

Cuaderno de trabajo para el aula de 1^{er} año de Inglés de Educación Secundaria



Dirección General de Cultura y Educación

Programa de Educación Plurilingüe e Intercultural

Provincia de Buenos Aires

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Presentación

Este cuadernillo para el aula de inglés de 1^{er} año de inglés de Educación Secundaria intenta dar cuenta de la importancia de las lenguas en nuestro sistema educativo. Hoy sabemos que el uso flexible de lenguas resulta un recurso fundamental para constituirnos en ciudadanos activos. Conocer lenguas posibilita mayores niveles de participación a nivel local e internacional en tanto las mismas habilitan a un ciudadano a interactuar en contextos diversos sobre una multiplicidad de temas de interés para las sociedades contemporáneas. Es por ello fundamental alentar a los jóvenes para que logren una mayor comprensión e interacción dentro y fuera de sus comunidades etnolingüísticas a través de prácticas comunicativas con lenguas diversas.

Las unidades de este cuadernillo, en coherencia con nuestra normativa curricular, atienden a mostrar variados aspectos de la identidad de los seres humanos en un mundo global caracterizado por la diversidad, una diversidad que se expresa en el uso de lenguas que hacemos los seres humanos. Por otra parte, las unidades tocan temáticas de interés para los jóvenes de nuestras escuelas, permitiendo analizar en la clase de la escuela secundaria la forma en que los seres humanos nos miramos a nosotros y a otros; las formas en que nos vinculamos e interactuamos para múltiples propósitos usando lenguas; las formas en que construimos una identidad dinámica confrontados con estereotipos e ideas naturalizadas sobre el otro y nosotros en pos de una mayor comprensión de nosotros mismos y de nuestro lugar en el contexto regional e internacional. Entendemos que esta interacción, cuando es promovida en los ámbitos educativos, permite el desarrollo de una conciencia intercultural, la cual propicia mejores mecanismos de interacción y participación en las sociedades actuales.

En lo que se refiere al tratamiento de la lengua, las unidades presentan extractos de discurso. Como tales, dichos extractos son exponentes de géneros discursivos diversos, con un fuerte énfasis en aquellos textos orales y escritos que dan cuenta de una diversidad de voces y miradas sobre un mismo tema. El abordaje de dichos extractos atiende a que los alumnos de las Escuelas Secundarias puedan interpretar y crear significados al apropiarse de prácticas discursivas que les permitan ser mejores comunicadores. Los aspectos discursivos, lexicales y gramaticales sugeridos en las unidades son sólo algunos de los aspectos que los alumnos podrán trabajar en las clases con la mediación del docente, pero no se agotan en las actividades propuestas. Creemos que la experticia de los docentes a cargo de la materia inglés nutrirá la propuesta de este cuadernillo de múltiples formas y la creatividad de nuestros jóvenes al abordar las actividades propuestas servirá de disparador para nuevas y mejores propuestas de trabajo para el aula.

Mg Silvana Barboni
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Introduction



Welcome to Secondary School

1. In Argentina secondary education is a right of all young people. Listen to the students in the picture, what do they say? Why is Secondary School important for them? What topics do they mention? Match.

Sofía	Daniel	Deborah	Enrique	Juana	Nahuel
	friends	future	studies	work	

Why is it important for you?

Use these expressions to help you:

To me,

In my opinion, Secondary Education is... because...

I think,

As I see it,

Secondary Education in numbers

More than one million teenagers go to secondary school in our Province. Secondary Education is now a right for all the teenagers in Argentina but still some young people are not going to school. Unfortunately, this is also happening in other parts of the world.

UNICEF reports say that there are big contrasts in different parts of the world. For example, in Europe more than 90 % of students finish school. In other continents the situation is different. In some parts of Africa only 20% of young people go to secondary school. The situation is worse if you compare boys and girls. In some parts of the world they do not consider education important for a girl. For example, in Yemen, every 100 boys going to school there are only 41 girls in the same situation.

Secondary Education is a right. Secondary Education is essential for individual children to achieve their full potential, and for nations to advance in social and economic development. But only 60 per cent of teenagers attend secondary school in the world today!

2. Read the text. Find information about:

- the situation in Argentina.
- comparisons in different continents.
- differences between girls and boys.
- why secondary education is important.

3. About you:

- What do you like about secondary school?
- What's your favourite subject?
- Who's your favourite teacher?
- In your family, did anyone else study at secondary school?

4. Listen to these students talking about their course. Complete the chart:

Name	Course	Students in the course	Favourite subject
Daniel	1 st year	10 boys and 15 girls	P.E.
Juana			
Deborah			
Enrique			
Sofía			
Nahuel			



Unit 1 Language in Freedom

Pehendu manorã, sapukái marangatu:

"¡Nesãso, nesãso, nesãso!"

Pehendu manorã satãso osunúma.

Pema'ẽ apyka jegua jojaha angaturã.

Ijapyka jegua Porãve oipe'ama

Tetã mini joapykuéra yvygua.

Ha sãso arapygua he'í jey:

Táva guasu argentino hesãi.

Táva guasu argentino hesãi.

Ha sãso arapygua he'í jey:

Táva guasu argentino hesãi.

Ani opa ajuikuéra

Jahupyty va'ekue oñondive.

Jahupyty va'ekue oñondive.

Ñane akãngora terakuãre jaikove

Térã ñañeme'ẽ ñamano peve.

Térã ñañeme'ẽ ñamano peve.

Térã ñañeme'ẽ ñamano peve.



Argentinian National Anthem in Guarani

(You can listen to the audio of this version of our anthem at the following web site:

<http://heraldicaargentina.com.ar/2-HimnoNacionalArgentino.htm>)

Part 1: The anthem... remixed?**An Argentine teenage band sings the national anthem... in English!!!**

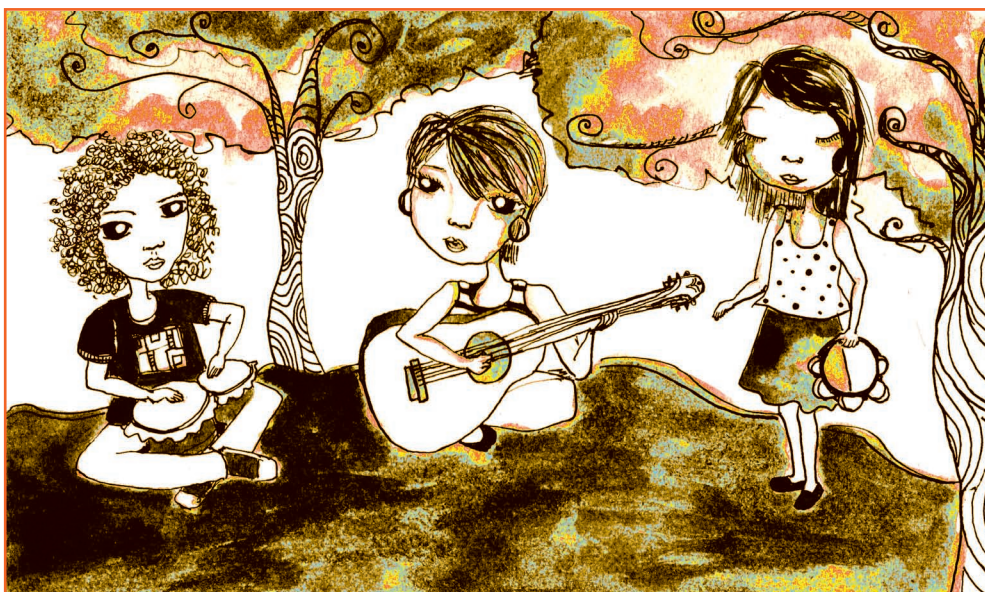
Daily Express | Thursday, 21 st June 2012 : 11:39

Three Argentine teenagers (ages 11, 12 and 14) from Cordoba play a strange version of the Argentine national anthem, it is in English. The band is a rock trio composed of Mily, Renata and Franco, 14, 12 and 11 years respectively. The very young team members rock the anthem, they sing it in English, and they even mix it with other songs.

Since Charly Garcia's version of the National Anthem in times of Argentine rock development, a lot of water passed under the bridge. But these kids are happy to go a step further, and they sing it in English following a trend among young Argentine bands: to sing some of their songs in English.

"The purpose of this recording is to demonstrate the world that our national anthem is a beautiful song and we want to make it known. We need to use English because English is considered an international language. If we sing it in English, people from all over the world will listen to it and understand the message in the song and enjoy its music and beauty."

Some people think it is not a good idea to sing our anthem in English. They say that language is important as a symbol of identity but is Spanish the only language that represents us in plurilingual Argentina? Some other people also say that creativity cannot be censored and thus, we cannot censor artists for their productions. Then, why not listen to the English version of the anthem and draw your own conclusions?



Hear, mortals, the sacred cry:
"Freedom! Freedom! Freedom!"
Hear the noise of broken chains,
see the noble Equality enthroned.

For their most honourable throne has been opened
By the United Provinces of the South.
And the free ones of the world reply:
"To the great Argentine people, hail!"
"To the great Argentine people, hail!"
And the free ones of the world reply:

"To the great Argentine people, hail!"
 And the free ones of the world reply:
 "To the great Argentine people, hail!"

May the laurels be eternal,
 that we knew how to win.
 Let us live crowned with glory...
 or swear to die gloriously!

a. Find in the text information about:

- the band.
- the band's ideas on the English version of the anthem.
- people's ideas on the band's version of the anthem.

b. Your own opinion:

I. Do you like listening to the anthem in other languages and versions? Why? Why not?

II. Why is it important for aboriginal communities to listen to the anthem in their own language?

III. Why do you think a national song is so important for a country?

IV. Do you like the lyrics of our national anthem? Do you think it shows Argentina's identity and history?

V. Find out about other national anthems of countries in Latin America. Are there any similarities with our national anthem?

Part 2: Symbols of national identity.

a. What is a national emblem?

A **national emblem** is a symbol that represents a nation. Most national emblems originate in the natural world, such as animals or birds, but other objects can also constitute emblems such as the national flag, the coat of arms, or other patriotic materials. A national emblem is not necessarily a famous object or landmark. For example, the obelisc is not a national emblem. Among the national emblems you can find the national colour, the national coat of arms, the national flag, the national flower, the national bird and the national anthem.

1. The flag of our country and our province are emblems. How do they represent the natural world? What is their meaning? What objects can you identify?

2. How much do you know about our national symbols? Answer the questions and explain why they were chosen.

What is Argentina's motto?

What are Argentina's national colours?

What is Argentina's national bird?

What is Argentina's national flower?

b. What is in a name?

The name Argentina comes from the Latin term “argentum”, which means silver. The origin of this name goes back to the first expeditions of the Spanish to Río de la Plata. Historians say that Juan Díaz de Solís found indigenous people in the region. These indigenous people gave silver objects as presents to the Spanish conquerors. This is why the Spanish started thinking that this was a land rich in silver. At that time people started talking about the legendary Sierra del Plata - a mountain rich in silver - and the news on the mountain reached Spain around 1524. As from that time, the Portuguese named the river of Solís, Río de la Plata (River of Silver). Two years later the Spanish used the same name for the river. The name of our country is said to derive from the name of our river. The National Constitution adopted in 1853 included the name “República Argentina” (Argentine Republic) among the official names to designate the government and the country's territory.

1. Do you think the name of our country is a good one? Does it represent our country? Why?

2. What is the history of the name of your town? Do you know? Why was it given that name? Find out and write an explanation using the example of Argentina.

Projects Bank**Designing patriotic symbols contest:**

Our coat of arms was first designed and used in 1813 with some ideals in mind. Imagine you want to design a new coat of arms which represents our national identity 200 years after the Assembly of Year XIII. Get in groups and decide the following: What symbols would you include? Why? How does it represent our country? Do you think it is appropriate? Once you have some ideas start sketching the coat of arms. You may use the drawing programmes in your computer. When you have finished, present your coat of arms to the rest of the class. Explain your design. You will need the help of your English teacher with any words you may not know. When you have all finished, decorate the class with your coats of arms.

The languages of our national anthem:

Find out different versions of our national anthem and compile them in a CD. These versions can be in different types of music and in different languages. When you have completed the compilation, design a CD cover explaining the content of the CD. Remember it is important to explain the diversity of voices, languages and styles as examples of our national diversity. Give a copy of the CD to the head teacher of the school so that different versions of the national anthem can be used in patriotic ceremonies along the year in the school.

Symbols of identity athenaeum:

Many of the communities living today in our country were not born in our country, they come from foreign lands where they had their own national emblems. Find out about them in groups and then report your findings to the rest of the students in your class. Reflect all together on the similarities and differences you find between different countries. What is common to all? Why do you think?





Unit 2 Being young around the world

SATURDAY, JUNE 20, 1942

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

(Anne Frank, 1947)

Part 1: Teenage years

1. Read the poem about Mr Flack. Complete the factfile.

Mr Flack

Our class has got a student,
His name is Mr Flack,
He wears a silver earring,
His hair is down his back.

He wears a Greenpeace T-shirt,
A cap and faded jeans,
He says he is a vegan,
And lives on runner beans.

He's very kind and friendly,
We know his name is Dave,
He plays guitar in lessons,
And lets the class join in.

Name:

Surname:

Physical appearance:

Clothes:

Eating habits:

Hobbies:

Other interesting information:

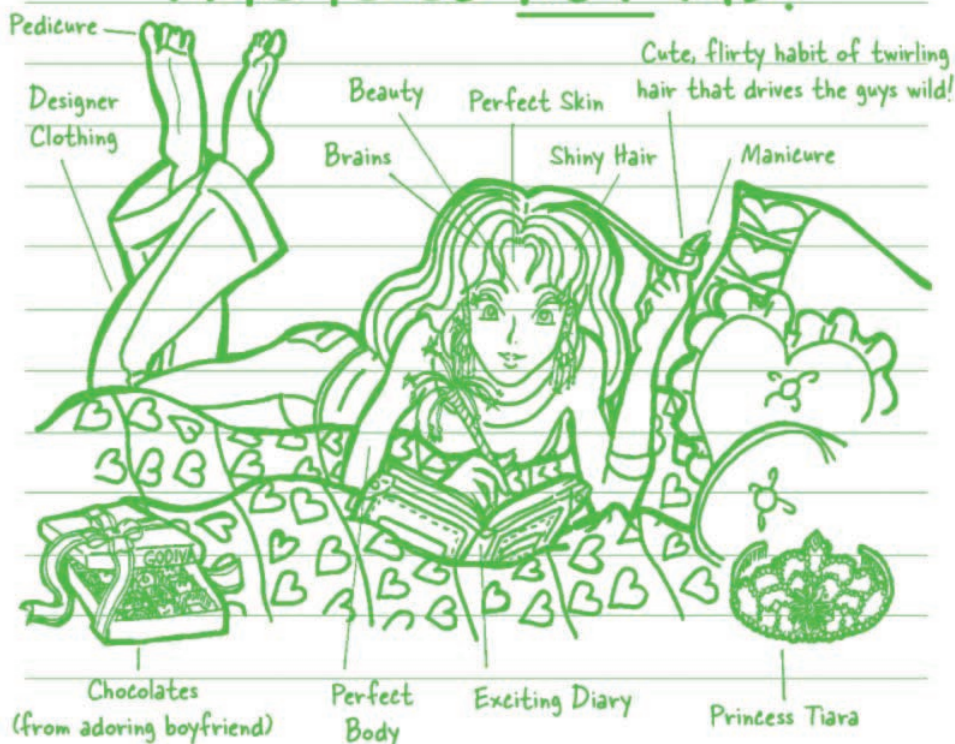
(Adapted from Mr Flack by Tim Hopkins)

2. Make a poem about yourself for other people to read. First think about your factfile. Then use the information to write your poem. You can use the poem in exercise 1 to help you.

3. Read Nikki's diary entry for September 2nd

MONDAY, SEPTEMBER 2

THIS IS SO NOT ME!



All day I wandered around my new school like a zombie in lip gloss. Not a single person bothered to say hi.

THIS IS ME!



MOST OF THE TIME I
FEEL INVISIBLE!

(Extract from: Dork Diaries: Tales from a Not-So-Fabulous Life by Rachel Renee Russell)

- Why is Nikki writing today?
- What is her idea of a perfect teenage life?
- We do not know how Nikki looks. Can you imagine her? What is she like?
- Imagine Nikki's day. Compare it to her idea of an ideal teenage day.

4. About you: Do you keep a diary? What do people write about in their diaries?

Part 2: Parents and us

1. Young people's families. Read the poem "One-to-One" and answer:

- Are there any other family structures in your own context?
- What is your family like? Describe it.

One-to-One by Lynne Taylor

all my friends have
a mum and dad
or mum and stepdad
or dad and stepmum
or mum and her boyfriend
or dad and his girlfriend

I just have a dad
the best friend I've ever had

2. Read this extract from Jeff Kinney's book *Diary of a Wimpy Kid*

Friday

Well, now I've gone and done it.

Last night, after everyone was in bed, I snuck downstairs to listen to Rodrick's CD on the stereo in the family room.

I put Rodrick's new headphones on and cranked up the volume REALLY high. Then I hit "play."



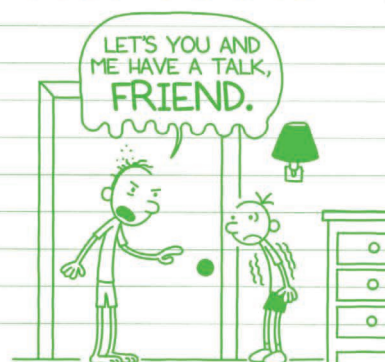
First, let me just say I can definitely understand why they put that "Parental Warning" sticker on the CD.

But I only got to hear about thirty seconds of the first song before I got interrupted.

It turns out I didn't have the headphones plugged into the stereo. So the music was actually coming through the SPEAKERS, not the headphones.



Dad marched me up to my room and shut the door behind him, and then he said—



- What do we know about Greg's family?
- What was special about the CD?
- What was his father's reaction? And Greg's?

2. What happened? Order the events as told by Greg.

- ☐ Greg's Dad was furious.
- ☐ Greg went downstairs secretly.
- ☐ He took his brother's CD to listen to it.
- ☐ He put on the headphones but forgot to plug them into the stereo.
- ☐ Dad ordered Greg to go to his room.
- ☐ The music came from the speakers.
- ☐ Everyone went to bed.

3. Imagine what Dad said to Greg.

4. Greg had problems at home because of technology. Read these two poems by Bruce Lansky. How does technology affect these kids at home? What technology do they use? What do they do? What do their parents think?

Turn Off the TV!

*My father gets quite mad at me;
my mother gets upset—
when they catch me watching
our new television set.*

*My father yells, "Turn that thing off!"
Mom says, "It's time to study."
I'd rather watch my favorite TV show
with my best buddy.*

*I sneak down after homework
and turn the set on low.
But when she sees me watching it,
my mother yells out, "No!"*

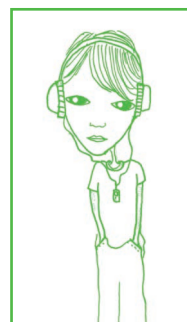
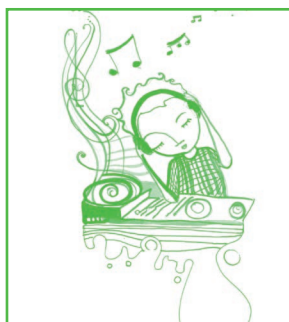
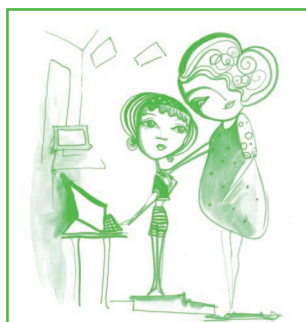
My Sister's Always on the Phone

*My sister's always on the phone.
I never see her study.
She doesn't do her homework,
which is why her grades are cruddy.*

*My sister's always on the phone,
but I don't think that's cool.
My sister is so popular
she's flunking out of school.*

5. What about you. Answer:

- What technology do you use?
- Does technology "interfere" with your studies?
- What do your parents say?



6. Listen to these young people talking about them and their lives. Complete the sentences with the information from the audio.

Daniel is a football fan. Heon the radio at weekends.

Nahuel his father in the shop. He hasn't got much

Juana's hobby is very peculiar. She on empty walls.

Deborah is a In her free time she is all the time at the club.

Enrique is a bit of a loner. He enjoys and drawing

Sofía is all the time using She says she is technology

7. What about you? Interact.

In my free time I enjoy/like/ love...

My favourite free time activity is...

Projects Bank

Young people in my context magazine:

Imagine you are writing a magazine called "Fun time, Free time" about what young people like doing during their free time. Write an article, a comic, a joke, games, or any other text that you think can be included in the magazine. Compile all your texts in the magazine. Make copies of the magazine for all the students in the class.

Literature intervention contest:

With your whole course decide on a book you have read from a living contemporary author and make it into a personal diary format. Choose a memorable moment in the book. Divide yourselves into groups and write down extracts of the same event from the perspective of different characters in their diaries. Remember that it is important to think and write respecting the characters' identities. Compile the extracts in a book and send it to the author of the book.

Turning a diary entry into a play:

Take the diary entries in this unit and develop a play for each. Think about the situation, the characters, how they behave and what they say. Develop a theatre performance for the school on "The lives of young people". Act out the plays in front of other students in your school. You can develop posters, invitations and even reviews on each play for the audience to have.





Unit 3 Hands

These are the Hands

*These are the hands that wave
These are the hands that clap
These are the hands that pray
These are the hands that tap*

*These are the hands that grip
These are the hands that write
These are the hands that paint
These are the hands that fight*

*These are the hands that hug
These are the hands that squeeze
These are the hands that point
These are the hands that tease*

*These are the hands that fix
These are the hands that mend
These are the hands that give
These are the hands that lend*

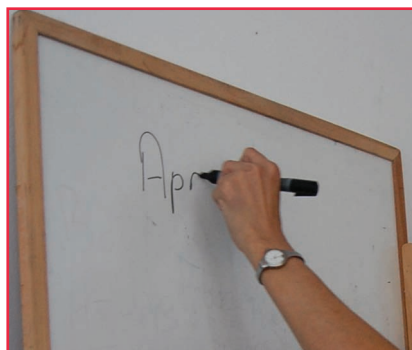
*These are the hands that take
These are the hands that poke
These are the hands that heal
These are the hands that stroke*

*These are the hands that hold
These are the hands that love
These are the hands of mine
That fit me like a glove*

Paul Cookson

Part 1: Hands that work

1. These pictures show people at work in different jobs and professions. What jobs can you recognise? Look at their hands. What do they do with them at work?

**2. About you:**

- What do you want to be when you finish school?
- Why are all jobs important for a society?
- What do the people in your family do?

3. The hands of people I know

Most of us have memories of the hands of people we love and we keep those memories of people's hands for the rest of our lives. Whose hands are special for you? Why? Follow Sara's and Andy's example.



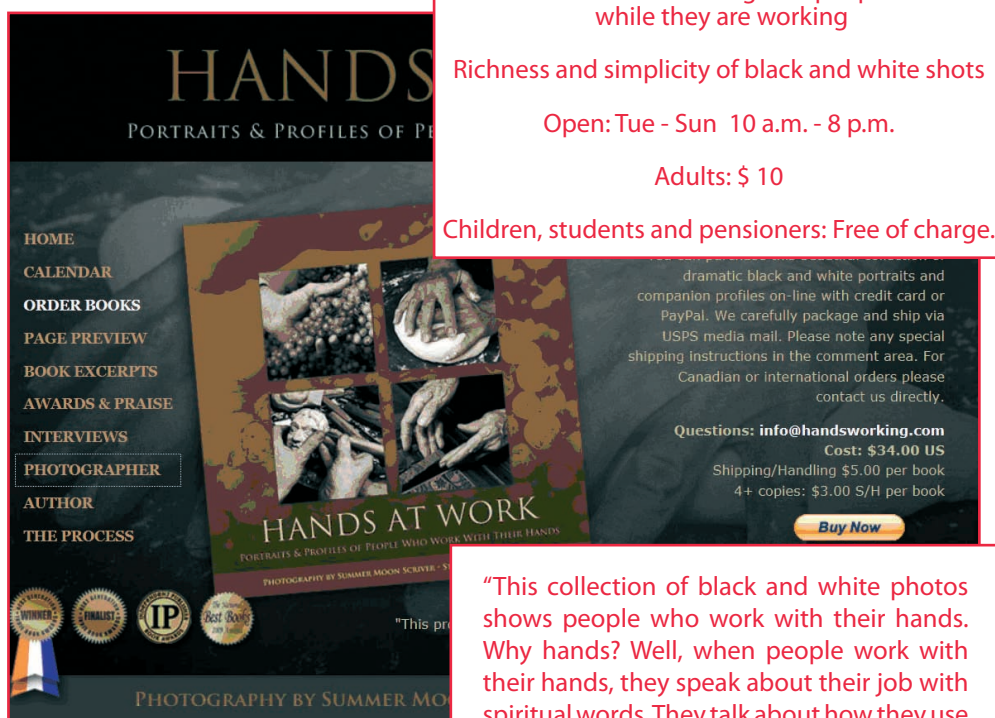
My grandfather's hands are very special to me. They are big and rough. He is a builder and his hands show 50 years of hard work in that job.



My mum's hands are amazing when she cooks. Hands white with flour. She makes pasta herself. My brothers and me watch her round the table making spaghetti for the whole family. She cooks with so much love. I will never forget that.

4. Hands at work. Read the texts about the Project “Hands at work” and decide which text is...

- I. The photographer's comment on the photographic project.
- II. The photographic project's web site.
- III. A notice of an exhibition of the photographic project.



National Photography Gallery
presents
Hands at work
More than 100 artistic images of people's hands while they are working
Richness and simplicity of black and white shots
Open: Tue - Sun 10 a.m. - 8 p.m.
Adults: \$ 10
Children, students and pensioners: Free of charge.

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HANDS AT WORK
PORTRAITS & PROFILES OF PEOPLE WHO WORK WITH THEIR HANDS
PHOTOGRAPHY BY SUMMER MOON SCIVER

PHOTOGRAPHY BY SUMMER MOON SCIVER

(<http://www.handsworking.com/>)

"This collection of black and white photos shows people who work with their hands. Why hands? Well, when people work with their hands, they speak about their job with spiritual words. They talk about how they use their body to create and live. Hands tell you about people in different times and places. Faces are tricky because when you look at a face you tend to think of a stereotype. In contrast, hands are respectful of people's identities, they are true portraits of people."

5. Answer about the texts:

- a. When and where can you see the portraits?
- b. Why does the photographer take pictures of hands and not faces?
- c. How many awards has the photographic collection got?

Part 2: Hands to make friends

1. Read the poems. What can you say about each situation? What is similar? What is different?

***Deaf Donald* by Shel Silverstein**

Deaf Donald met Talkie Sue

B u t  was all he could do.

And Sue said, "Donald, I sure do like you."

B u t  was all he could do.

And Sue asked Donald, "Do you like me too?"

B u t  was all he could do.

"Good-bye then, Donald, I'm leaving you."

B u t  was all he could do.

And she left forever so she never knew

That  means I love you.

***I Can See You Now* by Eric Finney**

*When I first met
My blind friend Grace
She said, "Will you please let me
Touch your face?"*

*I felt her gentle hands
Upon my skin:
She felt my lips and eyebrows
Then my nose and cheeks and chin.*

*Last of all she felt my hair
And gently held my head
Then with a lovely smile:
"I can see you now," she said.*

2. Describe "Talkie Sue" in Silverstein's poem. Compare her to "I" in Finney's poem.

3. Act out the poems.

4. Imagine you are Donald/ Grace. Write down a diary entry for the day. What can he/she say about this event at school?

Song: With my own two hands by Jack Johnson

*Oh I can change the world, with my own two hands
And make it a better place, oh, with my own two hands
And make it a kinder place, with my own two hands
Oh with my own
With my own two hands*

*Oh I can make peace on earth, oh with my own two hands
And I can clean up the earth, with my own two hands
And I can reach out to you, with my own two hands
Oh, with my own
With my own two hands
Oh, with my own
With my own two hands*

*I'm gonna make it a brighter place, oh, with my own two hands
I'm gonna make it a safer place, Oh with my own two hands
I'm gonna help you human race, yes oh with my own two hands
Oh with my own
With my own two hands
Oh with my own
With my own two hands*

*Now I can, I can hold you, oh with my own two hands
And I, and I can comfort you, with my own two hands
But you got, got to use, oh use your own two hands
Use your own, use your own two hands*

(you can listen to this song at: <http://www.youtube.com/watch?v=mRjDBd6tBBY>)

Projects Bank**A photography project:**

A photographic contest at school.

- Take photos of people's hands at work. Choose the one you like most. Give a title to your photo. Write down a small description of the person and the job. Make the text attractive for other people to read. Remember that through your photo and text you can help people reflect.
- Give your photo and text to your teacher for correction. With your teacher's correction edit your work and print it in A4 poster format.
- Develop a photo gallery in the school. Show the photos to the rest of the students and ask them to vote for the best photo and text.

Native Hands:

In Argentina there are examples of aboriginal art showing hands. Find out about them. Where are they? What do they mean? What information have you got about those places? In groups develop a poster on the site(s) to inform your classmates. You can include pictures, maps and photos. Hang your posters in class.

Give them a hand:

Many institutions for the blind need people who can read out and record texts for blind people because not all books are in Braille writing. Contact one of these institutions and offer your help to record a text. It is a great experience to lend your voice to wonderful books and you will help blind people listen to the books they want to read.





Unit 4 Blue treasure

*Water, water, every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.*

(Coleridge, 1797)

Part 1: Observing water sources.

1. Stop and think: Why is this place important for all the people in our province? What do you think? Discuss in class. You may need the help of your natural science teacher to understand the text better.



2. Read the beginning of an interview with Dr Benitez, researcher and biologist working in "Instituto de Limnología Dr Raúl Ringuelet" in the Province of Buenos Aires. Can you describe his job? Is it interesting? What do you think? What activities does he do? Can you imagine?

Interviewer: *Tell us Dr Benitez, what is your job?*

Dr Benitez: *I'm a biologist. I study the waters of our Province and make reports about the condition of our rivers, lakes and ponds.*

Interviewer: *Interesting! Do you travel around the Province?*

Dr Benitez: *Yes, that's right! We visit different parts of the province because this province has a lot of important water streams. We collect water from different water streams in different moments of the year and we look at it with a microscope.*

3. Do you live near a water stream? Do you live near a river or lake? What is it like? What activities do people do around that river or lake? Why is it important for your community?

4. Read the second part of the interview and match the questions with Dr Benitez' answers.



Interviewer: *Why is this important? Why do you do it?*

Interviewer: *What do you look for in the water you collect?*

Interviewer: *Young people are going to read this interview, Dr. What do you think is the most important message you can give?*

Dr Benitez: *Well, we study the composition of water and the micro organisms present in it. I am particularly interested in plankton, a type of organism living in all water. Other people in our Institute study fish, algae, and other creatures.*

Dr Benitez: *Because we can help protect our environment. There is a relationship between water and the protection of our environment. Water is an essential component of it. When there is a problem in our waters, all the environment is affected. For example, in waters near industries or in places where people use pesticides, we can detect dangerous substances and warn the authorities about the consequences for animals, plants and people. Our job is to help protect the natural balance. It is not easy!*

Dr Benitez: *There is a fragile natural balance in our world. Anything we do can break this balance. We can all contribute to keep the balance or to break it. We need to be conscious of the impact. We must think twice! There are two key questions we must ask ourselves. The first one is: "What impact can this have?" and the next question is: "How can I help?". Just by reducing rubbish, for example, we can help a lot to stop water pollution. The toxic substances in rubbish filter through the land and affect the water running under our land.*

5. Read the second part of the interview again and mark down:

- what you consider the most important message Dr Benitez gives in his interview.
- important phrases to help you talk and write about ecology.

Develop a phrase book in your notebook.

6. The same message, different texts. What ideas from the interview can you find in these texts? Explain the connection. Are the texts about breaking or keeping the natural balance?



**DO NOT SWIM IN THE LAKE.
TOXIC SUBSTANCES IN WATER.**

7. Read this text and decide:

a. What type of text is it? Where is it from?

- Informative. It is a science article.
- Descriptive. It is part of an encyclopedia.
- Informative. It is part of a TV documentary.

b. What does the writer want you to think?

- We must stop thinking that there is a lot of water left.
- By using water more wisely, we can make sure there's enough for all living things.
- Some living things can adapt to live without water.

What's the Big Idea About Water

All living things, from tiny cyanobacteria to giant blue whales, need water to survive. Without water, life as we know it cannot exist. And life exists wherever there is water.

All organisms, like animals and plants, use water: salty or fresh, hot or cold, plenty of water or almost no water at all. They are adapted to all kinds of habitats, from sizzling deserts to the freezing, pitch-dark ocean floor. But they all need water.

Water and Life on Earth

Water makes life as we know it possible. Every drop cycles continuously through air, land, and sea, to be used by someone (or something). Water covers 70% of Earth's surface, but only 3% is fresh, and only a fraction of 1 % supports all life on land. Climate change and growing populations are increasing the pressures on that reserve.

Adapted from: <http://www.amnh.org/explore/science-topics/water-and-life-on-earth>

Find in the text expressions that refer to:

- a. different types of water.
- b. different types of animals.

Explain these phrases in your own words:

"from sizzling deserts to the freezing, pitch-dark ocean floor"

"Water makes life as we know it possible"

"increasing the pressures on that reserve"

Part 2: Going green.

a. Read this leaflet. What is the objective of the writer? Is the information important? Is the leaflet effective? Who is it for?

<p>DID YOU KNOW? THIS IS THE WATER WE USE:</p> <ul style="list-style-type: none"> • To flush the toilet: 16-18 litres • To have a 10 minute shower: 200 litres • To wash your clothes in a washing machine: 120 litres • To water plants with a hose: 800 litres an hour 	<p>We all need to reduce the amount of water we use and help save natural water reserves.</p> <p>WHAT CAN YOU DO?</p>	<p>EASY!</p> <ul style="list-style-type: none"> • Turn the tap off when you are cleaning your teeth. • Wash fruit and vegetables in a bowl rather than under a running tap. • Use a washing machine when you have a full load. • Fix any dripping taps. • Water the plants in your garden in the evening.
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b. Turn Dr Benitez' interview into a leaflet to help preserve our water sources. Follow the example in a.

Step 1:

Discuss with your teacher what a leaflet is like.

Step 2:

Then, decide the following:

Who is your leaflet for? Other young people in your school? The community around your school?

What information can you include? Make a list of important ideas.

How can you organise these ideas to make your leaflet interesting?

What pictures are you going to include?

Step 3:

Develop a draft of your leaflet and give a copy to your teacher for correction. Finally, develop the corrected version of your leaflet.

Step 4:

Distribute copies of your leaflet.

c. ***"We forget that the water cycle and the life cycle are one."***
"People protect what they love."

Jacques Yves Cousteau

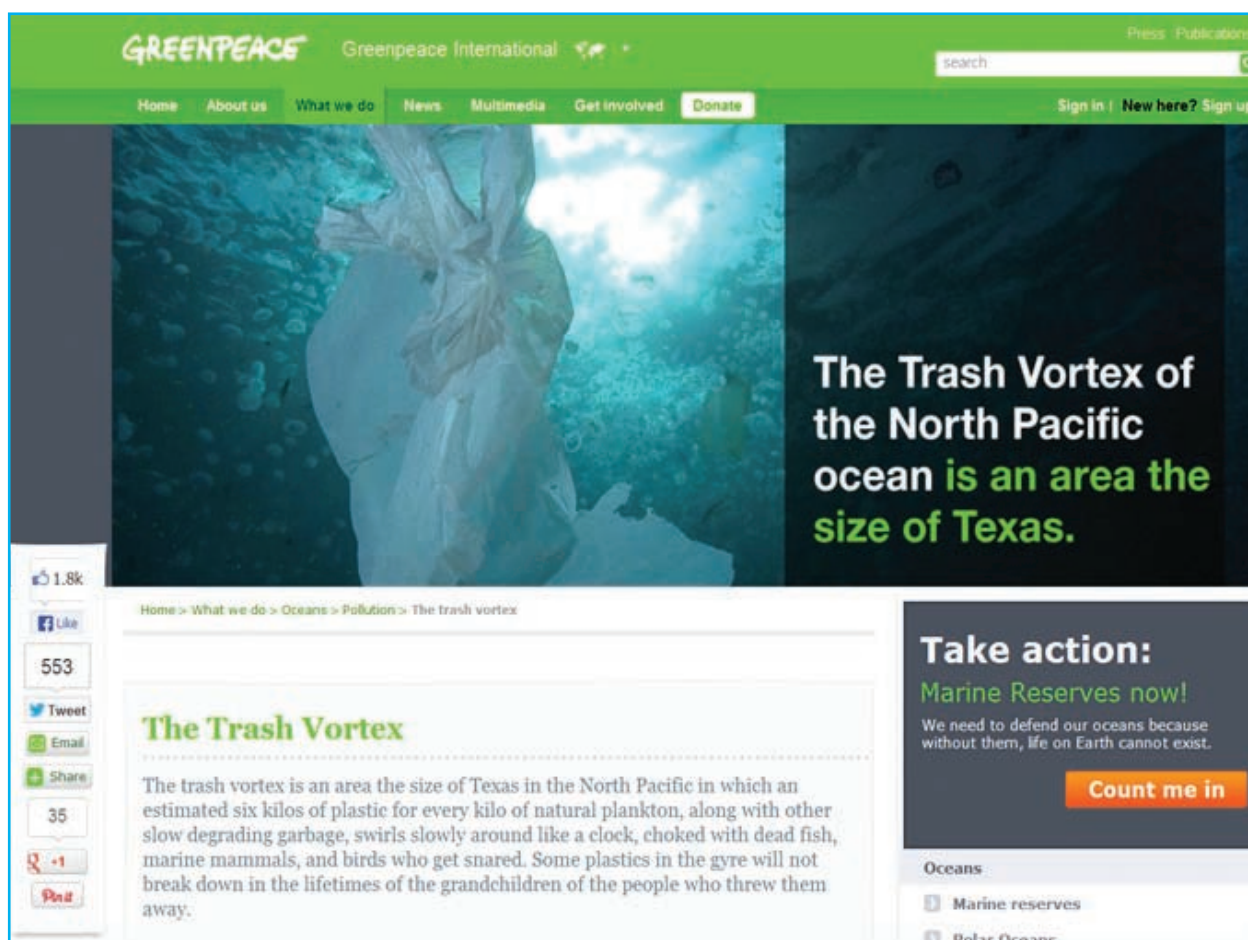
Look at the internet screen from Greenpeace link below:

What does the photo show?

What is the "Trash Vortex"? Is it big?

Is there any message in the screen similar to Jacques Cousteau's quotes?

Visit the site and look at the pictures of the "Trash Vortex"



<http://www.greenpeace.org/international/en/campaigns/oceans/pollution/trash-vortex/>

Chemical sponge

There is a sinister twist to all this as well. The plastics can act as a sort of “chemical sponge”. They can concentrate many of the most damaging of the pollutants found in the world's oceans: the persistent organic pollutants (POPs). So any animal eating these pieces of plastic debris will also be taking in highly toxic pollutants.

The North Pacific gyre is one of five major ocean gyres and it is possible that this Trash Vortex problem is one which is present in other oceans as well. The Sargasso Sea is a well known slow circulation area in the Atlantic, and research there has also demonstrated high concentrations of plastic particles present in the water.



©Greenpeace / Alex Hofford

Use a dictionary or an encyclopedia to help you.

Ocean Gyre What is it?

POP What does it mean?

Sargasso Sea Where is it?

Describe the photo. What is the purpose of the photographer? What does the photo really mean? Think of the implicit message.

According to the text, what is the problem with plastic particles in the ocean? There are some explicit and implicit cause - consequence relationships. What are they? Use *because* and *so* to make your sentences.

Destruction of sea waters and sea life occurs.
 People throw plastic into the ocean.
 Sea animals eat toxic substances with plastic.
 Plastic concentrates in low circulation waters in the oceans.
 Sea animals get trapped in the Trash Vortex
 Plastic concentrates toxic substances.
 Sea animals have toxic substances in their bodies.

There is are many possibilities here but there is always a first cause and a last consequence. What are they?

Projects Bank

**Ask to know:**

Visit "Instituto de Limnología Dr. Raúl Ringuelet" web site at: www.ilpla.edu.ar. Find out about the interesting projects they carry out. Contact the scientists working at the Institute and ask them to visit your school to talk about their projects. Think of the questions you would like to ask them.

Water protection projects:

Find out about water pollution problems in your district. Develop a campaign in your school to make other students aware of the problem. Design posters, leaflets, notices. Think about suggestions you can give to help solve some of the problems and make people think twice.

Treasuring water reserves:

Investigate the water reserves present in our country (rivers, lakes, glaciers). Choose one that you are interested in and develop a presentation for your classmates of approximately 5 minutes. Tell them all the information you think is necessary to make know the place and be conscious of the importance of water reserves. You can use posters, maps, power point, photos, graphs or any other resource you consider useful. To develop your presentation organise your ideas in a clear way, following a logical order. Give important detail using clear sentences. Ask your teacher any words you may not know. Practice at home before family or friends. When you are giving your presentation, remember to speak in a clear voice and use appropriate intonation to make your audience interested.

Assess your English learning.**Now I can...**

- read and understand informative texts.
- search internet and understand links in English.
- listen and understand words in songs in English.
- talk about my life and free time activities.
- narrate what I usually do and refer to a past event.
- listen and understand when people talk about their lives.
- read and enjoy poems.
- give my opinion on topics I am interested in.
- describe myself and other people.
- compare and report similarities and differences.
- write posters, leaflets and short articles.
- make projects and communicate ideas in English.

What else can you do?**What would you like to be able to do?**

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