

# #Living Uruguay6

6TH GRADE ENGLISH BOOK



**ANEP**

DIRECCIÓN GENERAL  
DE EDUCACIÓN  
SECUNDARIA



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS

---

## Equipo referente del Proyecto

Insp. Profa. Gabriela Zazpe, CES  
Insp. Profa. Mariella Marino, CES  
Insp. Profa. Sandra Núñez, CES  
Dr. Aldo Rodríguez, DPL - CODICEN

---

## Equipo contenidista

Profa. Jimena Martínez Spangenberg  
Profa. Verónica Velázquez Pérez  
Mag. Andrea Joyce Acevedo  
Profa. María Virginia Reinoso Puigvert

Profa. Alice Zapata  
Profa. Ana Laura López Cazarre  
Profa. Carolina de los Santos Ramos  
Prof. Aldo Rodríguez

---

## Corrección de estilo

ETA Bryn Sharp  
ETA Colin Rinne  
ETA Thomas Roer  
ETA Travis Price

---

## Diseño Editorial

Nomade Estudio

---

## Montaje y creación de personajes

Profa. Verónica Velázquez Pérez  
Profa. Carolina de los Santos  
Profa. Jimena Martínez Spangenberg  
Profa. Mag. Andrea Joyce  
Profa. Ana Laura López Cazarre  
Profa. María Virginia Reinoso Puigvert



# Agradecimientos

Un especial agradecimiento a todos quienes colaboraron en la creación de #LivingUruguay6:

- Comisión Fulbright y Embajada de Estados Unidos en Uruguay por el invaluable aporte para realizar el diseño y diagramación de estos libros.
- Los ETAs Bryn Sharp, Colin Rinnie, Thomas Roer, Anika Hodel y al ex ETA Travis Price por el permanente apoyo en la realización de materiales para incorporar en este libro.
- Dirección de Vinculación y Dirección General para Asuntos Consulares y Vinculación (Ministerio de Relaciones Exteriores).
- Valentina Barrreto y Agustino Alonzo de @fototrampeo\_uruguay
- Marcelo Bossio
- Jorge Buñevaz y Felipe Basso del grupo Sin Estribos
- Mily Corleone de Nativos del Uruguay [www.milycorleone.uy](http://www.milycorleone.uy)
- Maestro Samuel Costa - Escuela Rural 29 - Valle del Lunarejo
- Natalia Fernández Coscia
- María Eugenia García Santillán
- José María Goicoechea
- María Eugenia Guerra Vaucher
- Leonardo Luzzi
- Fernanda Martínez
- Alfonsina Maldonado
- Lucía Odella, Antonella Machado, Camilo Villalba, Lucía Almada, Ayelén Lombardo
- Organización: Animales Sin Hogar
- Gabriel Perazza, Alejandro Duarte y Magdalena Carabio de Organización Racatú - Julana
- Martina y Franco Parpal Díaz
- Iván Quintana
- Antonio "Bichero" Ripoll de @urugwild
- Carla Rivera
- Maestro Eliodolfo Gabriel Rodríguez - Escuela 32 de Mangrullo - Cerro Largo
- Lic. en Comunicación Lourdes Rodríguez Becerra
- Milagros Russo Márquez
- Diego Spangenberg Beceiro
- Claudia Torres Portillo
- Martin do Valle Peixoto
- Juan Villalba Macías - Coordinador del BIOPARQUE M'BOPICUÁ
- Lic. Biología Marina Giuliana Vomero
- Martina Silva Quartiani - @spanglishbymartina
- Profesores colaboradores:
  - Elena Ballestrino
  - Jessica Hagopían
  - Daniela Machado
  - Walter Farías
  - Laura Valsangiácomo
  - Myriam Pacheco

# 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.

# Índice

## Unit 1 – STUDYING AND WORKING Pág.07

- Being a life-long learner Pág.08
- Choosing what to study Pág.12
- Face-to-face or online? Pág.15
- How to get a job: Curriculum Vitae Pág.18
- How to get a job: Cover Letter Pág.24
- How to succeed at a job interview Pág.30
- Working and studying at the same time Pág.35
- Young Entrepreneurs Pág.38
- Unusual jobs Pág.41
- What you need to get different types of jobs Pág.45
- How can I be my best version at work? Pág.49
- Working in the city versus working in the countryside Pág.54
- Jobs in a touristic place Pág.57
- A tour around the office Pág.63
- Working today Pág.64
- Security at work Pág.66

### PROJECTS Pág.71

## Unit 2 – NEWS AND MEDIA Pág.73

- Mass media Pág.74
- Media literacy: Can we trust the news media? Pág.79
- Teenagers and the news Pág.84
- Journalism now and then Pág.90
- The 5Ws of the piece of news Pág.96
- Gender issues in journalism Pág.102
- The role of advertising Pág.108
- Marketing Pág.111
- Unplugged Pág.114
- The influence of advertising Pág.118
- Running toward danger Pág.121
- Working as a TV news presenter Pág.124
- Reality shows Pág.127
- Moving from paper to digital Pág.130
- The power of fans Pág.133

### PROJECTS Pág.137

## Unit 3 – AMAZING EARTH Pág.139

- Come rain or shine Pág.140
- Magnificent buildings Pág.143
- Incredible animals Pág.147
- Under the earth Pág.152
- Secrets of the deep ocean? Pág.156
- Angry earth Pág.160
- Say “Cheese” Pág.163
- Tiny creatures Pág.168
- Blue planet Pág.173
- Our fashion footprint Pág.180
- Organizations dedicated to animal care Pág.186
- Life in prehistoric times Pág.192
- The environment Pág.196
- Environmental policies Pág.199
- Ecotourism Pág.204

### PROJECTS Pág.210

## UNIT 4 – LIFE-CHANGING MOMENTS Pág.213

- Facing multiple changes Pág.214
- Love is in the air Pág.219
- The power to change the world Pág.222
- Following your passion Pág.229
- Learning a second language Pág.232
- A new beginning Pág.238
- Behind the wheel for the first time Pág.243
- Women in STEAM Pág.246
- Moving to the land of Lincoln Pág.250
- Life after highschool Pág.254
- Stepping out of your comfort zone Pág.258
- Political systems Pág.261
- In the not-so-distant future Pág.266
- Happiness is an inside job Pág.272
- Starting over Pág.276

### PROJECTS Pág.279

## UNIT 5 – BEING HUMAN Pág.282

- Amazing humans Pág.283
- Human manifestations Pág.286
- Technology applied to better human lives Pág.288
- Genetics Pág.291
- Crime and justice Pág.292
- Superstitions Pág.296
- Psychology Pág.298
- Fears and phobias Pág.293
- Consequences of population growth Pág.300
- #NoMoreMatildas Pág.303

### RÚBRICAS Pág.305

- ¿Cuál sería nuestro estudiante ideal? Pág.306
- Progresiones de aprendizaje Pág.307
- Rúbricas de presentación de proyectos Pág.308
- Rúbricas de producción escrita Pág.310
- Rúbricas de oralidad Pág.311
- Rúbricas de discusión Pág.312

# Unit 1

## STUDYING AND WORKING

---

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

- think, plan and share ideas about the world of work and how school will impact on it.
- give opinions about aspects related to security at work, applying for a job, being effective in a job interview, among other topics.
- develop projects related to the world of studying and working.
- expand your knowledge about some types of jobs that might be unusual in Uruguay.
- learn about the basic features of what a discussion is.

# Being a lifelong learner

- \* Camila is listening to a song of a band she likes. Let's listen to a part of it. Which three musical instruments from the list below do you recognize?



Source: pixabay.com

☐ electric guitar

☐ harp

☐ violin

☐ piano

☐ keyboard

☐ trumpet

☐ saxophone

☐ drums

☐ bass

☐ clarinet

- \* Have you ever played a musical instrument? Do you know how to describe the activities musicians do? These are some activities musicians perform, match them with their definitions:

<b>playing solo</b>	<input type="checkbox"/>	a. To act as a brand's representative, usually done by celebrities or famous sportspeople.
<b>share the stage</b>	<input type="checkbox"/>	b. A musician that is hired to perform in recording sessions or live performances of different artists.
<b>endorse a brand</b>	<input type="checkbox"/>	c. An informal meeting of people with a guest musician where he/she explains how to improve the skill.
<b>musical clinic</b>	<input type="checkbox"/>	d. A performance in which the performer has no partner or associate.
<b>session musician</b>	<input type="checkbox"/>	e. When different artists perform in the same event or festival.



- \* Marcelo Bossio is a very famous Uruguayan drummer. Let's learn more about him! Read the text and look for synonyms of these words:

instrumentalist -

prizes -

amusing -

academy -

junior -

company -

renovated -

## DRUMMER IN FOCUS

# Mape Bossio



Marcelo Bossio was born in Montevideo on October 27, 1977. He is most commonly known as "Mape". Humble, funny, responsible and committed to the instrument, Mape is a very important Uruguayan drummer. He started playing the drums when he was 6 and at 12 he started taking lessons with Osvaldo Fattoruso and Miguel Romano, two well-known drummers. Then, he continued studying on his own since he considers it is fundamental to keep updated.

From a very early age, he has been playing with different bands and exploring different solo styles such as jazz, rock, pop, latin, fusion, reggae and blues. Not only has he recorded seventeen albums both in Uruguay and internationally, but he has also recorded songs for television and radio. He has been on tour in different countries and he has participated in important musical festivals: Maquinaria Rock Fest, Rock in Ferias, Cosquín Rock, Pepsi Music, Pilsen Rock and Fiesta X to name some.

Mape has played in different Uruguayan bands: Snake, Francisco Fattoruso, Silicon Fly, La Triple Nelson, Tokyo 77 among others, which led him to win many Graffiti awards in National Rock. He has also shared a stage with international artists: Shakira, Aerosmith, Evanescence, Scott Henderson, Paul Gilbert, Chayanne, Catupecu Machu, Ataque 77, Sky Beilinson, to mention some.

Since 1997, he has taught at important institutes and run musical clinics in Montevideo and the rest of the country. In 2000, he signed a contract to endorse an important drums brand. Two years later, he was chosen for another important enterprise to represent its brand for a lifetime. Currently, Mape keeps a busy agenda being a drummer, teacher, and session musician.

Photos by Marcelo Bossio





- \* Read the text again and think of five questions to ask your peer about Mape Bossio. Use the question words below to begin:



1. What  ?
2. When  ?
3. Why  ?
4. Where  ?
5. How long  ?

- \* Now, get in pairs and answer your peer's questions:



1.
2.
3.
4.
5.

- \* The text says that Mape studies on his own because he considers it is fundamental to keep updated. What do you think about this? Is it important to keep on learning no matter what you do? Or is it important to be a lifelong learner only in some occupations? In pairs, write a definition of what to be a lifelong learner means for you:

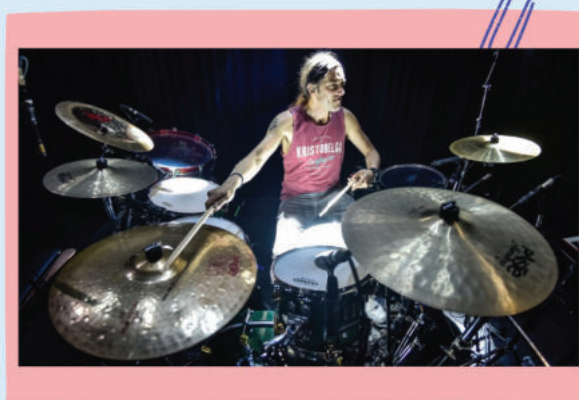


- \* Being a lifelong learner implies studying all the time. Mape spends long hours playing the drums, reading and learning from other musicians; let's see what else he does! Talk to a peer and describe what you can see in each picture. Remember to use expressions from the SOS Box to help you.

In this picture I see /catch a glimpse of ...  
 The viewer comes upon a strange / beautiful sight of...  
 The photo presents a view of...  
 In the middle / in the background, there is a / there are...  
 On the left / on the right, there is / there are...  
 The picture is dominated by...  
 From left to right there is / there are...  
 From below to above the picture is dominated by...  
 The general impression the viewer gets is...  
 The photographer wants to convey the idea that...  
 In my opinion, the photo is convincing / strong...

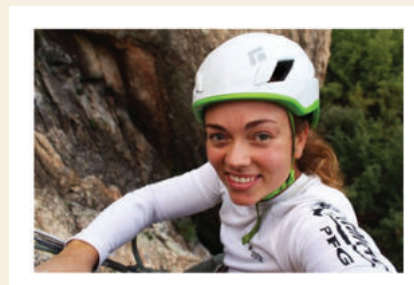
## DRUMMER IN FOCUS

# Mape Bossio



Photos by Marcelo Bossio

# Choosing what to study



Bryn Sharp is a former English Teaching Assistant. She came to Uruguay in 2021 thanks to a Fulbright Scholarship. Here you have a photo of her.

Photo: Bryn Sharp

- \* She wrote a short text about some decisions she had to make. Read the text and find the ones she mentions.



Hello! My name is Bryn. I am a United States native who is working as an English Teaching Assistant (ETA) here in Uruguay. Many of my past decisions have influenced life's path and have consequently brought me here. I lived in the state of Colorado for the first ten years of my life. I loved my life in Colorado: I went to a great school, had an amazing group of friends, and was always playing sports such as soccer and softball. I even got to rock climb and ski in the mountains! At first, sports weren't my choice – my parents sort

of made me do them. However, I fell in love, and decided to keep pursuing them. Unfortunately, when I was 10 years old, my family moved to Illinois for work reasons. I was very sad, but soon I made new friends. A few of these friends, which I met in high school, were from Spanish-speaking countries and did not speak much English. In order to speak with them, I decided that I would teach myself Spanish. I fell in love with the language and the cultures of Spanish-speaking countries. Because of this, I chose to study Latin American Studies, Spanish, and Portuguese in college. However, in order to make the most out of my college education, I decided that I needed to attend a university with a strong program that was also located somewhere with many Spanish speakers. That is what led me to study in Tucson, Arizona, which is only 2 hours from the border with Mexico. To further my studies, I decided to spend one year of college studying abroad in Chile. Because I had moved far away from home when I was 18 and had spent a year living in another country, I felt well-prepared when I decided to come work here in Uruguay for 6 months. When you live abroad, there are a lot of choices you have to make. However, not all of them are well thought-out. For example, just yesterday I decided to walk across the border into Brazil, since apparently that is very common to do in Rivera! I also decided to eat ice cream for breakfast today because I walked by an ice cream shop and it looked really good! People always say to don't be afraid to try new things, so sometimes I randomly decide to do something new, and that's okay!

- \* Bryn talked about some decisions she has made in her life. These decisions can be classified into three types.

**No decisions:** when you let others decide for you.

**Snap decisions:** quick decisions you make at a certain moment without thinking about the consequences.

**Responsible decisions:** the ones we make thinking about our future and probably thinking about our family, too.

- 
- \* Go back to the text and label the decisions you found. Write ND, SD or RD next to each finding.

- 
- \* When choosing what to study or choosing a career, we are making a responsible decision. What responsible decisions have you made? Think of the process. Share it with a partner, please. You can take some notes here.

- 
- \* Bryn wants to share five steps of responsible decision-making which worked for her.
    1. First of all, identify the options. Make a list of your choices for next year.
    2. What is your favorite one? And the best for you?
    3. Think about your family and friends. What would they think about your choices?
    4. Then, think about your future. What is the best choice for your future? Which decision has more benefits for you?
    5. Finally, let's spot your future decision.



- \* Think of the last important decision you made. Follow Bryn's steps and think if you went through them, if you skipped one or more or if you went through more thinking processes. Then, share it in small groups to help others with their own decisions and to learn from others about theirs.
- \* Look at the ad Bryn found.

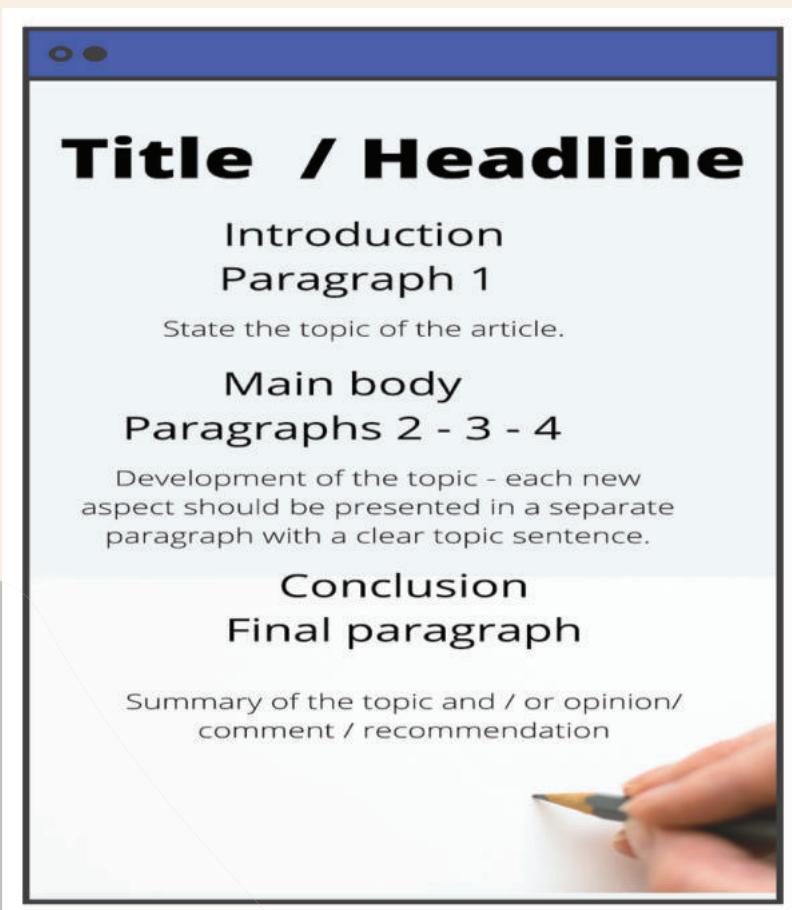


**ARTICLES WANTED**

JUST ABOUT TO LEAVE  
HIGH SCHOOL?  
WHAT DECISIONS HAVE  
YOU MADE FOR YOUR  
FUTURE?

Send us your article (100 - 150 words). The best articles will be published.

- \* Bryn encourages you to submit an article and share your ideas about the topic. Below, she shares some ideas to help you with the writing process.



**Title / Headline**

**Introduction**  
**Paragraph 1**  
State the topic of the article.

**Main body**  
**Paragraphs 2 - 3 - 4**  
Development of the topic - each new aspect should be presented in a separate paragraph with a clear topic sentence.

**Conclusion**  
**Final paragraph**  
Summary of the topic and / or opinion / comment / recommendation

Share the first draft of the article with your classmates to get ideas and feedback and rewrite it to be ready to be published.

- \* If you sit for the B1/B2 exam with Políticas Lingüísticas, this will help you!

# Face-to-face or online?

- \* Read this short paragraph. Then get in small groups and discuss the questions below.

Covid-19 has affected the lives of people all over the world. It has changed the way we see things. It has given a whole new perspective to people. We have learned that the most important aspects of life are not material things but sharing quality time with the people we love, kissing, and hugging each other.

We were able to get used to the circumstances and get the best out of them. We had to stay home and learn in a different way by connecting online, synchronously or asynchronously.



How did pandemic times affect your life?

What did you miss the most?

In which way did your perspective of life change?

\*

A lot of people were able to study online during pandemic times. The learning environment changed from being physical to virtual. Let's listen to an expert talking about different ways of online learning.



Choose the right option according to what you hear.

1- E-learning can be divided into two categories depending on ...  
A- how the learning happens.  
B- when the learning happens.  
C- where the learning happens.

2- In synchronous learning the activities are ...  
A- similar to the ones we find in a traditional classroom.  
B- different from the ones we find in a traditional classroom.  
C- exactly the same as the ones we find in a traditional classroom.

3- Videoconferencing, chat rooms, webcasts or telephone conferences are examples of ...  
A- technologies used in real time.  
B- interactive technologies used in real time.  
C- educational technologies used in real time.

4- In a blended learning environment, the teaching happens ...  
A- partly online, partly on-campus.  
B- mostly online.  
C- only online.

5- Mobile learning implies ...  
A- reduced availability of materials.  
B- a fluent interaction among participants.  
C- a dynamic and personalized experience.





- \* Online learning has changed our lives; let's see what other students believe the benefits of this new way of learning are. Read 4 accounts of students sharing their feelings towards online learning.

## How do you feel about remote learning?



### Accounts

I am starting my third week of remote learning and I can't wait for the day this whole thing is over. My school shifted into remote learning around the time the first confirmed case was found in my state and I do not like it. I find myself getting distracted much easier and find myself procrastinating more and more. I'm not motivated to complete some work until I realize it will impact my grade, unlike normal school. Several times, I get confused. I don't have the chance to ask my teacher why I need to do differently when I don't understand something or don't know what to do and many times, an email doesn't get back to me in time to complete my assignment when they are due.

— Tommy

Online school has been a stressful process for many of my friends and me. I live in an area where internet access and WiFi are hard to get and, as a result, I'm not only stressed about school but I'm often anxious that I won't be able to join and access online classes and assignments. Working from home is hard for me since there is no distinct separation between school time and home time. At school, I am normally able to focus due to the work environment and I am constantly communicating face-to-face with those around me. At home, I just want to get up, go outside and stop staring at my tablet. I usually have headaches because of screen exposition and I am tired of looking at it after 4-5 hours a day. Many of my teachers have been seemingly understanding of the issues caused by online school, but at the same time, they are continuing to give the normal work-load.

— Noel

With the new shift to online schooling, I feel like an adult working from home. I get to organize my work schedule so that it works best for me, and I get to complete all of my work from the comfort of my own room. In the mornings I put on a nice shirt, so I look put together when attending online instructional synchronous virtual meetings, but what the camera, my teachers, and my peers cannot see is that I am actually lounging around in the comfort of my sweatpants.

— Gabriela

School is a place for building friendships, learning responsibility, and getting an escape from the house, but it seems as though the Coronavirus has taken that all away from us. For me, I loved getting to see my friends every day in the school environment. Now that it's taken away from me, I realize that school was my main source of communicating with people. I feel as if I were losing friendships I had at school since we can't go anymore. School also taught us responsibility. I had a schedule in which the time to go to classes, wake up and go to bed were included. Now, I have no reason to have a schedule.

— Roberto

- \* Identify the advantages and disadvantages of online learning in the previous texts.

### Advantages

### Disadvantages

- \* Share your ideas with the rest of the class.

### Your ideas matter!

- \* Separate into two big groups.



One of the groups takes notes on the advantages of face-to-face learning and the disadvantages of online learning.

The other group takes notes on the advantages of online learning and the disadvantages of face-to-face learning.

Then, the groups start sharing their opinions and discuss them.

Each group chooses 2 or 3 speakers to discuss their ideas with the rest of the class.

After both groups have done their presentations, carry out an online survey: What do you prefer: face-to-face or online learning? The results will be shared with the whole group.



- \* Write a report with the results you found. A report is a type of writing you may encounter in the B2 exam. If you decide to take it with ANEP, you need to know how to write one. Find more ideas about the layout, structure and useful language online. Write between 120-150 words.



# How to get a job: Curriculum Vitae

- \* Look at the following images. Can you recognize what is happening in each of them? What do they have in common?



Photos A-G pixabay.com/ photo H: <https://www.flickr.com/photos/sillyjilly/548349412>

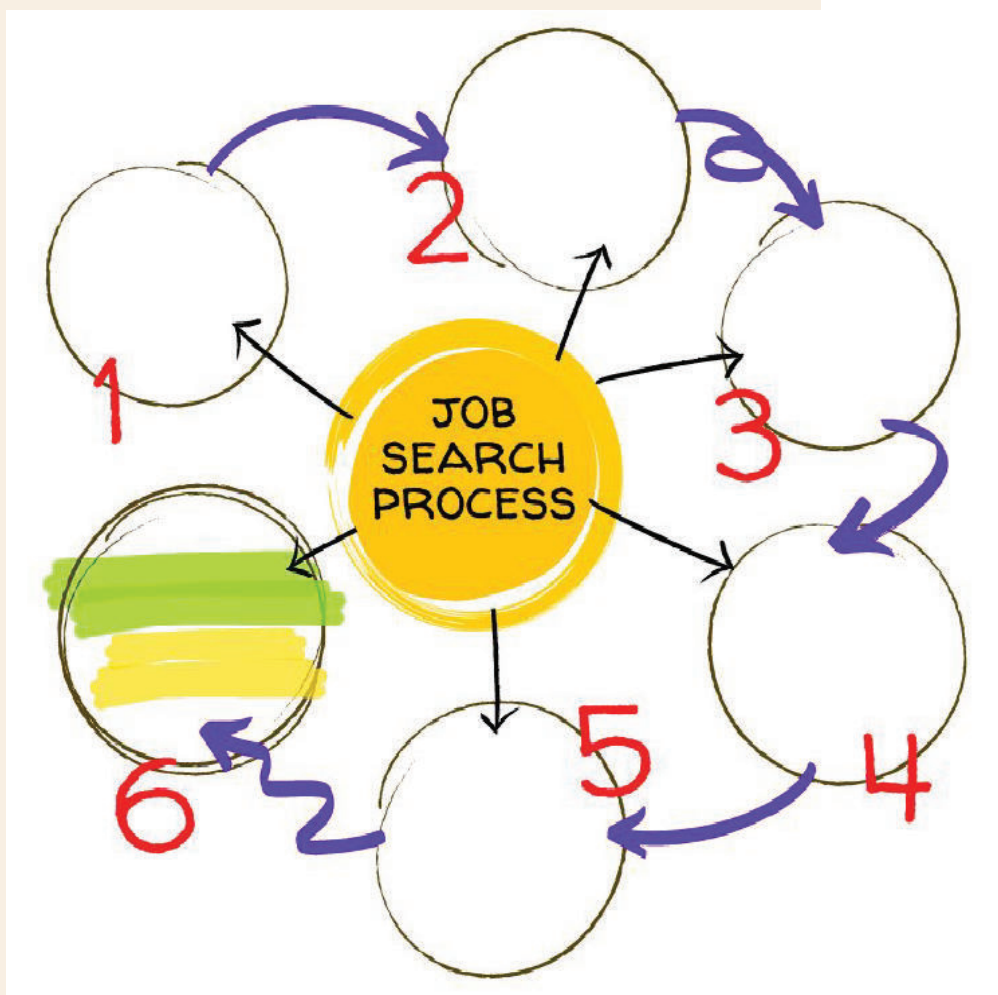
- \* Have you ever worked? Are you looking for a job? How do people in Uruguay look for jobs? Get into pairs and discuss your ideas.





- \* If you're considering entering the job market, you should be aware of the different steps in the job search process. In which order would you do the actions shown in the box? Discuss and complete the graphic organizer.

APPLY	PREPARE & PRACTICE
WRITE CV & COVER LETTER	ATTEND JOB INTERVIEW
RESEARCH JOBS	ACCEPT OFFER!!



- \* Considering the pictures from the first activity, can you decide which of the steps they belong to?

RESEARCH JOBS → Job advertisement:

Job boards:

APPLY → Cover letter:  CV:  Video CV:

Online application:

JOB INTERVIEW → Face-to-face interview:

Virtual interview:

# WANTED

# JOBS

An important international company requires highly professional personnel for its **SALES DEPARTMENT**

## SALES MANAGER

Competent, self-motivated and dynamic candidates must apply!!

- Master's degree in Business
- good IT skills
- good command of 2 languages
- 3-5 years of working experience in similar position

- attractive salary
- health insurance
- travel expenses
- pursue new business & sales opportunities
- build & maintain client relations

INTERESTED CANDIDATES SEND CV AND RECENT PHOTOGRAPH TO:

**ROSCOE INT. - 547 ORCHID ST. LONDON**

#livingUruguay6

- \* María is looking for a job, and she saw this job advertisement in a newspaper. Put the titles into the correct place:

RESPONSIBILITIES

EXPERIENCE

POSITION

SKILLS & QUALIFICATIONS

BENEFITS

## Curriculum Vitae

### Personal Information

Name: María Gianni

Age: \_\_\_\_\_<sup>1</sup>

Place of Birth: \_\_\_\_\_<sup>2</sup>, England.

### Contact Information

🏠 235 Rose St. - London, UK

☎ (+1)134-220-4200

✉ [mgianni@gmail.com](mailto:mgianni@gmail.com)



### Education

- *Business Degree:* University of London – June 2001.
- *Bachelor's degree:* St. Peter's High School – June 1996.

### Experience

- *June 2001 - July 2002: Meals on Wheels* ( \_\_\_\_\_<sup>3</sup> year) Catering \_\_\_\_\_<sup>4</sup>. Worked in the Front \_\_\_\_\_<sup>5</sup>. Main responsibilities: advertising and \_\_\_\_\_<sup>6</sup>.
- *January 2003 - May 2005: Bradford Footwear* ( \_\_\_\_\_<sup>7</sup> years) \_\_\_\_\_<sup>8</sup> company. Worked in \_\_\_\_\_<sup>9</sup> department. Main responsibilities: customer \_\_\_\_\_<sup>10</sup>.

### Skills

- **Languages:** English (native), \_\_\_\_\_<sup>11</sup> (fluent), \_\_\_\_\_<sup>12</sup> (good - \_\_\_\_\_<sup>13</sup> years of study).
- **IT Skills:** MS Office (advanced), Photoshop (good).

### References

- Mr. Ian Hanson – Manager at Bradford Footwear [ih@gmail.com](mailto:ih@gmail.com)

### Other Experiences

- *July 2002 - December 2003:* Travelled to \_\_\_\_\_<sup>14</sup>, and \_\_\_\_\_<sup>15</sup>.

- \* María is having her job interview at Roscoe International.

- \* Listen to the dialogue, and complete her Curriculum Vitae.



**click here**

\* A video CV is a short video to introduce yourself to the company recruiter. It is often submitted in addition to a written curriculum vitae and an application letter. An effective video CV is between 30 seconds to 2 minutes long and it should include only relevant information.

\* Diana is also applying for the position at Roscoe International, but she sent a Video CV. Watch her VCV and complete the chart:



residences

personality

skills

experience

contact






\* Have a look at the tips for a good Video CV and match the two columns:

Dress professionally:

1

Prepare what you're going to say.  
Do not improvise.

Find a good background:

2

Use visuals to illustrate what you're saying.

Sound is important:

3

A lot of people are making video CVs, you  
have to be creative to make an impression.

Write a script:

4

1

Dress as if you were in a job interview.

Show, don't tell:

5

Share your video with friends and family to  
get their opinion.

Be creative:

6

Pay attention to the background in your  
video. Choose an appropriate and tidy  
place.

Be brief:

7

Make sure that your voice can be heard  
clearly and avoid background noise.

Get feedback:

8


Videos should be between 30 and 90  
seconds.



Thomas Briggs is applying for the position of Executive Chef at The Table restaurant. Use Thomas' documents below to complete his CV.

Source: Thomas' CV profile picture in Flickr

## Curriculum Vitae




### PERSONAL DETAILS


**Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_


**Place of Birth:** \_\_\_\_\_ **Date of Birth:**    /    /

**Nationality:** \_\_\_\_\_ **Marital Status:** \_\_\_\_\_

### CONTACT INFORMATION







### EDUCATION

- 
- 
- 

### SKILLS

- Languages: \_\_\_\_\_

### EXPERIENCE

- 
- 

### REFERENCES

- 
-

The Table

**EXECUTIVE  
CHEF  
WANTED**

MEXICAN RESTAURANT

### REQUIREMENTS

- Minimum 10 years past experience in restaurants.
- Expertise in Kitchen designing / Food Recipes
- Residence in Brighton

### QUALIFICATIONS

- Culinary Arts Degree or similar
- Relevant studies in Mexican Cuisine
- Knowledge of Spanish language

Excellent salary will be offered.  
Interested candidates must send their CVs at  
[manuela.ortiz@thetable.com.uk](mailto:manuela.ortiz@thetable.com.uk)

**DRIVING LICENCE**

1. THOMAS  
2. BRIGGS  
3. 03-11-85 UNITED KINGDOM  
4. EYES: BLUE HAIR: BLOND GLASSES: NO  
5. *Thomas Briggs*

**Library Card**

Name: Thomas J. Briggs  
Address: 44 Preston Rd.  
BRIGHTON, UK  
Phone: 220 7826 254  
Occupation: Chef

**THOMAS J. BRIGGS**  
44 Preston Rd. - Brighton, UK  
thomasb@gmail.com

Mr. Thomas J. Briggs  
44 Preston Road  
Brighton, BNP 9PR



## The Culinary Institute

### DEGREE IN CULINARY ARTS

We hereby confer upon

**Thomas J. Briggs**

this certification, in accordance with his completion  
of the course curriculum.

*Adora Montminy*  
Adora Montminy  
School President

*Keenan Michaels*  
Keenan Michaels  
Faculty Chairman

December 15th 2006

**The Table Restaurant**  
560 NW Le Jeune Rd.  
Brighton 33126

Friday, April 24<sup>th</sup>

Dear Sir or Madam,

My name is Thomas Briggs and I am a chef with ample experience working in restaurants. I believe I am the most suitable candidate for Executive Chef in your establishment.

I have a *Culinary Arts* degree from The Culinary School and a *Mexican Gastronomy* degree from Mexican Cuisine School in Mexico City.

I worked in the "St. John's coffee shop" as a cook from 2005 to 2011, and after that, I have been working as a chef at the "Triangles Bar & Grill" from 2011 up to now.

Please review my CV for additional details on my abilities. Also, you will find Mrs. Williams and Mr. Lowe's contact information, they can be references to my quality and seriousness.

Thank you for your time and consideration, I look forward to hearing from you soon.

Yours faithfully,

**Longhill High School**  
BRIGHTON, UK

THIS DIPLOMA IS GIVEN TO

*Thomas Jay Briggs*

for successfully completing  
all the requirements of Longhill High School.

June 30th, 2004

*Rufus Stewart*  
RUFUS STEWART  
School Principal

**LUKE LOWE**  
MANAGER

+44 220-9565-127  
luke.lowe@gmail.com

**triangles**  
GRILL & BAR

triangles  
+44 203-230-3575  
560 NW Le Jeune Rd.  
Brighton 33126,

**DIPLOMA EN ESPAÑOL COMO LENGUA EXTRANJERA**  
ESTE CERTIFICADO RECONOCE QUE

*Don Thomas J. Briggs*

**MEXICAN CUISINE SCHOOL**

THIS DIPLOMA RECOGNIZES

**THOMAS J. BRIGGS**

as having fully completed all requirements for the

*Degree on Mexican Gastronomy*

May 2008  
Mexico City, MX

*Isabel Mercado*  
Isabel Mercado  
SCHOOL DEAN

To: megan.williams@gmail.com

Subject: please be my reference!!

Dear Megan,

Hello! How are you? I'm writing to you because I'm planning to change jobs and I wanted to know if I could list you as my reference.

I've been working as a cook at the **St. John's Coffee Shop** for the last 6 years, but now there's an opening for chef at the **Triangles Bar & Grill**, and I'd like to apply. I'm sure I meet their requirements and I am ready for the responsibility.

Please say yes!! I'll be waiting for your answer so I can include your name in my CV. Thank you very much!!!

See you,

Thomas



# How to get a job:

## Cover letter

- \* Look at the letters below. In which ways are they similar and in which ways are they different? Can you recognize what kind of letters they are and why?

38 Clifton  
Cambridge, Er

May 10th

Dear Amy 😊,

Thank you a lot for your last letter. It was surprise to hear from you. I'm sorry I haven't to you earlier, but I had to organize some thing my trip.

You know I've always wanted to visit some unusual places. And now, at last, I did it! Guess I'm spending my holiday? It's Antarctica! That's amazing. I'm so excited about it!

The people I travel with are incredible. They are very helpful. I have visited lots of great places. Yesterday we went sailing and fishing. Tomorrow we are going to travel north and maybe we will see penguins.

Anyway, I must go now, tonight it is my last night! Hope you are enjoying your holidays in Marrakesh!

Love,                      XOXOXO

Becky

PS: Don't forget to take pictures!

**THOMAS J. BRIGGS**  
44 Preston Rd. - Brighton, UK  
thomasb@gmail.com

**The Table Restaurant**  
560 NW Le Jeune Rd.  
Brighton 33126

Dear Sir or Madam,

Friday, April 24<sup>th</sup>

My name is Thomas Briggs and I am a chef with ample experience working in restaurants. I believe I am the most suitable candidate for Executive Chef in your establishment. I have a Culinary Arts degree from The Culinary School and a Mexican Gastronomy degree from Mexican Cuisine School in Mexico City.

I have more than 20 years of experience working in restaurants. I worked in the "St. John's coffee shop" as a cook from 2005 to 2011, and after that, I have been working as a chef at the "Triangles Bar & Grill" from 2011 up to now.

Please review my CV for additional details on my abilities. Also, you will find Mrs. Williams and Mr. Lowe's contact information, they can be references to my quality and seriousness.

Thank you for your time and consideration, I look forward to hearing from you soon.

Yours faithfully,

*Thomas Briggs*  
Thomas Briggs



Read some information about cover letters and put the titles into the correct place (there's one extra).



PURPOSE	CONTENT	CLOSING	DEFINITION
---------	---------	---------	------------

A cover letter is a one-page document that you submit as part of your job application, in addition to a curriculum vitae, to introduce yourself to the company you would like to work for.

The objective of a cover letter is to draw attention to your CV and motivate the reader to interview you. Usually, the cover letter is the first contact you have with a potential employer, so you need to make a good first impression.

A good cover letter should include some personal information, a brief summary of your skills and qualifications, your motivations for wanting the job, and your contact information.

- \* Jenny is looking for a job as a photographer. Take a look at the job advertisement and read her cover letter.



**Blue Line CRUISES**

**WE'RE HIRING! BE OUR NEW PHOTOGRAPHER!**

WE'RE LOOKING FOR HIGHLY CREATIVE AND ENERGETIC PERSONNEL FOR OUR CARIBBEAN ROUTE.

**DO YOU HAVE...**

- a diploma in photography or relevant experience?
- knowledge of two languages?

Interested candidates are invited to send cover letters to:  
Blue Line Cruises - 24 Sorority Lane, London

6 Freeland St.  
London

9th April 2022

Blue Line Cruises  
24 Sorority Lane  
London

Dear Sir or Madam,

I have seen your advertisement asking for photographers in 'The London Chronicle' website \_\_\_\_<sup>1</sup>.

My name is Jenny Sosa, and I am 22 years old. I studied photography at the London Photo Studio, and \_\_\_\_<sup>2</sup>. Since I finished my studies two years ago, I have worked as a photographer's assistant for a local magazine. Also, I am Uruguayan, so my native language is Spanish, and I have a good command of English.

\_\_\_\_<sup>3</sup> and I really like to travel; I would welcome the opportunity to work on a cruise ship. \_\_\_\_<sup>4</sup> and I enjoy working with people very much. I think I would be a great addition to your team.

I would be available for an interview at any time and \_\_\_\_<sup>5</sup>. I look forward to hearing from you.

Yours faithfully,

*Jenny Sosa*  
Jenny Sosa

\* When we write a formal letter there are some things we have to take into account: **appropriate language**, **organization**, and **layout**.

\* In reference to **Appropriate language**: When we write a **formal letter** our language has to be **formal** as well. Choose the correct phrase below to complete the letter:

1. **a.** and I thought that's the job for me!  
**b.** and I am writing to apply for the position.
2. **c.** obtained my degree with honors.  
**d.** ended up with great grades.
3. **e.** I love taking photos of everything, I've done it all my life!  
**f.** I have always been interested in photography.
4. **g.** I think I am very enthusiastic and hardworking.  
**h.** My friends think I work hard and I've always been popular.
5. **i.** I can supply you with the names of two references.  
**j.** If you want, you can phone two of my friends, so they can be my references.

\* Why did you choose those options? As you can see we should avoid some things when writing in formal language. Choose one example for each of these errors from the previous activity (write the letters - a to k). For example:

• Contractions

• Informal punctuation

• Irrelevant information

• Words/expressions used  
in everyday speech

\* **The organization of ideas** is very important, too. Read the letter again and match the descriptions below with each paragraph of the letter (write the number of the paragraph).

Availability, references.

Reasons for writing.

Personal information. Relevant qualifications and experience.

Reasons for wanting the job. Personality.



- \* Read the letter again and focus on the linking expressions that you find, pay attention to their meaning. Then, match the linking expressions to their meaning.



<input type="checkbox"/> <b>opinion</b>	<b>1.</b> because (of this), so, as a result
<input type="checkbox"/> <b>listing points</b>	<b>2.</b> for example, such as, especially
<input type="checkbox"/> <b>examples</b>	<b>3.</b> when, before, until, while, after
<input type="checkbox"/> <b>contrast</b>	<b>4.</b> I think, I believe, I insist
<input type="checkbox"/> <b>cause/effect</b>	<b>5.</b> but, however, although, despite
<input type="checkbox"/> <b>time</b>	<b>6.</b> first of all, secondly, also, next, then, after this/that, lastly, all in all

- \* The **layout** in a formal letter is also fundamental. Label the different sections of the letter.

## introduction

## signature

## body

## closing

## opening

Address of the person writing the letter

Date

Name and Address of the person or business receiving the letter (+ name and position if you know it)

Greeting

Reason why you are writing the letter.

More details and information.

- Name
- Age
- Academic information
- Previous experience

- Personality
- Reasons for wanting the job

- Availability
- References

End the letter with:

- Yours faithfully
- Yours sincerely

Signature with full name written under it.

6 Freeland St.  
London

9th April 2021

Blue Line Cruises  
24 Sorority Lane  
London

Dear Sir or Madam,

I have seen your advertisement asking for photographers in the 'London Chronicle' website and I am writing to apply for the post.

My name is Jenny Sosa, and I am 22 years old. I studied photography at the London Photo Academy, and I obtained my degree with honors. Since I finished two years ago, I have worked as a photographer's assistant for a local magazine. Also, I am Uruguayan, so my native language is Spanish, and I have a good command of English.

I have always been interested in photography and I would welcome the opportunity to work in your company. I think I am a very enthusiastic and hardworking person and I enjoy working with people very much.

I would be available for interview at any time, and I can, if necessary, supply you with the names of two references.

I look forward to hearing from you.

Yours faithfully,

Jenny Sosa  
Jenny Sosa



\* Now that you have completed the letter, answer the following questions:

1. What's the name of the company and where is it located?

2. What sort of person is needed for the job?

3. Do you think Jenny is suitable for the job? Why? Why not?

\* Read the letter again and complete the information about Jenny:

**Personal details**

**Personality**

**Availability**

**Skills & Qualifications**

**Experience**

**References**

\* Freddie is looking for a job. Let's help him by completing the job advertisement with the missing words:

- degree - packages - cover letter - assistant - experience -  
- driver's - necessary - phones -



**HIRING NOW**

ADMINISTRATIVE _____	DISPATCH RIDER
<ul style="list-style-type: none"> <li>• _____ in Business</li> <li>• 2-3 years of _____</li> <li>• answer _____, coordinate staff meetings, manage correspondence, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• age 18+</li> <li>• no experience _____</li> <li>• valid _____ license needed</li> <li>• knowledge of Google maps</li> <li>• deliver letters, _____, etc.</li> </ul>

Send your \_\_\_\_\_ to mrkaplan@gmail.com

**WWW.JEFFORDSDESIGNS.COM**



- \* Imagine you are applying for the same job as Freddie. Choose one of the jobs and complete the chart to organize your ideas. Then, write the letter.

**Personal details****Personality****Availability****Skills & Qualifications****Experience****References**











- \* Write the letter!



# How to succeed at a job interview

\* Freddie has just received an email from the company he wants to work at. He is going to have his first job interview and wants to ask Nico for some tips.

\* He really wants to get the job! Help him to organize this infographic. Write the correct tip under each picture.

					<p>a. Be punctual.  b. Be yourself and show your personality  c. Bring copies of your CV.  d. Bring pen and paper.  e. Dress appropriately.  f. Know the company/business you're applying for.  g. Know your strengths/weaknesses.  h. Prepare your answers to common job interview questions.  i. Silence your phone.  j. Take care with your body language.</p> <p>Icons source: flaticon.com</p>
					
_____					
_____					
_____					

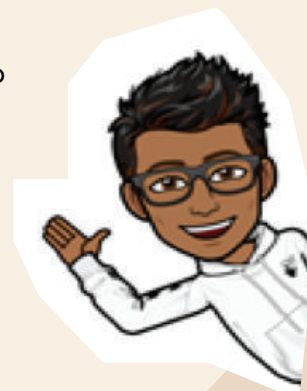
\*

One of the most challenging moments before getting your desired **job** is the **interview**, isn't it? This formal meeting between the applicant and the employer is part of the job **selection process** and it always precedes the **hiring decision**.

Freddie is preparing for his first job interview at a **company** and asks Nico for some tips.

Use the words in **bold** to complete Nico's tips to help Freddie with his job interview.

Hi Freddie! If you want to succeed, don't do these things in your job interview!



"If you don't know your prospective salary, you should not ask about it too early in the \_\_\_\_\_. If you do this, they will think you are only interested in money. Leave salary negotiations for later."

"In the \_\_\_\_\_, companies want to find confident employees so if you are nervous, try not to show it."

"If the \_\_\_\_\_ asks you about your weaknesses, you should not reply with a camouflaged strength. Instead, tell him/her about a real weakness, but one that isn't so important for the job."





"Try not to show that you are desperate for the \_\_\_\_\_. Desperation is a sign of weakness."

"Never criticize a previous boss or \_\_\_\_\_. It's not classy, and it makes you sound negative and resentful."

"Remember that causing a good first impression will help the employer to make the \_\_\_\_\_."

\* After listening to his friend's tips, Freddie feels more confident. He is practicing some common job interview questions. There are different types of interview questions; here you will find four examples.

\* Match the type of question with the explanation.

<b>Personal</b> <span style="float: right;">a</span>  <ul style="list-style-type: none"> <li>• Professional goals.</li> <li>• Qualifications</li> <li>• Work style</li> <li>• Interest in the company</li> </ul>	<b>Out-of-the-box</b> <span style="float: right;">b</span>  <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical thinking</li> <li>• World view</li> </ul>	<b>Situational</b> <span style="float: right;">c</span>  <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Confidence</li> <li>• Hypothetical situations</li> </ul>	<b>Behavioural</b> <span style="float: right;">d</span>  <ul style="list-style-type: none"> <li>• Past behavior</li> <li>• Attitude &amp; motivation</li> <li>• Work ethics</li> </ul>
These questions present the candidates with an imaginary situation and ask them what they would do. <span style="float: right;">1</span>	These questions invite the candidates to remember a <u>past experience</u> and describe how they acted about it. <span style="float: right;">2</span>	These questions give an idea about the candidates' personality, motivations, skills and interest in the position. <span style="float: right;">3</span>	These questions give an idea about the candidates' creativity and thinking processes. <span style="float: right;">4</span>

a

b

c

d



\* Nico also told Freddie to search for some examples of job interview videos. He suggested this one.

\* Click on the link to watch it

**click here**



\* While you watch the video, NUMBER the tips in the order they are mentioned.

- A.** Be honest with your answers.
- B.** Try not to make unnecessary movements.
- C.** Greet people in an authentic way.
- D.** Follow your interview with a thank-you email.
- E.** Introduce yourself. Say your name.
- F.** Practice answers to some common interview questions.
- G.** Pay attention to your posture.
- H.** Treat everyone with respect and make eye contact with people in the office.
- I.** Control your nerves. Take a deep breath before the interview.
- J.** Have a short list of questions for your interviewer.
- K.** Don't speak negatively about your past jobs.
- L.** Try to imitate the interviewer's posture.

\*

After watching the video, classify the tips (A-L) into BODY LANGUAGE or PERFORMANCE

For example:

Body language: control your nerves

Performance: Be honest with your answers



- \* Freddie feels very happy; his first job interview was a great success! Work with a classmate and match the employer's questions with Freddie's answers.

A 5

B

C

D

E

F

G

H

### Employer

### Freddie

A

Good morning, please have a seat. So, you're Freddie Morales, aren't you?

1

No, I don't, but I'm willing to learn and I'm good at following instructions and working in a team.

B

I've had a look at your CV, and I'd like to ask you some questions. Why are you interested in this job?

2

Well, last year our school class organized a charity event for Autistic people. It was a very complex event with a variety of activities. I was in charge of the team that asked for donations from local businesses. It wasn't easy to organize, but finally, we got all the competition prizes for free, even a motorcycle for the big final lottery!

C

Do you have any experience?

3

Well, I'm thinking about studying something related to the food and beverage industry in the future, so I'd like to learn how a restaurant is run.

D

Great! Why do you think we should hire you for this position?

4

I consider myself a well-organized, responsible person. I'm also hard-working and outgoing.

E

Can you tell me of a time you had to work in a team and how you handled it?

5

Yes, that's right. Good morning.

F

Now, suppose a client didn't like the dish you served; how would you handle that situation?

6

Thank you very much. I look forward to hearing from you.

G

Excellent! One last question, and please don't laugh! If you were food, what food would you be?

7

Well, I would talk to the client to see what the problem with the food was and talk to the chef about it.

H

Good choice! Well, thanks for coming, Freddie. We'll call you tomorrow and let you know of our decision.

8

Hahaha, I think I would be an egg. Eggs are perfect; they contain everything you need to be healthy, and they can be cooked in many different ways.

- \* Do you remember the different kinds of interview questions we worked with? Classify questions (a-g) into these categories.



Personal



Out-of-the-box



Situational



Behavioral



Look at these job advertisements. Which one do you think Freddie has applied for? Why?

**A**

## Sales Staff Wanted

A leading casual clothing brand seeks for young, motivated and dedicated candidates

### BASIC REQUIREMENTS

- Academic qualification = Graduate
- Good communication skills
- Must have own car.

Interested candidates can mail their recent CV to [lifestyle@wlink.com.np](mailto:lifestyle@wlink.com.np) within a week.

**B**


## RESTAURANT requires

- Executive Chef • Kitchen Staff
- Captains • Waiters

*Attractive salaries, performance-based incentives*

Send your resume at: **Park Lane 336**  
**chinar831@gmail.com**  
**University Town Peshawar**



Work with your partner and take turns to role play the conversation. Remember that practicing is the key to a successful job interview!

- \* Freddie and Nico have prepared a great Menu for you! Choose only ONE option of each and start working!

## Job interview MENU

### Appetizers



- Create a puzzle with 10 words from this lesson.
- Make a list with the DOs and DON'Ts for a job interview.

### Main dish



- Imagine you have applied for the extra job advertisement in the previous activity and answer this question: Why should the company hire you?
- Imagine you are the employer, write five questions to ask the applicants.

### Desserts



- Create a job advertisement.
- Create a poster with tips for a successful job interview.



# Working and studying at the same time

\* Read the following dialogue:

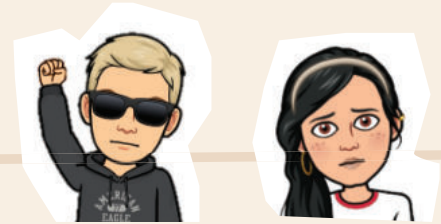
Emma: I'm a bit worried because I need to buy a new ukulele and it's quite expensive.

Simon: Why don't you take a part-time job?

Emma: That's a good idea but I'm not sure if I'll be able to deal with schoolwork, too.

Simon: If you organize your activities, I think you can do both things at the same time.

Emma: You're right!



\*

Let's look at the information Simon found in a magazine. Read the ad and say whether you agree with the information presented or not.



## WORKING AND STUDYING AT THE SAME TIME, IS IT POSSIBLE?

**Before deciding to accept a job, you may have to consider these aspects:**

- Sending CVs, cover letters and getting ready for interviews.
- Learning to cope with deadlines at school and at work.
- Spending less time with your friends and family.
- Having less time to study and do homework.



# DON'T WORRY! HERE YOU'LL FIND SOME TIPS TO HELP YOU OUT



- Tell your employer that you are a student.
- Organise your day so that you can keep a fixed schedule to study and do homework.
- Find a job that you like.
- Make sure your teachers know you are working.
- Keep a to-do list of upcoming events (whether at school or at work).

YOU CAN  
DO IT!

- \* Write 3 more aspects Simon needs to consider before accepting a job.



- \* Let's discuss some options. As you know, several teenagers choose to study and work while others prefer to or have to do one thing at a time. Get in trios and discuss the following situations:



## Discussion Time

### SITUATION 1

**STUDENT A:** You go to high school in the morning and in the afternoon you work at a local shop.

**STUDENT B:** You think your friend might not be able to study or catch up with all the tasks.

**STUDENT C:** You think that having the opportunity to study and work at the same time is very good.

## Discussion Time

### SITUATION 2

**STUDENT A:** You work as a babysitter during the day and attend school during the night shift.

**STUDENT B:** You think your friend might be too tired to concentrate during lessons at night.

**STUDENT C:** You think that working is very important because in that way he/she can help with his/her family economy.

## Discussion Time

### SITUATION 3

**STUDENT A:** You run errands during the morning for older people and attend school in the afternoon. At night, you go to the gym. You can afford to go to the gym with the money from the errands.

**STUDENT B:** You think your friend might be dedicating too much time to other activities instead of school.

**STUDENT C:** You think that having the opportunity to study and work at the same time is very good, as you can do what you want without asking for money.

- \* There are some pros and cons of working and studying at the same time. Let's look for some examples.

Pros

Cons



\* Continue working in trios.

#livingUruguay6

\* Each group has to look for an example of a person that was able to study and work at the same time (for example, a famous person or a person you know) and another person that had to drop out his / her studies in order to continue working.

\* Present your work to the rest of the class.  
While you listen to your classmates, think about this question: In which way did they make responsible decisions that changed their future?

## Young Entrepreneurs

\* These are some quotes related to business. What do they mean?  
Explain them in your own words:

- I never dreamed about success, I worked for it. -

**Estée Lauder**  
(American beautician and business executive)

- Imagination is everything. It's the preview of life's coming attractions. -

**Albert Einstein**  
(German mathematician and physicist)

- Whether you think you can, or think you can't, you're right. -

**Henry Ford**  
(American automobile manufacturer)

- Perseverance is the key to starting a successful business. -

**Sarah Blakely**  
(American businesswoman and philanthropist)

- If you can dream it, you can do it. -

**Walt Disney**  
(American entrepreneur, animator, writer, voice actor, and film producer.)



- \* Get into small groups. Pay attention to the authors of the quotes. Who were/are they? Search the internet for information about them, what they did and how successful they were/are. What do they have in common? Present your results to the class.
- \* Which quote do you like the most? Why? Have you ever thought about starting up your own business? Have you heard of DESEM? It's a non-profit foundation that promotes the development of Uruguayan children and teenagers.
- \* Check this webpage and find a suitable project for each character:



[click here](#)





- \* Fernanda Martínez was a student who had her own business thanks to DESEM. Let's learn more about her by listening to her account. Listen to her talking about her experience at DESEM and decide whether statements 1-5 are true or false.



1. Fernanda was 15 when she participated in the project.
2. She sold pencil cases all over the world.
3. Working in DESEM helped her understand how big companies work.
4. Her current job is related to finances.
5. Jóvenes Emprendedores was not a satisfying experience for her.

- \* Listen again and take notes of the positive aspects she mentions about this experience.



Photo by Fernanda Martínez

- \* What about you? Which program are you interested in? Have you ever participated in a DESEM program?

Check the website and choose one program you would like to take part in and give reasons why. Then, get into groups of three students. Each student reports to the other two. After everybody has finished, the others will retell what the first student said.

# Unusual jobs



#livingUruguay6

\* Look at the following three pictures. Think of the jobs shown there.



Photos from unsplash.com by by Jonathan Borba, Fa Barboza, and Bruce Mars

You can use these phrases to help you:

In my opinion, the first/second/third job is ...

It can't be a ... because ...

I believe this job is ...

\*

The pictures above belong to a text about unusual jobs. Check your predictions.

## BODY PART MODEL

A body part model is someone who just models a specific part of their body. They are needed to model things such as watches, hand creams, shoes, and more. The most commonly modeled body parts are feet, hands, and legs.

## PROFESSIONAL SLEEPER

Professional sleepers are people who test the comfort of beds for a living. They work in a shop testing different mattresses and writing reviews about the satisfaction of each one. If you are keen on relaxing and taking long naps, this job would be ideal for you.

## TRAFFIC LIGHT CLEANERS

Since traffic lights have changed from light bulbs to led lights, they don't get broken so easily. That is the reason why this job has come up. There are people in charge of cleaning the traffic lights in different places around the city.

## PROFESSIONAL MOURNER

In Asian cultures, when somebody dies and he/she doesn't have many acquaintances, the family may hire professional mourners. They are hired to cry and weep throughout the service.

## ICE CREAM TASTER

People tend to believe that this job is the best job in the world because they think that all ice cream tasters do is eating ice cream all day. Actually, they don't, to perform this job, tasters have to spend hours in the factory. They don't get to eat all the ice cream they want but just a little to taste the flavor.



- \* The gang is describing unusual jobs they would like to perform. Read what the characters are saying. Match the characters with the jobs. There are two extra “characters” who do not have a job.



I would like to have a job in which you can give your opinion about something. I'm good at saying what I think. I'm keen on tasting new things if it's food much better. If I have to choose, I prefer eating sweet food rather than savory food. I love desserts that's why I believe this job would suit me.

**Camila**

I'm into movies, I love how people express their feelings and emotions by performing a character. I consider myself a good actress and I love acting in school plays. I always do rehearsals in front of the mirror. I would like to have a job in which I can pretend to be someone else.

**Emma**



Sports is my thing, I just love any kind of sports. I'm an active person so I'm always spending time outdoors trying out different activities. Working as a PE teacher would be my ideal job. I also like kids so I think working with them could be great.

**Lua**

As you know, I love spending my time going around the city. I'm not afraid of heights and I could easily perform this job during the weekends. Probably, I just need a ladder, a bucket and a flannel. I'm sure I would be free on rainy days.

**Simon**



The ideal job for me would be to earn money without showing my face. Imagine you become famous and everybody recognizes you while walking on the street. I would like a job connected to fashion that doesn't expose me so much. I love creams, shoes, nail enamels, so I would love to have a job in which I can try all that.

**Guidai**








I'm quite good at telling people what I believe would happen in their future. I love writing stories about people's fortune. I'm good at predicting things, sometimes what I say comes true. I know most of the time it could be just a coincidence, but who knows? I could make a profession out of this.

**Freddie**



Tell me where I should sign for my dream job. You know one of my favorite spots at home is my bed. I love spending my time reading or playing online while laying on my bed. I could easily earn money while doing this job. I wouldn't feel embarrassed and I would even wave at people saying "Hi" while they are window-shopping.

**Nico**

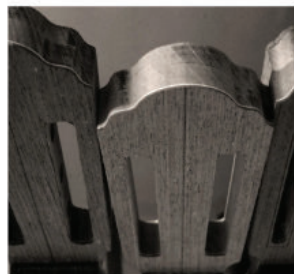
	_____		_____		_____
	_____		_____		_____
	_____				

\* Duma found an ad and wants to get some information.



## LET'S MAKE OUR OWN MUSICAL INSTRUMENTS!

IF YOU ARE LOOKING FOR A PLACE WHERE  
YOU CAN MAKE YOUR OWN MUSICAL  
INSTRUMENT, WE HAVE ALL YOU NEED.



**Advanced Classes start at  
8 in the morning and finish at 11.  
*Monday & Wednesday***

**Intermediate classes start at  
3 in the afternoon and finish at 6.  
*Tuesday & Thursday***

**NO CLASSES FOR BEGINNERS AT THE MOMENT.  
COST \$250 PER CLASS.  
STUDENTS MUST BE OVER 15.**

**FOR FURTHER INFORMATION CONTACT US  
@LUTHIER2.COM PHONE: 09 LUTHIER**



- \* Complete the following booking form with information about you.



**MUSIC  
TIME**

## REGISTRATION FORM



Name:  
Age:  
Level:  
Cost:  
Days:  
Start time:

**FOR FURTHER INFORMATION CONTACT US  
@LUTHIER2.COM PHONE: 09 LUTHIER**

- \* Extra challenge: Complete a web quest.

Origin of the term “luthier”.

What does it mean?

Where does it come from?

Who was the first luthier in Uruguay?

How many luthiers are there in Uruguay?

- \* Get in pairs and share your findings. One member of each pair shares the information with the rest of the class.



# What you need to get different types of jobs

- \* Read the following quotes. What do they have in common? What do they refer to? Choose the one you liked the most and complete the chart.



"Finding the right work is like discovering your own soul in the World."

Thomas Moore

"If you find the right job you'll never have to work a day in your life."

Will Rogers

"The only way to do a great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart you will know when you find it".

Steve Jobs

**Author's name:**

**Your comment/  
opinion about the quote:**

- \* Get in pairs or trios and discuss the following questions. Take notes of your answers to share with the rest of the group.



1. Are there good jobs or bad jobs? Why?
2. Is our personality type important to choose a career? Why?

- \* Before reading the text have a look at the different pictures.  
What are the people doing? Can you name their jobs? Use the words from the box to help you.

librarian - actress - carpenter - accountant - doctor - mechanic - graphic designer - teacher - chemist - secretary - financial analyst - painter - sales manager - firefighter - engineer - plumber - banker - cashier - computer programmer - writer - social worker - nurse - soldier - police officer - waiter - sales manager - electrician - pharmacist - chef

A

B

C

D

E

F



## FIND THE RIGHT JOB FOR YOU!

According to American researcher and psychologist John Holland, people are happier and most productive when their career choice matches their personality. He mentions six key categories that define the modern worker.

The six types are **Realistic**, **Investigative**, **Artistic**, **Social**, **Enterprising**, and **Conventional**. The theory classifies people into their respective categories by evaluating how a person approaches life situations — and most people fall into more than one category.

### Conventional:

A member of this group would probably prefer a career choice where they can work with numbers, records, or machines. They enjoy repetitive tasks done in an orderly fashion and like to avoid ambiguous activities. They see themselves as organized and good at following directions. They value success in business and enjoy working with other people, but do best in small, systematic groups where they know their responsibilities.

### Enterprising:

Most likely to lead and persuade, this group was born to sell and tend to value business or politics. They see themselves as being social and ambitious and these folks really have the skill for getting a group of people to lean a certain way. They are careful to avoid people who are too scientific and analytical but are definitely drawn to a career choice where working in groups is common.

### Social:

Those with a Social personality type like to "dominate" their environment. This is the most common category of the six, and many people have traits of this category along with their others. They particularly value providing services for others and enjoy a career choice that enables them to work closely with people. Their ideal working conditions are with other people who are also trustworthy, helpful, and show appreciation.

### Artistic:

This group of individuals values others who are expressive and independent. They naturally admire the creative arts including writing and music. They see themselves as expressive and original and prefer to avoid a career choice that requires highly ordered or repetitive activities. They enjoy working in groups but only if they are allowed expressive freedom and are encouraged to share their ideas.

### Realistic:

Someone who likes to work with their hands by making and fixing things, assembling or operating equipment. They sometimes prefer working outdoors and find joy with a career choice that performs varying types of manual labor. The Realistic individual works well with tools, machines, and mechanical drawings. Valuing practical things, they can see and touch, they often see themselves as being practical and mechanical.

### Investigative:

The most analytical of the six personalities, this group loves to study and solve math or science-related problems. They aren't skilled negotiators but work best in a career choice that lets them work with others who are grounded. They see themselves as precise and intellectual and like to be acknowledged for their achievements.



- \* After reading the text, use the jobs from the box in the previous activity and classify them into different areas. Please, add one more under each column.



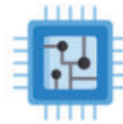
EDUCATION



HEALTHCARE

BUILDING &  
FIXING THINGSPROTECTING  
SERVICESFINANCES  
& MONEY

FOOD SERVICES



TECHNOLOGY



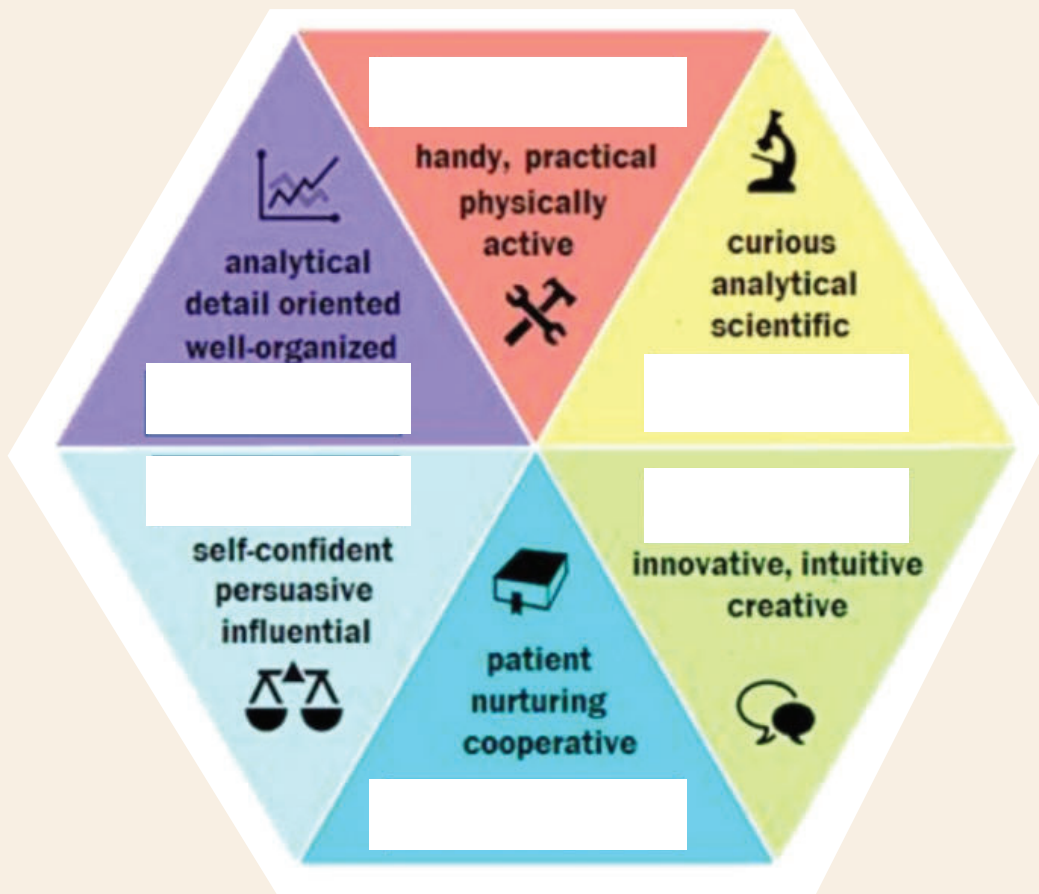
ART

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

Icons source: flaticon.com

- \* Dr. Holland created a wheel to classify the six types of personalities. Write each type in the correct place of the wheel.

- ARTISTIC - CONVENTIONAL - REALISTIC - INVESTIGATIVE - SOCIAL - ENTERPRISING -





\* Use ADJECTIVES from the wheel to match these definitions:

1.  : skillful with hands; dexterous.
2.  : good at using analysis.
3.  : eager to learn or know; inquisitive.
4.  : having the ability to change people's minds.
5.  : accepting difficulties without getting angry.

\* For each personality type, write two examples of appropriate jobs.

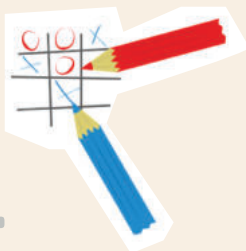
Artistic	Conventional	Investigative	Enterprising	Social	Realistic

\* After reading about Dr. Holland's RIASEC theory, which personality type are you? Which jobs best suit you?

### It's time to play!

\* Choose three (3) activities from the grid, you should complete a line.

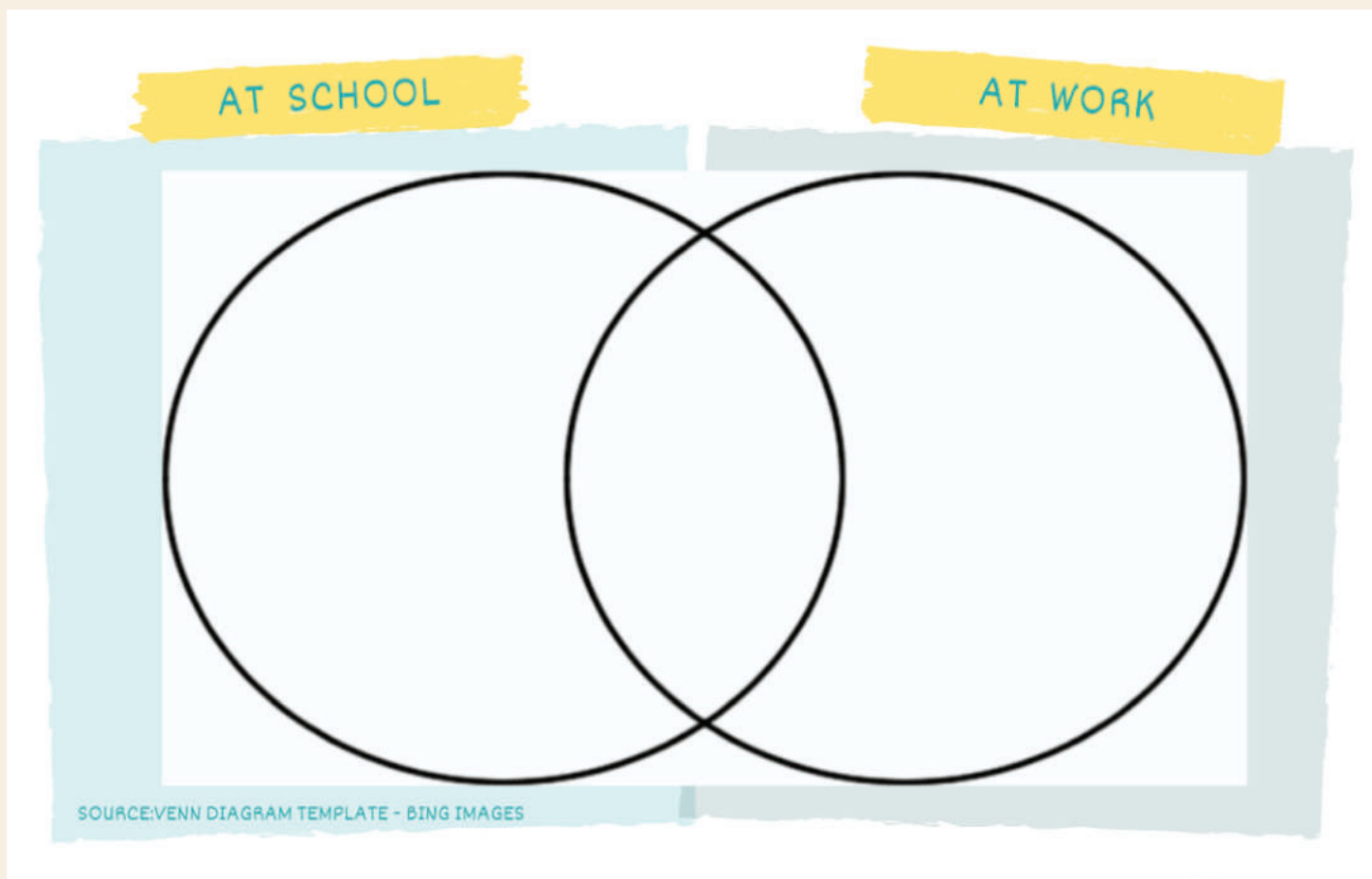
# Tic-Tac-Toe.



Create a crossword with adjectives to describe personality types.	Make a presentation explaining Dr. Holland RIASEC theory.	Write a quote about future job decisions.
Write a short text explaining your opinion about Dr. Holland's theory.	Draw a personality RIASEC wheel and include three jobs in each of them.	Create a word search including at least ten jobs.
Make a picture dictionary including at least 10 jobs and a brief description of the needed qualities for each one.	Classify more than 10 jobs according to the different areas.	Make a short video with tips to make the right job decision.

# How can I be my best version at work?

- \* How can I be a better student? Think of hints to be better at school and complete the circle. Then, think of strategies to be better at work and complete the other circle. What hints are common for occupations, students and workers? Complete the intersection of the two circles



- \* Linda has a part-time job and she is a bit frustrated because she feels she is not very good at it. She found an article on how to be your best version at work. Let's read it and complete each strategy with the corresponding subheading. Are there any strategies in the text that you haven't mentioned before? There is an example.



Stretch yourself    Keep learning    Set small goals regularly    Stop multitasking  
 Use physical organization tools    Take time off    Be punctual    Be accountable  
 Get feedback and listen attentively    Be a mentor    Avoid distractions    Read a lot

## My Best Version At Work

If you want to work smarter, not harder, here are twelve tried-and-true strategies to try.

### A. AVOID DISTRACTIONS

It's pretty common sense that distractions hinder productivity. To keep the creativity, focus, and/or efficiency humming, eliminate possible distractions from your environment and make a concentrated effort to ignore pop-up distractions. Likewise, avoid putting yourself in situations that could be distracting, put the phone out-of-sight and out-of-mind.

B. \_\_\_\_\_

Multitasking is proven to decrease your efficiency. Even though you think you're moving fast when you multitask, your brain cannot focus on one project at a time, and you end up never actually completing anything. Instead, try to go from start to finish on one task before looking at the to-do list for another. Your productivity will likely soar.

C. \_\_\_\_\_

You can't improve if you don't have any goals to strive toward. Sit down and really think about what you'd like to achieve at work within one, five or even ten years and think of goals in between that are nearer in sight. Are there skills you could learn to help you elevate your work? Make a list of goals that relate to these items. Once you've set the goals, give yourself a deadline to have learned these things. When you've hit the deadline, congratulate yourself. When you complete a goal, no matter how small, your confidence and performance level can grow.

D. \_\_\_\_\_

The smartest of us say that success is just outside of our comfort zone. So, it goes without saying that you must stretch beyond your area of expertise. Do something that scares you. Don't like public speaking? Start signing up for presentations at work. Whatever gives you the collywobbles, sign up for it—today.

E. \_\_\_\_\_

For both your actions and the work expected of you. First, simply by accepting your faults, you show you have the ability to swallow your pride and be honest for the sake of everyone else. Hold yourself accountable when you mess up, and be reliable when things are asked of you. Simply: take responsibility for yourself and your role at work.

F. \_\_\_\_\_

While self-assessment is important, it is also important to get feedback all the time. You can learn a lot from asking questions about your performance to others. Give it a try and see what you learn. Besides, even if you are really happy in your current role, it never hurts to listen to other opportunities and build relationships with new people at work.



## My Best Version At Work

G. \_\_\_\_\_

It doesn't matter what kind of reading you partake, reading books actually make you smarter, richer, and healthier—two of those qualities being related to improved work performance, and the other just being a big plus. Spend time reading books about your profession that stretch your thinking and that can also build your own career with new ways to do things. At the end of the day: read!

H. \_\_\_\_\_

Mentorships are mutually beneficial relationships. The mentee gets to learn old tricks and wise solutions, and the mentor receives interpersonal fulfillment. Need feedback? Ask your mentor. Looking for ways to stretch? Mentor! Plus, sometimes, when you have to be someone's role model, you often look a little more closely at yourself to ensure you're upholding your end of the bargain.

I. \_\_\_\_\_

You can't get your work done if you're not there. Being chronically late every day is a bad way to start the day. Try working on making it on time to places, and see how your day changes. Hint: Leave way more lead time than you think you need.

J. \_\_\_\_\_

There's a ton of technology out there, do some research to see which schedule, calendar, communication, and organization apps there are. Some you might find, are perfect for you. Just remember that digital tools can be your friend if they make sense for you and you take the minimal time needed to learn and implement them into your workflow.

K. \_\_\_\_\_

It is said that taking a vacation is the best thing you can do for your career, and we tend to agree. When you are able to truly disconnect from work for a short while, when you come back, you will feel re-energized and excited to start work again. The passion you first had for your job just might find its way back.

L. \_\_\_\_\_

Your brain is a muscle, so keep working on it and challenging it to become a better version of yourself in and out of the workplace. Learning could be taking a class, picking the brain of a colleague in a different department or taking up painting. Whatever you choose to do, just make sure you don't stop exercising the most important muscle of all.

Adapted from: 10 Things You Can Do To Improve Your Career TODAY ([workitdaily.com](http://workitdaily.com))  
20 Tips & Strategies To Improve Work Performance In Your Business ([broadly.com](http://broadly.com))

- \* Now, order the hints mentioned according to the way you consider they should go (being number 1 the most important).

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

<b>Claim:</b>	Present a claim about the topic.
<b>Support:</b>	Prove your claim, find support for it.
<b>Question:</b>	Think of a question related to your claim. What makes you doubt the claim?

- \* **Claim, Support, Question** is an activity to reflect about a topic or idea, in this opportunity it will be about the strategies presented in the text.
- \* Choose two strategies and complete the **Claim, Support, Question** chart. You can be in favor or against the strategy. There is an example

Strategy: "Stop Multitasking"

Claim: Multitasking is effective.

Support: Multitasking is a very good way of approaching your activities. It is very effective to do more than one thing at a time. Therefore, it is time saving.

Question: In which situations would multitasking not be good?

**Strategy**

**Claim**

**Support**

**Question**

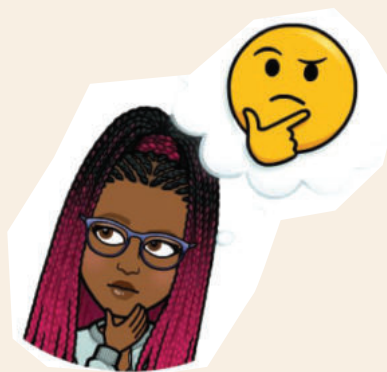
**Strategy**

**Claim**

**Support**

**Question**

- \* These are four of Linda's former coworkers who lost their jobs. If you had to hire one of them, who would you choose? Why would you choose him/her? Why wouldn't you choose the others? And which strategies would you specifically recommend to each of them?



Person's attitude	Reasons for hiring/not hiring him/her.	Strategies suggested
a. This man has a bad attitude and it affects the working environment. He is introverted. It is very tough to pick or identify his negative attitude in the workplace as he is like a grenade. It would be found only when it explodes.	I wouldn't hire you because having a bad attitude is very negative in a team and for me teamwork is essential.	I would suggest that you try to listen to others more. How about going on vacation? It may help you get the passion for your job back.
b. This woman does not compliment the good work of others; she rather tries to pull them down by speaking negatively.		
c. This woman is always late to work. She has some good ideas, but she is afraid of innovating. She is always in her comfort zone.		
d. This man's biggest issue is that he wants to solve everything at the same time, so he ends up not finishing anything. Even though he is responsible and he likes what he does, he finds it hard to focus on one task.		
e. This woman is not confident enough; she is insecure about her job. If she's scared of getting fired, she will find a way to point a finger at you.		

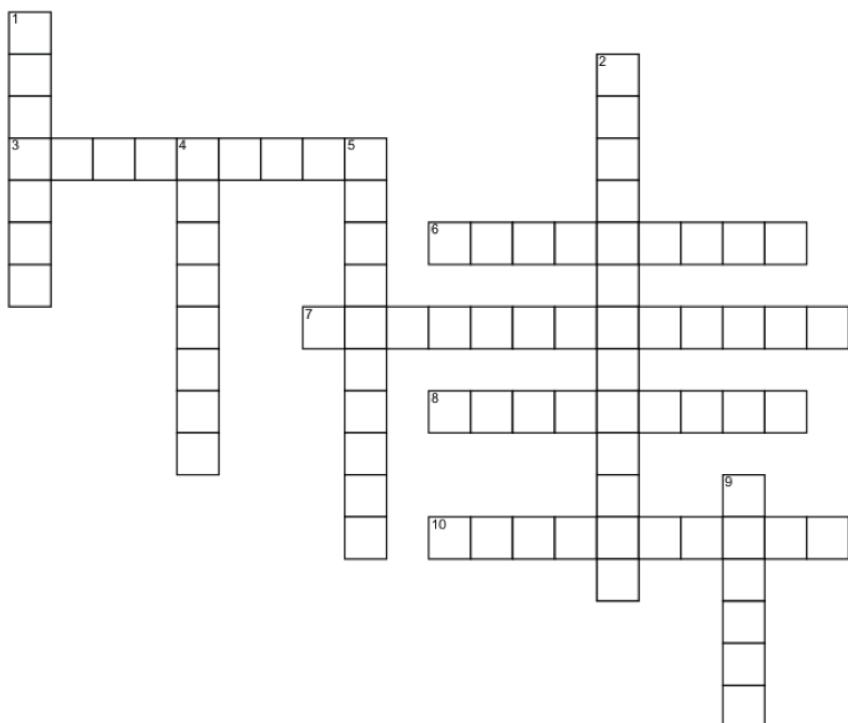


# Working in the city versus working in the countryside

- \* Look at these two places. What can you say about each one? What jobs can you perform in each of them? In the crossword below there are several aspects from both; the country and the city. Read the clues to complete it.



Photos: pixabay.com



## Across

- 3- A system for carrying people or goods from one place to another, using vehicles, roads, etc.  
 6- The process of making air, water, soil, etc. dirty; the state of being dirty.  
 7- Films, music or other things used to entertain people.  
 8- A process of teaching, learning and training, especially in schools, colleges or universities, to improve knowledge and develop skills.  
 10- Work, especially when it is done to earn money; the state of being employed.

## Down

- 1- The activity or process of expressing ideas and feelings or giving people information.  
 2- The activity or process of expressing ideas and feelings or giving people information.  
 4- The activities involved in protecting a country, building or person against an attack, danger, etc.  
 5- Scientific knowledge used in practical ways in industry, for example in designing new machines.  
 9- The condition of a person's mind or body.

- \* Let's see which the advantages and disadvantages of living in the city and in the countryside are. Compare these areas.

Access to transport	Places for entertainment	Places to shop
Distance from school	Pollution	Culture
Places to play	Opportunities to study and work	Security
Entertainment	Technology	Food
Living costs	Traffic jams	Health

*Examples: In the city, there is more access to public transport while in the countryside you probably need to go around in your vehicle.*

*In the countryside, the air is fresh and clean. However, in the city, the air might be polluted due to factories and traffic.*

- \* Some people love the qualities of both places and have found a way of mixing both lives. Let's read the article Camila found about Samuel Costa.

I think that ... because ...  
 In my opinion .... because ...  
 I believe that ... because ...  
 .... while ....  
 .... whereas ...  
 However, ...  
 ... but ...  
 By contrast ...  
 .... is more/less (...) than ...  
 There is more / less ...



My name is Samuel Costa and I'm from Rivera, Uruguay. I'm a rural elementary school teacher and I work at rural school 29 in Valle del Lunarejo. I've been working here for four years. As you can see on the poster, in 2021 I was awarded as the best Uruguayan Teacher by the ReachingU Foundation.

The place where I work is a nature reserve; there are streams, creeks, waterfalls and many animals, some of which are endangered. Every day, I wake up and get up at six o'clock in the morning. I get ready and then I go to Tranqueras by motorbike. From there, I continue my trip to school, where a day's work awaits me. Lunch is at twelve o'clock and at half past four I get home.

What I found different in the rural area is that I have fewer children even though I have to teach all grades at the same time. This is called a multigrade classroom. Besides, everything is calmer here because the place is peaceful and the students work very well.

The positive aspects of working in Valle del Lunarejo are the children, the community, the contact with nature, and the clean air.

The disadvantages are that the school is very far from the city and that the road isn't in good condition. When it rains a lot, it gets flooded and I can't get to the school.

Text by Samuel Costa

\* Read about Samuel Costa and answer the following five questions:



1. Where does Samuel work?
2. How does he travel to his workplace?
3. How many people does he work with?
4. What disadvantages of working in the countryside does he mention?
5. What does he like about working at Valle del Lunarejo?

\* Being able to live and work in the place you love cannot always be possible.



A. Get into pairs.

B. Each pair needs to reach an agreement on a job, where it would be performed, and which changes would happen if you had to perform that job somewhere else.

*For example, María is an accountant that has lived in the city all her life.*

*All of a sudden, she has to move to the countryside. The nearest city is 25 km away.  
How would her life change?*

\* Prepare questions you would ask people you know about the advantages and disadvantages of working in the city and in the countryside. Write 5.



\* Find people to ask the questions you wrote.

Write a report with the answers to those questions.



# Jobs in a touristic place

- \* Look at the pictures, what do they have in common?  
Can you complete the missing words below?

1 2 3 4 5 6 7 8

**&**

**industry**

Photos: commons.wikimedia.org / flickr / freepik.com

- \* Get into pairs and discuss:



Which towns or cities in Uruguay are full of  
tourists in the summer?

What tourist attractions is Uruguay famous for?

Where do the majority of tourists come from?

## Did you know?

Generally, you need the hyphen if the two words are functioning together as an adjective before the noun they're describing.

\* Match these words with their meanings.

#livingUruguay6

high-end

short-term

part-time

nerve-wracking

people-focused

**a.** causing stress or anxiety.

**b.** having superior quality, sophistication, and usually high prices.

**c.** investing in customer's needs and happiness.

**d.** occurring over or involving a relatively short period of time.

**e.** working less than customary or standard hours.



\*

Freddie continues looking for a job. He came across an article about job opportunities in tourism in Uruguay. Let's see what he found out!

## focus on SELLING TRAVEL SERVICES

by Jane Doe

TRAVEL INDUSTRY >

### TOURISM IN URUGUAY



**U**rugay's tourism industry is one of the biggest in the country, and it offers a variety of destinations, from beautiful beaches to historical cities, protected areas, hot springs, quaint little towns or high-end resorts. Thousands of people come to Uruguay every year, booking flights, checking into hotels, frequenting bars and restaurants, and looking for interesting things to do.

This hectic life makes the tourism industry a very important source of employment in our country. Tourism covers the transportation, accommodation, entertainment, and food and beverage services for travelers, therefore job opportunities abound for those who want to succeed in the field. However, there are some aspects you need to know before you choose a career in tourism.

The main characteristic of the tourism sector in Uruguay is that it is mostly seasonal work. This means that job contracts are usually short-term and the hours can be long and difficult. Working nights, weekends, or holidays is common, but there is also more flexibility with working hours than in other industries. You can work part-time or full-time, night or day to suit your needs and interests. Moreover, you may have to do many tasks at the same time without enough time to complete

them, which can be nerve-wracking and stressful.

But not everything is negative! Tourism is a huge industry where you can find a well-paid, stimulating job that is both interesting and challenging. Jobs in this area are often dynamic and varied. Every day is different with new customers and new situations, so you never know what to expect. Furthermore, tourism is a people-focused industry, which offers the opportunity to meet and help people from all over the world, including -if you are lucky- maybe some celebrities.

All in all, tourism in Uruguay is a diverse industry that offers long-term career opportunities for enthusiastic people who want to put their efforts and skills to work in various environments.

Issue 70 | 234



- \* Read the article and write down the advantages and disadvantages of working in the tourism industry.



## ADVANTAGES

## DISADVANTAGES

---

---

---

---

---

---

---



---

---

---

---

---

---

---

- \* Can you think of one more advantage and disadvantage of working in this industry?
- \* According to the article, what are the four areas of the Travel and Tourism industry? Write them in the labels and think of some jobs related to each of them.



*Flight attendant*

---

---

---

---

---




---

---

---

---

---




---

---

---

---

---




---

---

---

---

---





Listen to four people talking about their experiences in tourism jobs.  
Match the job title to the description.

\*

**FLIGHT ATTENDANT >**

**CHEF >**

**TRAVEL AGENT >**

**TOUR GUIDE >**

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

\* Listen again and write 3 characteristics of a good...



**TRAVEL AGENT >**

*great communication skills*

.....

.....

.....

**TOUR GUIDE >**

.....

.....

.....

**FLIGHT ATTENDANT >**

.....

.....

.....

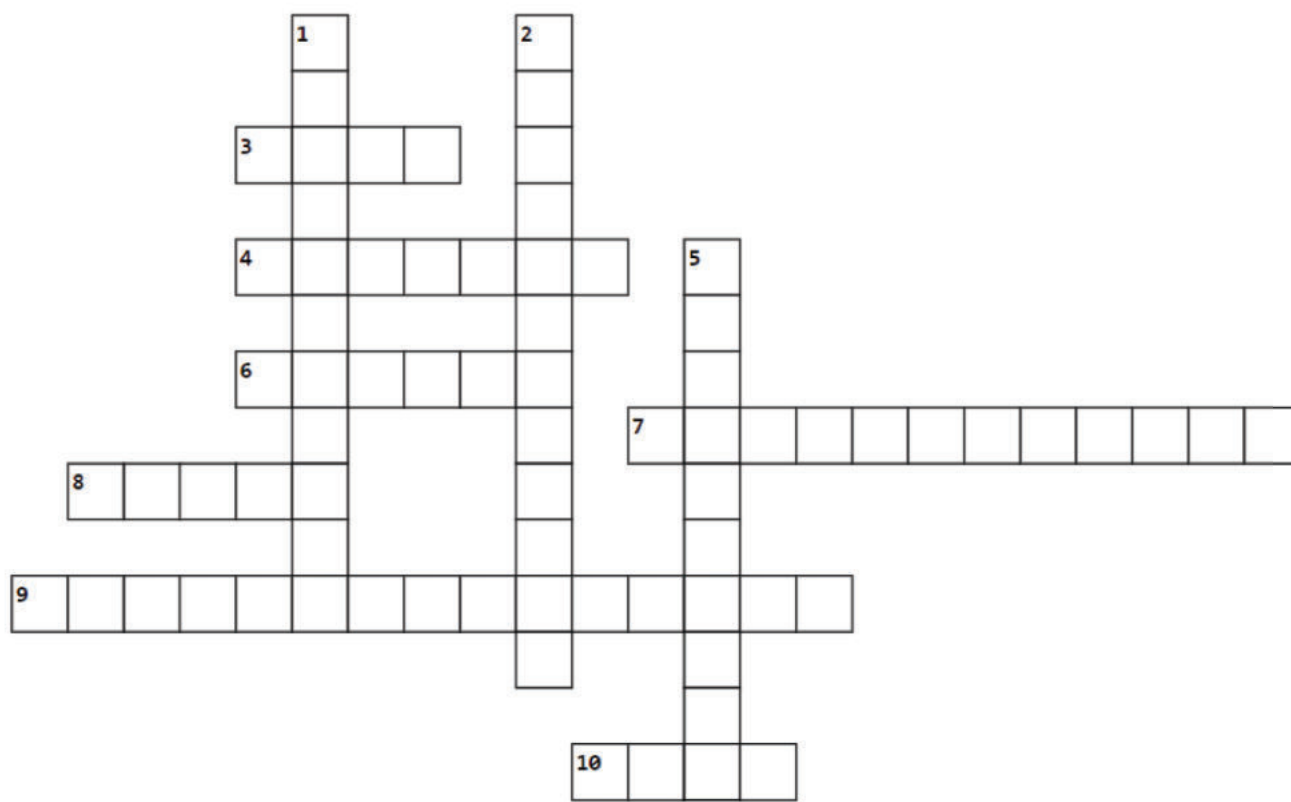
**CHEF >**

.....

.....

.....

- \* Look at the definitions and complete the crossword with jobs in travel and tourism:



### Across

- 3- The hotel employee who cleans and maintains the rooms and public areas.
- 4- A person who carries a guest's luggage to and from the room.
- 6- A person who serves at tables at restaurants.
- 7- Another name for the front desk clerk at a hotel.
- 8- The person who takes tourists on tours to sites or cities.
- 9- The person who is responsible for looking after passengers on a plane.
- 10- A professional cook.

### Down

- 1- Someone who sells or organizes trips or tours for customers
- 2- A person who takes pictures of tourists or tourist destinations, facilities, attractions, landscapes, etc.
- 5- A person whose job is to tell jokes, sing or entertain other people.

\* The article mentions that Uruguay “offers a variety of destinations, from beautiful beaches to historical cities, protected areas, hot springs, quaint little towns, or high-end resorts.” Discuss with a partner.

click here

\* Visit Uruguay’s Ministry of Tourism website at and find out one specific destination for each of these types of tourism, and two things to do there:

<b>BEACHES</b>	<b>HISTORICAL CITIES</b>	<b>PROTECTED AREAS</b>
PLACE:	PLACE:	PLACE:
THINGS TO DO:	THINGS TO DO:	THINGS TO DO:
<b>HOT SPRINGS</b>	<b>LITTLE TOWNS</b>	<b>HIGH-END RESORTS</b>
PLACE:	PLACE:	PLACE:
THINGS TO DO:	THINGS TO DO:	THINGS TO DO:



# A tour around the office

\* Look at these pictures:

Can you recognize these places? Do you have those places in your city or town?

Who works there?

When do they work?

How many hours a day do they work?



Photos: pixabay.com

\* Please, read the text and find evidence for these statements.



- A way of working.
- Workers change jobs.
- The importance of technology in jobs.
- Jobs are no longer forever.

## Working today

Every working organization has two essential components: employers and employees. According to the circumstances, the working conditions have been changing.

Nowadays people get a job, but they are always looking for better conditions, so they continue improving professionally to get a better one. In addition to this, employees get attracted by new and better opportunities, people often move from one place to another. One of the negative characteristics of modern times is that sometimes people lose their job because a new machine can do the work of many people.

The advance of technology has become a great challenge for everybody. Knowledge is very dynamic and it requires that people keep updated permanently. Stress has been increasing constantly due to the lack of stability some positions have. Developing professional skills is sometimes linked to the age of the person and its accessibility to professional development courses. The modern world is for those who follow the requirements of the current world.

Probably the most efficient and well-done condition people are required to develop has been teamwork. It lets people work fast and with intelligent solutions to let a group improve its performance. Working together, people work more effectively and they can achieve a common goal by combining efforts and discussing solutions. In business, working together and seeing the problems and possible solutions from different points of view is crucial. The people involved can easily find possible solutions to different problems.

### Group Work:

- \* Imagine you have the opportunity to work in one of these places.  
Use your imagination, and write what changes you would do there.

*For example: You got a job as a manager of a fast-food chain. What would you do?*

Where do you work?	What changes would you do?	What would you need?	How would you implement them?
restaurant	decoration of the place	paint new lights	paint the walls change the lights

**Group 1:**

You got a job as a painter. You have to decorate a wall in the park.

**Group 2:**

You have got a job as a party organizer.  
You have to present ideas to your clients.

**Group 3:**

You are a teacher. You have to organize an open class for the parents.

Where do you work?	What changes would you do?	What would you need?	How would you implement them?

\* Write a paragraph using the information in your chart.





# Security at work

- \* Describe what you see in the following pictures. Mention the gear you think these people wear to protect themselves.



Photos: pixabay.com

- \* To work safely workers must follow certain rules. One of the rules says: Always wear PPEs. Do you know the meaning of PPEs?

\* Get into pairs and discuss what PPEs might be. Search information on the internet.



\* The following is a poster from a company. Name the PPEs and write the rules.



Images source: flaticon

- \* Wearing appropriate PPEs is quite important but there are more rules that keep workers safe at work.

# WORKPLACE SAFETY



- You are responsible for your own safety and for the safety of others.
- All accidents are preventable.
- Do not take short cuts. Always follow the rules.
- Report all injuries.
- Keep your work area clean.
- Lift objects using your legs properly, not your back.
- Always use equipment and tools safely.
- Wear personal protection equipment when necessary.
- Avoid working with power tools in wet conditions.
- Inspect all tools before use, including power cords.

**If you see something unsafe, report it.**

Use the incident report available at  
[www.yoursecurityfirst.com](http://www.yoursecurityfirst.com)

Image by: pixabay.com



\* Match the symbols and the rules.

a 	1 Verify isolation before work begins.	2 Obtain authorization before bypassing, disabling or inhibiting a safety protection device or equipment.
b 		
c 	3 Obtain authorization before starting ground disturbance or excavation activities.	4 Wear your seat belt, obey speed limits and do not use any mobile device while driving.
d 		
e 	5 Protect yourself against a fall when working at height.	6 Follow safe lifting operations and do not walk under a suspended load.
f 		
g 		
h 	7 Obtain authorization before entering a confined space.	8 Work with a valid work permit when required.

A

B

C

D

E

F

G

H

- \* Identify the most relevant rules.

Did you know that there are specialists who make sure workers work in a safe environment? These professionals claim that all accidents are preventable.

What is the name of this profession?

- \* These symbols show dangerous situations in the workspace. Describe the situation.

*For example: If you lift a heavy object in the wrong way, you will hurt your back.*

## SAFETY AT THE WORKPLACE



- \* Think about a certain area of your school that requires safety rules. For example, the laboratory, the stairs, etc.
- \* Think of 5 rules for that space, write the rule and make a drawing to represent that rule.

# Projects

## Project 1: Face-to-face or online?

Think about your future and write a short paragraph. In your writing, include what your plans for the future are, what type of learning you prefer, and why.

## Project 2: You have to recreate the complete Job Hunt process.

### Job Search

Create a **job advertisement**. It must include: *position, employer, requirements (personality, qualifications, skills), method of application (include employer's address)*.

### Job Application

Create a **Curriculum Vitae**. It must include: personal and contact information, skills and qualifications, experience and references.

Write a **Letter of application**. It must follow the layout we studied. Try to include what you listed in the CV.

### Job Interview

- Create a video of the **Job Interview**. *It must include at least:*
  - 4 personal questions
  - 1 situational question
  - 1 behavioral question
  - 1 out-of-the-box question

You must hand in the script.

## Project 3: Tips to become a successful entrepreneur

Get in groups and find information about tips to become a young entrepreneur. Prepare a post to share with the rest of the class. It can be an infographic or a poster or simply a presentation.



### **Project 4: Unusual jobs**

Get in groups of three students.

Each group has to look for information about two unusual jobs performed in Uruguay.

Write a short description for each job.

After you have finished, share your pieces of writing, and ask the other student if he/she would like to perform those jobs. You can also work on the qualities and experience necessary to perform the different activities.

### **Project 5: My best version at school**

Write an article called: How can I be my best version at school? Remember to include at least twelve strategies about how to be a better student. Use ideas from the Venn diagram and the text: “My best version at work” as a model.

### **Project 6: The profession I want to pursue**

Write a paragraph about another situation or occupation you like or make a presentation about it.

# Unit 2

## NEWS AND MEDIA

---

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

- discuss topics related to news and mass media.
- develop a critical approach to what you see, read, hear and say on social media.
- develop digital citizenship.
- get to know more about people who are relevant in the media.

# Mass media

\* Read the following quotes. What's your opinion about what they say?

"What the media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish."

- W.H. Auden

"The great thing about social media was how it gave a voice to voiceless people."

- Jon Ronson

"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses."

- Malcolm X

"Technology and social media have brought power back to the people."

- Mark McKinnon

\* Label the different mass media:

Internet   Radio   Television   Satellite / Cable   Newspaper   Billboard  
Book   Advertisement   Social Media   Podcast   Magazine / Journal





**What are the most common / convenient / interesting / useful /  
trustworthy media for you?**

\* What is the text on the following page about? Guess what the text is about by reading the following sentences and writing Yes or No.

1. The text is about the role of social media in modern society.
2. The text mentions the importance mass media has in our lives.
3. It highlights that today there are a lot of interesting channels on TV, so everyone can choose what they want to watch.
4. It deals with the importance that mass media has had for many years for advertising and for creating a company's brand.
5. It presents the pros and cons of mass media.
6. It introduces the history of mass media.

- \* Read the text and underline the main ideas. Then, write a summary or create a mind map of the text.



## What is Mass Media?

The source that the majority of the general public uses to get their news and information from is considered mass media. The importance of the media today is immense. In the last 50 years the media influence has grown a lot with the advance of technology; therefore, never before in mankind's history has the media had such a significant impact on our lives and behavior. First, there was the telegraph, then the radio, the newspaper, magazines, television and now the internet.

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public who typically relies on the mass media to get the current news and facts about what is important and what they should be aware of. People have put their trust in the media as an authority to provide them with news, entertainment and education.

The most common platforms for mass media have always been newspapers, magazines, radio, television, and the Internet. However, it has evolved significantly over time. The newspaper was the original platform for mass media. For a long period of time, people relied on writers and journalists from the local newspapers to provide them with the latest news in current events. By the end of the XIX century, the radio replaced the newspapers as the principal source of news regarding politics, social issues and entertainment. After that, in the 1940s and 1950s, television invaded the world's homes, becoming the most effective platform to reach the general public. Today, the internet is the most relevant form of mass media and has become a major tool for new outlets. With the arrival of the internet, which in the beginning people called the world wide web, the general public is now able to access those same news outlets in an instant, instead of having to wait for scheduled programs.

News on TV and radio, our favorite movies on streaming services, articles in newspapers and magazines, makes media an integral part of our everyday life. Considering it has a vast influence on people all over the world, brands use various platforms to convey a company's image and create a good reputation. In this way, brands can effectively promote their goods and services.

The main characteristics of mass media are: they are professional type of communication, they appeal to a large and vast audience; they communicate a public message; they can be transmitted through various channels, (TV, the internet, radio and newspapers); there's a distance between a source of information and the destination; absence of feedback (news of information can't receive feedback) and finally, they have a heterogeneous audience.

Mass media is a significant force that reflects and creates the culture. In today's world, everyone is taking benefit of modern mass media and spending a huge amount on it. They occupy a great part of our lives as something that helps us to have some entertainment, to obtain information and broaden our outlook.



- \* Exchange your work with your partner who will make some comments about it:

*For example: There is important information missing in your summary/mind map.  
Your summary/mind map is complete and clear.*

- \* There are different types of mass media, depending on their format or the way they reach their audience. The four main types of mass media are:

**DIGITAL MEDIA    BROADCASTING MEDIA    PRINT MEDIA**  
**OUTDOOR / OUT OF HOME MEDIA**

- \* Read the definitions below and match them with the correct type of mass media.



It is one of the oldest and more basic forms of mass communication in which news and information are made and disseminated through printed publications. These are created mechanically or electronically through impression or photocopying.

This type of media usually consists of any advertising seen outside of the home. Brands use different locations and items to promote their products, like bus stops or building walls.

It refers to any media that is encoded in machine-readable formats. This kind of content can be created, viewed, distributed, modified and preserved on digital electronic devices.

With the help of an electronic broadcasting medium, audio and video content is distributed to a dispersed audience, typically using the electromagnetic spectrum (radio waves), in a one-to-many model.

- \* Get into pairs and think of examples to add to the types of media:

DIGITAL MEDIA	BROADCASTING MEDIA	PRINT MEDIA	OUTDOOR / OUT OF HOME MEDIA
	radio stations		



- \* These phrases are all related to mass media. Use them to complete the following sentences. There is an extra option.

to be on the air      to tune in      junk mail      to write a blog post  
a live show      editorial      commercial breaks      yellow press  
search engine      live feed      broadband connection

1. A key benefit of this new email software is its improved  filter.
2. The site also provides a  that can locate documents on multiple webpages.
3. There are several Spanish audio soap operas  on FM radio.
4.  to your favorite radio station and enjoy the music!
5. Don't pay attention to that  newspaper, it is full of sensationalist articles rather than well-researched journalism.
6. My intention from the beginning was to  about my experience.
7. Ads played during the channel peak hours'  are the most expensive of all.
8. If you have a dial-up connection, it takes a lot longer to download files than if you have a , such as DSL or cable.
9. We were watching a  of the hurricane at the moment it was happening in Haiti.
10. The journalist wrote an  on the recent election.

- \* Match each phrase from the previous activity to the mass media they are related to. Some may be related to different media.

**radio****the internet****television****newspaper**

- \* Work in groups and choose one of the topics below. Share your work with the class.



<p>A <b>timeline</b> of the different mass media outlets.</p>	<p>An <b>infographic</b> regarding one of the media outlets from the previous activity: <i>radio, television, the internet, or newspapers.</i></p>
<p>An <b>infographic</b> about one of the types of mass media mentioned before: <i>print media, broadcasting media, outdoors media, or digital media.</i></p>	<p>A <b>presentation</b> about how mass media outlets have changed/evolved since the XX Century.</p>

# Media literacy. Can we trust the news media?

- \* Look at the word cloud below, why are some of the words bigger than the rest? Can you predict the topic of the lesson?



- \* Write down five words that caught your attention:

1.

2.

3.

4.

5.

- \* Get into pairs.



Discuss: In the previous lesson, we worked with the concept of MASS MEDIA. How do you relate the words that you chose to the topic?



- \* Read the dialogue between Emma and her mother. Why doesn't Emma want to read the newspaper?



Can you think of some reasons why people may not trust the news?  
Jot down your ideas.

- \* To help Emma, her mother gave her an infographic about the topic. Let's read it and match the headings to the correct paragraph:

**DISHONESTY   MISTAKES   MEDIA MAGNATES   OMISSION**  
**BIAS   GOVERNMENTS   FALSE ASSUMPTIONS   ADVERTISING**



## Can you trust the news media?

Many people doubt what they read and hear in the news. Is such distrust justified? Most journalists and media outlets have a **commitment** to producing accurate and informative articles. However, sometimes things - and people - aren't so **straightforward**. Consider the following factors:

Not all reporters are honest. Some stories are fabricated by journalists. Sometimes photos are manipulated to deceive the public too. **Photograph altering technology** has become more effective, and sometimes it's practically impossible to detect. In 2003, for example, a Japanese reporter wanted to write about vandalized corals in Okinawa. After not finding any ruined coral, he destroyed some himself and took photos of it.

To create an exciting story, journalists usually exclude details that can introduce complications or **unresolved issues**.

Some facts are exaggerated and others are diminished.

Sometimes television presenters need to tell a complex story in about a minute, so vital details can be skipped.

Much of what we learn in the media has to do with **government affairs**. Governments want to convince the public to support their policies and representatives, so journalists and government sources sometimes cooperate with one another.

A lot of money is made from publicity and marketing. Logically, advertisers do not want to sponsor programs that cast an **unfavorable light** on their products. If they do not like what a media outlet is producing, they can advertise in another place.

Because they are human, journalists make honest mistakes too. A **misspelled** word, a misplaced comma, an error in grammar... they can change the meaning of a sentence. Facts need to be carefully checked.

Primary **media outlets** are owned by a small but very powerful number of corporations. They have a strong influence on which stories are covered. Most corporations are designed for profit, so those decisions can be influenced by economic interests.

**Accurate reporting** is not easy. What seems correct today can be proved wrong tomorrow. The earth, for example, was believed to be the center of our solar system!

Sometimes the facts can be accurate, but the way in which they are presented depends on the judgment of the journalist. This can also affect the selection of events and stories that get published, the perspective from which they're written, and the language chosen to tell them. Which stories should go in the front page? What facts should be included and what should be left out? How is the headline to be written? This all can imply **biased information**.



- \* Choose an icon for each paragraph, write the numbers into the circles. There's an extra one.



Source: flaticon.com

- \* Get into pairs and discuss: What do you suppose the extra one means? Why is it there?



- \* Now, read the infographic again and answer the questions:



1. Why should readers be careful when reading or watching the news?

2. Why do powerful corporations influence the media?

3. How can journalists manipulate a story?

4. Why do journalists need to check their stories?

5. What happened in Japan?

6. Why do governments cooperate with the media?

\* Match the words and phrases in red in the text with their meanings.

1. Television, newspapers, internet and radio: **media outlets**
2. A word that is not correctly written:
3. A piece of news that is truthful and precise:
4. The State and its administration:
5. Showing a bad aspect of something:
6. Photoshopping:
7. The state or quality of being dedicated to a cause, activity, etc.:
8. A problem or difficulty with no satisfactory solution:
9. Information presented in such a way that it influences the reader:
10. Easy to do or understand, not complicated. Also, honest and open:

\* While we should take care of what we read in the news, it is not true that there is nothing we can trust. There are some tips to help us decide if we can trust what we hear and read. Match the columns.

1.
2.
3.
4.
5.
6.

### 1. Sources

- A.** When the tone of a news item is angry, malicious, or very critical -or the opposite, when things seem too good- it can mean that the author is not being objective.

### 2. Objectivity

- B.** Is there evidence of exhaustive research? Is the story based on just one source? Are the sources consistent and accurate? Are they balanced, or do they show only one point of view?

### 3. Provider

- C.** Ask yourself: "Is the piece of news primarily to inform or entertain? Is it trying to sell or support something?"

### 4. Consistency

- D.** Does the article come from a credible, respectable person or organization? Does the publication, program or website have a reputation for seriousness or for sensationalism? Who provides the funds for the news source?

### 5. Purpose

- E.** How long ago did the event happen? Something considered valid 20 years ago may be disregarded today. On the other hand, if the news is too recent, maybe there isn't complete and extensive information yet.

### 6. Time

- F.** Ask yourself: "Are the facts consistent with those in other articles or reports?" If stories contradict one another, something is not right!

- \* Get into groups and read this definition of **media literacy**:



**Media literacy** is the ability or skill to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including, newspapers, radio, television, the internet, and social media.

- \* Do you agree with this definition? How do the media tips we worked with relate to media literacy? Share your opinions with the class.



- \* Let's help Emma decide whether to trust the news media or not. Give her some advice about the news media, consider everything we have worked with. Write five sentences.



1.
2.
3.
4.
5.

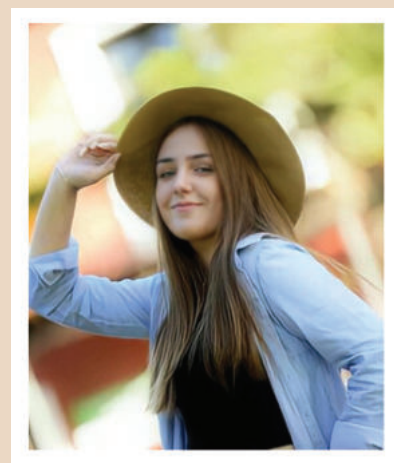
## Teenagers and the news

- \* These teenagers are students in Emma's and Duma's school. They were asked about the topic: "Teenagers and the news" for a school magazine. This is what they answered.



### Lucía Odella, 16

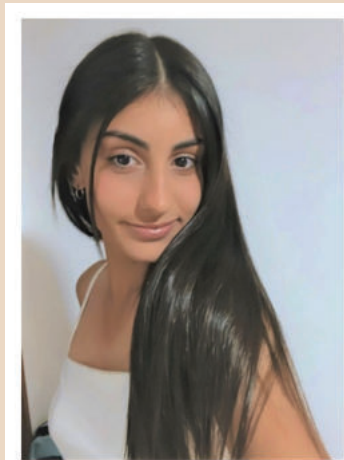
From my point of view, social networks, the TV news, the radio, newspapers, web pages and instant messages apps are relevant means of communication since they make it possible for people to communicate and share with each other. On the other hand, social media allows for people that are not informed to give their opinion and they tend to be judgmental and speak without a foundation. I don't agree with that aspect. I believe that being informed doesn't depend on the age of the person; some people prefer to do it for personal benefit and others don't care about it. Besides, every person has his/her preferences when it comes to choosing a means of communication. This preference is based on how comfortable they feel with each one. Anyway, I'd say that there may exist some inclination to choose one media over another one depending on the age of the person and the media that the person is more accustomed to using. Many times I even listen to a piece of news from other people. In the future, I consider that the information will be easier to access, faster and even more instantaneous. To my mind, there will be holograms that will appear in the streets, means of transport, educational centers, public spaces, everywhere and they will be informing you at any moment about the latest news.





**Antonella Machado, 17**

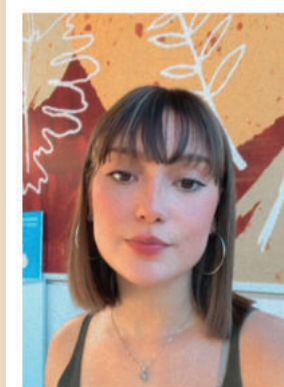
I strongly believe that the means of communication, such as the television, the newspaper, the radio and even the cellphone to get to other media play an important role to inform people nowadays. Furthermore, we must be cautious when consuming news since many times we can run into the so-called "fake news". Although I think that age is not an impediment to being able to be informed, not everybody decides to do so. I consider that the time in which we grew up will determine the means by which we get informed. However, many people manage to adapt to the "modern media". In my case, I get informed of the daily news via my cellphone checking up social networks and the television; my friends use mostly the cellphone. It is obvious to me that in the future many media will cease to have relevance, for example, the newspaper is a clear example of this since we can notice that over the years it was losing significance. Therefore, everything is leaning toward the virtual world now.

**Camilo Villalba, 16**

The media that I know that are used to transmit news are the radio, television and social networks. I consider them useful and fundamental. It is important for people to learn about world news. Anyway, as I see it, not everybody is interested in knowing the latest news. I try to get informed, I use the television and social media by using my cellphone for that. My friends use the same means of communication. I guess that in the future people will use the same media, but there will be more technology developed for that.

**Lucía Almada, 16**

I consider that no media outlet is 100 percent reliable. The news I look for are those that are most controversial at the moment, something that may have happened and is known worldwide, or else I simply investigate things that I want to know. In my view, sometimes adults don't use all of the social media. As far as I'm concerned, young people use Twitter and Instagram, and adults tend to use Facebook more. I don't think they use TikTok that much for example.

**Ayelén Lombardo, 16**

Many media outlets transmit information, there are news programs that are broadcast on television and the radio, or you can use social networks such as Twitter, Instagram, etc. to be informed. I think that these means to inform us are fundamental since being informed helps us as a society. I think that when it comes to teenagers and adults we are always informed in one way or another. I usually get informed through social networks such as Instagram and WhatsApp. If you ask me, some of my friends are informed by social networks like me, and others don't care about getting informed directly. Personally, I like to know about different topics and I am interested in all the news in general. However, I get a little bored by the crime news and I rather watch the sports news.

- \* What expressions do the teenagers use to express their opinions in the text? Which ones do they use to connect their ideas?

**Expressing opinions:**

**Connecting ideas:**

- \* Read the texts again and write a tick next to the corresponding question according to what each teenager says. Who was asked each question?

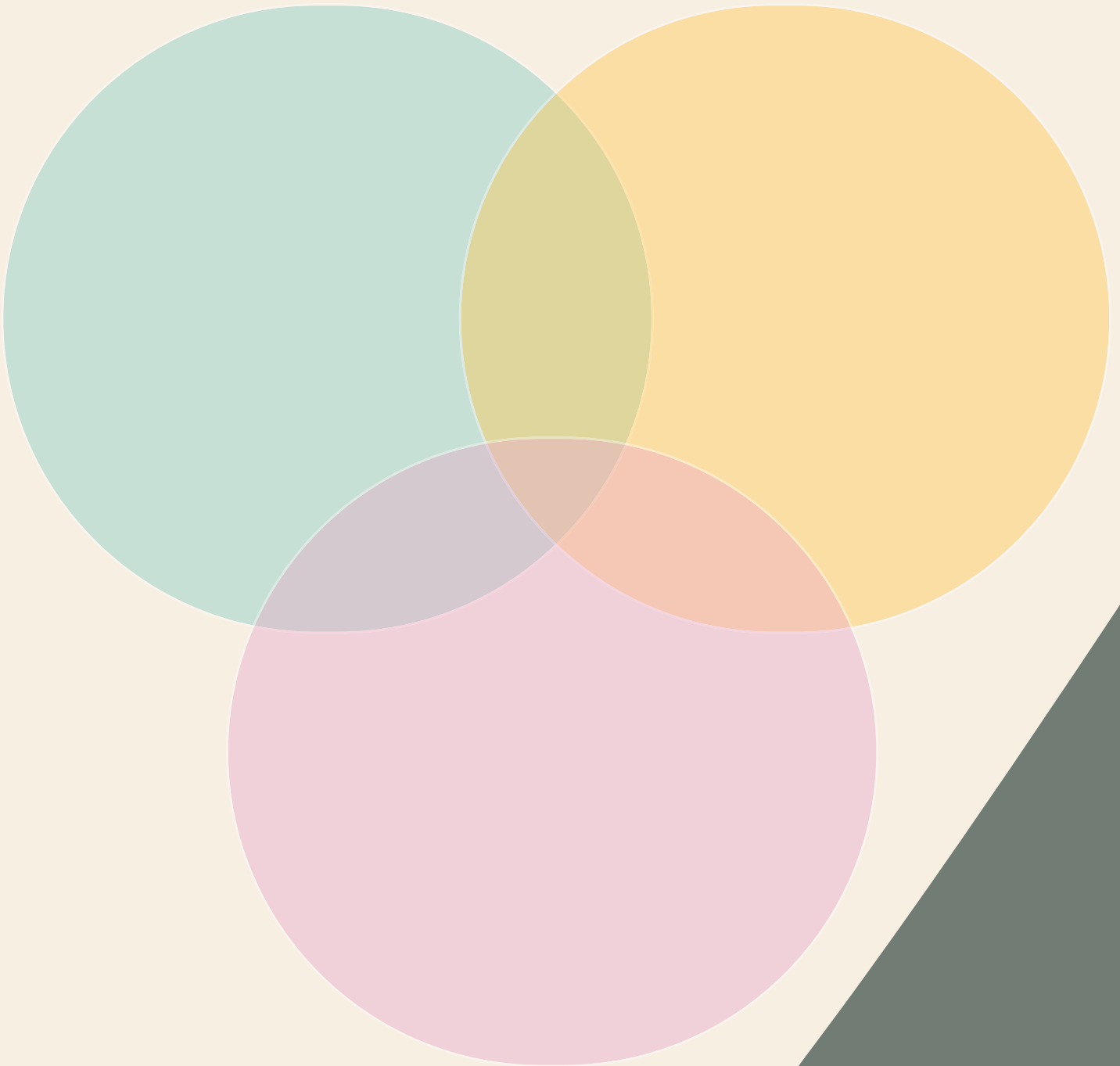


Question:	Lucía O.	Antonella	Camilo	Lucía A.	Ayelén
1. Which media source are the news transmitted on?					
2. What's your opinion about those media outlets?					
3. Do you think that people of all ages get informed?					
4. Do people get informed through the same media?					
5. Do you get informed on a daily basis?					
6. Do your friends get informed? What media do they use?					
7. Are the media outlets reliable?					
8. What pieces of news are you more interested in getting informed about?					
9. How do you think it will be the most common way to transmit information in the future?					

10.

- \* What other questions would you ask the teenagers about this topic?  
Write it down in number 10.

- \* Do the five teenagers share the same ideas about the news and the media that inform news? Choose three teenagers and compare them in terms of similarities and differences in their opinions:



- \* What are the different types of news shown on the news report?  
Match the names with the corresponding definitions.

1. National / local **d**

2. International

3. Health

4. Education

5. Crime

6. Sports

7. Entertainment / Celebrity gossip

8. Financial and business

9. Weather forecast

- a. Today's business and financial news, plus the latest updates that may affect your money, investments and savings.
- b. Player rankings, scores, features and in-depth analysis from around the world on tennis, soccer, golf, sailing, equestrian, the World Series, the Olympics, the World Cup and more.
- c. It keeps you informed with up-to-the-second news about notorious criminals, brave law enforcement officers and their beats, the latest homicides and robberies, and the most intriguing court cases.
- d. This journalism, Local news refers to the coverage of events in a local context, the focus is on more localized issues and events.
- e. It is the latest world weather news, interesting weather stories as well as the forecast for today, tonight and tomorrow's weather for each country.
- f. The latest news, comments and analysis on schools, universities, and higher education and education issues across the country.
- g. This is any form of journalism that focuses on popular culture and the entertainment business and its products (like fashion, music festivals, etc.).
- h. The latest news, investigations and analysis from Africa, the Americas, Asia, Australia, Canada, Europe, the Middle East and the U.K.
- i. Reports on nutrition, exercise, emerging research in health and trending topics in wellness.



\* What types of news do you consider most interesting? Why?

There is some news that are local as we have seen but there are also personal news. Freddie, Emma, Simon and Linda are talking about news that they heard from some friends and relatives this week. In pairs, choose four news items and react to them. Use the SOS Box to help you.



### Giving good news

I'm so excited to tell you that...  
I'm really pleased to tell you...  
I'm really happy to inform you that...  
I've got some **good / wonderful** news for you...  
Are you ready for this? I've got some great...  
Believe it or not...

### Giving bad news

I'm afraid I've got some bad news for you...  
I'm so sorry, but...  
I'm sorry to have to say this, but...  
I'm sorry I've got a bit of bad news to tell you...  
I really don't know how to say it, but...  
I really feel bad to have to say this, but...  
There's no easy way to say this...  
I know this isn't what you want to hear, but...



1. Finally, I got a new job.
2. I passed my final exam.
3. My cellphone was stolen.
4. I won the lottery.
5. I got engaged.
6. My boyfriend and I broke up.
7. I bought a car.
8. I lost my job.
9. I broke my leg.
10. I met somebody special.

### Responding to good news

I'm so glad to hear that!  
Wow! That's **amazing / exciting**!  
I'm so **happy / excited** for you!  
I can't believe that! Congratulations!  
Really? Are you serious?  
Incredible! Sounds great!  
Wonderful! Thank you for sharing.

### Responding to bad news

I'm sorry to hear that!  
That's **awful / unfortunate**!  
Oh, no! Poor you! Too bad!  
Oh, what a shame!  
You must be feeling terrible.  
Please, accept my deepest sympathy.  
Anytime you need to talk, just tell me.  
If there's anything I can do, just let me know.



- \* Now, choose two pieces of news and write two short dialogues explaining the situations and reacting to them.



- \* Roleplay the dialogues.



# Journalism now and then

## Marker talk!

- \* Let's create a word cloud! Take a marker, go to the board and write the first word that comes to your mind when you think about JOURNALISM.



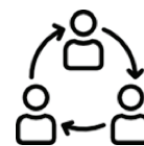
## Think-Pair-Share



Think about different ways to present pieces of news.



Work in pairs, use words from the group word cloud and write a short definition of journalism.



Share your definitions with the rest of the group.

- \* Look at these pictures. What do they have in common?  
Use the words below to name them. There's an extra option.

ONLINE NEWS - TV NEWS - RADIO NEWS - SOCIAL MEDIA  
- MAGAZINES - NEWSPAPERS - COMICS JOURNALISM

a.  b.  c.  d.  e.  f.



Source: [www.pixabay.com](http://www.pixabay.com) [www.maxpixel.com](http://www.maxpixel.com) [www.dreamstime.com](http://www.dreamstime.com) [www.wikiwand.com](http://www.wikiwand.com)

- \* When we talk about journalism, we can mention different types. For example: For example: **a- informative, b- entertainment, c- online** and **d- sports journalism**. Read definitions (1-4) and match them with the correct type (a-d).



1.  : This kind of journalism conducts in-depth research and uses diverse tactics to collect information. It involves researching and investigating a topic to reveal evidence and provide findings of people or organizations to the audience. This type of journalism often requires more time to plan, prepare and research. It can be both print and broadcast media.
2.  : This is a form of journalism that reports on sport issues and events like competitions or marathons. The journalist has to report scores, standings and rankings for different teams and athletes. It can take the form of print, digital or broadcast media.
3.  : It has to do with the current events of popular figures and trends. The journalists report on celebrities, movies, television, books and events. They can cover movie premieres and award ceremonies like the Oscars, the Grammys, etc. This type of journalism can take the form of different genres and is common in print, digital and broadcast media.
4.  : In this type of journalism, the pieces of news are reported through internet media, such as digital newspapers, blogs or social media. All kind of information is freely available on the internet. The negative aspect of it is that sometimes sources are not credible.

- \* Read the definitions and complete the sentences.



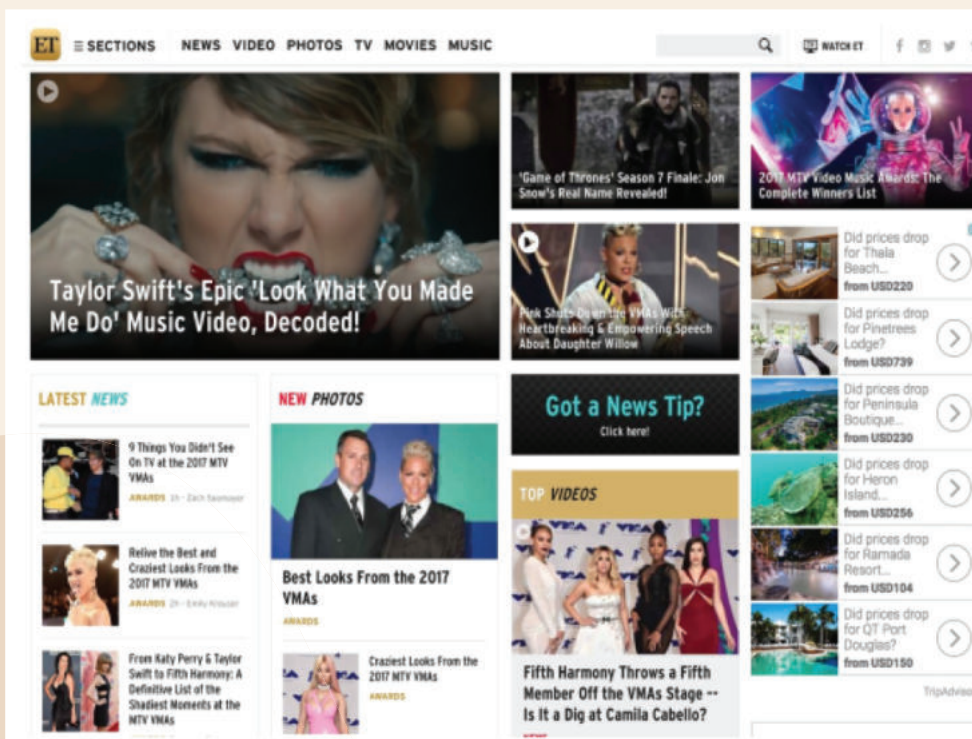
In this type of journalism ...

- a. the pieces of news are presented only in a digital way: .
- b. journalists have free pass to important ceremonies and report what's going on behind the screen: .
- c. there is hard work of researching before sharing the information: .
- d. brings all the information related to our footballers and athletes in general: .



\* Label the pictures according to the type of journalism they represent.

#livingUruguay96



Source: <https://dri.es/entertainment-tonight-using-drupal>

<https://www.wallpaperflare.com/magnifying-glass-showing-silence-word-loupe-search-enlarge-wallpaper-amsih>

<https://apkpure.com/fr/le-journal-l-equipe/com.milibris.standalone.app.lequipe>



\* Which type of journalism do you consume more often? You can use examples from the previous activity or add your own ideas to complete the ranking.

\* Then, write sentences about them.



1.		
2.		
3.		
4.		
5.		

## Research time!

- a. Get into groups of three and distribute the roles. Each member of the group is going to research Uruguayan journalism in different periods of time.

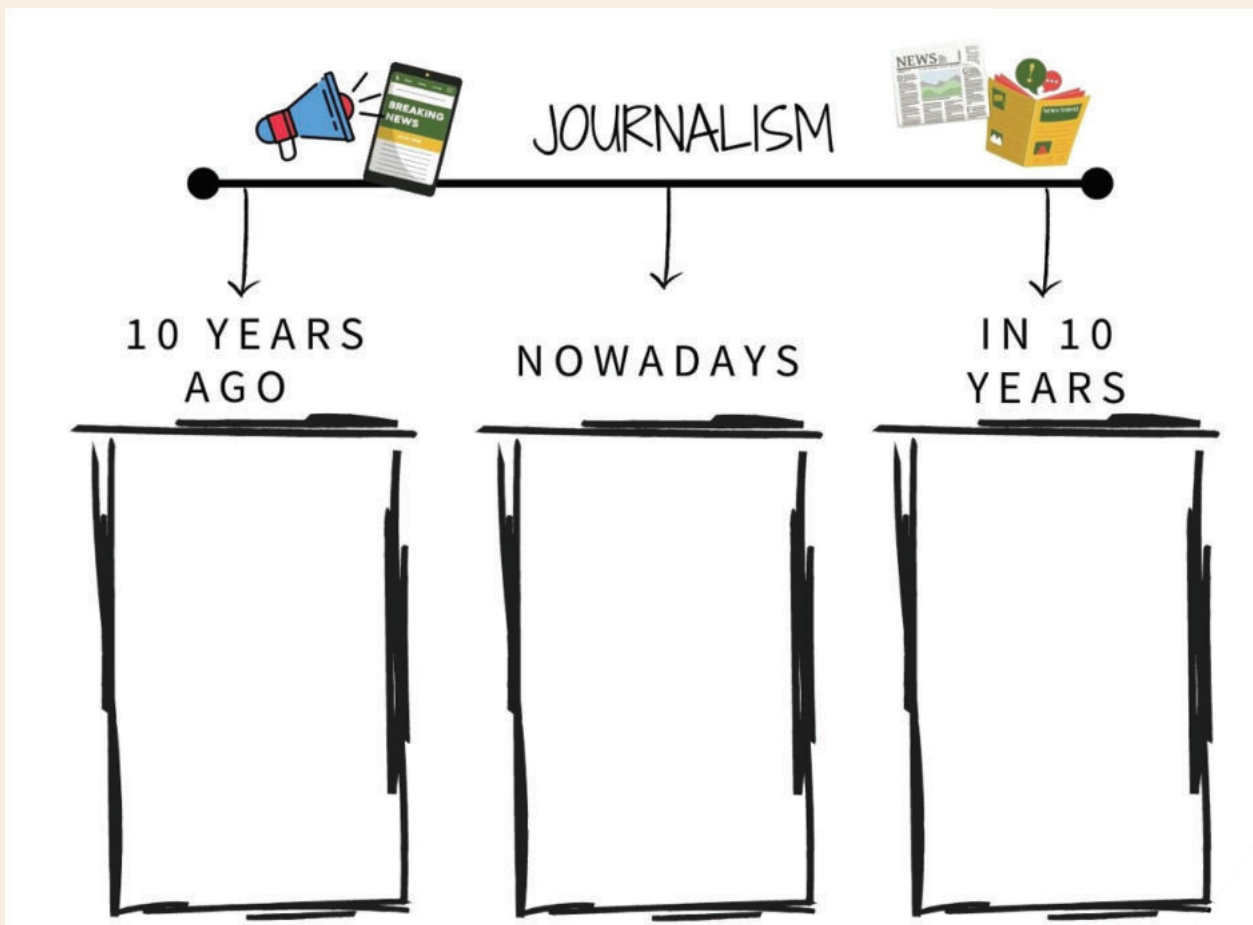


Student A	Student B	Student C
<b>Journalism in the past</b>	<b>Journalism in the present</b>	<b>The future of journalism</b>
How and when did journalism start in Uruguay?	What is the situation of journalism in the present time?	What will the future of journalism be like in ten years?
Which means of communication were used to inform people?	How has the way people get the news changed?	Is social media the future of journalism?
Who was in control of the news?	Which factor led to the biggest changes in the world of journalism?	Will journalists disappear?

- b. Let's start by selecting and organizing information!



- \* Search for information on the web to complete the mind-map about journalism in Uruguay. You can also ask your parents, teachers and friends for information about the topic.





- c. Prepare a presentation or video about the topic. Your presentation or video has to include:

- **Introduction:** Explanation and presentation of the topic: "Journalism in Uruguay".
- **Main information:** Types of journalism and examples from our country, journalism in the past, present and future.
- **Conclusion:** What is the importance of journalism in society?



#livingUruguay6

- d. Share your video or presentation with the rest of the group.

# The 5Ws of a piece of news



- \* Do you like reading the news? Do you read the news in newspapers or online? Look at the newspaper pages below, what kind of articles can you read?

September

## NEWSPAPER

18/09/2017 FRIDAY www.newspaper.com N°1864648

● POLITICS ● ECONOMY ● HEALTH ● TECHNOLOGY ● SPORTS  
● CULTURE ● INTERNATIONAL ● BUSINESS ● ENTERTAINMENT ● CRIME

Page 2

**BREXIT NEGOTIATIONS WILL ONLY GET HARDER**

**A NEW DAWN FOR BRITAIN**

**WALL STREET HAS WORST WEEK IN YEARS**

**England wins U-17 World Cup in India**

**E-SHOPPING IS EATING THE WORLD**

**Page 4**

**DUIS AUTE LOREM.**

18/09/2017 FRIDAY September

### CAR THIEF CAUGHT TRAPPED IN VEHICLE

A car thief was arrested last Monday after accidentally locking himself into the vehicle he wanted to steal.

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Lorem ipsum dolor sit amet, ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

10.2 million visitors to Louvre Museum in 2017

The Musée du Louvre had a record 10.2 million visitors in 2017, an increase of 20% in comparison with 2016. No other museum in the world has ever equaled this figure. The Louvre's previous record of 8.9 million dates from 2012, the year that saw the inauguration of the Department of Islamic Art and the presentation of exhibitions on Leonardo da Vinci and Raphael.

"AMAPOLA" NOMINATED FOR BEST MUSICAL COMEDY

AMAPOLA is a 2017 American musical live-action/animated fantasy romantic comedy film, produced by Walt Disney Pictures with New York Academy Barry Sonnenfeld and Josephson Entertainment. It is written by Kevin McCulloch and directed by Mount.

Opera is a form of theatre and a genre of light opera. It includes spoken dialogue, songs, and dances. It is lighter than opera in terms of its music, orchestral size, length of the work, and at face value, subject matter. Apart from its shorter length, the opera is usually of a light and amusing character.

**TOP 10 INVENTIONS**

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

**NEW VACCINE AGAINST THE FLU**

This article is part of a series of explainers on vaccine development and distribution. Learn more about vaccines - from how they work and how they're made to ensuring safety and equitable access - in WHO's Vaccines Explained series.

Germes are all around us, both on our skin and in our bodies. When a germ enters your body, it can cause disease and death.

www.loremipsum.com

- \* Read the articles' headlines. Can you identify which newspaper section they belong to? Write the letters in the circles. There is an extra one.



A- POLITICS  
F- CULTURE

B- ECONOMY  
G- INTERNATIONAL

C- HEALTH  
H- BUSINESS

D- TECHNOLOGY  
I- ENTERTAINMENT

E- SPORTS  
J- CRIME



- \* Get into pairs: Read the articles' headlines again. Which one would you like to read? Is there anything in particular that you would like to know about the story? Choose one of the articles and write three questions about it.

*For example, in the article "A New Dawn for Britain", What is Brexit? Why are things changing in Britain? Who is negotiating?*

ARTICLE:

Question 1:

Question 2:

Question 3:

- \* If most of your questions started with a Wh- question, you could probably be a very good journalist!

- \* Read about how to write like a professional journalist.



The "5Ws" of journalism are **what**, **where**, **who**, **when** and **why**, (and sometimes also **how** "1H"). According to the principle of the 5Ws, a report can only be considered complete if it answers these questions, therefore, it is an essential part of a journalist's process when writing and publishing a news story. The 5Ws are also used in research, information-gathering, or problem solving situations.

### The 5Ws of a story

**What** - What happened?

**Who** - Who was involved?

**Where** - Where did it happen?

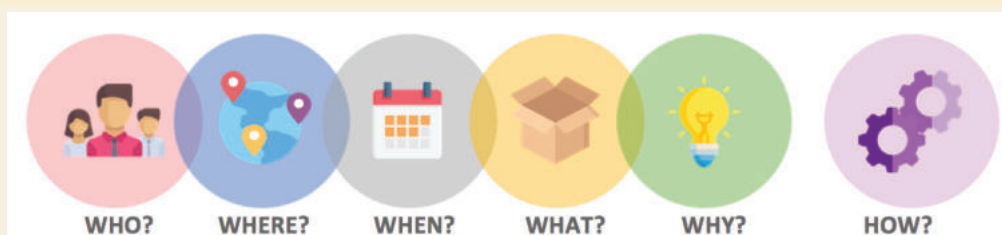
**When** - When did it happen?

**Why** - Why did it happen?

**How** - How did it happen?

Each question should have a **factual answer**, that's an answer based on facts, not opinions, for an article to be considered complete.

Also, it is very important to respect the **layout** or structure of an article when writing a news story. A news article needs to have a catchy headline or title, the name of the author and date, and it can include photographs or quotations from the people involved.



Icons from [www.flaticon.com](http://www.flaticon.com)

\* Complete the sentences with ideas from the text:

#livingUruguay6

1. The 5Ws...

2. 1H stands for...

3. Researchers and investigators...

4. Facts, and not opinions, ...

5. The layout of the article...

6. Journalists should include...

\* Let's analyze one of the previous news articles taking all these things into consideration.

**LAYOUT:** These are the key elements of a news article, read the article and put them in their correct place.

summary lead / byline / fact-based paragraphs / headline  
placeline & dateline / image caption / quotation

Diagram illustrating the layout of a news article with labels for various elements:

**CAR THIEF CAUGHT TRAPPED IN VEHICLE**

Jane Doe, Crime

**PIRIÁPOLIS, Aug. 8<sup>th</sup> – A car thief was arrested last Monday after accidentally locking himself into the vehicle he wanted to steal.**


Police were called to a house in the Country neighborhood after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.

"The man locked himself into the car while stealing it, and couldn't get out," Piriápolis PD Sergeant Roy Blanco told us. He added that a second thief had been found hiding near the house.

The Police admitted that there has been a raise in car thefts in the area during the last months. Sgt. Blanco advises car owners to be careful and lock their vehicles at night until they catch the thieves.

"We were lucky; usually criminals aren't so inept!" Blanco joked.

Raise in car theft has police worried.



**FUNCTION:** Now, let's see the function of these parts within a news article.  
Complete the chart with the same options from the previous activity.

**1.**


10 words or less.

Catches the reader's attention.

It can include a sub-heading.

**2.**


Where the story takes place.

Date of the story.

**3.**


Writer's name.

Writer's specialty: sports, food, crime, current events, etc.

**4.**


Around 30 words.

It is the opening section.

Gives the most important information.

Can contain the answer to some of the 5W questions:

- what
- who
- why
- when
- where

**5.**


2-3 paragraphs.

Supplies more detail.

Contains factual answers to the 5Ws.

Can include the 1H answer:  
• how

Can contain quotations from people involved in the story.

Images or photographs may be included to illustrate the story.

Usually the last paragraph is the conclusion of the article.

**6.**


Expands the article's photographs.

Gives details about the images.

**7.**


What somebody actually said.

Add "at the scene" feeling.



\* Content: Let's work with the content of the article.

1. Read the article again and answer the 5Ws of the story:

Where?

When?

What?

Who?

Why?

2. Does the author give any additional details?

3. Describe the image that appears in the article. What does it add to the story?

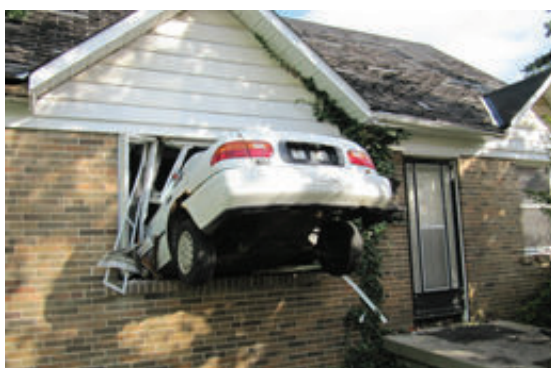


## WORK IN PAIRS: LET'S WRITE A NEWS ARTICLE



#livingUruguay6

1. Choose one of the pictures below. What is happening? Create an imaginary/real story with your partner.



Sources: picture 1 and 2 pxhere.com, picture 3 <https://www.flickr.com/photos/loozrboy/4045773560>, picture 4: commons.wikimedia.org

2. Write a headline for your story.



3. Write a:

byline:

placeline:

catchy summary lead:

4. Plan the story, jot down ideas and answer the 5Ws:

Where?

When?

What?

Who?

Why?

**5. Then, add:**More information: Quote: Image caption: **6. Now that we have all the elements, write your News Article!**

- \* Respect the layout: include your *headline*, *byline*, *placeline* and *summary lead*.
- \* Organize your facts into paragraphs (1-3 fact-based paragraphs).
- \* Include your quotation.
- \* Add the image caption.
- \* Write!

# Gender issues in journalism

- \* What does “gender” mean? Are “gender” and “sex” interchangeable words? Linda and Camila are dealing with this topic in today’s school lesson.
- \* In small groups, surf the net and look up the definitions.
- \* In your opinion, which of the following statements are true and which are false? Why?
  - It is immediately clear, and disappointing, the difference between women and men in any job interview.
  - Women journalists experience greater difficulty than their male counterparts in journalistic work because of the amount of household work.
  - It would be better if women were paid more than men.
  - Generally speaking, men often get more promotions than women.

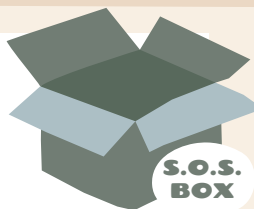


## \*

Do you believe that there is no equality in journalism? If so, how can we strike the balance? Use the SOS BOX below to help you.

**Giving opinion**

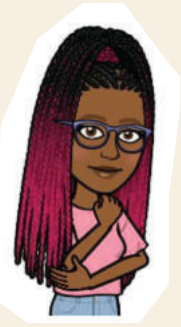
To be honest...  
 I guess / imagine...  
 I firmly believe that...  
 As far as I know...  
 As I see it...  
 I've never really thought about this before, but...  
 To be honest...  
 It seems to me that...  
 It's a complicated issue, but...  
 My point of view on this is...  
 Without a doubt...  
 I'm not completely sure whether...  
 Some people may disagree with me but...  
 I know it is usually thought that..., but...  
 You probably won't agree, but...



# EQUALITY

Photo source: pixabay.com

- \* Do you remember the KWL chart? What does each letter stand for? Remember the last column is going to be completed at the end of the lesson.

**K**

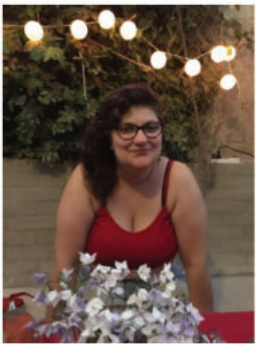
**W**

**L**


- \* The girls' teacher shared an interview made to a Uruguayan journalist with the class to have another perspective on the topic



Photo by: Lourdes Rodríguez Becerra



Hello! My name is Lourdes Rodríguez Becerra and I was born on July 25, 1984. I was born and raised in the west area of Montevideo. I have a special love for pedestrian streets, squares, and Ciudad Vieja beach boardwalk. Now, I live in downtown Montevideo.

At this moment, I work as a researcher at the “Institución Nacional de Derechos Humanos y Defensoría del Pueblo”. It is an independent State institution that was created to control the State branches of the government and state organizations, but also to protect Uruguayan inhabitants' human rights. My work as a researcher at INDDHH is quite recent. I have worked as a political journalist for most of my life and I collaborated with different publications related to the responsible journalistic coverage of issues related to inequalities of gender, social class, ethnicity, sexual orientation or identity. Now, besides being a researcher, I also devote myself to creative writing: telling stories, inventing characters, writing poems, and I devote my time to raising my daughter Olivia, too.

I attended Facultad de Información y Comunicación (FIC) at UdelaR where I got my degree. Then, I earned a certificate in Gender and Public Politics from Facultad de Ciencias Sociales. I have learned a lot at formal institutions, but I also learn from literature, music, colleagues, and everyday experience with my girlfriends and feminist groups.

- \* Now that you have read part of Lourdes' biodata, what information could you find in the text? Tick the correct options.

1. Lourdes' hobbies and free time activities ☐

Family information ☐

2. Her studies ☐

Personal information ☐

3. Lourdes' working life ☐



\* These definitions refer to some words in the text. Find the words and write them next to the corresponding definition.

- a.  : one of a group of people who work together .
- b.  : someone who studies a subject, especially in order to discover new information or reach a new understanding.
- c.  : the reporting of a particular important event or subject.
- d.  : a course of study at a college or university, or the qualification given to a student after he or she has completed his or her studies.
- e.  : to give your time or effort completely to something you believe in or to a person, or to use a particular amount of time or energy doing something.
- f.  : the unfair situation in society when some people have more opportunities, money, etc. than other people.

\* Read part of the interview with Lourdes.



### Do you think there is gender inequality in journalism? Why?



*Gender inequalities affect all institutions (public and private) and all areas of life, inside and outside our homes. So, journalistic practices in the media are not an exception. In addition, the journalistic practices which promote inequalities (of gender and others) have a particular magnitude because of the role they have as socializing agents. Moreover, they also have a transformative potential to delegitimize these inequalities. For this reason, it is necessary that journalists, content managers and media owners, assume an ethical commitment in the journalistic treatment of the news. No journalistic practice is neutral or objective. On the contrary, these practices are crossed by a set of preconceptions that tend to legitimize certain social conventions.*

### Do you consider that being a woman made your career difficult at any point?

*Yes, of course. I believe that all of us are impacted or affected in some way by the condition of women, socially related to our work performance. I also understand that each one of us feels it or lives it differently depending on the stories we have gone through and the previous experiences we had. In my experience, I think that what has affected me the most is having to prove that I could do my job in the same way as a male colleague does. I guess it has to do with working in male chauvinist contexts, like those related to politics in general and political parties in particular. Although it is possible to attribute it to the internal insecurities generated by socialization ("it is not a job for women"), I believe that there is also a real demand to "be up to" the tasks that men have historically done. I have also found some difficulties as a mom, especially because of the incapacity of some colleagues to understand the importance of devoting time to childcare.*



## Do you think there have been positive changes in the workplace in relation to gender equity since you started working until now?

Yes, I think so. As I see it, it is directly related to the growth of the feminist movement in Uruguay and Latin America. The presence of feminists on the streets, workplaces, and homes has made it possible to promote discourses that question cultural expressions that promote inequalities and to achieve legal advances related to equality in the workplace. As an example, when I started working as a journalist, I had to argue why it was not appropriate to use the expression "crime of passion" to refer to femicides. Today, the use of this terminology in journalistic approaches is inadmissible.

## Is there any gender pay gap in journalism?

I am not aware that this happened in the media in which I worked at. However, it is known that there are still exceptional or individualized salary agreements. Clearly, these practices do not favor women who, as I mentioned earlier, must prove to be "up to", to be professionally legitimized in their tasks.



## Regarding the work of the journalists, do you consider that gender bias still persists when writing and titling news articles in Uruguay?

Yes, of course. Many times there is an explicit intention of gender bias in the news treatment, but other times there is not, this occurs as a consequence of the naturalization of prejudices. Even so, this does not exempt workers and employers from the ethical commitment to report responsibly.



## What consequences does journalism without a gender perspective have on the content and approach of the news in the media? What would you propose to do to achieve greater awareness in society about this issue?

I understand that knowing and understanding the complexities of inequalities allows people to take a critical look at news constructions that, as I mentioned earlier, are never neutral or objective. However, this does not excuse the media from their responsibility for the content that contributes to or deepens these inequalities in a discursive way ("they raped her for walking alone at night", "he killed her because he asked for it", etc.). As a journalist, I believe that it is possible to assume an ethical commitment in the treatment of issues that involve gender inequalities and other violations of human rights.

Photos source: human rights - Google Search gender equality - Google Search

- \* What's your opinion about this topic? Here you have a 4 C's chart to complete. Read each guiding question carefully before writing your own ideas.

What connections can you make between the text and your life, the text and your learning, or the text and the world?

## CONNECTIONS

What ideas, positions or assumptions do you want to challenge / argue with text?

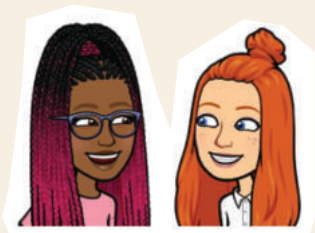
## CHALLENGES

What key concepts or ideas do you think are important and worth holding, from the text?

## CONCEPTS

What changes in attitudes, thinking or action are suggested by the text, either for you or others?

## CHANGES



- \* Imagine you have the possibility to ask some questions to the journalist and writer Lourdes Rodríguez Becerra. Use the following question starters to create your own interview.

- Why...?
- What are the reasons...?
- What is the purpose of...?
- How would it be different if...?
- Suppose that...?
- What would it change if...?
- What would change if we knew...?
- What...?

## USEFUL VOCABULARY:

equal / equality	gender
rights	bias / biased
privilege	power
salary	boss
payment	glass-ceiling
difference	fair treatment
diversity	rising positions
opportunities	pay gap
laws	fair wage

- \* Time to have some fun! Get into pairs, one of you is going to be the interviewer and the other one the interviewee. Use the questions you came up with in the previous activity and try to include as much vocabulary and questions starters as possible and roleplay an interview.



- \* You may also need some of the following expressions to start the conversation:
  - Hello, good (morning). How are you?
  - Thank you for being here today. / Thank you for this interview!
  - It has been a pleasure to listen to you reflecting on this hot topic.

### A campaign in Uruguay against bias in news headlines.

As we learned, communicators, journalists, media owners, and schools of journalism and communication play an essential role in building a fair society, without discrimination and violence since they are socializing agents.

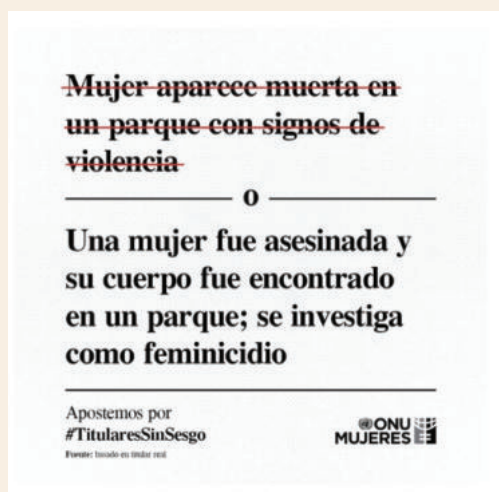
News and articles can re-victimize, reinforce stereotypes, or reproduce violence against women and girls, even from the headline. For that reason, in 2020 the UN Women in Uruguay created the campaign #TitularesSinSesgo to promote a real change in the news, contributing to the human rights agenda.

This campaign highlighted gender bias in information to make it visible. Then, it was corrected to prevent sexist interpretations and the normalization of inequalities.

- \* If you want to read more about this enter this link:

[click here](#)

- \* Here you have an example of what our journalists did to show gender bias in headlines:



In a sentence written in the active voice, the subject of the sentence **performs the action**. In a sentence written in the passive voice, the subject **receives the action**.

So, when we want to emphasize the person that performs the action, we tend to use the active voice. When we want to emphasize the action or, we do not know who the doer is (or they are not relevant), we use the passive voice.

- \* In the following sentences:

- Which sentences are written in the passive and which ones are written in the active voice?
- What does the “by” in the third sentence mean?
- Which of these would be the best headline for a news report? Why?



- \* Complete the last column of the KWL chart. You can also share your thoughts about today's lesson in a small sheet of paper, sticky notes or making use of an app such as “Jamboard”.

# The role of advertising

- \* Have a look at these logos. Have you seen them before? Where? Which companies do they represent? What products do they sell? Complete the boxes with information about each logo.



APPLE

Products:

Products:

Products:

Products:

Products:

Products:

Photo source: commons.wikimedia.org

- \* Work in groups of three and complete the mind-map about ADVERTISING.



Positive aspects

Negative aspects

Different types

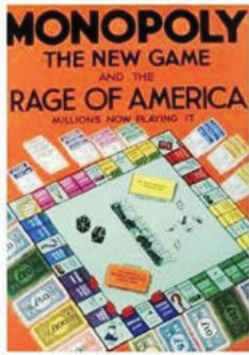
Who can use advertising?

-food companies

What makes an ad memorable?







Advertising is not a new way of promoting a product or service. Its origins go back to ancient times or even before, right to the stone age! From rock carvings and papyrus to the radio and television.

For many companies' owners, advertising is still the most powerful tool to deliver the proper message to customers, so some companies spend a lot of money on it, relying on the various forms of media available to increase their sales.

In recent decades, ads have changed enormously due to technology and the influence of social media in people's life. Advertising in media is the fuel that drives global business!

Many companies use clever techniques to persuade us to buy their products. In some cases, they hire celebrities to promote their brand because they believe that if we see our idols using a product, we will buy it. Other strategies can be spreading the idea that you will feel bad for not buying a product, that you need to have certain products or use certain services.

In order to increase sales and rise profits, companies hire "cool hunters" or "cultural spies" that infiltrate teenagers' and children's world to know what they like and bring the latest trends back. Children and teenagers are of great importance to companies because they are easier to convince and control, and they influence their parents' buying decisions. They are considered the consumers of the future!

\* Read the text and find evidence to support these statements. Then, explain them with your own words.



1. Teenagers and children are important to the advertising industry.

2. Technology growth changed the way of advertising a product or service through the media.

3. The choice of the right message is important to sell your products.

\* Read the text again and answer these questions.

a. What is advertising? When did it start?

b. Why do companies spend a lot of money on advertising?

c. Is media advertising good for business? Why? Why not?

d. How do companies use ads to increase sales?

e. What is your opinion about the relationship between advertising and children/teenagers?

- \* Get into pairs and describe an advertisement that you have seen or heard on TV or the radio. What was it about? How long did the commercial last? Did it make you want to buy the product?



- \* Read the following texts and match headings a-d to the correct one.



- a. How to start a campaign.
- b. The secrets of a good ad.
- c. The aims of an advertising campaign.
- d. Benefits of advertising.

The best aspect of advertising is that it encourages people to make decisions. It pays attention to what people like and think. It is a powerful tool to increase sales and profit for your business.

Advertisements are always trying to persuade people to buy a product. To convince consumers that this is the best product in the market, or that this is exactly what they need!

The first step is to create a name for the product. Having a good name is crucial because it influences people to buy the product. The name has to be appealing because the image of the product starts with it.

The language used in advertising is very important. Ads use short slogans, informal language and colorful fonts.

Rhymes and alliteration are good to produce special effects. When designing the ads you have to consider your target market, as well!

\* Have a look at this advertisement. Who do you think the target market is? Where can you find this kind of ad? Complete the diagram with these words/phrases:

slogan - name of the product - brand logo - description of the product



Source: pixabay.com

# Marketing

\* Get into small groups and look at this diagram. Write the brands you associate each product with and the characteristics of each brand.

Brand	Characteristics



- \* Companies use different strategies to reach the audience and sell their products in a catchy way. Match these strategies to the corresponding pictures. Then, classify the types of marketing strategies into offline and digital marketing.

*For example, number 1 – a company blog – digital marketing*

#livingUruguay6

- 1 search engine optimization (SEO)
- 2 social media marketing
- 3 viral marketing
- 4 word of mouth
- 5 a company blog
- 6 billboard advertising
- 7 phone call
- 8 email marketing
- 9 pay-per-click advertising

Images from canva.com

- \* Read these definitions and complete the blank spaces with the terms from the previous exercise.



- Advertising through large, outdoor posters. \_\_\_\_\_
- An online advertising model which advertisers get paid when somebody clicks on their ad. \_\_\_\_\_
- A website that regularly publishes information, opinions, and more related to a certain item or specific business. \_\_\_\_\_
- Using well-known websites as marketing tools. \_\_\_\_\_
- Use special tactics to reach a prominent position in search engines. \_\_\_\_\_
- A form of direct marketing that uses emails to communicate commercial messages. \_\_\_\_\_
- Getting internet users to promote a product or service on their own by telling their friends. \_\_\_\_\_
- Satisfied customers recommend your product to other potential customers. \_\_\_\_\_
- Trying to sell a product over the phone to people who don't know you. \_\_\_\_\_





- \* Get into pairs and discuss: Which strategies do popular businesses use? Which are the most effective? Which are the least effective?
- \* Nico and Camila are thinking about founding their own small company to earn money for next year. Let's read an article they found about marketing.



#LIVINGURUGUAY6

# BUSINESS GAZETTE

*by Sonia Ackerman*

## What is marketing?

**Marketing** is the process through which a corporation promotes the purchase or sale of a product or service to a specified audience. Advertising, selling and delivering things to consumers or other businesses, are all examples of marketing. Television ads, billboards on the side of the road and magazine ads are all instances of marketing at work. However, not every company approaches the need to sell their products and services in the same way. Through consumer-driven advantages, advertising, packaging, positioning, price and promotions, a corporation can improve the public's desire for a product or service.



The 4 Ps of marketing are **place, price, product, and promotion**. Companies can guarantee they have a striking, in-demand product by coordinating the 4P Ps to attract customers.

Marketing is imperative since it allows a business or company to share its items and services targeting a specific audience. It is a way of telling, showing and proving how wonderful a product is. Without marketing, a business doesn't have a voice.

When formulating a marketing strategy, there are 7 Cs of marketing that are a must. These 7 Cs are **clients, convenience, competition, communication, consistency, creative content and credibility**.

The way in which a product is presented in the market may determine its success or failure.



\* Read the magazine article and answer these questions.



#livingUruguay6

1. How do companies influence public preferences?

2. Why do companies coordinate the 4 Ps?

3. What's the importance of marketing?

4. Of the 7 Cs, which is the most difficult to achieve?

5. What determines whether a product is successful or not?

## Your opinion matters!



Why do people buy certain objects and not others?  
What do companies think about when creating a slogan?

\* Nico and Camila have thought about a company that sells customized helmets. They have created a slogan for it.

\* Get into groups and choose one product, create its logo and write a slogan for it. Then, show the product to the rest of the class and vote for the best one.



# Unplugged

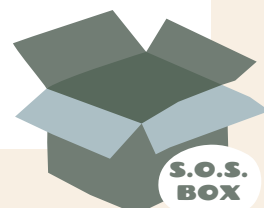
\* Marker talk! Come to the board and write your answer for this question: *Which are the most important things in your everyday life?*

Look at these pictures and compare them. You can use the SOS box to help you



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 ...





## YOUR VOICE MATTERS!



\* Discuss: How have our lives changed since we started to use smartphones?

\* Read what happened to Emma and Camila with their smartphones. Did both of them have the same reaction when they weren't able to use the internet? Explain.



*"Last year I had a technical issue with my smartphone and it was without service for a whole day. At first, I was kind of lost and worried about the possible texts and emails and other messages from my social networks that I would be missing. I felt anxious about not being "connected". After some time, I realized that without constant emails, texts and instant messages, I was actually happier and less stressed".*

Emma

*"Some months ago the internet collapsed all over the world. My friends went crazy about what had happened. Nobody knew what to do. Honestly, I felt relieved because I'm not a technology fan so it didn't really affect my life. I took advantage of the situation and invited my friends to go out and be in contact with nature. It was a fantastic experience for us. I must admit it was a bit hard because at the beginning all they talked about was the lack of connectivity but then they forgot about it and we really enjoyed our day out".*

Camila

\* Is it possible to live an unplugged life? Read an article and complete these sentences:



1. People who cannot disconnect from their devices may suffer from \_\_\_\_\_ .
2. Posting every detail of our lives can be debatable because \_\_\_\_\_ .
3. If we limit the amount of time we spend using electronic devices, \_\_\_\_\_ .
4. The experiment was carried out in \_\_\_\_\_ .
5. The people who took part showed some evident changes such as \_\_\_\_\_ .

#LIVINGURUGUAY6

## IS IT POSSIBLE TO LEAD AN "UNPLUGGED" LIFE?

In our new digital society, the concept of being reachable at any time, anywhere, has become commonplace. Most people, even while on vacation, continue to check their email, post their location on social networking sites, and feel the necessity to stay connected to their "network." Sadly, some people have become addicted to their smartphones and social media sites, which can lead to depression and anxiety.

Today, we are such a "connected" society that most of us turn over to check our phones before brushing our teeth or making coffee. It is true that technology facilitates communication but the consequences can be disastrous for future generations. Most people find joy in posting everything they do. This can be debatable. However, it is a fact that this constant "sharing" takes precious time away from our family and friends.

Restricting the time we use our smartphones and social media may actually make us happier. Spending more time in face-to-face conversations and interactions may actually lead to more satisfying relationships.

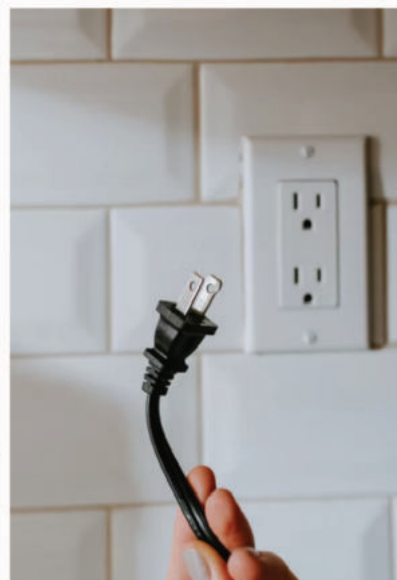


Image from unsplash.com



According to a study conducted in a deserted area in Asia by a group of neuroscientists, "unplugging" yourself from technology is a highly-recommended experience. 25 middle-aged men and women took part in this experiment. All of them were asked to leave their digital devices at home and were observed for a week. The participants showed several changes as days passed. After four days of being disconnected from their devices, they had improved posture, slept better, were able to keep eye contact and were meaningfully engaged in more relaxed conversations when there were no digital distractions.

There are certain moments in which leaving your devices apart can make you feel as if you were traveling back in time, but it can be beneficial to unplug yourself for a while.

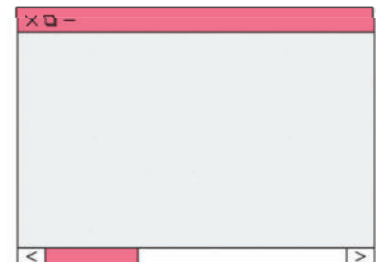
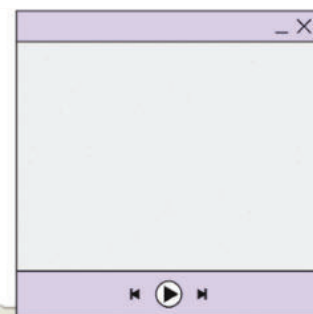
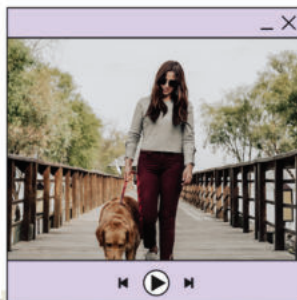


- \* How much do you depend on your smartphone? Look at the pictures in the chart and complete the poster with your own ideas on how to take a break from technology. Then, choose one activity and write a short paragraph describing it. Say how often you do it, with whom, when, why, etc.



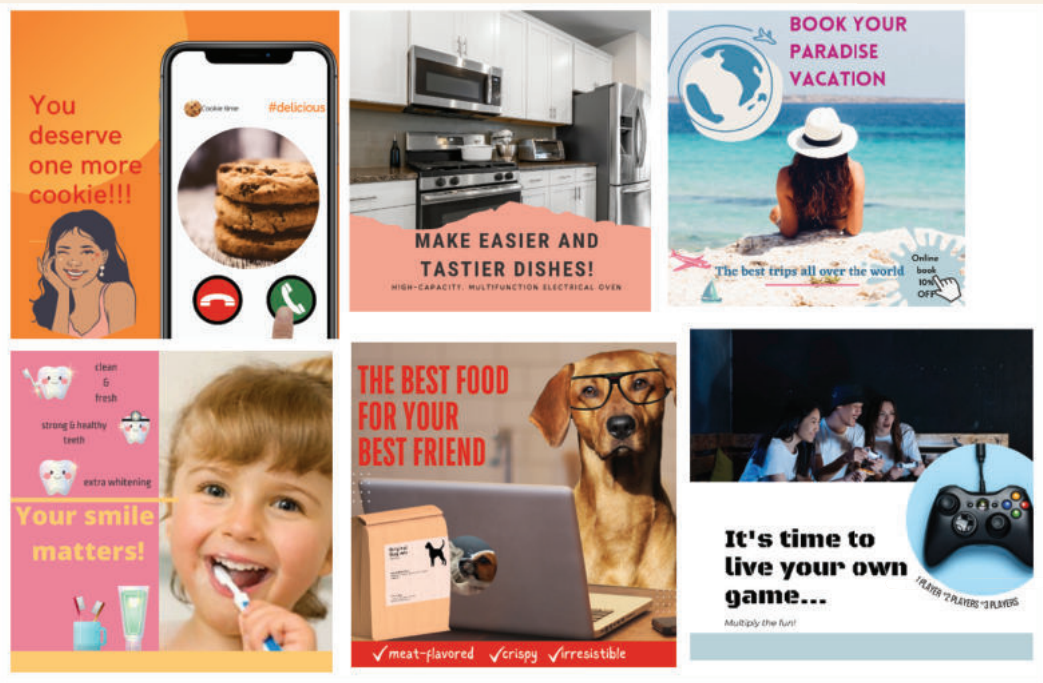
It's very important to create mindful moments in life. Take some minutes to think about what we discussed today and write your reflection on the topic.

## Mindful Moments



Photos from canva.com

# The influence of advertising



\*



What type of adverts do you like? Describe them. Look at these six ads and say what they sell and who the customers for each advert could be.

Photos source: canva.com







- \* Complete this chart. Then, share your answers with your partners. Are there any similarities?



- \* Read the following statement and give your opinion about it. You can use the SOS box to help you.

*Advertisements do more than just sell products; they play a role in creating and perpetuating stereotypes as well.*

What kind of products do they usually advertise?

	young men	
	young women	
	old people	
	families	
	children	
	teenagers	

In my opinion...

I think...

Maybe,....

I agree with... because ...

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

I believe ...

From my point of view, ...

My impression is that ...

I have the feeling that...

I have no doubt that...

I would say that...





- \* There are several techniques used to sell different products. Freddie likes working on his computer and he usually chooses to buy things online instead of going to the physical store. Let's read an article he found about these techniques.

## How to convince customers

Every time we buy a product we are affected by advertising. That product won't give us a perfect life but may give us certain happiness. People in the advertising world use a variety of techniques to convince us to buy something.

**A** An easy way to advertise is repetition. The product name or tagline is repeated so we end up remembering it. This technique is used, for example, in radio commercials.

**B** In advertisements, language is very important, no matter if the ad uses short or long phrases. In most ads, hype - or exaggeration - is very common. The use of vague language like "the most important" or "the greatest" are meant to impress customers.

**C** There are other moments when advertisers use common fears to manipulate our feelings. They try to make us feel that unless we use their products, we may not be able to protect our families, make friends, or succeed in life. For example, cellphones makers suggest cellphone use leads to a more active social life.



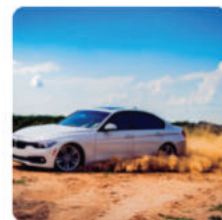
**D** Whenever we come across ads promoting cosmetics, toothpaste, or medicine, scientific language is used, including complex words that may impress the audience. For example, this toothpaste is recommended by 99% of dentists across the country. These ads also tend to use celebrities to advertise their products, so we can feel influenced by them to buy certain products.



**E** Emotional appeals are the foundation of advertising. Imagine an ad showing a happy family spending time in the woods, a woman hugging her child, or a handsome man using a razor blade before going on a date. All those images try to subconsciously make the public connect to motherhood, family life, femininity, or masculinity.



**F** Think of winter and you probably imagine a cup of hot coffee by the fireplace - We often associate ideas in our minds that relate to certain situations. Advertisers want to build associations. For example, a brand-new car advertisement can show the car driving along deserted roads, even though that is the least likely situation in which we will drive. Traffic jams are becoming more common in all cities, but the car advertisement may show a completely different image.



Photos source: canva.com

- \* Read the text again and answer these questions.



Which strategy ...

1. uses an expert or celebrity?
2. connects the product with gratifying ideas?
3. uses images of family life to persuade us?
4. uses a lot of superlatives?

- \* Get into pairs. The teacher you will give you a situation. Read it and write a suggestion. Then, think of another situation and ask your partners for suggestions / solutions for it.



**Situation 1** - María has just opened a bakery. Her budget is not big so she needs to pay great attention to how to promote her business. She needs to choose how and where to advertise.



**Situation 2** - Pato is looking for a new flatmate. She has made up her mind about the type of person she is looking for. What would you recommend she should do?



**Situation 3** - Sandra wants to sell her house without hiring a real estate agent. She lives in a small city so she assumes her house will be bought by someone from her area. Decide how she should advertise the house.



**Situation 4** - Pancho has been the owner of a hardware store for more than 20 years. He has lost some money lately and would like to get new customers. Think about who the customers could be and how to get them to come to his store.



**Situation 5** - A well-known company has created a new device that is capable of helping kids organize their work after school. It acts as a speaking planner that gives advice and tips, together with a specific schedule for each member of the family. The company has plenty of money to spend on publicity. What would you recommend to the manager of the company?





# Running toward danger

- \* Look at the poster and describe what you see using the key words / phrases on the left. You can use the SOS box to help you.



In my opinion...  
I think...  
Maybe,....  
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...



Photos from canva.com / pixabay.com



- \* Nico wants to learn about being a journalist but he is specially interested in the ones who work in dangerous situations. When covering breaking stories, journalists often endanger their own lives and sometimes find themselves at odds with emergency responders. They usually risk everything in order to ensure that the public gets news quickly about world-changing events.



Interview by Nico Romero

### Mr. Pfender, how did you become a war correspondent?

Well, it all started when I turned 10. My parents gave me a camera and a microphone for my birthday and from that day on I knew I wanted to be a journalist. Also, my dad is a former senior international affairs writer for a very respected newspaper and my mom worked as a news reporter in the local radio so I can say that the passion for reporting runs in our blood.

### Sounds interesting! What was your first important job?

The first story that struck me was one where I was assigned to cover a simple political story in another country. When I arrived at the place, it became apparent pretty quickly that it was going to get ugly; there was going to be conflict. But it was so unimaginable because there had not been an armed conflict for a long time. I remember telling my editors that I was expecting a war to break out and they looking at me like I was insane.

### What are the issues facing the reporters who put their lives on the line to tell a story?

I'd like to say that there is a misconception that war correspondents are adrenaline lovers who are drawn to dangerous situations. Every conflict is different so you can't really practice and plan what to do next. Kidnapping, murder, and torture are the risks we face trying to get the information from the front lines. However, journalists have a way to access military's operations; we usually have to embed with them. It is often the only way we can get access and it is probably a safer way than taking our own car and driving around.



Photo source: pixabay.com



Photo source: pixabay.com

### How did you feel back then?

Definitely it was a turning point in my career. I must admit I was afraid because all we saw around us was death and chaos. What really shocked me was the fact that the locals didn't know what to expect from day to day. They had to learn to deal with uncertainty because things changed so quickly.

### In your opinion, what are the best sources of information?

I think the most interesting stories I got were from talking to victims and refugees and people who had been pushed out of their homes. Their stories are truly moving because they give you much more insight into the conflict and the consequences of it than just watching two groups shooting at each other.

### What advice would you give to someone who wants to be a war correspondent?

I'd say that finding true motivation is key to succeeding at this job. Personally, this happened when I witnessed some really horrible things being done to children. I knew I had to tell the world about the horrors people were suffering.

### Thanks for your valuable insight into this fascinating yet risky job.



page 6

#livingUruguay6

- \* Read an interview Nico did to a war correspondent and answer the questions below.



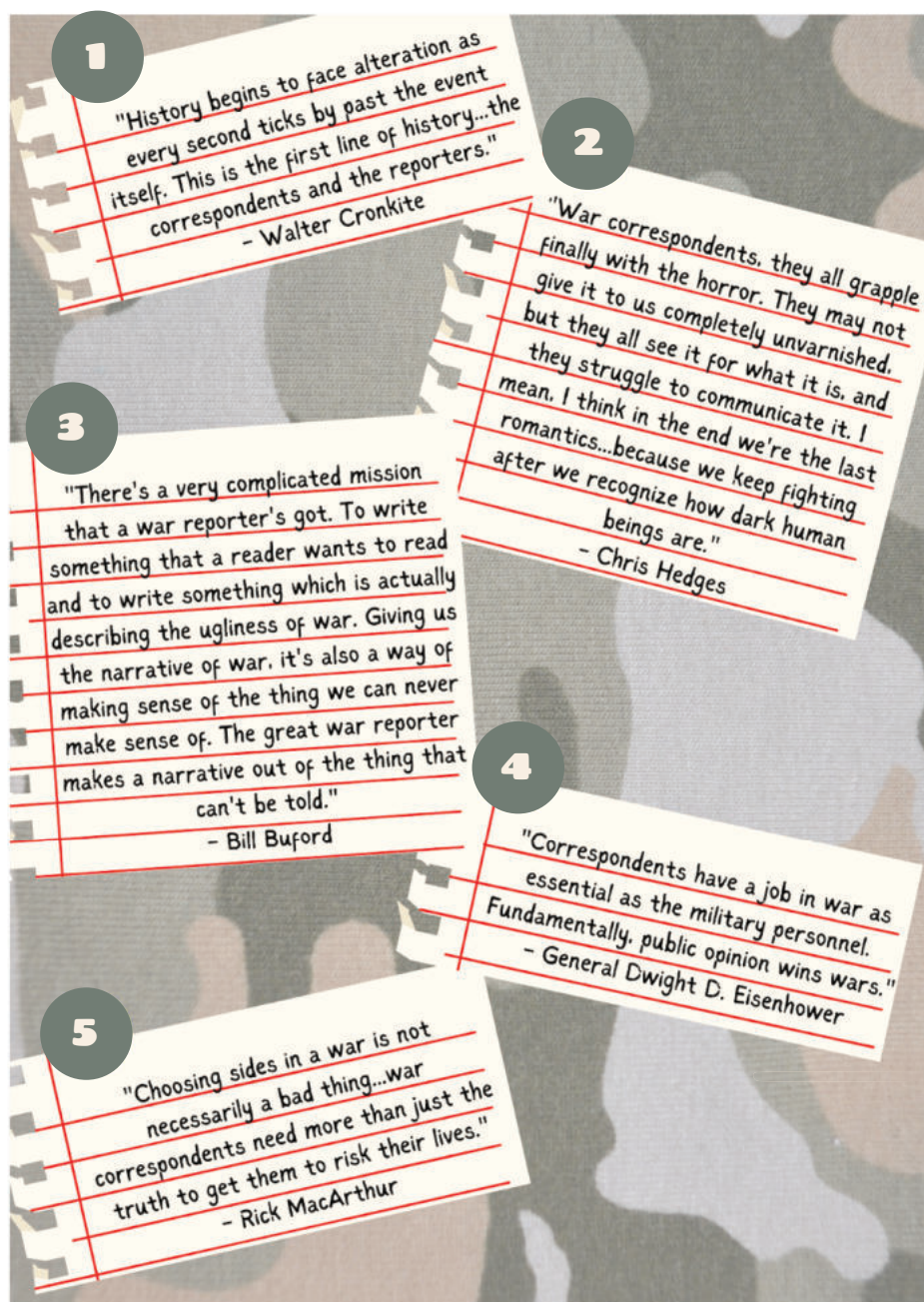
1. How did Liam's parents influence him?
2. What does he mean when he says "... it was a turning point in my career"?
3. Why does he think the best sources of information are the ones from victims and refugees?
4. What dangers does he mention?
5. What motivated Liam to become a war correspondent?

- \* Read the interview again and rewrite these phrases in your own words:

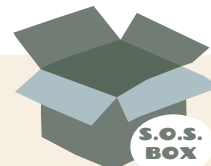
1. ... the passion for informing **runs in our blood**.
2. The first story that **struck me** ...
3. ... we usually have to **embed** with them.



- \* Get into small groups and discuss these quotes. Remember to mention what each quote implies about the art of capturing the truth or horror of the war scene, the relating of history as it occurs, and censorship. You can use the SOS box to help you.



**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 ... / In my opinion, ... / From my point of view, ...  
**AGREEING:** I agree, I totally agree, I think so, You are right, I get your point.  
**DISAGREEING:** I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point.



- \* It's your turn to give your opinion about this job. Write a 120-word text. You can use these questions to guide your composition:

- Is it important that journalists immediately get to the scene of a disaster, even if it puts their lives in danger? Why or why not?
- How much emotion should a professional war correspondent be allowed to show on air? How might his or her emotions affect the audience? What are the pros and cons of allowing his or her emotions to show?
- What special considerations should journalists consider when interviewing someone who is going through, or has just been through, a traumatic event?
- What is breaking news coverage good at doing? What are its weaknesses? As news consumers, what considerations should we keep in mind when viewing or reading breaking news reports?
- What drives reporters to take risks to cover dangerous situations?

# Working as a TV news presenter

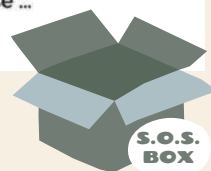


\* Look at these photographs. What can you see? You can use the SOS box to help you.



Photos by José María Goicoechea.

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 ...



\* Do you watch the news on TV? When was the last time you watched the news?  
What's your favorite news source?



\* Watching the news keeps us informed. There are plenty of people working behind the camera. It takes a group of professionals to produce a television news program. Read what Camila says and find jobs connected with working on TV.

A team of producers is responsible for organizing the entire show from financing to scheduling; however, the most recognized TV news jobs tend to be those in front of the camera, such as newscasters and reporters. Technical positions, such as camera operators and film editors, physically manufacture the final news program.





\* Listen to different people who work at a television news station and match the jobs with the speakers.



\* Now, listen again and write a short description of each job.

Speaker #	Job	Picture
1.		
2.		
3.		
4.		
5.		



Pictures from canva.com and pixabay.com

\* Look at this picture: Do you recognize him?  
Where is he from? Where does he work?



Photo by Leonardo Luzzi

\* Let's watch a video about Leonardo Luzzi, a very well-known Uruguayan TV presenter and take some notes. Then, share them with a partner.



- \* Now it's your turn to be a news presenter. Get into groups and create a news program. Remember to choose a name for the program, define roles in the news program, write different pieces of news (sports, entertainment, business, etc.) and talk about the weather. Then, record a video and show it to your class. Use these steps to help you:



Being a news reporter is more than just putting on a suit and tie and jumping in front of a camera. Check out these steps.

**Step one:** find your stories. That usually implies spending a couple hours every day online checking websites and social media sites.

**Step two:** Go out and get your stories. Talk to people, get the who, what, when, where, why and how, shoot video to record what is happening. The reporter often has to do everything including getting the videos and interviews.

**Step three:** Editing and writing scripts, and editing the videos into coherent stories. Sometimes, reporters must also write a version of the story for the station's website.

A lot of work, but also a lot of fun.



# Reality shows

- \* Get into pairs and discuss: Have you ever watched a reality TV show? Do you like them? Why do you think people like watching reality shows? What's the most popular in our country? Why?



**MARKER TALK:** Pick up a marker from the teacher's desk and write the characteristics of reality TV shows on the board.

- \* Read what Emma and Camila think about reality shows. What do they say?



I'm not into reality TV. I think it's not genuine because it's impossible to act naturally when there are cameras around. I believe everything is scripted. The people who appear in these kinds of shows are not talented at all, so what's the point of watching them? It's just a group of people doing nothing productive. It's a huge waste of time. I don't really understand why they are so popular.


I just love watching reality shows because they are so much fun! Most of them show regular people in unexpected and funny situations. I enjoy watching their reactions and how they interact with strangers. Sometimes it becomes awkward but I don't really care. I have a great fascination for cooking shows because I always learn new recipes and then I share them with my friends.



- \* Complete the chart with key words/ phrases that show how they feel about reality shows. Then, compare your answers with a partner. Are the words mostly negative or positive? What about you? Write your ideas in the space provided.



Reality TV: yes or no?

 Emma

\*Not genuine

---

---

---

---

---

---

---

---

 Camila

\*Fun

---

---

---

---

---

---

---

---

Your ideas ...

---

---

---

---

---

---

---

---



- \* Emma and Camila were asked to write an essay on the topic of reality shows. Read both texts. What similarities in structure and language do you find?



## Reality shows: more than mere entertainment

Reality shows generally feature a wide range of everyday situations involving humor or drama that attract massive audiences. Sometimes there is a host who interviews the participants and other times there is a narrator who tells what happens in each episode. The stars are often regular people rather than professional actors.

On the one hand, there are some positive aspects about this kind of show. Firstly, the viewer can get to know other places and other cultures. Secondly, there are some shows which teach different things such as how to build a house or how to cook an elaborate dish. Thirdly, they provide fun in a non-scripted way which makes the shows spontaneous and easy to follow.

On the other hand, most reality shows are broadcast during prime time and their content is not always suitable for children or teenagers. Nowadays, the trend is to focus the shows on violence or sex and this can clearly affect young people negatively.

To sum up, reality shows can be seen as a true picture of modern society and they have more positive than negative aspects, such as teaching new skills and concepts and showing new places and customs.

Camila.

## Why reality shows?

Nowadays, reality shows are becoming more and more popular. The themes they base their content on are endless and producers are looking for new ideas constantly. However, how beneficial are these kinds of shows for teenagers?

First, audiences are becoming used to reality shows because they are very controversial and the limit for what the participants do or say seems to be the sky. For example, they show extreme situations like people dying or having intimate relationships. Second, they promote wrong messages like worshiping celebrities based on humiliating each other for their own personal gain.

Last but not least, reality TV shows embrace the culture of the untalented and shallow-minded. An example of this is the show where a group of women cruelly compete for the affection of a supposedly handsome millionaire. The emotions of the participants are at stake, even when the storyline is hard to believe.

All in all, reality shows are nothing but a waste of time. The situations the participants have to go through are far from reality and they create a false sense of what is right or wrong.

Emma.

- \* Read the texts again and answer these questions:

### Camila's essay

a) What types of situations are portrayed in reality shows?

b) Which are the most important roles in the show?

c) Which positive aspects does Camila mention?

d) Why can reality shows be bad for teenagers?

### Emma's essay

a) What examples of controversial situations does Emma mention?

b) How does she describe the participants?

c) What is Emma's general opinion of reality shows?

- \* Write a 100-word text describing your opinion about reality shows. Use the ideas you wrote in the chart above. You can use these ideas to help you.

### ORGANIZATION OF THE ESSAY:

- Title
- Paragraph 1: Introduction of the topic (participants, audience, topics)
- Paragraph 2: Positive aspects
- Paragraph 3: Negative aspects
- Paragraph 4: Conclusion

## USEFUL LANGUAGE

### To start a paragraph

- First / Firstly, ...
- First of all, ...
- To begin with, ...
- Many people say / believe, ...
- It is said / believed that ...

### To continue

- Second / Secondly, ...
- In addition (to this), ...
- Apart from that, ...
- What is more ...

### To give reasons

- Because
- Due to ...
- The reason this happens is ...

### To contrast ideas

- On the one hand / On the other hand, ...
- However, ...
- Despite ...
- Although ...

### To give examples

- For example / for instance ...
- Unlike ...
- Such as

### To give opinion

- Personally, ...
- I believe / think that ...
- From my perspective, ...

### To finish

- To sum up, ...
- In conclusion, ...
- All in all, ...
- On balance, ...



# Moving from paper to digital

- \* Look at these two pages of a newsletter. Can you spot its main characteristics? Think about the type of news that appear there, the iconic elements you see, the size/type of font the writer uses (according to what he/she wants to say), etc. Take notes and share them on the board.



Is there a newsletter in your school?

- \* Read a short conversation between Freddie and Linda. Why do you think Linda didn't know about the existence of the newsletter? Think about these aspects: advertising, interest, topics, money, etc.

FREDDIE: Have you heard the breaking news?

LINDA: What are you talking about?

FREDDIE: Diego won the song contest!

LINDA: You got to be kidding me! How did you find out?

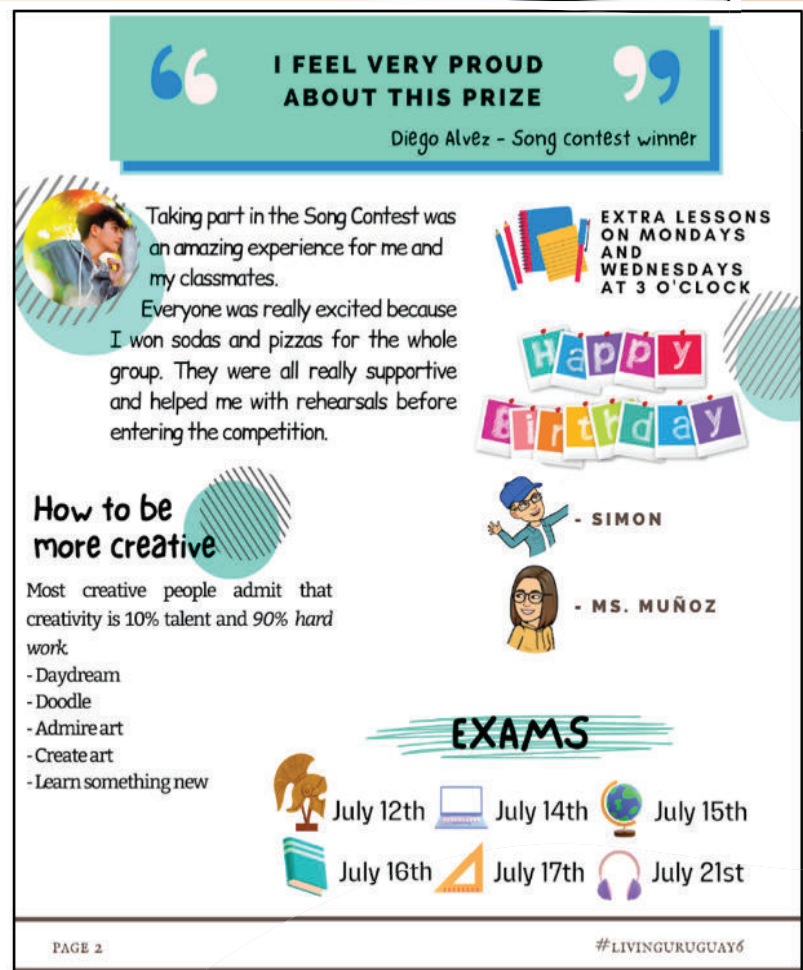
FREDDIE: I read it in the school newsletter.

LINDA: The what?

FREDDIE: Come on, Linda! Don't you read The Northern Star?

LINDA: Oops ... I'm afraid I don't.

FREDDIE: You should read it! Everything you need to know about school is there. Let's dash to the library and get a copy for you.





- \* Read the second part of the dialogue and find the statements in which Linda and Freddie mention these.



availability:

content:

access:

cost:

tangibility:

feelings:



LINDA: So, you always buy the school newsletter, don't you?

FREDDIE: Sure! I don't miss any issues.

LINDA: Don't you prefer reading the news directly from the school website?

FREDDIE: The thing is that I love the feeling of a warm paper right off the press and the fact that it can be physically held in your hands. Besides, you can keep it and look at any time.

LINDA: But you have to pay for it, while the website is free.

FREDDIE: Yes, you are right. However, the price is really low and it keeps the tradition that started so many years ago alive. That's why I support the print version so much.

LINDA: I see your point. Another thing is that online newspapers focus directly on the big news so that you don't waste time looking for the things you want to read. It's like they show you what's really important.

FREDDIE: Remember that the online versions don't always include everything and if they do, it gets lost because of all the pop-up ads.

LINDA: I know ...

FREDDIE: I always read the fine print because you never know what important info will be found there.

- \* Do you think it's important to have a newsletter in the school? Why? Why not?
- \* Read what each character wrote about having a school newsletter and answer these questions. More than one answer is possible.



Who says that newsletters ...

- are simple to read and provide people with information about the students' success?
- are a great way to let students speak up their minds and it is also useful for their future?
- give students the opportunity to improve different abilities regarding being a writer?
- provide students with the opportunity to work with different people?
- keep students and families informed about what the institution does?

### The importance of having a school newsletter.



In secondary school, students are developing maturity, ideas, philosophies, and identities. A newsletter can be the perfect way to allow responsible expression, perspective, and debate—all of which are beneficial when a student considers a career. Having a newspaper also lets students have a voice and learn skills for their future.



A newsletter provides updates and information about the school's progress and achievements. It also informs parents when there are special activities such as festivals, meetings, sporting events, workshops, talks, etc. That is why parents think that school newsletters are such a valuable tool.



okay

A school newsletter also tells the community about its students' achievements, showing that they are more than just a number. In this way, parents get more involved and take pride in their children. Besides, the articles are generally short and clear, catching the reader's attention.



Students can learn skills such as writing, editing, researching and designing. Sometimes the chance to be an active member of the newsletter triggers their love for writing, which can later become their life-long profession. When they are in charge of interviewing professional people, they also broaden their scope in terms of future career choices. This experience provides them with ethical guidance, as well.

super duper



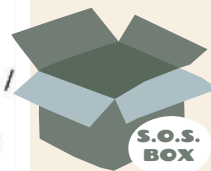
Students acquire working skills like time management, problem-solving and teamwork. Working on a newsletter also fosters the development of social skills because students have the chance to meet different people in different contexts. They generally become more aware of what happens in the world and this also helps them be more tolerant and patient.



- \* Read the texts again and choose the most beneficial aspect of having a school newsletter. Then, get into pairs and share your opinion with your classmate. You can use the SOS box to help you.



**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 ... / In my opinion, ... / From my point of view, ...  
**AGREEING:** I agree, I totally agree, I think so, You are right, I get your point.  
**DISAGREEING:** I'm afraid I disagree. / I'm sorry but I don't agree with you. / I agree but up to a point.



- \* Now it's time for you to create your own newsletter. Get in small groups and design a newsletter draft for the school. Think about these aspects:



- name
- design
- front page
- content (timetable, exams, special events, non-curricular activities, extra classes, holidays, festivals, etc.)
- style

## The power of fans

- \* Look at this picture and describe it. Use the SOS box to help you.  
Does having fans/admirers/followers always mean something positive?



Photo source: canva.com

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 ...



- \* Read the first part of a magazine article and choose the correct option.



- In the obsessive addictive disorder the person ...
  - tries to impersonate their favorite celebrity.
  - becomes too involved in the celebrity's life.
  - establishes a relationship with their favorite celebrity.
- Most celebrities ...
  - accept harassment as part of fame.
  - think fans are sometimes too overprotective.
  - suffer from harassment.



3. Just a few fans seem to fall in love with their idols.
- a. Correct.
  - b. Incorrect.
  - c. Not mentioned.
4. When celebrities post details about their lives, ...
- a. they deserve to be criticized.
  - b. they must accept negative comments.
  - c. they deserve respect because they are real people.



#livingUruguay6 - Issue 8

## The other side of fame

Written by Camila Rodríguez

The personal information that celebrities share establishes a relationship between them and their public.

Celebrities are generally idolized by the public and they play an important role in culture. However, some fans take things too far, hurting not only themselves but the celebrities they admire.

Fans who are obsessed with celebrities may suffer from an obsessive addictive disorder in which a person becomes excessively involved with the details of a celebrity's personal and professional life.

There are many cases of fans that confuse their feelings and seem to fall in love with the person they admire, taking their obsession too far. Sometimes, admirers think they have the right to judge celebrities' public lives.

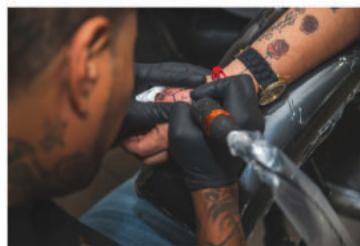
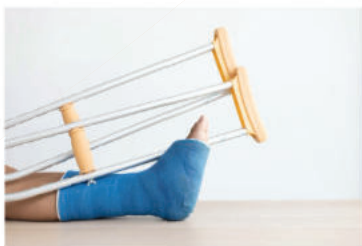
It is clear that fans only want the best for their favorite celebrities and can be overprotective, but harassment is not the right way. Unfortunately, this can be commonplace behavior.

Popularity has both advantages and disadvantages. Nonetheless, we should always bear in mind that celebrities are real people with real emotions. When they publish a post on their social networks, they may get millions of likes and comments, but they still have the right to act as they wish without automatically deserving strong criticism.



MORE GREAT STORIES  
INSIDE:

Camera Club Launches Exhibit - 3



## Going beyond the limits

**A** A twenty-year-old man did everything in his power to look as similar to his favorite singer as possible. He underwent several plastic surgeries for about 6 years, which also included a smile surgery. This last one took him over a month to recover from. All in all, he spent over \$100,000.

**B** Without any fear for her well-being, a young lady purposely broke her leg after her idol had an accident and broke hers. She made several attempts to make this happen, even trying to be run over by a truck. She did it to basically be twinsies!

**C** A pop boy band's fan posted some photos of her wedding. In the pictures, there was a cardboard cutout of the band's lead singer's face behind the words, "Mandy, will you marry me?" Other pictures show the detailed wedding ceremony in which the woman is the bride and her friends are the bridesmaids. The groom is the cardboard cutout singer and the cardboard cutouts of the other band members are the groomsmen. The weird part is that the woman's friends went along with it in all seriousness.

**D** There was a man from a northern city in the USA who put his marriage at risk when he had thirty tattoos of his favorite singer etched all over his body.

One of the tattoos includes a full-color image of the singer's face covering the man's back. That is the craziest one. The other ones include the celebrity's name, quotes, birthdate, zodiac sign and blood type. His wife ended up accepting his obsession.

“ I promise that I'll be by your side through good and bad times. I'll be there no matter what. ”



Photos from canva.com

✱ Read the second part of the article and answer some questions. There can be more than one correct answer.

In which paragraph (A, B, C or D) a fan...

- put their health at risk?
- had a “romantic” obsession with their idol?
- involved more people in their fantasy?
- modified their body?

### Did you know?

The singular “they” is a **generic** third-person personal pronoun used in English. Other third-person personal pronouns are “she”, “he” and “it”. Furthermore, the possessive pronoun “their” functions in the same way. Ex. “A person should enjoy their vacation.”

- \* Camila's uncle is a huge fan of music. Let's listen to the audio he sent her about a well-known celebrity and take notes to complete the chart.



NAME: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_

PLACE OF BIRTH: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_

FAMILY: \_\_\_\_\_

DEATH: \_\_\_\_\_

EXTRA INFO: \_\_\_\_\_



Photo source: canva.com

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



- \* Get into pairs and find out about another celebrity. Find the clues in the word search to guess who the celebrity is. Then, complete the missing information below.

- 1 US state: \_\_\_\_\_ 1 crime: \_\_\_\_\_  
 - 3 family members: \_\_\_\_\_  
 - 2 nationalities: \_\_\_\_\_ - 1 occupation: \_\_\_\_\_  
 - 2 languages: \_\_\_\_\_  
 - 2 musical instruments: \_\_\_\_\_

- \* Look for examples of two other celebrities that were attacked by their fans. Surf the net for information.





# Projects

## Project 1: "Teenagers and the news"

-Use the questions from the table in the "Teenagers and the news" lesson as a guide and write a short text similar to the ones the teenagers' wrote. Remember to use connectors and different phrases to express your opinion.

-Collect the pieces of writing that you did about the topic and draw conclusions of the students' from the class opinions. You can present your results like this:

- Most of the students consider that...
- Some of the students agree on...
- The minority of the students think that...
- An estimated 50% of teenagers...
- To conclude, it can be said that...



Source: pixabay.com

## Project 2: Journalism in Uruguay

**A-** Prepare a presentation or video about the topic "Journalism in Uruguay" with information from the research you did in class.

Your presentation or video has to include:

- \*Introduction: explanation and presentation of the topic.
- \*Main information: types of journalism and examples from our country, journalism in the past, present and future.
- \*Conclusion: What is the importance of journalism in society?

**B-** Share your video or presentation with the rest of the group.

## Project 3: Write your news article!

- \* Choose a picture that you find interesting and imagine a fictional story about it.
- \* Create a headline, byline, placeline and summary lead for your story.
- \* Answer the 5Ws and 1H questions (what, when, where, who, why and how).
- \* Organize your facts into paragraphs (1-3 fact-based paragraphs).
- \* Create a quotation.
- \* Add an image caption.
- \* Write your article! Remember to finish the article with a conclusion.

## Project 4: Now is your turn to be a journalist!

Find a recent news' headline with gender bias and try to do the same exercise that our Uruguayan journalists did to show gender bias in Uruguayan news. You can use news in English or Spanish.

## Project 5: Advertising a product

Think of a product you would like to sell online. Write a short description including: what it looks like, who would like it and why you are selling it.



## Project 6: Reporting a piece of news

Find a shocking piece of news and think how you would report it to the rest of the class.

## Project 7: The Truman Show

Watch the film "The Truman Show" and answer these questions:

- Who is Truman?
- Is he happy?
- Where does he live?
- What is his job?
- Why can't he never leave his hometown?
- What are Truman's fears? Why?
- How free is Truman in his hometown?

## Project 8: Create a newsletter

Work with different teachers from other subjects and create a newsletter for the school. Think of the name, design, front page, content (timetable, exams, special events, non-curricular activities, extra classes, holidays, festivals and more), and style.

## Project 9:

Imagine you work for a major advertising agency and they ask you to create an advertising campaign.

- Decide which product you want to advertise.
- Decide your target market.
- Choose a name for the product.
- Design the logo.
- Create a poster/video and include a slogan.
- Present your advertisement to the rest of the group.

# Unit 3

# AMAZING

# EARTH

---

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

- discuss topics related to our planet and how we take care of it.
- give opinions about topics related to the environment and the work some organizations do.
- research on topics related to the planet and its conservation.
- give arguments in favor and against debatable topics.
- carry out projects related to the topics of the unit.



# Come rain or shine

\* Read the questions below and choose 4. Get into pairs and discuss them. Then, take notes on your partner's answers and share his/her opinions with the rest of the class.



1. Have you ever experienced any extreme weather conditions?
2. What is climate change? Can we stop it? How?
3. What special traditions are associated with different seasons in your country?
4. Have you ever been caught in bad weather? If so, what did you do?
5. Do you think weather patterns are changing? If so, why do you think this happens?
6. Which month gets the most rain in your country?
7. What are the different kinds of weather?
8. What is the hottest temperature you have ever experienced?
9. Do you have many disasters in your country which are caused by the weather?
10. What is the average temperature in your area in the summertime?
11. Where do you get weather information from?
12. Do you think the weather affects the way people feel?

\* What is the difference between climate and weather? Discuss. Read this short text to check your ideas and underline the key information to differentiate both concepts.



## CLIMATE OR WEATHER?

Climate is what you expect, weather is what you get.

Weather is what you see outside on any particular day. The weather is the set of conditions in the atmosphere in one location for a limited period of time. In most places, weather can change from minute-to-minute, hour-to-hour, day-to-day, and season-to-season. Climate, on the other hand, is the average of weather over time and space. Climate conditions are far less volatile, and they are often used to describe larger areas—such as parts of countries, whole countries, or even groups of countries.

To sum it up, climate, describes the average condition of the atmosphere over a long period of time, such as across spans of 30 years or more, for a given location. While weather conditions change from hour to hour and even moment to moment for a single point, neighborhood, town, or city on Earth's surface.

- \* Do you check the weather forecast before leaving your house every day? Complete the chart with words from the poster.

- pouring - bright - mist - snowfall -  
 - cloudy - raining - hot - avalanche -  
 - cool - haze - blazing - lashing -  
 - snowstorm - dense fog - freezing -  
 - landslide - breeze - foggy - sunlight -  
 - blustery - blizzard - earthquake -  
 - hurricane - overcast -



- \* Listen to a woman talking about the weather and circle the correct option; a or b.



<b>SUN</b>  • sunshine • • •	<b>RAIN</b>  • drizzling • • •
<b>CLOUDS</b>  • gloomy • • •	<b>FOG</b>  • patchy fog • • •
<b>SNOW</b>  • snowflake • • •	<b>WIND</b>  • windstorm • • •
<b>TEMPERATURE</b>  • warm • cold • • •	<b>NATURAL DISASTERS</b>  • storm • draught • • •

### **TROPICAL WEATHER**

- a.** 18 degrees Celsius year-round - **b.** 25 degrees Celsius year-round  
**a.** 1300 mm of rain - **b.** 1500 mm of rain  
**a.** 20 degrees on either side of the equator - **b.** 40 degrees on either side of the equator

### **DRY WEATHER**

Low-latitude deserts:

- a.** less than 2.54 mm of rain annually - **b.** more than 2.54 mm of rain annually

### **TEMPERATE WEATHER**

- a.** humid summers and mild winters - **b.** wet summers and cold winters  
**a.** eastern coastline of Europe - **b.** western coastline of Europe

### **CONTINENTAL WEATHER**

- a.** warm summers - **b.** hot summers  
**a.** moderate rain - **b.** heavy rain

### **POLAR WEATHER**

- a.** - 10 degrees - **b.** 20 degrees  
**a.** near both poles - **b.** near one of the poles





\* Listen again and complete the missing information.



1. The climatic zone can be determined by many factors, including the presence of \_\_\_\_\_.
2. Areas with tropical climates include \_\_\_\_\_, Cameroon, the Central African Republic, the Republic of Congo, the Democratic Republic of Congo, Equatorial Guinea, and Gabon.
3. In dry climates, the \_\_\_\_\_ are higher than the chances of precipitation.
4. If the prevailing winds \_\_\_\_\_, then temperate zones are described as having been in a maritime temperate climate zone.
5. The arctic tundra zone is the largest in terms of \_\_\_\_\_ in the world, but you can also find alpine tundra zones.



- \* Have you felt under the weather recently? Get into pairs and look at the expressions in the clouds. With your partner write an explanation for each idiom. Then, check what you wrote on the internet. Were your explanations correct? Now, it's time to write examples for each idiom.



Coming up with that idea was like **catching lightning in a bottle**.

- \* Do you think the weather affects people's mood? Surf the net to find evidence and write a short text with what you found. Then, share it with your class.





# Magnificent buildings

- \* What do you see? Do you know the names of these places?



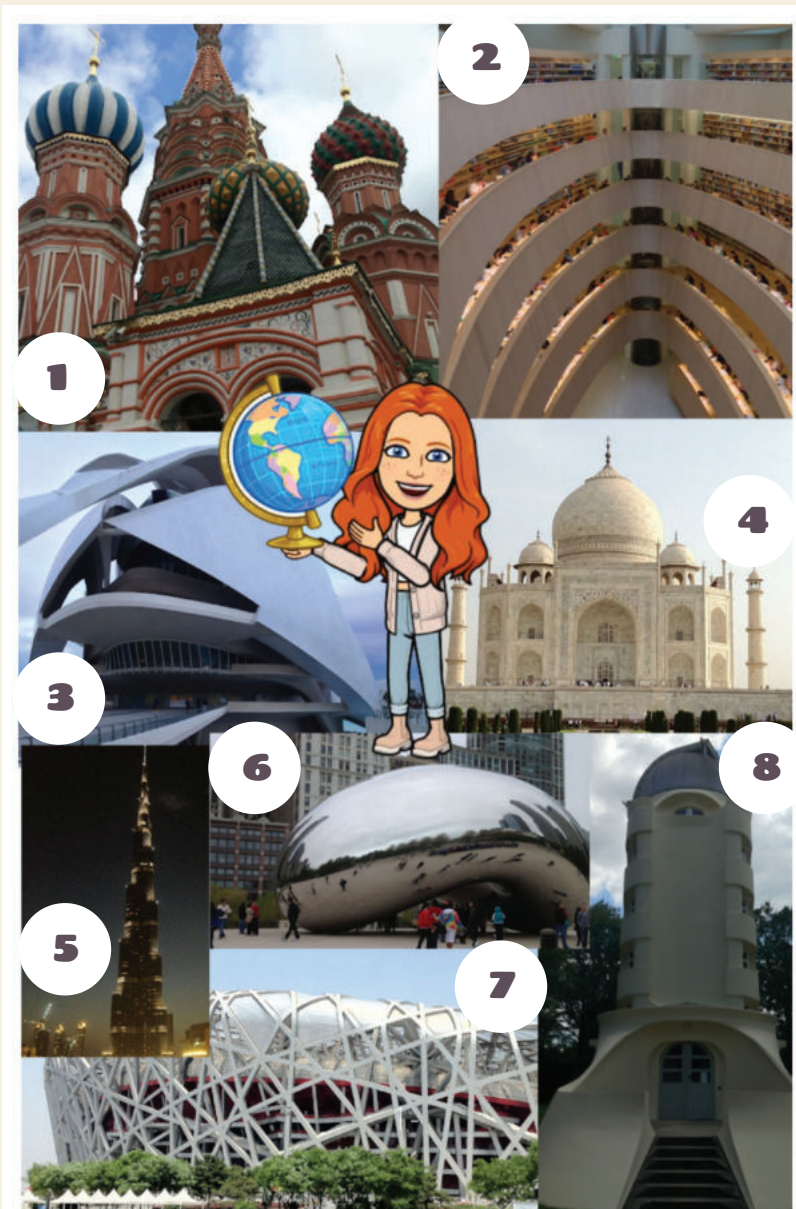
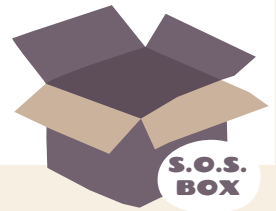
I think/ I believe/ In my opinion ...

This might be ...

It can't be ...

It could be ...

It must be ...



1. St Basil's Cathedral

2.

3.

4.

5.

6.

7.

8.

- \* Let's listen to Diego to check your answers.



Photos by Diego Spangenberg Beceiro

- \* Get into pairs and look at the photo your teacher has assigned to you. Write a short description of what you see. You can surf the net to find the information you don't know.



Name: \_\_\_\_\_

Country: \_\_\_\_\_

Architect: \_\_\_\_\_

Year: \_\_\_\_\_

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Architect: \_\_\_\_\_

Year: \_\_\_\_\_

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Architect: \_\_\_\_\_

Year: \_\_\_\_\_

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Architect: \_\_\_\_\_

Year: \_\_\_\_\_

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





Name:

Country:

Architect:

Year:



Description:



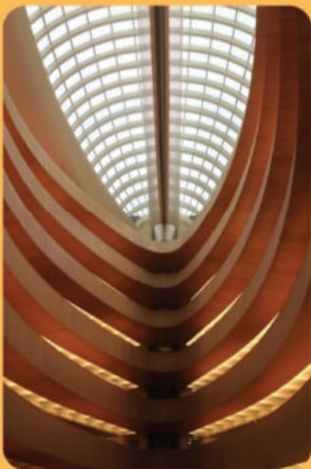
Name:

Country:

Architect:

Year:

Description:



Name:

Country:

Architect:

Year:

Description:



Name:

Country:

Architect:

Year:

Description:





- \* Have you ever been to any of these places? If you had the opportunity to visit one of these places, which one would you choose? Why?

- \* Did you know that most people who study architecture and economy travel around the world once they get their degrees? Diego Spangenberg is a young architect who has traveled all over the world thanks to his career. One of his favorite places in the world is Dubai. Read the text about this fantastic city and answer the questions below.



## A MAGNIFICENT CITY

Dubai is considered one of the most sophisticated and developed cities in the world. This magnificent city is located in the United Arab Emirates.

Some decades ago, Dubai was just a desert. It was a small fishing village that has radically changed. Nowadays, it is known for its architecture and luxurious buildings.



1. Where is Dubai?

2. Why is it considered a magnificent city?

3. Was it always seen as an amazing city?

4. Can you mention two touristic attractions? What do they have in common?



One of the largest aquariums in the world is also located in this incredible city. Over 140 aquatic species live in this tank.

Visitors can experience the Aquarium through different ways. They can go on a glass-bottom boat ride where they can see the animals from beneath their feet.



Dubai is a city of skyscrapers, ports and beaches. Dubai straddles a natural inlet called Dubai Creek on the southern shores of the Persian Gulf. Lining the creek you can see the oldest buildings. The new city center is a string of skyscrapers lining Sheikh Zayed Road where Burj Khalifa, the world's tallest building is located.



Photos by Diego Spangenberg Beceiro

# Incredible animals

- \* What animals are there in your area? Where can you see them? Are there any protected natural areas in your town/city?
- \* What does this headline suggest? “Uruguay: South American birding oasis”. What is an oasis? Did you know people come “birdwatching” to Uruguay?



- \* Read this text and say what these numbers refer to.

25%

480

15 and 48

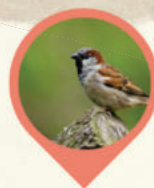
2-3

50%

## Uruguay: South American birding oasis

Uruguay is a small country with many birds (480 species recorded, with 2-3 new additions, on average, every year). This country is home to almost 50% of the species found in Argentina and 25% of those in Brazil, in an area that is 15 and 48 times smaller, respectively. For birders visiting the region for the first time, the list of potential spots to birdwatch is particularly lengthy. Thanks to the very good road network, most corners of the country can be reached within a few hours. This means less driving time and more time in the field with birds. The possibility of visiting many nearby habitats in just a few hours allows visitors to have a productive day; nature won't disappoint them.

Text adapted from guruguay.com. Photo from canva.com



- \* There are many people who love Uruguayan wildlife. Let's meet Antonio. Let's watch the video he prepared for us and answer the following questions.



- Who is he?  
 - Where is he from?  
 - What does he do?  
 - How did his love for animals begin?  
 - What is the aim of Urugwild?  
 - What are the most incredible animals he has photographed?  
 - Why is his project important?

Photos by Antonio Ripoll from @urugwild



- \* Antonio has shared some information about the animals he photographs with us. Read the texts and do the activities.

## CRIOLLA FROG

When it comes to size, our native amphibians might not be impressive, unless, of course, you meet the Criolla frog (*Leptodactylus luctator*). They might seem small, but knowing that they can reach a max. length of 6 in. (14 cm), they are unquestionably the largest. So large that not only they are the only Uruguayan frogs that can prey on other frog species, but they also protect their young as fiercely as crocodiles!! They will literally build nests of foam amongst aquatic plants, shaped like rings, so they can guard their nests. They are ready to bite anyone that dares to come far too close to their babies (\*even humans\*), and it doesn't stop there! After hatching, the tadpoles travel in shoals. Always with mom close by, watching over them. They're so fiercely determined to secure the future of their own brood that mortally wounded females with their guts out have been filmed...still protecting their offsprings, as if nothing was wrong with them.



### Act. 1 - Answer the questions

How ...

- ... big is the Criolla frog?
- ... are their nests?
- ... do they protect their babies?
- ... do shovels travel around?
- ... have some female frogs been filmed?

Extracted from @URUGWILD

## CHESTNUT

This is a male Chestnut-backed tanager (*Stilpnia preciosa*), one of the many species of fruit specialists that are a key in the 1) \_\_\_\_\_ of our native forests. This occurs since they eat fruits and poop out the seeds, which eventually germinate far away from the main 2) \_\_\_\_\_ and with enough fertilizer to grow up strong and healthy. This particular species does not have a melodic voice to seduce the ladies...but with a 3) \_\_\_\_\_ like that, who needs it, anyway?


A good way to invite beauties like this one to your garden is by 4) \_\_\_\_\_ native trees that produce native fruits...but having in mind that the ones found in Uruguay tend to grow 5) \_\_\_\_\_. If the flora in your area is exotic and poor in fruit production, a good slice of orange will do just the trick on inviting them to stay around, until your tree saplings grow big enough to feed the local birdlife!



### Act. 2 - Choose the correct option

- |                     |              |                 |
|---------------------|--------------|-----------------|
| 1- a) deterioration | b) weakening | c) rejuvenation |
| 2- a) tree          | b) seed      | c) leaf         |
| 3- a) feather       | b) skin      | c) costume      |
| 4- a) planting      | b) removing  | c) extracting   |
| 5- a) quickly       | b) rapidly   | c) slowly       |





## Plush-Crested Jay

With his charismatic look, beautiful colors, a 1) \_\_\_\_\_ that is as melodic as it is complex, highly gregarious behavior and extremely intelligent, the Plush-Crested Jay (*Cyanocorax chrysops*) is an unmistakable member of the "Corvidae" 2) \_\_\_\_\_. That's the family that includes: crows, ravens and jays, some of the most powerful minds in the bird's world. 3) \_\_\_\_\_, his beautiful look has made it a target of the illegal pet trade...a dangerous practice for this species since these 4) \_\_\_\_\_ are so smart and gregarious that it's incredibly difficult for them to survive alone in captivity. That, amongst other reasons, explains why, according to the IUCN (International Union for Conservation of Nature), their global 5) \_\_\_\_\_ is decreasing. However, by protecting their natural habitat from tree loggers and bird smugglers, a bird as intelligent as this one, can easily thrive.

Act. 3 - Complete the gaps with one word.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

Extracted from @URUGWILD

## Southern Walking Leaf-frog

Meet the most colorful and gorgeous amphibian that can be found in Uruguay: The Southern Walking Leaf-frog (*Phyllomedusa iheringii*), the largest species of tree frog in the country and also the most adapted to the life high up in the branches.

Measuring up to 2 in (7 cm), this frog is so large, yet his digital suction cups are so tiny, that it can't rely on their adhesive power alone...like the much smaller species do. So each one of their four paws is equipped with unusually long and muscular fingers that can envelop around and grip to the very thinnest of branches, just as the hands and the feet of monkeys do (\*hence the local name "Rana monito", which stands for "MONKEY Frog"\*). Incredibly, they are so specialized in living high in the treetops, that after mating, the females will build nests of leaves to lay their eggs, among branches right above streams or ponds, so when the tadpoles hatch, they will drop down, straight into the safety of the water.

Act. 4 - Write the questions for the answers provided.

1. \_\_\_\_\_? Its scientific name is *Phyllomedusa iheringii*.
2. \_\_\_\_\_? It can measure up to 7 cm.
3. \_\_\_\_\_? They have long and muscular fingers.
4. \_\_\_\_\_? They live in the treetops.
5. \_\_\_\_\_? The tadpoles will fall into the water.

Extracted from @URUGWILD

\* Do you know the expression "curiosity killed the cat"? Let's find expressions connected to animals in the following sentences.

1. Andy talks tough, but he won't hurt you. He is really **all bark and no bite**.
2. I had **butterflies in my stomach** before my first job interview.
3. Pat has really **come out of her shell** since she moved away from her parents' home.
4. Trying to convince them to travel with us is like **beating a dead horse**. There's no chance they'll change their mind.
5. Ben is **no spring chicken** anymore. But he still thinks he can run a marathon.
6. After the soldier lost his weapon, he became **a sitting duck**.
7. Jason has come late almost every day this week. His wife is starting to **smell a rat**.
8. We had **a whale of a time** at the party last night.

- \* Get into pairs, read the sentences and try to find counterparts in Spanish.



Example: *Andy is really all bark and no bite* = *perro que ladra no muerde*.

- \* Did you recognize the expressions **in bold** in the previous sentences? Match them with the correct meaning.

- a. a very easy target ☐
- b. behaves aggressively toward other people but not willing to physically fight them ☐
- c. enjoyed ourselves very much ☐
- d. no longer young ☐
- e. stopped being shy and reserved ☐
- f. suspect something ☐
- g. wasting your efforts trying to convince someone to do something ☐
- h. was very nervous ☐

- \* What do you know about the “mano pelada” or the “coendú”?  
Let’s meet Mily Corleone, the creator of a project named “Nativos del Uruguay”.

She started working with videos and photographs related to nature in 2016.

**Mily Corleone**

She created the project "Nativos del Uruguay" to promote wildlife.

Her designs show local fauna such as the Margay cat, the red-crested Cardinal, the southern Lapwing, etc.

Mily has found a way to show native wildlife art on T-shirts.

Photos by Mily Corleone



- \* Mily has been working on some designs for her work. What animals can you spot on the T-shirts?



- \* EXTRA ACTIVITY: Animals sounds.

Complete sentences 1-8 with the correct animal.

BIRD - CHICKEN - DUCK - HORSE - LION - PARROT - PIG - WOLF

1. roar like a .....
2. chirp like a .....
3. howl like a .....
4. grunt like a .....
5. quack like a .....
6. cluck like a .....
7. squawk like a .....
8. neigh like a .....





# Under the earth

\*

How much do you know about tsunamis, earthquakes and volcanic eruptions? Let's do a quiz!

## TSUNAMI, EARTHQUAKE OR VOLCANIC ERUPTION?

### WHAT NATURAL PHENOMENON ...



1

... is a long high sea wave caused by an earthquake, submarine landslide, or other disturbance?

2

... is a sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action?

3

... was named after the Roman God of fire?

4

... occurs several million times annually?

5

... has a Japanese origin meaning "harbor wave"?

6

... is measured with the Richter scale?



- \* Plenty of books have been written about our planet and natural phenomena. Unscramble these letters and find the name of a well-known book writer.

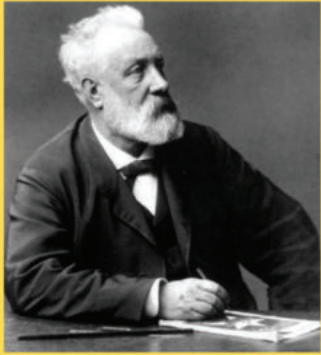


Photo source: commons.wikimedia.org

S R E  
E J V  
L U  
E N

- \* Look at these notes about the writer and write full sentences. You can surf the net if you need some help. Then, share with your class.



\* France: 1828-1905  
\* Broker (Paris Stock Market)  
\* "A journey to the center of the Earth" - 1864  
\* 140 languages  
\* Honorine de Viane Morel



- \* Read the text below and write true, false or doesn't say next to each sentence.

In the time when Jules Verne lived, there was much scientific and popular interest in what was inside of the Earth. The details of Earth's interior had not yet been discovered. Although volcanic eruptions showed that at least part of the Earth's interior was hot enough to melt rocks, temperatures within the Earth and the existence of radioactivity were unknown.

Verne's book, "A Journey to the Center of the Earth" (1864, originally published in France as "Voyage au center de la terre"), built on this interest in the structure of Earth with an exciting science fiction story that is still popular today. Verne's story introduced us to a dedicated and quirky professor and his nephew, who travel together into the Earth's deep interior by entering into an opening in Iceland.

Text taken from [www.walden.com](http://www.walden.com)

1. There have always been people interested in facts about the Earth.
2. At that time, there was enough information about what was inside of the earth.
3. People knew some facts about the Earth's interior due to another natural disaster.
4. The main character of the story is named Otto Lidenbrock.
5. Verne's story is a science fiction story told by a professor and his niece.

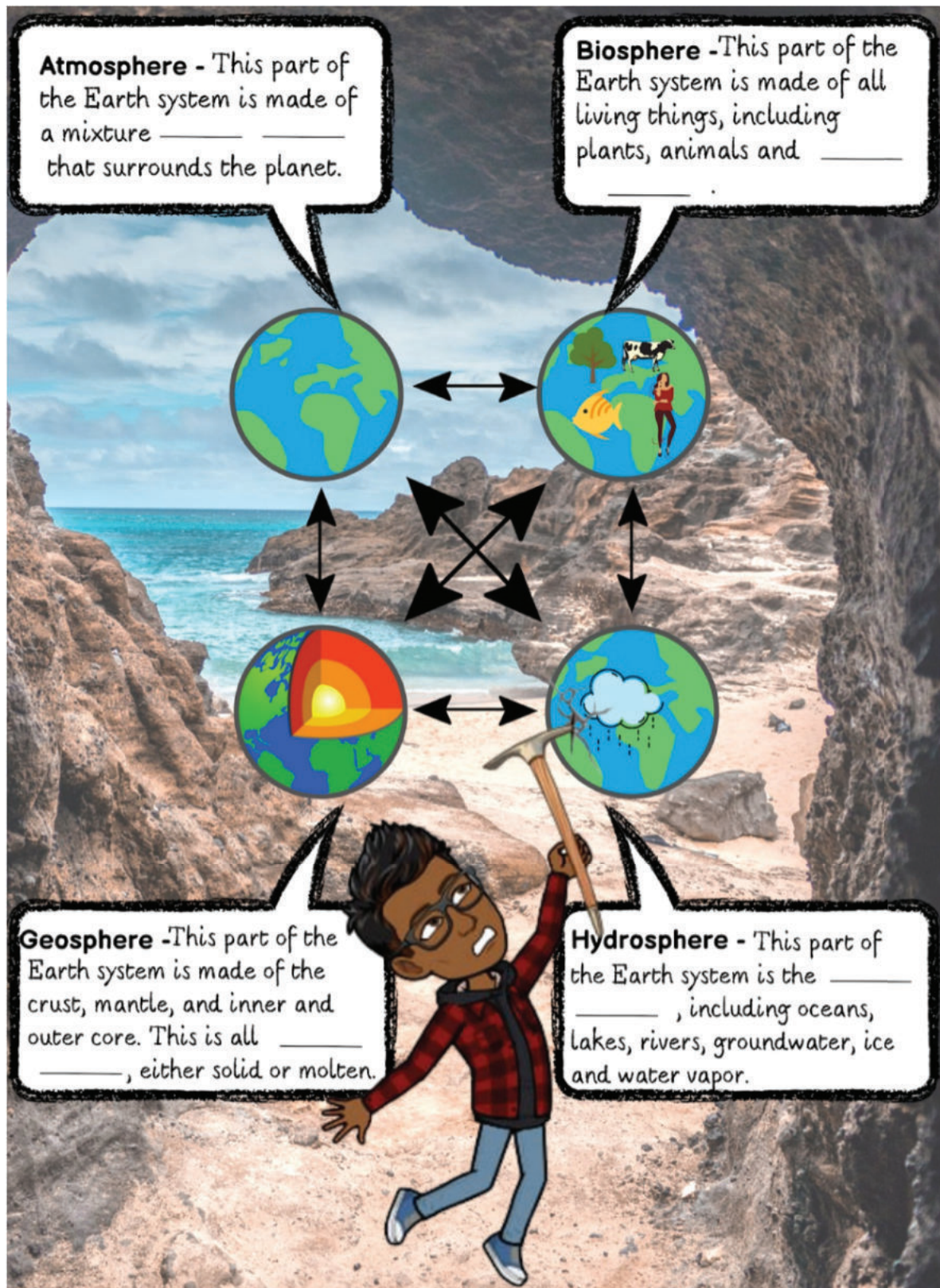


## Did you know?

The word earth is capitalized when it refers to the planet because it is a proper noun.

- \* Let's discover some basic earth science at the very centre of the journey. Complete the information with the given words/phrases.

- planet's water
- other organisms
- of gases
- rock material







For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example: 0) A more B most C about D least

These systems, and others, have been working together since the Earth's beginnings, 0) **more** than 4.5 billion years ago. They are still working because the geology of the Earth is dynamic, which means "powerful, or active". 1) ..... we cannot always observe changes in the Earth systems, there are many changes taking place all the time. Every feature of our planet changes, on time scales that range from minutes to millions of years. The deepest oceans and the highest mountains as we 2) ..... them now all represent but a single page in the book that is Earth's history. Mountains have been destroyed, 3) ....., and reborn. Oceans have risen and fallen. These processes are at work today, even though they are, for the most part, happening too 4) ..... for us to recognize them in action. Knowledge about present-day volcanic eruptions and earthquakes give clues about the past. Rocks, landforms and fossils also provide evidence of Earth's long and complicated history.

Geology is a way of studying the Earth and reading 5) ..... story. The study of the planet Earth involves investigating the materials of 6) ..... it is made, the processes that act on those materials, the products formed 7) ..... those processes, and the history of the planet and all its life forms since it began. The changes on Earth over time have left a record of its history in the rocks around us. Geoscientists 8) ..... the record and analyze it to understand what it means for the Earth today.

1) A in spite of B however C despite D even though

2) A look B watch C see D gaze

3) A built B made C constructed D recycled

4) A slowly B slower C slow D slowest

5) A it B its C it's D is

6) A what B which C that D who

7) A in B of C for D by

8) A teach B study C send D learn



Nico is planning to take the B2 Cambridge Exam with Políticas Lingüísticas. Help him with this Use of English exercise. Read the text below and decide which answer (A, B, C or D) best fits each gap.

- \* Let's learn more about this amazing story. Look at these illustrations from the book *The Journey to the Center of the Earth* painted by Édouard Riou. What can you see?  
You can use 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: commons.wikimedia.org

- \* Get into pairs. Choose one of these 5 options and prepare a presentation.

- the deepest place in the ocean
- the lowest elevation in the world
- the hottest place on Earth
- the greatest volcanic eruption
- the deepest cave in the world

## Secrets of the deep ocean

- \* Let's take a quiz about oceans to see how much you know about the topic.

### True or False?

- 1- About 70% of the Earth is covered by salty oceans.
- 2- There are 6 oceans in the world.
- 3- The average depth of the ocean is about 1 kilometer.
- 4- Most volcanic activity occurs in the oceans.
- 5- According to scientists, the biggest threat to our oceans is plastic pollution.
- 6- People who study oceans are called "oceaners".
- 7- The Pacific is the largest ocean on our planet.



\* Let's dive into uncharted waters ...

*Oceans are big and vast and have always fascinated humans. The mysteries of the deep have played an important role in world mythologies, inspiring fantastical creatures. These creatures suggest a message of caution: be careful when exploring the mysterious seas; you never know what you might unleash.*



- \* Why do you think people believe in fantastical sea creatures? Do you know any sea legend? Complete the names with the missing vowels. Have you heard of these creatures before?



- \* Let's learn about some legends from the sea. Listen to a woman talking about one of the monster's legends and complete the missing information. Each of you will receive 2 different texts to complete; A or B.



### STUDENT A

1. The legend of the Umibōzu originated in \_\_\_\_\_.
2. Its silhouette resembles a Buddhist \_\_\_\_\_.
3. These creatures are the spirits of \_\_\_\_\_.
4. Most encounters end in \_\_\_\_\_.
5. On stormy days, the Umibōzu \_\_\_\_\_.



### STUDENT B

1. "Umibōzu" translates to \_\_\_\_\_.
2. The Umibōzu is described as \_\_\_\_\_.
3. Some stories tell that it has \_\_\_\_\_.
4. Even if the water looks calm, sailors and fishermen may feel \_\_\_\_\_.
5. On calm days, it \_\_\_\_\_.



- \* Time to be an artist!  
Get with another student and read both pieces of information to make a drawing of the legend. Then, share your drawings with the class.





- \* Some people have found a scientific explanation for the appearance of the Umibōzu.  
Read a short text and complete it with a suitable word. The first letter has been given.

Most researchers think that umibōzu are a misunderstanding of a **1. n** \_\_\_\_\_ occurrence. The shells of great ocean sea turtles or massive jellyfish rising suddenly from the water, or a black thunderhead of clouds rising in the **2. d** \_\_\_\_\_ have all been cited as the origin of umibōzu legends.

A more recent explanation states that the umibōzu is a rare phenomenon **3. c** \_\_\_\_\_ a rogue wave, which is a large and spontaneous ocean surface wave that occurs far out in the sea fitting almost exactly the traditional description of an umibōzu. Rogue waves themselves **4. w** \_\_\_\_\_ thought to be sailor's folklore until the Draupner wave was recorded in 1995 off the **5. c** \_\_\_\_\_ of Norway.



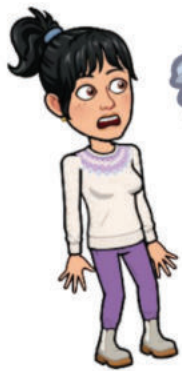
\* Read the text again and answer the questions about it.

1. How do researchers describe the umibōzu?
2. What animals can be confused with the umibōzu?
3. What is a rogue wave?



# Angry Earth

\* Look at the photos and match them with the natural disaster.



## NATURAL DISASTERS

earthquake - hurricane - floods  
avalanche - tsunami - volcano eruption



\*

Listen to some sounds and identify the natural disaster.

SOUND #1

SOUND #2

SOUND #3

SOUND #4

SOUND #5

SOUND #6

Photos from canva.com



- \* What is a natural disaster? Are there any natural disasters here in Uruguay?  
Get into pairs to discuss these questions and write a definition for natural disaster.  
These key words can help you.



abnormal  
natural agent  
serious damage  
significant threat  
event of nature  
unforeseen  
inevitable  
emergency  
unavoidable casualty



- \* Look at this brochure. It has several figures that refer to natural disasters.  
What do they refer to? Try to guess.

Latin America and the Caribbean is the second most disaster-prone region in the world. 152 million people were affected by 1,205 disasters. The Earth is going through huge transformations.



☐ VOLCANIC  
EVENTS



☐ EARTHQUAKES



☐ STORMS



☐ EXTREME  
TEMPERATURE  
EVENTS



☐ LANDSLIDES



☐ WILDFIRES



☐ DROUGHTS



☐ FLOODS

It's high time we paid attention.

\* Let's listen to the science teacher and see if your predictions were correct.



\* Listen to the second part of what the science teacher says and fill in the blanks with a short phrase.



Floods are 1) \_\_\_\_\_ disaster in the region. Brazil ranks among the top 15 countries in the world with the greatest population exposed to river flood risk. On 12 occasions since 2000, floods in the region have caused more than US\$1 billion dollars in 2) \_\_\_\_\_. In 2019, Hurricane Dorian became the strongest Atlantic hurricane on record to directly impact a landmass.

25 per cent of earthquakes magnitude 8.0 or higher have occurred in South America. Since 2000, there have been 20 magnitude-7.0 or greater earthquakes 3) \_\_\_\_\_. The 2010 Haiti earthquake ranks among the top 10 deadliest earthquakes in human history.



Drought is the disaster which affects 4) \_\_\_\_\_ of people in the region. Crop yield reductions of 50-75 per cent in central and eastern Guatemala, southern Honduras, eastern El Salvador and parts of Nicaragua. In these countries, 8 out of 10 households in the communities most 5) \_\_\_\_\_ drought resort to crisis coping mechanisms.

\* Now, let's read the brochure with all the information and learn more about the topic.



\* Find out some information about natural disasters in Uruguay and complete the chart below.

Map from commons.wikimedia.org

Country / Region	Relevant information
Uruguay	





# Say: “Cheese”!



- \* Let's watch a video. It was recorded by Jorge Buñevaz and Felipe Basso, two members of a folk band named “Sin Estribos”. Listen to the first stanza of the song “Yaguatirica” (author: Alfredo Zitarrosa) and draw the animal they describe. Then, compare your drawing with your classmates'. Are they similar or different?



Photo by Sin Estribos

*Let's listen to Jorge Buñevaz and Felipe Basso.  
Make a sketch of the animal described in the first part of the song.*



- \* Look at these pictures. Who is she? What is she doing?



Photos by Valentina Barreto



\* Read the text and fill in the chart.



@uruguay\_fototrampeo

Search #livingUruguay6



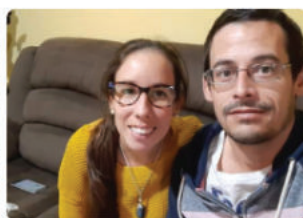
## Let's capture every moment...

We are Valentina Barreto (English teacher) and Agustino Alonzo (industrial mechanic). We love nature and we live in a place where we can be in touch with it. Our town is Solís de Mataojo in Lavalleja, Uruguay.

Our hobby is to put trail cams in different places to capture images and videos of our fauna in their natural habitat. Nowadays, we have twelve cameras. They are called trail cams, but they only capture images so they do not interfere with the environment. Those cameras are activated with temperature changes and movement because they have sensors.

Every weekend, or every fifteen days, we collect the material that was recorded on the memory card of the camera. We copy this material in a computer, we empty the memory cards and we change batteries. After checking that everything works well, we set the date and time of the cameras and we are ready to go.

But the work does not finish there. With all the copied material in the computer we watch during hours, we delight with the captures and we classify the material into different species.



After getting a good number of registries, we decided to open an Instagram account (@uruguay\_fototrampeo) to share them and to show our surrounding wildlife, which we normally do not see. One of our main objectives is to spread the word about the importance of taking care of the environment.

[read more](#)

Names:	
Occupations:	
Home town:	
Hobby:	
Cameras:	
Work:	



- \* Do you recognize these animals? Which one is the “yaguatorica”? Do you know where the yaguatorica lives? Did you know that “yaguatorica” is a word in Portuguese?







\* These are both the scientific and common names of the animals. Match them with the photos.



\* Get into pairs, surf the net and look for five facts about each animal. Then, write a short paragraph with that info.

Apart from Valentina and Agustino, there are other people who also like photographing animals. Look at this picture. It was created by Gustavo Suárez. What does it represent? Jot down some ideas in the spaces provided.





- \* Visit [julana.org](http://julana.org) and complete this text.



"We promote environmental education accompanying processes that problematize the relationship between 1).....

....., with special emphasis on the 2) .....

of the ones involved. We foster 3)..... through recreational methodologies with different levels of abstraction, understanding that these promote the 4) ..... with the basic human emotions and therefore, human emotions with their environment".

- \* Find information about Red de Amigos de las Cámaras Trampa Uruguay (RACATÚ) and complete the sentences below.



1. The project started in ..... in Paso Centurión.

2. During the first stage, they are going to work with ....., where the students will produce knowledge about local wildlife.

3. .... supports RACATÚ financially.



This logo was created by Juan Manuel Barreneche.

- \* You can check on some pics on

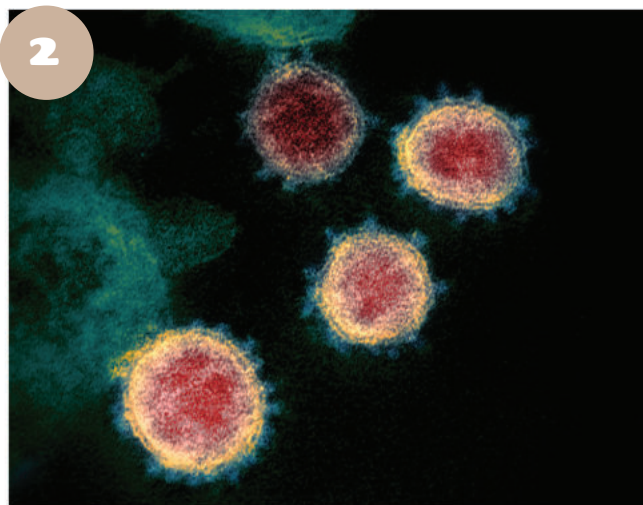
[click here](#)

# Tiny creatures

- \* Have a look at these pictures. What can you see? Which is the difference between both of them? Were they taken with a digital camera or with a microscope? Decide which picture represents VIRUS and which one BACTERIA.



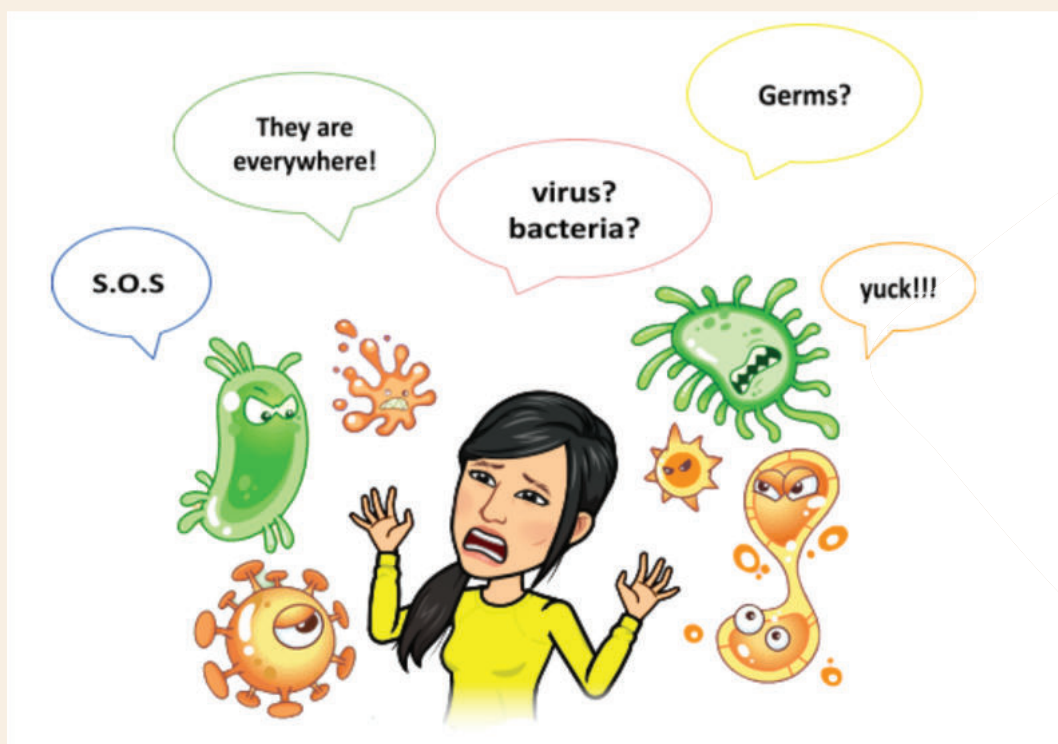
Picture from pixabay.com



Picture from wikipedia.com



Where can we find germs? Are they dangerous for our health? Have a look at Guidaí's facial expression! Let's help her to overcome her fears.



- \* Guidaí's teacher explained to them that germs are tiny creatures like a virus or bacteria. There are germs everywhere!

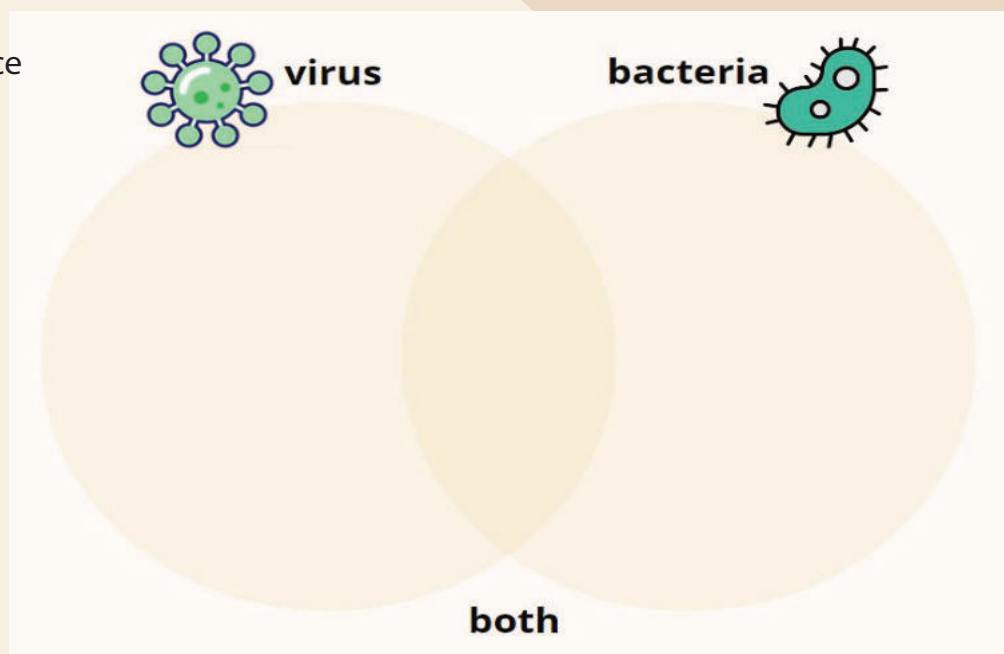
- \* Get into pairs. How much do you know about the topic?



\* Read the following features and complete the **Venn diagram**.



- needs a host cell to reproduce
- contains DNA and enzymes
- are treated with antibiotics
- needs living organisms to reproduce
- extremely small in size
- it has a complex structure
- does not have nucleus
- can reproduce from non-living organisms
- attacks genetic material



\*

Are all bacteria and viruses bad for humans? Read the posters and check your answers of the previous activity. Then, read the first poster about viruses, and find the synonyms of these words.



For example: large = big

- group =
- replicate =
- illness =
- tiny =
- contaminate =

# Virus

Pathogen

**Function:** A virus is a microscopic, complex assemblage of large molecules. Like living organisms, viruses contain genetic material in the form of RNA or DNA, but they rely on infecting host cells and commandeering cellular machinery to reproduce.

**Disease:** Examples of diseases caused by viruses include HIV/AIDS, the common cold, influenza, and chickenpox. The tissue damage caused by some viruses can also lead to certain cancers.

**Location:** Viruses are adapted to live in specific hosts and specific host tissues. Most organs have at least one type of virus that can infect it.



National Institute of  
Allergy and  
Infectious Diseases



\* Read the poster again and answer these questions.

a. Do viruses only cause simple diseases? How do you know?

b. Can you mention some examples of diseases caused by a virus?

c. Where do viruses live?

d. What do RNA and DNA stand for?

\* Now, read the second poster and find words to match with these definitions.

a. \_\_\_\_\_ : an aggregate of cells usually of a particular kind together with their intercellular substance that form one of the structural materials of a plant or an animal.

b. \_\_\_\_\_ : an injury to the body (as from violence, accident, or surgery) that typically involves laceration or breaking of a membrane (such as the skin) and usually damage to underlying tissues.

c. \_\_\_\_\_ : a complex structure of interdependent and subordinate elements whose relations and properties are largely determined by their function in the whole.

Definitions from [www.merriamwebsterdictionary.com](http://www.merriamwebsterdictionary.com)

\* Read the text again and answer these questions.

a. How do bacteria reproduce?

b. Are all bacteria bad for our health? Why? Why not?

c. Which areas can be easily infected by bacteria?



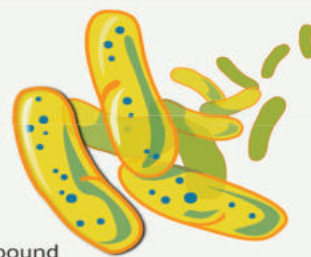
## Bacteria

Pathogen

**Function:** Bacteria are microscopic, single-celled organisms without membrane-bound nuclei to contain their genetic information. They can replicate on their own but may also exploit the host's resources and own tissues to thrive, which can cause tissue damage and make the host sick.

**Disease:** Examples of diseases caused by bacteria include tuberculosis, syphilis, Lyme disease, and strep throat. Not all bacteria cause disease; in fact, scientists continue to learn about ways that some species of bacteria living in some parts of our bodies are beneficial or even essential to our survival.

**Location:** Some parts of the body are more likely to be infected by bacteria than others, especially those that have direct contact with the environment or other people—like the mouth, eyes, gut lining, genitals, and any open wound or surgical incision.

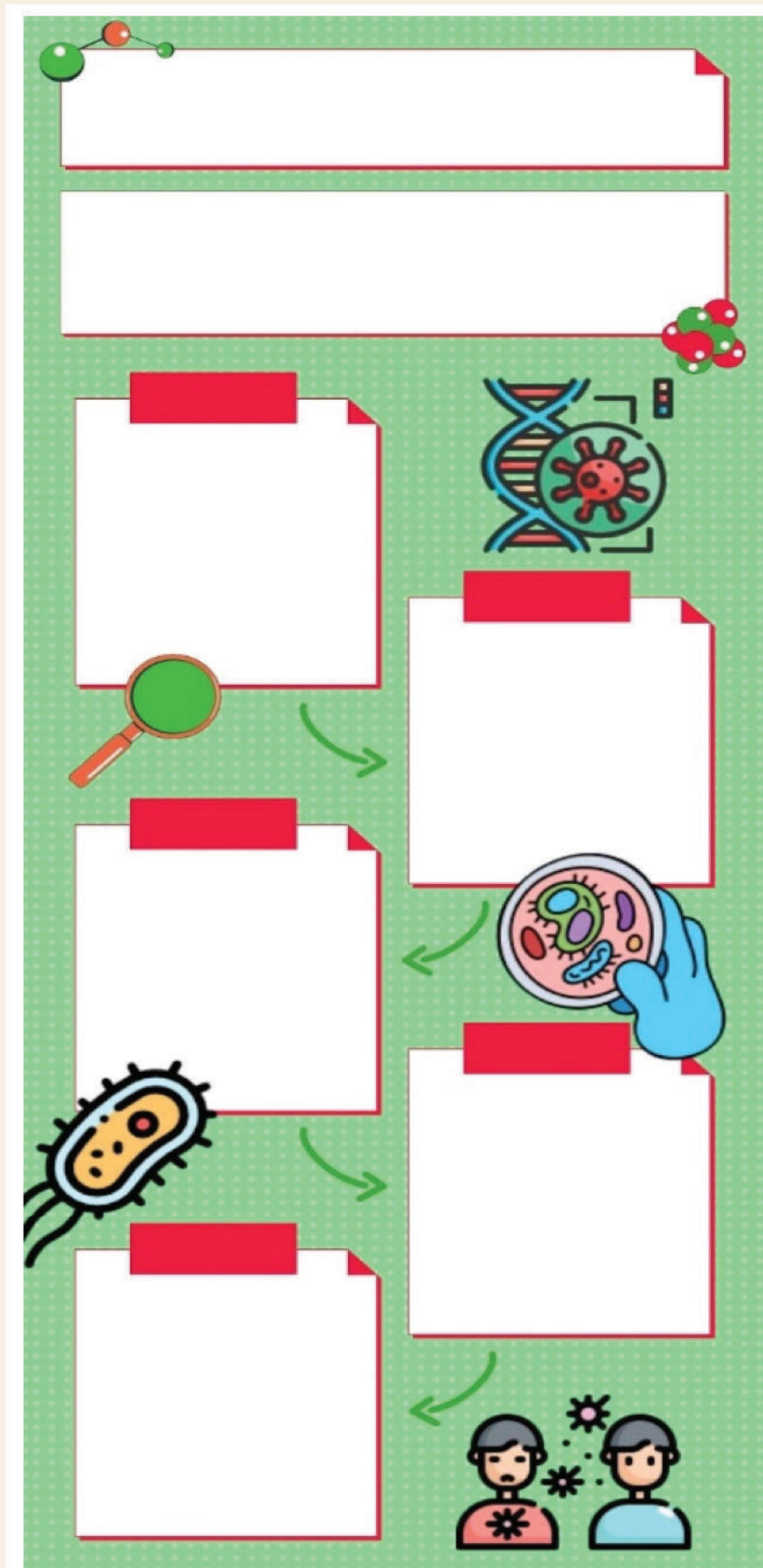


- \* As you know, some diseases are caused by viruses and some others by bacteria. Use information from the posters to complete the FIRST column of the chart. Then, search the web to find information to complete the rest of the chart.



Disease	Virus	Bacteria	Treatment/Cure
HIV/AIDS	human immunodeficiency virus	-	It's called antiretroviral therapy (ART). It involves taking HIV medicines every day. ART cannot cure HIV, but the medicines help people live longer.
Tuberculosis			

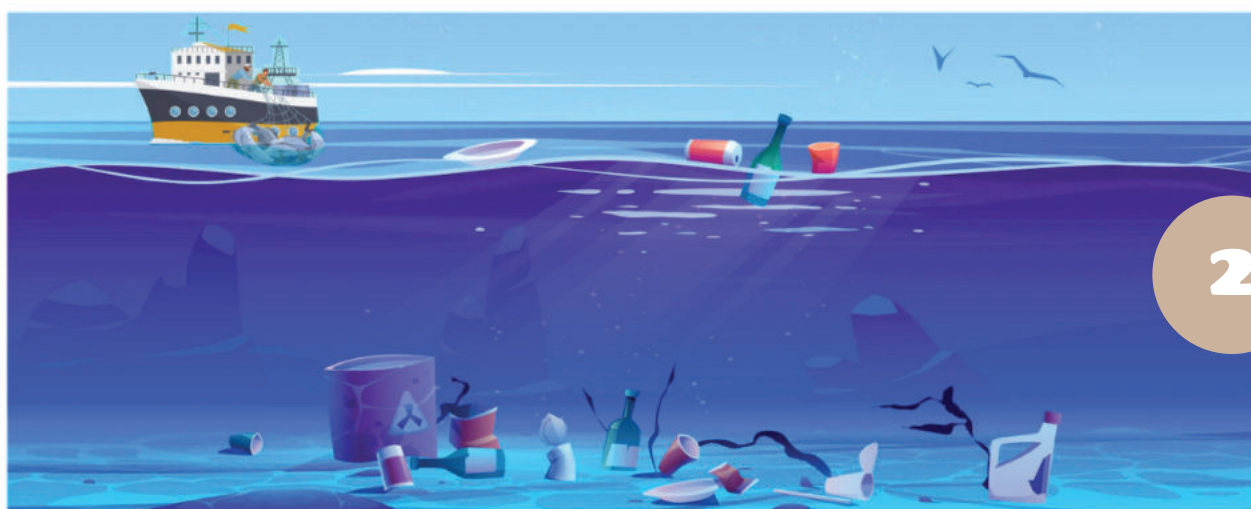
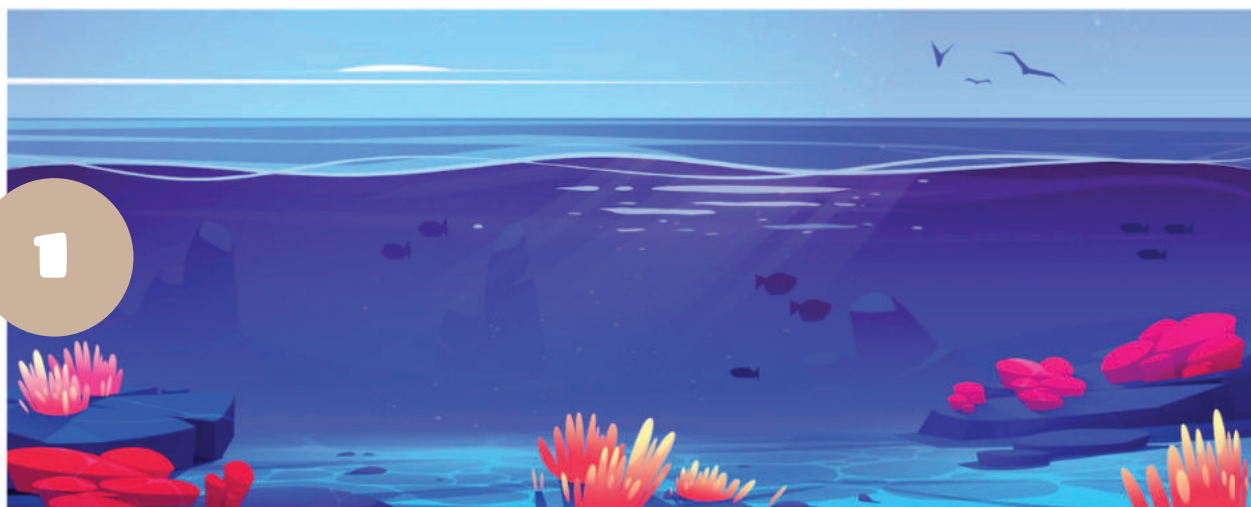
- \* Choose one of the diseases from the chart and create an infographic with relevant information about it. Here you have an empty infographic template as an example.





# Blue planet

\* Let's spot the differences! Look at the images below and spot 6 differences between them.



Images by freepik.com

1. In picture 1 there are fish while in picture 2 there aren't any fish.

2.

3.

4.

5.

6.

- \* What do you think? Can we find those two scenarios in the oceans? Are our oceans in danger? Get into pairs and consider these topics related to our bodies of water:



LOSS OF BIODIVERSITY

OVERFISHING

WATER POLLUTION

WATER SYSTEMS

TEMPERATURE RISE

DAMAGED COASTLINES

- \* It's not only the oceans that can suffer from human actions. Look at the different geographical features below, they are all related to the Earth's water systems. Do you recognize them?



1



2



3



4



5



6



7



8



9



10



11



12

- \* Unscramble the words below and match them to icons 1-12.

4 FDORJ fjord

IRBEECG

LUGHOITSE

WALERFTLA

GACEILR

ARCEIPHLAGO

LKAE

REVRI

BHECA

INLASD




ANCLA

CLFIF



- \* Linda is learning to dive and she's very interested in marine life, so she decided to learn more about marine biology.
- \* How much do you know about marine biology? Get into pairs and complete the KWL chart (leave the L section to complete later).



 What I know	 What I want to know	 What I learned



- \* Now, let's meet a marine biologist. Before you read, visit Giuliana Vomero's *OceanExpert* profile:

[click here](#)



\* Read Giuliana's account and answer the questions:

1. What is the definition of marine biology?
2. When did Giuliana decide to study this career?
3. What is special about the Uruguayan coasts?
4. Why does she want to continue studying?



#LIVINGURUGUAY 6

## GO BLUE

### Giuliana Vomero, MARINE BIOLOGIST

by Lic. Giuliana Vomero

Hi, my name is Giuliana Vomero, born and raised in Montevideo, and I'm a marine biologist.

Since I was a teenager I told my family, friends and teachers that I would study the ocean. I still remember the moment when I watched a documentary in National Geographic about dolphins and realized that I wanted to do what the scientist in the boat was doing. Everything he was explaining about the ocean, how dolphins communicate with each other, I found it fascinating!

Marine biology is the study of all marine organisms and how they interact with each other, their environment and humans. As you can imagine, there are so many animals, plants, viruses, bacteria, fungi and more species living in the ocean, that is why marine biologists have a wide range of areas where they can focus their work of understanding.

In my experience, I found really interesting the relationship between humans and the ocean. For years and years, humans have relied on the ocean for food, shelter, traveling, culture, wellbeing and more. Our relationship with the ocean is tighter than we think. But unfortunately, we know little about it. Hence, my work area is to understand how communities feel about the ocean, and how governments and communities can make decisions taking scientific knowledge into consideration.

Our country, Uruguay, has more than 700 km of coast, and we live in a pretty special environment since we have the Atlantic Ocean and Rio de la Plata. This creates a special environment for species to adapt. Nevertheless, along the coast, there are many challenges where we need to develop policies and take actions in order for our various ecosystems to be healthy.

The amazing thing about being a marine biologist is that you don't work alone. You have the chance to work with other scientists in different areas such as economy, social sciences, physics and, more importantly: the coastal communities. Everyone's knowledge is important and helps taking decisions that involve all stakeholders.



*Giuliana studying fish and fisheries dynamics in Valparaiso, Chile.*

Continue reading at next page >





*Canelones coast, Uruguay.*

No matter where you live, and how big is your action, you can play part in taking care of our oceans. For instance, choose reusable bottles when buying drinks, use a non-plastic bags, go for a beach cleaning, learn and read about the biodiversity that can be found in Uruguay's waters written by Uruguayan scientists and more! As you start to read and read about it, you will discover there is an ocean of actions to take.

Right now my plan for the future is to pursue a master's degree in Uruguay, so I can keep learning new techniques and various working ways about how to understand coastal communities and help them manage the ocean in a healthy and respectful way.

My advice if you want to study marine biology or any other science career, is to go for it, we need it! Climate change is happening, and now more than ever we need to take action on how to adapt to this change, especially when living in coastal cities. And for that we need more professionals making decisions in different areas. Scientists can work in laboratories, but they can also get out of the academic world and work for private businesses, governments, NGOs, foundations, and more! I would also recommend you to not be shy and send emails to professionals whose area of study you find interesting and chat with them. Experiencing different areas of marine biology is what helps you find where you want to make waves of change!

## 10 things about me...

**a place:**

Laguna Garzón,  
Maldonado.

**a book:**

"All We Can Save"  
by Dr. Ayana Elizabeth Johnson.

**a documentary:**

"Blue Planet I & II" by Sir David Attenborough.

**an animal:**

Penguin.

**a dish:**

Home-made  
pasta.

**a film:**

"Finding Dory"

**a song:**

"Yellow" by Coldplay.

**a guilty pleasure:**

Starbucks Coffee.

**an advice:**

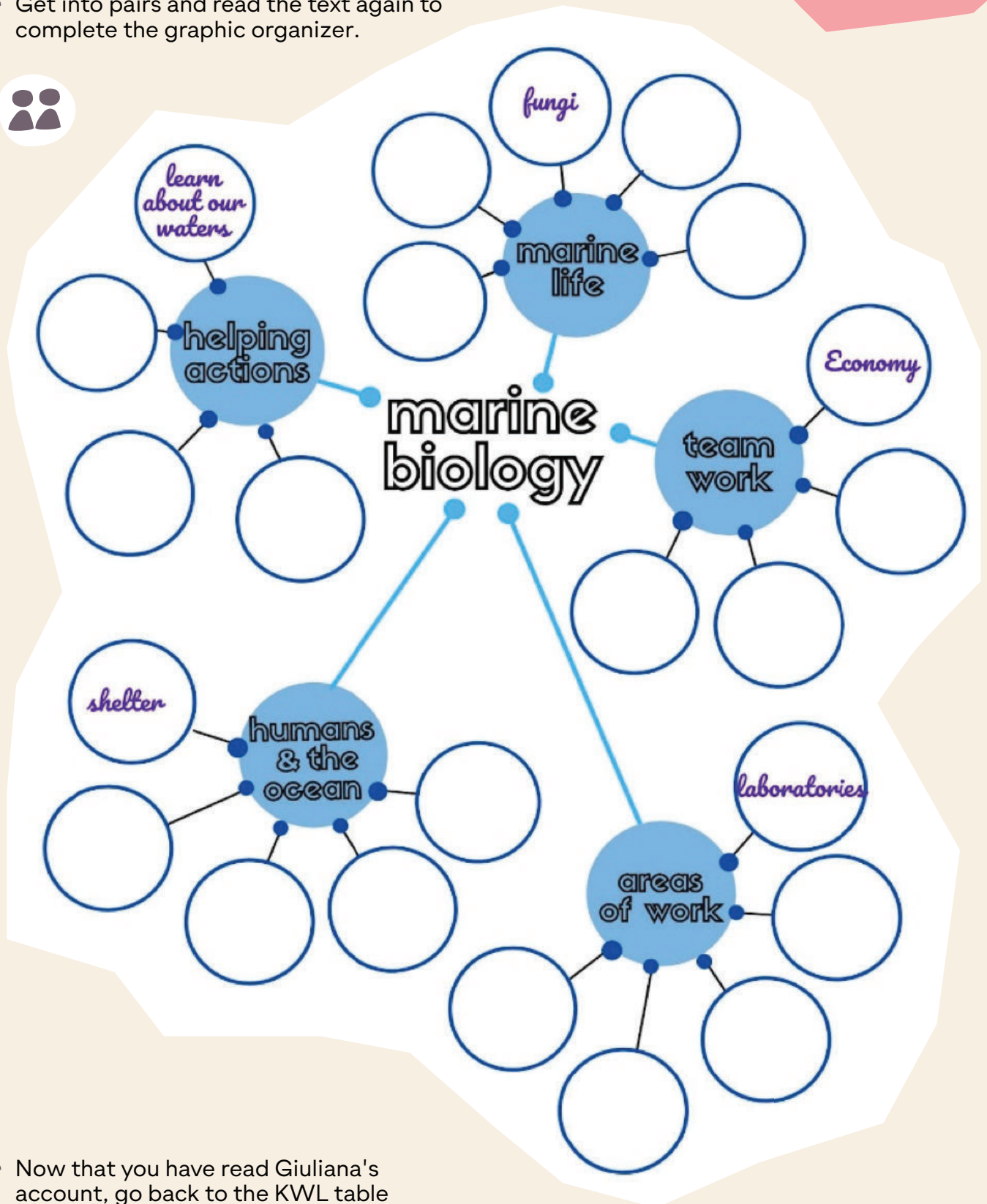
Little positive actions can make  
waves of change.

**I can't live  
without...**

a cup of tea  
in the winter.

“...there is an  
ocean of  
actions to  
take.”

- \* Get into pairs and read the text again to complete the graphic organizer.



- \* Now that you have read Giuliana's account, go back to the KWL table and complete the "What I learned" section.



- \* Read the “10 things about me...” section of Giuliana’s article. Have you read, watched or listened to any of her favorites? Do any of those have anything to do with her career? Could you describe Giuliana’s personality?



- \* Now, complete the following “10 things about me...” with your information. After you finish, talk with your classmates to see their choices too.

## 10 things about me...

a place:

a book:

a documentary:

an animal:

a dish:

a film:

a song:

a guilty pleasure:

a piece of advice:

I can't live  
without...

# Our fashion footprint



\* Get into pairs and discuss the following questions.

1. Do you like the way our friends are dressed? Why or why not?
2. What are some similarities and differences in the guys' clothes?



\* What's the importance of clothes? Have you ever thought about that? Listen to the text and complete the missing words.



In most **1.**, clothing was introduced as a method of protecting the human body against extreme weather conditions, but people wear clothing for functional as well as **2.** reasons. Apart from the practical functions, wearing clothes also carries **3.** cultural and social meanings. It is often the first thing that people notice about us and thus people form an opinion of us through what we wear (or don't wear!) Moreover, clothing has been regarded as one of the best ways to distinguish social **4.**, sexes, occupation, marital status and ethnic or religious affiliation. The clothes a person chooses to wear are said to be the **5.** of a person's personality. Besides, how we dress in public and how we look in public is important to lots of people.



Apart from culture, weather conditions and fashion, there is another reason why clothing choice is important, and that is the **6.**. The clothes we wear have a terrible impact on people, the planet and all living **7.**. This is known as our fashion footprint. Most of the clothes are full of toxic chemicals and consume crazy amounts of **8.** land, water and energy. Our carbon footprint is our individual carbon impact on the planet. It takes into account any **9.** we participate in that emits greenhouse gasses, including CO<sub>2</sub>, methane gas, and nitrous oxide. And our fashion footprint is our carbon impact on the planet that is determined by our clothes, clothing choices, **10.** habits and laundry care.



In the past, most **11.** was repaired, mended, or tailored to fit other family members or recycled within the **12.** as rags. Industrialization grew in the twentieth century, providing the means of increased **13.** of all consumer goods. Therefore, industrialization brought consumerism. The big problem is that the fashion industry has a huge **14.** on the environment, it's the second biggest polluter behind the oil industry. Most of the **15.** it creates comes from fabric production.

- \* Let's make an outline of the text. For each paragraph, write down the main idea in a few words. Then, take notes of the supporting details under each of those main points. What subheading would you give to each paragraph? Write it down too.



**Paragraph 1**

**Paragraph 2**

**Paragraph 3**



Image source:  
commons.wikimedia.org

- \* As we have seen, fashion footprint is a big problem for the environment. What can we do to help?
- There are three very important words you need to remember: REDUCE, REUSE, RECYCLE. With these words in mind there are specific actions we can take to reduce our fashion footprint. Match the headings from the box to the corresponding tips.

- a. Repair or recycle your clothes.
- b. Invest in high-quality pieces over fast fashion alternatives.
- c. Donate or sell what you don't wear.
- d. Opt for sustainable brands.
- e. Limit the number of times you do laundry.
- f. Hit the thrift stores.
- g. No impulse buying.

1.  Think twice before buying new clothes and extend your clothing items time. If you are aware of the damage to the environment that the fabrication of clothes creates, you can also be responsible and use your clothing items longer. We tend to think that buying new clothes will make us happy, perhaps we should reconsider some hierarchy of values of our lifestyle.



2.  Fixing or altering/redesigning your clothes is not so difficult, this is called upcycling. If you don't want to continue using them like that you can make different things out of your clothes, such as new tops or shorts, bags, cushions, cases, etc.
3.  You can find some very funky pieces in thrift stores and save some significant money. Second-hand clothing adds to your wardrobe without contributing to the creation of new garments. There are always vintage or second-hand clothing shops, which are more like a traditional boutique but full of pre-loved clothing.
4.  The human and environmental cost of fashion is at an all-time high, from unnecessary fast-paced production to unfair working conditions. Therefore, it would be useful to spend five minutes searching the history of a brand before buying. Sustainable fashion looks at the entire lifecycle of the garment, what goes into it, who produces it and where it ends up.
5.  We just buy new clothes when the ones we have get boring or a bit old. If you invest in better quality, you won't have to buy so often.
6.  There is always going to be someone who will appreciate the clothes you no longer want and find them useful even when you don't.
7.  Many clothing items don't require washing after every wear. Doing laundry creates a lot of kilograms of carbon dioxide emissions, so check that it is really necessary.



*Hit the thrift stores.*

- \* Match the pictures to the corresponding tips.  
There is an example.



Photos sources: upcycling clothes - freepik.com clothing second hand - flickr donating clothes - flickr shopping clothes - rawpixel.com eco friendly clothes - wikimedia commons doing laundry - flickr shopping clothes - freepik.com

**- viscose - acetate - leather - cotton - polyester - fur -  
- acrylic - bamboo - wool - nylon -**

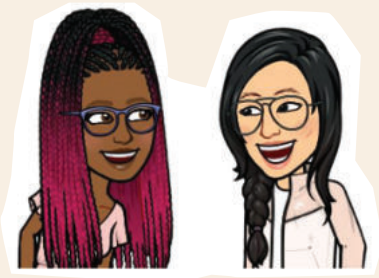


- \* Apart from following the previous tips, you can also choose the most sustainable options for your wardrobe. Here are the 10 worst fabrics for the environment. Look for information about them and put them in order from the least to the most dangerous for the environment.

1. cotton
2. polyester
3. nylon
4. acrylic

5.
6.
7.
8.
9.
10.

- \* Let's read about Guidaí and Linda! Are they aware of their fashion footprint?



-Linda, do you take into account fabric when you choose what to wear in a day?

-I don't, but now that I learned about the importance of choosing your clothes responsibly, I will be more careful. And what about you?

-I wasn't aware of the damage I was causing with my clothes. However, now I am going to start making some changes. I don't think I have to buy so many clothes every year.

-Neither do I. I have a plethora of clothes in my wardrobe.

-Besides I was thinking I could upcycle some clothes and start wearing them again.

-That sounds like great fun! Let's do it!

-And what happens with the clothes we can't wear anymore?

-We could donate them.

-Oh you are right.

-Apart from fabric, do you take into account color when choosing your outfit?

-Sometimes I do, but not always.

-I was reading here that each color has a meaning.

-Really? Let's find out!

- \* Read the words that describe each color and add two more words for each one according to what you feel when you wear that clothing color.



## RED

Anger  
Passion  
Energy  
Immediacy

## BLUE

Trust  
Calm  
Intelligence  
Stability

## ORANGE

Creativity  
Adventure  
Enthusiasm  
Youthfulness



**PURPLE**

Royalty  
Mystery  
Spirituality  
Luxury

**WHITE**

Purity  
Simplicity  
Perfection  
Efficiency

**PINK**

Tenderness  
Care  
Sensitivity  
Sympathy

**YELLOW**

Optimism  
Happiness  
Spontaneity  
Warmth

**BLACK**

Sophistication  
Power  
Mystery  
Strength

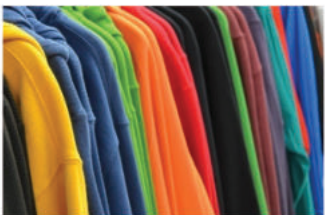
  

**GREEN**

Nature  
Vitality  
Balance  
Abundance


Photo source: clothing color - pixnio.com



- \* What are your favorite clothing colors? What do you like to wear according to how you feel? Think in terms of clothing materials and colors. Then, complete the sentences.

- I like to choose my clothes depending on my mood. I like to wear  color when I feel  or .

- When I am really happy, I like to wear  or .

- When I feel sad, I wear  or .

- When I am nervous, I wear my favorite  that is made of  and it is .

- \* Get into pairs, and exchange your ideas on your outfit preferences according to your mood.



- \* Write a text describing your choice for clothing according to your mood and your actions to reduce your fashion footprint, if any. If you are not taking any actions, you can write about the things you are planning to do in the future to reduce your fashion footprint.



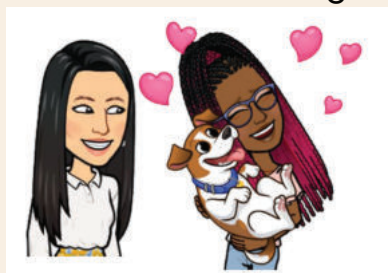
# Organizations dedicated to animal care



- \* Look at these words. What is the connection among them?

**animals – unprotection - disowned – exploitation – protection**

- \* Read the dialogue between Linda and Guidaí and answer some questions.



- Hi Linda, and that beautiful doggi
- Hi! His name's Tony, I adopted him.
- Are you kidding? He can't be cuter!



-Right? He's so special. I love him! When I first saw him in the animal shelter he was sad because his former owners mistreated him. But the volunteers from ASH took care of him, and now he's healthy and happy again.

-Really? Oh, poor guy! What does ASH stand for?

-ASH means *Animales Sin Hogar*, it is an organization that takes care of animals.

-Oh, I see!

-During Tony's recovery he was being taken care of and I visited him daily. I was anxious about his recovery and for taking him home.

-Oh! I'm so happy for you Linda! You seem to have fun together!

-I'm really happy. I love Tony! In a way, I feel that because he suffered so much now he is enjoying being healthy again.

-It makes sense! I really want to learn more about *Animales Sin Hogar*, is there any way in which I could help them? You know I love cats, I was also wondering... Maybe I could adopt one.

-Aww I love the idea of you adopting a cat! Yes, of course, there are many things you can do. I'll show you their page where you can learn all about them.

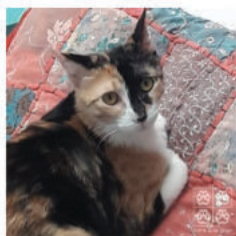
-Thank you! Let's read that page!

1. Why is Linda so happy?
2. What was Tony's problem before ASH rescued him?
3. What is Guidaí thinking of doing?

\* Let's read more about this organization dedicated to animal care! Complete the text with words from the table:



rights - owners - godfather - companion - home - campaigns -  
products - ~~volunteers~~ - medicines - database



## Loving animals

Animales Sin Hogar (ASH) is a Uruguayan non-profit civil association (Legal Entity 9985) founded on November 16, 2003 by Laura Medina and Juan Echavarria. It is composed of **1. volunteers** who encourage the adoption and responsible ownership of **2.** animals and the welfare of animals in general. Its primary goal is to maintain a national online **3.** of lost, found, and up-to-adopt dogs and cats, as well as to provide support to other shelters.

Although in its beginnings the organization focused on the care of domestic animals, mainly dogs and cats, in 2007 it also began to deal with horses from Montevideo, which were requisitioned from their **4.** for ill-treatment. Since 2010, the organization has provided a transitional **5.** service of 180 hectares, for many animals such as horses, sheep, pigs, etc. and is in charge of them for as long as necessary until the adoption process is completed, all of this with the help of its volunteers.

The organization has carried out different campaigns, such as "Identify your pet", "Adopt an adult animal", "Godparents" and has also promoted **6.** walks in defense of animal **7.**, etc.

Animales Sin Hogar receives help in different ways. You can be a **8.** and donate money monthly to help feed and take care of the animals, you can also donate **9.** for the ill animals or you can donate clothes or books that are sold later on in the house so as to get money. If you prefer you can visit the ASH home, called Espacio ASH, see some of the animals they have and buy **10.** for your pets, or you can adopt one. Finally, you can also volunteer to take care of animals there. So in any of these ways you will be helping a lot.

Photos by: Animales Sin Hogar



✱ Read the text and find:



The year of the foundation of ASH: \_\_\_\_\_

The name of the place where you can see some of the animals: \_\_\_\_\_

The animals that live in ASH: \_\_\_\_\_

The people who help there: \_\_\_\_\_

The ways in which people can help: \_\_\_\_\_

✱ Are animal sanctuaries the same as animal shelters? Let's find out!



## What are animal sanctuaries and animal shelters?

Animal sanctuaries are a permanent solution for rescued or disowned animals where they are well-taken-care-of. Animals are usually brought to animal sanctuaries to live out the rest of their lives in peace. These animals tend to have sad pasts, with stories involving exploitation. Many of them are saved from circuses, pet trade networks and other terrible circumstances.



Animal sanctuaries are rarely funded by governments and are almost always dependent on donations and volunteer work from generous people. They offer the animals care, shelter, food, medicine, and love, this of course can be very expensive. Sanctuaries are not normally open to the public, however, during fundraising events people can come to see the animals. Animals that require rehabilitation are provided with love and patience, specially by the hard work of the employees and volunteers.

In reference to animal shelters or rescue centers, most of them are set up and controlled by the government. Their main focus is to take in homeless or rescued animals from the street or those surrendered by their previous caretakers with the intention to rehome the animals as soon as possible. An animal shelter is only a temporary solution. Some shelters will have veterinarians that help provide basic medical care for the animals.

Shelters help keep stray animals off the streets which helps prevent the spread of animal diseases. Shelters are also supported by donations from the general public, and they launch campaigns encouraging people to adopt the animals. Shelters rely on volunteers to socialize with the animals. Adopting an animal from a shelter is a good idea since it is easy and cheap.



- \* Look for these six words taken from the text in the wordsearch, (the words can be horizontal, vertical or diagonal):

**C**

**C**

**D**

**E**

**F**

**R**

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

- \* Now, match the words with their meanings.

: Utilization of another person or group for selfish purposes.

: The act by which the owner of a thing, voluntarily makes a gift especially to a charity or public institution.

: The process of collecting financial support.

: The treatment of physical disabilities to return to a healthy way of life.

: The individual who assumes responsibility for the physical and emotional needs of another.

: A series of coordinated activities to achieve a goal.

- \* Read the text again and complete the graphic organizer.



**Animal  
Shelter**

**Animal  
Sanctuary**

**How are they alike?**

**How are they different?**

- \* Even when we don't work in an animal shelter or sanctuary, we can help animals by taking some easy daily actions. Put the words in order to form the sentences that describe actions to help protect animals.

1. local / volunteer / projects / for *Volunteer for local projects*

2. species / from / products / endangered / never / buy / made

3. wildlife / capture / don't

4. species / of / any / report / harassment / endangered

5. animal / adopt / at-risk / an

6. recycle / and / recycled / your / use / products / waste

7. native / plant / species

8. feeders / incorporate / your / in / backyard / bird

9.

10.

11.

12.

13.

- \* Get into pairs and think of five more actions you can take to protect animals.





- \* There is also another way of looking after animals and that is a beautiful job animal reserves worldwide do. They take care of endangered animals that are in serious risk. Search the web and find some of these animal reserves, choose one and complete the chart.



	<b>Name of the animal Reserve I found interesting:</b>	<b>Name of the animal Reserve my partner chose:</b>
<b>When was it founded?</b>		
<b>Where is it?</b>		
<b>What animals do they protect?</b>		
<b>Who works there?</b>		
<b>What actions do they take to look after the animals?</b>		
<b>How do they get the financial support they need?</b>		
<b>Any other relevant information.</b>		

- \* Use the information from the table and write a text explaining everything about the organization.



- \* Exchange your piece of writing with a friend, read it and complete the second column of the table. Be ready to tell another partner about the organization your friend chose.



# Life in prehistoric times

- \* Have a look at this poster. What can you see there? What does the picture represent? What are people doing? How are they dressed?

a- The Middle Ages   b- Prehistory   c- Modern Era



Photo from: [www.openclipart.org](http://www.openclipart.org)

- \* Guidaí is preparing her school project about “Prehistoric times”. She interviewed a history teacher from Rivera in Uruguay.



- \* Read the interview and put each question in the correct place. There's an extra option



- a. How do you describe the Neolithic period?
- b. What is the prehistoric period?
- c. What should we know about prehistoric times?
- d. Which was the first period of prehistoric times?
- e. What is the best thing about prehistoric times?

## LIFE IN PREHISTORIC TIMES

AN INTERVIEW WITH THE HISTORY AND ENGLISH  
TEACHER: DANIELA MACHADO - RIVERA/ UY

The prehistoric period is the oldest stage in humankind. It starts from the origin of humans to the appearance of the first written registers that appeared in history.

It is called that way because historians decided to organize this period into two different periods: prehistory and history, and they used writing to separate and differentiate both periods.

When we talk about prehistoric time, we have to mention two periods, the Paleolithic and the Neolithic. The first one is the longest stage in our history. It means old stone and the other one is the Neolithic.

During prehistoric times, men were nomadic. They used to move from one place to another. They were hunters, fishermen and predators. They took their food, clothes and tools from nature.

They lived in caves and organized themselves in hordes (hunting groups). They used carved stones, wood and animal bones to make their tools. Another interesting aspect about the people of this time is that they dominated fire and believed in the afterlife, they made carvings and paintings in their caves with a magical meaning, what today is known as cave art.



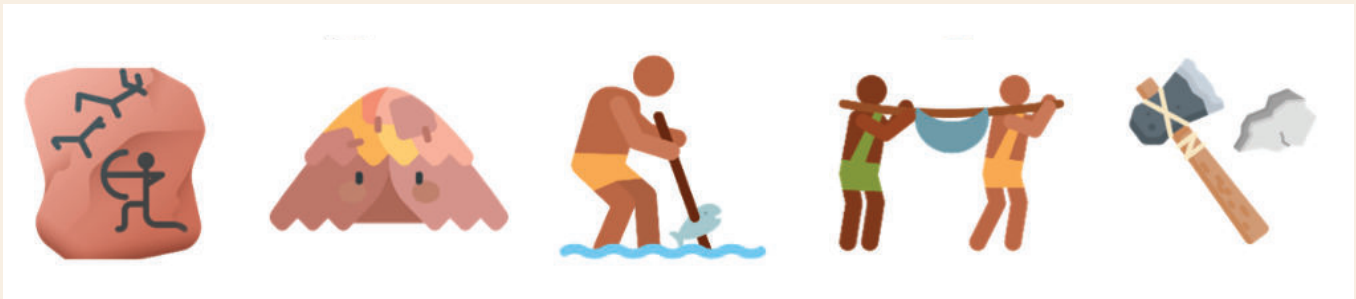
On the other hand, the Neolithic period is known as the polished stone era or the new stone age. Its importance lies in the so-called Neolithic Revolution, in other words, the process in which people adapted themselves to face new climatic conditions and started to develop new activities to survive such as agriculture and animal domestication. This made humans no longer nomadic but sedentary. The population started to grow fast and people adopted new techniques such as polished stone, basketry, knitting and ceramics.

They lived in small villages and organized themselves into clans. In this period people started to exchange goods (barter). They created their tools by using metals such as iron and bronze. Agriculture in this period assumed a very important role as it became a productive economy.

*"Prehistory is the starting point of human history".*

*Daniela Machado*

- \* Read the interview and use words from the text to name these pictures.



icons by flaticon.com

**nomadic**

- \* The teacher mentions some words. Find these words in the interview and explain what they refer to in the text.

a- nomadic:

b- clans:

d- barter:

e- sedentary:

f- polished stone:

\* Read the interview and complete the information chart.



#livingUruguay6

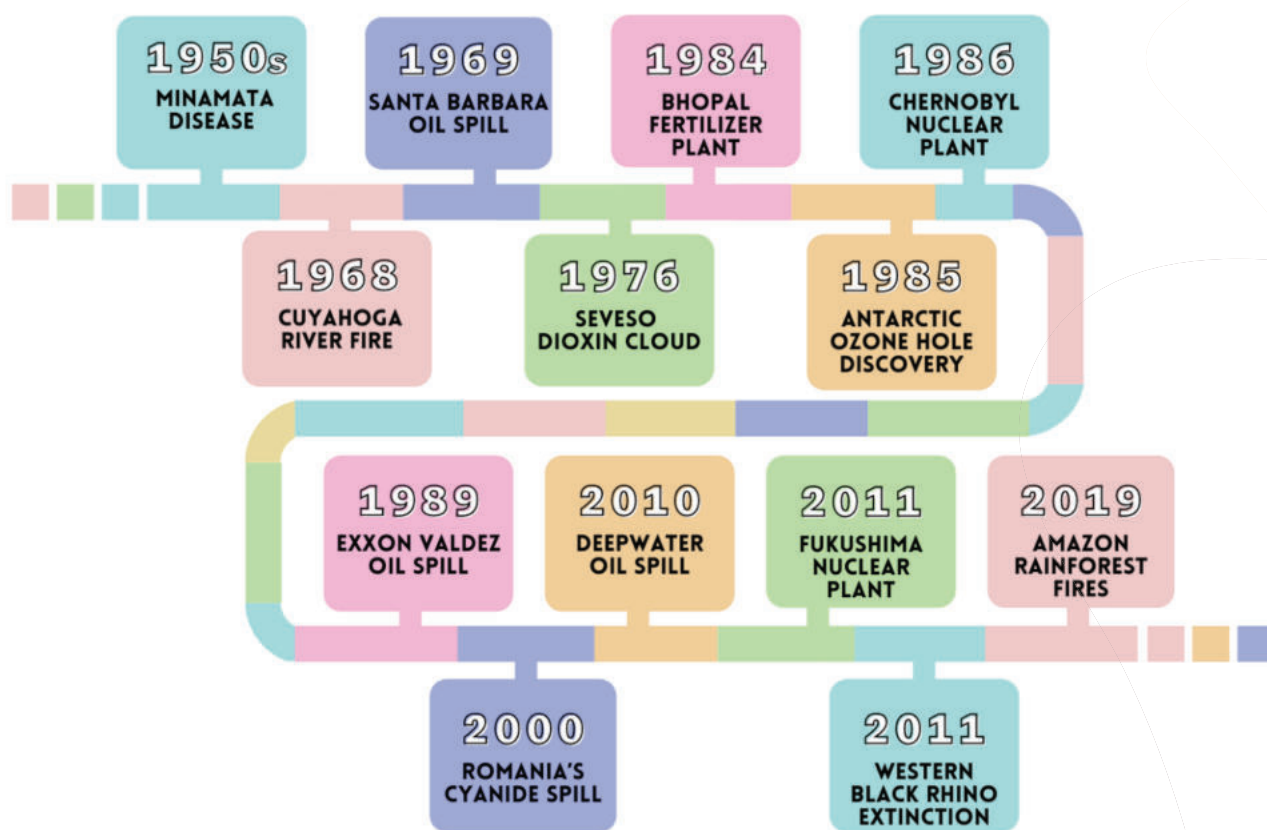
<i>Paleolithic</i>	<i>Neolithic</i>
<b>Lifestyle</b>	<b>Lifestyle</b>
<b>Social organization</b>	<b>Social organization</b>
<b>Economy / Activities</b>	<b>Economy / Activities</b>
<b>Housing</b>	<b>Housing</b>



# The environment



- \* Look at the timeline below. What kind of events does it show? What do they have in common? Have you ever heard about any of them? Which one/ones?



As you know, humans impact the environment in several ways, the examples from the timeline correspond to man-caused environmental and ecological disasters. Let's read a little more about them!



- \* Read the texts about the different disasters and use information from the timeline to complete the blanks.
- \* Search the web and complete the chart with the missing information about each event.



<div>2011</div> <div>Black Rhino Extinction</div> <div>In Africa, the western black rhino goes extinct due to poaching (illegal hunters).</div>	<div>2019</div> <div>Amazon Rainforest Fires</div> <div></div>	<div>1950s</div> <div>Minamata Disease</div> <div>A strange disease starts affecting animals and later humans in the small town of Minamata, Japan. In 1959 it was determined that a chemical company was dumping mercury into the sea.</div>
<div>1989</div> <div>Exxon Valdez Oil Spill</div> <div></div>	<div></div> <div></div> <div>A gold mine in Romania spills more than 154 million liters of cyanide into the four important rivers. The spill kills aquatic and plant life for dozens of miles and impedes access of drinking water to Serbia, Hungary, Romania, and Bulgaria for several months.</div>	<div></div> <div></div> <div>A major earthquake and a 15-meter tsunami causes the failure of three of the Fukushima Nuclear Plant reactors in Japan. It was the worst nuclear event since Chernobyl.</div>
<div></div> <div></div> <div>A fertilizer plant leaks methyl ico-cyanide in the Indian town of Bhopal. The death toll: over 3,700 dead immediately, another 8,000 die within a few weeks and yet another 8,000 die of chronic effects.</div>	<div></div> <div></div> <div>An explosion on an underwater oil rig in the Gulf of Mexico kills eleven people and causes the largest oil spill in U.S. history, estimated at nearly five million barrels.</div>	<div>1986</div> <div>Chernobyl Nuclear Plant</div> <div></div>
<div></div> <div></div> <div>An explosion at a northern Italian chemical plant releases a cloud of dioxin over the town of Seveso, north of Milan. The death toll: 3.000 animals died after the explosion and up to 80,000 animals were slaughtered to avoid human consumption.</div>	<div>1969</div> <div>Santa Barbara Oil Spill</div> <div></div>	<div></div> <div></div> <div>After decades of industrial waste dumping, Ohio’s Cuyahoga River catches fire.</div>

\* Now that you have completed the chart, answer the **3 2 1 quiz**.

Name 3 events that you consider the most dangerous in human's history.




Name 2 that damaged both humans and animals' life.



Name 1 that you would like to learn more about.



## PICTURE-BASED DISCUSSION

Have a look at these pictures. What do they have in common?  
Discuss the following questions with your class.



### Word bank

- Useful expressions:
- I think that ...
- I strongly believe that ...
- I've never really thought about this before, but...
- My personal opinion is that...
- I don't think ...
- I don't believe that ...
- Well, if you ask me ...

### Possible solutions

- new laws/ regulations.
- build your campfire in an open location and far from flammable.
- mow grassy areas regularly.
- remove dead and dry plants that could fuel a fire.

- What can you see in the pictures?
- How are the pictures related?
- Which natural disaster can you identify there?
- Where were those pictures taken? How do you know?
- What are the possible causes of this kind of event?
- When was the last time you heard about something like that? where was it?
- How do wildfires affect the global climate?
- What should government do to avoid wildfires?
- What can individuals do to avoid it?



\*

Discussion time!  
Here you have another natural disaster. Work in small groups to discuss about it.





- \* Go back to the timeline. Research and complete it from 2019 till the most recent event connected to man-caused environmental disasters. Then, choose one to prepare a presentation or video.

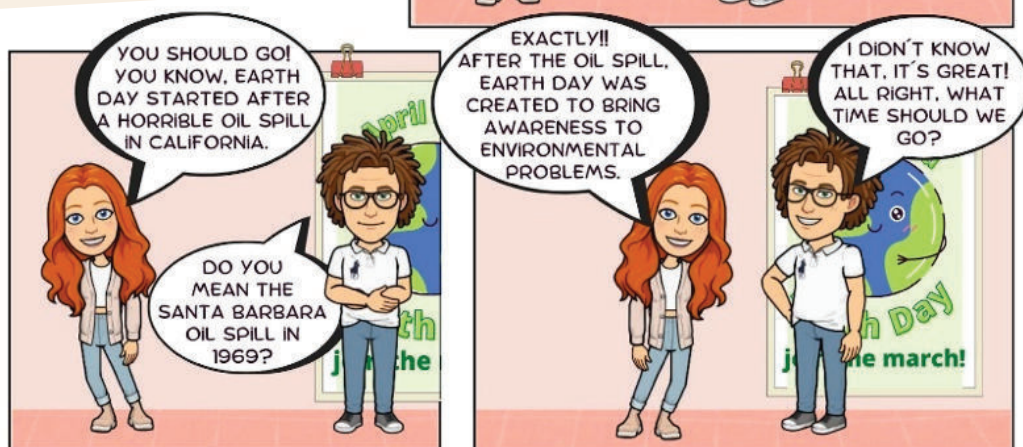
# Environmental policies

- \* Look at the words in the word cloud, what do you think they relate to? Do you recognize any of those pacts, conferences or conventions? Can you guess what they try to control/regulate?



- \* Now, let's read Camila and Freddie's dialogue about Earth Day and answer the questions.

1. When is Earth Day celebrated?
2. How did it start?
3. What did Earth Day's creators try to accomplish?







- \* Get into pairs and read the following text. Place the subtitles into the correct place. After you read the text, think of an appropriate title.

**URUGUAY'S POSITION****SOME HISTORY****POLICY INSTRUMENTS****SUSTAINABLE DEVELOPMENT****ENVIRONMENTAL POLICY**

On January 28, 1969, off the coast of California, an oil platform drills provoked fissures on the ocean's floor and caused oil to spill out. Over the following 11 days, more than 3.3 million gallons of oil leaked from the cracks and coated 35 miles of beach with sludge. Thousands of birds and countless fish, dolphins and seals died. The Santa Barbara spill gave impetus to the incipient environmental movement, leading to the creation of Earth Day in May 1970.

Earth Day was one of the most important examples of public attention to environmental problems. This growing concern was accompanied by a change in governments' politics and international policies as the global nature of environmental problems became clear. Acid rain, global warming, carbon emissions, oil spills, ozone layer depletion, water and air pollution... they all transcend national boundaries.

From the 70s onward, developed countries negotiated agreements on reducing water and air pollution, protecting endangered species, dumping hazardous wastes, banning ozone-based products, safeguarding natural habitats and world heritage sites. The United Nations convened the Stockholm Conference on the Human Environment in 1972, the first in a series of UN



mega-conferences, including the 1992 Rio Earth Summit, which was attended by 176 states and several thousand non-governmental organizations.

In 1997, the Kyoto Protocol called for reducing the emission of six greenhouse gasses in 41 countries, plus the European Union. It was widely celebrated as the most significant environmental treaty ever negotiated, but it wasn't as effective as desired.



The commitment of an organization or government to the laws and regulations regarding environmental issues is called environmental policy. Of course, environmental policy is a broad topic, mainly because the natural environment encloses many different aspects. Consequently, environmental laws need to consider everything, from the air we breathe to the natural resources we rely on, to plant and animal species, etc.

All these laws and regulations work together toward a common goal: regulating the interaction between man and the natural world to reduce threats to the environment and increase public health.

Traditionally, environmental policy has been characterized in terms of the problems it addressed, such as controlling pollution or limiting habitat loss. However, governments have begun to appreciate that environmental policy will only be genuinely successful when it is approached as a broader project, requiring the direct involvement of individuals, communities, non-governmental organizations, and the corporate sector.

In this line of action, governments can call upon an array of mechanisms to implement and enforce environmental policies, while trying to foster sustainable development. These mechanisms are called instruments. Policy instruments' main categories are: legal and regulatory, economical and financial, and social and cultural. They are not exclusive and they all put education and information at their center. For example, legal approaches refer to the passing of environmental laws, social approaches may include self-regulation (e.g. not wasting water), while economic mechanisms can be monetary incentives (e.g. tax reductions for green technologies).

Sustainable development is an approach to economic planning that attempts to promote economic growth while preserving the quality of the environment for future generations. This concept is difficult to attain but it has been successful in some areas, for example, ecotourism. Sustainability was the focus of the 1992 Rio Earth Summit and later was central to a multitude of environmental studies.



Uruguay ranks high in the Latin American region in terms of human development and sustainability. In recent years, the Uruguayan government has integrated sustainable, inclusive and green development into its goals for economic growth.

To achieve these goals, Uruguay launched the National Environmental Plan for Sustainable Development. This plan was proposed as an adaptive instrument, which identifies the main challenges facing the country in environmental matters to guide policies and actions in the coming years.

Image sources: Offshore oil platform, Santa Barbara, Globe

\* Read the text and match the icons to the environmental issues or goals mentioned in it.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Icons by flaticon.com

1.	world heritage sites	2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	
11.		12.	

UNIT 3 Amazing Earth

202



\* Read the text again and answer the questions.



#livingUruguay6

1. How did the Santa Barbara spill occur?

2. Why are environmental issues a global problem?

3. When did international agreements start?

4. What environmental issue was addressed by the Kyoto Protocol?

5. Why is environmental legislation such a broad topic?

6. What is sustainable development?

7. What is a successful example of sustainable development?

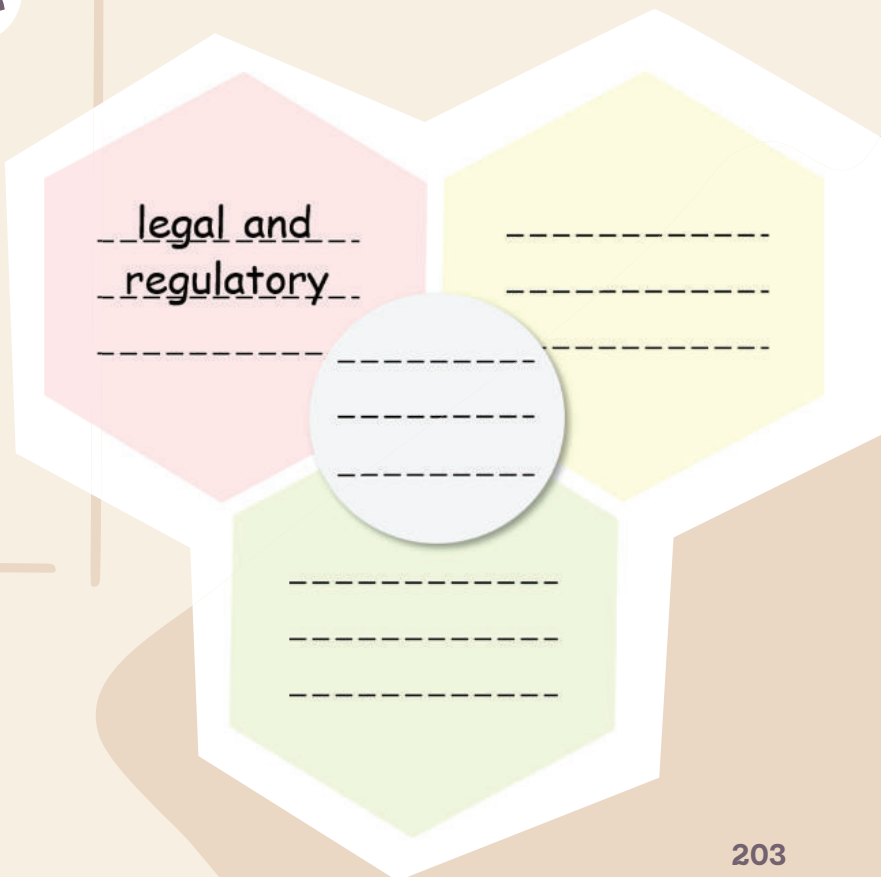
\* Work in pairs and complete the scheme with the policy instruments categories.



\* Work in groups and discuss:



- Why do we need environmental laws? What do they seek to accomplish?
- What's your opinion, do you think that environmental policies foster or hinder sustainable development?
- What about economic growth?



\* Share your opinions with the class.

# Ecotourism

\* Look at the flyers below. What do they refer to?



\* There are many kinds of tourism that cater to all kinds of interests. Can you guess what kind of tourism do each of the flyers promote? Use the texts and images to complete the chart.

	Country	Focus on...	Trip offers / Activities
A	Japan	culture	art, traditional cuisine, culture
B			
C			
D			
E			
F			

\* Do you know what these kinds of tourism are called? Match the types of tourism with their definition.

- |                                |  |
|--------------------------------|--|
| <b>1. Adventure tourism</b>    | <b>A.</b> To relax and have fun.   |
| <b>2. Cultural tourism</b>     | <b>B.</b> To celebrate religious events and visit important sacred places.       |
| <b>3. Ecotourism</b>           | <b>C.</b> To explore distant or hostile places or do extreme activities.         |
| <b>4. Recreational tourism</b> | <b>D.</b> To take responsible trips, focusing on protecting the environment.     |
| <b>5. Religious tourism</b>    | <b>E.</b> To learn new things, study a language abroad, or apply learned skills. |
| <b>6. Educational tourism</b>  | <b>F.</b> To learn about art, history, and people's lifestyles.                  |

1.  2.  3.  4.  5.  6.



\* Read the text to learn more about ecotourism.



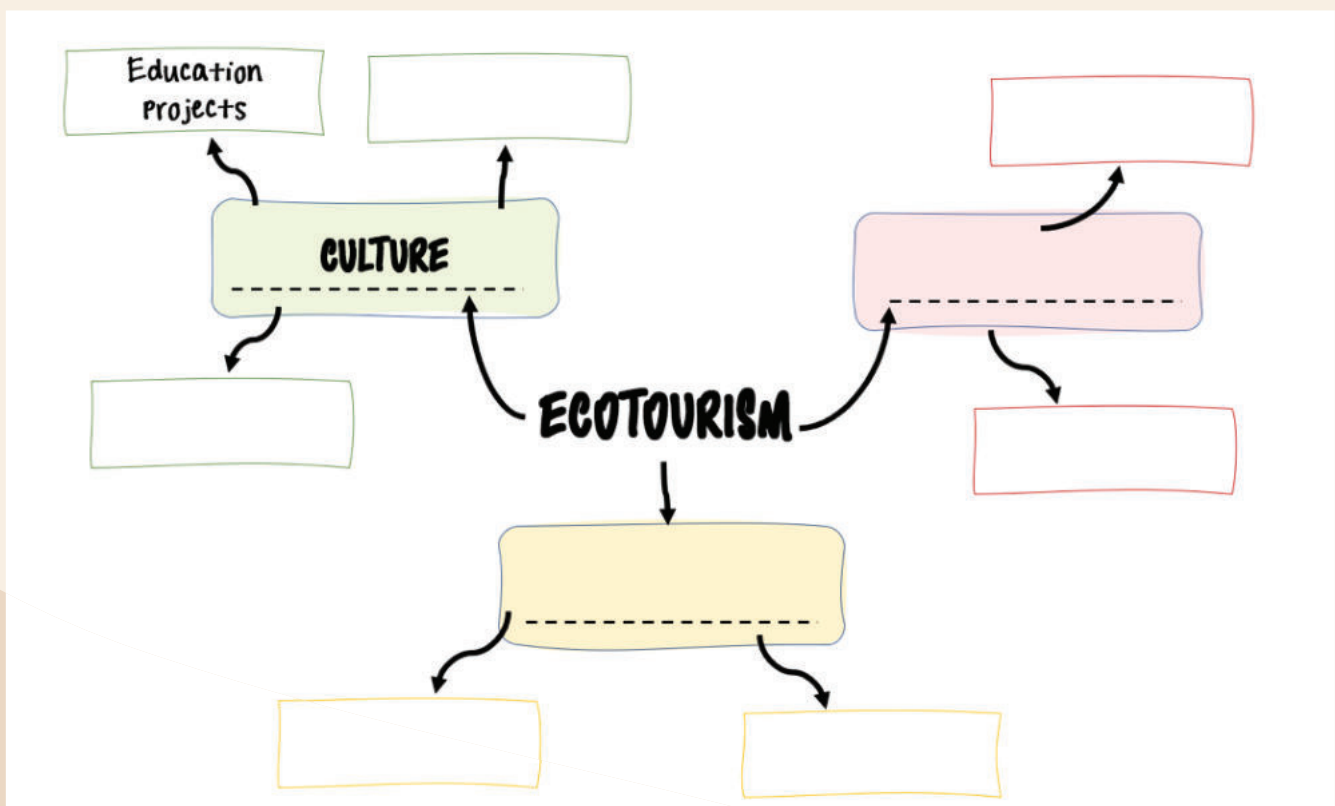
Any kind of tourism, be it recreational, adventure, cultural, or any other, can be ethical, responsible and sustainable if it doesn't harm the environment. However, ecotourism goes beyond that, so it can be considered a separate branch of tourism altogether.

Ecotourism is widely defined as responsible travel that centers around awareness and conservation of the environment, respect for local traditions and appreciation of cultural diversity. Ecotourism also helps communities' economies by creating jobs and investing in development and education projects.

There are many successful examples of ecotourism, for example in Kenya, Costa Rica, Belize and Antarctica. However, this same success has its dangers. As ecotourism's popularity grows, so does the need for accommodation and transportation, and the number of visitors, all of which can damage the environment and natural habitats.

Image source: freepik.com

\* Read the text again and complete the graphic organizer with the ecotourism principles.



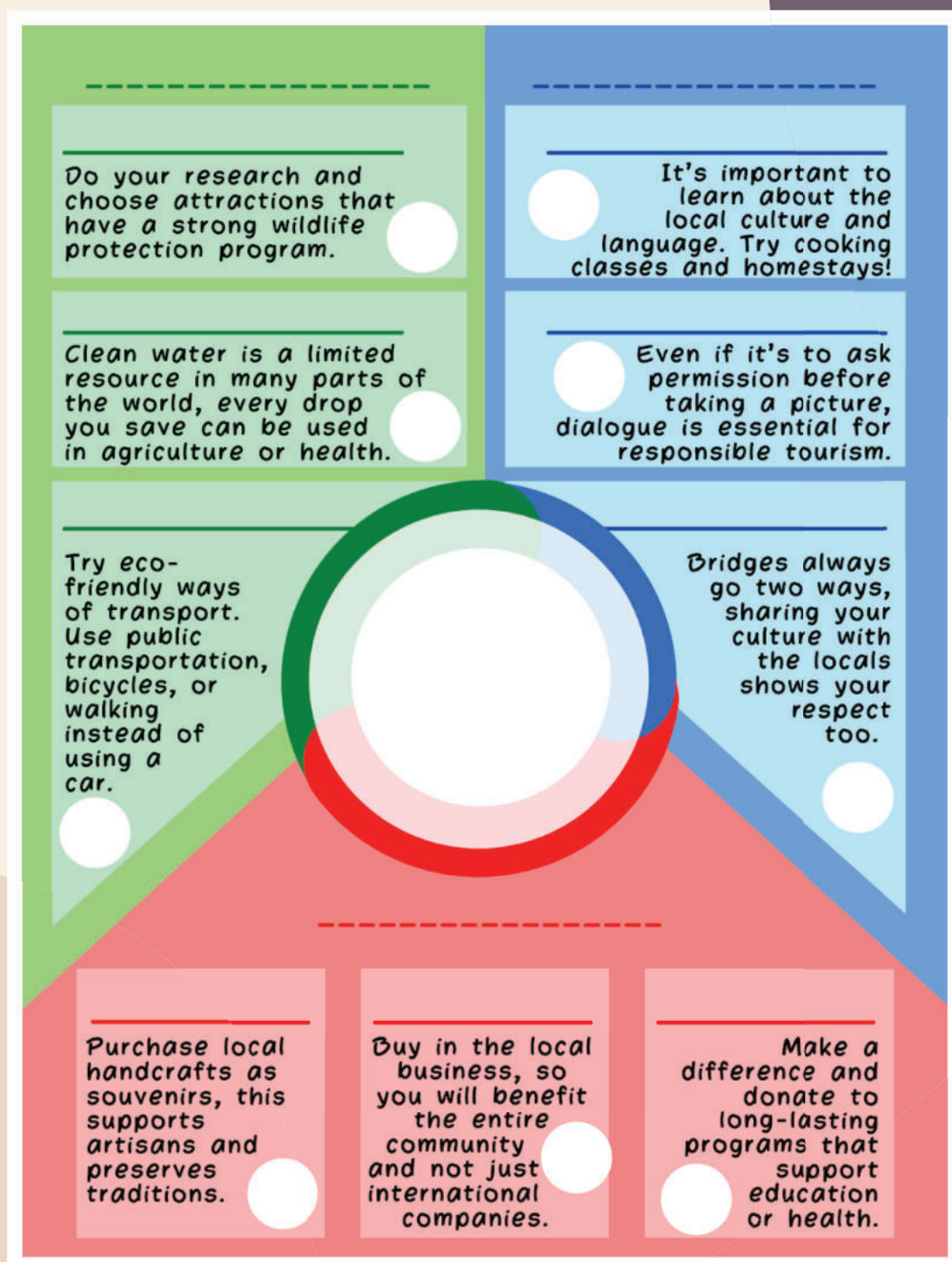


\* Get into groups and discuss:

- What are the pros and cons of ecotourism?
- What do you think of ecotourism's viability in the long term?
- If you were a nation's government and had to balance economic growth against environmental awareness, what would you favor?



Get into pairs: Read the infographic and think of an appropriate title for it. Write the infographic's title in the central white circle.



- \* Read the infographic again and write the correct title for each of the tips.

**DONATE CAREFULLY - SAVE EVERY DROP - FOCUS ON CULTURE**  
**PROTECT THE WILDLIFE - INVEST IN LOCAL BUSINESS - SHARE YOUR CULTURE**  
**CHANGE YOUR STEPS - EMPOWER COMMUNITIES - ASK QUESTIONS**

- \* Now, choose an icon for each tip, write the numbers in the circles (there's an extra one):

Icons from flaticon.com

- \* Can you write a new tip regarding the extra icon?





- \* The infographic is divided into three colors. Discuss the tips classification and decide what they refer to:

**GREEN****BLUE****RED**

- \* Now, think of another tip for each of the categories:


# Projects

## Project 1: Where would you like to go?

If you had the chance to travel to any part of the world, where would you like to go? What kind of buildings would you like to learn about? Find information and prepare a presentation about it.

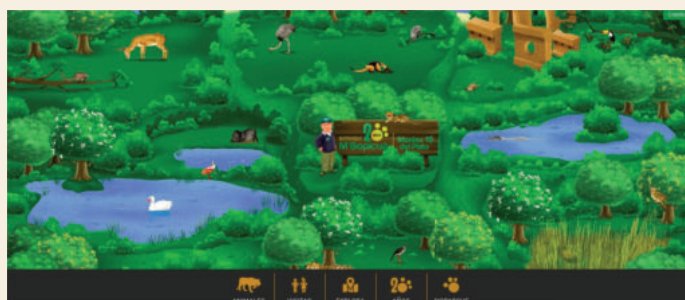
## Project 2: Interesting animals

Do some research on two interesting animals, find pictures and write sentences comparing those animals.

## Project 3: M'Bopicuá Biopark

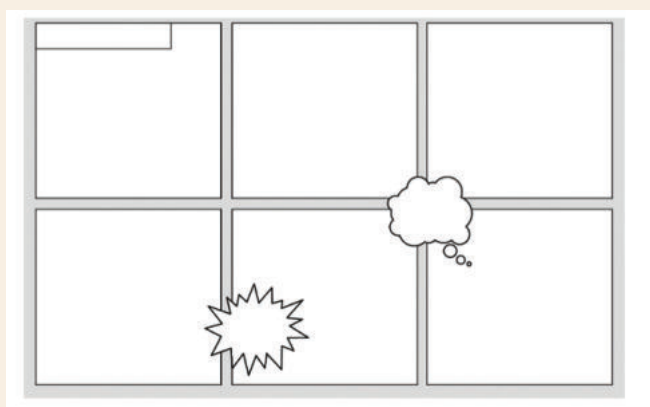
Surf the net and find information about M'Bopicuá Biopark.

- Where is this Biopark located?
- When was the park founded?
- Who is Juan Villalba Macías?
- How many species can be found there?
- When can you visit the park?



## Project 4: My science fiction comic book

Create your own science fiction comic book. Use the information from the lesson and this template to help you.



## Project 5: Sea creatures

Get into small groups and choose one of the other sea creatures we studied. Create a poster with information about its legend. Then, present it to your classmates.

## Project 6: An unknown monster legend

Jot down some ideas and create a legend of an unknown monster. After the legend has been created, record the legend (or read it out loud) for your classmates. Together with the legend, you need to create a short activity for your classmates (crossword, wordsearch, T or F, etc.).

## Project 7: RACATÚ

Now, it's your turn to find out what the connection is between RACATÚ and schools numbers 32 (Mangrullo, Cerro Largo) and 102 (Berachí, Cerro Largo).

## Project 8: Marine biology

Work in groups:  
Choose one of the topics that Giuliana mentioned in her account and create a presentation, report or video about it. The prompts are just to help you brainstorm, you can choose to focus on another aspect of the topics.

### MARINE LIFE

Giuliana mentions different kinds of marine life. Choose one of them to create your report.

- You can research sea animals/plants/fungi... in general, for example,
- or focus on one species in particular, etc.

### HUMAN'S RELATIONSHIP WITH THE OCEANS

As Giuliana said, our relationship with the ocean is very important.

- You can approach this topic from a historical, economical or environmental point of view.
- For example, the history of naval travel, our fishing economy, overfishing consequences, etc.

### MARINE ENVIRONMENT POLICIES AND ACTIONS

Choose one of the environmental problems related to the ocean or marine systems.

- What are some of the national or international policies in place to handle it?
- Research about Uruguay's regulations relating to our marine ecosystems.

### URUGUAYAN MARINE SYSTEM

The confluence of the Atlantic Ocean and the River Plate make our coasts a very special environment.

- You can research how our animal and plant species have adapted to this special environment,
- or you can choose some specific Uruguayan's region to study, Laguna Garzón, for example, or our estuary coasts.

### MARINE BIOLOGY APPLICATIONS

Marine biology is a very ample field of study with countless applications.

- Research about all the places where a marine biologist can work.
- Or research about a marine biologist's working field in our country, for example.

### INTERACTION OF MARINE BIOLOGY WITH OTHER SCIENCES

As Giuliana said, marine biology can relate and get help from many other sciences.

- What is the relationship between marine biology and physics or social sciences?
- How does it relate to human communities?



## Project 9: Fashion footprint

### Step 1: Spread the word

With your classmates, prepare banners to raise awareness about the fashion footprint. Then, go around school or the neighborhood informing people about the actions they can take to reduce their fashion footprint. Use the tips you learned in the lesson and think of others to add.

### Step 2: Take action

Prepare a Fashion Gallery Walk in your school. All of you have to look into your wardrobes and take the clothes you are no longer wearing. You are going to take them to school. During the Fashion Gallery Walk, you are going to walk along the runway showing the clothes you no longer want. At the end of the fashion show, you are going to swap clothes with the rest of your peers from school.



Photo source: wardrobe with clothes - piqsels

## Project 10: Prehistoric times

Choose one period of prehistoric times and imagine you are a man/woman living in this era. Write a short text describing your life in those times. You can search the web for more detailed information.

## Project 11: Eco-destinations

Search the internet and research for different eco-destinations. You can begin by researching eco-destinations in the countries mentioned in the text: Kenya, Costa Rica, Belize and Antarctica, or others.

Choose an eco-destination you would like to visit. Take into account these points:

- Where is it?
- What facilities does it offer?
- How does it promote environmental protection and awareness?
- Are there any unique cultural features? How are they part of the resort experience?
- Are there any educational features?
- How does the resort contribute to the community's economy?
- Who are its clients?

Create a presentation about your chosen eco-destination and share it with the class.

# Unit 4

## LIFE-CHANGING MOMENTS

---

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

- discuss topics related to important moments in people's lives.
- talk about people who have faced challenging situations in life.
- use the different skills to talk about life-changing moments in life.
- work with projects related to the topic of the lesson.
- know about Uruguayans who have stepped out of their comfort zone.

# Facing multiple changes



- \* Look at the following photographs, what kind of moments do they depict? What do they have in common?



Photos sources: freepik.com / commons.wikimedia.org

1. moving

2.

3.

4.

5.

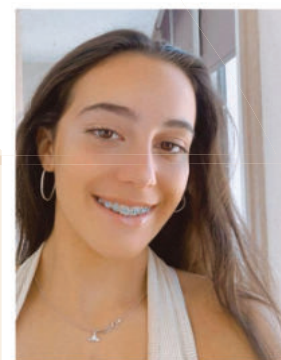
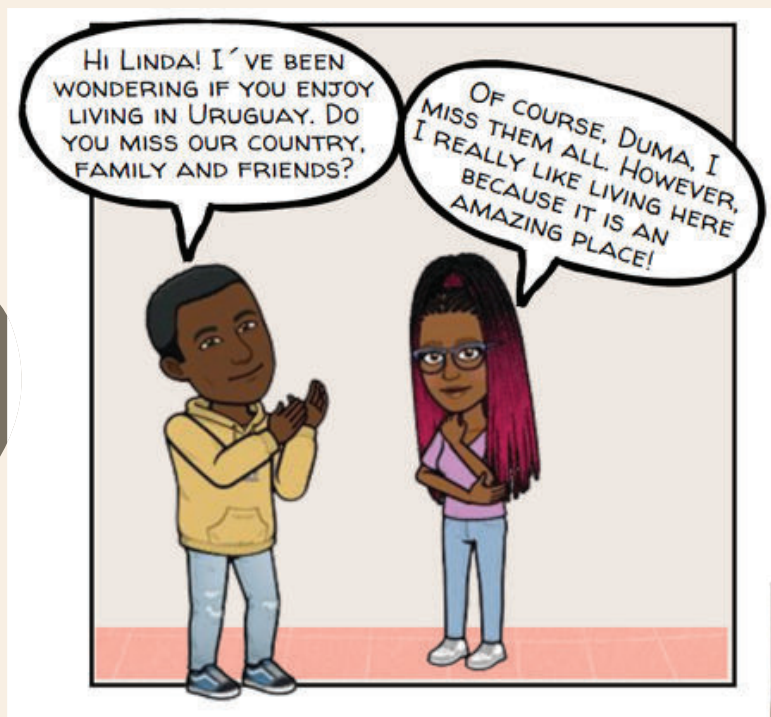
6.

- \* Get into groups and discuss: Can you think of other changes that teenagers and young people face as they grow up?





- \* What happens if somebody is moving to another country in his/her adolescence? Do you think it is a difficult moment in their lives?
- \* Linda and Duma have two Uruguayan friends called Martina and Franco who have grown up moving around in different countries.



- \* Would you like to know more about their experiences growing up abroad? Let's read what they've shared!



My name is Martina and I am 13 years old. I am a teenager who loves wearing makeup and feeling pretty, **1.** . I really enjoy playing hockey and tennis and I am a football fan; I always watch the matches. I am from Uruguay but I lived in Chile and now I am in Mexico. I lived in Chile for four beautiful, fun and exciting years, but my dad was offered a job in Mexico and now we are starting a new adventure as a family.

Let me tell you some information about my family. My brother is Franco. He is ten years old and one word that describes him is restless. **2.** . My dad is Federico; hard worker is the first word that comes to my mind when thinking about him. He would put all his effort in anything you ask him to do. Last but not least, my mom Mariana is the only real empathetic person I know; she is so calm and would help you get through any situation. **3.** .

Being abroad means living challenging experiences, meeting new people, discovering other cultures, getting to know new gastronomic dishes ideas, which are really worthy. However, it is not as easy as it seems, **4.** .

When I was nine years old, I experienced my first time leaving my country for a long-term period. I remember how hard it was when we said goodbye to our family; I was so nervous to get out of my comfort zone and I didn't know if I were capable of adapting to new things. After five months, I was delighted with Chile, it is a beautiful country; I could say that Chilean people are quite reserved but that didn't interfere in our adventure. After living there for four years, in September 2021, my dad was offered a job in Mexico, which came as a complete surprise to all of us.

As a family, we never expected that Mexico would be our next country. When my dad told us about it, I experienced different feelings than the last time. At that point, I was thirteen years old and more mature. I cannot lie, I was pretty nervous about meeting new people and I felt very sad about leaving my friends who I started to get closer to after three years and building deeper connections with them. **5.** I can still talk with them by video calling and WhatsApp groups; even though I cannot see them physically, I am still in contact with all of them.

Regarding adolescence, I love this stage of my life. I started realizing that when I turned twelve years old and I was really different from what I used to be. I started getting closer to people, developing new friendship bonds but also my group of friends got smaller. I realized I was getting interested in different things than when I was younger; **6.** Those are my positive views of my current stage but also becoming a teenager made me overthink about others' opinions about me. Those comments made me change myself so people would like me, this didn't contribute to my moving experience. At first, how I looked or if I pleased others did not matter but then, while becoming older, I discovered that I cared about my looks and tried to behave in a way that other people would like me.

I have always been a happy person but my experience living abroad has helped me develop my social skills. Moreover, it has also helped me to develop my cultural knowledge. **7.** made me realize that even though you might be only some kilometers away from one place to the other, the number of differences could be huge.

I don't want to scare children who are starting their adolescence **8.**, or maybe challenging. You will start changing your hobbies, the things you like, you will become shier in some scenarios but, based on my experience, not fitting in with the society or group of friends is the most worrying aspect.

Trust me, teenage life is one of the best stages but remember to be you, don't change because of others, find things you like, people who you would like to be surrounded by and just don't overthink. Challenge yourself, be proud of your goals but don't forget about your family.

By Martina Parpal Díaz

- \* Read about Martina's adolescence and experience living abroad. Some phrases have been removed from the text; decide where you would include each phrase. There is one phrase you do not need to use.



- a. He likes playing football and he would never stop moving.
- b. She helped me to be more sociable, to meet people and have new friends.
- c. ...you are far away from your family which makes you miss them and you don't have them when needed.
- d. ...but I have to say that it is a complicated one,
- e. ...which leads me to one of my hobbies: going shopping, especially with my mom.
- f. ...for example, now I enjoy playing sports.
- g. Living in different countries...
- h. I was scared to lose them but now I can say that I am not afraid of that thanks to all the available means of communication.

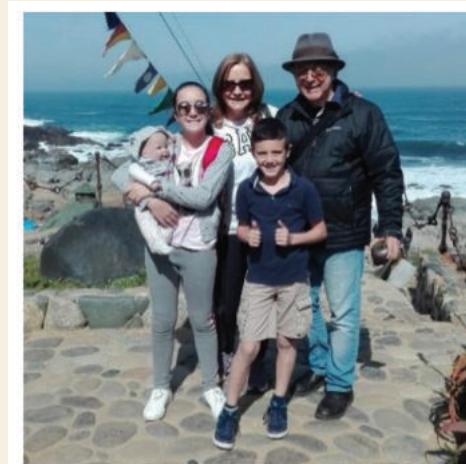
- \* Read the text about Franco and write TRUE, FALSE or DOESNT SAY next to each sentence. If they are false, find evidence in the text to support your answer.



By Franco Parpal Díaz

Hi! My name is Franco Parpal and I was born on November 18, 2010, in Montevideo, Uruguay. I am the youngest of my family which consists of my mother, my father, my sister and me. I am an imaginative boy, that is the reason why when I was younger, I used to climb trees and create imaginary stories with friends. I enjoy riding my bike, touching animals who are on the street or appear at home (I have discovered that I love cats!), playing with my cousins, going to the beach and reading Harry Potter. I love eating pasta, I frequently eat noodles when I go to a restaurant, and my favorite dessert is rice pudding, especially the one that my grandma cooks! Nowadays, I am living in Mexico. We have recently moved after living in Chile for four years. In the near future, I would like to play American football, have fun with my friends at school and receive my family from Uruguay in my new house!

1. Franco is eleven years old.
2. He has got an older sister.
3. At present, Franco usually climbs trees and creates imaginary stories with friends.
4. He is afraid of unknown animals.
5. Franco's grandma really enjoys cooking.
6. Franco would like to play soccer in the near future.



Family photos by: Martina and Franco Parpal Díaz



- \* Martina and Franco are currently living in Mexico but they lived four years in Santiago de Chile and visited many spectacular places. One of these places is Isla Negra where Pablo Neruda lived.



Photos Isla Negra by Aldo Rodriguez

- \* Listen to the passage about Isla Negra and complete the chart with the correct information about it.



1. Where is Isla Negra located?
2. What is Pablo Neruda's nationality?
3. When did Pablo Neruda die?
4. What is the atmosphere like in this place?
5. What is the name of the restaurant?
6. What do people read on 12th July?

- \* Martina and Franco told us about some particular challenges they faced when growing up. Have you experienced something similar? What kind of challenges have you experienced or are you about to face? Write a paragraph about your experiences growing up.



# Love is in the air

- \* Have a look at these pictures. What do they have in common? What comes to your mind when you see them? Are the people in the pics too young to love? Why? Why not? Is teenage love real? Are you in love right now?



Photos from canva.com / pixabay.com

LOVE

- \* In your opinion, what is love? Write a word for each letter to express your idea of love.
- \* Let your imagination flow and write a short love poem using the words from the LOVE diagram. Love is ...



- \* Let's learn more about the language of love! Complete the infographic with the correct idioms.

*To love with all your heart and soul*  
*Falling head over heels in love*

*To be smitten*

*Take my breath away*

*To have a crush on someone*

*Puppy love*

## LOVE IS IN THE AIR!



\_\_\_\_\_

To be so in love that breathing is impossible.

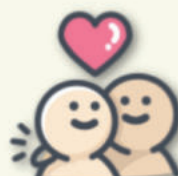


\_\_\_\_\_

To hold a deep and absolute love for a person.

\_\_\_\_\_

To experience deep, sudden and absolute love for someone.



\_\_\_\_\_

It means that they are really attracted to a person but it is not a serious relationship.

\_\_\_\_\_

To fall in love, but it doesn't last. It is said about teenagers love.



\_\_\_\_\_

To become obsessed by. To think about all the time.





- \* Work in pairs. Read the example and write two short dialogues using the idioms. Then, role-play the conversation.

to tie the knot = to get married



**A:** Hey! when are you two lovebirds finally going to **tie the knot**?  
We want to celebrate it!

**B:** Oh... We've never talked about it. I love him with all my heart  
and soul but... we are too young!

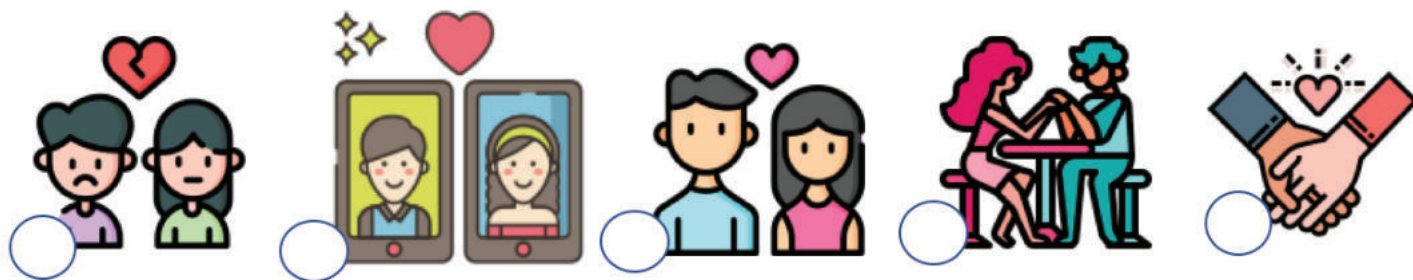
**A:**

**B:**

**A:**

**B:**

- \* Have a look at these icons. Put them into a logical order to create a love story.





✱ Then write your own love story.  
Here you have some suggestions  
to write a good story.

- Choose a good title.
- Set the scene.
- Name the main characters.
- Use idioms about love.
- Play with words and let your imagination talk.



# The power to change the world



Image sources: A (freepik.com), C, E & F (commons.wikimedia.org), B & G (flickr.com), D (media.istockphotos.com)

\* Get into groups. Look at the photographs above and discuss:



#livingUruguay6

- What can ordinary people do to change laws or policies in their community or country?
- Can young people be instrumental in changing things on issues they care about?
- What qualities or perspectives are unique to young people that can make their voices so powerful?

\* Match the columns to form phrases.

- |                       |                           |
|-----------------------|---------------------------|
| 1. sign               | a. flashmob               |
| 2. get in touch       | b. in a protest march     |
| 3. buy in             | c. a petition             |
| 4. participate        | d. with likeminded people |
| 5. post your opinions | e. a carrot-mob           |
| 6. write a letter     | f. a bike cycling event   |
| 7. go on              | g. to a newspaper         |
| 8. organize a         | h. flyers                 |
| 9. hand out           | i. a sit-in               |
| 10. sit in            | j. online                 |

\* Use the expressions above to label the pictures (there are three extra ones):

- |          |    |    |
|----------|----|----|
| A. march | B. | C. |
| D.       | E. | F. |
| G.       |    |    |



\*

Get into pairs and search the web. Find and write the definitions of...

Sit-in:

Petition:

Carrot mob:

Flashmob:



\* Read the following dialogue between Emma and her mother:



**Mom:** Do they? And what do you think?

**Emma:** Well, if you ask me, I think it's crazy! We work so hard throughout the year, we deserve a long break. I think we're going to organize a protest.

**Mom:** Mmm, I'm not sure about it. And as far as I'm concerned, I don't think that organizing a protest is the right thing to do. If you really want to do something about this, it will be a good idea to involve the teachers and parents.

**Emma:** Then, maybe we could ask people to sign a petition?

**Mom:** That's a great idea.

\* What other piece of advice would you give Emma?

Write three sentences. You can use the SOS Box to help you.



1.

2.

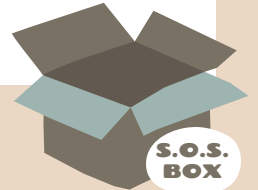
3.

**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 ... / In my opinion, ... 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 a point. / I see your point, but...





\* Read the text about these two actions for the environment.

1. “My name’s Marisa and I’m from Montevideo. I’m very passionate about the environment. Next weekend, I’m joining a pro-cycling bike ride. We want to show that you don’t need a car to get from one place to another and that a bike will be equally useful. The ride starts at noon and 500 cyclists have already promised to take part in it, so I know it’s going to be crowded! We’ll probably cycle slowly through the streets because there will be too many people. People in cars and buses might get annoyed because they won’t be able to move fast, but that’s the point of the ride. Hopefully, after this event, more people will decide to hop on a bike and become part of our cycling community”.



2. Marcos lives in Maldonado. Tomorrow afternoon, he is going to take part in a carrot-mob event. For tomorrow’s event, lots of people are going to buy coffee and muffins at the Teasm restaurant between 2 and 5 pm. In return, the restaurant promises to spend 50% of the hour’s revenue on the construction of a new bike lane. “More than a hundred people have promised to visit the café tomorrow,” says Mike, “so it is going to be crowded. I really hope that my sister will join me! I think we will have a lot of fun!”





\* Read the two texts again and complete the charts:

1. **Type of event:**

**Place:**

**Purpose of the event:**

**Date:**

**Actions:**

**Time:**

**Desired effect:**

**Number of participants:**

2. **Type of event:**

**Place:**

**Purpose of the event:**

**Date:**

**Actions:**

**Time:**

**Desired effect:**

**Number of participants:**





- \* Guidaí loves animals and is planning an event to promote the neutering and spaying of pets and stray animals. What do you think of her plan of action?

<b>Cause:</b>	Convince people to neuter and spay their pets.
<b>Reasons:</b>	<ul style="list-style-type: none"> <li>• There are hundreds of street cats and dogs in our city.</li> <li>• Allowing your pet to have just one litter of babies can lead to thousands of stray animals.</li> <li>• Sterilized animals tend to live longer, healthier and happier lives.</li> </ul>
<b>Slogan:</b>	It's not just rabbits who multiply like rabbits.
<b>Actions:</b>	We are going to do a flashmob in the local market. We're going to wear cat and dog t-shirts under our jackets and when the signal rings, we'll take them off and start dancing to "The eye of the tiger," by Survivors. Then, we're going to hand in flyers and leaflets about the importance of neutering and spaying.
<b>Date &amp; place:</b>	The flashmob is on Sunday 31st July, at 10:00 a.m. at the local open market.
<b>Number of participants:</b>	We plan to have about 30 dancers, and we hope the event affects at least a thousand people because the Saturday open market is always packed with people.
<b>Kind of people:</b>	We believe the event will attract people who love animals.
<b>Public reaction/ desired effect:</b>	We think that the public reaction will be excellent because it's going to be a fun moment for a worthy cause. We hope people will decide to spay or neuter their pets.
<b>Advertisement:</b>	We're going to use Facebook and Instagram to contact people for the flashmob, and we contacted the local radio. We hope they'll broadcast the event.
<b>Budget:</b>	30 animal T-shirts for the dancers (\$ 450) – 75 color leaflets (\$ 30) . Total: \$ 480

## Did you know?

For female animals, the sterilization process is known as spaying, while for male animals, it is known as neutering.

\* Answer these questions:

1. What kind of event is Guidaí organizing?
2. Why is it important to sterilize your pets?
3. What is the event's motto? Why?
4. How is she going to contact the participants?
5. Would you participate in an event like this? Why? Why not?
6. Who's paying for the sterilization services?



\* Get into groups to discuss the different protest forms that we worked with. Consider these points:



- Number of people the protest could reach or affect.
- How it would be received by the media and public.
- What kind of people they are most likely to attract.
- The overall impression they are likely to make.

\* You can use the SOS Box to help you.

# Following your passion



#livingUruguay6

\* Look at these three quotations, what do they have in common?

*One person with passion is better than forty people merely interested.*

*- E. M. Forster -*

*There is no passion to be found playing small, in settling for a life that is less than the one you are capable of living*

*- Nelson Mandela -*

*Follow your passion, be prepared to work hard and sacrifice, and, above all, don't let anyone limit your dreams.*

*- Donovan Bailey -*

\* What do you think about the concept of “following your passion” or “pursuing your dream”?

Marcelo Bossio is one of Freddie’s favorite musicians. We read about Marcelo in a previous lesson in which we learnt about his passion by being a lifelong learner. Before watching his video, let’s see what you remember about him! Complete the chart:

His nickname:

His nationality:

His passion:

One of the bands in which he played:

His current occupation:



- -His new band.
- -The drawbacks of being a musician.
- -The importance of speaking another language for his career.
- -His family.
- -The difficult situations musicians are exposed to in Uruguay.
- -A day in his life.

\* As we learnt at that moment, for Marcelo, his passion is very important in his life since he decided to pursue his dream and devoted his life to it. Let’s watch this video where he gives us a message! What do you think he is going to talk about? Tick your option/s:





- \* Watch the video, Were your predictions correct?  
Watch the video again (up to 01:12) and put these statements in the correct order according to how they appear in the video.



- ☐ I love playing drums and making music.
- ☐ So, it's been a great journey until here.
- ☐ So English has been very important to me.
- ☐ I'm a drummer.
- ☐ I've been doing this for a living since I was 20.
- ☐ It's very important to know different languages.
- ☐ English is one of the most spoken languages in the world.
- ☐ I've been studying drums since I was 12 or 13 years old.
- ☐ The drum heroes are from North America and Europe.



Photo by: Mape Bossio.

1. I am a Uruguayan musician

- \* Watch the second part of the video (from 01:12 to the end) and complete these sentences:

1. We have \_\_\_\_\_ here very close and we have to know that \_\_\_\_\_, too.
2. Everything is made in \_\_\_\_\_ nowadays so sooner or later we will have to \_\_\_\_\_ that language, too.
3. It's great to be able to speak English also for \_\_\_\_\_.
4. With \_\_\_\_\_ from other countries we are all the time in touch, trying to understand and learn different concepts about the \_\_\_\_\_.



- \* Get into pairs and discuss what you remember from the video. Why is English important in Marcelo's career? Name the reasons he mentions.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- \* What other languages does he mention as important to learn nowadays?  
Choose the correct options:

☐ Japanese ☐ Portuguese ☐ Italian ☐ Chinese ☐ French ☐ German

- \* Why is it important to learn those two languages in his opinion?

- He considers it is important to learn  because .
- He thinks it is useful to learn  because .

1. Was his journey to becoming recognized as a drummer easy?
2. What evidence do we have that music is Mape's passion?
3. Why was English important for him to follow his passion?

- \* Mape wanted to give us an important message, what are the two most relevant suggestions he gives us?



- A.
- B.

- \* At the end of the video, Mape shared a quotation with us, put the words in order to form it:



- \* Get into pairs and discuss: Do you agree with this quotation? What does it mean? Re-write it in your own words:



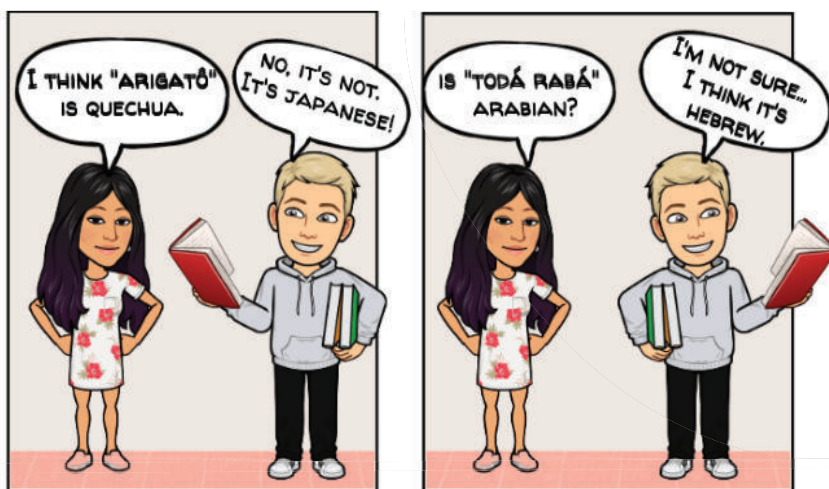
- \* Thinking about the quotations we discussed at the beginning of the lesson, which one do you relate to the one Mape shared with us? Why?
- \* Considering the four quotations, think of all the words that come to your mind when you think of the concept of following your passion?  
Write them down in the bubble.



## Learning a second language

- \* Look at these words.
  - How many do you recognize?
  - What do they mean?
  - Can you pronounce any of them?

спасибо **thank you** paschi **arigatô** grazie **merci**  
 ευχαριστώ **obrigado** danke **todá rabá** shukran  
**gracias** dobro **ngiyabonga** aguyjé **xièxie**



- \* Work in pairs. Match the words above with the following languages. Then, check with other pairs. You can use the comic strip to help you with question forms.



ARABIAN CHINESE ENGLISH FRENCH GERMAN GREEK GUARANI HEBREW  
 ITALIAN JAPANESE PORTUGUESE QUECHUA RUSSIAN SERBIAN SPANISH ZULU

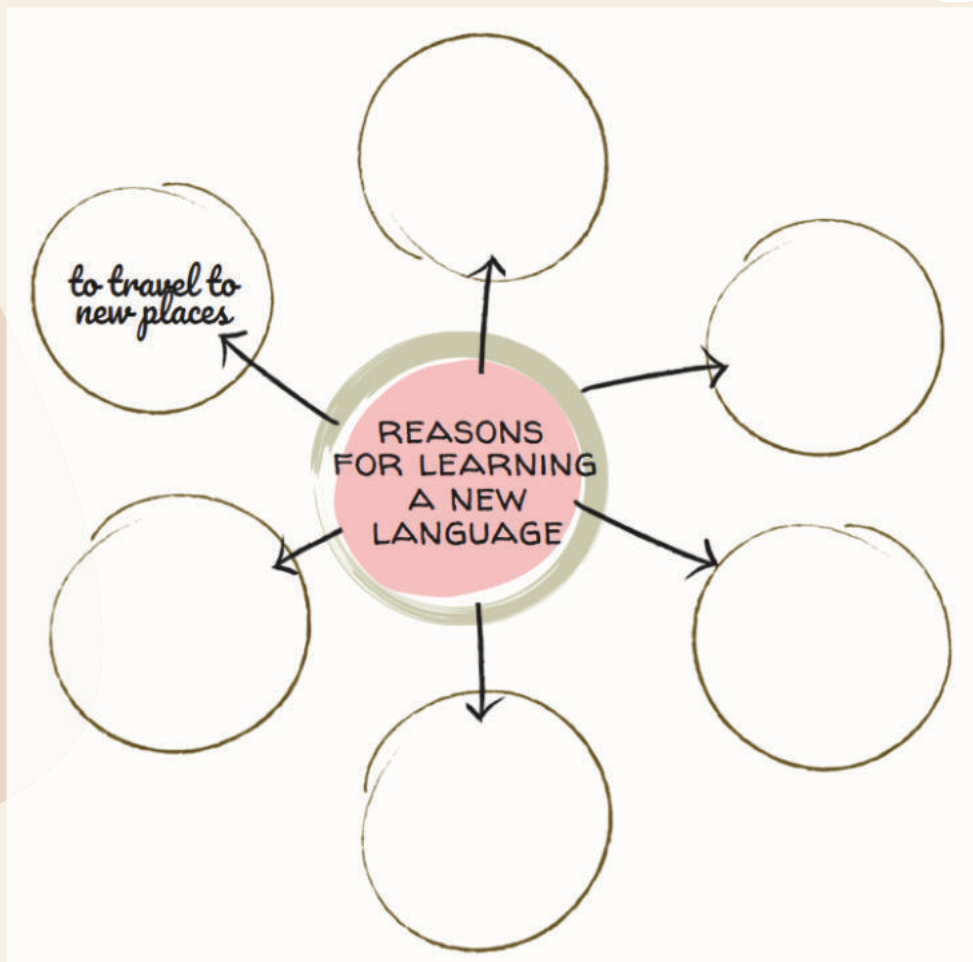
### Did you know?

The Greek alphabet was the first writing system to have letters for vowel sounds instead of just consonants. For example, ευχαριστώ (read efharisto, meaning thank you).

The Cyrillic alphabet is a writing system used for various languages across Eurasia, including Russian. It is closely based on the Greek alphabet, so they look similar. For example, спасибо (read spasibo, meaning thank you).



- \* Get into groups: Can you think of some reasons for learning a second language? Complete the graphic organizer with your ideas. You can add more bubbles if you need them.



- \* What about the benefits? Do you think there are any benefits in the process? Write two more benefits of studying a second language.



it improves your memory

- \* Get into pairs and search for the “English for beginners” commercial on YouTube.



- \* Watch the commercial and answer:
  1. What is it about?
  2. What is the commercial advertising? What kind of company is it?
  3. Why did the man want to learn English? Did you mention this reason in the ones you thought about before?

- \* Watch the video again. Write the different strategies and techniques the man uses to learn English.



1. He reads grammar explanations.

2.

3.

4.

5.

- \* Get into groups and discuss: How effective do you think each of these techniques and strategies are for learning a new language? Can you think of any other useful strategies?



- \* Here there are some possible activities to improve your English. All of them will have an impact on all your skills, but they can help you more with some specific ones. Write the numbers under the correct column:



1 USE THE DICTIONARY 2 WRITE A DIARY IN ENGLISH 3 WATCH TV IN ENGLISH

4 JOIN A DEBATE CLUB IN ENGLISH 5 CHAT WITH NATIVE ENGLISH SPEAKERS

6 STUDY IRREGULAR VERBS 7 LISTEN TO TIKTOKS 8 GET AN ENGLISH PENFRIEND

to practice grammar & vocabulary	to practice speaking & pronunciation	to practice writing	to practice listening

\* Think and write two more things you can do to improve your English:



1.
2.

\* Get into pairs and ask each other these questions. Do you think these sentences are True (T), False (F) or Not Sure (NS)? Why?



What do you think?

T

F

NS

English is very difficult to learn.

☐☐☐

Spanish is very difficult to learn.

☐☐☐

Spanish is more difficult to learn than English.

☐☐☐

You can learn a language on your own with a coursebook and audiotapes.

☐☐☐

You need to have a teacher to learn a language.

☐☐☐

You can only really learn a language if you live in a country where it is spoken.

☐☐☐

\* Below, there are some words that have been borrowed from other languages but have become part of day-to-day English vocabulary. Do you know their origins?







**The English language** was originally brought to the British Islands by Anglo-Saxon settlers from northwest Germany, West Denmark and the Netherlands. However, it has been shaped by a number of other languages over the centuries. English offers excellent proof of the diversity and richness that languages can bring to one another.

Some of the biggest contributions come from Latin, Greek and French- via the Norman invasion of 1066. Many scientific and medical words (like fetus and virus-, as well as political and legal terminology - such as senate) come from Latin. Greek also has lent English some scientific and medical vocabulary -all the “-phobias” and the “-ologies”, as well as political words like democracy. We easily recognize words as café and entrepreneur as being French, but a lot of words related to food come from the French too, like gourmet! All the meats also come from French because they were part of the banquettes the Normans had. The name of the animal usually has an Anglo-Saxon origin though. A typical example is pig (the animal) and pork (the meat).

During colonial times, languages borrowed many words from conquered territories. England colonized India and incorporated words like “jungle,” for example, derived from the Hindi “jungal”. And through Spanish, it got words from the Amerindian civilizations, for example, hurricane, tomato, tobacco, etc.

From the Arabs, English got words connected to mathematics and science: algebra, zero, zenith, nadir, chemistry, cipher, alcohol. Many words related to music and architecture are from Italian origin (piano, violin, allegro, piazza, dome). And we cannot forget Italian cuisine! Who doesn't love pizza or pasta?

- \* Get into pairs. Read the text again and classify the following words by their original language, pay attention to the pronunciation, spelling and meaning of the word.



- al dente - algebra - arachnophobia - ballet - cello - chef - chocolate -
- habeas corpus - hamburger - harem - guacamole - kindergarten -
- philosophy - safari - senator - zebra -

Spanish	Greek	Italian	Arabic
German	Latin	French	African

- \* Complete the crossword with words coming from different languages. Can you guess what their origins are?



## Across

1. mixture of herbs and flowers used primarily to freshen rooms
2. one's image of oneself
3. meal at which guests serve from food on a table
4. an event at which the emphasis is on a particular activity
5. a collection of maps
6. the reflection of sound
7. an antibiotic to treat diseases
8. an evil spirit or devil
9. a fierce breed of dog
10. destiny or fate

## Down

11. a machine made in imitation of a human being
12. pasta in the form of long strings
13. white edible grains of a plant that grows on water
14. hair on upper lip
15. a bowed stringed instrument
16. a dome-shaped Inuit house, built of blocks of ice
17. a finger or toe
18. an absence of quantity or magnitude
19. a gas used in illuminated signs
20. the vessel that Noah built to survive the Flood

# A new beginning

- \* Nico admires Alfonsina Maldonado. Read this statement Alfonsina made, what's your opinion about it? What do you think happened to her?

*"The strength of having an accident of this magnitude marks you and tells you that waking up is a blessing that you are very fortunate about. I am a person who wakes up and the simple fact of breathing is to be lucky."*

Afonsina Maldonado-

- \* Get into pairs and think what situations may cause a sudden change in people's lives. Why? Think of 3 situations.



1.

2.

3.

- \* We tend to think that our lives are going to be always the same, or more or less the same. We just keep on going until something difficult happens to us, and at that moment, we start to think our lives over. Alfonsina's story is one of perseverance and strength, a beautiful story from which to learn. Read it.



I was born on 9th December, 1985 in Florida, Uruguay. I consider myself a very determined and persistent person, with a lot of will, very disciplined and tenacious. Especially when I have goals, I would move the entire planet if necessary to achieve them. I am also a person who likes to be able to help others. I really like going to hospitals because I feel a lot of empathy with what those people are living and maybe they do not find the inspiration, the strength to keep on.

Regarding my studies, I attended Elementary rural school number 105 in Florida. I studied at Escuela de Avicultura de Florida (School of Poultry) and graduated with a degree in agricultural technology. And I also took a course at the Uruguayan Army's Riding School to be an equine-assisted therapy instructor.

Currently, I devote my time to giving lectures internationally; I also do a lot of social work such as going to hospitals and schools, where I share my life story. I also go to hospitals, where I'd rather visit the burn unit. I also visit many foundations dealing with children with cancer. Nevertheless, in general I go to all kinds of hospitals.



My seminars are also at an international business level. They are focused on the area of motivation. I am a high performance athlete in the Dressage discipline. Dressage is equine gymnastics in which the rider and the horse establish a very close bond to be able to obtain movements of great precision and delicacy with enormous physical control. It's like a dance with the horse. It is one of the most disciplined and strictest equestrian sports of all disciplines.



I suffered an accident and got burned when I was six months old; a candle fell in the bedroom where I was on May 1st. I was in a coma for 32 days without life expectancy. I lived practically until I was 5 years old at the ICU, in the Military Hospital of Montevideo and until I was 19, I was under treatment. In reference to the accident, my family doesn't talk about it and well, I do not insist because each one of us has a different process and we have to respect that, so I respect a lot what they live and what they feel. At the time I told them that it was nobody's fault and that accidents are simply accidents.

I always considered myself a lucky and enlightened person who was touched by a magic wand and who, in so many years of hospital and isolation, transformed her pain into being an Olympic athlete. So every time my doctor, Mario Arcos, my angel of life, came to me to do a scrape, he would say to me: "what are you going to do when you grow up?" And I would answer: "An Olympic athlete," so he would claim: "Athletes don't cry and if you don't cry, you will have a day off to go home and ride a horse." Therefore, I tried to be strong.

This is a brief account of who this girl has been; someone who has always clung to life and transformed all her "nos" and her pain into her dreams of being that high performance and good Olympic athlete. After a lot of effort and spending some time in Europe, where I traveled when I was 21, I managed to be in the Rio 2016 Games, achieving the 8th position. Currently, I am preparing for the Paris Games, but this time to win a medal unlike the last time. In life, when you have so much passion and so much determination for something you already have a marked path and you go there, you go there without looking to the sides. My path has been one of stones and thorns, but I think that has made me stronger.

My life changed from the age of six months, and when you are a survivor you cling to life forever. I feel lucky because I always say thanks to this hand, this different hand, which has taught me to live, to fight, not to complain, but above all, teaches me to have the will to do everything I feel and teaches me to be who I am, no matter what people say about me. That message is something that I also like to convey: one has to be who he/she is, without being afraid.

The message I want to transmit is that everyone has their own story tattooed on their body, that you have to feel it, listen to it and accept it and not be afraid to do it. You do not have to be afraid to leave your comfort zone to dream and to take off your wings. The path of dreamers is very long, it has many obstacles but if we know that every obstacle that is presented to us in life is to make us stronger and to highlight our own passion, you have to go there, you have to go where the heart beats hard, and if the heart doesn't beat hard, it's not out there guys. So feel strong and don't be afraid if it takes a lifetime to fulfill your dream because that's what life is all about.



\* Read the text and answer the questions.



1. How would you describe Alfonsina?
2. What's her occupation?
3. What life-changing situation happened to her?
4. Has she taken part in any international competition? When?
5. What's her approach toward achieving her objectives? What does she suggest doing?

\* Write two true and two false statements about Alfonsina. Exchange your statements with another partner. He/she has to guess which are true and which are false.



1.

2.

3.

4.

\* Read the text again and number the events in the order in which they happened.



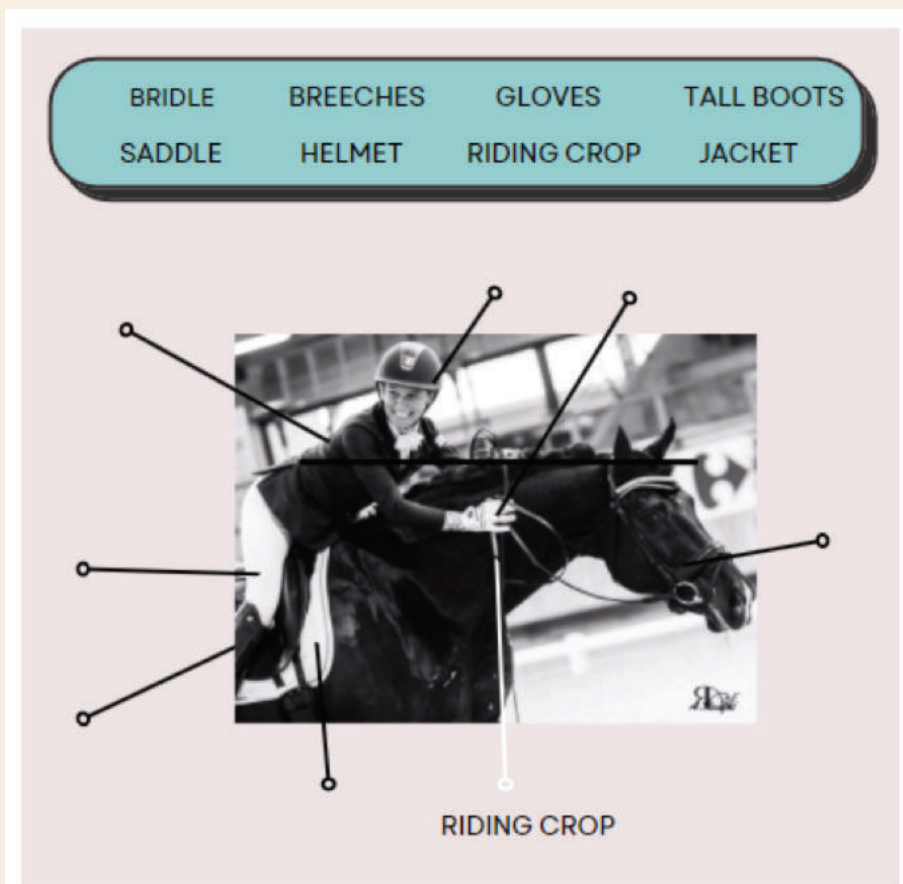
- a. She lived in Europe.
- b. She attended an elementary school in Florida.
- c. She gave motivational lectures.
- d. She took part in the Olympic Games in Brazil.
- e. Alfonsina had an accident
- f. She studied to be an equine therapy instructor.
- g. She finished health treatments.
- h. Her doctor asked her not to cry.

- \* According to the description that Alfonsina gave about the equestrian discipline she practices, read the three descriptions and choose which one DRESSAGE is.



- a. This discipline tests the agility and reaction of a horse. The main goal is to finish the round as fast and as clear as possible. For every knocked down obstacle, the duo gets a fault of 4 points.
- b. The main goal of this discipline is to show the harmony between a rider and a horse. It is also referred to as the horse ballet as the riders and their horses are judged for their accuracy of movement, calmness and flexibility.
- c. It is a display of the moves required from good cattle horses to do their work, it has its roots at the cattle-ranch. Horses need to be responsive and fast so that the ranger can move and sort cattle.

- \* Look at Alfonsina's photo and match the equestrian gear to the corresponding pictures.





\* Use some of the words from the previous activity to complete the sentences.

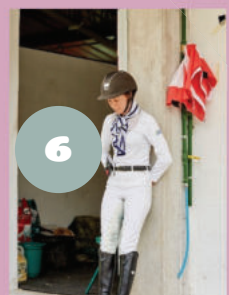
1. \_\_\_\_\_ are important to ensure you will have the proper grip on the reins at all times to control the horse.
2. Even though wearing a \_\_\_\_\_ won't prevent the unforeseeable from happening, it is a defense against injury and in protecting a rider's head.
3. Horse riding \_\_\_\_\_ allow for every movement of the rider's leg to be felt by and communicated to the steed. They are designed to stretch to allow for more freedom of movement.
4. The \_\_\_\_\_ is the most important item of the horse. It is a comfortable seat on the horseback made of leather that gives comfort to both the horse and its rider.
5. A \_\_\_\_\_ may be used to encourage a horse to put more effort into approaching a jump or simply march straight. The important thing is to make sure that it is used as a last resort.

\*

Look at some of Alfonsina's pictures. What can you see? In pairs describe them.

\*

Get into groups of four. The teacher chooses a picture for each group and you have to imagine what the situation is at the moment the picture was taken. Think of everything: the place where the picture was taken, when it was, what Alfonsina was doing at that moment, how she was feeling, who she was with, etc. Write a story based on that picture with all the information you discussed and the reasons why that day was important in Alfonsina's life. You may want to include some vocabulary about equestrian gear, too.



Photos by Alfonsina Maldonado.

# Behind the wheel for the first time

- \* Have a look at this picture. Where is the boy? What can you see in the photo? What's going on? How old do you think he is? Why?



picture from [www.pixabay.com](https://www.pixabay.com)

- \* Read Guidaí's opinion about driving. Do you agree with her? Finish the sentence to express your opinion.



*"Driving is a lot easier than it looks. It seems to be scary from the passenger's seat, or in films, but once you get behind the wheel for the first time and gently put your foot on the pedal, the process becomes very intuitive".*

*Driving is*

- \* Did you know that in Uruguay teenagers can get a driving license at the age of sixteen? What else do you know about driving licenses in Uruguay? Are you ready to drive alone? Do you know the traffic rules?

- \* Click on this link [click here](#)

and read the Law N° 18.191. Then, answer the following questions.

1. What is the Law N° 18.191 about?
2. What are its main principles?
3. What do you need to get the driving license?
4. Do Uruguayan people get lifelong driving licenses?
5. What is considered a traffic accident?
6. What does the law says about DUI?

\* Read the information about the law again and complete these sentences.



According to this law...

- a. If you drive \_\_\_\_\_, you will lose your driving license.
- b. You can use the horn \_\_\_\_\_.
- c. The driving license should include \_\_\_\_\_.
- d. Pedestrians have to \_\_\_\_\_.
- e. Every vehicle should be identified by \_\_\_\_\_.



Wow! It's the first time I've heard of this law!  
I feel confident and prepared to drive alone.  
What about you?

\* Now that you know more about the law, let's practice!

\* Have a look at these driving steps. Use words from the box to complete the sentences. Then, put them in a logical order.

**brake - pedals - handbrake - steering wheel - seat - mirrors - seatbelt - engine**

- 1 - Adjust the \_\_\_\_\_ to comfortably reach the pedals.
- \_\_\_\_\_ - Start the car with your foot on the \_\_\_\_\_.
- \_\_\_\_\_ - Release the \_\_\_\_\_.
- \_\_\_\_\_ - Put on your \_\_\_\_\_.
- \_\_\_\_\_ - Hold both hands on the \_\_\_\_\_ ( 9 and 3 o'clock position ).
- \_\_\_\_\_ - Turn on the \_\_\_\_\_.
- \_\_\_\_\_ - Adjust the car's \_\_\_\_\_.
- \_\_\_\_\_ - Familiarize yourself with both \_\_\_\_\_.

Here we go!!!



\* Use words from the previous activity to label the devices that you can see in the pictures 1-4.

Picture 1

Picture 2

Picture 3

Picture 4



There's an important device in picture 2 that was designed to protect passengers from being flung against the vehicle's structure. It is the: \_\_\_\_\_

Photo source: 1, 3 & 4 pixabay.com; 2: pxhere.com



## Find someone who...?

	Classmate's name	Additional information
thinks driving is a piece of cake.		
is not a good driver.		
had a car accident last year.		
is afraid of driving.		
owned a car/motorcycle.		
took driving lessons.		
has never driven a car.		



\* Walk around the classroom and complete the chart with information about your classmates.

- \* Write sentences reporting what your classmates said.



For example:

-Cleo said that she was not a good driver because .....

1.

2.

3.

4.

5.

6.

7.

- \* What do you think of sharing what you have learnt with more teenagers?  
Create a flyer with tips to be a good driver, don't forget to include information from the Law N° 18.191!

## Women in STEAM

- \* Look at these pictures. Which jobs are typically done by men, or typically done by women? Are there any (good) reasons for this? Do you think that there are some jobs that are just for men or just for women? Discuss in pairs or small groups.



Photos from canva.com

- \* Get into pairs and discuss the statements below. Do you particularly agree or disagree with them? You can use the SOS box to help you.



In my opinion...

I think...

Maybe,....

I agree with... because ...

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

I believe ...

From my point of view, ...

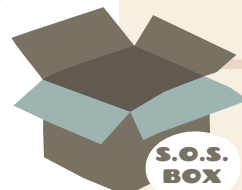
My impression is that ...

I have the feeling that...

I have no doubt that...

I would say that...

#livingUruguay6



## WOMEN IN STEAM



Girls are often put off early by an assumption that they don't do science, especially chemistry and physics.

1

Women may have what is known as an 'internal bias', causing them to undervalue their own abilities or intelligence.

2



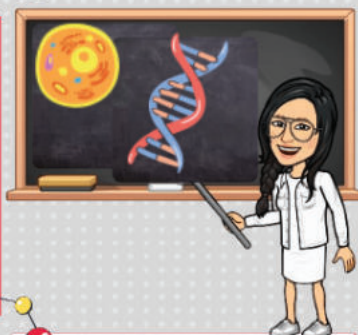
Most of the time, female scientists receive less money, less space to work in and fewer opportunities to travel.

3



Both male and female employers are more likely to give a job to a male candidate than a female one when given the same curriculum vitae, with a male or female name attached.

4



Probably because fewer women work in science, there is often some difficulty in taking time out to have children.

5



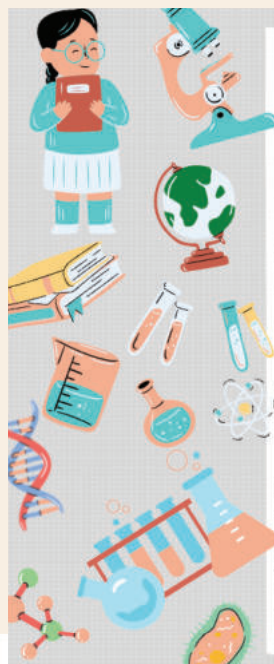
## Did you know?

Bias means prejudice in favor of or against a thing, a person, etc.





- \* Read the text below and take some notes of the key concepts that involve the idea of STEAM. Then, compare your notes with your classmates.



## What is STEM and STEAM?

The simplest definition is what it stands for, which is science, technology, engineering and mathematics. The ultimate goal of STEM education is to encourage students to take an interest in STEM subjects at an early age.

Integrated STEM education is an effort to combine the four disciplines of science, technology, engineering and mathematics into one class, unit, or lesson that is based on connections among these disciplines and real-world problems. It also refers to students participating in engineering design as a means to develop relevant technologies through the integration and application of mathematics and/or science.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning and persist in problem-solving.

Adapted from [stemschool.com](http://stemschool.com)

#LIVINGURUGUAY6



## From Soriano to Berlin.

Interview with a compatriot living in Germany.



Photo by María Eugenia García

-Who are you?

-I'm María Eugenia García Santellán. I was born in Mercedes, Soriano.

-What's your occupation?

-I'm a Senior Solution Delivery Consultant and Project Manager (graduated as Information Systems Engineer at the Universidad Católica del Uruguay).

-Where do you work?

-I work in Berlin (Germany) for a company named Applause.

-How long have you been working there?

-I have been working there for almost four years.

-What do you like the most about your job?

-I like many things but the one I like the most has to be the opportunity that I have to help customers to achieve the evolving goals they expect to accomplish with us. This is done with a very professional and committed team that I have the privilege to work with every day.

-How many men and women work with you?

-I don't have a fixed team but most of the time I work or collaborate with three women and four men.

-What do you do at work?

-I orchestrate the work done by a team of diverse backgrounds to deliver insights for our Spanish-speaking customers about the quality of their digital products, customer experiences and accessibility amongst other things.

-What would you like to change about your job?

-Nothing at the moment. I'm very happy about my current job as it keeps challenging me to continue learning and developing.

-What are the best examples of positive change in the workplace that you have noticed in the past years?

-The company used to have a very strong base of young employees. I see a much better balance now of diverse ages, experiences and also more women in the department I work for.

-What is the best piece of career advice you have ever received?

Never stop learning, the moment you stop learning you stop growing and developing in the whole sense of the word.



“ NEVER STOP LEARNING ”

- \* There are several Uruguayan women who succeed in the field of science. Let's meet one of them.
- \* Read an interview with a Uruguayan woman living in Germany and take notes of the things that call your attention from her life. María Eugenia is an ISL godmother.



- \* There are lots of women all over the world who have made history. Look at the poster and choose one of these outstanding female scientists. Find information about her. Why do you think her job was so important in the field of science? Take some notes on your notebook and share them with the rest of the class



- \* Look at the poster below. Write a paragraph describing what you interpret from what you see. Then, go to the website and check your ideas.





# Moving to the Land of Lincoln

\* Get into pairs and discuss these questions:



Why do people have the need to move to another country? What feelings arise when facing that moment? Do you know people that have made that decision? How have they described that experience? What things might be hard to leave behind when moving to another country?



\* Let's meet someone who traveled to the Land of Lincoln. Her name is Natalia and she has sent us some videos. Let's watch them.

\* Watch video #1 and answer:



1. What is her name?
2. Where is she from?
3. Where is she studying?
4. What is her occupation?
5. Did she travel alone?
6. What is she studying there?
7. How does she describe the place?





\* Watch video #2 and order these events in Natalia's life:



- ☐ She became a teacher.
- ☐ She got a Fulbright scholarship to study Educational Research and Assessment.
- ☐ She won some prizes.
- ☐ She had a daughter.
- ☐ She became a writer.
- ☐ She wrote some novels.
- ☐ She had a son.
- ☐ Her plans to become a doctor were left aside.
- ☐ She earned a master's degree in education.
- ☐ She got pregnant.

\* Watch video #3 and complete.



Ezequiel is .

Josefina studies in .

The hardest part was .

Natalia says that sports make a .

Ezequiel practices .

Josefina practices .



\* Watch video #4 and answer.



What are the things that she misses the most?

## Did you know?

The "Land of Lincoln" is the nickname and official state slogan of Illinois, a reference to U.S. President Abraham Lincoln's early political career there. His work representing the people of Illinois, first at the state level and later at in the U.S. House of Representatives, associated his name so closely with that state and caused Illinois to become known as the "Land of Lincoln".

- \* Read the text and find expressions that describe her experience.



## The Northern Star

### MOVING TO THE LAND OF *Lincoln*



By Natalia Fernández Coscia



Constancy, courage and audacity. I always believed that those were the three characteristics that a person had to have to fulfill their goals. Sometimes quite demanding goals. These were the three characteristics that I had to develop for my life in general, but especially to get a scholarship to study at a university in the United States. One day, while teaching at school, a former Fulbright scholar that was evaluating Ceibal's program in English, told me that I was an ideal person to apply for a scholarship. At the time I discarded it, I did not imagine that traveling to study abroad was an option for me and of course, for my family. However, that person planted a seed in me that germinated over time and made me get down to work. I had worked steadily on my education, so I had to summon the courage and start looking for university options, programs that interested me, entrance requirements, and how to apply. I filled out the form required by Fulbright and after a while, they called me in for an interview. After that everything was like a dream. They selected me for the scholarship!

I got into Northern Illinois University in the summer. Due to the pandemic, some courses continued to be taught online, but other courses were face-to-face. Entering classes in an auditorium and meeting classmates from Saudi Arabia, India, Ukraine, Indonesia and other countries that I had never heard of in my life, such as Bahrain or Turkmenistan, was exceptional. I had never valued so much that we all knew English and we could communicate. There was so much to ask! Of course, Uruguay was not well known, except for Europeans and peers from India and Bangladesh who know us because of soccer. It was very funny to hear the names Suárez, Cavani and Forlán in another accent.

I think this experience enriched me in many ways and I hope I can plant a seed in other people. On a professional level, it helped me to develop new skills. But the main impact was on a personal level thanks to all the wonderful and diverse people I met. This experience changed the way we see life because we were able to overcome many unjustified fears, such as the fear of leaving our country to see what was happening abroad. Probably, after what we have experienced, we can no longer stay for a long time in the same place and we will continue to discover this wonderful world.



Photos by Natalia Fernández Coscia - Image from canva.com

- \* This experience enriched Natalia in many ways. Let's watch her final message. What is her final message for you?



- \* Get into pairs and discuss the following questions:



- Would you change your lifestyle if you could? How?
- Would you enjoy working from home? Why? Why not?
- Would you like to travel and work abroad? Where?
- What type of things make a place feel like home?
- What are the things that you love about your country?

- \* Do some research and complete the chart.



	My town	Illinois
Neighborhoods	<input type="text"/>	<input type="text"/>
Cost of living	<input type="text"/>	<input type="text"/>
Crime rates	<input type="text"/>	<input type="text"/>
Employment	<input type="text"/>	<input type="text"/>
Transport	<input type="text"/>	<input type="text"/>
Shopping amenities	<input type="text"/>	<input type="text"/>
Healthcare and hospitals	<input type="text"/>	<input type="text"/>
Sports and fitness	<input type="text"/>	<input type="text"/>
Arts and culture	<input type="text"/>	<input type="text"/>

- \* **Extra activity:** Iván Quintana traveled to the USA with the Youth Ambassadors Program. Watch the videos and find the most relevant information he shared with us.





# Life after high school

- \* Look at these pictures. What can you see? You can use 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 ...



- \* Match the phrases below with the pictures and write sentences about what you think has happened. There is more than one correct answer.



- a great success
- an amazing opportunity
- a big risk
- a good role model
- a new skill
- a new experience
- an inspiring idea
- a new home

- some good luck
- a big decision
- some good advice
- valuable knowledge
- a life-changing experience
- an amazing experience

*Examples: We moved to a new home when I was 12. / Mom took a big risk when she opened a clothes store.*

- \* How do you feel about changes? Get into groups of three. Write 2 advantages and 2 disadvantages for these topics:



- studying at university
- getting a job
- moving out
- sharing rooms
- getting a scholarship
- getting around the city
- finding your own style
- getting a car driver's license
- managing your own money

- \* Then, use the ideas you came up with to discuss these questions:



What are your plans for next year?

How can you imagine your life?

Will you go through a life-changing experience?

How do you imagine that moment?

What change would represent the greatest challenge?

Who will help you?

- \* Sometimes there are defining moments in our life that make us take life-changing decisions. Read this article that was published in the school newsletter and answer these questions:



## The Northern Star

SCHOOL NEWSLETTER

#livinguruguay6



### LIFE AFTER *high school...*

By @peter

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

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

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

Later, our classes started. At the beginning, most of the students looked shy. One of the teachers talked for a while and then we introduced ourselves. I met a boy and a girl who were sitting next to me. Soon we became good friends. We started chatting and learned more about each other. Although we came from different provinces, we had a lot in common. We spent the rest of the day together until we had to go home. I will remember that day because I had the opportunity to meet many people. Most importantly, I met my best friends there. This is why this experience was so significant for me.

Images from canva.com

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



- \* Look at these memes. What do they mean?



Examples:

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



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

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

# Stepping out of your comfort zone

- \* Discuss with a partner. What situations can make us step out of our comfort zone? Use the photographs from the poster to help you.



Photo by Verónica Velázquez



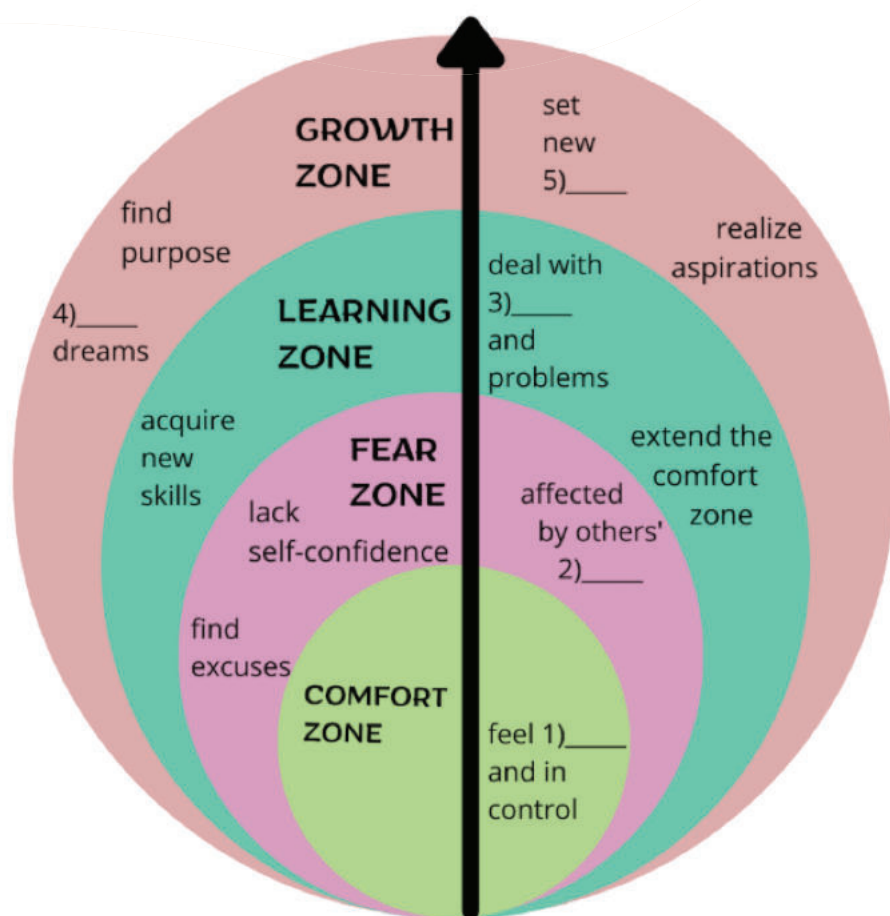
Photos sources: unsplash.com / canva.com

**COMFORT ZONE:**  
A situation in which you feel comfortable and in which your ability and determination are not being tested.



Definition from: dictionary.cambridge.org





Look at this diagram from a magazine. It does not only show the comfort zone but other zones, too. The diagram shows comfort, fear, learning and growth zones.

Get into pairs and complete the missing information with these words:



**goals**

**opinion**

**safe**

**live**

**challenges**

\* Write situations to exemplify each zone.



*Example: I've always found excuses not to lead a healthy life. It was easier to just stay at home doing nothing but ordering food and watching series. Now, I eat healthily, go to the gym three times a week and spend a lot of time in the outdoors. I feel happier now.*



Linda and Duma had a hard time when they first came to Uruguay. Read what Linda wrote and find situations described in the diagram above.



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

Three years ago, my family and I moved to Uruguay. It was my first time on a plane so I was a bit scared. As soon as the plane took off, I started to feel dizzy and I immediately thought about going home. But it was too late. The journey had already started and there was no turning back.



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



\* “You never change your life until you step out of your comfort zone.”

Do you agree with this statement? Look at the poster and give your opinion. You can use the SOS box to help you.



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

<p><b>1</b> You'll start growing quickly.</p> 	<p><b>3</b> You'll overcome your fears faster.</p> 	<p><b>5</b> You'll gain more insight into your strengths and weaknesses.</p> 
<p><b>2</b> You'll develop more self-confidence.</p> 	<p><b>4</b> You'll start inspiring others.</p> 	
<p><b>6</b> You'll be more willing to take new risks.</p> 	<p><b>7</b> You'll get of things a lot easier.</p> 	<p><b>8</b> You'll release the creativity within you.</p> 
	<p><b>9</b> You'll be more successful.</p> 	<p><b>10</b> You'll be a lot happier in life.</p> 

In my opinion...  
I think...  
Maybe...  
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...



\* So, what step will you take to move out of your comfort zone? Write a short paragraph to answer the question.



Blank area for writing a short paragraph to answer the question.

# Political systems

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

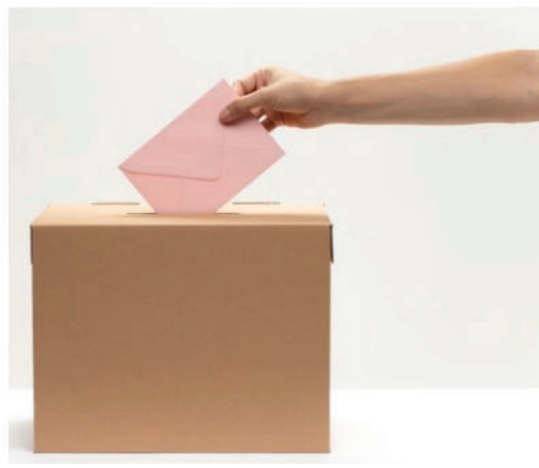
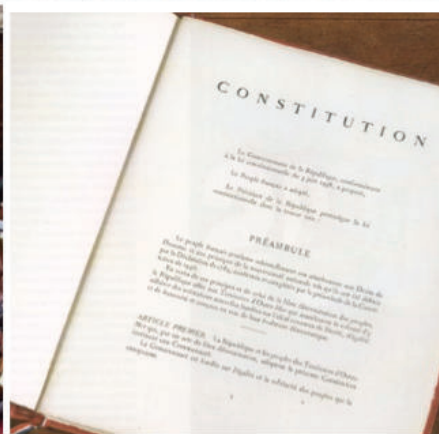


Image sources: freepik.com / commons.wikimedia.org / pxhere.com

- \* Take a look at the chart below. Now, get up and ask the questions to your classmates to complete the chart (you cannot repeat the names).

Question	Classmate's name:	Answer:
1. Are you interested in politics?	Freddie	Yes, because I care about my country and I want what's best for us.
2. Who is the president of your country?		
3. Can you name three Uruguayan Ministers?		
4. Can you remember the name of three foreign heads of state?		
5. What is Uruguay's political system like?		
6. How do you obtain your 'credencial'?		
7. When can you cast your first vote in Uruguay?		
8. How often are elections held in Uruguay?		





# Democracy

Democracy means “the rule of the people”. It derives from the Greek demos, ‘people’, and kratos, ‘rule’. This political system started in the 5th century BC when all the citizens in the city-states of Ancient Greece participated in their political decisions. At that time, there was no separation of powers and the popular assembly was responsible for all the executive, judicial and legislative matters.



More than two millennia have passed, and the idea of democracy has changed throughout the years. Nevertheless, its main characteristics have remained valid. Democracy is, firstly, a form of government in which the right to make political decisions is exercised by citizens. Secondly, by means of elections, people choose their representatives. And thirdly, governors rule under legal limits that guarantee individual and collective rights.

Many countries around the world are still under the rule of non-democratic governments, and even tyrannical regimes, such as military or civil dictatorships, while some others are just learning how to live in a democracy. Democracy is not a perfect egalitarian system... but it is the best one we know.

Uruguay has been a democratic republic for most of our history. The members of the government are elected for a five-year term by a universal voting system and the Uruguayan president is the head of state and chief of the government.

Image source: Pixabay

\* Read the text and answer the questions:

1. What's the origin of the word 'democracy'?
2. When and where did democracy start?
3. What was the principal government body in Ancient Greece?
4. What are the three main characteristics of democracy?

- \* As the text says, democracy is not the only political system in the world. Get into pairs and do these activities:



1. Can you write a short description of these other types of government? You can google for information.



**Monarchy:**

**Constitutional monarchy:**

**Dictatorship:**

2. How much do you know about the world's politics? Complete the chart with at least two countries for each type of government. Then, compare your chart with the rest of the class.

democracy	monarchy	constitutional monarchy	dictatorship

\* Complete the crossword with words related to the topic:

**Down:**

1. A democracy, a monarchy and a dictatorship are different types of \_\_\_\_\_.

3. A political \_\_\_\_\_ is a group of people with similar political goals and opinions.

4. A \_\_\_\_\_ establishes the basic laws of a democratic country.

5. An \_\_\_\_\_ is held so that people can choose someone for a political position.

8. The \_\_\_\_\_ is a system of rules that a society creates to deal with different issues.

**Across:**

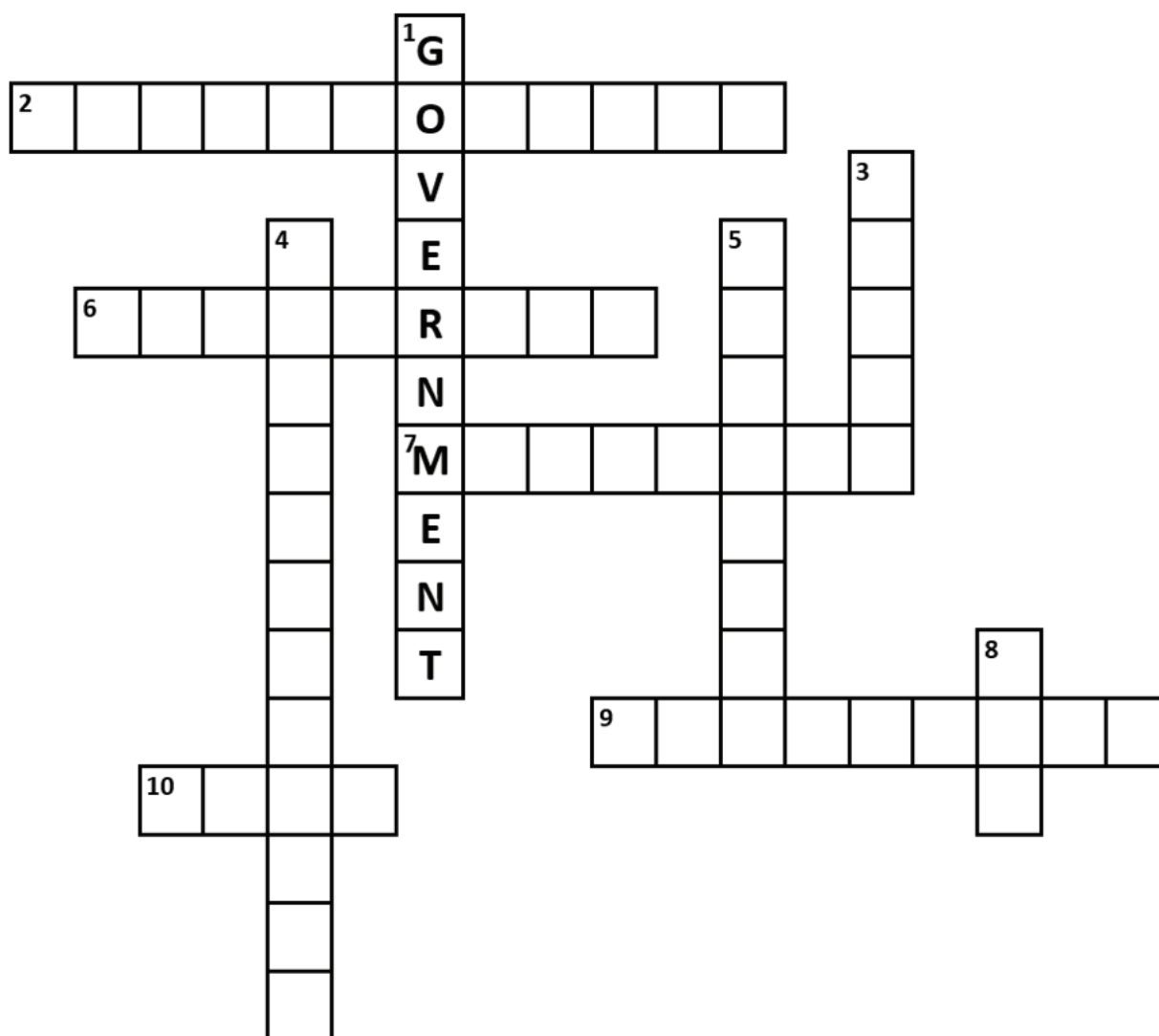
2. In a \_\_\_\_\_ a person holds all the political power.

6. In a \_\_\_\_\_ the government is elected by the citizens.

7. A king or queen is the head of government in a \_\_\_\_\_.

9. A \_\_\_\_\_ is a person who seeks a political position.

10. Citizens in a democracy \_\_\_\_\_ to choose their representatives.





\* Get into groups and discuss, choose one of the topics:

- What is your opinion about mandatory voting? Should voting be mandatory, like in our country, or optional, like in the USA?
- It is often said that young people are politically apathetic. Do you agree with this opinion?
- Do you think that there are enough women in politics? Do you agree with electoral gender quotas? (For example, to require that at least xx% of the candidates on the electoral lists are women).

# In the not-so-distant future

\* Look these quotes about life. Get into pairs and choose two quotes to discuss.



\* How often do people ask you about your future? Complete some sentences and then get into pairs to share your ideas.



- With any luck, I will probably \_\_\_\_\_.
- I've always dreamed of \_\_\_\_\_ so I expect I will \_\_\_\_\_.
- I have always had aspirations to go into the field of \_\_\_\_\_.
- I haven't made up my mind yet but I'm leaning toward studying \_\_\_\_\_.
- I'm torn between studying \_\_\_\_\_ and \_\_\_\_\_.
- I see myself working in the field of \_\_\_\_\_.
- I have a burning ambition to \_\_\_\_\_.
- If everything goes to plan in 5 years, I'll be \_\_\_\_\_.
- I've got it all mapped out: first I'm going to \_\_\_\_\_. Then, \_\_\_\_\_.
- I expect I'll follow in my mom/dad's footsteps because \_\_\_\_\_.

\*  
Read the dialogue between Emma and Nico and say what the expressions below mean.



**Emma:** Time flies! I can't believe we're graduating from high school this year.

**Nico:** Me neither. It's been a long road.

**Emma:** What are you going to do after high school?

**Nico:** I'm weighing my options. What are you going to do?

**Emma:** I have a couple of career choices.

**Nico:** Which one do you think you'll take?

**Emma:** I don't have a clue. I'm torn between two career options.

**Nico:** How is that?

**Emma:** Well, the first one would let me climb the ladder because it will allow me to get a degree soon.

**Nico:** That sounds great.

**Emma:** Yes, but I wouldn't be able to make ends meet in the beginning. The starting salary is quite low.

**Nico:** What about the other option?

**Emma:** It pays really well, but I would have to study for ever. I don't want to spend the best years of my life studying.

**Nico:** It's a tough call then. Well, you've still got time to think about it.

**Emma:** True.

**Nico:** Put the decision on the back burner. You still have three months to make up your mind. I have quite a different perspective.

**Emma:** Have you already made up your mind?

**Nico:** Of course girl! I'm leaning towards studying art. I'm considering the idea of taking up a part-time job to get into the field.

**Emma:** Cool! What do your parents say about it?

**Nico:** Mom has already contacted my aunt and I'm planning to move in with her during the summer.

**Emma:** Some of our friends want to dive into the field of science. For example, Cami'll follow in her mom's footsteps and if everything goes to plan in 5 years, she'll be working in the countryside as a vet.

**Nico:** Yes, and Freddie's got it all mapped out. First, he's going to go to Nursing school and then he'll probably study something else.

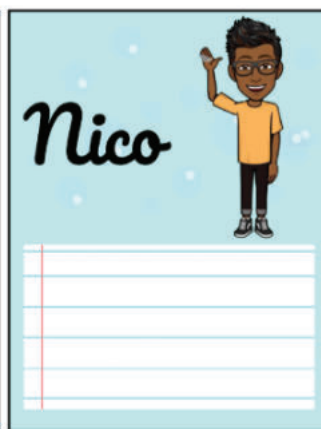
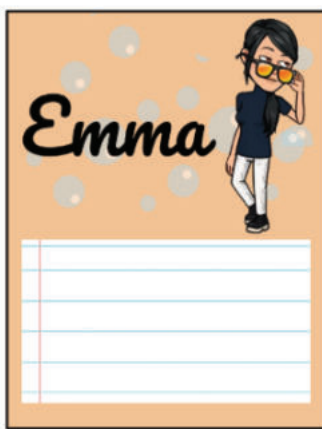
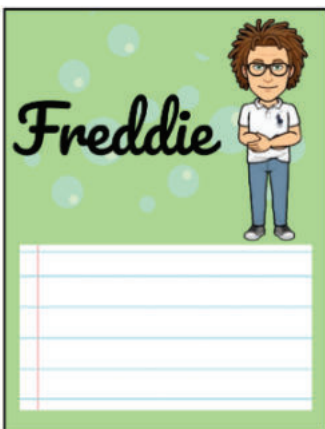
**Emma:** Guidaf has a different idea for her life. She wants to start up her own business as an independent entrepreneur.

**Nico:** I can't believe we are already talking about our future!

1. It's been a long road. \_\_\_\_\_
2. I'm weighing my options. \_\_\_\_\_
3. I'm torn between two career options. \_\_\_\_\_
4. ... the first one would let me climb the ladder ... \_\_\_\_\_
5. ... I wouldn't be able to make ends meet in the beginning. \_\_\_\_\_
6. It's a tough call then. \_\_\_\_\_
7. Put the decision on the back burner. \_\_\_\_\_
8. I'm leaning toward studying art. \_\_\_\_\_
9. Cami will follow in her mom's footsteps. \_\_\_\_\_
10. ... Freddie's got it all mapped out. \_\_\_\_\_

- \* According to what you read, do you think Nico is an impulsive person? Why? Read the dialogue again and take notes of the characters' personalities according to what they say. You can choose some words from the given list.

**AMBITIOUS**  
**ORGANIZED**  
**DRIVEN**  
**ARTISTIC**  
**HELPFUL**  
**PASSIONATE**  
**PRACTICAL**  
**REALISTIC**  
**IMPULSIVE**  
**DEDICATED**  
**CARING**  
**EXTROVERT**  
**PROACTIVE**  
**VERSATILE**  
**RATIONAL**





- \* Emma is planning to pursue a career at university while Guidaí wants to start her own business. What about you? Would you like to be your own boss? Try this quiz and find out if it's a good idea for you to go into business.



## Should you go into business for yourself? ✓

**GIVE YOURSELF A MARK FOR EACH ITEM.**

**USE THE FOLLOWING VALUES:**

**4 = ALWAYS**

**3 = USUALLY**

**2 = SOMETIMES**

**1 = NEVER**

**COUNT UP YOUR WHOLE SCORE. IF YOU GOT A SCORE OF THIRTY OR MORE, MAYBE YOU SHOULD START YOUR OWN BUSINESS!**

- ☐ I can handle stress.
- ☐ I enjoy solving problems.
- ☐ I am healthy.
- ☐ I like hard work.
- ☐ I like trying new things.
- ☐ I like to work independently.
- ☐ I meet deadlines.
- ☐ I am practical and logical.
- ☐ I am flexible.
- ☐ I am optimistic.
- ☐ I can adapt to new situations.
- ☐ I can set long-term goals for myself.
- ☐ I can prioritize.
- ☐ I am a good communicator.
- ☐ I am good at understanding other people's needs.
- ☐ I can manage a budget.
- ☐ I accept responsibility for my actions.

- \* Imagine you had the chance of actually having your business, in what area would you like to work? Let's make a list.
- \* When choosing a career, you should consider some aspects because your decision will have a great impact on your future.

Question	Your answer
What are your interests?	
What are your skills?	
What are your talents and strengths?	
How would you describe your personality?	
What are your values?	
What education or training do you need?	
Are there jobs available in this career?	
How much money do you want to make?	
Where do you want to live?	
Would you like to work abroad?	



- \* **Extra reading:** Milagros Russo Márquez is an American girl of Uruguayan descendants. Her parents moved to the USA before she was born. Milagros already knows what she will do in the future. Let's read the text she wrote for us. What do you think about her?



# Thinking ahead

by Milagros Russo Márquez

Hi, I am Milagros Russo. I am thirteen years old. I live in the United States in Florida, and I already know you are thinking about Disney and the beach, but once you live here all you can think about is how hot is outside.

I am in seventh grade, my second year in middle school. I started on August 18th and since then it's been full of dividing two-step equations and whether it's a simple sentence or not. All my classes are gifted and honestly, I'm quite intelligent with my straight A's, but the work never gets easier. My teachers assume that since I'm in gifted classes, I'm this robot that doesn't need help or notes when I'm in class. The only thing I can't complain about is the fun projects and activities. Another thing schools ask you about when you are at the ripe age of 13 is what you want to be when you grow up. Most kids say a teacher or a police officer but, when I grow up, I want to work in otolaryngology. An otolaryngologist is a doctor that works on ears, throat and nose. I chose to be this because when I was eight years old, I got my tonsils removed with surgery and I thought about the fact that I would be able to do surgeries and help people get better. It sounds like a fun job. The only downside of being an otolaryngologist is the years of college and school I must do along with years of internship but, It will be worth it once I get to help people.

Milagros with her mom Ema and brothers Valentino, Joaquin and Ignacio.

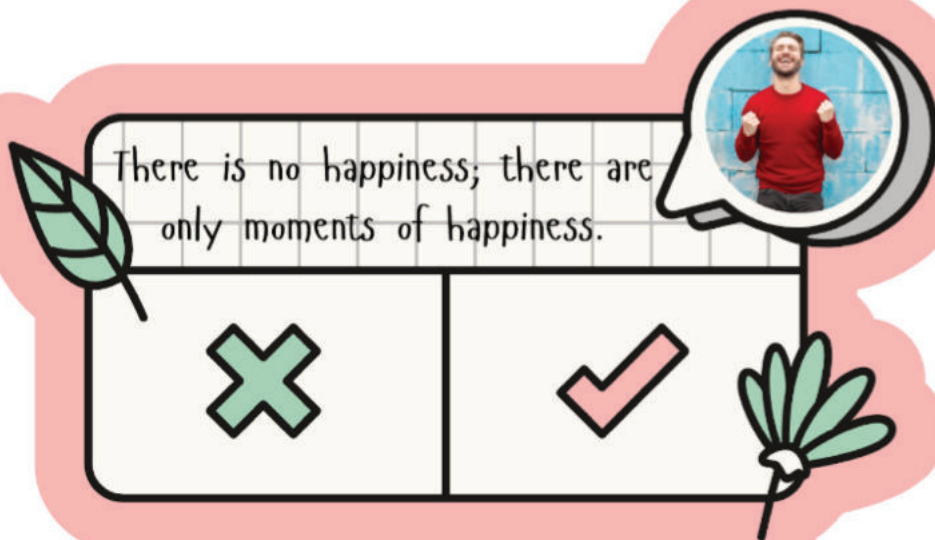




# Happiness is an inside job

#livingUruguay6

- \* Get into pairs and write words/phrases that relate to the concept of happiness. Then, share your ideas with the rest of the class. Read this proverb. What do you think about it?



- \* Emma is working on little happy moments to improve her life. Look at the infographic about little happy moments. Tick the things you do to be happy. What things would she like to do to improve her life?



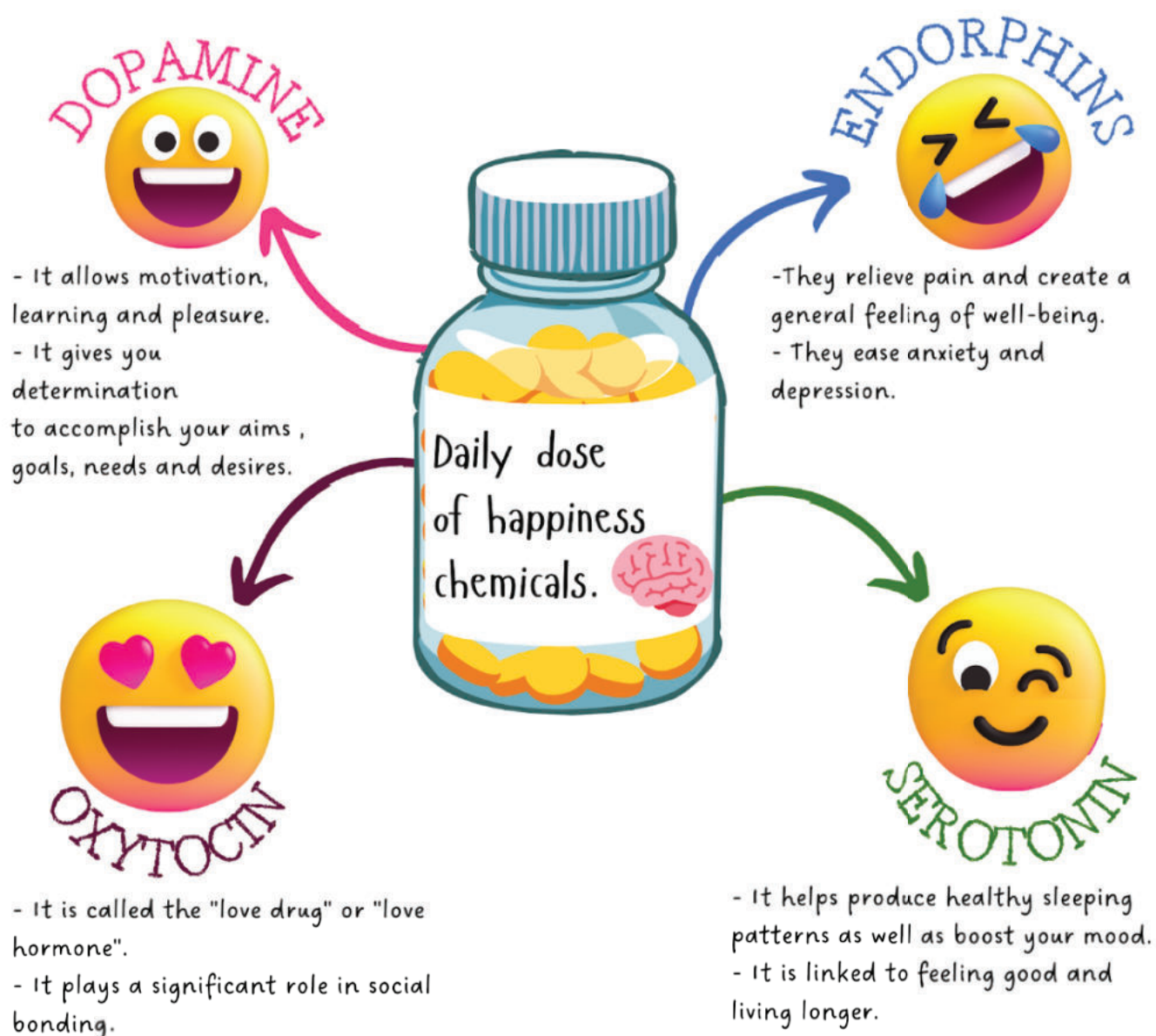
- \* Find information to complete the infographic by answering these questions



- How many hours should teens sleep?
- What is the correct amount of exercise you should do?
- How often should you meditate?
- What type of activities can improve creativity?
- How important is it to spend time with friends face-to-face?

- \* What is the connection between happiness and the brain?  
Look at the information below and answer:

1. What are the four chemicals of happiness?
2. What are their effects on people?



- \* How can we increase happiness levels? Classify several statements into four categories.

creating music / art - massage - eat dark chocolate - listening to music -  
long term goals - physical touch - exercise regularly - sunlight



- |            |               |                |            |
|------------|---------------|----------------|------------|
| • meditate | • socializing | • cold showers | • laughter |
| •          | •             | •              | •          |
| •          | •             | •              |            |



- \* Emma interviewed Carla, a Uruguayan scientist living in Chile. Listen and complete the diagram.



Photo by Carla Rivera



# Carla Rivera

**A** Occupation

**B** Carla studied in...

**C** She works in...

**D** She is dedicated to...

**E** What she likes the most about her job...

**F** From her job, she would like to change...

**G** At the moment, Carla is investigating...

**H** The best piece of advice she has received is...

Do you think Carla is a happy person? Why? Find evidence in Carla's words.



- \* Surf the net and answer the following question: Why are people so happy in Okinawa? Prepare a poster about Okinawans and share the information with the class.

## Did you know?

Ikigai is a Japanese concept that means your 'your reason for being' "iki" and "gai" describes value or worth. Your ikigai is your life purpose or your bliss. It's what brings you joy and inspires you to get out of bed every day.

# Starting over

- \* Get into pairs and discuss these questions:



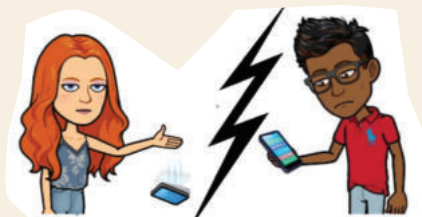
- When was the last time you said I'm sorry? What happened?
- What can people do to apologize?
- What things are easy to forgive?
- Would you forgive someone who has told you a white lie?
- Have you ever told someone a white lie?

## Did you know?

A white lie is a lie that is told in order to be polite or to stop someone from being upset by the truth.

Definition from [dictionary.cambridge.org](https://dictionary.cambridge.org)

- \* Camila and Nico are dating but they are having some issues. Get into pairs and read the dialogue between Camila and Nico and predict why she is upset. You can use the box to help you.



Cami: Hello?  
Nico: Hi, Cami! Is everything OK?  
Cami: What do you mean?  
Nico: It **has been forever** since we last spoke. **What's new** with you?  
Cami: **Same old**. Why are you calling?  
Nico: Well, we're dating! Aren't we supposed to care about each other?  
Cami: **Easier said than done**.  
Nico: Why? What do you mean?  
Cami: You know exactly what I mean.  
Nico: Sorry, I'm **more lost than the moon in winter**.  
Cami: You know I hate lies, don't you?

\* Match the expressions from the dialogue in bold to the correct meaning.

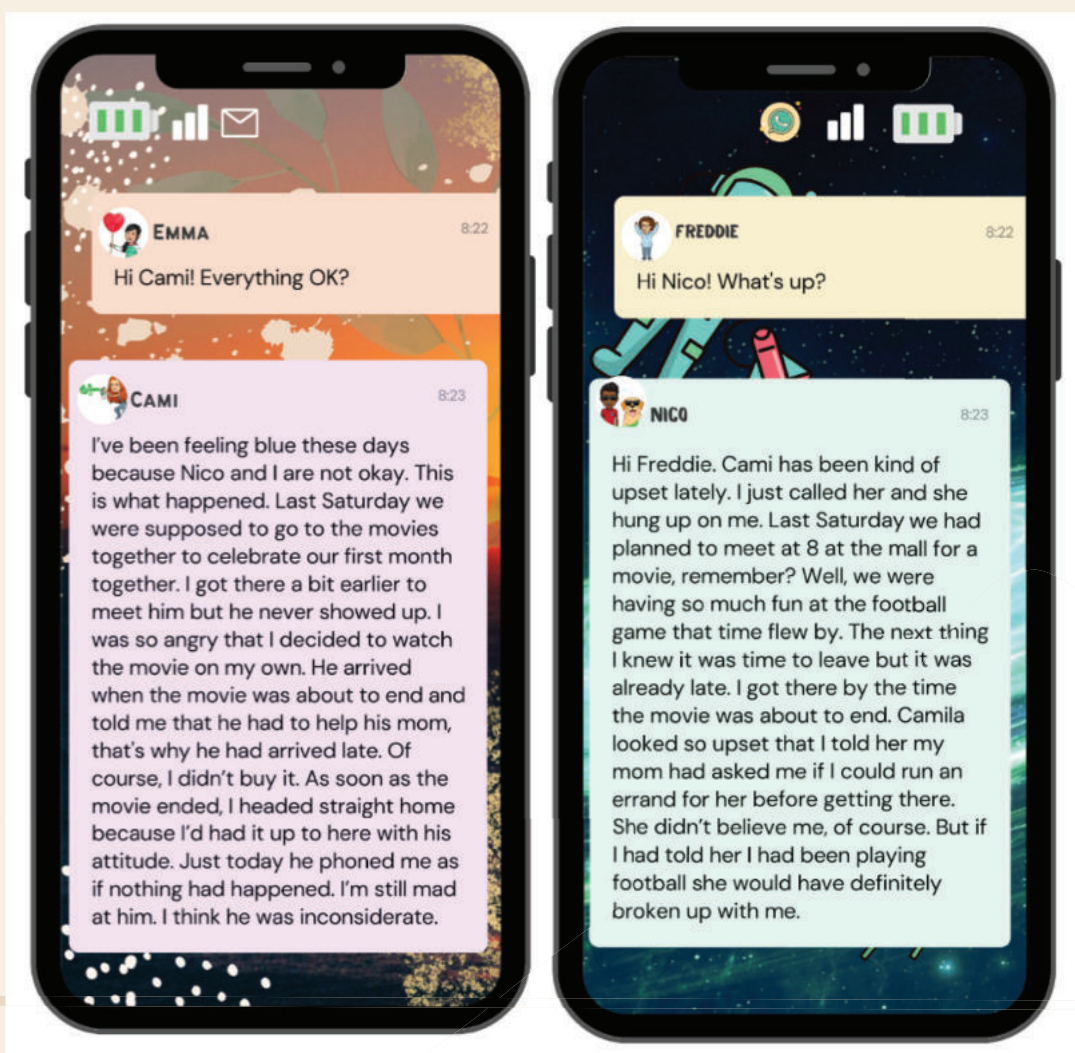
- |                                      |   |
|--------------------------------------|---|
| 1. has been forever                  | a. Nothing is different, everything is the same.      |
| 2. What's new                        | b. What's different?                                  |
| 3. same old                          | c. Not as easy as it appears to be.                   |
| 4. easier said than done             | d. Not understanding something or knowing what to do. |
| 5. more lost than the moon in winter | e. a long time  |

\* As you can see, Camila and Nico are not on the same page. What does it mean?  
Read both versions of the story and answer:



- Did Camila overreact?
- Why did Nico lie to her?
- Would you have done the same?
- Do you think Nico's attitude was right?
- Why did Nico tell a white lie?

*Nico and Camila are a match made in heaven.  
Do you agree? Why?  
Why not?*



\* Finally, Nico and Camila solved their problems.  
Look at what Camila posted on her social networks.



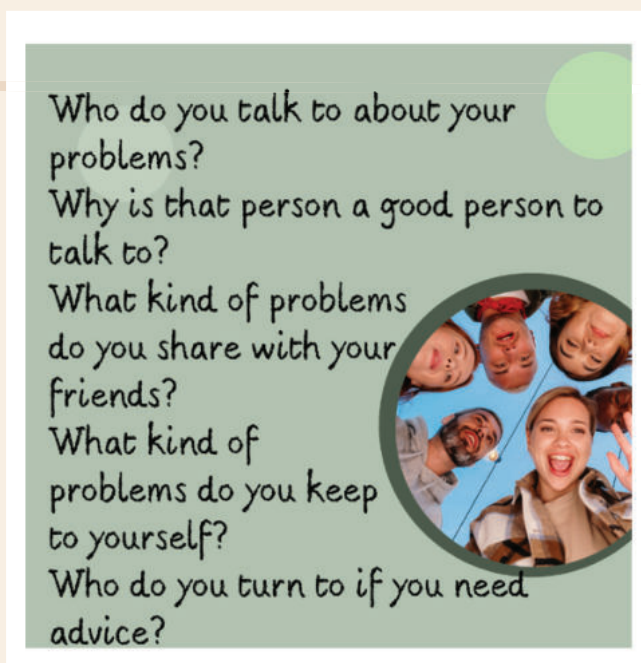
- \* Get into pairs and write the conversation Camila and Nico had to get back together. Then, perform the dialogue.



- \* Read the following quote and give your opinion about it.



- \* Get into small groups and discuss these questions.



Photos: canva.com

# Projects

## Project 1: Organize a charity/protest event

### Organizing:

1. Decide your cause: choose an issue that you all feel strongly about (environment, animal protection, women's rights, helping the elderly, etc.). Think of three reasons why it is an important issue.

2. Decide what kind of event are you going to organize: a flashmob, carrot mob, march, sit-in, bike ride, etc.

Take into consideration:

the number of people the event could reach or affect,

what kind of people you are most likely to attract,

how it would be received by the media and public.

3. Plan the advertisement of your event (social media, posters, etc.)

4. Discuss your finances You have a budget of \$ 500 to spend, decide how you are going to spend it.

### Getting to work:

1. Create a slogan.

2. Create a leaflet/poster/social media announcement for your campaign (choose at least one).

### Presenting your event:

1. Make the presentation of your event to your class or create a video presenting your event.

2. Present to the teacher:

a plan containing all the decisions you made (you can adapt the one in the lesson).

the leaflet, poster and/or social media announcement created for your event.

### Price list

- **Leaflets:** \$10 for 100 b/w leaflets or 50 color leaflets.
- **Posters:** \$15 for 50 posters
- **T-shirts:** \$15 per t-shirt
- **Advertisement on bus:** \$150
- **Using a local celebrity:** \$100
- **YouTube video:** \$120

## Project 2: Learning about the English language

One of the reasons why English has such a huge vocabulary- estimated to be more than two million words- is that English has borrowed words from up to 350 other languages.

Get into groups and choose one of these topics to create a presentation, report, or video about it.



There have been some important events that defined the English language:

- Colonial times
- Celt migrations
- Norman invasion and occupation
- Roman occupation
- Viking invasions
- The Renaissance
- Germanic settlements
- Modern imports

CREATE A TIMELINE ORDERING THE EVENTS/SITUATIONS AND ADDING TIME MARKS AND EXAMPLES.

CHOOSE FIVE WORDS AND LOOK FOR THEIR MEANING, ETYMOLOGY (origin of the word) AND HOW HAS IT CHANGED THROUGH TIME TO ITS ACTUAL VERSION.

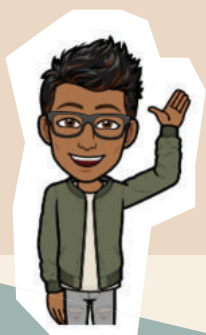
For example, JUNGLE: an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.

Borrowed from Hindi जंगल / Urdu لڱن (jungal), from Sanskrit जङ्गल (jangala, "arid, sterile, desert").

It became an English word around the 1770s because of the British colonization of India.

CHOOSE ONE OF THE ABOVE AND RESEARCH HOW THAT EVENT or HISTORICAL MOMENT INFLUENCED ENGLISH.

For example, how did the Renaissance -from the 1400s to 1600s- influence English?



ALL LANGUAGES BENEFIT FROM OTHER KINDS OF WORDS, TOO. THINK OF:

Eponyms: *America, Fahrenheit*

Portmanteau words: *cosplay* (costume + roleplay)

Words from Mythology: *unicorn, atlas*

Acronyms: *asap, omg*

Clipped words: *burger, vet*

EXPLAIN WHAT THESE ARE AND GIVE SOME OTHER EXAMPLES OF EACH OF THEM.



### Project 3: Moving to live in another place.

Create a moving checklist of things to bear in mind when moving to study or live in another place.

### Project 4: Stepping out of the comfort zone

Look at this photo. It was taken in high school Number 1 “Mario W. Long” in Young. How did these women step out of their comfort zone?



Photo by Verónica Velázquez

### Project 5: Create your Political Party



Work in fours: You are going to create a new political party.

- Think of a name for your new political party.
- Think of 5 policies for your political agenda: consider topics such as taxes, the environment, health, education, crime, etc.
- Share your policies with the class. You have to persuade the class to vote for your party. You may use visual aids to help you.
- Vote for the best party and win the elections.

### Project 6: I have found my IKIGAI.

Surf the net and answer the following question: Why are people so happy in Okinawa? Prepare a poster about Okinawans and share the information with the class.



### Did you know?

Ikigai is a Japanese concept that means your 'your reason for being' "iki" and "gai" describes value or worth. Your ikigai is your life purpose or your bliss. It's what brings you joy and inspires you to get out of bed every day.

# Unit 5

## BEING HUMAN

---

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

- carry out a several discussions about interesting and motivating topics.
- reflect upon your reality and how you can impact on it.
- research on topics related to being human and how to understand some of their behaviors.
- develop your oracy skills by integrating other skills when focusing on giving your opinions and sharing your ideas about important topics.

# Amazing humans

#livingUruguay6




In this unit, we will focus on discussions. The word discussion means *to exchange, share, and explore ideas to make decisions about a particular topic*. For most of us, *the word discussion might be a false friend because in a discussion we exchange ideas without confronting in a negative way*.

In order to discuss, you need to pay attention to your Basic Interpersonal Communicative strategies (Reiss, 2004). You need to learn how to negotiate, give an argument, find factual information and learn how to listen, when to talk and how to talk.



## Our first approach to discussion:

- \* Get into groups of five students. 
- \* Take a minute to work individually. On a piece of paper, write the names of 5 people who are amazing humans. They can be amazing due to their contribution to humankind, they can be amazing for their talent, they can be amazing for various reasons.
- \* Take turns and share about the people you chose. Say why you chose each of them.
- \* When you finish sharing about the 25 people you selected, discuss which 10 should stay in the list and why.
- \* Make the list.
- \* Choose a spokesperson to share your final decision with the rest of the class.



- \* Which of the following items did you use to finish your activity? Reflect upon the activity you just performed and tick all the ideas which apply.

- ☐ Negotiating.
- ☐ Giving an argument or justifying your opinion.
- ☐ Finding information to support your position.
- ☐ Listening to your classmates to understand what they think.
- ☐ Giving them time to express themselves.
- ☐ Finding the right words to express your agreement or disagreement.
- ☐ Asking questions to explore their position.
- ☐ Respecting every voice even if I don't agree.



- \* More things to reflect and improve my performance in discussions:

Did all of us participate?

How did we encourage the ones who were not participating?



- \* Nico, Linda and Lua are discussing two amazing people from Uruguay. Listen to their dialogue and complete the following sentences:



1. Linda thinks the most amazing person from Uruguay is .
2. Nico thinks the most amazing person from Uruguay is .
3. Lua thinks the most amazing person from Uruguay is .

- \* Listen to Linda, talking about her choice of the most amazing person in Uruguay. Tick the right option.

1. Linda met him...

- a. by chance.
- b. at the airport when he arrived in Uruguay.
- c. at a charity he supports.

2. Something that called her attention was...

- a. how he took the time to take a selfie with every person waiting for him.
- b. how he did all this activity mostly anonymously.
- c. how all his family was involved in the event.

3. Linda approached him to ask for...

- a. an autograph.
- b. a selfie with him.
- c. a hug.

4. Linda got really surprised when he...

- a. invited her for coffee.
- b. asked her to take part in the event with him.
- c. stayed for some minutes talking to her.

5. One of the things Linda would treasure about that day was...

- a. the gifts he gave her.
- b. getting to know a person she admires.
- c. being part of such an experience.

- \* When Linda met him, she was with a friend of her who disagrees with the idea that he is the most amazing Uruguayan personality. When you discuss, there are some principles you need to cater to. Which principle was Linda's friend applying by being with her and being respectful?

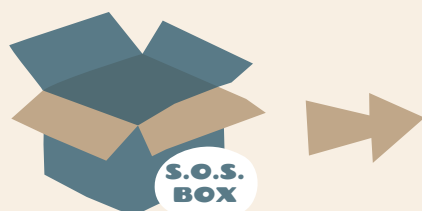
1. **respect every voice**
2. **celebrate all ideas**
3. **seek first to understand**
4. **separate people from positions**
5. **know all your criteria**
6. **uncover your assumptions**
7. **look to your values**

(Taken and adapted from: Le Beau & Harrington, 2006)

- \* Listen to Linda again and write down the questions Nico and Lua asked her to know more about her experience:



- \* Preparing for discussion: My experience with an amazing person and how to share ideas to others in depth.



Let me tell you about one of my best experiences with...

One of my best experiences was...

I remember when...

I remember when I met....

That day, I was with...

I was in/at...

I was about (time).

When we met... (what happened?)

It was a great experience because...

It was a memorable moment because...

- \* Get into pairs and share your experiences with an amazing person with a peer.



**Alternative activity: Tall story** *(a tall story is an exaggerated story, it is something that is not true, it is invented)*

- \* Take a piece of paper.
- \* Think of one person you admire or want to meet one day. Write it on the piece of paper.
- \* Add a place to set your story.
- \* Think of an activity you were doing or an activity you wanted to do with the person you chose. Write it on the piece of paper.
- \* Write down some details referring to the story. For example, time of the day, when it was set, who else was with you, etc.
- \* Think and write one reason why it was a memorable moment.
- \* Get into pairs and share your tall story.

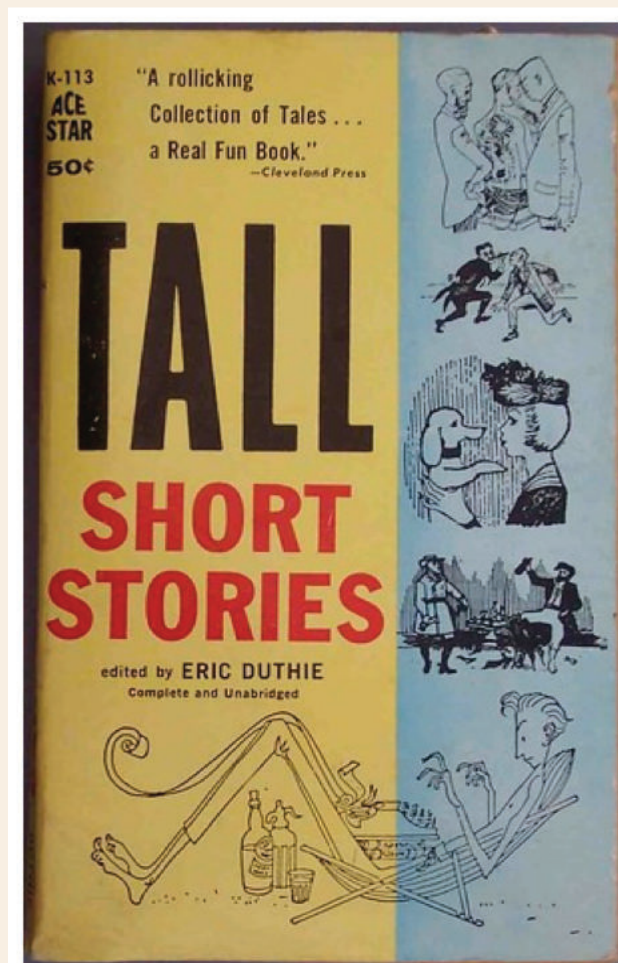


Photo source: <https://www.flickr.com/photos/cdrummbks/4118806666>

## Human manifestations



Duma is interested in different human manifestations. He believes that stories can be shared in various artistic ways. Look at the five ways he has to tell one story.

**picture story - video story -**

**drawing - photo story - jigsaw story**



\* Match the types of stories with their corresponding definition:

#livingUruguay6

1. This is a collective story. It can be written or oral. One person starts the story and then people start adding lines to the story. It can be sometimes an awkward story but most of the times is really funny.
2. This story combines drawings and words in a particular order. You draw the most iconic elements to show the stages in your story.
3. This is a static hand-made representation of your story. You can make it black and white or with colors.
4. This is one of the most complete types of stories because you include sounds, images and possibly some characters.
5. This is a static representation of your story. You can capture a place, a person or an object that can summarize your story.

### Representing an inspiring story

\* Guidaí got to know Alfonsina Maldonado. Alfonsina has represented Uruguay and she has been a pioneer. Do you know her? If so, what do you know about her?



\* Then, you have to share your story with the rest of the class.

\* Get into 5 groups. Surf the internet and find information about Alfonsina. There are several web pages and TV interviews you can watch.



Agree on the different aspects of her story you want to share with the rest of the class.



The teacher has 5 numbers, representing the types of stories from the previous activity.

Choose a piece of paper containing the number on it. You have to represent what you want to say about Alfonsina in that way.

\* The rest of the class has to listen and pay attention to:

1. Details of the experience the other team is telling.
2. Listen non-judgmentally.
3. Look for similarities and differences with your story.

\* After all groups have presented, discuss Alfonsina's story and agree on why she is a pioneer and someone to look up to.

- \* What's the role of art in your life? How has art helped you share your emotions and feelings? What is the easiest way for you to share what you feel? Is it through singing? Is it through reading literature? Is it through taking/sharing pictures?

Think for a minute.

- \* Get in trios and share your ideas.



- \* After you finished, which of the principles were you applying during the task?

**1. respect every voice**

(Taken and adapted from: Le Beau & Harrington, 2006)

**2. celebrate all ideas**

**3. seek first to understand**

**4. separate people from positions**

**5. know all your criteria**

**6. uncover your assumptions**

**7. look to your values**

- \* How can you use the other principles the next time you discuss? Plan for the future.

## Technology applied to better human lives

Duma is sharing part of his personal story with the rest of the group. What does this picture show?



Photo source: commons.wikimedia.org

In Africa, people have been fighting against landmines. Many internationally well-known people have supported the project of having Africa free of landmines. This has been devastating for my people. Many have lost a limb and many have lost their lives when stepping on a landmine. My parents told me that some ordinary activities for children were very dangerous for them: playing hide and seek, playing soccer, running or simply walking across the fields outside of town. For both of them, growing up like this was threatening but I believe that it was even harder for my dad. He was traumatized when one of his brothers lost a limb while playing soccer.

For years, my uncle did not have an arm and, even though it is common to see handicapped people in my town, it was hard for him to keep on. Everything changed when he moved to Eastern Europe. He moved to Armenia, one of the oldest countries in the world with a rich history of conquest, culture and religion. Armenia has been subject to invasions and war. Consequently, many Armenians left the country and nowadays the number of them living in the diaspora is one of the biggest in the world.

Thanks to the war, Armenia has used technology to help people to have a better life. One of those technological devices is the robotic prosthesis limb. My uncle went to a prosthesis bank and he got one for him. Since then, his life has completely changed. He feels better, included and he discovered that he can even do things he couldn't in the past. As a family, getting a prosthesis has been an important milestone. He is happier, feels more included, and feels more useful and autonomous. Seeing him this way has impacted on our own happiness and life.

✱ Read the text Duma shared and discuss the following questions:

- Why were landmines a potential danger for children in Africa?
- How would you feel if you were Duma's uncle? Why?
- How has moving countries affected him? Was it a positive event in his life?
- How has technology helped victims from landmines have a better life, according to this account?

### Did you know?

Diaspora is a community of people from the same homeland who have been scattered or have migrated to other lands. It is mostly associated with the Jewish people, but the diaspora of many other ethnic groups -like the Armenians- can be found around the world today.

✱ Discuss the last questions with the rest of the class.

✱ Look at the following situations. How has technology helped people have a better life?

1. In India, Professor Sugata Mitra and his team launched a project called "a hole in the wall". The project consisted of having computers connected to the internet in the slums of some cities in India. He put the computer in a hole in the wall. Children could go and use the computer freely. He found that children could use the computer without instruction and that in a few months they could use it correctly. They were learning English and other skills. (Look for more information on the internet).





2. As you could see in #livingUruguay5 Nico's grandma had poliomyelitis when she was a child. She has one leg 8 centimeters shorter than the other and she has some issues walking long distances. She bought a scooter to move around. The scooter is powered with energy from a lithium battery that is charged from electricity.

Photos: commons.wikimedia.org

3. Emma traveled to England with her family. They have been to England two or three times. She loved traveling by plane and she reminisced about her grandpa who could not go back to his homeland because of transportation. Emma visited the place where he was born because, at the time he did, people used to be born at home.



- \* Get into groups and discuss the evident and less evident uses of technology in the situations given.



- When the teacher tells you, brainstorm ideas about the use of technology to improve people's lives. For example: creating electric gadgets for the kitchen.
- Choose one and in groups write a situation like the ones in the previous activity.
- When you finish writing and you check grammar and spelling, please copy it on a piece of paper.
- The discussion carousel: When the teacher claps hands, pass the piece of paper onto the group on your right. You will also receive a piece of paper. Take a minute and discuss the situation you received. After a minute, the teacher claps hands again and you repeat the same actions.

- \* After you finished, which of the principles were you applying during the task?

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. respect every voice            | 5. know all your criteria   |
| 2. celebrate all ideas            | 6. uncover your assumptions |
| 3. seek first to understand       | 7. look to your values      |
| 4. separate people from positions |                             |

(Taken and adapted from: Le Beau & Harrington, 2006)

# Genetics

Genetics is an academic discipline that studies the genes and heredity in living organisms. There are three major fields in genetics: Transmission genetics, molecular genetics and population genetics. There are also branches of genetics such as psychological genetics, quantitative genetics, conservative genetics, behavior genetics and biochemical genetics.

- \* Get into groups and surf the internet to find information about the areas and branches of genetics.

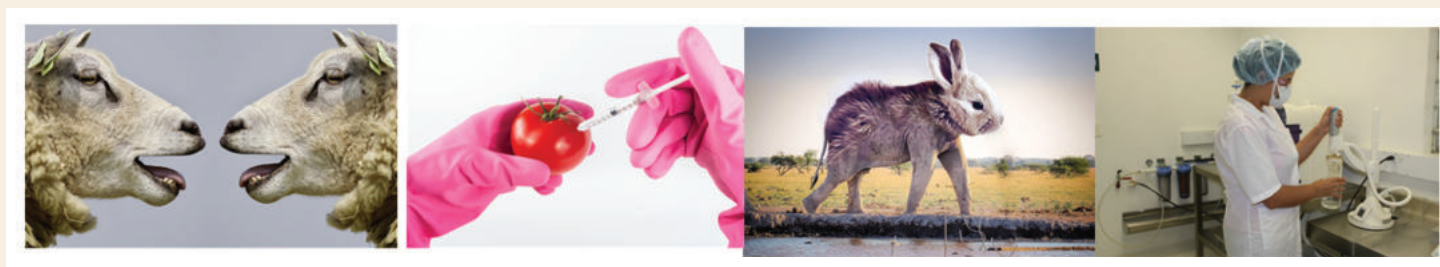


- \* Make a horizontal brainstorming of each one. This is an example:

Psychological genetics

Genes influencing behavior → personality → the context → adoptive parents → ...

- \* Look at the following pictures and say which field or branch of genetics can study it.



Photos: pixabay.com

- \* Make presentations discussing the topics you found in each of the fields and branches.



- \* After sharing and discussing your findings, go back to the small groups and carry out a group discussion about these topics:

What are the areas that any human being should know about genetics?

What are the main contributions of genetics to understanding human behavior?

How do adopted children usually get some personality features from their adopting parents?

How does this knowledge of genetics impact on understanding the evolution of the pandemic of COVID-19?

\* After you finished, which of the principles were you applying during the task?

1. **respect every voice**
2. **celebrate all ideas**
3. **seek first to understand**
4. **separate people from positions**
5. **know all your criteria**
6. **uncover your assumptions**
7. **look to your values**

(Taken and adapted from: Le Beau & Harrington, 2006)

## Crime and justice



\* Look at the following words. Can you define them? Get into trios and discuss their meaning, they are cognates so they are similar to Spanish.



**Crime**

**Criminal act**

**Criminal**

**Criminal investigation**

**Criminal rate**

\* The criminal rate determines how many crimes are reported in each country. Read the link below:

**click here**

1. Jot down three things that call your attention from the article.
2. Read about some of the countries with higher rates and see what the reasons for those figures are.
3. Uruguay is not in the top ten countries, what can you investigate about criminal rates in Uruguay?





\* Nico is reading a story on the newspaper.



Photo: pixabay.com

Maria and Florencia are twins. Their parents died in a car accident and they were sent to live with foster families. Both girls live with different families. Maria didn't want to study and she has been found guilty of some minor crimes. Florencia attended tertiary level education and she is now a teacher.

In our previous topic we talked about the role of genetics and one of the fields is behavior. How much does genetics influence crime? How much does the context affect behavior?

### **Think of ordinary behaviors you and your classmates have:**

How are these behaviors part of your own self?

How much are these behaviors affected by the environment?

How much do your peers affect the way you behave?

### **Web quest**

Criminality in Uruguay:

What are the most severely punished crimes in Uruguay?

What are the different types of punishments which exist in Uruguay?

## One-minute talk



Browse the newspaper and find a story related to crime and justice.

Take the most important events from the story.

Write them down to help you talk.

Create one question to ask the audience.

Present the piece of news and ask the audience the question so you can discuss it.

✱ After you finished, which of the principles were you applying during the task?

- |  |                                    |
|--|------------------------------------|
| 1. <b>respect every voice</b>            | 5. <b>know all your criteria</b>   |
| 2. <b>celebrate all ideas</b>            | 6. <b>uncover your assumptions</b> |
| 3. <b>seek first to understand</b>       | 7. <b>look to your values</b>      |
| 4. <b>separate people from positions</b> |                                    |

(Taken and adapted from: Le Beau & Harrington, 2006)

# Superstitions

What do these pictures have in common?

1. number 13 / Friday 13 / Tuesday 13 (In Uruguay).
2. touch wood.
3. have/keep your fingers crossed.
4. spilling salt.
5. having a horseshoe.
6. a black cat.
7. a broken mirror.
8. walk under a ladder.



Photos: pixabay.com

**Your opinion matters!**

Are you a superstitious person?

Which of the superstitions from the previous activity do you have?

Do you have any other superstitions? For example, wearing a red ribbon around your wrist.

**Let's celebrate all ideas!**

- \* Get into groups of 5 students. Each of you chooses one of the superstitions from this lesson. Find information about it. Take 2 or 3 minutes for that.
- \* Choose a discussion leader and choose a timekeeper.
- \* Share with the rest of the group members about this superstition in no more than a minute.
- \* Show your interest in what the other group member is saying by asking at least one question to know more about this superstition.

**You can encourage people by saying some of these phrases:**

Well done!

Great idea!

That sounds great/ amazing/ brilliant/ appealing!

Wow!

Good idea!

You nailed it!

**You can ask for details by using some of these phrases:**

That gives me an idea but what about...

Another idea could be....

Can you tell me more about...

**You can also contribute with ideas by using some of these phrases:**

What about this:...

How about...

What if we...

You can also think of...

I also think that...



**Your opinion matters!**

Why do you think people are superstitious?

How much do people believe in guilt otherness in your opinion?

**Go the extra mile!**

In groups, take some time and write a 120-word text about one of the superstitions you chose. Make a poster.



Create the superstition corner in your classroom and stick all the posters. Stand up and read them. It will be very informative to know about them. Discuss the different superstitions your classmates have.



\* After you finished, which of the principles were you applying during the task?

- |  |                                    |
|--|------------------------------------|
| <b>1. respect every voice</b>            | <b>5. know all your criteria</b>   |
| <b>2. celebrate all ideas</b>            | <b>6. uncover your assumptions</b> |
| <b>3. seek first to understand</b>       | <b>7. look to your values</b>      |
| <b>4. separate people from positions</b> |                                    |

(Taken and adapted from: Le Beau & Harrington, 2006)

# Psychology

Psychology is the scientific study of human mind and all the different aspects affecting behavior. One aspect of this behavior, applied not only to the field of education, is motivation:

What motivates you?

Do you like to receive rewards?

Do you enjoy the activities you do in class?

Which activities do you enjoy performing in class?

Can people motivate you to do things?

Can you motivate people do things? How?



\* Below you have some words and phrases. Get into small groups and discuss how you would put them in order to make sense to you.

**interest - activity - external reward - find the value -  
setting objectives - find strategies and support**

- \* Share the organization with the class, how do you find the drive to be motivated to do things?



Duma asks his family for some help. He is going through some issues related to how to cope with some situations at school and in life. His family decides to take Duma to the psychologist to attend some therapy.

- \* Imagine you are Duma, what topics would you like to share with the psychologist?
  - Write three topics you would like to talk about during the session.
  - Get into trios and share the topic with two classmates you trust.
  - Your classmates will ask you questions related to the topic.
  - While you speak, see if you can find any solution to the problem.
  - Share it with your peers.
  - They will give you their own version of the possible solutions.
  - Try any of those solutions to the problem.

- \* After you finished, which of the principles were you applying during the task?

- |  |                                    |
|--|------------------------------------|
| <b>1. respect every voice</b>            | <b>5. know all your criteria</b>   |
| <b>2. celebrate all ideas</b>            | <b>6. uncover your assumptions</b> |
| <b>3. seek first to understand</b>       | <b>7. look to your values</b>      |
| <b>4. separate people from positions</b> |                                    |

(Taken and adapted from: Le Beau & Harrington, 2006)

# Fears and phobias



As part of what psychologists do, they help you face your fears and phobias. But what are they?

\* Read these situations and put an F if you think it's a fear and a P if you think it's a phobia.

1. You feel uncomfortable when you are in the middle of crowds.
2. You are leaving home and you unexpectedly find a big frog next to the door.
3. You are driving your motorbike and all of a sudden a person crosses the street.
4. You feel uncomfortable or tense when you are traveling by plane.
5. You have excessive self-consciousness when you are in social situations.



\* Discuss with a partner your choices.  
After you discuss and if you still have doubts, search the internet to find the difference between fear and phobia. Check your answers.



\* Conducting some research.

Ask people at school about their fears and phobias. Make a list of 10 possible fears and phobias you think are the most popular. For example, many people suffer from arachnophobia which is the fear of spiders.

\* Ask not less than 30 people. Make a graph and share your findings with the rest of the class. Discuss the results and write a report in about 120 words.

## Your opinion matters!

### Conversation circles:

\* The teacher will choose one of these topics. You can negotiate which topic you want to discuss

1. Are you afraid of being robbed?
2. Do you deal with claustrophobia?
3. Do you deal with hemophobia?
4. Are you afraid of not finding your significant other?
5. Do you fear death?
6. Do you deal with cyberphobia?



Photos: pixabay.com



There will be 6 chairs at the front of the class.

6 of you volunteer to go there, sit and discuss.



You have 90 seconds to talk about the topic. All the 6 people in the circle have to talk. The rest of the class cannot talk.

If you find that someone doesn't speak, ask questions to your classmates.

After 90 seconds, the people who are at the front go back to their seats and 6 new people sit at the front circle.

They take 90 seconds to continue talking.

Repeat the procedure until everyone speaks.

\* After you finished, which of the principles were you applying during the task?

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. respect every voice            | 5. know all your criteria   |
| 2. celebrate all ideas            | 6. uncover your assumptions |
| 3. seek first to understand       | 7. look to your values      |
| 4. separate people from positions |                             |

(Taken and adapted from: Le Beau & Harrington, 2006)

# Consequences of population growth

\* Look at the following pictures. The photographers wanted to portray the growth of population in cities. Get into trios and discuss.



1. What did they want to represent?
2. What evidence do you have of your presupposition?
3. Do these representations show a positive or negative perspective of population growth?
4. Are there any other consequences of population growth? What are they?



Photos: pixabay.com

- \* Go back to the pictures and describe them in the trios you are. Focus on the details in order to understand whether population growth is positive or negative.
- \* Your own idea of population growth! Surf the internet and find other photographic representations of population growth. Write a text of about 120 words to describe why that pic represents your ideas. Don't write your name on it.





Sit in circles of 5 students.

Pass your piece of work onto the person on your right. Take some minutes to read and check if your description is clear, accurate and if your peer doesn't have questions.

Pass it onto another classmate. Do it until the piece of paper comes back to you.

When that happens, you will have feedback from 4 other people.

Chat with your peers about the problems or situations you saw and agree on one that might be the most important one.

\* After you finished, which of the principles were you applying during the task?

- |  |                                    |
|--|------------------------------------|
| <b>1. respect every voice</b>            | <b>5. know all your criteria</b>   |
| <b>2. celebrate all ideas</b>            | <b>6. uncover your assumptions</b> |
| <b>3. seek first to understand</b>       | <b>7. look to your values</b>      |
| <b>4. separate people from positions</b> |                                    |

(Taken and adapted from: Le Beau & Harrington, 2006)

## References

Le Beau, C., & Harrington, D. (2006). Discussion: Process and principles. Language Solutions Inc.: the USA.

Reiss, J. (2004). Teaching content to English Language Learners. New York: Pearson.

# #NoMoreMatildas



Photo source: womenscientists

## Activity 1.

- \* Work in groups, watch this video and design a mind map with the most important information about it.

[click here](#)

## Activity 2.

- \* Exchange the mind maps with another group. Provide feedback to your peers' mind map.

## Activity 3.

- \* Find a biography of a woman scientist.

## Activity 4.

- \* Write a mini biography of her. You may want to include a picture of her as well.

## Activity 5.

- \* Design a poster about the woman scientist to share. (You can create a classroom padlet afterwards).

\* Put a tick (✓) in the checklist as you complete the activities.



#livingUruguay6

Activity 1- Reading

Activity 2- Listening

Activity 3- Writing

Activity 4- Speaking

Activity 5- Final Assessment

## FINAL ASSESSMENT- REFLECTION:



a. How did you feel about the project?

b. What do you think about the process and the product?

c. What did you learn?

d. Were you comfortable working in groups? Why/ Why not?





# Rúbricas

---

# ¿Cuál sería nuestro estudiante ideal?

- **Uso de imágenes.**

Las imágenes sirven como un hilo conductor, como ayuda memoria, y como estrategia para que los compañeros entiendan lo que está presentando.

Uso de imágenes. La tecnología deberá estar presente? ¿Será elemento imprescindible?

- **Contacto visual con los compañeros. Trabajar lo no verbal.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Postura del estudiante.**

Sugerencia: “Developing and promoting eye contact”: actividad de reconocimiento entre estudiantes con miradas y abrazos.

- **Foco en fluidez y no en precisión lingüística. The Onion theory.**

- **Balance entre calidad y cantidad**

- **El estudiante se alinea con las Progresiones de Aprendizaje para el Tramo 3 para Segundas lenguas y Lenguas extranjeras.**

# PROGRESIONES DE APRENDIZAJE

## Oralidad. Producción (Tramo 3)

### Evolución sintáctico semántica

Produce oraciones conectando dos o más ideas sobre temas que le son familiares o de su particular interés.

### Conciencia fonológica segmental.

Produce los sonidos de la segunda lengua en forma autónoma logrando mayor precisión en aquellos sonidos que presentan cierta similitud con los de su L1.

### Conciencia fonológica supra-segmental

Pronuncia correctamente en enunciados breves y lo hace con la entonación adecuada.

## Oralidad. Comprensión

### Evolución sintáctico pragmática

Comprende oraciones que pueden incluir más de una idea interconectada y puede seguir la secuencia de eventos de un discurso pseudo natural pero fluido con apoyo icónico y lenguaje gestual sobre temas que le son familiares y/o relevantes para su cotidianidad. Comprende diálogos contextualizados breves vinculados a temas que le son familiares e identifica información específica siempre y cuando sea orientado.

### Conciencia fonológica

Realiza hipótesis y comienza a sistematizar su conocimiento sobre los sonidos y la entonación de la L2.

### Manejo léxico

Comprende vocabulario relacionado a temas generales de su interés.

## Escritura

### Creación de tipos textuales

Escribe textos más extensos como biografías simples, poemas, rutinas y descripciones de eventos. Utiliza adjetivos y adverbios de uso frecuente para enriquecer el texto.

### Aspecto sintáctico coherencia y cohesión

Escribe una serie de frases y oraciones sobre temas familiares uniéndolas con conectores simples tales como «y», «pero» o «por- que».

## Lectura

### Procesos de comprensión

Lee y comprende textos más largos recurriendo al apoyo visual y la estructura textual para lograr la comprensión del mismo. Reconoce ideas principales, localiza información explícita e infiere información implícita. Establece relaciones entre el título y el texto aun cuando estas no sean explícitas. Identifica diferentes variedades de texto y reconoce algunas características que hacen a su formato. Opina sobre el texto, reconoce su propósito y distingue entre hechos y opiniones. Identifica una variedad de marcadores discursivos en un texto. Sigue la secuencia narrativa de un texto presentado de forma cronológica sin necesidad de apoyo visual.

### Interacción y mediación

#### Interacción y estrategias de comunicación

Interactúa con comodidad en situaciones estructuradas e intercambios breves, siempre y cuando reciba ayuda de otra persona en caso de necesidad.

Participa de forma sostenida en conversaciones acerca de temas que le son familiares.

Escribe notas o posteos simples y estructurados en línea conteniendo información personal. Responde a preguntas y comentarios.

Reconoce la ocurrencia de dificultades en la transmisión del mensaje e indica el problema a sus interlocutores usando lenguaje simple.



# RÚBRICAS DE PRESENTACIÓN DE PROYECTOS

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
<b>Silueta textual</b>	El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.	El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.	El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.	En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de las diferenciación en párrafos separados por un espacio.
<b>Contenido</b>	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.
<b>Lenguaje</b>	Las ideas del proyecto no se encuentran conectadas de manera de lograr una comunicación efectiva. Los errores de lengua y pronunciación han impedido la transmisión de tus ideas.	Los errores de lengua hacen que tus ideas no resulten claramente expresadas por momentos. Existen algunos errores de lengua y pronunciación que hacen que la transmisión de tus ideas sea poco clara.	El proyecto ha sido presentado en su formato escrito y oral de forma clara. Tus errores no interfieren con la presentación del proyecto, aunque algunos de ellos le quitan fluidez.	El proyecto ha sido presentado en su formato escrito y oral de forma clara y fluida. Se nota la preparación para la presentación, es decir tu audiencia logra comprender el mensaje que quieres comunicar.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
<b>Presentación</b>	Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensas en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándolos en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
<b>Elementos paralingüísticos</b>	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesoras/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
<b>Compromiso y ética hacia el trabajo.</b>	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática

# 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
<b>Lenguaje corporal</b>	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.
<b>Contenido</b>	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.
<b>Uso de la lengua y vocabulario</b>	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
<b>Material</b>	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu 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 profesoras/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
<b>Actitud</b>	necesitas mejorar la disposición		adecuada a la tarea	dinámica y comunicativa

# RÚBRICAS DE DISCUSSION

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
<b>Preparación previa</b>	<p>No se evidencia profundidad en la lectura de los temas en la etapa previa a la discusión. 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 discutir.</p> <p>Se refleja evidencia en la preparación de los argumentos, su sustento científico así como los posibles ejemplos relacionados al argumento debatido.</p>
<b>Contenido de la discusión</b>	<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 discusión 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 discusión 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>
<b>Consideración de los argumentos del otro equipo</b>	<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 discuten los mismos.</p>	<p>Los argumentos del equipo consideran los argumentos vertidos por el equipo contrario pero solo aludiendo a ellos sin ser discutidos o sin mostrar sustento para dicha discusión.</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 dicha discusión.</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 discuten dichos argumentos, utilizando información precisa y ejemplos concretos.</p>
<b>Formalidades de la discusión</b>	<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 de la discusión 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 se brinda y el o los posibles ejemplos concretos relacionados al mismo.</p>

# RÚBRICAS DE DISCUSSION

	Primeros Pasos	Estás en el camino	Estás llegando a la meta	Has llegado a la meta
Aspectos lingüísticos	El lenguaje utilizado es monótono y repetitivo, usando la misma estructura y debiendo usar la lengua 1 en muchas oportunidades.	El equipo y sus participantes utilizan parcial o totalmente el vocabulario recomendado con dificultad y leyéndolo.	El equipo y sus participantes utilizan el vocabulario recomendando de manera fluida y cómoda.	El equipo y sus participantes utilizan el vocabulario recomendado e incorporan vocabulario nuevo lo que implica que existió una investigación lingüística previa para tener un acervo lingüístico mayor.
Visión global	El equipo posee una idea de lo que constituye una discusión pero no se ajusta a los principios y reglas que lo rigen.	El equipo posee una idea de lo que constituye una discusión, y por momentos, se ajustan a los principios y reglas que lo rigen.	El equipo posee una idea de lo que constituye una discusión, y en general, se ajustan a los principios y reglas que lo rigen.	El equipo tiene una idea precisa de lo que constituye una discusión, respetando los principios de claridad y solidez en la argumentación, respeto por el otro y capacidad de discutir los argumentos del otro con precisión y profesionalismo.



# COLOR AS YOU GO!

## 6th grade challenge

### COLOR AS YOU GO!

I know how to apply for a job,  
and be effective in a job  
interview.



@spanglishbymartina

I have developed a  
critical approach to  
what I see, read,  
hear and say on social  
media.



I know more about  
people who are  
relevant in the  
media.



I can discuss topics  
related to our planet  
and how we take  
care of it.

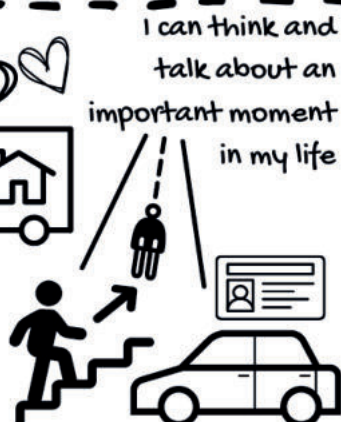


Life in  
prehistoric  
times

LOVE  
IS IN THE  
air



I know someone who  
has faced a  
challenging situation  
in his/her life.



I can think and  
talk about an  
important moment  
in my life

I have reflected upon my  
reality and how I can  
impact on it.



# **#Living Uruguay6**

6TH GRADE ENGLISH BOOK