

INGLÉS PARA EL NIVEL SECUNDARIO

(material de trabajo en el aula)

BRIDGING THE GAP BETWEEN SECONDARY SCHOOL AND UNIVERSITY

M. Paula ASSIS (Coordinadora), Ariel A. OGIAN y M. Jimena de SANDE

PRODUCCIÓN DE MATERIAL EDUCATIVO

PROGRAMA NEXOS:
ARTICULACIÓN Y COOPERACIÓN EDUCATIVA -
SECRETARÍA DE POLÍTICAS UNIVERSITARIAS

SECRETARÍA ACADÉMICA
2020



**UNIVERSIDAD
NACIONAL
DE MORENO**



UNIVERSIDAD NACIONAL DE MORENO

Rector

Hugo O. ANDRADE

Vicerrector

Manuel L. GÓMEZ

SECRETARIAS RECTORADO

Secretaría Académica

Roxana S. CARELLI

Secretaría de Investigación, Vinculación Tecnológica y Relaciones Internacionales

Adriana M. del H. SÁNCHEZ

Secretario de Extensión Universitaria

Esteban SANCHEZ a/c

Secretaría de Administración

Graciela C. HAGE

Secretario Legal y Técnico

E. CONY

Secretario General

CONSEJO SUPERIOR

Autoridades

Hugo O. ANDRADE

Manuel L. GÓMEZ

M. Liliana TARAMASSO

Pablo A. TAVILLA

Roberto C. MARAFIOTI

Consejeros

Claustro docente:

Adriana A. M. SPERANZA

Adriana M. del H. SÁNCHEZ (s)

Juana T. FERREYRO (s)

Andrés F. MOLTONI (s)

Claustro estudiantil

Facundo E. DE JESÚS

Patricia M. ROMANO

Claustro no docente

C. Fabian DADDARIO

Secretario ad-hoc

Esteban SANCHEZ

INGLÉS PARA EL NIVEL SECUNDARIO

(Material de trabajo en el aula)

Bridging the gap between Secondary School and University

M. Paula ASSIS (Coordinadora), Ariel A. OGIAN y M. Jimena de SANDE

Responsable:

Secretaría Académica (UNM)

Participantes:

Escuela de Educación Secundaria N° 2 del partido de Moreno

Escuela de Educación Secundaria N° 3 del partido de Moreno

Escuela de Educación Secundaria N° 10 del partido de Moreno

Escuela de Educación Secundaria N° 14 del partido de Moreno

Escuela de Educación Secundaria N° 16 del partido de Moreno

Escuela de Educación Secundaria N° 21 del partido de Moreno

Escuela de Educación Secundaria N° 39 del partido de Moreno

Escuela de Educación Secundaria N° 46 del partido de Moreno

Escuela Dalmasio Vélez Sarsfield del partido de Moreno

Proyecto PA-UNM-01-2017: Proyecto Nexos de articulación educativa entre la UNM y la Escuela Secundaria - Región Educativa 9, provincia de Buenos Aires
(Producción de materiales para Inglés)

PROGRAMA NEXOS: ARTICULACIÓN Y COOPERACIÓN EDUCATIVA
SECRETARÍA DE POLÍTICAS UNIVERSITARIAS

CONVOCATORIA 2017

LÍNEA: INNOVACIÓN EDUCATIVA: PRODUCCIÓN DE MATERIAL EDUCATIVO

**DEPARTAMENTO DE CIENCIAS APLICADAS
Y TECNOLOGÍA**

Directora - Decana
M. Liliana TARAMASSO a/c

Ingeniería en Electrónica
Coordinador - Vicedecano
Gabriel F.C. VENTURINO

Licenciatura en Gestión Ambiental
Coordinadora-Vicedecana
M. Beatriz ARIAS a/c

Arquitectura
Coordinador - Vicedecano
Daniel E. ECHEVERRY a/c

Licenciatura en Biotecnología
Coordinador - Vicedecano
Fernando C. RAIBENBERG

**DEPARTAMENTO DE ECONOMÍA
Y ADMINISTRACIÓN**

Director - Decano
Pablo A. TAVILLA

Licenciatura en Relaciones del Trabajo
Coordinadora - Vicedecana
Sandra M. PÉREZ

Licenciatura en Administración
Coordinador - Vicedecano
Marcelo A. MONZÓN

Licenciatura en Economía
Coordinador - Vicedecano
Alejandro L. ROBBA

Contador Público Nacional
Coordinador - Vicedecano
Alejandro A. OTERO

**DEPARTAMENTO DE HUMANIDADES
Y CIENCIAS SOCIALES**

Director - Decano
Roberto C. MARAFIOTI

Licenciatura en Comunicación Social
Coordinadora - Vicedecana
Adriana A. M. SPERANZA

Licenciatura en Trabajo Social
Coordinadora - Vicedecana
M. Patricia JORGE a/c

Área de Educación
Coordinadora-Vicedecana
Lucía ROMERO

INGLÉS PARA EL NIVEL SECUNDARIO

(Material de trabajo en el aula)

Bridging the gap between Secondary School and University

Compiladores:

M. Paula ASSIS (Coordinadora), Ariel A. OGIAN y M. Jimena de SANDE

Equipo de trabajo:

ALMANDOZ, Alicia G.; ALMANDOZ, Patricia, N.; COZZITORTI, M. Eugenia;
DEODATI, Marina P.; GARABITO, M. Florencia; GUTMAN, Gladys L.; PIGONI, Aida
B.; REYES, Victoria C.; RODRIGUEZ, Soledad N; ZUCO, Blanca.

Proyecto PA-UNM-01-2017: Proyecto Nexos de articulación educativa entre la UNM y la
Escuela Secundaria - Región Educativa 9, provincia de Buenos Aires (Producción de
materiales para Inglés) (aprobado por Resolución APN-SPU N° 5.130/17)

PROGRAMA NEXOS: ARTICULACIÓN Y COOPERACIÓN EDUCATIVA-SECRETARIA DE
POLÍTICAS UNIVERSITARIAS

CONVOCATORIA 2017

LÍNEA: INNOVACIÓN EDUCATIVA: PRODUCCIÓN DE MATERIAL EDUCATIVO

Inglés para el nivel secundario : Bridging the gap between Secondary School and University / María Paula Assis... [et al.] ; compilado por María Paula Assis ; Ariel Ogian ; Jimena de Sande. - 1a ed. - Moreno : UNM Editora, 2020.
Libro digital, PDF - (Biblioteca Coprun / Didáctica del nivel secundario)

Archivo Digital: online
ISBN 978-987-782-034-8

1. Inglés. 2. Enseñanza de Lenguas Extranjeras. 3. Educación Secundaria. I. Assis, María Paula, comp. II. Ogian, Ariel, comp. III. Sande, Jimena de, comp.
CDD 420.712

Colección: Cuadernos de Cátedra
Directora: Roxana S. CARELLI

Colección: Biblioteca COPRUN
Directora: M. Lorena DEMITRIO

Serie: Didáctica del Nivel Secundario

1a. Edición © UNM Editora, 2020.
Av. Bartolomé Mitre N.º 1891, Moreno (B1744OHC),
Prov. de Buenos Aires, Argentina
(+54 237) 466-1529/4530/7186
(+54 237) 488-3147/3151/3473
(+54 237) 425-1619/1786
(+54 237) 460-1309
(+54 237) 462-8629
Interno: 154
unmeditora@unm.edu.ar
<http://www.unm.edu.ar/editora>
<https://www.facebook.com/unmeditora/>

ISBN (edición digital): 978-987-782-034-8

Disponible en: <http://www.unm.edu.ar/index.php/unm-virtual/biblioteca-digital>

Las producciones en formato digital de la UNM se encuentran disponibles en el REPOSITORIO DIGITAL INSTITUCIONAL de ACCESO ABIERTO (Ley N.º 26.899) de la UNIVERSIDAD NACIONAL DE MORENO (UNM), aprobado por la Res. UNM-R N.º 468/13 -ratificada por la Res. UNM-CS N.º 98/14 (<http://repositorio.unm.edu.ar:8080/is-pui/>), incorporado al Sistema Nacional de Repositorios Digitales (SNRD) dependiente de la Secretaría de Gobierno de Ciencia, Tecnología e Innovación Productiva de la Nación.

Las ediciones electrónicas (E-Book) de UNM Editora de distribución gratuita pueden descargarse desde la página web de la editorial: <http://www.unmeditora.unm.edu.ar/>, en formato pdf

La reproducción total o parcial de los contenidos publicados en esta obra está autorizada a condición de mencionarla expresamente como fuente, incluyendo el título completo del artículo correspondiente y el nombre de sus autores.

UNM Editora

Comité editorial

Miembros ejecutivos:

Roxana S. CARELLI (presidente)
Adriana M. del H. SÁNCHEZ
M. Liliana TARAMASSO
Pablo A. TAVILLA
Roberto C. MARAFIOTI
L. Osvaldo GIRARDIN
Pablo E. COLL
Juan A. VIGO DEANDREIS
Florencia MEDICI
Adriana A. M. SPERANZA
María de los Á. MARTINI

Miembros honorarios:

Hugo O. ANDRADE
Manuel L. GÓMEZ

Departamento de Asuntos Editoriales:

Pablo N. PENELA a/c

Área Arte y Diseño:

Sebastián D. HERMOSA ACUÑA

Área Servicios Gráficos:

Damián Oscar FUENTES

Área Supervisión y Corrección:

Gisela COGO

Área Comercialización y Distribución:

Hugo R. GALIANO

Área Legal:

Martín O. MONEA

Diagramación:

Ja! Design de Josefina DARRIBA

MATERIAL DE DISTRIBUCIÓN GRATUITA

Proyecto PA-UNM-01-2017: Proyecto Nexos de articulación educativa entre la UNM y la Escuela Secundaria - Región Educativa 9, provincia de Buenos Aires¹

Responsable:

Secretaría Académica (UNM)

Participantes:

Escuela de Educación Secundaria N° 2 del partido de Moreno
Escuela de Educación Secundaria N° 3 del partido de Moreno
Escuela de Educación Secundaria N° 10 del partido de Moreno
Escuela de Educación Secundaria N° 14 del partido de Moreno
Escuela de Educación Secundaria N° 16 del partido de Moreno
Escuela de Educación Secundaria N° 21 del partido de Moreno
Escuela de Educación Secundaria N° 39 del partido de Moreno
Escuela de Educación Secundaria N° 46 del partido de Moreno
Escuela Dalmasio Velez Sarsfield del partido de Moreno

Equipo de trabajo Proyecto Nexos:

Director General: Roxana S. CARELLI (UNM)

Equipo Responsable (UNM): M. Lorena DEMITRIO; M. Cecile DU MORTIER PODESTÁ; Noelia A. RODRIGUEZ GARCÍA; M. Paula ASSIS; M. Florencia GOSPARINI; Lucia ROMERO

Equipo Responsable (jurisdicción provincial): Carla CECCHI; Marcelo BAZÁN; Carlos MARCOS; Horacio J. DE LALAMA

¹ El Proyecto fue aprobado por Resolución APN-SPU N° 5.130/17, en el marco de la Convocatoria 2017 de Proyectos de Articulación Universidad-Escuela Secundaria del Programa Nexos: Articulación y Cooperación Educativa, creado por Resolución APN-SPU N° 3.117/17 y dependiente de la Secretaría de Políticas Universitarias de la Nación.

Presentación

Desde su creación en 2010, la Universidad Nacional de Moreno, desarrolla una estrategia de articulación y vinculación con las escuelas secundarias del distrito, con el objeto de favorecer y facilitar el tránsito de los y las estudiantes de la escuela secundaria a la Universidad. Se realizan actividades, tales como: visitas de jóvenes a la UNM, talleres de orientación y de difusión de la oferta académica, clases conjuntas, encuentros entre docentes del nivel secundario, del curso de ingreso y de carreras de grado, tutorías, desarrollo conjunto de investigaciones, ferias de ciencias y tecnologías, elaboración de materiales, intercambio de experiencias de enseñanza entre ambos niveles, etc.

El ahora Ministerio de Educación ha fortalecido estas acciones de diversas maneras a lo largo del tiempo, entre 2017 y 2019, por medio del Programa NEXOS. En este marco, el vínculo que ya se había comenzado a construir entre los y las docentes del nivel secundario y los profesores y las profesoras del área de Inglés de la Universidad, cobró un nuevo impulso y comenzó a gestarse la idea de, además de intercambiar y armonizar experiencias y metodologías de trabajo, generar un material que pudiera ser utilizado en la enseñanza del idioma en ambos niveles, desde un enfoque compartido.

Así, del trabajo conjunto entre los y las docentes de Instituciones del Nivel Secundario de Moreno y de la Universidad Nacional de Moreno, nació el presente cuadernillo, que esperamos sea el primero de muchos y que está conformado por secuencias didácticas diseñadas especialmente para trabajar en el marco de un 6to año del Nivel Secundario y como material de apoyo para estudiantes del nivel I de inglés de la UNM de las carreras vinculadas al proyecto.

Es necesario resaltar el trabajo realizado por María Paula Assis, responsable del área de Idiomas de la UNM, en la coordinación de las actividades vinculadas a la articulación con la secundaria en el área de inglés y, en particular, a la confección de este material. Lo mismo, destacar la tarea de todos y todas y de cada uno y de cada una de los y las docentes de ambos niveles que participaron en la elaboración de las secuencias didácticas.

Por su parte, señalar el rol de apoyo y asistencia de la Dirección de Articulación, Orientación e Ingreso de la UNM, especialmente de su Directora, Lorena Demitrio y de Noelia Rodríguez García, quien participó activamente en el seguimiento del proyecto.

Finalmente, queremos destacar el compromiso de la Dirección General de Educación y Cultura de la Provincia de Buenos Aires y de la Jefatura de la Región 9, que intervinieron tanto en la elaboración del proyecto Nexos como en la ejecución y convocatoria a las escuelas del territorio. Asimismo, agradecer a las escuelas y sus directivos que autorizaron a sus docentes a participar y asistir a las reuniones.

Apostamos a que este material sea de utilidad no solo para aquellas instituciones que estuvieron directamente involucradas en su elaboración, sino también para otras escuelas del distrito y la región. Entendemos que esta herramienta, así como las demás actividades conjuntas, contribuirá a acortar las distancias entre instituciones, profesores y profesoras, alumnos y alumnas de ambos niveles y a fortalecer el sistema educativo, privilegiando la inclusión y la igualdad de oportunidades.

Roxana CARELLI Secretaria Académica UNM

Introducción

Tanto la Ley Nacional de Educación N° 24.195 como la Ley de Educación de la Provincia de Buenos Aires tienen como propósito principal formar a los y las estudiantes para continuar con sus estudios en el nivel superior, a fin de que se incorporen exitosamente al ámbito del trabajo y, a su vez, desarrollen competencias para insertarse en el mundo globalizado y cambiante en el que vivimos.

Los documentos curriculares del nivel secundario de la provincia (Dirección General de Cultura y Educación, 2008) abogan por fomentar el pensamiento crítico de los alumnos y las alumnas a través de tareas significativas y temas relacionados con la realidad en la que viven. En el área de inglés, se adopta el enfoque AICLE (Aprendizaje integrado de contenido y lengua extranjera)¹, en el cual la lengua extranjera permite alcanzar otros conocimientos conceptuales que implican un aporte en la formación del alumno y de la alumna respecto de la orientación en la cual cursan sus estudios.

Dicho abordaje es similar al que se utiliza en la Universidad Nacional de Moreno, lo cual implica similitud y concordancia entre los programas de inglés de esta casa de altos estudios y el diseño curricular de 6to año de la escuela secundaria, hecho que quedó en evidencia a partir de los intercambios entre docentes de ambos niveles.

Atendiendo a este enfoque, se elaboraron secuencias didácticas diseñadas especialmente para articular los contenidos y objetivos planteados desde el marco de un aprendizaje significativo y un pensamiento crítico con el nivel de lengua requerida en el nivel universitario. Las mismas fueron desarrolladas en el trabajo conjunto entre docentes de escuelas secundarias de Moreno de las modalidades de Ciencias Naturales y Ciencias Sociales junto a docentes de la Universidad Nacional de Moreno.

Para cada una de las modalidades, *Natural Sciences* y *Social Sciences*, se crearon cinco secuencias didácticas. Las mismas apuntan a articular de manera horizontal temas específicos de la materia Inglés con asignaturas de la modalidad como Filosofía, Trabajo y Ciudadanía, Historia y Proyectos de Investigación, en el caso de Ciencias Sociales, Ambiente, Desarrollo y Sociedad, Biología Genética y Sociedad, Biología y Educación para la Salud; en Ciencias Naturales. Los temas escogidos atendieron a los intereses manifestados por los alumnos y las alumnas y se relacionan con varias de las carreras que se dictan en la UNM. Los temas de *Natural Sciences* con la Licenciatura en Gestión Ambiental y la Licenciatura en Biotecnología. Los contenidos de *Social Sciences* con las siguientes carreras: Licenciatura en Administración, Licenciatura en Relaciones del Trabajo, Contador Público Nacional, Licenciatura en Economía, Licenciatura en Trabajo Social y Licenciatura en Comunicación Social.

La propuesta favorece la articulación escuela secundaria-universidad, familiarizando a los estudiantes con nuevos recursos didácticos, de utilización frecuente en el nivel superior. Si bien cada secuencia aborda una temática textual diferente, en todos los casos se plantea la utilización de estrategias de comprensión lectora con determinadas actividades que apuntan a favorecer y guiar esa comprensión. La ejercitación también propone el reconocimiento de exponentes lingüísticos que predominan en cada texto. Asimismo, en cada secuencia se concluye con un proyecto en el cual poner en práctica parte de lo aprendido en esa instancia.

A continuación se describe el desarrollo de varias de las secuencias didácticas que incluye este ejemplar.

1 Diseño curricular para la educación secundaria, Dirección General de Cultura y Educación, Pcia. De Bs. As. http://servicios.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/secundaria/sextomaterias%20comunes/ingles_6.pdf (accessed 8 August 2019)

Desarrollo de las secuencias

En la secuencia didáctica “*Unpaid Care Work: Bridging the gap?*” correspondiente a la modalidad de Ciencias Sociales se propone una actividad de lectura donde se realiza un primer acercamiento al texto científico académico (género discursivo propio del nivel universitario): la lectura de un resumen o *abstract*. Aun así, se considera importante que los alumnos y las alumnas tengan acceso al texto completo para analizarlo junto con el o la docente a través de estrategias de lectura (*scanning/ skimming*).

En la secuencia didáctica “*A Road to Truth*” se presentan los contenidos de la materia Inglés y Filosofía como un todo organizado en torno a la formulación de preguntas y a la problematización. Es mediante el desarrollo de habilidades lingüísticas y estrategias propias del análisis textual que los saberes sustantivos promueven el desarrollo de la crítica y del cuestionamiento necesario para el análisis de la realidad. La Alegoría de la Caverna de Platón explica el conocimiento como creencia verdadera basado en la contemplación de la realidad y su justificación en términos de verdad. Los recursos empleados para tal fin son textos reales significativos para el análisis y cortos audiovisuales.

En la secuencia didáctica “*Memory: Argentina’s Dirty War*” se realiza una aproximación a un período trágico de la historia argentina -la dictadura militar iniciada en 1976- que permite reflexionar sobre sus consecuencias y su impacto sobre generaciones presentes y futuras. Los recursos empleados para tal fin son textos y videos. En cuanto a los contenidos gramaticales del inglés, se hace foco en el reporte indirecto y en el vocabulario específico.

En la secuencia didáctica “*The Many Faces of Migration*” se presentan los contenidos de la materia Inglés con Geografía y Proyectos de Investigación en Ciencias Sociales. Desde sus orígenes el ser humano ha migrado. En la actualidad, globalmente y como consecuencia de factores políticos, socioeconómicos, culturales, climáticos y/o ambientales existen poblaciones que pasan a ser migrantes en forma voluntaria o forzada, desplazados internos, solicitantes de asilo o refugiados. A través del conocimiento de estas realidades, se promueve su análisis, vinculación con experiencias personales y el pensamiento analítico. Los recursos utilizados son textos auténticos, videos y mapas.

La secuencia didáctica “*Gender Equality*” ofrece los contenidos de la materia Inglés con una selección exhaustiva de contenidos curriculares de Trabajo y Ciudadanía e Historia en la orientación Sociales. El material escogido permite profundizar sobre la desigualdad de género, promoviendo el análisis, la reflexión y la toma de conciencia sobre dicha problemática. Los recursos utilizados son imágenes, videos y un discurso ante las Naciones Unidas.

En las secuencias didácticas “*River Pollution*” y “*Mining in Argentina*” correspondientes a la modalidad Ciencias Naturales se presentan los casos de contaminación severa de la cuenca Matanza- Riachuelo y problemáticas económicas, sociales y medioambientales de las industrias extractivas. Se promueven las estrategias de lectura que incluyen la identificación de la intención del autor. Se abordan distintos temas gramaticales desde una perspectiva textual. Asimismo, mediante videos y campañas, se propone fomentar la discusión y el intercambio en el alumnado. Se sugieren actividades de debate grupal retomando las estrategias lingüísticas de la argumentación. Por último, se formula una actividad de producción audiovisual colaborativa que supone investigación previa, síntesis y trabajo en equipo utilizando TICs. Se introduce también la lectura de un *abstract* y el análisis del texto completo mediante las estrategias de lectura *skimming* y *scanning*.

En la secuencia didáctica sobre “*Diseases and Breakthroughs*” se presentan temáticas relacionadas con Educación para la Salud y Biología Genética y Sociedad. Mediante la lectura de un artículo periodístico que informa sobre un sistema satelital para monitorear y predecir posibles brotes de Dengue y Zika, se abordan conceptos relacionados con el cuidado de la salud y la prevención de enfermedades, y se induce el análisis y la evaluación de la viabilidad de utilización de estos sistemas preventivos en nuestro país. Luego, para complementar la información trabajada en el texto, se propone un video que explica causas y consecuencias de la enfermedad y el desarrollo de una técnica desde la ingeniería

genética para combatir el virus del Dengue y Zika. En la tarea final se incentiva la investigación y la comunicación de la información obtenida para fomentar la concientización y cuidado de la salud. Las actividades del idioma inglés abordan temas tales como referentes, conectores, verbos anómalos y lenguaje indirecto, entre otros.

En la secuencia didáctica “*Planned Obsolescence*” se presentan temáticas relacionadas con la materia Ambiente, Desarrollo y Sociedad. A través de material específicamente seleccionado (imágenes, texto, video) se introduce el concepto de obsolescencia planificada con el objetivo de crear conciencia y desarrollar un pensamiento reflexivo sobre la temática. A través de las diferentes actividades se abordan los tiempos verbales y se identifica el vocabulario específico sobre el tema.

La secuencia didáctica “The Earth Charter” propone contenidos vinculados con la asignatura Ambiente, Desarrollo y Sociedad con el fin de profundizar en la temática medio ambiente y contaminación. Describe posibles soluciones a la problemática, sobre todo aquellas que están a nuestro alcance, como por ejemplo “las tres R” (Reducir, Reciclar, Reutilizar). Los recursos que se utilizan son textos y videos. En cuanto a los contenidos gramaticales, se hace foco en los conectores, voz activa y voz pasiva y el vocabulario específico.

Para concluir, en todas las secuencias didácticas se han tenido en cuenta las competencias a desarrollar en los y las estudiantes, aplicando la lengua inglesa para acceder a contenidos transversales de las materias del nivel secundario. De este modo, se favorece el aprendizaje del idioma inglés de manera concomitante con la adquisición de contenidos propios de las asignaturas de ciencias sociales y naturales. Asimismo, se logra familiarizar a los y las estudiantes con metodologías de trabajo propias del nivel universitario y se realiza una primera aproximación al texto académico.

Didactic Sequences



<https://storage.needpix.com/thumbs/people-silhouette-country-walk.jpg>

Accessed August 2019.

Natural Sciences

Didactic Sequence:

RIVER POLLUTION

Language focus: Passive voice

Cross-curricular Subject: Ambiente, desarrollo y sociedad.

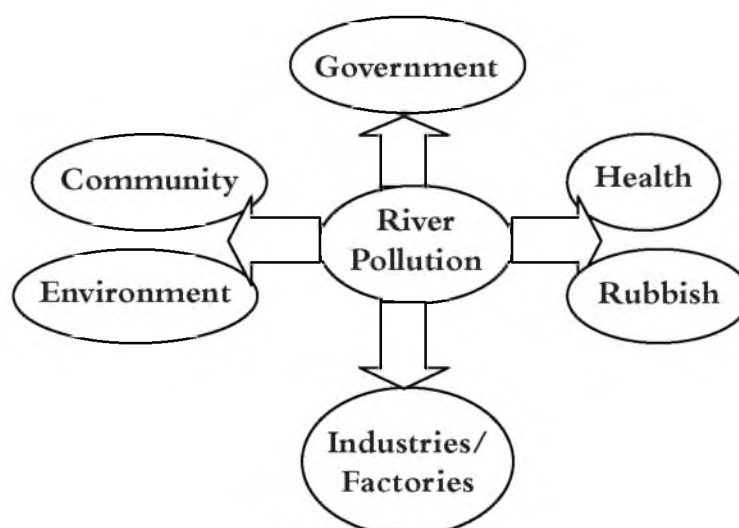


Giudice, Diego (2013) Imagen extraída en agosto de 2019 de https://timeecocentric.files.wordpress.com/2013/11/riachuelo_river_argentina.jpg?w=360&h=240&crop=1

Warm up!

1) Answer:

What is the connection between the central topic and the words that surround it?



2) Look at the following pictures and try to answer the following questions orally:

- What can you see in them?
- Where do you think the pictures were taken from?



Seijo, Gabriela (2014). Imagen extraída en agosto de 2019 de <https://www.flickr.com/photos/128038450@N03/15304580369>



Foto Prensa Libre: AFP (2014). Imagen extraída en agosto de 2019 de https://ep00.epimg.net/elpais/imagenes/2016/09/01/ciencia/1472719506_387465_1472744438_noticia_fotograma.jpg

Pre-reading activities

1) Skim the text below and complete the chart.

Source: where has the text been taken from?	
Validity: how do you know that the information below is reliable?	
Genre: what is the communicative event?	
Topic: which words can you choose to anticipate the topic of the text?	

2) Now, write a hypothesis about the content of the text.

Matanza-Riachuelo, Argentina

Pollutant: Volatile organic compounds, including toluene

Population Affected: 20.000+

The Matanza-Riachuelo River Basin is more than 60 kilometers long and houses a number of SME clusters, including chemical manufacturers. It is estimated that 15,000 industries are actively releasing effluent into the river, which cuts through 14 municipalities in Buenos Aires. Chemical manufacturers are responsible for more than a third of the pollution.

Pollutants in the Matanza River vary greatly. A study published in the *Latin American Journal of Sedimentology and Basin Analysis* in 2008 revealed that soil on the banks of the river contained levels of zinc, lead, copper, nickel, and total chromium that were all above recommended levels. Chromium, for example, had a mean value in soil of 1,141 ppm, which is significantly higher than the recommended level of 220 ppm.

It's believed that 60% of the approximately 20,000 people who reside near the river basin live in territory deemed unsuitable for human habitation, with 6% living in the basin's most unsuitable conditions. Environmental factors such as diarrheal diseases, respiratory diseases, and cancer are significant public health problems associated with the multiple industries in the basin. A 2013 article published in *Salud Colectiva* found that 80% of water samples taken from wells near the Matanza-Riachuelo river basin were not safe for drinking due to contamination. This issue is aggravated by inadequate infrastructure in the nearby informal settlements, where residents are left with few options for drinking water.

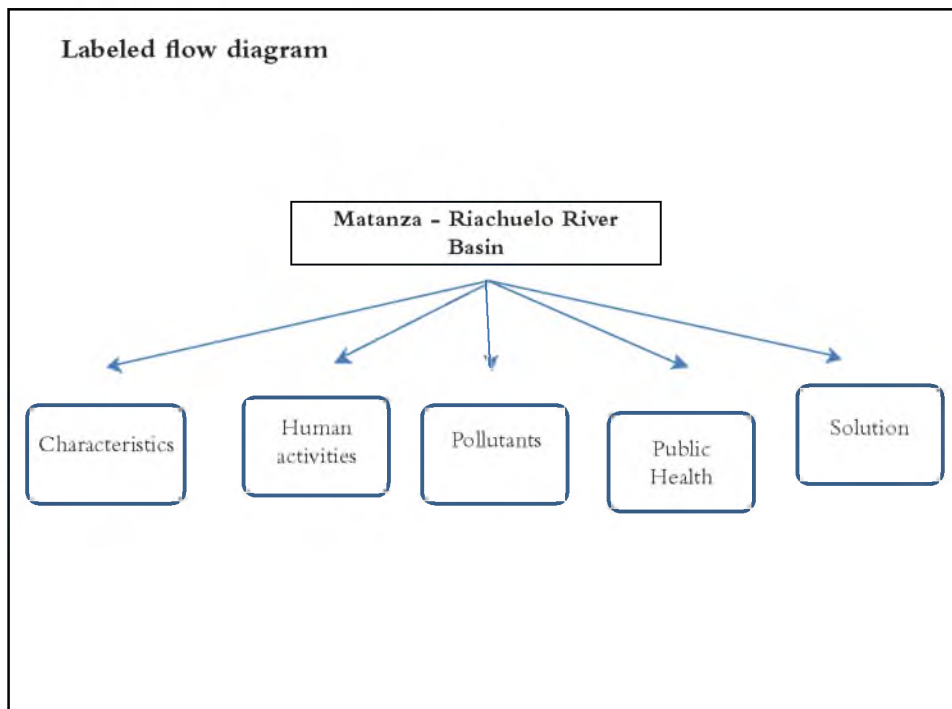
Several important programs are making progress on the issue. Most significantly a billion dollar World Bank funded effort will focus on sanitation and industrial pollutant abatement. Given the scale of the investment and the actors involved, considerable progress is anticipated.

Worstopolluted (2013) Extracted in August 2019 from:

https://www.worstopolluted.org/projects_reports/display/114

While-reading activities

3) Complete the following labeled flow diagram with information from the text.



4) Consider these sentences taken from the text and choose the right option.

a. It is estimated that 15,000 industries are actively releasing effluent into the river (...).

- Who estimates that 15,000 industries are contaminating the river?
 - a) We don't know.
 - b) Government
 - c) Society in general
 - d) Scientists

b. It is believed that 60% of the approximately 20,000 people who reside near the river basin live in territory deemed unsuitable for human habitation (...).

- Who believes that 60% of the people live in poor inhabitable conditions?
 - a) We don't know.
 - b) Government
 - c) Society in general
 - d) Scientists

c. (...) considerable progress is anticipated.

• Who anticipates considerable progress?

- a) We don't know
- b) Government
- c) Society in general
- d) Scientists

d. Classify the use of the passive voice in each instance.

El agente es obvio o ha sido mencionado previamente	No sabemos quien realiza la acción	Se evita responsabilidad	La acción es más importante que quien la realiza

Post-reading activities

5) Answer the following questions:

- a) Would you drink water from this river? Why?
- b) According to the text, why do residents drink water from this river?
- c) Do you think the pollution of The Matanza-Riachuelo River Basin affects your community? If so, in which ways?
- d) What should be the role of the authorities on this issue?
- e) Is there anything we can do to solve or reduce the problem?
- f) Why do you think our river is polluted?
- g) What can we do to save the river?

Audiovisual activities

Pre-watching activities

- 1) Consider the following information in order to provide your opinion on the topic of river pollution. Combine expressions in column 1 with a topic from column 2. Use *because* to provide a supporting reason.

COLUMN 1	COLUMN 2	
I think that I agree that I don't agree that I'm not sure that	rivers are polluted people throw trash to the floor factories dump their waste into the river rivers contain high level of toxic chemicals people don't care about river pollution people are aware about the problem politicians should put this topic into their agenda	

because...

While-watching activities

2) Watch the video *Top 10 Most Polluted Rivers in the World*

(Video extracted from: <https://youtu.be/Jxpug3vaEF4> and complete the missing information.

River name	Location	Problem or form of pollution	Possible solution
		Many slaughterhouses and tanneries line its banks and dump their effluent into the river.	XXXXXXXXXX
Cuyahoga River	Cleveland, Ohio.		XXXXXXXXXX
Buriganga River	Bangladesh		XXXXXXXXXX
	Bulacan province, Philippines. Manila Bay.	Various forms of pollution (tanneries, textile, factories, piggeries, gold refineries, municipal dump). High level of toxic chemicals and heavy metals.	

	Southern Italy (Naples and Pompeii)	Oily scum. Chemical foam.	
Mississippi River		Great levels of pollutants.	XXXXXXXXXX
Citarum river		Thousands of factories dump their waste into the river.	XXXXXXXXXX
		Two containment dams ruptured and spilled iron ore sludge.	XXXXXXXXXX
Yellow river		It contains yellow sediment.	XXXXXXXXXX
	India		XXXXXXXXXX

Post-watching activities

- 3) Discuss the following questions orally:
 - a) What do these rivers have in common?
 - b) How would you describe the situation?

- 4) Answer the following questionnaire.

Questionnaire

- a) Do you usually see similar landscapes in our city?
- b) Does anything from the video call your attention? If so, what is it?
- c) Does the video present any solution to the problem? If so, which one?
- d) Do you think people are aware of this problem? Why?
- e) Do you know people who care about this problem? Do you care?
- f) What can we do to help?

- 5) Sit down in groups and look for more information about one of the rivers mentioned in the video. You can use your cell phones or netbooks. Prepare a short report on that river stating the problems that pollution brings to the community and think of any possible solutions or recommendations to clean up the river.

Final task

Create a video about the topic leaving a message to make people aware of this problem.

Referencias**Páginas Web:**

Pure Earth (2013). Matanza-Riachuelo, Argentina. Accessed: August 2019. Retrieved from http://www.worstpolluted.org/projects_reports/display/114

Videos:

Past timers World's Best and Worst (Productor) (2016). Top 10 Most Polluted Rivers In the World. Retrieved from <https://www.youtube.com/watch?v=Jxpug3vaEF4>

Imágenes:

Foto Prensa Libre: AFP (2014). Imagen extraída en agosto de 2019 de

https://ep00.epimg.net/elpais/imagenes/2016/09/01/ciencia/1472719506_387465_1472744438_noticia_fotograma.jpg

Seijo, Gabriela (2014). Imagen extraída en agosto de 2019 de <https://www.flickr.com/photos/128038450@N03/15304580369>

Didactic Sequence:

THE EARTH CHARTER

Language focus: Connectors. Passive voice.

Cross-curricular Subject: Ambiente, desarrollo y sociedad.

Warm up!

- 1) Group discussion: Think about the Earth, our planet. Discuss the questions below with your partners and write down your conclusions either in English or Spanish.
 - a) What is the Earth made of? What problems are affecting its environment?
 - b) How have human beings changed our planet?
 - c) Do you know any environmental organizations that are working on its protection?
 - d) What does UNESCO stand for? What is it? What does it do? (Do some research)

- 2) How would you connect the following concepts? Explain your choice.
COMMUNITIES- HOME- THE EARTH- FAMILY

Pre-reading activities

- 3) Watch the following video "Earth Charter 2010 TV Spot ENG"
<https://www.youtube.com/watch?v=bnGcf0mRZ98> and circle the concepts mentioned in it.

Peace-justice- Consumption- Responsibility- Technology- interrelated- collaboration- Extinction- transform-solidarity- injustice- poverty

- 4) What is the message behind this video?
- 5) Work in small groups: Connect the given pictures to the phrases below.



Photo 1: Bustos, P. et. al. (2014). Retrieved from 2014 Agustín Ferrari, Mariano Acosta



Photo 2: Belisonzi, L. (2017). Retrieved from September 2017, Moreno



Photo 3: Pigone, A. (2018). Retrieved from July 2018 Germany.



Photo 4: Sanchez, K. et. al. (2017). Retrieved from 2017 Paso del Rey



Photo 5: Pigone, A. (2018). Retrieved from July 2018 Florencia, Italy

Phrases:

- a) "Recycling can help our Earth"
- b) "Boulevard or Garbage bin?" "No Garbage picking at all!"
- c) "If all gaseous emissions, effluents dumping and waste of factories are not handled in an environmentally-friendly way, they will harm the surrounding environment"
- d) "Protecting our planet starts with you: REDUCE, REUSE, RECYCLE- CYCLE MORE, DRIVE LESS"
- e) "Families faced a sad situation in which they saw their homes destroyed by the floods. No local authority was interested in the people who suffered the damage"

6) Have a look at the text and choose the best answer.

- What do you think the text is about?
- a) Ecological disasters around the world.
- b) The lack of worldwide awareness about a sustainable way of living and the use of our natural resources.
- c) A declaration of fundamental values and principles to be followed by all countries.

While-reading activities

7) Read the text quickly in order to check your predictions.

8) Identify the topic sentence in each paragraph.

The Earth Charter



PREAMBLE

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms, we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

Earth, Our Home

Humanity is part of a vast evolving universe. Earth, our home, is alive with a unique community of life. The forces of nature make existence a demanding and uncertain adventure, but Earth has provided the conditions essential to life's evolution. The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air. The global environment with its finite resources is a common concern of all peoples. The protection of Earth's vitality, diversity, and beauty is a sacred trust.

The Global Situation

The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

The Challenges Ahead

The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realize that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

Universal Responsibility

To realize these aspirations, we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world. The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature.

We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed.

The Earth Charter www.earthcharter.org 1/6

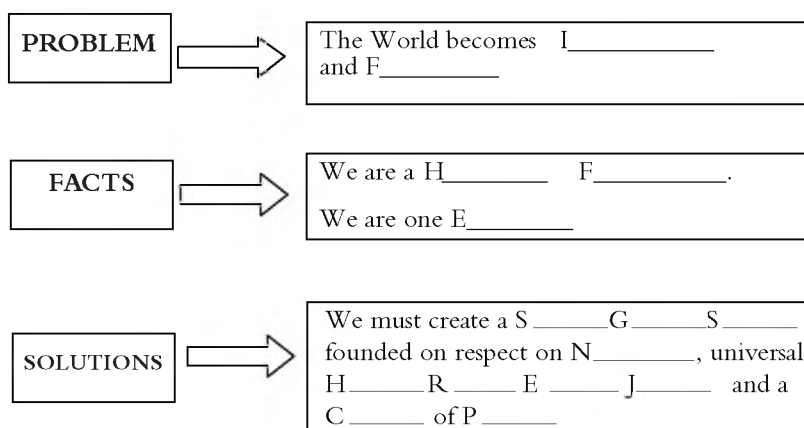
Earth Charter Commission, UNESCO (2000). The Earth Charter. Retrieved from http://www.unesco.org/education/tlsf/mods/theme_a/img/02_earthcharter.pdf. Accessed August 2019.

9) Decide whether these sentences are true (T) or false (F). Underline the evidence on the text.

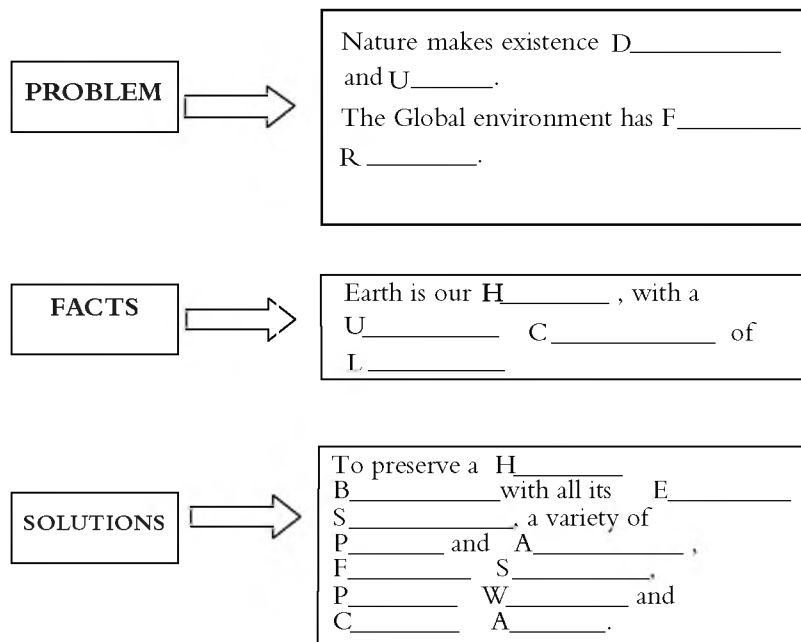
- a) It is important to realize that human beings are part of a big family. ____
- b) A huge variety of plants and animals, pure water and clean air are not important to preserve a healthy biosphere. ____
- c) Massive extinction of species is caused by our abusive patterns of production and consumption. ____
- d) Universal responsibility is needed to achieve our environmental aspirations. ____

10) Re-read the first 2 paragraphs from *The Preamble of The Earth Charter* in order to complete these charts.

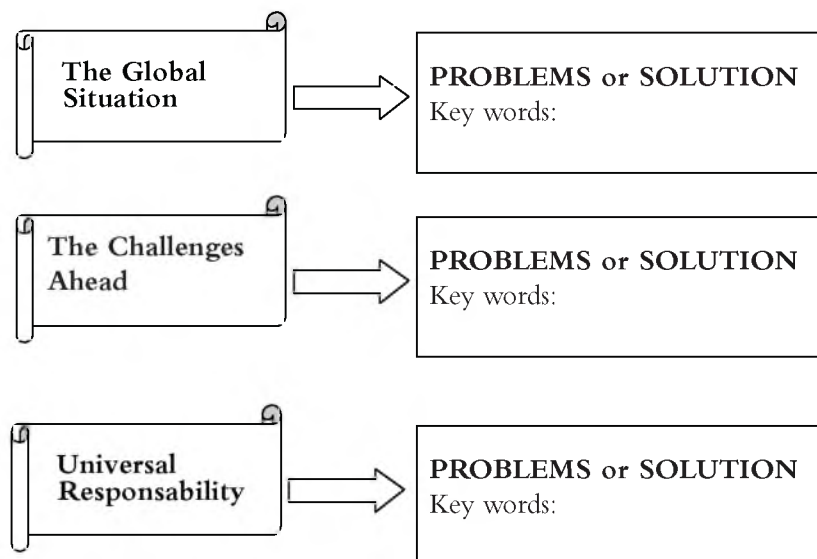
Critical moment in Earth's history:



The Earth: Our home



- 11) Read the other paragraphs from the preamble in order to decide whether they include information about problems or solutions. Select around 10 key words to prove it.



- 12) Look at these connectors from the text, contextualise them, explain their logical relationship and the concepts they link.

In English, we use connectors to link ideas within a sentence, ideas from different sentences and also ideas from different paragraphs. These connectors express a logical relation, i.e. they have a specific function; they can express: **cause or reason, consequence or result, addition, contrast, alternative, purpose, etc.**

- a) "The forces of nature make existence a demanding and uncertain adventure, **but** the Earth has provided essential conditions for life evolution."

But expresses:

- **contrast**
- **addition**
- **cause**
- **purpose**

But links 2 concepts:

Concept 1:

Concept 2:

b) "We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. **Therefore**, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed."

Therefore expresses or introduces:

- **a cause**
- **a consequence**
- **contrast**
- **purpose**

Therefore links 2 concepts:

Concept 1:

Concept 2:

- 13) Read these ideas from the text and state if they are in ACTIVE or PASSIVE VOICE?
- The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. _____
 - Communities **are being undermined**. _____
 - The foundations of global security **are threatened**. _____
 - An unprecedented rise in human population **has overburdened** ecological and social systems. _____

We use the **passive voice** when:

- The action is more important than the agent (the one who carries out the action).
- We do not know who carries out the action.
- The agent is obvious or it can be inferred from the context.
- We want to sound more formal.
- We want to avoid responsibility.
- It is frequently used to describe processes.
- It is common in headlines.

Subject	auxiliary verb "to be"	main verb (past participle)	Agent
	Is / are Is being / are being Was / were Have been / has been Had been Will be Must be	Regular (ed-ing with ed-d) Irregular (3° column)	(by...)

- When we use passive voice and we want to mention the agent, we use the preposition "by".

Post-reading activities

- Choose the most important concepts from the text and find pictures or take photos from your context to illustrate them.
- Identify those concepts that present a problem and write them inside the box.

PROBLEMS

- 16) Look at the following picture that presents some of the principles that the Earth Charter advocates for and match the problems from the previous activity to the right principles.



UNDP (2016). The Sustainable Development Goals, adopted on 25 September 2015 as a part of the 2030 Agenda. Accessed August 2016. Retrieved from

https://commons.wikimedia.org/wiki/File:Sustainable_Development_Goals.jpg

PROBLEMS	PRINCIPLES SOLUTION

Audiovisual activities

Climate Change: The Cost of Inaction <https://youtu.be/1o8qIJ8jcx0>

Pre-watching activities

Visit this website <https://www.epa.gov> and find out:

1) What does EPA stand for? 2) What is its mission?

2) Search for the origins of this agency and write down a summary in Spanish (ten lines).

While-watching activities

3) Highlight the correct words.

Joel Scheraga: The climate is changing. In fact, it's **been/was** changing for millions of years **but/ because** what's different now is the climate **is changing/has changed** at an unprecedented rate.

We're **seeing/saw** it in rising temperatures and the increased intensity of storms, floods and droughts, and the frequency of this severe weather is increasing. Also, sea levels **have been/are rising** more rapidly.

How **do/does** these events affect the things we care about in our daily lives? Many of the things that we depend on – like food, water, and energy are sensitive to changes in climate.

4) Complete these sentences with ideas from the video:

- a) Because of climate change, in many areas worldwide it is more difficult to guarantee...
- b) To make matters worse, climate change has an impact on our food supplies because...
- c) What is more, as a consequence of these environmental problems our health is at risk. Nowadays, people are more prone to ...

5) Complete this conclusion with examples from the text:

- a) As citizens of the world we have to pay attention to the things that happen in an area because they can affect nearby and faraway surroundings and even the whole world. For example, Hurricane Katrina...
- b) According to the video, some basic necessities that make our lives sustainable are at severe risk in many areas of the US, as for instance: ...
- c) The cost of our inaction may have dramatic consequences. It is predicted that in the most affected areas...
- d) Furthermore, all these events are not just happening in the United States, they are happening all around the world. Therefore, we have...
- e) It is our universal responsibility, we can...

Post-watching activities

6) Group work

Visit this website:

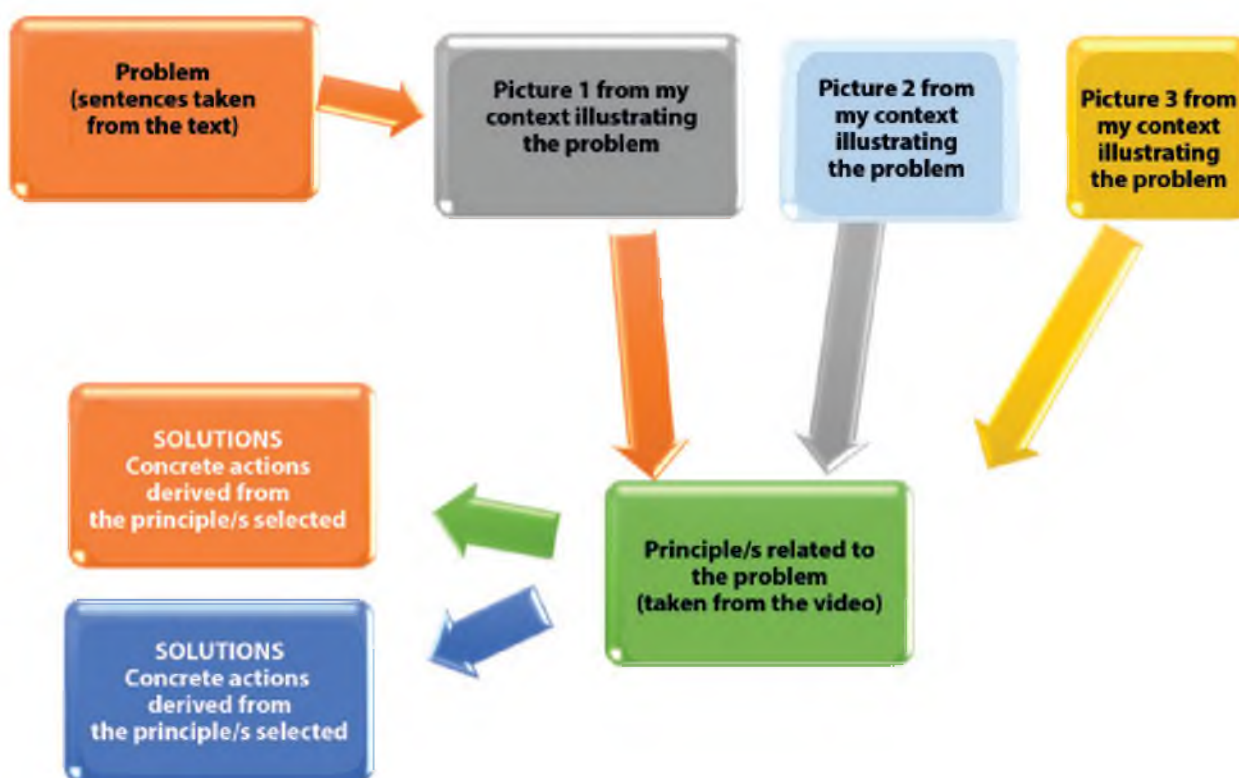
<https://earthcharter.org/read-the-earth-charter/ecological-integrity/>

- Read principle II (*Ecological Integrity*) of the *Earth Charter*. Explain its main ideas to the class and illustrate them with images.
- Choose one of the other three principles to explain its main ideas to the class.
- Analyse if the main ideas explained in these principles are respected in our country.

Final task

Present the environmental problems from your own community and the possible solutions on a poster or a Power Point Presentation. Use pictures or your own photos.

Follow this scheme to guide you:



Referencias

Earth Charter Commission, UNESCO (2000). The Earth Charter. Accessed: August 2019. Retrieved from http://www.unesco.org/education/tlsf/mods/theme_a/img/02_earthcharter.pdf

Páginas Web:

United States Environmental Protection Agency. Retrieved from <https://www.epa.gov>

Videos:

U.S. Environmental Protection Agency.(2014) Climate Change: The Cost of Inaction [Video file]. Accessed: August 2019. Retrieved from <https://youtu.be/1o8qIJ8jcx0>

Earth Charter International.(2010). Earth Charter 2010 TV Spot ENG[Video file]. Accessed: August 2019. Retrieved from <https://www.youtube.com/watch?v=bnGcf0mRZ98>

Imágenes:

Belisonzi, L. (2017). Retrieved from September 2017 Moreno

Bustos, P. et. al. (2014). Retrieved from February 2014 Agustín Ferrari, Mariano Acosta

Pigone, A. (2018). Retrieved from July 2018 Germany.

Pigone, A. (2018). Retrieved from July 2018 Florencia, Italy

Sanchez, K. et. al. (2017). Retrieved from July 2017 Paso del Rey

UNDP (2016). The Sustainable Development Goals, adopted on 25 September 2015 as a part of the 2030 Agenda [Online image] Accessed: August 2016. Retrieved from https://commons.wikimedia.org/wiki/File:Sustainable_Development_Goals.jpg

Didactic Sequence:

DISEASES AND BREAKTHROUGHS

Language focus: Connectors. Modal verbs.

Cross-curricular Subject: Biología Genética y Sociedad. Biología. Educación para la salud.

Warm up!

- 1) Look at the images below. Can you think of a connection between them? Share your opinion.



Unknown author (2017). Retrieved in August 2019 from <https://pxhere.com/es/photo/1151290>



Unknown author (2017). Retrieved in August 2019 from <https://pxhere.com/es/photo/1391312>

Pre-reading activities

- 1) By reading the title, what do you think the text will be about?
- 2) Look at the paratextual elements and answer the following questions:
- a) Do you think that this text is updated? Why?
 - b) Which is its source?

3) Skim the text and identify key words. Choose five to create hashtags with the word #Dengue.

Dengue fever and Zika virus breakthrough: Britain develops new tool to predict outbreaks

British know-how is leading the way in the development of a satellite warning system which will be able to predict outbreaks of deadly Dengue fever in South East Asia – and which could also be used to issue alerts about the Zika virus.

By CIARAN MCGRATH

PUBLISHED: 16:20, Sat, Jul 28, 2018 | UPDATED: 16:39, Sat, Jul 28, 2018

The project, under the umbrella of the UK space agency and led by hydraulics research station HR Wallingford, involves a consortium including the London School of Hygiene and Tropical Medicine, the Met Office and Oxford Policy Management International Partners, as well as the World Health Organisation (WHO) and other experts.

It will make use of Earth Observation techniques, which combine data compiled from space with measurements taken on the ground to make educated guesses about the spread of the flu-like illness, **which** can prove fatal.

A UK Space Agency spokesman said: "Dengue fever is the most rapidly spreading, mosquito borne, viral disease in the world."

"Dengue flourishes in urban poor areas, suburbs and rural areas but also affects more affluent neighbourhoods in tropical and subtropical countries.

"Since 2000, there has been an increase of over 100 percent in the number of cases of dengue fever in Vietnam alone."

"Dengue fever occurs in 141 countries, including Vietnam, **where** there is currently no system to forecast the probability of future dengue outbreaks."

"This project will provide a tool giving advance warning, of several months, of likely dengue outbreaks."

"This will greatly assist public health authorities to mobilise resources to those most in need."

"The same methods could also be used to forecast outbreaks of Zika, which has recently begun to be reported in Vietnam."

The project will make use of Earth Observation (EO) techniques, **which** combine data compiled from space with measurements taken on the ground to make educated guesses about the spread of the illness.

EO techniques have become increasingly sophisticated in recent years, with observation instruments include floating buoys for monitoring ocean currents, temperature and salinity, land stations which record air quality and rainwater trends, sonar and radar for estimating fish and bird populations, seismic and Global Positioning System (GPS) stations and more than 60 high-tech environmental satellites which scan the Earth from space.

The spokesman added: "This is the first time a dengue prediction tool will have been designed that links Earth Observation products and hydro-meteorological variables to vector-borne disease incidence at a local scale. & Blend reveal their best loose leaf tea recipes "The Earth Observation based forecasting system will allow decision makers to identify areas of high risk for disease epidemics before an outbreak occurs, **in order to** target resources to reduce epidemic spreading and increase disease control.

"The project will also provide projections of dengue fever under a range of climate change scenarios."

Zika is spread by the same species of mosquito as Dengue fever, and can caused microcephaly in the babies of pregnant women contracting the virus.

In May, the LHSTM's Professor Ron Behrens told Express.co.uk the world needs to be

prepared to cope with outbreaks of Zika, Ebola and other deadly viruses as they migrate around our increasingly connected world.

He warned: "There have already been examples of vectors taking a disease from one part of the world to another." Dengue fever, for instance, originated in Asia, **but** has spread to South America as a result [of] breeding in water inside tyres which were shipped **there**.

"These things are happening and **they** can happen again." "The Zika virus could well spread to Southern Europe, which [is] why public health and surveillance bodies have got to catch these outbreaks early."

Dengue fever and Zika virus breakthrough: Britain develops new tool to predict outbreaks: <https://www.express.co.uk/news/science/995585/british-uk-space-agency-satellite-dengue-fever-zika-virus-outbreak-tool-earth-observation>

While-Reading activities

4) Answer *true* or *false* and justify your answers:

a) The UK's project is a new tool to predict dengue and Zika virus outbreaks.

b) The project is only developed by the UK space agency.

c) Specialists are not worried about Dengue fever spread.

d) Dengue only flourishes in urban poor areas, suburbs and rural areas.

e) The number of cases of dengue fever has been decreasing during the last years.

f) Dengue fever occurs where there is no system to forecast the probability of future dengue outbreaks.

g) The methods used to predict Dengue fever can also be used to predict Zika.

5) Answer the following questions:

a) What is the project about?

b) What does the LHSTM's Professor Ron Behrens say about this topic?

6) What do these words refer to in the text?

- a) which
- b) It
- c) where
- d) they
- e) there
- f) which

7) What do the following connectors express in the text? Circle the answer.

as well as	Contrast	Addition	Result
but	consequence	addition	result
Also	contrast	addition	Cause
in order to	consequence	purpose	cause
as	contrast	addition	comparison

8) Find a sentence for each of the following degrees of certainty:

- a) Probability
- b) Possibility
- c) Remote possibility

9) Consider the following sentences extracted from the text and answer the questions below:

"Dengue fever is the most rapidly spreading, mosquito borne, viral disease in the world."

...the LHSTM's Professor Ron Behrens told Express.co.uk the world needs to be prepared to cope with outbreaks of Zika, Ebola and other deadly viruses as they migrate around our increasingly connected world.

- a) Who sustains each idea?
- b) Why are inverted commas used in the first sentence?
- c) Why are not inverted commas used in the second sentence?
- d) Which sentence expresses the exact words of the person who said them?
- e) What is the difference between indicating the exact words and paraphrase them? What is the effect on the reader?

Post-reading activities

- 10) Write a summary about the text in Spanish including all the relevant information. (No more than 5 sentences).

Audiovisual activities

Activities based on the video Genetically Modified Mosquitoes | HHMI BioInteractive

(<https://www.youtube.com/watch?v=zISTGkDyEfM>)

Pre-watching activity

- 1) Just watch a few seconds. How is this video related to the text previously read? Give your opinion.

While-watching activities (up to min 3.10)

- 2) Watch and number the following items according to the order of appearance in the video.

- ☐ Description of an approach to solve the problem.
- ☐ Information about the transmission of the Zika virus.
- ☐ Description of the consequences of the disease.

- 3) What is the solution proposed by the biotech company called OXITEC?

Choose the right option/s

- a) Killing the aedes aegypti mosquito using a fumigation technique.
- b) Killing the mosquito offspring.
- c) Modifying mosquito genes.
- d) Releasing genetically modified mosquitoes into the wild to reduce the population of aedes aegypti mosquito.

Post- watching activities

- 4) Discussion (You can give your opinion in Spanish)

- a) Compare both techniques. What similarities and differences can you find?
- b) What do you think about genetic engineering? Is it right to modify mosquitoes whose offspring will die?
- c) Which of these techniques would you put into action in our country? Why?

Final Task

In groups, look for some other genetic engineering project. Imagine that your group work for that project and you need to collect money to keep on researching. Design a leaflet to get support.

Referencias**Página Web:**

MCGRATH (2018). Dengue fever and Zika virus breakthrough: Britain develops new tool to predict outbreaks. EXPRESS. Retrieved in May 2019 from <https://www.express.co.uk/news/science/995585/british-uk-space-agency-satellite-dengue-fever-zika-virus-outbreak-tool-earth-observation>

Imágenes:

Unknown author (2017). [Online image] Accessed: August 2019. Retrieved in August 2019 from <https://pxhere.com/es/photo/1151290>

Unknown author (2017). [Online image] Accessed: August 2019. Retrieved in August 2019 from <https://pxhere.com/es/photo/1391312>

Videos:

HHMI BioInteractive (2016) Genetically Modified Mosquitoes. [Video file] Accessed: August 2019. Retrieved in May 2019 from <https://www.youtube.com/watch?v=zISTGkDyEfM>

Didactic Sequence:

PLANNED OBSOLESCENCE

Language focus: Tenses.

Cross-curricular Subject: Ambiente, desarrollo y sociedad.

Warm up!

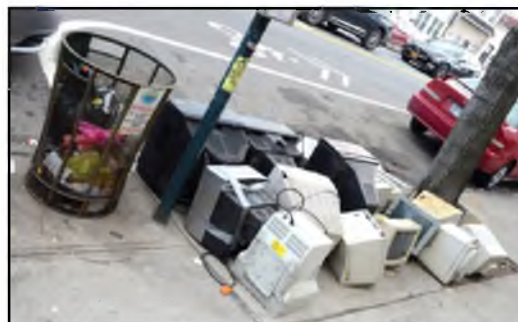
Look at the following pictures, describe them orally and identify the problems they show.



Dombres, Cristopher (2015). Overconsumption. [Online image]. Retrieved from <https://www.flickr.com/photos/christopherdombres/23265152514>. Accessed August 2019



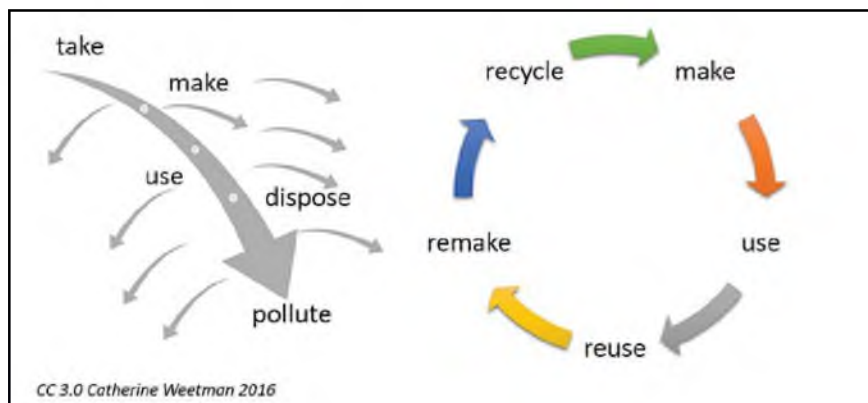
Provos, James (2011). Planned Obsolescence. [Online image] Accessed August 2019 Retrieved from <https://www.flickr.com/photos/jprovost/5733843612>



Altfather, Good Thomas (2018). Heavy Psychedelic Toilet. [Online image]. Retrieved from <https://www.flickr.com/photos/thomasgood/39266147155>. Accessed August 2019

Pre-reading activities:

- 1) Look at the following pictures. What do you know about linear economy and circular economy?



Weetman, Catherine. (2016) Linear versus circular. [Online image] Retrieved from https://commons.wikimedia.org/wiki/File:Linear_vs_circular.jpg. Accessed August 2019.

- 2) Search for more information about linear economy and circular economy on the web. Then, share what you have found with the rest of the class.

While reading activities

- 3) Define linear economy and circular economy with information from the text.

THE BATTLE AGAINST PLANNED OBSOLESCENCE

Governments, NGOs and consumers fight this practice that generates millions of tons of e-waste (electronic waste) every year.

What is planned obsolescence?

One of the main problems with the current linear economy's production and consumption model, as opposed to a sustainable circular economy system, is planned obsolescence. Planned or programmed obsolescence refers to the deliberate shortening of a product's useful life by the manufacturer in order to increase consumption.

Planned obsolescence is a serious environmental problem for the planet. Every year, up to 50 million tons of electronic waste are generated, a very high percentage of which – around 85% - is usually discarded randomly, ending up in waste tips in developing countries, creating a risk for the environment and the health of people, animals and plants.

To combat planned obsolescence, which is also costly to consumers who have to renew their products more often, several initiatives exist, including a European Union directive, certification for the prolongation of product lifetimes, and specific NGO programs.

Government directives

After years of lobbying, the problem of planned obsolescence gained ground in Europe's legislative arena when, on 4 July 2017, the European Parliament approved its Resolution on a longer lifetime for products: benefits for consumers and companies.

Thanks to this act, users of electronic devices will be able to repair their terminals with any service provider simply, without the need to resort to the manufacturer's official technical service. The directive also includes fiscal incentives for products based on quality, durability and ease of repair.

Reducing e-waste

This directive aims to reduce the quantity of electronic waste each EU country generates and challenges head on the current trend among manufacturers of introducing designs and components that are increasingly difficult to repair or replace without specialist tools.

In addition to European legislation, some countries are also creating their own legal frameworks to anticipate planned obsolescence. The best-known case is in France, where, after a drawn-out political battle, fines of up to 300,000 euros and prison terms of two years can now be slapped on manufacturers who plan for their devices to stop functioning after a time.

What is ISSOP certification?

ISSOP is a mark awarded by Spain's FENISS (Foundation for Energy and Sustainable Innovation Without Planned Obsolescence) certifying that companies produce environmentally-respectful goods and services, without planned obsolescence, preferably by fair trade, contributing to emissions reduction and correct waste management. Companies such as Casio, SostreCívica and Scanfisk Seafood carry this mark.

In the case of fish product company Scanfisk Seafood, for example, the ISSOP mark was awarded in 2016 for its invention of a refrigerator operating with renewable energy and that recycles leftover water, and the fact that the device and its components are repairable and upgradable without planned obsolescence.

"Planned obsolescence can cost people a total of up to 50,000 euros during their lifetimes"

Alargascencia: an initiative by Friends of the Earth in Spain

In response to planned obsolescence, Spanish NGO Amigos de la Tierra (part of "Friends of the Earth" International) launched an initiative, Alargascencia, against obsolescence, advocating the greatest possible prolongation of the useful life of products through the buying, sale, rent and exchange of second-hand goods. For this, it has created a network of establishments that serve as a meeting point to swap unneeded objects and also repair them, thus avoiding the need to buy new ones.

"Amigos de la Tierra" is not the only NGO to take on planned obsolescence. Greenpeace has also launched a campaign to promote the better repair of mobile devices, as an antidote to the current tendency to be buying new ones all the time.

Up to 50,000 euros per consumer

Consumer and user organizations are forming a common front against the abusive practice, pointing out that 99 % of our products are planned to be obsolete before their time, something that on average will cost people between 40,000 and 50,000 euros during their lifetimes.

The organizations claim that electro-domestic items, for example, are currently made to last between two and 12 years, yet are made from materials that should comfortably remain useful for half a century at least. And tackling planned obsolescence is not only a battle against abusive use of resources and an unsustainable economic model, but also against climate change.

Sources: Alargascencia, El País, Fundación Energía e Innovación Sostenible sin Obsolescencia Programada, El Mundo, El Periódico, Equidad, El Español, Parlamento Europeo, FENISS and Muy Computer.

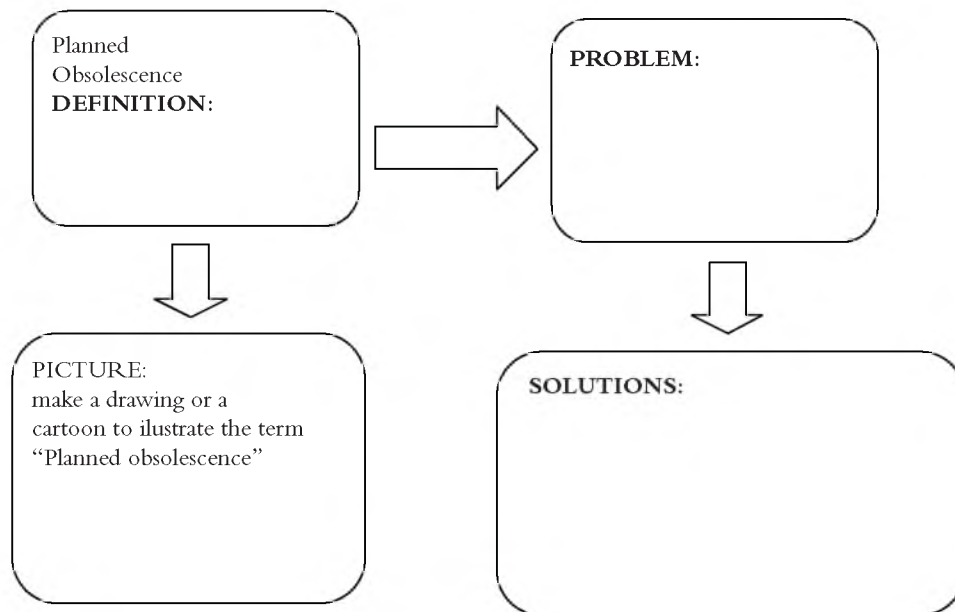
Sustainability for all. The battle against planned obsolescence. (n/d).. Retrieved from <https://www.activesustainability.com/sustainable-development/battle-against-planned-obsolescence/>. Accessed: August 2019

- 4) Consider the following concepts developed in the text. Classify them according to the topic you think they are related to: technology- politics- economy-environment.

Consumption -electronic waste - health-renew-lobbying- Parliament- lifetime-devices-directives-repair- legal framework- trade-companies-energy-recycles- buy- sale- second hand goods-unsustainable economic model- abusive practice- climate change- NGO- campaign- exchange-renewable energy

Technology	Politics	Economy	Environment

5) Read the section “What is planned obsolescence?” and complete the following chart.



6) Read the whole text and write TRUE or FALSE. Underline the sentences that help you decide.

- In 2017, the European Parliament approved a directive in favor of “planned obsolescence”
- The directive advocated for products with a longer lifecycle.
- The directive also offers fiscal incentives to companies for the production of products based on quality, durability and ease of repair.
- One of the objectives of the directive is to increase the quantity of electronic waste each EU country generates.
- Some countries impose fines or prison to manufactures whose products stop functioning after a time.
- Casio, SostreCívica and Scanfisk Seafood carry the ISSOP mark which certifies that companies produce environmentally-respectful goods and services, without planned obsolescence.
- Alargascencia, an initiative by Friends of the Earth Spain, promotes the greatest possible prolongation of the useful life of products through the buying, sale, rent and exchange of second-hand goods.
- 99 % of our products are planned to be obsolete before their time.

7) Read the sentences below. Identify the tenses of the underlined verb phrases.

- Planned obsolescence is a serious environmental problem for the planet.
- Thanks to this act, users of electronic devices will be able to repair their terminals with any

service provider simply, without the need to resort to the manufacturer's official technical service.

- c) After years of lobbying, the problem of planned obsolescence gained ground in Europe's legislative arena when, on 4 July 2017, the European Parliament approved its Resolution on a longer lifetime for products: benefits for consumers and companies.
- d) In addition to European legislation, some countries are also creating their own legal frameworks to anticipate planned obsolescence.
- e) Greenpeace has also launched a campaign to promote the repairing of mobile devices, as an antidote to the current tendency to be buying new ones all the time.

8) Which of the sentences above refer to:

- a) a single finished action?
- b) an action in progress?
- c) a future event?
- d) a present state?
- e) a recent event or past event that has a result in the present?

Post- reading activities

9) Let's discuss

- a) What is linear economy?
- b) What is circular economy?
- c) What is obsolescence?
- d) What is planned obsolescence?
- e) How is "planned obsolescence" related to economy and politics?

Audiovisual activities

Pre-watching activities

- 1) Find the odd one out. Justify the answer.
 - a) microwave / washing machine / household appliance / coffee maker
 - b) Planned obsolescence / irresponsible consumers / short lifecycle of products / repairable appliances /
 - c) Buying unnecessary products / Using renewable energy / separating domestic waste / reusing objects and products /

While-watching activities

2) Watch the video Planned obsolescence: Why things don't last?

(<https://youtu.be/toIFN8eR0ro>) For each question below two correct answers are provided.

Tick them.

- a) How long do household appliances usually last?
 - I. Less than 4 years
 - II. Between 1 and 4 years
 - III. More than 4 years

- b) What are the consequences of short lifecycles?
 - I. People save a lot of money
 - II. Energy and raw materials are wasted
 - III. Tons of unnecessary rubbish are produced

- c) Who is trying to find a solution for planned obsolescence?
 - I. The European Parliament
 - II. European entrepreneurs
 - III. The French government

- d) Why is the modular phone a creative solution?
 - I. Each part is removable and repairable
 - II. Each part can be repaired or replaced
 - III. No tools are needed to remove the screen

- e) What characteristics do “quality products” have?
 - I. They have a short lifecycle
 - II. They are made with long-lasting parts
 - III. The wiring is good and resistant

- f) Some appliances cannot be repaired because...
 - I. Some parts can't be fixed separately
 - II. It is better for the environment to buy a new one
 - III. Some parts break when they are removed

- 3) Add information about the following concepts mentioned in the video.
 - a) Consumers' information about product lifecycle
 - b) Sharing appliances
 - c) Circular economy

After-watching activities

Discussion

- How can we (as responsible citizens) “fight against” planned obsolescence?

Final Task

Write a text in Spanish incorporating all the learnt concepts (linear economy, circular economy, planned obsolescence) and provide your own opinion about this topic. Include the possible solutions to the problem. The paragraph should have 100 words.

Referencias

Páginas Web:

Sustainability for all. The battle against planned obsolescence. (n/d). Accessed: August 2019. Retrieved from <https://www.activesustainability.com/sustainable-development/battle-against-planned-obsolescence/>

Videos:

European Parliament (2017) Planned obsolescence: Why things don't last. [Video file] Accessed: August 2019. Retrieved from <https://www.youtube.com/watch?v=tolFN8eR0ro&feature=youtu.be>

Imágenes:

Altfather, Good Thomas (2018). Heavy Psychedelic Toilet. [Online image] Accessed August 2019. Retrieved from <https://www.flickr.com/photos/thomasgood/39266147155>

Dombres, Cristopher (2015). Overconsumption. [Online image] Accessed August 2019. Retrieved from <https://www.flickr.com/photos/christopherdombres/23265152514>

Provos, James (2011). Planned Obsolescence. [Online image] Accessed August 2019 Retrieved from <https://www.flickr.com/photos/jprovost/5733843612>

Weetman, Catherine. (2016) Linear versus circular. [Online image] Accessed August 2019. Retrieved from https://commons.wikimedia.org/wiki/File:Linear_versus_circular.jpg

Didactic Sequence:

MINING IN ARGENTINA

Language focus: Present Perfect Simple. Passive forms of modal verbs.

Cross-curricular Subject: Ambiente, desarrollo y sociedad.

Warm up!

Which of the following activities are the most polluting?

Livestock – Fishing – Mining – Agriculture – Transport

Audiovisual activities**Pre-watching activities**

- 1) The title of the video is Open-pit mining / Campaña contra la minería a cielo abierto (Video extracted from: <https://youtu.be/mqDEatHs9Ds>)

- Do you know anything about the consequences of this activity?

While-watching activities

- 2) While you are watching choose the correct option.

A) Argentina is in danger because...

- a) many factories give off toxic gases to the environment.
- b) mining laws created in the 90's allow exploitation by transnational companies.
- c) new mining laws were passed.

B) Transnational companies seek...

- a) water.
- b) gas and coal.
- c) gold, silver, copper and uranium.

C) This exploitation means...

- a) more money for the Argentine people.
- b) environmental destruction.
- c) new job position

D) In only one day open-pit mining uses...

- a) nine tons of explosives.
- b) ten tons of explosives.
- c) eight tons of explosives.

- E) A gold ring equals...
- sixteen tons of toxic waste.
 - seventeen tons of toxic waste.
 - eighteen tons of toxic waste.
- F) Clean water is mixed with...
- toxic waste and heavy metals.
 - dust.
 - oil.
- 3) Make a list of all the problems that open-pit mining brings.
- 4) What is the translation of the following terms?
- Cyanide:
 - Cyanide leaching:
 - Tail dikes:

Post-watching activities

- 5) Answer these questions:
- What is the message of this TV commercial?
 - Do you agree with it? Why?

Pre-reading activities

- 1) Skim the text and complete the following chart:

WHO?	
WHERE?	
WHAT?	
WHEN?	

Pay attention to the highlighted sections and decide whether the author is in favor or against the topic of this text.

The Argentinian fight against ‘mega mining’ (2018). Extracted in August 2019 from:

<http://theconversation.com/the-argentinian-fight-against-mega-mining-95672>

reisegraf.ch

The Argentinian fight against ‘mega mining’

May 4, 2018 8.08am EDT

Author



Paula Serafini

Research Associate, CAMEo Research Institute for Cultural and Media Economies, University of Leicester

Disclosure statement

Paula Serafini receives funding from The British Academy for a project on cultural resistance to extractivism. She is part of Argentina Solidarity Campaign.

Partners



University of Leicester provides funding as a member of The Conversation UK.

On May 7 1813, when Argentina was beginning the process of becoming a sovereign country, the first Argentinian law for the promotion of mining was sanctioned. The day has now become a national day of mining. But mining in Argentina is surrounded by a series of controversies that invite us to question this celebratory commemoration. Most notably, resistance to what is known as “open-pit” or “mega” mining is growing.

Open-pit mining is a type of large-scale mining that extracts minerals found in low concentrations from the surface of the earth rather than from tunnelling, generating large craters. This method requires large amounts of explosives and water, and the use of chemicals such as cyanide and sulphuric acid for the separation of metals.

From Argentina to Colombia and Mexico, open-pit mining has been at the centre of environmental and human rights conflicts in Latin America for decades now. It is often referred to as the archetype of extractivism due to the magnitude of its environmental and human impact and the alliances between governments and transnational capital that lie behind it.



A closed open pit mine. Roberts, Tim retrieved in July, 2019 from Photography/Shutterstock.com

Mining took place in Argentina throughout the 19th and 20th centuries, but was never one of the country's main economic activities. Not until 1993, when under the neoliberal government of Carlos Menem, new mining legislation was introduced. This legislation improved the benefits to transnational companies and laid the ground for the beginning of large-scale open-pit mining for metalliferous minerals such as copper, gold and silver.

In 2017, Mauricio Macri's government signed a new mining deal, with the objective of attracting even more foreign investment. While the government has claimed the agreement aims to improve environmental regulation, academics, lawyers and activists alike have criticised it for its disregard of current environmental laws. Furthermore, the agreement states that mining companies will now be able to have input on the way mining is taught about in schools, a move seen as an attempt to construct a social license for mining through education.

False promises

Regional governments of mining provinces continue to argue that mega mining brings jobs, money and investment in infrastructure. But inhabitants of mining regions have told me how the jobs brought by this type of mining are few, and mostly limited to the construction phase of projects. The influx of resources promised by mining companies and provincial governments are also few and far from what is promised. As a teacher from Andalgalá, a town in the province of Catamarca told me, they promise paved roads and new facilities, and end up giving away a few footballs.

What mining towns are left with instead is environmental wreckage and health problems. In Andalgalá, two decades of mining have led to draught and polluted water sources. The local paediatric hospital reported a 63% increase of respiratory diseases in children in the first four years that the Bajo la Alumbrera mine was in operation. They stopped publishing statistics after that – and requests for further research and statistics on health problems continue to be brushed aside by the authorities.

Meanwhile in the province of San Juan, the Veladero mine (operated by Barrick Gold) has had multiple spillages of cyanide-contaminated water, one of which has led to criminal charges and a multi-million fine.

Resistance is fertile

While the effects of mega mining are grave and often irreversible, the media have only reported on the harmful consequences of this activity on occasions when it was politically strategic to do so. But communities across the country have come together to fight against mining projects that threaten the environment and their way of life.

In Esquel, in the south of the country, a referendum in 2003 resulted in 81% of opposition to mega mining. In Famatina, in the north-west, the threat of mega mining led to a mass uprising in 2012.

The people of Andalgalá meanwhile, where the Bajo la Alumbreira mine has been in operation for two decades, have stopped the opening of Agua Rica, a mining project three times the size of the former, for eight years now. The local assembly organising against mining, Asamblea del Algarrobo, has pursued a number of routes in their fight, from legal challenges to direct action.

Most prominent in Andalgalá is the range of creative actions that have sprung up. An inter-generational group of local women called *Las mujeres del silencio* (the women of silence) have staged performative protests outside the headquarters of mining companies. A community radio has been created. And a wealth of murals celebrating the right to life and to water – and denouncing the repression of protest – can be found covering the walls of the town.



Mural painting on the front of Andalgalá's community radio. Artwork by Claudia Tula.
Image by the author.

A bigger struggle

The fight against mega mining is part of a far wider struggle in Argentina and Latin America against the expansion of an extractive economic model. This approach leads to what sociologist Maristella Svampa and environmental lawyer Enrique Viale call *mal desarrollo* (bad development). Resistance to such practices is not just about pollution, but also about saving (or rebuilding) the social fabric that is torn apart by extractive activities, and establishing the right to self-determination.

In Andalgalá, I am often told that even though the fight against mining is far from over, the cultural battle has been won. The myths of progress associated with mining have been debunked – and the struggle has generated a creative space for thinking about alternative economic and governing models.

At the present time, the government and national and international mining companies are pushing to reverse some of the wins. But as transnational companies and the government attempt to intensify extraction, cultural resistance offers a space for imagining alternatives to false and bad developments.

While-reading activities

- 3) Consider the following sentences. Do they express a position in favor or against open pit-mining? Then, state the argumentative strategy used (example- expert's position- statistics)

Sentence	Position against/in favor?	Argumentative strategy used
<u>In Andalgalá, two decades of mining have led to draught and polluted water sources.</u>		
The local paediatric hospital reported a <u>63% increase</u> of respiratory diseases in children in the first four years that the Bajo la Alumbra mine was in operation.		
In Esquel, in the south of the country, a <u>referendum in 2003</u> resulted in 81% of opposition to mega mining. In Famatina, in the north-west, the threat of mega mining led to a mass uprising in 2012.		
<u>The Veladero mine (operated by Barrick Gold) has had multiple spillages of cyanide - contaminated water, one of which has led to criminal charges and a multi - million fine.</u>		
The fight against mega mining is part of a far wider struggle in Argentina and Latin Ame rica against the expansion of an extractive economic model. This approach leads to what sociologist Maristella Svampa and environmental lawyer Enrique Viale call <u>mal desarrollo</u> (bad development)		

- 4) There are fifteen paragraphs in this text. In which paragraph can you find specific information about the following?
- The role of the media reporting the dangerous consequences of open - pit mining.
 - A new mining deal that might also affect the way in which mining is taught at schools.
 - What open- pit mining is.
 - The diseases caused by mega mining activities after 20 years.
 - Unfulfilled promises.
 - The action of a group of women that includes the creation of a community radio and mural painting.
- 5) What about the rest of the paragraphs? Can you write a phrase or sentence that summarises each?
- 6) Read paragraphs 6-8 again in the False promises section and explain how the words in the box relate among them:

**JOBS - INVESTMENT IN INFRASTRUCTURE - MONEY
RESOURCES - PROMISES**

- 7) The text in numbers. Let's play TIC-TAC-TOE. Explain what these years and figures refer to in the text.

2012	63%	2003
1813	2017	1993
Two decades	81%	Multi-million fine

- 8) Look at all the underlined sentences in the text above, identify the tense repeated in all of them and circle it below:

Simple Present	Present Continuous	Simple Past
Simple Future	Present Perfect Simple	Past Continuous

- Now complete the following rule:

The _____ (tense) is used:

-to talk about recent actions

-to talk about past actions with a present result

-to talk about an action that began in the past and continues to the present

- 9) Re-read the underlined sentences and find at least 2 examples of each use.

10) Look at these examples of passive verbs from the passage (1-5). Then, look at the uses of the passive voice (a-d). Which are true and which are false?

- On May 7 1813, when Argentina was beginning the process of becoming a sovereign country, the first Argentinian law for the promotion of mining **was sanctioned**.
- But mining in Argentina **is surrounded** by a series of controversies that invite us to question this celebratory commemoration.
- Most notably, resistance to what **is known** as “open-pit” or “mega” mining is growing.
- Not until 1993, when under the neoliberal government of Carlos Menem, new mining legislation **was introduced**.
- And a wealth of murals celebrating the right to life and to water – and denouncing the repression of protest – **can be found** covering the walls of the town.

- The person doing the action-the agent- is not the main focus of the sentence. ____
- We use *from* to introduce the agent in a passive sentence. ____
- The agent is often unimportant or unknown – it is the action that interests us. ____
- The use of passive voice is more frequent in formal and/or technical texts. ____

Post-reading activities

11) A student is talking to his class about his opinion on mining. Complete his talk with passive forms of modal verbs.

“I don’t think that mining 1- _____ (should/promote) by governments. Some serious health problems like respiratory diseases in children 2- _____ (can/cause) by open-pit mining. What is more, the effects of mega mining are irreversible. I believe that mining companies and regional governments of mining provinces are the only who get profits of that. They promise people 3- _____ (would/give) jobs and that foreign investment 4- _____ (would/ increase). But it never happens. People 5- _____ (must/give) jobs without damaging the environment.”

12) Read the comments about the views expressed in the article. Choose the correct future form option.

- Mauricio Macri’s government promises that a new mining deal is going to/will attract foreign investment.
- Moreover, they argue that the new mining deal will improve/ is improving environmental regulation.
- Academics, lawyers and activists criticise the new mining deal because it is about to/ will allow mining companies to have input on the way mining is taught about in schools.
- Regional governments of mining province predict that mega mining will /are going to bring jobs, money and investment in infrastructure.
- In the future, doctors in mining towns will be treating /will have treated more citizens with respiratory diseases.

Final task

Do some research about open- pit mining and its consequences. Watch the videos below.

Mining in Argentina (Video extracted from <https://vimeo.com/61825882>)

Massive mining protests (Video extracted from <https://www.dailymotion.com/video/xnz74o>)

Then work in groups and design a spot. Follow this guide to help you. Use Moshow app to compile the information. Add images or videos as needed.

Guide to design a spot:

Scheme to design slides	Sources
First slide: State the consequences of open -pit mining	<p>Text:</p> <p>-Serafini, Paula.(2018). The Argentinian fight against 'mega' mining. Consultado en Agosto 2019 en http://theconversation.com/the-argentinian-fight-against-mega-mining-95672</p> <p>Video:</p> <p>-Christmolinas (2012). Open Mining pit Campaña contra la minería a cielo abierto. Consultado en agosto de 2019 en https://www.youtube.com/watch?v=mqDEgtHs9Ds&feature=youtu.be</p>
Second slide: Describe a place which nowadays suffers from this problematic.	<p>Links:</p> <p>-Quinn, Ben. (2016) Air of discontent around Cerrejón mine deepens as Colombians cry foul. The Guardian. Accessed August 2019. Retrieved from https://www.theguardian.com/global-development/2016/oct/26/discontent-cerrejon-coal-mine-colombians-cry-foul</p> <p>-Conciencia Solidaria (2012). Marcha de las Mujeres en Andalgá. Accessed August 2019. Retrieved from http://noviolencia2018.es/andalgala-mujeres-del-silencio-video</p> <p>Jamasmie, Cecilia (2017) Argentina confirms charges for Barrick employees over 2015 cyanide spill at Veladero. Accessed August 2019. Retrieved from http://www.mining.com/argentina-charges-barrick-executives-2015-cyanide-spill-veladero/</p> <p>Vidal, John (2015) How developing countries are paying a high price for the global mineral boom. Accessed August 2019. Retrieved from https://www.theguardian.com/global</p>

<p>Third slide: Introduce statistics or the voice of an expert</p>	<p>Links: Sitios Web: NO A LA MINA ESQUEL. (n/d) Retrieved from http://noalamina.org/ - Mining and Metals(n/d).Bnamericas Accesed: August 2019. Retrieved from https://www.bnamericas.com/en</p> <p>Working Group on Mining and Human Rights in Latin America (2014)The impact of Canadian Mining in Latin America and Canada's Responsibility - Executive Summary. Accessed August 2019. Retrieved from http://www.dplf.org/sites/default/files/report_canadian_mining_executive_summary.pdf (versión en inglés)/ https://ia902509.us.archive.org/34/items/ElImpactoDeLaMineraCanadienseEnAmericaLatinaYLaResponsabilidadDe/D48953_DPLF_Spanish_LOWRES.pdf(versión en castellano)</p>
<p>Fourth slide: Share the legal framework if you choose a place from our country</p>	<p>Sitio web: "The Argentinian fight against 'mega' mining. Retrieved from https://noalamina.org/general/item/15700-las-leyes-provinciales-que-prohiben-algun-aspecto-de-la-actividad-minera-en-argentina</p>
<p>Fifth slide: State the opinion of the group about open-pit mining</p>	<p>We believe...</p> <p>We think...</p> <p>It is necessary..</p> <p>We should...</p>

Appendix

El texto académico:

En esta actividad de lectura se realizará un primer acercamiento al texto científico académico. Teniendo en cuenta el nivel académico de nuestros/as estudiantes sólo se realizará la lectura de un abstract. Consideramos importante que los/las estudiantes tengan acceso al texto completo para analizarlo junto con el/la docente, motivo por el cual copiamos aquí el hipervínculo: <https://ides.org.ar/wp-content/uploads/2012/04/3.-ARGENTO-Y-Z%C3%8DCARI.pdf>

LAS DISPUTAS POR EL LITIO EN LA ARGENTINA: ¿MATERIA PRIMA, RECURSO ESTRATÉGICO O BIEN COMÚN?

Lithium disputes in Argentina: raw material, strategic resource or common good?

MELISA ARGENTO

Universidad de Buenos Aires/ Consejo Nacional de Investigaciones Científicas y Técnicas / Instituto de Estudios de América Latina y el Caribe, Argentina
melisargento@gmail.com

JULIÁN ZÍCARI

Julián Zicari
Universidad de Buenos Aires/ Consejo Nacional de Investigaciones Científicas y Técnicas, Argentina
sanlofas@hotmail.com

RESUMEN

La acelerada demanda del litio y su creciente utilización por el avance tecnológico, coloca a las reservas que se encuentran en los salares del noroeste argentino en el centro de debates sobre sus formas de explotación y comercialización. Los posicionamientos van desde profundizar el modelo extractivista que rige el conjunto de la minería, declararlo recurso estratégico para la industrialización de las baterías, o someter a un proceso de consulta territorial la extracción, y/o gestión de este mineral. Estas diversas concepciones en torno al litio conectan con diferentes modelos sociales en pugna, donde el debate económico termina por soslayar el importante riesgo de las comunidades indígenas que viven en los territorios del norte de nuestro país.

Palabras claves: Litio, Baterías, Recurso Estratégico, Bien Común, Territorios.

ABSTRACT

The rapidly increasing lithium demand, and its growing use due to technological development, place the reserves located at the Argentinean Northwest salt flats at the core of debates about its exploitation and commercialization methods. The different approaches range from delving into the extractivist model that regulates the mining sector, to declaring it a strategic resource for industrialization of batteries, submitting this mineral extraction and/or management to a regional consultation process. These diverse conceptions about lithium relate to different and antagonist societal models, in which economic debate results in undermining the important risk this represents for the indigenous communities who live in our country's northern lands.

Keywords: Lithium, Batteries, Strategic Resource, Common Good, Territories.

A guide to read an abstract:

- Analyse the paratext (source, authors, title, subtitles, and references) and discuss the parts of the text.
- Which is the function of an abstract? What information do you expect to find in it?
- What is the function of the keywords?

Referencias

Argento, Melisa, y Zícarí, Julián. (2017). "Las disputas por el litio en Argentina. ¿Materia prima, recurso estratégico o bien común?" *Revista Prácticas de Oficio*, 1(19), jun. 2017 dic. 2017.

Jamasmie, Cecilia (2017) Argentina confirms charges for Barrick employees over 2015 cyanide spill at Veladero. Accessed August 2019. Retrieved from <http://www.mining.com/argentina-charges-barrick-executives-2015-cyanide-spill-veladero/>

Quinn, Ben. (2016) Air of discontent around Cerrejón mine deepens as Colombians cry foul. The Guardian. Accessed August 2019. Retrieved from

<https://www.theguardian.com/global-development/2016/oct/26/discontent-cerrejon-coal-mine-colombians-cry-foul>

Serafini, Paula. (2018). "The Argentinian fight against mega-mining". Accessed: August 2019. Retrieved from: <http://theconversation.com/the-argentinian-fight-against-mega-mining-95672>

Vidal, John (2015) How developing countries are paying a high price for the global mineral boom. Accessed August 2019. Retrieved from <https://www.theguardian.com/global>

Páginas Web:

Conciencia Solidaria (2012). Marcha de las Mujeres en Andalgalá. Accessed August 2019. Retrieved from <http://noviolencia2018.es/andalgala-mujeres-del-silencio-video>

NO A LA MINA ESQUEL. (n/d) Retrieved from <http://noalamina.org/>

Mining and Metals(n/d).Bnamerica Accessed: August 2019. Retrieved from <https://www.bnamerica.com/en>

Working Group on Mining and Human Rights in Latin America (2014)The impact of Canadian Mining in Latin America and Canada's Responsibility - Executive Summary. Accessed August 2019. Retrieved from http://www.dplf.org/sites/default/files/report_canadian_mining_executive_summary.pdf (versión en inglés)/

https://ia902509.us.archive.org/34/items/ElImpactoDeLaMineraCanadienseEnAmericaLatinaYLaResponsabilidadDe/D48953_DPLF_Spanish_LOWRES.pdf (versión en castellano)

"The Argentinian fight against 'mega mining.(2016)Accessed: August 2019 Retrieved from <https://noalamina.org/general/item/15700-las-leyes-provinciales-que-prohiben-algun-aspecto-de-la-actividad-minera-en-argentina>

Videos:

Christmolinas (2012) *Open-pit mining/ Campaña contra la minería a cielo abierto* [Video file] Accessed: July, 2019. Retrieved from <https://youtu.be/mqDEgtHs9Ds>

Imagemaker Inc. (2013) Mining in Argentina [Video file] Accessed: July, 2019. Retrieved from: <https://vimeo.com/61825882>

Presstv (2011) *Massive mining protests* . [Video file] Accessed: August, 2019. Retrieved from: <https://www.dailymotion.com/video/xnz74o>

Imágenes:

Roberts, Tim *A closed open pit mine* [Online image] Accessed: July, 2019. Retrieved from <https://www.shutterstock.com/image-photo/mining-open-pit-68766529>

Didactic Sequences



<https://image.shutterstock.com/image-photo/stack-hands-260nw-180191942.jpg>.

Accessed August, 2019

Social Sciences

Didactic Sequence:

MEMORY: ARGENTINA'S DIRTY WAR

Language focus: Reported Speech.

Cross-curricular Subject: History.

Warm up!

Look at the pictures and describe them. What do you know about this topic?



Gail, Raquel (1976) Imagen extraída en agosto de 2019 de <https://archivo104.blogspot.com/2013/03/el-golpe-de-estado-en-el-ambito.html>



Morelli, Marina (1973) Imagen extraída en agosto de 2019 de <https://i.vtimq.com/vi/7S5jfKixhnc/maxresdefault.jpg>

Pre-reading activities

1) Look at the whole text. How can you relate it with the previous pictures?

2) Skim the text below and complete the chart.

Source: where has the text been taken from?	
Validity: how do you know that the information below is reliable?	
Genre: what is the communicative event?	
Topic: which words can you choose to anticipate the topic of the text?	



You are in: **World: Americas**

Saturday, 24 March, 2001, 14:20 GMT

Dirty War - more than a memory

Front Page

World

Africa

Americas

Asia-Pacific

Europe

Middle East

South Asia



Mothers of those killed march around the square every week

By James reynolds in Buenos Aires

Argentina is marking the 25th anniversary of the military coup which brought in seven years of military rule.

The coup was the start of Argentina's Dirty War - a war by any means against those opposed to the regime.

**From Our
Own
Correspon-
dent**

**Letter
From
America**

UK

UK Politics

Business

Sci/Tech

Health

Education

Entertainment

Talking Point

In Depth

Audio Video

“
For my
grandson, it
was a great
shock to find
out the truth:
that he was
adopted by a
military family,
that his real
mother had
been killed
”

Rosa Roisinblit

Human rights organisations say more than 30,000 people were killed during the dictatorship.

Different events will be held across the country in memory of the victims of the Dirty War, including a march from Congress to the central Plaza de Mayo.

The Mothers of the Plaza de Mayo – mothers of those killed during Argentina's years of military rule – have held similar demonstrations every week for more than 20 years.



The 1976 coup
marked the start of
the dirty war

Their demand: Truth and justice. Most are now in their 70s or 80s. They are the last campaigners of their generation.

They are joined in the human rights movement by another group, the Grandmothers of the Plaza de Mayo.

The Grandmothers have one aim: to find their missing grandchildren.

Reynolds, James (2001). Dirty war- more than a memory. Consultado en agosto 2019 en
<http://news.bbc.co.uk/2/hi/americas/1239826.stm>

While-reading activities:

- 3) Prepare an outline of the text with the key words from the chart.
- 4) Answer:
- a) What is the meaning of “the dirty war”?
 - b) Who are the mothers of Plaza de Mayo?
 - c) Who supports them?
 - d) What is their aim?

Post-reading activities

- 5) Match the quotations to whom may have said them:
- a) “I have been searching for my grandson for years”
 - b) “I hate the Regime! My son is still missing!”
 - c) “The last dictatorship in Argentina took more than 30.000 people”
 - d) “I will join the campaigners; it is a fair claim for justice”

_____ A mother whose child can't be found.

_____ A journalist giving information about the last military coup.

_____ A young guy who wants to fight for the cause.

_____ A grandmother who lost someone and is looking for him/her.

- 6) Match the quotations above to the language exponents:
- _____ Future simple (Decision at the moment of speaking)
- _____ A past simple fact
- _____ A present simple fact
- _____ Present Perfect Continuous

- 7) Now report the statements in exercise 6 following the example and explain the effect on the reader by using one or the other.

A grandmother who lost someone and is looking for him/her said that she had been searching for her grandson for years.

Audiovisual activities:**The U.S. and Argentina's dirty war**

Retrieved from:

BBC News (2016) The U.S. and Argentina's dirty war. Accessed in August, 2019: <https://www.bing.com/videos/search?q=argentinas+dirty+war&&view=detail&mid=7ECCBDC443A162599C9C7ECCBD C443A162599C9C&&FORM=VDRVRV>

- 1) Watch the video and tick the sentences if the information is correct.
 - a) In the 1970's families marched on the streets of Buenos Aires to protest against Argentina's dirty war.
 - b) Mothers of Plaza de Mayo used to gather in the square to protest against the brutality of the country's dictatorship.
 - c) Argentina is marking the 30th anniversary of the military coup.
 - d) In 1986 Isabel Peron was overthrown in a military coup.
 - e) Human right organizations estimate that 23.000 people disappeared during that period.
 - f) Obama acknowledged that the U.S. played a part in Argentina's dirty war.
 - g) Obama announced that the U.S. would help the families of the disappeared to find closure.
 - h) All Argentine people forgave the U.S. for its part in the war.
 - i) Many events were held across the country in memory of the victims of the Dirty War.
- 2) Discuss the following questions:
 - a) Why do you think that many Argentine people do not forgive the U.S.?
 - b) What did the interviewed lady say about it? (from 1:26 min)

Final Task:

Create a poster.

- Interview people from your community and family to know their opinion on the topic.
- Use their sayings to create the poster.
- Work with automatic translators to translate their sayings.
- Edit those translations with the help of your teacher.

Referencias**Videos:**

BBC News (2016) The U.S. and Argentina's dirty war. Accessed in August 2019 <https://www.bing.com/videos/search?q=argentinas+dirty+war&&view=detail&mid=7ECCBDC443A162599C9C7ECCBDC443A162599C9C&&FORM=VDRVRV>

Páginas Web:

Reynolds, James (2001). Dirty war- more than a memory. Accessed in August 2019 at <http://news.bbc.co.uk/2/hi/americas/1239826.stm>

Imágenes:

Gail, Raquel (1976). Photograph. Accessed in August in2019 at <https://archivo104.blogspot.com/2013/03/el-golpe-de-estado-en-el-ambito.html>

Morelli, Marina(1973) Photograph. Accessed in August in2019 at <https://i.vtimg.com/vi/7S5jfKixhnc/maxresdefault.jpg>

Didactic Sequence:

A ROAD TO TRUTH

Language focus: Conditional Type II.

Cross-curricular Subject: Philosophy.



Warm up!

Answer these questions:

- Look at the picture and guess the topic.
- What do you expect to deal with in this unit?
- Do you have any previous knowledge about this topic?
- What subject helped you learn about this?



Retrieved from:

<https://www.pexels.com/photo/person-standing-and-holding-lamp-inside-cave-2397414/>.

Accessed in July 2019.

Pre-reading activities

- 1) Analyse the paratextual elements of the text and write a general hypothesis.

REMEMBER

- In order to analyse the paratext you should pay attention to images, graphics, font, colors, layout, etc. and relate the information you get to the title.
- When you write your hypothesis about the text, you should include source, field, type of text and audience.

- 2) Look for repeated words, cognates, proper nouns, dates and key words. Can you predict the content of the text?

While-reading activities

- 3) Read the text carefully and check if your hypothesis was right or wrong.
- 4) Answer:
 - Who was Plato?
 - What is an allegory?
 - What was his "*Allegory of the Cave*" about?
 - Do you think that this scene has a message for society?

5) What do the underlined words in the text refer to?

6) Use the key words from exercise five to help you write the main idea of the text in no more than five sentences.

MAYO OSHIN
ABOUT ARTICLES BOOKS ALBUMS CONTACTS PRESS RELEASES

Plato's Allegory of the Cave: Life Lessons on How to Think for Yourself.

by Mayo Oshin | Mental Models, Philosophy








“In a time of universal deceit – telling the truth is a revolutionary act.”

—George Orwell

What is reality? Does your reality really exist?

Over 2,000 years ago, Plato, one of history's most famous thinkers, explored these questions in his famous "Allegory of the Cave" (*audiobook*) —Book VII of the Republic.

The "Allegory of the Cave" begins with a scene painted by a group of prisoners who have lived chained to the wall of a dark cave their entire lives.

In Plato's, *The Republic (book)*, he writes:

“See human beings as though they were in an underground cave-like dwelling with its entrance, a long one, open to the light across the whole width of the cave. They are in it from childhood with their legs and necks in bonds so that they are fixed, seeing only in front of them, unable because of the bond to turn their head all the way round.”

Every day, these people in the caves watched shadows projected on a blank wall. For them, these shadows are real and they shape their entire reality.

Now imagine that one of the prisoner's leaves the cave and walks outside into the sunshine. For the first time in his life, he is exposed to sunshine and light. He can now finally see the "true" forms, shapes and reality of the shadows he thought were real.

In this Allegory, Socrates asks, what would he think of his companions back in the cave? He'd probably feel sorry for them and their limited reality.

Now, if he returned back to the cave and told them about what he saw, they'd probably laugh at him and think he was crazy. Plato's Allegory of the Cave explores the tension between the imagined reality that we think is "real" (shadows) versus the reality that is the "truth" (outside the cave).

Retrieved from: <https://mavooshin.com/plato-allegory-of-the-cave/>. Accessed in July 2019.

7) Which is the prevailing verb tense in this text? Why? Extract two examples.

8) Read the following extracts from the text and answer:

"In this Allegory, Socrates asks, what would he think of his companions back in the cave."

"He'd probably feel sorry for them and their limited reality."

a) Does the prisoner outside the cave wonder about his companions' feelings?

"Now, if he returned back to the cave and told them about what he saw, they'd probably laugh at him and think he was crazy."

b) Are the described events real or imaginary?

c) What tenses are used?

d) What's the meaning of the word "if"?

e) Is this a present or past condition?

Analyse this chart:

IF	CONDITION	POSSIBLE RESULT
If	Simple Past	WOULD + infinitive verb
If	he returned back to the cave and told them about what he saw	they'd probably laugh at him

The conditional sentences indicate us a possible condition and its probable result. It means that the expected actions depend on a condition. If Clauses – Type 2 are used to express dreams, unreal situations and things that are unlikely to happen.

Retrieved from: <https://englishstudypage.com/grammar/if-clauses-type-2/>.

Accessed in August 2019.

Post-reading activities

9) Complete the sentences using the correct form of the verbs in brackets.

- If the prisoner _____ (GO) back to the cave, he _____ (FEEL) sorry for his companion's perception of reality.
- The prisoner _____ (NOT/TRUST) the shadows any more if he _____ (LIVE) in the cave again.
- If the prisoners _____ (BE) exposed to sunshine and light, they _____ (NOT/SEE) as the rest of the people living outside the cave.
- Prisoners _____ (REJECT) truth, if they _____ (BE) freed.
- If the prisoner _____ (FREE) his companions, they (NOT/ESCAPE) from the cave.

- Now it is your turn! Complete the following ideas.

- If you only **believed** what you saw,

_____.

- If you **didn't go** out of the cave,

_____.

- You **would remain** in the shadows if

_____.

Audiovisual activities**Pre-watching activities**

1) Answer:

- a) What do you remember about the allegory of the cave?

- b) What other interpretations can the allegory have?

While-watching activities

- 2) You are going to watch a video of Plato's allegory of the cavern. Spot the words you hear and mark them in the word cloud.



La alegoría de la caverna de Platón · Alex Gendier



3) Classify the words into:

ALLEGORY	INTERPRETATION
prisoners	Masses

4) Watch the video again and discuss your findings with the rest of the class. Then, write a summary using the above words to help you.

Post-watching activities

5) Now read the following newspaper headings and complete the chart below connecting the information in the news with Plato's allegory.



Retrieved from: <https://www.infobae.com/sociedad/2018/04/16/un-bebe-no-fue-vacunado-y-esta-internado-por-meningitis-denunciaron-a-los-padres/>. Accessed in July 2019.



Retrieved from: <https://www.lavananguardia.com/vivo/20180206/44583334921/patatas-mcdonalds-solucion-calvicie.html>. Accessed in July 2019.

CASE	HEALTH	MEDIA
The Cave		
The Shadow		
Escape from the Cave		
Return to the Cave		

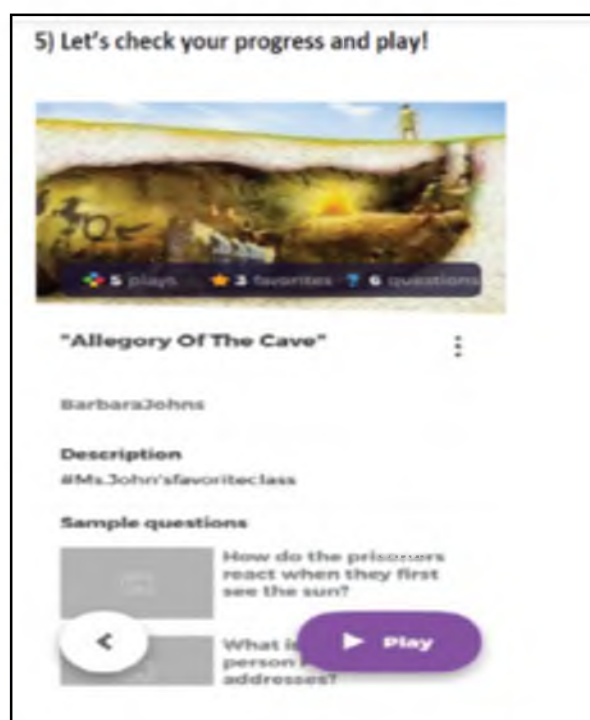
Final Task

Design a digital poster about “The Road to Truth” to share with your community.

Let’s check your progress and play!

- Install **Kahoot! App** in your smartphone or tablet computer.
- Register and log in.
- Write “*Allegory of the Cave*” in the search bar and click on the game to start playing.

GOOD LUCK!



Retrieved from https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android&hl=es_AR.
Accessed in July 2019.

Referencias

Videos:

Alex Gendler (2109) “*La alegoría de la caverna de Platón*”. Accessed in July 2019 at <https://www.youtube.com/watch?v=1RWOpQXTItA>

Página Web:

Mayo Oshin (2019) “*Plato’s Allegory of the Cave: Life Lessons on How to Think for Yourself*”. Accessed in 2019 at <https://mavooshin.com/plato-allegory-of-the-cave/>

Retrieved from: <https://englishstudypage.com/grammar/if-clauses-type-2/>. Accessed in August 2019.

Artículos Periodísticos Online:

(2018) “*Un bebé no fue vacunado y está internado por meningitis: denunciaron a los padres*” Infobae. Consultado en julio 2019 en <https://www.infobae.com/sociedad/2018/04/16/un-bebe-no-fue-vacunado-y-esta-internado-por-meningitis-denunciaron-a-los-padres/>

(2018) “*Las patatas de McDonald’s podrían ser la solución a la calvicie*” La Vanguardia. Consultado en julio 2019 en <https://www.lavanquardia.com/vivo/20180206/44583334921/patatas-mcdonalds-solucion-calvicie.html>

Imágenes:

Jeremy Bishop (2019) “*Person Standing and Holding Lamp Inside Cave*”. Accessed in July 2019 at <https://www.pexels.com/photo/person-standing-and-holding-lamp-inside-cave-2397414/>

Cristian Palacios (2019) “*Plato’s Cave*”. Imagen cedida.

Juego:

Kahoot! https://plav.google.com/store/apps/details?id=no.mobitroll.kahoot.android&hl=es_AR

Didactic Sequence:

GENDER EQUALITY – STILL A LONG WAY TO GO...

Language focus: Connectors, Conditional Type I, Tenses, Active and Passive voice, Word Formation: prefixes, use of monolingual and bilingual dictionaries.

Cross-curricular Subject: ESI, Trabajo y Ciudadanía y Gestión Organizacional.



Retrieved from: https://ec.europa.eu/newsroom/just/item-etail.cfm?item_id=615287

Accessed in August 2019.

Warm up!

1) Look at the images below. What comes to your mind?



Image 1



Image 2

Image 1: Retrieved from: <https://pixabay.com/vectors/balance-court-equality-female-1302200/>

Accessed July, 2019

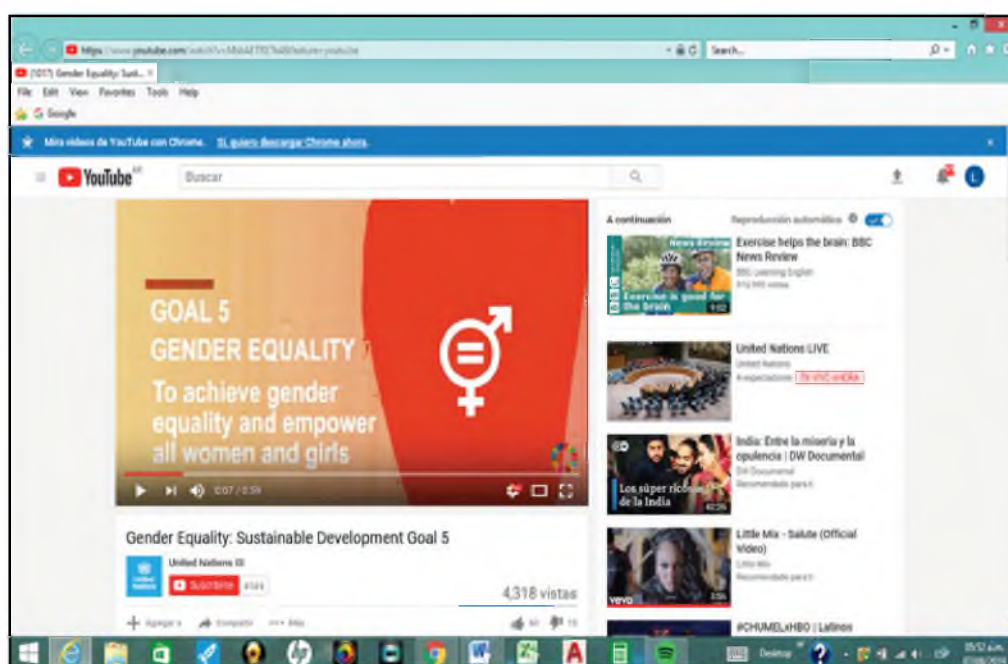
Image 2: Retrieved from: <https://www.pexels.com/photo/woman-holding-we-don-t-have-time-signage-2559747/>

Accessed July, 2019

- 2) Brainstorming. Write as many words as you can in relation to the topic. Share them with your classmates. What is gender equality for you? Class discussion.



- 3) Watch this video.



Retrieved from: <https://youtu.be/MsbAETRE7b4> Accessed July 2, 2019

- Do you agree with it? How can we manage the difference?
- What's the source of the video?

Pre-reading activities

Skimming:

- After analyzing the paratextual elements, (introductory sentence, picture, heading and date), read the full text **ONCE**. Underline 2 (two) transparent (**TWs**) and repeated words (**RWs**) per paragraph. (See paragraph 1 examples.)

Transparent words help understand the gist (**general idea**) of a text because they are similar to Spanish, so we can "see" their meaning. For example: "similar", and "in general",

Repeated words or phrases are also important.

Global idea:

- 2) Based on the above TWs and RWs, write a short paragraph in Spanish in your own words with the general idea of the article.

Emma Watson: Gender equality is your issue too

This is the transcript of the speech given by Emma Watson before the United Nations launching the campaign "HE FOR SHE".

**Emma Watson: Gender equality is your issue too**

Date: Saturday, September 20, 2014

P. 1 I am reaching out to you because I need (RW) your help. We want to end gender inequality—and to do that we need (RW) everyone to be involved.

This is the first campaign (TW) of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender (RW) equality. And we don't just want to talk about it, but make sure it is tangible. (TW)

P. 2 I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

For the record, feminism by definition is: "The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social **equality** of the sexes."

P. 3 I started questioning gender-based assumptions when at eight I was confused at being called "bossy," because I wanted to direct the plays we would put on for our parents—but the boys were not. When at 14 I started being sexualized by certain elements of the press. When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear "muscly." When at 18 my male friends were **unable** to express their feelings.

P. 4 I decided I was a feminist and this seemed **uncomplicated** to me. But my recent research has shown me that feminism has become an **unpopular** word. Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, **unattractive**. Why is the word such an **uncomfortable** one?

P. 5 I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

P. 6 These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I

might give birth to a child one day. These influencers were the gender equality ambassadors that made me who I am today. They may not know it, but they are the **inadvertent** feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

P. 7 In 1995, Hillary Clinton made a famous speech in Beijing about women's rights. Sadly many of the things she wanted to change are still a reality today.

But what stood out for me the most was that only 30 percent of her audiences were men. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

P. 8 Men—I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too. Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "macho"—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and **insecure** by a distorted sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender stereotypes but I can see that that they are and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

P. 9 Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum not as two opposing sets of ideals.

If we stop defining each other by what we are not and start defining ourselves by what we are—we can all be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle. So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

P. 10 You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman Edmund Burke said: "All that is needed for the forces of evil to triumph is for enough good men and women to do nothing."

P. 11 In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. If you have similar doubts when opportunities are presented to you I hope those words might be helpful.

Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

P. 12 If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I applaud you. We are struggling for a uniting world but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

While-reading activities

- 3) Underline two sentences in the first conditional.
- 4) Complete the table below using the following instructions:
- Underline the verb phrases of the sentences in the table.
 - Complete the table with the right tense from the box. There is an extra one.
 - Tick Active or Passive Voice. Who does – receives the action in each case? Is the doer of the action mentioned?

Past Perfect	Simple Present	Simple Past
---------------------	-----------------------	--------------------

	Sentence verb phrase	Tense	Active Voice	Passive Voice
a.	I decided I was a feminist.			
b.	I am from Britain...			
c.	I am paid the same as my male counterparts.			
d.	I was appointed six months ago.			

- 5) Underline and transcribe linking words of each type. What is the function of connectors?
See the number connectors of each type you should transcribe. For example: Addition (x3) means three different connectors of addition.

Addition (X 3)	Contrast (X 1)	Purpose (X 1)	Consequence (X 1)	Cause or reason (X 1)

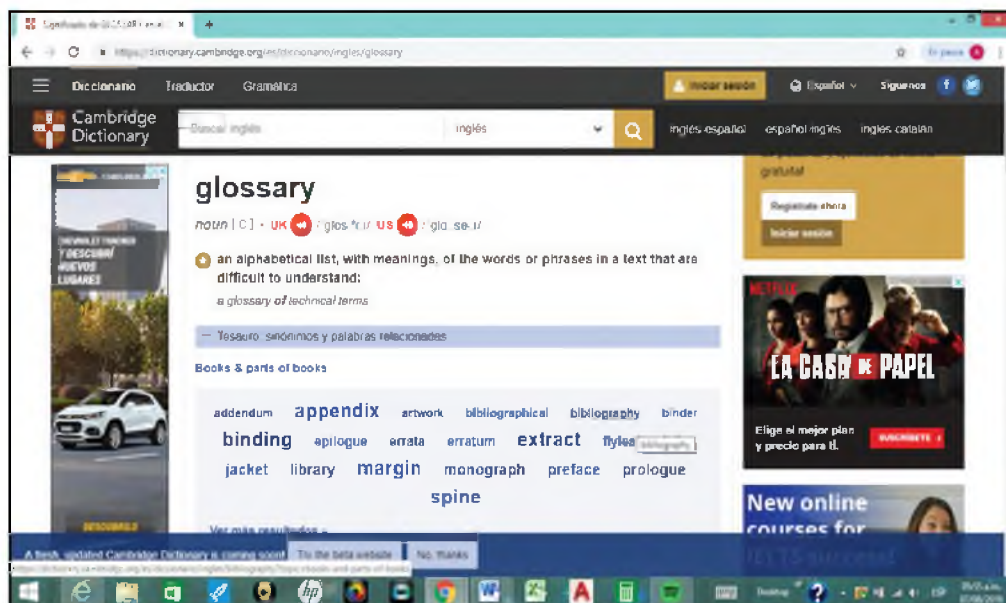
Some negative words are formed by adding a **negative prefix (UN/IN)** before the noun, adjective or adverb. Be careful: **Not** all the words starting with **UN/IN** are negative. Example: involve, influencer.

- 6) These words were extracted from the text. Fill in the blanks with them (there is one left)

**UNCOMPLICATED - UNPOPULAR - UNABLE - UNATTRACTIVE -
INEQUALITY - INADVERTENT- INSECURE**

- Some political figures are considered very.....because they are.....to reach to people's heart.
- To stop gender.....we have to stop man-hating.
- If an issue is easy to be dealt with, we must assume it is.....
- Some feminist speeches are considered.....strong and.....for many people.
- Nowadays, there are many..... feminists who are changing the world today.

7) What is a glossary? Cambridge online Dictionary defines it as:



Retrieved from: <https://dictionary.cambridge.org/es/diccionario/ingles/glossary> Accessed July, 2019

- Encircle 3 (three) unknown words from the text and transcribe them in the "Word column" below.
- Find their meanings in English in the monolingual dictionary. Your teacher will tell you about different online dictionaries to choose from.
- Look up the **equivalent** terms in Spanish.

For example:

Specialty glossary: Gender Equality

Word	English definition	Spanish
Equality	The right of different groups of people to have a similar social position and receive the same treatment	Igualdad

8) Scan the text to answer:

- a) What are the gender-based assumptions that she mentions?
- b) Who was she influenced by?
- c) What ideas does she transmit about men?
- d) What do you think about the change proposed?

Post-reading activities

9) Make a summary in Spanish including the most important ideas of the text.

10) Then, look for a similar speech from an Argentinian woman and compare it with Emma's.

Final Task

Choose one of the following tasks:

Option 1- As the speech was called "*Gender equality is your issue too*",

What things can you do to get involved in the change? What things can you do at home or at work? Write down your opinions.

Option 2- Work in groups. Create a collage on the topic. Choose a speaker to present it to the other groups.

Referencias

Videos:

United Nations (2019) "*Gender Equality: Sustainable Development Goal 5*" Accessed in July, 2019 from <https://youtu.be/MsbAETRE7b4>

Páginas Web:

Cambridge Dictionary (2014) Online version Accessed in July, 2019. <https://dictionary.cambridge.org/es/diccionario/ingles/glossary>

ThoughtCo (2014) "*Emma Watsons 2014 Speech on Gender Equality*". Accessed in July, 2019 from <https://www.thoughtco.com/transcript-of-emma-watson-s-speech-on-gender-equality-3026200>

Imágenes:

Krol / European Commission (2018) "*International Women's Day: Still a long way towards gender equality*". Accessed in August, 2019 https://ec.europa.eu/newsroom/just/item-detail.cfm?item_id=615287

Markus Spiske "*Woman holding we don't have time signage*". Accessed in July, 2019 <https://www.pexels.com/photo/woman-holding-we-don-t-have-time-signage-2559747/>

Didactic sequence:

UNPAID CARE WORK: BRIDGING THE GAP?

Language focus: Types of texts.

Cross-curricular Subject: Trabajo y Ciudadanía.



Urbino, Felipe Luis Miguel (2019) estudiante de 6to 1ra Arte de la E.E.S. Nro 16 “Molina Campos”

Audiovisual activities

Pre-watching activity

- 1) Write down words or phrases related to

UNPAID CARE WORK

- 2) Discussion with the whole class.



UN women (2017). What is the real value of unpaid work? Accessed in August 2019 at <https://www.youtube.com/watch?v=fcqt0QzqUFU&t=1s>

While-watching activity

3) Choose the correct option

Unpaid care work is

- a- labor that receives a low remuneration.
- b- taking care of other people with a good remuneration.
- c- taking care of others without receiving a remuneration.

Unpaid care work includes

- a- working for an international company.
- b- taking care of young children and sick people.
- c- receiving an excellent remuneration.

Without unpaid care work

- a- society can function well.
- b- society can't function.
- c- there won't be any change in society.

Unpaid care work is mostly carried out by

- a- children.
- b- men.
- c- women.

Post-watching activity

1. What does GDP stand for? (Search in the web)
2. Why does the interviewee mention GDP?
3. Why does the interviewee say that women are penalized when performing unpaid care work? Do you agree with her?
4. Does she mention any solution to make care work redistributed? If so, which one?
5. What do you think about this topic? How can you relate it with your reality?

Pre-reading activity

- 1) Enter the following web page <http://www.iariw.org/papers/2014/AmarantePaper.pdf>



- 3) Analyse the paratext (source, author, title, subtitles, and references) and discuss the parts of the text *Unpaid Household Work in Latin America: Unfolding Patterns and Determinants*.
- 4) Complete the chart:

1. Title
2. Keywords
3. Subtitles
4. Source
5. Date of publication
6. Graphs
7. Images
8. Epigraph
9. Authors
10. Reference

- 3) Answer:
 - a) Which is the function of an abstract? What information do you expect to find in it?
 - b) What is the function of the keywords?

While-reading activity

- 4) Read the abstract and discuss the information in it.

Abstract

This article considers time use patterns for men and women in four Latin American countries (Colombia, Mexico, Peru and Uruguay). Using recent time use surveys, we provide original comparative evidence of the significance of unpaid household work, its distribution between men and women and the main determinants of this distribution. Our descriptive analysis shows that all four countries share common patterns in terms of the distribution of working hours: women spend approximately double the time on unpaid household tasks, they dedicate less time to paid work and, by the end of the day, when adding up both types of work, women end up working more hours than men. Our econometric estimations on the determinants of time devoted to unpaid work by men and women indicate that, after controlling for many cofunding variables, this time is more responsive to the age cycle for women, and does not show a decreasing pattern with age. Women's behavior in terms of unpaid work is much more responsive to income and schooling than that of men, showing an inverse U pattern. The presence of children in the household is associated with considerable more time of unpaid work for women than for men.

Keywords: unpaid household work, determinants, Latin America, time-use surveys

- 5) Identify the following parts of the abstract:

1. Introduction:
2. Objective:
3. Method:
4. Results:
5. Keywords:

- 6) Answer these questions:

- a) Which countries were considered to make this study?
- b) According to the results, do the countries under study have similarities in the distribution of working hours?
- c) Who works more, women or men?
- d) What does the econometric estimations on the determinants of time devoted to unpaid work by men and women indicate?
- e) Does this happen in our country? Do women work more than men? What do you think about it?

Post-reading activity:

- 7) Mention any unpaid care work situations in which you or someone you know were/ are involved in.

- 8) Complete the following extract using the given words. This extract was taken from an article in News Deeply (2018) Unpaid Care and Domestic Work. Accessed in August 2019 at <https://www.newsdeeply.com/womensadvancement/background/unpaid-care-and-domestic-work>

**PROGRAMS - OPPORTUNITIES - DOMESTIC - GOVERNMENT - WOMEN - UNPAID-
PROBLEM - VALUE - WORTH - MEN - POORER - SERVICES - ALONE -
PROVISION - EXTRA**

The Value of Unpaid Work

Just because the _____ and care work women do is _____ does not mean it is without _____. In fact, the United Nations estimates that unpaid care and domestic work is _____ 10 and 39 percent of a country's gross domestic product.

In _____ countries, women's unpaid work is often a substitute for _____ that would be provided by the _____ in richer countries, such as water and firewood _____.

Economic advancement _____ aimed at increasing women's access to paid work can fail to take into account the _____ domestic and care work _____ are already doing. This leads to a "double burden" where women's overall responsibilities increase as new economic _____ arise.

Part of the solution to the _____ of unpaid care work is for _____ to do more. But transferring some responsibilities from women to men will not fix the problem _____.

Final task

Look for any newspaper article related to the topic of the abstract and explain the relationship you have considered for your choice. You can write the explanation in Spanish.

Referencias

Videos:

UN women (2017). What is the real value of unpaid work? Accessed in August 2019 at <https://www.youtube.com/watch?v=fcqt0QzgUFU&t=1s>

Páginas Web:

IARIW (2014). Unpaid Household Work in Latin America: Unfolding Patterns and Determinants. Accessed in August 2019 at <http://www.iariw.org/papers/2014/AmarantePaper.pdf>

News Deeply (2018) Unpaid Care and Domestic Work. Accessed in August 2019 at <https://www.newsdeeply.com/womensadvancement/background/unpaid-care-and-domestic-work>

Imágenes:

Urbino, Felipe Luis Miguel (2019). Trabajo no remunerado. Ilustración realizada en agosto durante la clase de Inglés en la escuela secundaria Florencio Molina Campos.

Didactic Sequence:

THE MANY FACES OF MIGRATION

Language focus: Word classes, Word families, Tenses, Used to, Didn't use to.

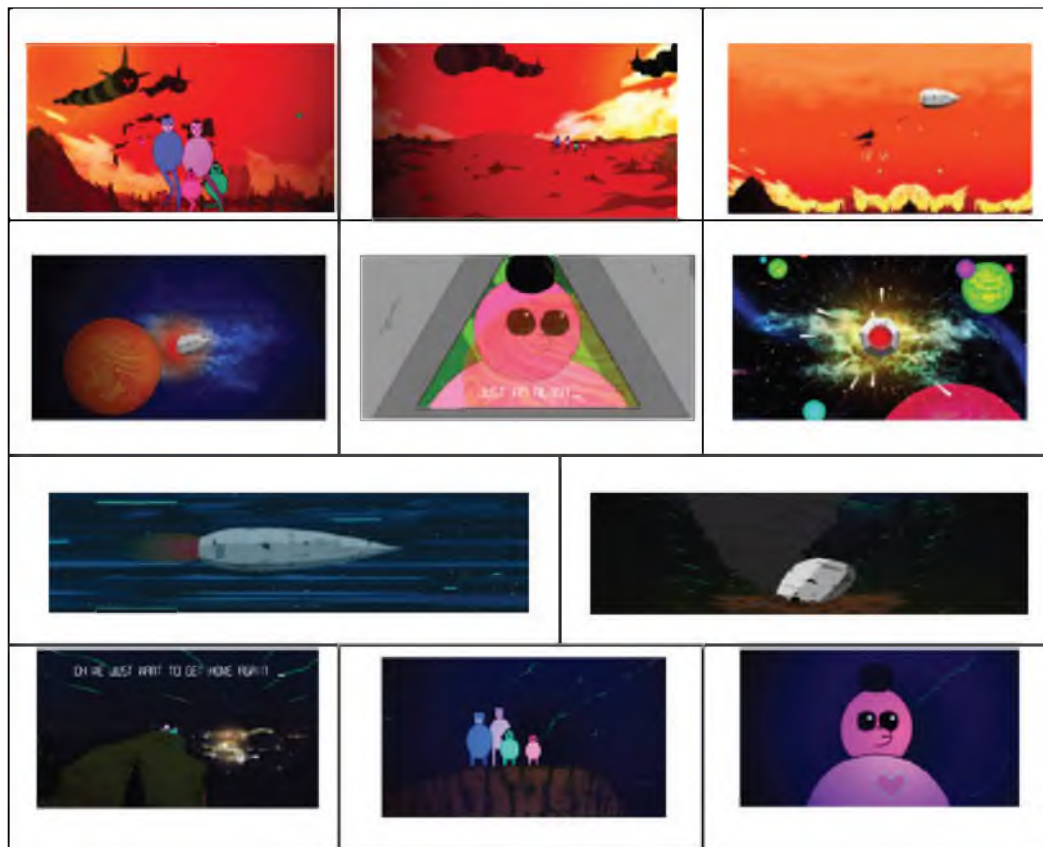
Cross-curricular Subject: Geography; Research in Social Sciences.

Warm up!

Audiovisual activities

Pre-watching activities

1) Look at the following sequence and analyse it.



Retrieved from: Coldplay - A L I E N S (Official Lyric Video) https://www.youtube.com/watch?v=we-LaiQNY5s&list=RDwe-LaiQNY5s&start_radio=1&t=0&t=0&t=0 Accessed August, 2019

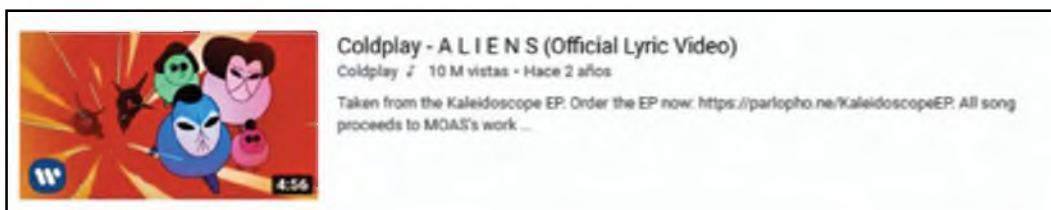
2) Answer:

- Who are the characters of the comic?
- Where are they?
- What's the initial situation?
- What is the consequence?

- e) Where are they at the end of the story?
f) What feelings are involved?

While-watching activities

- 3) Watch the video "Aliens" by Coldplay.



Retrieved from: <https://www.youtube.com/watch?v=we-LaiQNY5s> Accessed August, 2019

- 4) What is the song about? Use your own words to explain.

●

- 5) Listen to the song once more. Then, read the lyrics and classify the words in bold type into:

NOUN	VERB	PREPOSITION

ALIENS

By Coldplay

We were just about to lose our **home**
diamonds ate the radio
we were moving **in** the dead **of** night
we took photographs
just some just so
history has someone **to know**
we **were moving** at the speed of **flight**
kids **cry**
if you
want to,
that's alright
and if you
want to
hold me,
hold me tight
Just an alien
we **were hovering** without a home
millions **are** UFO
hovering **in** hope some scope tonight
sees the light
and **says**
fly if you
want to
that's alright
but if you
want to
call on me
call this line
just an **alien**
just an alien
we just want **to get** home again
tell your leader
sir, ma'am
we come in **peace**
we mean no harm
Somewhere out there in the unknown
all the **ET's** phoning home
Watching my life
on the skyline
crossing your **eyes**
for a lifetime
moving target
target movement
a patch a **corner**
of the spacetime
turning toward us
turning pages
over Asia
crossing **ages**
Just an alien
Oh, we just wanna get home again
[...]

Retrieved from: <https://coldplay.com/song/a-l-i-e-n-s/> Accessed August, 2019

Post-watching activities

6) Answer the following questions:

- a) What do aliens represent?
- b) What is the situation regarding immigration in your country?
- c) Are there “aliens” in your family? Write about their life experience as immigrants in Argentina.

Pre-reading activities

Nowadays, millions of people around the world leave their homes for many different reasons. The pictures below represent part of their reality. People are moving because of different reasons, such as:

- Climate change – Natural disasters
- War, persecution or ethnic violence
- Better job and life quality
- Political violence and insecurity



Retrieved from: <https://pixabay.com/photos/migration-flee-war-refugee-crisis-2698946/> Accessed August, 2019



Retrieved from: <https://pixabay.com/es/photos/la-guerra-refugiados-los-ni%C3%B1os-929109/> Accessed August, 2019



Retrieved from <https://pixabay.com/es/photos/barco-el-aqua-refugiado-escape-998966/> Accessed August, 2019



Retrieved from: <https://pixabay.com/illustrations/integration-welcome-shaking-hands-1777533/> and <https://pixabay.com/es/illustrations/visa-aprobado-viaje-plantilla-3653492/> Accessed August, 2019

- 1) Describe the situations in each picture.
 - a) Where are they? Why?
 - b) Where are they heading to?
 - c) Do all the pictures show dangerous situations? Why?

While-reading activities



Every day, all over the world, people make one of the most difficult decisions in their lives: to leave their homes in search of a safer, better life.

(P.1) Most people in the world have had the experience of leaving the place where they grew up. Maybe they will only move as far as the next village or city. Some people leave home for a short time, but sometimes forever. Others are forced to flee persecution or human rights violations such as torture. Millions flee from armed conflicts or other crises or violence.

Some no longer feel safe and might have been targeted just because of who they are or what they do or believe – for example, for their ethnicity, religion, sexuality or gender orientation, or political opinions, or from the consequences of climate change or other natural disasters.

(P.2) These journeys, which all start with the hope for a better future, can also be full of danger and fear. Some people risk falling prey to human trafficking and other forms of exploitation. Some are detained by the authorities as soon as they arrive in a new country. Once they're settling in and start building a new life, many face daily racism, xenophobia and discrimination. Some people end up feeling alone and isolated because they have lost the support networks that most of us take for granted – our communities, colleagues, relatives and friends.

(P.3) People who leave their countries are not always fleeing danger. They might believe they have a better chance of finding work in another country, and seek opportunities elsewhere. Others might want to join relatives or friends who are already living abroad. Or they might seek to start or finish their education in another country.

(P.4) The terms "migrant" and "refugee" are often used interchangeably but it is important to distinguish between them as there is a legal difference. A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. The risks to their safety and life were so great that they felt they had no choice but to leave and seek safety outside their country because their own government cannot or will not protect them from those dangers. Refugees have a right to international protection.

(P.5) An asylum-seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right.

(P.6) Lots of people don't fit the legal definition of a refugee but could nevertheless be in danger if they went home. Migrants do not flee persecution, however, they are still entitled to have all their human rights protected and respected.

(P.7) There is no internationally accepted legal definition of a migrant. Like most agencies and organizations, we at Amnesty International understand migrants to be people staying outside their country of origin, who are not asylum-seekers or refugees.

(P.8) Some people emigrate from their country because they want to work, study or join family, for example. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances that exist there.

(P.9) Governments must protect all migrants from racist and xenophobic violence, exploitation and forced labour. Migrants should never be detained or forced to return to their countries without a legitimate reason. (572 words)

Adapted from: <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>
Accessed August, 2019

- 2) Work in pairs. Skim the paratext. Then, read the full article once.
 - a) What's the source of the article? What do you know about this organization?
 - b) Competition! Encircle topic words/phrases in the text. How many words-phrases can you find? Write them in the table below.
 - c) Highlight the different terms for those people who are on the move.

- 3) Write the general idea of the text using the words you have selected in the previous exercise.
- 4) Answer by choosing the right option. (Underline the source for your answer in the text) In some cases, the two options are correct.

a) Who is a "migrant"?

- Someone who flees his/her country since his/her life is at risk.
- Any person who moves, usually across an international border for different reasons.

b) Who is a “refugee”?

- Someone who is forced to flee from his/her country since his/her life is at risk.
- Someone whose request for sanctuary has yet to be processed.

c) Who is an “asylum-seeker”?

- Someone whose request for sanctuary¹ has yet to be processed.
- Any person who moves, usually across an international border for different reasons.

d) What are the situations people may face on their journeys?

- They may get help from NGOs.²
- They may be victims of a modern form of slavery, especially women and children.

e) What are some people’s feelings after they emigrate to a new country?

- They feel happy, because they meet relatives.
- They feel alienated, as they have no acquaintances.

f) What should be the role of governments regarding migrants?

- They should protect all migrants without distinction of legal status.
- They should protect just those people who have the right to be protected.

Post-reading activities

Grandpa moved from Congo to Paris 40 years ago. Dubaku, his grandchild, lives in Paris too and wants to know about his grandpa’s immigration story. How can Grandpa speak about his past routine?

USED TO + VERB

is a regular verb that refers to repeated actions in the past that no longer happen. It is always used in the past:

USED TO + VERB / DIDN’T USE TO + VERB.

- 5) Complete the dialogue with the correct form of *used to* / *didn’t use to* or the *simple past form* of the verbs in brackets.

Dubaku: Grandpa, _____ you _____ (live) in Congo when you were little. What _____ (do)?

¹ Sanctuary: a place that provides refuge. Be careful with the translation into Spanish! Can you tell why?

² NGOs Non-Governmental Organizations

Grandpa: Well, I _____ (swim) in the river. There _____ (be) crocodiles.

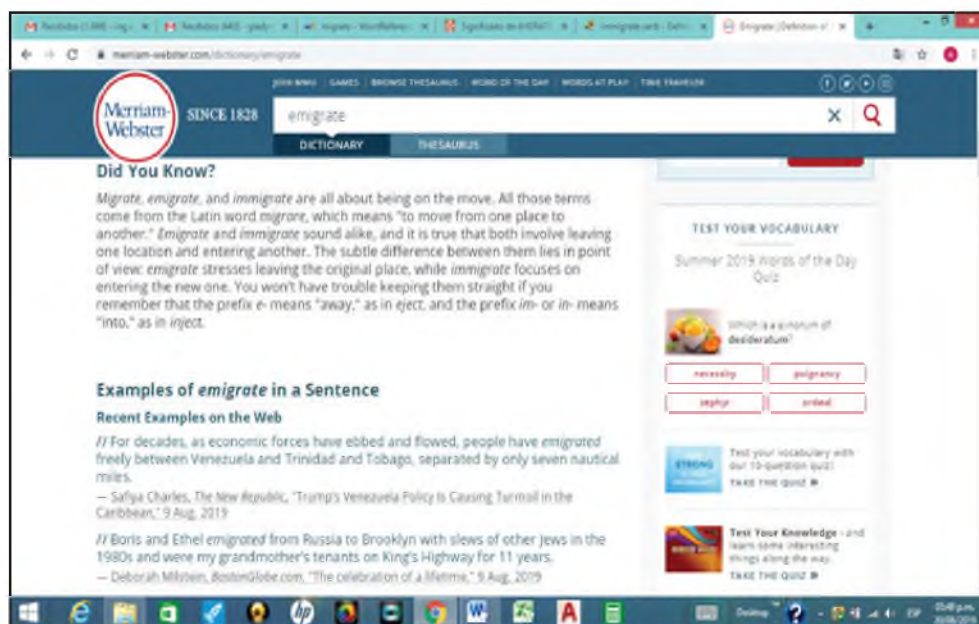
Dubaku: _____ you _____ (hunt) wild animals? Didn't you?

Grandpa Oh! No! I have always loved wild animals, so I _____ (watch) them whenever I could.

Dubaku: You _____ (be) so happy in Congo! Why did you emigrate to Paris?

Grandpa: My parents and I emigrated because of deforestation and hunting. Our land, which _____ (be) a paradise, turned into a desert. We couldn't stand it. So, we moved to Paris to join relatives and friends.

- 6) Choose five words from the table in exercise 5 and build your MIGRATION glossary. Also, transcribe word families from the text, or look them up in a monolingual dictionary.



Retrieved from: <https://www.merriam-webster.com/dictionary/emigrate> Accessed August, 2019

Migration Glossary

Retrieved from:

<https://www.oxfordlearnersdictionaries.com/definition/english/migrate?q=migrate>

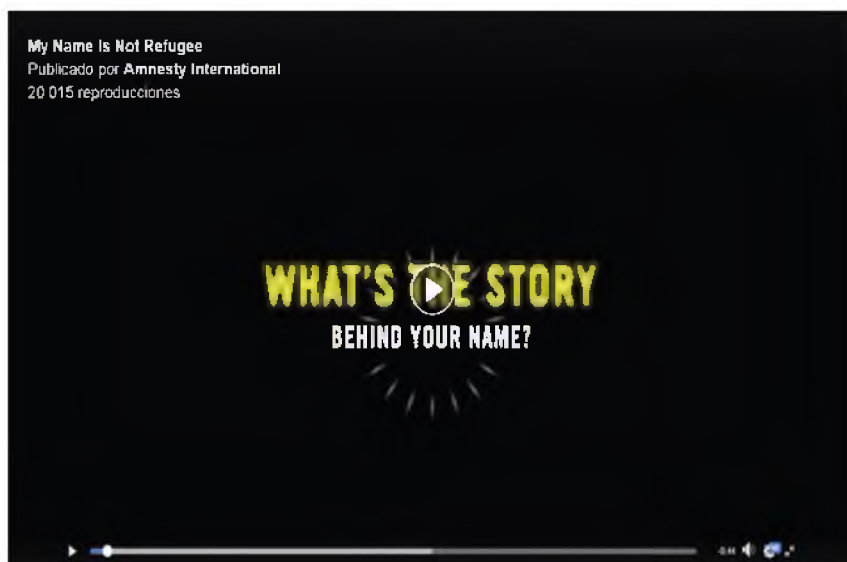
<https://www.oxfordlearnersdictionaries.com/definition/english/immigrate>

<https://www.oxfordlearnersdictionaries.com/definition/english/emigrate?q=emigrate> Accessed August, 2019

Word	Monolingual dictionary definition	Spanish	Word families
Migrate (v)	(from..) (to...) move from one town, country, etc. to go and live and/or work in another		i.e. Migration
Immigrate (v)	(to...) (from...) (especially North American English) to come and live permanently in a country after leaving your own country. <i>About 6.6 million people immigrated to the United States in the 1970s.</i>		
Emigrate (v) (from..) (to..)	(from...) (to...) to leave your own country to go and live permanently in another country. <i>My grandparents emigrated from Vietnam to the US in the 1980s.</i>		

Audiovisual activities

- 1) Watch this Video:



Retrieved from

(<https://www.facebook.com/amnestyglobal/videos/my-name-is-not-refugee/1976945945651601/>)

Accessed August, 2019

2) Answer these questions:

a) What's the video about?

b) What's the message of the video?

Final Task

Make your family-immigration map

- Work in groups.
- Work with World Maps and tell your classmates about your family immigration history.
- Where did your family come from? Another continent, a neighbouring country or from within the country?
- Do you know the origin and meaning of your name-surname?

Referencias

Videos:

ColdPlay (2017) "*Aliens*". Accessed in July, 2019 at

https://www.youtube.com/watch?v=we-LaiQNY5s&list=RDwe-LaiQNY5s&start_radio=1&t=0&t=0

<https://www.facebook.com/amnestyglobal/videos/my-name-is-not-refugee/1976945945651601/>

Accessed August, 2019.

Páginas Web:

Amnesty International "*Refugees, Asylum-Seekers and Migrants*" Accessed in July, 2019 at

<https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>

Coldplay (2017) "*Aliens*". Accessed in July, 2019 at

<https://coldplay.com/song/a-l-i-e-n-s/>

Merriam Webster Dictionary Online version Accessed in July, 2019 at

<https://www.merriam-webster.com/dictionary/emigrate>

Oxford Learners Dictionaries (2014) Online version Accessed in July, 2019 at

<https://www.oxfordlearnersdictionaries.com/definition/english/migrate?q=migrate>

<https://www.oxfordlearnersdictionaries.com/definition/english/immigrate>

<https://www.oxfordlearnersdictionaries.com/definition/english/emigrate?q=emigrate>

Imágenes:

Trasmo "*Migration Flee War Refugee Crisis*". Accessed in August, 2019 at

<https://pixabay.com/photos/migration-flee-war-refugee-crisis-2698946/>

Alexa Fotos "*La guerra-refugiados-los niños-ayuda-sufrimiento*". Accessed in August, 2019 at

<https://pixabay.com/es/photos/la-guerra-refugiados-los-ni%C3%B1os-929109/>

Geralt "*Barco-el agua-refugiado-escape*". Accessed in August, 2019 at

<https://pixabay.com/es/photos/barco-el-agua-refugiado-escape-998966/>

Geralt "*Integration-welcome-shaking hands*". Accessed in August, 2019 at

<https://pixabay.com/illustrations/integration-welcome-shaking-hands-1777533/>

Mohamed-Hassan "*visa-aprobado-viaje-plantilla*". Accessed in August, 2019 at

<https://pixabay.com/es/illustrations/visa-aprobado-viaje-plantilla-3653492/>

Índice

Presentación	9
Introducción	11
Secuencias Didácticas (Didactic Sequences)	15
 Ciencias Naturales (Natural Sciences)	15
River Pollution	17
The Earth Charter	25
Diseases and Breakthroughs	37
Planned Obsolescence	43
Mining in Argentina	51
 Ciencias Sociales (Social Sciences)	63
Memory: Argentina's Dirty War	65
A Road to Truth.....	71
Gender Equality – Still a long way to go... ..	81
Unpaid Care Work: Bridging the gap?	89
The Many Faces of Migration	95



SECRETARÍA ACADÉMICA

MATERIAL DE DISTRIBUCIÓN GRATUITA



Av. Bmé. Mitre N° 1891, Moreno (B1744OHC),
Provincia de Buenos Aires, Argentina.

Teléfonos:

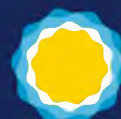
(+54 237) 425-1619/1786
(+54 237) 460-1309
(+54 237) 462-8629
(+54 237) 466-1529/4530/7186
(+54 237) 488-3147/3151/3473

www.unm.edu.ar

Facebook: Universidad Nacional de Moreno

Twitter: @unimoreno

Instagram: @unm_oficial



**UNM 2010
UNIVERSIDAD
DEL BICENTENARIO
ARGENTINO**