 2) *something that everybody believes but it is not true.*

b. "... it was kind of a disaster!" (answer 6)

c. "I put my heart into it." (answer 7)

d. "There's nothing like pencil and paper when drawing." (answer 8)

e. "cozy" (answer 9)

f. "mental health" (answer 10)

g. "... you have to know when to stop!" (answer 11)

h. "practice makes perfect" (answer 12)



*

Get into pairs and discuss:
After watching the video and reading the texts, what's your opinion about digital art? Can digital art and tangible art be considered as traditional art? Are digital artists real artists? Think of arguments in favor and against the authenticity of digital art as a true form of Art.

FOR

AGAINST

Projects

Project 1: Let's dive into the lives of famous artists

Find information about one of these artists and report the information to the class in the format of PPT or video.

- Mirjana Milosevic
- Willard Wigan
- Keisuke Yamada
- Clet Abrahams
- Ken Unsworth



Project 2: Creating sound effects

Work with the music teacher and record the story you wrote on the topic "Art to communicate" adding different sounds to make it more interesting and real.

Project 3: The red ribbon

This picture was taken in Spain. The sculpture has a message to convey. Look for a piece of art that does not only show art but also intends to give a message to society.



Photo by Andrea Taurizano

Project 4: My ancestors

Research into your ancestors and create a magazine cover with relevant information about them. Get into pairs and make questions to ask your classmates about their ancestors. Share the magazine covers and vote for the three most artistic ones.

Project 5: A famous Uruguayan author

Work in pairs: There are several Uruguayan authors mentioned in the article "Uruguayan art for export". Choose one of them and do some research into him or her. Present your chosen author to the class; you can prepare a poster or PPT presentation to support your work.

Project 6: Writing a play

Imagine you are playwrights. You may want to talk to the literature teacher for help. Write a play using some of the vocabulary learned in the lesson and considering the ideas provided by Adriana Da Silva about her experience as being an actress. Then, act out the play in the class. Remember to prepare costumes, make up and everything you need.



Project 7: Enjoying art

Did you find any of Gimena's artworks interesting? Look for more creations of another artist. Write a text about him/her including his/her biography and art style and the reasons why you like his/her creations. Decorate your text with your favorite pieces of ceramics from the artist.

Project 8: Being a craftsperson

Get into pairs and look for some cold porcelain clay. Create your own mug, pot, or whatever artwork you want to. Let it dry and look at it. What's the story beneath your artwork? Write a text telling the story of your creation. Next class, share your artwork with the class and read your story to your classmates.

Unit 3

TECHNOLOGY

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

- raise awareness about the use of technology among adolescents.
- understand new ways of using technology.
- read and express your opinions about how technology has existed throughout history.
- develop a digital citizenship and technological competence.
- have a critical perspective toward technology and its uses.

Am I a tech-savvy?

* Look at these gadgets. Can you name them?

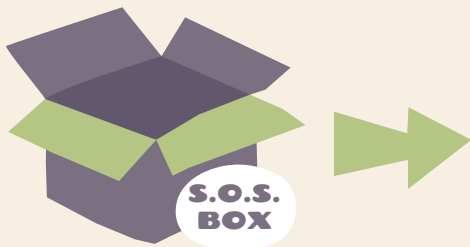
- 1
- 2
- 3
- 4

Your opinion matters

* Which one do you use the most?

Example: The gadget that I use the most is my cellphone because I like sending instant messages.

* Do you think that people spend too much time using technology?
Get in pairs and discuss.



I think...
In my opinion...
I believe that...
I agree with ...
I agree with you that...
I don't agree with ...
I don't agree with you because...
In my mind, people spend...



Photo source: canva.com

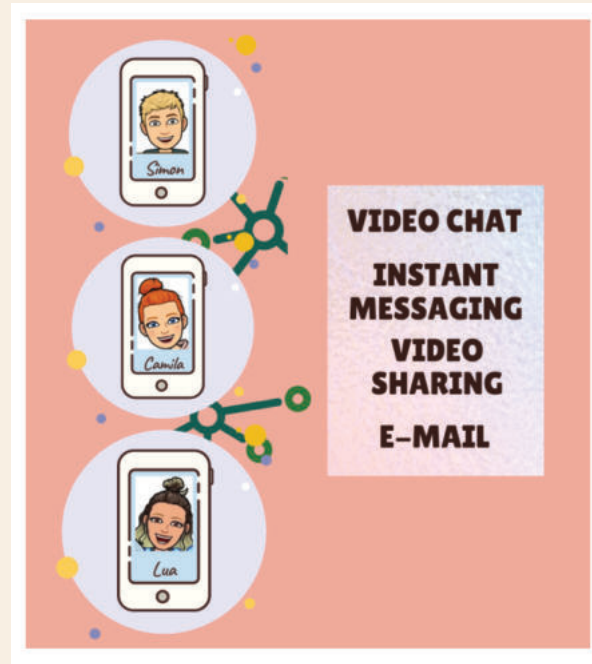
Simon loves video chatting with his friends. In fact, he does it all the time. How do you keep in touch with your friends? Use menti.com to find out your class's opinion. The teacher will give you the instructions and a code to access the poll.

- * Listen to the characters talking about technology. Match the ways in which Simon, Lua and Camila communicate.



- 1 Which ways of communication do you use the most?
- 2 Which method do you think is the best?
- 3 Do you communicate with friends in different ways?

As we saw, the gang uses different ways to communicate with each other, and they especially do it through the use of technology. This is the reason why Camila is a bit concerned about the damage that technology can cause when used in excess. She wants to share an article called 'Different ways in which technology is affecting our lives' to shed light on the topic.



- * Read the article and put these titles into their correct places.

couch
potato

technology is
keeping us
isolated

negative effects
on our posture

overexposure
to screens

effects on
the eyesight



Different ways in which technology is affecting our lives



We are living in an era full of technology. Technology has made our lives more convenient and that's why it's hard to imagine a world without it. However, the great impact that these new technologies are having on the way society functions also has its negative side. Technology can be addictive, and this dependency can have consequences on our communication skills. Let's see different ways in which technology has negatively affected humanity.

1

Most people spend hours a day with poor posture in front of a computer or tablet. Not only does this affect their back and neck, but their mood as well. What is more, it decreases assertiveness and productivity.



2

Spending too much time in front of a screen can damage your sight, leading to symptoms such as headaches, difficulty focusing, dry, burning and tired eyes. It may also cause blurred, double vision and sensitivity to light.



3

Using your gadgets just before bedtime can provoke insomnia. These devices can interfere with your sleep by suppressing the production of melatonin, a natural hormone released in the evening to help you feel tired. This leads to neurophysiologic arousals that increase feelings of alertness when you should be sleeping instead. Over time, these effects can lead to a significant chronic sleep deficiency.



4

Technology is leading us to sedentary lifestyles. People spend a lot of time using technological devices which means extended periods of time sitting on sofas or in beds. Additionally, being a couch potato can lead to an increased risk of developing certain health issues, such as cardiovascular disease, obesity and diabetes.



5

The more time we spend using technology, the less time we meet face-to-face with our family and friends. Some researchers have studied the link between digital connection and feelings of loneliness. These may affect people in different ways depending on their age.



* Read the text again and answer the following questions.



- 1 How does poor posture affect our bodies?
- 2 What is melatonin and why is it important for our bodies?
- 3 When do we call people couch potatoes?
- 4 What can provoke insomnia?
- 5 How would you explain what chronic sleep deficiency is?

* Choose the 5 most worrying risks and give 3 reasons for each of your choices.

Worrying risk	Reason 1	Reason 2	Reason 3

A day unplugged!



Camila used to live in a place where phone signal was very weak and she wants to experience that again. You are going to spend one day in the countryside with Camila. What activities could you do without using your cell phones?

* Share your ideas with a classmate.



Photo by Verónica Velázquez

Technology from the past

#livingUruguay5



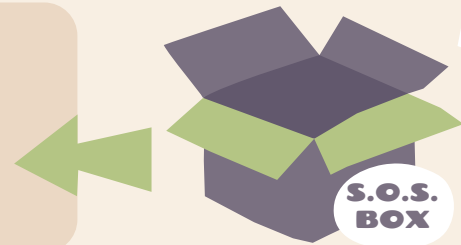
- * Luisa is working on her history lesson and has asked us for help. Let's start by forming five groups.

Each group will get an envelope.

Inside the envelope, there is a timeline and several pictures of different gadgets.

- * It's time to predict when the objects were invented. Just predict – don't look for information on the internet.

In my opinion, the... was created before/after the... .
I think the... is more recent than... .
Maybe the... was created in... .
I believe that... is older than... .



- * Let's complete a fact file with the names of the inventions, when they were created and who created them.

Name of the invention	Invention	Created in...	By...
			
			
			
			
			
			
			
			
			
			
			

- * The ballpoint pen was a relevant invention that we are used to finding everywhere. Look at the following opinions about the creation of the ballpoint pen.

“I think this gadget will corrupt people and especially students.” (a 6th grade teacher)

“I think this is great. No more ink stains and life will be easier for me”. (a parent)

“This is awesome! I have to carry less things in my backpack.” (a student)

“This is way too expensive. Not everyone can afford this.” (a parent)

- * What do YOU think? How do new technologies impact education?



- * In the graphic below you have info about the ballpoint pen. Put the missing sentences into their correct places. There is one extra sentence that you do not need to use.



Ballpoint pens

Ballpoint pens are everywhere. Around the world, 57 ballpoint pens are purchased every second. How did this simple pen become so popular?

The history of the ballpoint pen begins in the 1930s.

Laszlo Biro was a newspaper editor. While working, he noticed that his fountain pen created problems. It regularly ran out of ink, so refilling was common. **1.** He wondered if it could be possible to manufacture a better pen. So, he did.

2. First, he placed a tiny metal ball inside a pocket at the tip of the pen. A small tube carries ink to the back of the ball. When the pen moves along the paper, the ball spins. The ink on the ball sticks to the paper. The ball and tiny space around it ensure a consistent amount of ink is delivered from pen to paper.

The second improvement was ink quality. Biro and his brother developed a thick ink. **3.** In addition, their ink dried almost immediately after coming into contact with paper. This was an important change: people didn't need to wait for the ink to dry.

Biro's pen worked exceedingly well. But, it wasn't successful until a Frenchman bought the manufacturing rights in 1950. Marcel Bich changed the pen's design. **4.** These changes greatly reduced costs and made the product more reliable. He also changed the name to BIC, the first three letters of his last name. By 1965, BIC pens were available around the world.

The history of the ballpoint pen has a lesson for everyone. It's not necessary to come up with an original idea before going into business. **5.**

☐ Pens were created in big factories.

☐ Sometimes ink made a mess on the paper.

☐ Sometimes improving an old idea is good enough.

☐ This change made the pen's ink flow with greater consistency.

☐ He divided it into eight separate pieces that were easy to construct.

☐ Biro made two important improvements.

Your opinion matters!



- * Which are the best inventions in history? Give reasons to support your choices.
- * Watch a video and order the inventions as they appear.



Communication	<input type="checkbox"/>	
Electricity	<input type="checkbox"/>	
Engines	<input type="checkbox"/>	
Medicine: Peniciline	<input type="checkbox"/>	
Plumbing	<input type="checkbox"/>	
Refrigeration	<input type="checkbox"/>	
The Compass	<input type="checkbox"/>	
The Printing Press	<input type="checkbox"/>	
The Wheel	<input type="checkbox"/>	

Photo source: canva.com

**Group work**

- * Choose 3 of the inventions listed above. Find out more about the inventions and make infographics about them in groups.
- * Next class, share your infographics with the rest of the class by presenting your findings.

As we have mentioned, just as technology has changed throughout time, so have the ways in which we use it in our daily lives.

- * Think of three questions you would ask three members of your family about technology from the past.



My questions are...

- * Write a report analyzing the results of your interview. Find information about how you can write a report and use the questions as the three main parts of your report.



Teachers have always used technology

- * Look at the images above. Which ones do you consider technological innovations? Why?



Source: pixabay.com

- * Let's read the definition of technology to see if you were correct.



Technology is the application of scientific knowledge to the practical aims of human life in order to change or manipulate the human environment.

Source: technology | Definition, Examples, Types, & Facts | Britannica

Did you know?

Take note of something: to give attention to something, especially because it is important. **Take notes on:** to record important details of what one hears or sees in order to study or reference them later.

* In pairs, think about these questions. Take notes on your answers.



- a.** Which of the previous technological innovations can be applied to education?
- b.** What are the advantages of using technology in the classroom?
- c.** What are the disadvantages?

* Read the first part of the infographics and decide if these sentences are true or false. Support your answers.



- a.** Before blackboards, teachers couldn't teach all students at the same time.
- b.** Pencils made it easier to correct mistakes.
- c.** Pens weren't very popular in the 19th century.
- d.** Teachers didn't like mimeographs because they lost a lot of time using them.
- e.** The overhead projector was used in education and later on, in the military.

* Read the second part of the infographics and find:



- a.** Which invention was important for storing information?
- b.** Which invention was not first used in education?
- c.** Which invention helped motivate students during lessons?
- d.** Which invention was thought to help instruction?
- e.** Which invention was initially considered detrimental to (negative for) students' skills development?

HISTORY OF Classroom TECHNOLOGY



1870 *Magic Lantern*

This was an early type of image projector. Images printed on glass frames were projected onto the walls of darkened classrooms.

Ever since school has existed, teachers have used everything available to reach their students and make lessons more productive, enjoyable and motivating. Here's an outline of the many educational tools that have been used throughout the history of teaching.

Blackboard 1890

The blackboard, or chalkboard, revolutionized education because it allowed teachers to teach a lesson to the entire class. It is still used today.

1900 *Pencil*

Like blackboards, pencils have been used since they started to be mass-produced around the 1900s. Pencils allowed students to correct mistakes because they could be easily erased.



1930

Overhead Projector

This was originally used by the U.S. military to train soldiers, but soon after they were marketed to schools around the world.



1940 *Mimeograph*

Just by operating this machine, teachers were able to make copies for the first time. This saved educators a lot of time.



1948

Ballpoint pen

It was invented in 1888, but it wasn't widely adopted until the 1940s. It took 50 years to be recognized as a useful classroom tool.



1960 & 1970

Audio & video cassette players

The use of audio and video in the classroom was a great way to increase student engagement.

**1970**

Hand-held calculator

Teachers were reluctant to adopt the calculator because they feared it would undermine students' math skills.

**1980**

Personal Computer

Computers were first used in education in the 1960s in a way that was intended to individualize instruction. This method became known as computer assisted instruction (CAI).

**1990**

Multimedia CD-ROM

Advances in multimedia hardware and cheaper computers paved the way for digitalized reference works. An entire encyclopedia could be fit in a few CD-ROM disks.

**1996 The Internet**

After being considered a network used only by NASA, universities and the military, by 1996 the internet had slowly started to enter educational institutions.

**2008 Plan Ceibal**

Plan Ceibal was launched in 2008 with the vision of providing every grade school student and teacher in Uruguay with a laptop connected to the internet.



- * Think about the innovations listed in the infographics. Which ones have become outdated and which ones are still in use today?



- * Complete the blank infographics with two more educational innovations that have been invented since 2008. You can use the web to help you find the information.



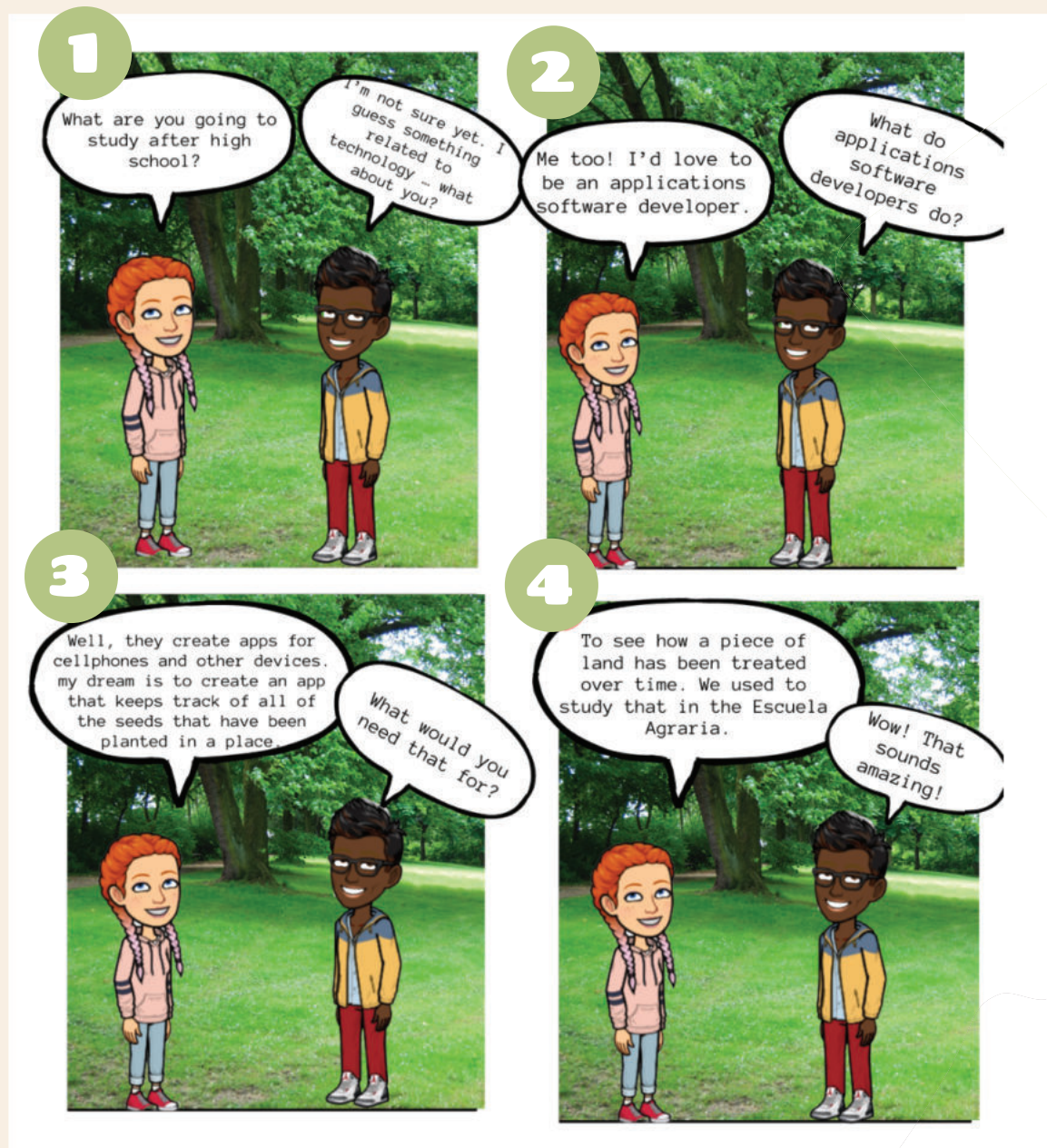
Technology and the world of work

Camila and Nico are talking about what to study in the future. They are both interested in technology.

What job does Camila want to have?

Which other areas could she work in?

What is Nico's opinion about Cami's future job?



- * Camila wants to be an application software developer. The job sounds really interesting, but also kind of difficult. She interviewed some people to find out more about jobs connected to the world of technology. Listen to five people describing their jobs and match the speakers with their job positions. There are two extra jobs you don't need to use.



Speaker 1	Profession	
Speaker 2	Profession	
Speaker 3	Profession	
Speaker 4	Profession	
Speaker 5	Profession	

software developer / cyber security specialist /
data scientist / IT consultant /
multimedia specialist / web developer /
computer games tester

Which keywords did you find useful for solving this task?

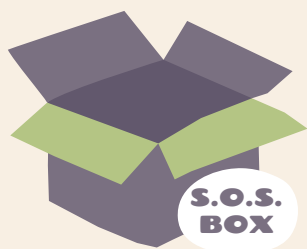
- * What skills should a person have to succeed in the world of technology?
What skills does Camila need to be a successful applications software developer?
Listen to the audio to find out.



Skills needed:

- * Listen to the audio again and take notes about the skills needed. Support your ideas with this information.





Do I work in... ?
Do I have to... ?
Do I need to... ?
Am I a... ?

- * Let's take turns sitting with our backs to the board! Your teacher will write the name of a job on the board. When it's your turn to sit with your back to the board, ask YES and NO questions to help you guess the job.



Can the jobs mentioned in this class be performed in your town? Let's conduct a brief investigation to find out.

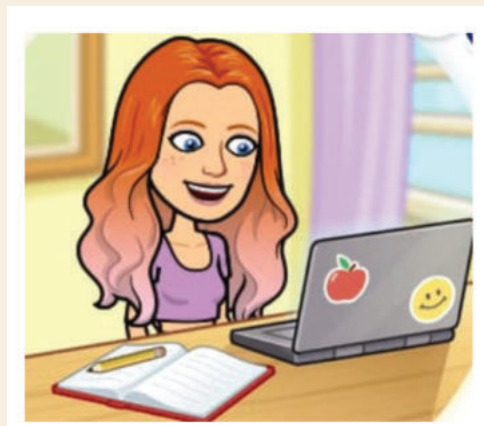
How can I become a digital citizen?

How much time do I spend online?

Consider how many hours a day you do activities that require you to use the internet, and what those activities are.

E.g.

- Messaging or texting... 3 hours per day
- Social media time ... 2 hours per day
- Schoolwork assignments, working on the online school platform, searching for information... 4 hours per day



How much time do I spend online every day?



Less than three hours.



Between 3 and 6 hours.



More than 6 hours.

- * Most of you spend a lot of hours per day using some sort of technology that requires the internet. Now, let's see what you do during those hours! Read a list of activities and tick the ones you have done in the last month.

- | | |
|---|--|
| 1. Posted a picture. <input type="checkbox"/> | 8. Bought something online on a secure website. <input type="checkbox"/> |
| 2. Posted a status. <input type="checkbox"/> | 9. Used a textbook from Biblioteca Ceibal. <input type="checkbox"/> |
| 3. Commented on someone's picture. <input type="checkbox"/> | 10. Sent a message using a text messaging app. <input type="checkbox"/> |
| 4. Played a game online. <input type="checkbox"/> | 11. Done a project with a friend using cloud computing. <input type="checkbox"/> |
| 5. Sent an e-mail. <input type="checkbox"/> | 12. Used a search engine for a class assignment. <input type="checkbox"/> |
| 6. Downloaded or updated your antivirus. <input type="checkbox"/> | 13. Listened to music through a streaming service. <input type="checkbox"/> |
| 7. Watched a video on YouTube <input type="checkbox"/> | 14. Created a password for a website. <input type="checkbox"/> |
| | 15. Been a digital citizen. <input type="checkbox"/> |

- * Classify the activities into these categories:

entertainment

safety

education

privacy

communication

all of the previous ones

- * Camila loves technology and she is very interested in the concept of digital citizenship, so she's reading about the topic. Read the first part of the infographics "How can I be a good digital citizen?". Think about it and complete the sentence:



I am / am not a digital citizen because...

- * Read the second part of the infographics, "10 aspects of digital citizenship", and complete the titles.



access / literacy / wellness /
etiquette / health / rights / footprint /
safety / law / communication /
commerce / responsibilities

How can I be a good digital citizen?

At this moment, you're most likely to be interacting with someone on social media or listening to music through a streaming service. If that is so, you're probably already a **Digital Citizen**.

One definition of Digital Citizen is "*someone who uses the internet regularly and effectively.*" However, that isn't enough to be a **good digital citizen**. Digital citizenship also refers to how we conduct ourselves on the web and includes certain aspects, such as the amount of time we spend on digital media or how much we know about our rights on the web. Let's read about these 10 aspects of digital citizenship to have a better definition of the term.

10 aspects of digital citizenship

1

digital _____:

Not everyone has the same opportunities when it comes to technology. It's very important to understand that access to digital technology is not always fairly distributed, and that we can help promote equity as the digital citizens that we are. We need to make sure that no one is denied digital access so that there is full electronic participation in society.



digital _____:

Traditionally, literacy refers to the ability to read and write. When applied to the digital world, a digitally literate person is one who has learned to create, communicate, and share digital content. A good digital citizen knows how to "read" the digital environment, keeping up to the new technologies, using them appropriately, and thinking critically about their implications.

2

3 digital _____ & _____:

Basic digital rights must be discussed and understood in the digital world, like the right to privacy and free speech. Every digital citizen



should fight for the universalization of these rights extended to everyone in the digital world. However, with these rights also come responsibilities. In a digital society, these two areas must work together.



digital _____:

5

It is important to deal with the ethics of technology within a society. For example, there are laws about downloading illegal music, plagiarism, creating viruses, stealing anyone's identity or property, etc. Hurting others or their work is a crime which can result in criminal penalties or civil liability. Besides, digital law is constantly changing, so it is important to stay up-to-date with current legislation.



digital _____:

Nowadays, we're constantly communicating with other people online. When we use chatting platforms, it's important to speak up for ourselves and actively listen to others while communicating in an appropriate and meaningful way. And remember, empathy is essential!

6

8

digital _____:



Since many people are selling and buying through the internet, a good portion of the economy is regulated online. We need to be cautious and aware of the dangers of e-commerce, such as using credit cards online or engaging in illegal transactions. Part of being a digital citizen means becoming a sensible, ethical, and critical consumer.



digital _____:

7

Since we spend so much time on the web, we should learn how to keep ourselves safe and protected online. This includes protecting our data or private information using virus protection and firewalls. Another key part of digital safety is using our common sense at the moment of sharing our personal information online.

digital _____ & _____:



digital _____:

10

Keeping psychological and physical health and well-being in a digital technology world is essential. The extended use of technology can bring eye fatigue, backache, stress and online addiction, among other problems. We need to take care of ourselves and our digital health and wellness.



9

Every time we go online we leave a trail, just like we leave a real footprint. This trail includes information about the websites we visit, emails we send, and data we submit to online services. This is called a "passive footprint" because it is unintentional. An "active footprint" is what we intentionally do online, like posting a status, or even "liking" someone else's posts. We should be aware of our digital footprint because once digital data has been shared online, there is no guarantee that we will ever be able to delete it.

- * Camila and a friend are reading about several situations regarding the use of technology. Which of the 10 aspects of digital citizenship do they refer to? Write the number in the circles.



2

Technology is changing every day. New technologies in banking, business, medicine, etc. are constantly every day. It's important to stay up-to-date.

You shouldn't use a false identity online.

Criminal penalties can result in fines or jail time. Civil liability -or responsibility- means that you can be sued and forced to pay damages monetarily (paying money to the winner of the lawsuit).

You should treat others the way you want to be treated.

Digital citizens have the right to privacy as long as they are not pretending to be someone else.

Schools should educate students in a new way so that they "learn to learn" new technologies.

Normally, people are polite in face-to-face situations where they encounter strangers. Unfortunately, some individuals are rude or cruel on the Internet because of its anonymity.

You should be aware of current digital legislation.

- * Work in pairs: Look at these three situations. What would you recommend for each of them? What aspect(s) of digital citizenship do these situations refer to? Use the examples from the previous activity to help you write your thoughts below.



In any society there are individuals who steal from or harm other people, so we put locks and alarms in our houses. The same is true for the digital community.

Although shopping online is easy, buyers and sellers need to be cautious.

Nowadays, it's quite common for employers to check out the online profiles of possible candidates as part of their application process.

TIP! You can search in **#livingUruguay2**

to learn more about this topic.

- * Now that you have read and thought about digital citizenship, let's try to write a more appropriate definition of the term.

A digital citizen

Differentiating secure and non-secure websites

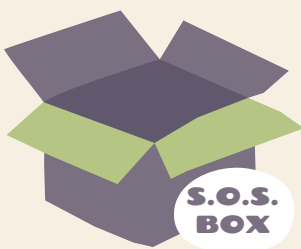
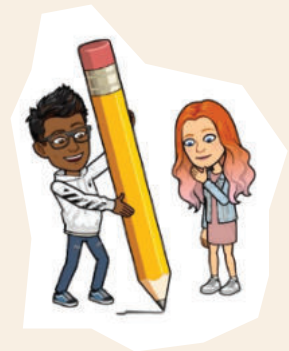
Nico, Camila and the rest of the class are attending a workshop on digital security at school.

The trainer wants you to answer the following questions.

What information about yourself do you share online?

Whom do you share this information with?

Who do you think sees the information that you share online?



...told me that he/she... shared...
He/she said that he/she shared
his/her information with... .

- * Get into pairs and share your answers.



- * Report your classmate's answers to the rest of the class.



- * Do you know that when you share information online the company that owns that social media platform can keep track of your info? Look at the activity that the technology expert presented to the students.

Look at these terms. Do you recognize them?

- a. cookies
- b. online tracking
- c. personalized content
- d. targeted advertising
- e. third-party

- * Match the terms with the correct definitions.

1. a company that is not the same company that owns the website or app you are using
2. small text files stored on a computer that keep track of what a person does on a website
3. advertisements that are shown to you based on information that has been collected about you (location, browsing history, interests, age, etc.)
4. apps, websites, or third parties collecting information about your online activity (other sites you visit, links you click, how long you stay, etc.)
5. information that a website or app shows you based on what they think you want to see

The other day I was looking for information about a new cellphone and, all of a sudden, ads related to that cellphone started appearing everywhere. Has that ever happened to you?



Have you ever felt like you were being “tracked” on the net?

Did you know?

The term net is a short form of the word internet.

- * The technology expert wants everyone to know how to access secure sites. Look at the tips that he shared with us.



* Read this article from rockcontent.com and take notes.

[click here](#)

HOW TO KNOW IF A WEBSITE IS SECURE?

Not everything that glitters is gold, and not everything on the internet is reliable. You already know that, right? But do you know all the steps to identifying a secure website?

SUBMIT



7 STEPS TO TELL
IF A WEBSITE IS
SECURE



1.

2.

3.

4.

5.

6.

7.

Sometimes, people may “run into a buzz saw” with technology. That means they may encounter severe and unexpected problems, such as when they don’t know how to identify secure sites.

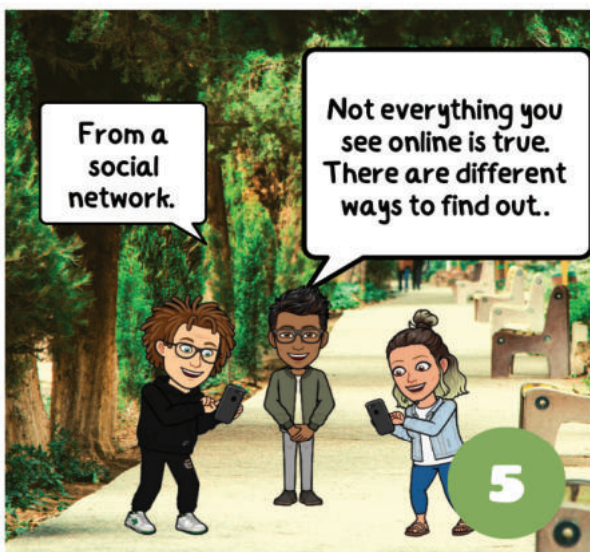
“run into a buzz saw”

* Let’s create a video tutorial to help people identify secure websites.



Is this real or fake news?

- * Freddie and his classmates are talking about something interesting that he heard. Read the comic strip to find out what it was.



Your opinion matters!

Do you share news about someone even when you are not sure if it is true?

What are the consequences of sharing fake news?

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



Freddie is sharing some news with the class. He is talking about the oldest man who ran a marathon.

How old do you think he was when he did that? Where was he from?

- * Check your guesses on the internet. You can type “oldest man who ran a marathon”. Then, complete the following chart.

Name

Nickname

Age

Nationality

Name of trainer

Reason for running

Miles and time ran

“From a tragedy has come a lot of success and happiness”

Fauja Singh

- * At the beginning of the lesson, Freddie and his friends were talking about Queen coming to Uruguay. Nico told Freddie that not everything you find online is true. Read two articles with guidelines about how to identify real and fake news and answer the questions.



Today's news:

REAL or FAKE?

80% of middle schoolers mistake sponsored content for real news

3 in 4 students can't distinguish between real and fake news on Facebook

Fewer than 1 in 3 students are skeptical of biased news sources

Students who meet the ISTE Standards for Students are able to critically select, evaluate and synthesize digital resources. That means understanding the difference between real & fake news.

Here's how to tell them apart:



Help your students gain media literacy skills with resources from the ISTE Blog.

- Go to iste.org/subscribe to get the latest articles delivered to your inbox.
- Dive into the ISTE Standards for Students at iste.org/StandardsForStudents



1. What is the text about?
2. Who is the audience for this text?
3. Who is the narrator of the text?
4. What does the author mean by "outrageous?"

IS THIS STORY SHARE-WORTHY?

The First Amendment protects the right to report and publish information, but not every story is worth your text, tweet or share. This chart can help you find the good stuff and get rid of the garbage.

NEED HELP?

IS IT REAL?

Does the **EVIDENCE** hold up? Is the **SOURCE** legitimate? Run a search for the source name and key facts, people or images from the story to weed out the fakes.

IS IT WELL-MADE?

Are you impressed by the **EXECUTION**? A well-made story starts with solid facts. It should be calm, clear and neat, not a train wreck of exaggerated emotion (like **ALL CAPS WORDS!!!!**) and sloppy mistakes.

IS IT NEWS OR OPINION?

What is the **PURPOSE**? News mainly explains what is happening. Opinion takes a stance to judge or make an argument about it. First-person voice or words like "perspective" and "editorial" are often tipoffs it is opinion.

IS IT SUPPORTED BY FACTS?

Is there good **EVIDENCE**? Look for statistics, studies, historical examples, primary sources, expert analysis or other signs that the writer has done their homework and can back up their argument.

IS IT BIASED?

Does the **EVIDENCE** show you the big picture? Biased stories may leave out key facts, so you only see one side of an issue. They may also exaggerate or downplay the importance of the story in the **CONTEXT** of other news.

IS THE BIAS OPEN OR SNEAKY?

Does the **EXECUTION** clearly aim for a specific **AUDIENCE**? News with an open bias often uses partisan labels in its titles (like "Left-Wing News") or declares support for partisan missions (like "help Republicans get elected"). News with a sneaky bias pretends it isn't biased at all.

DOES IT ENTERTAIN AND/OR RAISE AWARENESS?

What is this story's **PURPOSE**? Weigh whether the story was created for darker reasons, like causing destruction, scamming people for profit, or unfairly hurting someone or something.



DEFINITELY SHARE-WORTHY
This is real, solid information. It may not be all sunshine and rainbows, and you may not like what it has to say, but it's backed up with facts to provide plenty of food for thought. It doesn't have the shock value of a crazy fake news story or the viral potential of an angry rant, but what it lacks in sparkly distractions it makes up for with reliability and real-world implications.

MAYBE SHARE-WORTHY
It all depends on how you do it. These stories can be perfect for getting insight into how other people think or starting a productive debate, but only if you stay aware of the risks. Take a minute to foresee the possible consequences of your actions and choose your words wisely to steer clear of troll bait or flame wars. Look for a way to stir the pot without making it boil over.

PROBABLY NOT SHARE-WORTHY
Marred by hidden agendas and bad intentions, these stories can fuel destruction and chaos. With no concern for consequences, they can spread deceit, fear and sometimes even danger. From scamming the system for profit to tricking people into bad decisions to just plain making folks look stupid, there's something tricky going on here.

Find more media literacy resources at NewseumED.org

1. How are colors used in this article? What do they represent?
2. In which way do you think this information can help you?
3. Has a situation like this ever happened to you?

- * Get into groups of three. In your group, choose a topic and write a news story of approximately 80 words. The story can be true or fake, but do not say which it is! Be sure to include the headline/title and a supporting paragraph.



Headline/title:

Supporting paragraph:

- * Share your story with the rest of the class. Can your classmates identify if your story is real or fake news?



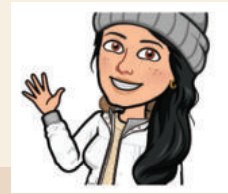
Meeting people online

- * What can you see in this picture? Have you ever met someone online? Was it a good experience?



Source: pixabay.com

- * Emma's friend met her boyfriend online. They are reading about the topic of meeting people online and sharing their opinions about it. Let's read the text!



Meeting people online is fairly common, and often works out just fine for everyone involved. Still, there are risks when getting together in person with someone whom you've only ever met online. Whether you're on social media or a dating app, it is important to safeguard yourself and your personal information from would-be criminals. If you want to safely meet in-person with someone you met online, keep your first few meetings public and brief, and always have an escape route.

Adapted from: 3 Ways to Safely Meet a Person You Met Online - wikiHow

- * The previous text mentions several risks of meeting in person with someone you've only met online. According to the text, what do you think these risks are? Talk to your partner and share your opinions.



Now that you have learned about some potential dangers related to meeting people online, read the following newsletter. Based on the information, choose the best title for the article.

- Friends Who Met Online Share Their Amazing Stories
- People Who Met Online Share Their Funny Travel Experiences
- Married Couples Who Met Online Share Their Awesome Stories
- Couples Who Met Online Share Some Drawbacks They Had

Meeting Online

A lot of us love technology, and for good reason — it makes our lives easier, connects us with friends near and far and entertains us to no end. Online dating is the perfect marriage between technology and romance. Back in 1995, only a small percentage of single American adults had Internet — and even fewer dating profiles. These days, nearly nine-in-ten Americans have internet connection. That's a pretty impressive change. Over the years, any stigma of saying, "we met online" has evaporated. So we spoke to three awesome couples who met each other online and got hitched (or are engaged to get married).

- * According to the text, is online dating popular nowadays? What do you think?
- * Listen to the first couple, George and Ella, talking about how they met. Complete the accompanying text by choosing the correct options.



Meeting Online

LIVINGURUGUAY#5

George and Ella

Ella: "My now-husband George and I met on Match in June 2011 and have been married since September **a) 2013 b) 2003 c) 2014** I was nervous to meet him, but not necessarily because he was from the Internet. I've made a lot of really good friends from different **a) cities b) places c) sites** on the Internet, going back to my high school and college days. It's something that I used to be really embarrassed to admit to people, because meeting people on the Internet seems like a weird, **a) funny b) scary c) silly** thing to a lot of people! I think the stigma towards that has changed a bit, as people connect with others more and more via the Internet. When we tell our story, especially to older **a) acquaintances b) relatives c) friends**, we often just say that we met 'through friends.' It's easier than explaining how we met on the Internet.

We'd been following each other for a while, and had chatted on Match before because we had a lot of similar interests — mostly obscure **a) thriller b) western c) horror** movies, which



really brought us together, as we're both obsessed with true crime.

I was living in Boston at the time, and George was in Illinois, but he had friends who lived in New York, so when he was coming to visit them, he told me he would be in town, and asked if I'd like to meet up! We decided to meet at a **a) moonlight b) midnight c) midday** movie at Spectacle Theater in Williamsburg. We saw the movie, stayed at a bar talking until late, and that was really that! We decided quickly after that night that we wanted to be together, and within a few **a) months b) steps c) days** George had moved across the country to my city."



- * Listen to the second couple, William and Daisy, and fill in the blanks.

Meeting Online

LIVINGURUGUAY#5

William and Daisy

William: "My wife and I met on Zoosk in 2013 and two years later we had our first child. We're both (1) _____, but in different fields and hospital networks. She's a bariatric nurse manager. I'm a pediatric critical care nurse. She's from (2) _____, Colorado and I'm from the suburbs of Cleveland, Texas. I think I might still have some of our first (3) _____. She was about to give up on Zoosk and I thought she was out of my league, but I tried anyway. We got engaged in (4) _____ and got married in December of that same year. Funny enough, a few hours after we got engaged and were headed to our engagement (5) _____, a person she once dated on Zoosk called her to see if she wanted to go out."



Daisy: "I never would have met William if not for Zoosk. I am certain our paths would have never crossed. Meeting him was worth every (6) _____ date I ever went on - and I've been on quite a lot!"

- ✱ Listen and read the text about Liam and Olive and look for words to match with the references. Then, complete the crossword.



Meeting Online

LIVINGURUGUAY #5

Liam and Olive

Liam: "We both went on about 14 to 25 online first dates over a number of years using a variety of sites. The app that we used, Bumble, works in such a way that it only connects you to people in your extended Facebook friend network, and so I was immediately struck by the large number of connections we had (over 40!) from nearly every chapter of my life. That alone made Liam stand out. And his brief written profile (funny, smart and serious when it counts) sealed the deal. We were quick to tell everybody we met on a new-fangled 'dating application.'"

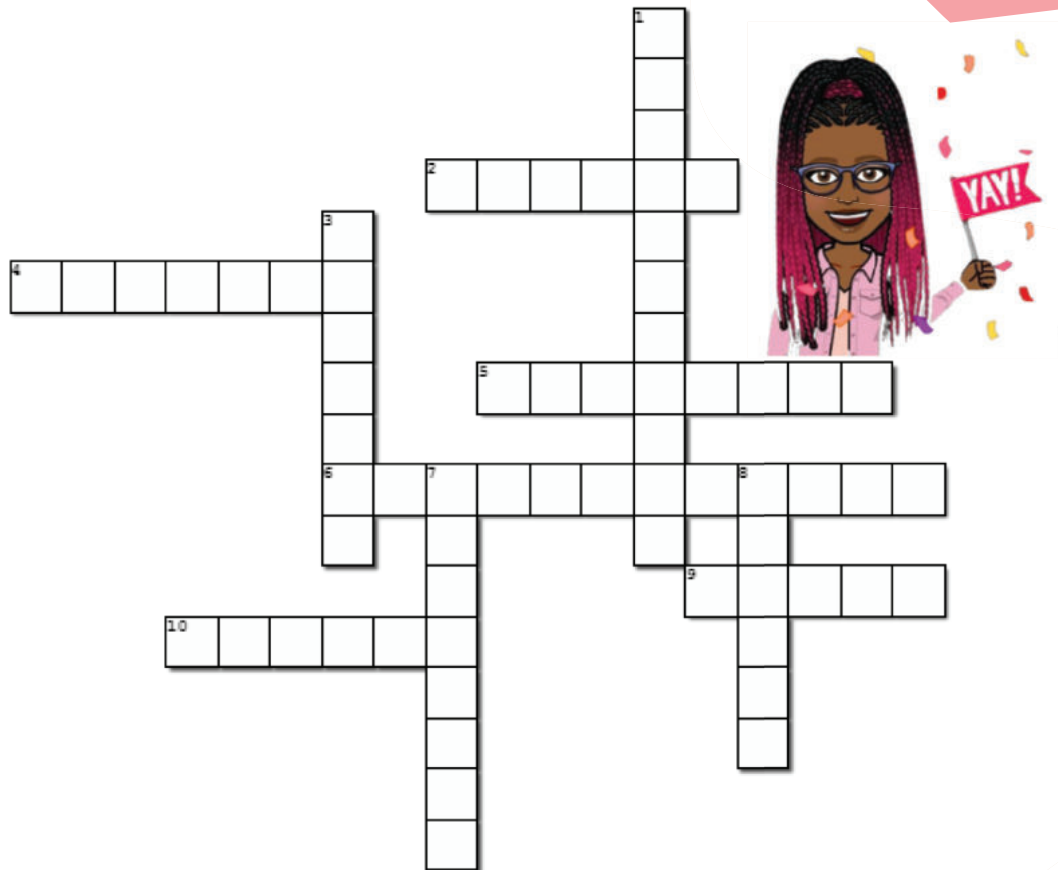
Liam: "Her profile may have been more economical in its use of descriptive language than my own, but the number and diversity of the connections we shared really said it all. More importantly, once we started chatting I was struck by something intangible in her writing style. Her voice came through loud and clear, and I couldn't wait to meet her in real life."

Olive: "I think online dating has become so incredibly common that the stigma that existed a decade ago isn't there anymore. Every person I know that has been single for some period of time in the last



five years has used either a dating site or a dating app. Apps make dating very easy. We spent years living a few blocks apart, going to the same restaurants, bars and grocery stores, attending the same shows and somehow never met. It took a dating app to bring us together, and we're so happy to have found each other, it's hard to believe!

Our first date was a happy hour cocktail that turned into a pizza. On the second date, Liam executed a perfectly planned evening — a fancy dinner at the newest hip restaurant in town, followed by the best bad karaoke bar. I have been smitten ever since. Liam proposed in 2014 and we got married the following year.



Created using the Crossword Maker on TheTeachersCorner.net

Across

2. A s... person is a person that is not married.
4. A p... is a short text providing the description of a person. It can also be a P... picture.
5. c... is talking informally with somebody.
6. The way in which people relate to each other that is a r...
9. That singer is great, she has a beautiful v..
10. d... online nowadays is very common by using diferent Apps.

Down

1. It is an official permission for something. When you look for a job you have to write a letter of a...
3. The office n... is quite fast, and we share files through it.
7. A l... is the way of communication, both written and verbal used by a group of people.
8. A place that sells different items is a s...

* Read the three stories and write the name of the person that made each statement:

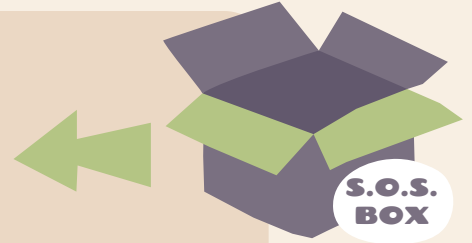
- a. This person thought his/her partner was too good for him/her.
- b. This person was impressed by the way the other person was chatting.
- c. This person has made a lot of friends from the internet.
- d. This person claims that meeting someone by using a dating site is very common nowadays.
- e. This person was feeling ashamed into confessing he/she met a person by using an app.
- f. This person really loved that they share a passion for the same types of films.

*

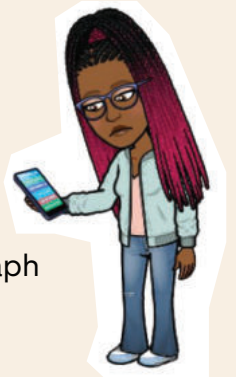


Write a paragraph expressing your opinion about meeting somebody online. Include at least seven of the words from the crossword. Use phrases from the SOS Box to help you.

Personally, I think....
 From my point of view...
 From my perspective....
 As far as I'm concerned....
 I'd like to point out that....
 Generally it is thought that....
 Some people say that....
 It is considered that....
 It is generally accepted that....
 On the one hand... On the other hand...
 That's one way of looking at it. However....



How do I deal with cyberbullying?



* Linda is reading a text about cyberbullying. Read it and complete each paragraph with the correct subheading. There is an extra one you do not have to use.

- a. What is cyberbullying?
- b. What are the effects of cyberbullying?
- c. Am I being bullied online? How can I tell the difference between a joke and bullying?
- d. Who should I talk to if someone is bullying me online?
- e. Why is it important to report cyberbullying?

HOW DO I DEAL WITH CYBERBULLYING?

LIVINGURUGUAY#5



Photo source: canva.com

1

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behavior, aimed at scaring, angering or shaming those who are targeted. Examples of cyberbullying include: spreading lies about or posting embarrassing photos of someone on social media; sending hurtful messages or threats via messaging platforms; impersonating someone and sending mean messages to others on their behalf. Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

2

All friends joke around with each other, but sometimes it's hard to tell if someone is just having fun or trying to hurt you, especially online. Sometimes they'll laugh it off with a "just kidding," or "don't take it so seriously." But if you feel hurt or think others are laughing at you instead of with you, then the joke has gone too far. If it continues even after you've asked the person to stop and you are still feeling upset about it, then this could be bullying.

When bullying takes place online, it can result in unwanted attention from a wide range of people, including strangers. Wherever it may happen, if you are not happy about it, then it's worth getting help. Stopping cyberbullying is about recognizing that everyone deserves respect – both online and in real life.

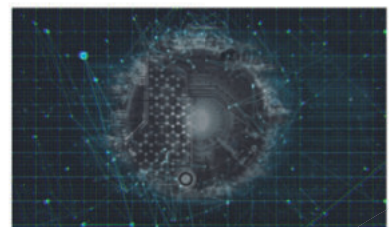
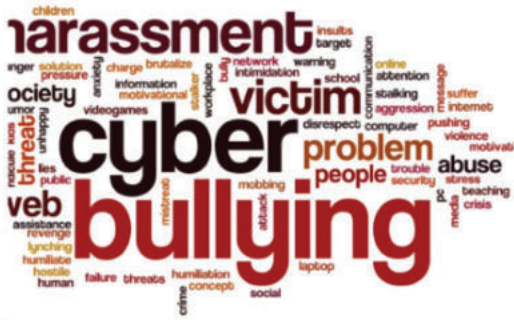


Photo source: canva.com

HOW DO I DEAL WITH CYBERBULLYING?

LIVINGURUGUAY#5



3

When bullying happens online it can seem like there's no escape. The effects can last a long time and affect a person in many ways:

- *Mentally— feeling upset, embarrassed, stupid, even angry.*
- *Emotionally— feeling ashamed or losing interest in the things you love.*
- *Physically— tired (loss of sleep), or experiencing symptoms like stomachaches and headaches.*

The feeling of being laughed at or harassed by others can prevent people from speaking up or trying to deal with the problem. But these effects can be overcome and people can regain their confidence and health.

Adapted from: Cyberbullying: What is it and how to stop it / UNICEF

4. What is the purpose of the study?

If you think you're being bullied, the first step is to seek help from someone you trust, such as your parents or another trusted adult. In your school you can reach out to your favorite teacher. If bullying is happening on a social platform, consider blocking the bully and formally reporting their behavior on the platform itself. Social media companies are obligated to keep their users safe. It can be helpful to collect evidence – text messages and screenshots of social media posts – to show what's been going on. For bullying to stop, it needs to be identified, and reporting is key. If you are in immediate danger, then you should contact the police or emergency services in your country.



Photo source: canva.com

Helpful information:

If you are worried about your safety, or something has happened to you online, it's urgent that you speak to an adult that you trust or that you visit Child Helpline International to find help in your country.

* Find words or phrases in paragraphs 1, 2 and 3 that mean the opposite of these words:

relaxed

pleasant

online

illness

doubt / insecurity

solution



* Now use words from the previous activity to complete these sentences:

Linda is worried about a friend because he is being bullied . He is sad and feeling . Besides, he is never . On the contrary, he is extremely anxious whenever he is on social media. With headaches and stomachaches every day, this situation is affecting his . The that Linda found for this is that her friend should talk to his uncle, since they get on well. She will also suggest that he reports the bully on social media.

* Look for evidence in the text to justify these statements:

1. If a person's actions on social media are making you feel bad and the person doesn't stop that behavior, then you're being cyberbullied.
2. You can feel sad or demotivated when you are being bullied.
3. Cyberbullying online leaves a trace.
4. When you're being cyberbullied you should talk to a close family member or to any adult that can help you.
5. Reporting online cyberbullying can be useful for you and others.
6. Showing personal information or private photos about you is a way of cyberbullying.

- * Imagine you have a friend that is being cyberbullied. Think of the situation and write a short dialogue. Provide suggestions on how to solve the problem. Include phrases from the SOS BOX to give advice.

For example: *Why don't you talk to the school counselor?*



- Why don't you...?
- How about...?
- You should...
- If I were you, I would...



Protecting my identity



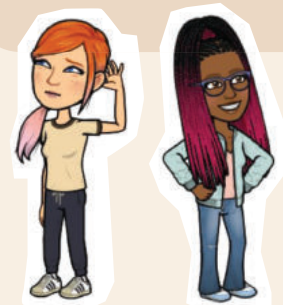
- * Do you think your classmates upload too much personal information to their accounts?

-Hey Camila! I was wondering... We all know 'those' people. They may be in our family. They may be in our circle of friends... I'm talking about the ones who overshare on social media.

-Oh yeah, the ones who give you the minute-by-minute detail of their lives and those who post endless selfies.

-Exactly! It's a topic that worries me. I'm reading an article about oversharing and protecting your identity.

-It sounds interesting! Let's read it!



☒

Find someone who...

☐ -posts social media updates more than once a day.

☐ -usually writes a profile update.

☐ -uploads more than one picture every day.

☐ -almost never uploads pictures.

☐ -accepts unknown people as friends on his/her social media profiles.

☐ -only accepts friends and acquaintances on his/her social media.

PROTECTING YOUR IDENTITY: THE PROBLEM WITH OVERSHARING ON SOCIAL MEDIA



Social media is a place where people engage with each other and have fun – they share memories, both the good and the bad ones, and experiences. However, oversharing on social media has become a problem. People are using platforms as their online diaries, broadcasting their personal grievances and details of their children's lives for the entire world to see. The world honestly does not care about every detail of your life (aside from maybe your family). Harsh? Yes, but those most vested in your life and that do care will do so offline. Post personal highlights, not the details. It's okay if you do not post every day. People are not going to forget about you. If you have something sensitive going on in your family, don't post about it. Not everyone in your family wants it out there online. If you are only posting for attention and validation, don't post it. This is the root of the majority of social media posts.

We all know overshareers – you may even be one and not know it (most do not realize it). Everyone needs to think before posting, whether doing it once a month or once a day. How do I prevent my personal information from being used to manipulate or humiliate me on social media?

Think twice before posting or sharing anything online – it may stay online forever and could be used to harm you later. Don't give out personal details such as your address, telephone number or the name of your school or any other information that may inform others about where you are. If you overshare, criminals have everything they need to reach you.

Use privacy and security settings – learn about the privacy settings of your favorite social media apps. Here are some actions you can take on most platforms to protect yourself:

- Decide who can view your social media by adjusting your account privacy settings.
- Block unwanted people.
- Allow comments from people you want.
- Delete posts on your profile or hide them from specific people.
- Do a google search on yourself and see what kind of information is available for strangers.

Adapted from: Cyberbullying: What is it and how to stop it | UNICEF
Photos from pixabay.com and canva.com

* Read the text and answer these questions.

1. What is the new problem with social media? What does it imply?
2. Does your family need to see every detail of your life on social media?
3. What leads people to oversharing?
4. Why is it a problem to share too much personal information online?
5. Is there a way to protect your identity on social media? What is it?



- * Read these situations and look for ideas in the text to suggest possible solutions:



Situation:	Problem:	Possible Solution:
This boy is frequently uploading pictures of all the activities he does along the day.	When he hangs out with friends, they get mad at him. They say they can't enjoy the moment because he is always asking them to take pictures.	He should talk to a friend about his need to overshare information. He has to bear in mind that "the world does not care about every detail of your life." People who care are, for example, friends, so he should enjoy the time they spend together.
This mother is always uploading pictures of her children on her social media accounts.	The kids' father is very upset. He says he doesn't like that her social media friends get to see their kids' daily activities.	
This man is always oversharing information about his holidays: he includes addresses, destinations, the number of days he is going to spend there, etc.	Thieves have all the information they need.	
This woman has a new job and she is in her first face-to-face interview.	The company manager starts talking to her and she realizes he knows more about her than she had ever imagined.	

- * These are some reasons why people overshare information on social media. Read them and match each reason with the corresponding explanation:

Lack of authority - Delayed communication -

It's not real - Boredom - Anonymity - Low self-esteem -

Egocentricity - Filling the other person in - Invisibility

- a.** **Anonymity** – Some people can hide behind usernames and not use their real names.
- b.** – It can be easier to say things from behind a keyboard when the other person isn't looking at the poster.
- c.** – Much like the first two, people drop their inhibitions and become someone else. The internet can feel like a place separated from real life, full of characters rather than actual people.
- d.** – You don't have to deal with comments and messages immediately.
- e.** – All kinds of cues are missing in online conversations. We don't hear people's voices or see their expressions and body language. Instead, we read their posts in our own heads and using our own voices.
- f.** – People may disassociate someone's offline identity with their online identity, causing them to blurt out something that they would never say in real life, especially in front of an authority figure.
- g.** – People are bored so they feel the need to post in order to fill up their time.
- h.** – People think they are the center of the universe and that the universe cares about what they are doing.
- i.** – People are seeking attention and validation.

Adapted from: Psychology Today addressed six reasons people overshare on social media

- * Two friends are discussing the act of oversharing and ways of protecting their identity online. Write their conversation. You can use ideas from the text to back up their statements.



Buying things online: A new trend

* In pairs, think about these questions. Take notes on your answers.



1. Do you buy things online?
2. What kinds of products do you buy online?
3. Which sites or apps do you use to buy things online?
4. Have you ever sold anything online?



* These are some of Linda's relatives and acquaintances. They are giving their opinions about online shopping. Listen and complete the chart.

	Does he/she like online shopping?		Why or why not?
Speaker 1:			
<input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>
Speaker 2:			
<input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>
Speaker 3:			
<input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>
Speaker 4:			
<input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>
Speaker 5:			
<input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>



ONLINE SHOPPING

Buying things on the internet such as tickets, food, technological devices, etc. is becoming more and more popular. This is called online shopping, e-shopping, or e-commerce. It's a form of electronic commerce that allows customers to purchase products or services directly from a seller on the Web.

Why do people use the internet to buy things? There are many reasons. For some people, it's simply more convenient, as they can shop for anything they want from their own homes and at any time, day or night. Another reason is that the internet has a wider assortment of goods, offering thousands of websites with different products for every taste and financial situation. Additionally, of course, as there are more stores, there is more competition, so you can find better prices. People can browse for products and check prices between the different online shops before making a purchase.

However, there are some disadvantages as well. Fraud and cybercrime are always a possibility. For example, customers can encounter a fake online store or have their credit card details misused or stolen. Some other minor problems can be delays in the delivery of goods, differences between what the customers buy and what they receive, hidden shipping charges, or problems with a store's return policies.

In the end, it's up to each customer whether or not to engage in an e-transaction, but knowing some of the advantages and disadvantages may help consumers make an educated decision.

- * Read the text about online shopping and decide if the sentences are True or False. Justify your answers.



1. Online shopping eliminates intermediaries between sellers and consumers. ☐

2. Online shopping offers a great variety of products of every kind and price. ☐

3. Nowadays, it's pretty safe to buy things online. ☐

4. Some online stores are not what they seem. ☐

5. You don't have to pay for shipping when you buy things online. ☐

- * Read about the advantages of shopping online and place the subtitles into the correct place. Write the one missing.



More convenient More variety Better prices More control More eco-friendly

ADVANTAGES OF ONLINE SHOPPING:

- _____ : You can shop at midnight while you are in pajamas. There are no crowds or lines. You can shop 24/7.
- _____ : You can get an online book, so there's no need to use paper.
- _____ : Products come directly from the manufacturer or seller, so they're usually cheaper. Sometimes you can even avoid taxes.
- _____ : You can choose from literally thousands of online stores, so you can compare products on competing websites to get the best possible price.
- _____ : You do not feel pushed to buy something you don't want. Nobody is near you telling you what you have to buy.
- _____ :
- _____

- * Read about the disadvantages of online shopping and complete them with the appropriate consequences:



DISADVANTAGES OF ONLINE SHOPPING:

More dangers: You have to be alert because of fraud and cybercrime; _____

Less control: You cannot try, touch, or see the products, _____

Too much to offer: The level of choice you find on the web is so vast that _____

Bigger delays: You won't receive a product the moment you buy it; _____

Less interaction: If you have any questions, you can't ask them right then and there. _____

_____ :

1. all you can do is see the picture, read the description, and hope for the best.
2. credit card scamming, phishing, and hacking are very common these days.
3. it can take days to weeks before your purchase finally reaches your hands.
4. so you might purchase something of poor quality or of the wrong size.
5. it can confuse you and make you regret your purchase later.

- * Get in pairs and think of one more advantage and one more disadvantage of online shopping.



Communicating using technology

Freddie, Nico, Simon, Lua and Emma are in the History class.

What can you see in these pictures?

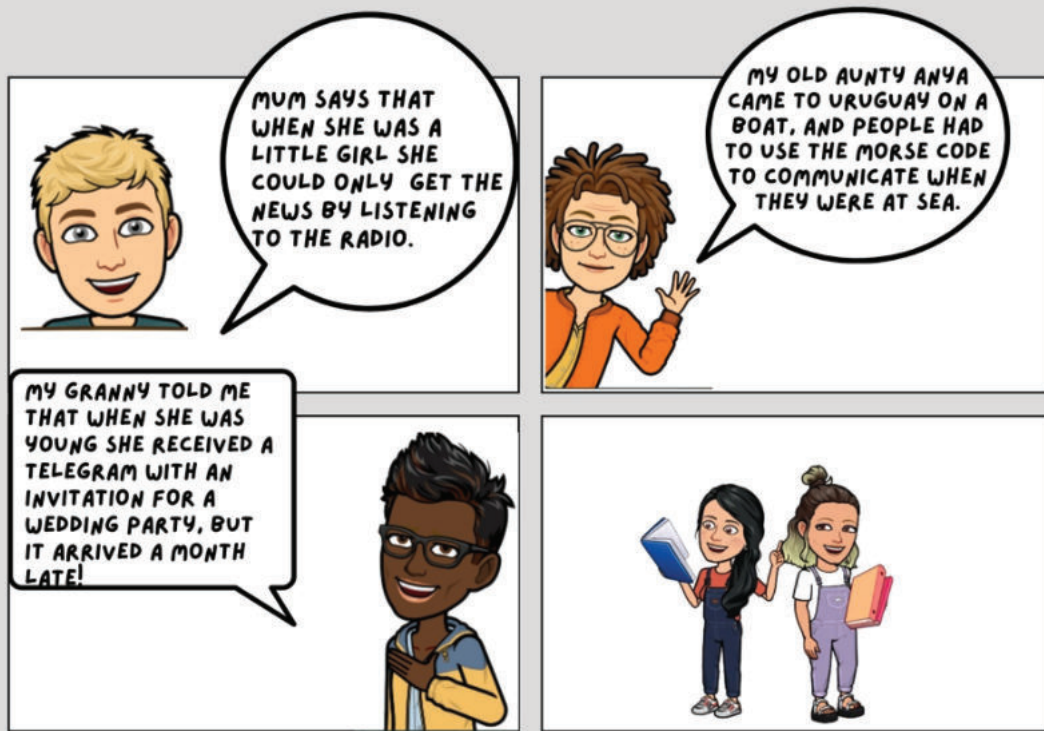
- * For homework they were asked to bring situations from the past that show different ways of communication.



Radios by Verónica Velázquez.
Rest of photos: common.wikimedia.org

In this picture I can see...
In the picture there is / there are...
I think it is...
It might be a...
It can't be a...
It looks like...





- * What other past ways of communicating do you know? Let's read an article on KalamTime. The text is about the evolution of communication. Read the text and create an infographic with the most important information.

[click here](#)

- * We can use different ways and means of communication, but in all cases we need to know the language. Dolores met Estela Zaffaroni in a conference. Estela is a Uruguayan interpreter living in the USA. Do you know what an interpreter does? Look at the pictures and guess.



Photos by Estela Zaffaroni

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



1. What does Estela need for her work?
2. What did she use to take to her job?
3. In which ways has her work changed?
4. In which physical place does she work?
5. How has Estela's job been modified by pandemic times?

Communication using technology has changed and developed in different ways over time.

* Get into groups and imagine a situation in which using a mobile phone is essential and share it with the rest of the class.



Standing up to haters



Photo by commons.wikimedia.org

Music time!



- * Listen to part of a song.

Now let's answer these questions:

What is the main reason why Tini wrote this song?

If you were a famous person, how would you feel if you received so many bad comments?

- * Did Tini find a good way out of that situation?
Share your ideas with a partner.

Emma is reading some comments about her favorite singer, Taylor Swift.

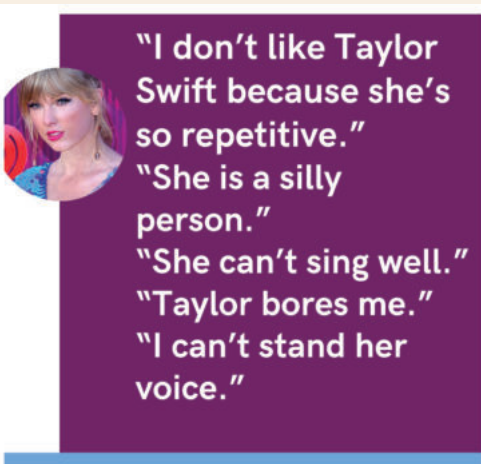
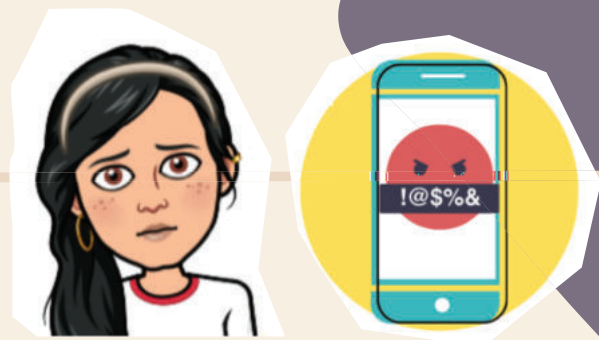


Photo by commons.wikimedia.org

- * Emma is reading several comments on social media. Some teens have written negative things about a local celebrity. The same thing happened to Taylor Swift. Do you know what happened to her?

Do you agree with those comments?

Sometimes, we feel like giving our opinion to others, but we may not do it in the best way.



- * Let's rewrite those comments to make them less aggressive.

Examples:

I'm not a fan of Taylor Swift's music.

Her style doesn't attract me.

I prefer other kinds of voices.

- * Have you ever written a negative comment about a celebrity on a social network?
How do you think Taylor managed to overcome those negative comments?



Read the text and answer.



1. What does “getting sucked into the rabbit hole” mean?
2. Can you explain the phrase “I don't have the option of having thick skin?”
3. What four negative feelings does she mention?
4. Do you agree with what she wrote? Why? / Why not?

When negative articles about her were posted on the Internet:

“I know when not to read an article. Is it going to help my day? Is it important for my life? If the answer is no, then I just don't click ... I'm careful about getting sucked into the rabbit hole that is the Internet because, as a songwriter, I don't have the option of having thick skin. As a writer you have to be open to everything, and that includes pain, rejection, self-doubt, fear. I deal with that enough on my own. If you look hard enough, you could find somebody on the Internet criticizing every single thing about you. If you're me.”

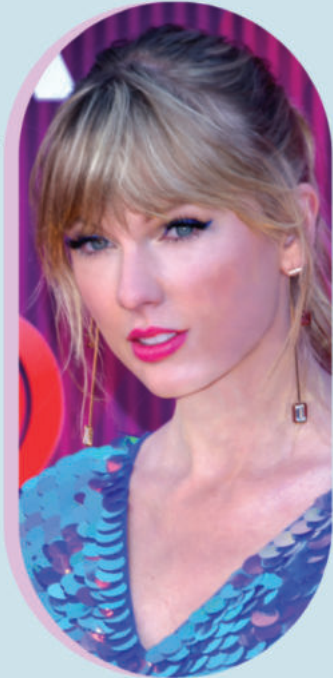


Photo by commons.wikimedia.org

In order not to feel so overwhelmed due to criticism, Taylor wrote a song dedicated to all her haters. Emma's favorite part of the song is: “I'll never miss a beat, I'm lightning on my feet, And that's what they don't see.” Can you think of ways to stand up to haters? You can listen to the song to help you come up with ideas.

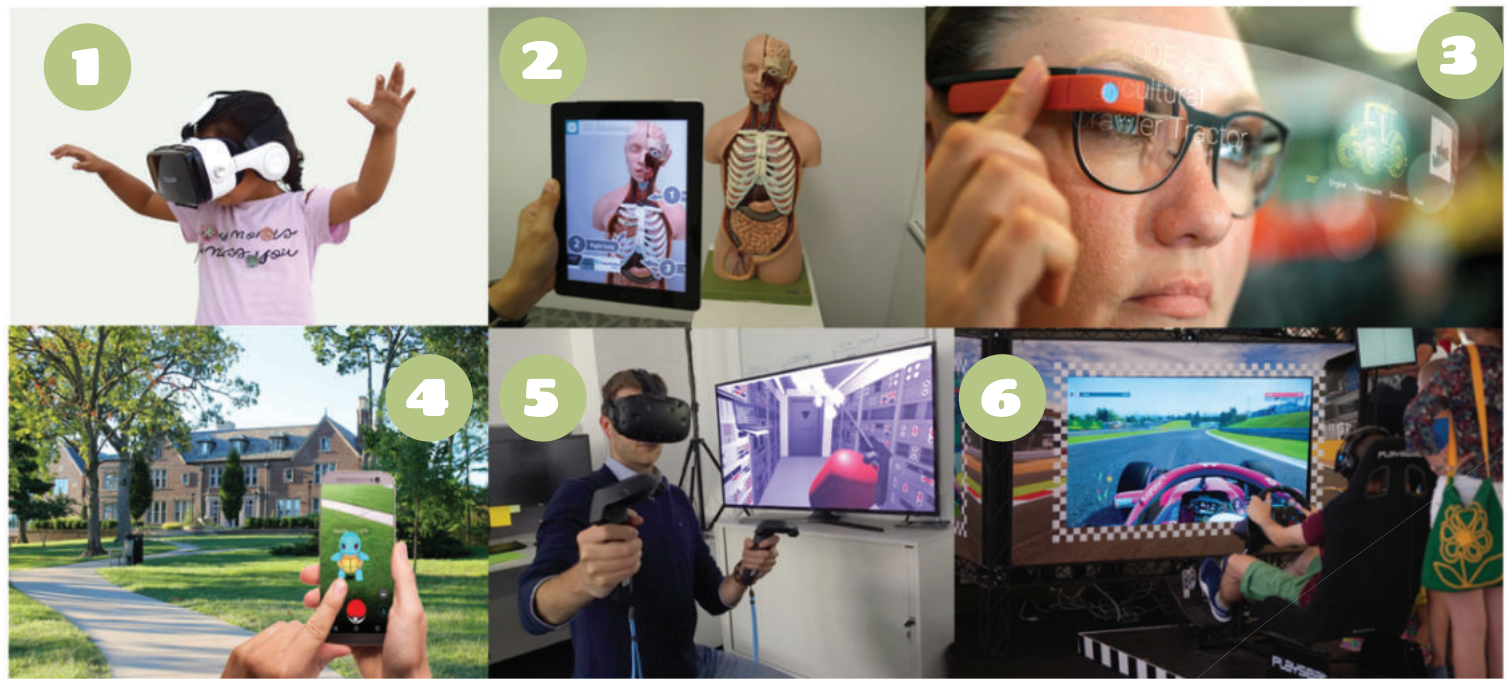
- * Let's get into groups of four and write a poem or stanza to stand up to haters.



Share the poems and stanzas that you and your classmates wrote. Do you identify with what your classmates have created?

Virtual and augmented reality

* What do these pictures have in common?



Source: images 1,2,4 & 6 pixabay.com/ 3&5 common.wikimedia.org

* Match the pictures with their names.

 /

Games

 Hololens

 Augmented images

 Smart glasses

 Simulator

* Classify the names into Virtual or Augmented Reality.

VIRTUAL REALITY

AUGMENTED REALITY

- * Before you read the text about Virtual and Augmented Reality, match words (1 - 6) with their definitions (A - F).

1. realistic
2. display
3. headset
4. senses
5. coexist
6. imagery

- a. Faculty by which the body perceives an external stimulus; one of the faculties of sight, smell, hearing, taste and touch.
- b. A set of headphones, typically with a microphone attached.
- c. A collection of visual images.
- d. An electronic device for the visual presentation of data.
- e. Representing familiar things in a way that is accurate or true to life.
- f. To exist at the same time or in the same place.

Source: Oxford Learner's Dictionaries

- * Read the following text to find out more information about Virtual and Augmented Reality.

Virtual and augmented reality



www.pixaby.com



www.wikimediacommons.com

The border between the virtual and real world is constantly becoming smaller and smaller, providing breathtaking experiences that not so long ago could only be found in the imagination of sci-fi writers.

Virtual Reality (VR) has been the "next big thing" for several years now. It generates realistic images, sounds and other sensations that put you in the middle of a spectacular imaginary world. It is fully immersive, which tricks your senses into thinking you're in a different environment or world apart from the real world. Using a head-mounted display (HMD) or headset, you'll experience a computer-generated world of imagery and sounds where you can move around and manipulate objects.

Augmented Reality (AR) overlays digital information on real-world elements. It keeps the real world central but enhances it with other digital details, supplementing your reality or environment instead of replacing it altogether. In order to achieve this, Augmented Reality makes use of objects generated by a computer and appears to coexist together with the real world. Many researchers are interested in Augmented Reality for different reasons. Some of the reasons include enhancing the perception and interaction with the real world and undertaking the improvement of different tasks in the world. AR can also be applied to medicine, commerce, engineering, design, entertainment and even the military.

Adapted from: <https://www.intel.com/content/www/us/en/tech-tips-and-tricks/virtual-reality-vs-augmented>

"Virtual reality is the first step in a grand adventure into the landscape of imagination."
-Frank Biocca



* Read the text and answer these questions:



1. How did Frank Biocca define VR?

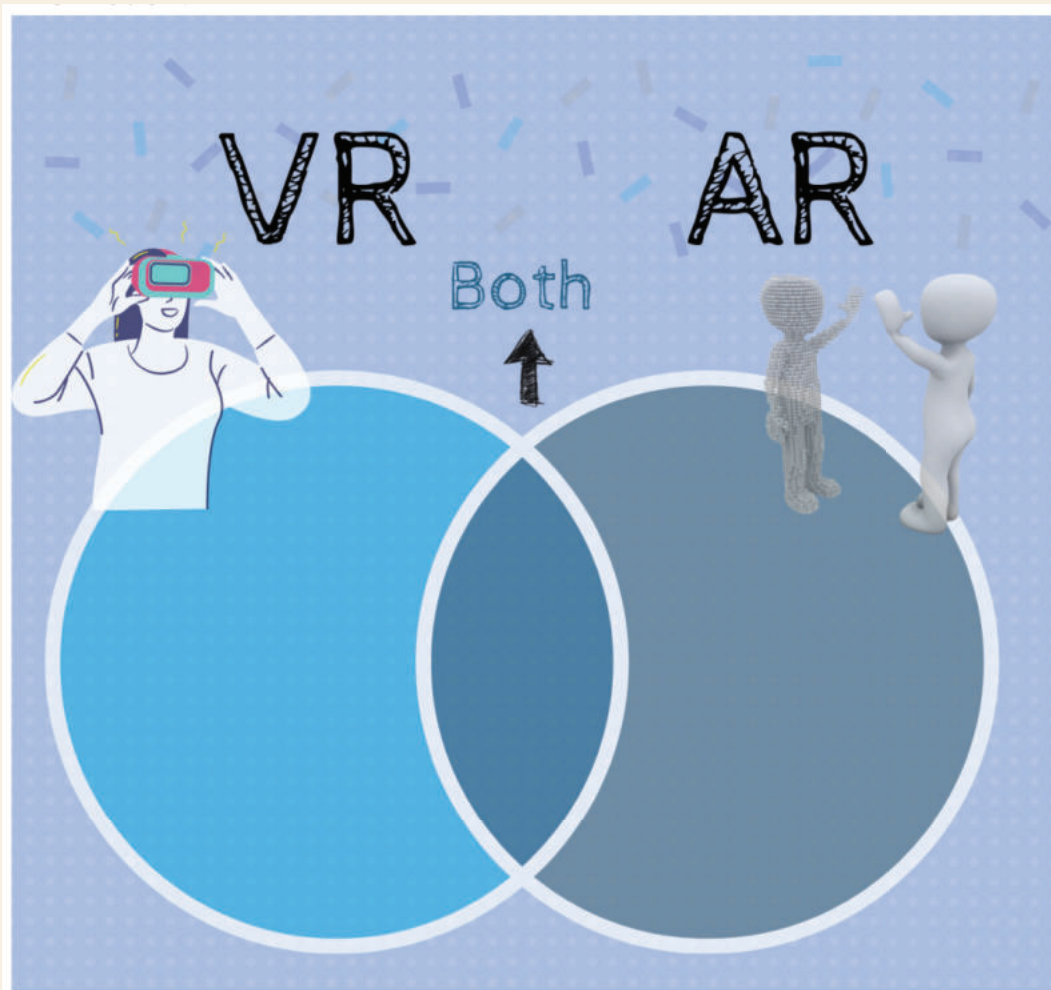
2. Which technological devices do you need to enjoy a virtual reality experience?

3. Why do researchers consider Augmented Reality a useful tool?

4. What is the difference between VR and AR?




5. In your opinion, are there any risks of using VR and AR? Explain your answer.

* Differentiating Virtual Reality from Augmented Reality is not an easy job, is it? Help Guidaí make a list of the differences. You can also search the web to find more information.



- * Find six (6) words related to VR and AR in the word search. Do you remember these words from the text?



- * Words are hidden   and 

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

- * Guidaí is telling her mom about today's lesson. Use the words from the previous activity and help her write a short definition for Virtual and Augmented reality.



Where are we going with technology?

- * Make predictions about what will happen in five years by completing the following phrase.

For example: In five years, there will be robots everywhere.

In five years, there will be ...



- * Some questions to think about:

What will the role of technology be?

In which areas do you think technology will be most present? Why?

- * Think and take some notes.



- * Get into trios and discuss the questions.



- * Share your group's ideas with the class.

Have you ever been to a tech fair?
If not, would you like to go? What kind of things are you most likely to find there?



Adapted from: <https://www.sciencefocus.com/future-technology/future-technology-22-ideas-about-to-change-our-world/>

- * Read the tech fair flyer. Guidaí and her classmates take this event very seriously; they never miss it!



Help Guidaí complete her to-do list

To-do list

Event:

Time:

Date:

Topic:

- * Get into pairs. Each person will have a different text. One of you will be student A and the other will be student B.



Text A

TECH FAIR

WHERE ARE WE GOING WITH TECHNOLOGY?

In this fair you will see the most exciting advances in future technology that will change our world. These ideas are sure to amaze you.

1 Robotic dog

A student at Loughborough University has designed a "robotic guide dog" that will help visually impaired people who are unable to use a real animal. The product, designed by Anthony Camu, has the functions of a guide dog. Theia, named after the titan goddess of sight, is a device that guides users through outdoor environments and large indoor spaces with very little input. Using a special control moment gyroscope (CMG), Theia moves users' hands and physically "leads" them. It will have a fail-safe procedure for high-risk scenarios, such as crossing busy roads, in which it pushes the user back into a "manual mode," similar to using a real dog.

2 Energy-storing bricks

Scientists have found a way to store energy in the red bricks that are used to build houses. Researchers at Washington University in St. Louis, Missouri, the United States, have developed a method that can turn the cheap and widely available building material into "smart bricks" that can store energy like a battery. Although the research is still in the proof-of-concept stage, scientists claim that walls made of these bricks "could store a substantial amount of energy" and can "be recharged hundreds of thousands of times within an hour".

3 Airport for drones and flying taxis

Our congested cities are in desperate need of a breather, and relief may come from the air as opposed to the roads. Plans for a different kind of transport hub – one for delivery drones and electric air-taxis – are becoming a reality, with the first Urban Air Port receiving funding from the UK government. Powered completely off-grid by a hydrogen generator, the idea is to remove the need for so many delivery vans and personal cars on our roads, replacing them with a clean alternative in the form of a new type of small aircraft. Designs are currently being developed by companies such as Hyundai and Airbus.

Student A:

* Read your text and complete these notes.



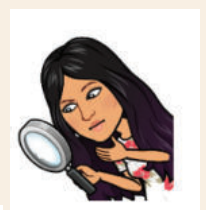
1. A robotic dog was designed by . It will be useful to .
2. Energy storing bricks are that can .
3. Airports for drones and flying taxis are an alternative to . The aircrafts will be designed by and .

* Work with your partner. Ask him/her for information to complete the chart.

Future tech invention:	Pain-free tattoo removal	Artificial neurons on silicon chips	Floating farms
Who?	<input type="text"/>	<input type="text"/>	<input type="text"/>
Where?	<input type="text"/>	<input type="text"/>	<input type="text"/>
What for?	<input type="text"/>	<input type="text"/>	<input type="text"/>

Student B:

* Read your text at the end of this topic to complete these notes.



1. Pain-free tattoo removal consists of a developed by to .
2. Scientists from hope artificial neurons on silicon chips will be used in to treat .
3. Floating farms will reduce . They will have on top to provide .

- * Now, work with your partner. Ask him/her for information to complete the chart.



Future tech
invention:

Robotic dog

Energy-storing
bricks

Airport for drones
and flying taxis

Who?

Where?

What for?

- * Help Guidaí organize a Tech Fair picture dictionary. Read the texts again and label the pictures.

- * Which tech invention do you consider the most important one? Order them from 1 to 6, being 1 the most important.

Photos source: canva.com /
commons.wikimedia

NAME OF THE INVENTION





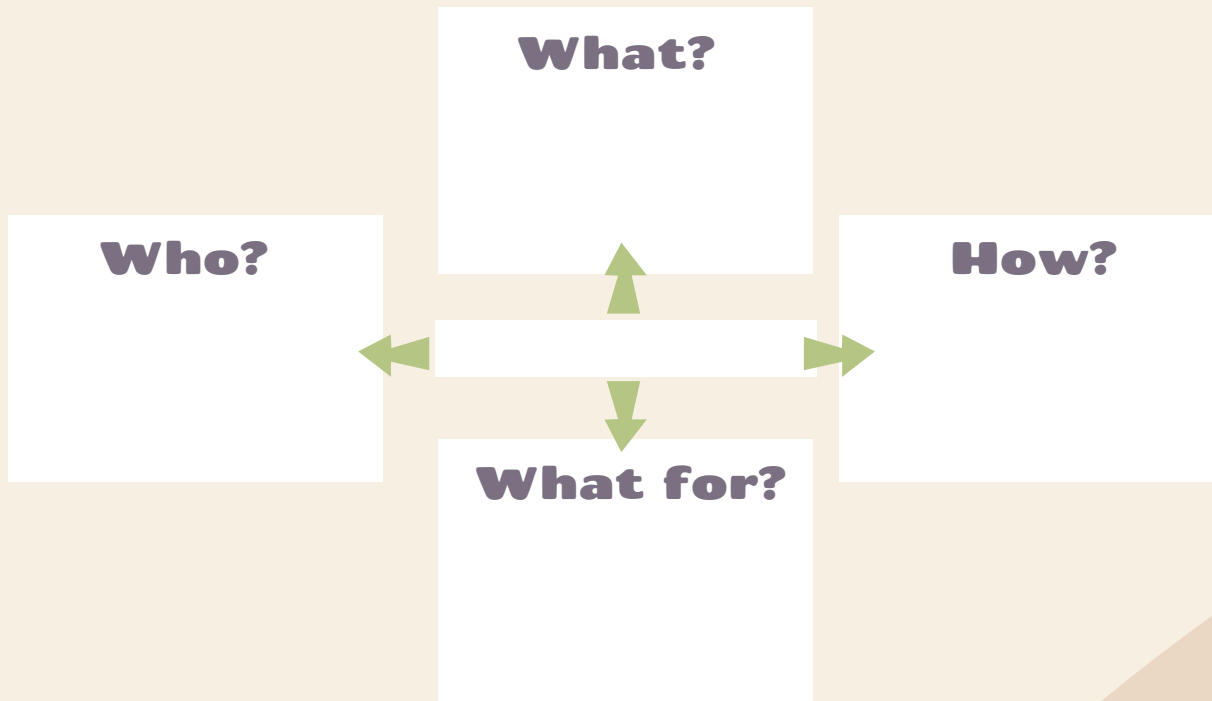








- * Put your ideas into action! Think about a technological device you would like to invent. Use the mind map to organize your thoughts.



- * Use your ideas to write a short description of your invention. You can also draw a picture of it!



Blank area for writing a short description of your invention and drawing a picture of it.

TECH FAIR

Text B

WHERE ARE WE GOING WITH TECHNOLOGY?

In this fair you will see the most exciting advances in future technology that will change our world. These ideas are sure to amaze you.

4 Pain-free tattoo removal

Got a tattoo that you now regret? There soon may be a gentler, cheaper alternative to laser removal.

PhD student Alec Falkenham from the USA has worked out how to harness a property of your body's own immune system to develop a cream that delivers drugs to white blood cells, called 'macrophages' (Greek for 'big eaters'), causing them to release the ink they took up in order to protect your skin during the tattooing process.

5 Artificial neurons on silicon chips

Scientists have found a way to attach artificial neurons onto silicon chips, mimicking the neurons in our nervous system and copying their electrical properties.

"Until now neurons have been like black boxes, but we have managed to open the black box and peer inside," said Professor Alain Nogaret, from the University of Bath, who led the project.

"Our work is paradigm-changing because it provides a robust method to reproduce the electrical properties of real neurons in minute detail.

Researchers hope their work could be used in medical implants to treat conditions such as heart failure and Alzheimer's, as it requires such little power.

6 Floating farms

Scientists predict that there will be two billion more people in the world by 2050, creating a demand for more food. Thus, farms moored on the sea or inland lakes close to cities would certainly reduce food miles.

But how would they work? A design by architect Javier Ponce of Forward Thinking Architecture shows a 24m-tall, three-tiered structure with solar panels on top to provide energy. The middle tier grows a variety of vegetables, using not soil but liquid nutrients. These nutrients would drop into the bottom layer to feed the fish, which are farmed in an enclosed space.

A single Smart Floating Farm measuring would produce an estimated 8.1 tonnes of vegetables and 1.7 tonnes of fish a year.

Projects

Project 1: Tech-free day

Camila knows how to spend her time outdoors and without technology. Think of tech-free ideas to share with your classmates. Prepare a leaflet or poster to share your ideas. Upload the poster or leaflet to the school blog or any social media you or the school has.

Project 2: Inventions that changed the world

Work with at least three teachers. Think of the different inventions that changed the world in various ways. For example, some inventions may have helped with the development of medicine, others with conquering new territories, others with traveling, etc. Carry out a research study to understand the importance of that invention. Don't forget to include a brief description of it showing any possible evolution throughout history and how it has impacted society.



photo: pixabay.com

Project 3: Recent innovations

Present two technological innovations you thought of to the rest of the class. Then, create a new infographic from 2008 onward that includes all of the innovations. Finally, make a chart in which you rank the top five innovations that you consider to be the most useful in education.

Project 4: “Run into a buzz saw”

Look for idioms connected to technology. How can you show the meaning of the idioms with images? How can you use the idioms in sentences?

- “To pull the plug.”
- “Nuts and bolts of something.”
- “Wheels within wheels.”
- “Get your wires crossed.”
- “To be on the same wavelength.”

Unit 4

TAKING CARE OF MYSELF

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

- talk about topics related to how to take care of yourselves and others.
- discuss important topics related to health and their impact on your daily lives.
- research and read authentic material related to health issues and the topics related to them.
- write about medical issues and their everyday treatment.
- face and solve problems with a different perspective.

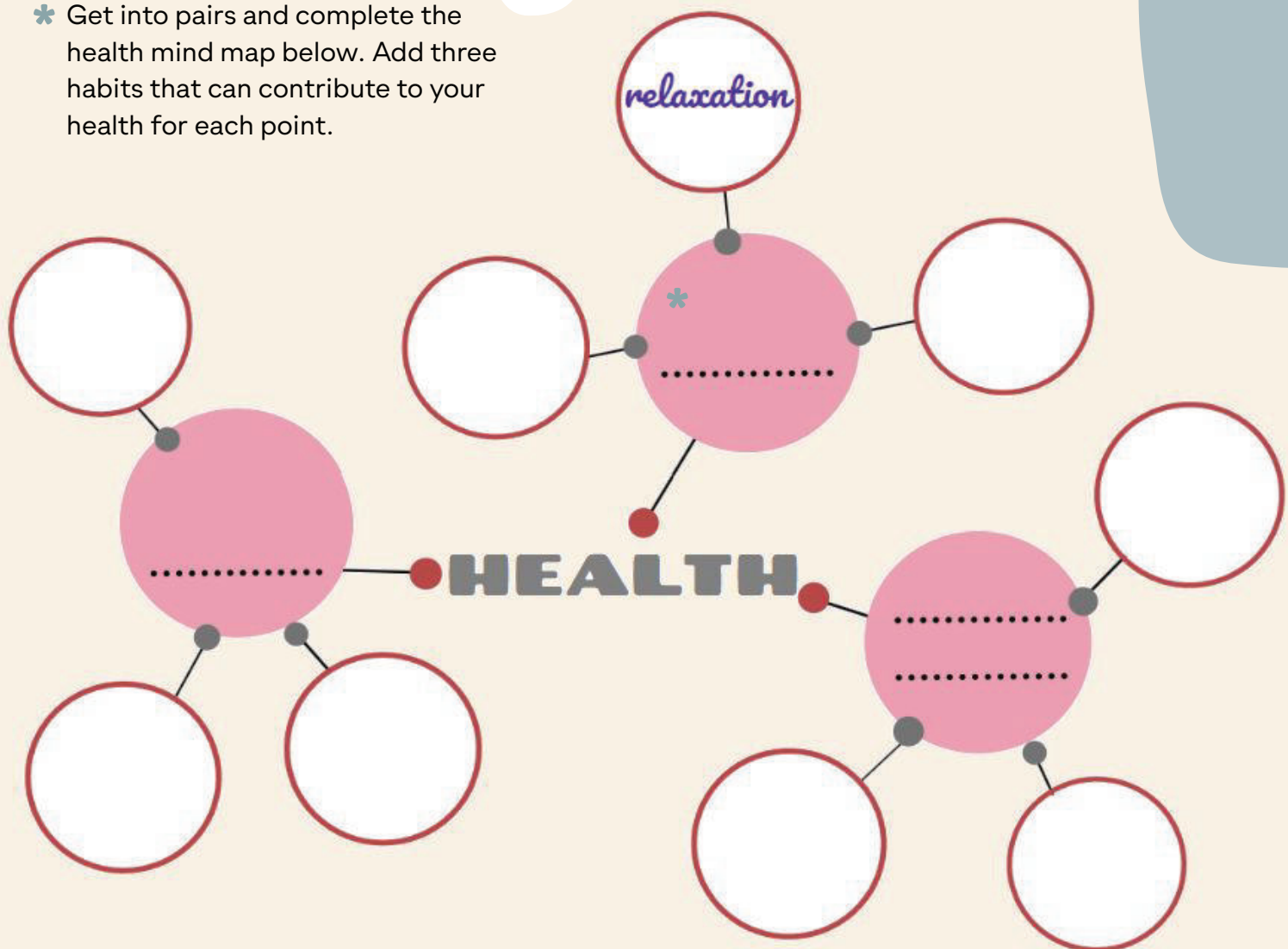
What do I do to take care of myself?

- * Read the definition of health according to the World Health Organization. Do you agree with this definition?



Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

- * Get into pairs and complete the health mind map below. Add three habits that can contribute to your health for each point.



Did you know?

The World Health Organization, WHO, is the United Nations agency that endeavors to promote health, keep the world safe and serve the vulnerable - so everyone, everywhere, can attain the highest level of health.

- * Look at the pictures below, what things can you identify that contribute to a healthy life? Which ones do not?



Images source: <https://www.freepik.com/>

You should have regular medical checkups.

- * Guidaí and Nico are very interested in healthy living, so they are making an investigation for their Social Studies class. Listen to Nico doing a survey at school and complete it with the information you hear.



click here



SURVEY

Do You take care OF YOURSELF?

NAME: Tommy Miller

OCCUPATION: student

GENDER: M ☒ F ☐ OTHER ☐

AGE:

PART 1 - PHYSICAL HEALTH

1. DO YOU LIKE EXERCISING? YES: ☐ NO: ☐

2. IF YES, HOW OFTEN DO YOU EXERCISE?

ONCE A WEEK ☐ TWICE A WEEK ☐ THREE TIMES A WEEK ☐ NEVER ☐

3. WHAT KIND OF EXERCISE DO YOU DO?

WALKING ☐ CYCLING ☐ SOCCER ☐ SWIMMING ☐
 RUNNING ☐ AEROBICS ☐ TENNIS ☐ MARTIAL ARTS ☐
 OTHER

4. HOW MANY MEALS DO YOU HAVE A DAY?

ONE ☐ TWO ☐ THREE ☐ FOUR ☐

5. HOW OFTEN DO YOU EAT FAST FOOD?

ONCE A WEEK ☐ TWICE A WEEK ☐ THREE TIMES A WEEK ☐ NEVER ☐

6. HOW MANY HOURS A DAY DO YOU SLEEP?

LESS THAN 5 ☐ BETWEEN 6 AND 8 ☐ MORE THAN 8 ☐

7. HOW OFTEN DO YOU HAVE A CHECK-UP?

PHYSICAL: FREQUENTLY ☐ OCCASIONALLY ☐ NEVER ☐
 DENTAL: FREQUENTLY ☐ OCCASIONALLY ☐ NEVER ☐

* Listen again and answer the questions.

1. What health aspects does the survey ask about?
2. How does he get to school?
3. Why doesn't he like having breakfast?
4. What is his favorite food?
5. Why does he go to the dentist monthly?



NAME: OCCUPATION:

GENDER: M ☐ F ☐ OTHER ☐ AGE:

PART 1 - PHYSICAL HEALTH

1. DO YOU LIKE EXERCISING? YES: ☐ NO: ☐

2. IF YES, HOW OFTEN DO YOU EXERCISE?

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 RUNNING ☐ AEROBICS ☐ TENNIS ☐ MARTIAL ARTS ☐
 OTHER

4. HOW MANY MEALS DO YOU HAVE A DAY?

ONE ☐ TWO ☐ THREE ☐ FOUR ☐

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7. HOW OFTEN DO YOU HAVE A CHECK-UP?

PHYSICAL: FREQUENTLY ☐ OCCASIONALLY ☐ NEVER ☐
 DENTAL: FREQUENTLY ☐ OCCASIONALLY ☐ NEVER ☐



* Work in pairs. In turns, apply the survey to your classmate. Complete the survey paper for your partner.

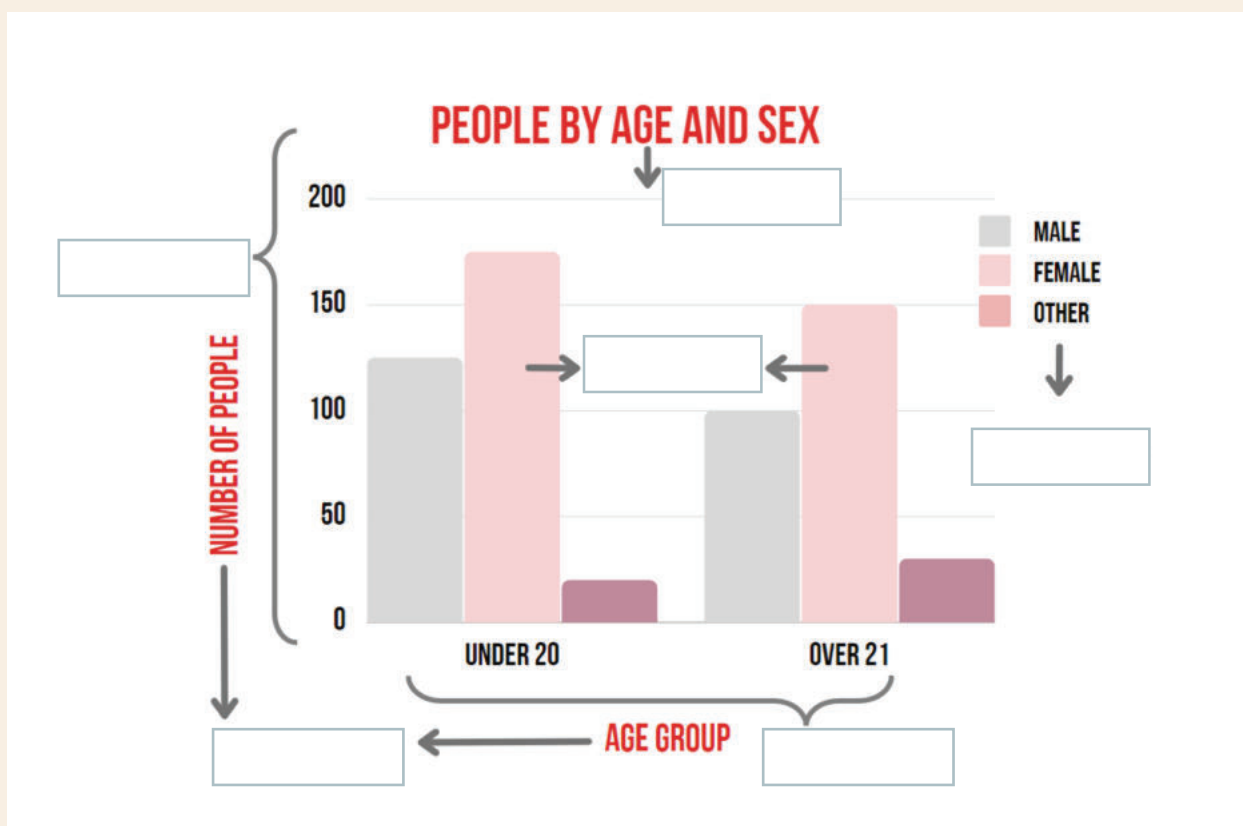
After a survey is finished, data is organized and processed.
Graphs are ideal to visualize results.

* Match the parts of a graph to their meaning.

- | | |
|----------------------|--|
| 1. labels | a. It shows the units of measurement of the data. |
| 2. title | b. They display the data in column form. |
| 3. bars | c. They tell what each bar represents. |
| 4. legends | d. It describes what the graph is about. |
| 5. sectors | e. A color code that shows what each slice/sector represents. |
| 6. scale | f. They display the data as parts of a circle (usually in %). |
| 7. categories | g. They explain what data is shown in the X and Y axis. |

1. **g.** 2. 3. 4. 5. 6. 7.

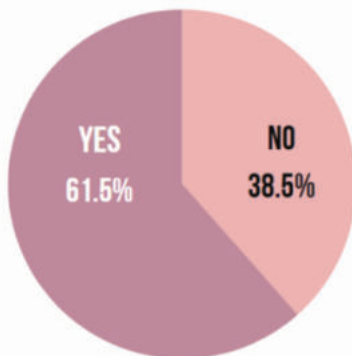
* Write the parts of a bar graph into the correct place.



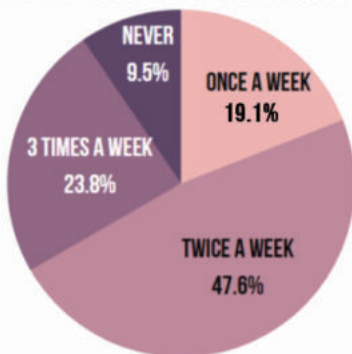
- * Work in groups: Take a look at the results from Guidaí and Nico's questions about exercising. What do the graphs say about their findings? Share your interpretations with the class.



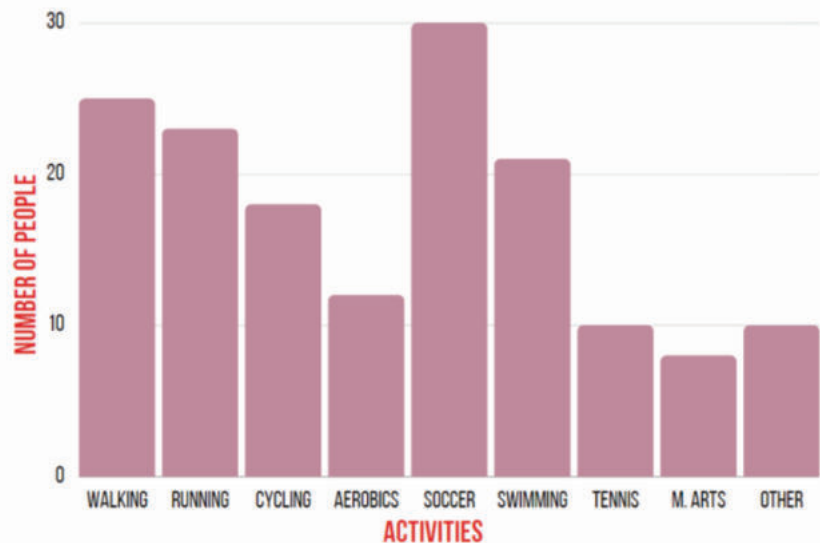
1. DO YOU LIKE EXERCISING?



2. HOW OFTEN DO YOU EXERCISE?



3. WHAT KIND OF EXERCISE DO YOU DO?



- * Read the first part of the report on their survey findings. Write what each paragraph is about:



Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

A survey about healthy living

For my Social Studies investigation, I carried out a survey about healthy living. The survey was applied to a total of 94 students of different ages, and it was divided into the three pillars of health: *physical health*, *mental health* and *social well-being*. Here are the results of the survey. The first section of the survey: Physical health, focused on four aspects: *exercising*, *eating habits*, *sleeping habits* and *medical attention*.

Regarding exercising, near two-thirds of the total (almost sixty-two percent) stated that they liked doing exercise, while just 38.5% said that they did not. Among those who like exercising, the vast majority of the surveyed people did some kind of physical activity at least twice a week, and just a little less than ten percent of the people did not do any kind of workout whatsoever.

Moving on to the preferred kind of exercise, it was not surprising that soccer is the most popular sport, followed closely by walking, running and cycling. The Martial Arts seem to be the less popular of the options, although about six percent of the people mentioned other activities not listed in the investigation.

From this part of the survey, we can conclude that people are aware that exercising is good for a healthy well-being and that an extensive majority do some kind of physical activity at least twice a week.

When inquired about eating habits, just a small minority expressed having four

1

2

3

4

Nearly a third of the total...
A considerable minority...
A vast majority of the people...
Almost half / about a quarter of the total...
A small minority agrees / disagrees with...
About fifty-two percent of the people....



My body, my health, my responsibility

- * Work in pairs and discuss the following beliefs about health issues. How true are they? Are they myths or facts?



- * Write M for myth and F for fact. Then, read the texts to check your answers.

 1 If you have freckles, you'll have skin cancer.	 2 Eating chocolate gives you spots.	 3 The best hours of sleep are the ones before midnight.
 4 Coffee can stunt childhood development.	 5 Sunblock is only needed when the sun's out.	
 6 Carrots give you night vision.	 7 To improve your health, you need to take extra vitamins.	 8 If you eat pasta, you will get fat.

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

- a. Carrots are rich in vitamin A, which helps people develop good vision, so it's good to eat carrots, but they don't give you a night good vision.
- b. Many people need eight hours of sleep per day, but it doesn't matter when they have them. However, if you don't go to bed until three in the morning, you may wake up feeling tired.
- c. You won't get spots if you eat chocolate. Scientists say that some chocolate, especially dark chocolate, is good for you. You may get spots from eating fatty foods.
- d. You won't get fat from eating pasta unless you add lots of oil, butter or cream.
- e. Freckles don't cause skin cancer but sunbathing without protection might cause it. So you will need to use a sunscreen with a high protection factor.
- f. Unless you are ill or live in a part of the world where there isn't much fresh food, you won't need vitamin pills. If you eat healthy food, you'll get all the vitamins you need.
- g. There is no scientifically valid evidence to suggest that coffee can stunt a person's growth. This idea may have come from the misconception that coffee causes osteoporosis.
- h. No matter what the weather is like, you should apply sunscreen all year round.

- * Read the texts again and find words to match these definitions.



source <https://www.merriam-webster.com/>

1. : any of various organic substances that are essential in minute quantities to the nutrition of most animals and some plants, act especially as coenzymes and precursors of coenzymes in the regulation of metabolic processes but do not provide energy or serve as building units, and are present in natural foodstuffs or sometimes produced within the body.
2. : a small mark or lump on your skin, on the surface of a plant, etc.
3. : any of the small brownish spots in the skin due to augmented melanin production that increase in number and intensity on exposure to sunlight.
4. : a malignant tumor of potentially unlimited growth that expands locally by invasion and systemically by metastasis.
5. : a small mass containing medicine to be taken orally.

- * We are always reading and hearing about the importance of having good eating habits to keep fit and healthy but, do we really take it into account when preparing our meals? What kind of products do we consume?

Make a list of the things you eat daily.

Breakfast

Lunch

Tea

Dinner

- * Do you need to make your diet healthier? In what way?
Use the information from your list and write sentences.

For example: *In my opinion, I should include more..... and eat less in my breakfast. To have a healthier lunch I should/ shouldn't*

- * Guidaí's nutritionist gave her an example of a healthy eating plate and she wants to share it with you.



HEALTHY EATING PLATE

Use healthy oils (like olive and canola oil) for cooking, on salad, and at the table. Limit butter. Avoid trans fat.



The more veggies—and the greater the variety—the better. Potatoes and french fries don't count.

Eat plenty of fruits of all colors.



STAY ACTIVE!

© Harvard University



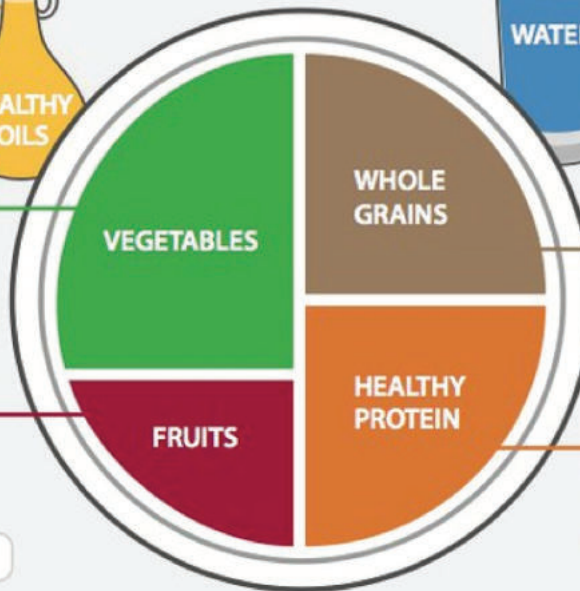
Harvard School of Public Health
The Nutrition Source
www.hsph.harvard.edu/nutritionsource



Drink water, tea, or coffee (with little or no sugar). Limit milk/dairy (1-2 servings/day) and juice (1 small glass/day). Avoid sugary drinks.

Eat whole grains (like brown rice, whole-wheat bread, and whole-grain pasta). Limit refined grains (like white rice and white bread).

Choose fish, poultry, beans, and nuts; limit red meat; avoid bacon, cold cuts, and other processed meats.



poster's source: www.flickr.com

- * Use words from the healthy plate to label the pictures.
Make a cross in the ones you should avoid.

For example: *You should avoid sodas.*









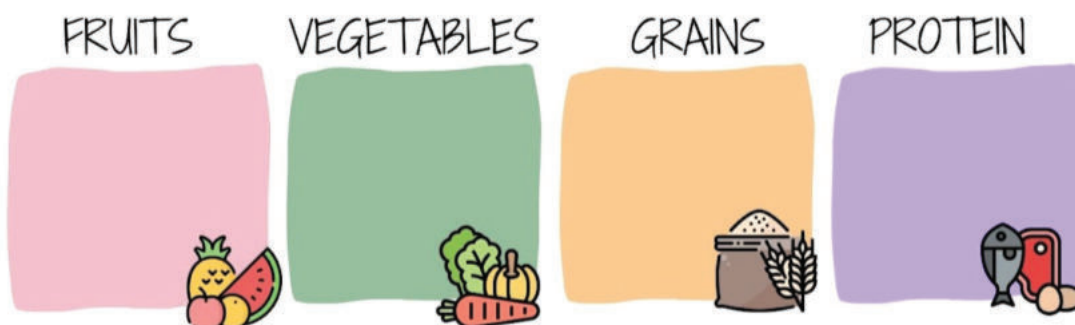
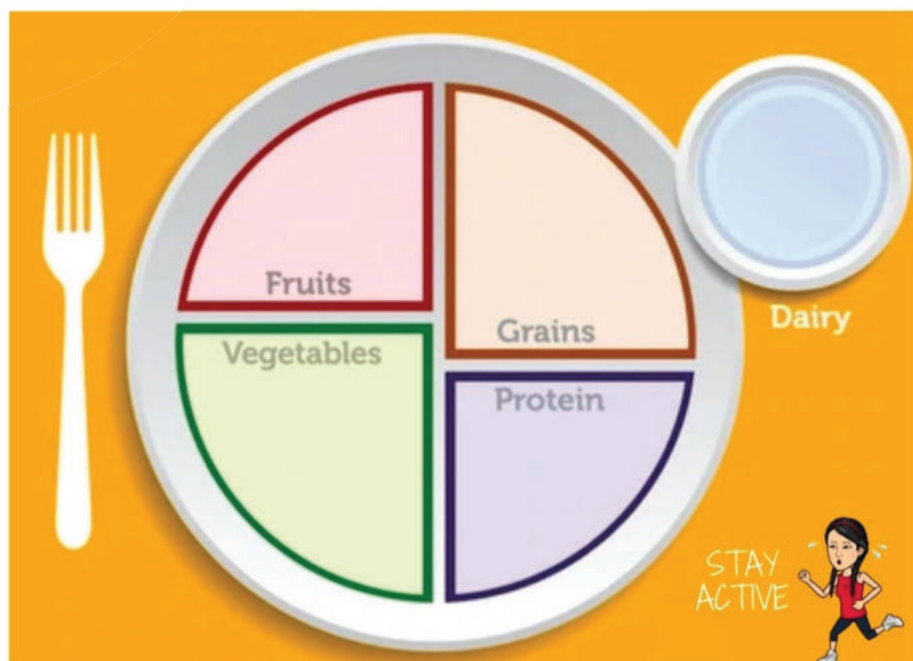








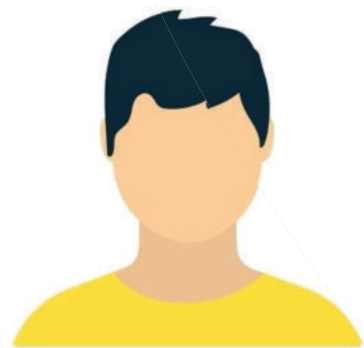
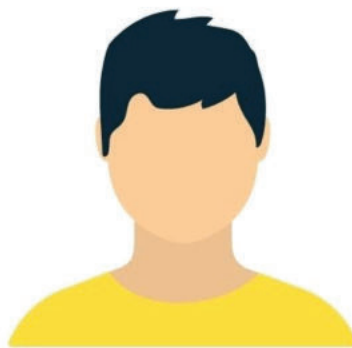
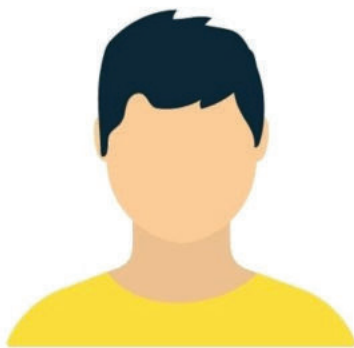
- * Read the healthy plate information and help Guidaí to prepare a healthy meal. Then, work in pairs and complete the chart with as many foods as you can.



- * Use the information from the previous activity and help Guidaí to create a healthy weekly menu for each meal. Remember to include the nutritionist's tips about preparing a healthy plate.

My body and my brain as one

- * How do you feel when you think of food you love? Doesn't your mouth water? How do you feel when you have an important meeting or an exam? Don't you feel butterflies in your stomach? Why do you think it happens? Is there a connection between your mind and your body?
- * Look at these pictures. How do you feel when you think of.....? Draw the faces to express your feelings, and then complete the sentences. The third one is for you to create one.



1. When I think of , I feel .

2. When I , I feel .

3.

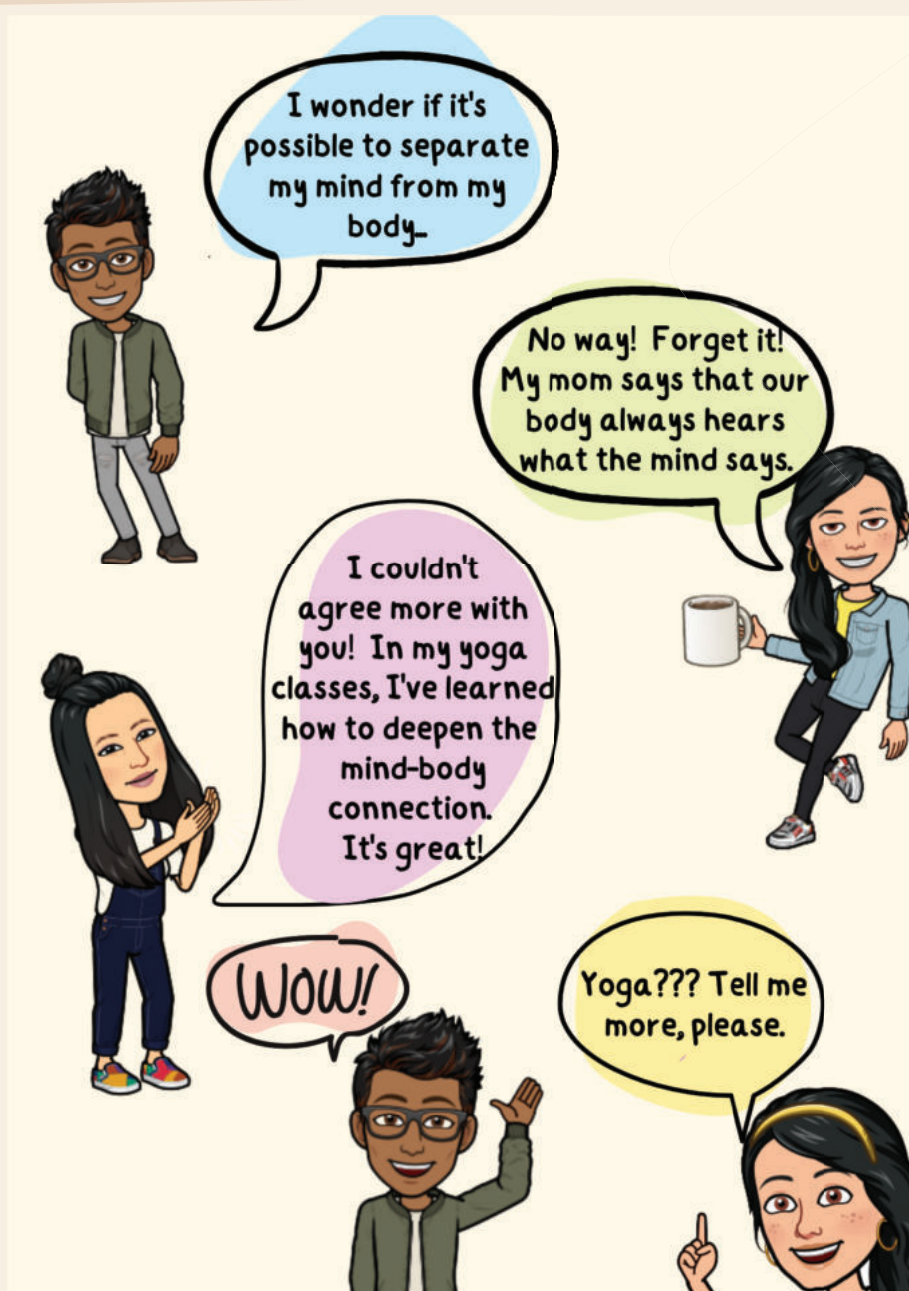
- * Work with a peer, exchange opinions and explain with your own words the connection between mind and body.



- * Nico, Emma and Guidaí are talking about the topic. Guidaí tells them about yoga as a way to connect body and mind. Have you ever practiced yoga?

Search three different sites on the web and find the best answer to these questions about yoga.

1. What is yoga?
2. Where and when did it originate?
3. What does the word YOGA literally mean?
4. When is the International Yoga Day?
5. Which are the benefits of yoga?
6. What do you need for a yoga class?



- * Search information about the different YOGA poses and complete the chart.



Yoga Poses



Images source: <http://canva.com>

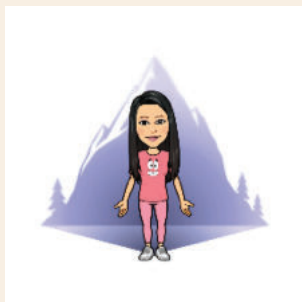
- * Guidaí is describing her favorite yoga pose. Read her description and decide which her favorite pose a, b or c is.



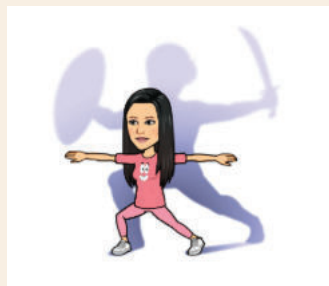
I really love this pose because it calms and relaxes my mind. It also strengthens the bones of the hips and legs. It improves stability and balance in the legs.

It's very easy! First, you have to get into position, with both feet planted firmly on the ground.

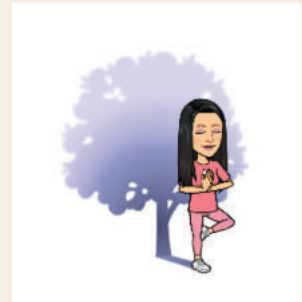
Then, bend one leg at the knee. Choose the leg you are going to fold in first. Finally, lengthen your body, hold and repeat.



A ☐



B ☐



C ☐

- * What is the name of her favorite pose? If you do not know the name yet, pay attention to the picture that shows her favorite yoga pose! There is a clue there!

After reading the description, complete the chart.

POSE

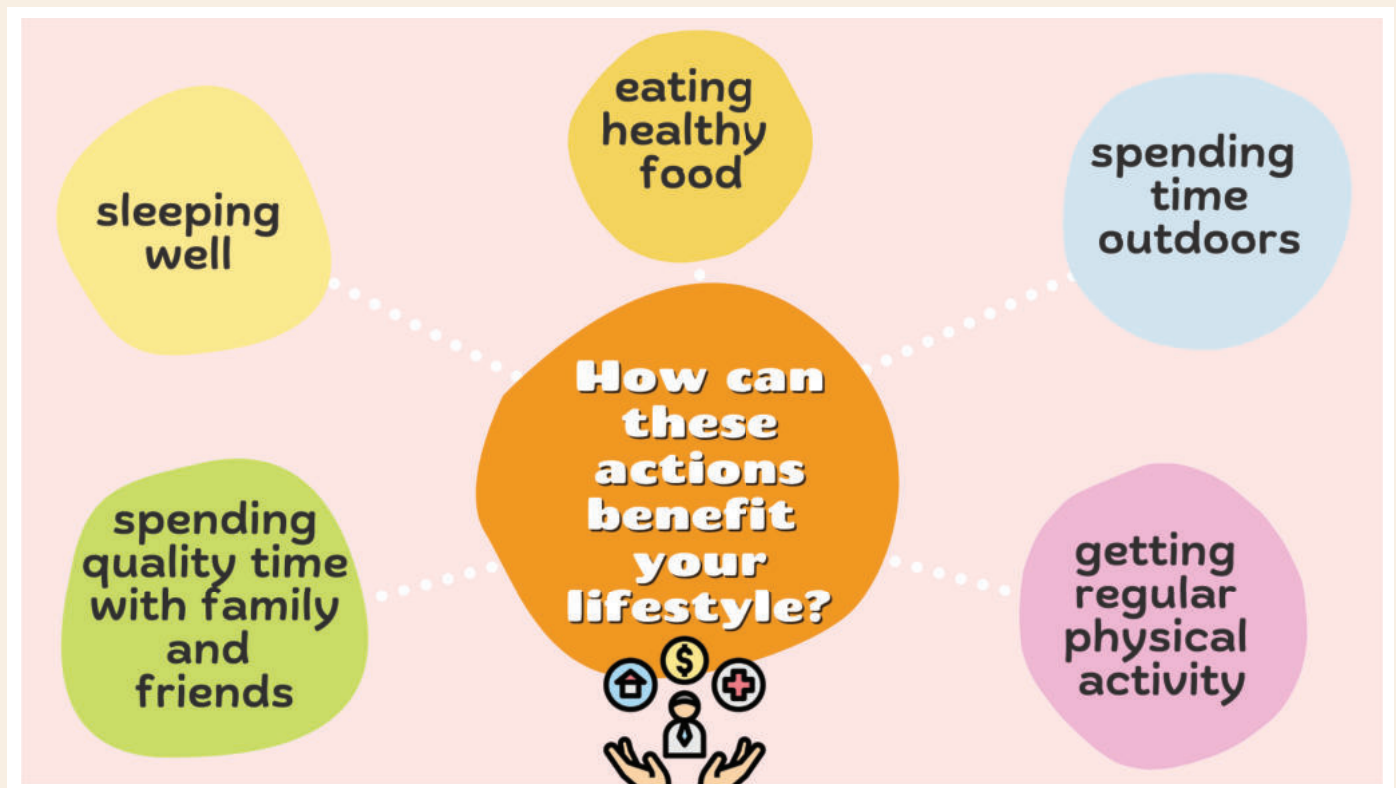
Part of the body

Benefits

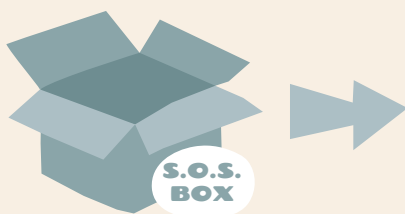
- * Imagine you are a yoga teacher, choose a pose and teach your students how to do it correctly. You can record a video explaining it! It would be great!

We are what we do

- * This is a spidergram containing information about important issues about living healthily. Take a couple of minutes and think about each of the 5 possible benefits.



- * You can use the SOS box to express your opinions.



- ASKING FOR OPINIONS: What do you think about... ? / Do you agree with me? / What's your opinion about... ? / What about you?
- OFFERING OPINIONS: I think (that)... / In my opinion... / The way I see it... / From my point of view... / As far as I'm concerned...
- AGREEING: I agree. / I totally agree. / I think so. / You are right. / I get your point.
- DISAGREEING: I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to point.

- * Camila is worried because since her family moved to the city, they are caught up in their work and they do not take their health seriously. Does the same happen to you? Share your ideas with a partner.



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



HOW IS HEALTH DEFINED?

Written by Doctor Martin do Valle Peixoto



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

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

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



Photo by Martin do Valle Peixoto

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




1. It is believed that someone is healthy if they do not have a physical or mental weakness.
Incorrect, the WHO also considers social well-being.
2. According to the doctor, in order to stay healthy we must commit ourselves and take different actions to reach that state of well-being.

3. There are a few things you can do that will help you improve your health.

4. The name of the program that will help you achieve your goals is New Start.

5. This program is promoted by other doctors like Martin.

- * Read the given information and find a word in the text to fill in the blanks.

N -	clean pure fresh _____	
E -	useful _____	
W -	good balance _____	
S -	adequate _____ early in the morning and late in the day.	
T -	_____ in all things.	
A -	clean fresh _____	
R -	adequate _____	
T - TRUST		

- * Martin likes recording podcasts to keep people informed about different things related to health. Listen to his last podcast carefully and take notes of the three tips that he mentions.



1.

2.

3.

- * How do you take care of yourself?
- * Get into pairs and write other things you do to take care of your own health. Write your contributions on the board.



Your voice matters!

There is a writing competition at high school and you want to take part in it.

First of all, classify some useful expressions into the correct category.

Put these expressions into the correct category

~ I'll never forget the day... ~ Why don't you give it a try? ~ In conclusion ~
 ~ What do you think? ~ because ~ also ~ For instance,... ~ If I were you, I'd ... ~
 ~ Come on, you can do it! ~ Why not ... ? ~ so ~ Are you one of those people who...? ~
 ~ For me, ... ~ and ~ However,... ~ Do you ever wonder...? ~ I'd say that ... ~
 ~ but ~ It seems to me that ... ~ although ~ Have you ever, ...? ~ Let's consider... ~
 ~ How about...? ~ I honestly believe that ... ~ I think that ... ~ In my eyes, ... ~

Opening sentences

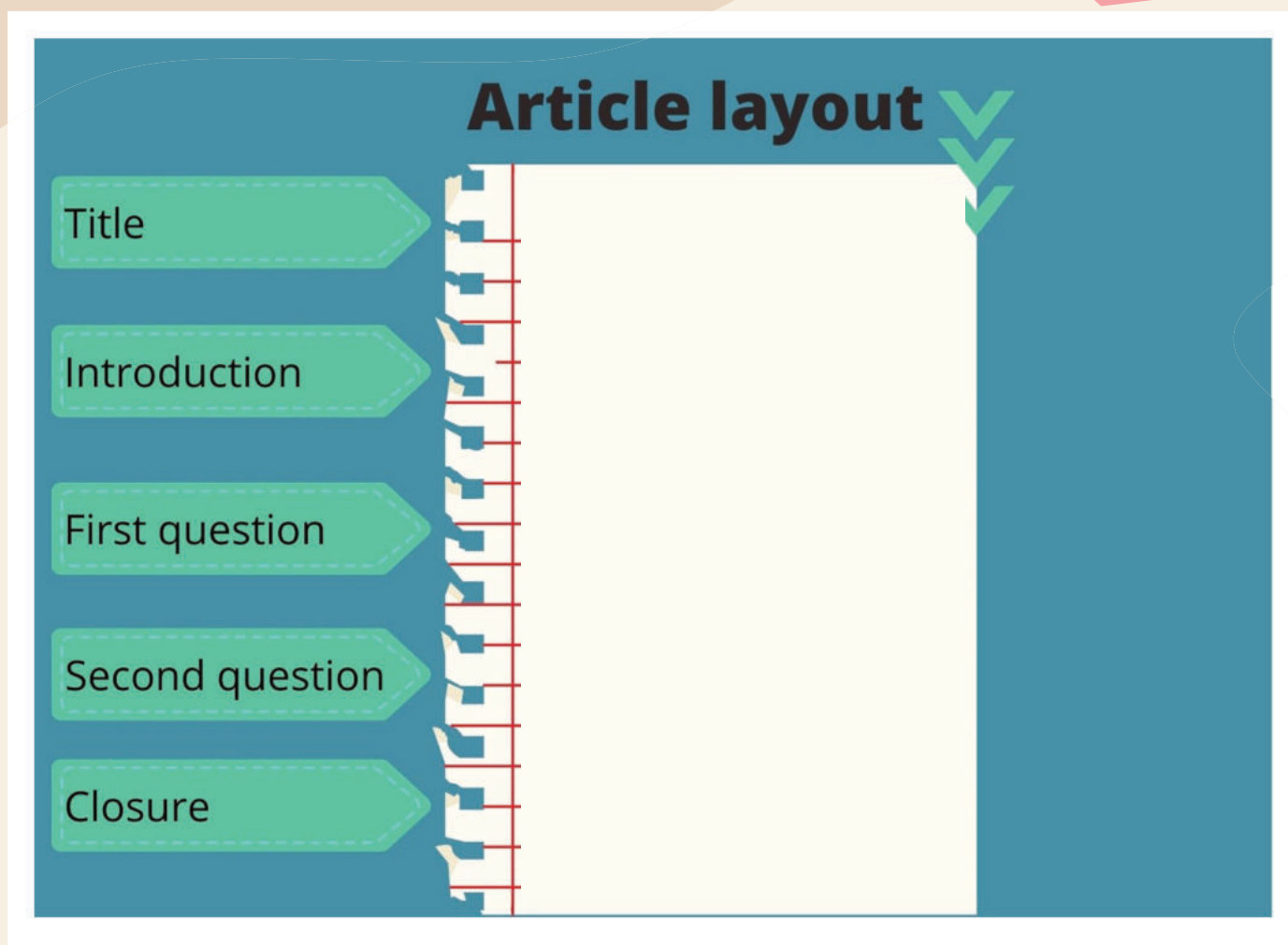
Closing sentences

Linking words & phrases

Giving opinions

**Making suggestions
& recommendations**

- * Articles have a certain layout or structure that you should follow. Here is the suggested layout for the article. Pay attention to it.



- * Bearing the useful phrases and layout in mind, write an article in about 100 words with the following title:

ARTICLES WANTED

We are what we do

Why is it important to have good habits?

What habits do you and your family have?

WRITE AN ARTICLE ANSWERING THESE QUESTIONS AND WE WILL PUT IT IN OUR MAGAZINE!

The importance of mental health

#livingUruguay5

- * What aspects are important in the three situations? What aspects of life are key at those times?



Photo by Jeffrey F Lin



Photo by Fa Barboza



Photo by Katya Austin

- * Read the following quotes:

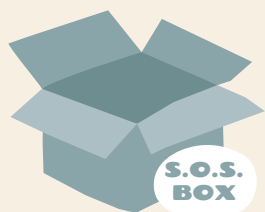
"You can't control everything. Sometimes you just need to relax and have faith that things will work out. Let go a little and just let life happen." — Kody Keplinger

"There is hope, even when your brain tells you there isn't." — John Green

"Happiness can be found even in the darkest of times, if one only remembers to turn on the light." — Albus Dumbledore

- * Which quote best suits each situation? Why?

- * All the situations in the pictures show emotions and feelings. Let's describe them. You can use the following SOS box to help you.



In this picture people look... .
They / He / She may feel... .
I realize I am angry / happy / annoyed /
disgusted when... .
When people go through a difficult
situation... .

Did you know?

Feelings are a conscious experience while emotions are not conscious but instead manifest in the unconscious mind.

* Get in groups of three, discuss the following questions and take notes.

1. What emotions appear in each situation?
2. How do people recognize their emotions and others'?
3. How do people respond in different situations?



* Every situation in life affects our mental health. Why is mental health important? Discuss this answer in the same group you are.

* Let's share with the rest of the class.



* The topic of mental health has sometimes been misunderstood, other times silenced and other times ignored. Scan the following text and answer the following questions.



- Who misunderstands mental illness?

- When do problems become important?

- What is affected by mental health?

THE IMPORTANCE OF MENTAL HEALTH

Mental health is a topic that is usually stigmatized in our society. Nobody should feel ashamed because the wirings of our brain are beyond our control. Mental illness also gets misunderstood by those who have never experienced it.

Mental health is important because it affects our ability to solve problems and, therefore, to be happy and productive. It also affects our physical health since the mind and the body are connected. We cannot be balanced people if we only focus on physical health. Stress, for example, lowers the immune system which means more frequent sickness and the inability to take care of ourselves. "Name It to Tame It" means naming the negative emotions to take their power away. If we don't talk about a problem, it becomes powerful. Sharing our concerns also helps us release tension and anxiety.

Mental health affects everything: our relationships, how we interact with the world and ourselves. Our performance at school or at work may be affected because our ability to concentrate, organize and decide is undermined by our unbalanced state of mind. We may believe our lives are overwhelming, so destructive patterns, such as alcohol and drug abuse may strike.

However, when we ask for help and value our mental health, we lead better lives. We must end the stigma because mental health is as important as physical health. When we understand that, we understand everything. And it's never too late to start.

- * Read the article again and explain the extracted phrases in your own words.



1. Mental health is a topic that is usually stigmatized in our society.

2. ... our ability to concentrate, organize and decide is undermined by our unbalanced state of mind.

3. We may believe our lives are overwhelming, so destructive patterns, such as alcohol and drug abuse may strike.

4. However, when we ask for help and value our mental health, we lead better lives.

- * Write a short text (30-50 words) summarizing the most important information from the article.



- * What do you know about how mental health is treated in Uruguay?

[click here](#)



* After reading the websites, how would you answer these questions?

1. When is the annual health day celebrated in Uruguay?
2. What does this ribbon symbolize in our country?
3. Who are you calling if you dial 0800 0767, *0767?
4. What do people commemorate on October 10th?
5. Which institutions take part in the Comisión Nacional Honoraria de Prevención del Suicidio?

orange ribbon from freepng.es

* This topic of mental health has been addressed by many people. In the UK the Duke and Duchess of Cambridge together with Prince Harry have launched an initiative called Heads Together. Find information on the internet and make a presentation about the initiative.



Heads Together is led by

They started working in

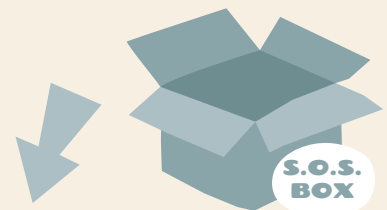
They raise money to

Our lives after the pandemic

* How might these people be feeling in these situations?



Photo source: canva.com



In my opinion... .
 I think... .
 Maybe... .
 I agree with... because... .
 I believe... .
 From my point of view... .
 My impression is that... .
 I have the feeling that... .
 I have no doubt that... .
 I would say that... .

- * How do you think the pandemic has affected our social relationships? Read 2 young women's experiences about life during the pandemic and answer the questions.



Ally, 22

March 13th, 2020, was the last time that I saw my friends before the restrictions started. I still remember how everything changed from that day on. It felt like we were in a completely different world and we had no idea what was happening around us. We felt really nervous. There was a lot of fake news, so every time we received information, we had to take a step back and analyze it.

My family and I stayed at home and did not go out unless there was an emergency.

Everywhere we went, using a mask was mandatory.

However, maintaining social distancing was hard because the place where I live is densely populated and some people didn't take the situation seriously. For example, in some rural areas, people kept on with their normal lives and that caused several Covid-19 outbreaks.

The pandemic has been really hard for me because I have an anxiety disorder. The worst part was spending every day at home with the uncertainty and fear of Covid-19. I used to cry night after night, feeling like this pandemic was the end of the world.

Now, thanks to my family's support, I feel much better and I have overcome those fears.

Ally

1. What did she do whenever she received information about Covid-19?

2. Why was keeping social distance hard?

3. What happened in some rural areas?

4. What was the worst part for her?

5. How does she feel now?



Vicky, 18

I felt so frustrated when facing lockdown. Even going to the supermarket was scary because we could be in contact with people with Covid-19.

Staying at home was fun because we had more time to spend together with my parents. But at the same time, they had to work from home and we had to continue with our classes. It was kind of difficult to organize our schedules. I used to call my friends whenever I missed them. I was really worried about everyone's mental health. I used to think, "What if someone was going through depression and couldn't get any help?". So, we used to organize video calls with my friends and cousins to make sure everyone was feeling safe. I understand it was a very difficult situation but I'm glad I was able to give support to my friends and relatives. It is essential to seek help in all situations, not only during the pandemic but also at any time you feel like asking for help.

Photos source: canva.com

Vicky

1. How did she feel about staying at home?

2. Why was it difficult to organize everyone's schedules?

3. Why was she worried about people's mental health?

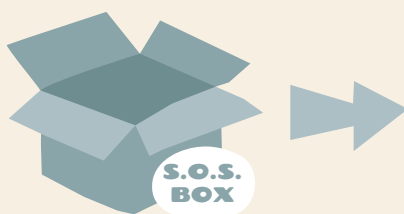
4. How does she feel about the video calls?

5. What does she think about asking for help?

- * Most human beings are capable of coping with the most difficult and unexpected situations that may arise in life. Get into small groups and compare the following pictures. You can use the SOS box.



Photos source: canva.com



Both of these pictures show...
 One of these... while the other...
 This picture... whereas the other...
 It looks like a...
 It can / can't be a...
 I think this picture is...

- * How have your lives changed during the pandemic? Fill in the table with your own ideas. You have an example.

Our lives and the pandemic



Before	After
We used to travel freely anywhere we wanted.	We need to take tests to travel and check that our planned destination accepts us.

Photo source: canva.com

- * Get into small groups and discuss your ideas. Are there any common ideas? How did you cope with lockdown?



#livingUruguay5

- * Look at part of a newspaper. Think about 5 more positive aspects of the pandemic. How have things changed?

LOOKING ON THE BRIGHT SIDE ...

#LIVINGURUGUAY5

LIFE AFTER THE PANDEMIC...

- ✓ Greater investment in hospitals.
- ✓ Less use of paper.



Photos source: canva.com

Coping with stress

How do you think this person feels?

Where do you think he is?

What do you think has happened to him?

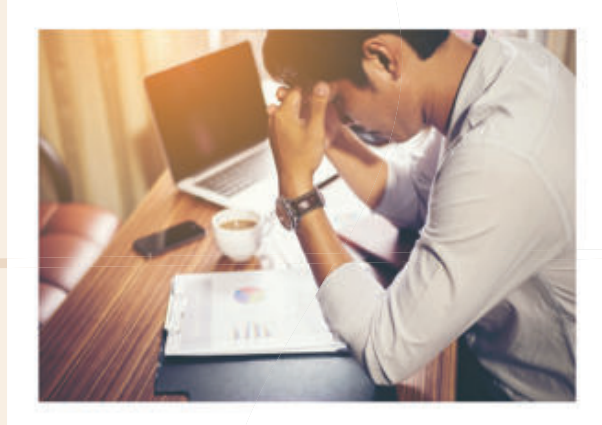


Photo source: canva.com

* Below there is a list of situations. Predict which situation made him feel that way and imagine why.

- meeting someone for the first time ☐
- having a final test ☐
- asking someone out on a date ☐
- witnessing a crime ☐
- having an argument with a close family member ☐
- not getting enough sleep ☐
- losing a valuable object ☐
- not being able to buy the latest technological gadget ☐
- changing schools ☐
- going to the doctor's ☐

* How stressful are these situations for you? Rank them from 1 to 10. (1 not stressful at all - 10 extremely stressful).

* Get into pairs and discuss with a classmate, how stressful these situations are for both of you. Include how you face these situations.



* Federico, Julia and Sofía attend Lua's school. The three of them have written their accounts in the school blog. Lua is sharing their accounts with her father. Read the three texts and answer the 5 questions Lua's father asked her about them.

Both my parents work full time. This means I have to do all the chores at home. At first, it wasn't that bad but now that I'm older, I find it very time-consuming. Sometimes I feel there aren't enough hours to clean, cook, take the dogs for a walk, do the laundry, and on top of that, help my little sister with her homework. Let's not forget I'm a student and I need to do my own homework and study for my classes. My daily routine causes me a lot of stress and I end up feeling exhausted. One way I've found to **cope with** this situation is to draw anime. I discovered I have this talent by accident while helping my sister with some homework. Whenever I can, I grab my box of pencils and just let my imagination **take over**.

Sofía, 16



Many things stress me out: keeping up with school work, having an active social life, being a good player for the hockey team and trying not to **let** my parents **down**. What I do to manage my busy routine is take little breaks to listen to music. I generally do this while I walk along the river because I believe its great scenery also helps me forget about my responsibilities for a while and enjoy everything a bit more. I've had some very stressful episodes in the past, to the point of crying without stopping in the middle of a hockey game. I mean, it's OK to let your feelings come out, but it's important to make sure that those negative moments don't control your life.



Julia, 17



Federico, 18

I usually get stressed for two reasons: because of my schoolwork (when I try to make sure my grades aren't bad) or because I can't keep up with my social life. The first one is very important for me as I intend to apply for a scholarship to study abroad next year and I know I need to get straight A's to do so. So this means working my tail off. To help with the pressure, I've designed a daily plan in which I write down all the assignments and tasks I have to do during the week, along with their corresponding deadlines.

With my social activities, well, I must admit I like being popular, so I enjoy being invited to parties every weekend. What **stresses me out** is when these events overlap and I have to choose one over the other. It takes hours to **make up my mind** because I hate missing a party. To deal with this, I've decided to create a weekend calendar on which I write the hosts' names for each party I am invited to. If I receive two or three invitations for the same day, I go to the one whose host I know the least. This thrill of meeting new people relaxes me and fills me with energy.

Photos source: canva.com

* Who...

1. helps a relative with schoolwork?

2. cares a lot about social events?

3. sets some time aside to relax?

4. is planning to study in another country?

5. believes expressing negative feelings is acceptable?

- * Have you been through similar situations in your life? Why? Would you like to share?
- * After reading the blog entries Lua and her father are talking. Read the dialogue and answer these questions:



- How does Lua feel?
- How does she describe her teachers?
- Where does her father invite her to go?

- * Complete the missing expressions in the dialogue with the expressions in bold from the previous texts. (Sofía's, Federico's and Julia's).



Let's roleplay the dialogue.



- Lua, what's wrong?

- Well, I haven't been feeling well lately. I have a terrible headache and my stomach hurts. Life 1. _____



- Is it that bad? Are you nervous because of your final exams?

- Yes, I feel overwhelmed with so many things and I don't want to 2. _____ you _____.



- Honey, you shouldn't let stress 3. _____ your life. I'm sure there's something we can do about it.

- I know, Dad, but it's very hard for me to 4. _____ all the deadlines and responsibilities. My teachers are too strict! And on top of that, I have to 5. _____ about what to study next year!



- Well, I know it's hard but I trust you can do it. Now, what you need is to take a break from school and breathe fresh air. Let's walk along the river, shall we?

- Thanks, Dad. You're the best!



- * How do you know when you are stressed? Make a list of some signs of stress.

e.g. fatigue

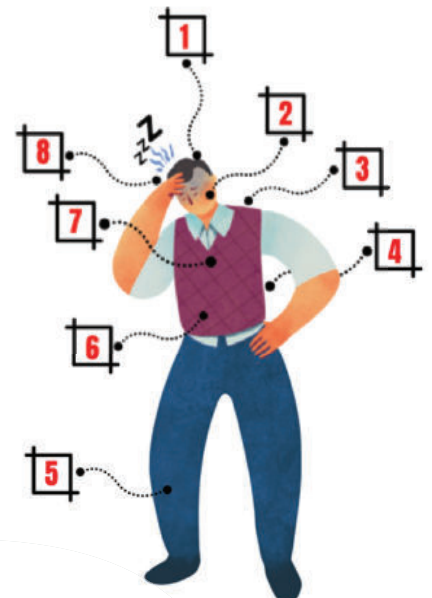
READ AND MATCH EACH SYMPTOM WITH THE CORRECT NUMBER

We've all experienced stress at some point in our lives. However, too much of it can wear you down and make you mentally and physically sick. The first step to control stress is to recognize its symptoms. Here are some common signs of stress that a person might experience:

- ☐ Digestive issues including constipation, diarrhea, acid reflux, changes in appetite, nausea or abdominal pain.
- ☐ Cardiovascular issues like chest pain and rapid heartbeat.
- ☐ Headaches, migraines and tension-type headaches.
- ☐ Sleep problems, fatigue, insomnia and nightmares.
- ☐ Aches, tightness or soreness in your muscles, as well as spasms of pain.
- ☐ Acne and skin irritations.
- ☐ Tightness in the neck and jaw, and knots and spasms in your neck and shoulders.
- ☐ An aching back caused by muscle tension.



PHYSICAL SIGNS OF STRESS



- * What can we do to take care of our physical health under stressful situations? Let's find out! Lua and her father are discussing some information about how to deal with stress. They came across a text. However, some things are **wrong**. Read the text and identify the **wrong** information.



TIPS FOR COPING WITH STRESS

1- MOVE!

Doing regular exercise can increase stress considerably. It can prevent negative thoughts and worries from appearing. Take a walk, ride a bike or swim. This can be fun because you can invite other people and have a great time together.

2- TALK TO PEOPLE

Talking to people can greatly maximize stress. Share your concerns with people you don't trust and tell them how you feel. Believe it or not, when you see someone smiling it calms down your nervous system.

3- FEEL!

Alert your senses either by listening to a new song or smelling roses. We all respond differently to stimuli so try it out and see how your body reacts.

4- RELAX

You have the power to control how stress affects you. Try yoga, meditation or breathing techniques. They will help you be less aware of your inner self and clear your head helping you find ways to reduce your responses to stress.

5- EAT HEALTHILY

Eating fresh fruits, vegetables, and protein can negatively affect your mood and, therefore your ability to cope with stress. Eat balanced meals and avoid drinking alcohol or taking drugs.

6- GET PLENTY OF SLEEP

Chronic stress can interfere with your sleeping habits. You should try to set a flexible time to go to bed, no matter what. Getting a good night's sleep is fundamental for improving your capacity to think clearly and find ways to minimize stress.

7- ENJOY LIFE!

Remember that the most important thing in life is to enjoy it because we only live twice.



Photo source: canva.com

- * Get into pairs, discuss the tips and choose two you consider helpful for teenagers and say why. Share your ideas with the class. Plan a day without stress.



Photo from canva.com

Colors and emotions

To cope with stress, there are some therapies that are called traditional and there are other therapies that are considered alternative. Alternative means instead of or in place of.

- * Search the web and find different therapies to cope with stress. Classify them into traditional and alternative.



Traditional therapies

Alternative therapies

- * Look at the pictures and find the names of the alternative therapies in the word cloud.



1



2



3



4



5



6



7



1

2

3

4

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Have you ever tried any of them?

- * How often do you use color words? For example when you are embarrassed do you say “rojo como un tomate”? In English, you also say I’m feeling blue to indicate you are sad.
- * Read what the gang said and find a hidden color in their statements.

We found a pencil, a pin,
keys, and a few coins in
the box.



I agree not to eat all the
food.



I bought my mom a long
rayon skirt for her birthday.



Pauli lacked the requisite
documents to enter the U.S.



She started to yell owing to the
sudden pain in his stomach.



Andrew hit eight boundaries
in the cricket match.



Did you know?

Gray is more frequent in American English,
whereas grey is more common in British English.

✱ Do a quiz about unusual colors.

Can you identify these uncommon color names?



1



Vivid orange-red is also known as...

- a. vermillion.
- b. malachite.
- c. nattier.

2



Pale brown is also known

- a. aquamarine.
- b. fallow.
- c. celadon.

3



Grayish olive green is also known as...

- a. cyan.
- b. isabelline.
- c. feldgrau.

4



Pale purple is also known

- a. cattleya.
- b. umber.
- c. gamboge.

5



This barn red is also known as

- a. bisque.
- b. pervenche
- c. .

6



Vivid greenish-blue is also known as ...

- a. verdigris.
- b. amaranth.
- c. titian.

7



This shade of medium blue is

- a. ciel.
- b. smalt.
- c. chartreuse.

8



This shade of coral pink is also known as...

- a. lusty gallant.
- b. magenta.
- c. cordovan.

Results 1-3 correct answers: Not quite a colors expert ...

4-6 correct answers: Your knowledge is somehow acceptable.

7-8 correct answers: You nailed it!

- * In English there are a lot of phrases made with colors. They are called idioms. An idiom is a phrase that has a metaphorical meaning.

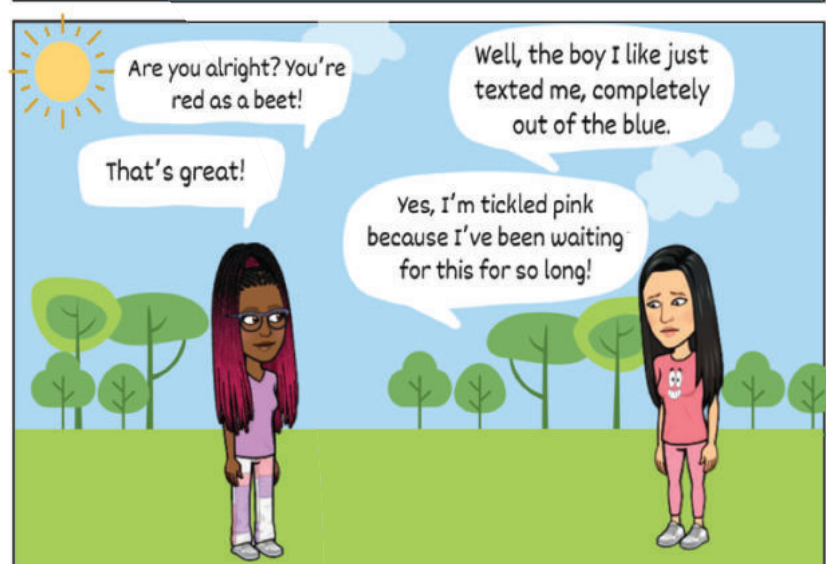
What does “once in a blue moon” mean? It means that something is rare or happens not very often. Think how often you see a blue moon. For example,

Nico: The teacher didn’t send any homework.

Lua: Wow! That happens once in a blue moon!



Let’s learn about other idioms! Here you will find some dialogues. Read them and match the idioms with their definitions on the following page.





1	green light	a	to be extremely pleased about something	
2	paint the town red	b	to give permission for someone to do something or for something to happen	
3	green with envy	c	to go out to bars, clubs etc to enjoy yourself	
4	a white lie	d	to feel sad	
5	feel blue	e	to be very envious	
6	tickled pink	f	to have a red face	
7	see red	g	happening in a way that is sudden and unexpected, and does not seem connected with anything that happened before	
8	out of the blue	h	to become very angry	
9	red as a beet	i	a harmless lie, especially one told to avoid hurting someone's feelings	



*

Write an example for each idiom in the table.

Some people believe that colors can positively influence their lives. For example, people believe that violet can turn negative energy into positive.

- * There are also therapies made with colors. Read the text and answer true or false to the following sentences.



1. Chromotherapy is a new type of alternative therapy.
2. It is used to balance energy.
3. This healing modality requires the person to take medicine.

The use of color therapy has been around for over 2500 years. Color therapy, also known as chromotherapy, is considered an alternative therapy. It is the use of the visible spectrum, or colored light, to heal physical, mental and spiritual energy imbalance.

Color therapy is classified as a vibrational healing modality. Color is simply a form of visible light, of electromagnetic energy.

Chromotherapy is one of the most holistic and simple methods to cure illness. This healing modality does not require you to consume anything; you simply lay or sit under the desired color.

All the primary colors reflected in the rainbow carry their own unique healing properties. The sun alone is a wonderful healer! Just imagine what life would be like without sunshine.



Would you like to try this therapy? For what purposes do you think it would be effective?

- * Look at the following photos and say how you feel. What do the colors mean and represent to you? Discuss with a partner.

Photos by Verónica Velázquez



Moving along the road, the shadows of the trees may make you feel overwhelmed. Remember that just by moving one step forward, the whole sky may appear before your eyes.

Respect

An important part of our everyday lives is to learn how to protect ourselves and live our lives with respect. There are words like respect that are polysemous, meaning that can have multiple meaning. They depend on the perspective the person has about it.

* What does the word respect mean to you?



* What does lack of respect mean to you?

* Write your own definitions. Start off by writing some words and phrases that are associated with the concept.



* Below you will find a list of words, tick the ones that you would include in the concept.

consideration ☐

recognition ☐

rudeness ☐

empathy ☐

esteem ☐

otherness ☐

ignorance ☐

admiration ☐

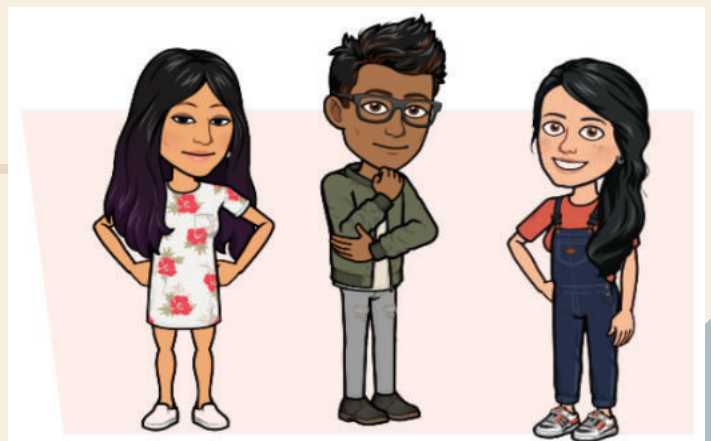
appreciation ☐

criticism ☐

* Nico, Emma and Guidaí are discussing and creating their own concept of respect. Below you will find what they wrote.

Respecting others means acting in a way that shows you care about people's feelings.

* Do you agree with this concept? Why? Why no?



- * Read some situations and say whether they show respect or not and also say why.



RESPECTFUL OR NOT?

You and your friend are in a library reading a funny book and both of you start laughing out loud.



Situation 1

Situation 2

One of your classmates has organized a party at his house because his parents will be out of town. You ask your parents for permission to go to that party but they don't let you go because they believe it's not appropriate. You get angry and tell them you disagree with them and you need some time alone to think.

You've just changed schools and you really want to fit in. So, you decide to copy the most popular students' behavior even though some of them go too far sometimes.



Situation 3

Situation 4



One member of your soccer team missed the game winning goal. You yelled: "You're such an idiot!".

Your best friend tells you that she has an anonymous account on a social network and she's been posting private things about your other friends. You don't say anything about what she's doing.



Situation 5

Situation 6



Your sister makes fun of people behind their back but gets upset when these people aren't nice to her.

Photos source: canva.com

Example: A library is a place to study and there are rules to be respected like being quiet and working in silence. If you laugh out loud, you are not respecting that rule and you are certainly bothering other people.

- * Did you know that by making negative comments about someone you are being disrespectful? Let's read about what happened to Linda. She came to Uruguay with her brother Duma. Read Linda's account and answer.



1. Why does Linda say her experience was humiliating?
2. How did she react?
3. Why do you think the other girl acted that way?

I remember one humiliating experience when we visited another high school. I had been in Uruguay for a couple of months and everyone knew me, but we went to a sports competition at another school. We were playing handball. We won and a girl from the other team was really angry. I don't really know if she was trying to be mean but she shouted at me, "Go back to Africa." All my friends looked at her because she was really rude. She said it was a joke, supposedly, but the message of her joke was clear. I didn't really belong, and never really would. Message received. It hurt. Duma and I know we don't belong here and we never pretended to be like Uruguayans. We truly like it here and we feel like home, but as an immigrant that isn't always possible.



I'm glad that we belong to a community that welcomed us in such a friendly way and that has always treated us as equals. I do realize that you may encounter nasty situations but I just don't let them hurt me that much and just focus on the good things.

Your voice matters!



Have you ever been disrespectful to others? How did you act? How did you feel when acting that way? Has anyone ever been disrespectful to you? What did this person do? How did they make you feel?

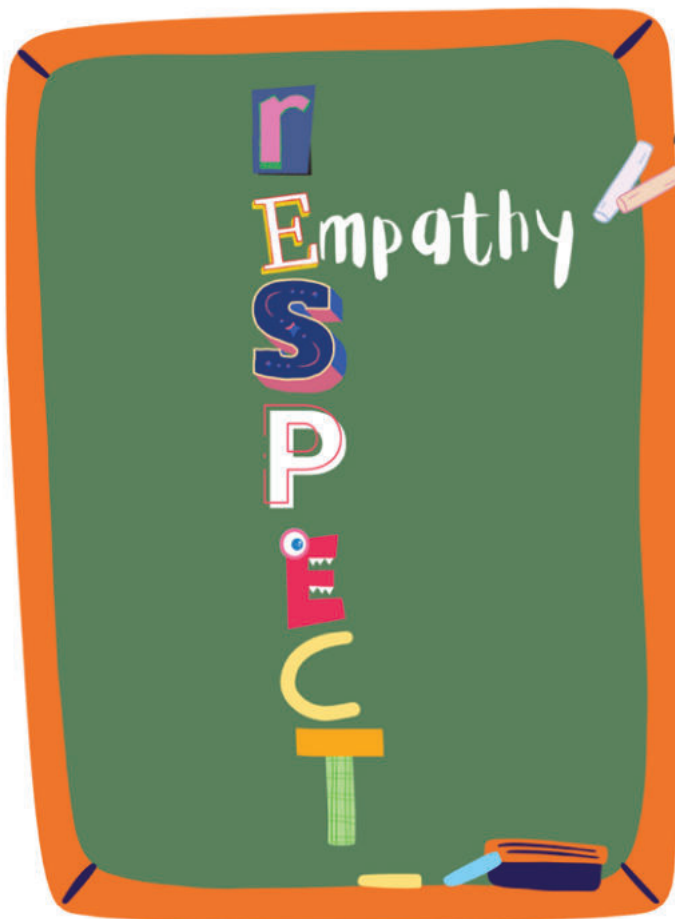
Do you want to share your experience?

- * Disrespectful behaviors have run in our society for ages. It's time to act against these situations. Get into pairs and discuss these questions:



- What does it mean to act respectfully to other people?
- How can your words and/or actions show your respect, or lack of respect, to other people?
- If you want to be treated nicely, how should you treat other people?
- If you are nasty to other people how will they treat you in return?

- * Complete the acrostic with key concepts you've seen throughout the lesson and write a brief explanation next to each word. An example has been provided.



Empathy is putting yourself in the other person's shoes. It means having a sense of what they're feeling.



My day off

* This is a challenge for you: Unscramble this question.

most off enjoyable day you what's the remember?

When you put the sentence in order, take some notes on a piece of paper. Include the place, the activity or activities you remember, the people you were with and the feelings you experienced and the reasons for your choice.

Find a partner. Use your notes to tell him/her about that experience.

Then, listen to his/her experience.

Is a day off important? Why?



Camila talked with her aunt Carol about activities to do on her day off. Her aunt has written an article about this topic. Read the first part of this text. Get into pairs and think of ideas to complete the SWOT analysis about Carol's description of her day off.

My day off

Sometimes I have to take a day off because of different reasons. It can be a health issue or a small household accident; fortunately I am almost never ill, so I work all year round. I work so many hours that I wait for my weekly day off. When it finally comes, it is very hard to decide what to do. I sometimes get stressed by the bunch of things that I should do. I have to cook for the week, clean the house... and do something fun, after all it is my day off! Many times I end up being much more stressed than I was before, and others I find myself watching series online and eating a lot of junk food, which I don't find productive at all. I want to do something that makes me feel a little less like a couch potato. I could take advantage of my day off to learn a new language, hang out with friends or simply sit down in the open air and enjoy nature. I talked to some friends about this and they gave me some pieces of advice. This is what I wrote to organize my day off. I will share it with my friends, too; maybe it can be of help for them. One can engage in these activities to make sure that days off are also used to re-energize your body.

Objective: Analyze the situation stated by Carol about her day off.

Strengths

-A day to do something fun.

Weaknesses

Opportunities

Threats

Conclusion:

- * Now read the second part of the text: “MY DAY OFF” and check if some of the ideas you wrote in the SWOT chart are mentioned in the text.
- * Read the text and complete it with the missing activities from the table. There is an example:



1. Take a nap. You deserve it, it's your day off.
2. Eat an ice cream or anything else that is delicious.
3. You can go to the movies with a friend or a loved one.
4. **You can try out a new dance style.**
5. Read a book or watch a video that can help you improve in your career.
6. This could be the right time to do some house painting.
7. Go for a picnic with a friend.
8. Donate some clothing to a charity in your neighborhood or volunteer to work for free.

My day off

I thought about placing these activities to do on your day off into four types: Physical activities and the outdoors, Be productive, Enhance your knowledge and Pleasure and leisure.

Physical activities and the outdoors

I rarely do exercise because of my heavy work schedule so my day off offers me the opportunity to tone up my body.

Besides, my day off gives me the chance to spend some time with nature and experience the outdoors. Jogging is a good exercise.



a. *You can try out a new dance style.*

Swimming is a fun activity that can keep you busy.

Biking is another good exercise.

You can go for a walk in the park.

b.

Be Productive

Tidy up your place. It doesn't sound like something fun to do on your day off, but doing a general cleaning of your house when you have some time off is always a good idea.

Your day off is also the time when you can sort out a number of pending personal assignments.



c.

If you have pets, this could be the right time to see whether the animals are comfortable.

d.

Get your thoughts out of your head and onto paper, it's the best way to analyze them. If you are stressed, I strongly recommend doing a mandala. Mandalas can be used as a healing tool to reduce stress.

Enhance your knowledge

Reading something fun, whether it's a newspaper or your favorite book, is always a relaxing way to enjoy your time.



- e. Learn how to play a new sport, how to cook a different recipe or any other thing that you have always desired.

Pleasure and leisure

Enjoy your morning coffee or tea, something that is very difficult to do when one is in a rush to get ready in the morning.

We all have busy schedules and generally this means we can't see our friends as often as we would like to. Your day off is the day you can reward yourself by eating out with your friends or relatives.



- f. Call your grandparents; they really want to hear from you.
- g. Cook for yourself; prepare a dish that you haven't tried for a long time.
- h.



Photos: pixabay.com

- * Complete the following table with the activities mentioned in the text that you have already tried and the ones you haven't done yet on your day off.

Me

Activities I have done on my day off...

I have read my favorite book.

Activities I haven't done on my day off...

My partner

Activities my partner has done on his/her day off...

Activities he/she hasn't done yet on his/her day off...

- * Get into pairs and guess some of the activities your partner has and hasn't done on his/her day off and ask him/her.



*For example: -Have you gone jogging?
-Yes, I have.*

- * Write down the ones you guessed in the chart. The one that guesses the most wins!



- * Write down some sentences comparing the activities you have or haven't done on your days off, too. Use the SOS BOX to help you.



For example:

Mauricio has cleaned his house, but I haven't done it yet.

He has cooked a new recipe and so have I.

So have I - Neither have I

A: I have read a new book.
B: So have I.

A: I haven't read a new book yet.
B: Neither have I.

So did I - Neither did I

A: I read a new book last summer.
B: So did I.

A: I didn't read a new book last summer.
B: Neither did I.

- * What would you do if you were in these situations? Match the two parts of the sentences with the corresponding options for you. There is an example. You may want to change the ending of the sentences if the options suggested don't represent the activities you would do.

- | | |
|--|--|
| 1. If I lived in the countryside,... | <i>I would feel more relaxed.</i> |
| 2. If I had a day off every week,... | I would take a nap. |
| 3. If I did physical exercise every week,... | I would catch up with housework. |
| 4. If I had some time off every day,... | I would disconnect from school. |
| 5. If I had more free time,... | I would run errands. |
| 6. If I lived in a bigger city,... | I would read a good book. |
| 7. If I were too stressed,... | I would spend quality time with my family. |
| 8. If I had my day off tomorrow,... | I would sleep better. |
| 9. If I had free time in the afternoon,... | I would reduce my stress. |
| 10. If I had my day off today,... | I would feel much more stressed. |

- * Tell your partner about you.



*For example: If I lived in the countryside, I would miss my family.
If I had a day off every week, I would take karate lessons.*

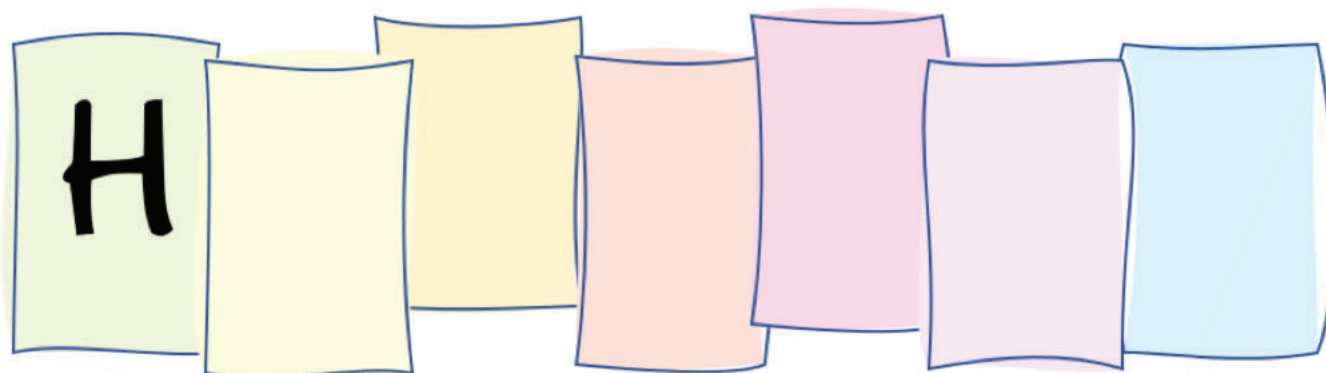
The importance of...

* Look at the following pictures. What do they have in common? What do they refer to?

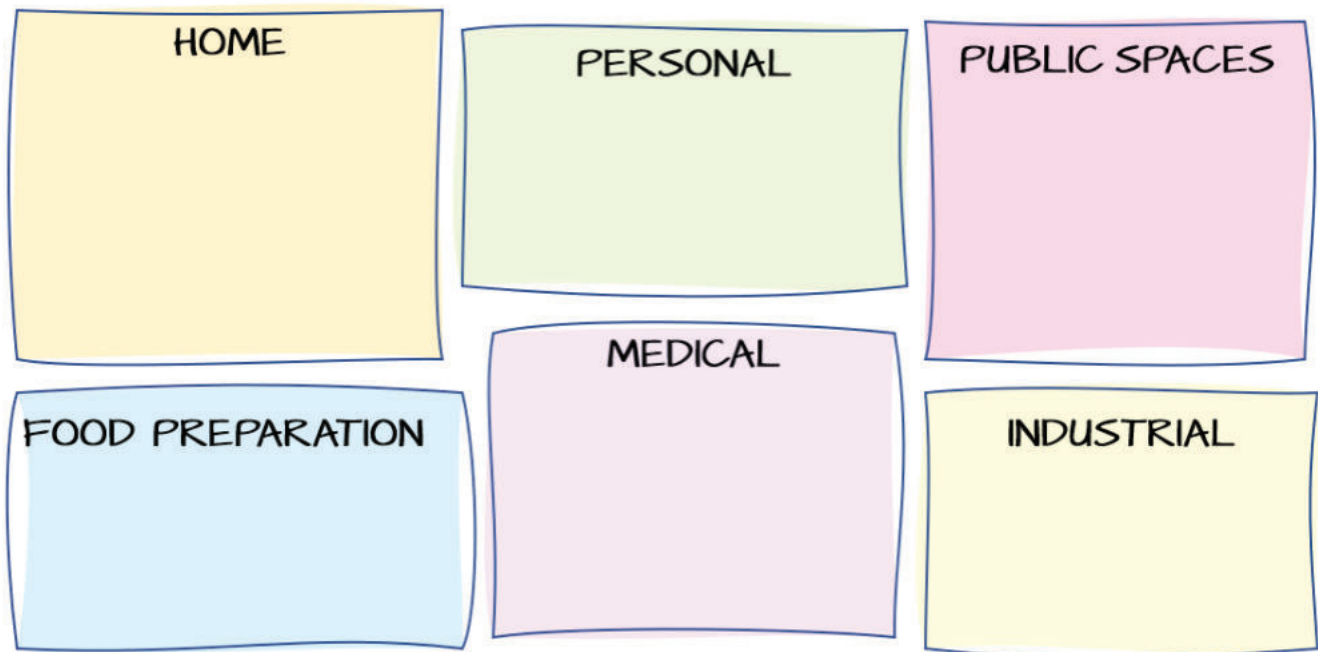


Photos: freepik.com

* The missing word in the title is hidden here. Discover it by answering the questions in the previous title.



- * In the photographs, there are different aspects of this concept. Can you classify them? Write the numbers in the corresponding box, some of them may appear in more than one box.



WHAT IS HYGIENE?

Hygiene is a practice related to cleanliness, health, and medicine. In medicine and everyday life, hygiene practices are employed as preventive measures to reduce the occurrence and spreading of germs leading to diseases. Cleaning processes (e.g., handwashing) remove dirt and soil, and with it, infectious germs that can lead to illnesses.

Good hygiene goes much farther than grooming and personal hygiene. It is a critical component in food preparation, the manufacturing of medicines, cosmetics, and other products, as well as the keeping of personal and public spaces and means of transport. Medical hygiene, for example, relates to those routines that prevent or minimize the spreading of disease when administering medical care to those who are infected or ill.

There are different methods of hygienic

cleaning, according to the circumstances. Most of the time cleaning using soap, detergent, or bleach (sodium hypochlorite) is enough. Of course, for this to be effective, rinsing with abundant water is very important, so pathogens are removed from objects or surfaces. Another method is to use a product that inactivates the pathogens in situ. For example, a disinfectant or antibacterial product, like hand sanitizers or gel alcohol. In some circumstances, heat application is necessary, such as boiling objects to sterilize them.

During the last years, hygiene habits needed to be reinforced. Personal hygiene has always been a pillar of health, however, the coronavirus pandemic created massive global awareness for the necessity of a lot of hygienic practices to contribute to public health. Handwashing, sanitizing, wearing face-masks, social distancing... from flyers to signs on doors, memes, videos, social media, and TV, the message was everywhere.

* Read the text and answer these questions:



1. Why is it important to practice hygiene and cleanliness?

2. In which processes and activities is it essential to maintain proper hygiene?

3. What are the different ways of cleaning things?

4. What is the purpose of rinsing properly after washing something?

5. Why have hygiene routines been reinforced lately?

* Look at the different cleaning products and tools below. Can you match them to their names?



RUBBER GLOVES

SOAP

MOP & BUCKET

BRUSH

BLEACH

SPONGE

GEL ALCOHOL

BROOM

ANTIBACTERIAL SOLUTION

RAZOR & SHAVING FOAM

MENSTRUAL PAD

SHAMPOO & CONDITIONER

TOOTHBRUSH & TOOTHPASTE

DEODORANT

DETERGENT

- * Which of the previous products and tools are related to personal hygiene and grooming or general hygiene? Some can go into both categories.

PERSONAL HYGIENE & GROOMING

GENERAL HYGIENE

Did you know?

Personal grooming is the art of cleaning and maintaining parts of the body. It is a species-typical behavior.

Can you think of other species that have grooming habits?

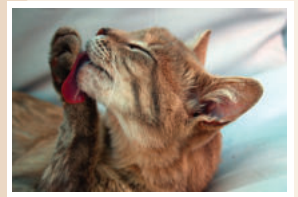
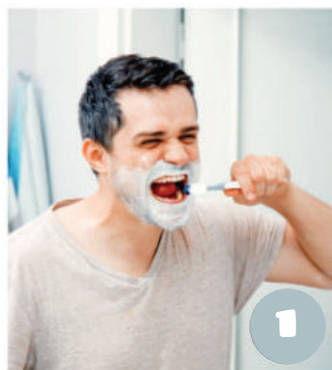


Image source: Pixabay.com

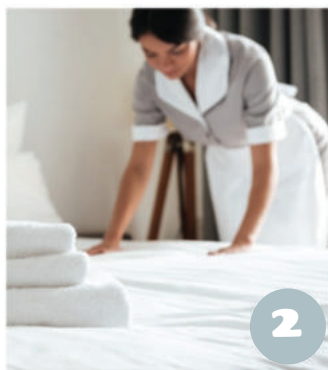
- * Get into pairs and discuss: Why are personal care and grooming important? What can be the consequences of bad personal hygiene? Share your opinions with the class.



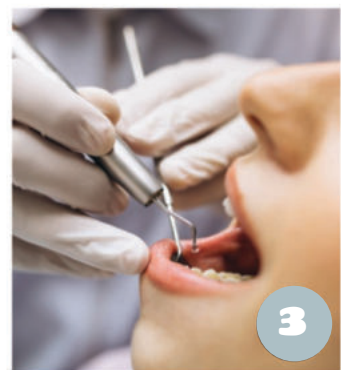
- * Read the following hygiene guides to decide which photograph they are about. Write the name of the institution, occupation, or area they refer to.



1



2



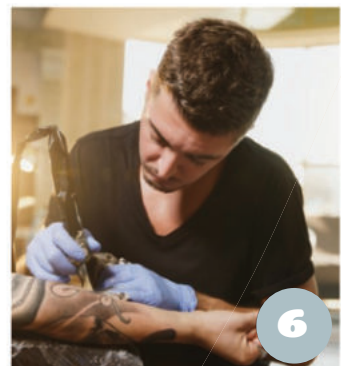
3



4



5



6

Photos: freepik.com

2

-

hotel

A full cleaning must be done before 3pm unless guests do not leave the room. All counters and surfaces must be disinfected and sheets must be changed before making the bed. Towels also need to be changed, and make sure to thoroughly clean the toilet, tub, and sink with disinfectant and bleach. Empty trash bins, replace toiletries if necessary, and vacuum the carpet before leaving the room.

-

Practice good personal hygiene. Always keep yourself and your clothes clean and wash your hands frequently. Wear a face mask, disposable gloves, and a hair net. This will prevent your hair from contaminating food. Countertops and floors must be cleaned throughout the day to stop the build of dirt, grease, and old food around the kitchen. Also, storage areas and refrigerators should be cleaned weekly. Another important aspect is the cleaning of dishes and silverware because they are covered with bacteria from food and customers' use.

-

These hygiene practices are of highest importance to prevent or minimize the spread of illnesses. The most important practices include handwashing at all times, especially in an operating room, as well as the sterilization of instruments used in surgical procedures. Face masks, disposable gloves, and hairnets are important, as they work both ways, protecting patients and health personnel. Disposing of medical waste safely and disinfecting reusable items such as linens and uniforms is also essential.

- * Work in pairs. Look at the rest of the photographs from the previous activity. Complete the boxes with the photograph's numbers, activity or working areas, and write a short paragraph about the hygiene practices that should be done for each of them.



-

-

-

Helping others cope with health issues

- * Look at the following words. Connect them to the title of the lesson.
- * Share your ideas with a partner.

What other words or phrases would you write to describe this situation?

illness

vulnerability

sadness

loneliness

help

Freddie, Linda, Simon, Camila and Duma have some close friends and relatives going through different health issues. They are reading an article to get some ideas, so they can help their loved ones cope with their health problems.



Helping others cope with health problems

When someone you love falls in, it's never easy. Indeed it may be the hardest thing you will ever have to face and unfortunately, it is also inevitable to deal with this situation at some moment in our lives. Whatever you are feeling: fear, concern, or uncertainty on behalf of your loved one is OK. On the one hand, a health crisis means a huge change in your life, and it might be frightening. On the other hand, when it has to do with helping someone else's needs, not only your family, research has shown that it benefits your mental and physical health.

How can you support someone dealing with a health crisis? There are many ways, let's discuss some of them! Many times it is difficult to find the most appropriate words, but no matter what, it is better to say something than nothing. You may even tell the person you aren't sure of what to say, be honest, but do acknowledge the situation. Besides, attempt to use empathetic words.





Even though it is natural to focus on you, don't make it about yourself. Offer the other person the opportunity to explain how they feel and take yourself out of the equation. Explain that you want to understand how the person is feeling. Although you may be wondering how the person is doing, try not to ask him/her directly, as it can bring up an unwanted reminder of what is going on. Instead of that, you can say things like: "You are amazing", "I admire your strength" or "What is the latest?"

The person may be tired of being a patient, so spending time with him/her doing normal activities is important. It may also help having conversations that don't involve the condition. You might just try to spend some time with the person at home. Remember that some people may not be willing to talk about their health problems, while others will be relieved to talk about them. Either way has to be respected, don't press people who don't seem ready to talk about it. Most importantly, don't take it personally if your attempts to listen to the person are rebuffed.

There's often a flurry of assistance immediately after a diagnosis, but many people begin to disappear after the first couple of weeks while the person continues to deal with the disease. Stick around in the long run, try to send a text every now and then, a gift, a card or think of another way to show you care. Show your support throughout the person's recovery, which is extremely significant to the person.



When it is clear that you are going to be there for a relative or close friend with a health problem, you may also want to help people that don't have a specific health condition just for the sake of being there for them. You don't need to be wealthy or have tons of free time to help and do something nice for someone else, even a small gesture has the potential to reduce stress.

You can find ways to share your talents, skills, passions or if you prefer even possessions. Sharing whatever you can is a natural and generous way to help others. Other ways of helping include donating clothes, toys or books and volunteer work. Volunteering to give your time, skills or money out into the community can be a great way to help out. Indeed, the best things in life are free, and this applies to smiles, hugs and other gestures that show you care. Small, that end up being not so small, acts of kindness can make a difference in someone's life. By doing any of these things you will also receive a present since helping others is also stress-relieving.





- * The text mentions different ways of helping people when they have health problems by actions you may and may not do. Can you identify them? Write down only the main idea in each case:

1.
2.
3.
4.
5.

- * The text also states that you can help people who are not ill just by being kind. What are those ways?

- a. *Share your talents, skills, passions or even possessions.*
- b.
- c.

- * Can you think of specific actions to make people feel better?

For example: a) Baking up some treats for your colleagues is all it takes to make them happy.

- a.
- b.
- c.

- * Freddie, Linda, Simon, Camila and Duma have some relatives and friends with these health problems. Label the pictures with the corresponding health conditions from the chart:

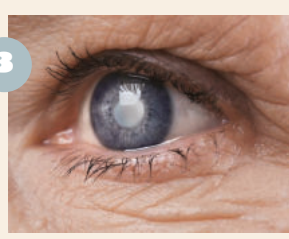
cataracts

bone break

memory loss

arthritis

fibromyalgia



* Now match the health conditions with the corresponding definitions:

Health condition	Definition
<input type="checkbox"/> Bone break/fracture	1 Inflammation of joints due to infectious, metabolic, or constitutional causes.
<input type="checkbox"/> Memory loss	2 A chronic disorder characterized by widespread pain, tenderness, and stiffness of muscles that is typically accompanied by fatigue, headache, and sleep disturbances.
<input type="checkbox"/> Cataracts	3 When a bone is struck by something stronger than the bone itself. This causes it to break.
<input type="checkbox"/> Arthritis	4 It is unusual forgetfulness. You may not be able to remember new events, recall one or more memories of the past, or both.
<input type="checkbox"/> Fibromyalgia	5 A clouding of the lens of the eye.

Definitions by Merriam Webster



* Get into pairs and suggest Freddie, Linda, Simon, Camila and Duma some activities to do to help those people according to what they are going through. There is an example.



Lorem i

Person's health condition:	Activity suggested:
Freddie's father had a car accident and he broke an arm and leg.	<i>Why don't you do your uncle's groceries and cook for him so that he doesn't have to move much? You can also clean and tidy his home. Remember to message him from time to time to check his doing fine.</i>
Linda's grandmother has age-related memory loss.	
Simon's cousin has cataracts.	

Person's health condition:	Activity suggested:
Camila's aunt suffers from pain caused by arthritis.	
Duma's friend has fibromyalgia.	

Focus on solving problems

The gang is working on the definition of what a problem is. For some people the word problem has a negative connotation, it implies something tough or difficult. However, they came up with a new definition.

A problem is a situation with multiple perspectives, ways of seeing it and ways of solving it. Sometimes, the same situation or problem can be solved in different ways and what works for one person may not work for another one and vice versa.

Duma tells his friends that in his culture, solving problems is a life skill. They are trained to solve any type of problem and succeed in it. He tells the rest that he is willing to share some of those techniques with them.



✱ To do that, he shares 5 important tips to be a successful problem solver. Read them.



1. Is it something that you can change or solve? This is the first question you should ask yourself.
2. Be calm. When you get nervous about a particular situation you lose control of it.
3. See the big picture. Don't focus on the minor details. Pay attention to the situation holistically.
4. If you don't know how to solve the situation ask for help wisely. Don't tell everybody about the problem. Tell the people who can be useful to solve it and never forget to make informed decisions about what to do by using your common sense. You are the ultimate responsible for your decisions.
5. Try as many solutions as possible. There is always more than one way to face the situation. Avoid hurting others.

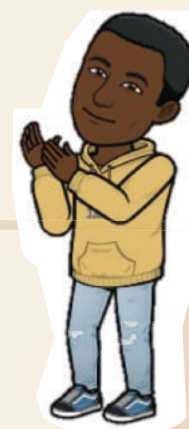


Your opinion matters!

Which of the five tips best aligns with your way of solving problems?

Think for some seconds about the answer to that question.

Get into groups of three and exchange ideas with your classmates.
Do you react similarly or differently?



✱ I would like to share some games to learn how to solve problems and apply these tips in problem solving.

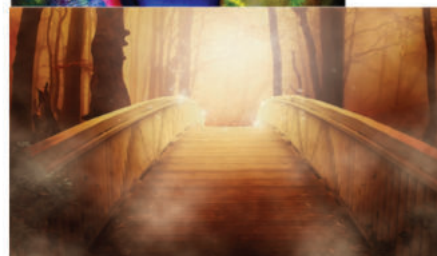
- Being my partner's eyes
- Being my partner's eyes and guide
- Circle thinking map
- Story telling
- The sinking boat
- Switcheroo
- The pyramid of importance
- Finding a compass in my hot air balloon

1 Being my partner's eyes

-First, get into small groups and choose a picture.
Here you have three pictures from pixabay.com

-Second, join another group. Ask the other group to take a piece of paper. Don't show the picture you chose. You will describe the picture to the other group and they will draw what you describe.

-Third, when you finish describing, compare the original and the copy.



Why is this game important?

You learn how to trust others.

You ask for details.

You learn to describe the general things first and go to the details later.

You don't take things for granted.

You learn to share your ideas with others.

You negotiate meaning with your classmates.



2 Being my partner's eyes and guide



- Get into two big groups.
- Choose one of the members of each group and blindfold him/her.
- Create a path the other group's member has to walk to get to a point.
- The group will give him/her instructions in order to walk without falling down or bumping into the objects you put in the path.
- Then choose another person and change the path to make it funnier.



Photo: pixabay.com

Why is this game important?

You learn how to trust others.

You need to give detailed descriptions to your partners.

You learn how to see things that we don't usually see.

You have to keep calm and relaxed, paying attention to what your classmate is doing.

You don't take things for granted.

You learn to share your ideas with others.



3 Circle thinking map.

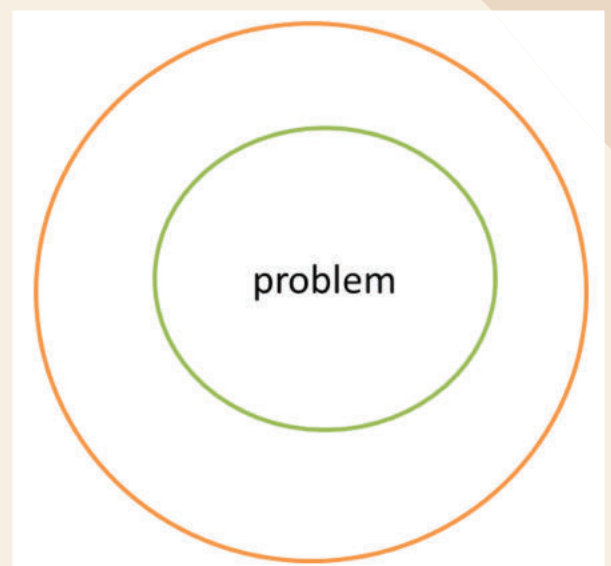
You can do this activity individually or in groups.

-Write a problem you have within the green circle.

-Think of possible solutions and write them into the orange circle.

-Take some thinking time and evaluate which of the possible solutions could be your first choice.

-You can also create a poster and leave it on the wall. Your classmates can go read the different problems and see how they can solve them. Sometimes, the ideas are easier than you imagine.



Why is this game important?

You verbalize the problem, which is the first step to solve it.

Your classmates can give you many ideas you never thought of and what you saw as a problem may not be such.

There is true cooperative work because it's not you but you together with your classmates who will face the situation.

You learn to share your ideas with others and you can choose from many options.



4 Storytelling

One of the biggest challenges of having a problem to solve is to be able to put it into words. Creating stories is an excellent strategy to develop this ability. You can use a photo, a song, the title of a song or a bunch of words to trigger your own imagination. Here is an example (Photo: pixabay.com)



Agustina is a 4-year-old girl who lives near Pan de Azúcar in Maldonado. She is an animal lover and she can be watching documentaries about animals for hours. For her birthday she was given a lion as a present. You can see her with the lion in this picture. She wanted her pet to experience freedom and friendship. Last weekend, she asked her grandparents to take her to the animal preserve. She took her lion named King to see and befriend other animals. Even though it was hard for her realize that the other animals went away when they saw King, she thought it was worth giving it a try. In the photo she is coming back home, happy that she could show King another world that he could call home.

Story: Aldo Rodriguez

-Choose a picture, any picture and think of a context, the characters of the story and the possible plot.

-Write a first version of it.

-Read it again and think of other details to make it more attractive and meaningful.

-You can also share it with a classmate and he/she can ask you questions so you can improve your story.

Why is this game important?

You verbalize the problem, which is the first step to solve it.

Your classmates can make you think about what you want to say.

You can go through your own thinking process.

The story you tell reflects some ideas you want to pour onto the paper.

You learn to share your ideas with others and you can choose from many options because your story will be unique.



5 The sinking boat

Imagine you are on a boat. In it there are many things you will find in the following list:

- Floating seats and cushions
- Shark repellent
- A pocket mirror
- A gasoline container
- A water container
- Emergency food
- Fishing gear
- A rope
- A sextant
- Plastic bags
- Chocolate bars
- A bottle of Ron
- A radio
- A sea map
- A net for mosquitoes

Do you know the meaning of each of them?
Do you know what to use them for? If you have questions, surf the internet to find the information you need.



Imagine that the boat starts sinking next to an island's shore. Get into small groups and agree on three things you would take with you because they might be useful later on.

Take 5 minutes to reach an agreement.

Share your ideas with the rest of the class. See what others have decided and ask questions about the reasons they had to reach those agreements. If there are discrepancies, challenge their ideas.

After you discuss go to the end of this topic.

Why is this game important?

You need to negotiate what to take. Negotiating is an excellent skill to acquire in order to solve problems.

You need to understand several variables because you need to know about biology, physics, chemistry, etc.

You can go through your own thinking process.

You need to share your arguments which are based on facts or possible solutions to the problem.

You learn to share your ideas with others and you can choose from many options.



6 Switcheroo

- Get into groups of 6 or 7 people.
- Each of you takes a piece of paper and a pen/pencil.
- On the top area of the piece of paper write a problem you have.
- Fold the paper so only you and your classmate can see it.
- One of you claps hands and everybody passes the paper to the right.
- Read the problem you receive and take a minute to write one sentence with a solution to the problem.
- Fold the problem so the others don't see your answer.
- Pass the paper to your right.
- You will receive another paper. Read the problem and take a minute to give a solution to the problem.
- Keep on doing that until you receive your own piece of paper.

Why is this game important?

You verbalize the problem, which is the first step to solve it.

At the end of the activity you will have several possible solutions to your problem.

You can choose among those solutions or they can trigger your own imagination to solve the problem.

Your classmates are helping you think about the solutions to the problem.

You learn to think quickly about solutions to problems. The first ideas who pour out of your mind are the ones based on experience or common sense.



7 The pyramid of importance

This activity makes you focus on what is really important. Write down twenty five things you do on a daily basis.

Take some time to jot these activities down.

Now choose the five more important.

If possible, choose the most important of the five.

Then, place the other twenty activities under the 5 most important ones.

All the activities that cannot be placed with the 5 most important ones may not be relevant.



Photo: pixabay.com

Why is this game important?

You can put all your ideas, activities and possible problems in a hierarchical order.

You can weed unnecessary things out.

You can go through your own thinking process.

You can focus on what really matters.

You may be spending a lot of energy on unnecessary things.



8 Finding a compass in my hot-air balloon

Look at the following hot-air balloon and complete with what you are asked to.

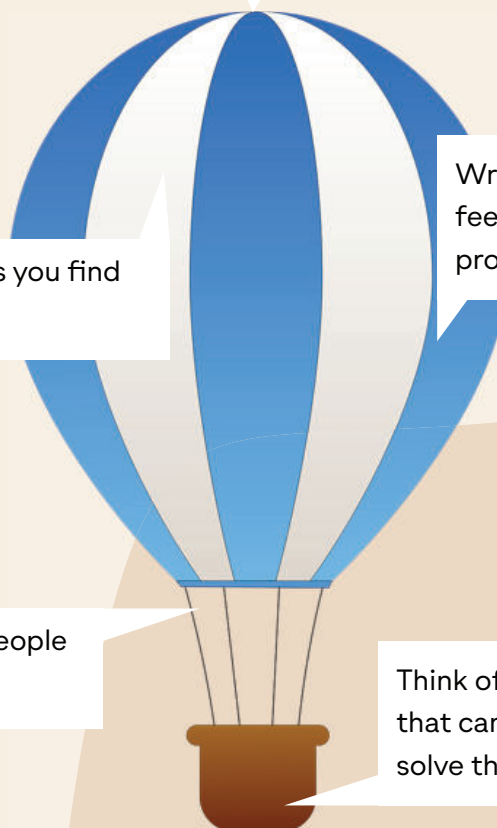
Write your problem here.

Think of all the positive things you find even by having this problem.

Write how you feel about the problem.

The strings are the people who support you.

Think of the actions that can help you solve the problem.



Why is this game important?

You can think holistically. You can see the problem but also the positive things you are going through and the people who can support you.

You can also think of possible solutions.

You can go through your own thinking process.

You can focus on what really matters.

You may be spending a lot of energy on unnecessary things.



Solution to game 5:

This problem is similar to the one people who want to get a license to drive a boat need to face. According to the coast guard and some scientific research this is the order in which you should have selected the products:

1. Pocket mirror (you can use it to make signs of the place where you are).
2. Gasoline container (you can also use it to make signs and make fire).
3. Water container (it is essential to put water and get the water lost).
4. Emergency food (it is fundamental to be fed).
5. Plastic bags (they can be used to make tents and collect water).
6. Chocolate bars (they're simple and energetic food).
7. Fishing gear (you can catch fish and use it as part of a tent).
8. Rope (it is useful to tie things up but not necessary to survive).
9. Floating seats or cushions (useful to save your life but unnecessary if you know how to swim or the boat sinks next to the shore).
10. Shark repellent (it is potentially important depending on the type of water the boat sinks).
11. Bottle of ron (it is a good antiseptic but If you drink it you get dehydrated).
12. Radio (the chances you have signal are minimal).
13. Sea map (it is unnecessary if you don't have sea equipment).
14. Net for mosquitoes (in the Atlantic Ocean there are no mosquitoes, it may be unnecessary).
15. Sextant (it is impractical if you don't have maps or navigation equipment).

Health, discrimination and inclusion

The teacher is discussing about the possible connection between health, discrimination and inclusion in modern society.

Your opinion matters!



What ideas come to your mind? How do you connect the different topics?

Jot down some ideas related to these topics. Talk to your partner and discuss those ideas.

- * Nico wants to share a story from one of his family members. Listen to him and complete the story with the words you hear.



My grandma was born in the late 40s. At that time there was a severe _____ in the world. There was a strange disease that attacked _____. Many people passed at that time without knowing the cause for their death. Fortunately, some years ago, scientists discovered what we know as poliomyelitis. My grandma got the disease but she could recover, having some sequelae including a leg 8 centimeters shorter than the other. She wanted to study to be a _____ but the principal told her that it was not possible because where she would work there would be stairs and she would not be able to move within the institution. My grandma is a very gritty person. She became the _____ of a medical institution and she showed how witty and sociable she was. I guess that this type of _____ is not acceptable nowadays, but it was quite common 60 years ago.

- * Duma opens up about a story of a close friend of his. Read the first part of the story and answer the questions.



When I was a little child I suffered a terrible loss. Amara, my best friend was diagnosed with AIDS. She could not get the right treatment and she died in less than 2 years after being diagnosed when she was 6. In my neighborhood and my school that was a very shocking moment, and also a very important one. At school we learned that about 90% of the children who have AIDS live in Africa. We also learned that a pregnant woman not treated with the proper drugs, has a 20-45% chance that her infant will contract the virus from pregnancy. 59% of HIV-positive people in Africa are women, the majority of children diagnosed with HIV get the virus from their mothers. Some children discriminated Amara but this did not happen in our class. We loved her and until now this was the hardest moment I ever lived, only surpassed by having left my country when I was an infant.

Why was Duma shocked at the age of 6?

How was his loss a learning experience?

What was the hardest moment in Duma's life?

* Emma also wants to share her story with the class. Listen to her and choose the best option a, b or c.



1. Emma found out that she could become
 - a. obese.
 - b. diabetic.
 - c. celiac.
2. As part of her medical treatment, she had to
 - a. practice soccer.
 - b. do sports.
 - c. work out.
3. Some of her classmates thought her decision was not
 - a. girly.
 - b. appropriate.
 - c. effective.
4. Her best friend discriminated her because she believed she was a
 - a. nasty girl.
 - b. tomboy.
 - c. bad-mannered girl.
5. She faced discrimination by being
 - a. natural.
 - b. who she wanted to be.
 - c. aligned with her thoughts.



* Have you ever suffered from discrimination due to any medical condition or health issue? Have you ever heard of stories of people who were discriminated? Write the story, record a video or make a presentation about it.



Health and social responsibility

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This topic will be mostly on your hands and will be a preamble for Unit 5.
The Uruguayan Constitution in its article #44 says:

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.

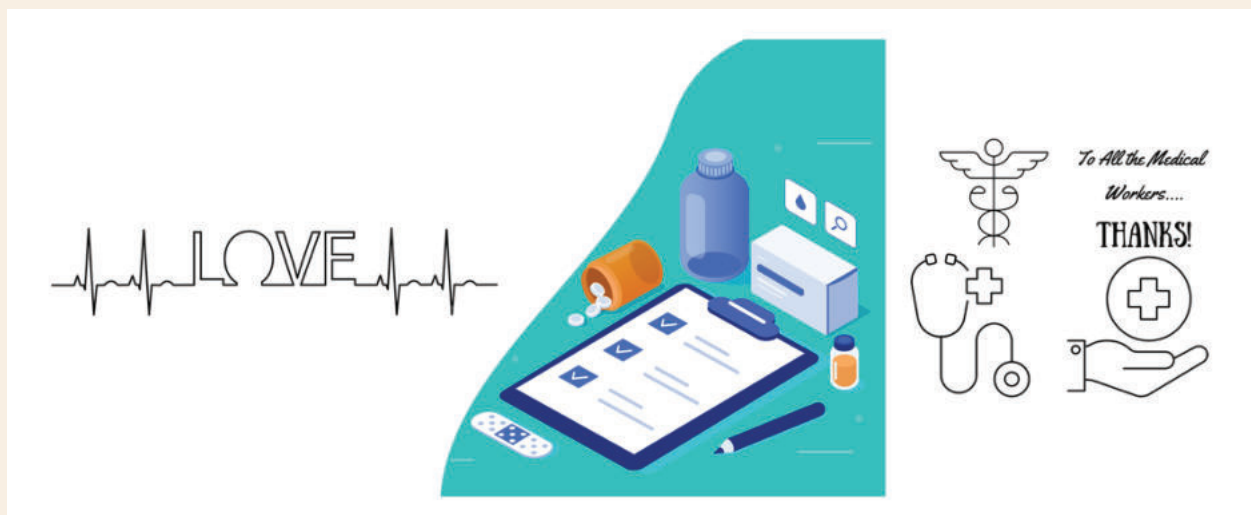
Source: <https://www.impo.com.uy/bases/constitucion/1967-1967>

* Carry out some research and find:



- How the State guarantees what this article says.
- What FONASA is and how it works.
- How public health systems have evolved throughout the years.
- The advantages and disadvantages of having a private health insurance.
- The challenges that people from rural areas face regarding health, assistance and social responsibility.
- Compare health insurance in Uruguay and other countries.

- * Prepare a presentation in groups.
- * Present your finding to the class.
- * The rest of the class will compare their findings with yours.



Projects

Project 1 – Mental health or social well-being

- Choose one of the other aspects of Health: MENTAL HEALTH or SOCIAL WELL-BEING.
- Make a questionnaire with at least three or four questions and interview the rest of the students in the classroom.
- Organize and process your data, and create graphs to illustrate the results.
- Write a survey report, you can use the SOS Box and Guidaí and Nico's report as an example to help you.
- Present your survey results in your next class.

Project 2 – Mental health

- Mental health in Uruguayan media: Find out whether mental health is a popular topic in the different media and social networks (eg: advertising).
- Youngsters and their mental health. Find out how teenagers deal with their mental health.

Project 3 – What color are you?

Do you believe in the benefits of color therapy?

Look at the chart and complete it with a color. Then turn the page to check your answers.

- physical energy, sex, passion _____
- love, friendship, compassion _____
- spirituality, meditation, religion _____
- money, prosperity, employment _____
- protection, purification _____
- uncertainty and doubt _____

This is the color wheel! See the color wheel to check your answers.



Choose a color and write a rhyme connecting colors and situations.

Project 4 – My day off (topic 9)

Write a text, similar to the one Carol wrote, suggesting your friends the best way to organize their day off and different types of activities they could do.

Then, share your text with a partner. Write down comments on your partner's text agreeing or disagreeing with his/her suggestions.

Project 5 – The importance of hygiene

Choose one of the six activities from the last activity (or some other that you prefer). Create a poster or infographics of the hygiene guidelines related to that activity. Present your poster/infographics to the class.

Project 6 – We can all help out!

-Carry out research to find out if there is any classmate or schoolmate who is suffering from a health condition. What could you do to help him/her?

-You may also want to think of ideas to be nice to your classmates and schoolmates every day. Write down a list of possible actions you can take to enjoy every day at school by sharing with others. Remember you can share your talents, skills or passions!

Unit 5

CULTURAL AWARENESS AND SOCIAL RESPONSIBILITY

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

- promote oracy skills by exposing and guiding students to carry out debates.
- promote autonomous thinking and autonomous work by encouraging students to find information about relevant topics.
- develop critical thinking skills by analyzing, categorizing and rebutting information about relevant topics.
- foster dual thinking and developing the ability to be in the other person's shoes to anticipate what the opponent may think about a relevant topic.
- discuss and debate about cultural awareness and social responsibility.

Learning how to debate



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Learning how to debate is an important tool for your future. In the different subjects you can debate about multidimensional topics. I imagine that in philosophy, for example, you debate about love and other topics.

What do you know about debates? Tell me.

- * After you jot down some ideas, watch the film *The Great Debaters* (2007). Check whether your predictions were right and add pieces of information which are relevant to be a good debater. You can use these questions to help you:

How can you describe the process of debating?

What did you notice about the attitude of the debaters?

Even though the debates in the movie refer to formal environments and competitions, how can you adapt this to the classroom?

What did you notice in terms of the language and procedures?

What are the key elements to be a good debater?



Some years ago, I traveled to the United States and I took part in a very interesting event. The organization is called the Toastmasters. There, I developed my oracy skills and I learned a lot about debating, even though the organization is not about debating itself.

I found a good definition on the internet. It says that a debate is a formal discussion on a particular topic in which opposing arguments are put forward. There is also a judge who will determine the winning argument.

In a debate there are two opposing teams, one team is in favor of the resolution and the other team is against the resolution. One vital aspect of any debate is to be informed about both sides of the resolution.



Some useful tips to be a good debater

Before preparing for the debate, each group has to read about the positive and negative aspects of the topic you will debate about. It is essential that you think about your arguments but also about the possible arguments your opponent will have. There will be a third group that will act as the judge, to see what arguments convince the audience more.

Debating is not just affirming or rebutting an argument. You need to include solid foundations to support your argument. Those foundations can come from legal documents, opinion from experts and any other document that has scientific basis. You can also use figures, census, surveys and polls made with the public.

Some key competences you need to have to debate:

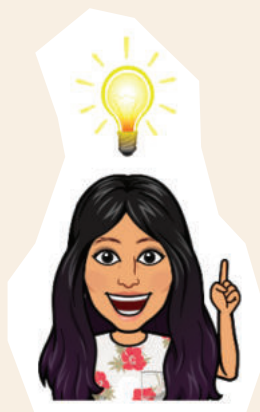
- Be a good listener.
- Be calm and patient.
- Be respectful of what the other team says and use respectful language to answer.
- Be witty and able to think quickly.
- Be informed and study the language to use in all the stages of the debate.
- Be concise, clear and solid.
- Be cognizant of the other team's perspectives.



In your books you will find a compendium of useful expressions to use when carrying out a debate. Let's take some time to read them.

Stage in a debate	Language and examples
Stating the motion	The motion for this debate is... Let's define some important concepts...
Supporting a resolution (affirmative team)	(author) said that and I would like to add... This idea is of paramount importance for this motion. The primary argument for (motion) is...
Writing a statement to support the resolution	The way I see it... The first point I would like to raise is... First of all, I would like to state that... The next argument I would like to state is that... Our group position is that... I'd like to deal with these points here... Let me just restate my position. We pointed out that... Let's see which arguments are still standing... In sum, we want to point out that... An argument that supports my point of view is...
Adding evidence to the statement: 4 types of support to the statement (example, common sense, expert's opinion and statistics)	In a study of ..., (author) found that... According to (author),... (author) argues that... (author) has drawn attention to the fact that... An example of this is... To be more specific... What I mean is that... The main/fundamental point is that... (author) said that and I would like to add that... Let me give an example, ...
Opposing the resolution (negative team)	I am afraid I don't agree with...because... I see your point in relation to....but... I don't think that is true because... I take your point but... Sorry but that's not quite correct. Our opponents have not addressed the issue we raised previously.
Writing a rebuttal	I understand but my opinion is that... That's all very interesting but the problem is that... I got your point but let me respond to that... It is true that...; however, ... I understand what you say. Nevertheless, ... Although it is true that..., I think/believe that... You also have to consider that.../ I might also add that...
Adding evidence to your rebuttal	In a study of ..., (author) found that... According to (author), (author) argues that... (author) has drawn attention to the fact that... An example of this is... To be more specific... What I mean is that... The main/fundamental point is that...

- * Guidaí is going to be the judge. What does she need to consider? Write what you would like to consider.



- * Get in small groups and discuss the 5 most important aspects you have to consider to be the judge in a debate. After the discussion, the teacher will make a class poll to see the 5 most important aspects for the class. They are called “descriptors”.



	Descriptor	Short definition of the descriptor
1.		
2.		
3.		
4.		
5.		

- * With the class write a short definition for each descriptor. Write it on the second column of the graph.
- * Compare the descriptors with the ones in the set of rubrics for debates at the end of this unit. If your ideas are not included there, include them.



- * Look at the following debate on whether cats or dogs make a better pet. Do you agree with the teacher's resolution?



Motion: Are cats better pets than dogs?

Affirmative team (AT): Nico and Linda

Negative team (NT): Camila and Freddie

Judge (J): The teacher

J: The motion for this debate is “Are cats better pets than dogs?” Let’s clarify some concepts. You have one minute to give an argument and the other team has one minute to make a rebuttal of the statement. You have to give two arguments and the third time you will make a summary of your arguments. Finally, I will decide who wins the debate. Do you understand? OK.

AT: The primary idea to say that cats are better pets than dogs is how independent they are. Sometimes, people underestimate the role of cats at home. However, a recent study from Haland University found that cats are not only caring animals but also very independent. They have studied hundreds of cats and they determined that cats can get their own food, can clean themselves and their ability to climb has helped them get out of difficult situations like accidents, fires or lockdowns.

NT: Cats are more independent than dogs and they always want to go out and walk over the roofs. This is not good because they can get lost or even hurt by people who don’t like them.

AT: I got your point, but I don’t quite agree with that. Cats tend to be lonely animals and they are quite shy. For this reason, they don’t attack people unless they feel threatened or in danger. Depending on the cat, they love to receive cuddles and to be pet. Different studies support these ideas.

NT: Besides, cats don’t usually like changes. They might need more time to adapt to a new home, for example. This can cause some changes in the cat’s humor, as well. Moreover, cats are very hard to train. They just do whatever they want. Let me give an example, they scratch what they want and this is not nice at all. Think about the damage they can cause to your house furniture!

AT: In sum, cats are better pets because they are more independent and skillful to overcome difficult situations. They are loving animals and contrary to the arguments of the other team, they are peaceful and caring.

NT: In conclusion, cats are not the best option when choosing a pet.

J:

- * Go back to the set of rubrics and in small groups help the teacher decide who won the debate.

Do we cater to the different cultures in Uruguay?

In 2019, more than 80,000 immigrants settle down in Uruguay. The majority of those immigrants were women.



Photo: pixabay.com

General questions

- What is people's attitude toward immigrants in Uruguay?
- Do people promote the concept of "salad bowl" or "melting pot"?
- What do the laws about immigration say about people entering the country?
- What resources does the country have available for immigrants to the country?
- How are immigrants to Uruguay treated in relationship to education, welfare benefits and health?

Did you know?

The concepts of the "salad bowl" and "melting pot" are social metaphors used to describe how society views immigrants. In the salad bowls, each culture is respected. In the melting pot, immigrants behave in the same way as the main culture.

- * Since immigration may not be a close topic for students, there is a vast list of movies addressing the topic. Watch one or two.

Questions for the affirmative team

- When you go to the street fair, do you see people from other cultures sharing their food, customs or clothing items?
- If you go around the city you live in, can you find restaurants or grocery shops selling products from other countries?
- How do people react to people speaking different varieties of Spanish or even a foreign language?
- Does the Uruguayan law protect immigrants? How?
- Do you know the different resources available for people who arrive in Uruguay?

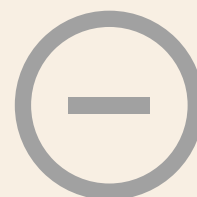


- * You can read more about immigration in Uruguay in this website:

[click here](#)

Questions for the negative team

- Do people accept words that are not Uruguayan?
- At the street fairs, many people sell arepas, tostones, or patacones. Do you know what they are?
- In Uruguay, there are many African migrants. Can Africans find places to buy their traditional clothes or food?
- How long does it take to migrants to work in the public sector? Why?
- What do people need to become Uruguayan legal citizens?



- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.

What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.

Do youngsters have environmental responsibility?

- * Look at the following pictures; they all refer to how we take care of the environment.



Photo: pixabay.com

- * Get into pairs and think which of these eleven pictures show a positive or a negative attitude toward the environment.



In my opinion, picture X portrays/shows a positive/negative attitude toward the environment because...

- * Identify the issue the photographer wants to portray with each of the pictures:

For example: In the first picture, the photographer wants to portray how people leave garbage on the beach.

Go the extra mile:

- * Why do Emma, Lua and Nico have a picture with a manatee? What is the purpose of sharing a picture like this in this topic? Search the web for information.



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General questions

- How would you define environmental responsibility? What are its main implications?
- Think of an ordinary day. How much do you cater to the environment? What are the actions that give evidence for your answer?
- Go around the city/neighborhood you live in. Is it a clean city/neighborhood?
- Do you know any environmental organization in your city/neighborhood?
- Have you ever been a volunteer in an environmental organization?

Questions for the affirmative team

- Can you identify policies that promote the environment well-being?
- Can you recognize organizations which protect animals, their habitat and how people deal with garbage in your city?
- Do you consider your city or neighborhood a clean one? Why? Think of the reasons for your answer.
- How can adolescents in society address climate change, garbage disposal, car emissions and even deforestation?
- What actions can adolescents, society in general, the government and the countries take in order to have a better world?



Questions for the negative team

- Do youngsters in your city throw their chewing gums on the streets when they walk?
- Those youngsters who smoke, are they aware of the place where they throw the cigarette butts?
- When you leave the classroom after class, is there evidence that your classmates (and you) don't take care of the environment? What evidence can you name?
- Are policies to protect the environment really effective? What percentage of people does actually abide by the rules?
- Which aspects of people's idiosyncrasy prevent from an effective protection of the environment?



- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.



What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.

Do parents promote economic responsibility among their children?

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

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Stories from our students

BUYING BOOKS

I like books and one of my favorite activities is to buy and exchange books with my friends. My mom allows me to buy one book after I finish one and after I exchange it with a friend.

I want to buy some books from Voces Anónimas but I know I have to wait until I finish the book I am reading now.

HAVING A PURPOSE

I always save money. I have a piggy bank where I save the money that my parents or grandma give me, or even the money that I earned myself. I always have a purpose for saving. For example, I was able to save and pay for my last trip to Montevideo to attend my favorite band's concert.

I ALWAYS FIND A WAY

I am not very good at saving money, but I am very good at spending it. Even though I love going shopping, I look for the most convenient prices and I often wait for the sales season.

MY FREE TIME JOB

My father is currently unemployed, so my mom is the bread-winner of the family. I don't think asking her for money for my stuff is a good idea, so I work on the weekend. I wash cars and sometimes mow lawns for my neighbors.

ONE OR THE OTHER

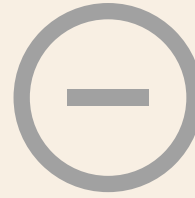
My parents are divorced and I spend one week with one of them and the next week with the other. They tend to spoil me and give me a bit of pocket money every week so I can buy what I need. When I run out of money, I usually ask my granny for more.

BE FLEXIBLE

I don't care about money. I think that we tend to buy unnecessary things most of the time. For me, less is more...

When my family has money to buy the things I want, I buy them. Otherwise, I am happy with what I have.

- * After reading the short passages, what aspects can the affirmative and the negative team use?



Blank space for the affirmative team to write their points.

Blank space for the negative team to write their points.

- * Get into groups: Write 5 questions you would ask your classmates about how responsible they are with money. Ask 10 classmates or students from other groups. Analyze the answers.



General questions

- After you carried out the survey, what is your general impression about other people of your age? Are they responsible with money?
- What do they spend their money on? Do they perceive that as necessary?
- What is the source of the money they spend? Do they earn their own money? Do their parents or relatives give them money? What is their concept about money?
- After analyzing all these questions and ideas, what is your definition of economic responsibility?
- How much do parents influence the way people become responsible about their own money?
- Think of your own experience, how much responsible are you about the money you spend and the money you earn?



Questions for the affirmative team



- Some psychologists have made experiments to delay satisfaction among adolescents and youngsters. One typical example is the marshmallow experiment. Surf the internet and watch videos about it. In what way/s can it help you with your argument?
- Should parents include economic responsibility as part of children upbringing?
- What actions can make children and youngsters more responsible regarding their own economy?
- How can school and other adults help children and adults become more responsible about the money they spend and how they earn their own money?
- Take ideas from the survey you conducted to shed light on how children and youngsters deal with economic responsibility.

Questions for the negative team



- Some psychologists claim that young children and adolescents need to have their needs immediately satisfied. They seek immediate satisfaction. They want to get the latest cell phone, the latest videogame and the latest clothing item. Do you agree with that statement?
- What is the role of social media and commercials in promoting consumerism without being responsible for one's economy?
- What is the image that commercials and publicity project on society, and more especially, on adolescents?
- Can economic lack of responsibility be associated with children being spoiled or not well-educated?
- Take ideas from the survey you conducted to get more information about why children and youngsters are not economically responsible.

- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.

What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.



Does the Uruguayan society promote and protect human rights?

* Uruguay and human rights: Some milestones.

- In Uruguay we have an Institute that deals with many topics related to human rights. Go to its website and explore it:
<https://www.gub.uy/institucion-nacional-derechos-humanos-uruguay/>
- The Uruguayan constitution regulates human rights in articles 7 to 72. Read these articles to know how Uruguay protects human rights.
- Uruguay has subscribed most of the International Treaties referring to human rights.
- Uruguay was one of the first countries in the world to recognize the divorce with the only will of the woman.
- Uruguay was the first Latin American country in which women could vote.
(Source:
[https://www.corteelectoral.gub.uy/institucional/creacion_y_evolucion#:~:text=El%203%20de%20julio%20de,donde%20las%20mujeres%20pudieron%20votar.&text=Once%20a%C3%B1os%20tuvieron%20que%20pasar,1938%2C%20en%20las%20elecciones%20nacionales.\)](https://www.corteelectoral.gub.uy/institucional/creacion_y_evolucion#:~:text=El%203%20de%20julio%20de,donde%20las%20mujeres%20pudieron%20votar.&text=Once%20a%C3%B1os%20tuvieron%20que%20pasar,1938%2C%20en%20las%20elecciones%20nacionales.)))
- There is a National Day of the Human Rights. It is commemorated on December 10.
- Human Rights is one of the cross curricular policies in education.
- Uruguay is known worldwide for the protection of some rights related to gender issues, environment, data protection and protection of vulnerable populations.

General questions

- * Look for reports on how Uruguay is doing in terms of human rights. Surf the internet and find at least three reports. Then, complete the following chart:



Things Uruguay is doing really well

Things Uruguay needs improvement

Things Uruguay is addressing to change

Things Uruguay focuses together with other countries of the Americas.

- After reading the articles from the Constitution, what questions do you have about human rights regulation in Uruguay?
- Our Constitution is from 1966, what human rights could be included or adapted from its 1966 version?
- Think of the activities and actions you take on a traditional day of yours. Jot down all the different human rights the country is protecting you to guarantee those actions and activities.
- What are the limits between your rights and other people's rights?

Questions for the affirmative team



- Uruguay is recognized for having very innovative laws. Find videos on the internet in which people talk about those policies. Take notes about what they say.
- Choose 5 countries including Uruguay. Conduct some research to understand how human rights are treated in the five countries. Make a comparison among them and the different policies they have.
- Think of three different types of underprivileged people. Search for laws and policies that protect those populations in Uruguay.
- What actions can families and schools take to make human rights more visible and help protect them?
- How can justice be more efficient in the protection of human rights?

Questions for the negative team



- Even though Uruguay is known for some of its innovative laws and policies, how much those laws have changed people idiosyncrasy?
- Think of three different types of underprivileged people. Think of ways of improving the way their rights are currently protected in Uruguay. What actions should the State take in order to accomplish that?
- Choose 5 countries including Uruguay. Conduct some research to understand how human rights are treated in the five countries. Make a comparison among them and the different policies they have.
- How can you help protect the rights of vulnerable populations? In what ways may they be violated?
- There is a legal maxim that says that "Justice delayed is justice denied", do you agree with this maxim?

- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.



What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.

Are we aware of what we eat?

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



Photo: <https://www.gub.uy/ministerio-salud-publica/comunicacion/noticias/octogonos-para-etiquetado-de-alimentos>

- * These four labels refer to:

Excess of fat / Excess of saturated fats / Excess of sodium / Excess of sugar

- * Which amount of fat, saturated fats, sodium or sugar is considered to be too much? Do some research!

The labels have to be imprinted indelibly on the product wrap and it cannot be covered by any other product (Decreto 272/2018).

* What do the following labels imply?



Image: canva.com

General questions

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

Questions for the affirmative team

- Labeling the food has changed the way people eat. People tend to be more aware of what they eat and when they eat it. Find evidence to agree with this statement.
- This campaign the government has launched will prevent people from having certain diseases and health issues, which ones can be prevented?
- Uruguayans are more conscious about being fit and healthy and they have resorted to more natural products. In Uruguay, we have tomatoes that taste like tomatoes. Products, especially natural products, are of very high quality.
- Medicine has evolved a lot in terms of food diseases. Nowadays, celiac people, diabetic people or people with any other diseases, can find food handy.
- People want to live longer and healthier. This concept is influenced by the image we get from the media and commercials. This has produced a great impact on the way people eat, workout and live.



Questions for the negative team

- People are not determined by the labels the food products have. They buy and eat what they want.
- There are many popular places that do not abide by the rules. For example, there are some food trucks or food stalls that do not respect the regulations of hygiene and packaging. People buy food at those places because it is traditional, tasty and much cheaper than in other places.
- Uruguayans have a diet that is rich in cholesterol and fat. This is part of our ancestry and tradition. It is difficult to go against that.
- Some of the most traditional foods from Uruguay contain too much fat, saturated fat, sugar or salt. For example, BBQ, tortas fritas, dulce de leche, alfajores, among others.



- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.



What does the judge need to know? What does the judge expect to hear from the teams?

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Do we protect biodiversity?

#livingUruguay5

* Listen to 6 experts talking about taking care of biodiversity. Listen and number the pictures.



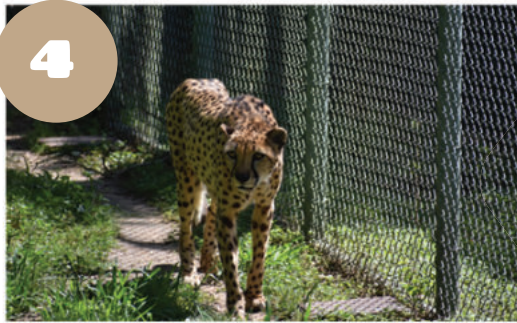
1



2



3



4



5



6



Photo: pixabay.com

* These quotes are part of what the experts said. Link the expressions to the pictures in the previous exercise.

1. I think they are misunderstood animals and people kill them with no control.
2. One way to avoid the destruction of natural habitats and biodiversity is to create places to grow plants and flowers.
3. This picture is from a trekking expedition last year.
4. Every crop shows a different type of plant, including different colors and different purposes.
5. They are not only necessary but also important to keep the environment healthy and friendly.
6. Countrymen use a lot of chemical fertilizers and pesticides to control pests.



- * Listen again and take notes of each of the topics the experts mention.

Topic**Notes about the topic**

#1

#2

#3

#4

#5

#6

General questions

- * What is biodiversity?
- * What is the role of animals, plants and natural resources to protect biodiversity?
- * What are the most frequent challenges that biodiversity faces?
- * How can humankind help protect biodiversity?
- * How guilty is technology of the lack of protection to biodiversity?

Questions for the affirmative team

- Search the web and find organizations that protect the environment and biodiversity.
- How do people and organizations protect biodiversity?
- Find laws and policies that the Ministry of Environment is implementing to protect biodiversity.
- How much has technology helped with the improvement and protection of biodiversity worldwide?
- How does the government face challenges such as climate change, water pollution and the destruction of habitats and their biodiversity?



Questions for the negative team



- Think of the endangered species in Uruguay. How has the disappearance of those animals affected biodiversity? How many animal species have disappeared in the last 10 years?
- How do factories pollute rivers and lands? How much does contamination affect biodiversity?
- Think of an ordinary day of yours. How do your actions affect biodiversity?
- Is technology a friend or a foe? How has it affected biodiversity and its protection?
- What actions would you implement if you were a policy maker?

- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.



What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.

This is the script.

1. I am an animal lover. For me one of the most important aspects of taking care of biodiversity is to preserve animals in danger of extinction. I am particularly interested in the protection and preservation of big cats. I think they are misunderstood animals and people kill them with no control. There are several places that protect these animals from hunters and the invasion of men in their habitats.
2. Every animal has its important role in the protection of biodiversity. However, the role of bees has been underestimated. Bees are in danger of extinction because of the use of pesticides and chemicals in their habitats. Most bees take their food from the woods or from flowers. Countrymen use a lot of chemical fertilizers and pesticides to control pests. This is very harmful for the bees.
3. I love to look for unknown places in nature. This picture is from a trekking expedition last year. There you can see how incredible falls are hidden in nature. Biodiversity in those places is very rich since there are several animals, plants, insects and rocks that show the mysterious complexity of natural habitats.
4. One way to avoid the destruction of natural habitats and biodiversity is to create places to grow plants and flowers that people like. In this picture you can see tulips that are very demanded in some countries. By planting them, we make sure that they are not thorn out from nature and indirectly, they are protected.
5. I used to live in Dekalb, IL in the USA. One thing that called my attention was the great variety of corn that people grow there. Every crop shows a different type of plant, including different colors and different purposes. Some of these species are used to make fuel, others are used to feed people and others are used just to feed cows and other animals. I never imagined that there were so many varieties of corn in one place.
6. People believe that insects are not necessary for biodiversity. This is not true. They are not only necessary but also important to keep the environment healthy and friendly. In some European cities, especially in London, the authorities have created insect houses to raise awareness of how important insects are and to teach people how they can help biodiversity.

Are we conscious about microaggressions? Do we denounce them?

Did you know?



Photos: pixabay.com

Microaggression is a term coined to define intentional or unintentional daily behavior that is hostile, discriminatory, against someone or even stigmatize people. Sometimes, this stigmatizing behavior can be used as a pretended joke but it is actually negative toward the other person.



The definition of microaggression may include thinly veiled, everyday instances of racism, homophobia, and sexism that you see in the world under the form of an insult; other times it's an errant comment or gesture.

You may wonder what the difference between microaggression and discrimination is: people's awareness. In the former, people are not aware of the aggression whereas in the latter people are aware of it.

General questions

- Think of your everyday life. Think of the many jokes you make with your friends and family. How many of them can be considered as microaggressions?
- The definition includes aspects related to racism, homophobia and sexism, what "jokes" which can be considered microaggressions have you witnessed? Recall them.
- These three areas mentioned in the text are not exhaustive or restricted; what other areas do you identify as typical of microaggressions?

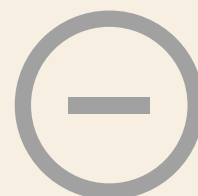
Questions for the affirmative team

- Why should I consider something as a microaggression if I make a joke with that?
- When my friends or my classmates make jokes at me, I feel embarrassed and sometimes angry.
- When people say that I should act normally, I don't know what that is.
- When people tell immigrants where they are from or how well they speak Spanish they are actually being aggressive. We are not open-minded with outliers.
- When there are immigrants in class and the teacher focuses on them, they don't feel comfortable and that excess of attention is similar to an aggression.



Questions for the negative team

- Whenever you create songs in sport events to talk about the other team, what is the limit between a microaggression and discrimination? How does this behavior affect people's behavior?
- When I tell an immigrant why he/she speaks like that I am not being aggressive, I am just interested.
- In Uruguay XXX is not considered discrimination or even a microaggression, this is just a joke.
- In Uruguay we are very open-minded to the outliers.
- XXX, you are not like every (nationality), you are/you look different is not an aggression. It is just a compliment or a way to see a person.



- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.

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Do stereotypes affect our daily behavior?

Doctors have an awful handwriting.



Fat people are not athletic.



People in the capital city pay much less attention to others.



Homeless people are dangerous.



People wearing glasses look more professional.



He has a master's degree, he must be very intelligent.



People with mental disorders are dangerous, so don't get close to them.



When a person approaches you when you stop the car, lift the window glass and lock the car doors.



Men don't wear pink and women don't usually wear blue.



Women don't know much about soccer because they don't play it.



Women playing soccer are tomboys.



A stereotype is a fixed and overgeneralized concept adopted for certain people.

- * Get in small groups and discuss the phrases in the poster. Determine whether they are stereotypes or not.



General questions

- How are stereotypes born?
- What societal stereotypes are closely connected to the place where you live?
- How can stereotypes harm people's upbringing?
- What is the connection between stereotypes, gender and other variables in your society?
- Think of an ordinary day, how much is your life driven by stereotypes?
- How do you react to certain people? How do you behave in certain situations? Are those behaviors affected by stereotypes?

Questions for the affirmative team

- Some people don't get to know other people because of their physical appearance, sexual orientation, gender or even their political orientation.
- One of the main consequences of bullying is the impact of stereotypes on other people's behavior.
- There is a strong impact of stereotype threat in memory performance.
- In #livingUruguay we shared a campaign in which a store made a commercial in calling boys with the H of heroes and girls with the H of housewife. What kind of stereotypes is this commercial showing and how can this be faced?
- Stereotypes affect equity and freedom because the person doesn't think on his/her own.



Questions for the negative team

- Stereotypes show weakness of mind among people. People with a strong understanding of life and society do not pay attention to stereotypes. I don't pay attention to stereotypes for sure.
- Stereotypes are old-fashioned. Nobody cares about what other people do or other people's race or sexual orientation to determine whether they are good or bad people.
- Younger generations are aware of how harmful stereotypes were in the past and they don't discriminate in the way people used to do. Discrimination is in danger of extinction.
- There are a lot of organizations that have been working on changing people's mindset toward stereotyping people.
- Some types of abuse and crime are not rooted in stereotyping but in personal characteristics, mental health problems or other issues.



Does generational diversity make youngsters feel not included?



- * Look at these situations. Get in small groups and discuss how generational diversity makes these people feel as outsiders.

When I was about to turn 15 I wanted to have a party with my friends. My parents told me that a party was not common for boys and that I should plan a nice trip abroad instead.

Antonio, 15

I'm interested in music since I was a little child. I asked my family to attend music classes. My wildest dream is to be a pianist. They told me they could not afford buying a piano and they suggested taking guitar lessons. I did it...but I quit.

Anonymous, 13

I think I am a class leader. I was elected as a class delegate. When I met with the other delegates and the school principal I realized how difficult it was to make our voice heard, He finally opened up and negotiated with us.

Maria Julia, 17

General questions

- Think of family accounts. Where do discrepancies between generations come from?
- How are your grandparents (or people of their age) different from your parents (or people of their age)? How do you think and behave differently from your parents?
- What are the topics in which you are part of the decision-making process? Which ones are the ones you are not included? Why?
- What are the reasons older people give you to leave you aside in the decision-making process?
- How do you cope with generational differences? Are you empathetic? Do you stand other people's impositions? Do you react toward those differences?

Questions for the affirmative team

- Older people impose their ideas to youngsters, how have you experienced that? Who wanted to do it?
- People from previous generations think they know everything and they always want to be right with what they say and think. Do you agree with this statement?
- Older people are the ones who make the decisions and they believe that youngsters do not have the experience or knowledge to intervene, do you agree with that?
- I have felt that some people decide about me without saying what I want. How did I feel about that?
- There are some institutions that allow youngsters to speak their mind. However, there is no actual participation. How have I experienced that?



Questions for the negative team

- To be part of the decision-making is important. I have learned how to negotiate, be heard and speak my mind. What are the actions I took? What are the strategies that I used?
- One of the places our voice was not heard was at school. My classmates and I made sure we created opportunities to talk with the principal and the school administration team. What did we do?
- In Psychology, there is a principle that states you should avoid going against resistance. For this reason, when I talk with my parents and they don't want to hear what I want, I use some strategies. What convincing and negotiating strategies do I use?
- When I sit with my grandma we talk about how being an adolescent was like when she was that age. We discuss how society and the world were different at that time, and how today people live and act differently. Have you tried using similar strategies?
- How much do I listen and behave empathetically with the elderly?



-
- * Now, take time to write your arguments. Use the information you found in order to support the statements and opinions.



What does the judge need to know? What does the judge expect to hear from the teams?

- * Use the set of rubrics to discover which team won the debate.
-

Rúbricas

¿Cuál sería nuestro estudiante ideal?

- **Uso de imágenes.**

Las imágenes sirven como un hilo conductor, como ayuda memoria, y como estrategia para que los compañeros/as entiendan lo que está presentando.

Uso de imágenes. ¿La tecnología deberá estar presente? ¿Será elemento imprescindible?

- **Contacto visual con los/las compañeros/as. Trabajar lo no verbal.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Postura del estudiante.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

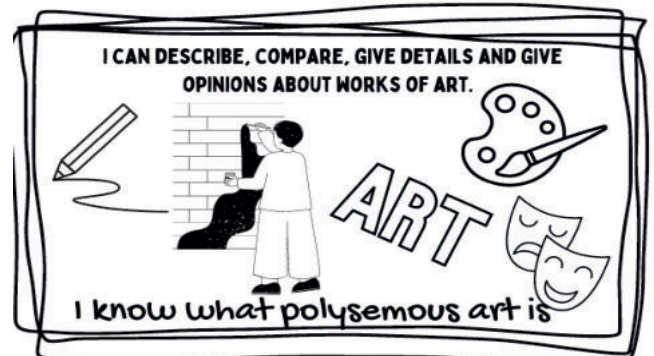
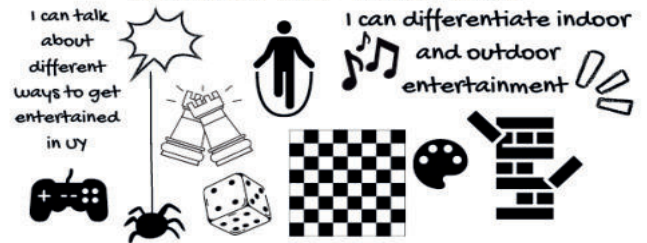
- **Foco en fluidez y no en precisión lingüística. The Onion theory.**

- **Balance entre calidad y cantidad**

- **El/La estudiante se alinea con las Progresiones de Aprendizaje para el Tramo 3 para Segundas lenguas y Lenguas extranjeras.**

Color as you go!

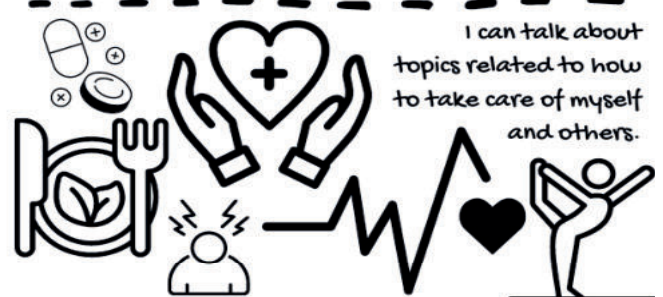
5th grade challenge COLOR AS YOU GO!



I can read and express my opinion about how technology has existed throughout history



I have a critical perspective toward technology and its uses.



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 cotidianeidad. 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 la diferenciación en párrafos separados por un espacio.
Contenido	Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.	Has tenido en cuenta menos de la mitad de los temas que se 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 compañeros/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 compañeros/os, tus profesora/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

RÚBRICAS DE DEBATE

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
Preparación previa	<p>No se evidencia profundidad en la lectura de los temas en la etapa previa al debate. Si bien los participantes conocen del tema, no poseen detalles precisos.</p> <p>No se constata sustento científico en la argumentación y la misma obedece más que nada a los gustos y/o preferencias de los integrantes.</p>	<p>Se nota que ha existido una lectura previa de los temas pero la misma no permite lograr una profundidad en la argumentación.</p> <p>La mayoría de los argumentos son débiles debido a que poseen poco o nulo sustento técnico científico o no se aportan ejemplos de los mismos. Algunos argumentos, la mayoría, se sustentan en gustos o preferencias de los integrantes.</p>	<p>Se nota que ha existido una lectura previa de los temas con diferentes grados de profundidad.</p> <p>De los argumentos esgrimidos se puede ver que en su mayoría existe conocimiento (detallado) de los mismos. Si bien es cierto que se evidencia sustento científico en la argumentación, el desarrollo de dicho sustento o del argumento no abarca detalles y/o ejemplos.</p>	<p>El equipo se ha preparado de forma profesional. Se evidencia lectura en profundidad donde los miembros del equipo conocen detalles específicos del tema que se ha planteado a debatir.</p> <p>Se refleja evidencia en la preparación de los argumentos, su sustento científico así como los posibles ejemplos relacionados al argumento debatido.</p>
Contenido del debate	<p>La información contenida en el argumento, así como el sustento teórico y los ejemplos relatados durante la argumentación, no demuestran un vínculo directo con el tema para el/los jueces.</p>	<p>La información de los argumentos, así como el sustento teórico y los ejemplos relatados demuestran, en algunos argumentos un vínculo directo al tema de debate para el/los jueces.</p>	<p>La información de los argumentos, así como el sustento teórico y los ejemplos relatados demuestran, en la mayoría de los argumentos, un vínculo directo al tema de debate para el/los jueces.</p>	<p>La información contenida en el argumento, así como el sustento teórico y los ejemplos relatados durante la argumentación demuestran una vinculación directa para el/los jueces.</p>
Consideración de los argumentos del otro equipo	<p>Los argumentos del equipo no consideran en absoluto los argumentos vertidos por el equipo contrario. No se aluden a los mismos y no se rebaten los mismos.</p>	<p>Los argumentos del equipo consideran los argumentos vertidos por el equipo contrario pero solo aludiendo a ellos sin ser rebatidos o sin mostrar sustento para dicho rebate.</p>	<p>Los argumentos del equipo consideran los argumentos vertidos por el equipo contrario pero en algunos casos no se alude directamente a ellos, no se muestra sustento o no se brindan ejemplos para dicho rebate.</p>	<p>El equipo y sus integrantes consideran los argumentos del equipo contrario en sus respuestas. No solamente se alude a los mismos sino que además se rebaten dichos argumentos, utilizando información precisa y ejemplos concretos.</p>
Formalidades del debate	<p>Los integrantes del equipo poseen una actitud displicente o de falta de respeto a consideración de el/los jueces. Los integrantes del equipo no escuchan mientras los del equipo contrario se encuentran desarrollando sus argumentos o los interrumpen de forma permanente.</p> <p>Los argumentos no cuentan con las tres partes características del mismo.</p>	<p>Algunos integrantes del equipo poseen una actitud poco respetuosa, displicente o de falta de escucha, ya que interrumpen a los compañeros del otro equipo.</p> <p>Algunos de los argumentos no cuentan con las tres partes características del mismo.</p>	<p>Los integrantes del equipo escuchan a los miembros del equipo opuesto en general. Por momentos interrumpen o cortan el flujo del debate pero siempre mantienen una actitud de respeto por el otro.</p> <p>En la mayoría de los argumentos se evidencian las tres partes características en el argumento.</p>	<p>Los integrantes del equipo escuchan a los miembros del equipo opuesto de manera respetuosa, asumiendo una actitud de escucha activa y acorde a la situación, es decir, la escucha es parte del aprendizaje que esta instancia posee no interrumpiendo al equipo contrario.</p> <p>Para los jueces resultan claras las tres partes del argumento: el argumento en sí, el sustento que del mismo.</p>

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