

# #WORKING URUGUAY

## AGRARIO 1



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



# Autoridades

## **CONSEJO DIRECTIVO CENTRAL**

Mtro. Pablo Caggiani Gómez - Presidente  
Mtra. Elbia Pereira - Consejera  
Profa. Carolina Pallas - Consejera  
Prof. Julián Mazzoni - Consejero  
Mtra. Insp. Daisy Iglesias - Consejera  
Dra. Beatriz Dos Santos - Secretaria General

## **DIRECCIÓN EJECUTIVA DE POLÍTICAS EDUCATIVAS**

Dr. Antonio Romano - Director

## **DIRECCIÓN DE POLÍTICAS LINGÜÍSTICAS**

Dr. Aldo Rodríguez  
Mag. Leticia Andregnette

## **DIRECCIÓN GENERAL DE EDUCACIÓN TÉCNICO PROFESIONAL**

Profa. Virginia Verderese - Directora General  
Prof. Wilson Netto - Subdirector General

## **INSPECCIÓN DE ASIGNATURAS DGETP**

Inspectora Coordinadora Profa. Guadalupe Barreto

## **INSPECCIÓN DE LENGUAS EXTRANJERAS DGETP**

Inspector Prof. Julio Rodríguez Vaucher

## **EQUIPO CONTENIDISTA**

Profa. Ana Laura López Cazarré  
Profa. María Virginia Reinoso Puigvert  
Prof. Aldo Rodríguez Chopitea  
Profa. Verónica Velázquez Pérez

## **DISEÑO Y DIAGRAMACIÓN**

Profa. Ana Laura López Cazarré  
Profa. María Virginia Reinoso Puigvert  
Profa. Verónica Velázquez Pérez

# Agradecimientos

La elaboración de este manual fue posible gracias al esfuerzo de muchos actores. Es importante que agradezcamos a cada uno de ellos.

- Alexis Mesa
- Jorge Buñevaz del grupo folklórico “Sin Estribos”.
- Jose Damiani
- Gustavo Rodríguez Olivera - OTRA Workshop
- José Ignacio y Juan Pablo Portela - BRONCA
- A la profesora María Florencia Pérez Leites de Moraes por su colaboración en la revisión de estos materiales.

Images are sourced from Canva or credited to their respective sources. Characters and other AI-generated images were created with assistance from ChatGPT (GPT-5), by OpenAI, under the authors' direction.

Some of the materials included in this book were adapted from the **#LivingUruguay** and **#ExperiencingEnglish** Series.

# References



**READ**



**WRITE**



**LISTEN**



**SPEAK**



**DISCUSS**



**RECORD**



**WORK IN PAIRS**



**WORK IN GROUPS**



**ROLE-PLAY/ PERFORM**



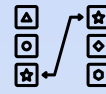
**SHARE WITH YOUR PARTNER/S**



**THINK**



**CHOOSE**



**MATCH**



**PLAY A GAME**



**ORDER**



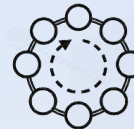
**PLAY AN AUDIO**



**WATCH A VIDEO**



**IT'S YOUR TURN! / YOUR VOICE MATTERS!**



**ROUND ROBIN**



**CONVERSATION CIRCLE**



**MARKER TALK**



**SEARCH THE WEB**



**EXAM FOCUS**



**PROJECT**

# Contents

## **UNIT 1 - Kicking off your future career** - 5

1. The Uruguayan job market and the various professions in need - 6
2. Choosing among some job opportunities - 12
3. Introducing myself - 15
4. Needed skills - 21
5. Workplace organization - 25
6. My duties as part of the workplace organization - 31
7. How to keep your job without working yourself to death - 34
8. Applying for a job - 38
9. Dos and don'ts of job interviews - 43
10. Workplace jargon - 49

## **UNIT 2 - Fundamentals of agricultural science** - 55

1. Introduction to agricultural science - 56
2. History of agriculture - 60
3. Types of agriculture - 63
4. The role of agriculture in society - 67
5. Crop production - 71
6. Sustainable farming practices - 74
7. Agricultural biotechnology - 79
8. Plant diseases and pests - 83
9. Soil science and management - 86
10. Careers in agriculture - 90

## **UNIT 3 - Animal husbandry** - 95

1. Introduction to animal husbandry - 96
2. Livestock breeds and characteristics - 99
3. Nutrition and feeding practices - 102
4. Animal health and veterinary care - 106
5. Breeding and reproduction - 110
6. Dairy farming - 113
7. Poultry farming - 116
8. Swine production - 120
9. Sustainable livestock management - 125
10. Careers in animal husbandry - 131

## **UNIT 4 - Agricultural economics & business** - 137

1. Introduction to agricultural economics - 138
2. The agricultural market & supply chain - 142
3. Agricultural policies and subsidies - 146
4. Farm management and planning - 150
5. Marketing agricultural products - 155
6. Export and import of agricultural goods - 160
7. Financial management in agriculture - 163
8. Risk management in agriculture - 166
9. Technology and innovation in agricultural business - 169
10. Careers in agricultural economics and business - 171

## **UNIT 5 - Farming for the future** - 175

1. Agricultural technology - 176
2. Careers in agricultural technology - 183
3. Precision agriculture - 188
4. The role of drones - 191
5. Automated farm machinery - 194
6. Smart irrigation systems - 197
7. Data analysis in agriculture - 199
8. Technological advances in pest control - 202
9. Sustainable agricultural practices - 205
10. My identity as an agrarian student - 210




# UNIT 1

## Kicking off your future career




# 1 The Uruguayan job market and the various professions in need

These images show people performing various activities from different sectors in Uruguay.

**Take a look** and think of the activities and the people involved in them. You can use the SOS box below to help you. 



- Picture A shows ... .
- In picture B, I can see ... .
- I think people who work as a/an ... .
- An activity that someone working as a/an can be to ... .

**Unscramble** the words to complete the job sectors chart, then, **complete** the table with the jobs above and add at least *three more* to each field. 

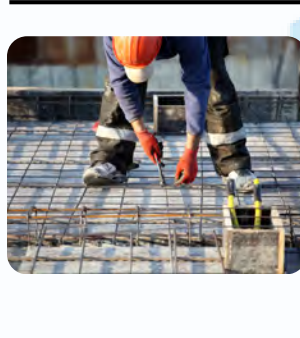
CFUTNUARINGMA	<input type="text" value="manufacturing"/>	ATPIHOSLITY	<input type="text"/>
NTECHLOGYO	<input type="text"/>	TURAGRLCUIE	<input type="text"/>
SECIVSER	<input type="text"/>	AHEALTH	<input type="text"/>


manufacturing		



**Look** at the pictures below. Which job sectors do they represent?  
**Write** the names.

**education · construction · finances · tourism**  
**fishing · industry · mining · sales**



As you can see, a person can have different kinds of job positions in Uruguay. First, **get into groups** and **unscramble** these occupations. Then, **think**  about the job sector they belong to.

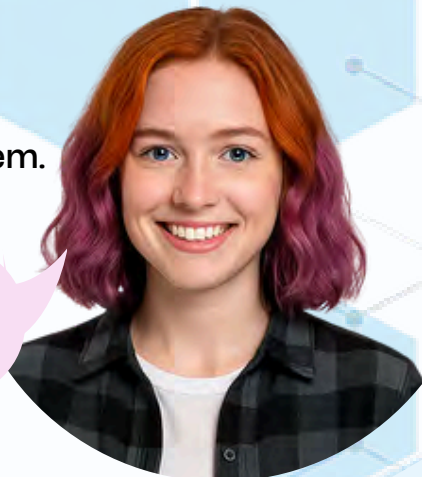
- RPECANTRE
- RFARME
- CHANICME
- REBRAB
- NAICITBEAU

- UNRES
- ENERDGAR
- UTERCBH
- LAYERBRICK
- CHERTAE

**Brainstorm** the most important cities/areas in our country and the main job sectors associated with them.  
**Share** your ideas with a partner.



People associate Punta del Este with tourism.



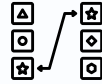
Look at Uruguay's main production areas map and compare them to your ideas.

What other information can you get from the map?



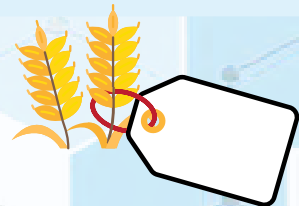
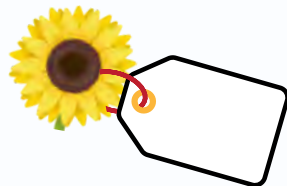
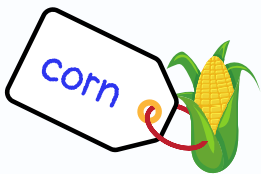
Camila is having trouble reading the map.  
Can you help her understand the references?

**Match** the references with their meanings.



- Commercial & sports ports 18
- Tourism - thermal resorts \_\_\_\_\_
- Tourism - seaside resorts \_\_\_\_\_
- Watermelon production \_\_\_\_\_
- Sugar cane production \_\_\_\_\_
- Software & Consulting \_\_\_\_\_
- Vineyards & wineries \_\_\_\_\_
- Industry & Factories \_\_\_\_\_
- Livestock farming \_\_\_\_\_
- Citrus production \_\_\_\_\_
- Dairy production \_\_\_\_\_
- Duty-free shops \_\_\_\_\_
- Rice production \_\_\_\_\_
- Horticulture \_\_\_\_\_
- Other Field crops \_\_\_\_\_
- Forestry \_\_\_\_\_
- Fishing \_\_\_\_\_
- Mining \_\_\_\_\_

Do you know the names of these field crops? **Label** them!



**Work in pairs.** Look at the map again and write three *true* or *false* statements. Then, **exchange** your statements with another pair.



For example: *Rice is cultivated in Uruguay's central regions, mostly in Durazno and Flores.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Surf** the net and **find information** about job needs in different regions of our country. You can also ask people who have experience in the topic.



What kind of job might be interesting for you in Uruguay? **Think** about the skills and interests that might fit your chosen job sector.

### Did you know?



**Livestock** is a term used for the domesticated animals raised for agricultural use, either for labor or food.

**Field crops** are herbaceous plants (they die every winter) cultivated on a large scale, primarily grain, sugar, forage, oil, or fiber crops.

Camila finds agriculture very interesting. Her dream is to own a farm and grow her own vegetables. This is what she wrote:

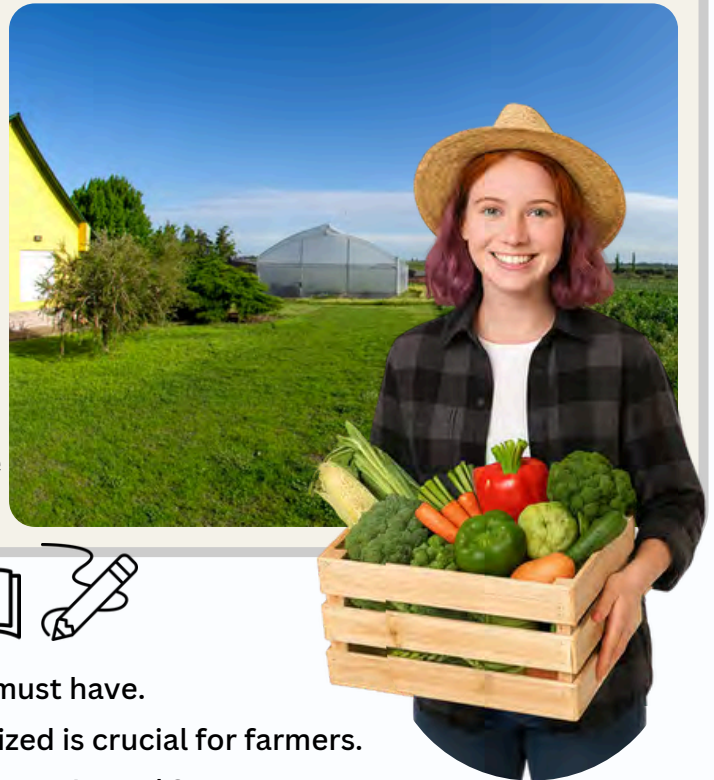


Farmers work to grow delicious food for us to eat. They plant seeds for vegetables like tomatoes and carrots, legumes like soybeans, or grains like wheat, corn and rice. They take care of the plants by watering them, keeping them healthy, and protecting them from pests.

Farming requires many skills. Farmers need to be strong to lift things and work outdoors. They usually work long hours, and they must be responsible and organized in order to know when to water the plants, when to use herbicides, and when to harvest the crops. They also need to be smart about the weather, the movement of the moon and know when exactly it is the best time of the year to plant and grow certain seeds.

Some farmers use machines like tractors to help them work the land, so it is important to know how to drive and how to avoid destroying the soil that has been planted and prepared for the next crop to grow. Additionally, farmers need to be acquainted with how tractors and machines work and they must be able to make small repairs, for example, to do LOF (lubricating, oiling and fueling).

It's a lot of hard work, but farmers take pride in growing fresh food that keeps us healthy!



**Read** the text and **answer**.



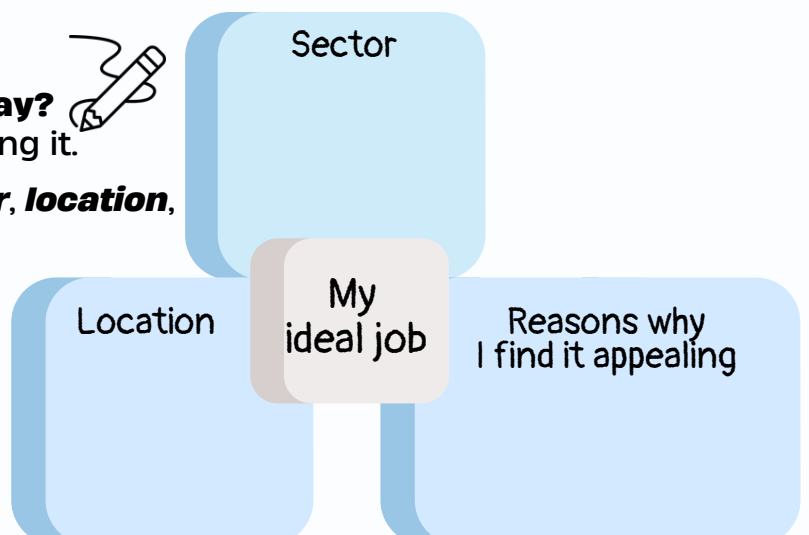
- 1 List three skills or qualities that farmers must have.
- 2 Explain why being responsible and organized is crucial for farmers.
- 3 How might weather conditions affect a farmer's work?
- 4 Describe one way in which farmers can protect their crops from pests without using chemicals.
- 5 In your opinion, why is it important to support local farmers and buy fresh produce from them?

**What is your ideal job in Uruguay?**

**Write** a short paragraph describing it.

Remember to mention the **sector**, **location**, and why you find it **appealing**.

**Use** the following *mind map* to help you.



## Writing process and tips!

- **Write simple sentences:** Focus on writing clear and concise sentences. Break down longer thoughts into shorter sentences.
- **Use words you feel comfortable with:** Use basic vocabulary that you know well.
- **Give a strong message:** Communicate your ideas clearly with simple but strong language.
- **Organize your thoughts:** Before you start writing, take a moment to think about what you want to say. Make a simple plan, mind map or list to organize your ideas.
- **Read & Revise:** After you finish writing, read what you wrote out loud. Does it sound clear and make sense? Revise your work to fix any mistakes and make sure your message is clear. Don't be afraid to ask a teacher or friend to check your work, too!



I feel \_\_\_\_\_ about working in Uruguay.

What caught my attention the most about this lesson was \_\_\_\_\_.

I would like to find out more information about \_\_\_\_\_.

# 2 Choosing among some job opportunities

How can I earn money to move by myself?



**Look at Diego.**

**Talk** to a partner and **discuss** ideas to help Diego and **think** of possible ways to earn money and move on his own.



## PROFILE

### DIEGO VIALE

DOB: 03/04/2003

Marital Status: single

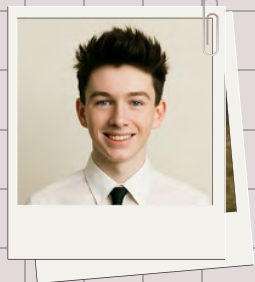
Hometown: Salto

Occupation: student at UTU

Languages spoken: English and Portuguese.

Skills: responsible, good at communicating ideas, flexible, active.

Hobbies: sports in general but he loves kung fu and football, loves listening to music and spending time outdoors.



**Look at this profile and answer.**

- What do you see?  
\_\_\_\_\_
- What do you use it for?  
\_\_\_\_\_
- How important is it to have a profile?  
\_\_\_\_\_
- What information would you add to this text format?  
\_\_\_\_\_  
\_\_\_\_\_

After reading Diego's profile, what options can he have to earn money?



Read the following texts and **discuss**.



- What do you call these texts?
- What is the purpose of these texts?
- Which job best fits Diego's profile?
- What are the necessary personal qualities that Diego needs to apply for that job?  
How do you know?

We offer THE BEST WRITING JOBS!

YOU NEED A COMPUTER / LAPTOP or SMARTPHONE

ASSIGNMENTS ON DAILY / WEEKLY BASIS

MUST HAVE IMPECCABLE WORK ETHIC & GOOD TIME MANAGEMENT SKILLS

**1**

- Form Filling Jobs (online)
- Handwriting Jobs (offline)
- Simple Typing Jobs (online/offline)
- Data Entry Jobs (online/offline)
- Social Media Posting Jobs (online)
- Ad Posting Jobs (online)

UPLOAD YOUR RESUME

before May 31st

WE ARE HIRING!

BARISTA

COOK

WAITER/WAITRESS

Fradel & Spies Cafe

We're looking for a skilled and enthusiastic individual to be part of our team!

GENERAL REQUIREMENTS

- ✓ High school diploma or equivalent
- ✓ Experience in food and beverage preparation
- ✓ Exceptional communication skills

SUBMISSION DATE: 24 AUGUST  
Send your latest resume to: hrrr@fscafe.com

2

STELLA SUMMER CAMP

NOW HIRING!

SUMMER CAMP COUNSELORS

Do you love kids and sports?  
Do you like the outdoors and adventures?  
Are you enthusiastic and patient?

This can be the perfect job for you!

We offer a great opportunity for students who would like to gain leadership and personal development skills over the summer.

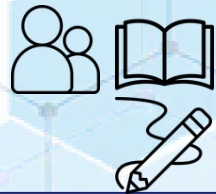
Full time & part time positions available

Housing & meals included

APPLY ONLINE:  
[WWW.STELLA.ORG/EMPLOYMENT](http://WWW.STELLA.ORG/EMPLOYMENT)

3

**Get in pairs.** Read the ad you chose for Diego again and **jot down** the *personal characteristics* needed to apply for the job.



**Use** the table below to write your ideas.

Personal characteristics needed	Why/ How do you know?

**Re-read** the ad. What are the advantages for Diego if he takes the job? What does the business/company offer?



**Share** your ideas with another pair and **add** other ideas you find interesting.



**Listen** and **complete** this text about Diego's uncle.  
**Use** the phrases in the box.



I am a <sup>1</sup> \_\_\_\_\_ and organized individual with a passion for cars. I possess excellent communication and <sup>2</sup> \_\_\_\_\_, allowing me to collaborate with customers and build strong relationships effectively. My <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ enable me to tackle challenges efficiently and find creative solutions. I am a <sup>5</sup> \_\_\_\_\_ mechanic with a <sup>6</sup> \_\_\_\_\_, always striving to achieve the best possible results.

- strong work ethic · proactive approach ·
- interpersonal skills · highly motivated ·
- dedicated · problem-solving abilities ·



Diego needs to **write** a paragraph stating the personal characteristics which make him a good candidate for the position you chose.



**Use** the previous text and the word bank to help you.  
 Don't forget to:

1. write a *topic sentence* that summarizes the paragraph's idea,
2. include at least *four sentences developing the main idea*,
3. and write a final *concluding sentence*.



**Word Bank**

- polite
- loyal
- creative
- flexible
- dynamic
- reliable
- punctual
- confident
- responsible
- positive
- self-driven
- good leader
- empathetic
- collaborative
- knowledgeable
- highly motivated
- effective conflict manager
- good interpersonal skills

**Did you know?**



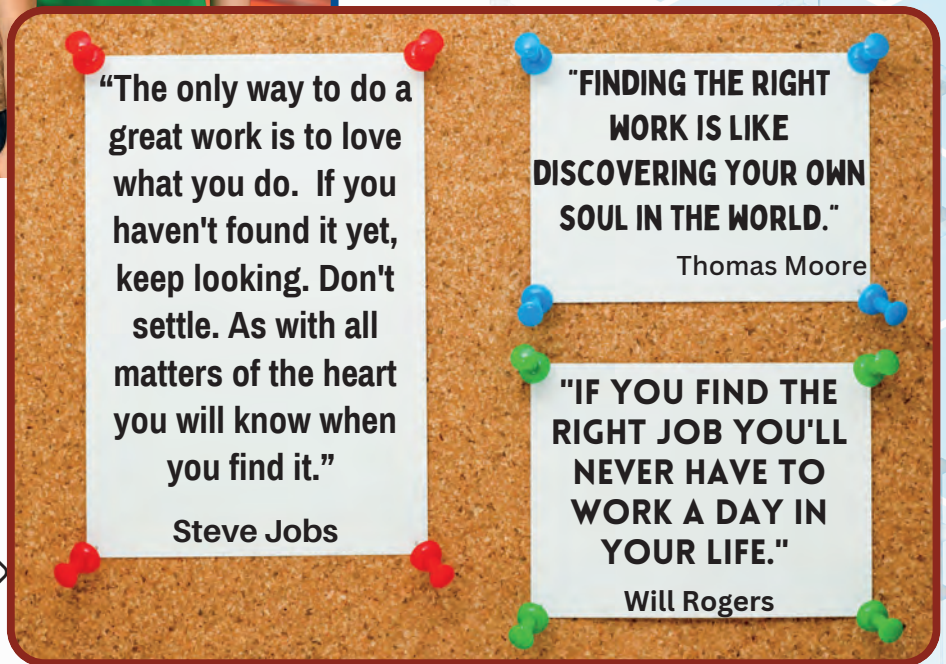
In a cover letter or a resume, you have to state the personal characteristics that make you suitable for a position. A short, concise profile statement serves as a written introduction to a prospective employer and outlines why you're the best fit for a job.

# 3 Introducing myself



Nico, Camila and Freddie get together at the school fair.

Students were asked to choose different quotes related to their future career prospects.



**Read** the quotes.  
What do they refer to?



**Choose** the one you liked the most and **complete** the chart.




author	your opinion

Have you figured out your dream job yet? What factors are important to consider when choosing a career path?

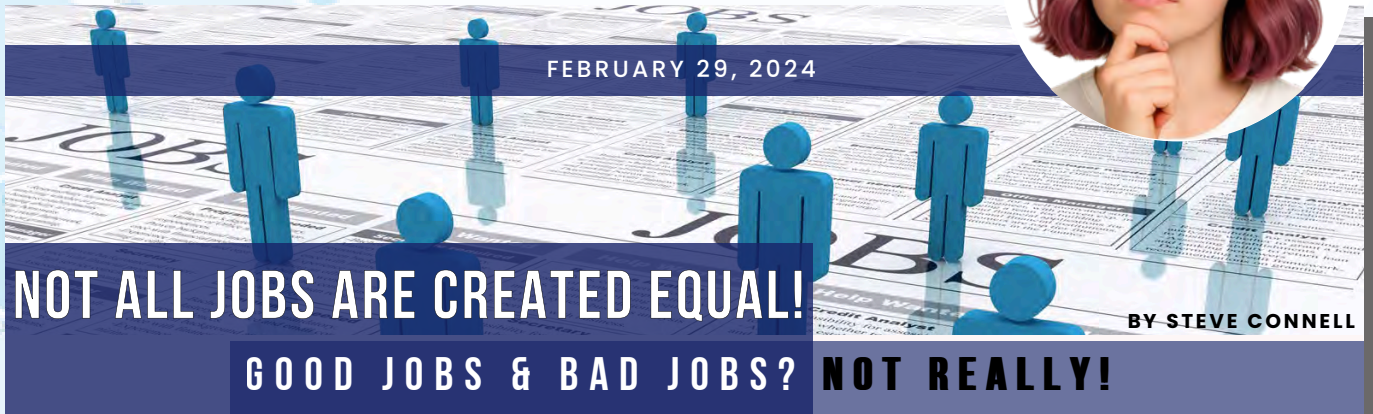
**Discuss** these questions in small **groups** of 2 or 3 students.

**Write** down your ideas to share with the larger group later.



Camila found an article with some ideas to consider when choosing a job.   
**Read** the text and **put** the subtitles into the correct place.

**Your perfect fit • Happy camper •  
 Playing to your strengths • Ups and downs**



**T**hink about it: would YOU rather spend your day solving puzzles with numbers<sup>1</sup> or helping people find the perfect outfit?<sup>2</sup> What about exploring scientific mysteries,<sup>3</sup> creating art pieces<sup>4</sup>, managing a business<sup>5</sup>, or designing and constructing buildings?<sup>6</sup>

*So, are there just good jobs and bad jobs? Not really! Here is why:*

**a** \_\_\_\_\_ :  
 What one person finds boring, another might find exciting. It all depends on what YOU enjoy and what is important to you in a career.

**b** \_\_\_\_\_ :  
 Most jobs have a mix of good and not-so-good parts. Maybe a high-paying job requires long hours, while a job with flexible hours might offer less money.

*Wait, there is more! Does your personality matter when choosing a career? Absolutely!*


**c** \_\_\_\_\_ : Imagine someone shy having to give presentations all day – not ideal! Choosing a job that suits your personality can make you feel much more satisfied.

**d** \_\_\_\_\_ : Are you very organized? Maybe accounting is a good match. Do you love meeting new people? Sales might be a great fit! Understanding yourself helps you find a career that lets you shine and uses your natural talents.



**Match** the following jobs to the activities mentioned in the article's lead section in bold font.

**entrepreneur** \_\_\_ **sculptor** \_\_\_ **retail worker** \_\_\_  
**physicist** \_\_\_ **accountant** \_\_\_ **architect** 6

**Read** the article again. What is the main idea of the text? **Choose** one. 

- There are good and bad jobs.
- Your perfect career depends on your preferences and personality.
- Accountants have boring jobs.
- Flexible hours are more important than high pay.

**Get into groups and discuss**, do you agree with the idea that your ideal job depends on your personality and preferences? Why / Why not?



Camila found another article related to the topic. Before reading it, **look** at pictures A–F, can you guess what jobs the people are doing?

- a. Company's CEO      b. \_\_\_\_\_      c. \_\_\_\_\_  
 d. \_\_\_\_\_      e. \_\_\_\_\_      f. \_\_\_\_\_

**Read** the article. Which job matches each of the characteristics? There are no right or wrong answers. **Discuss** in small groups.



## FIND THE RIGHT JOB FOR YOU !



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

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

### CONVENTIONAL

The Conventional type prefers careers involving numbers, records, or machines. They enjoy orderly, repetitive tasks and are good at following directions. They value success in business and enjoy working with other people, but do best in small, systematic groups with clear responsibilities.



### ENTERPRISING

Naturally inclined towards leadership and persuasion, this Enterprising group was born to sell and tend to value business or politics. They see themselves as being social and ambitious. They enjoy working in groups and influencing others' opinions, so they are usually drawn to a career choice where working in groups is common.



### SOCIAL

Those with a Social personality type particularly value providing services for others and enjoy a career choice that enables them to work closely with people. Their ideal working conditions are with other people who are also trustworthy, helpful, and show appreciation.



### ARTISTIC

This group values creativity and independence and admires the arts including writing and music. They see themselves as expressive and original and prefer to avoid a career choice that requires highly ordered or repetitive activities. They enjoy working in groups that encourage the sharing of ideas.



### REALISTIC

These people prefer to work with their hands by making and fixing things and assembling or operating equipment. They usually prefer working outdoors. The Realistic type works well with tools, machines, and mechanical drawings. They value practical things and often see themselves as practical and mechanical. prefers concrete tasks and physical activities.

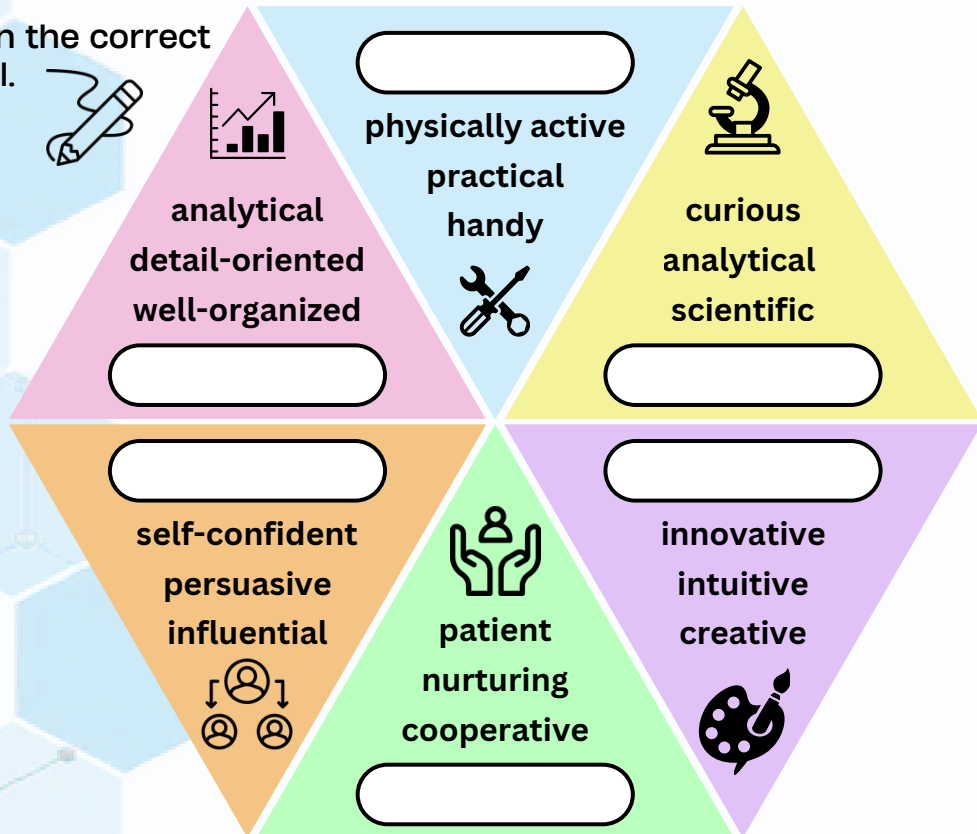


### INVESTIGATIVE

The most analytical of the six personalities, this group loves research, mathematical or scientific activities. They tend to be analytical, intellectual, and scholarly. These individuals are unconventional and independent thinkers, curious and very insightful.

Dr. Holland created a wheel to represent the six types of personalities.

**Write** each type in the correct place of the wheel.



**Use** ADJECTIVES from the wheel to **match** these definitions.



- \_\_\_\_\_ : skillful with hands; dexterous
- \_\_\_\_\_ : good at using analysis
- \_\_\_\_\_ : eager to learn or know; inquisitive
- \_\_\_\_\_ : having the ability to change people's minds
- \_\_\_\_\_ : accepting difficulties without getting angry

Do you remember the jobs mentioned in the first article? Can you **classify** them according to Dr. Holland's theory?

**Match** the different types of personalities to the appropriate job.









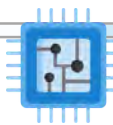

- 1) entrepreneur
- 2) sculptor
- 3) retail worker
- 4) physicist
- 5) accountant
- 6) architect

- A) realistic
- B) investigative
- C) artistic
- D) social
- E) enterprising
- F) conventional

Here you have some more occupations. **Classify** them into the different areas below. Please, **add** one more under each column.





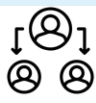



librarian · actress · carpenter · accountant · doctor · mechanic · graphic designer  
 teacher · chemist · secretary · financial analyst · painter · sales manager · firefighter  
 engineer · plumber · banker · cashier · computer programmer · writer · social worker  
 nurse · soldier · police officer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

<b>EDUCATION</b> 	<b>HEALTHCARE</b> 	<b>BUILDING &amp; FIXING THINGS</b> 	<b>PROTECTING SERVICES</b> 
<b>FINANCES &amp; MONEY</b> 	<b>FOOD SERVICES</b> 	<b>TECHNOLOGY</b> 	<b>ART</b> 

For each personality type, **write** two examples of appropriate jobs from the box above.



<b>REALISTIC</b>	<b>INVESTIGATIVE</b>	<b>ARTISTIC</b>	<b>SOCIAL</b>	<b>ENTERPRISING</b>	<b>CONVENTIONAL</b>
					

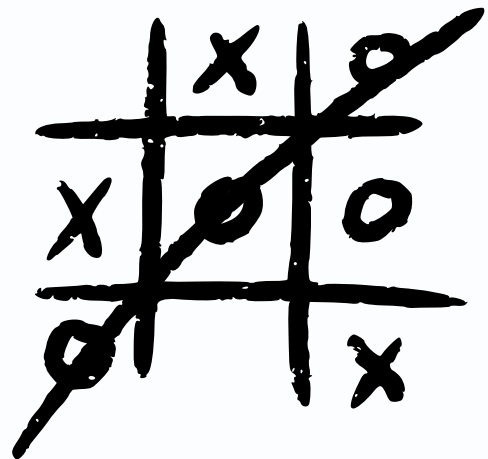
After reading about Dr. Holland's RIASEC theory, how would you classify your personality? Which jobs best suit you?



## It's time to play tic-tac-toe!

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

Create a crossword with adjectives to describe personality types.	Make a presentation introducing Dr. Holland's RIASEC theory.	Write a quote about a future job decision.
Write a short text giving your opinion about Dr. Holland's theory.	Draw a RIASEC wheel and include 3 jobs in each section.	Create a wordsearch including at least 10 words.
Make a picture dictionary with at least 10 jobs and a brief description of the needed qualities for each of them.	Classify more than 10 jobs according to the different areas.	Make a short video with tips to make the correct job decision.



# 4 Needed skills

Guidaí and Inés are talking because they have a problem. **Read** the dialogue and **see** what their problem is.



Hi Inés! I wanna get a part-time job as a hotel receptionist. Do you think I have the skills to do that?

Well, let's think together...



**Inés:** Are you good at working with people? Are you good at remembering things?

**Guidaí:** I think so! I used to deal with people when I helped my mom at her store and, you know, I have the memory of an elephant.

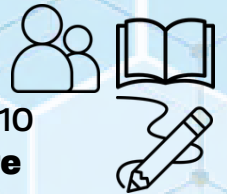
**Inés:** Great! And what about using technology and being organized?

**Guidaí:** Sure I am! IT is the subject that I like the most at UTU and I always get the highest grades in it.

**Inés:** Well, then you are ready to apply for the job!

Guidaí is planning to submit her application for the hotel receptionist position. In preparation, she is looking for insights into the essential traits that define an ideal candidate for the role. This is the article she found about the topic.

**Work in pairs** and **read** the article's first paragraph. Can you predict what qualities or characteristics might be included in a list of the top 10 qualities of a good employee? **Jot down** at least three ideas and **share** them with the class.



#WORKINGURUGUAY

## TOP 10 QUALITIES of a good employee

The world of labor is in constant change. This impacts the workers and the requirements they need to be hired and to keep their working positions. In this article, you will find the ten most important characteristics employers are looking for among their prospective workers.



**Read** the rest of the article and **place** the characteristics that have been removed into the correct place.



- **flexibility** • **openness** • **ability to work in teams** • **involvement** •
- **problem-solving skills** • **proactivity** • **good communication skills** •
- **adaptability** • **willingness to learn** • **reliability** •

## TOP 10 QUALITIES of a good employee

1

\_\_\_\_\_ It is important that whenever there is something new you do not say “No” and instead, try to find a solution to what happens. Being flexible has to do with lowering your expectations and sometimes not having expectations at all.

\_\_\_\_\_ Employers want people to feel their work and company as theirs. If employees see themselves as part of the team or the company, employers tend to value them more. Involvement has to do with the next characteristic, proactivity, and how workers have the initiative to do their work better.

2

3

\_\_\_\_\_ Being proactive means that, when there is a problem, you look for solutions right away, instead of waiting for direction. Proactive people think ahead, prepare for different situations, prevent problems and try to come up with the best possible outcome.

\_\_\_\_\_ You may have prepared yourself to perform specific duties in the world of work. But nowadays it is important to adapt what you know in order to carry out different tasks to achieve the same goals. Having the ability to adapt ourselves might be the key to continuing to escalate in the place where you work.

4

5

\_\_\_\_\_ It means sharing information so your coworkers know what is going on. It also means you listen to them and make them feel heard. If you work in an open atmosphere, you feel you can express your ideas or ask questions without fear of being judged.



\_\_\_\_\_ It has been said that knowing how to lead a team may ensure the way to success. Working in a team does not only imply accomplishing tasks together but also requires a special ability to deal with your co-workers. It is also related to noticing your strengths and weaknesses and learning how to make the best out of all of us.

6

## TOP 10 QUALITIES of a good employee

# 7

Another characteristic is to be a good problem solver. If you are asking the employer to find solutions to the problems which appear, the employer may find you redundant and may not need you anymore. But be careful! There are different types of problems, some are minor and you can solve them, but others have to be solved by the employer. Discuss the difference between one type and the other with your boss beforehand.

# 8

When working in a team, developing basic interpersonal skills is essential. A good employee needs to develop the ability to listen to others and to be open to suggestions and new ideas. Good communication is vital in any type of relationship, and so is finding a common communication channel: internal memos, email, or even a WhatsApp group... the important part is that you all agree upon it.

# 9

“Everybody’s gotta learn, nobody’s born knowing”. This principle is key. You need to show your employers that you want to learn, improve and develop your abilities and competency as a worker. Employers might be patient with people who are reluctant to face new challenges and learn how to do new things, but patience is limited and many people need a job and can do it even better. So, be humble and willing to learn new things.

# 10

Employers usually look for people they can count on. To be reliable is vital in a company in which every person has a role to play. If the employee is reliable, the employer can trust that what he/she has to do, will be actually done.



27

**Get in pairs** again. **Compare** the qualities listed in the article with the predictions you made earlier.



Are they different or similar? Do the qualities mentioned in the article align with your initial thoughts?

Imagine you are looking for a part-time job. **Get in pairs** and **discuss** the skills needed for each option. **Use** the dialogue at the beginning of this lesson as a model and the situations below.



- Teacher's assistant at a primary school in a rural area of your town
- Personal trainer or kids party entertainer
- Barber's assistant
- Organic farmer assistant
- Employee at a technology store



### Useful language

- I am good at ...
- I am an excellent candidate because ....
- I can ...
- I think I should be chosen because ...
- I am interested in ...

**Get into groups** of four and **share** what you discussed with your pairs. **Make a list** of the most important skills you mentioned.



<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Which of the positions do you feel more comfortable with?

**Record** a short video to send to the future employer saying why you want that position.



# 5 workplace organization

**Describe** the following pictures. 



What do all the pictures have in common?

Which words do you associate *factories* with?

**Look** at the list of words below and **tick**  the ones related to factories. 

classroom \_\_\_  
 assembly line \_\_\_  
 production \_\_\_  
 patient \_\_\_


manufacture \_\_\_  
 machinery \_\_\_  
 quality control \_\_\_  
 garage \_\_\_

warehouse \_\_\_  
 shift \_\_\_  
 inventory \_\_\_  
 menu \_\_\_

robots \_\_\_  
 plant \_\_\_  
 OR \_\_\_  
 worker \_\_\_

**Did you know?** 

OR means operating room.

Narrow down the concept of "factory" and **shout out** some factories you know and what they produce. 



In a factory, not everybody has the same rank and position. There are hierarchies.

**Read** the concept of hierarchy in the *Did you know?* section.



### Did you know?



**hierarchy** /'haɪrɑ:rkɪ/ : a system in which people or things are arranged according to their importance.



**Match** the job positions to their descriptions.



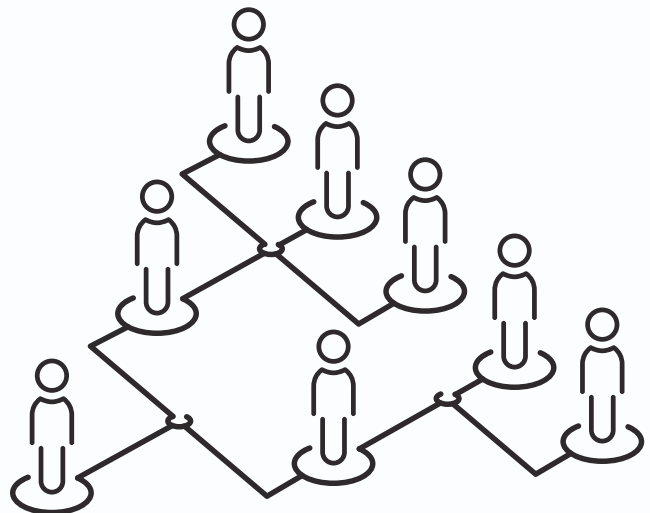
- 1 **Plant manager**
- 2 **Quality control director**
- 3 **Assistant plant manager**
- 4 **Production supervisor**
- 5 **maintenance team leader**

- This person is in charge of ensuring that products meet high standards of quality before they are released to customers.
- 1  This person supervises and coordinates a team responsible for maintaining and repairing equipment, machinery, or facilities.
- This person is responsible for overseeing the overall operations of a manufacturing plant or facility. They manage production schedules, ensure efficient use of resources, supervise staff, and maintain compliance with safety and quality standards.
- This person supports the Plant Manager in overseeing the operations of a manufacturing plant or facility.
- This person supervises workers, ensures production goals are met, and solves any problems that may arise during production

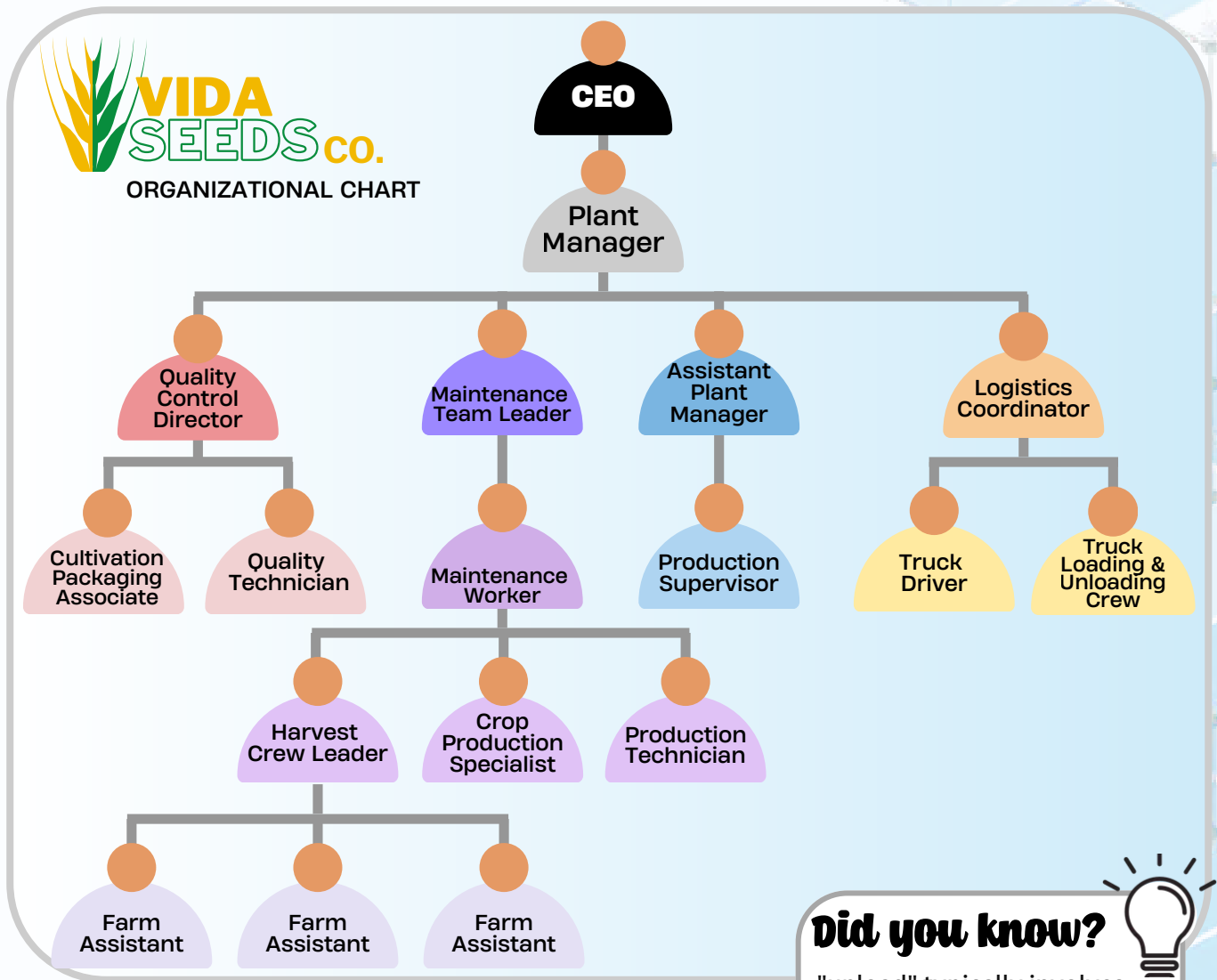
**Get in pairs** and **order** these job positions according to the hierarchy in a factory. **Justify** your ideas using the definitions above.



- Plant manager**
- Quality control director**
- Assistant plant manager**
- Production supervisor**
- maintenance team leader**




**Look** at the diagram to **check** your ideas. 



**Did you know?** 

"unload" typically involves removing or terminating something, while "download" involves transferring data or files onto your device.

**Analyze** the hierarchy at this company.   
**Look** at the diagram again and **answer** these questions.

- 1** Who oversees all factory operations and directly reports to the CEO?  
\_\_\_\_\_
- 2** How many farm assistants are there in this company?  
\_\_\_\_\_
- 3** Who ensures that equipment is operational and leads the maintenance team?  
\_\_\_\_\_
- 4** Who reports to the Assistant Plant Manager?  
\_\_\_\_\_
- 5** Who is responsible for organizing the delivery of the products?  
\_\_\_\_\_

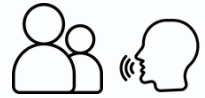
While companies may vary their products, most of them maintain a similar hierarchical structure.



**V&V Technology Solutions** specializes in delivering comprehensive technology services to meet the unique needs and challenges of their clients.

**Get in pairs** and **look** at the organizational chart below.

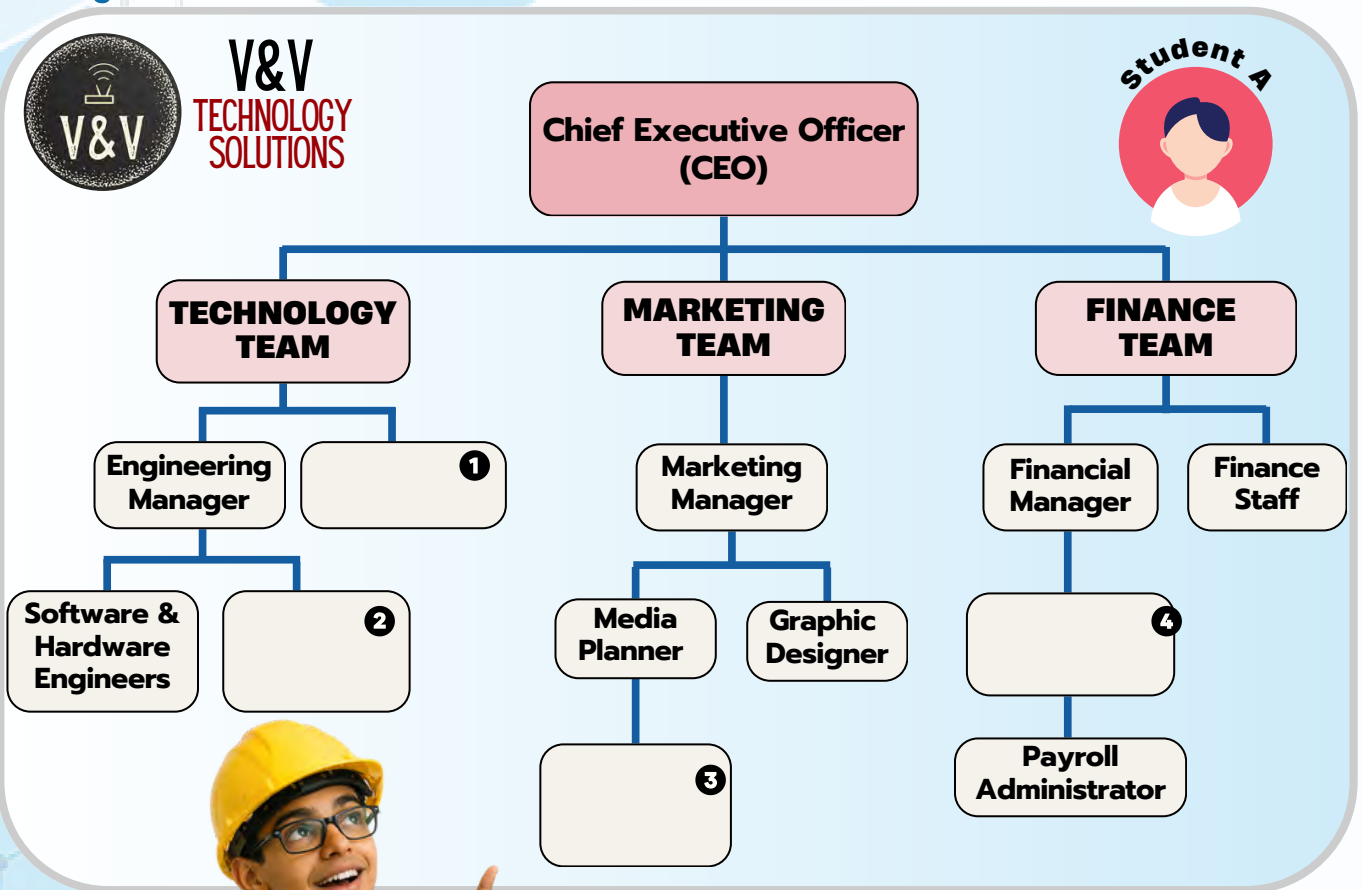
**Ask** and **answer** questions to complete the missing information.



**Student A:** Look at **diagram A** below.

**Student B:** Look at **diagram B** on the following page.

## Diagram A





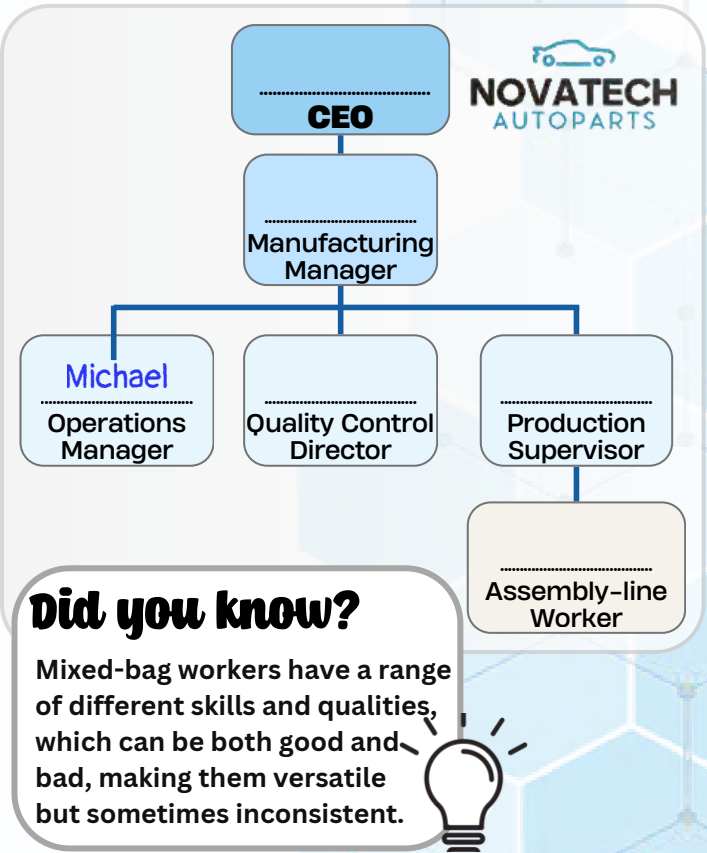
**Listen** to Michael, the operations manager at Novatech company.  
**Complete** the organizational chart with the names of Michael's workmates.

**Listen again** and **classify** Michael's workmates according to their efficiency.

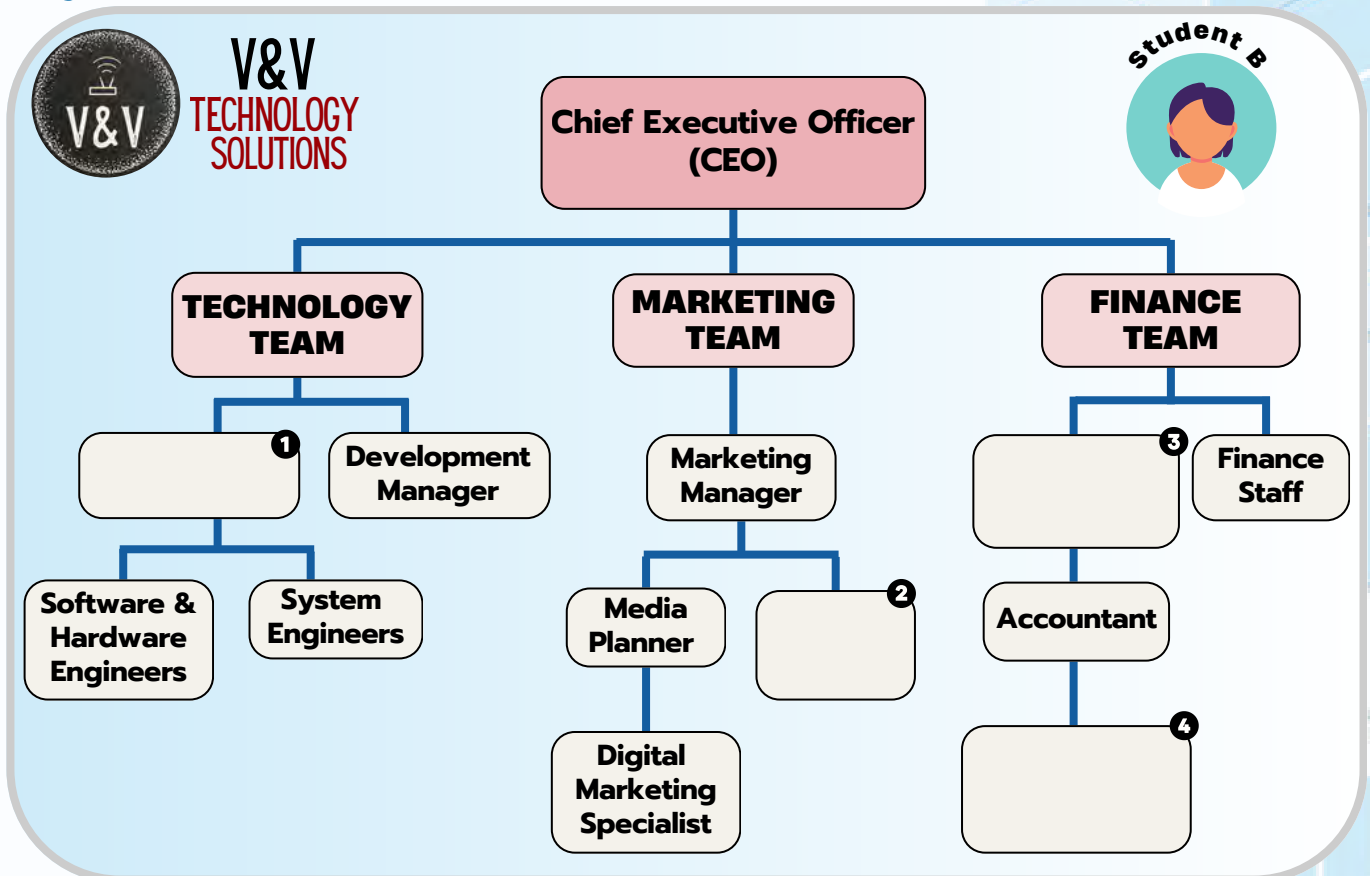
- **Write** their names.
- Then, **jot down** at least one personality trait related to each kind of worker.



efficient workers	mixed-bag workers	underperforming workers



## Diagram B



# Project



- 1** Get into groups of 3-4 students. Each group has to brainstorm and create a fictional company or factory. Decide on the products or services your company produces or provides. Consider the following aspects:
  - type of products or services offered
  - target market or customers
  - location of the company
  - size of the company (small-scale, medium-scale, large-scale)s
  - specific features or selling points of your company
- 2** Determine the **hierarchical structure** within your company. **Assign roles** to each group member based on the positions presented, such as *Plant Manager, Quality Control Director, Assistant Plant Manager, Production Supervisor, or Maintenance Team Leader*. Ensure that each role has clear responsibilities and duties.
- 3** Prepare a **brief presentation** to introduce your company to the class. You should include:
  - **company name and logo**
  - **brief description** of the products or services offered
  - **organization chart** showing the hierarchical structure of your company
  - **responsibilities and duties** of each position within the company
  - **additional information** you think is relevant or interesting about your company
- 4** Each group will take turns **presenting their company** to the class. One member of the group can act as the spokesperson while others may assist in presenting specific aspects of the company.
- 5** After each presentation, the rest of the class will be able to **ask questions** to clarify any aspects of the company presented. The questions can be related to the products, organizational structure, operations, or any other relevant aspect of the company. **Discuss** as a group how you can enhance your company's structure or operations based on the feedback received.
- 6** Based on the questions and feedback received from the class, **reflect on your company's strengths and areas of improvement.**



# 6 my duties as part of the workplace organization

Look at the following word. What do you associate this word with?



## WORKPLACE

Look at these pictures, what can you see?

TIP!



A workplace is a place where people work, such as an office or factory.

Describe the pictures, label them, and think about the different people working there. What duties do they have?

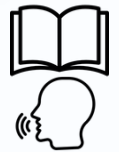


How would you describe the job of a *marketing assistant*?



**Get in pairs** and **make** a list of all the duties a marketing assistant may have.

**Read** the following text about Irene, Freddie's mom, who is a marketing assistant. **Compare** your findings with the duties Irene shares in the text.



**I**rene is a **busy bee**! She works as a marketing assistant, helping the marketing team at her company. Every day brings new tasks and challenges, but Irene is always up for the job.

One of Irene's main duties is helping to get the company's message out. She assists with creating **flyers** and posters that advertise the company's products or services. Sometimes, she even helps write short messages for social media.

Irene also plays a big role in keeping the marketing team **on track**. She helps them stay organized by **scheduling** meetings, sending emails, and keeping track of **deadlines**. This ensures that everyone knows what they need to do and when they need to do it. She is always willing to lend a helping hand. She also helps with research for marketing campaigns, answering calls and emails, or even preparing presentations for important meetings.

Every day, Irene learns something new about marketing. She enjoys being part of a team and seeing how her work helps the company reach its goals.

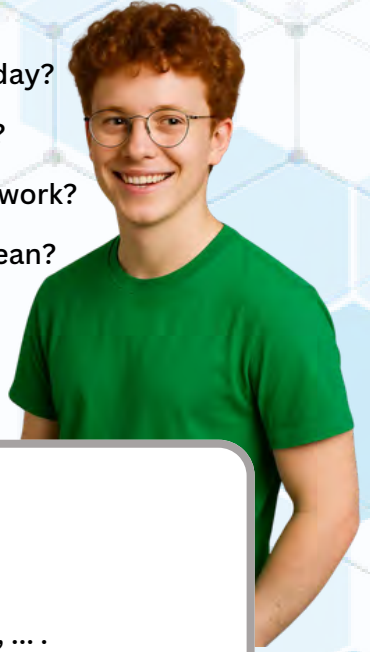
Irene's job may be busy, but it's also fun and **rewarding**. She knows that her hard work and positive attitude play an important role in the marketing team's success.



**Read** the text again and **match** the words/phrases in **red** to their meanings.

- Small handouts used to advertise a company's products or services.
- Organizing and arranging events or activities at specific times.
- Making progress as planned or expected.
- Fulfilling or providing satisfaction or benefits.
- The time by which something must be finished or submitted.
- A person who is constantly occupied and actively involved in many activities.

Working in various places implies different duties and responsibilities. **Have a look** at the following situations, **think** and **discuss**.



- 1 Imagine you work in a shop. What are some duties you might have every day?
- 2 Sometimes people wear uniforms at work. Why do you think they do this?
- 3 Working together can be faster. Can you think of another benefit of teamwork?
- 4 Sometimes people need to follow instructions at work. What does this mean?
- 5 Sometimes people need to follow safety procedures at work. How can you enforce that people accept those procedures?

#### ASKING FOR OPINION

- What do you think about ...?
- Do you agree with me?
- What's your opinion about ...?
- What about you?

#### DISAGREEING

- I'm afraid I disagree.
- I'm sorry but I don't agree with you.
- I agree but up to a point.
- I see your point, but... .

#### OFFERING OPINION

- I think (that) ... .
- In my opinion... .
- The way I see it ... .
- From my point of view, ... .
- As far as I'm concerned... .

#### AGREEING

- I agree. / I totally agree.
- I think so.
- You are right.
- I get your point.



## Conversation circle

- There are five chairs at the front of the classroom.
- One volunteer belonging to the groups from the previous activity sits on one chair.
- You have to speak for one minute about the situations you previously discussed.
- Every participant in the conversation circle must participate in the discussion.
- After one minute, you will hear your teacher clapping their hands and you go back to your seats. A new participant from the group has to continue with the discussion.

**TIP!** When the students are discussing in the conversation circle, the rest of the class must remain silent.

### Did you know?

“They” and “their” can be used to represent a singular person if the gender of the person is unknown, for example, “Each person must pack their own lunch”.



# 7 How to keep your job without working yourself to death

**Look** at the pictures and **describe** the people and what their faces show. **Discuss** how their habits might affect their well-being.



**Imagine** you are advising a friend who is struggling to balance their job and personal life.

**Write** some tips for maintaining a healthy work-life balance.

**Think** in terms of *work environment, time management, self-care*, etc.



Handwriting practice area with a dotted top edge and five horizontal lines for writing.

Having a work-life balance is very important for overall well-being.

**Look** at the four pictures and **list** the different challenges and situations each of the people has to manage within their profession.



**Surgeon**

---

---

---

---

---

**Police Officer**

---

---

---

---

---

**Teacher**

---

---

---

---

---

**Graphic Designer**

---

---

---

---

---

**How can they strike a balance in their professions?**

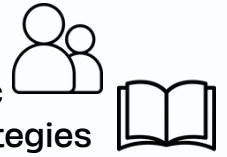
**Listen** to a man talking about these four people's working habits and **check** your predictions. **Highlight** or **tick** everything that matches between what the speaker said and what you wrote.



**Listen again** and **write** the people's names next to the things they mention as being a burden in their lives.



- 1 \_\_\_\_\_ has to deal with misbehavior a lot.
- 2 \_\_\_\_\_ works long hours and stays late at night.
- 3 \_\_\_\_\_ doesn't have time to do what they love to do.
- 4 \_\_\_\_\_ has very little time for relaxation.
- 5 \_\_\_\_\_ is conscious that working long hours may lead to making mistakes.
- 6 \_\_\_\_\_ cannot unplug their brain and keeps on thinking even during weekends.
- 7 \_\_\_\_\_ is under constant stress.
- 8 \_\_\_\_\_ faces several unpredictable situations and emergencies.



**Get in pairs. Read** the “Strategies for work/life balance” infographic that Inés found. **Compare** the tips you wrote on page 34 to the strategies mentioned in it. Are they different or similar?

**Read** the text again and **put** the subtitles in the correct place.



- \_\_\_\_\_ **Reduce your stress**
- \_\_\_\_\_ **Take care of yourself**
- \_\_\_\_\_ **manage your time**
- \_\_\_\_\_ **Optimize your workplace**
- \_\_\_\_\_ **Communicate**

**Add** one more strategy to each category.



# STRATEGIES FOR *work/life* BALANCE

**1**

- Prioritize tasks.
- Set realistic deadlines.
- Use time-blocking techniques.
- \_\_\_\_\_



- Practice meditation.
- Try to avoid stressful situations.
- Take regular breaks.
- \_\_\_\_\_

**2**



- Get enough sleep.
- Eat healthily and stay hydrated.
- Schedule regular "me time".
- \_\_\_\_\_

**3**



- Talk openly to colleagues and supervisors.
- Delegate tasks when possible.
- Seek support and feedback.
- \_\_\_\_\_

**4**



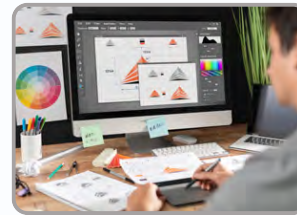
- Create a pleasant workspace.
- Minimize distractions.
- Establish a healthy work culture.
- \_\_\_\_\_

**5**



**Get into groups.**

**Think** of a sensible piece of advice for each person and **write** it down. Take into consideration the previous infographic and the audio you listened to, and **use** the expressions in the SOS Box.



**Wilson**

---



---



---

**Elena**

---



---



---

**Franco**

---



---



---

**Lisa**

---

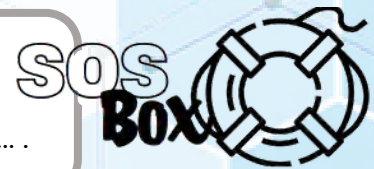


---



---

• If I were you, I would ... .  
 • You should ... .  
 • In my opinion, you may... .



What are the most stressful occupations?

**Get in pairs. Rank** these occupations/professions.



**1** Least stressful      **10** Most stressful

- Social worker
- Anesthesiologist
- ER nurse
- School teacher
- Military personnel

- Mental health counselor
- War correspondent
- Police officer
- Pilot
- Firefighter



**Share** your ideas.



**Choose** one of these professions and **write** a text as if you had that profession. **Describe** the duties of your job and how overwhelming this could be. **Include** how the burden of your job has affected your life and what you could do to feel better and more balanced. **Write** your text in about 150 words.



# 8 Applying for a job

**Look** at the following documents related to the job search process. What do they have in common? How do they differ?



**A** Curriculum Vitae for LENA GOH. Includes sections for interests, education (2019-2014, 2006-2010), skills (DESIGNING SKILLS, PROGRAMMING SKILLS, OTHER SKILLS), and achievements (2019-PRESENT, 2004-2010).

**B** A woman in a white shirt talking to a man in a vest at a table.

**C** A woman smiling with a speech bubble saying "Hi! My name's Hélène and this is my video CV". A red YouTube play button is overlaid on the image.

**D** A handwritten letter on a piece of paper. The address is "Freeland St. Greenwich London". The date is "14th April 2010". The letter is addressed to "Blue Line Cruises 24 Cavendish Grove London". The sender is Jenny Curtis, who is applying for a job as a photographer's assistant.

**E** A woman sitting at a desk looking at a computer monitor displaying a video of a man.

**F** A hand holding a tablet displaying an "APPLICATION FORM" with fields for Last Name, First Name, City, Address, and Email Address.

**G** A woman smiling next to a sign that says "We offer THE BEST WRITING JOBS!". The sign lists: Form Filling Jobs (online/offline), Handwriting Jobs (online/offline), Simple Typing Jobs (online/offline), Data Entry Jobs (online/offline), Social Media Posting Jobs, and Ad Posting Jobs.

**H** A "Job Board" bulletin board covered with various job advertisements. A person with a backpack is looking at the board.

What's your opinion about these documents? How has technology impacted them?

**Get in pairs and discuss.**

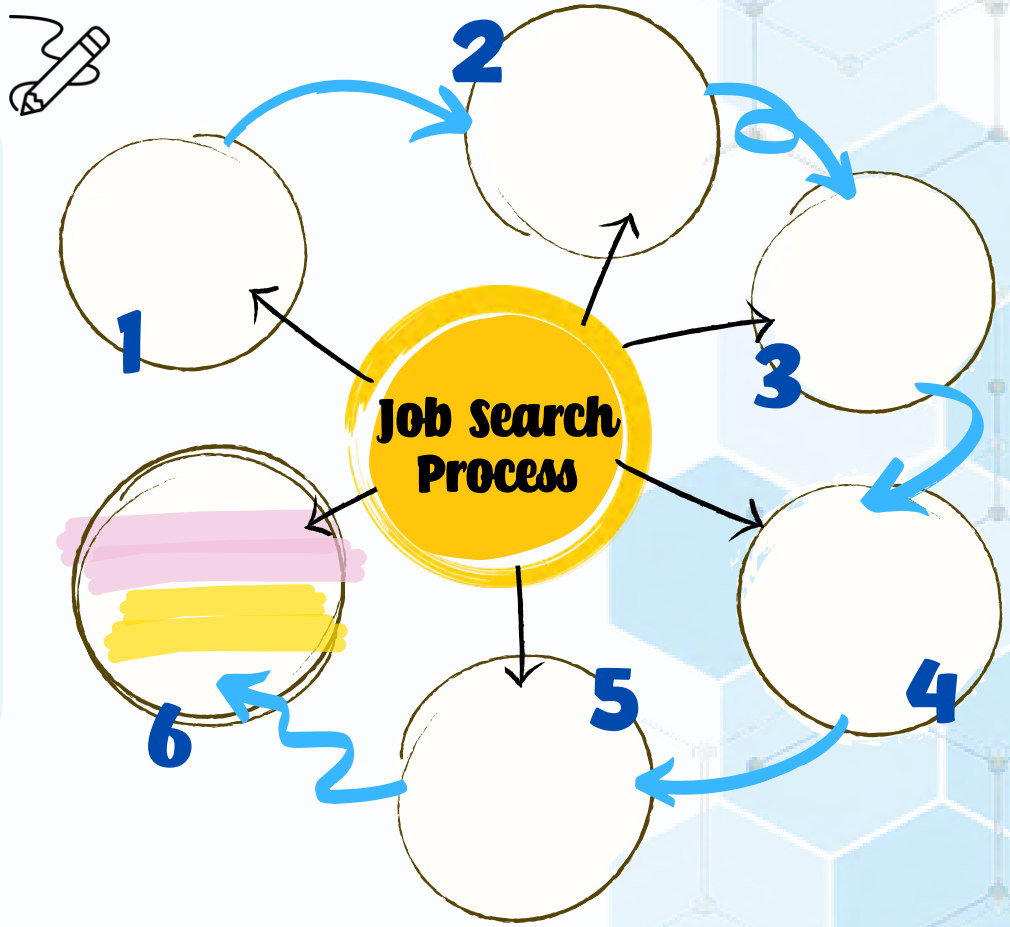


**Did you know?** In American English, a **CV** (Curriculum Vitae) and a **resume** have similar purposes but are used in different contexts.

- A **CV** is more detailed, longer, and typically used in academic or research fields, including education, research experience, presentations, and publications.
- A **resume** is shorter and written for a specific job application. It focuses on the work experience and skills needed for the aspiring job. It is commonly used in business and industry.

**Look** at the different steps in the job search process and **complete** the graphic organizer.

- Apply**
- Write resume & cover letter
  - Prepare & practice
  - Attend job interview
  - Research jobs
  - Accept offer!



**Look** at Simon’s SWOT chart. He completed it by describing how he feels about one of the steps in the process; attending the job interview.

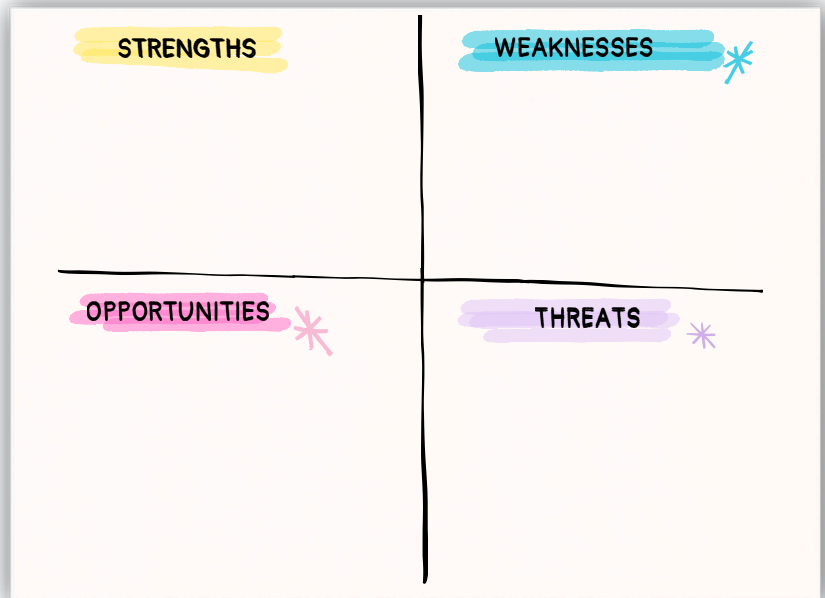


<p><b>STRENGTHS</b> *</p>	<p><b>WEAKNESSES</b> *</p>
<p>I’m well prepared to answer the questions at the interview because I’ve been rehearsing with my friends.</p>	<p>I’m nervous when I have to speak in front of strangers.</p>
<p><b>OPPORTUNITIES</b> *</p>	<p><b>THREATS</b> *</p>
<p>Attending an interview will help me gain knowledge and experience.</p>	<p>There might be other candidates with better qualifications for the job.</p>

It's your turn!



Complete the SWOT chart describing how you feel about having a job interview.



Then, discuss with your partner the strengths, weaknesses, opportunities and threats you included.



Simon needs to write a cover letter and a resume to apply for a job, so he looked for some examples on the web. Analyze what he found.

Read the cover letter below. Match the descriptions to the paragraphs.



235 Rose St.  
New York  
9th April, 2022

Blue Line Cruises  
24 Sorority Lane  
Boston

Dear Sir or Madam,

I have seen your advertisement asking for photographers on 'The New York Chronicle' website and I am writing to apply for the position.

My name is Clara Frasier, and I am 22 years old. I studied photography at the New York Institute of Photography and obtained my degree with honors. Since I finished my studies two years ago, I have worked as a photographer's assistant for a local magazine, where I improved my skills in photo editing and graphic design. In addition to my photography background, I am a native Spanish speaker and proficient in Italian.

I have always been interested in photography and I like to travel. Therefore, I would welcome the opportunity to work on a cruise. I think I am very enthusiastic and hardworking and I enjoy working with people very much. I think I would be a great addition to your team.

I will be happy to discuss how my skills and experiences align with the needs of your company. I am available for an interview at any time and can provide references upon request.

I look forward to hearing from you.  
Yours faithfully,

*Clara Frasier*  
Clara Frasier

- Availability, references.
- Relevant qualifications and experience.
- Reasons for writing.
- Qualities and reasons for wanting the job.

1  
2  
3  
4

Pay special attention to the layout of the letter. And remember to use formal language!




**Look** at the resume. **Complete** it with the different section's names.

- Work experience
- Languages
- References
- Education
- Skills
- About me
- Contact

**Get in pairs** and **discuss.**

- How can a candidate adapt their resume to a specific job position?
- Why is it important for a resume to be well-organized and visually appealing?
- What is the purpose of the 'about me' section of the resume?
- In your opinion, is this resume attractive? Would you make any changes?





# CLARA FRASIER


## PHOTOGRAPHER 1


As a creative and versatile photographer, I am passionate about capturing memorable moments. I am experienced in different photography genres, including portrait, event, and travel photography.

**2**

 235 Rose St. - New York

 (+1) 555 21229

 clara.frasier@gmail.com

 @clara.photo

**6**

**Cruise Photographer** 2022 - now

*Blue Line Cruises - 24 Sorority Lane, London*

- Captured high-quality photographs of guests during various events, excursions and activities.
- Interacted with guests in a friendly and professional manner.

**3**

Photography	10/10
Art Direction	10/10
Graphic Design	8/10
Digital Imaging	7/10

**7**

**Photographer Assistant** 2018-2022

*Cadco Magazine - 126 Rue Street, NY*

- Assisted lead photographers in photo shoots.
- Edited photos using a variety of software.
- Coordinated logistics for photoshoots, including scheduling and organization of props & wardrobe.

**4**

- Spanish (native)
- Italian (proficient)

**7**

**Bachelor's Degree** 2018

**Arts & Photography**

*New York Institute of Photography*

**5**

*Available upon request.*

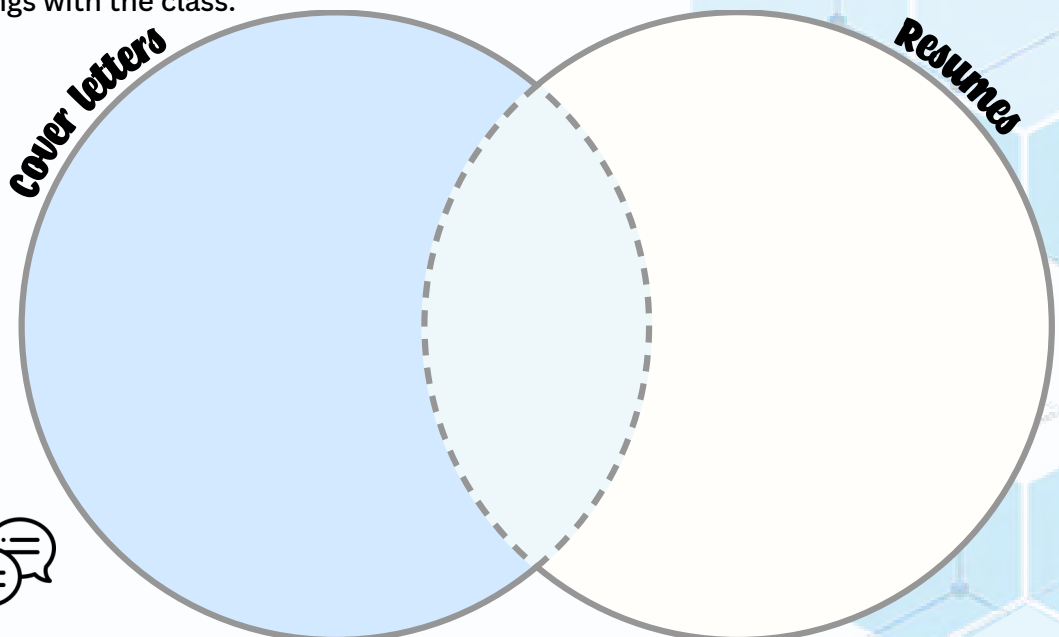
**7**

**High School Diploma** 2015


*Thomas Crown High School*

**Get into groups.**

- Brainstorm the differences and similarities between a *cover letter* and a *resume*.
- Write down your ideas in the appropriate sections of the Venn diagram.
- Identify the areas where they overlap.
- Share your findings with the class.



Which of the two is the most difficult for you?

**Discuss** with a partner. 

**Help** Simon by **completing** the job advertisement with the missing words. There is an extra word.



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



### ADMINISTRATIVE ① \_\_\_\_\_

- Age 18+
- ② \_\_\_\_\_ in Business.
- 2-3 years of ③ \_\_\_\_\_
- Answer ④ \_\_\_\_\_ coordinate staff meetings, manage correspondence, etc.
- Knowledge of MS Office.

### DISPATCH RIDER

- Age 16+
- No experience ⑤ \_\_\_\_\_
- Must own bicycle/motorcycle.
- Valid motorcycle ⑥ \_\_\_\_\_ license needed (if applies).
- Knowledge of Google maps.
- Deliver letters & packages.

Send your \_\_\_\_\_ ⑦ \_\_\_\_\_ & resume to [mrkaplan@gmail.com](mailto:mrkaplan@gmail.com)

[WWW.JEFFORDSDESIGNS.COM](http://WWW.JEFFORDSDESIGNS.COM)



### Get in pairs.



- **Decide** which of the two jobs is the most appropriate for Simon.
- **Jot down** the qualities and qualifications that make Simon a good candidate for that job.
- **Write** Simon's *cover letter* and *resume* to apply for the job.
- **Use** the previous documents and the SOS Box to help you.

#### WRITING FORMAL LETTERS

- If you don't know the name of the person, start with *Dear Sir or Madam / To whom it may concern*, and end *Yours faithfully*.
- If you are given a name, use it in full, for example, *Dear Mr. Banks*, and end *Yours sincerely*.
- Finish the letter with your signature and full name written under it.

#### USEFUL LANGUAGE

- *My qualifications include... .*
- *I am writing in connection to... ./ I am writing because I am interested in... .*
- *I would welcome the opportunity to... .*
- *I would be happy to attend an interview... ./ I am available for an interview at your earliest convenience.*
- *I can provide references upon request.*



# 9 Dos and Don'ts of job interviews

Guidaí has just received an email from the company she wants to work at. She is going to have her first job interview and wants to make a good impression. She found an infographic with some tips.

**Look** at the first part of the infographic. **Match** the tips below to the icons.

- |   |   |
|---|---|
| <u>4</u> Be yourself and show your personality.       | _____ Know your strengths / weaknesses.                       |
| _____ Bring copies of your resume.                    | _____ Silence your phone.                                     |
| _____ Bring a pen and paper.                          | _____ Take care of your body language.                        |
| _____ Dress appropriately.                            | _____ Be punctual.  |
| _____ Know the company/business you are applying for. | _____ Prepare your answers to common job interview questions. |



**Read** these answers to some common job interview questions. Are they appropriate or not so appropriate for a job interview?

**Put** a tick ✓ or cross ✗ next to each sentence.

I'm looking for new challenges.

No, I don't have any questions.

I'm really nervous.

I really need this job!

My weakness is that I work too hard.

In the short-term, I want to develop my sales skills and gain more experience.

How much will I earn?

My current boss is horrible.

I work well under pressure. I find it very motivating..

Can you tell me more about the day-to-day obligations of this job?

**NEVER GIVE THESE ANSWERS IN A**

*Job interview*

My weakness is that I work too hard.

If the interviewer asks about your weaknesses, you should not reply with a hidden strength. Instead, tell the employer about a real weakness, but one that is not so important for the job.

Companies do not want to hire someone who does not have any confidence. So, if you are nervous, try not to show it.

If you do not know your potential salary, you should not ask about it too early in the interview. If you do this, they will think you are just for the money. Leave salary negotiations for later.

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

Never criticize a previous boss or company. It is not classy, and it makes you sound negative and resentful.

When they ask if you have any questions, do not say "no". This makes you look not interested in the job.

**Complete** the second part of the infographic with sentences from the previous activity.



Do you agree with the infographic on this topic? **Discuss** with a partner.



The last part of the infographic is about common job interview questions. These four kinds of questions are some of the most popular among interviewers.

**Get in pairs.**

**Match** the type of question to its explanation.



## TYPES OF *Questions* IN A JOB INTERVIEW

<p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>Personality</li> <li>Qualifications</li> <li>Professional ambitions</li> </ul>	<p><b>OUT-OF-THE-BOX</b></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Critical thinking</li> </ul>
<p><b>SITUATIONAL</b></p> <ul style="list-style-type: none"> <li>Hypothetical situations</li> <li>Imaginary conditions</li> </ul>	<p><b>BEHAVIORAL</b></p> <ul style="list-style-type: none"> <li>Past experiences</li> <li>Past behavior</li> </ul>

<h3>Situational</h3>	<p>These questions present the candidate with an imaginary situation and ask them what they would do.</p>	<p>These questions ask the candidate to remember a past experience and describe how they acted about it.</p>	<p>These questions give an idea about a candidate's creativity and thought processes.</p>
<p>These questions give an idea of a candidate's skills, personality, motivations and interest in the position.</p>	<p>These questions give an idea about a candidate's creativity and thought processes.</p>	<p>These questions ask the candidate to remember a past experience and describe how they acted about it.</p>	<h3>Situational</h3>

**Read** the questions below. **Classify** them into *personal*, *out-of-the-box*, *situational* or *behavioral* questions.



- out-of-the-box \_\_\_\_\_ Can you sell me this pen?
- \_\_\_\_\_ Can you list your strengths?
- \_\_\_\_\_ What would you do if there was a blackout in the store?
- \_\_\_\_\_ Tell me about a difficult challenge you faced. How did you solve it?
- \_\_\_\_\_ Why do you want this job?
- \_\_\_\_\_ What piece of clothing do you identify with?
- \_\_\_\_\_ Give me an example of your biggest achievement.
- \_\_\_\_\_ What would you do if the work of one of your subordinates wasn't good enough?

Guidaí also searched for some examples of job interview videos.

**Click** on the link to watch it.



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



- |   |  |
|---|--|
| <input type="checkbox"/> Be honest with your answers.                         | <input type="checkbox"/> Try to imitate the interviewer's posture.                                   |
| <input type="checkbox"/> Try not to make unnecessary movements.               | <input type="checkbox"/> Introduce yourself. Say your name.  |
| <input type="checkbox"/> Greet people in an authentic way.                    | <input type="checkbox"/> Follow your interview with a thank-you email.                               |
| <input checked="" type="checkbox"/> 1 Pay attention to your posture.          | <input type="checkbox"/> Don't speak negatively about your past jobs.                                |
| <input type="checkbox"/> Have a short list of questions for your interviewer. | <input type="checkbox"/> Treat everyone with respect and make eye contact with people in the office. |
| <input type="checkbox"/> Practice answers to some common interview questions. | <input type="checkbox"/> Control your nerves. Take a deep breath before the interview.               |

After watching the video, **classify** the tips into BODY LANGUAGE or PERFORMANCE.



### Body language

Try not to make unnecessary movements.

### Performance

Be honest with your answers.



Guidaí feels very happy; her first job interview was a great success!



**Work** with a classmate and **match** the employer's questions to her answers.

1. C    2. \_\_\_\_\_    3. \_\_\_\_\_    4. \_\_\_\_\_    5. \_\_\_\_\_    6. \_\_\_\_\_    7. \_\_\_\_\_    8. \_\_\_\_\_

1. Good morning, please have a seat. So, you're Guidaí, aren't you?
2. I've had a look at your resume, and I'd like to ask you some questions. Why are you interested in this job?
3. Do you have any prior experience?
4. Great! Why do you think we should hire you for this position?
5. Can you tell me about a time you had to work on a team and how you handled it?
6. Now, suppose a client didn't like the dish you served, how would you manage that situation?
7. Excellent! One last question, and please don't laugh! If you were food, what food would you be?
8. Good choice! Well, thanks for coming, Guidaí. We'll call you tomorrow and let you know our decision.

- a. No, I don't, but I'm willing to learn and I'm good at following instructions and working in a team.
- b. Well, I'm thinking about studying something related to the hospitality industry in the future, so I'd like to learn how a restaurant is run.
- c. Yes, that's right. Good morning.
- d. I consider myself a well-organized, responsible person. I am also hard-working and easygoing.
- e. Well, I would talk to the client to see what the problem with the food was and talk to the chef about it.
- f. Hahaha, I think I would be an egg. Eggs are perfect; they contain everything you need to be healthy, and they can be cooked in many different ways.
- g. Thank you very much. I look forward to hearing from you.
- h. Well, last year our school class organized a charity event for people with ASD. It was a very complex event with a variety of activities. I was in charge of the team that asked for donations from local businesses. It wasn't easy to organize, but finally, we got all the competition prizes for free, even a motorcycle for the big final lottery!

## Project Job search process



Get into groups of 3–4 students.

- 1 Each group has to create its own company. Decide on the type of business and the products or services it will offer.

Create a **job advertisement** for a position available in your company. Include details about the responsibilities, qualifications, experience and desired skills for the position.

- 2 Read the **job advertisements** created by the other groups and choose one.

Then, **write a resume** and a **cover letter** for that position. Tailor these documents to show your relevant experiences, skills, and qualifications for the position you have chosen. **Important!** You can create a fake identity for the application.

**Submit your application** to the group that created the company you wish to apply to.

- 3 **Role-play: prepare** for and **participate** in a job interview conducted by the hiring group. Be ready to discuss your application, experiences, skills, and qualifications in detail.

- 4 Finally, the groups will **review** the applications and interview performances for their company's position. They will assess each applicant's qualifications and interview to determine who is the best fit for the position.

### Did you know?

In the context of the project, a **fake identity** refers to creating fictional personal information, such as a name, address, contact details, and possibly educational or professional background, for the purpose of simulating a job application.

In real life, fake identities are often associated with criminal or unethical activities, such as identity theft, fraud, or trolling/ bullying (in social media contexts), among others.



# 10 workplace jargon

Diego, Guidaí, Freddie, Emma, and Camila are studying at the school's library. Each one shares about the profession they want to pursue at UTU.



**Freddie:** I'm interested in beauty and how to help people feel happy with their image.

**Emma:** I'm a gearhead person. In my childhood, I always preferred to have model cars instead of the dolls my parents bought.

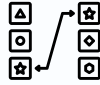
**Diego:** Some people underestimate the profession I want to pursue but to be honest, doing exercise is vital to be healthy.

**Guidaí:** I have always been interested in becoming an entrepreneur. Cooking has been my ideal job and working at a hotel could be a dream come true.

**Camila:** All my family has lived in the countryside. They perform all the activities because they have learned them by doing. I would like to become a professional in the field.

In this *word cloud*, there are some words and phrases which are common in the different fields.

**Match** the words and phrases to the corresponding character.



<p><b>Emma</b></p> <p>LOF</p>	<p><b>Diego</b></p>	
<p><b>Camila</b></p>	<p><b>Guidaí</b></p>	<p><b>Freddie</b></p>

**Listen** to the five characters talking about their ideas for the future and **check** your answers.



**Listen** again and **answer true or false**.



- 1 Freddie explains that thinning is a useful technique if you have a lot of hair.
- 2 Camila finds growing her own food amazing.
- 3 Guidaí believes that working at a restaurant implies being prepared for unexpected situations.
- 4 Emma wants to be a mechanic because her father is a mechanic, too.
- 5 Diego plays soccer every day.

What do you remember about the characters?

**Complete** the sentences with the name of the person.



- 1 \_\_\_\_\_ was inspired by several ideas from the American restaurant market.
- 2 \_\_\_\_\_ believes their career is underestimated.
- 3 \_\_\_\_\_ is not worried about being dirty or scruffy.
- 4 \_\_\_\_\_ loves to interpret other people's ideas about the way they look.
- 5 \_\_\_\_\_ is keen on opening a business.

# NAVIGATING

## WORKPLACE



## JARGON

In today's fast-paced and dynamic workplaces, effective communication is essential for success. Workplace jargon comes in various forms, including acronyms, industry-specific terminology, and trendy buzzwords, and can impact how colleagues interact and collaborate.

01

**Types of Workplace Jargon:** Workplace jargon covers a wide range of terms and expressions used in professional settings. There are different kinds of jargon:

- **Acronyms**, such as "CEO" (Chief Executive Officer), "HR" (Human Resources), or "LOF" (lube, oil, and filter) are common abbreviations formed from the initial letters of words in a phrase.
- **Industry-specific terminology**, specialized terms and expressions used in specific industries or fields like "big data" (IT), "cash flow" (finance), or "aquaponic" (agronomy).
- **Buzzwords** are trendy phrases often used to impress or sound knowledgeable. Unlike specific terminology, sometimes they lack substance or specific meaning. "New normal", "synergy", and "game changer" are some examples.

02

**Understanding Workplace Jargon** is crucial for effective communication in professional settings, so when you encounter unfamiliar terms or expressions:

- do not hesitate to ask for clarification from colleagues or supervisors.
- pay attention to **context clues**, such as surrounding words or phrases. This can also help decipher the meaning of unfamiliar acronyms or expressions.
- practice **active listening** during conversations and meetings. This can help you improve your understanding and usage of workplace jargon.

03

**Perceptions of Workplace Jargon.** While workplace jargon is very common in professional environments, it is not always well-received by everyone.

- **Confusing:** Some professionals find workplace jargon confusing and overwhelming, especially when it's used excessively or lacks context.
- **Impersonal:** Others perceive its use as impersonal and distancing, preferring clear and direct communication.
- **Pretentious:** Overuse of buzzwords and acronyms can sound pretentious or insincere.

**Get in pairs. Read** the article about *workplace jargon* and **discuss.**



- Do you recognize any of the words or expressions mentioned in the article?
- What is the difference between buzzwords and specific terminology?
- Do you agree with the author's perceptions of workplace jargon?

**Go back** to the *word cloud* on the previous page and **classify** the words/expressions into *acronyms*, *industry-specific terminology* or *buzzwords*.



**acronyms**

**industry - specific  
terminology**

**buzzwords**

Nico wants to study *Gestión y Administración*.

**Read** a text written by Nico in which he explains the reasons for choosing this career and **complete** the visual organizer.



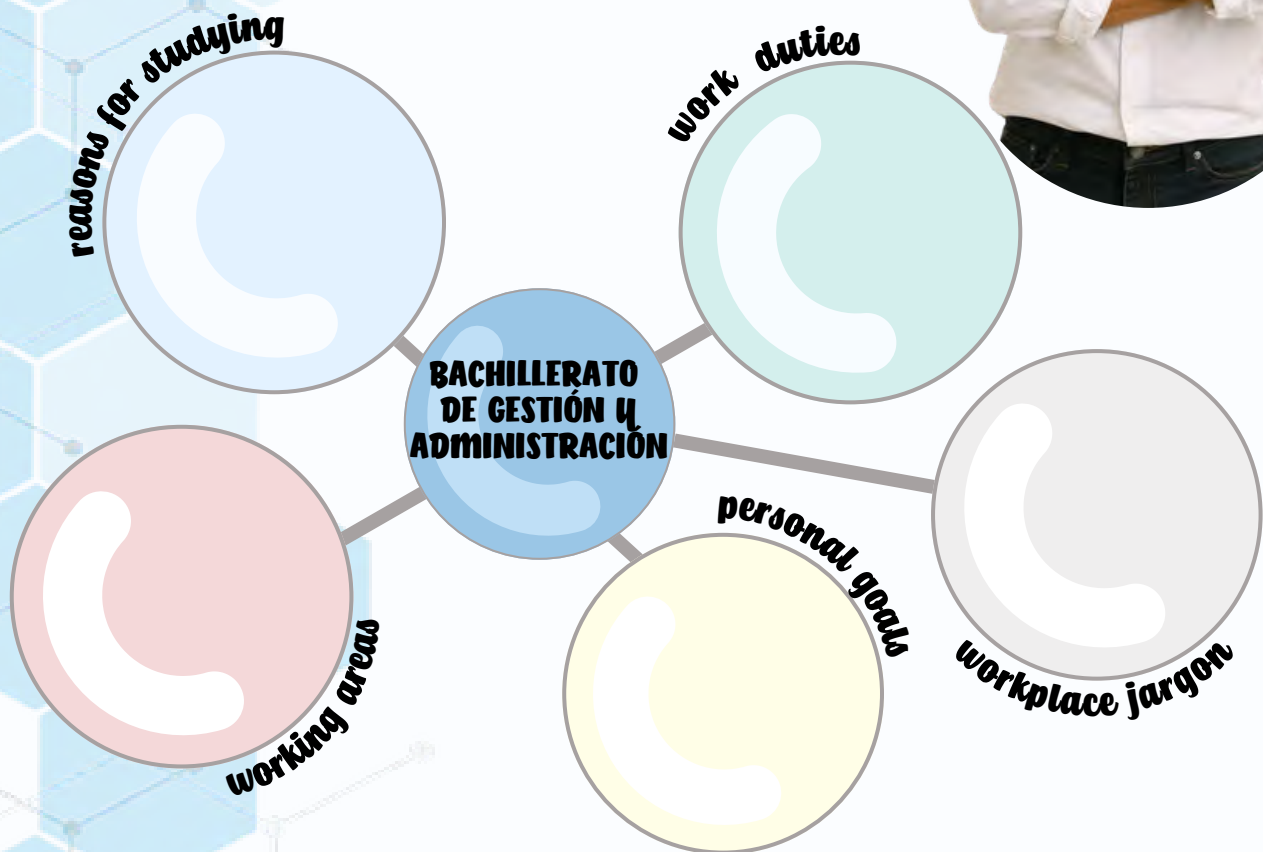
**H**i, I'm Nico, and I'm excited about studying *Bachillerato de Gestión y Administración*. I picked this career because I think it offers a lot of different chances to learn and grow. The main reason I'm into this area is because I want to develop my organizational skills and learn how businesses work.

Looking ahead, I imagine myself working in different areas like helping people find jobs, managing money, drafting budgets, or doing product marketing. I think if I know about business management, I can do lots of different jobs in a company and help it do well.

In my classes, I'm learning about all the duties a good business manager should have. For instance, keeping track of money, planning, and looking after the people who work at the company. I know that being good at these things is really important for a company to do well.

Also, I'm excited to learn all the cool words and phrases that people in business jobs use, like "budget forecasting," and "strategic planning," or acronyms like B2B or P&L. I need to know this stuff so I can do my job well and help the company succeed.

I'm determined to keep learning and working hard in business management. I want to be able to run a successful business and make a difference in the world.



**Go back** to the text and **highlight** the benefits of studying *Gestión y Administración* that Nico mentions.



**Look** at these 5 sentences about Nico, they are all incorrect.  
**Read** the text and **correct** them.



- 1 Nico has been a freehanded person and he found it necessary for his career.  
\_\_\_\_\_
- 2 He chose *Gestión y Administración* because it offers the possibility to travel abroad.  
\_\_\_\_\_
- 3 He wants to work in a company to avoid unnecessary risks.  
\_\_\_\_\_
- 4 Nico's idea is to work on his own.  
\_\_\_\_\_
- 5 His career does not imply being organized.  
\_\_\_\_\_

Now, it is your turn to share with the gang what you want to study and why.

- **Write** a text about your choices of future careers and the reasons you have to choose that career.
- **Get in pairs** and your classmate will share their ideas with you.
- **Say** whether you agree with your classmate's ideas or if you have a different perspective.



## **Project** How do you see yourself as a professional in ten years?

Write a 150-word text to answer the question.

You can include:

- whether you are working at a company or as a freelance professional
- duties and responsibilities of your job
- the people you work with
- the characteristics, traits and skills which help to be successful in this job



### Suggested procedure

- **Brainstorming:** Think about all the elements you want to include in your text.
- **Idea generation:** Jot down ideas for each category, such as your job duties and responsibilities, the people you collaborate with, and the key characteristics and skills required for success in your job.
- **Writing process:** Start writing sentences to create a paragraph for each topic.
  - Begin with an introductory paragraph.
  - Then, write two or three paragraphs for the body of your text, detailing the various aspects of your envisioned career path.
  - Finally, write a conclusion.
- **Review and revision:**
  - Read through your entire text and see if it is what you wanted to say.
  - Share your essay with a classmate and provide feedback on their essay.
  - Use the feedback you receive to make any necessary changes to your own text.
- **Finalizing your essay:** Once you have incorporated the feedback and made all the necessary changes, your essay is ready to be shared with the whole class. Prepare to present your vision of your professional future and discuss how you arrived at your chosen career path.

**EXIT  
TICKET** ★ ★ ★

*In this unit, I learned that...*

*Something I need to revise is...*

*My favorite part of this unit was...*

*I felt...*



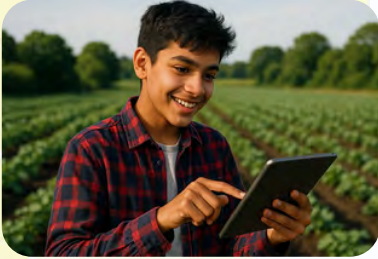
# UNIT 2

## Fundamentals of agricultural science



# 1 Introduction to agricultural science

**Read** the following students' accounts. **Find** the reasons why Nando, Flor, and Andrés chose this career. What is your opinion? What reasons can you add?



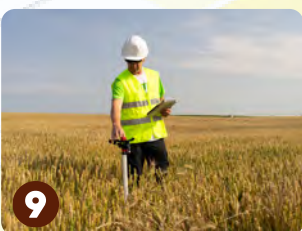
Nando is curious and loves technology. He's always looking for innovative solutions to farming challenges.

Flor comes from a farming family in Canelones and brings practical experience to the group. She's passionate about sustainable agriculture.



Andrés is analytical and detail-oriented. He enjoys research and scientific methods, and dreams of becoming an agricultural engineer.

**Look** at the images and **describe** them.



## Marker Talk

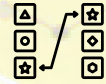


What comes to mind when you hear 'agricultural science'?

**Brainstorm** your ideas on the board.



Nando, Flor, and Andrés are working with different terms connected to the topic. Help them **match** the terms to their definitions.



1. Agricultural science
2. Agronomy
3. Horticulture
4. Animal husbandry
5. Irrigation
6. Yield
7. Fertilizer
8. Pesticide

- a. the science that studies soil management and crop production to increase agricultural yields
- b. the artificial application of water to crops
- c. chemicals used to control pests and diseases
- d. the broad field combining biology, chemistry, and technology applied to farming
- e. the art and science of growing fruits, vegetables, and ornamental plants
- f. substances added to soil to promote plant growth
- g. the amount of crop produced per unit area
- h. the care and breeding of farm animals



Look at this article I've found!  
It's about how farming has changed over the years.

**Read** the text and **choose** the right term for each space.

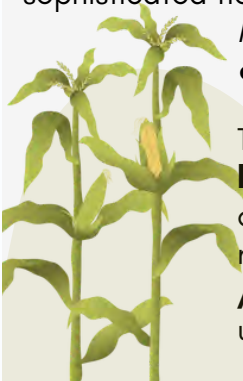


## Agricultural Science

Agricultural science has transformed dramatically over the past century. What began as traditional farming methods passed down through generations, has evolved into a sophisticated field combining biology, chemistry, technology, and environmental science.

Modern agricultural scientists work to **1 maximize / minimize / stabilize / organize** crop yields while minimizing environmental impact.

The Green Revolution of the 1960s marked a significant **2 breakthrough / breakdown / outbreak / setup** in agricultural practices. Scientists developed high-yielding varieties of wheat and rice that could feed millions more people. However, this period also stressed the need for **3 traditional / intensive / sustainable / commercial** approaches to farming, as intensive use of chemicals began affecting soil health and water quality.



Today's agricultural scientists face new challenges. Climate change **4 predicts** / **prevents** / **disrupts** / **controls** weather patterns, making traditional farming methods less reliable. Scientists must develop crops that can withstand droughts, floods, and temperature extremes while maintaining nutritional value and taste.



It's fascinating how science had to adapt to environmental changes!

**Help** Andrés complete this grammar challenge. **Read** the following statements. **Use** the keyword to **complete** the second sentence so that it means the same as the first sentence.



For example: Farmers use apps to check the weather before planting. **USED**

Apps are used by farmers to check the weather before planting.

- 1** Agricultural science combines many different fields of study. **MADE**  
Agricultural science \_\_\_\_\_ many different fields of study.
- 2** The Green Revolution significantly changed farming practices. **BRING**  
The Green Revolution \_\_\_\_\_ significant changes to farming practices.
- 3** Scientists must develop new varieties of crops that can survive extreme weather. **RESISTANT**  
Scientists must develop new crop varieties that \_\_\_\_\_ extreme weather conditions.
- 4** Traditional farming methods are becoming less reliable due to climate change. **RELY**  
Farmers can no longer \_\_\_\_\_ traditional farming methods because of climate change.
- 5** Agricultural scientists face more challenges today than in the past. **CHALLENGING**  
Working as an agricultural scientist is \_\_\_\_\_ it was in the past.

**Get in pairs** and **compare** your answers.





How different are these two farming approaches?



**Get into small groups, compare and contrast** the images. Remember to refer to the two farming methods and discuss the advantages and disadvantages of each one.



Traditional farming in some rural areas



Modern high-tech greenhouse farming

Which method do you think is more suitable for Uruguay's future?

Nando has found a podcast about agricultural scientists in Uruguay. **Listen** to "A day in the life of an agricultural scientist" featuring Dr. María Rodríguez, a researcher from INIA Uruguay.



**Complete** the fact file.



- Daily responsibilities:
- Current research project:
- Biggest challenge in her work:
- Most rewarding aspect of her job:
- Educational background required:
- Advice for young people interested in agriculture:

**Write** a 50-word definition of agricultural science using at least 3 words / phrases from this lesson.



# 2 History of agriculture

The teacher posed the following challenge to the students. **Get into small groups** and **discuss** whether these statements are *true* or *false*.



- 1 Agriculture started 12,000 years ago.
- 2 The Sea of Galilee was the first place in which the first large-scale cultivations appeared.
- 3 Rice was first cultivated in China.
- 4 In South America, agriculture started around 9000 BC.
- 5 Cotton was domesticated in Colombia and then in Uruguay.

**Surf the internet** and **check** your answers.







This is another challenge the teacher posed. **Surf the internet** and **find** information about when and where each product was domesticated.



**Complete** the chart.



<b>Bananas</b> 	<b>maize</b> 
When and where?	When and where?
<b>Alpacas</b> 	<b>coffee beans</b> 
When and where?	When and where?

Andrés is reading a text about the origins of tea. The text has some blank spaces. **Use** the words from the box to **complete** it.



**Chinese • continent • cultural • history • significance  
medicinal • traced • ceremony • discovered • stimulant**



**Tea** has a long and rich ① \_\_\_\_\_ that goes back thousands of years ago. Its origins are usually ② \_\_\_\_\_ to ancient China. According to legend, Emperor Shen Nong ③ \_\_\_\_\_ tea in 2737 BCE when some leaves from a wild tea tree fell into a pot of boiling water he was preparing. Curious about the new infusion, he tried it and later used it as a ④ \_\_\_\_\_ drink.



The first written mentions of tea appear in Chinese ⑤ \_\_\_\_\_ from the 3rd century CE. At that time, people drank it for its health benefits and as a ⑥ \_\_\_\_\_. During the Tang Dynasty (618–907 CE), tea became very popular among rich people and was often celebrated in poetry and art. In the Song Dynasty (960–1279 CE), people developed a real tea culture, creating special ways to prepare it and emphasizing its great ⑦ \_\_\_\_\_.

Tea arrived in Japan in the early 9th century with Buddhist monks who appreciated its calming effects. The Japanese later turned tea preparation into a formal ritual, called “Chanoyu,” or tea ⑧ \_\_\_\_\_, which is still an important part of their culture.

The spread of tea to Europe began in the 16th century when Portuguese and Dutch traders brought it to the ⑨ \_\_\_\_\_. It soon became popular among the aristocracy and later among all social classes. By the 17th century, tea houses appeared in Britain, and the famous afternoon tea tradition began.

Today, tea is enjoyed all over the world in many different ways, reflecting diverse ⑩ \_\_\_\_\_ traditions and tastes. From black and green tea to herbal and oolong, its journey from ancient China to a global drink shows its lasting popularity.



### Did you know?

When talking about history, you may see the abbreviations BCE and CE instead of BC and AD.

They mean the same thing:

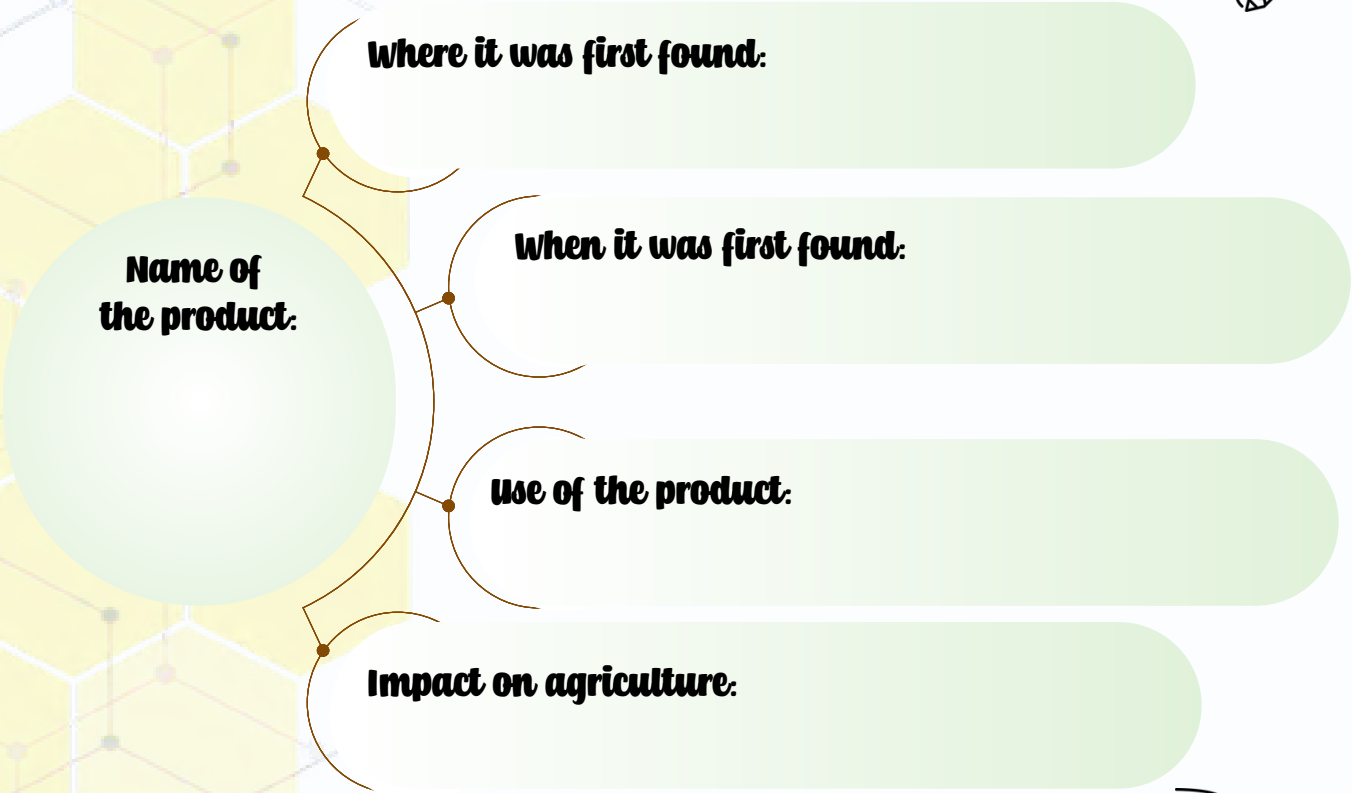
- **BCE** : *Before Common Era* → same as **BC** (*Before Christ*)
- **CE** : *Common Era* → same as **AD** (*Anno Domini - after Christ*)

Today, many people use BCE/CE because they are more neutral and can be used in all cultures, not only in Christian ones.



The school magazine has launched a writing contest in which you can contribute with a short article about an agricultural product and its history.

**Choose** a product and **complete** the graphic organizer.



**Write** a text of about 100 words talking about the product you chose.



A large rectangular area with a light gray background and horizontal lines, resembling a sheet of lined paper with a torn top edge. It is intended for writing a 100-word text about the chosen product.

# 3 Types of agriculture

**Look** at this list of words. Which ones do you associate with farming?  
**Get in pairs** and **discuss**.



- **animals** • **barn** • **camping** • **cows** • **crops** • **farm tools** • **farmer** • **field** •
- **fishing** • **flowers** • **food** • **forest** • **garden** • **harvest** • **hiking** • **land** •
- **mountain** • **picnic** • **plants** • **river** • **seeds** • **tractor** • **treehouse** • **vegetables** •

What types of farming techniques do you know? **Look** at this diagram and **find out**.



Subsistence farming



Modern farming techniques



Sustainable farming



Dryland and rainfed farming



Alternative farming techniques



Specialized farming



Irrigated farming



Traditional farming techniques



Commercial farming



Look at these key terms and **complete** their definitions with the correct word from the box. Consider there is a distractor.



**environment** • **selling** • **resources** • **make** • **without** • **dam**

- \* **Subsistence Agriculture:** Farming for your own family's food. Not for ❶ \_\_\_\_\_ .
- \* **Commercial Agriculture:** Farming to sell products and ❷ \_\_\_\_\_ money. Often large farms.
- \* **Organic Agriculture:** Farming ❸ \_\_\_\_\_ artificial chemicals, pesticides, or GMOs. Good for the ❹ \_\_\_\_\_ .
- \* **Sustainable Agriculture:** Farming that protects natural ❺ \_\_\_\_\_ and helps future generations. It focuses on people, animals, and the environment.

I've found this article that explains the three main types of farming perfectly!

**Read** this text about different types of farming and **complete** it with these phrases.



- a they use natural methods to grow crops and raise animals
- b because it reduces pollution and supports biodiversity
- c often mix modern technology with traditional knowledge
- d they often keep a few animals like chickens or goats
- e produce a lot of food or products to sell in local or international markets
- f have many workers and use modern machines like tractors, harvesters and irrigation systems

## Types of Farming around the world

Farming is one of the most important activities in the world. It gives us food to eat and products to use every day. But not all farms are the same. There are different types of farming, depending on the size of the farm, how the food is produced, and what it is used for. Let's look at four common types: subsistence, commercial, organic, and sustainable farming.

### Subsistence farming

Subsistence farming is small-scale farming. It is usually done by one family or a small group of people. The farmers grow food mainly to eat themselves, not to sell. They may grow vegetables, fruits or grains like rice or corn and ❶ \_\_\_\_\_.



These farms use simple tools and traditional methods. The work is usually done by hand, with help from family members. There is very little money involved and the farmers do not make a profit. For example, in many parts of Africa or South Asia, families have small plots of land where they grow just enough food for their daily needs.



## Commercial farming



Commercial farming is large-scale and focused on making money. The goal is to **2** \_\_\_\_\_. These farms often grow one or two main crops, such as wheat, corn, soybeans, or bananas. Others may raise animals like cows, pigs, or chickens for meat, milk, or eggs.

Commercial farms usually **3** \_\_\_\_\_. They also use chemicals like fertilizers and pesticides to help the crops grow faster and stay healthy. This type of farming is common in countries like the United States, Brazil, or Argentina, where large areas of land are used for agriculture.

## Organic farming



Organic farming is a type of farming that protects the environment. Organic farmers do not use artificial chemicals or genetically modified organisms (GMOs). Instead, **4** \_\_\_\_\_. For example, they may use compost instead of chemical fertilizers, or plant different crops together to keep the soil healthy.

Organic food is often considered healthier and safer to eat. It is also better for the planet, **5** \_\_\_\_\_. However, organic farming usually requires more time and effort, and the products can be more expensive. You can often find organic products in supermarkets, labelled with special tags like "100% Organic" or "Eco."

## Sustainable farming

Sustainable farming is a way of producing food that cares for the environment and future generations. The main goal is to produce enough food without damaging nature or wasting resources. Farmers try to use natural resources wisely, reducing waste and pollution. They may recycle water, use renewable energy, or plant trees to protect the soil. Sustainable farms **6** \_\_\_\_\_ to make production more efficient and eco-friendly. This type of farming helps communities stay strong and ensures that the land can continue to produce food for many years.



**Read** the text again and **decide** whether these statements are *true* or *false*. **Underline** the evidence in the text.



- 1** Subsistence farmers usually work with their families and don't use machines. \_\_\_\_\_
- 2** Commercial farming is small and does not try to make money. \_\_\_\_\_
- 3** Sustainable farmers use techniques that protect the environment. \_\_\_\_\_
- 4** Organic food is always cheaper than commercial food. \_\_\_\_\_
- 5** Commercial farms often grow just one or two crops. \_\_\_\_\_
- 6** Subsistence farming is common in countries like the U.S. and Brazil. \_\_\_\_\_

**Get into small groups and discuss.**



- What type of agriculture is most common in your region?
- Which are the advantages of organic food?
- Which are the disadvantages of commercial farming?
- Would you prefer to buy food from a subsistence farm, a commercial farm, an organic farm, or a sustainable farm? Why?
- How can we make farming more sustainable?

## Creative writing

**Choose** one type of farming.

- Subsistence (for family use)
- Commercial (to sell and make money)
- Organic (natural, no chemicals)
- Sustainable (to preserve natural resources)

**Write** a short text (100–120 words) describing your ideal farm. Include:

- the type of farming you would choose and why;
- which animals or crops you would have;
- where your farm would be located;
- who would work on your farm, and
- which machines or tools you might use.



Imagine you own a farm.  
What kind would it be?



- My ideal farm would be... .
- I would like to have a farm that... .
- I would choose ... farming because... .
- My farm would produce... .
- I would like my farm to be in... .
- I would work with... .
- I would / wouldn't use... .



# 4 The role of agriculture in society

These images portray some benefits of agriculture to society.

**Get in pairs** and **discuss** the benefits the photos may show.

You can use the word bank and the SOS box below to help you.



**Join** another pair and **share** your thoughts with them.  
Do you agree or disagree?



## Word Bank

crops • seeds • soil • silo • harvest • farmers  
products • jobs • raw materials • resources  
market • cotton • drip irrigation • community  
environment • landscape • production • healthy  
natural • green • sustainable • local • organic  
traditional • modern • alternative



- I think this picture shows... .
- Maybe it represents... .
- It helps people to... .
- It's connected with... .
- It provides... .
- It produces... .



Andrés and Flor are reading about the importance of agriculture in society. They come across a chart containing nine reasons for the importance of agriculture. **Read** the chart and **complete** the activities below.



F

It protects against famine.

Many people can get employed not only in the agricultural field, but also in the process of selling products or manufacturing them.

Agriculture helps with the ecosystem balance.

Drip irrigation and other advancements help with the conservation of water.

It produces a greener environment and landscape.

It helps people develop a sense of cooperation because people depend on others.

It provides food for domestic animals and for people.

It contributes to social development, providing job opportunities to people.

It supplies raw materials and resources to society.

Go back to the pictures and **match** them with the descriptions in the chart above.



In trios, **choose** one of the nine reasons and **surf the internet** to find more information about it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is the presentation Nando prepared for the class.

Dear classmates and teacher,

Today, I **1**---- like to discuss a crucial aspect of our lives: agriculture. Agriculture is the **2**---- of our society, the foundation upon which our future rests. It is the vital **3**---- that ensures a steady supply of food for both people and animals.

Without agriculture, we would have no crops to eat, no grains to **4**---- our livestock, and no means to sustain ourselves and our companion animals. It provides the fruits, vegetables, grains, and meats that nourish our **5**---- every day. Moreover, healthy and productive agriculture supports the economy, creates employment **6**----, and promotes rural development.

As we face global challenges like population growth and climate change, the importance of sustainable and innovative farming **7**---- becomes even more evident. We must invest in food security, improve farming techniques, and protect our natural resources to keep the cycle of food **8**---- alive and thriving.

Let us recognize and appreciate the hardworking farmers and agricultural workers who work tirelessly to **9**---- our world. Their efforts are essential, and it is our responsibility to support and promote sustainable agriculture for a healthier, food-secure **10**---- for all.

Thank you.

Read the text above and **choose** the correct option a, b, or c.



- |           |                        |                     |                     |
|-----------|------------------------|---------------------|---------------------|
| <b>1</b>  | <b>a</b> would         | <b>b</b> could      | <b>c</b> also       |
| <b>2</b>  | <b>a</b> leg           | <b>b</b> backbone   | <b>c</b> foot       |
| <b>3</b>  | <b>a</b> link          | <b>b</b> relation   | <b>c</b> reason     |
| <b>4</b>  | <b>a</b> harvest       | <b>b</b> sustain    | <b>c</b> feed       |
| <b>5</b>  | <b>a</b> bodies        | <b>b</b> corps      | <b>c</b> brains     |
| <b>6</b>  | <b>a</b> opportunities | <b>b</b> positions  | <b>c</b> jobs       |
| <b>7</b>  | <b>a</b> ways          | <b>b</b> processes  | <b>c</b> practices  |
| <b>8</b>  | <b>a</b> storage       | <b>b</b> production | <b>c</b> collection |
| <b>9</b>  | <b>a</b> kill          | <b>b</b> support    | <b>c</b> feed       |
| <b>10</b> | <b>a</b> present       | <b>b</b> past       | <b>c</b> future     |

**Create** a short presentation to share with the class.  
Here you have some tips:

- If you are creating a poster or a PPT don't include a lot of text. Use images and talk about them.
- If you are using pictures, make sure that everybody in the class can see them. Don't use small pictures.
- When you present, avoid reading. But if you have to, look back at the audience as soon as possible.

**Deliver** your presentation to the class. 



# 5 Crop production

**Look** at these statistics about Uruguay's crop production.

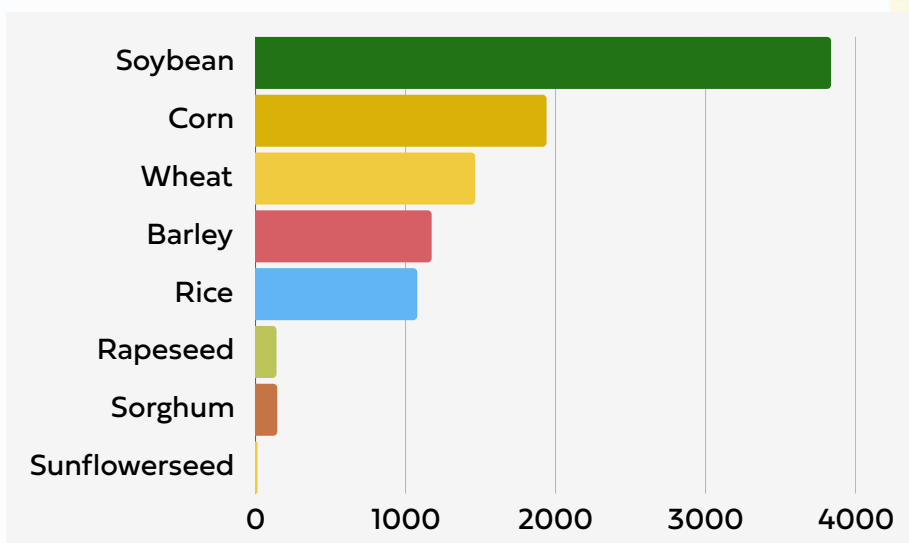
## Uruguay Production

Sorted by Market Year (MY) 2025/2026.

Crops	10-Year Avg 2014–2024 (1000 Tons)	2024/2025 (1000 Tons)	% Change	2025/2026 (1000 Tons) <i>*projection</i>
Soybean	~2,700	3,837	42%	~3,000
Corn	~900	1,94	116%	~1,800
Wheat	~900	1,464	63%	~1,300
Barley	~700	1,174	68%	~800
Rice	~1,050	1,078	3%	~1,040
Rapeseed	~200	140	-30%	310
Sorghum	~120	145	21%	100
Sunflowerseed	~15	13	-13%	12

## Uruguay Crop Production

Market year 2024/2025 (1000 Tons):



Source: DIEA-MGAP, Encuesta Agrícola 2024/2025; USDA-FAS (2025/2026 projections).

### Did you know?



The symbol ~ before a number means the value is approximate. For example, ~900 means "approximately 900" or "around 900." It is usually used in tables and statistics when exact figures are not available or have been rounded.

Label the following pictures.



1 wheat



2



3



4



5



6



7



8

### Did you know?

Canola oil comes from a special type of rapeseed plant. It was developed in Canada in the 1970s to make the oil healthier and safer to eat. Today, canola is one of the world's most common vegetable oils.



Get into groups of three. Look at the two figures again and discuss.



1. Which crop has shown the biggest increase compared to the 10-year average?
2. Which are the three most produced crops in Uruguay in 2024/2025?
3. What might be the reason for the popularity of these crops?

### Web search



In the same groups, surf the internet and find what the final destination for each crop is. For example, *sorghum is widely used to feed livestock and domestic animals*. Make a poster indicating the use of each crop in our country.

Below, you will find a map of Uruguay. **Draw** where each crop is produced in the country.



(map source: Wikimedia commons)

**Imagine** you are given a farm to run. Which crop are you going to harvest? What is the reason for your choice? How are you going to organize the structure of the farm?



**Create** a project for your farm, include these and other important elements to consider.



# 6 Sustainable farming practices

**Read** the following statements and **decide** whether they are *true* or *false*.  
**Justify** your answers.



- a. Crop rotation helps prevent soil depletion.
- b. Integrated pest management reduces pesticide use.
- c. Cover crops are planted only for decoration.
- d. Organic farming uses no artificial/synthetic chemicals at all.
- e. Sustainable farming always produces lower yields than conventional farming.
- f. Precision agriculture requires expensive technology that small farmers cannot afford.
- g. Agroforestry practices can help prevent soil erosion.
- h. Sustainable farming practices always cost more than conventional methods.

**Get in pairs** and **compare** your answers.



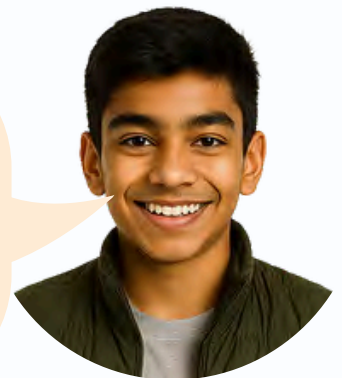
**Surf the internet** to check your ideas.



Nando mentions three ways to make agriculture more sustainable and productive. **Read** his words and **complete** the chart below.

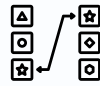


Farmers around the world are using new methods to make agriculture more sustainable and productive. Conservation practices help protect the soil and water, keeping the land healthy for future generations. Resource management focuses on using natural resources like water, energy, and nutrients wisely, avoiding waste. Finally, certification systems ensure that farms adhere to environmental and social standards. Together, these practices aim to improve both the quality of crops and the balance between farming and nature.



system	main goal

**Look** at the images and **match** them with the correct term and definition.



## Conservation practices

n°	term	definition
2	Crop rotation	Growing different crops in sequence on the same land.
	Cover crops	Plants grown to protect and enrich soil.
	Contour farming	Plowing along slope contours to prevent erosion.
	Agroforestry	Integrating trees with crops or livestock.



## Resource Management

n°	term	definition
	Carbon sequestration	Capturing and storing carbon in soil and plants.
	Integrated Pest Management (IPM)	Eco-friendly pest control methods.
	Precision agriculture	Using technology for efficient resource use.
	Water conservation	Efficient use of water resources.

# Certification Systems



n <sup>o</sup>	term	definition
	Organic certification	Verified organic production methods.
	Fair trade	Ethical trading standards.
	Sustainable agriculture standards	Environmental and social criteria.

**Take notes** to answer these questions.



- Which of these practices have you seen used in your local area?
- Why do you think contour farming helps prevent erosion?
- How might precision agriculture help farmers save money?
- What is the difference between organic certification and fair trade certification?

Flor is listening to an interview with a sustainable farmer from Colonia on the radio. The farmer's name is Juan Carlos Moreno, and he is discussing his transition from conventional to sustainable farming.




**Listen** to Juan Carlos and **choose** the correct option.

- What motivated Juan Carlos to change his farming methods?
  - Government regulations
  - Economic pressures
  - Environmental concerns
- Which practice has been most successful on his farm?
  - Organic certification
  - Crop rotation
  - Solar power installation
- What challenge does he still face?
  - Lower profits
  - Skeptical neighbors
  - Finding new workers
- How long did his transition to organic farming take?
  - 2 years
  - 3 years
  - 5 years
- What does he say about the initial costs of sustainable farming?
  - They were higher than expected
  - They were manageable
  - They were covered by government grants
- Which certification does his farm now hold?
  - Organic only
  - Fair trade only
  - Both organic and fair trade

**Listen** to the interview again and **complete** these notes.





Transition period lasted: ..... years

Main crops now: ..... and .....

Annual cost savings: \$ ..... per hectare

Water usage reduced by: .....%

Number of employees increased by: .....

Future plan: to install .....

Let's learn more about different approaches to sustainability in Uruguay. The teacher will divide the class into three groups. Each group will **research** one of these topics online.



1. Large-scale organic rice production in Rocha.
2. Small family farms using permaculture in Lavalleja.
3. Integrated livestock-crop systems in Paysandú.

### Jigsaw reading

**Get into groups** of 3 students, in which each student has read about one approach. **Share** the information with the other members of the group and **compare** the advantages and challenges of each system.



#### Did you know?



Permaculture means “*permanent agriculture*”. It is a way of designing farms and gardens that imitates natural ecosystems. The goal is to produce food while protecting the soil, saving water, and taking care of both people and the planet.

## Speaking

**a. Get into groups** of four. Each member of the group receives one of these images showing sustainable farming practices.



**b. Look** at the picture and **talk** for 1 minute about.



- what sustainable practices can you see.
- how these practices benefit the environment.
- which practices would be most suitable for Uruguay.

**c. While** one student speaks, one takes notes, and another one is the time-keeper. Remember to exchange roles.



**d. Discuss.**



- Do you think sustainable farming is economically viable?
- What role can technology play in sustainable agriculture?

## Collaborative writing

**Write** one specific action you could take to support sustainable agriculture in Uruguay.

Handwriting practice area with a dotted top line and four solid horizontal lines for writing.



# 7 Agricultural biotechnology

**Create** a concept map with terms you brainstorm related to "Agricultural Biotechnology"



**Get in pairs and discuss.**



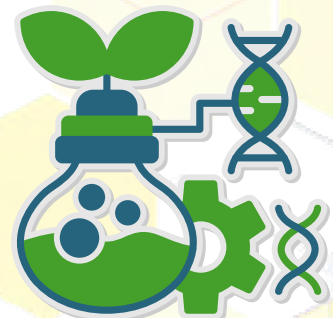
*"How has technology changed farming?"*

You can use some of the terms in the box to show your ideas.

- **Genetic modification (GM)** – altering genes in organisms
- **Biotechnology** – using living systems for technological applications
- **Genetically Modified Organisms (GMOs)** – organisms with altered DNA
- **Gene editing** – precise changes to DNA sequences
- **Transgenic** – containing genes from another species
- **Bioengineering** – application of engineering principles to biological systems
- **Cloning** – creating identical copies of organisms
- **Selective breeding** – choosing organisms with desirable traits for reproduction

## Did you know?

- Cloning doesn't only happen in labs; plants like potatoes and strawberries can clone themselves naturally.
- Humans have been choosing animals and plants with the best traits for thousands of years. That's how we got crops like maize, modern dogs and dairy cows. It's called **selective breeding**.
- **Transgenic** crops contain genes from other species; for example, a bacterium gene that helps corn resist pests.
- The first **genetically modified crop** was a tomato, created in 1994 to stay fresh longer after harvest.



Nando has found an interesting article online to share with his classmates.

**Read** the article "The promise & controversy of agricultural biotechnology."



## the promise & controversy of

## agricultural biotechnology

Agricultural biotechnology has brought new possibilities and challenges. In Uruguay, genetically modified crops (GM crops) show both the benefits of innovation and the concerns they can raise for the environment and farmers, sparking an ongoing debate about their impact on society.



2026 | AGRO NOW MAGAZINE

The debate surrounding agricultural biotechnology represents one of the most complex issues facing modern society. Supporters argue that genetically modified crops can address global food security, reduce pesticide use, and create more nutritious foods. Critics, however, raise concerns about environmental risks, corporate control of seeds, and potential health effects.

In Uruguay, the adoption of GM soybeans has transformed agriculture. These crops, engineered to resist herbicides, allow

farmers to control weeds more effectively and increase yields. As a result, soybean production has expanded dramatically, making Uruguay one of the world's leading exporters.

However, this transformation has not been without controversy. Environmental groups worry about the impact on biodiversity and the development of herbicide-resistant weeds. Small farmers express concern about becoming dependent on multinational seed companies for their livelihoods.

*The debate over agricultural biotechnology is far from over. Uruguay's experience shows that innovation can bring great progress, but it also requires responsibility and open discussion to ensure that technology benefits both people and the planet.*

**Write** three advantages and three disadvantages of agricultural biotechnology mentioned in the article. Then **add one idea** of your own in each column.

advantages 	✘ disadvantages 
1 	1 
2 	2 
3 	3 
★	★

**Read** the definitions below and find the word or phrase in the article that matches each one. **Write** the words in the blanks.



- a. yields : the amount of crops produced by a farm.
- b. \_\_\_\_\_ : the use of science and technology to improve plants or animals.
- c. \_\_\_\_\_ : chemicals used to destroy weeds.
- d. \_\_\_\_\_ : a company that operates in several countries.
- e. \_\_\_\_\_ : the variety of living species in an environment.
- f. \_\_\_\_\_ : to be strong enough not to be affected by something.
- g. \_\_\_\_\_ : a strong public disagreement about an important issue.



**Read** the article again and **answer** the questions.



- 1 Which changes did the introduction of GM soybeans bring to Uruguayan agriculture?
- 2 Which genetic modifications were made to soybeans?
- 3 How do GM soybeans help farmers improve their productivity?
- 4 Which environmental concerns are mentioned in the text?
- 5 Why are some small farmers worried about GM crops?

Flor and Nando are completing this challenge.

**Read** the following statements. You have to **use** the keyword to **complete** the second sentence so that it means the same as the first sentence.



- 0 Biotechnology could solve the problem of food security globally. **SOLUTION**  
Biotechnology could provide a solution for the global food security problem.
- 1 Many people are concerned about the safety of GM foods. **CONCERN**  
There \_\_\_\_\_ about the safety of GM foods among many people.
- 2 It is possible that GM crops will help feed the world's population. **COULD**  
GM crops \_\_\_\_\_ in feeding the world's population.
- 3 Scientists need to conduct more research before approving new GM crops. **CARRIED**  
More research needs \_\_\_\_\_ before new GM crops are approved.

4 Some farmers cannot afford to buy GM seeds every year. **EXPENSIVE**

GM seeds are \_\_\_\_\_ for some farmers to buy every year.

5 Environmental groups want stricter regulations on biotechnology. **DEMANDING**

Environmental groups \_\_\_\_\_ stricter biotechnology regulations.

6 Uruguay exports more soybeans now than it did ten years ago. **INCREASE**

There has been \_\_\_\_\_ soybean exports from Uruguay over the past ten years.

**Get into small groups** and **imagine** you are members of Uruguay's Agricultural Advisory Committee. **Discuss** the advantages and disadvantages of introducing new biotechnology regulations.



**Try** to reach an agreement.

**Consider**

- Economic impact on farmers
- Environmental protection
- Consumer rights
- International trade requirements

**Answer**

- How important is it for consumers to know if their food contains GMOs?
- Do you think biotechnology will solve world hunger?
- What role should governments play in regulating agricultural biotechnology?

After you have researched, in 3–4 sentences, **explain** how biotechnology might affect agriculture in Uruguay in the next 20 years.



.....

---

---

---

---

---

# 8 Plant diseases and pests

**Look** at these pictures. **Describe** and **compare** them. **Use** the SOS box to help you.



- Both pictures show... .
- In the first / second picture, I can see... .
- In the first picture..., but in the second one... .
- In picture 1, there is..., but in picture 2, we can see... .

**Help** Nando **classify** the following terms. Are they connected to diseases, pests or possible solutions and actions for the problem?

*fungus • virus • mildew • rot • blight • spots • discoloration • monitor • aphid slug • wilting • snail • caterpillar • beetle • rodent • damage • infestation • bite ant • prevent • control • spray • remove • protect • reduce • bacteria • locust*

disease	pest	solution/action

**Label** these pictures with words from the list above. Are they diseases or pests?

### Did you know?

Disease is like a sickness for plants, pest is an animal/insect that hurts plants.



1 snail



2



3



4



5



6



7



8



**Read** this infographic about some common plant problems and **answer** the questions.

**UNDERSTANDING PLANT PROBLEMS**

Plants can get sick, just like people! When a plant is sick, we say it has a disease. **Diseases** are often caused by tiny things we can't see, like fungus, bacteria, or viruses.

**Fungus** can make spots on leaves, or cause mildew (a white powder) to grow. Sometimes, a plant can rot because of fungus.



**Bacteria** can make leaves look wilting (soft and droopy) or cause black spots.



**Viruses** can make leaves turn yellow or have strange discoloration.

Besides diseases, plants also have problems with pests. **Pests** are small animals or insects that eat or damage plants.



**Aphids** are tiny insects that stick to leaves and stems. They suck the plant's juice, making it weak.

**Caterpillars** are larvae of moths or butterflies. They chew holes in leaves and can defoliate a plant if there are too many of them.



**Slugs & snails** are soft animals that also eat leaves, especially at night. They leave a shiny trail.

**Beetles & ants** can eat different parts of a plant, such as leaves, flowers, roots, or fruits.



**Locusts** are large grasshoppers that travel in big groups called swarms. They can destroy entire crops very fast.

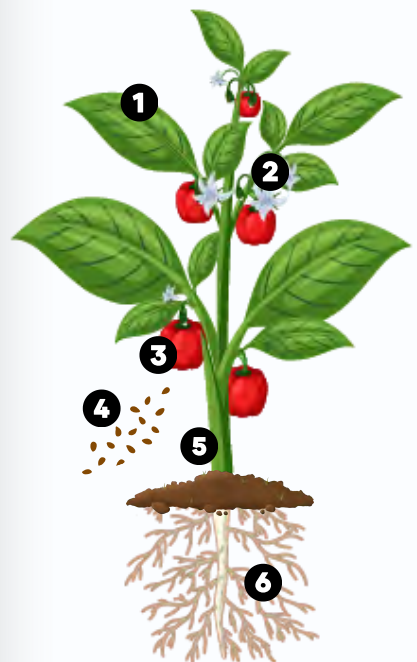
**Rodents**, like rats and mice, feed on stored grains and seeds. They can also eat plant roots and stems.



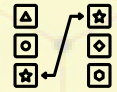
When plants have diseases or pests, they can't grow well. This means farmers might get a smaller yield (less food). To keep plants healthy, farmers try to prevent problems. They can also control diseases and pests by removing sick parts, using natural sprays, or sometimes special products. A healthy plant is a strong plant!

1. What are diseases in plants caused by?
2. Which are the signs that a plant has a fungus?
3. How can bacteria make a plant look?
4. What kind of damage do caterpillars cause?
5. Why are locusts so dangerous?
6. Why is it important for farmers to prevent and control diseases and pests?

**Label** the different parts of a plant with words from the text.



- 1 leaves
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**Match** each plant disease or pest with its basic prevention or control method.

- G** Beetles and ants (can eat leaves, roots, and fruits)
- Fungus (causes spots, mildew, or rot)
- Caterpillars (chew holes in leaves)
- Slugs and snails (eat leaves, especially at night)
- Bacteria (can cause wilting or black spots)
- Viruses (make leaves yellow or discolored)
- Rodents (can eat stored grains and plant roots)
- Locusts (can travel in swarms and destroy crops fast)
- Aphids (tiny insects that suck plant juice)



- a.** Remove infected plants to stop the spread.
- b.** Spray with water or insecticidal soap to wash them off.
- c.** Remove sick leaves or improve air circulation to prevent mold growth.
- d.** Set traps or use barriers to keep them away from plants.
- e.** Remove them by hand or introduce natural predators (like birds).
- f.** Choose plant varieties that are strong against them.
- g.** Use natural repellents or plant herbs that repel insects.
- h.** Make loud noises or use nets to keep them away from the fields.
- i.** Keep storage areas clean and set traps to protect seeds and crops.

**Work in groups** and **decide** which problem each of these plants may have. **Use** the vocabulary seen in the lesson.



# 9 soil science and management

Nando, Flor, Andrés and the rest of the group are learning about soil investigation. They are working in the laboratory and examining different soil samples (clay, sand, loam).

Remember that soil is not just dirt; it's a living ecosystem!



Get in pairs and discuss.

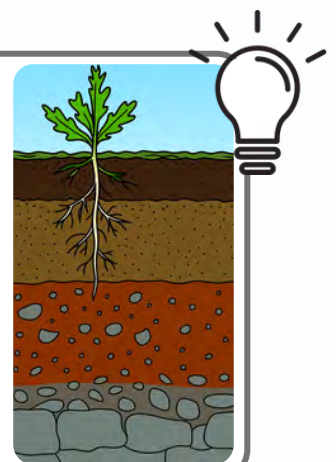


What makes soil 'good' for farming?

## Did you know?

Soil isn't the same all the way down! It has different layers, each with a special role:

- **Topsoil** – the upper layer of the soil. It contains organic matter, nutrients, and living organisms. It's where plants grow.
- **Subsoil** – found just below; it has fewer nutrients but more minerals. Roots can still reach this layer.
- **Parent material** – made of partly broken rock that gives soil its texture.
- **Bedrock** – the solid rock deep underground that slowly forms new soil.



**Read** the article called "The Hidden World Beneath Our Feet" and **complete** each blank with a word.



# THE HIDDEN WORLD beneath our feet

Soil formation is an incredibly slow process that can take hundreds, ❶ \_\_\_\_\_ even thousands of years. ❷ \_\_\_\_\_ most people see soil as simply "dirt," it's actually a complex ecosystem teeming with life. A single handful of soil contains more microorganisms ❸ \_\_\_\_\_ there are people on Earth!



The composition of soil varies dramatically depending ❹ \_\_\_\_\_ factors such as climate, parent rock material, and time. Sandy soils drain quickly but don't retain nutrients well, ❺ \_\_\_\_\_ clay soils hold water and nutrients but can become waterlogged. The ideal agricultural soil is loam – a balanced mixture ❻ \_\_\_\_\_ sand, silt, and clay.

Soil management is crucial ❼ \_\_\_\_\_ sustainable agriculture. Farmers must maintain soil structure, prevent erosion, and ensure adequate organic matter. ❽ \_\_\_\_\_ proper management, fertile topsoil can be lost forever, turning productive farmland into barren wasteland. Modern technology allows farmers to monitor soil conditions more precisely ❾ \_\_\_\_\_ ever before. ❿ \_\_\_\_\_ these advances, many regions still face serious soil degradation problems.

1- \_\_\_\_\_

6- \_\_\_\_\_

2- \_\_\_\_\_

7- \_\_\_\_\_

3- \_\_\_\_\_

8- \_\_\_\_\_

4- \_\_\_\_\_

9- \_\_\_\_\_

5- \_\_\_\_\_

10- \_\_\_\_\_

## Soil Management Techniques

**Add organic matter:** improves soil structure and fertility. ✓

**Rotate crops:** prevents nutrient loss and soil exhaustion. ✓

**Use cover crops:** protects against erosion and adds nitrogen. ✓

**Avoid overwatering:** prevents soil compaction and loss of nutrients. ✓

**Keep the soil pH balanced:** add natural materials, such as lime, when needed. ✓

**Avoid too much plowing:** keeps the soil strong and prevents erosion. ✓



**Work in groups. Read** each farming scenario and provide advice using the suggested terms. You can use the *Soil Management Techniques* flyer from the previous page to help you. **Write** 2–3 sentences for each scenario, incorporating the suggested word forms and collocations.



### Sample scenario



A farmer in Canelones notices that after heavy rains, the topsoil from his fields washes into nearby streams.

**Use:** prevent erosion, soil composition, organic matter

### Your advice:

You should plant grass or cover crops. This will help prevent erosion and stop the topsoil from washing away. You can also add organic matter to the soil to improve soil composition.

### Scenario 1



A dairy farmer in Colonia finds that water pools on the surface of her pastures after irrigation, and her cows' hooves are leaving deep marks in the ground.

**Use:** overwatering, soil compaction, water retention

### Scenario 2



A vegetable grower in Montevideo's outskirts gets soil test results showing very low pH levels and poor plant growth.

**Use:** soil pH, nutrient/nutrition, fertile/fertility

### Scenario 3



An organic farmer in Salto wants to improve his sandy soil, which dries out quickly and doesn't hold nutrients well.

**Use:** organic matter, water retention, soil composition

### Scenario 4



A wheat farmer in Paysandú notices that his yields have been declining over the past five years, despite using the same farming methods.

**Use:** soil exhaustion, fertility, organic matter

- You should *plant / add / use* ... .
- You shouldn't *waste / ignore* ... .
- If I were you, I'd try *using* ... .
- It's important to ... .
- It's a good idea to *rotate crops / check the soil* ... .
- You can *mix / test*... .
- Try to *keep* ... .
- Make sure you ... .
- Remember to ... .



**Help** Andrés **complete** the text using the correct form of the words in capitals.



Modern soil <sup>1</sup> management requires an understanding of complex <sup>2</sup> \_\_\_\_\_ processes that affect plant growth. Farmers must monitor soil <sup>3</sup> \_\_\_\_\_ levels over time, and ensure proper <sup>4</sup> \_\_\_\_\_ balance for healthy crops. Some common <sup>5</sup> \_\_\_\_\_ practices include crop rotation, the planting of cover crops, and the use of <sup>6</sup> \_\_\_\_\_ fertilizers to maintain soil <sup>7</sup> \_\_\_\_\_. These are all environmentally friendly methods that help protect the land, because without proper care, soil <sup>8</sup> \_\_\_\_\_ can occur rapidly, leading to a drop in <sup>9</sup> \_\_\_\_\_ and long-term ecological damage. The <sup>10</sup> \_\_\_\_\_ of these principles requires both scientific knowledge and practical experience.

1. MANAGE
2. CHEMISTRY
3. ACID
4. NUTRIENT
5. SUSTAINABLE
6. NATURE
7. FERTILE
8. DEGRADE
9. PRODUCT
10. APPLY

**Get into small groups** and **discuss** possible causes and solutions for the following situation:



*A farmer in Canelones notices his soil is becoming less productive each year.*



- The main problem seems to be... .
- Have you considered...?
- Another solution might be... .
- The best approach would be... .

## **Project** Working for Uruguay's Ministry of Agriculture



### **a.** Group Discussion

- How do soil composition and fertility needs differ between rice farming in eastern Uruguay and cattle ranching in the interior?
- Which are the long-term consequences of soil erosion and compaction on Uruguay's agricultural economy?
- How can young farmers balance the need to prevent soil degradation with the economic pressure to maximize short-term yields?
- Should Uruguayan farmers rely more on modern soil testing for nutrient analysis or traditional methods passed down through generations?
- How might climate change affect soil pH levels and water retention in different regions of Uruguay?

### **b.** Research

- Soil conservation practices for small farmers.

### **c.** Create a report including

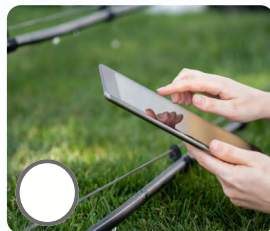
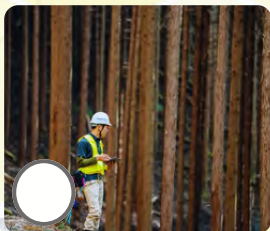
- Current soil challenges in Uruguay.
- Recommended conservation techniques.
- Benefits of implementing these practices.

# 10 careers in agriculture

Andrés has researched and found out there are many interesting jobs in agriculture. **Look** at the list and **match** each job to its description. Then, **identify** the correct picture. 

• **agricultural engineer** • **beekeeper** • **machine operator** • **farm manager** • **farmer** •  
• **food scientist** • **forestry worker** • **irrigation technician** • **livestock breeder** • **vet** •

- 1 A farmer grows crops and raises animals. Works on the land every day to produce food.
- 2 An \_\_\_\_\_ uses science and technology to improve farming. Designs machines, irrigation systems, or buildings for farms.
- 3 A \_\_\_\_\_ takes care of animals' health. Works with cows, pigs, sheep, and other farm animals.
- 4 A \_\_\_\_\_ organizes and controls the daily work on a farm. Makes decisions about crops, animals, workers, and money.
- 5 A \_\_\_\_\_ drives and takes care of farm machines like tractors and harvesters. Helps plant and collect crops.
- 6 An \_\_\_\_\_ installs and checks water systems for farms. Makes sure plants get the right amount of water.
- 7 A \_\_\_\_\_ studies how to make food safe and healthy. Works in factories or labs to check food quality.
- 8 A \_\_\_\_\_ looks after bees and collects honey. Helps with pollination and supports the environment.
- 9 A \_\_\_\_\_ raises animals like cows, pigs, or sheep to produce meat, milk, or wool. Chooses the best animals for reproduction.
- 10 A \_\_\_\_\_ plants, maintains, and protects trees and forests. Helps prevent fires and manages areas used for wood production.



Nando is listening to three young people who have chosen to work in agriculture. **Listen** and **take notes**.



	Country	Career	Reason for choosing this career	Future goal
LUCAS				
SOFÍA				
DARÍO				

**Get in pairs** and **discuss**.



- Which of these jobs do you think is most interesting? Why?
- Would you like to work in agriculture? Why or why not?

Now, **choose** one of the jobs from the list on the previous page. **Imagine** you do this job and **describe** a typical day.



**Use** these questions to help you.

- Where do you work?
- What time do you start and finish?
- What do you do during the day?
- Which tools or machines do you use?
- What do you like the most about your job?

**Share** your ideas with the class or **write** a short paragraph about your daily routine.



## **Web search**

**Research** online to find real study options in Uruguay related to agriculture. You can look for.



- Technical courses
- University degrees
- Vocational training
- Agricultural schools

Focus on finding **answers** to these questions.

- What is the name of the course or program?
- Which institution offers it?
- Which are the requirements to enroll?
- What subjects do students study there?
- What kind of career or job can you get after finishing it?

**Take notes** and be ready to **share** your ideas with the class



## **Project** **Choosing a career for the future**



Choose the program or course that interests you the most.

Prepare a short oral or written presentation to share with your classmates. Include:

- the name and location of the course.
- why you chose it.
- what you would like to do in the future.

**EXIT  
TICKET** ★★

*In this unit, I learned that...*

*Something I need to revise is...*

*my favorite part of this unit was...*

*I felt...*





# UNIT 3

## Animal husbandry



# 1 Introduction to animal husbandry

Nando, Andrés and Flor are learning about animal husbandry.

I always see cattle when I travel with my family. They're everywhere!



Animal husbandry combines biology, nutrition, and technology. Fascinating!



My grandparents have sheep and chickens. I love helping them take care of the animals.



Animal husbandry is essential for food production. Let's explore why!

**Get into small groups.** 

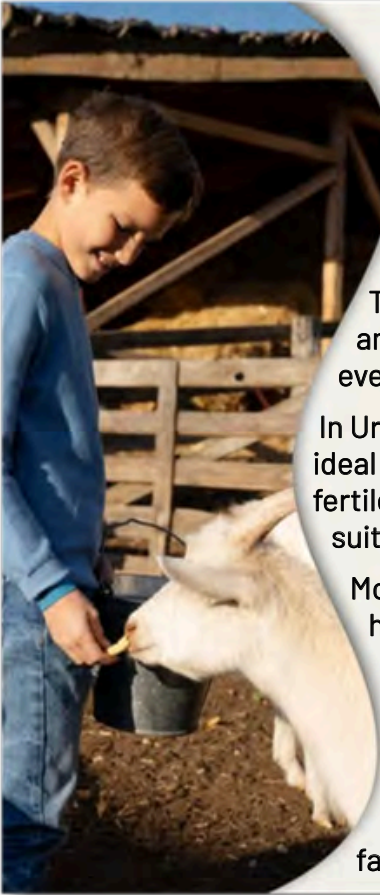
- **List** three food products that come from animals raised on farms in Uruguay.
- **Search online** (or use your prior knowledge) to find an example of an Uruguayan product that is exported thanks to animal husbandry.



**Discuss:** Why do you think these products are important for families and for Uruguay's economy?

Be ready to **share** three ideas with the class.

Read the text and answer the questions below.



## Animal husbandry

Animal husbandry is the science of breeding, feeding, and caring for farm animals. It has been practiced for thousands of years, and it is essential for food production around the world. Farmers involved in animal husbandry raise different types of livestock such as cattle, sheep, goats, pigs, and poultry.

This activity provides essential products such as food (meat, milk, and eggs), fiber (wool and leather), and several by-products used in everyday life.

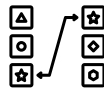
In Uruguay, animal husbandry is especially important. The country offers ideal conditions for livestock farming thanks to its temperate climate, fertile soils, and extensive natural grasslands, which are particularly suitable for raising cattle and sheep.

Modern animal husbandry focuses on providing good nutrition, proper healthcare, controlled breeding, and safe housing. Farmers must give their animals clean water, nutritious food, shelter, and regular veterinary care. Technology also plays a big role today, helping with feeding systems, health monitoring, and breeding programs.

Sustainable animal husbandry is also gaining importance. It aims to protect the environment while ensuring productivity and supporting farmers' livelihoods.

- 1 What is animal husbandry? \_\_\_\_\_
- 2 List four types of livestock mentioned in the text. \_\_\_\_\_
- 3 Why is Uruguay suitable for animal husbandry? \_\_\_\_\_
- 4 Which are the main purposes of animal husbandry? \_\_\_\_\_
- 5 What does "sustainable animal husbandry" mean? \_\_\_\_\_

Match the terms to their definitions.



1	Livestock
2	Breeding
3	Cattle
4	Veterinary
5	Dairy animals
6	Poultry
7	Pasture
8	Feed

a	Animals kept for milk production
b	Land where animals graze
c	Birds raised on farms (chickens, ducks...)
d	Food given to animals
e	Farm animals raised for food or products
f	Cows and bulls
g	The process of producing young animals
h	Related to animal health care

1- e 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_ 5- \_\_\_\_\_ 6- \_\_\_\_\_ 7- \_\_\_\_\_ 8- \_\_\_\_\_

**Complete** the sentences with the correct form of the verbs in brackets.



- 1 Farmers \_\_\_\_\_ (feed) their animals twice a day.
- 2 Cattle \_\_\_\_\_ (need) fresh water and good pasture.
- 3 A veterinarian \_\_\_\_\_ (check) farm animals' health.
- 4 Modern technology \_\_\_\_\_ (help) farmers monitor livestock.
- 5 Uruguay \_\_\_\_\_ (have) excellent conditions for raising animals.
- 6 Sheep \_\_\_\_\_ (produce) wool and meat.
- 7 Animal husbandry \_\_\_\_\_ (provide) food for millions of people.
- 8 Sustainable farming \_\_\_\_\_ (protect) the environment.

**Get in pairs and discuss.**



- What farm animals do you see most often in Uruguay?
- Have you ever visited a farm? What was it like?
- Which products from animal husbandry do you use every day?
- Why is animal husbandry important for Uruguay?



I think livestock production is part of our identity. What do you think?

## **Project** Animal husbandry around the world

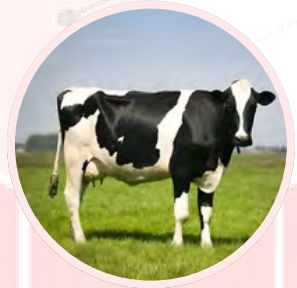


**Work in pairs or groups.**

- **Choose** Uruguay and another country and compare:
  - ✓ climate conditions
  - ✓ most common livestock
  - ✓ traditional vs. modern methods
  - ✓ production statistics
  - ✓ cultural practices
- **Create** a digital poster or infographic on Canva with your findings.
  - Your poster must include:
    - ✓ at least 3 facts about each country
    - ✓ comparatives to describe differences (e.g. Uruguay has more cattle than...)
    - ✓ images or icons for each category
    - ✓ a title and the names of the group
- **Present** it to the class.

# 2 Livestock breeds and characteristics

**Look** at the images below.



**Get in pairs** and **discuss**.



- What differences can you see between these breeds?
- Which ones are common in Uruguay?
- Which one do you think produces the most milk?
- Which one is best for meat?

The Brahman has such long ears! I wonder why...



Holsteins look exactly like the cows on milk cartons!



Let's find out what makes each breed special.



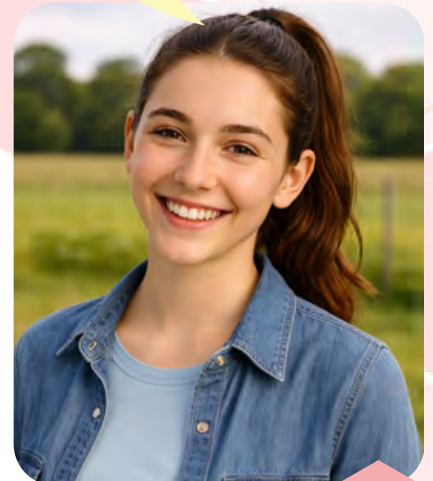
Flor and Nando are listening to a radio program about cattle breeds around the world.

This podcast is great! Now I know why Uruguay produces so much beef and milk.

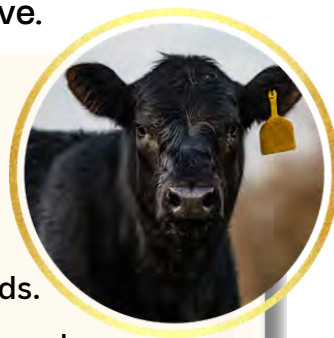
**Listen** to the podcast featuring livestock specialist María Santos and answer the questions.



- 1 Where did the Hereford breed originate?
- 2 What colors are typical of Aberdeen Angus cattle?
- 3 What does “naturally polled” mean?
- 4 Which breed is best suited for hot climates? Why?
- 5 How much milk can a good Holstein cow produce daily?
- 6 Which breed is described as “good mothers”?



**Complete** the sentences with the correct form of the adjective.



- 1 Holsteins produce \_\_\_\_\_ (*much*) milk than Angus cattle.
- 2 Angus cattle are \_\_\_\_\_ (*small*) than Herefords.
- 3 Which breed is \_\_\_\_\_ (*good*) for milk production?
- 4 Hereford cattle are \_\_\_\_\_ (*hardy*) than many other breeds.
- 5 Brahmans are \_\_\_\_\_ (*resistant*) to heat than European breeds.
- 6 The \_\_\_\_\_ (*important*) characteristic of dairy cattle is milk production.
- 7 Brahmans have \_\_\_\_\_ (*long*) ears than most European breeds.
- 8 The Holstein-Friesian is the \_\_\_\_\_ (*famous*) dairy breed in the world.

**Comparatives:** + -er / more + adjective + than

- Brahmans are *more resistant than* European breeds.

**Superlatives:** the + -est / the most + adjective

- Holsteins are *the most productive* dairy breed.

**Irregular forms:**

- *good* → *better* → *the best*
- *bad* → *worse* → *the worst*
- *little* → *less* → *the least*
- This breed needs *less water* than Brahmans.



**Write** a short description (80–100 words) of a livestock breed.



Include:

- |                                 |                               |
|---------------------------------|-------------------------------|
| ✓ origin                        | ✓ special qualities           |
| ✓ physical characteristics      | ✓ at least 2 comparatives and |
| ✓ main purpose (meat/milk/wool) | 1 superlative                 |



The Hereford is one of the most traditional cattle breeds in Uruguay...

Handwriting practice lines for the student's description.

## Get in pairs.

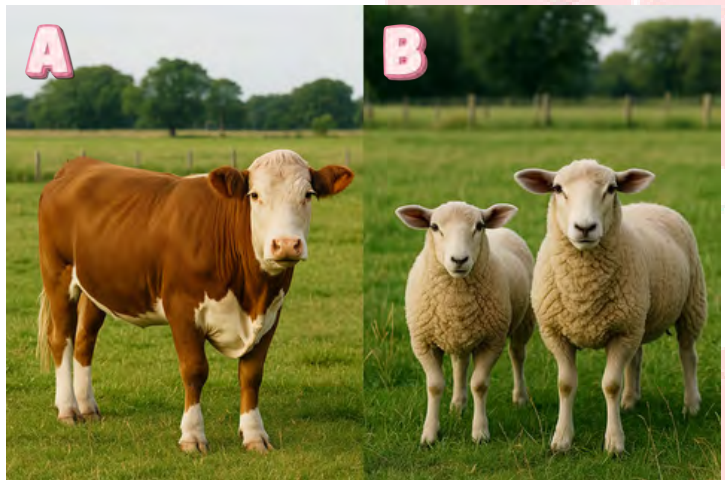
Look at these two sets of photographs.



**Student A:** Compare and contrast the photos, saying what the animals are used for on farms and how difficult it might be to raise them.



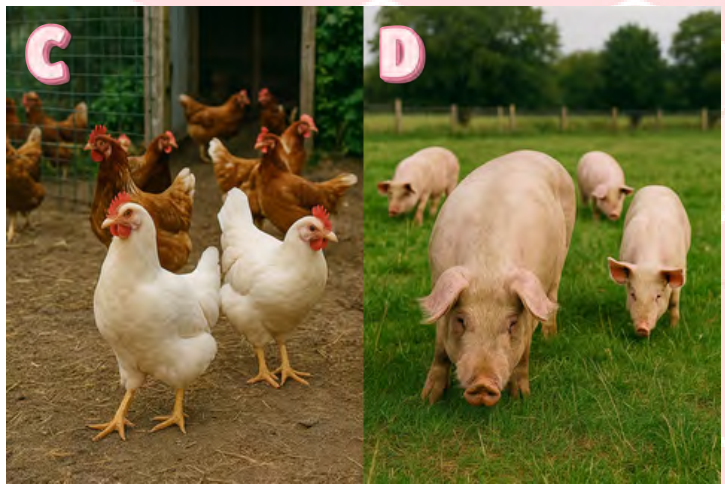
**Student B:** What farming challenges do animals face today?



**Student B:** Compare and contrast these photos, saying what the animals are used for on farms and how difficult it might be to raise them.



**Student A:** How can farmers improve animal welfare?



## Discuss.

- Do you think technology makes livestock farming easier or harder?
- Are young people interested in working in agriculture nowadays?



## Project Breed Detective Challenge



Create a Breed Passport with:

- Origin story
- Photos
- Physical characteristics
- Production data (milk liters/day, meat yield, birth weight...)
- Map showing where it is raised today
- Strengths & weaknesses
- Interesting facts

**Presentation format:**

Pretend you are at a livestock fair. Introduce your breed as if you were showing it to a jury. Class votes for:

- “Most Interesting Breed”
- “Best Adapted to Uruguay”
- “Most Unique Characteristics”



# 3 Nutrition and feeding practices



## Nutrition and feeding in farm animals

Proper nutrition is crucial for healthy livestock. Animals need a balanced diet that includes proteins, carbohydrates, fats, vitamins, and minerals. Nutritional requirements vary depending on the species, age, size, and purpose of the animal.

Cattle should have constant access to fresh water; they can drink up to 80 liters per day! Their main food source is grass, but during winter or dry seasons, farmers must provide hay, silage, or other supplementary feed. Pregnant cows need extra nutrition, and dairy cows require high-energy feed to support milk production.

Sheep and goats are both browsers and grazers. They can eat a wider variety of plants than cattle; however, too much grain can cause digestive problems. Young lambs depend on their mothers' milk during the first weeks of life.

Pigs are omnivores and need a diet rich in protein and energy. Commercial pig feed usually contains corn, soybeans, and vitamin supplements. Pigs must not eat certain foods, such as chocolate, onions, or raw potatoes, as these can be toxic to them.

Poultry nutrition depends on the bird's age and purpose. Laying hens need calcium for strong eggshells, while broiler chickens require high-protein feed for rapid growth. All poultry must have constant access to clean, fresh water.

Read the text and answer.



- 1 Which nutrients are essential for animals, and why?
- 2 How much water can cattle drink per day?
- 3 Why do dairy cows need special nutrition?
- 4 Why can sheep and goats eat a wider variety of plants than cattle?
- 5 Why must pigs avoid certain foods? Which ones?
- 6 What special nutrient do laying hens need? Why?

### Did you know?

**Grazers** eat mainly grass and low plants.  
**Browsers** eat leaves, branches, and shrubs.  
Some animals, like sheep and goats, can be both browsers and grazers.





For each sentence, **choose** the correct word.

- 1 Farmers \_\_\_\_\_ provide fresh water to all livestock. (*should / can*)
- 2 Dairy cows \_\_\_\_\_ have high-energy feed for good milk production. (*must / might*)
- 3 Young animals \_\_\_\_\_ drink their mother's milk. (*need to / could*)
- 4 You \_\_\_\_\_ give chocolate to pigs. (*shouldn't / need to*)
- 5 Cattle \_\_\_\_\_ drink up to 80 litres of water daily. (*can / must*)
- 6 Sheep \_\_\_\_\_ eat too much grain. (*mustn't / don't have to*)
- 7 Farmers \_\_\_\_\_ check their animals' health regularly. (*should / might*)
- 8 Laying hens \_\_\_\_\_ have calcium in their diet. (*need to / could*)



**TIP!**

- must → rules or strong necessity / mustn't → it's forbidden
- should / shouldn't → advice
- can / could → ability or possibility
- need to → something is necessary
- don't have to → it's not necessary (but you can)

Think: Is it a rule, advice, or just a possibility?

**Look** at the pictures. **Write** the correct word under each image. Then, **match** the words with the definitions.



**feeder** • **silage** • **water pond** • **bucket** • **pasture** • **feed trough** • **hay** • **water trough**



1



2



3



4



5



6



7



8

- 1 \_\_\_\_\_ : a long container where large animals eat.
- 2 \_\_\_\_\_ : dried grass used as animal feed.
- 3 \_\_\_\_\_ : a small artificial pond where animals drink.
- 4 \_\_\_\_\_ : a container used to give food to poultry.
- 5 \_\_\_\_\_ : preserved grass or corn used as animal feed, often wrapped in plastic.
- 6 \_\_\_\_\_ : land where animals graze.
- 7 \_\_\_\_\_ : a container that holds water for farm animals.
- 8 \_\_\_\_\_ : a small container used to carry water or feed.

Fill in the gaps with words from the box.



**silage** • **supplements** • **toxic** • **omnivores** • **browsers** • **grazing** • **digestive** • **broiler**

- 1 \_\_\_\_\_ chickens are raised for meat production.
- 2 Sheep are \_\_\_\_\_ because they eat not only grass, but also leaves and branches.
- 3 \_\_\_\_\_ is fermented grass stored for winter feeding.
- 4 Chocolate is \_\_\_\_\_ to pigs and can make them sick.
- 5 Vitamin \_\_\_\_\_ help ensure animals get all necessary nutrients.
- 6 Cattle spend most of their day \_\_\_\_\_ in the pasture.
- 7 Too much grain can cause \_\_\_\_\_ problems in ruminants.
- 8 Pigs are \_\_\_\_\_ and can eat both plants and meat.

Imagine you are a livestock nutritionist.

**Give advice** to farmers about feeding their animals.



**Example:**

Laying hens with weak eggshells.



**Your advice:**

You should give the hens food with more calcium.

Calcium helps make strong eggshells. Make sure

the hens always have clean, fresh water.

**Farmer 1**

Has dairy cows that are producing less milk.



**Farmer 2**

Sheep that have digestive problems.



**Farmer 3**

Young calves that are not growing well.



**Farmer 4**

Pigs that are gaining weight too slowly.



**Useful expressions**

- You should... .
- I recommend that you... .
- It's important to... .
- Make sure that... .
- You need to... .



## Project Feeding plan for farm animals



Create a feeding plan for a specific type of farm animal.

### Step 1 – Choose an animal

- Choose **one** farm animal: cattle, sheep, goat, pig, or poultry
- Indicate the **purpose** or life stage of the animal (e.g. dairy cow, laying hen, etc.).

### Step 2 – Describe nutritional needs

- Research **nutritional requirements** for the chosen animal.
- Describe:
  - the animal's **main feed**.
  - **necessary nutrients**.
  - why **clean water** is important.
- Include requirements for **different life stages**.
  - Explain one difference in feeding between different age stages (e.g. young and adult animals).

### Step 3 – Create a daily feeding plan

- Indicate:
  - the **type of feed** given.
  - **feeding times** or frequency.
  - any **seasonal changes**.

### Step 4 – Feeding equipment needed

- List 2 or 3 items used for feeding (e.g. water trough, feed trough, buckets)

### Step 5 – Problem and advice

- Describe:
  - A common feeding problem.
  - A piece of advice to solve it.

### Step 6 – Present your feeding program to the class.

- You can use any means you like.

**Animal: Dairy cow**

**Purpose:** Milk production

**Nutritional needs:** The animal's main feed is grass. Dairy cows need energy and protein to produce milk. Clean, fresh water is very important for milk production.

**Life stages:** Young calves need milk and small amounts of solid food. Adult cows need grass and extra feed for milk production.

**Daily feeding:** Cows eat grass during the day. Farmers give extra feed in the afternoon.

**Seasonal change:** In winter, farmers should give hay or silage.

**Feeding equipment needed:** Water troughs and feed troughs.

**Problem & advice:** A common problem is low milk production, which can be caused by poor nutrition or lack of water. Farmers should give high-energy feed and make sure clean water is always available.

# 4 Animal health and veterinary care

Get in pairs and discuss these questions.



- What can people do to keep farm animals healthy?
- How can vaccines help keep animals healthy?

Nando and Flor are in class discussing the topic of animal health. They've found this article about the topic.

Read the article and put the subheadings in the correct place.



**Fighting parasites** • **Early signs matter** • **Protecting the farm** •  
**The role of vaccines** • **Technology as an ally**



Keeping animals healthy is important for both farmers and animals. Preventing disease is usually easier and cheaper than treating animals after they get sick. For this reason, regular **health checks**, vaccines, and good daily care play a key role on farms.

**1** .....  
Animals often show signs when something is wrong. They may eat less, behave differently, have a **fever**, breathe with difficulty, or produce less milk. According to Dr. Carla Rodríguez, a veterinarian with over 20 years of experience, paying attention to these signs is essential. *"I have seen many cases where finding the problem early saved the animal's life,"* she explains. *"Farmers should observe their animals every day and call a vet as soon as they notice something unusual."*

**2** .....  
Vaccines help protect animals from serious diseases. For example, foot-and-mouth disease affects cattle, and Newcastle disease affects poultry. These diseases can spread quickly if animals are not protected. *"We now have very good **vaccines**,"* says Dr. Rodríguez, *"but they need to be given at the right time and kept in good condition."*

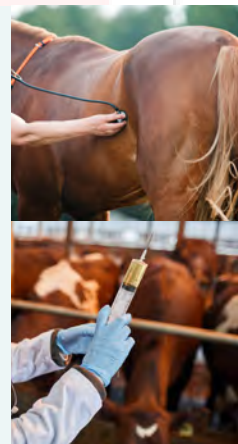
**3** .....  
Parasites are another common problem on farms. **Worms** inside animals can slow their growth and reduce milk production. **Ticks and lice** live on the outside of animals, making them uncomfortable and spreading diseases. Regular treatments against parasites have helped farmers keep animals healthier.

4

Animal health also depends on good farm protection measures. Farmers need to control who enters the farm, clean vehicles and tools, and keep new animals separate before they join the herd. Since the COVID-19 **pandemic**, many farms have become stricter with these rules.

5

Technology has also changed the way farmers care for animals. On some farms, animals wear electronic ear tags that measure temperature, movement, and location. These systems have helped farmers notice health problems earlier and take action more quickly.



Over the years, animal health care has improved thanks to better prevention and new technology. Farmers have learned that watching their animals closely and acting early makes a real difference. Vaccines, **parasite** control, and biosecurity measures have reduced disease on many farms. Today, more farmers have adopted preventive practices, proving that prevention really is better than cure.

**Find** the words/phrases in **bold** in the article and **match** them with their definitions. **Write** the correct word next to each definition.



- 1 parasite : a living organism that lives on or inside an animal and causes harm.
- 2 \_\_\_\_\_ : a global outbreak of a disease that affects many people or animals.
- 3 \_\_\_\_\_ : parasites that live inside an animal.
- 4 \_\_\_\_\_ : a regular examination to make sure animals are healthy.
- 5 \_\_\_\_\_ : a medical problem that makes animals sick.
- 6 \_\_\_\_\_ : different small parasites that live on animals and suck blood.
- 7 \_\_\_\_\_ : a medicine that protects animals from diseases.
- 8 \_\_\_\_\_ : a high body temperature that shows an animal may be ill.

**Read** the article again and **answer** these questions.



- 1 Which are three common signs that show an animal is sick?  
\_\_\_\_\_
- 2 How long has Dr. Rodríguez been working as a vet?  
\_\_\_\_\_
- 3 Name a disease in cows and a disease in chickens that vaccines can stop.  
\_\_\_\_\_
- 4 Which problems can worms cause in animals?  
\_\_\_\_\_
- 5 Give two examples of how farmers can protect their farms from diseases.  
\_\_\_\_\_



**Study** this SOS box to help you with the following task.

## Present Perfect Simple

**FORM:** *have / has* + past participle

- I/You/We/They **have** + past participle
- He/She/It **has** + past participle

**Examples:**

- *I have been to London.*
- *She has eaten sushi.*
- *They have seen that movie.*

**Common words with Present Perfect**

ever, never, already, just, yet, since, for

**Examples:**

- *Have you ever been to Paris?*
- *I have never eaten snails.*
- *She has just finished her homework.*
- *We haven't seen him yet.*
- *He has lived here since 2020.*
- *They have studied English for 10 years.*

**USE:** We use the Present Perfect Simple to talk about:

- **Experiences (no specific time)**
  - *I have tried Mexican food.*
  - *He has never flown in a plane.*
- **Life events (until now)**
  - *She has lived in three different countries.*
  - *They have won many competitions.*
- **Recent actions with results now**
  - *I have lost my keys. (I don't have them now.)*
  - *She has broken her leg. (It's still broken.)*



**Complete** the sentences using the present perfect form.



- 1 Dr. Rodríguez \_\_\_\_\_ (*work*) as a veterinarian for 20 years.
- 2 Scientists \_\_\_\_\_ (*develop*) effective vaccines for many diseases.
- 3 Technology \_\_\_\_\_ (*change*) animal health monitoring.
- 4 Many farms \_\_\_\_\_ (*implement*) strict biosecurity protocols.
- 5 This farmer \_\_\_\_\_ (*never/lose*) an animal to disease.
- 6 \_\_\_\_\_ you ever \_\_\_\_\_ (*see*) a case of foot-and-mouth disease?
- 7 We \_\_\_\_\_ (*not/have*) any health problems with our cattle this year.
- 8 Electronic ear tags \_\_\_\_\_ (*help*) farmers detect problems early.

You will hear Dr. Rodríguez talking about a typical day at a veterinary clinic in the countryside.

**Listen** and **answer** the questions. **Write** one or two words, or a short answer for each question.

**Read** the questions first. This will help you understand what information to listen for.

- 1 How many emergency calls did Dr. Rodríguez get this morning?
- 2 Why did the dairy cows stop eating?
- 3 What medicine did Dr. Rodríguez give to the lambs?
- 4 Why were the hens producing fewer eggs?
- 5 What two things did Dr. Rodríguez do in the afternoon?
- 6 What is Dr. Rodríguez going to teach young farmers tomorrow?



**Write** a report (100–120 words) about an animal health problem on a farm. Include:



- Description of the problem/symptoms
- Possible causes
- Treatment given
- Results of the treatment
- Prevention recommendations

A large, light gray rectangular area with a torn top edge and a row of 15 small circles along the top, resembling a spiral-bound notebook page. The interior is filled with horizontal lines for writing.

## **Project** Veterinary emergency response team



Create an emergency response protocol for a livestock disease outbreak, researching real diseases and developing action plans.

- Choose a specific livestock disease (foot-and-mouth, avian flu, etc.)
- Research symptoms and transmission methods
- Investigate prevention strategies
- Study real outbreak cases and responses
- Research emergency contact procedures in Uruguay
- Learn about quarantine and biosecurity measures

Develop an "Emergency Response Manual" including:

- Disease identification guide with photos
- Step-by-step response protocols
- Emergency contact lists
- Prevention checklists
- Communication templates for authorities

# 5 Breeding and reproduction

Nando found an article about the future of the Uruguayan field.

**Read** the article and **answer** the questions below.



## Animal Breeding

From traditional selection to modern genetic technology

Animal breeding has evolved dramatically over the past century. Traditional farmers selected the best animals for breeding based on their appearance and performance. Today, genetic testing and artificial insemination have revolutionized the industry. Artificial insemination (AI) allows farmers to use superior genetics from bulls that might be located thousands of kilometers away. This technology will continue to improve breeding programs worldwide. In Uruguay, AI has been particularly successful with dairy cattle, with pregnancy rates increasing by 15% in recent years.

Embryo transfer is another advanced technique. Scientists remove embryos from elite females and implant them into surrogate mothers. This means that one outstanding cow can potentially produce 20-30 offspring per year instead of just one. The technology is going to become more affordable in the coming years, making it accessible to smaller farms.

Genetic testing helps farmers make better breeding decisions. By analyzing DNA, scientists can predict which animals will have the best milk production, disease resistance, or meat quality. Some experts believe that genetic testing will replace traditional selection methods within the next decade.

However, breeding programs must maintain genetic diversity. If farmers only use a few superior animals for breeding, the population might become vulnerable to diseases. Future breeding programs will need to balance genetic improvement with diversity. Climate change is also influencing breeding goals. Scientists are developing animals that can better tolerate heat stress and require less water. These climate-adapted breeds will be essential as global temperatures continue to rise.

- 1 How has animal breeding evolved over the past century?
- 2 What success has AI achieved with dairy cattle in Uruguay?
- 3 How many offspring can one cow potentially produce per year using embryo transfer?
- 4 What can genetic testing predict?
- 5 Why must breeding programs maintain genetic diversity?
- 6 How is climate change influencing breeding goals?

Nando and Flor are planning the work schedule for the next semester.

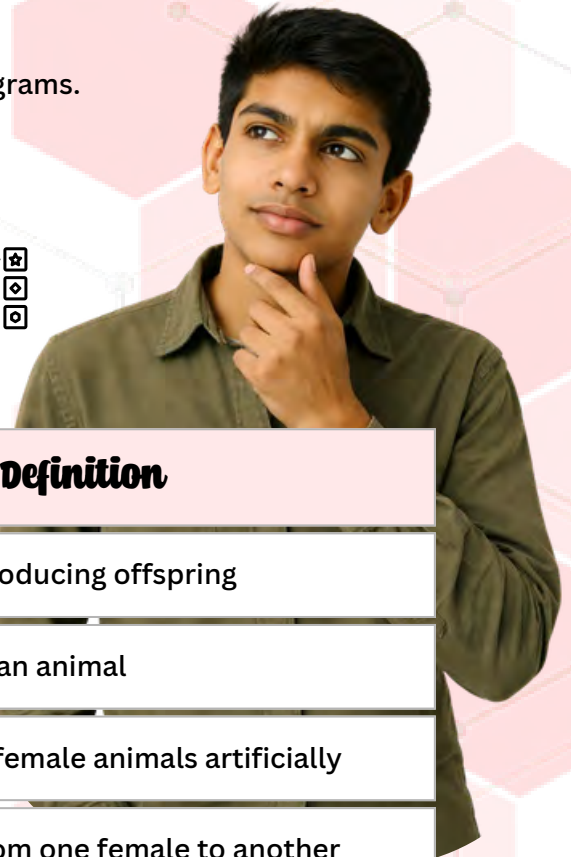
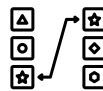
**Help** them choose the correct future form:

Use *Present Continuous* for fixed arrangements or actions happening now, 'Going to' for plans/intentions, and 'Will' for predictions.

- 1 The technology will / is going to become more affordable in the coming years.
- 2 Scientists are developing / will develop climate-adapted breeds right now.
- 3 I think genetic testing is going to / will replace traditional methods.
- 4 We are using / will use artificial insemination next month - it's already planned.
- 5 The vet comes / is coming tomorrow at 10 AM to check our breeding cows.
- 6 Temperature increases will continue / are continuing due to climate change.
- 7 "Look at those clouds! It will rain / is going to rain."
- 8 Genetic diversity will be / is being essential in future programs.



Nando is confused by the technical terms in the lab. **Match** the term with the concept he knows from the field.



	Term		Definition
1	Artificial insemination	a	Animals used for producing offspring
2	Embryo transfer	b	Genetic makeup of an animal
3	Breeding stock	c	Placing sperm into female animals artificially
4	Genetic diversity	d	Moving embryos from one female to another
5	Surrogate mother	e	An animal that carries another's offspring
6	DNA analysis	f	Variety in genetic characteristics
7	Pregnancy rate	g	Percentage of females that become pregnant
8	Elite genetics	h	Superior genetic material from top animals

1-   c   2-        3-        4-        5-        6-        7-        8-

## Speaking practice



You are going to work with another student.

**Imagine** a cattle farm wants to start a new breeding program. The farm owners want the program to be efficient and profitable.

**Get in pairs** and **discuss** the different aspects of the breeding program and decide which factors are the most important for the farm.

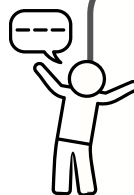
You should talk about:

- the main goals of the program (for example: milk production, meat quality, disease resistance)
- the budget available for the program
- the technology the farm can use
- the climate conditions of the area
- the market demands for cattle products

Which factors should the farm prioritize, and why?

You have 2–3 minutes to discuss this.

### useful expressions



- We're going to focus on... .
- I think we should... .
- Our plan is to... .
- In the future, we will... .
- The next step will be... .

## Project Genetic improvement program design



- Design a 10-year genetic improvement program for a specific livestock operation, incorporating modern breeding technologies.
- Study successful breeding programs from around the world.
- Research available breeding technologies (AI, embryo transfer, genetic testing)
- Investigate costs and benefits of different breeding methods.
- Learn about breed associations and record-keeping systems.
- Research genetic diversity and inbreeding concerns.

# 6 Dairy farming

Nando was wondering...

**What happens to milk before it reaches my table?**



**Get** a marker and on the whiteboard **write** the *actions* you think are necessary. *Use verbs only.* Compare your ideas with your classmates.

Before you read the text, **circle** on the board all the ideas that you think will appear in it.

## From the farm to your table

**U**ruguay's dairy industry is one of the most efficient in South America. Milk is produced on modern farms equipped with automated milking systems and then processed in state-of-the-art facilities. The milking process begins early in the morning, usually at 5 AM. Cows are brought from the pasture to the milking parlor, where they are cleaned and prepared for milking. Each cow is milked twice daily, and the milk is immediately cooled to 4°C to maintain quality.

The milk is then transported in refrigerated trucks to processing plants, where it undergoes several treatments. First, it is tested for quality and safety. Then it is pasteurized - heated to 72°C for 15 seconds to kill harmful bacteria. After pasteurization, the milk is homogenized to break down fat globules and create a smooth texture.

Different dairy products are made through various processes. Cheese is produced by adding bacteria and enzymes that cause the milk to separate into curds and whey. The curds are pressed and aged to develop flavor. Yogurt is made by adding specific bacterial cultures that ferment the milk. Butter is created by churning cream until the fat separates from the liquid.

Modern dairy farms use technology to monitor cow health and milk production. Sensors track each cow's milk yield, detect early signs of illness, and even predict the best time for breeding. This technology has increased efficiency and animal welfare significantly.

Quality control is essential in dairy production. Milk samples are tested multiple times throughout the process to ensure they meet strict safety standards before reaching consumers.



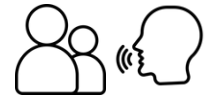
**Read** the text and **answer** the questions.



- 1 When does the milking process typically begin?
- 2 How often are dairy cows milked?
- 3 What temperature is milk heated to during pasteurization?
- 4 What is the purpose of homogenization?
- 5 How has technology improved modern dairy farming?
- 6 Why is quality control important in dairy production?

## Work in pairs.

Go back to the actions you wrote on the board. Now that you have read the text, were you right in your predictions? **Check** which actions actually appear in the text.



## Sentence transformation.

For questions 1–8, **rewrite** the second sentence using the passive voice, so that it has a similar meaning to the first sentence. **Use** no more than three words in each gap. Do not change the meaning of the original sentence.



1. Farmers milk the cows twice daily. → The cows \_\_\_\_\_ twice daily.
2. They test the milk for quality and safety. → The milk \_\_\_\_\_ for quality and safety.
3. Workers transport milk in refrigerated trucks. → Milk \_\_\_\_\_ in refrigerated trucks.
4. The factory pasteurizes milk at 72°C. → Milk \_\_\_\_\_ at 72°C.
5. Bacteria and enzymes separate milk into curds and whey. → Milk \_\_\_\_\_ into curds and whey by bacteria and enzymes.
6. Sensors monitor cow health and milk production. → Cow health and milk production \_\_\_\_\_ by sensors.
7. They age cheese to develop flavor. → Cheese \_\_\_\_\_ to develop flavor.
8. The company tests milk samples multiple times. → Milk samples \_\_\_\_\_ multiple times.

Nando and Flor are going to hear a tour guide talking to visitors during a visit to a dairy farm called 'La Estancia' in Uruguay.

**Listen** to the tour guide and **answer** the questions.



Before you listen, read the questions carefully. The speaker talks about the daily work on the farm, including milk production, animal care, and how milk is processed and transported. You will hear the recording twice.

- 1 How many cows does 'La Estancia' have?
- 2 How much milk does each cow produce daily?
- 3 How many cows can be milked simultaneously?
- 4 At what temperature is the milk stored?
- 5 How much dry matter does each cow eat daily?
- 6 What does the computerized system monitor?
- 7 How often does the milk truck collect milk?
- 8 Where is the milk sold?





# 7 Poultry farming

Before you read, **think** about poultry products you consume regularly.

Where do you think they come from? What conditions are necessary to produce eggs and poultry meat efficiently?

**Read** the text and **answer** the questions.



## POULTRY PRODUCTION Eggs & Meat

Poultry farming includes raising chickens, ducks, turkeys, and geese for eggs and meat. In Uruguay, chicken production has grown rapidly in recent years, making the country self-sufficient in poultry products.

There are two main types of poultry production: layers for egg production and broilers for meat. Layer hens typically produce 250–300 eggs per year and can be productive for 12–18 months. If farmers provide optimal conditions, hens will lay consistently throughout their productive period.

Broiler production focuses on rapid growth. These chickens are ready for market in just 6–8 weeks, weighing 2–3 kilograms. If broiler farmers didn't control the environment carefully, the birds wouldn't grow efficiently, and mortality rates would increase.

Housing systems vary depending on production goals and welfare standards. Free-range systems allow birds to move outdoors, which improves their welfare but requires more labor and land. If more consumers demanded free-range products, farmers would invest in these systems despite the higher costs.

Intensive systems house thousands of birds in climate-controlled buildings. These systems are more efficient and economical, but animal welfare concerns have led to regulations requiring more space per bird. If governments continue implementing stricter welfare standards, production costs will increase.

Biosecurity is crucial in poultry farming because birds are susceptible to diseases like avian influenza. If a disease outbreak occurred on a farm, the entire flock might need to be destroyed. Prevention through vaccination, isolation, and hygiene protocols is essential.

Automation has revolutionized poultry farming. Automated feeding, watering, and egg collection systems reduce labor costs and improve efficiency. If small farmers could access this technology affordably, they would be more competitive with large operations.

- 1 Which animals are included in poultry farming?
- 2 How many eggs do layer hens produce per year?
- 3 How long does it take for broiler chickens to reach market weight?
- 4 Which are the advantages and disadvantages of free-range systems?
- 5 Why is biosecurity important in poultry farming?
- 6 How has automation changed poultry farming?

Now that you understand how poultry farms operate, let's look at how farmers talk about conditions, results, and possible consequences.



**Complete** the sentences with the correct form of the verb.

- 1 If farmers \_\_\_\_\_ (provide) optimal conditions, hens will lay consistently.
- 2 If broiler farmers didn't control the environment, the birds \_\_\_\_\_ (not grow) efficiently.
- 3 If a disease outbreak \_\_\_\_\_ (occur) on a farm, the entire flock might be destroyed.
- 4 If small farmers could access technology affordably, they \_\_\_\_\_ (be) more competitive.
- 5 Egg production \_\_\_\_\_ (increase) if we improve the lighting system.
- 6 If I \_\_\_\_\_ (be) a poultry farmer, I would focus on biosecurity measures.
- 7 Chickens will be healthier if we \_\_\_\_\_ (upgrade) the ventilation system.
- 8 If more consumers \_\_\_\_\_ (demand) free-range products, farmers would invest in these systems.



For questions 1–6, **write** ONE word in each gap.

Poultry farming plays an important role in food production. There are two main systems: layers, which are used ① \_\_\_\_\_ egg production, and broilers, which are raised ② \_\_\_\_\_ meat. Farmers must control temperature, hygiene, and feeding carefully. If these conditions are not managed properly, birds may grow ③ \_\_\_\_\_ efficiently and become sick. Biosecurity measures are essential because poultry are vulnerable ④ \_\_\_\_\_ serious diseases. Automation has helped farms reduce costs and increase productivity, ⑤ \_\_\_\_\_ not all producers can afford this technology. If smaller farms had better access ⑥ \_\_\_\_\_ innovation, they would be more competitive.





**Write** a short proposal (100–120 words) for an *Agricultural Innovation Fair*.



- Your proposal should:
- describe a problem in poultry farming
  - explain your solution
  - explain why it would work

A large yellow notepad with a red vertical margin line on the left and horizontal blue lines for writing. The notepad has a hole-punch edge on the left side.

## **Project** Poultry Innovation Challenge



- 1 Choose** one problem in poultry farming.
- 2 Think** of a simple solution to this problem.
- 3 Prepare** a short proposal including:

- *the problem*
- *your solution*
- *why it is useful*

- 4 Add** a simple drawing or diagram (optional).
- 5 Present** your idea in 3–5 minutes.



# 8 Swine production

Pig farming is increasingly influenced by technology, environmental regulations, and market demands. What changes do you think have had the greatest impact on the industry?



You are going to read an article based on a talk by a swine production specialist. Six sentences have been removed from the text.

**Choose** from sentences A–G, on the following page, the one that fits each gap (1–6). There is one extra sentence you do not need.



## The future of swine production

Dr. María Fernández, a swine production specialist, recently gave a presentation about the pig industry in Uruguay. She explained that pig farming had become increasingly sophisticated over the past two decades. **1** \_\_\_\_

Pigs are considered one of the most efficient meat-producing animals. According to Dr. Fernández, pigs convert feed to meat more efficiently than cattle, requiring only 3 kilograms of feed to produce 1 kilogram of pork. **2** \_\_\_\_

The specialist described three main production phases: breeding, nursery, and finishing. Breeding sows typically produce two litters per year, with 10–12 piglets each. Piglets remain with their mothers for 3–4 weeks before moving to the nursery. **3** \_\_\_\_

Housing systems were described as a key factor in farm success. Modern pig farms use controlled-environment buildings with automated feeding and climate control. **4** \_\_\_\_

Nutrition was another major concern. Pigs require different diets at each stage of growth, and mistakes in feed formulation can seriously affect performance. **5** \_\_\_\_

Dr. Fernández also highlighted environmental responsibilities. She noted that waste management systems were essential to prevent pollution and could even benefit crop production. **6** \_\_\_\_

She concluded by predicting continued growth in global pork demand and encouraged producers to focus on quality for export markets.

- A.** As a result, pork production has become more attractive to investors.
- B.** These systems help maintain animal welfare while improving productivity.
- C.** She warned that poor nutrition often leads to financial losses.
- D.** This development has been driven by technology and improved management.
- E.** In fact, manure can be reused as a valuable agricultural resource.
- F.** This stage is critical for the animals' long-term growth.
- G.** Consumers are increasingly demanding cheaper meat products.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_

**Complete** the second sentence so that it has a similar meaning to the first one. **Use** the word given. *Do not change it.* **Write** between 2–5 words.



- 1** “Pigs convert feed into meat very efficiently,” Dr. Fernández explained. **SAID**

→ Dr. Fernández \_\_\_\_\_ pigs convert feed into meat very efficiently.
- 2** Improper nutrition can significantly reduce farm profitability. **RESULT**

→ Improper nutrition can \_\_\_\_\_ farm profitability.
- 3** Modern farms use automated systems to improve efficiency. **USED**

→ Automated systems \_\_\_\_\_ improving efficiency on modern farms.
- 4** Farmers must manage waste properly to avoid pollution. **PREVENT**

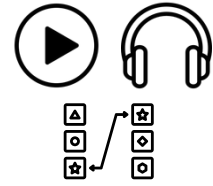
→ Proper waste management is necessary \_\_\_\_\_ pollution.
- 5** Pork demand is expected to grow in international markets. **PREDICTED**

→ It \_\_\_\_\_ pork demand will grow internationally.



You will hear five short extracts in which a pig farmer talks about different aspects of running his business.

For questions 1–5, **choose** from the list A–H what each extract is mainly about. There are three extra options.



Speaker	Topics
1.	<b>A.</b> Financial planning
2.	<b>B.</b> Disease prevention
3.	<b>C.</b> Market instability
4.	<b>D.</b> Staff training
5.	<b>E.</b> Nutrition costs
	<b>F.</b> Record keeping
	<b>G.</b> Technology investment
	<b>H.</b> Environmental regulations



1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

To communicate professionally in agriculture, precise and accurate vocabulary is essential.

**Complete** the sentences using the correct form of the word in capitals.



- 1 Feed efficiency has a direct impact on farm \_\_\_\_\_ .
- 2 Proper housing improves animal \_\_\_\_\_ and productivity.
- 3 Poor nutrition can lead to serious \_\_\_\_\_ problems.
- 4 Accurate records allow better \_\_\_\_\_ decisions.
- 5 Environmental \_\_\_\_\_ are becoming stricter worldwide.

- PROFIT
- WELFARE
- HEALTH
- MANAGE
- REGULATE

Flor was asked to write a report about modern swine production. In her report, she had to:

- evaluate modern swine production systems
- identify key challenges faced by pig producers
- recommend strategies to improve efficiency and sustainability

**Read** her report and **write** a suitable subheading for each section.



## Report on modern swine production systems

### Introduction

The aim of this report is to evaluate modern swine production systems and analyze the main challenges faced by pig producers. It also suggests possible strategies to improve efficiency and sustainability in pig farming.

Modern swine production systems use technology to improve animal health and productivity. Many farms use automated feeding systems, climate control, and health monitoring tools. According to experts, these systems help farmers control production more effectively and reduce losses. As a result, pigs grow faster, and conditions are more controlled than in traditional systems.

However, pig producers face several challenges. One important problem is the high cost of modern equipment, which many small farmers cannot afford. Another challenge is animal welfare, as pigs need proper space and care to stay healthy. Farmers also report difficulties related to waste management and environmental impact.

To improve efficiency and sustainability, farmers should receive more training on how to use technology correctly. Experts also recommend improving waste management systems and promoting practices that protect animal welfare. Support from agricultural programmes could help farmers invest in better systems.

In conclusion, modern swine production systems offer many benefits, but careful planning and support are needed to make them sustainable in the long term.

### WRITING TIP!



### Report - Exam preparation (Quick guide)

A **report** is a formal piece of writing. It is usually written for a person or organization and presents information in a clear and organized way.

- A report has a **title** and uses **subheadings** for each section.
- It is **formal** and **objective**.
- It explains a **situation**, identifies **problems** and makes **recommendations**.
- It has a clear **introduction**, **organized sections** and a **conclusion**.
- Each paragraph focuses on one main idea.
- Use **formal language** (no contractions).
- Support ideas with **examples** or **evidence**.
- Use modals like *should*, *could*, and *may* to make recommendations.



## **Project** Swine production evaluation



**Work in groups.**



- 1 Choose** one swine production system or management practice.
- 2 Evaluate** it in terms of efficiency, welfare, and sustainability.
- 3 Identify** strengths and weaknesses.
- 4 Prepare** a short report or presentation with recommendations.
- 5 Present** your conclusions to the class and justify your choices.

# 9 Sustainable livestock management

**Get in pairs and discuss.**



- What environmental problems can farming cause?
- Do you think modern technology can help farmers protect the environment?
- What does sustainable farming mean to you?

**Share** your ideas with the class.

**Read** the text and **answer** the questions.



ENVIRONMENT

## SUSTAINABLE LIVESTOCK: Balancing Production and Environment

**C**limate change has forced farmers to reconsider traditional livestock practices. If farmers had started implementing sustainable practices earlier, we might have avoided some current environmental challenges. Today, sustainable livestock management focuses on reducing greenhouse gas emissions, protecting water resources, and maintaining biodiversity.

**R**otational grazing is one effective sustainable practice. Instead of keeping animals in the same pasture continuously, farmers move them regularly to fresh areas. If livestock had remained in an area too long in the past, the land would have been severely degraded. This system allows pastures to recover and actually improves soil health.

**M**ethane emissions from ruminants represent a significant environmental concern. Scientists have discovered that certain feed additives can reduce methane production by up to 30%. If these additives had been available fifty years ago, agriculture's carbon footprint would have been much smaller.

**W**ater conservation has become critical in many regions. Modern farms use precision watering systems that provide exactly the amount of water each animal needs. Traditional systems wasted enormous amounts of water – if farmers hadn't improved these systems, water scarcity would be even more severe today.

**I**ntegrated farming systems combine livestock with crop production and renewable energy. For example, solar panels can provide electricity while creating shade for cattle. If more farmers adopted these systems, agriculture could become carbon-neutral.

25

FEBRUARY 2026 | ISSUE 05

**Biodiversity conservation** involves protecting native plant species and wildlife habitats within farming areas. Some farms have created wildlife corridors that connect natural areas. If agricultural expansion had continued without considering biodiversity, many species would have disappeared completely.

**Technology** plays a crucial role in sustainable livestock management. GPS tracking helps optimize grazing patterns, while sensors monitor soil conditions and animal health. If these technologies had existed decades ago, environmental damage might have been prevented.



FEBRUARY 2026 | ISSUE 05 26

- 1 Which three main areas does sustainable livestock management focus on?
- 2 How does rotational grazing work and why is it beneficial?
- 3 How much can certain feed additives reduce methane emissions?
- 4 What are precision watering systems and why are they important?
- 5 How do some farms contribute to biodiversity conservation?
- 6 What technologies help optimize sustainable livestock management?

**Complete** the second sentence so that it has a similar meaning to the first sentence. **Use** no more than three words.



- 1 Farmers didn't adopt sustainable practices early, so environmental problems increased.  
→ If farmers \_\_\_\_\_ sustainable practices earlier, environmental problems might have been avoided.
- 2 Animals stayed too long in the same pasture, which damaged the land.  
→ The land would not \_\_\_\_\_ if livestock had been moved regularly.
- 3 Scientists say feed additives can reduce methane emissions significantly.  
→ Methane emissions can be \_\_\_\_\_ feed additives.
- 4 Old watering systems wasted too much water.  
→ Too much water \_\_\_\_\_ by traditional watering systems.
- 5 Technology helps farmers control grazing and animal health.  
→ Farmers use technology \_\_\_\_\_ grazing and animal health.

Now that you've seen how past actions affect present environmental conditions, let's focus on the grammar structure used to express these ideas.

**Complete** the sentences using the *Third Conditional*.



- 1 If farmers \_\_\_\_\_ (*start*) sustainable practices earlier, we might have avoided current problems.
- 2 If livestock \_\_\_\_\_ (*remain*) in one area too long, the land would have been degraded.
- 3 If these additives \_\_\_\_\_ (*be*) available fifty years ago, agriculture's carbon footprint \_\_\_\_\_ (*be*) much smaller.
- 4 If farmers \_\_\_\_\_ (*not improve*) watering systems, water scarcity \_\_\_\_\_ (*be*) more severe.
- 5 If agricultural expansion \_\_\_\_\_ (*continue*) without considering biodiversity, many species \_\_\_\_\_ (*disappear*).
- 6 If these technologies \_\_\_\_\_ (*exist*) decades ago, environmental damage \_\_\_\_\_ (*be prevented*).
- 7 If we \_\_\_\_\_ (*not develop*) rotational grazing, our pastures \_\_\_\_\_ (*be destroyed*).
- 8 The environment \_\_\_\_\_ (*be*) in better condition if farmers \_\_\_\_\_ (*adopt*) sustainable practices sooner.

### Third Conditional

We use the Third Conditional to talk about a *past situation that did not happen and its imaginary result*.

Form:

- If + past perfect, would have + past participle

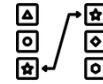
Example: *If farmers had invested in better equipment, they would have improved efficiency.*

→ We often use it to reflect, criticise, or express regret about the past.



Why do you think the Third Conditional is useful when talking about environmental issues?

**Match** the sustainability terms with their definitions.



Term		Definition	
1.	Carbon footprint	a.	Moving animals between different pasture areas
2.	Rotational grazing	b.	Producing no net carbon dioxide emissions
3.	Carbon-neutral	c.	Total amount of carbon dioxide produced
4.	Biodiversity	d.	Gases that trap heat in the atmosphere
5.	Integrated farming	e.	Variety of plant and animal species
6.	Water conservation	f.	Pathways connecting natural habitats
7.	Wildlife corridors	g.	Efficient use and protection of water resources
8.	Greenhouse gas emissions	h.	Farming systems that combine different activities

1-   c   2-        3-        4-        5-        6-        7-        8-       

With the key vocabulary in place, you're ready to express and defend opinions about sustainability in livestock farming.

**Work in groups** of 4–6 students.

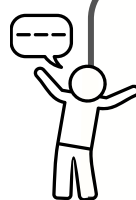
**Choose** a topic.



**Option 1** - Large-scale industrial farming vs. small-scale sustainable farming – which is better for feeding the world's population?

**Option 2** - Should governments require all farms to adopt sustainable practices, even if food prices increase?

**Option 3** - Is it possible for livestock farming to be completely environmentally friendly?



### useful expressions

- I strongly believe that... .
- On the contrary... .
- That's a valid point, however... .
- The evidence shows that... .
- If we consider the long-term effects... .
- We must balance... with... .



Andrés needs to focus on his writing skills for the Cambridge exam.

**Write an essay** (140–180 words) using all the notes and giving reasons for your point of view.

*“Sustainable livestock farming is essential for the future.”* Do you agree?

### Notes

Write about:

- 1- environmental impact
- 2- cost and affordability
- 3- ..... (your own idea)

### Essay - Exam preparation (Quick guide)

An **essay** is a formal piece of writing in which you express and justify your opinion on a given topic. It usually discusses different ideas and reaches a clear conclusion.

- You must use **all the notes** given and add **your own idea**.
- It has an **introduction**, **body paragraphs**, and a **conclusion**.
- Each body paragraph discusses one main point.
- The conclusion summarizes your opinion and main ideas.
- Use **formal language** (no contractions or informal expressions).
- Give **reasons and examples** to support your ideas.
- Use **linking words** to organize your writing (e.g. *however, because, as a result*).

### WRITING TIP!



## checklist ESSAY

Before you hand in your essay, check:

#### CONTENT

- I clearly answer the *question* or *topic* in the introduction.
- I develop the *ideas* given in the task.
- I include *one idea of my own*, clearly related to the topic.
- I give my *opinion* and support it with *reasons or examples*.
- I include a clear *conclusion* with my final opinion.

#### ORGANIZATION

- My essay has an introduction, body paragraphs and a conclusion.
- Each body paragraph focuses on one main idea.
- My ideas are connected using linking words (for example: *however, on the other hand, because, in conclusion*).

#### LANGUAGE

- I use verb tenses correctly.
- My sentences are clear and easy to understand.
- I use clear and appropriate vocabulary .

#### LENGTH & STYLE

- My text follows the word limit.
- I use a neutral or semi-formal style.



## **Project Sustainability plan**



### **Project 1 - Farm Sustainability Plan**

Create a sustainability plan for a livestock farm. Include:

- Current environmental challenges
- Proposed sustainable practices
- Implementation timeline
- Expected benefits and costs
- Monitoring and evaluation methods

Presentation: 5–7 minutes

### **Project 2 - Sustainable Farm Certification Program**

Develop a comprehensive sustainability certification program for livestock farms.

Research and include:

- Existing sustainability certification programs worldwide
- Environmental impact measurement methods
- Sustainable farming practices and technologies
- Carbon footprint calculation methods
- Consumer preferences for sustainable products
- Government incentives for sustainable farming

Final product must include:

- Certification standards and criteria
- Assessment tools and checklists
- Implementation guidelines for farmers
- Marketing benefits and strategies
- Monitoring and verification procedures
- Consumer communication materials

# 10 careers in animal husbandry

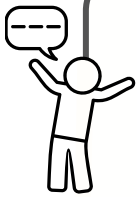
Get in pairs and discuss.



- What jobs can people do in animal agriculture?
- Which jobs involve working directly with animals?
- Which involve technology or research?
- Which career would you be interested in? Why?



## useful expressions



- People can work as ... .
- Some examples of jobs are ... .
- Careers related to technology are ... .
- Research jobs usually involve ... .
- On the one hand, some jobs require ... .
- On the other hand, other jobs focus on ... .
- I would be interested in being ... because ... .
- I'd choose this career because ... .
- The job I like most is ... because ... .
- There are many careers, such as ... .

Read the article in the following page and answer the questions.



- 1 Which skills must farm managers understand?
- 2 How long does veterinary training typically take?
- 3 What do animal nutritionists do and where do they work?
- 4 What type of problems do agricultural engineers solve?
- 5 What advances have research scientists contributed to?
- 6 How do extension specialists help farmers?
- 7 What qualifications are important for agricultural sales representatives?
- 8 What characterizes careers in animal agriculture?

# Career Paths in Animal Agriculture

The animal agriculture industry offers diverse career opportunities for people with different interests and qualifications. From hands-on farm work to high-tech research positions, there are jobs suitable for various skill levels and educational backgrounds.

## Farm managers

Farm managers oversee daily operations on livestock facilities. They have studied agricultural sciences and gained practical experience working with animals. Successful farm managers must understand animal nutrition, breeding programs, financial management, and employee supervision. Many have started as farm workers and gradually advanced to management positions.



## Veterinarians

Veterinarians play a crucial role in animal health care. They have completed extensive university training, including four years of veterinary school after their undergraduate degree. Large animal veterinarians work primarily with livestock, diagnosing diseases, performing surgeries, and advising farmers on health management programs.



## Animal nutritionists

Animal nutritionists develop feeding programs to optimize animal performance and health. They have typically studied animal science or related fields and often hold advanced degrees. These professionals work for feed companies, research institutions, or as independent consultants.



## Agricultural engineers

Agricultural engineers design and improve farm facilities, equipment, and systems. They have earned engineering degrees and specialize in solving technical problems in agriculture. Their work includes designing barns, developing automated feeding systems, and creating environmental control technologies.



Research scientists conduct studies to improve animal production, welfare, and sustainability. They usually have doctoral degrees and work for universities, government agencies, or private companies. Their research has led to advances in genetics, nutrition, and disease prevention.

## Research scientists

Extension specialists work as a bridge between research and practical farming. They have studied agriculture and focus on educating farmers about new technologies and practices. They organize training programs, write educational materials, and provide technical assistance to producers.



## Extension specialists

Agricultural sales representatives sell products and services to farmers. While they may not need an advanced degree, they must have strong communication skills and thorough knowledge of their products. Successful sales representatives have built long-term relationships with their customers and understand farming operations.



## Agricultural sales representatives

Overall, animal agriculture offers a wide range of career paths, combining practical work, scientific research, and technology. These roles support food production while promoting efficiency, animal welfare, and sustainability.



**Complete** the text using ONE word only in each gap. There's an example at the beginning.



Careers in animal agriculture are extremely varied, and many professionals follow different paths before reaching their current positions. For example, farm managers often begin their careers **1** as farm workers and gradually move **2** to leadership roles. Veterinarians, on the other hand, must complete many years of university education **3** they are qualified to treat animals. Animal nutritionists focus **4** developing feeding programs that improve animal health, while agricultural engineers specialize **5** solving technical problems related to farm systems. Research scientists usually work **6** universities or private companies and contribute to important scientific advances. Extension specialists play a key role by sharing new knowledge **7** farmers, helping them adopt better practices. Finally, agricultural sales representatives succeed not only because of product knowledge, but also because **8** their communication skills and understanding of farming operations.

**Listen** to a dialogue and choose the best summary.



- A veterinarian explains his daily routine.
- A candidate describes his experience and future goals in animal agriculture.
- A farmer talks about problems in crop production.

**Listen** to the dialogue again and **answer** the questions.



- 1** What degree does Mr. Santos have and when did he graduate?
- 2** Where has he been working and in what position?
- 3** What four responsibilities does he mention?
- 4** Which improvement did he help achieve in the breeding program?
- 5** What does he identify as the biggest challenge in livestock farming?
- 6** What are his career goals for the next five years?
- 7** Does he want to continue studying?
- 8** What questions does he ask about the position?



Before attending the job interview, Andrés Santos sent a cover letter to potential employers.

**Read** the letter and **identify** how he presents his information. **Match** each paragraph with its purpose.

- Motivation & personal qualities
- Professional closing & availability
- Work experience & responsibilities
- Educational background
- Reason for writing & position applied for

Mr. Carlos Rodríguez  
Santa Inés Farm  
Florida

Dear Mr. Rodríguez,

I am writing to apply for the position of Assistant Farm Manager, as advertised by your organization.

My name is Andrés Santos, and I am 25 years old. I graduated in Animal Science from the Agricultural University of Uruguay three years ago. Since then, I have been working as an assistant manager at a livestock farm, where I have gained experience with cattle and sheep production.

In my current position, I am responsible for monitoring animal health, managing feed inventory, and supervising daily farm operations. I also work closely with veterinarians and have participated in the implementation of a breeding program that improved productivity.

I am very interested in animal agriculture because I believe it is essential to produce food responsibly while protecting the environment. I am a motivated and responsible person, and I enjoy working as part of a team. I believe my experience and commitment could be a valuable contribution to your farm.

I am available for an interview at any time and can provide references upon request. I look forward to hearing from you.

Yours sincerely,

*Andrés Santos*  
Andrés Santos

235 Ruta 9  
San José, Uruguay  
9th April 2026

**Write** a cover letter (140–190 words) for one of the following positions.

- Animal Nutrition Technician
- Agricultural Sales Representative
- Veterinary Assistant
- Extension specialist

Your letter should include:

- The position you are applying for
- Your relevant qualifications and experience
- Why you are interested in animal agriculture
- What you can contribute to the organization
- A professional closing



**WRITING TIP!**

**cover letter** - Exam preparation (Quick guide)

A cover letter is a formal letter written to apply for a job. It explains *who you are*, *why you are interested in the position*, and *why you are a suitable candidate*.

- A cover letter has a **clear structure** with **well-defined paragraphs**.
- Use **formal language** (no contractions or informal expressions).
- Be **clear**, **polite**, and **concise**.
- At the top of the letter, write the **sender's address**, the **recipient's address**, and the **date**.
- State the **reason for writing** and the **position applied for**.
- Present your **education**, **experience**, and **responsibilities**.
- Highlight your **skills**, **motivation**, and **personal qualities**.
- End the letter with a **professional closing** and **signature**.

## Role-play Fair Simulation

**Student A:** Career counselor

**Student B:** High school student interested in animal agriculture

**Student C:** Practicing veterinarian

**Student D:** Farm manager recruiting employees

Students spend 5 minutes at each “booth” discussing:

- Job requirements and qualifications
- Daily responsibilities
- Career advancement opportunities
- Salary expectations and benefits
- Challenges and rewards of the profession






**EXIT  
TICKET** ★  
★  
★

In this unit, I learned ...

Something I need to revise is...

my favorite part of this unit was...

I felt...

# UNIT 4

## Agricultural economics & business



# 1 Introduction to agricultural economics

Camila has been interested in agriculture her whole life. She attended a Rural Elementary School, and now she is attending classes at UTU. She is asked to read this definition on Agricultural Economics.



*Agricultural economics* studies how people use limited resources (land, water, labor, and capital) to produce food and agricultural goods. It combines **economics** and **agriculture** to help farmers make smart decisions about what, how, and how much to produce.

**Think** of ways in which this concept can be applied to the countryside's everyday life and **write** down three examples.



- a
- b
- c

---

---

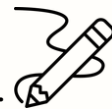
---

**Pair up** and **share** your ideas.



Flor and Nando are dealing with some key concepts.

**Read** the definitions and **place** the words into the correct place.



**Profit and costs - market structures - Resource allocation - Supply and demand**

- 1 \_\_\_\_\_: one is how much farmers can produce; the other is how much consumers want. Prices depend on both.
- 2 \_\_\_\_\_: these describe how many producers and buyers exist. In agriculture, markets can be competitive (many sellers) or controlled (few big companies).
- 3 \_\_\_\_\_: farmers calculate how much they earn compared to what they spend to decide if production is profitable.
- 4 \_\_\_\_\_: farmers must decide how to use their land, time, and money efficiently.



Farmers make many economic decisions every day. They must choose which crops to grow, how much fertilizer to use, and when to sell their products. If there is high demand for a product, prices usually increase, and farmers can earn more. However, when supply is too high, prices drop, and profits decrease. Agricultural economists study these patterns to help improve efficiency and stability in food production.

**Read** what Nando said and **choose** the correct answer (A, B, or C).



**1** Farmers make economic decisions mainly to...

- a** increase the amount of fertilizer they use.
- b** improve production and profits.
- c** make markets more competitive.

**2** When supply is too high, what usually happens?

- a** Prices go up.
- b** Prices stay the same.
- c** Prices go down.

**3** Agricultural economists help by...

- a** producing food directly.
- b** studying production and market patterns.
- c** deciding what crops farmers must grow.

Nando found more concepts to understand. **Match** the terms (1–6) with their meanings (A–F).



Terms	meanings
<b>1</b> - Supply	<b>a</b> - The money left after paying costs
<b>2</b> - Demand	<b>b</b> - Farming-related companies and industries
<b>3</b> - Profit	<b>c</b> - The place where goods are bought and sold
<b>4</b> - Market	<b>d</b> - The quantity of goods available
<b>5</b> - Resource	<b>e</b> - A factor used in production
<b>6</b> - Agribusiness	<b>f</b> - How much consumers want a product

**1**- \_\_\_\_\_ **2**- \_\_\_\_\_ **3**- \_\_\_\_\_ **4**- \_\_\_\_\_ **5**- \_\_\_\_\_ **6**- \_\_\_\_\_

Camila was asked to write a short paragraph answering the following question. **Read** what she wrote and **write** your opinion.



### Why is agricultural economics important for farmers and consumers?

Agricultural economics is important because it helps farmers make better decisions. By understanding supply and demand, they can choose the best time to sell their products and increase profit. It also helps consumers because prices become more stable, and food production becomes more efficient.



**Get into groups** of five students. **Swap** copybooks clockwise and **read** what your classmate wrote for a minute. Then, swap copybooks again and do the same. **Repeat** the action until you get your copybook back.



Stay in the same groups and **discuss**.



- 1 What kinds of economic decisions do farmers make every day?
- 2 How do weather or market conditions affect supply and demand?
- 3 Why is it important to study agricultural economics in Uruguay?

#### Useful expressions

- In my opinion... .
- I believe that... .
- One example is... .
- Farmers need to consider... .



Camila found this video. **Watch** it and answer the questions she posed for you to answer.



- 1 What happens to the price of maize when supply is lower than demand?
- 2 Name at least three factors mentioned in the video that can influence the price of an agricultural product.
- 3 How can farmers make good decisions about when to sell their crops?



Nando is interviewing a farm manager, and they are discussing what to plant.

**Get into small groups** and **create a dialogue** between Nando and the farm manager based on real information. Then, **role-play** the dialogue in front of the class. Use the prompts in the SOS box to help you.



### Function

- Explaining cause and effect
- Comparing
- Describing trends

### Example

- *If supply increases, prices usually go down.*
- *Wheat is more profitable than corn this season.*
- *The demand for organic products is rising.*



# 2 The agricultural market and supply chain



The agricultural market includes all the people and activities involved in buying and selling farm products. The supply chain is the journey a product takes from the farm to the final consumer. This includes production, processing, transportation, distribution, and sales.

Efficient supply chains help reduce food waste, improve product quality, and increase farmer profits. Understanding how products move and who participates in each step is essential in modern agribusiness.

Flor is reading some short texts (1–4), and she has to **match** them with the correct heading (A–E). There is an extra heading.



Farmers produce agricultural goods such as grains, fruits, and vegetables. The production stage is the first step in the supply chain.

1

After harvesting, products go through processing to prepare them for sale. This can include cleaning, packaging, or transforming raw materials into finished goods.

2

Finally, distributors and retailers sell the goods to consumers in supermarkets or through export markets.

3

Logistics play a key role in moving products from one place to another. Trucks, ships, and even airplanes help transport goods quickly and safely.

4

- a The importance of transportation \_\_\_\_\_
- b From production to consumption \_\_\_\_\_
- c The first step: farming \_\_\_\_\_
- d Selling products to consumers \_\_\_\_\_
- e The processing stage \_\_\_\_\_

Flor's school has launched a brochure competition. The topic is *Agricultural market and supply chain*.

In groups of three, **turn** those short texts **into** paragraphs.



**A good paragraph:**

- starts with a **topic sentence** that clearly states the main idea
- includes **supporting sentences** that explain or give examples
- uses **linking words** to connect ideas
- ends with a **concluding sentence**

A well-written paragraph usually has at least **four sentences**.

**WRITING TIP!**

Flor and Camila come across some new vocabulary. Help them **complete** the sentences with the correct words.



**exporter • logistics • retailer • supply chain • wholesaler • value chain**

- 1 A \_\_\_\_\_ buys large quantities from producers and sells to retailers.
- 2 The \_\_\_\_\_ shows how value is added at every step of production.
- 3 A \_\_\_\_\_ is a shop that sells products directly to consumers.
- 4 The \_\_\_\_\_ involves all steps from farming to delivery.
- 5 \_\_\_\_\_ companies organize storage and transportation.
- 6 An \_\_\_\_\_ sells goods to other countries.

**Read** what these people say about their jobs. **Match** each sentence with one of the concepts from the previous activity.



My job is to make sure every step works together, from the farm to the final customer.

supply chain

I analyze each stage of production to see where we can improve quality or add more value.

I buy large quantities from producers and sell them to shops and businesses.

I sell products directly to customers and deal with their needs every day.

I organize transport, storage and delivery so products arrive on time.

I work with foreign markets and sell our products to other countries.

You own a small farm. **Write** an email (80–100 words) to a potential buyer explaining your supply chain.



**Include:**

- What products you produce
- How they are transported
- Who your main customers are



## **Email** - Exam preparation (Quick guide)

An **email** is a written message sent electronically. It can be **formal**, **semi-formal**, or **informal**, depending on the situation and the recipient.

### **A good email:**


- has a clear **subject line** that shows the **purpose** of the message
- starts with an **appropriate greeting**
- explains the **reason for writing** in the **first paragraph**
- presents information in **short, clear paragraphs**
- uses **appropriate language** depending on the **type of email**
- ends with a **clear closing and signature**

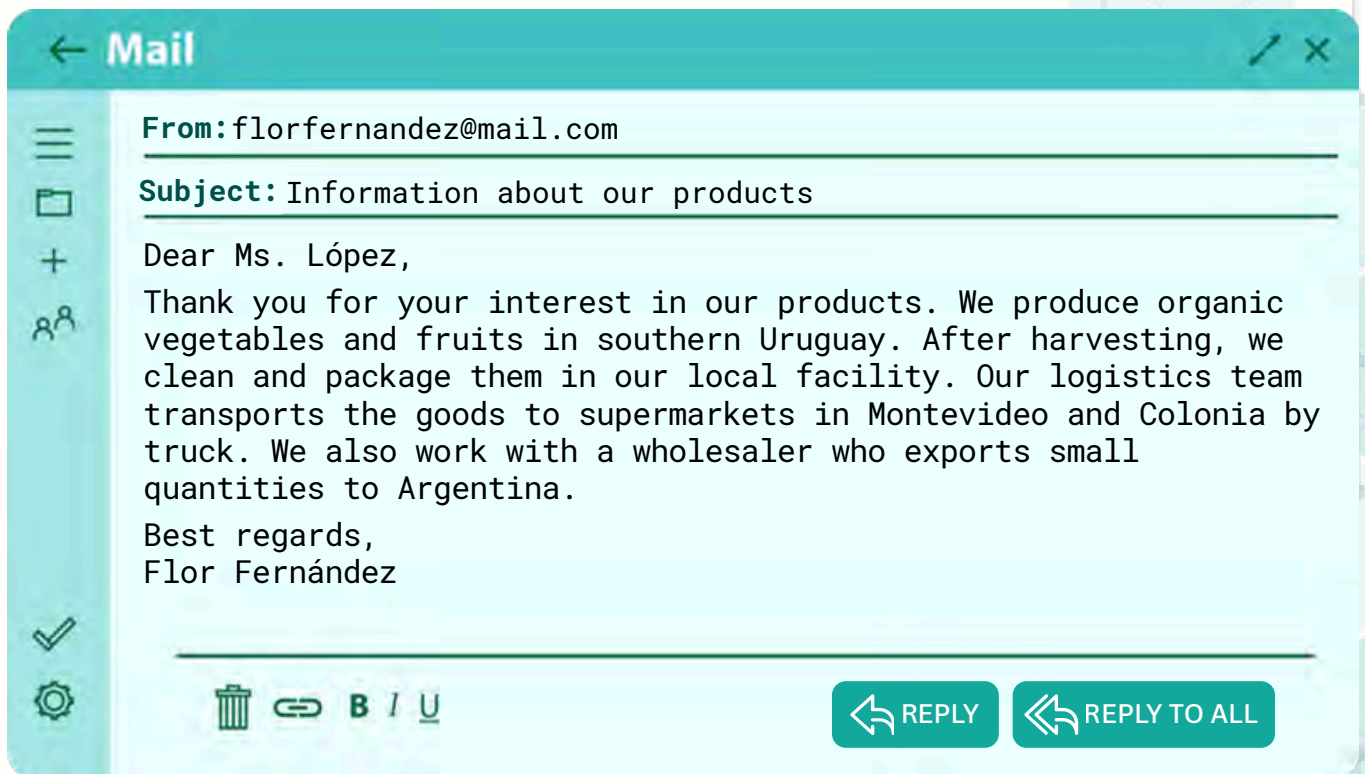
### **WRITING TIP!**




### **Useful reminders**

- Choose the level of formality according to who you are writing to.
- Avoid very long sentences.
- Be clear, concise and respectful.

**Read** the email that Flor wrote. Did she include all the topics?   
Did YOU include all the topics?



**Get into small groups** and **discuss** Flor's email. 

- 1** Which are the main steps in the agricultural supply chain?
- 2** Why is logistics important for agricultural businesses?
- 3** How can farmers add value to their products?

**Useful expressions**

- The main stages are... .
- It's important because... .
- Farmers can add value by... .
- I think that... .



**Stay** in the groups and **create** a visual map of a product's journey (e.g., soybeans or dairy).

**Use** the SOS box below to help you.

**What is the most efficient way to transport perishable goods?**



**Function**

- Describing processes
- Sequencing ideas
- Explaining purpose

**Example**

- *First, the farmer grows the crops. Then, they are transported to a factory.*
- *After harvesting..., next..., finally...*
- *The wholesaler helps distribute products to different markets.*

# 3 Agricultural policies and subsidies



Agricultural policies are important to set a context and order to the production process. **Get into groups** of four and perform a **Round Robin** activity. Each person has to say something about the question, and all of you take notes.

## How do agricultural policies affect farmers and production?

Nando has found information about policies regarding agriculture. **Read** the text and **answer** the questions.



### Agricultural policies: supporting farmers and food security

**A**gricultural policies are a set of rules and programs created by governments (government intervention) with the primary goals of supporting farmers, controlling prices (price support), and ensuring food security. These policies aim to make the agriculture sector stable, competitive, and sustainable.

#### Key Tools: Subsidies and Trade Policies

A key tool used in agricultural policy is the subsidy, which is financial support from the government to help farmers produce food at affordable prices, essentially reducing their production costs. For example, a government might provide payments to grow certain crops, lower taxes, or assist with equipment purchases.

While subsidies help farmers, they can also lead to issues like overproduction or create unfair competition in international markets.

#### Additional Policy Instruments

Agricultural policy also utilizes trade policies—government rules for importing and exporting goods—to influence the flow of agricultural products. Common instruments include:

- **Tariff:** a tax on imported goods.
- **Quota:** a limit on how much can be produced or imported.
- **Trade agreement:** a deal between countries outlining conditions for buying and selling goods.

Ultimately, these tools work toward achieving **food security:** the state where all people have reliable access to enough safe and nutritious food.



- 1 Which are the three main objectives of agricultural policies?
- 2 Explain the function of a subsidy in agricultural policy, and name two potential negative consequences of using them.
- 3 How does a tariff differ from a quota as an instrument of trade policy?
- 4 Define the concept of 'food security' and explain its relationship to government agricultural policy.
- 5 Which key term best describes actions taken by a government to influence the price of a crop?

Nando challenges you to complete the following text.

**Read** it and **choose** the correct word (A, B, or C) for each gap.



Governments play an important role in agriculture. They often **1** \_\_\_\_\_ programs to help farmers when market prices are low. One common form of help is a **2** \_\_\_\_\_, which provides money to reduce the cost of production. These programs are important because they support national **3** \_\_\_\_\_ and protect local producers from global competition. However, some people argue that subsidies can **4** \_\_\_\_\_ problems by reducing competition and efficiency.

- |          |                   |                   |                       |
|----------|-------------------|-------------------|-----------------------|
| <b>1</b> | <b>a</b> discover | <b>b</b> create   | <b>c</b> avoid        |
| <b>2</b> | <b>a</b> subsidy  | <b>b</b> tariff   | <b>c</b> product      |
| <b>3</b> | <b>a</b> safety   | <b>b</b> security | <b>c</b> independence |
| <b>4</b> | <b>a</b> cause    | <b>b</b> fix      | <b>c</b> limit        |



Look at the following newspaper headlines Nando found. There is one word missing. **Complete** the sentences with the correct form of the word in brackets.



**FARMING TODAY**

**GOVERNMENT OFFERS \_\_\_\_\_ (support) PROGRAMS TO FARMERS** **1**

YOU ARE HERE: **HOME**

**Price \_\_\_\_\_ (stabilize) helps farmers plan better.** **2**

SIGN IN REGISTER Search

f SHARE s SHARE t TWEET p PIN

**URUGUAY** \_\_\_\_\_ 02/06/2026, 11:54 **3**

Some subsidies are not \_\_\_\_\_ (benefit) for small producers.

f t p r v

**NEWS**

Page last updated at 08.50 GTM, Friday 12 October 2026

**The new \_\_\_\_\_ (policy) will increase export opportunities.** **4**

By Vera Pérez

## Think, pair, share!



- 1 **Think** and **take** some **notes** to answer the following question.

Do you think agricultural subsidies are good for farmers?

---

---

---

---

---

---

---

- 2 **Get in pairs** and **discuss** your answers with a peer.



- 3 **Share** with the rest of the class in a marker talk. The teacher will leave some markers on the desk and will write the question on the board. Write some of your ideas, questions, and even draw something related to the question there. You have 5 minutes to do the activity.



- 4 After all the classmates write something on the board, the teacher will lead a discussion of the topics with the whole class. Take notes if you want, or take a picture of the board.



- 5 **Write** a short text giving your opinion. Include advantages and disadvantages.



Example:

Agricultural subsidies can be very helpful for farmers, especially when market prices are low. They help reduce costs and encourage food production. However, subsidies can also create problems. Sometimes, large companies receive more support than small farmers. In addition, subsidies may cause overproduction and waste. In my opinion, governments should give financial help only to those who really need it, and encourage innovation instead of dependence.

Blank lined writing area for notes.

**Get in pairs and discuss.**



**1** What kind of support should governments give to farmers?

**2** Are subsidies always fair for all producers? Why or why not?

**3** How can policies help improve food security in Uruguay?

**useful expressions**

- In my opinion... .
- I agree/disagree because... .
- The main advantage is... .
- Subsidies can also lead to... .

## Policy debate

- **Get into two groups** – one in favor of subsidies and one against them.
- **Take 10 minutes to think** of some arguments to defend your position.
- **Get in subgroups** (1 group per argument), **find** information, and **write** your argument.

The teacher will be the judge and will give you turns to hold a short debate. **Use** the SOS box below to help you.

**Expressing opinion**

- I think subsidies are useful because they help small farmers.

**Contrasting ideas**

- However, they can also create unfair competition.

**Describing effects**

- This policy increases food production and reduces costs.

# 4 Farm management and planning

Farm management means organizing all the activities on a farm to make production efficient and profitable. It includes **planning, decision-making, and controlling** how resources like land, labor, and money are used.

Good planning helps farmers prepare for problems such as bad weather, low prices, or equipment failure. It also helps them decide what to produce, how much to invest, and when to sell their products.



Camila's dad is a farm manager. **Read** the text carefully. Then decide if Camila's ideas about the topic are *true, false, or not mentioned* in the text.



Farm management is essential for successful agricultural production. A good manager must plan every step, from planting to selling. Planning involves setting goals, estimating costs, and predicting risks. For example, a farmer may decide to plant soybeans instead of corn if the expected profit is higher. Modern farm management also includes digital tools to track production and control finances.

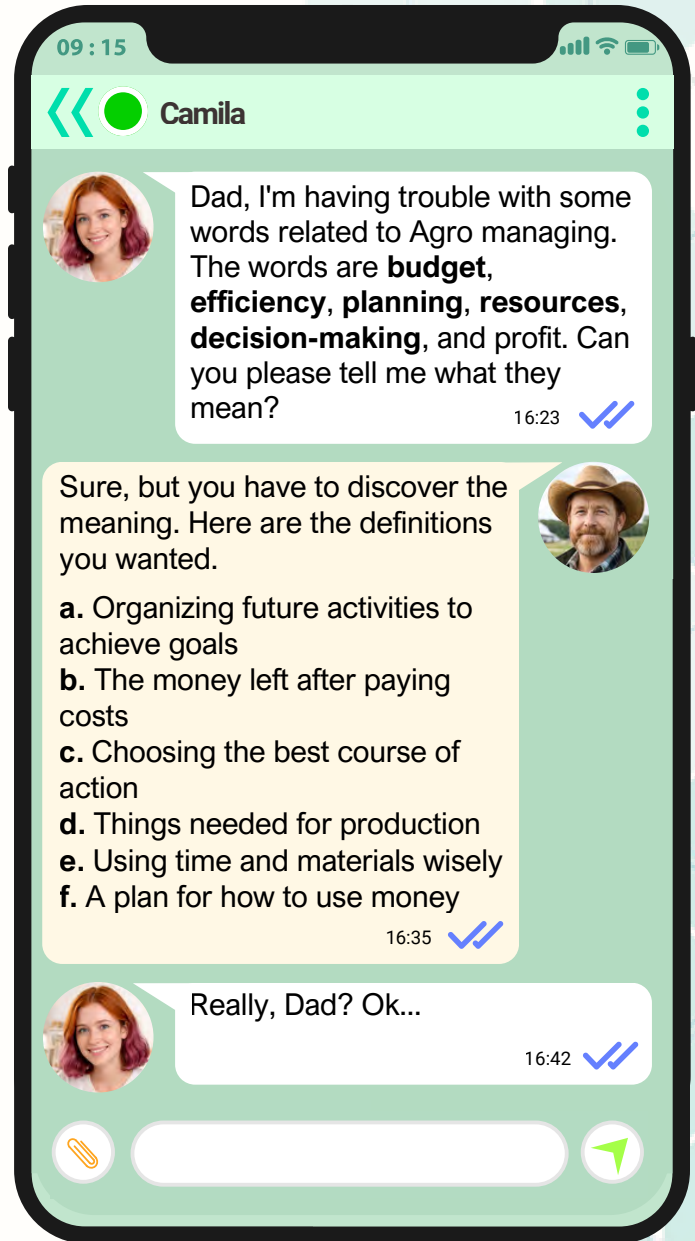
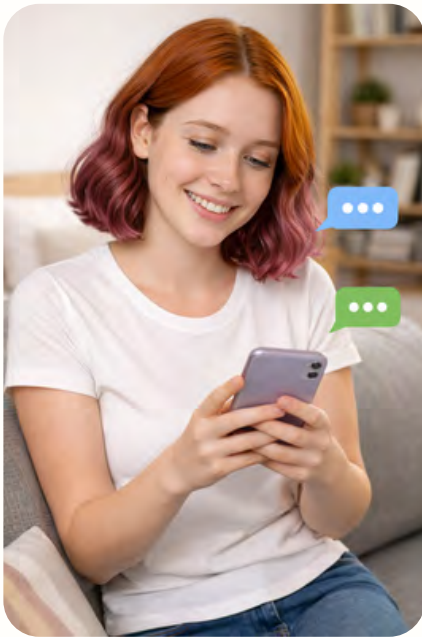
- 1 Farm management only includes planting and harvesting.
- 2 A good plan includes financial and risk evaluation.
- 3 Modern farm management uses technology.
- 4 Farmers should never change their crops.

Camila sent a text message to her dad. Look at it.

**Match** the words in Camila's message with their meanings (A-F).



- a** \_\_\_\_\_
- b** \_\_\_\_\_
- c** \_\_\_\_\_
- d** \_\_\_\_\_
- e** \_\_\_\_\_
- f** \_\_\_\_\_



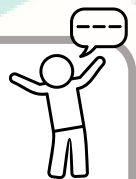
**Get into small groups and discuss.**



- What are some important decisions a dairy farmer must make each season?
- How can technology help in dairy farm management?
- What can happen if a dairy farmer doesn't plan well?

**useful expressions**

- In my view... .
- A good plan should include... .
- Dairy farmers can use technology to... .
- Without planning, they might... .



Camila's father wants to set up a dairy farm. **Look at** the map and **advise** him on the best location for the new farm. Base your decision on the information shown on the map.





## Project The farm of the future



**Get into small groups** and **design** a “Farm of the future” including resources, technology, and management strategies.

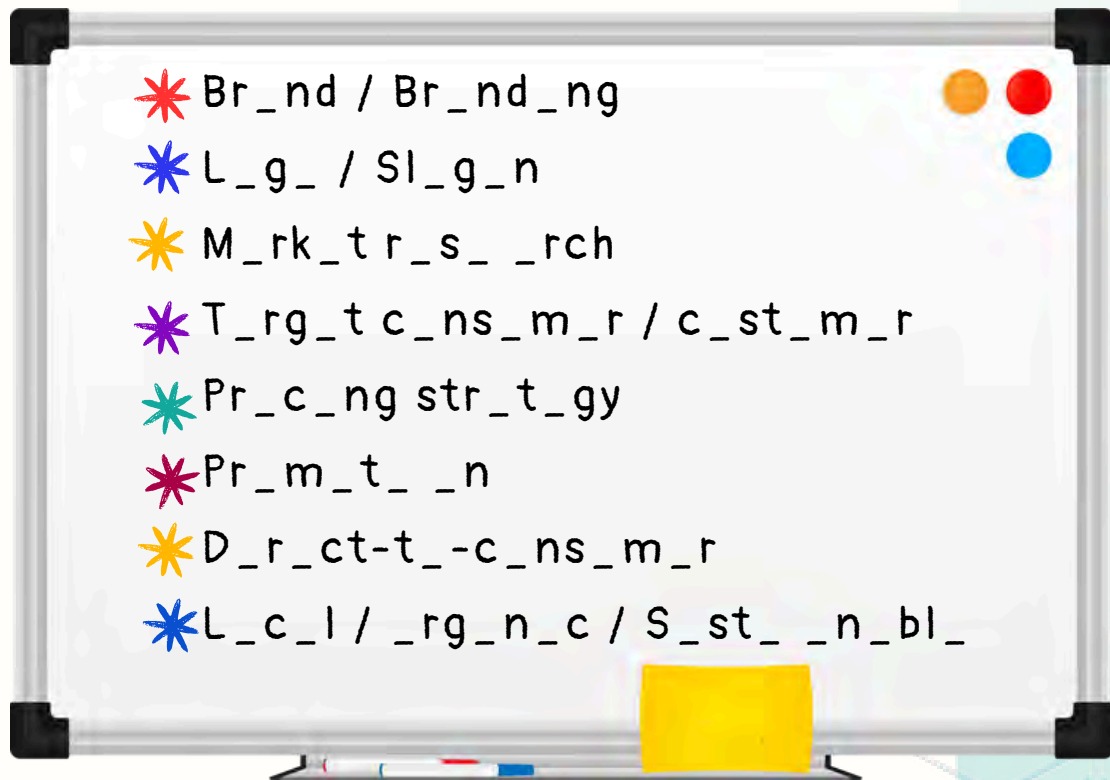
**Use** the SOS box to help you.

- Giving instructions  
*Please prepare your schedule for next week.*
- Expressing purpose  
*We are investing in new equipment to increase efficiency.*
- Describing plans  
*Next season we plan to expand production.*



# 5 marketing agricultural products

Nando and Flor are playing “vowel tennis”. **Look** at the following words. **Take turns** saying a vowel. **Continue** until you guess all the words.



**Write** “Brand”, “Logo”, and “Slogan” on the board.

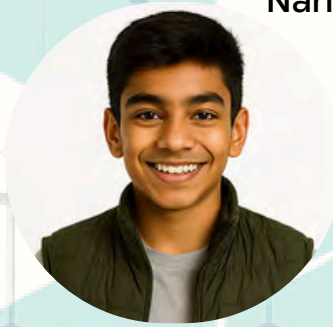


**Get into small groups** and **write** a definition for each concept with the words from the marker talk.

Can you name any brands you know?



Nando shared these definitions. Compare them with yours.



**Brand** name or symbol that represents a product

**Logo** picture or symbol of a brand

**Slogan** short phrase that represents the product idea

Nando and Flor want to know how to sell farm products, and they found an interesting article in a magazine. **Read** the article and **check** if the words and phrases from the vocabulary tennis are correct by looking at the ones in bold in the text.



## How to market *farm products*



Farmers today use many different strategies to sell their products. In the past, they usually sold their goods to local markets or middlemen, but now many are learning how to market their products directly to consumers. This means they can keep more of the profit and build a closer relationship with their customers.

### *branding*

One of the first steps in marketing is **branding**. A good brand makes a product easy to recognize. Farmers often create a **logo** and a **slogan** to represent their product and its values. For example, a honey producer might use a picture of a bee and the slogan “Sweet Nature, Local Taste.” A clear and attractive brand helps people remember the product.



### *market research*

Another key step is **market research**. Farmers need to know what customers want to buy, how much they are willing to pay, and where they prefer to shop. For instance, some people want organic products, while others prefer cheaper options. Market research helps producers make better decisions about what to grow and how to sell it.



## pricing

**Pricing** is also important. If the price is too high, customers may not buy the product. If it's too low, the farmer won't make enough money. Many farmers compare their prices to similar products in supermarkets or local fairs to find a fair balance.



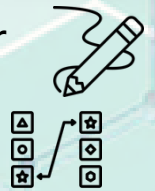
## promotion

Finally, **promotion** helps farmers attract attention to their products. They can offer free samples at markets, post photos on social media, or give discounts to loyal customers. Some farmers even create short videos showing how their products are made. These ideas help build trust and show the quality of their goods.

## creating connections

In short, marketing farm products is not only about selling food – it's about **creating connections** between producers and consumers. With a strong brand, fair prices, and creative promotion, even small farmers can compete successfully in today's market.

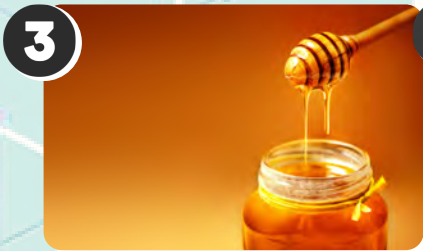
According to what Nando and Flor read, how would they actually answer these questions? **Answer** them on their behalf by **matching** the questions and the answers. Then, **answer** number 6 with your opinion.



- 1 What does “direct-to-consumer” mean?
  - 2 Why is branding important for farmers?
  - 3 What information does market research give to farmers?
  - 4 What can happen if prices are too high or too low?
  - 5 What are some ways to promote farm products?
  - 6 In your opinion, which strategy is the most effective for small farmers? Why?
- a - It means selling products directly to the people who buy and use them, without going through middlemen or supermarkets.
  - b - Because it helps make the product easy to recognize and remember, and it shows the product's identity and values.
  - c - It tells them what customers want, how much they are willing to pay, and where they prefer to buy products.
  - d - If prices are too high, customers may not buy the product; if they're too low, farmers won't make enough profit.
  - e - Offering free samples, posting on social media, giving discounts, or creating videos that show how the products are made.

1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_ 5- \_\_\_\_\_

**Look** at the pictures. These are the products that Nando and Flor want to sell. **Think** of ways in which you can sell them and say whether you would do it on a small or large scale.



Soybeans are very important for Uruguayan production. Nico and Flor are learning more about them to see how they can improve their production.

**Listen** to a specialist talking about soybeans and **complete** the words you hear.



Soybeans are a versatile, high-protein legume grown **1** \_\_\_\_\_ for food, feed, oil, and industrial uses. They fix atmospheric nitrogen through symbiosis with *Rhizobium* **2** \_\_\_\_\_, improving soil fertility, and respond strongly to good management. For farmers seeking consistently high soybean yields, **3** \_\_\_\_\_ to site selection, soil health, variety choice, planting practices, pest and nutrient management, and timely harvest is essential.

One important aspect to consider is the site and soil. Farmers who want to produce it must choose well-drained **4** \_\_\_\_\_ with good water-holding capacity; avoid compacted or waterlogged soils. They must target soil with a pH **5** \_\_\_\_\_ 6.0 and 6.8. It will be helpful if they build soil organic matter through cover crops, reduced tillage, and crop rotations. It is also important to use certified, high-vigor seeds and treat them with appropriate inoculant if soybeans have not been in the field recently. Plant them when soil **6** \_\_\_\_\_ at 2–4 in (5–10 cm) is consistently above 13°C and conditions allow good emergence.



Another important aspect to consider is nutrient management and disease ⑦ \_\_\_\_\_. Test soil every 2–3 years and apply fertilizer based on soil test and yield goals. Soybeans need adequate phosphorus and potassium; correct deficiencies before or at ⑧ \_\_\_\_\_. Sulfur can be a limiting nutrient in low-S soils. Use integrated weed management: preplant burndown, residual herbicides, timely postemergence control, and ⑨ \_\_\_\_\_ tactics (crop rotation, narrow rows) to prevent escapes. Scout regularly for insects and apply threshold-based controls.

Finally, pay attention to harvesting and storage. Harvest at appropriate moisture to minimize ⑩ \_\_\_\_\_ and prevent shatter. Combine adjustments and gentle handling reduce seed damage and maintain quality. Store in cool, dry, pest-free conditions; monitor grain for moisture and insects.

Consistent high soybean production comes from combining the right ⑪ \_\_\_\_\_ and seed quality with healthy soils, timely planting, balanced nutrition, effective weed/pest/disease management, proper water control, and good harvest/storage practices. Regular scouting, recordkeeping, and adapting practices to local ⑫ \_\_\_\_\_ and weather each year will steadily improve yields and profitability.

**Surf the internet** and tell Nando and Flor about another product they want to produce and sell. **Search** for academic or scientific information to tell them how they can improve their production. Record a video with your findings and **share** it with the rest of the class.



# 6 Export and import of agricultural goods



Nando is interested in how local products, like olive oil, can reach global markets. He is reading a policy document about selling goods overseas.

**Read** the descriptions (1–4). Which document title (A–D) matches each one?



Document Title		Description of the Rule	
1.	Import quota	a.	A formal, legal deal between two or more countries that aims to reduce barriers and make it cheaper and easier to import and export goods.
2.	Quality standard	b.	A specific financial charge (a tax) placed by a government on imported products, often used to protect local farmers from cheap imports.
3.	Import tariff	c.	A strict rule about how safe, clean, or good a product must be. You must comply with this rule before you can sell it in that country.
4.	Trade agreement	d.	A limit on the total volume or amount of a specific product (like beef or rice) that can be imported into a country during a certain period.

1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_

Flor and Nando want to **export** high-quality organic honey to Europe. However, there is a **tariff** on honey and it requires a strict **quality standard** (the honey must contain less than 5% water).

**Discuss** and **list** three things Flor and Nando must do to successfully enter the new market. **Use** the key vocabulary.



- 1 **Analyze the tariff:** They must check the exact percentage of the **tariff** to see if their product will still be competitive in the foreign **market**.
- 2 **Ensure compliance:** They must test their honey to make sure it **complies** with the 5% water quality standard.
- 3 **Negotiate:** They could ask the government to check if a **trade agreement** exists or can be negotiated to reduce the tariff.

To accomplish his goal, Nando needs to explain the process of obtaining honey.

**Look** at the pictogram explaining the natural process of honey creation.



Image created with AI

Nando is explaining the natural process of honey production to his nieces.

**Put** the steps in order by looking at the pictogram.



- The bee takes the nectar and takes it home.
- If you want to be a beekeeper, you need to have a good number of bees living together. This is called the hive.
- 1 The bees eat the nectar from the flowers. Depending on the nectar they eat is the type of honey they produce.
- The beekeepers remove the honey from the honeycombs.
- The beekeepers package the honey in glass or plastic containers and they sell it.
- When the bees take the nectar to the bee hive, they turn it into honey, leaving them in the honeycombs.

This is a more industrialized process of producing honey. The names of the processes have been removed. **Put** them into the correct place.



**Inspection • Foraging • Bottling and storage • Settling • Hive setup • Filtering/straining  
Extraction • Uncapping • Frame removal • Capping • Ripening • Nectar processing**

- 1 \_\_\_\_\_ : The beekeeper installs and maintains healthy colonies in properly placed hives to provide bees with shelter and space for honey storage.
- 2 \_\_\_\_\_ : Worker bees collect nectar and pollen from flowering plants and bring the nectar back to the hive in their crop.
- 3 \_\_\_\_\_ : In the hive, bees repeatedly regurgitate and transfer nectar, adding enzymes that break down sugars and reduce moisture.
- 4 \_\_\_\_\_ : Bees fan the processed nectar with their wings to evaporate water, concentrating it into honey.
- 5 \_\_\_\_\_ : Once moisture is low enough, bees seal honey-filled cells with a wax cap to preserve it.
- 6 \_\_\_\_\_ : The beekeeper checks hive health, honey frame readiness, and ensures no brood is taken with honey.
- 7 \_\_\_\_\_ : Mature, capped honey frames are carefully removed from the hive for harvesting.
- 8 \_\_\_\_\_ : Honey is removed from the comb using a centrifugal extractor or by crushing the comb, depending on the method.
- 9 \_\_\_\_\_ : Extracted honey is filtered or strained to remove wax particles, dead bees, and debris.
- 10 \_\_\_\_\_ : Honey is allowed to rest so air bubbles and fine particles rise or settle before packaging.
- 11 \_\_\_\_\_ : Honey is poured into clean containers and stored in a cool, dry place to preserve flavor and quality.
- 12 \_\_\_\_\_ : The wax caps are cut or scraped off the comb to expose the honey cells.

After reading this more complex process. **Write** down three things you would tell Nando that were not part of his explanation.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# 7 Financial management in agriculture

**Look** at the list below.

Which items are expenses and which ones are income?



- selling vegetables
- buying seeds
- paying electricity
- paying seasonal workers
- renting equipment to other farmers
- selling products at local markets
- investing in new equipment
- paying transport costs
- repairing machinery
- offering farm visits or tours

**Work in pairs** and **discuss** your answers. Then **answer** these questions.



- *Which expenses do you think cost farmers the most? Why?*
- *Which expenses are necessary, and which ones could be reduced?*

Andrés is learning how to manage his future farm's money, focusing on profits and costs.

**Complete** Andrés's notes using the words in the box.



**profit • credit • budget • expense • income**

Financial planning is essential for farmers. First, they must create a detailed **1** \_\_\_\_\_ to plan all their spending for the year. They calculate their total expected **2** \_\_\_\_\_ (money earned from sales) and subtract every **3** \_\_\_\_\_ (cost, like fuel or wages). If the income is higher than the total expense, they make a **4** \_\_\_\_\_. Sometimes, farmers need to ask the bank for **5** \_\_\_\_\_ (a loan) to buy new, expensive machinery. This money must be paid back later.

What would you answer to these questions? **Get into small groups** and **jot down** some ideas. Then, **create** a dialogue including the questions and the answers to them.



Why is good record-keeping important when you want to ask the bank for a loan or credit?

What is the difference between having a profit and having a loss? Give a simple example.



Name two things a farmer might list as a major expense in their yearly budget.

Andrés's bank saw the work you did and wanted to record a commercial with these dialogues. **Make a video** commercial using the dialogues or extracts of the dialogues you created.



## Writing - Report



As part of his studies, Andrés needs to write a report about managing money in a small farm.

**Write** a report including:

- the farm's income and expenses
- whether the farm made a profit or a loss
- at least one financial problem or risk
- at least one suggestion to improve financial management

→ You can look back at **Unit 3, Lesson 8**, to review the **structure** and **writing tips** for **reports**.

→ Write between (120–140 words).

→ Before you hand in your report, make sure you **complete the checklist** on the following page.

# checklist REPORT

Before you hand in your report, check:

## CONTENT

- I clearly explain the purpose of the report in the introduction.
- I present relevant information and facts related to the topic.
- I state whether the farm made a profit or a loss.
- I identify one problem or financial risk.
- I make one clear recommendation to improve financial management.

## LENGTH & STYLE

- My text follows the word limit.
- My report is clear and easy to understand.
- I use a formal or neutral style.

## LANGUAGE

- I use formal and objective language.
- I avoid contractions (don't, can't, etc.).
- I use appropriate vocabulary related to finance and farming.
- I use modals (should, could, may) to make recommendations.

## ORGANIZATION

- My report has a clear structure (introduction, sections and conclusion).
- I use a title and subheadings for each section.
- Each paragraph focuses on one main idea.
- My ideas are organised in a logical order.

## Project Managing the farm



**Imagine** Nando manages a small vegetable farm. He sold vegetables for \$15,000 (Income) in January but had to pay \$10,000 for seeds, fertilizer, and electricity (Expenses) in the same month. In February, Nando has no income (he has no crops to sell yet) but \$3,000 in expenses (maintenance costs).

### Get in pairs.



- 1** Calculate Nando's profit for January:  $\$15,000 - \$10,000 = \$5,000$  Profit.
- 2** What is the main financial risk Nando faces in February? (Hint: Paying expenses without income). **Answer:** The risk is poor cash flow. He has to use his savings or January's profit to cover February's costs.
- 3** **Suggest** one way Nando could improve his cash flow to avoid this problem next year. Suggestion: He could plant some faster-growing crops to ensure he has some income in February.

# 8 Risk management in agriculture



Look at the pictures and think about a farm. **In pairs**, answer these questions.

- What problems can farmers face during the year?
- Which of these risks are:
  - related to weather?
  - related to money?
  - related to production?

**Match** each picture with the correct agricultural risk (be careful, there are two distractors).



- \_\_\_\_\_ **Crop disease** • \_\_\_\_\_ **Drought** • \_\_\_\_\_ **machinery breakdown**
- \_\_\_\_\_ **Flood** • \_\_\_\_\_ **Strong wind damage** • \_\_\_\_\_ **Price fluctuation**

Using the same vocabulary, **match** each risk with its definition.

- \_\_\_\_\_ : When fields are covered with excess water, causing damage to crops and soil.
- \_\_\_\_\_ : When farming equipment stops working properly and requires repair.
- \_\_\_\_\_ : A condition that affects plants and reduces their quality or productivity.
- \_\_\_\_\_ : A situation in which the price of products rises and falls unexpectedly.
- \_\_\_\_\_ : Damage caused by powerful winds that affect crops or farm structures.
- \_\_\_\_\_ : A long period with little or no rainfall, which affects crop growth and production.

Camila's father is a farm manager, and he is learning to protect his farm from unpredictable events such as bad weather and unstable market prices. He wrote this email to his assistant, **read** it, and **choose** the correct answer (A, B or C) for each gap (1–5).



← Mail
✎ ✕

---

From: elrancho@mail.com

---

Subject: High wind risk action

---

Hi Luis,

The 1 \_\_\_\_\_ this afternoon shows strong wind volatility. This is a big 2 \_\_\_\_\_ for the greenhouses.

Please check our insurance 3 \_\_\_\_\_ for wind damage immediately. Also, help the team 4 \_\_\_\_\_ this 5 \_\_\_\_\_ by securing the roof covers.

Thanks,  
Martin



- |   |            |             |                |
|---|------------|-------------|----------------|
| 1 | a forecast | b weather   | c TV           |
| 2 | a risk     | b advantage | c issue        |
| 3 | a content  | b risk      | c policy       |
| 4 | a improve  | b increase  | c mitigate     |
| 5 | a risk     | b damage    | c disadvantage |

**Get in pairs** and **match** the agricultural risk that Andrés, Nando, and Flor might face with the best mitigation strategy to reduce the danger.



Risk		Strategy	
1.	<b>Weather Volatility</b> (long dry period)	a.	<b>Hedge</b> by agreeing to sell a portion of the crop at a fixed price now.
2.	<b>Price Fluctuation</b> (price falls suddenly)	b.	Plant different crops ( <b>diversification</b> ) instead of relying on just one.
3.	<b>Total Crop Failure</b> (due to a disease)	c.	Invest in an <b>irrigation</b> system or drought-resistant seeds.
4.	<b>Low Quality</b> (product doesn't meet standard)	d.	Use approved <b>pesticides</b> or strict quality control checks before <b>export</b> .

As part of your studies at UTU, you are asked to **write** an email (80–100 words) to Camila’s father about the need for risk management.

You can refer to the same weather condition, or you can use another potential risk. In the email, you must:

- Mention the potential risk (e.g. risk of strong winds).
- Ask him to check the farm insurance policy for the weather condition you mention.
- Suggest one action to mitigate the risk (e.g., secure the greenhouse roof).



The image shows a screenshot of an email composition interface. At the top, there is a teal header bar with a back arrow, the word "Mail", and a close button (X). Below the header, there is a vertical sidebar on the left with icons for a list, a folder, a plus sign, and a person icon. The main area of the window is light blue and contains two input fields: "From:" and "Subject:". Below these fields is a large, empty text area for writing the email body. At the bottom of the window, there is a toolbar with icons for a trash can, a link, bold (B), italic (I), and underline (U). To the right of the toolbar are two buttons: "REPLY" and "REPLY TO ALL".

# 9 Technology and innovation in agricultural business



Look at the picture.

In **pairs, discuss:**



- What is Andrés using?
- What kind of information can be collected with this technology?
- How can it help farmers make better decisions?

This type of farming is called *precision agriculture*.

Andrés is interested in how modern technology can increase a farm's efficiency and yield. **Choose** the best definition for the underlined word, as Andrés would use it in a business report.



Precision agriculture uses satellites, sensors, and drones to manage farms exactly.

What does **precision** mean? **a)** Doing something quickly to save time. **b)** Being exact, accurate, and paying attention to detail. **c)** Saving a lot of money on expensive machinery.

Using drones helps farmers gather large amounts of data quickly.

What is **data**? **a)** New farming equipment or tools. **b)** A high-quality type of fertilizer. **c)** Facts, measurements, and information collected for analysis.

Andrés wants to increase efficiency and yield on his cornfield using innovation. **Complete** the table with a technology suggestion and explain its key benefit.

	<b>Problem</b>	<b>Technology suggestion</b>	<b>Benefit (How it helps the farm)</b>
<b>1.</b>	<i>Too much fertilizer is wasted in some areas.</i>		
<b>2.</b>	<i>Checking a large field for crop diseases is time-consuming.</i>		
<b>3.</b>	<i>The tractor driver often plants in a wavy line, wasting space.</i>		

Throughout this unit, you have seen how Nando, Flor, and Andrés wanted to run a farm. They are people who embrace technology as an aid to improve efficiency and profit. **Create** a device to help them achieve that goal.

Follow the steps below.



- 1 First, indicate what possible area, issue, or aspect of agricultural production you are going to address, and why.

---

---

- 2 Second, say how the new device is going to work.

---

---

- 3 Third, say how Nando, Flor, and Andrés will have to use it. The steps to use it.

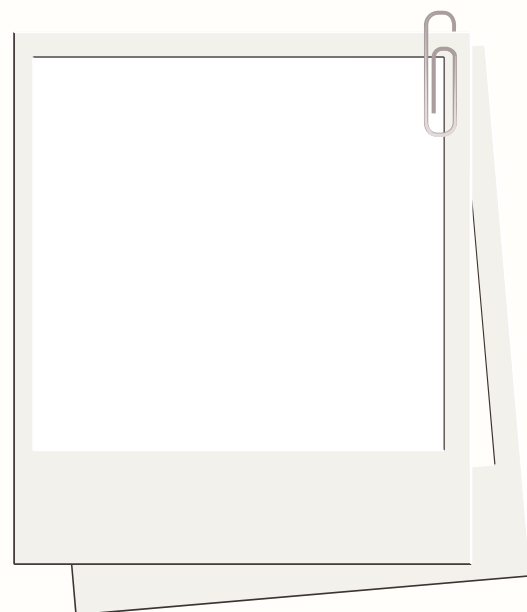
1- \_\_\_\_\_  
2- \_\_\_\_\_  
3- \_\_\_\_\_  
4- \_\_\_\_\_  
5- \_\_\_\_\_  
6- \_\_\_\_\_

(you can add more steps)

- 4 Fourth, paste a picture of your device. You can draw your model or create it on your computer.

- 5 Finally, like any device, it might have some functioning problems. Create a section to address any possible issues the users may encounter.

For example: *If the light is red, ...*



Extra activity- with all this information, **create** a manual for your device.

# 10 careers in agricultural economics and business

Nando, Flor, and Andrés are discussing their future jobs in the agribusiness sector. They have met Elena. **Listen** to her and answer the questions.



- 1 What is Elena's job role?
- 2 What are the two main things she buys or sells?
- 3 What is one specific skill that the job requires?

**Get in pairs** and **compare** your answers.



Nando, Andrés, and Flor are discussing the future. **Complete** the dialogue.



**Nando:** Which career in agribusiness, for example, a farm manager, consultant, or trader, do you think has the highest income potential? Why?

**Andrés:** <sup>1</sup> \_\_\_\_\_  
\_\_\_\_\_.

**Flor:** What kind of daily responsibilities do you think a farm manager has?

**Nando:** <sup>2</sup> \_\_\_\_\_  
\_\_\_\_\_.

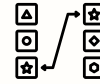
**Andrés:** Would you prefer a job that requires strong analytical skills, like an economist, or one that requires excellent negotiation skills, like a trader?

**Flor:** <sup>3</sup> \_\_\_\_\_.

**Andrés:** Why?

**Flor:** <sup>4</sup> \_\_\_\_\_.

Nando, Flor, and Andrés are still undecided and exploring job options. At the UTU notice board they find a brochure that is torn apart. The job positions are on one paper and the job responsibilities on another one.



**Match** the job position with its main responsibility (A–C).

	<b>Job position</b>		<b>main responsibility</b>
<b>1</b>	Farm Manager (Nando)	<b>a</b>	Advising agribusiness clients on their market strategy, efficiency, and financial investments.
<b>2</b>	Agribusiness Consultant (Flor)	<b>b</b>	Directly supervising all daily operations, managing the farm budget, and overseeing the welfare of animals and crops.
<b>3</b>	Commodity Trader (Andrés)	<b>c</b>	Analyzing global prices and futures markets, then buying and selling large quantities of raw agricultural goods.

**1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_**

What would you like to do in the future? Use the information contained in this unit to **write** a 100-word reflection on what you would like to do in the future. Include:



- the career path you want to follow
- an action plan to achieve your goal.
- where you would like to study
- the advantages and disadvantages of following that path
- a personal statement of why you want to pursue that career path

---



---



---



---



---



---



---



---

**Get in pairs** and **choose** two job profiles (Farm Manager / Agribusiness Consultant / Commodity Trader).



**Discuss:**

- 1** Which job focuses most on daily operations?
- 2** Which job needs the strongest analytical skills?
- 3** Which job works most with international markets



## **Project** My agribusiness future



- 1** Choose one job, for example, farm manager / consultant / trader, and design an image or icon that represents the job.
- 2** Say 2 main responsibilities of this job, 2 skills this job requires and 1 advantage of this career.
- 3** Give a 30–45 second oral presentation to the class.


**EXIT  
TICKET** ★  
★  
★

*In this unit, I learned that...*

*Something I need to revise is...*

*my favorite part of this unit was...*

*I felt...*



# UNIT 5

## Farming for the future



# 1 Agricultural technology

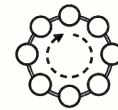
In the previous unit, you helped Nando, Flor and Andrés to apply technological advancements to improve the efficiency of their farm production. You even created a device to help them. Let's start this new unit by recapping and reflecting upon the topic.

- 1 What comes to your mind when you hear the word 'technology'?
- 2 What modern tools do farmers use today? Create a picture dictionary including all the technological devices that come to your mind.



## Round Robin

**Get into groups** of four people and **do** the following task. **Take turns** to do it.



**Write** as many words as you can connected to 'modern farming' in one minute.




Then, **compare** your ideas with the rest of the group, were they similar or different?



So far, we have thought about technology in farming like modern tools, machines, and devices that help farmers work faster and more efficiently. You created a picture dictionary and shared ideas about how technology improves farm production today.

But farming is not only about modern machines and digital tools. For many years—and even today in some places—people have also worked with animals, especially horses, to move, control, and manage livestock. This kind of work also needs special equipment and tools, even if they are not digital or high-tech.

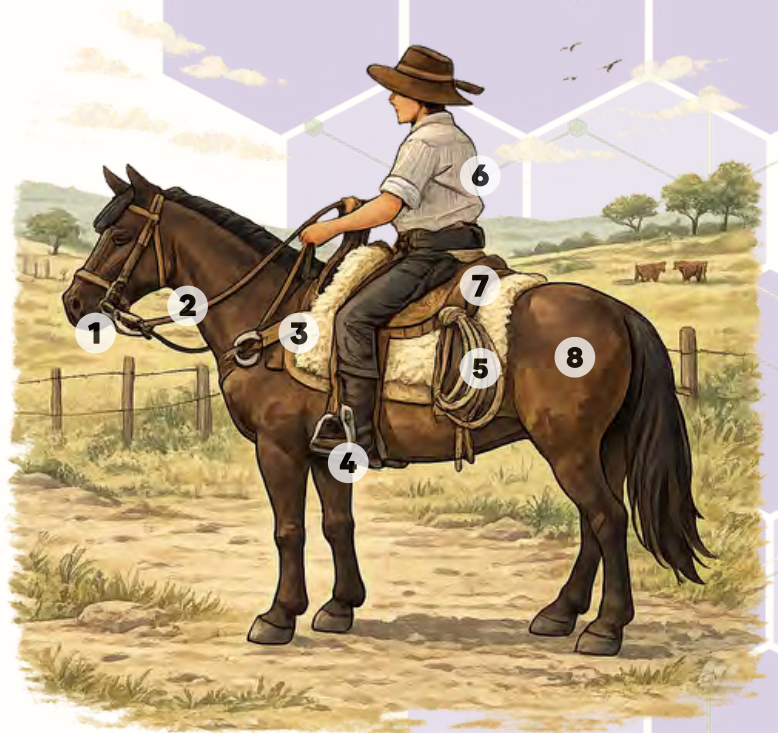



Now, let's move from modern farming technology to traditional farm work with horses. **Look** at the picture and **identify** the elements used to ride and work with the horse. **Think** about how these tools help the rider do the job, just like modern technology helps farmers today. 

This person is riding and working with a horse in the countryside. Farmers and riders use specialized equipment to ride, control, and care for horses.

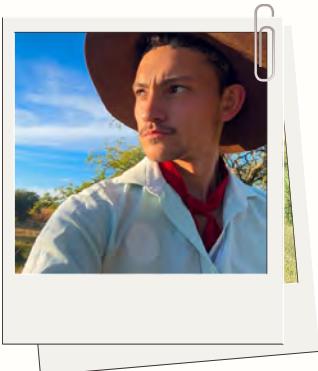
**Label** at least 6 of these parts.

- |                                       |          |                          |                     |
|---------------------------------------|----------|--------------------------|---------------------|
| <input checked="" type="checkbox"/> 1 | Bridle   | <input type="checkbox"/> | Lasso               |
| <input type="checkbox"/>              | Saddle   | <input type="checkbox"/> | Horse               |
| <input type="checkbox"/>              | Reins    | <input type="checkbox"/> | Rider               |
| <input type="checkbox"/>              | Stirrups | <input type="checkbox"/> | Blanket / Sheepskin |



**Get in pairs and answer.** 

- 1 What is the rider using the reins for?
- 2 Why do you think the horse needs a saddle or recado?
- 3 What job do you think this person is doing? (e.g., farmer, ranch worker, gaucho)



Nando says: *'How can technology help people with disabilities work in the countryside?'*

The reason for this question is that he admires Alexis Mesa, a young man who never gave up.



Friends, family, and love can also provide great support in someone's life. Here we have a picture of Alexis and his girlfriend, Alexandra Alvez, who has been a tremendous support in his life. Let's learn something about his story.

**Read** about Alexis and **answer**.



- 1 Where did Alexis Mesa study, and what qualification did he obtain there?
- 2 What happened to Alexis when he was five years old, and what was the final result of his injuries?
- 3 What additional health condition does Alexis live with, and how does it affect his daily life?
- 4 What career does Alexis want to follow, and what kind of place does he hope to work in?
- 5 Why is Alexis not satisfied with his current prosthetic leg, and what is his main goal for the future?



△ Alexis Mesa is a young man from Río Negro, Uruguay. He was born on June 19th, 2004, and studied at the Escuela Agraria La Carolina in Trinidad, Flores, where he trained to become an Agricultural and Livestock Technician.

He grew up in a rural environment and developed a strong connection with the countryside from an early age. Working alongside his father in different rural jobs helped him discover a deep interest in farming, animals, and especially horses. When Alexis was only five years old, he suffered a serious accident involving a tractor while his father was cutting grass. The machine ran over his leg, causing severe injuries. Doctors made great efforts to save it and performed thirteen surgeries over the years. However, in 2020, they were forced to amputate his leg. In addition to this, Alexis also lives with diabetes, which has made his daily life even more challenging. Despite these difficulties, he refused to give up and learned to walk again using a prosthetic leg.

Looking to the future, Alexis dreams of continuing his studies and working as an equine technologist, a profession focused on horse care and training. He hopes to find a job at a farm or horse centre where he can work and study at the same time. In 2022, with the support of the president of Uruguay, Luis Lacalle Pou, he received a disability pension and a prosthetic leg. Unfortunately, the prosthesis he currently uses is heavy and does not fit him properly, which makes walking long distances painful. For this reason, his main goal is to earn enough money to buy a lighter and better-fitting prosthetic leg and improve his quality of life. Even though his medical and economic situation has been difficult, Alexis remains optimistic and determined to build a future connected to the countryside he loves.

Photos by Alexis Mesa

**Get in pairs and discuss.**



- What did you learn from Alexis’s story?
- How can technology make farming fairer and more sustainable?



His story has inspired his friends, Nando, Flor, and Andrés, who also study at rural schools. As you already know, they love to use technology in farming.



**Look** what Nando does in his routine.

Every morning, Nando checks his tablet to see data from the sensors in his greenhouse. The sensors measure temperature, humidity, and soil moisture. If the soil is too dry, an automatic irrigation system starts working immediately.

Nando also uses a small drone to monitor the crops. *“It saves me time and energy,”* he says. *“I can see which areas need attention without walking long distances.”* For him, as well as for Alexis, agricultural technology means independence and inclusion.

How are these gadgets useful for Nando?

The gadget	It is useful for Nando because...	I can think of another use...
tablet		
sensors		
automatic irrigation system		
drone		

Nando, Flor, and Andrés are developing a project to help small farmers use low-cost sensors. *'Technology shouldn't be only for big farms. We want everyone to benefit'*, says Flor.

**Look** at these photos and **think** of areas where sensors could be useful.



**Get into groups, surf the internet** and **find** examples of sensors that have been used to work on these areas. E.g. In School #19 in Salto, students wanted to develop a sensor to raise the walls of a greenhouse to allow the plants to get fresh air or rain.



**Take turns** and **share** your findings with the rest of the group.



In the future, Nando hopes to study Agricultural Engineering and promote the use of smart farming systems across Uruguay. *'If we use technology wisely'* he adds, *'we can feed the world without destroying the planet'*. He also knows technology can improve the lives of people, such as Alexis. Nando and Alexis propose some challenges, **do** them.

Help Nando **complete** the following challenges.

**1** Match the words with their meanings.



	Word		meaning
1	yield	a	a system for supplying water to plants
2	greenhouse	b	a building made of glass used for growing plants
3	irrigation	c	the total amount of crops produced
4	sensor	d	a device that detects or measures changes
5	sustainable	e	using resources in a way that protects the environment

**2** Use the words from the previous exercise to **fill in** the gaps. Be careful, you may need to make changes to them.



- 1 Farmers use \_\_\_\_\_ to measure the humidity in the soil.
- 2 The \_\_\_\_\_ helps plants grow even in cold weather.
- 3 To save water, many farms now use smart \_\_\_\_\_ systems.
- 4 Increasing crop \_\_\_\_\_ is one of the main goals of modern agriculture.
- 5 Renewable energy helps make farming more \_\_\_\_\_.

**3** Fill in the gaps with ONE word.



- 1 Agriculture \_\_\_\_ changed a lot in recent years.
- 2 Modern tools such \_\_\_\_ drones help farmers save time.
- 3 The data \_\_\_\_ collected automatically by sensors.
- 4 Farmers \_\_\_\_ use these systems can produce more food.
- 5 Smart technology \_\_\_\_ become essential for sustainability.

## 4 Transform the sentences but keep the same meaning.



- 1 Technology is changing farming. → Farming \_\_\_\_\_.
- 2 People use drones to check crops. → Drones \_\_\_\_\_.
- 3 Farmers have improved irrigation systems. → Irrigation systems \_\_\_\_\_.

Flor is interviewing Alexis on the local radio station.  
**Get into groups** of 4. Each member will have a role.



Flor: journalist



Nando: sound technician



Alexis: student and young farmer



Andrés: joins later to ask questions about inclusive technology

### Topics to discuss:

- Alexis's daily work with technology
- Benefits of using drones and sensors
- Importance of accessibility in agriculture

Within the groups, **discuss** the questions you have. Don't forget to keep the roles assigned.



### Useful expressions

- I believe... .
- In my opinion... .
- That's true, but... .
- I completely agree... .
- I'm not sure about that... .



## Project Agriculture in 2050: My vision of a Smart Farm



**Get in pairs** and **design** a poster or infographic showing your idea of a future farm. **Include:**

- Three technological tools you would use
- Their benefits for the environment
- How these tools help people work more efficiently and inclusive
- A short written explanation (80–100 words)

# 2 Careers in agricultural technology

**Get in pairs** and **discuss**.



- 1 What kind of jobs exist in agriculture in Uruguay today?
- 2 How is technology creating new careers in farming?
- 3 Which of these would you like to do: design machines, analyse data, or work outdoors? Why?



**Look** at the UTU website and **find** options of careers in agriculture, and more specifically, in agricultural technology.



- **Agricultural engineer**
- **Drone operator**
- **Soil data analyst**
- **Agtech entrepreneur**



How can devices help these people?  
**Discuss** your choices with a partner.



Carlos, one of Nando's teachers, always loved technology, but he also wanted to work outdoors. When he graduated from the agricultural technical school, he found the perfect balance – he became a Precision Farming Consultant. Read his routine.



## A day in the life of a precision farming consultant

Every morning, Carlos visits local farms in Canelones to help farmers use GPS and sensor data to improve productivity. First, he checks the data collected by drones and soil sensors. Then, he prepares digital maps showing which areas need more fertilizer or irrigation.

At lunchtime, he usually meets clients online from his office to discuss the results. Many farmers are not familiar with these tools, so Carlos explains everything in simple language. *"My job is not only about numbers,"* he says. *"It's about helping people understand how technology can make their work easier."*



Pablo, his friend, also dreams of a career in agricultural technology. He is more interested in research and innovation. *"Maybe one day I'll work in a lab creating new sensors,"* he laughs.

Different paths, same goal: using technology to feed the world responsibly.



Choose the correct answer (A, B, or C) that best answers the question.

- 1 Carlos's job combines
  - A) office work and manual labor.
  - B) technology and nature.
  - C) marketing and sales.
- 2 He helps farmers by
  - A) selling fertilizers.
  - B) designing irrigation systems.
  - C) analyzing digital data.
- 3 Farmers need his help because
  - A) they don't understand the data.
  - B) they don't trust technology.
  - C) they can't afford new tools.
- 4 Where does Carlos work?
  - A) In his office
  - B) In farms around Canelones.
  - C) Both A and B
- 5 Pablo's dream job is connected to
  - A) teaching.
  - B) lab research.
  - C) field work.

Carlos has inspired others to pursue a career in smart agriculture. Camila is one of the people who has been inspired. She is still undecided about what to do. **Match** the job titles with their descriptions



Job		Description	
1.	Agricultural engineer	a.	Studies data to make predictions about crops
2.	Drone operator	b.	Uses aerial images to check crops and fields
3.	Soil data analyst	c.	Designs machines and systems for efficient farming
4.	Agtech entrepreneur	d.	Creates and sells new technology for farms
5.	Precision farming consultant	e.	Advises farmers on how to use digital tools

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

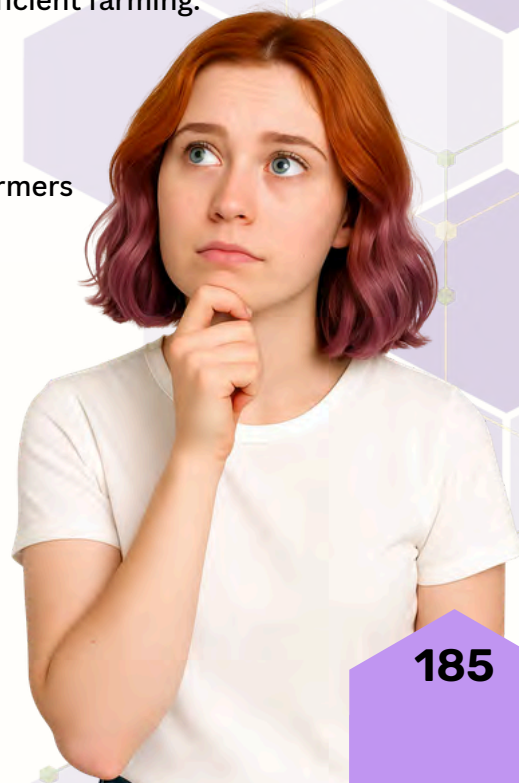
Which profession would you pursue if you were Camila? **Think** about that for a minute, **share** it with a classmate, and then with the whole class.



Using the words from the previous exercise, **complete** the sentences about Camila.



- 1 Camila wants to become a/ an \_\_\_\_\_ to develop new technological tools.
- 2 A \_\_\_\_\_ designs smart irrigation systems for efficient farming.
- 3 A \_\_\_\_\_ collects and interprets soil data.
- 4 A \_\_\_\_\_ uses drones to monitor crops.
- 5 Camila would like to work as a \_\_\_\_\_ helping farmers use technology.



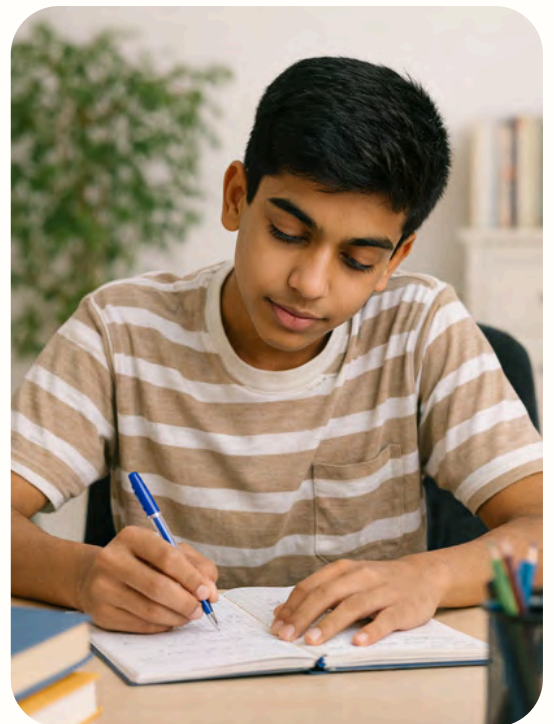
Nando wrote a short text for his UTU English class. It has some missing words. **Complete** the text with the correct option (A, B, or C).



Technology is changing the way farmers work. Today, many young people choose careers that combine science and the environment. A precision farming consultant, for example, helps farmers decide **1**\_\_\_ to plant and when to irrigate. The job requires good communication **2**\_\_\_ and technical knowledge. Some professionals work in offices, while others travel **3**\_\_\_ different farms. With the use of drones and data systems, agriculture **4**\_\_\_ becoming more efficient and sustainable. The future looks bright for students **5**\_\_\_ are interested in technology and nature.

- |          |                 |                  |                 |
|----------|-----------------|------------------|-----------------|
| <b>1</b> | <b>a</b> what   | <b>b</b> where   | <b>c</b> when   |
| <b>2</b> | <b>a</b> skills | <b>b</b> habits  | <b>c</b> styles |
| <b>3</b> | <b>a</b> on     | <b>b</b> through | <b>c</b> to     |
| <b>4</b> | <b>a</b> is     | <b>b</b> has     | <b>c</b> are    |
| <b>5</b> | <b>a</b> which  | <b>b</b> who     | <b>c</b> whose  |

**Get in pairs** and **compare** your answers.



Nando, Flor, and Andrés have discussed the future of agricultural technology. Now, it's your turn. **Get into groups** and **discuss**.



- 1** Which agricultural technology career would you like to have? Why?
- 2** What skills are important for someone who wants to work in this area?
- 3** How do you imagine agriculture in 20 years?

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



The local school is organizing a career fair where you have to convince others to pursue a career in agriculture.

**Prepare** a 1-minute presentation about a profession related to agriculture and **record** a video of it.



For example, an agtech business idea, an agriculture consultant, or a researcher, among other professions. **Use** the SOS box to help you.

- I'm responsible for... .
- I'm interested in... .
- I'd like to... because... .
- It's important to have good... .



## Project My future in AgTech



- **Create** a career profile (digital or printed) for your dream job in agricultural technology.
- **Include**
  - Job title
  - Responsibilities
  - Tools or technologies used
  - Skills required
  - A photo or drawing representing your role

# 3 Precision agriculture

In modern times, agriculture can use devices to be more precise and efficient. This is a list of devices that Nando uses in his daily life.

**Look up** the meaning of these words on the internet before reading the text and **define** them.



- GPS
- sensors
- data analytics
- drone
- efficiency

Flor's family owns a small vegetable farm in San José. She convinced her parents to try precision agriculture. **Read** her account that appeared in the local newspaper.



## THE DAILY NEWS

World • Business • Technology • Lifestyle • Travel • Sports • Finance

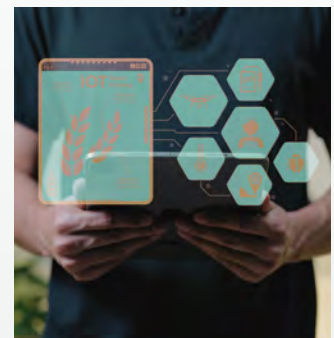
05/10/2026

### Farming with precision

*My family owns a small vegetable farm in San José. For years, they used traditional methods: manual irrigation, fixed fertilizer schedules, and paper notebooks to record production. But things changed when I convinced my parents to try precision agriculture.*

Now, the farm has small sensors placed in the soil. These sensors collect information about temperature, moisture, and nutrients. Every day, the data is sent to my phone through an app. When the soil becomes too dry, the app sends an alert and activates the irrigation system automatically.

Pablo helps me analyse the data using a computer program. Together, we create maps that show which parts of the field need more water or fertilizer. "Before, we used to water everything the same way," says Flor's father. "Now we save 30% of our water."



Nando, Flor's friend, visits the farm to help set up a GPS-guided tractor. It plants seeds in straight lines and avoids overlapping, which saves seeds and fuel. "Precision agriculture is not only for large farms," Nando explains. "With simple tools and data, small farmers can also increase productivity."

In my opinion, precision farming means efficiency, sustainability, and progress.

After reading Flor's account, **answer** these questions.



- 1 Where is the family farm located, and what did they produce?
- 2 What traditional farming methods did the family use before switching to precision agriculture?
- 3 How do the sensors and the app help manage the farm more efficiently?
- 4 What changes did Pablo, Flor's father, and Nando help introduce to the farm?
- 5 According to the text, what are the benefits of precision agriculture for small farmers?

Flor was invited to a radio program to talk about her family's farm. During the interview, the host and Flor discussed different aspects of her experience. **Complete** their dialogue with the correct form of the words in



>

**Journalist:** What is the benefit of using sensors in agriculture, Flor?

**Flor:** If we use sensors, we ① \_\_\_\_\_ (save) water.

**Journalist:** Does this affect how plants grow and the amount of nutrients they get?

**Flor:** Yes. Plants ② \_\_\_\_\_ (grow) better if they get enough nutrients.

**Journalist:** And isn't there any possibility for the plants to receive too much water? For example, if it rains?

**Flor:** Not at all. If it ③ \_\_\_\_\_ (rain), the system will stop watering.

**Journalist:** Interesting! This is a great benefit of automation! And do you support the use of these gadgets with empirical knowledge?

**Flor:** Yes, definitely. We carry out a lot of research. We'll improve productivity if we ④ \_\_\_\_\_ (collect) good data.

**Journalist:** Great! Would you recommend farmers to use this new technology?

**Flor:** Yes! If farmers adopt new technology, they ⑤ \_\_\_\_\_ (reduce) costs.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



How much do you know about precision technology so far?  
**Fill in** the gaps with **ONE** word.



Precision agriculture is one of the most important innovations

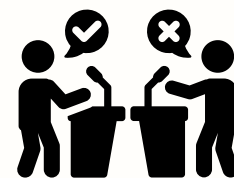
**1** \_\_\_\_\_ modern farming. It helps farmers use water, fertilizer, and fuel more efficiently. Sensors collect data **2** \_\_\_\_\_ the soil, while GPS systems guide tractors in straight lines. This technology is not only useful **3** \_\_\_\_\_ large farms – small farmers can benefit too.  
**4** \_\_\_\_\_ they have access to basic tools and training, they can produce more food with fewer resources. The result is higher yields and a healthier planet for **5** \_\_\_\_\_ everyone.

## Farming debate

**Divide** the class into two groups.

- **Group A:** Precision farming is essential for the future.
- **Group B:** Traditional methods are more natural and reliable.

Each group **prepares** 5 arguments and then **presents** them in class.



### useful expressions

- I believe that...
- From my point of view... .
- That's true, but... .
- On the other hand... .
- I agree to some extent... .



# 4 The role of drones

**Get in pairs and discuss.**



- What modern technologies do farmers use today?
- Have you ever seen a drone? Where? What for?
- Do you think drones can help farmers? How?
- Would you like to learn how to use a drone? Why / Why not?

Flor found a text about drones.

**Look** at the title: *'Eyes in the Sky: Drones on the Farm'*.

- What do you think this text will be about?
- What jobs on a farm could be easier with a drone?

**Read** the article and **choose** the correct answer.



**TECHNOLOGY | 2026**

## EYES IN THE SKY: drones on the farm

Drones are becoming an important tool in modern agriculture. They are small flying devices that can take photos, record videos, and collect data from the air. Farmers use drones to monitor crops, check soil conditions, and detect problems such as pests or diseases.

One of the main advantages of drones is speed. A drone can inspect a large field in just a few minutes, which saves time and money. With special cameras, drones can also show which parts of a field need more water or fertilizer. This helps farmers use resources more efficiently.

In Uruguay and many other countries, agricultural schools are starting to teach students how to use drones. Learning to work with this technology prepares future farmers for a more precise, sustainable, and modern way of farming.



1 What is one main use of drones in farming?

- a To replace farmers.
- b To collect information from fields.
- c To plant seeds.

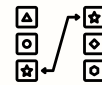
3 What do agricultural schools do with drones?

- a Sell them.
- b Teach students how to use them.
- c Use them for videos only.

2 Why are drones useful?

- a Because they are toys.
- b Because they are slow.
- c Because they save time and help use resources better

**Help** Flor complete this task and **match** words and definitions.



- 1. Monitor
- 2. Detect
- 3. Resources
- 4. Efficient
- 5. Data

- A. To find something
- B. Information, facts, numbers
- C. Things like water, energy, money
- D. To watch or check
- E. Working without wasting time or energy

**Complete** these sentences with the correct word.



- 1 A drone is a device \_\_\_\_\_ takes photos of crops.
- 2 Farmers use software \_\_\_\_\_ helps them analyze data.
- 3 A farmer is a person \_\_\_\_\_ works with plants and animals.

### Relative clauses

- A drone is a machine **that** flies over fields.
- Farmers use cameras **which** detect problems.
- A technician is a person **who** works with technology.



**Get in pairs** and **discuss.** 

**Drones will be essential for future farming.**

Do you agree / disagree / partly agree?

**Give** a reason and an example to support your opinion.

**Write** a text (90–110 words) answering the following question. 

**How can drones help farmers in Uruguay?**

Include:

- At least two uses of drones
- One advantage (time, money, resources, environment, etc.)
- Your opinion about this technology

**How can drones help farmers in Uruguay?**

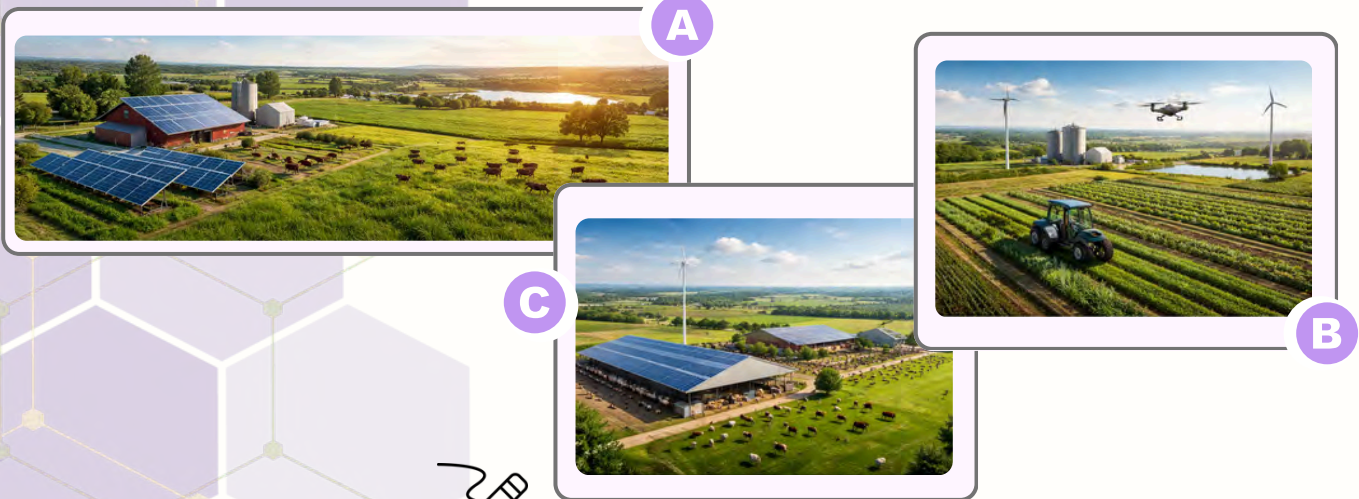
Drones help us see the farm from the air. But on the ground, new machines and smart tools are also changing how farmers work every day.

# 5 Automated farm machinery

**Look** at the pictures of modern farms. **Get into small groups** and **discuss** these questions.



- What kinds of machines are used on farms today?
- Which of these machines need a driver? Which don't?
- How can robotics help farmers save time or money?



**Take notes and answer.**



- Which jobs on a farm could be done by machines in the future?
- Would you prefer to work with machines or without machines? Why?

>

---

---

---

---

---

---

---

---

---

---

So far, we've talked about machines in general. Now let's learn the names of some modern automated machines used on farms.

**Match** the machine with its function. 

<b>machine</b>		<b>Function</b>	
<b>1.</b>	Autonomous tractor	<b>a.</b>	Plants seeds automatically
<b>2.</b>	Robotic harvester	<b>b.</b>	Performs field tasks without a human operator
<b>3.</b>	Automatic feeder	<b>c.</b>	Provides food to animals
<b>4.</b>	Seeding robot	<b>d.</b>	Collects fruits or vegetables
<b>5.</b>	GPS guidance system	<b>e.</b>	Helps machines move precisely

1- \_\_\_\_ 2- \_\_\_\_ 3- \_\_\_\_ 4- \_\_\_\_ 5- \_\_\_\_

**Get in pairs and answer.**

- Which of these machines do you think is the most useful? Why?
- Which one would you like to see working on a farm in Uruguay?



**Read the text and answer.**

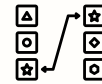
- How does technology change farm work?



Today, many farms are using automated machinery to work faster and more efficiently. Autonomous tractors can work without a driver, and GPS systems help machines move very precisely in the fields. Robotic harvesters can collect fruit and vegetables with less waste. Because of these changes, many agricultural schools now include robotics and technology in their programs as they want students to be ready for the future of farming, where technology and agriculture work together.

In a modern farm, many processes are done using technology.

**Match** the images (1–6) with the correct descriptions (A–F).



- A.** Grain is stored in large silos before it is transported for distribution.
- B.** Crops are harvested by autonomous machines during the harvest season.
- C.** Fields are mapped by GPS systems to improve precision.
- D.** Grain is sorted and cleaned automatically after harvesting.
- E.** Data is analyzed by digital software to identify productive areas.
- F.** Crops are monitored by drones and ground sensors throughout the growing season.

Now that you have matched each image with its description, decide the logical order of the smart harvest process. **Write** the correct sequence (1–6) using the letters.



1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Get in pairs, choose** a machine and **answer:**



- What does it do?
- Who uses it?
- What problem does it solve on a farm?

**Write** an answer to this question in about 100 words.



## How can robotics change farming in Uruguay?

**Include**

- At least 2 machines
- At least 1 advantage
- At least 1 possible problem or challenge

**Swap** texts and **underline:**



- A good idea
- A sentence that can be improved

# 6 Smart irrigation systems

Take notes to answer these questions.

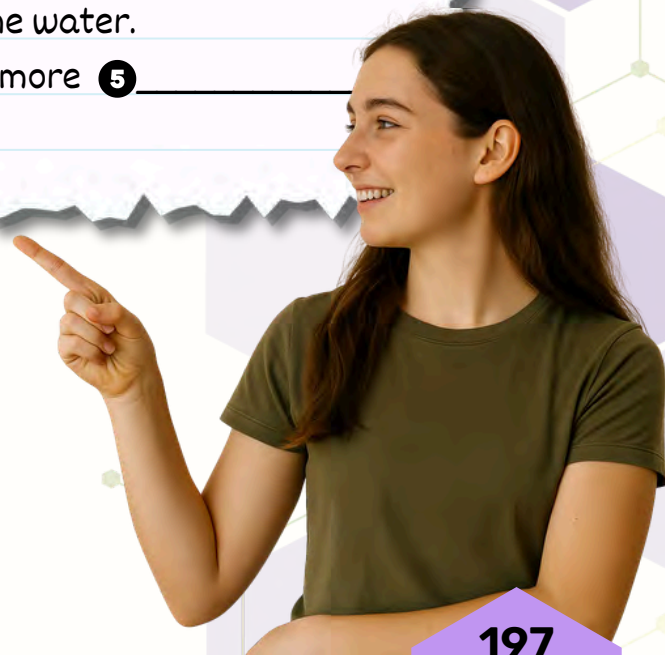
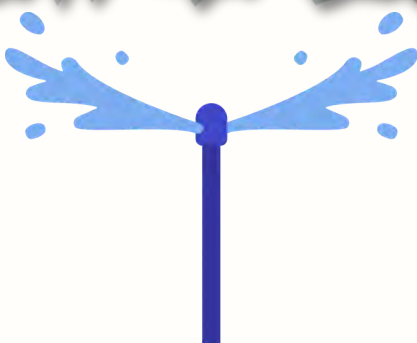


- Why is water management important for farmers in Uruguay?
- What happens when crops get too much or too little water?

Listen to Flor talking about her project and fill in the blanks with the missing information.



Last semester, our team built a smart irrigation system for the school greenhouse. We installed ① \_\_\_\_\_ in the soil, connected to a ② \_\_\_\_\_ that turns the water on when it's too dry. We also used ③ \_\_\_\_\_ to stop watering when it rains. The system saved ④ \_\_\_\_\_ of the water. I learned that technology can make farming more ⑤ \_\_\_\_\_ and intelligent.



**Draw** a diagram of a smart irrigation system for your school garden.  
**Label** the parts.



**Get in pairs** and **explain** your diagram to a partner.  
**Answer** any question he/she may have.



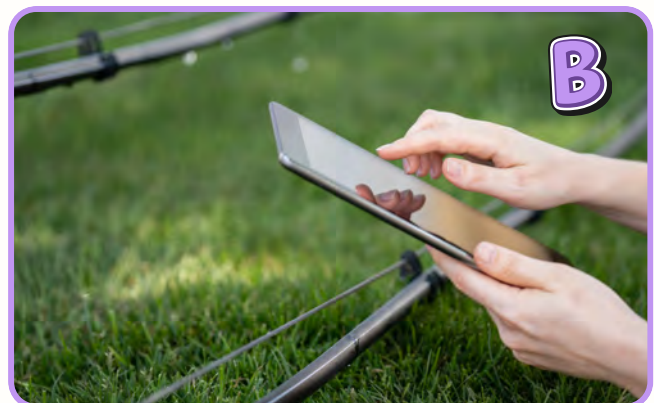
**Get into small groups.**

**Look** at the two pictures. They show different irrigation systems.  
You have about two minutes to **discuss** the following questions:



- How are the two irrigation systems different?
- What kind of farms might use each one?
- Which are their possible benefits and problems?

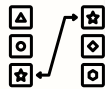
At the end, decide which system you think is better and explain why.



# 7 Data analysis in agriculture

**Match** the words with their definitions.

1.



1. Big data
2. AI (Artificial Intelligence)
3. Predictive analysis
4. Yield

- A. using data to guess what will happen in the future
- B. the amount of crops a farm produces
- C. very large sets of information that can be analyzed
- D. computer systems that can “think” and make decisions



**Complete** the sentences.



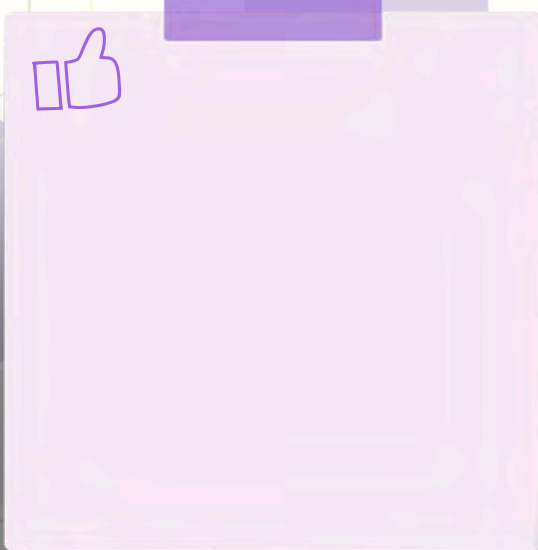
- 1 AI helps farmers predict \_\_\_\_\_.
- 2 Flor analyzes soil data to \_\_\_\_\_.
- 3 Pablo compares yields to \_\_\_\_\_.
- 4 Big data can help farmers make better \_\_\_\_\_.

**Look** at the images of modern farms and **discuss** the questions below.



- What kinds of machines are used on farms today?
- Which machines need a driver? Which don't?
- How can data and technology help farmers save time or money?

**Make** a list and **include** the advantages and disadvantages of using data in farming



**Decide** your opinion:

Is data more important than experience?



**Write** two reasons for your choice.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Write** about:

- why data is useful for farmers
- why experience is still important
- your own opinion



**Tips for students:**

- **Write** 2–3 short paragraphs
- **Use** linkers: First, However, For example, In my opinion..., .
- **Give** at least one example

### useful expressions



- I think that... .
- In my opinion... .
- For example... .
- On the one hand, ... .
- On the other hand, ... .
- This helps farmers to... .

**Get into groups** and **discuss**.



- Which is better for farming: experience or data? Why?
- Can a farmer use both? How?
- Do you think small farms can use technology like big farms?

# 8 Technological advances in pest control

Imagine this situation, tomorrow morning you discover that insects are attacking your crops. What would you do first?

**Choose** ONE option and be ready to explain your decision.

- A) Spray chemical pesticides immediately
- B) Wait and observe the situation
- C) Use technology (smart traps, sensors, cameras)
- D) Use natural enemies (biological control)



**Discuss** in small groups.

- Why did you choose this option?
- Which could be the advantages?
- What could go wrong?



**Match** the terms with their definitions.



Terms		Definitions	
1.	Biological control	a.	Technology that uses sensors or cameras to detect insects
2.	Smart traps	b.	Farming that avoids harming the environment in the long term
3.	Genetic solutions	c.	Methods that use natural enemies to reduce pests
4.	Sustainability	d.	The ability of plants to survive attacks from insects or diseases
5.	Crop resistance	e.	Changing plants so they can protect themselves from pests

1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_ 5. \_\_\_\_\_

**Use** three of the words above to complete the sentences.



- 1 Thanks to \_\_\_\_\_, farmers can reduce the use of chemicals.
- 2 \_\_\_\_\_ allow farmers to know exactly when pests appear.
- 3 Improving \_\_\_\_\_ can increase yields and lower costs.



## FIGHTING PESTS THE SMART WAY

In the past, farmers depended mainly on chemical pesticides to protect their crops. Although these products were effective, they often caused environmental damage and harmed useful insects as well. Today, many farmers are turning to smarter and more sustainable solutions. One example is the use of smart traps, which are equipped with cameras and sensors. These devices can identify specific insects and send information directly to the farmer’s phone or computer. As a result, farmers can act quickly and only when it is really necessary, instead of spraying entire fields.

Another important strategy is biological control. For instance, ladybugs are used to reduce aphid populations naturally. This method not only protects crops, but also helps maintain a healthy ecosystem. In addition, some scientists are developing genetically resistant plants, which are able to defend themselves against certain pests without the need for chemical treatment.

Flor’s class recently tested these new methods, and the results were encouraging. However, some experts argue that technology alone is not enough. They believe that farmers still need experience and careful planning to avoid new environmental problems in the future.

**1** What is the main advantage of smart traps, according to the text?

- A) They completely replace farmers.
- B) They reduce the need for unnecessary spraying.
- C) They are cheaper than all other methods.
- D) They work without electricity.

**2** Why is biological control described as beneficial?

- A) It kills all insects on the farm.
- B) It increases the use of chemicals.
- C) It protects crops while helping the ecosystem.
- D) It works faster than smart traps.

**3** What does the writer suggest in the last paragraph?

- A) Technology will soon replace farmers’ experience.
- B) Genetic solutions are dangerous.
- C) Farmers should only use traditional methods.
- D) Technology should be combined with human judgment.

**4** The general tone of the text is:

- A) completely critical of technology.
- B) neutral and uninterested.
- C) cautiously optimistic about new solutions.
- D) focused only on problems.



**Join** the sentences using a relative clause. Go back to *page 192* to revise this topic.



**1** A drone is a tool. It is used to monitor crops.

A drone is a tool \_\_\_\_\_.

**2** Flor tested a method. The method reduced the use of chemicals.

Flor tested a method \_\_\_\_\_.

**3** Smart traps are becoming more common. They use cameras and sensors.

Smart traps, \_\_\_\_\_, are becoming more common.

**4** Farmers need experience. Experience helps them make better decisions.

Farmers need experience \_\_\_\_\_.



**Write** a text between 140–190 words and **answer**.

How can technology make pest control more sustainable?

In your answer, you should:

- explain at least two technological solutions
- mention possible advantages and disadvantages
- give your opinion about the future of pest control

### Useful Expressions

- An advantage of this method is... .
- However, it should be considered that... .
- For instance... .
- In my view... / I believe that... .
- In the long term... .



**Get into small groups** and **discuss** these questions.



- Do you think technology can replace chemical pesticides completely? Why / why not?
- Which method seems more reliable: smart technology or biological control?
- What risks could new technologies create in agriculture?

# 9 Sustainable agricultural practices

How sustainable are these practices? **Do** the activity below.

## Sustainable or not?

For each practice, complete with the option that best matches your opinion.

A) Good for the environment  
B) Harmful  
C) It depends

1	Using pesticides to stop an insect attack	<input type="checkbox"/>
2	Rotating crops each season	<input type="checkbox"/>
3	Composting food and plant waste	<input type="checkbox"/>
4	Using chemical fertilizers to increase production	<input type="checkbox"/>
5	Installing irrigation systems	<input type="checkbox"/>
6	Reducing the use of chemicals	<input type="checkbox"/>
7	Burning waste after harvest	<input type="checkbox"/>
8	Throwing animal waste into rivers	<input type="checkbox"/>
9	Protecting local biodiversity	<input type="checkbox"/>
10	Growing only one high-yield crop to maximize profits	<input type="checkbox"/>

**Get in pairs** and **discuss** these questions.



- Which actions seem clearly positive?
- Which actions are clearly negative and why?
- Which ones are debatable? Why?

**Read** this text about sustainable agriculture in northern Uruguay.  
**Decide** if the statements are *true* or *false*.



In northern Uruguay, an increasing number of farms are adopting sustainable agricultural practices in order to reduce environmental impact and ensure long-term productivity. By rotating crops and limiting the use of chemical pesticides, farmers can protect soil quality and encourage biodiversity. These methods not only improve harvests over time, but also reduce the risk of damaging local ecosystems.

Schools are also beginning to play an active role in this process. For example, Nando's school has started a composting project that recycles organic waste from the cafeteria and nearby farms. The compost is later used in school gardens, creating a practical link between environmental education and real agricultural work. As a result, students are not only learning about sustainability in theory, but also applying it in daily practice.

However, adopting sustainable methods is not always easy. It often requires training, investment, and cooperation between farmers, schools, and local communities. Even so, many experts agree that sustainable agriculture is no longer just an option, but a necessity for the future of farming.

- 1 Crop rotation improves soil quality. \_\_\_\_\_
- 2 The compost project is only theoretical. \_\_\_\_\_
- 3 Sustainable methods always require less effort and money. \_\_\_\_\_
- 4 Schools can help connect theory and practice. \_\_\_\_\_

**Read** the text again and **choose** the best answer.



- 1 The main purpose of the text is to...
  - A) criticise modern farming.
  - B) describe problems in rural schools.
  - C) explain why sustainable agriculture is important.
  - D) compare old and new farming methods.
- 2 The phrase "as a result" in paragraph 2 is used to...
  - A) add an example.
  - B) show a contrast.
  - C) explain a cause.
  - D) introduce a consequence.
- 3 The writer suggests that sustainable agriculture...
  - A) is easy to apply everywhere.
  - B) is only useful for schools.
  - C) needs cooperation and planning.
  - D) is already used by all farmers.

**Reorder** the words to form a coherent sentence



**1** agriculture / investment / often / requires / sustainable / training / and

\_\_\_\_\_

**2** students / by / learn / doing / more / can

\_\_\_\_\_

**Complete** the text using one word in each gap.



Sustainable farming is not only about protecting the environment, **1** \_\_\_\_\_ also about thinking of future generations. If schools and farmers work **2** \_\_\_\_\_, they can create projects **3** \_\_\_\_\_ benefit the whole community.

**Put** these sentences in the correct order to form a coherent paragraph.



- a** - \_\_\_\_\_ Finally, measuring outcomes helps improve future projects.
- b** - \_\_\_\_\_ Schools can also host workshops for local farmers and students.
- c** - \_\_\_\_\_ By combining education, practice, and partnerships, sustainability becomes real.
- d** - \_\_\_\_\_ Community partnerships broaden perspectives and share responsibilities.

**Listen** to Andrés talking about his idea of a renewable farm and **complete** the text with the missing words.



At our cooperative, we're testing **1** \_\_\_\_\_ to power the irrigation pumps. We also installed a small **2** \_\_\_\_\_ that produces electricity on windy days.

Next year, we want to invest in **3** \_\_\_\_\_ from animal waste to heat the greenhouses. Although the initial investment is high, renewable energy helps us reduce long-term **4** \_\_\_\_\_ and protect the environment.



## Writing



### Option 1 - Report

You have been asked by your school principal to evaluate how your school can promote sustainable agriculture.

**Write** a report describing the current situation and suggesting practical actions the school could take.

In your report you should:

- describe ways the school can support sustainable practices
- explain the benefits of these actions for students and the environment
- make clear recommendations for future projects

**Write** 140–190 words.

→ You can look back at Unit 4, Lesson 7 to review the structure and writing tips for reports.

### Option 2 - Article

You have been asked to write an article for your school magazine about the future of agriculture in Uruguay.

**Write** an article answering the question: “Why is renewable energy important for the future of agriculture in Uruguay?”

In your article, you should:

- mention at least two renewable energy sources
- explain their economic and environmental benefits
- give your opinion and support it with reasons and examples

**Write** 140–190 words.


#### WRITING TIP!



#### **Article** - Exam preparation (Quick guide)

An **article** is a semi-formal piece of writing. It is usually written for a magazine or website and aims to inform and interest the reader.

- An article must have a title that attracts the reader’s attention.
- It is organized with a clear introduction, body paragraphs and a conclusion.
- It answers the question and stays focused on the topic.
- Each paragraph develops one main idea.
- It uses examples, reasons or real-life situations to support ideas.
- It includes the writer’s opinions and may include suggestions.
- The tone is semi-formal and engaging (not too academic or too informal).
- Use linking words to connect ideas clearly (*for example, because, however, as a result, in addition*).

**Get into small groups and discuss.** 

Sustainability is not only about how we grow food, but also about how we use energy and resources on farms. In the next lesson, we will explore renewable energy and the future of farming.



- What sources of energy are commonly used on farms in Uruguay today?
- What problems can traditional energy sources cause?
- Which renewable sources (solar, wind, bioenergy) do you think are most useful for rural areas? Why?

Your school wants to include renewable energy education in the agriculture program.

**Get in pairs and discuss.** 

- Which renewable energy source would be most useful for your region?
- What could it be used for on a farm (irrigation, heating, electricity, etc.)?
- What are the advantages and possible difficulties it offers?

Try to **reach** a joint decision and be ready to **explain** your choice.

## Project



- **Research** renewable energy projects in Uruguay (e.g. wind farms, solar parks, bioenergy plants).
- **Place** at least three projects on a map of Uruguay.
- **Choose** a project and prepare a short presentation including:
  - Where it is
  - What type of energy it uses
  - Why it is important for the country or for agriculture

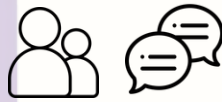
# 10 my identity as an agrarian student



Modern farming is not only changing because of clean energy, but also because of new technologies that help farmers protect crops more efficiently. But these changes don't only transform the field, they also transform people.

Today, being an agrarian student means building an identity between tradition, culture, and innovation. In this lesson, we will explore what being '*agrario/a*' means through music, real stories, and Uruguayan design.

**Get in pairs and discuss.**



- When someone asks you “What do you study?”, how do you answer?
- What does being an '*agrario/a*' mean to you?
- Which words describe you best as a student? (e.g. hard-working, curious, practical, resilient, creative, etc.)

**Share** one idea with the class.



Identity is not only what we study. It's also how we feel, what we value, and the culture we belong to.

**Listen** to the song '*El Agrario*' by Sin Estribos.

This group is led by Jorge Buñevaz and it is devoted to folk music.



While you listen, **take notes** about



- How the singer describes being '*agrario*'
- Feelings in the song (pride, effort, friendship, sacrifice, etc.)
- Words or phrases that call your attention



**Sin Estribos**

No querés ser abogado  
 No querés ser ingeniero  
 No querés ser un peludo  
 Pa'l agraria compañero  
 Estudiando y trabajando  
 Voy formando mi futuro  
 Convivencia es cosa seria  
 Eso si se los aseguro  
 Estadía semanal  
 Con gente de todos los pagos  
 O aprendés a convivir  
 O te retirás paisano  
 Agrario soy señor  
 Me calzo la bota de cuero  
 La boina y el mochilón  
 Probando la suerte en la ruta  
 Seguro algún camión  
 Con viento, con frío, con lluvia  
 Nos pegue un arrimón  
 Agrario soy señor  
 Orgullo que llevo prendido  
 Muy fuerte en el corazón  
 Escuela de vida que forma  
 Y despierta la vocación  
 En gurises que siempre buscan  
 Futuro mejor  
 Activando campeada  
 Arisquiando en el salón

Vamos todos pa' las mangas  
 Que la yerra comenzó  
 Hay facones afilaos  
 Y fierro pa' la marcada  
 Si se amansa al profesor  
 Capaz sale jineteada  
 Recordando aquellos tiempos  
 Que alegría a mí me dan  
 Lindo ser agrario che  
 Estudio, sacrificio y amistad  
 Agrario soy señor  
 Me calzo la bota de cuero  
 La boina y el mochilón  
 Probando la suerte en la ruta  
 Seguro algún camión  
 Con viento, con frío, con lluvia  
 Nos pegue un arrimón  
 Agrario soy señor  
 Orgullo que llevo prendido  
 Muy fuerte en el corazón  
 Escuela de vida que forma  
 Y despierta la vocación  
 En gurises que siempre buscan  
 Futuro mejor  
 Agrario soy señor  
 Laralalala laralalala larairairá  
 Laralalala laralalala larairairá  
 Agrario soy señor

Photo and lyrics by Jorge Buñevaz



**Get into small groups and discuss.**



- 1 How does this song relate to the way you feel about studying Agrario?
- 2 Which verse or idea represents students at UTU? Why?
- 3 Do you think music is a good way to show identity? Why / Why not?



SINESTRIBOSPDU

How does the song 'El Agrario' represent the life of agrarian students?

**Write** your answer in 60–80 words.



.....

Music is a great way of letting our identity show. Do you know Jose Damiani? **Read** this text and **answer** the questions below.



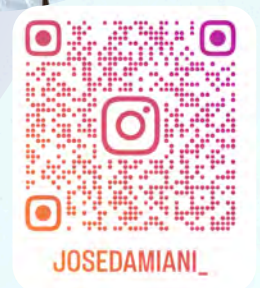
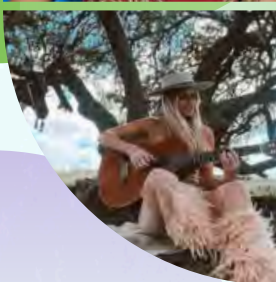
# Jose Damiani



Jose Damiani is a Uruguayan singer and songwriter from Montevideo who blends folk and pop music with contemporary styles. She began performing in local bars and later sang in important venues such as the Auditorio Nacional del Sodre, where she presented her first album, “Viviendo hoy”.

Her music mixes traditional folk elements with pop influences. Many of her songs talk about life in rural Uruguay, the dreams of young people who leave their hometowns, and personal topics such as identity and self-love.

Jose studied guitar with Eduardo Larbanois and has worked with other Uruguayan musicians. She continues to release new music and perform in different parts of the country.



Photos by Jose Damiani

- 1 Where did Jose Damiani start her music career, and which important venue did she later perform in?
- 2 What themes and musical styles are present in Jose Damiani’s songs?
- 3 How do Jose Damiani’s background, musical training, and the themes of her songs reflect a connection between traditional Uruguayan culture and contemporary life?

**Get into small groups** and **choose** a song by Jose Damiani.

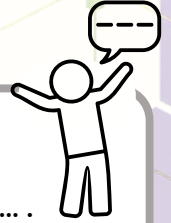


**Discuss:**

- Why did you choose it?
- What message does it have?
- Why would it be good for other people to listen to it?



**Prepare** a short oral explanation (1–2 minutes per group).



**useful expressions**

- We chose this song because ...
- The main message of this song is ...
- This song talks about ...
- We think other people should listen to it because ...
- In our opinion, this song is important because ...

**Choose** another Uruguayan musician and find this information from reliable sources.

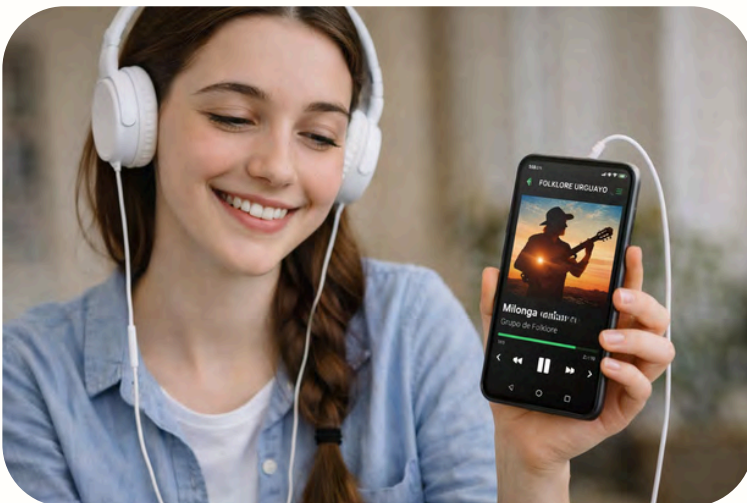


- Full name
- Birthplace and birth date
- Career beginnings
- Important works or achievements
- One personal detail (influences, challenges, etc.)

**Write** a text of 100–120 words. Remember to include:



- an introduction sentence
- 3–4 body sentences
- a concluding sentence explaining why this person is important or interesting





Uruguay has a strong rural tradition. Agriculture, livestock production, and leather craftsmanship have shaped the country's identity for generations. However, in recent years, parts of the national industry have faced challenges, and many traditional trades have declined.

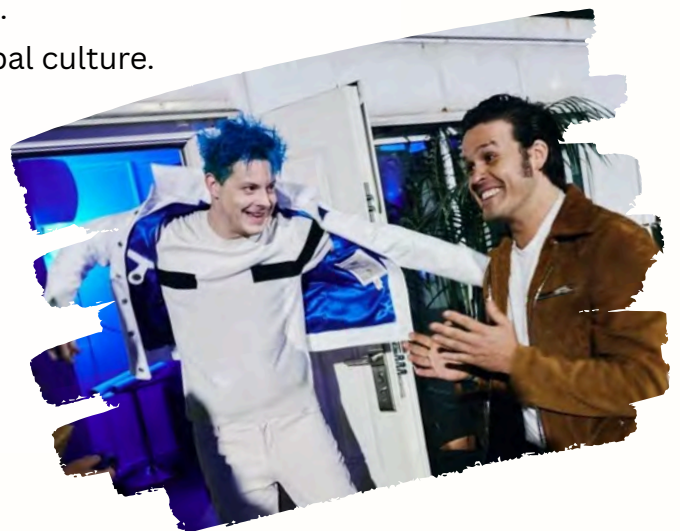
At the same time, globalization and the English language have created new international opportunities. In the following listening, you will hear the story of a young Uruguayan entrepreneur who connects rural roots and traditional craftsmanship with global markets.

You will hear the story of a young Uruguayan entrepreneur who connects traditional craftsmanship with international markets. As you listen, **think** about how rural roots, education, and global experience can work together to create new opportunities.

**Listen** and **choose** the best answer (A, B, or C).



- 1** Why did Gustavo leave his previous job?
  - a** Because he wanted to travel more.
  - b** Because he did not feel satisfied with his job anymore.
  - c** Because he received a better job offer in the U.S.
  
- 2** What helped Gustavo gain confidence to grow his business?
  - a** His university degree
  - b** His family's financial support
  - c** An internship program in the United States
  
- 3** What makes OTRA different in the international market?
  - a** It produces cheap mass-market clothing.
  - b** It connects Uruguayan identity with global culture.
  - c** It only sells products inside Uruguay.
  
- 4** What is Gustavo currently working on?
  - a** Opening a new store in England
  - b** Writing a book about traditional trades
  - c** Studying a new university degree



**Read** about this Uruguayan company. It connects tradition, design, and identity. Then, **answer** the questions below.



**FASHION & TRADITION | 2026**

## KEEPING URUGUAYAN CRAFTSMANSHIP ALIVE

OTRA is a Uruguayan fashion brand with a strong identity that promotes the national industry by preserving traditional craftsmanship and using locally produced raw materials. Its main objective is to keep Uruguayan artisanal traditions alive while creating high-quality products that reflect the country's cultural heritage.

The brand's philosophy is deeply connected to history and emotion. OTRA sees leather as a living material that carries the memory of past generations. Each piece is created by combining ancestral knowledge with contemporary design, allowing tradition and innovation to coexist.

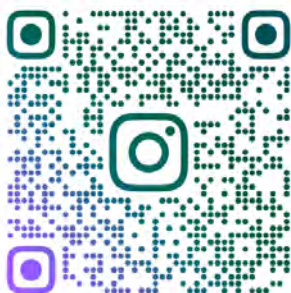


OTRA is also committed to sustainable craftsmanship. It uses vegetable-tanned leather and natural fibers, selected through ecological processes that respect both the environment and local industry. Its workshop in Ciudad Vieja, Montevideo, brings together different generations of craftspeople, ensuring that every handcrafted piece reflects quality, passion, and attention to detail.

The team is multi-generational and multi-skilled. Each member brings their own strengths to the group, and together they maintain a culture of collaboration and progress as a unit. They bridge the gap between past and future generations of craftspeople in Uruguay by learning the trade from one another.



Photos and material by Gustavo Rodríguez Olivera



OTRA.WORKSHOP

- 1 What is one of OTRA's main objectives?
- 2 What does the text suggest about leather?
- 3 How does OTRA combine tradition and innovation?
- 4 Why is the workshop in Ciudad Vieja important?
- 5 How is the team described?

The brand name OTRA comes from the title of an American song related to the idea of the journey we take. The title is made up of words that match these letters. Can you guess which song it is? 🎵



O T R A

**Match** important terms connected to the brand and their meaning.



1 heritage

2 ancestral

3 craftsmanship

4 sustainable

a Connected to protecting the environment

b Skills involved in making things by hand

c Passed down from previous generations

d Cultural traditions and history of a country



1- \_\_\_\_\_ 2- \_\_\_\_\_ 3- \_\_\_\_\_ 4- \_\_\_\_\_

In your opinion, why is it important for brands like OTRA to preserve traditional craftsmanship while innovating?

**Visit:**

- <https://otraworkshop.com/>
- <https://www.instagram.com/otra.workshop/>



**Choose** one product and describe:


- What it looks like
- Where you would wear/use it
- What “extra value” it gives you (identity, quality, tradition, etc.)



Last, but not least, let's learn about another Uruguayan company strongly related to the rural area.

Before you read, **look** at the name BRONCA.

- What emotions or ideas does this word suggest to you?
- What kind of company do you think BRONCA might be? Why?

**Discuss** these questions. 

- Can a brand have a social mission?
- Do you know any companies that combine business and social impact?

**Read** the text quickly and **choose** the best summary.  

- The text explains how a footwear company became famous for its fashion designs.
- It tells the story of two brothers who turned a personal experience into a brand with a social mission.
- The article describes the problems of poverty in Uruguay and the history of rural education.
- It focuses mainly on the technical process of making espadrilles.



# Our Story : The Origin of BRONCA

BRONCA was born in 2018, founded by twin brothers José Ignacio and Juan Pablo Portela. Born in Montevideo and raised in a small rural town in Uruguay, when they were children—at just six years old—they used to ride 15 kilometers on horseback to school every morning at 6 a.m., wearing espadrilles and ponchos. There, they discovered that many of their classmates ate only once a day because of the poverty of the time. That reality left a deep mark that stayed with them for 30 years.



The final turning point came in 2018, when they were already adults. On the way to a barbecue with friends, surrounded by food and excitement, they saw someone going through the trash looking for something to eat. The contrast was heartbreaking—how much they had, and how much others lacked. They ended up giving that person a bag of meat, but the image stayed with them. That's when they said, "How much anger this social injustice causes! So much anger... that they started with that name." That's how BRONCA was born: turning that painful feeling into something beautiful and constructive—a private company that brings people together to create something better, to nourish and support underprivileged children around the world by helping organizations that fight child hunger.



## Their Work – Premium Espadrilles with a Purpose

At BRONCA they started with ponchos, and today they design high-quality espadrilles, blending contemporary rural style with exceptional comfort and durability. Their collection includes canvas and jute espadrilles with rubber soles in versatile colors—perfect for casual urban looks. Every pair is more than just footwear: they donate 50% of their profits to organizations that fight child hunger. Every purchase becomes a symbol of commitment to a better future, connecting personal style with real social impact.

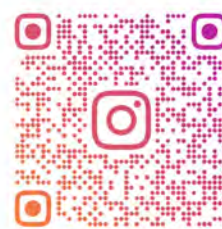


## Their Mission – Be Part of the Change

In a world where food production is enough for everyone, 821 million people go to bed hungry every night (FAO data). Children don't just need education and support—they need food first. Every purchase at BRONCA helps fill empty stomachs and build brighter futures. By choosing this company, you enjoy premium quality while helping write a new story that supports those who need it most. One simple purchase can create positive change.

Visit [www.bronca.com](http://www.bronca.com) or follow @broncabrand.

Photos and information provided by José Ignacio and Juan Pablo Portela

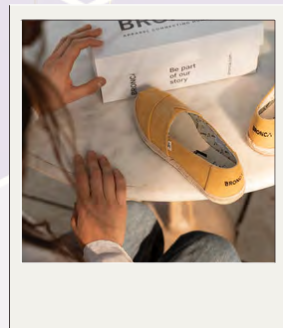


BRONCABRAND

**Answer** the questions using information from the text.



- 1 Where were José Ignacio and Juan Pablo born, and where were they raised?
- 2 What was their daily journey to school like when they were children? Mention two details.
- 3 What social reality did they discover at school that affected them deeply?
- 4 What event in 2018 became the turning point for creating BRONCA?
- 5 Why did they choose the name “BRONCA” for the brand?
- 6 What products does BRONCA currently design and sell?
- 7 How does the company combine fashion with social responsibility?
- 8 Why is food more urgent than education in some contexts?



**Choose** the best answer and **justify** it with a line or idea from the text.



- 1 The childhood experiences of the founders mainly influenced
  - a their interest in fashion.
  - b their business strategy.
  - c their social commitment.
  - d their marketing style.
- 2 The contrast described in the barbecue scene is used to
  - a criticize consumer culture.
  - b show how successful they were.
  - c highlight social inequality.
  - d explain how the company makes profits.
- 3 When the text says “turning that painful feeling into something beautiful and constructive,” it suggests that
  - a the company hides social problems behind fashion.
  - b emotions were transformed into positive action.
  - c the brand focuses only on aesthetics.
  - d the founders regret their decision.

**Get into small groups and discuss.**



- 1** Do you think buying from brands like BRONCA can really make a difference? Why / Why not?
- 2** Is it the responsibility of companies to help solve social problems? Or should this only be the role of governments and NGOs?
- 3** Would you be more likely to buy a product if you knew it supported a social cause? Explain.

## Project



### **Uruguayan brands that represent who we are**

In groups, **choose** an Uruguayan brand and research its origin, products, values, and impact.

- **Find out** who created it, why it was created, and what makes it special.
- **Prepare** a short presentation, poster, or article in English.
- **Explain** how the brand represents Uruguay or helps society or the environment.
- **Present** your work and answer a few questions from your classmates.

**EXIT  
TICKET** ★ ★ ★

*In this unit, I learned that...*

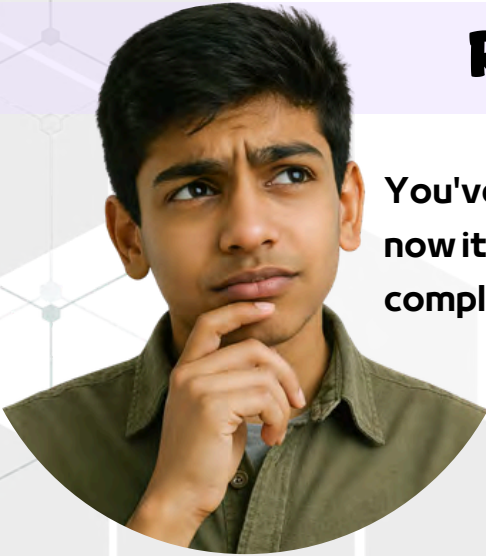
*Something I need to revise is...*

*my favorite part of this unit was...*

*I felt...*



# Reflection Corner



You've made it to the end of this amazing journey, and now it's time to reflect upon your progress. Let's complete the SWOT matrix.

## Did you know?

A SWOT matrix allows you to think about your own internal strengths and weaknesses. It also helps you think about external opportunities and threats that could affect your performance as a student.



**STRENGTHS**

S

**WEAKNESSES**

W

O

**OPPORTUNITIES**

T

**THREATS**

# Rúbrica de Proyectos

	<b>Primeros pasos (1)</b>	<b>Estás en el camino (2)</b>	<b>Estás llegando a la meta (3)</b>	<b>Has llegado a la meta (4)</b>
<b>Situeta textual</b>	El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.	El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.	El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.	En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de la diferenciación en párrafos separados por un espacio.
<b>Contenido</b>	Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.	Has tenido en cuenta menos de la mitad de los temas que se te han solicitado en la consigna. O has tratado todos los temas pero has logrado desarrollar, argumentar o ejemplificar menos de la mitad de ellos.	Has tenido en cuenta todos los temas de la consigna y argumentas, describes y ejemplificas más de la mitad de ellos, aunque no todos. Puede suceder que trates más de la mitad de los temas y que todos estén fundamentados, descriptos o ejemplificados. Sin embargo no has hecho dicho trabajo con todos los elementos solicitados en la consigna.	Has tenido en cuenta todos los temas que forman parte de la consigna de trabajo. Cada uno ha sido desarrollado, es decir, no solo se nombra sino que agregas ideas referidas al mismo. Además, el tema posee argumentos o ejemplos que ilustran las ideas. Cada párrafo contiene un tema concreto y no una mezcla de los mismos.
<b>Lenguaje</b>	Las ideas del proyecto no se encuentran conectadas de manera de lograr una comunicación efectiva. Los errores de lengua y pronunciación han impedido la transmisión de tus ideas.	Los errores de lengua hacen que tus ideas no resulten claramente expresadas por momentos. Existen algunos errores de lengua y pronunciación que hacen que la transmisión de tus ideas sea poco clara.	El proyecto ha sido presentado en su formato escrito y oral de forma clara. Tus errores no interfieren con la presentación del proyecto, aunque algunos de ellos le quitan fluidez.	El proyecto ha sido presentado en su formato escrito y oral de forma clara y fluida. Se nota la preparación para la presentación, es decir tu audiencia logra comprender el mensaje que quieres comunicar.

	<b>Primeros pasos (1)</b>	<b>Estás en el camino (2)</b>	<b>Estás llegando a la meta (3)</b>	<b>Has llegado a la meta (4)</b>
<b>Presentación</b>	Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensas en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándose en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
<b>Elementos paralingüísticos</b>	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesoras/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
<b>Compromiso y ética hacia el trabajo</b>	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial.	Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor. Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática.

# #WORKING URUGUAY

AGRARIO

1



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS