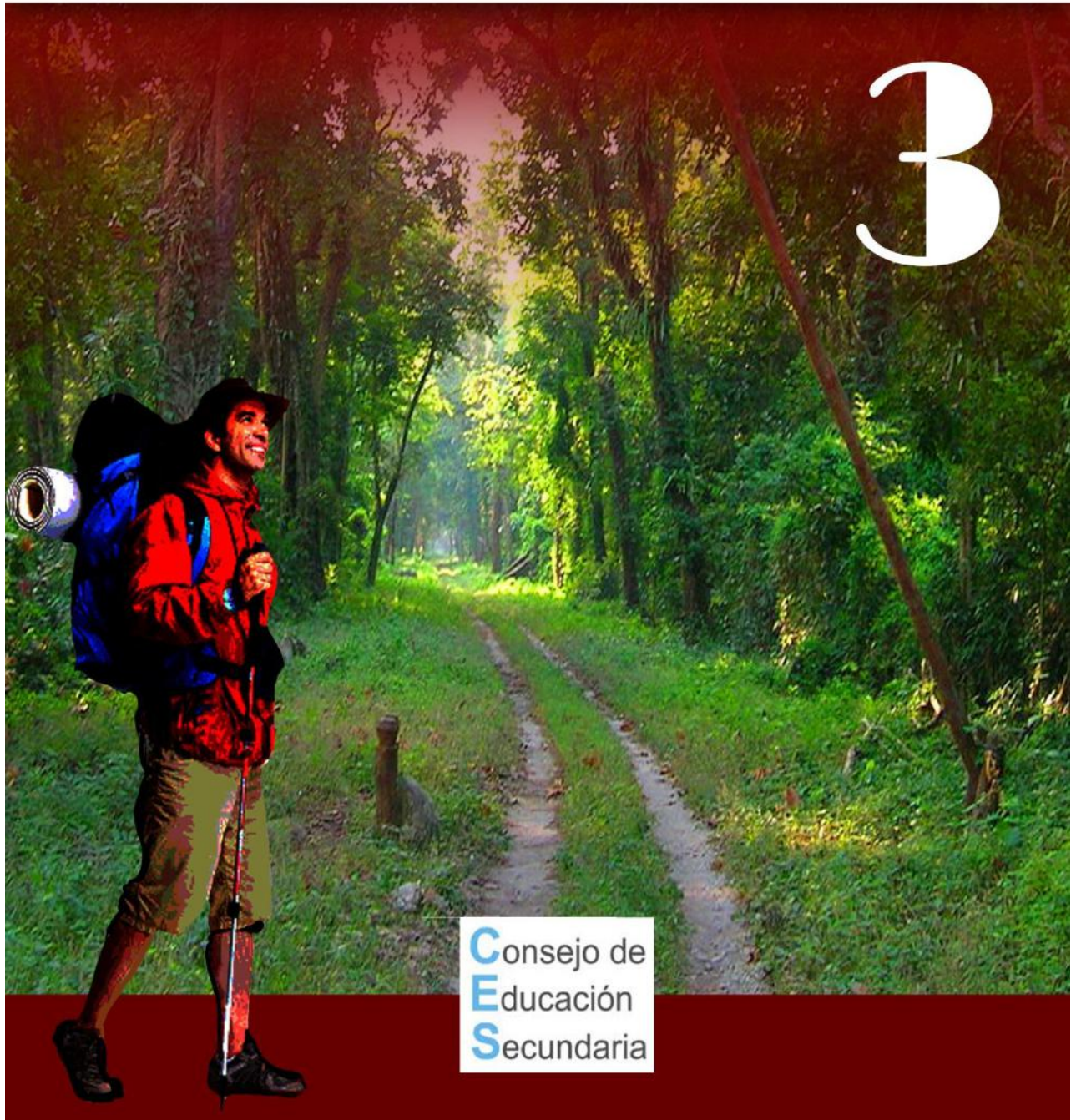


Aldo Daniel Rodríguez Chopitea

EXPERIENCING ENGLISH



Consejo de
Educación
Secundaria

About the Author

Prof. Aldo Rodríguez has been an English teacher since 1998. He has taught for both the public and private sectors and he is a teacher trainer and teacher consultant. He has been a member of National Contests' boards and he also held the position of PAD from Salto for two years.

He has a teaching degree from CERP del Litoral (Salto), and he also holds a Master's degree in Adult and Higher Education from Northern Illinois University. He is currently pursuing his Doctoral degree at the same University.



Since he started his professional activity he has worked with students from different levels, but defines himself as a teacher of adults and as a life-long learner who strongly believes that teachers need to be updated and should always be thirsty for more.

This urge to be updated has been a key aspect of his professional life and this material is an example of that.

About this Book

Dear colleagues,

This book is the product of months of creativity, long hours of hard work and cooperative work. It all started as part of a Sabbatical approved by CES on May 23rd, 2013.

The idea of creating this book came together with the idea of changing the syllabi for Adult education at Nocturnos and Programas Especiales. Joining with Inspección de Ingles del CES, some PADs from around the country and several hard-working teachers who spent time and effort on providing feedback on it in order to improve it. This material is not a finished work, there is always room for changes, so I invite you to send any opinion you have.

After a whole year of work I want to thank CES supervisors Gabriela Zazpe and Mag. Shirley Romano, PADs Henriette Despaux (Canelones), Mariella Marino (Montevideo), Alice Zapata (Rio Negro), Selva Teixeira (Salto), Ximena Tisnes (Flores), Sandra Nuñez (Rivera), Beatriz Sendic (Artigas), Carina Vazquez (Rocha), Mariana Baldenegro (Durazno), Andrea Sorondo (Soriano) and all the teachers from those provinces these PADs supervise for their feedback, support, commitment and hard work. Special thanks to prof. Ximena Tisnes for the invaluable work editing the book.

I hope you enjoy this material and you provide feedback about it. Feel free to contact me in case of doubts, comments or suggestions. You can write to whoanseeto@hotmail.com

Have a great school year,

ALDO

February 2014.

How to Use the Book

The materials in this book are a compilation of activities created by the author. When you use this material you are not going to use it as they are compiled here. You need to consider your students, the level they are in and the needs they have. For this reason, you need to adapt some of these activities and also include some other information that may be relevant for them and their educational reality and context.



Places I enjoy visiting



Photos: Source: Aldo Rodriguez

The pictures on the cover of this Unit are from different places I really enjoy visiting or I enjoyed visiting because I went only once.

I am going to tell you the stories and you have to match the picture with the story.

The first story I am going to tell you took place in 2011. I traveled to Spain to present in a Conference. I went with a friend who was also presenting at a different conference. We visited Madrid, the capital city of Spain, Trujillo, Seville, Burgos and San Sebastian in the Vasque Country. I loved many things in Spain. I loved the people, the places and obviously the food. (X) I think "pintxos" are the best thing on earth. This photograph was taken when I was walking along the sea. It was a great view of the cliffs and the sea. (Tip: cliffs-acantilados)

The second story was set in 2009. Several English teachers together with our Inspeccion created a national network called PAD. Part of our job was to work together in groups and visit other PADs in their provinces. (X) At that time I was traveling from Salto to Cerro Largo. I took this picture half way to Cerro Largo. This photo reminds me how much I love to travel around Uruguay, visit friends and also admire the Uruguayan nature and landscape.

The third story is also set in Uruguay. In 2013 I went to Artigas and I visited this wonderful place. It is an amethyst mine. (X) And I got really impressed by the size, the beauty of these Mickey-mouse-shaped stones. They are pretty expensive from what I was told and I really liked to be there. However, I truly like these gems. In this photo I am in front those huge amethysts.

Finally, the fourth picture documents a story that took place about 3 years ago. It was March 17 and people in Chicago were celebrating the Irish Festival of Saint Patrick. One of the main characteristics of this celebration is that everything is tinted in green, even the beer (X). For this reason the government in Chicago tinted the Chicago River as you can see in the picture.

- Could you identify the stories and the pictures?**
- Let's play a game, I will ask you some questions and you would tell me which story I refer to. OK?**

- 1- The picture was taken on the road.
- 2- In this story I talk about food.
- 3- In this story there is a color that plays an important role.
- 4- People were celebrating something from Ireland.
- 5- In the story an object has the form of a very famous character.
- 6- When I took this picture I remembered other activity I love doing.
- 7- Beer is green.
- 8- The story refers to some expensive gems.
- 9- In the picture I am posing in a natural landscape.
- 10- In the picture you can see a picture of a famous Uruguayan celebrity.

OK, well done! I need your help. You will see some bold crosses X in the texts. These sentences are missing from the texts. Can you help me put them into the right place?

- 1- I used to travel every single week to a different place.
- 2- It is curious that at the beginning the color was blue instead of green but it changed along the years.
- 3- There were such of variety of them, from very small ones to really big ones.
- 4- It is very similar to the one we have in Uruguay, probably this is the reason I liked it that much.

Thanks! That was very kind of you!

I have another challenge for you. I have another story but this one has some blanks. You have to complete the story with the words in the box.



Probably one of my favorite places in Uruguay is Valizas, a seaside resort on the _____ Ocean coast in Rocha. The _____ and quality of the sand, the dunes, the magnificence of the scenery, the clear waters and the _____ environment make it a must-go place.

The _____ there are the typical beach houses with basic construction, the use of natural _____ like mud, wood and straw. There is no need for _____ conditioning because it is pretty windy and cool at _____. It is

also really nice to go for a walk along the shore and enjoy the breeze.

I went to Valizas in _____ 2010 with a group of eight friends. It _____ just awesome! We had such a great time. We _____ our talking time, our meals together, and preparing food together. Just an unforgettable place!

material- Atlantic - summer - air- natural - houses -

enjoyed - color- night - afternoon - was

Your turn: Chalk talk

- i. Let's work all together on the board. Let's do a chalk talk.
- ii. The teacher writes on the board the phrase my favorite place and each of you writes your favorite place and you can ask questions, you can add information to what your classmates say or just draw things. You have 5 minutes in which all of you have to express on the board.
- iii. Volunteer and discuss about your favorite place with the whole class taking turns and listening to others.
- iv. Now, you know more about your classmates and they know more about you!

What makes that place so special?

The people you go with?

The place?

The activities you do there?

Why?

Write a short paragraph about your favorite place:



When you think of a place to go you need to think of pros and cons. For example, let's see these two options.

You want to go with a group of 5 friends on holidays. You have a small budget (Tip-budget=presupuesto).

Going camping by the beach	Renting a house in a seaside resort
More inexpensive Less comfortable More natural More activities to do More entertaining	More expensive More comfortable Other activities to do More indoor activities to do. safer

So, Going camping by the beach is more inexpensive than renting a house in a seaside resort. It is also less comfortable because in the house you have more facilities. Going camping by the beach is also more natural, you just have the tent, the bonfire and the sea and of course you have more activities to do. The problem is when it rains. Renting a house in a seaside resort is more comfortable in this case because you can do more indoor activities, and it is safer than going camping by the beach. However, I would say that going camping by the beach is more fun and more entertaining than renting a house there.

Let's analyze this text

What am I doing in this previous text?

- 1- Analyzing?
- 2- Comparing?
- 3- Describing?

Where do you see that I am doing that?

- 1- Like when the text says "Going camping by the beach is more inexpensive than renting a house in a seaside resort".
- 2- Like when the text says "...and it is safer than going camping by the beach"
- 3- Like when the text says "the problem is when it rains".

What rule can you spot there?

- 1- The use of the words more/less + adjective + than.
- 2- The use of -er than
- 3- The use of if.

Now, this is the situation. You already decided that you are going camping by the beach. Then, you have to decide how you are going to travel, if you are going to do it by car, by bus, or hitch-hiking. (TIP: hitch-hiking- hacer dedo)

By car	By bus	Hitch-hiking

Now, compare the means of transport and make your decision

Photo by Aldo Rodriguez



PLACES IN MY CITY

What are the places in your city that you like the most?

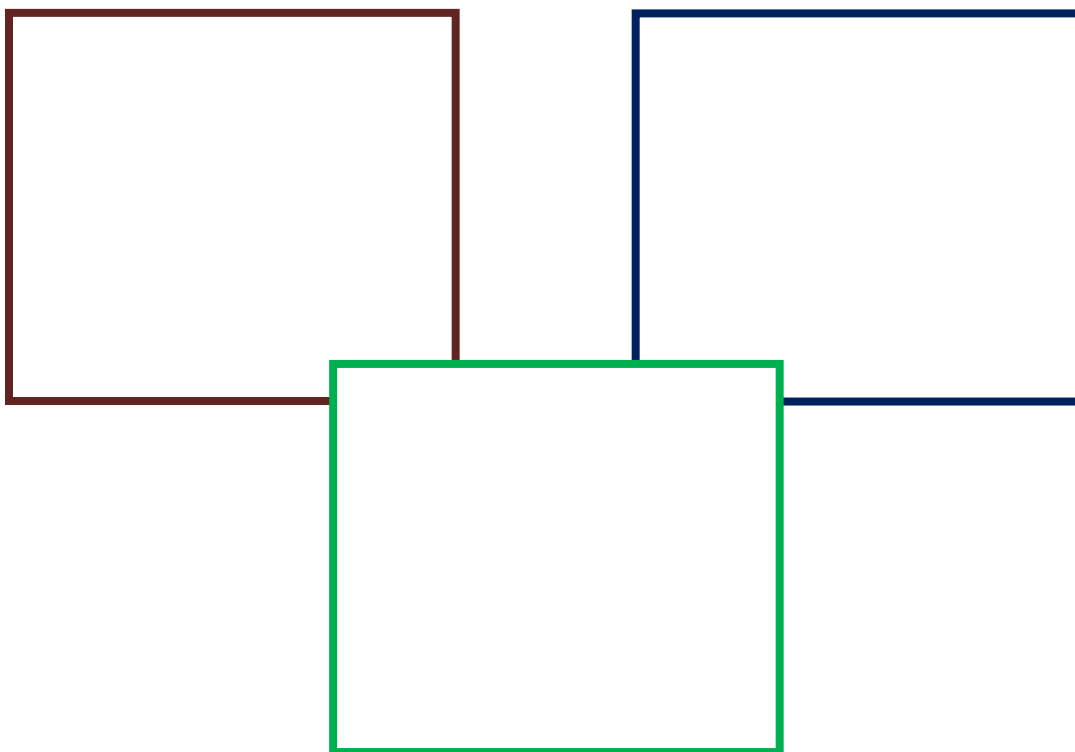
Why?

Which are the three most popular ones?

Why?

What activities do people do at those places?

Take a picture of the most popular places in your town or city and paste them in the boxes below.



The form consists of three empty rectangular boxes arranged in a row. The top-left box has a brown border, the top-right box has a blue border, and the bottom-center box has a green border. The boxes are intended for pasting pictures of popular places in the student's town or city.

Students' voices: my favorite place in town



“My favorite place in town is not actually in town, it is 11 kilometers away from the city: Dayman hotsprings. I think it is a place where you can go and relax, sip some mate, hang out with friends, or just enjoy the hot thermal water. It is also packed with tourists so you may meet nice people there. Since I work all day I sometimes go in the evening and stay until they close. Often times I am the only person in the pools!”

(Mariano, waiter, 34, Salto)

“Hi everyone my name is Natalia and I live in Montevideo. I have many places I like in my city but probably the one I like the most is our Parliament. This building is on my way from home to work. I work as a clerk. When the bus passes by it, it just takes my breath away. It is so magnificent, so big, so beautiful. It amazes me. I see this place five times a week and I can still say that is my favorite place in the city.”

(Natalia, clerk, 41, Montevideo)



“My favorite place is this square. It is in Rivera and it is the border between Uruguay and Brazil. This is a very populated place. Visitors love to take pictures at the square and some locals just love to go there and chat or drink some refreshing sodas. It is my favorite place in town because it is the place I usually meet my friends, especially before going clubbing on Saturday nights. I really love this place”

(Flavio, pizza delivery man, 19, Rivera)

Photos: Aldo Rodriguez.

I am confused!!! Read about Flavio, Natalia and Mariano and tell me which of these statements are true.

- 1- Flavio uses his favorite place as a meeting place.
- 2- Natalia works in a type of office.
- 3- Flavio is older than Mariano.
- 4- Natalia travels by bus but also walks.
- 5- Mariano works at night.
- 6- Natalia's favorite place is the place where bills are proposed and laws passed.
- 7- Mariano's favorite place is in downtown Salto.
- 8- Mariano's and Flavio's favorite places are pretty popular among tourists.
- 9- Natalia is younger than Mariano.
- 10- Some people go to Flavio's favorite place to paint art.

Don't you want to know more?


Choose one of the favorite places in the text: the Uruguayan Parliament, Dayman Hotsprings or Plaza Internacional Rivera-Livramento (Frontera de la Paz) and:

- Search the web for information about this place.
- Find some pictures.
- Create a fact file.

Reflection time:

What did you learn about this place?

What did you already know about it?



Now it's your turn!

A poster of my favorite place

PICTURES

Fact file:

History?

Location?

Activities people do there?

Why favorite?

Description

Create your own poster. Be creative. But include at least the information that is given in this example.

Bring your poster to class. We will paste your poster so other can read about your favorite place. We will share why it is our favorite place.

Tall story

A tall story is a very exaggerated story. It is a story that may have some components that are true but most of it is exaggerated information.

The teacher delivers a piece of paper:

- Think of a place you went or usually go on vacation. It doesn't matter where. If you don't have one, invent one.
- Think of three people we know you would go with...
- Think of some activities you would do with those people.
- Think of two adjectives that describe how you feel or would feel there.

Work with a partner. Tell the partner your tall story, then, he/she will tell you his/hers.

Assessing my classmate's work:

What did you learn from your partner's story?

Did you like it?

What else would you add to that story?

THE BEACH?



A foreign country?

Places I would like to visit

Buenos Aires?



Montevideo?

Where would you choose to go?

These 4 images show different nice places you can go on holidays. Which one would you choose?



Photos by Aldo Rodriguez.

Why would you like to go to the place you chose? Give reasons for your answer.

For example: I would go to number 1 because I like the beach or I would go to number 4 because I would like to see big cosmopolitan cities.

JIGSAW ACTIVITY

Let's work with the pictures a little more.

1. Divide the class in 8 groups of 4 people (the idea is that in each group there must be 4 people).
2. Each group is going to describe one picture. For example groups 1 and 5 describe picture 1 and so on.
3. After 10 minutes describing the pictures groups are regrouped. The idea is that in the new groups there must be a student that described pic 1, another that described pic 2, another that described pic 3 and another that described pic 4. Each student takes turns to describe the corresponding picture.

Tip for teacher: This activity can be easily done with reading. Assign one text instead of one picture.

4. After the each member describes his/her picture, the group has to decide on one place they would like to go. They have to give 5 reasons for their choice.

For example: We chose number 3 because going to the beach is less expensive than going to a big city. We also think it is more entertaining.

5. After the groups make their decision they share with the class.

Reflect on it!

What do you think about this activity?			
Too easy	Great	OK	Challenging

Luis is a former student from Nocturno in Cerro Chato, Treinta y Tres. He is a fan of Transformers, the movie. Transformers was filmed in Chicago. So, he is planning a trip to Chicago next winter. Chicago is his ideal place because he wants to see all the movie locations. He is researching on the web about Chicago. Here is what he knows already.



Some facts about Chicago:

- It is one of the five largest cities in the United States.
- It is in the State of Illinois but it is not the capital city of this state.
- More people than the entire population of Uruguay live there.
- It is a very cosmopolitan place. This means that there you can find people from almost any country in the world.
- There are several neighborhoods where different ethnicities are represented. For example: Chinatown, the Ukrainian village, Humboldt Park, la Villita, Pilsen, among others.
- Public transportation in Chicago is considered as one of the best in the world because it has good service, and it is punctual. Since Chicago is such a big city, most people use public transportation to go to work or just to go sightseeing.
- The Chicagoan flag is white, with light blue stripes and 4 red stars.

Some of the information Luis has is incomplete. Answer these questions to help Luis have a better understanding of Chicago.

- 1- Which ethnical groups live in the neighborhoods he mentioned?
- 2- Name at least 10 different countries where you can find people from in Chicago.
- 3- Which is the capital of Illinois?
- 4- What's the population of Chicago or Chicagoland?
- 5- What's the Illinois flag like? Describe it.

TIP: You can use an encyclopedia or the internet to find the answers to these questions.

Luis asked me to record a short video of one part of the city. I chose the Museum and Opera in downtown Chicago. Watch the video in this link.

<http://youtu.be/U1-XYgVIPs0>

What are the things you can see in the video?

Write down at least 3 things you can see. You can focus on the people, on the buildings, on the weather, on the season, on the time of the day... You choose.

Tip for teachers: work with some vocabulary related to the video.

The carousel



- 1- Where would you like to go?
- 2- Brainstorm ideas on the board.
- 3- Form groups according to students' interests.
- 4- Their task is to find websites with information about the place they chose.
- 5- They have to summarize some information about the place AND they have to write at least three questions (See Luis' summary and questions as an example).
- 6- Teacher gives feedback on summary and questions.
- 7- The Carousel: students exchange the sheet with information and questions and another group has to answer the questions the group posed.
- 8- The groups answer the questions and the authors of the questions give feedback to their classmates.

Photo: Aldo Rodriguez

My ideal vacation 😊

In previous classes you shared where you would go on your ideal vacation.

Situation: imagine you don't have money problems or problems with work or school to go on your ideal holidays.


Fill in this chart with information:

Where to go	
Who to go with	
What to do there	
How are we going to travel? Why?	
What type of vacation is this? (e.g. camping, packed holiday, adventure holiday?)	

Tip for teachers: even though this activity has some similarities with one in the previous unit. Here the person is working with ideal activities or things they might do in the future.

After you think about the place you would like to go. Write sentences and include the following words (You can change them or add new ones. For example you can say I am amazed instead of using the word amazing...)

Amazing – inexpensive – wonderful – best – interested in – attractive – gorgeous – awesome – appealing.



Exchange your work with a classmate. Read the work from your classmate and give him/her feedback. (for example: possible mistakes, ideas to improve the sentences, etc.)

Public Speaking

Write a text about the place you would like to go, the people you would like to share your vacations with, the activities you would like to do and how you are going to travel.

Rehearse a lot by reading it out loud and practicing what it says there.

With your mobile phone or camera, record a video of this public speaking

With your teacher create rubrics to assess and evaluate your work.

Possible rubrics to be used for this activity

Name :

Topic:

	1	2	3
Content	The student goes round the bushes but does not talk about the topic.	The student talks about the topic but introduces some sub-topics that are not coherent or appropriate for the main topic	The student talks about the topic he/she is intended to talk and all the subtopics add more comprehension to the main topic.
Pronunciation	It is not possible to understand because of problems of pronunciation.	There are some mistakes that do not allow the audience to understand.	Some minor pronunciation mistakes that do not impede communication
Grammar	More than 10 big mistakes, more than two minor mistakes	Between 5-10 big mistakes	No big mistakes, up to 5 minor mistakes allowed
Communicative skills	The presentation sounds a bit appalling at some moments.	The student uses some of the things mentioned in number 3 but with no much success in some of them	The student uses catchy phrases, body language, or other techniques to attract the audience's attention

Final Remarks:

Students' voices

Some students from other provinces shared the place they would like to go. Look at the 4 short texts.

Laura from Pando says: "I would like to go to the Iguazu Falls. I like this place because it combines nature with relaxation. I would like to go in Spring because in **Summer** it is pretty hot and humid and I don't like that. A friend of mine went last winter. She said that seeing the falls is **breath-taking**. Apart from that, there are several animals you can actually see when you walk along the trails. I would like to go with two of my friends: Maria and Leonor, we are very close friends indeed. I guess that the best way to go is by bus because it is going to be more inexpensive even though it will be more tiring."

Felix from Florida says: "I would like to travel by plane. I don't mind where to go. I think a great place to go is Chile but if I go to Brazil, the United States or any other destination will be ok. I would like to travel alone because I think I will have more time to do what I want. I will not depend on a group. I would like to fly a **plane**, just that!"

Lorenzo from Bella Union says: "I would like to travel to Brazil during the **Soccer** World Championship. I am a huge soccer fan and I am interested in attending the different **matches**. I would like to travel with a group of friends and actually we are selling food, we are selling raffles and we are saving money to go at least to two matches. We would like to go at the beginning because the tickets must be cheaper. We think we would travel by car because we will have a means of transport to move there."

Tanya from Piedras Coloradas in Paysandu says: "I would like to travel to Montevideo. Even though I am 34 I have never been there. I would like to go because it is the capital city of my country and there are several important places to visit like the Parliament, Centenario Stadium and the Old City. I would like to take my two children because they don't know Montevideo, too. I think the best way to travel is by bus. I am planning to go next summer so my **kiddos** don't have to attend classes at school."

Who said that? Tanya, Lorenzo, Felix or Laura? It can be more than one.

- 1- X doesn't know the capital city of the country.
- 2- X lives in a small town.
- 3- X would travel by car.
- 4- X doesn't have a particular place in mind.
- 5- X would like to travel alone.
- 6- X would like to go to a place surrounded by nature.
- 7- X would like to go there because there is an important event there.
- 8- X would travel by bus because this would be cheaper than going by plane.

What do the words in bold mean? Match them with the definitions here.

- 1- Children (very informal)
- 2- A group sport played with two teams of 11 members each.
- 3- A season of the year: We have Fall (autumn), Winter, Spring & _____
- 4- A soccer game.
- 5- When something is really impressive and you are speechless.
- 6- A means of transport that flies like birds.

Imagine that the four people could go to their ideal place. Who would say this?

“Having watched that game was amazing. I loved it”

“Wow, I never imagined it was like this. There were several tall buildings and hundreds of people on the street. Going from a small place like my town to this huge city was a big shock.”

“It was great. When it took off I could feel butterflies in my stomach.”

“Getting wet there was an incredible experience”.

Who do you think this picture belongs to?



Tanya is at the restaurant. Look at the dialogue. What are the questions the waiter asks?

- Good morning ma'am. _____ Here's the menu.
- Good morning, I am fine, thanks.
- Take some time and I will be right back.
- OK...
- What can I get for you? _____
- Yes, please. I want lentil soup.
- _____
- I want chicken nuggets and mashed potatoes.
- OK, _____
- A coke please.

Can I get any appetizer for you? / And as an entrée? / How are you today? / Anything to drink?

Lorenzo is at the hotel in Brazil. He doesn't know how to speak Portuguese so he communicates in English. What are the questions in this dialogue?

- Receptionist: Bom dia, tudo bem?
- Lorenzo: sorry, I don't speak Portuguese. _____
- Receptionist: Yes, sure we can. _____
- Lorenzo: Yes, under my name, Lorenzo Rodriguez.
- Receptionist: Yes, it's here. _____
- Lorenzo: Non-smoking please.
- Receptionist: No problem, sir.
- Lorenzo: _____
- Receptionist: At 11.
- Lorenzo: and _____
- Receptionist: from 7 to 10.
- Lorenzo: thanks very much then...
- Receptionist: have a great time here...

What is checkout time? / Do you prefer a smoking or a non-smoking room? / Can we speak in English? / Do you have a reservation? / What time is breakfast served?

Tip for the teacher: you can create other situation and students can practice orally!

Felix is at the airport. He is about to travel to Mexico in an American-flag airline. People speak English. Here is the conversation. What questions are the people from the airline asking? Put the question on the right place.

- FA: Next in line...
- Felix: Hi good afternoon.
- FA: Hi Sir, _____
- Felix: Mexico
- FA: OK, _____
- Felix: Sure, here it is.
- FA: ok...let's see...Yes, here you are..._____
- Felix: No, thanks. The one I chose is fine.
- FA: _____
- Felix: 3. My personal bag, my carry-on bag and a suitcase that I want to check in.
- FA: OK. That checked suitcase will have no cost for you and you pick it up at your final destination.
- Felix: OK thanks.

Do you want to change your seat? / Can you give me your passport, please? / Where are you flying, sir? / How many bags are you taking?

Laura is at the Brazilian side of the Iguazu Falls. She is at a buffet restaurant. She doesn't understand Portuguese so she uses English to communicate. Read the following dialogue and complete with the questions in the box.

- Waitress: Bom dia, seja bemvinda a The Falls Restaurant...
- Laura: _____ I don't speak Portuguese, sorry.
- Waitress: No, problem. Good morning and welcome to The Falls Restaurant.

- Laura: We are 4, there are still 2 to come.
- Waitress: _____ Or... _____
- Laura: I prefer the one with view to the garden, please!
- Waitress: Ok. _____
- Laura: Just water, please.
- Waitress: OK. I will be right back. You can help yourself.
- Laura: OK, thank you.

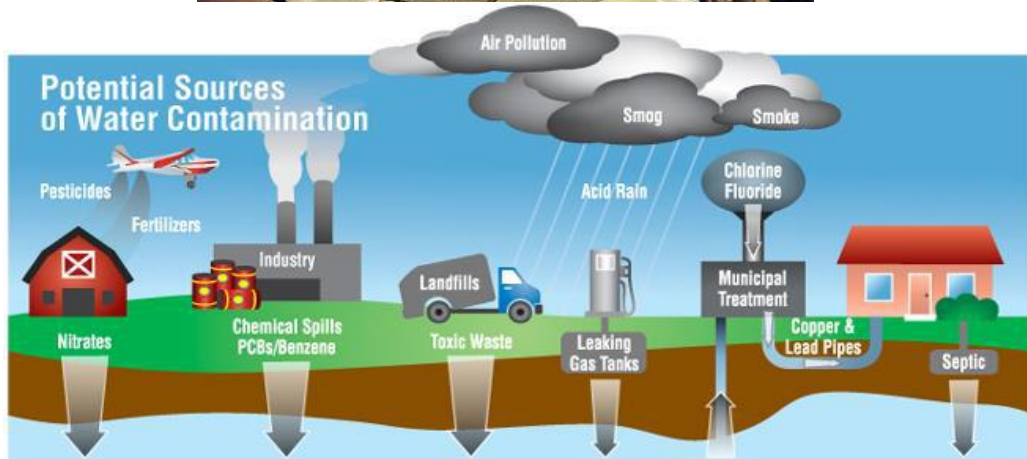
Do you want a table by the window? / Do you speak English? / Do you want a table with a garden view? /do you want anything to drink? / How many people are with you today?

What can we do in our
everyday life to protect
the environment?



Topic for discussion:

Why do we contaminate the environment?



Questions for discussion:

- Are there any factories in your town? Do they contaminate? How?
- Why do you think the artist included a man in the painting in the middle of the page?
- Do you know any places in your town or city where people throw garbage away?
- Is the food you eat somehow contaminated?

Think of your own life:

- How do people contaminate in their ordinary life?
- Look at the picture at the bottom of the previous page and think of the contaminants you use in your daily life.
- Do you recycle?
- How do you avoid contaminating the environment?
- What type of food do you eat?

Classify the following foods

Healthy	Not healthy

- Fresh vegetables
- Fruit
- Beer
- Sodas
- Canned vegetables
- Mineral water
- Meat
- Chivitos
- Sausage sandwich
- Coffee
- Milk
- Dairy products
- Cereals
- Tap water.



Match the words with the correct picture

The food we eat is sometimes contaminated. Read the following snippet from the following webpage:
<http://www.traincancampus.com/DemoCourseBook.php?courseid=41&Unit=583&UnitContent=6736>

Chapter 1	Audio
Introduction	
1. What is foodborne illness (food poisoning)?	
2. How does food become contaminated?	Page 3 of 12
3. How can we prevent food contamination?	<p>Chemicals, foreign objects, bacteria, viruses, parasites and other microorganisms are all called <i>contaminants</i>. <i>Contamination</i> is the term used when any of these things get into food. There are 3 types of contamination:</p> <p>-Chemical Contamination <i>Chemical contamination</i> comes from:</p> <ul style="list-style-type: none"> - cleaning products - pesticide, insecticide - toxic (poisonous) metals
4. What are the three steps to food safety?	
5. What is potentially hazardous food?	
6. Why is the temperature of food important?	<p>-Physical Contamination <i>Physical contamination</i> comes from foreign objects like:</p> <ul style="list-style-type: none"> - broken glass - hair - earrings or body piercings - bandages - bits of metal from cans or equipment - any other objects that get into food
7. Why is time important in food preparation and handling?	
8. What is the most important tool for food safety?	
9. What is cross-contamination?	
10. What are the most important things that food handlers can do for food safety?	<p>-Biological Contamination <i>Biological Contamination</i> comes from:</p> <ul style="list-style-type: none"> - harmful <i>micro-organisms</i> that cause disease (called <i>Pathogens</i>) - people often spread micro-organisms, causing biological contamination
Practice Exercise	
Unit Test	<p>Biological contamination is the most dangerous kind of contamination. It can make many people sick at the same time if they all eat the contaminated food. As the story on page 6 shows, the effects of biological contamination can be very serious.</p> <p>Micro-organisms are tiny forms of life you cannot see unless you look through a microscope. Some examples of micro-organisms are: <i>bacteria, viruses, parasites, protozoa, moulds and yeast</i>. People, animals, insects, equipment and other objects (like a thermometer that is inserted into food to measure its temperature) all carry micro-organisms. It is easy for these micro-organisms to get into food.</p>

What do these words refer to in the text?

e.g. Bacteria: a contaminant

3: _____

A broken bottle of coke: _____

Pathogens: _____

Sick people: _____

Micro-organisms: _____

Question: What is the most dangerous kind of contamination? Why?

Webquest:

-Imagine you can improve the food you eat, how would you do it? Think of three possibilities.

- A- _____
- B- _____
- C- _____

-Use the links below to know more about how you can improve your diet:

Link 1: <http://www.sustainablefoodrevolution.com/7-great-tips-to-improve-the-way-you-eat/>

Link 2: <http://www.webmd.com/fitness-exercise/healthy-eating-changing-your-eating-habits>

Link 3: <http://www.fitday.com/fitness-articles/nutrition/healthy-eating/5-easy-ways-to-increase-fiber-in-your-diet.html#b>


-After reading the articles jot down at least 5 ideas to improve your diet.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____


Think!

What new things have you learned by reading these articles?

Does my job help protect the environment?



How else does it impact on society?



See how these professions may impact on society. Match the profession with the impact.

A	Teacher	1	This person repairs the pipes in the house.
B	Housewife	2	This person helps you decide what to buy.
C	Shop assistant	3	This person produces fresh food.
D	School principal	4	This person protects people from crime.
E	Plumber	5	This person manages the school.
F	Farmer	6	This person delivers the newspapers.
G	Policeman	7	This person prepares people for all the other professions.
H	Paperboy	8	This person takes care of the house and the family.

A		B		C		D		E		F		G		H	
---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--

Listen to Julie Ann talking about her profession. Listen to her and fill in the chart with information about her.

Profession:

How long she has done it:

Where:

What she does:

Other information:

Group Project: Environment care taker

- This is going to be your profession for at least one day.
- Look for a place in your neighborhood, city or town where there is contamination.
- Take a picture of that place
- Think of how you can make it an environmentally-friendly place.

Place the picture of the selected place here.

Describe 4 things you can change about the place you selected.			
Describe how you would change those 4 problems to create an environmentally-friendly place			

Some pages ago Julie Ann mentioned Feed'em Soup, a NGO that helps people in several ways. This organization produces a great social impact.



To know more about it: <http://www.feedemsoup.org/>

Another very important and worldwide NGO is Greenpeace. It helps to protect the environment.

GREENPEACE Greenpeace USA

About Us Contact us Work with us

Home Donate Take Action Volunteer What We Do Blogs/Media Photos/Video Students

SAVE OCEANS, WHALES AND SEAFOOD

Home > What We Do

Greenpeace is the largest independent direct-action environmental organization in the world

Protecting Ancient Protecting our Stopping Global

Enter your E-mail address

First name US Zip

Keep in touch

Read more about it in www.greenpeace.org

And watch the following You Tube video about the organization:

<http://www.youtube.com/watch?v=zVu9eawb1QY>

Bonus: Greenpeace Argentina: <http://www.youtube.com/watch?v=9Vxhuf6ULaQ>


Group work: Let's imagine you join Greenpeace!

- After you watch the videos and you read about the NGO create a poster in defense of the environment.
- Present it to the class.

Writing: Your reflection

My profession, the impact on society and the environment

Jot down the ideas you want to include from this unit:



Organize the ideas and add more information to expand those ideas.

Paragraph 1	
Paragraph 2	
Paragraph 3	

Write your reflection:

A large rectangular box with a dark red border, containing horizontal lines for writing a reflection. The box is divided into four sections by three horizontal lines. Each section contains several horizontal lines for writing.

Here are the rubrics to correct your own piece of writing:

	Tenemos que trabajar juntos	Algunos aspectos a mejorar	Bien, algunos puntos para reever	Fortalezas en tu trabajo
Contenido	No hablas del tema planteado, las ideas están desconectadas de la actividad.(0-1)	Hablas del tema planteado aunque no agregas ninguna idea nueva a las actividades anteriores. (2)	Hablas del tema planteado en la actividad y agregas una idea nueva a las actividades anteriores.(3-4)	Hablas del tema planteado en la actividad y agregas al menos dos o tres ideas nuevas a las actividades anteriores. (5)
Fluidez	Cuesta mucho trabajo leer el texto porque hay palabras que no se entienden o palabras que están mal usadas (0-1)	La lectura del texto es dificultosa sin embargo existen pasajes donde se puede realizar con fluidez.(2)	La lectura del texto se realiza sin mayores inconvenientes a pesar de que en una o dos oportunidades las ideas no son claras.(3)	A pesar de algunas faltas de ortografía tu texto se puede leer de principio a fin. (4-5)
Comunicación	No se entiende lo que quieres decir al lector. (0)	El mensaje es confuso. (1)	El mensaje es claro aunque existen algunas áreas que están fuera de tema. (1.5)	El mensaje de lo que quieres decir en el texto es claro para el lector (2)

**How can we
embellish places in
my city?**



Places in the city. Which ones can you find?

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

(Check your results at the end of the unit)

Which of these places is....

- In your house block?
- Next door?
- In your neighborhood?
- In bad conditions?
- In good conditions?

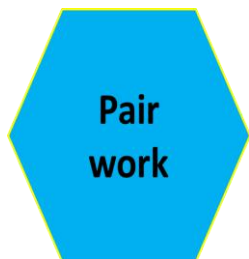
**FOR THE
TEACHER**

Some important vocabulary that should be reviewed: next to, behind, in front of, on the corner of, between, etc.

Working with my neighborhood: Draw your neighborhood or part of it in the square below. Include some important places people should know from it.

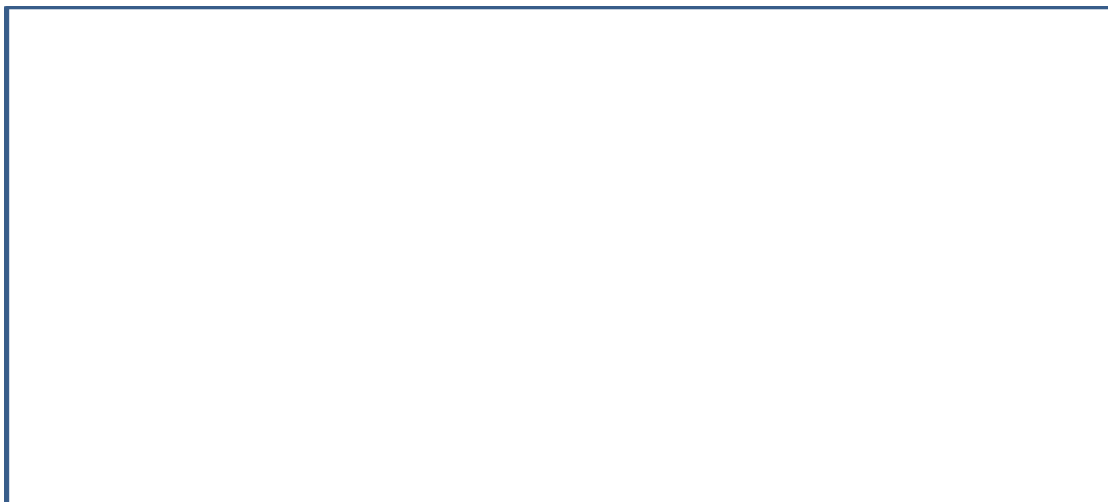


Tip: don't show your drawing to any of your classmates yet!



Find a person to work with. It can be the person sitting next to you or somebody you just want to work with.

You are going to describe the drawing you made about your neighborhood and your classmate has to draw it according to what you say. When your classmate finishes it is your turn to draw.




A place to embellish

Think about the following questions

- What are the places we can embellish? Go around your neighborhood and find a place that should be improved and embellished in your neighborhood.
- Why should it be improved?
- Describe the place.
- How can it be improved? What might the purpose of the new place be?

After you think of these questions, discuss your ideas with a partner.



(place a picture of the place you found here)

Mini project

The embassy has issued a contest to embellish places in Uruguay. You have to present a project in order to take part in the contest.

In your application include:

- How the place looks like at the moment.
- The advantages to change this place into something more useful.
- Some challenges you may have to face.
- The purpose of the new place.
- What you need in order to make the expected changes.
- Include a picture of how the place will look like.

TIP: Let's work on the project little by little.

How the place looks like at the moment

- Where is the place situated?
- What did it use to be?
- What did people use to do there?
- Why has the place turned into a place that should be embellished?

STEP 1

Some phrases you can use:

XXX is located/ is situated in

Xxx used to be awhere people used to

This place should be improved because.....

The advantages to change this place into something more useful

- What are the things that can be changed?
- What are the positive things about changing this place into something more useful?
- How can people benefit from the new place?

STEP 2

Some phrases you can use:

In my opinion, xxx should be changed because....

Changing xxx is positive because.... / One advantage of changing xxx is that....

People will take advantage of this place because

Some challenges you may have to face

What are the possible difficulties you may face?

Who can see your changes in a negative way?

What anticipated problems can you foresee?

STEP 3

Some useful vocabulary you may use:

An important difficult we have to have to face is....

An obstacle we need to overcome is....

Some people believe that these changes are negative because....

I can see that xxx is going to be a problem.

The purpose of the new place

How is the new place going to be useful?

What purpose/s will it serve?

STEP 4

Some useful vocabulary you may use:

The purpose of this change is....

Xxx is going to be useful because....

The purpose of xxx is

STEP 5

What you need in order to change the place

Some useful vocabulary you may use:

What I need is.../ In order to make changes I need.../ The resources needed are...

Present the project

Now work on the project and create a folder with all the parts.

Include pictures to show how the place is now and how the place will look like when you change it.

Create a short presentation of your project.

Practice pronunciation. Your teacher and classmates can help you.

Use visuals to do it.

Reflect on the activity you just finished:

This is the key to the activity at the beginning of the unit.

S	C	H	O	O	L												Y	P	
G	A	S	S	T	A	T	I	O	N								R	O	
							H	O	S	P	I	T	A	L			E	L	
																	C	I	
R	E	S	T	A	U	R	A	N	T	S						O	C		
S	U	P	E	R	M	A	R	K	E	T			S	Q	U	A	R	E	
		A			A								T				G	S	
		R			L								O					T	
		K			L								R					A	
B	U	S	T	E	R	M	I	N	A	L			E					T	
																		I	
																		O	
																		N	

**What does my city
need in order
to be an ideal city?**

What should my city improve? Some perspectives from a local

By Leonardo Perez

Sidewalks in bad conditions...litter...holes on the street...trees with no one to take care of...what can we, as citizens, do in order to reverse the situation?

Many people complain about the state of streets, sidewalks and the city in general. But how much do people contribute to this situation to happen? I would argue that people are highly responsible for the situation. In 2013, the county hall repaired all the streets in the city and the Major supervised all the different constructions. However, those city improvements do not seem to be visible at the moment.

“The streets are destroyed. The situation is unbearable”, an unidentified tax payer says. He is a driver and he is tired of driving under bad conditions. He had to change the tires of his car because of their damage as a consequence of the street holes.

Maria, a neighbor from the outskirts of the city says “there is garbage all over the place. The kids play with the garbage bags and nobody controls them”. It appears as if parents do not control their kids when they play outside. This has caused a lot of controversy because it is not only that the kids play with the garbage and mess up the place but also that this activity can also produce certain illnesses.

After reading this article, what are the topics that the author does not address?

Which of these sentences best align with what the author says?

- 1- He believes that the government is the biggest responsible of this situation.
- 2- He accounts that there were some actions from the government that are not so visible right now.
- 3- There is a lot of litter in the downtown.
- 4- Drivers are tired of people repairing the streets.
- 5- Litter can transmit some illnesses.

TIP: garbage is when it is in the right place – litter is when it is on the floor or street.

List the problems that the journalist denounces.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

Think of three main problems you can find in your own city

- 1- _____
- 2- _____
- 3- _____

Get in pairs and discuss the problems with one of your classmates. Do you agree?

Disagree?

Some language:

I agree with you because....

I don't agree with you because...

I get along with your ideas....

I get along with what you say...

With your classmate, choose the city problem you believe is the most important.

For us, the most important problem in _____ is _____.

Why is this a problem?

How do you think this can be solved?

Write a short paragraph about this problem. Write it with your classmate.

Think of solutions for the problems you found in your city

- 1- _____
- 2- _____
- 3- _____

My town: my ideal town

Think of possible problems you can see in your town.

Think of possible solutions for those problems.

What attractions should you include in your town?

What services should be offered?

Is the traffic a problem in your city? What changes should be done?

Mini project

Present your project to the class and enjoy it!