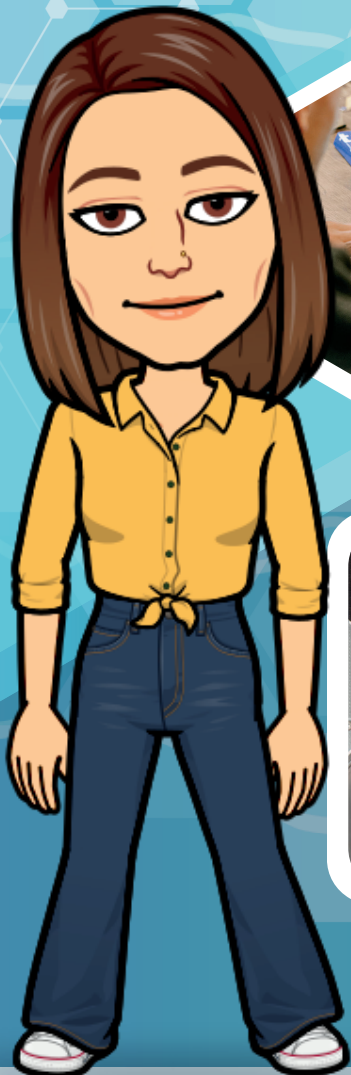


# #WORKING URUGUAY

## TECNOLOGÍAS DE LA INFORMACIÓN PROFUNDIZACIÓN **2**



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS



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Inspectora Coordinadora Profa. Guadalupe Barreto

## **INSPECCIÓN DE LENGUAS EXTRANJERAS DGETP**


Inspector Prof. Julio Rodríguez Vaucher

## **EQUIPO CONTENIDISTA**

Profa. Ana Laura López Cazarré  
Profa. María Florencia Pérez Leites de Moraes  
Profa. María Virginia Reinoso Puigvert  
Prof. Aldo Rodríguez  
Profa. Verónica Velázquez Pérez

## **DISEÑO Y DIAGRAMACIÓN**

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



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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**



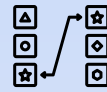
**SHARE WITH YOUR PARTNER/S**



**THINK**



**CHOOSE**



**MATCH**



**PLAY A GAME**



**ORDER**



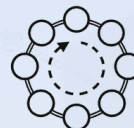
**PLAY AN AUDIO**



**WATCH A VIDEO**



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



**ROUND ROBIN**



**CONVERSATION CIRCLE**



**MARKER TALK**



**SEARCH THE WEB**



**EXAM FOCUS**



**PROJECT**

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# UNIT 1

**English as the  
midpoint to  
learning  
about  
technology**



# 1 Technology and health: how to take care of myself

**Take a look** at the devices below. Do you recognize any of them?



**Match** the pictures to their names.



- health app D • smartwatch     • smart scale     • digital thermometer     •
- blood pressure monitor     • glucose meter     • fitness tracker     • air purifier     •

Do you or your family use any of these?  
How do they help people stay healthy?



A large white rectangular area for writing, with a red paperclip on the left side.

Nayeli is attending an online class about technology and health.

**Listen** to her teacher and **complete** the definitions of the different devices using the words from the list below.

real-time • heart • fat • blood • movement • activities  
sugar • quality • steps • air • patterns • treatment



### **a - Fitness tracker**

This device measures your **1** \_\_\_\_\_ **steps**, **2** \_\_\_\_\_ rate, and reminds you to move if you've been sitting too long. It tracks your **3** \_\_\_\_\_ throughout the day, even when you're not exercising.

### **b - Smartwatch**

This wearable device tracks your sleep **4** \_\_\_\_\_, stress and **5** \_\_\_\_\_ levels. It also offers notifications for calls, messages, and apps, helping you stay connected and healthy at the same time.

### **c - Blood pressure monitor**

This device lets you measure your **6** \_\_\_\_\_ pressure at home, making it helpful for people with hypertension who need to track it regularly. It provides important information to monitor heart health and adjust **7** \_\_\_\_\_ as necessary.

### **d - Glucose meter**

This gadget checks your blood **8** \_\_\_\_\_ levels. It is essential for people with diabetes to help them track their health.

### **e - Air purifier**

This device improves the **9** \_\_\_\_\_ quality inside your home by removing dust, allergens, and pollutants, which is especially important for people with allergies.

### **f - Smart scale**

This device helps you measure your weight, body **10** \_\_\_\_\_, muscle mass and other health indicators, so you can monitor your progress over time.

### **g - Health app**

This is an app that syncs with your devices to track your daily **11** \_\_\_\_\_, set goals, and help you live a healthier lifestyle by providing **12** \_\_\_\_\_ data.

Nayeli's teacher didn't mention one of the gadgets from the photos. In pairs, **write** the definition of the missing gadget.




**Share** your definition with the class.



- This device helps you... .
- It measures... .
- It is useful for ... .



**Let's debate!**



**Step 1**

In pairs, read the dialogue between Nayeli and Inés. Which are the two different opinions presented in the dialog? Which one do you agree with? Why?



**Nayeli:** I was very impressed with today's class, what about you?

**Inés:** I don't know... do you really think technology is making us healthier?

**Nayeli:** Of course! Fitness trackers and smartwatches remind us to stay active. And there are many gadgets that help people with different diseases to keep track of their problems.

**Inés:** I see what you mean. But don't you think some people might rely too much on these devices? For example, they forget to actually go out and exercise, or see a doctor when they really need to.

**Nayeli:** I guess that can be true... I need to think about it.

## Step 2

In pairs, read the dialogue between Nayeli and Inés. Which are the two different opinions presented in the dialog? Which one do you agree with? Why?

- Are gadgets like fitness trackers and health apps making people more aware of their health?
- Do they encourage healthier habits, or do they make people too reliant on technology?
- Are there any risks in using these devices instead of seeking professional medical advice?

## Step 3

Divide the class into two big groups. Each group is going to support one of these two opinions:

- Team A - Technology is making us healthier.
- Team B - Technology is not making us healthier.

## Step 4

Research and prepare.

- Each team should come up with at least three strong arguments to support their side.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Step 5

The debate

Each team will take turns presenting their arguments. The structure is as follows:

- Opening statements (Each team presents their main points) – 2 minutes per team.
- Rebuttal round (Each team responds to the other team's arguments) – 3 minutes per team.
- Final statements (Each team summarizes their position) – 2 minutes per team.

## Step 6

After the debate reflection.

After the debate, work in pairs again to discuss which side you found more convincing. Think and answer:

- Did any of you change your mind after participating in the debate?
- What was the strongest argument from each side?
- What do you personally believe about the impact of technology on health?

### **Expressing and asking for Opinions**

- I think/believe that... .
- In my opinion, ... .
- From my perspective/point of view... .
- I strongly/partially agree because... .
- I don't think that's true because... .
- What do you think about ...?

### **Agreeing and disagreeing**

- That's a good point!
- I see your point/what you mean, but... .
- I agree with you.
- I agree to some extent, but... .
- I don't think so, because... .
- I completely disagree because... .
- That's not necessarily true.

### **Giving examples and explaining**

- For example... .
- A good example of this is... .
- The main problem is... .
- This happens when... .
- Studies show that... .
- Many people experience... .

### **Concluding your argument**

- In conclusion... .
- To sum up... .
- Overall, I think... .
- This is why I believe... .
- We should find a balance between... .

### **Talking about health technology**

- Fitness trackers help people stay active by... .
- Health apps can track... .
- Smartwatches can monitor... .
- People might rely too much on... .
- Technology should not replace doctors because... .



# 2 Technological dumpsters

Nico, Inés and Camila are in class. The teacher has created a gallery for them. The kids move around the classroom and observe each image for 30 seconds.



Move around the classroom and observe each image for 30 seconds. Take notes on what you see in each picture. Think about how these images make you feel.

- 1 **Take notes** on what you see in each picture.
- 2 **Think** about how these images make you feel.



1 Agbogbloshie e-waste site in Ghana.



2 Workers dismantling electronics without proper protection.



**3** Modern recycling facility for electronics in Rwanda.



**4** Child sorting through electronic components.



**5** Mountain of discarded computers and monitors.



**6** Comparison of a smartphone from 2010 vs. 2025.

- 3** Move around the classroom and **observe** each image for 30 seconds.
- 4** Take notes on what you see in each picture.
- 5** Think about how these images make you feel.

In a circle, **share** your notes with the rest of the class. Are there any similar feelings among you?

**Get in pairs and discuss.** 

- What happens to your old devices when you no longer use them?
- Where do you think most electronic waste ends up?
- Who is responsible for managing technological waste?
- Have you ever repaired a device instead of replacing it? Why or why not?
- How long do you typically keep your electronic devices before replacing them?



Nico, Nayeli and Camila found an article about the hidden cost of technology.



## THE HIDDEN JOURNEY OF A DISCARDED SMARTPHONE



When María bought a new smartphone last month, she didn't think much about what would happen to her old one. "I've had it for three years, and it's just too slow now," she explained. Like millions of people around the world, María has contributed to one of the fastest-growing waste streams globally: electronic waste, or e-waste.

A smartphone may seem small, but it contains over 60 different elements from the periodic table. These include precious metals like gold, silver, and copper, as well as more problematic materials like lead, mercury, cadmium, and flame retardants. When improperly disposed of, these components can cause serious environmental and health problems. So what happens to smartphones like María's? The journey depends largely on where you live and how you dispose of your device.

In countries with advanced waste management systems, such as Rwanda, smartphones that are collected properly first go to specialized recycling facilities. Here, they are disassembled either by hand or with machines. The batteries are removed first, as they can cause fires if damaged. Then the phones are typically shredded, and different materials are separated using various techniques, including magnets for ferrous metals and water-based solutions for different plastics.

Unfortunately, only about 20% of global e-waste is documented as properly collected and recycled. The rest often ends up in landfills or is shipped to developing countries. In places like Agbogbloshie in Ghana or Guiyu in China, informal workers, sometimes including children, dismantle devices by hand or burn them to recover valuable metals. These practices release toxic chemicals into the air, soil, and water.

The environmental cost is steep. One ton of smartphones contains about 300 times more gold than one ton of gold ore, making these devices valuable "urban mines." Yet when we fail to recycle them, we not only lose these materials but also cause pollution. Furthermore, manufacturing new devices requires additional resource extraction.

Several solutions exist. Extended producer responsibility laws require manufacturers to take back and recycle their products. Smartphone repair shops and refurbishing programs give devices a second life. Some innovative companies are even designing modular phones where individual components can be easily replaced or upgraded.


As for María's old phone? She decided to donate it to a local program that refurbishes electronics for educational purposes. "I'm glad it will help someone else," she said, "and not end up in some toxic dump."

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

- 1 What motivated María to replace her smartphone?
- 2 What percentage of global e-waste is properly recycled according to the text?
- 3 What is an "urban mine" according to the text?
- 4 What did María ultimately do with her old phone?
- 5 What is one solution mentioned to reduce e-waste?

**Complete** the chart with information from the text. 

1	location where advanced e-waste processing occurs.	
2	locations where informal e-waste processing occurs.	
3	types of valuable materials found in smartphones.	
4	types of problematic materials found in smartphones.	

Nico is practicing for his exam. Help him complete the text by **placing** the verbs into the passive voice in the correct tense. 

E-waste management has improved in recent years. More electronic devices **1** \_\_\_\_\_ (*collect*) through official channels. Once collected, the devices **2** \_\_\_\_\_ (*transport*) to recycling facilities where they **3** \_\_\_\_\_ (*sort*) by type. Batteries **4** \_\_\_\_\_ (*remove*) first because they can cause fires. After disassembly, valuable materials **5** \_\_\_\_\_ (*recover*) through various processes. In the past, much of this waste **6** \_\_\_\_\_ (*ship*) to developing countries, but stricter regulations **7** \_\_\_\_\_ (*implement*) to prevent this practice. It is estimated that if current trends continue, over 80 million tons of e-waste **8** \_\_\_\_\_ (*produce*) annually by 2030.

**Get in pairs** and **create** an awareness campaign poster. 

The poster must:

- Have a clear, catchy slogan
- Include at least 3 facts about e-waste
- Use at least 5 vocabulary terms from today's lesson
- Have a clear call to action
- Include both visual and textual elements

# 3 Working with the leftovers



**Get into small groups and discuss** the following questions. 

- a** How can we use technology to avoid technology dumpsters?
- b** Think of your own context and city. Do you have any ideas of how you can use technology to process waste?
- c** What innovative ways of using technology in this field can you find?



**Read** the following text about six innovative ways of processing waste and **put the name** next to the correct description.



Blog > Commercial Resources > Cross-Industry > Innovative Waste Technology

## The 6 Most Innovative WASTE TECHNOLOGY SYSTEMS

Advanced technology is all around us – including your trash cans. From sensors to compactors, here are the products you need to know.

By [Sara Cifani](#) | Last Updated: 08/31/2023



### Top Technologies for Smart Waste Collection

Today, you can use tech for nearly everything – including taking out the trash. With smart waste management technology, businesses are able to track their trash more closely than ever before. Not only can smart waste collection systems help cut costs, but they can help reduce your business's environmental impact.

### What is Smart Waste Management?

Smart waste management is all about efficiency. The goal is to use technology in a way that reduces not only what is sent to the landfill, but also eliminates wasted time from collecting trash when the bin is barely filled or inefficient collection routes. From trash can sensors to self-sorting trash bins, garbage collection has never been so high-tech.

Here are six of the most groundbreaking waste management technologies in 2023.

# 1



The OnePlus Metro from Waste Harmonics is an ultrasonic trash can sensor that lets you know how full your waste container is at all times. The Wasteforce Platform allows you to easily monitor the capacity of your container from anywhere, providing detailed analytics to help your business or organization track your waste. Having complete visibility of your container can help reduce the costs that come with overfilling a dumpster. This data can also help reduce fuel emissions by optimizing trash pickup schedules.

# 2



Operating all over the world, including North and South America, Europe and the Middle East, Ecube Labs is an innovative company providing eco-friendly waste technology for various sectors. Their solar-powered trash compactor –CleanCUBE– can hold up to 8 times more garbage compared to non-compacting bins, reducing collection frequency by up to 80%. Their ultrasonic fill-level sensor – CleanFLEX –helps waste management companies increase collection efficiency by up to 50%.

Other smart waste technologies from Ecube Labs include an integrated fleet management tracker and CleanCityNetworks, a cloud platform that combines waste container monitoring, route optimization, data analytics and fill-level forecasting.

# 3



Based in San Francisco, CA, Compology provides image-based trash can sensors that automatically monitor fullness and contents. On top of that, the device features GPS tracking to help optimize driver routes and fuel efficiency along with tilt monitoring, which records when a container gets picked up and put down.

This smart waste technology system allows roll-off haulers to manage container inventory, build better routes and accept orders through automated text messages. For front-load haulers, the software automatically determines which containers need service each day, then schedules routes and evenly distributes jobs to drivers.

# 4



With over 2,800 kiosks in malls, large retailers and grocery stores across the U.S., ecoATM offers instant payment for old electronic devices. This smart waste collection system is a convenient option for managing e-waste, helping divert more than 14 million smartphones and tablets from landfills. Simply bring your old devices to the kiosk nearest you and your device will be properly recycled or refurbished for resale.

Consumers looking to trade in devices can receive a quote based on the condition and type of gadget. Plus, if you're looking to purchase, Gazelle's online marketplace offers

# 5




Next on the list of fancy garbage cans is the EvoBin from EvoEco. This smart waste bin tells you which items should be composted, trashed or recycled at your organization. As objects are tossed into the bin, a scale system detects the weight change and triggers a customizable message that slides, scrolls or pops onto the screen. The content can be modified to show items that are typically tossed at your specific venue. This smart waste system offers a dynamic, educational experience designed to reward users for responsible waste disposal.

# 6



Bin-E is a smart waste container that automatically recognizes, sorts, and compresses waste using a camera, sensors, and artificial intelligence. Once the device identifies the material, shape, and color of the waste, it is distributed into the appropriate bin within the container – plastics, paper or glass. After that, the waste is compressed so the total volume can be up to five times less. Once full, this self-sorting waste bin automatically notifies your trash collection company. This optimizes collection routes for improved fuel efficiency.

Not only does Bin-E solve the problem of improper waste sorting, but it also tracks and sends data about the collected waste to an integrated cloud. Your business can then use this information to identify consumer consumption patterns and determine more eco-friendly product options. 

Article source: <https://www.dumpsters.com/blog/smart-waste-management-technology>

- a. Track Your Trash With Compology
- b. Trash Smarter With EvoEco
- c. Monitor Waste With Waste Harmonics
- d. Streamline Trash Pickups With Ecube Labs
- e. Let Your Trash Sort Itself With Bin-E
- f. Recycle Electronics at ecoATM Gazelle Kiosks



**Match** each waste technology system with its main feature.

**Write** the letter of the correct feature next to each technology name.



## Technologies

- 1 \_\_\_ OnePlus Metro (Waste Harmonics)
- 2 \_\_\_ CleanCUBE (Ecube Labs)
- 3 \_\_\_ Compology

- 4 \_\_\_ ecoATM Gazelle
- 5 \_\_\_ EvoBin (EvoEco)
- 6 \_\_\_ Bin-E

## Features

- a. Uses artificial intelligence to automatically sort waste into appropriate categories.
- b. Provides kiosks where people can sell their old electronic devices for recycling.
- c. Uses image-based sensors to monitor trash fullness and optimize collection routes.
- d. Uses ultrasonic sensors to monitor waste container fill levels.
- e. A solar-powered trash compactor that can hold up to eight times more garbage.
- f. A smart bin that educates users about which items should be recycled, composted, or trashed.

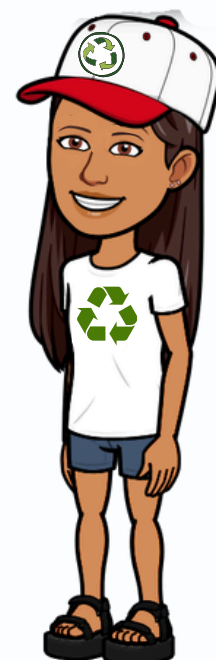
In groups of 3-4, **discuss** the following questions about smart waste management technologies.



- 1** Which of these six technologies do you think would be most useful in your school? Why?
- 2** What are three benefits of using smart waste management technology compared to traditional waste collection?
- 3** How do these technologies help the environment? List at least two specific ways.
- 4** Can you think of any challenges or problems that might occur when implementing these technologies?
- 5** Which technology would you be most interested in learning more about? Explain your choice.

Imagine you are part of a technology team designing a new smart waste management system for your city.

- 1 Create** a simple diagram or sketch of your waste management system.
- 2 Write** a short description (100 words) that explains:
  - What problem your system solves
  - How your technology works
  - What makes it innovative
  - What benefits it provides for users and the environment
- 3 Prepare** a 2-minute presentation to share your idea with the class.



# 4 IT rubbish and the impact on the economy

**Read** these questions and **take notes** of your ideas about them.



- 1 What do you do with old or broken electronic devices?
- 2 Have you ever thrown away an old phone or computer?  
What did you do with it, and why?

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



**Look** at this image.  
What do you see?



How does this image relate to money and economy?

**Use** the SOS box below to help you with your ideas.



- e-waste
- landfill
- recycling
- refurbishing
- economy
- waste management
- repairing
- pollution
- responsibility
- reusing

**Read** these ideas.  
In your opinion,  
are they *true* or *false*?



Most electronic waste is recycled properly and does not harm the environment.



E-waste can contain valuable materials such as gold, silver and copper.



Some countries illegally ship their electronic waste to developing nations.



Throwing away old electronics has no impact on the economy.



Many electronic devices end up in landfills, releasing toxic chemicals into the environment.

**Watch** the video and **check** your ideas.



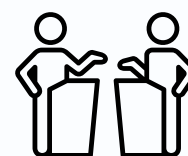
**Watch** the video again. **Get in pairs** and **take notes** of these two opinions.



**Student a** Supports strict e-waste recycling laws.

**Student b** Thinks companies, not individuals, should be responsible for e-waste.

Then **debate** these two points of view with your partner, supporting your opinions with the ideas from the video. You can refer to the SOS box in Lesson 1 to help you.



**Take** a few minutes to reflect on what you've learned about IT waste and its impact on the economy. **Take notes.**

**Get in pairs** and **exchange ideas.** Were any of your partner's ideas interesting?

**Write** a text (80–100 words) answering the following questions.

1. What is the main reason IT waste is a problem for the economy?
2. What do you think could be the most effective solution to reduce IT waste?
3. How can individuals contribute to solving this issue?



A large rectangular area with horizontal blue lines for writing, and a vertical red margin line on the left side.

### Writing tips

- Start with a clear idea → Know what your main point is.
- Organize your text → Use an introduction, main points, and conclusion.
- Use simple sentences → Keep it clear and easy to understand.
- Give examples → Show your point with a real example.
- Link your ideas → Use words like "first," "next," and "finally."
- Check your spelling and grammar → Read your text before asking your teacher to correct it.



# 5 The chemistry of technology

Have you ever heard the phrase “The chemistry of technology”? If so, what does it refer to? If not, what do you think it refers to?



**Take notes** about your ideas.



**Listen** to Dr Jacqueline Coleman and **check** your previous ideas.



These words are essential for understanding the topic.



**Match** each word with its definition.

- 1 **Chemistry**
- 2 **Conductivity**
- 3 **Rechargeable batteries**
- 4 **Nanotechnology**
- 5 **Transistors**
- 6 **Sensors**
- 7 **Nanomaterials**

- The ability of a material to conduct electricity.
- A technology that manipulates matter at the atomic or molecular scale.
- Devices that detect physical or chemical changes.
- Materials designed for electronic devices, such as those used in chips.
- Materials that can be recharged and used multiple times.
- 1 The study of substances and their reactions to create new products.
- Tiny electronic components used to control electrical currents.

**Listen** to Dr. Jacqueline Coleman's short talk about the topic.

Read the statements and mark them as *true*, *false*, or *not mentioned* according to what you hear.



- 1 Silicon chips control the flow of electricity. \_\_\_\_\_
- 2 Solar panels create heat through chemical processes. \_\_\_\_\_
- 3 Nanomaterials are always weaker than larger materials. \_\_\_\_\_
- 4 Plastics in electronic devices are primarily used for energy storage. \_\_\_\_\_
- 5 Chemistry is irrelevant to the functionality of modern technology. \_\_\_\_\_
- 6 The specialist mentions specific examples of chemical sensors used in environmental tools. \_\_\_\_\_

**Project** Research one aspect of the chemistry of technology in more detail



- The process of making lithium-ion batteries.
- The environmental impact of e-waste.
- How nanotechnology is used in medical devices.

### Did you know?



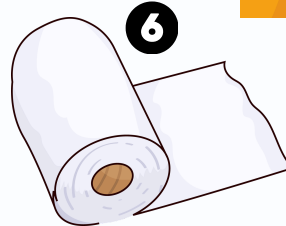
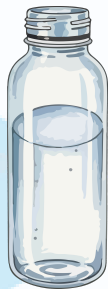
**E-Waste:** As technology becomes more advanced, we produce more electronic waste. The chemistry of technology also involves understanding the materials used in devices and how they can be recycled or disposed of safely to minimize environmental impact.

**Green Chemistry:** involves developing technologies that use less harmful chemicals or more sustainable materials, such as environmentally friendly batteries, or technologies that minimize pollution.

# 6 Working with degradable materials

**Look** at these objects.

**Classify** them into *degradable* and *non-degradable*.



**Match** these terms to the correct definition.

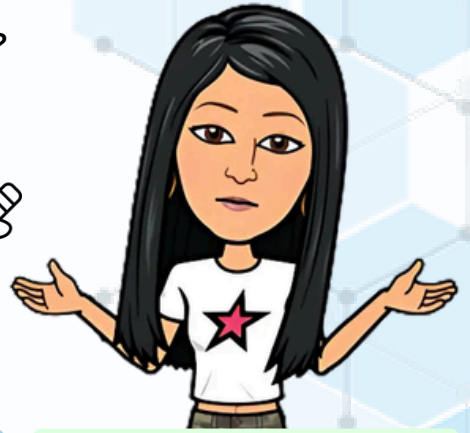


**a- Degradable b- Biodegradable c- Compostable  
d- Plastic pollution e- Sustainable**

- 1** The negative environmental impact of plastic waste.
- 2** Methods or materials that can be maintained without harming the environment.
- 3** Materials that can break down naturally in the environment.
- 4** Materials that decompose through natural processes.
- 5** Materials that can be turned into compost, enriching the soil.

What does the rest of the class think about this topic?

**Get in pairs** and **interview** two partners. Use these questions and take notes to **complete** the chart below.



QUESTIONS	STUDENT 1	STUDENT 2
A. What is the most common type of degradable material that people throw away every day?		
B. How do you usually dispose of your food scraps or organic waste at home?		
C. How important is it to choose products made from degradable materials?		
D. What can we do to reduce the amount of non-degradable waste in our environment?		

**Get in pairs** and **share** your findings. Are the answers similar or different?



It's time to do some research about how Uruguayan companies deal with degradable materials.

## **Project** How do Uruguayan companies deal with degradable materials?



### **Steps**

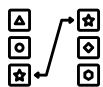
- ① Divide the class into small groups (4-5 students per group).
- ② Each group will research existing examples of companies or businesses that use degradable materials in their products (e.g., eco-friendly packaging companies, sustainable clothing brands, etc.).
- ③ Briefly discuss the benefits of these companies/products to the environment and the challenges they may face. Use these guiding questions:
  - What is the role of degradable materials in these businesses?
  - How do these companies promote sustainability and attract customers?
  - What challenges do businesses face when using degradable materials (e.g., cost, production limits, customer awareness)?
- ④ Choose the best way to share your findings with the rest of the class.



# 7 Dealing with harmful materials



Nayeli and Inés are playing a matching game. Help them and **match** the hazard symbols with their meanings.



- Explosive • Harmful • Compressed gas •
- Toxic • Corrosive • Oxidizing • Flammable • Health hazard •



Have you ever seen these symbols before? Where?

**Get in pairs** and **discuss** these questions.



- 1 What makes some materials in technology harmful to humans?
- 2 Have you ever noticed warning labels on electronic devices? What did they say?
- 3 Why is it important to handle certain electronic components carefully?
- 4 What happens to old electronic devices in Uruguay?

**Match** these key terms related to safety to their meanings.



- 1 **toxic/toxicity (adj/n)**
- 2 **carcinogen/carcinogenic (n/adj)**
- 3 **bioaccumulation (n)**
- 4 **exposure limit (n)**
- 5 **PPE (n)**
- 6 **contamination (n)**
- 7 **disposal (n)**
- 8 **hazardous (adj)**

- Personal Protective Equipment (gloves, masks, etc.)
- The act of getting rid of something.
- Maximum concentration of a substance considered safe.
- A substance that can cause cancer.
- Dangerous, especially to health or the environment.
- 1 Poisonous and harmful to health.
- Gradual buildup of substances in living organisms.
- The presence of harmful substances.

Inés found a magazine article called "*The hidden cost of our electronic devices*".  
**Read** the article and **answer**.



- 1- What happened in the village in Ghana?
- 2- What harmful activities were carried out with the e-waste?
- 3- What were the consequences for the villagers?
- 4- What solutions does the article suggest for dealing with e-waste?

## EXPLORING SOFTWARE:

#workingUruguay 2025



## The Hidden Cost of Our Electronic Devices

**Many of our electronic devices contain materials that can be harmful to both human health and the environment. When these devices are not disposed of properly, serious problems can occur.**

In 2017, a small village in Ghana became a dumping ground for electronic waste (e-waste) from Europe and North America. Old computers, mobile phones, and televisions were sent there for "recycling." However, proper safety measures were not followed. People burned cables to extract valuable copper, releasing toxic chemicals into the air. Heavy metals like lead and mercury leaked into the soil and local water sources.

Within two years, many villagers began to experience health problems. Tests showed high levels of toxic substances in their blood. The local river, once used for drinking water and fishing, became too polluted to use.

This case shows why proper handling of harmful materials in electronics is essential. Many countries now have strict regulations about e-waste disposal. Manufacturers must also reduce the amount of hazardous materials in their products.

Recycling electronic devices correctly can recover valuable materials without causing harm. Special facilities can safely extract gold, silver, and copper while preventing toxic substances from contaminating the environment.

**Listen** to a company supervisor talking about safety procedures when handling electronic components.



*What safety equipment does he mention?*

**Listen** again and **answer** whether these sentences are *true* or *false*.



- 1- Workers can eat and drink near components as long as they're careful.
- 2- You should report broken components immediately.
- 3- Different types of waste can be mixed together.
- 4- You should wash your hands even if you've been wearing gloves.
- 5- The workplace should be well-ventilated.



When handling dangerous materials, specific protocols must be followed.  
For example:

- o Workers must wear protective equipment at all times.
- o You have to dispose of batteries in special containers.
- o You should check the warning labels before handling new components.
- o You mustn't mix different chemical waste types.

**Underline** the parts of the sentence that show different levels of obligation.

**Complete** the sentences with appropriate modal verbs.  
More than one answer might be possible.

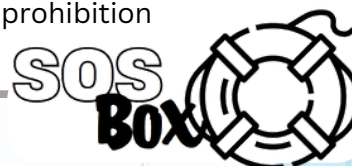


- 1- You \_\_\_\_\_ always read safety instructions before starting work.
- 2- Workers \_\_\_\_\_ report any accidents immediately.
- 3- You \_\_\_\_\_ touch chemicals with bare hands.
- 4- Beginners \_\_\_\_\_ ask for help when handling unfamiliar materials.

### **modal verbs of obligation**

We use modal verbs to express different levels of obligation:

- **must/have to**: strong obligation (necessary, required)
- **should/ought to**: recommendation or advice
- **need to**: necessity
- **mustn't/can't**: prohibition



## Project 1



**Get into groups** and **find** information about one of these electronic components (lithium batteries, circuit boards with lead solder, mercury switches, etc.).

**Design** a safety protocol for handling and disposing of this component. **Share** what you have researched with the rest of the class.

You can include:

- required PPE
- handling procedures
- storage requirements
- disposal instructions
- emergency procedures

## Project 2



**Get into small groups** and **create** a simple safety training manual for new workers at an e-waste recycling facility.

You should include:

- A cover page with title and appropriate warning symbols
- At least 5 important safety rules
- A section on required PPE with visual aids
- Instructions for handling at least 3 different types of hazardous components
- Emergency procedures section using modal verbs of obligation

## Project 3



**Get in pairs** and **design** an infographic explaining the dangers of specific harmful materials found in electronic devices.

Remember to

- Focus on one harmful material (lead, mercury, cadmium, etc.)
- Include information about:
  - Where this material is found in electronics
  - Why it's harmful for humans and/or the environment
- Safety precautions when handling
- Proper disposal methods
- Include appropriate warning symbols

## Conversation circle



*Should manufacturers be legally responsible for the safe disposal of their electronic products?*

# 8 Disposing of technology

Read the text about technology disposal. 

## WHAT TO DO WITH Old Office Technology

April, 2025

Technology is a big part of our everyday lives, especially in the office. Computers, printers, phones, and other devices help us work more efficiently. However, over time, these devices can become old or stop working properly. So, what should you do with old office technology?

1-

One of the best things you can do with old technology is recycle it. Many electronic devices can be broken down and reused to make new products. You can take old computers, phones, and printers to recycling centers where they will be properly handled. This helps reduce pollution and saves resources.



2-

If your old office equipment is still working, you might want to donate it. Some schools, non-profit organizations, or local community centers may need technology for their programs. Donating old devices is a great way to give them a second life and help others who can't afford new equipment.

3-

Another option is to sell old office technology. If the equipment is in good condition, you could try selling it online or at a local second-hand store. People who need budget-friendly options may be interested in buying used devices. Just make sure to delete any personal data before selling.

4-

Sometimes, old technology can be repaired instead of thrown away. If your computer or printer has a small problem, like a broken screen or low battery, consider taking it to a repair shop. Repairing items is often cheaper than buying new ones and is better for the environment.

5-

If your technology is too old to use or recycle, make sure you dispose of it safely. Many electronic devices contain harmful materials that can be dangerous if not handled properly. Look for local disposal programs that ensure safe disposal of electronic waste.

Remember, taking care of old technology helps protect the environment and gives the devices a chance to be reused, repaired, or recycled in a way that benefits everyone.



These subheadings have been removed from the text. **Place** them in the correct place.

- **Sell it**
- **Dispose of It Safely**
- **Donate It**
- **Repair It**
- **Recycle It**

**Find** synonyms for the following words in the text above.



Disposed	
Contamination	
State	Condition
Low-cost	
Information	
Fix	
Hazardous	

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

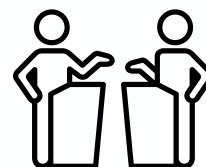


- 1 What are some ways to dispose of old office technology?
- 2 What should you do before selling old technology?
- 3 Why is it important to recycle old devices?
- 4 What are the benefits of donating old office equipment?
- 5 Which devices that are not mentioned in the text may be considered as office technology?

## Debate

Make two groups and discuss:

- "Which option is the best way to dispose of old office technology: recycling, donating, or selling?" "Do you think technology should be made to last longer, or is it okay to replace it often?"
- Each group should prepare:
  - Opening statement (1 minute)
  - 3 main arguments with evidence
  - Anticipated counter-arguments and responses
  - Closing statement (1 minute)



What about your community? **Write** an email to a local business asking them how they handle old office technology. You can inquire about their recycling practices, donation programs, or how they dispose of electronic waste in an environmentally responsible way.



This is the one Freddie wrote; use it as an example.



New Message



To : tecnocal@mail.com

Subject : About office technology disposal.

Dear Sir/Madam,

**I hope this email finds you well.** My name is Freddie Morales, and **I am contacting you to** learn more about how your company handles old office technology, such as computers, printers, and other electronic equipment.

**I am interested in** understanding your approach to recycling and disposing of electronic waste, as you are an important local business, and **I would like to** promote better practices in this matter in our community. **I would be grateful if** you could provide some information on the following:

- Whether you have any recycling programs for old office technology.
- If you offer donation programs for equipment that can still be used.
- How you ensure that electronic waste is disposed of in an environmentally responsible way.

**I would appreciate** any details you can share on these topics. Thank you for your time, and **I look forward to hearing from you soon.**

**Best regards,**

Freddie Morales

SEND



**Pay attention** to the phrases in bold. You can use them in your own production.

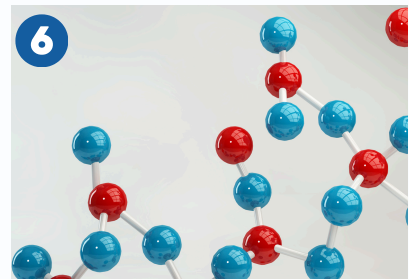
## Free wheeling activity

**Create** a poster with tips for recycling or donating old office technology.

**Use** ideas from the text and look online for further information.

# 9 IT and other areas of science

What scientific field is shown in each picture?  
How is technology being used in this field?  
Can you think of other ways technology helps in this area?



**Get into small groups** and **create** a mind map showing connections between IT and other scientific fields. **Include** specific examples of technology applications. **Share** your work with the rest of the class. **Find** differences and similarities.



Freddie is interested in the way in which technology connects with several scientific fields.

**Read** the article *“The bridge between scientific disciplines”* and **answer** these questions.



- 1 How did scientists work in the past?
- 2 How does technology help doctors today? Name two examples.
- 3 How do scientists use technology to study the environment?
- 4 How has farming changed because of technology?
- 5 Why is it important for young scientists to learn about technology?

# THE BRIDGE BETWEEN Scientific Disciplines

In the past, scientists usually worked separately. Biologists studied plants and animals, chemists focused on substances, and physicists studied energy and matter. Technology experts worked mainly with computers and software. Today, this has changed. Science and technology are much more connected, and they influence each other all the time.

**M**edicine is a clear example of this connection. Today, doctors depend on technology to do their work. They use computer programs to look inside the human body without surgery. Artificial intelligence helps analyze large numbers of medical records and find patterns that humans might miss. Thanks to these tools, doctors can diagnose diseases earlier and design better treatments.

**E**nvironmental science also uses technology in many ways. Scientists use satellites and computers to study climate change. Sensors are used to check the quality of air and water. This information helps experts understand environmental problems and think about possible solutions.

**T**echnology is very important in astronomy as well. Computers process huge amounts of data from space. Scientists use this data to study galaxies and look for planets around other stars. Many astronomers now work with digital images instead of only using traditional telescopes.

**B**iology has also changed because of technology. Scientists use computers to study human genes and create new medicines. Special programs can predict how proteins behave, which helps researchers develop new drugs.

**F**arming is changing, too. Farmers use GPS systems and drones to check their crops. This helps them use water and fertilizers more efficiently. Scientists also work on new ways to keep food fresh and improve its nutritional value.

**Technology is not just a tool. It is changing the way scientists work. In the future, science and technology will be even more connected. Students need to learn about both to be ready for new discoveries. Many important solutions appear when experts from different fields work together. In this way, technology helps scientists communicate and solve problems more effectively.**

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## Get in pairs and discuss.



- How has technology changed the way we study science?
- Which scientific field do you think has benefited most from IT advances? Why?
- What are some potential risks of relying too heavily on technology in scientific research?
- How might technology help solve major global challenges like climate change or disease?

Freddie has found an interview with Dr. Sarah Chen. She works in scientific computing at Central University. **Listen** to the interview and answer.



- 1 According to Dr. Chen, what does her team do to help scientists?
- 2 What project about oceans did Dr. Chen really like?
- 3 What did scientists discover about fish using her team's program?
- 4 What did Dr. Chen say is the biggest problem when working with different science areas?
- 5 Name three skills Dr. Chen suggests students should learn for this kind of work.
- 6 How does Dr. Chen think computers and other sciences will work together in the future?

**Get in pairs.**



**Talk** about Dr. Chen's job and what her team tries to do.

**Explain** how Dr. Chen's team helps connect computer science with other sciences. Give two examples from the interview.

Dr. Chen says, *'people can't look at it all'* when there's too much information. Why do you think computer programs are important for scientists today?



Freddie needs to focus on his writing skills for the Cambridge exam.



### **Option 1 - Informative Article**

**Write** an **article** (100–120 words) for a science magazine explaining how technology is being used in a scientific field of your choice.

**Include:**

- An interesting title
- An introduction explaining the scientific field
- At least two specific examples of technology applications
- An explanation of how these technologies have improved research or results
- A conclusion about future possibilities



## Option 2 - Opinion Essay

Write an **essay** (120–140 words) using all the notes and giving reasons for your point of view.

- “The increasing use of technology in scientific research is always a good thing.” Do you agree?

### Notes

Write about:

- 1- changing the way scientists work
- 2- depending too much on technology
- 3- ..... (your own idea)

Freddie has already written his tasks. **Read** the examples:

## Option 1 - Article



### How satellites help environmental science

Environmental science focuses on understanding nature and the impact of human activity on the planet. It helps us understand how the Earth is changing and why this matters. Today, technology plays a key role in this scientific field. One important example is satellite technology, which allows scientists to observe the Earth from space and collect valuable information.

Satellites are widely used to study the weather. They take detailed images of clouds and measure air conditions such as temperature and wind. This information is sent to computers, where scientists analyze the data. As a result, experts can more accurately predict storms and extreme weather events and warn people in advance.

Satellites are also used to study forests and natural areas. By comparing satellite images taken at different times, scientists can identify vegetation changes and detect deforestation. This information helps governments and environmental organizations protect endangered areas.

Thanks to satellite technology, environmental research has become faster and more precise. In the future, more advanced satellites may help scientists better understand climate change and find new ways to protect the planet.

## Option 2 - Opinion Essay

Please note that for this example, the topic notes are different.

Technology plays an important role in modern scientific research, and its use is increasing every year. In my opinion, technology brings many advantages, but it also creates some challenges that should be considered.

One clear advantage is that technology helps reduce human error. Computers and machines can collect and analyze data more accurately than humans. This leads to more reliable results, especially in fields such as medicine or chemistry, where small mistakes can have serious consequences.

On the other hand, technology may replace traditional research methods. Some scientists worry that basic skills and hands-on experience may be lost if researchers rely too much on machines instead of human observation.

Another important issue is that advanced technology is often very expensive. Many laboratories cannot afford high-tech equipment, which can limit research opportunities and create inequality between institutions.

In conclusion, technology is very useful in scientific research, but it should be used carefully and responsibly. Scientists need to combine technology with human knowledge and experience to achieve the best results.

**Read** Freddie's writing tasks and **complete** the following tasks.



- 1** For each task, outline the introduction, body paragraphs and conclusion. What is the purpose of each part?
- 2** Highlight the topic sentence of each body paragraph.
- 3** Who is the intended audience for each writing task? What clues in the text suggest this?
- 4** How does each conclusion effectively summarize the main ideas of the writing task?
- 5** Is the title of the informative article effective? Why or why not?
- 6** How does the title relate to the content of the article?
- 7** What are the three main ideas Freddie develops in his essay?

Good writers check their work before they finish.

**Use** the checklists below to make sure your article/essay follows the task instructions and is well organised.

## checklist ARTICLE science magazine

Before you hand in your article, check:

### CONTENT

- My article has an interesting title.
- My text clearly explains the main topic.
- I include relevant examples to support my ideas.
- I explain why the topic is important or useful.

### ORGANIZATION

- My article has an *introduction, body paragraphs and a conclusion*.
- Each paragraph focuses on one main idea.
- Ideas are connected using words like *because, thanks to, as a result, in the future*.

### LANGUAGE

- I use present tenses correctly.
- My sentences are clear and easy to understand.
- I use clear and appropriate vocabulary related to science and technology.

### LENGTH & STYLE

- My text follows the word limit.
- I use a neutral, informative tone.

## 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 present 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 Technology Solutions Presentation



Get in pairs or small groups, research and create a presentation about how technology is being used to solve a problem in a scientific field.

- The presentation should be between 5-7 minutes.
- Include visual aids.
- Include a clear explanation of the scientific problem
- Describe the technological solution
- Analyze benefits and limitations

You can use one of the following ideas.

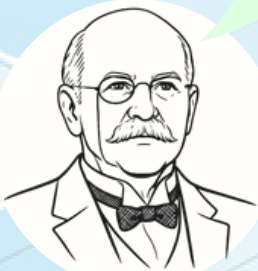
- Using AI to discover new pharmaceutical compounds
- Remote sensing technology for wildlife conservation
- Computer modeling for predicting natural disasters
- Robotic systems for exploring dangerous environments
- Mobile apps for citizen science projects
- 3D printing applications in medicine

# 10 Applying technology in everyday life

**Read** the following quotes about technology. Then **discuss** the questions with a partner.



“Technology is a useful servant but a dangerous master.”



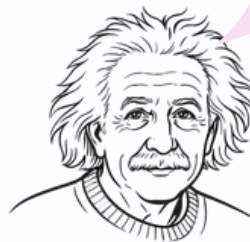
Christian Lous Lange

“Technology is best when it brings people together.”



Matt Mullenweg

“It has become appallingly obvious that our technology has exceeded our humanity.”



Albert Einstein

“The great myth of our age is that technology is a tool, whereas, in reality, it is a very powerful force that is shaping who we are.”



Sherry Turkle

- What do you think each quote means?
- Which quote do you agree with the most? Why?



Nico discovered a video where people discuss the role of technology in their daily lives.

Before watching, **think** about which technologies might be mentioned. **Make** a list of at least three devices or tools that you believe will come up in the video.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Watch** the video and **check** your predictions.



[Digital wellbeing](#)

**Watch** the video again. The people in the video share different opinions about technology.

**Work** with a partner to classify the people's opinions into three categories: positive, negative, and not sure.



In the chart below, **write** two negative opinions, two positive opinions, and two opinions that are unsure or balanced about technology.

<p>Positive opinions</p> <p>"It's great to stay in touch."</p>	<p>Not sure opinions</p>
<p>Negative opinions</p> <p>"I feel like it's in control of me."</p>	

- Do you agree with the idea that technology is a "necessary good that could go either way"? Why or why not?
- The video ends with the message: "Find a balance with technology that feels right for you." Do you agree with this idea? How do you think you can achieve a healthy balance with technology in your own life?





**Read** the magazine article titled “*Find a balance with technology that feels right for you*” and **complete** the activities.



## Find a balance with technology that feels right for you

Technology is an essential part of daily life in Uruguay. We wake up to the sound of an alarm on our phones, stay connected through WhatsApp messages, and rely on different devices to manage our routines. But sometimes, we have to ask ourselves, are we depending on technology too much?

At breakfast, many Uruguayans scroll through the news on their phones, checking updates from local websites like *El País* or *Montevideo Portal*. Some listen to the radio on a streaming app or watch short videos while drinking their mate. Smart home assistants can even remind us to buy more meat or milk. These tools make life easier, but what would happen if we suddenly had to do without them?

Getting around is another area where technology plays a big role. In Montevideo, people use transport apps to check bus schedules, and drivers rely on GPS to avoid traffic. Ride-sharing apps, such as *Uber* or *Moove it*, have also changed the way people move around. But if these services stopped working, would we still know how to get where we need to go?

At work, technology helps with productivity, whether it's sending emails, organizing meetings online, or working with cloud documents. However, being constantly connected can also be stressful. After work, many people watch a streaming service, scroll through social media, or play video games, but does this really help us relax, or just add to our screen time?

Before bed, we might read an online article or check our phone one last time before setting the alarm. From morning to night, technology is always present. But could stepping back and using it more mindfully be beneficial for us? Finding the right balance might help us feel more in control and less dependent on our screens.

The images above the article (a–f) illustrate different situations mentioned in the text. Find the information in the article and **write** the activity next to each letter.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_



**Read** the statements below and **decide** if they are *true* or *false*.  
**Correct** the false statements.



- 1 Many Uruguayans check the news in printed newspapers at breakfast. \_\_\_\_
- 2 Smart home assistants can remind people to buy essential groceries. \_\_\_\_
- 3 Public transportation in Montevideo does not rely on technology. \_\_\_\_
- 4 Technology can help at work, but it may also cause stress. \_\_\_\_
- 5 The text suggests that we should completely stop using technology. \_\_\_\_

**Find** words in the text that have a similar meaning to:



- 1 important (Paragraph 1) → \_\_\_\_\_
- 2 look at quickly (Paragraph 2) → \_\_\_\_\_
- 3 depend (Paragraph 3) → \_\_\_\_\_
- 4 unwind (Paragraph 4) → \_\_\_\_\_
- 5 advantageous (Paragraph 5) → \_\_\_\_\_

Now, **read** the second part of the article in the following page and **complete** the sentences with the correct name (Ana, Javier, or Marcelo) based on their testimonials.

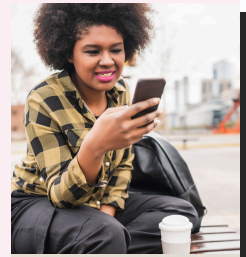


- 1 \_\_\_\_\_ puts their phone away at dinner to create a healthier balance.
- 2 \_\_\_\_\_ feels that technology is a useful tool that keeps life organized and efficient.
- 3 \_\_\_\_\_ often feels pressured by their devices and struggles with constant reminders.
- 4 \_\_\_\_\_ believes technology is helpful but actively sets limits to avoid overuse.
- 5 \_\_\_\_\_ jokes that their smartwatch seems to control their daily routines.
- 6 \_\_\_\_\_ enjoys how technology provides structure but acknowledges that it can be overwhelming at times.

## Different perspectives: how people experience technology in their lives

People's relationships with technology can vary greatly. For some, it's a source of convenience and connection, while for others, it can feel like a constant pressure.

Ana is all in when it comes to tech. *"I can't imagine life without my gadgets,"* she laughs. *"My phone wakes me up, helps me plan my day, and reminds me of everything I need to do. At breakfast, it tells me I should drink more water, at work, it keeps me on top of tasks, and in the evening, it gives me a play-by-play of my step count. Sometimes, I think my phone knows me better than I do!"* Ana sees technology as a lifeline that helps her stay on track, and she's convinced there's no going back to a life without it.



Javier, on the other hand, has a different experience. *"My smartwatch is ruining my life,"* he jokes. *"It wakes me up with a 'You didn't get enough sleep' reminder. In the morning, I just want to enjoy my breakfast, but nope, it's reminding me to drink water and eat more protein. Can I just eat my toast in peace? While working, it keeps buzzing with 'Time to move!' It even nags me about my heart rate during a run. By bedtime, it's reminding me I didn't hit my step goal or drink enough water. It feels like I'm working for it instead of the other way around."* Javier's experience shows how tech, instead of helping, can become an overwhelming presence in daily life.



Then there's Marcelo, who has a different approach. *"I've got a love-hate relationship with my phone,"* he admits. *"I use it to organize my life—calendars, reminders, everything. But I also set limits. At dinner, it goes in the drawer. I love that it helps me stay on top of things, but I try not to let it take over. Sometimes, I feel like I need a break from all the buzzing and beeping, so I take a walk without checking my notifications every five minutes. It's about finding the middle ground."* Marcelo uses his tech when he needs it but also knows when to step back and recharge.

Create your own testimonial! **Write** a short testimonial about your own relationship with technology (100 words). **Consider** the following questions:



- Do you embrace technology like Ana, feel overwhelmed like Javier, or set limits like Marcelo?
- How does technology help or hinder you in your daily life?
- What would you change about your tech habits to find a better balance?

- Start with a clear topic sentence.
- Develop one idea with supporting details.
- Use linking words for coherence.

TIP

**Share** your testimonial with a classmate and **compare** your experiences. How do your relationships with technology differ or resemble each other's?



## Follow-up activity

Read the infographic about *Tips for maintaining a balanced relationship with Technology* and **put** the subtitles in the correct place (there is a distractor).



- **prioritize real-life interactions** • **unplug for mental health** •
- **engage in offline hobbies** • **set screen time limits** •
- **maximize your device usage for better productivity** •
- **be mindful of notifications** • **schedule tech-free times** •



# 6 Tips for maintaining a balanced relationship with technology

## 1

\_\_\_\_\_

\_\_\_\_\_

Create boundaries for how much time you spend on devices. Use apps or settings that help you monitor your screen time and remind you when it's time to take a break.



## 2

\_\_\_\_\_

\_\_\_\_\_

Turn off unnecessary notifications and avoid checking your phone constantly. Focus on being present in the moment instead of being distracted by your device.

## 3

\_\_\_\_\_

\_\_\_\_\_

Designate certain times of day, like during meals or before bedtime, to disconnect from technology. Use this time to focus on activities that don't involve screens.



## 4

\_\_\_\_\_

\_\_\_\_\_

While technology makes it easier to connect with people online, don't forget the value of in-person conversations. Make time for face-to-face interactions with friends and family.



## 6

\_\_\_\_\_

\_\_\_\_\_

Take regular breaks from tech to clear your mind. Whether it's a weekend getaway without screens or simply spending a few hours offline, giving yourself space from tech can help you reset.

By applying these tips, you can create a balanced relationship with technology, using it to enhance your life without allowing it to dominate your time and attention.


**EXIT  
TICKET** ★ ★ ★

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

*Something I need to revise is...*

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

*I felt...*

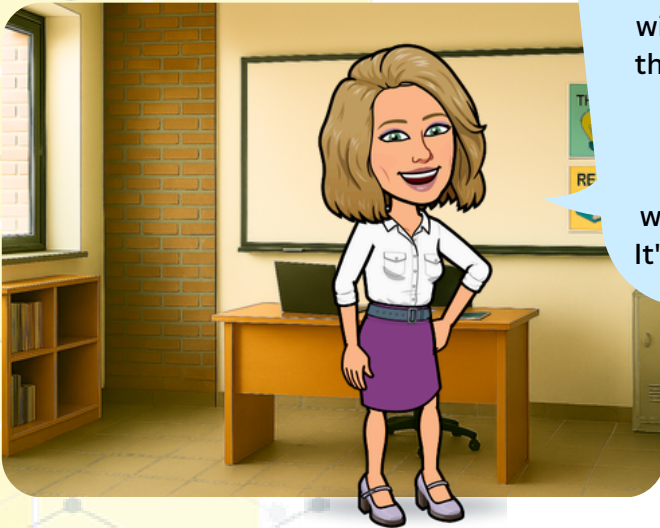


# UNIT 2

## Technology and education: friends or foes?



# 1 Is technology a friend or foe?



Today, I will share a tech confession. I find it incredibly useful to stay connected with family and friends who live far away through video calls and messaging apps. It's amazing! But, I also confess that sometimes I feel a little pressure to respond to messages instantly, even when I'm busy or want some quiet time. It's a bit of a double-edged sword for me.



What aspects does the teacher mention?

Think about your relationship with technology. What's one thing you love about it, and one thing that sometimes frustrates you?



**Think** of your own "tech confession". What's one thing you love about it, and one thing that sometimes frustrates you?



**Get in pairs** and **share** your thoughts.





## marker talk



Let's **brainstorm** some words that come to mind when we think about the good things technology brings us. Let's put these under the "Friend" column. **Think** about how technology helps us.



Friend 	Foe 
communication	addiction

**Read** your statement. **Decide** if you mostly agree or disagree. Be prepared to explain your reasoning.



- Social media connects people more than it isolates them.
- Technology makes us more productive.
- Children spend too much time using electronic devices.
- The internet is making us less intelligent.
- Technology is essential for success in today's world.
- We rely too much on our phones.

Then, **move around** the room and **find** someone who has a different opinion. **Discuss** your viewpoints for 2-3 minutes.



- I see your point, but... .
- From my perspective... .
- I disagree because... .
- That's interesting, but have you considered... .



Let's share some of the interesting points that came up in your discussions. Who had a strong disagreement with their partner?

**Share** some of your statements and the main points of your contrasting arguments with the whole class.



After our discussion, has your opinion on whether technology is more of a friend or foe changed at all? Why or why not?



**Write** a short paragraph arguing whether you think technology is mostly a "friend" or mostly a "foe." **Use** specific examples from your own life or from what we discussed today to support your opinion.



A large, light blue rectangular area with a perforated top edge, containing several horizontal lines for writing a paragraph.



## 2 Is technology innovative in education?

**Get in pairs** and **discuss** these questions.



- Do you use technology at school?
- What apps or websites do you use to study?
- Do you think technology makes learning easier or harder? Why?

A 2023 university study shared responses from people who were asked the question: *“Is technology innovative in education?”*

**Read** some answers and **discuss** their content with your partner.



**Use** these questions to guide your discussion:

- Which opinions do you agree or disagree with? Why?
- What are some advantages and disadvantages of using technology in education, according to the people in the answers?



**Mariela, 45**  
secondary school teacher




I think technology is innovative in education. It helps me create more dynamic lessons. My students enjoy learning through videos and online quizzes. It also saves time when I correct assignments.

now   



**Valentín, 17**  
high school student



For me, technology makes learning more fun. I use apps to study languages and watch science videos on YouTube. Sometimes I get distracted, but I learn a lot when I focus.

3m ago   



**Jorge, 52**  
mechanic and father of two

I didn't use much technology when I was at school, but now my kids do almost everything online. I think it's useful, but students still need to learn basic skills like writing and reading from books.

10m ago   



**Rosario, 32**  
university professor




In my opinion, technology is changing education in a positive way. It allows access to information quickly and connects students from different countries. But we must also teach digital responsibility.

18m ago   



**Graciela, 65**  
retired nurse

I'm surprised by how much technology young people use in school today. It's very different from my time. I think it's good, but teachers should guide students so they don't depend on screens too much.

26m ago   

**Read** this anecdote from a high school teacher and **complete** it with a suitable word.



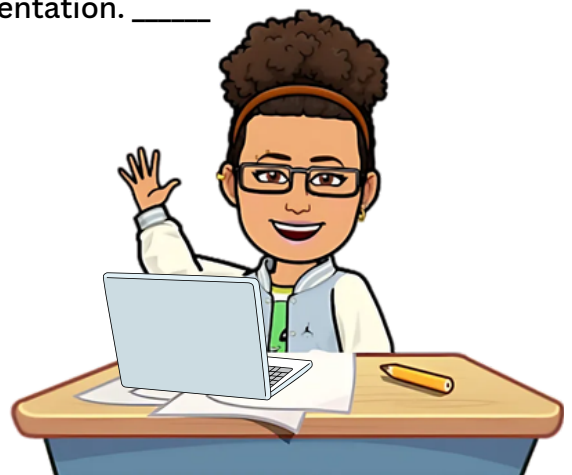
Last year, I asked my 9th-grade students to do a group project using **1** \_\_\_\_\_ phones. The task was to search for information about climate change and prepare a short presentation. At the beginning, they **2** \_\_\_\_\_ excited and started working quickly. After about 15 minutes, I noticed some students were not working on **3** \_\_\_\_\_ topic. One group was watching music videos and another was chatting on **4** \_\_\_\_\_ media. A few students didn't even open the document I had shared. I had to remind them to focus three or four **5** \_\_\_\_\_ . In the end, some presentations were incomplete and **6** \_\_\_\_\_ few students couldn't explain their topic well. I realized that when technology is not used carefully, it can make students lose concentration. Now, I always give clear rules **7** \_\_\_\_\_ we use devices and I check their progress more often. Technology is useful, but only when students use **8** \_\_\_\_\_ responsibly.

**Read** these phrases. Which ones do you think were said by the teacher from the anecdote above and which ones by the students?



**Write T** (Teacher) or **S** (Student) next to each one.

1. Sorry ... we just opened YouTube for a second. \_\_\_\_\_
2. What are you watching? That doesn't look like a science video. \_\_\_\_\_
3. Have you started working? I don't see the shared document open. \_\_\_\_\_
4. Please stay focused on your project. \_\_\_\_\_
5. We were just checking Instagram. \_\_\_\_\_
6. You have 20 minutes left to complete your presentation. \_\_\_\_\_
7. Can we finish the presentation at home? \_\_\_\_\_



What is your opinion about this topic? **Follow** the ideas below to **write** a paragraph (80–100 words) about it.



**1** Think about your opinion. Choose one:

- Students should use tablets/phones in class.
- Students shouldn't use tablets/phones in class.

**2** Answer these questions:

- What are the benefits or problems?
- When is it useful or distracting?
- Can you give an example from your life or school?

**3** Organize your ideas.

- 1. Topic sentence – Say your opinion clearly.
- 2. Reason 1 – Explain your first reason.
- 3. Reason 2 – Give a second reason or example.
- 4. Closing sentence – Summarize or repeat your opinion.

**4** Write your paragraph.



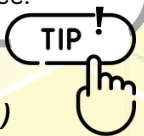
**5** Check your work.

- *Did I write 80–100 words?*
- *Did I include a topic sentence and a closing sentence?*
- *Did I use linkers to add ideas? (e.g., also, furthermore, in addition)*
- *Did I use linkers to contrast ideas? (e.g., however, although, on the other hand)"*
- *Did I check grammar and spelling?*

• Keep your sentences focused and concise.

• Maintain a logical order.

• End with a closing sentence.



Blank writing area with horizontal lines and a vertical margin line on the left.

# 3 The gap in the access to technology

Do you know about any project in your country or abroad that works to make technology accessible for everyone?



**Discuss** the question with a peer, then **share** your ideas with the class.



UNICEF ensures that ALL children can access technology and learn digitally. This means that children living with disabilities, but also children from vulnerable contexts, have more opportunities to learn in ways that suit them.



**Read** the text and **fill in the blanks** using the words from the word bank.



CUSTOMIZABLE - EXPERTS - POTENTIAL - INCLUSIVE - LEARNING

UNICEF is using new technology to make learning more **1** \_\_\_\_\_ and accessible. Along with partners, they are bringing together **2** \_\_\_\_\_, developers, researchers, and young people to find creative solutions for better learning.

Features like sign language, narration, image descriptions, and **3** \_\_\_\_\_ learning paths help tailor education to different needs. AI can personalize **4** \_\_\_\_\_ and speed up the creation of content for children with disabilities. Inclusive digital learning ensures all children have the opportunity to learn, grow, and reach their full **5** \_\_\_\_\_.

Source: UNICEF [Equity and Inclusion](#) | [UNICEF Digital Education](#)

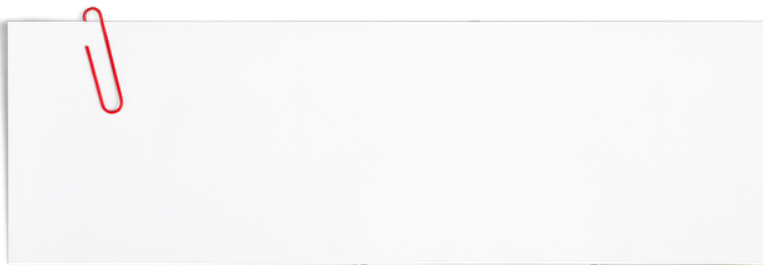
**Watch** the video and **complete** the following statements using your own words.



- 1** The project is a partnership between \_\_\_\_\_.
- 2** Technology can \_\_\_\_\_.
- 3** With the digital books, students can \_\_\_\_\_.
- 4** Ari is excited because \_\_\_\_\_.
- 5** The project helps students with and without disabilities learn at \_\_\_\_\_.

*Can AI transform learning for the world's most disadvantaged children?*

**Do** online research, **take notes** of your findings and **write** a paragraph (100 words) on the topic.



Lined writing area for a paragraph.

# 4 OLPC: a path to bridge the gap



- What do you know about OLPC?
- Beyond providing devices, what else is needed for true digital inclusion?
- How has having access to technology affected your education?



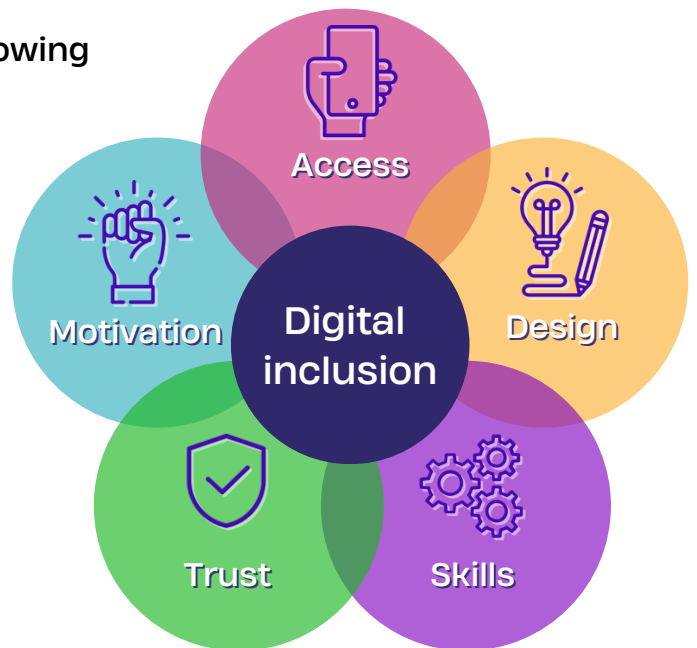
## Digital Inclusion Framework

**Look** at the diagram below showing the five key elements of digital inclusion.

**Write** the correct key element in the description below.



1. \_\_\_\_\_ (devices and connectivity)
2. \_\_\_\_\_ (digital literacy)
3. \_\_\_\_\_ (understanding the benefits)
4. \_\_\_\_\_ (online safety and privacy)
5. \_\_\_\_\_ (accessibility for all users)



**Get into groups** of 3-4, **choose** one element and **create** a mind map showing.

- Why this element is important
- Challenges related to this element
- Solutions to address these challenges
- How this connects to the OLPC program



**Read** the following case studies about digital inclusion initiatives around the world.



### CASE STUDY

1

**Estonia's e-Estonia:** Estonia has become one of the world's most digitally advanced societies, with 99% of public services available online. Its education system integrates programming from primary school.

### CASE STUDY

2

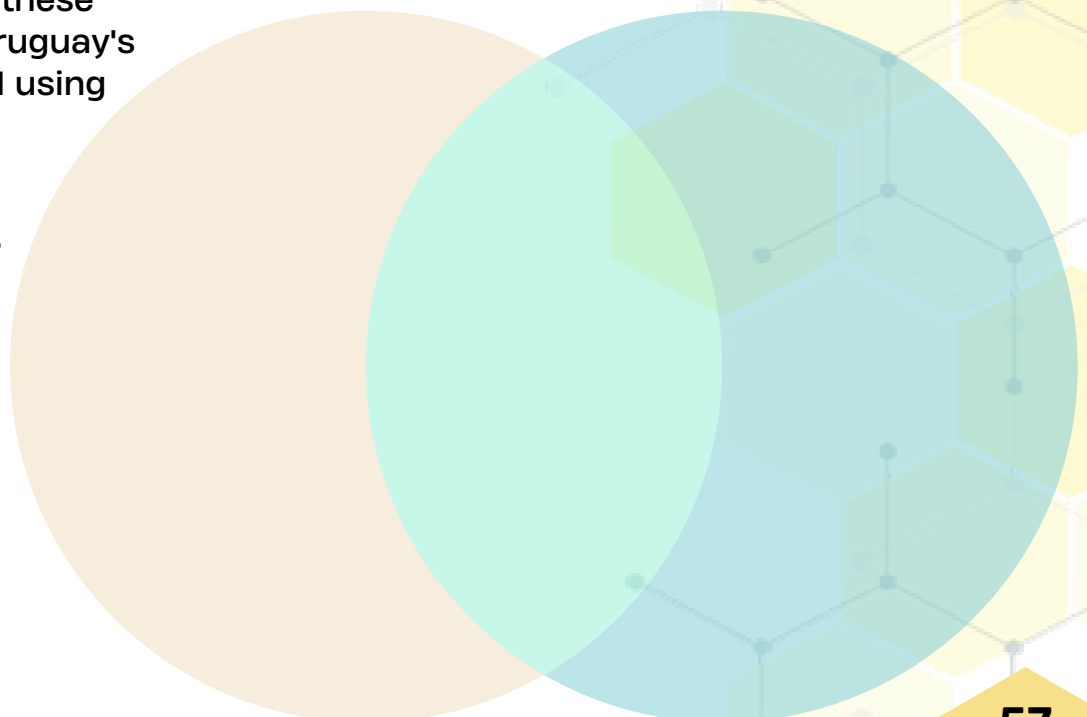
**Kenya's M-PESA:** M-PESA is a mobile banking service that has provided financial inclusion to millions of Kenyans without traditional bank accounts, transforming the economy.

### CASE STUDY

3

**South Korea's Digital Divide:** Index South Korea measures its digital divide annually across five dimensions: access, skills, utilization, and quality of use for both individuals and businesses.

**Compare** one of these initiatives with Uruguay's OLPC/Plan Ceibal using a Venn diagram. What similarities and differences can you identify?



Camila has found information about internet access.



## Internet access

- 91% of households have internet access.
- 90% of people aged 14 and older are internet users.
- 83% of people use the internet daily.
- The connectivity gap between Montevideo and the interior of the country has decreased.

Information extracted from [www.gub.uy](http://www.gub.uy).



**Get into small groups** and **share** your ideas.



- 1** What does the data suggest about the digital divide between Montevideo and the interior regions of Uruguay?
- 2** How might programs like OLPC/Plan Ceibal have contributed to the high percentage (90%) of internet users aged 14 and older?
- 3** Despite the high overall access rate (91% of households), what factors might explain why 9% of households still lack internet access?
- 4** Why do you think 83% of people use the internet daily rather than 100%? What barriers might exist even for those with access?

**Imagine** you are a technology consultant hired by a small rural community in Uruguay to improve their digital inclusion. They have OLPC devices but face several challenges:

- *Intermittent internet connectivity*
- *Varying levels of digital literacy among residents*
- *Limited local digital content relevant to the community*

In small groups, **develop** a 12-month action plan to address these challenges. Your plan should include:

- 3 specific objectives
- Concrete actions for each objective
- Required resources
- How you would measure success
- Potential stakeholders/partnerships



## Let's debate!

**Motion for debate:** *"In 10 years, physical schools will become obsolete as digital education becomes the norm."*



**Divide** the class into two groups:

- Group A: Argue in favor of the motion
- Group B: Argue against the motion

**Each group should prepare:**

- Opening statement (1 minute)
- 3 main arguments with evidence
- Anticipated counter-arguments and responses
- Closing statement (1 minute)



# 5 Plan Ceibal, the Uruguayan version of OLPC

Inés and Nico have found an old “ceibalita” at Nico's house. It belonged to Nico's mum, who is a history teacher. She told them she had had it for many years.



Inés and Nico started sharing some stories. Take some notes to **answer** the following questions.



- When did you first use a computer at school?
- How did Plan Ceibal impact your education?
- What was your experience with your first XO laptop or tablet?

**Get in pairs** and **share** your experiences. Then **share** your ideas with the rest of the class.



**Read** the magazine article comparing OLPC and Plan Ceibal.



technology  
& education

## LAPTOPS FOR ALL:

### *How Uruguay made education tech work*

In today's digital world, giving students access to computers is essential. Two big projects tried to do this: One Laptop Per Child (OLPC) and Uruguay's Plan Ceibal. While they started with the same goal, their stories turned out very differently.



## THE BIG DREAM

In 2005, researchers at MIT had a bold idea: create cheap, tough laptops for children in poor countries. Nicholas Negroponte and his team created the XO laptop and launched the One Laptop Per Child project. They wanted to give millions of these special computers to kids around the world.



Two years later, in 2007, a small South American country decided to try this idea in its own way. Uruguay started "Plan Ceibal" (named after their national flower). What began as simply giving out laptops became something much bigger and more successful.

## WHY URUGUAY SUCCEEDED WHERE OTHERS STRUGGLED

### *Starting small, thinking big*

OLPC tried to change education everywhere at once. This was too ambitious. Uruguay, meanwhile, focused on just its country. By 2009, every public school child in Uruguay had a laptop - the first country to achieve this goal.

### *Government support*

OLPC depended on donations and partnerships, which weren't always reliable. Plan Ceibal had strong support from Uruguay's president and steady government funding. This made a huge difference in keeping the program running year after year.

### *More than just laptops*

The OLPC project believed that children would learn on their own if given laptops. Plan Ceibal knew better. They invested in:

- Training teachers how to use computers in class.
- Creating educational content and software.
- Building internet connections for schools.
- Adding new programs like coding and robotics.

By 2013, almost all schools in Uruguay had internet access.

## THE RESULTS: WHAT WORKED AND WHAT DIDN'T

OLPC had mixed results. Students gained computer skills, but academic improvements were limited. Many OLPC programs ended after the initial excitement wore off.

Plan Ceibal showed modest but steady improvements in digital skills. More importantly, it closed the "digital divide" between rich and poor students in Uruguay. The program continues to evolve and improve today, with support from all political parties.

## A MODEL FOR OTHERS

Today, educational technology experts look to Uruguay as a model of success. By taking a good idea and adapting it to fit their country's needs, Uruguay created something that actually works.

The contrast between OLPC's global ambitions and Plan Ceibal's focused approach shows that sometimes thinking smaller leads to bigger results. For countries wanting to bring technology into education, the message is clear: plan carefully, adapt to local needs, support teachers, and commit to the long term.

Uruguay's experience proves that with the right approach, technology can help improve education for all students, regardless of their background or economic status.

Read the article and **answer**.



- 1 What were the primary goals of the One Laptop Per Child (OLPC) project and Uruguay's Plan Ceibal?
- 2 What were some of the key differences in the approaches of OLPC and Plan Ceibal?
- 3 Why did Uruguay's Plan Ceibal succeed where OLPC struggled? List at least three reasons.
- 4 What were the results of the OLPC project, and how did they compare to the results of Plan Ceibal?
- 5 What lessons can other countries learn from Uruguay's experience with Plan Ceibal?

How important is it to adapt technological solutions to local needs and contexts?

## Jigsaw reading

### Step 1 Get your question

Your teacher will give you a question to focus on. This is your piece of the puzzle!

### Step 2 Do your research

Open the link below and look for information that helps answer your question. Read carefully because you'll become the class expert on this part.

### Step 3 Take notes

Write down the main ideas and key details related to your question. Your notes are your toolkit for the next steps.

### Step 4 Meet your expert group

Find the classmates who were assigned the same question. Compare your notes, fill in any gaps, and make sure you all feel confident about your part.

### Step 5 Share with your home group

Now form new groups, each with one person from every part. Take turns sharing what you learned, together, you'll piece the whole article together!


[Better-Education-Systems.-Ceibal.-Uruguay.-1\\_compressed.pdf](#)



- a What is Plan Ceibal and what are its main objectives?
- b How has Plan Ceibal evolved since its creation in 2007?
- c What are the key strategic areas in which Plan Ceibal operates to serve the education system?
- d How does Plan Ceibal ensure students and teachers have access to technology and connectivity?
- e What educational platforms and resources does Plan Ceibal provide to support learning?
- f Can you describe some of the innovative, student-centered programs designed by Plan Ceibal?
- g How does Plan Ceibal support teacher training and professional development?
- h How does Plan Ceibal use data and technology to improve educational outcomes?
- i What role did Plan Ceibal play in ensuring educational continuity during the COVID-19 pandemic?
- j What were the main challenges faced by Plan Ceibal in implementing its contingency plans during the pandemic, and how were they addressed?



# 6 Learning English through technology

Nico, Camila, Lua, and Freddie are having some issues with the English lessons. They want to improve their language skills with extra materials or apps that are available online. However, they are not technology experts yet...but **YOU** are. 


**1 Surf** the Internet and **find** 5 apps or websites they can use to learn English autonomously. 

**2 Check** the requirements each of the apps or websites has. 

**3 Complete** the following table: 

	App or website 1	App or website 2	App or website 3	App or website 4	App or website 5
Requirements to sign in/log in					
Benefits					
Drawbacks					
Is it paid?					
Works offline? (yes/no)					
Other important information					

**Get into groups** of 4 and **discuss** what the best app or website could be. 

After you decide on the best app, **record** a short video to share on social media, telling others about your findings. 

# 7 A hole in the wall: the path to success

**Look** at the following newspaper headlines.

TECHNOLOGY INTEGRATION

## The Hole in the Wall Project and the Power of Self-Organized Learning

By Sugata Mitra

February 3, 2012



RESEARCH ARTICLE | APRIL 08 2014

## Hole-in-the-Wall learning station

+ Author & Article Information

Education & Technology Journal (2014)  
<https://doi.org/10.1108/JME-03-2013>

## Kids Can Teach Themselves

BY

< 1 MIN READ

OCT 22, 2013



- Do you remember the Hole in the Wall project?
- Do you believe kids can be students and teachers at the same time?
- Do you think that people can learn without the help of a teacher or mentor?

**Get in trios** and **discuss** the role of technology and guess what the content of these articles may be.



Let's focus on the first article. **Access** the link below, **read** the first two paragraphs, and **define** the following words and phrases with your own ideas.



word	your definition
slum	
struggle	
astonish	
pass by	
surf the net	

**The Hole in the Wall Project and the Power of Self-Organized Learning | Edutopia**



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



- 1** What does the hole in the wall project consist of?
- 2** How long has it been implemented?
- 3** What is revolutionary about the project? Find more than one reason.
- 4** Did the result of the test align with the expected results?

The creator of this project is Dr. Sugata Mitra. There is a video embedded in the article. **Watch** it and **jot down** five ideas about the project.



Idea 1: \_\_\_\_\_

Idea 2: \_\_\_\_\_

Idea 3: \_\_\_\_\_

Idea 4: \_\_\_\_\_

Idea 5: \_\_\_\_\_

There might be things that are unclear to you. **Write** 3 questions you would like to ask Dr. Mitra.



Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

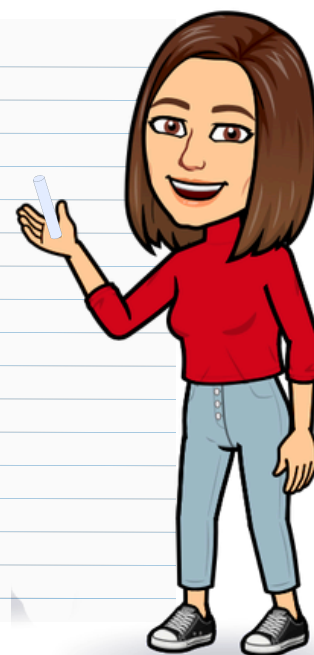
Q 3: \_\_\_\_\_



**Write** a summary of the project in about 80 words. **Include** the ideas you took from the video and the questions you would ask Dr. Mitra.

A large, blank sheet of white paper with horizontal blue lines and a vertical red margin line on the left side. The paper is slightly offset to the right, creating a shadow effect.

**Show** your paragraph to one of your classmates for feedback. Then **incorporate** all the feedback your classmate gives you into your paragraph. **Rewrite** it.

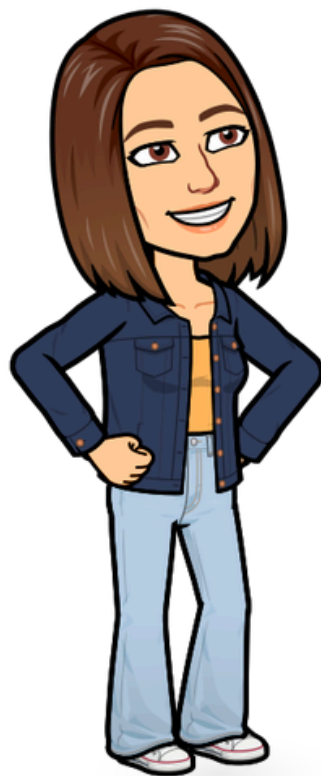
A large, blank sheet of white paper with horizontal blue lines and a vertical red margin line on the left side. The paper is slightly offset to the right, creating a shadow effect.

- I really liked how you described ... .
- Maybe you could expand a bit more on ... to make it even stronger?
- Your paragraph is easy to understand.
- Consider adding more descriptive words when you're talking about ... .
- Nice job getting your point across! For next time, maybe double-check your (grammar/spelling/punctuation/...).

**Read** paragraphs 3–6 from the article and add more information to your paragraph. **Rewrite** it.

A large rectangular area with horizontal blue lines and a red margin line on the left side, resembling a page from a spiral notebook.

There will be a tech fair at school. You are interested in sharing this project with the rest of your community. **Record** a short video using the information you collected in the paragraph. Do not forget to add some images to make it more attractive.



Nico used the results provided in the article to write his own version of them. Have a look at what he wrote. The titles of his findings were deleted. Help him **put** the right title into the right category of findings. **Use** the phrases in **blue** to help you.

### **Self-Instructioned Learning in Children's Computer Use: Observations and Process**

Our experiments reveal a consistent pattern in how children learn to use computers through self-instruction, characterized by the following stages:

**Vocabulary Development - Knowledge Sharing and Reciprocity - Memorization and Efficiency - Discovery - Repetition and Sharing - Plateau and Intervention**

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

- \* When a child in a group already has knowledge, they often demonstrate their skills to others.
- \* Alternatively, a child explores randomly within the GUI environment until they stumble upon new features, such as noticing the cursor changes to a hand shape at certain areas.

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

- \* Other children seek to try the discovered feature, asking the knowledgeable peer.
- \* Multiple children may make additional accidental or incidental discoveries during their exploration.

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

- \* Children begin to repeat and discuss their discoveries, forming a shared vocabulary to describe different features and processes.
- \* This language fosters recognizing patterns and generalizations, like understanding what happens when clicking on specific icons.

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

- \* Children memorize procedures for tasks, such as opening a program or retrieving a saved image.
- \* They share shortcuts and improved methods, engage in discussions, form research plans, and organize their learning.





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

- \* The group often divides into those who know and those who don't, but knowledge sharing is driven by social bonds rather than ownership, emphasizing cooperation rather than competition.

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

- \* Learning stabilizes once no further discoveries are made, and children focus on practicing existing skills.

To stimulate new learning cycles, minimal interventions—like demonstrating a new capability—can reignite curiosity. These spontaneous moments often spark renewed discovery cycles.

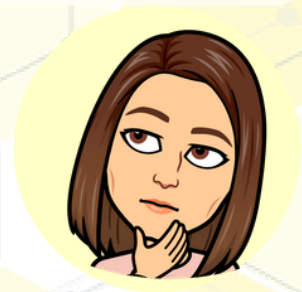
These are the key Insights from the research. **Choose** the best option a, b or c to complete the text.    

Children can teach themselves computer skills regardless of their literacy level, educational background, socio-economic status, ethnicity, gender or geographic location.

**Learning Outcomes with a Single PC (over approximately three months):**

- Basic **1**\_\_\_\_\_ (click, drag, open, close, resize, menu use)
- Drawing and painting on the **2**\_\_\_\_\_
- **3**\_\_\_\_\_ loading and saving
- Downloading and playing **4**\_\_\_\_\_
- Using educational software and programs
- Playing **5**\_\_\_\_\_ (music/videos) and viewing images
- Internet browsing (with broadband)
- Setting up and managing **6**\_\_\_\_\_ accounts
- Sending and **7**\_\_\_\_\_ emails
- Using social networks (chat rooms, Skype, Facebook)
- **8**\_\_\_\_\_ troubleshooting (e.g., fixing sound issues)
- Downloading and **9**\_\_\_\_\_ media
- Additional Observations
- Field teachers and observers have reported improvements in school enrollment, attendance, and examination performance, particularly in areas related to **10**\_\_\_\_\_ , English vocabulary, concentration, problem-solving, cooperation, and self-regulation skills.

- |                         |              |            |
|-------------------------|--------------|------------|
| <b>1-</b> a- navigation | b- commands  | c- keys    |
| <b>2-</b> a- wall       | b- computer  | c- screen  |
| <b>3-</b> a- document   | b- file      | c- letter  |
| <b>4-</b> a- files      | b- music     | c- games   |
| <b>5-</b> a- games      | b- media     | c- music   |
| <b>6-</b> a-work        | b- media     | c- email   |
| <b>7-</b> a- receiving  | b- sending   | c- writing |
| <b>8-</b> a- basic      | b- important | c- PC      |
| <b>9-</b> a- streaming  | b- uploading | c- saving  |
| <b>10-</b> a-computing  | b- streaming | c-writing  |



# 8 Technology literacy

**Look** at these images; each one represents a different aspect of technology.



Now, **classify** the images into these categories (some of them may belong to more than one category):

<b>Artificial intelligence</b>	<b>Education</b>	<b>Security &amp; authentication</b>
<b>Smart technology &amp; IoT</b>	<b>Communication &amp; collaboration</b>	<b>IT &amp; software development</b>

## Did you know?

Smart technology includes devices like smartphones and smart speakers that perform tasks automatically. Artificial Intelligence (AI), on the other hand, enables machines to learn, make decisions, and improve over time. AI often powers smart devices, making them "smarter"!





**In pairs, think** about these questions.

- Which of these technologies do you use daily?
- What skills do you need to use them effectively?



Inés is very interested in the concept of “Technological literacy,” so she is doing some research about it. Before we continue, **get into groups** and **complete** the first two columns of the **KWL chart** about this concept.

### WHAT IS TECHNOLOGICAL LITERACY?



<b>K</b> what we know	<b>W</b> what we want to know	<b>L</b> what we learned

She found a fascinating video on the topic. **Watch** the first part of the video and do the activities.



**Read** the statements below. Decide whether each statement is *true* or *false* based on what you heard in the video.

1. True Technology includes tools like smartphones, social media apps, and electric cars.
2. \_\_\_\_\_ Technological literacy is the ability to use technology responsibly for communication, creativity, and problem-solving.
3. \_\_\_\_\_ Being technologically literate means you can build a computer from scratch.
4. \_\_\_\_\_ Technological literacy allows us to solve problems by using the right technology tools.
5. \_\_\_\_\_ AI is a form of technology that helps us make decisions and solve complex problems.
6. \_\_\_\_\_ Reading about the latest gadgets makes you technologically literate.
7. \_\_\_\_\_ The ability to code is a key part of technological literacy.

**Work in groups. Watch** the first part of the video again, pay attention to the information that answers your questions from the **W** column, and complete the **L** column.



Then **write** a definition of technological literacy based on the video and your answers to the **KWL chart**. **Share** your definition with the class.



Lined writing area for defining technological literacy.

Now, **watch** the second part of the video. As you watch, **circle** the words in the word cloud you hear mentioned in the video.



**Look** at the words you circled during the listening activity. Individually, review your circled words and **choose** six that you think are *the most important* for understanding technology literacy.

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

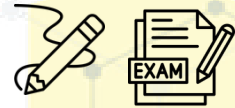
**In pairs** compare your choices. **Discuss.**



- Why did you pick these words?
- Did your partner choose different words? Why?
- Can you reach an agreement on the six most relevant words?

Inés is planning to sit for the FCE (B2 First) Cambridge exam and she is practicing the *Use of English Word Formation* section. Let's help her with this activity!

**Complete** the sentences below by transforming the word in parentheses into the correct form.



- 1 Technology literacy is essential for making informed decisions in today's digital world. (LITERATE)
- 2 Strong \_\_\_\_\_ skills help people use technology effectively in their studies and workplaces. (COMMUNICATE)
- 3 Artificial Intelligence is improving quickly and making many tasks more \_\_\_\_\_. (EFFICIENCY)
- 4 Social media can be a great tool for learning and \_\_\_\_\_ with others worldwide. (COLLABORATE)
- 5 Employers value \_\_\_\_\_ workers who can easily adapt to new technological tools. (PROFICIENCY)
- 6 Being able to choose the right \_\_\_\_\_ tools for different tasks is an important part of technological literacy. (TECHNOLOGY)
- 7 It is important to consider the \_\_\_\_\_ impact of using AI in everyday life. (ETHICS)

### Follow-up activity "Improving Our Technology Literacy"

- At the end of the video, the presenter poses an interesting question: "*What can we do to help improve our technology literacy skills?*"
- In groups, create a poster, infographic, or short presentation that answers the question.



#### 1 Brainstorm

- Discuss the main ideas from the video.
- Think about practical ways people can improve their technological literacy (for example: learning new tools, understanding ethics, practicing troubleshooting).
- Write down **at least three key strategies** for improving technological literacy.



#### 2 Create

- Choose a format: Poster (paper or digital), infographic, or short presentation (3-5 slides).
- Include:
  - A title related to technological literacy.
  - At least three practical tips on how to improve it.
  - A short explanation for each tip.
  - Visual elements (drawings, icons, or diagrams) to make it engaging.



#### 3 Present

- Share your work with the class and explain your ideas.
- Discuss which strategies are the most useful and why.

# 9 my relationship with technology

**Stand up** to show your answers to these questions.

- Do you use your phone after 10 p.m.?
- Do you ever feel tired from too much screen time?
- Can you spend a full day without your phone?

What did you observe? **Use** these prompts to answer this question.



Most / Some / Many students ...

About half of the students ...

Only a few students ...

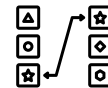
One or two students ...

said that ...  
mentioned that ...  
admitted that ...



Using screens for a long time can lead to health problems.

**Match** these symptoms to the correct definition.



1. Eye strain
2. Sleep problems
3. Tech addiction
4. Anxiety
5. Back pain
6. Distraction
7. FOMO  
(Fear of Missing Out)

- a. feeling afraid of missing something when offline
- b. pain from sitting badly for a long time
- c. not being able to rest well at night
- d. pain or tired eyes from screens
- e. feeling nervous or stressed
- f. not being able to focus or concentrate
- g. using devices too much without control

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

**Read** this text about Nayeli and her relationship with her phone and **answer** the questions below.



My name is Nayeli, and to be honest, I use my phone all the time. As soon as I wake up, I check my messages and open Instagram or TikTok. I scroll through social media every few minutes, even during class, when I know I shouldn't. I also use it at night, sometimes until 2 a.m. I feel nervous or even a bit lost when I don't have my phone with me. It's like I need to be online all the time, just in case I miss something.

Because of this, I've started having health problems. My eyes hurt almost every day, and I get headaches when I spend too much time looking at the screen. I usually sleep badly because I'm always watching videos or checking notifications when I should be resting. In the morning, I feel tired and can't concentrate at school.

My parents are worried. They tell me I'm addicted to my phone, and maybe they're right. But I don't know how to stop. I've tried putting it away, but I always go back to it after a few minutes. I want to feel better, have more energy, and focus more on real life and my studies. I think I need to take a real break and learn to use my phone more healthily.



- 1 Why does Nayeli think her phone use is a problem?
- 2 What health issues does she mention in the text?
- 3 How does using her phone at night affect her school life?
- 4 Do you think Nayeli is addicted to her phone? Why or why not?
- 5 What advice would you give Nayeli to help her have a healthier relationship with technology?



### Did you know?

There is a word for the fear of being without your phone: *nomophobia*. It comes from the phrase “no mobile phone phobia” and describes the anxiety people feel when they can't use their phones, for example if they forget it at home, the battery dies, or there is no internet connection.



## Healthy tech habits

**Create** an infographic to share with the rest of the class to spread the word about having healthy tech habits. Follow the instructions below. You can use the expressions below to help you present your infographic.

### Instructions

**1** Think about your relationship with technology.

- Do you use my phone too much?
- Does technology affect your sleep, health or concentration?

**2** Create an infographic with at least 4–6 tips or suggestions to help teenagers reduce their technology use and develop healthier habits.

Your infographic **should include**:

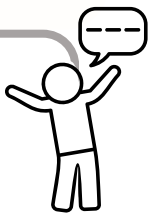
- A **title** (e.g. How to Use Technology in a Healthy Way)
- **Short tips or advice** (use imperatives like *Turn off your phone at night, Take screen breaks, Use apps to limit your time*)
- **Icons or drawings** to make it visual and attractive

**3** You can do your infographic on **paper** or using a **digital tool** (e.g. Canva, PowerPoint, Google Slides, Piktochart).

**4** Be ready to **present it to the class**.

### Useful expressions

- We're going to talk about... .
- Our infographic is about... .
- The title of our infographic is... .
- This part shows... .
- For example, this icon means... .
- One of our suggestions is to... .
- Another idea is to... .
- I think this tip is the most useful.
- That's the end of our presentation.
- Thank you for listening!
- This infographic gives suggestions for teenagers who use their phones too much.



# 10 Befriending technology

**Read** the following quotes about technology in education.



"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important."  
-----  
Bill Gates

Technology will not replace great teachers, but technology in the hands of great teachers can be transformational.  
George Couros

"It's not about the tools; it's about how you use the tools."  
Unknown

"TECHNOLOGY WILL NOT REPLACE TEACHERS, BUT TEACHERS WHO USE TECHNOLOGY WILL REPLACE THOSE WHO DON'T."  
-----  
Rita Broadfoot

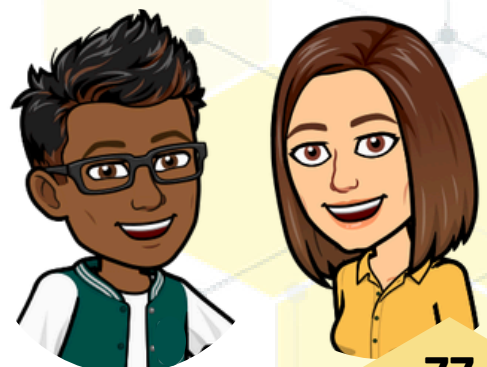
Then **discuss** these questions with a partner.



- In your opinion, do the quotes give more importance to technology or human interaction in education?
- How do you feel about technology being used in education? Do you agree with the quotes?
- How might a teacher's willingness to use technology impact student learning and engagement?

Nayeli and Nico are conducting research for their social studies class on the impact of the Covid-19 pandemic on the Uruguayan educational system.

They found an interesting UNESCO report on the topic.



## Teaching in a digital world: Uruguay's experience with Plan Ceibal

In 2007, Uruguay became the first country in the world to provide every public school student with a free laptop and internet access through Plan Ceibal. What began as an effort to close the digital gap soon became a lifeline during the COVID-19 pandemic.



In 2007, the Uruguayan government launched Plan Ceibal, a program designed to provide free laptops or tablets and internet access to all public school students, including those in rural areas. The program aimed to close the digital gap and give all students equal opportunities to use technology for their education. When the COVID-19 pandemic began in 2020, education quickly moved to online platforms, and Plan Ceibal became crucial in supporting virtual learning.

However, many students faced challenges, including unreliable internet connections and device malfunctions, such as broken or damaged devices, which made remote learning difficult. This was especially problematic as all classes had to move to virtual spaces. Furthermore, many teachers who had limited experience with technology before the pandemic initially resisted online teaching. Some felt uncertain about using new digital tools, as they were used to traditional teaching methods. To support these teachers, Plan Ceibal offered training programs on digital platforms like CREA, as well as tools for virtual classrooms and video conferencing.

To solve the connectivity issues, Plan Ceibal changed its approach. Instead of only offering technology at school, it made sure students and teachers could access it from home. Additionally, it made online access and video conferencing for educational purposes completely free of charge for every student and teacher in the country.



This change was essential to keeping education going during the pandemic. It also emphasized the importance of guaranteeing equal access to technology for everyone, as this is necessary for all students to fully participate in education. The experience showed that addressing the digital divide and supporting teachers to overcome tech challenges is key to providing fair education for all.

Source: UNESCO. Learning to Build Back Better Futures for Education: Lessons from Educational Innovation During the COVID-19 Pandemic (Chapter 15: Uruguay). [Link to complete document](#)

In pairs, **read the report** and answer the questions.



- 1 What was the primary goal of Plan Ceibal when it was launched in 2007?
- 2 What were some of the main challenges students faced when learning online during the pandemic?
- 3 How did Plan Ceibal assist teachers in adapting to online teaching during that period?
- 4 How did Plan Ceibal ensure that students and teachers had access to technology?
- 5 What were some of the reasons for teachers' resistance to online teaching during the pandemic?
- 6 Do you think Plan Ceibal was successful in ensuring equal access to education during the pandemic? Why or why not?

## Did you know?

Before the COVID-19 pandemic, around 48% of students and 60% of teachers in Uruguay had used the CREA platform. By the end of 2020, nearly 90% of both groups were using it regularly. Today, about 80% of teachers and 70% of students continue to use CREA as a key tool for learning.

Sources: UNESCO, Red Global de Aprendizajes.



As part of their research, Nayeli and Nico also interviewed two of their teachers.

**Listen** to the accounts of Raúl and Vanessa, two teachers who share their experiences with technology before, during, and after the pandemic.



As you listen, **complete** the chart below with notes on each teacher's experience, challenges, and strategies.



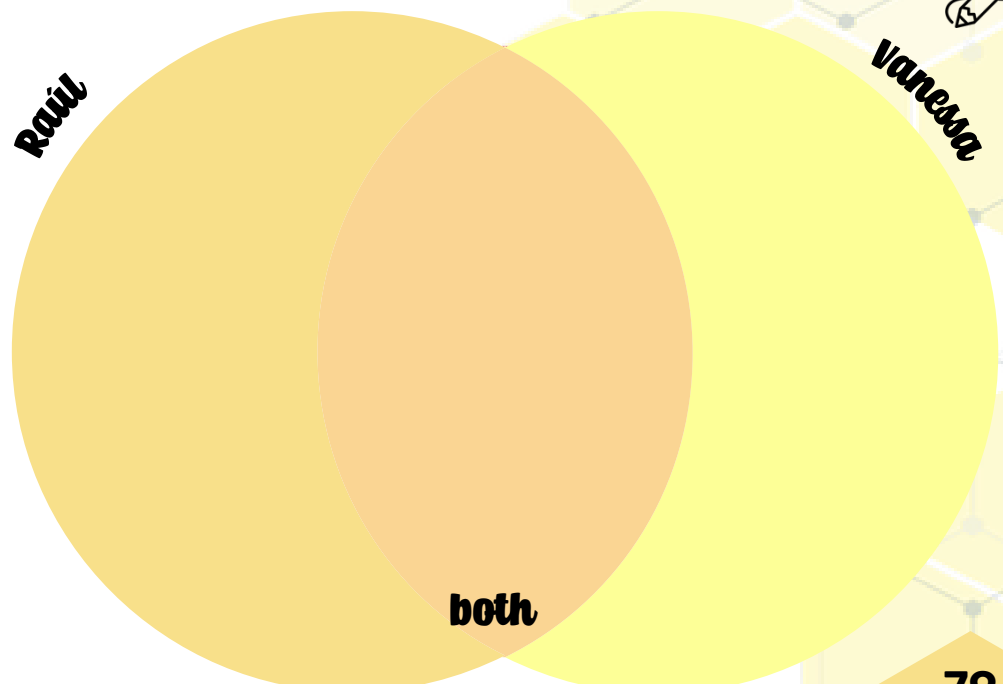
	Experience with technology	Challenges faced	Digital tools used	Strategies used	Current use of technology
Raúl	little experience with technology				
Vanessa					

What similarities and differences did you notice between Raúl and Vanessa?

Work in **pairs**. **Listen** to the two teachers' experiences with technology again and **read** the previous chart. Then **fill in** the Venn diagram below.



- **In the left circle:**  
Write things that are unique to Raúl's experience.
- **In the right circle:**  
Write things that are unique to Vanessa's experience.
- **In the middle (overlapping area):**  
Write things that both teachers have in common.



In pairs or small groups, **discuss** these questions.



- 1 Who do you relate to more, Raúl or Vanessa? Why?
- 2 Did you or your classmates face similar challenges while studying remotely?
- 3 How do you feel about using technology in education today?
- 4 Do you still use digital tools for learning? If so, which ones?

**Fill in the blanks** using "used to" and the correct form of the verb in parentheses. Practice using "used to" to describe past habits and contrast them with present experiences related to technology in education.



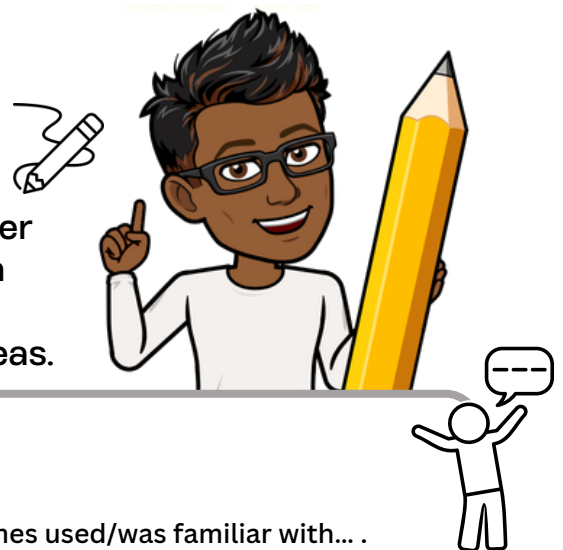
- 1 Raúl \_\_\_\_\_ (*not have*) an email account before the pandemic, but now he uses it every day.
- 2 Vanessa \_\_\_\_\_ (*upload*) optional homework on CREA, but now she uses different tools.
- 3 Many students \_\_\_\_\_ (*struggle*) with online learning because of poor internet access.
- 4 Before the pandemic, I \_\_\_\_\_ (*not rely*) on technology for studying, but now I do.
- 5 My teachers \_\_\_\_\_ (*explain*) everything on the blackboard, but during online classes, they used presentations and videos.

## Writing Time!

*Did you befriend technology because of the pandemic, or were you already comfortable with it?*

**Write** your own testimonial about your experience with technology in education before, during, and after the pandemic. Reflect on how your relationship with technology changed over time.

**Use** the expressions below to help organize your ideas.



### Useful expressions for writing

**Talking about past experiences with technology.**

- Before the pandemic, I had never used/sometimes used/was familiar with... .
- At first, I found it challenging/easy/frustrating to... .
- I had to learn how to... (use Zoom, upload assignments, send emails, etc.)

**Describing challenges and solutions**

- One of the greatest difficulties I faced was... (poor internet connection, not having a good device, etc.)
- Sometimes, it was hard to... (follow the lessons, concentrate at home, ask questions, etc.)
- I solved this by... / My school helped by... (offering tutorials, giving extra time for assignments, etc.)

**Talking about technology today**

- Now, I still use technology for... (studying, entertainment, communication, etc.)
- I think technology in education is... (useful, necessary, distracting, etc.)
- In the future, I would like to learn more about... .

**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

## The role of IT in society



# 1 How do people perceive technology?

Camila, Nico, and Inés discuss how people perceive technology in their everyday lives.

**Get in pairs and discuss.** 

- If you had to put an "X" somewhere on this spectrum to show how you generally feel about technology in your life, where would your "X" go?
- Why did you choose that spot? What are your main reasons for feeling that way about technology?
- Think about a time when technology made your life better or easier. What happened?
- Think about a time in your life when technology caused you a problem or made things worse. What happened then?



**Read** the following quotes about technology. **Get in pairs and discuss** what each quote means and which one you agree with most.



*Technology is a useful servant but a dangerous master.*

1

Christian Lous Lange

*Technology is best when it brings people together.*

2

Matt Mullenweg

*The great myth of our times is that technology is communication.*

3

Libby Larsen

*We've arranged a civilization in which most crucial elements profoundly depend on science and technology. We have also arranged things so that almost no one understands science and technology.*

Carl Sagan

4

- Which quote resonated with you most? Why?
- Do most people in Uruguay view technology positively or negatively? Why?

**Match** the words with their definitions



Word	Definition
1 - Digital native	a - The feeling of being overwhelmed by technology usage
2 - Techno-optimist	b - Someone who questions whether new technologies are truly useful or beneficial before accepting them
3 - Techno-pessimist	c - A feeling of disconnection when away from technology
4 - Tech fatigue	d - Someone who sees technology primarily as beneficial
5 - Digital detox	e - Someone who grew up using digital technology
6 - Digital anxiety	f - Someone who believes technology causes more harm than good and has a consistently negative outlook on it
7- FOMO	g - Period of voluntary abstinence from technology use
8- Tech skeptic	h - Fear of missing out on social connections or events

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

**Complete** the sentences with the appropriate words from the vocabulary list.



- 1 My grandfather is a techno-pessimist who believes new technologies create more problems than they solve.
- 2 After checking social media for hours, Juan experienced \_\_\_\_\_ and decided to take a break.
- 3 As a \_\_\_\_\_, María finds it easy to learn new applications without instruction.
- 4 Roberto took a weekend \_\_\_\_\_ by turning off his phone and computer to reconnect with nature.
- 5 The constant notifications made Lucía feel \_\_\_\_\_ whenever she couldn't check her messages.
- 6 Despite being in IT, Santiago remains a \_\_\_\_\_ who questions whether every new technology actually improves life.
- 7 \_\_\_\_\_ drives many teenagers to check their social media accounts constantly.
- 8 Teachers at UTU are generally \_\_\_\_\_ who believe technology will help solve our biggest challenges.

**Read** the article about different technology perceptions in Uruguay and **answer** the questions.



- 1 How has Plan Ceibal influenced how young Uruguayans perceive technology?
- 2 What does Eva's attitude toward technology suggest about how people can become enthusiastic users later in life?
- 3 What skills does Roberto believe have been lost due to technology?
- 4 How do rural perceptions of technology differ from urban ones?
- 5 How did the COVID-19 pandemic change Lucía's perception of technology?
- 6 What strategy does Diego use to maintain a balanced relationship with technology?

## TECHNOLOGY TODAY

#WorkingUruguay



# DIFFERENT PERCEPTIONS OF TECHNOLOGY IN OUR LIVES

**T**echnology is part of everyone's life in Uruguay, but people experience it in different ways.

Technology has become deeply integrated into Uruguayan society, especially since the implementation of Plan Ceibal, which provided laptops to students across the country. But how do different people perceive the role of technology in their lives? Our team interviewed residents from Montevideo and other departments to understand their diverse perspectives.

For many young Uruguayans who grew up with Plan Ceibal and smartphones, technology feels like a natural extension of themselves. "I don't even think about it as 'technology' anymore," explains Mateo, a 19-year-old student at UTU's Bachillerato de Informática. "My phone, my laptop—they're just part of my daily routine, like brushing my teeth or drinking mate. I feel incomplete without them."

This sense of integration is common among digital natives, but it can also appear in people who adopt technology later in life with great enthusiasm. "I love trying out every new app or device—I feel like technology keeps me young and connected," says Eva, a 45-year-old secretary. This enthusiasm shows how technology can become deeply embedded in daily routines, sometimes leading to dependency.

Older generations frequently have a more

measured perspective. "When I was young, we used to memorize phone numbers and meet at predetermined times without the ability to send a quick WhatsApp," says Roberto, 58, who works as a systems analyst. "Technology has made life more convenient, but I think we've lost some valuable skills and patience in the process."

Some professionals see technology through a practical lens. "As a software developer, I see technology as a powerful tool, nothing more and nothing less," explains Valeria, who works remotely for an international company. "It's not inherently good or bad; it's how we use it that matters. I'm careful about which technologies I bring into my personal life and how I interact with them."

Rural perspectives often differ from urban ones. Farmers in Tacuarembó have embraced agricultural technology while maintaining skepticism about social media. "My tractor has GPS, and my irrigation system is automated," says farmer Eduardo. "These technologies have concrete benefits for my work. But I don't understand why my grandchildren spend hours watching short videos on TikTok. That kind of technology seems more like a distraction than a tool."

The COVID-19 pandemic shifted many perceptions. "Before the pandemic, I saw technology as somewhat optional in my teaching," admits Lucía, a high school teacher. "But when everything went remote, I had to adapt quickly. Now I appreciate how technology can connect us when physical presence isn't possible, though I still believe in-person interaction is irreplaceable for education."

Among Uruguayan IT professionals, a more minimalistic approach is common. "Working in tech means I use digital tools every day, but I've learned I don't want them to take over my life," says Diego, a network administrator. "That's why my family and I have a 'tech-free' afternoon every week. We enjoy simple activities like playing board games or walking by the rambla, and those moments without screens feel more meaningful."



These diverse perspectives remind us that technology isn't experienced uniformly. Our relationship with technology is shaped by our age, profession, location, needs, and personal values. As Uruguay continues its path as one of Latin America's most digitally connected societies, finding healthy ways to integrate technology while preserving cultural values remains an ongoing conversation.

**Read** the text again and **identify** and **classify** the different perspectives mentioned in the article. Write 'none mentioned' if any aspect does not appear. 

Person	Profession / Role	Main perception of technology	Positive aspects	Negative aspects
Mateo				
Eva				
Roberto				
Valeria				
Eduardo				
Lucía				
Diego				

Get in pairs and ask your partner the following questions.



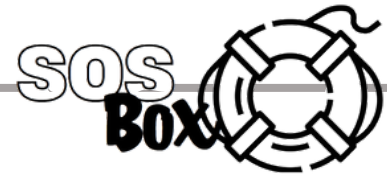
- How do you feel when you forget your phone at home?
- Which technology could you easily live without? Which would be the hardest to give up?
- Do you think technology has changed how you interact with friends and family? How?
- What technology do you find most useful in your studies? Most distracting?
- How do you think growing up with technology has shaped your thinking?

After interviewing each other, write 3–4 sentences reporting what your partner said. Share your report with the class.



Examples: • My partner said that he couldn't live without his phone.

• She mentioned it was easier to keep in touch with her family with technology.



## DIRECT and REPORTED speech

### Rule 1 Tense

In reported speech, the tense of the verb in the direct speech is often changed to reflect the time of reporting.

Direct Speech

He said, "I am reading a book."

Reported Speech

He said that he was reading a book.



Note that the present tense "am" in the direct speech is changed to past tense "was" in the reported speech.

### Rule 3 Report

We use reporting verbs like "say," "ask," "tell," and "exclaim," to indicate who is speaking. The choice of the reporting verb can also indicate the tone or mood.

Direct Speech

"I won the game!"

Reported Speech

He exclaimed that he had won the game.



Note that "exclaimed" is used to show excitement or enthusiasm in the reported speech.

### Rule 2 Pronoun

The pronouns in direct speech may need to be changed in reported speech depending on who the speaker and the listener are.

Direct Speech

She said, "I will meet you at the mall."

Reported Speech

She said that she would meet me at the mall.



The pronoun "I" in the direct speech is changed to "she" and "you" is changed to "me" in the reported speech.

### Rule 4 modal

Modal verbs like "can," "will," "shall," "may," and "must" may need to be changed in reported speech.

Direct Speech

He said, "I can cook tomato soup."

Reported Speech

He said that he could cook tomato soup.




Note that the modal verb "can" in the direct speech is changed to "could" in the reported speech.

### Other reporting verbs

- tell
- state
- mention
- explain
- report
- add
- point out
- note
- reply



Mateo, Roberto, Valeria, Diego, and Eva perceive technology in different ways. **Read** what they have to say and **fill in the gaps** with the missing words.




**Mateo**

For me, \_\_\_\_\_ has always just been there. I don't really separate 'online' and '\_\_\_\_\_'-it's all part of my normal life. I use my \_\_\_\_\_ to study, talk to friends, watch series, everything! I never had to 'learn' technology, it feels \_\_\_\_\_, like speaking my first \_\_\_\_\_. Sometimes I don't even notice how much I depend on it until the \_\_\_\_\_ goes down.


**offline · technology · phone · Wi-Fi · natural · language**

Technology has definitely made some things more \_\_\_\_\_ than when I was younger, like \_\_\_\_\_. But I do \_\_\_\_\_ about what we've lost along the way. People seem less \_\_\_\_\_, and I wonder if we're losing some \_\_\_\_\_ skills because we rely so much on our \_\_\_\_\_.



**Roberto**

**convenient · communication · worry · patient · important · devices**




**Valeria**

As someone who \_\_\_\_\_ with technology, I see it as a \_\_\_\_\_ tool. It can be incredibly \_\_\_\_\_, but it's really all about how we \_\_\_\_\_ to use it and what we allow into our lives. I'm thoughtful about the technology I use at \_\_\_\_\_ to make sure it's serving a \_\_\_\_\_ and not just a distraction.


**powerful · useful · choose · home · works · purpose**

I try to keep \_\_\_\_\_ from taking over my personal life. At home, I prefer simple \_\_\_\_\_: sharing a family meal without \_\_\_\_\_ on the table, reading a book in the evening, or going out \_\_\_\_\_ for a walk. Using less technology makes me feel \_\_\_\_\_ and more connected to my \_\_\_\_\_ and the people around me.



**Diego**

**technology · together · family · calmer · phones · routine**



**Eva**

For me, technology is \_\_\_\_\_. I feel like there's always something new to \_\_\_\_\_. I enjoy testing the latest \_\_\_\_\_, using smart \_\_\_\_\_ at home, and discovering tools that make everyday tasks easier. Technology doesn't \_\_\_\_\_ me; on the contrary, it keeps me curious and \_\_\_\_\_ to learn more.

**explore · exciting · intimidate · motivated · devices · apps**

Mateo, Roberto, Valeria, Eva, and Diego represent five groups of people with different perspectives about technology. **Read** about them.



- **Digital natives** – People who grew up with technology and see it as a natural, integrated part of daily life.
- **Tech enthusiasts** – Technology is overwhelmingly positive and should be embraced in all aspects of life.
- **Digital balancers** – Technology is useful, but needs to be used mindfully and with boundaries.
- **Tech skeptics** – Technology has created as many problems as it has solved, and should be approached cautiously.
- **Digital minimalists** – People should drastically reduce their technology use and return to simpler ways of living.

**Read** the texts on the previous page again. Then **write** the correct group (*digital native, tech enthusiast, digital balancer, tech skeptic, or digital minimalist*) under each person's name.



 <p><b>Roberto</b> tech skeptic</p>	 <p><b>Eva</b></p>	 <p><b>Diego</b></p>	 <p><b>Valeria</b></p>	 <p><b>mateo</b></p>
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## Group debate Different perspectives on technology

**Get into five groups.** Each group will be representing a different perspective.

- digital natives
- tech enthusiasts
- tech skeptics
- digital balancers
- digital minimalists

Each group will:

- Prepare arguments supporting their assigned perspective (10 minutes)
- Present their position to the class (2 minutes per group)
- Respond to questions from other groups (5 minutes per group)

### How to build an argument

Start your point

- From my perspective, ...
- I strongly believe that ...
- One important reason is that ...

Give an example

- For example, ...
- A clear case of this is ...
- In my experience, ...

Add support

- This shows that ...
- This proves how ...
- That's why ...

Respond to others

- I understand your point, but ...
- That may be true, however ...
- On the other hand ...



Technology perspectives quiz. **Answer** the questions by choosing the option (A–E) that best describes you. Then **compare** your result with a partner.



# What is your technology perspective?

Choose the option that best describes you.

## 1 How do you usually feel about trying new apps or devices?

- A. I get excited and want to try them right away.
- B. I'll try them, but only if I think they'll be useful.
- C. I'm not very interested, I prefer to stick to what I know.
- D. I avoid them—I prefer fewer devices and simpler tools.
- E. I don't even think of them as "new"; technology is just part of my life.

## 2 What role does technology play in your daily routine?

- A. It's essential—I can't imagine living without it.
- B. It's very important, but I also set limits.
- C. I use it because I have to, but I often doubt its benefits.
- D. I try to use as little as possible to stay present.
- E. It feels natural, like brushing my teeth—it's always been there.

## 3 How do you prefer to spend your free time?

- A. Exploring gadgets, apps, or online platforms.
- B. Doing a mix of online and offline activities.
- C. Talking face to face, reading, or offline hobbies.
- D. Outdoors, with no devices at all.
- E. Online chatting, gaming, streaming—digital activities come naturally.

## 4 What do you think is the biggest problem with technology?

- A. None—it brings mostly positive things.
- B. It can distract me if I don't control it.
- C. It creates issues like privacy loss or social disconnection.
- D. It consumes too much of our lives, we should reduce it.
- E. I don't really see problems; it's just part of everyday life.

Do you agree with your results?

**Write** a 150-word text about your own relationship with technology, explaining your habits, feelings, and personal perspective.

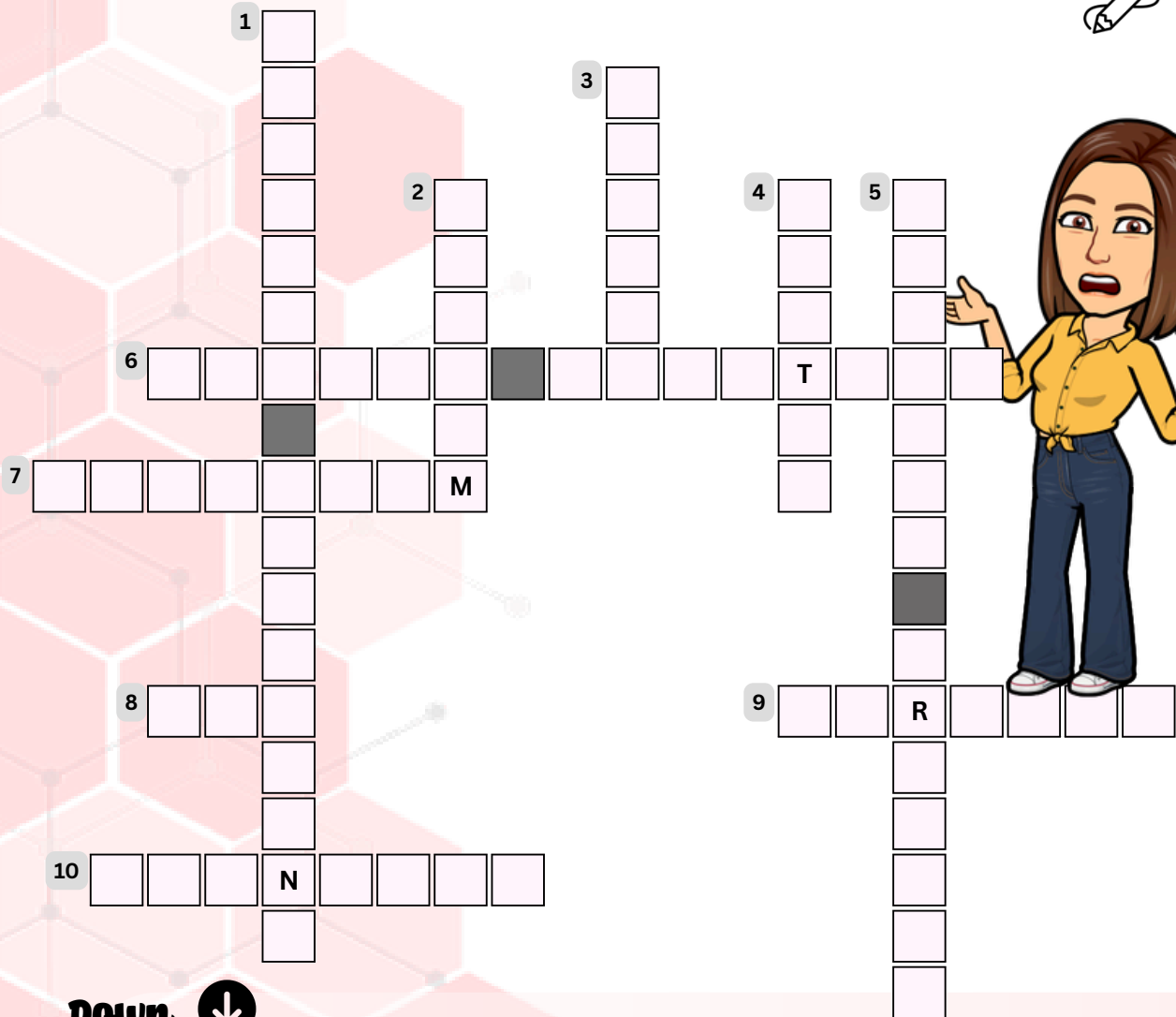


## Results

- Mostly **A** → Tech enthusiast
- Mostly **B** → Digital balancer
- Mostly **C** → Tech skeptic
- Mostly **D** → Digital minimalist
- Mostly **E** → Digital native

# 2 How do I conceptualize the virtual world?

**Help** Nayeli complete this crossword puzzle about the lesson's topic.



## Down ↓

1. The information about you that stays online
2. To watch or listen to content online without downloading it
3. To send a file from your device to the internet.
4. A picture or character that represents you online.
5. A person who makes and shares videos, posts or other media online.

## Across →

6. How a person presents themselves on the internet.
7. A digital space where users can interact, share content, or communicate with others.
8. A program you can download and use on your phone or computer.
9. Something that exists only online or in a digital form.
10. To get a file from the internet to your device.



**Complete** this text with the words/phrases from the crossword puzzle.

In today's world, we spend a lot of time in the **1** virtual space. From studying and working to socializing and relaxing, digital tools are part of our daily routine.

Many people use more than one social media **2** \_\_\_\_\_ to communicate and share their ideas. For example, they might **3** \_\_\_\_\_ photos, videos, or documents to show what they've been doing. Others prefer to **4** \_\_\_\_\_ music or movies instead of saving them to their devices.

When joining a video game or an online community, users often create an **5** \_\_\_\_\_ to represent themselves. This image or character may show something about their personality or interests. Together, these choices shape a person's **6** \_\_\_\_\_, which is how they are seen by others online.

Some individuals go even further and become a **7** \_\_\_\_\_, making and sharing videos, podcasts, or posts with thousands of followers. Most of the time, they use a special **8** \_\_\_\_\_ on their phone or computer to create and share content.

It's important to remember that everything we do online leaves a **9** \_\_\_\_\_, which can last for a long time. Even when we **10** \_\_\_\_\_ something to use later, that action can be tracked. Being aware of how we interact in the digital world helps us stay safe, responsible, and respectful online.



**Read** this dialogue between Diego and Nayeli and **answer** the questions below.

**Diego:** Hey Nayeli, when you hear "virtual world," what do you think of?

**Nayeli:** Uh... probably video games, like Minecraft. You can build things and talk to people, even though you're not really there.

**Diego:** Yeah, same here. I also think of VR, like those headsets where it feels like you're inside a game or another place.

**Nayeli:** Oh yeah, I tried one once! It was cool!

**Diego:** Have you ever done something like a virtual tour?

**Nayeli:** Yes! During lockdown, I checked out a museum online. Not the same as going, but still fun.

**Diego:** I did one of NASA. Pretty awesome, actually.

**Nayeli:** So... do you think the virtual world is like the real one?

**Diego:** Not really. In the virtual one, you can change your avatar, fly, and do crazy stuff. In real life, you have to follow rules and wait for things to happen.

**Nayeli:** True! But I guess they're still connected somehow.

**Diego:** For sure!

- 1 What kind of games do Diego and Nayeli mention?
- 2 What did they visit online during lockdown?
- 3 How do they describe the difference between the virtual and real world?
- 4 What does Diego think about real life compared to virtual life?

What's YOUR technology perspective? **Answer** the survey!



## WHAT DOES THE VIRTUAL WORLD MEAN TO YOU?



Choose the answer that best matches your experience or opinion.  
There are no right or wrong answers!

**1** What's the first word that comes to your mind when you hear "virtual world"?

- |  |   |
|--|---|
| <input type="checkbox"/> A. Fun        | <input type="checkbox"/> C. Not real      |
| <input type="checkbox"/> B. Technology | <input type="checkbox"/> D. Everyday life |

**2** How much time do you spend online (outside of school work)?

- |  |   |
|--|---|
| <input type="checkbox"/> A. Less than 1 hour a day | <input type="checkbox"/> C. 4-6 hours a day         |
| <input type="checkbox"/> B. 1-3 hours a day        | <input type="checkbox"/> D. More than 6 hours a day |

**3** What do you do most often in the virtual world?

- |  |   |
|--|---|
| <input type="checkbox"/> A. Watch videos or stream content | <input type="checkbox"/> C. Play online games |
| <input type="checkbox"/> B. Chat or post on social media   | <input type="checkbox"/> D. Study or research |

**4** Do you think your online identity is different from your real-life self?

- |  |  |
|--|--|
| <input type="checkbox"/> A. Yes, it's very different | <input type="checkbox"/> C. Not really   |
| <input type="checkbox"/> B. A little different       | <input type="checkbox"/> D. I'm not sure |

**5** Which of these do you use most often?

- |   |   |
|---|---|
| <input type="checkbox"/> A. A learning platform<br>(e.g. CREA, Moodle)          | <input type="checkbox"/> C. A gaming platform<br>(e.g. Roblox, Minecraft) |
| <input type="checkbox"/> B. A social media platform<br>(e.g. Instagram, TikTok) | <input type="checkbox"/> D. A creative platform<br>(e.g. YouTube, Canva)  |

**6** How do you feel when you're disconnected from the virtual world?

- A. Relaxed  C. Anxious  
 B. Bored  D. Free

**7** Do you think the virtual world helps you learn and grow?

- A. Yes, definitely  C. Not really  
 B. Sometimes  D. No

**8** What do you enjoy most about being online?

- A. Creating things (videos, art, etc.)  C. Exploring or playing  
 B. Talking to people  D. Finding useful information

**9** If the internet stopped working for a day, what would you do first?

- A. Go outside or read  C. Play an offline game  
 B. Call or text friends  D. Feel lost or frustrated

**10** The virtual world is...

- A. A place to be creative and explore  C. A big part of who I am  
 B. A way to stay connected with others  D. Just a tool for everyday tasks

**Check** your results! Do you agree with them? Why? Why not?  
**Share** your ideas with a partner.



### Your results

- **Mostly A's:** You see the virtual world as a space for creativity and exploration. You like making things, learning, and expressing yourself in different ways.
- **Mostly B's:** You see the virtual world as a social space. Staying connected, sharing moments, and chatting are most important to you.
- **Mostly C's:** You see the virtual world as immersive and exciting. You enjoy games, fantasy, and experiences that are different from real life.
- **Mostly D's:** You see the virtual world as a practical tool. You use it for learning, communication, and solving everyday problems.

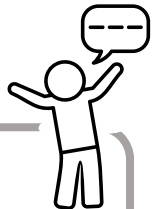
How would you compare the real world to the virtual world?

**Use** the adjectives and the useful expressions below to write your ideas.



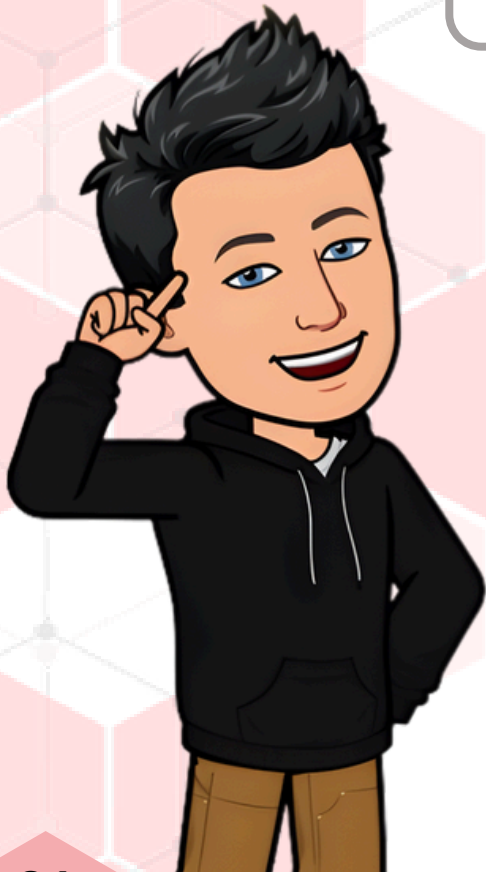
**fast · easy · exciting · safe · cheap · comfortable**  
**realistic · interesting · personal · stressful**

The virtual world is more exciting than the real world.



### **useful expressions**

- The virtual world is more \_\_\_\_ than the real world.
- The real world feels less \_\_\_\_ than the virtual one.
- I think the real world is as \_\_\_\_ as the virtual one.



# 3 Changing interactions in the virtual world

Look at these pictures. Get in pairs and discuss.



- Which of these do you use every day?
- Which one is fastest?
- Which one is most expensive?
- Which one do your parents use most?



A



C



B



D

How do you usually talk to your friends?

- Face to face
- Phone calls
- Text messages
- Social media
- Video calls







## Useful expressions



- Every day / Often / Sometimes / Never
- I send text messages every day.
- I never write letters.

Complete and then answer.

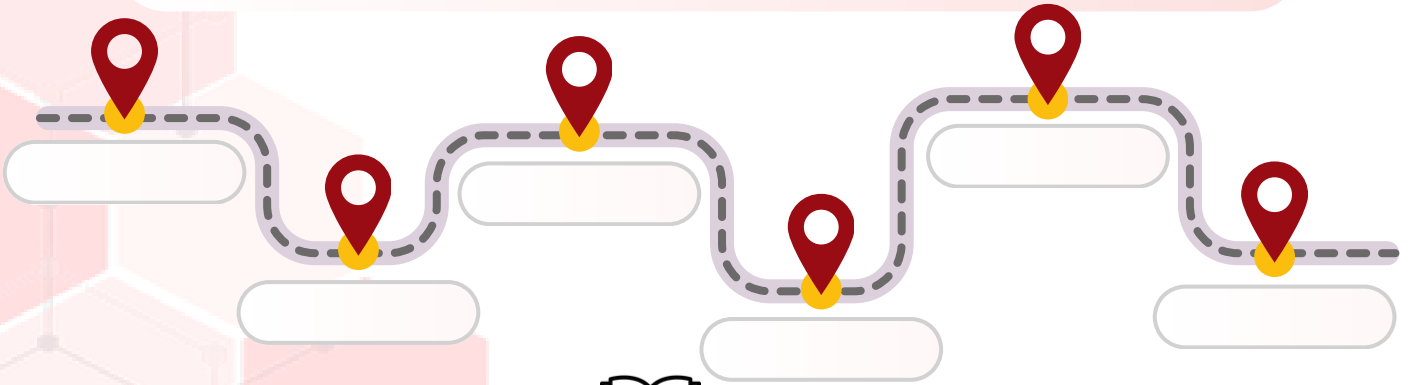


- How often do you send an  \_\_\_\_\_?
- Do you write  \_\_\_\_\_ to friends?
- How many  \_\_\_\_\_ do you make every day?
- Do you  \_\_\_\_\_ on social media?
- When do you make  \_\_\_\_\_?
- How many  \_\_\_\_\_ do you send a day?

Put these communication methods in order from oldest to newest:



**Text messages • Letters • Emails • Phone calls • Video calls • Social media**



Read the text and do the activities.



## Then and now: how we talk to each other



### **PART 1** IN THE PAST (1990s)

30 years ago, life was very different. If you wanted to talk to a friend, you had to call them on the phone. But phone calls cost money, especially long-distance calls. Many families only made long calls once a week because they were expensive.

If you wanted to send a message, you would write a letter. You put it in an envelope, bought a stamp, and took it to the post office. Then you waited. Your friend got the letter after about five days. If they wanted to answer, you waited a similar number of days for their reply.

Some people had computers, but not many. The internet existed, but most people didn't use it. Email was new, and not everyone had it. Mobile phones were very big and expensive. Only business people had them.

In the early 2000s, things started to change. More people got computers and email addresses. Email was faster than letters; you could send a message and get an answer on the same day!

### **BIG CHANGES** **PART 2** (2000s)

Mobile phones became smaller and cheaper. More people bought them. At first, you could only make phone calls. Then, text messages became popular. Young people loved texting because it was quick and cheap.

The internet became more popular. People started using chat rooms to talk to strangers with similar interests. This was exciting; you could make friends with people from other countries!

Now, almost everyone has a smartphone. We can send messages, make video calls, share photos, and use social media, all from our phone. Communication is instant and mostly free.

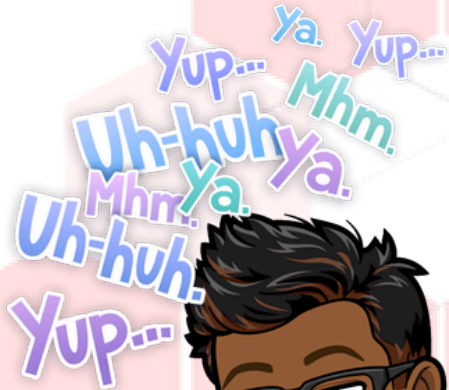
We don't just stay in touch with friends - we know what they're doing all day. We see their photos, read their thoughts, and know where they are. We can talk to people on the other side of the world as easily as talking to our neighbors.

### **PART 3** ALWAYS (today) CONNECTED

But some things have changed in unexpected ways. Many people say they feel lonely even though they're always connected. Some people miss the excitement of getting a letter or making a special phone call.

**Read** the text and **decide** if these sentences are *true* or *false*. **Justify** your answer.

- 1 Phone calls were cheap in the 1990s. \_\_\_
- 2 A full letter exchange typically took about a week. \_\_\_
- 3 Email existed in the 1990s, but not everyone had it. \_\_\_
- 4 At first, mobile phones only allowed voice calls. \_\_\_
- 5 Text messages became popular in the 2000s. \_\_\_
- 6 Chat rooms let people talk to strangers. \_\_\_
- 7 Communication today is usually free. \_\_\_
- 8 Everyone is happy with modern communication. \_\_\_



**Answer** the questions.

- 1 Why didn't people make many long-distance calls?
- 2 What were mobile phones like in the 1990s?
- 3 Why did people like email?
- 4 What could people do in chat rooms?
- 5 How has our knowledge of friends changed?

## Vocabulary in context

**Find** these words in the text and **guess** their meaning.

- 1 long calls =
- 2 instant =
- 3 device =
- 4 connected =
- 5 unexpected =

**Use** each word in a sentence about communication.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



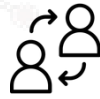
- 1 My grandmother \_\_\_\_\_ (**use to**) write letters to her friends.
- 2 People \_\_\_\_\_ (**not use to**) have mobile phones.
- 3 Communication \_\_\_\_\_ (**be**) slower in the past than now.
- 4 Today, sending messages \_\_\_\_\_ (**be**) easier than before.
- 5 \_\_\_\_\_ your parents \_\_\_\_\_ (**use to**) write letters when they were young?

**Compare** these using the adjectives in brackets.



- 1 Letters **vs** emails (*fast*)  
\_\_\_\_\_
- 2 Old phones **vs** smartphones (*expensive*)  
\_\_\_\_\_
- 3 Text messages **vs** phone calls (*quick*)  
\_\_\_\_\_
- 4 Video calls **vs** letters (*personal*)  
\_\_\_\_\_

**Think** about the future with a partner.



- How do you think communication will change in the next 10 years?
- What new technology might we use?
- Will people still use phones and text messages?

## Roleplay



**Choose** one situation and **practice** with your partner.

### Situation 1: Different Generations

**Student A:** Teenager who loves texting and social media.

**Student B:** Grandparent who prefers phone calls and letters.

**Problem:** You want to stay in touch but prefer different methods.

### Situation 2: Long Distance

**Student A:** You moved to another country for work.

**Student B:** You are their best friend back home.

**Discuss:** How will you stay in touch?

## Comparing Past and Present

Study these patterns.

Used to + verb (past habits)

- *People used to write letters.*
- *We didn't use to have mobile phones.*
- *Did you use to call your friends every day?*

Comparatives

- *Communication is faster now than before.*
- *Phones are cheaper today than in the past.*
- *Letters were more personal than text messages.*
- *Social media is less confidential than face to face communication.*

Past vs Present

- *In the past, calls were expensive. Now they're free.*
- *People wrote letters before. Today, they send emails.*
- *Communication was slow then. It's fast now.*



## Homework Choose ONE activity.



### Option 1 Family interview

**Talk** to someone in your family who is over 40. **Ask** them:

- How did you communicate with friends when you were my age?
- What was different?
- What do you think about communication today?

**Write** 5 sentences about what you learned.

### Option 2 Communication diary

For one day, **write** down every time you communicate with someone:

- What method did you use?
- How long did it take?
- How did you feel?

**Write** a short paragraph about your communication habits.

### Option 3 Then and now

**Choose** one communication method (letters, phone calls, emails, etc.).

**Write** about:

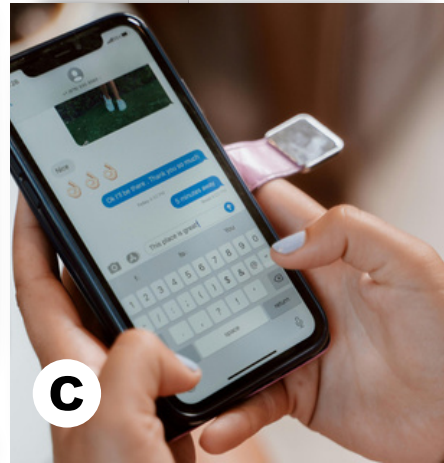
- How it was used in the past
- How it's used now
- What changed

**Write** 8-10 sentences.



# 4 A virtual hug with technology

**Look** at the images below. What do they have in common?



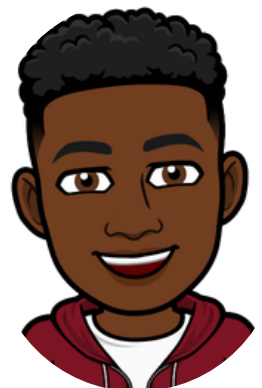
**In pairs, discuss** these questions.



- Which image do you think represents the biggest challenge for staying connected? Why?
- Have you ever had to communicate with someone far away? How did you do it?
- If you had to move abroad tomorrow, what would you miss the most, and how would you stay in touch with your loved ones?

One person who can relate to this topic is Duma. He immigrated from Angola to Uruguay. Like many people who move to another country, he faced challenges staying in touch with his family and friends back home. He found an interesting article on the subject that he wants to share with you.

**Read** the article in the next page and **do** the activities.



# A virtual *hug* with technology

## Staying connected while living abroad

Moving abroad is a life-changing experience filled with both excitement and uncertainty. Whether for work, study, or adventure, the decision to emigrate is often bittersweet. While new opportunities await, saying goodbye to family, friends, and country can be difficult. However, staying in touch has never been easier, thanks to modern technology. Just a few decades ago, things were very different.



### Then vs. now: The evolution of long-distance communication

Uruguay has a long history of emigration, with many people leaving the country during periods of political instability or economic crisis. In the 1970s and 1980s, many Uruguayans were forced into exile, separated from their families for years. Phone calls were expensive, and the only way to see loved ones was through rare visits or old photographs. Later, during economic difficulties in the 1990s and early 2000s, thousands of Uruguayans moved to Spain, Italy, or the United States in search of better opportunities, again facing the hardship of being far from home.

Today, however, technology allows us to be virtually present in each other's lives. Messaging apps like WhatsApp make instant communication possible, while video calls on Zoom, Skype, and Google Meet help bridge the distance. Social media platforms let families and friends share special moments, making miles feel like mere meters.

### Staying close despite the distance

*"When I first moved to Barcelona to work as a freelance journalist, I was worried about feeling disconnected from my family in Montevideo. My mother often talks about how, in the early 2000s, my uncles, who had emigrated to Madrid, could only call home once a week because international calls were not exactly budget-friendly. Now, I can send a video message anytime or have long video calls without worrying about the cost. My parents even watch football matches with me online, just like we did back home! It's not the same as being there, but it makes a huge difference."*



Lucía, 36

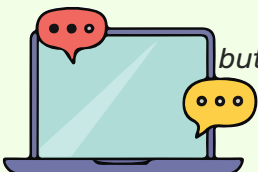
*"My grandparents tell me stories about when they moved from Uruguay to Sweden in the 1970s and sent handwritten letters to stay in touch. They would wait weeks for a response, and sometimes, letters never arrived. In the 80s, they started sending recordings on cassette tapes, which felt like a huge improvement. It was more personal and made them feel closer despite the distance. As a software engineer working in Canada, I can't imagine relying on such slow communication. Now, I send a quick message and get a reply in seconds. I also send voice notes to my friends, and it feels like we're just chatting over a mate at the Rambla. My mom still writes me emails, just like she used to send letters, but now, she adds pictures and even voice messages. It's amazing how things have changed."*



Andrés, 28

*"I always dreamed of studying abroad, but I was afraid of missing home too much. Now that I'm on an exchange program in Germany, I realize how different my experience is from my dad's when he studied in the U.S. in the 1990s. He told me he could only call home once a month because international calls were extremely expensive back then. Now, I video call my family every weekend, and we send messages all the time. Sometimes, we even have merienda together over a video call.*

*Mom prepares café con leche with bizcochos, and I do the same here, but with a butterbrezel, a soft German pretzel with butter. It's a small tradition that makes me feel closer to home. The distance is still there, but technology makes it easier to handle."*



Martina, 19

## The power of a virtual hug

While nothing replaces the warmth of a real embrace, technology allows us to send a 'virtual hug' whenever we need it. Whether it's a heartfelt video message, a shared laugh over a meme, or a late-night call to hear a familiar voice, digital tools keep our relationships strong, no matter the distance.

For people living abroad, staying connected has become more effortless than ever. And for those of us still at home, technology ensures that no one ever feels too far away.



**Read** the first part of the article (up until the accounts) and **answer** these questions.



- 1 What do you think the author means by describing moving abroad as both an exciting and bittersweet experience?
- 2 What are some of the reasons people move abroad?
- 3 What are some of the historical reasons Uruguayans have emigrated in the past?
- 4 What are some of the challenges Uruguayans faced when trying to stay in touch with their families abroad in the past?
- 5 In what ways has technology made staying connected across distances easier than before?
- 6 Why is it important to stay connected when living abroad? Give your opinion.

**Read** Lucía, Andrés and Martina's accounts and **complete** the chart below.



	Lucía	Andrés	martina
Occupation			
Country of residence			
Family member with past emigration experience			
Challenges faced in the past			
How communication has changed			
Personal experience			

**Work in pairs** and **reread** the accounts carefully. As you read, **underline** or **highlight** the key decades and the communication methods mentioned for each period. Then **create** a timeline that illustrates the evolution of communication methods over time.



In **groups**, **read** the last part of the article and **discuss** these questions.



- 1 What does the expression "virtual hug" mean to you?
- 2 What are some examples of virtual hugs in daily life?
- 3 Do you think virtual hugs can replace physical ones? Why or why not?
- 4 Can virtual hugs be just as meaningful? In what situations?

**Read** the complete article again. These words appear in the text; **match** them with their correct definitions. Then **complete** the sentences below.



Word	Definition
1 - exile	<b>a</b> - A situation of suffering or difficulty.
2 - hardship	<b>b</b> - A mix of both happy and sad feelings at the same time.
3 - meme	<b>c</b> - Something that is affordable or not expensive.
4 - bittersweet	<b>d</b> - To make a connection between two things or people.
5 - budget-friendly	<b>e</b> - Living away from one's home country, often due to political or safety reasons.
6 - bridge (verb)	<b>f</b> - an image, video, piece of text, etc., that is copied and spread rapidly by internet users, often with slight variations.

1 e    2         3         4         5         6     

- 1 Some people are forced to leave their home countries and live in exile for many years.
- 2 Reuniting with old friends after years apart was a \_\_\_\_\_ moment, both happy and a reminder of how much had changed.
- 3 Messaging apps help \_\_\_\_\_ the distance between people who live in different countries.
- 4 I needed a \_\_\_\_\_ phone plan, so I chose one that offered unlimited messaging and video calls at a lower cost.
- 5 My brother always sends me funny \_\_\_\_\_ to make me laugh when I miss home.
- 6 Moving to a new country comes with many \_\_\_\_\_, like adapting to a new culture.

## Did you know?



The words **emigration** and **immigration** are two sides of the same journey.

- When someone **leaves** their country to live elsewhere, they **emigrate**.  
*"Many Uruguayans emigrated to Spain in the 1990s."*
- When someone **arrives** in a new country to settle, they **immigrate**.  
*"Many Italian families immigrated to Uruguay in the early 20th century".*

So, emigration is about **going**, and immigration is about **coming**!

## Let's send a virtual hug to someone special!



- **Choose someone special:** Think of a family member or a friend who is far away or who you don't see as often as you'd like.
- **Decide on your virtual hug:** Think of something that you could share with this person that will be special for him or her. It could be:
  - A sincere text or voice message
  - A funny meme or inside joke
  - A short video message
  - A song or a picture that is significant for both of you
- **Send the Message:** Take a moment to share your virtual hug through your preferred digital platform.
- **Reflect on the experience:** After sending the message, discuss in class:
  - How did you feel before, during, and after sending it?
  - Did the person respond? How did he or she react?
  - Do you think small digital gestures like this make a difference in relationships? Why or why not?

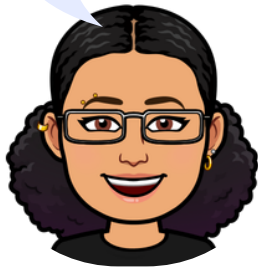


# 5 dating online

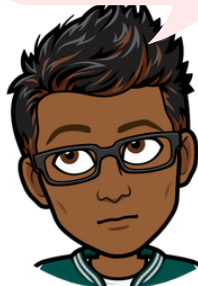
**Read** the ideas below. **Get in pairs** and **discuss** them with your partner. Do you agree? Why? Why not?



Online relationships are real relationships.



Teenagers should never date online.



It's easier to be honest when chatting online.



You can fall in love without meeting someone in person.



**Read** this story. What is the main message of this story? **Choose** the correct option.



- a. Meeting people online is always fun if you have things in common.
- b. Teenagers should not use music apps or Instagram.
- c. You should never trust someone who cancels a date.
- d. It's important to be careful and responsible when meeting people online.

**M**y name is Simon, and this is what happened to me. A few months ago, I met a girl online named Adri (short for Adriana). We started talking on a music app because we liked the same bands. She was funny and kind, and we had a lot in common. After chatting for a few weeks, we moved to Instagram and shared pictures and voice messages. Her profile looked real, and I felt like I knew her.

One day, Adri asked if I wanted to meet in person. I was nervous, but I said yes. We agreed to meet at the shopping mall on a Saturday afternoon. I told my best friend, Freddie, but not my parents, because I didn't think they would understand.

When I arrived, I waited for more than 30 minutes. I tried texting and calling, but there was no answer. Then a man who looked about 30 showed up and said he was Adri's cousin and that she couldn't come. He asked if I wanted to go with him to see her.



At that moment, I felt something was wrong. I said no and walked quickly into a store. I called Freddie, who came to meet me. Later, I blocked Adri on all apps and reported the account. I also told my parents everything.

I learned that people online are not always who they say they are. Now I'm more careful, and I always talk to my parents when I meet new people online.

Simon decided to record a podcast to raise awareness about this topic. **Listen** to it and **complete** the missing information. **Use** short phrases for each blank.



More and more teenagers are meeting new people online through social media, games, or apps. Some even start **1** \_\_\_\_\_. While chatting online can be fun and exciting, it also comes with risks.

One big danger is that people are not always who they say they are. Someone might use a **2** \_\_\_\_\_ or photo to trick others. This is called catfishing. Another risk is sharing too much personal information. If you tell someone your address, school, or phone number, they could use it in harmful ways.

So, how can you stay safe?

First, never share **3** \_\_\_\_\_ with someone you just met online. Second, always tell a trusted adult—like a parent, teacher, or older sibling—if you plan to talk to someone regularly or meet them in person. Third, if something feels strange or uncomfortable, stop the conversation and **4** \_\_\_\_\_.

It's okay to make friends online, but safety must come first. Think carefully, **5** \_\_\_\_\_, and never feel pressured to do anything you don't want to do. Online dating might seem exciting, but being smart and careful is always the best choice.



It's time to talk about this topic.



## Speed discussion

- 1 Stand up and find a partner.
  - 2 You will have 1 minute to discuss each question with your partner.
  - 3 When time is up, your teacher will signal you to switch partners and move to the next question.
  - 4 Try to keep the conversation going and use as much English as possible!
  - 5 Be respectful and listen to your partners.
- Have you ever used or would you use a dating app? Why or why not?
  - What are some popular dating apps people use today?
  - What are the advantages of meeting someone online instead of in person?
  - What are the risks of online dating?
  - How can you stay safe when talking to someone online?
  - Do you think online relationships can be as strong as offline ones? Why or why not?
  - What kind of information should you share or not share with someone you've just met online?
  - What do you think about people who use filters or fake photos on their dating profiles?
  - Can you fall in love with someone you've never met in person? Why or why not?
  - Would you prefer to meet a partner online or through friends or family? Why?



What is one interesting idea or opinion you heard during the discussion?

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Do you think online dating is a good way to meet people? Why or why not?


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Write one new word or phrase you learned today and use it in a sentence:

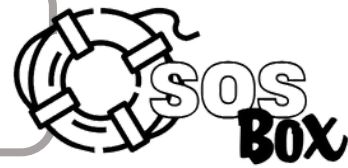
- Word/Phrase:
- Sentence:

# 6 Cyberbullying and mobbing

Nico, Inés, and Nayeli are attending a workshop at school. **Look** at the images and **describe** what you see. You can **use** the SOS box to help you. 



- In my opinion, ... .
- I think... .
- If you ask me, ... .
- I believe ... .
- My impression is that... .
- I have no doubt that ... .
- I would say that... .
- It seems to me that... .



**Look** at these terms. Have you mentioned them when describing the previous situation? Do you recognize them? If not, you can **surf the net** to search for them.

**harassment • trolling • exclusion • intimidation • impersonation**  
**mobbing • bystander • victim • perpetrator • threatening**

## Think - Pair - Share

Take some time on your own to **take notes** to answer these questions. 

- How is cyberbullying different from traditional bullying?
- What forms can cyberbullying take?
- Why do you think people engage in cyberbullying?
- Have you witnessed cyberbullying?
- What does "mobbing" mean?

**Get in pairs** and **share** your notes with your partner. 

This is Alejo. He has gone through some rough situations.

**Read** what he has to say about it and **answer** the questions.



My name is Alejo. I'm 16 years old, and last year I experienced cyberbullying that changed my life. It started when someone created a fake account using my photos and began posting embarrassing and offensive content, pretending to be me. Soon, classmates I thought were friends joined in, sharing screenshots of private conversations and editing my photos in hurtful ways.

Every morning, I'd wake up afraid to check my phone. The harassment followed me everywhere; there was no escape, even at home. The worst part was feeling like everyone was watching and laughing, but no one was willing to stand up for me. I felt completely alone.

Eventually, I told my parents and the counselor teacher. We reported the accounts, and I took a break from social media. Looking back, I wish I had looked for help sooner. Now I talk to other teens about online safety and the importance of speaking up when you see cyberbullying happening.



- 1 What form did the cyberbullying take in Alejo's case?
- 2 How did the bullying affect him emotionally?
- 3 What action did Alejo eventually take to address the situation?

As well as teenagers, adults may suffer bullying or cyberbullying, and adults may have to face "mobbing". Mobbing is a form of workplace bullying that's all too common. It involves group behaviours that can isolate individuals and ruin corporate culture.



**Read** about what Javier witnessed at work and **answer** the questions.



- 1 In Javier's story, what was the initial reaction to the mobbing?
- 2 How did Javier's perspective change throughout the story?
- 3 What does he mean by "being a silent bystander is almost as harmful as being the bully"?

□
□
✕


File Edit View Help

I'm Javier, and I witnessed a terrible case of online mobbing in my workplace chat group. A new colleague, Liú, was targeted because of her accent and the way she dressed. What started as "just jokes" quickly escalated when everyone began piling on negative comments.

I felt uncomfortable but didn't say anything at first. I wasn't participating, but I also wasn't stopping it. One day, I saw Liú crying in the break room, and I realized my silence was part of the problem.

The next time someone made a hurtful comment in the group chat, I spoke up. I said, "*This isn't funny anymore, and it's making our workplace toxic.*" A few others agreed, and gradually the bullying stopped.

Liú later thanked me and said my small action made a huge difference. I learned that being a silent bystander is almost as harmful as being the bully.



**Get in pairs** and **share** your answers. Were your answers similar or different?



Inés is planning to sit for the PET exam at PPLL. Help her complete the following task. **Complete** the second sentence so that it means the same as the first, using *no more than three words*.



- 0** Cyberbullying happens mostly on social media platforms.

  - Social media platforms are where cyberbullying most often happens.
- 1** Parents should regularly check their children's online activities to prevent cyberbullying.







  - Regularly checking children's online activities \_\_\_\_\_ parents who want to prevent cyberbullying.
- 2** Nobody helped Alejo when he was being harassed online by his classmates.

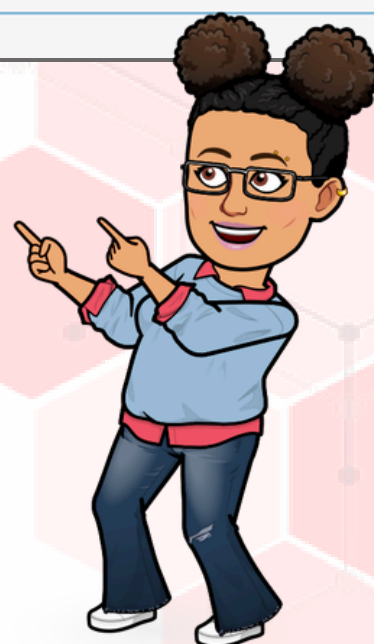
  - Alejo's classmates \_\_\_\_\_, but he received no help from anyone.

- 3 The school introduced strict rules against online harassment after several incidents.
- After several incidents, strict rules against online harassment \_\_\_\_\_ by the school.
- 4 Toxic working environments may result when mobbing goes unchecked by companies.
- If companies \_\_\_\_\_ in the workplace, they may end up with toxic working environments.
- 5 Managers must immediately stop any mobbing in the workplace.
- Any mobbing in the workplace must \_\_\_\_\_ by managers .




**Get in pairs** and **complete** the guidelines for responsible online behavior. Remember, sharing personal experiences is optional.

<b>GUIDELINES FOR RESPONSIBLE ONLINE BEHAVIOR</b>	
	Always think before posting comments or sharing images.
	Never share someone's private messages without permission.
	
	
	
	



# 7 IT and social change


Read the sentence below and **tick** ✓ one option. 



**“Technology makes life fairer for everyone.”**

- |                          |              |
|--------------------------|--------------|
| <input type="checkbox"/> | I agree      |
| <input type="checkbox"/> | I disagree   |
| <input type="checkbox"/> | I'm not sure |

Why? **Write** one or two sentences explaining your opinion. 

**Share** your sentences with a partner. 

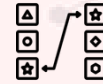
- Are your opinions similar or different?
- Can you think of an example to illustrate your opinions?

**Look** at the words below. Which ones are connected to the quote you discussed earlier: “Technology makes life fairer for everyone”?

**Underline** the words you think are related to the topic.

**digital divide · software update · barrier · access · server · inclusion  
bandwidth · life · firewall · remote education · telemedicine · RAM · connection**

Now **match** the words you underlined to their definitions.



- 1 connection : the ability to communicate, share information, or access services using the internet or technology
- 2 \_\_\_\_\_ : when some people have more opportunities to use technology and the internet than others
- 3 \_\_\_\_\_ : the use of digital platforms to provide medical care without being physically present
- 4 \_\_\_\_\_ : something that makes it difficult for a person to participate or move forward
- 5 \_\_\_\_\_ : when people are accepted and can actively take part in a group, service, or system
- 6 \_\_\_\_\_ : learning that happens online, often from home, using digital tools and internet connection.
- 7 \_\_\_\_\_ : the possibility to use or benefit from a device, service, or resource

Information Technology (IT) can help make society better. It can improve access to education, communication, and public services. **Read** the three texts below. Each one presents a real project in Uruguay where IT is used to support social change.



### **Inglés sin Límites**

#### **Expanding opportunities in rural schools**

**Inglés sin Límites** is an educational program developed by the Dirección de Políticas Lingüísticas at ANEP. Its goal is to provide access to English learning in rural primary schools across Uruguay, especially in areas where there are no English teachers.

The program uses a combination of video lessons, printed classroom materials, and the active participation of rural teachers who support the learning process. These materials are specially designed for multigrade classrooms and take into account the unique needs of rural students.

One of the most innovative parts of the program is the interaction between students and volunteers living abroad. These volunteers connect with students through video calls. They speak English with them and share stories about life in other countries. This helps the children not only practice their English but also learn about different cultures, accents, and real-life communication.

Thanks to Inglés sin Límites, many children in small schools across Uruguay have their first contact with spoken English and with people from other parts of the world – something that was impossible just a few years ago. The program helps reduce educational inequality and brings global connections into local classrooms.

## PLAN IBIRAPITÁ

Bridging the digital gap for senior citizens

**Plan Ibirapitá** is a national government initiative that aims to reduce the digital gap for senior citizens in Uruguay. Many older people are left out of the digital world because they didn't grow up using technology and find it hard to access or understand digital tools. This program was created to change that.

Through Plan Ibirapitá, retired people receive a free tablet and free digital literacy training. The training is simple, practical, and adapted to their needs. Participants learn how to send messages, make video calls, use apps, search for information online, and even access online banking or health services.

The program is not just about learning to use a device – it's about becoming more autonomous, staying connected to family, and being able to participate in modern society. Many participants report feeling more confident and included after joining the program.

Plan Ibirapitá represents a major step toward digital inclusion, ensuring that older generations are not left behind as technology becomes more central to everyday life.



**PLAN  
IBIRAPITÁ**  
Inclusión digital de personas mayores



## RED USI Promoting digital inclusion across Uruguay

**Red USI** (Uruguay Sociedad de la Información) is a national project coordinated by Antel that promotes digital inclusion in urban and rural areas. Its main goal is to provide equal access to information technology and online services across the country, especially in places with limited infrastructure.

The project operates through over 250 Espacios de Inclusión Digital – physical centers located in schools, community buildings, or local governments. These spaces are open to the public and offer free internet, computers, and training opportunities for people of all ages.

Visitors can learn to use basic programs, write documents, search for jobs online, send emails, or complete official forms. Instructors are available to guide them and answer questions, creating a supportive and accessible learning environment.

For many users, Red USI is the only place where they can regularly access the internet or receive tech support. In small towns and rural areas, this makes a huge difference in helping people stay informed, develop new skills, and participate more actively in society.

By democratizing access to technology, Red USI helps reduce the digital divide and empowers communities through knowledge and connection.

**Read** the three quotes below. Then **decide** which project each person is talking about.



“  
I never imagined talking to someone from Australia in English. I learn new words and hear about life in other places.”

**Project:** \_\_\_\_\_

“  
I come here twice a week to take online courses and check my job applications. Before, I didn't even have Wi-Fi. Now I feel ready for new opportunities.”

**Project:** \_\_\_\_\_

“  
Now I can send messages to my granddaughter and read the newspaper every day. I didn't grow up with technology, but I'm learning. I feel more connected.”

**Project:** \_\_\_\_\_

**Read** the texts again and **answer** in complete sentences.



- 1 What does the Inglés sin Límites program provide to rural schools?
- 2 How do the “godparents” in Inglés sin Límites contribute to students' learning experience?
- 3 What kinds of things can older adults do thanks to Plan Ibirapitá?
- 4 Why is Red USI especially important for people in small towns?
- 5 Which of the three programs do you think has the widest social impact? Explain your answer.

**Write** “true” or “false” for each statement. If the sentence is false, **rewrite** it to make it true.

- 1 Inglés sin Límites helps students improve not only their English but also their native language. \_\_\_\_
- 2 Plan Ibirapitá gives free tablets and training to senior citizens in Uruguay. \_\_\_\_
- 3 Red USI provides internet access only in large cities. \_\_\_\_
- 4 People can use Red USI to apply for jobs and take online courses. \_\_\_\_
- 5 All three projects aim to improve people's lives using technology. \_\_\_\_



## Project Technology for change in Uruguay



Now it's your turn to explore. Many programs in Uruguay use technology to improve people's lives. Some focus on education, others on health, jobs, or access to information.

### • Step 1

1

Find a real program or project in Uruguay that uses technology to improve life in areas like education, health, communication, or employment. If you don't know one, ask your teacher or look for ideas online. Then complete the chart below.

<b>Program name</b>	
What is its main goal?	
Who benefits from it?	
How does it use technology?	
Why is it important?	

### • Step 2

Use your notes to write a text about the program (80-100 words). Explain why this program is an example of IT and social change. Try to use at least three words from the vocabulary section (e.g., access, inclusion, remote education).

2

### • Step 3

Create a poster, presentation, or infographic to present your program. Include:

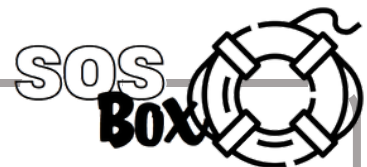
- the name and logo
- images
- 3-4 key facts from your research
- an explanation of why this program supports social change

3

### • Step 4

Share your work. Submit your text to your teacher and share your presentation with the class.

4



- I chose Plan \_\_\_\_ because... .
- It offers... .
- I believe this project could help people because... .
- This kind of project is important because... .
- I think this program would / wouldn't work in another country because... .
- Many older / young / rural people don't have access to digital tools... .
- In my opinion, more countries should create programs like this.

# 8 What's my role in social development?

**Get in pairs** and **answer** these questions.



- What does social development mean to you?
- How can IT be used to help others?



**Read** the text quickly and **identify** the phrases in **bold** that mean the same as:



- a.** do something important that will be remembered \_\_\_\_\_
- b.** take action to solve a difficult problem directly \_\_\_\_\_
- c.** help others in your town or group, usually by volunteering or offering support \_\_\_\_\_
- d.** stay up late working hard, usually to finish something \_\_\_\_\_
- e.** improve a situation a lot or have a big positive impact \_\_\_\_\_
- f.** create strong feelings or attention by doing something different or bold \_\_\_\_\_
- g.** do more than what is expected or required \_\_\_\_\_
- h.** make big, positive changes in society or the world \_\_\_\_\_

Carina and Julián are IT students who believe that technology can **change the world**. While many of their classmates focus on business and profit, they decided to **go the extra mile** and work on a project that helps people in need.

Their idea started when they noticed that children in rural schools didn't have access to online resources. Instead of turning a blind eye, they decided to **take the bull by the horns** and create a low-cost learning platform. The app includes tutorials, exercises, and games for students and teachers.

It wasn't easy; they often had to **burn the midnight oil** to meet deadlines, but their work paid off. Local schools are now using the platform, and teachers say it has **made a world of difference**.

*"We just wanted to **give back to the community**," Carina says. "We're still students, but we believe we can **make waves** and inspire others to use tech for good."*

Julián adds, *"If you want to **leave your mark**, you need to do more than just study; you have to get involved."*



**Work in pairs. Read** the scenarios below. **Choose** one or two idioms from the list that you think best apply to each situation. **Write** a short answer (2–3 sentences) explaining what you would do in that situation using the idiom(s).



**Example**



You are invited to speak at a local event about how young people can use technology to support their communities. What message would you share?

I would tell the audience that anyone can **make waves** by starting small tech projects that help others. I'd encourage them to use their skills to change the world, one idea at a time.

**Scenario 1**



You have a big programming project due tomorrow and it's not finished yet. How will you get it done on time?

**Scenario 2**



You want to create a website that helps people with disabilities find local tech support. It's a big challenge. How would you approach it?

**Scenario 3**



Your school doesn't have enough digital tools and many classmates are struggling to complete assignments. What could you do?

**Scenario 4**



You've learned a lot about coding. Now you want to help younger students in your neighborhood. What could you do?

**Scenario 5**



Your team has a bold new idea that no one has tried before. Some teachers say it's too ambitious. What will you do?

Blank lined writing area for student responses.

A local NGO (non-governmental organization) wants to create a mobile learning app for teenagers in rural areas with limited internet access. The app should include simple coding lessons, educational games, and offline resources. They are looking for a young IT professional to help them develop the app and train the local teachers on how to use it. They have two candidates: Carina and Julián.

**Read** Carina and Julián’s profiles. In **small groups, discuss** who is more suitable for this project and why. Use the expressions below to help you.




**useful expressions**

- I think \_\_\_ is a better fit because... .
- \_\_\_ seems more experienced in... .
- On the one hand, \_\_\_ has experience with..., but on the other hand... .
- If we consider their personality, \_\_\_ would probably... .
- \_\_\_ would be a great choice for this project because... .



08:20

Student Profile

 **Carina González**  
**Age:** 20  
**Field of Study:** 2<sup>nd</sup> year IT student at a technical institute

**Qualifications & Skills**

- > Strong programming skills (Python and Java)
- > Good at instructional design and interface layout
- > Experience working with e-learning platforms
- > Excellent time management and collaboration abilities

**Personality Traits**


- > Empathetic and socially conscious
- > Motivated to use technology for good
- > Hardworking and consistent, often studies late to meet project goals
- > A team player who believes in **giving back to the community**
- > Confident speaker and natural leader

**Future goals**

- > To work on educational technologies that make a world of difference in underprivileged communities.

16:55

Student Profile

 **Julián Silva**  
**Age:** 21  
**Field of Study:** 3<sup>rd</sup> year IT student specializing in software development

**Qualifications & Skills**

- > Advanced coding abilities (HTML, PHP, JavaScript)
- > Strong problem-solving and critical thinking skills
- > Enthusiastic about social innovation and open-source projects
- > Experience with mobile app development

**Personality Traits**

- > Ambitious and curious
- > Perseverant and detail-oriented
- > Creative thinker with a desire to **leave his mark**
- > Energetic and open to new challenges
- > Works well under pressure

**Future goals**

- > To develop inclusive tech solutions that help reduce inequality and change the world.

Now, it's time for you to go the extra mile!



**Work in pairs.**



• **Step 1**

**Choose** a situation from this list:

- *helping elderly people use smartphones*
- *creating an app for recycling*
- *organizing a tech workshop in a rural school*

• **Step 2**

- **Describe** the situation.
- **Suggest** a solution.
- **Explain** your role and how it helps society.
- **Use at least two idioms/collocations** from the lesson.

## Project

### Mini poster



**Get into small groups** and **design** a digital poster or infographic titled: *“Tech for Good: Our Idea for Social Development”*

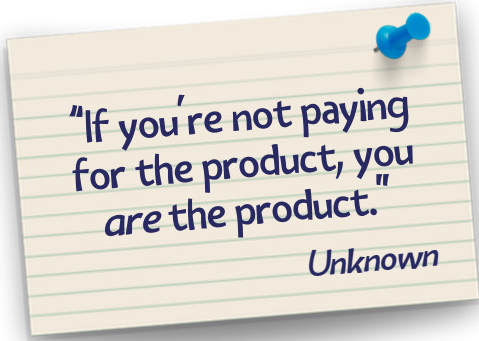
• **Include**

- *Name of the idea*
- *Problem it solves*
- *Basic description of how it works*
- *Who benefits*
- *Group's role as developers*

- **Present** your project to the class. Pay attention while your partners present and complete the chart below. Take notes.

Aspect	What to look for	Comments
Clarity of Ideas	Is the project idea clear and easy to understand?	
Use of Key Vocabulary	Do they use some of the target idioms or collocations from the lesson?	
Relevance to the Topic	Does the project clearly connect with social development or helping the community?	
Creativity	Is the idea original or innovative in some way?	
Teamwork	Do the presenters seem to work well together and support each other?	

# 9 Am I really private?



**Read** this quote and **discuss** it in pairs. 

- What does it mean?
- Who is the “product”?
- Do you think it refers to something you use every day?

**Look** at the image below. These icons represent things people often share online. **Match** the icons to the personal data. There is an extra option. 



- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> address       | <input type="checkbox"/> photos              | <input type="checkbox"/> telephone number | <input type="checkbox"/> bank accounts |
| <input type="checkbox"/> email address | <input type="checkbox"/> credit card numbers | <input type="checkbox"/> passwords        | <input type="checkbox"/> DOB           |

**Discuss** with a partner. 

- Which of these do *you* share online?
- Which ones do you think are private?
- Who can see this information – only friends, or also strangers and companies?

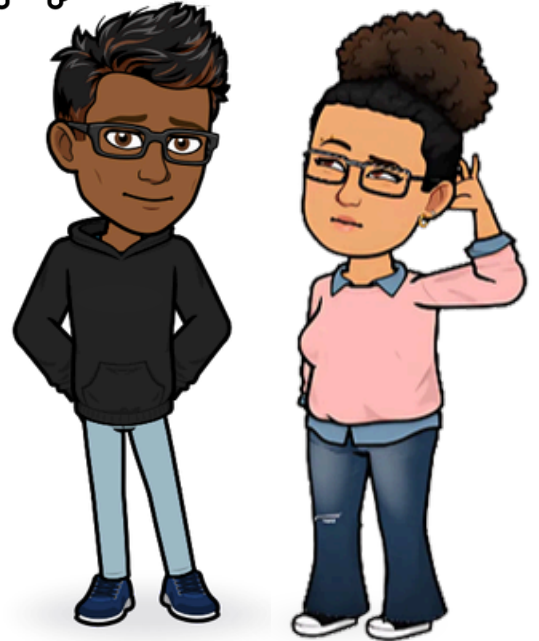
We often talk about "protecting our personal data," but how can we actually do that on our phones or computers?

**Listen** to a dialogue between Inés and Nico. What are they worried about?

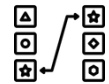


**Listen** to the dialogue again, and **circle** the words you hear.

• **privacy** • track •  
 • **screenshot** •  
 • **virus** • **cookies** • share •  
 • **digital** • **account** • data •  
 • permission •  
 • **settings** • **password** • **profile** •  
 • footprint • post •  
 • **webcam** • **access** •  
 • hacker •  
 • **search** •



**Match** the words you heard (circled) to their correct definitions below.



- 1 share : to give or show something (like photos or information) to other people, usually online.
- 2 \_\_\_\_\_ : to look for something on the internet using a search engine or app.
- 3 \_\_\_\_\_ : to follow or watch what someone does (online or in real life), often without them knowing.
- 4 \_\_\_\_\_ : all the information you leave online – what you do, click, share, or post.
- 5 \_\_\_\_\_ : when an app or website asks if it can use something on your device, like your camera or location.
- 6 \_\_\_\_\_ : the right to keep your personal information secret or protected from others.
- 7 \_\_\_\_\_ : information collected or stored by computers or apps, like your name, location, or what you click on.
- 8 \_\_\_\_\_ : to publish something online, like a photo, video, or comment.
- 9 \_\_\_\_\_ : the part of an app or device where you can control how it works or what it can do.
- 10 \_\_\_\_\_ : the ability to open or use something, like a file or your camera.

**Listen** to the dialogue again and **put** a tick ✓ or a cross ✗.



- 1 Inés saw sushi ads right after talking about it.
- 2 Inés discovered that her weather app had access to her microphone.
- 3 Nico always checks app permissions before installing them.
- 4 Inés says that people often share too much online without thinking.
- 5 Nico wants to stop using his phone completely.

After talking to Inés, Nico became curious about online privacy. He found a blog post where someone shares their own experience.

**Skim** the blog post quickly and **answer** these questions.



- Is Susan's experience similar to Nico and Inés's?
- Does she react to the situation in the same way?

Blog post: Who's watching me?

## Me, Myself & My Phone

My personal journey through messages, memories, and too many notifications.

NEW BLOG POST

### Who's watching me?

Posted by: Susan Smith | March 12  
Tags: #privacy #digitalfootprint #techlife

Something unusual happened to me last weekend. I was chatting with my friend Paul about hiking boots – just speaking, not searching online. Later that day, I opened Instagram and saw multiple ads for hiking boots. Coincidence? I wasn't sure. But the second time was even stranger.

My sister called to tell me she's having a baby – I'm going to be an aunt! I was excited, of course. But I didn't text about it, post anything, or look up baby stuff. Just minutes after the call, I started seeing ads for baby clothes, strollers, and parenting apps. That's when I thought: *Could my phone really be listening to me?*

## 1.

Whether we realize it or not, each time we go online, we leave behind a digital footprint – a trace of everything we do: the websites we visit, the videos we watch, the things we like or share. This can be convenient; it helps platforms recommend content we might enjoy. But convenience often comes at a cost.

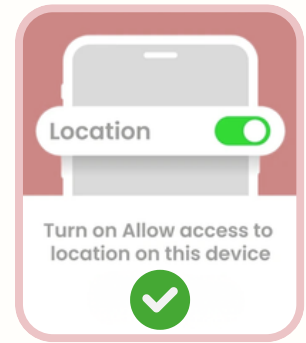
**Each time we go online, we leave behind a digital footprint.**

Many websites and apps collect personal information: your name, email, location, or browsing habits. This data is often used for targeted advertising, where companies pay to show you ads that match your interests. That's why some ads feel like they're reading your mind.

## 2.

Most apps ask for permissions when you install them. But not all requests make sense. For example, why would a flashlight app need to know your location or access your contacts? These are red flags.

After last weekend, I checked my phone settings. To my surprise, several apps were tracking my location, and some even had permission to use my microphone – despite never needing it. I had no idea how much access I had granted.



## 3.

I'm not saying we should stop using technology – I love tech. But we do need to be more conscious about what we share, and with whom. Here are three steps I took right away:

1. I disabled location services for most apps.
2. I removed microphone access from apps that didn't need it.
3. I reviewed all app permissions and changed the settings.

Technology is a powerful tool, but so is information – especially **your** information. Now, before I install a new app or click “accept,” I ask myself: *Would I give this data to a stranger?* If not, I don't give it to the app either.

Have you ever reviewed your privacy settings? You might be surprised by what you find.

COMMENT

9K

310

◀ previous post

next post ▶

These subtitles were removed from the blog entry. **Read** the text again and **write** the correct subtitle in each blank space.

- **What do your apps know about you?**
- **So what can we do?**
- **The digital trail we leave behind**



### Did you know?

The phrase “red flag” means a warning sign, something that shows there may be a problem. Example: *If an app asks for too many permissions, that's a red flag!*



**Answer** the questions with information from the text.



- 1 Why did Susan feel suspicious after seeing ads about hiking boots and baby items?
- 2 Why does Susan think some app permission requests are “red flags”?
- 3 How does targeted advertising work, according to the text?
- 4 What is the connection between sharing information and losing privacy?
- 5 How did her behavior change after she checked her app settings?

**Work in pairs.** At the beginning of this lesson, you read this quote.



“If you’re not paying for the product, you are the product.”

Unknown

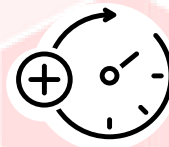
Now that you’ve read Susan’s story, **think** about the quote again.

- What is the product in Susan’s case?
- Why do companies want personal data from users, even if the app is free?
- Do you think this quote is true for you? Explain your answer.

**Share** your reflections with the class.



## Follow up activity **Checking your privacy settings!**



1

Choose an app or the settings menu on your phone. For example, *Instagram, WhatsApp, Facebook, Chrome, flashlight*, etc.

2

Go to the Privacy or Permissions section. Look for options like:

- Location access
- Microphone or camera use
- Ad personalization
- Contact list access

3

Take a screenshot of your privacy settings OR Write a short description of what you found.

4

Answer these questions:

- What app did you check?
- What permissions were enabled?
- Did anything surprise you?
- Did you change anything? Why or why not?

# 10 Socially left behind: the digital divide

**Look** at the pictures and **talk** with a partner.



- What do you think these people are doing?
- How do they use technology in their daily lives?
- Do they have the same opportunities to use it? Why or why not?



After your discussion, **read** the quotes below and see if they connect with your ideas.



*The digital divide is not just about access to technology; it's about the ability to make use of it in meaningful ways.*

Unknown

*Technology can be our best friend, and technology can also be the biggest party pooper of our lives.*

Steven Spielberg

*The future has already arrived – it's just not evenly distributed yet.*

William Gibson

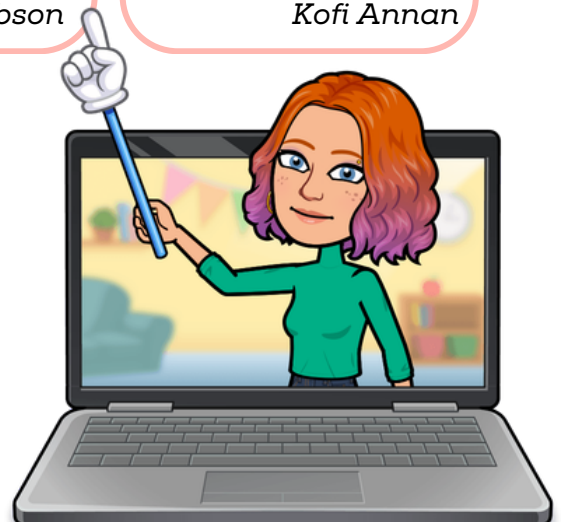
*When some people have access to information and communications technology while others do not, the digital divide becomes a social divide.*

Kofi Annan

**Discuss** with the whole class.



- What does "digital divide" mean to you?
- What factors might contribute to the digital divide in your country?



Camila has interviewed Elena González, a 74-year-old retired school teacher.

Before listening to the interview, **predict** what challenges Elena might mention regarding their experience with technology. **Write** down three possible issues.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Listen** to the interview and **answer** the following questions.



- 1 What specific technology do they struggle to access or use?
- 2 How has this affected their daily life?
- 3 What solutions have they tried?
- 4 What help do they think would be most useful for them?



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



- Were your predictions about the challenges accurate?
- Have you or anyone you know experienced similar difficulties?
- What could be done to help the person in the interview?

**Get into small groups** of four students. Each student will assume one **role**.

Be ready to **present** the specific challenges each person faces.

Then brainstorm and share potential solutions for each situation.



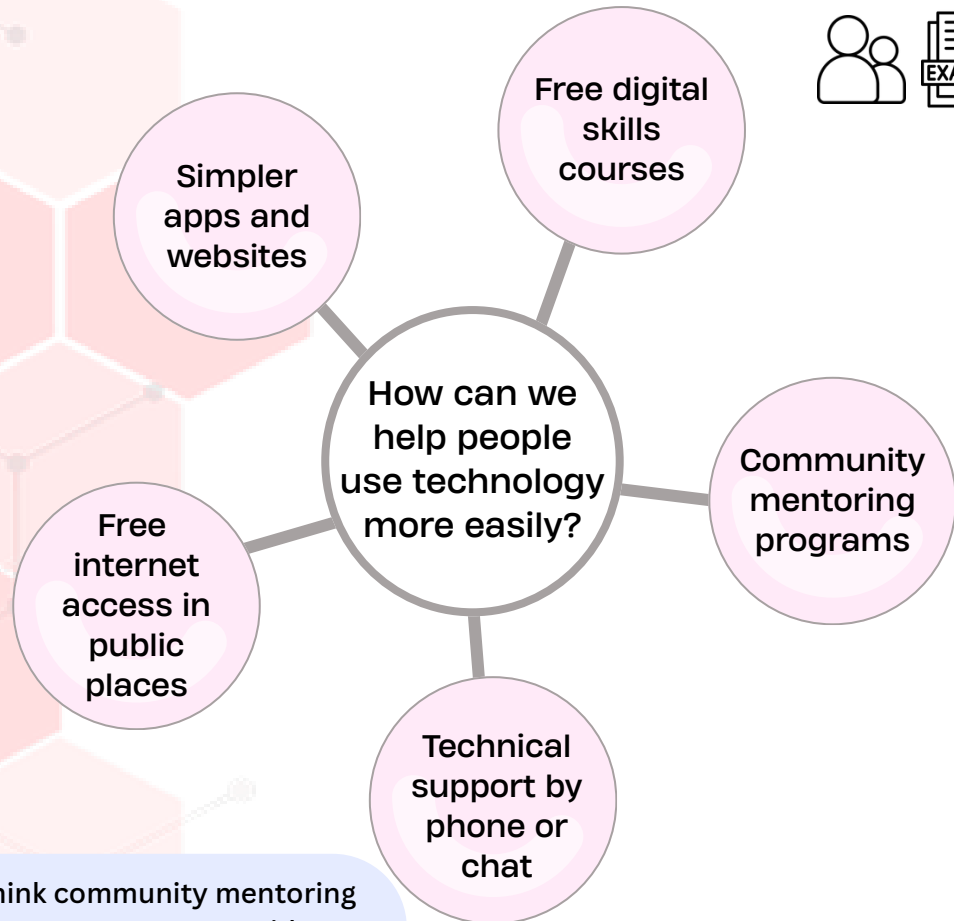
- Role 1** • A 75-year-old retiree who needs to access government services online but has never used a computer.
- Role 2** • A single parent in a low-income neighborhood whose children need internet access for school.
- Role 3** • A recent immigrant who struggles with the local language and needs to apply for jobs online.
- Role 4** • A person living in a rural area with very limited internet connectivity.

Then **share** your ideas with the rest of the class and find differences and similarities among the different situations.

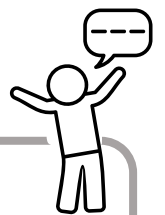


Camila is getting ready for the Cambridge FCE B2 exam. In *Part 3 of the speaking test*, candidates have to talk together about different ideas and decide which one is best. Look at the task below and help Camila practice.

**Get in pairs** and **talk about** how people could be helped to overcome difficulties using technology. **Look** at the ideas in the mind map below and **discuss** how useful each one would be. Then decide which idea would help the most people.



I think community mentoring programs are a great idea. Students or volunteers can teach older adults how to use smartphones or online services.



### useful expressions

- I think this idea would be very effective because... .
- That's true, but maybe not everyone could... .
- Another advantage is that... .
- I agree, and I'd add that... .
- So, shall we say this one helps the most people?

**EXIT  
TICKET** ★ ★ ★

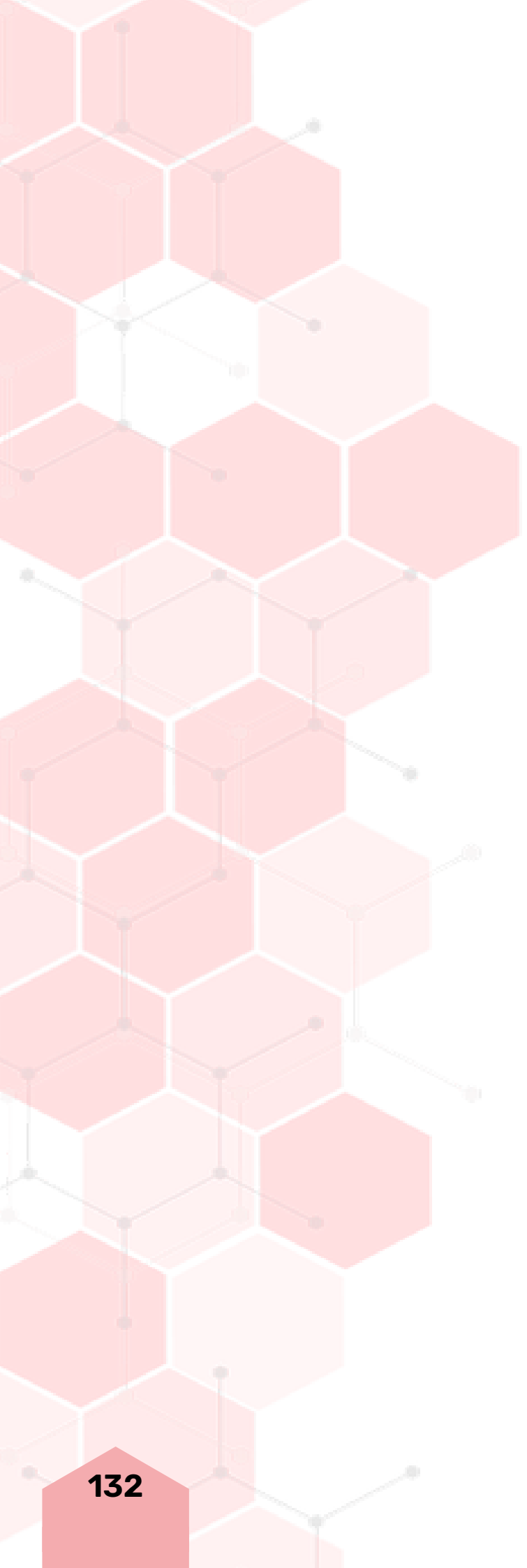
*In this unit, I learned that...*

*Something I need to revise is...*

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

*I felt...*





# UNIT 4

**Getting more  
informed about  
my career**



# 1 Exploring the different areas of IT

Uruguay has positioned itself as a tech hub in Latin America, with opportunities in various IT fields. **Complete** the text below with appropriate IT career terminology from the word bank.



- software development • data science • cybersecurity • user experience •
- cloud computing • IT infrastructure • web development • mobile applications •
- artificial intelligence • programming languages •

Uruguay has positioned itself as a tech hub in Latin America, with opportunities in various IT fields. For those interested in creating computer programs, **1** \_\_\_\_\_ offers many job opportunities with companies like GeneXus and Globant. Students who enjoy working with statistics and large information sets might consider careers in **2** \_\_\_\_\_, where they can help companies make data-driven decisions.

With digital threats on the rise, **3** \_\_\_\_\_ has become a critical field, protecting organizations from attacks and data breaches. Many businesses are moving their services to remote servers through **4** \_\_\_\_\_, creating demand for specialists who can manage these systems.

Those with creative talents might enjoy careers in **5** \_\_\_\_\_ design, making digital products intuitive and enjoyable to use. The backbone of all these technologies is **6** \_\_\_\_\_, which includes networks, servers, and hardware systems.

Many Uruguayan professionals specialize in **7** \_\_\_\_\_ to create websites for local and international clients, while others focus on developing **8** \_\_\_\_\_ for smartphones and tablets. As technology evolves, knowledge of various **9** \_\_\_\_\_ like Python, JavaScript, and Java remains essential, and emerging fields like **10** \_\_\_\_\_ continue to grow in importance.



Some students attending UTU are planning to continue their careers in the IT field. **Match** each student description with the most suitable IT career path.



### Student A



"I love solving puzzles and creating things from scratch. I spend my free time coding small games and have started learning Python. I enjoy the feeling when my code finally works after fixing all the bugs!"

### Student B



"I'm fascinated by statistics and finding patterns in information. In my mathematics class, I always enjoy working with data sets and creating visualizations to explain my findings."

### Student C



"I'm detail-oriented and enjoy thinking about potential risks and how to prevent them. I read news about digital threats and find it interesting how companies protect their information."

### Student D



"I'm creative and love designing things that look good and are easy to use. I often sketch layouts for apps and websites, thinking about how people would interact with them."

### Student E



"I'm interested in how computer systems work together. I've set up a small network at home and enjoy configuring devices to communicate with each other."

### Student F



"I love both programming and design. I've created several websites for family members and enjoy seeing how they look on different devices. I'm learning JavaScript in my free time."

## Career paths

- Software Development
- Data Science & Analytics
- Cybersecurity
- UX/UI (User Experience/ Interface) Design
- IT Infrastructure & Cloud Computing
- Web and Mobile Development

**Get in pairs** and **compare** your answers with your partner. Do you agree with them?



**Get into groups** of six students. Each student will become an "expert" on one IT career path and then teach others about it. You need to focus on:



- Main job responsibilities
- Skills required
- Career opportunities in Uruguay
- Study options in Uruguay

**Take turns** teaching your group the rest of the group about your assigned career.



## Reflection time

**Write** a short paragraph about which career path interests you most and why.



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After you have researched one specific career path, **get in pairs** and interview one of your classmates. Imagine she/he is an IT professional. Make sure you have chosen different careers.



- What does your typical workday look like?
- What skills are most important in your field?
- How did you prepare for this career?
- What companies in Uruguay hire professionals like you?
- What do you like most about your job?
- What challenges do you face in your work?

**Read** this short text. Have you ever heard of this company?



**TechUY** is a new startup based in Montevideo that wants to develop an application to help local farmers monitor their crops using data from weather stations and satellite imagery. They need to assemble a team of IT professionals to build this solution.

The application will need:

- A user-friendly mobile interface for farmers
- A database to store and analyze weather and crop data
- Secure access to sensitive information
- Cloud-based processing of satellite imagery
- Integration with existing farm management systems

**Get into small groups and discuss.**



- 1** What types of IT professionals would TechUY need to hire? What would each person's role be?
- 2** What skills would be most important for each team member?
- 3** Where in Uruguay could TechUY find qualified professionals for these positions?
- 4** What educational paths in Uruguay would prepare someone for these roles?
- 5** What challenges might TechUY face in assembling this team in Uruguay?
- 6** How might the bilingual abilities of UTU graduates benefit this company?

These are Jaime and Sofia. **Read** their descriptions and think about what you would recommend to them.



### Jaime

He is interested in both creative design and technical work. He enjoys visual arts but also likes logical problem-solving. He wants a career with good job prospects in Uruguay without necessarily needing a 4-year university degree.



### Sofia

She excels at mathematics and enjoys analyzing information. She is considering university studies but isn't sure which specific IT field would be the best match for her analytical skills. She's interested in working for international companies.



## 2 Analyzing the market and the social needs

**Get in pairs. Look** at the word cloud and **discuss** with your partner the meaning of each word.



**Read** this text. **Complete** it with the words from the word cloud.



Before a business sells a product or **1** \_\_\_\_\_, it needs to understand what people really want or need. This is called market **2** \_\_\_\_\_. Market research helps companies know who their **3** \_\_\_\_\_ are, what they are looking for, and how much they are ready to spend.

One way to do research is by using **4** \_\_\_\_\_ or interviews. People answer questions about their daily lives, shopping habits, and problems they want to solve. This information shows businesses the most common needs in a town, city, or country.

For example, if many people in a city say they don't have access to fast and cheap transport, a company might start a bike rental **5** \_\_\_\_\_.

If parents say they **6** \_\_\_\_\_ help with their children's homework, someone might open an after-school program.

Understanding social needs and market **7** \_\_\_\_\_ helps businesses create better

**8** \_\_\_\_\_ and become successful in the future.

**Answer** the questions. **Take notes.**



- 1** Is there a product or service that people in your town need? What is it and why?
- 2** Have you ever answered a survey or interview about your habits or needs? What was it about?
- 3** If you could start a small business in your community, what would you offer and who would be your customers?

## Role play

One of you is a *market researcher*. The other is a local resident (*customer*). The market researcher will **ask questions** to learn more about the needs of people in the area. The resident will **answer** based on their real preferences or ideas.

### market Researcher



- What is something you buy regularly?
- Is there a service you think is missing in your town?
- What kind of product would make your life easier?
- What is something you need, but cannot find easily nearby?
- Do you think there are social problems here that a business could help with?

### Customer

- I usually buy... .
- There's no place to... .
- I think people here need... .
- It would be great if we had... .
- I wish there was... .

**Listen** to a person talking about different ways in which businesses collect information. **Tick** ✓ the methods the speaker mentions.



- Studying competitors' websites
- Checking social media comments and reviews
- Sending promotional emails
- Customer surveys
- Customer interviews
- Using customer loyalty programs
- Customer observation

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

- 1 The company wants to improve the sales of its new product. (SELL)
- 2 Companies study customers' \_\_\_\_\_ to understand what they want. (PREFER)
- 3 A good ad can increase a product's \_\_\_\_\_. (POPULAR)
- 4 Shops often offer \_\_\_\_\_ to attract more customers. (PROMOTE)
- 5 Discounts are a common \_\_\_\_\_ strategy. (MARKET)

## Project



### Mini market research plan for your community

**Work** in small groups. **Imagine** you want to start a small business or service in your town. **Create** a short market research plan to find out if people would need or want your idea. **Complete** the steps below.

#### ● Steps

1

● Choose a product or service.

For example, bike rental, tutoring center, homemade lunches, mobile repair service, etc.

2

● Identify your target customers.

Who would use it? Teenagers? Parents? Seniors? Workers?

3

● Decide which research methods you will use.

Tick the ones you choose and explain why:

- Customer surveys
- Customer interviews
- Observation
- Checking social media comments
- Other. \_\_\_\_\_

4

● Write 3 questions for your survey or interview.

Examples:

- How often do you...?
- Would you be interested in...? Why?
- What problems do you have with...?

5

● Predict what needs or social issues your research might reveal.

Examples:

- “People need faster internet,” “Many parents need after-school options,” “There are no healthy lunch options near school,” etc.

6

● Share your plan with another group.

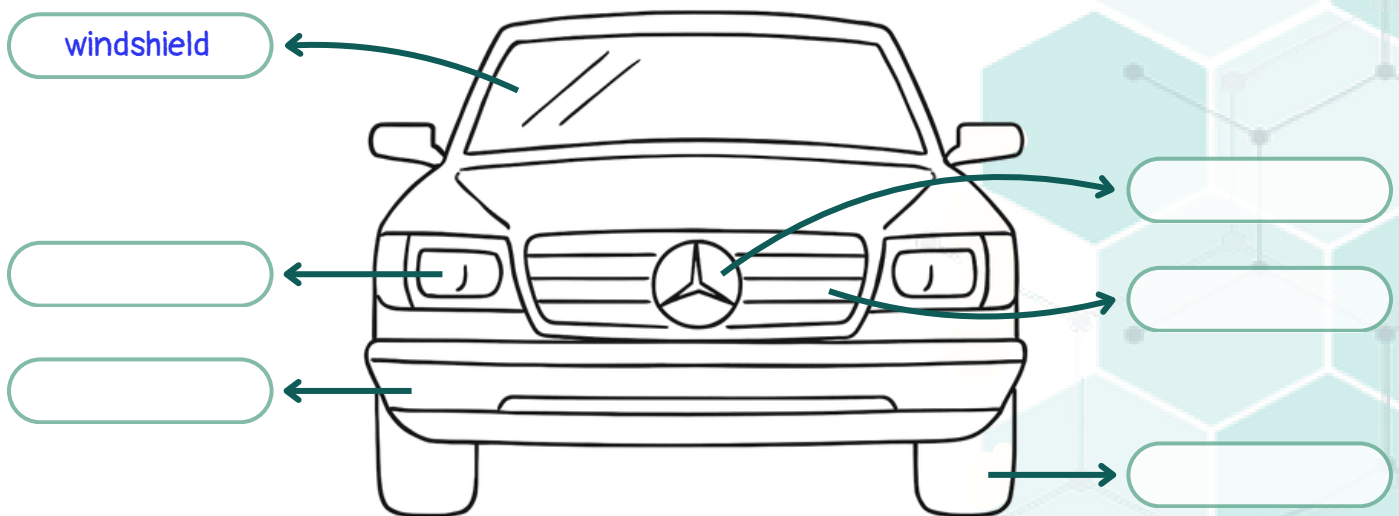
Compare ideas and decide which project responds best to local needs.



# 3 Thinking about what I want to do



Starting your job path is similar to starting a journey. Let's work with the following career organizer. **Complete** the parts of the car with the words in blue.



**Complete** your career path journey by **answering** these questions.

- The **lights** will be your objectives. *Write up to 4 objectives related to what you want to do in the future.*
- The **engine** is what gives you the strength to move. *What gives you that strength?*
- The **wheels** are the ones that make the path. *What actions are you planning to take to accomplish those objectives?*
- The **bumper** is what protects you from damage, but *what helps you when things go wrong?*
- The **windshield** allows you to see the path and protects you from the wind. *What would you like to see on this path? What is the "scenery" you would like to see?*
- The **brand** is what makes the car unique and different. *What special actions or things do you want to take to make your path unique?*

Nico's father likes to write poems. He wrote this poem to talk about his journey to what he is now. **Read** it.



### My journey

Barefooted, flexible, and open-hearted  
With courage, grit, and clear objectives  
My journey started.

Different routes, different paths,  
Downhill and uphill moments  
Challenged my laths.

Found many people, lived many experiences  
And all of them I treasure  
And sometimes a few of them reminisce.

Today, I look back at the path  
And everything makes much more sense  
like the grassland along the strath.

by Aldo Rodríguez

**Read** the poem again and **answer**.



- 1 What elements of the car do you see reflected in this poem?
- 2 How would you include the missing ones?
- 3 Think of some downhill and uphill moments a person can have. Include them in the poem.



### Reflection time

**Read** the final stanza. It is the conclusion of the poem. What do you think the writer wanted to say about the path to where he is now? **Write** your reflection in about 80 words.

Lined writing area for reflection.

Nico's brother, Rafael, is talking with his dad about some doubts he has about his professional career path. **Read** the dialogue and **complete** the blank spaces with the words given.



**paycheck · deadlines · work · position · company**



**Dad:** You've been quiet today, Rafa. Is everything alright at <sup>1</sup> \_\_\_\_\_ ?

**Rafael:** Same as always. Long meetings. <sup>2</sup> \_\_\_\_\_. You know.

**Dad:** I know the rhythm. But that's not what I asked.

**Rafael:** It's fine. I just... I keep wondering if I'm on the right path.

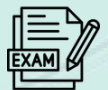
**Dad:** You've been with the <sup>3</sup> \_\_\_\_\_ for what, five years now?

**Rafael:** Yeah. Moved up a little, got a decent <sup>4</sup> \_\_\_\_\_. But honestly? I don't care about any of it. The projects, the promotions; it all feels like I'm just ticking boxes.

**Dad:** That's a hard feeling to sit with. Do you think it's the company, or the whole field?

**Rafael:** That's the thing. I don't even know anymore. I thought I wanted this. I liked the structure, the steady <sup>5</sup> \_\_\_\_\_. But now it feels like I'm living someone else's plan.

**Read** the second part of the dialogue between Rafael and his father and **use** the words in brackets to **complete** the blanks with their correct form.



**Dad:** It happens to many people. We make different choices because (CHOOSE) others tell us they are good, not because they fit us.

**Rafael:** True. But then I think... what else could I do? I've built this career. Leaving it would be crazy, right?

**Dad:** Not crazy, just a bit risky. You've built a solid <sup>1</sup> \_\_\_\_\_. That gives (FOUND) you options, not a problem.

**Rafael:** I've thought about <sup>2</sup> \_\_\_\_\_. Or starting something small that helps (CONSULT) people. Maybe going back to school and trying another field.

**Dad:** Those are good ideas. Which one makes you feel excited when you talk about it?

**Rafael:** Helping people. Coaching, maybe. Or career <sup>3</sup> \_\_\_\_\_ for students. I (DEVELOP) always enjoyed working with interns more than doing my regular tasks.

**Dad:** That's important, Rafa. And don't forget how <sup>4</sup> \_\_\_\_\_ your (VALUE) experience is, it still matters even if you change direction.

**Rafael:** I just feel scared of <sup>5</sup> \_\_\_\_\_ over and failing... (START)

**Dad:** That fear never disappears. But you're not the same boy you were after college. You're a <sup>6</sup> \_\_\_\_\_ man now, with skills and values. (GROW)

**Rafael:** So... do you think it's okay to leave something stable?

**Dad:** I think it's okay to leave something that no <sup>7</sup> \_\_\_\_\_ helps you grow. (LONG)  
Stability is good, but not if it stops you from moving forward.

**Rafael:** I needed to hear that.

**Dad:** Just promise me one thing. Choose work that makes you <sup>8</sup> \_\_\_\_\_, (PRIDE)  
not just work that pays bills.

**Rafael:** I'll try.

**Dad:** Then go ahead and take the next step. Doesn't have to be a leap, just a step.

## Vocabulary in context

**Work in pairs. Read** these expressions from the dialogue. What do they mean in this conversation? **Write** a short explanation for each one.



- 1- "ticking boxes" \_\_\_\_\_
- 2- "living someone else's plan" \_\_\_\_\_
- 3- "a hard feeling to sit with" \_\_\_\_\_
- 4- "starting over" \_\_\_\_\_
- 5- "a solid foundation" \_\_\_\_\_
- 6 -"doesn't have to be a leap, just a step" \_\_\_\_\_

## Follow up

This situation might happen to you. What piece of advice would you give Rafael if you were in his situation?

**Think** individually, and then **share** in small groups. You can use the SOS box below to help you.



### Useful phrases

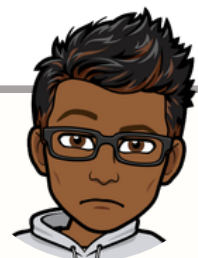
- reconsider your options
- explore new paths
- set clearer goals
- reflect on your priorities
- take a step back
- make a long-term plan
- identify your strengths
- look for guidance / mentorship

### Useful expressions

- *Maybe you should think about...*
- *It might help if you talked to...*
- *One option could be to...*
- *A good idea would be to...*
- *If I were you, I'd...*
- *Another perspective is to...*
- *You could start by asking yourself...*

### Useful vocabulary

- feeling stuck
- lacking motivation
- feeling unsure
- wanting a change
- professional growth
- work-life balance

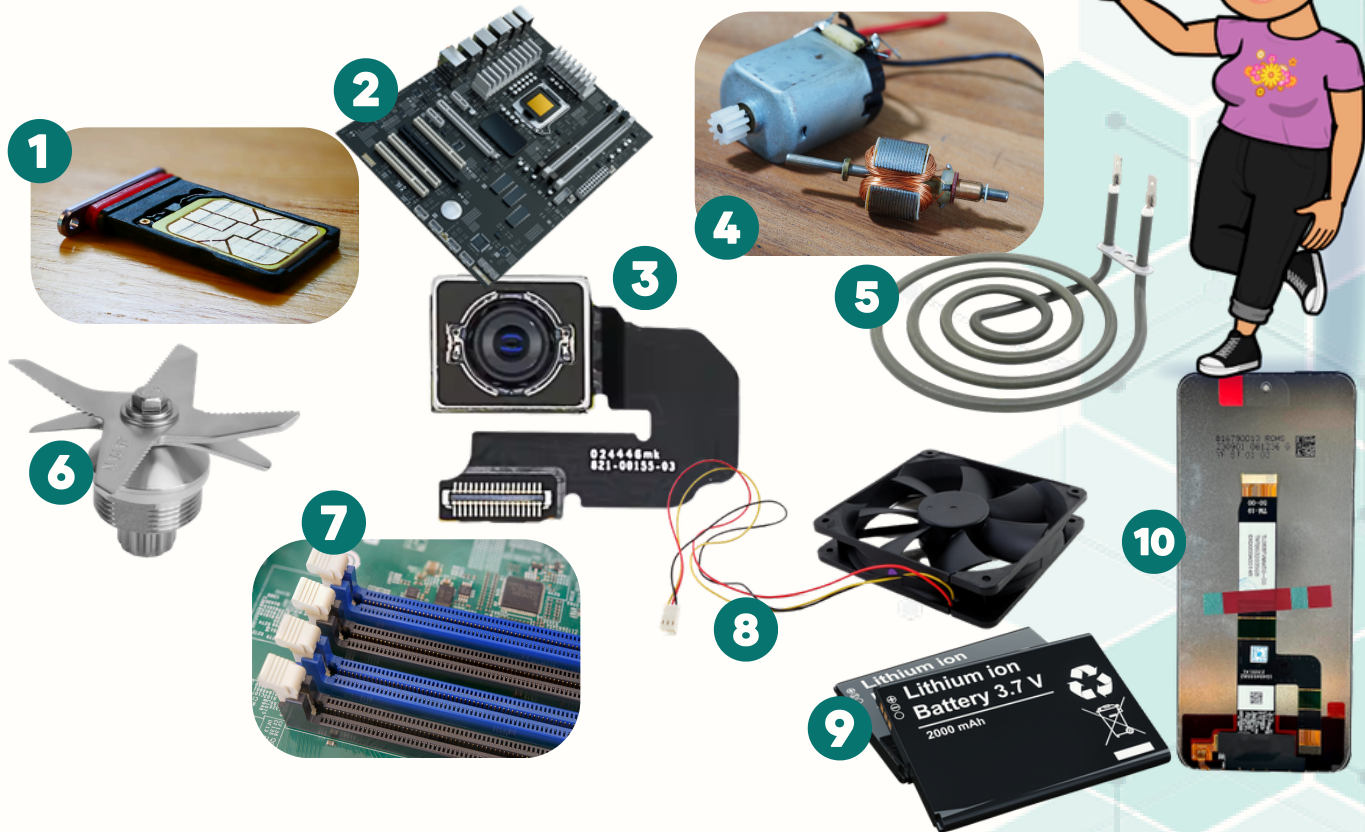
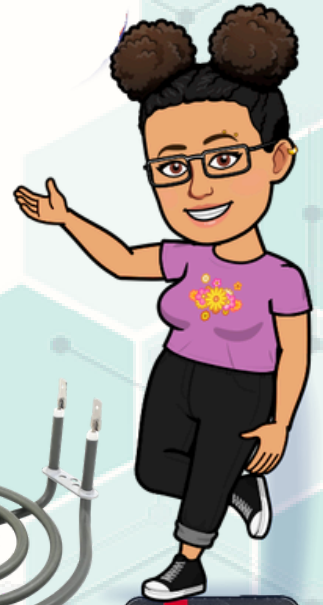


# 4 Learning about assembling devices

Look at the image below. **Discuss** with a partner.



- Have you ever seen any of these parts?
- Do you know what they do?
- Have you ever used or touched one of them?



- I've seen number ... before, it's a computer part.
- I think number ... produces heat, it might be from a microwave.
- Number... looks complicated, I don't know what it is.

**Read** the words/phrases below. Then **match** them to the correct images. There are extra options you do not need to use.



- 5 camera • \_\_\_ blender blade • \_\_\_ motor • \_\_\_ SIM tray & card •
- \_\_\_ battery • \_\_\_ motherboard • \_\_\_ screen • \_\_\_ RAM slots •
- \_\_\_ speakers • \_\_\_ heating element • \_\_\_ cooling fan • \_\_\_ transformer •

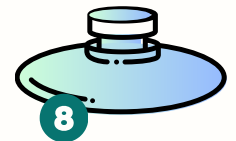
Where can you find these elements?

**Decide** where you usually find each part. **Tick** ✓ the correct box for each part.

Component	Tech gadgets	Kitchen gadgets	Both
SIM tray & card			
Motherboard			
Motor			
Screen			
Camera			
Heating element			
Blender blade			
RAM slots			
Cooling fan			
Battery			

You need special tools to work with gadgets like computers, smartphones, or kitchen devices.

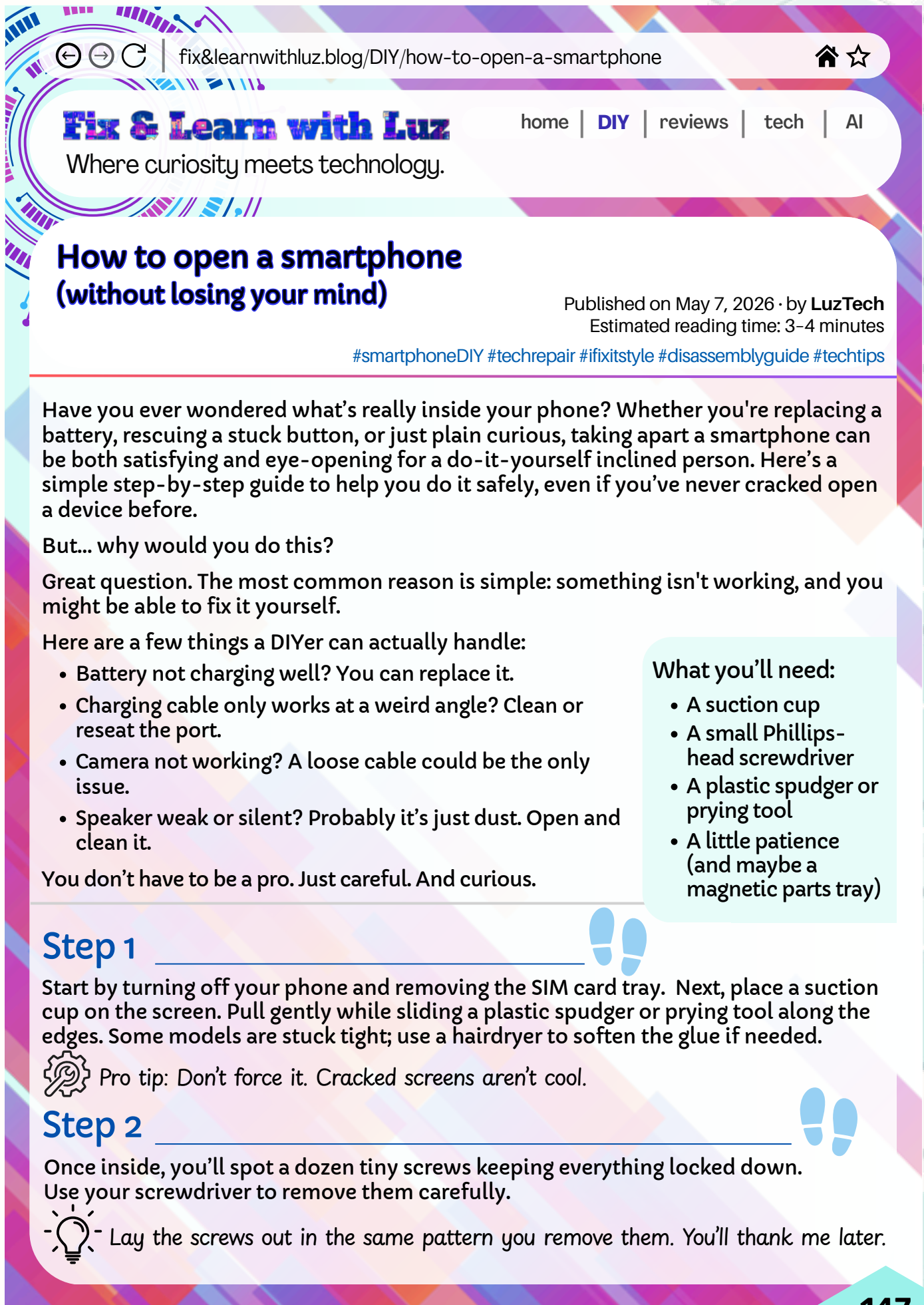
**Look** at the icons and match the image to the correct definition.



- a- wrench . 2 A metal tool used for turning bolts
- b- \_\_\_\_\_ . \_\_\_\_\_ A tool for cutting small wires
- c- \_\_\_\_\_ . \_\_\_\_\_ A round tool that sticks to the screen to help lift it
- d- \_\_\_\_\_ . \_\_\_\_\_ A tool for turning screws
- e- \_\_\_\_\_ . \_\_\_\_\_ A tool with two tips used to pick up small parts
- f- \_\_\_\_\_ . \_\_\_\_\_ Soft hand covers that protect your hands
- g- \_\_\_\_\_ . \_\_\_\_\_ A tool used to test electricity in a device
- h- \_\_\_\_\_ . \_\_\_\_\_ A plastic tool used to open phones safely

screwdriver  
suction cup  
tweezers  
pliers  
multimeter  
gloves  
wrench  
opening tool

Inés found an interesting blog post. **Read it.** 



The image shows a browser window displaying a blog post. The browser address bar shows the URL: fix&learnwithluz.blog/DIY/how-to-open-a-smartphone. The page header features the logo 'Fix & Learn with Luz' and the tagline 'Where curiosity meets technology.' Navigation links for 'home', 'DIY', 'reviews', 'tech', and 'AI' are visible. The article title is 'How to open a smartphone (without losing your mind)', published on May 7, 2026, by LuzTech, with an estimated reading time of 3-4 minutes. The article includes a list of tools needed, such as a suction cup and a Phillips-head screwdriver, and provides step-by-step instructions for opening the phone, including a pro tip about not forcing the screen.

fix&learnwithluz.blog/DIY/how-to-open-a-smartphone

## Fix & Learn with Luz

Where curiosity meets technology.

### How to open a smartphone (without losing your mind)

Published on May 7, 2026 · by LuzTech  
Estimated reading time: 3-4 minutes

#smartphoneDIY #techrepair #ifixitstyle #disassemblyguide #techtips

Have you ever wondered what's really inside your phone? Whether you're replacing a battery, rescuing a stuck button, or just plain curious, taking apart a smartphone can be both satisfying and eye-opening for a do-it-yourself inclined person. Here's a simple step-by-step guide to help you do it safely, even if you've never cracked open a device before.

But... why would you do this?

Great question. The most common reason is simple: something isn't working, and you might be able to fix it yourself.


Here are a few things a DIYer can actually handle:

- Battery not charging well? You can replace it.
- Charging cable only works at a weird angle? Clean or reseat the port.
- Camera not working? A loose cable could be the only issue.
- Speaker weak or silent? Probably it's just dust. Open and clean it.

You don't have to be a pro. Just careful. And curious.


#### Step 1

Start by turning off your phone and removing the SIM card tray. Next, place a suction cup on the screen. Pull gently while sliding a plastic spudger or prying tool along the edges. Some models are stuck tight; use a hairdryer to soften the glue if needed.

 Pro tip: Don't force it. Cracked screens aren't cool.

#### Step 2

Once inside, you'll spot a dozen tiny screws keeping everything locked down. Use your screwdriver to remove them carefully.


 Lay the screws out in the same pattern you remove them. You'll thank me later.

**What you'll need:**

- A suction cup
- A small Phillips-head screwdriver
- A plastic spudger or prying tool
- A little patience (and maybe a magnetic parts tray)

## Step 3

Gently lift the battery using your spudger. Some phones have adhesive tabs; pull them slowly. Others need a little muscle.

 Never puncture the battery. Be careful.

## Step 4

Finally, it's time to disconnect the ribbon cables linking the screen, camera, and other components to the motherboard. Use only plastic tools here—metal can damage the board.

 Take a photo before disconnecting anything if you're a beginner.

Once disconnected, you've officially explored the inside of your phone. You'll see the motherboard, camera, speaker, and a surprising amount of dust.

Putting it back together? Start from Step 4 and move backward. Carefully.

 [Leave a Comment](#)

Have you ever disassembled a device? Got stuck?  
Share your story below—we've all been there.

The blog post is missing its step titles. **Read** each paragraph carefully. **Choose** the correct subheading for each one and **write** it above the paragraph. Be careful, there are 5 step titles but only 4 real steps. One title is a distractor.



**Take out the battery**

**Organize your tools and parts**

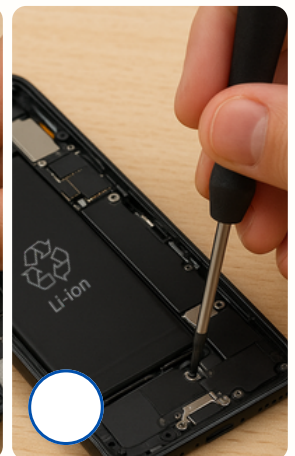
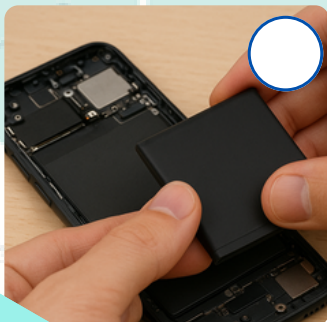
**Disconnect the cables**

**Lift the screen**

**Remove the screws**

Now, **match** the images to each of the steps.

**Write** the step number in the corresponding image (there is a distractor).



**Read** the blog post and decide if each sentence is *true* or *false*. Explain your choices.



- 1 You need to heat the screen to make the glue softer.
- 2 You should use a metal tool to disconnect the cables.
- 3 The battery is usually the last part you remove.
- 4 The blog gives tips to reassemble the phone.
- 5 Most people disassemble phones to fix small problems.

### Did you know?

**DIY** means *Do It Yourself*. It refers to fixing, building, or creating things on your own, without professional help.



**Work in pairs or small groups. Ask and answer** these questions.



- 1 Have you ever opened or tried to fix a device? (*What was it? What happened?*)
- 2 What do you think is the easiest part of a gadget to fix?
- 3 What is something you would never try to fix? Why?
- 4 Would you like to learn how to repair gadgets? (*Why or why not?*)

Now that you've talked about your experiences, **write** about a time you opened or disassembled a device or gadget. It can be a real experience or an imaginary one.



- **Include**
  - What device you opened
  - Why you decided to open it
  - What you found inside
  - If you fixed it or not
- **Write** 5–7 sentences. Use *simple past* and sequencing words like *first, then, after that, finally*.
- You can **use** Ally's blog comment as a model and the SOS box to help you.

by Ally.13 on Saturday, May 9, 2026 •

Last year, I tried to fix my tablet because it wasn't charging well. First, I watched a video to learn how to open it. Then, I used a small screwdriver to take off the back cover. When I opened it, I saw that the battery looked big and damaged, so I knew I needed to replace it. I decided to take the tablet to an IT professional because I didn't know which battery to use. It was interesting to open the tablet anyway.




- I once tried to open my... .
- First, I ... .
- Then, I ... .
- Inside, I found ... .
- The problem was ... .
- I felt ... .
- In the end ... .
- Finally, ... .

# 5 The language of a manual; where and how to read it

Freddie bought a new printer. He is reading the manual accompanying the device. What sections do you expect to find in the printer's manual?

Tick ✓ all that apply.

- 
1. Photo with the printer parts
  2. Battery information
  3. Choosing the best paper for the printer
  4. How to load the paper
  5. Inserting print cartridges
  6. Viewing images to print
  7. Printing from other devices
  8. Making the Bluetooth connection
  9. Cleaning the print cartridge
  10. Printing a test page
  11. Updating the Photosmart software
  12. Troubleshooting
  13. Error messages
  14. Customer service contact



Freddie is in the technology class. His teacher has asked the class the following questions. **Discuss** them with a partner.

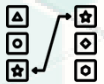
- Why do manuals accompany technology devices?
- What type of language do you have to use in them?
- What is the target audience for the device's manual?



Freddie is still unsure about how to use this printer. He wants to get the information below. **Put** the numbers 1-14 next to each piece of information required. Use the parts in the first activity.

- a** - \_\_\_\_\_ "I don't know what this red button is for."
- b** - \_\_\_\_\_ "I have a couple of photos, but I really need to enhance the color of them".
- c** - \_\_\_\_\_ "I sent a photo to print, but the printer does not work".
- d** - \_\_\_\_\_ "I have some documents in my cell phone, and I want to print them from there".
- e** - \_\_\_\_\_ "I printed a lot of copies, and the last ones are a little dirty. There are some stains of color on the sheet of paper".

Freddie's dad is asking him for help. He cannot open the electric gate from the garage. They are reading the gate's manual. These are the possible problems with their explanations. **Match** the problem with its definition.



<b>A</b>	Power outage	<b>1</b>	For example, during a fire or a medical situation, you may need to open it manually so it opens faster.
<b>B</b>	Mechanical failure	<b>2</b>	There is no electricity at home.
<b>C</b>	Maintenance and repairs	<b>3</b>	Sometimes the gate opener malfunctions
<b>D</b>	Emergency situations	<b>4</b>	You need to ask for a technician to check the gate periodically

**A.** \_\_\_\_\_ **B.** \_\_\_\_\_ **C.** \_\_\_\_\_ **D.** \_\_\_\_\_

The manual has some holes, and parts are missing. **Complete** the missing information with the *problems* from the previous exercise.



- 1** If there is a \_\_\_\_\_, call a technician to diagnose the problem.
- 2** If there is a \_\_\_\_\_, unplug the gate and open it manually.
- 3** If there is an \_\_\_\_\_, the gate will not open, so avoid forcing the opening.
- 4** If there is a \_\_\_\_\_, contact a technician to inspect the gate periodically.



As you can see, when there is a problem, we may use an **if-clause** to help people solve it.

**Structure:** *If + present simple, imperative*

Examples:

- *If the battery doesn't work, replace it.*

The printer Freddie was using is not working properly, or at least he does not know how to use it. **Think** of 5 possible problems it may have and **complete** the corresponding column in the chart below.



	Problem (present)	Solution (imperative)
If the printer		
If the printer		
If the printer		
If ...		
If ...		

**Swap** copybooks or books with your classmates. **Read** the problems they shared, and **write** a solution for each of them by completing the column that corresponds to the solutions. Don't forget to use the imperative to do that.



## Project Creating a user's manual



In the technology class, Freddie was asked to think of a device he would present to the rest of the class. He needs to write a manual to accompany the device.

**Create** a simplified version of a manual, including:

- 1- The parts of the device
- 2- How each part works
- 3- Troubleshooting
- 4- Who to contact in case of a problem



# 6 Learning to repair devices

**Think** about these questions.



- a.** What electronic devices do you use every day?
- b.** Have you ever fixed a phone, a charger, or a laptop?
- c.** What do you do when something stops working?

**Complete** the chart below with this information.



- Clean the fan and keyboard area.
- Try changing the batteries.
- Check the Bluetooth settings and restart the computer.
- Use tape or a heat-shrink tube to fix the cable.
- Replace the screen with a new one.

- Screwdriver
- Scissors and electrical tape
- Soft brush or vacuum
- Small replacement screen
- New batteries

- The phone screen is cracked.
- The remote control isn't working.
- The laptop is dusty and gets hot.
- The charger cable is broken.
- The mouse isn't connecting to the computer.

PROBLEM	SOLUTION	TOOL

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



One day, Inés' **laptop** suddenly stopped working. It turned on, but the **screen** stayed black.

At first, Inés felt **nervous**. She had a big school **project** to finish, and she didn't want to ask her parents for a new computer. So she decided to try fixing it herself.

She watched a few **videos** online about common laptop problems. One video said that sometimes the **RAM** can come loose and cause the screen to go black. Inés didn't know much about hardware, but she followed the steps carefully.

She turned off the laptop, removed the back cover with a small **screwdriver**, and gently took out the RAM. Then, she put it back in and made sure it was secure. When she turned on the laptop again, the screen worked!

Inés felt so **proud**. It was the first time she had **fixed** something on her own. That small success gave her more confidence to follow her dream of working in IT. Now, she reads tech **blogs** every week and is thinking about taking a computer repair course during the summer.

- 1 What problem did Inés have with her laptop?
- 2 What tool did Inés use to open the back of her laptop?
- 3 How did fixing the laptop affect Inés and her plans for the future?



Inés is very proud of what she did, and she's telling her mom about it.

Read their conversation and **complete** the gaps with the words in **bold** from the text above.



**mom:** Inés, why are you opening your laptop with that <sup>1</sup> \_\_\_\_\_ like that? Is something wrong?

**Inés:** Yes, it suddenly stopped working. The laptop turned on, but the <sup>2</sup> \_\_\_\_\_ stayed black.

**mom:** Oh no! What are you going to do? Don't you need it for your school <sup>3</sup> \_\_\_\_\_?

**Inés:** I know! At first, I wasn't sure, but then I watched some YouTube <sup>4</sup> \_\_\_\_\_ about fixing computer problems.

**mom:** And did they help?

**Inés:** Yes. One video said the <sup>5</sup> \_\_\_\_\_ might be loose, so I decided to give it a try. That's why I got this small screwdriver and opened the back carefully.

**mom:** Seriously? Did you really do that on your own? Weren't you <sup>6</sup> \_\_\_\_\_?

**Inés:** Totally! But it all worked out! I put the RAM back in place, turned the <sup>7</sup> \_\_\_\_\_ on, and it worked! I <sup>8</sup> \_\_\_\_\_ it!

**mom:** Wow, I'm so <sup>9</sup> \_\_\_\_\_ of you. Maybe you should write your own tech <sup>10</sup> \_\_\_\_\_ someday!

Inés found this ad. What do you think she will learn in that course?

**Get in pairs** and **discuss** these ideas.



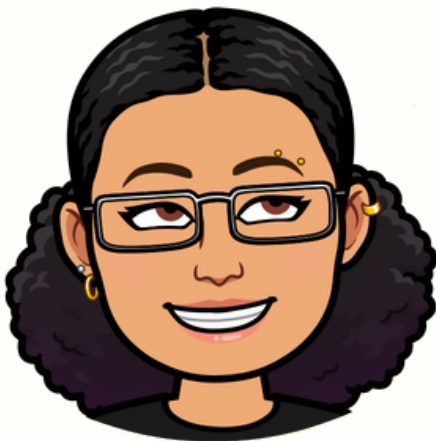
- How to fix phone screens
- How to repair microwaves or blenders
- How to use professional repair tools
- How to replace small parts
- How to design mobile apps
- How to open and close phones safely without damaging the device
- How to diagnose common problems
- How to work at a repair desk and keep tools organized
- How to use social media for marketing
- How to work carefully and follow safety rules while using electric tools
- Basic customer service skills for helping people who need repairs



Would you like to take that course? Why? Why not?

**Discuss** this with your partners.

**Use** the expressions below to help you.



### useful expressions

- Yes, I'd like to take this course because... .
- It sounds really interesting to me.
- I've always wanted to learn how to... .
- This could be useful for my future job.
- It's a good way to learn something practical.
- No, I wouldn't take this course because... .
- I'm not really interested in repairing things.
- It looks difficult / too technical for me.
- I prefer working with software / people / design.
- I don't think I would enjoy it.

# 7 what happens if...

Guidaí found these memes in the web. What do you think about them?

**Get in pairs and discuss.**



- Who is “speaking” in each caption?
- Are these ideas serious or exaggerated?
- What image of a cybersecurity engineer do these memes create?

## CYBERSECURITY

What the government thinks I do

What my friends think I do

What I think I do

What I actually do

## SECURITY ENGINEERS

What my friends think I do

What my parents think I do

What my colleagues think I do

What my partner thinks I do

What I think I do

What I actually do



**Complete** the sentences. Use the memes and your previous ideas.



- *People* think cybersecurity is about \_\_\_\_\_
- *I* think cybersecurity is about \_\_\_\_\_

Finding solutions is one of the main tasks of IT specialists!

**Go over** the following situations and **look for** some suitable solutions.



What happens if...

### Situation 1

You are the IT specialist for a small marketing agency. At 10:15 AM, all 25 employees suddenly lost internet connectivity. The office phone starts ringing with frustrated employees who can't access their cloud-based tools or send emails to clients.



**Read** the case details and **identify** the most likely causes of the problem.

- The outage affects all computers in the office
- The router lights show normal operation
- Other businesses in the building report no internet issues
- Your network monitoring software shows unusually high bandwidth usage starting 15 minutes before the outage
- Two new employees started this morning and needed to set up their workstations
- Your company just migrated its files to a new cloud service yesterday

### Situation 2



You are a software developer who has just released a new version of your company's inventory management application. Within hours of the update, support tickets start flooding in. Users report that the application crashes every time they try to generate a monthly inventory report.

**Analyze** the error logs provided below and match each error message with a possible cause. **Design** a series of tests to identify the exact problem and **create** a flowchart showing your troubleshooting process.

Error Log Excerpts:

```
[10:42:15] Application started successfully
[10:42:32] User authentication: SUCCESS
[10:42:45] Database connection established
[10:43:10] Monthly report requested by user admin@company.com
[10:43:12] Loading inventory data: 1,243 items
[10:43:15] Calculating inventory valuations
[10:43:18] ERROR: NullReferenceException at ReportGenerator.cs:line 247
[10:43:18] ERROR: Object reference not set to an instance of an object
[10:43:19] Application terminated unexpectedly
```

User information:

- The previous version (v3.2.1) generated reports without issues
- The crash occurs for all users on different computers
- The daily summary report still works correctly
- The application was upgraded from v3.2.1 to v4.0.0
- The update included a new inventory valuation method

### Situation 3

As the cybersecurity specialist for an online education platform, you receive an automated alert at 3:27 AM. The system has detected multiple failed login attempts for several administrator accounts, followed by a successful login to one account. The successful login came from an IP address in a country where none of your staff reside.



**Examine** the security logs provided below and **identify** the suspicious patterns in the login attempts. **List** the immediate actions you should take to secure the system and **create** an incident response plan with clear steps.

Security Log Excerpts:

```
[03:15:22] Failed login: admin@eduplatform.com (IP: 185.176.xx.xx)
[03:15:47] Failed login: admin@eduplatform.com (IP: 185.176.xx.xx)
[03:16:12] Failed login: admin@eduplatform.com (IP: 185.176.xx.xx)
[03:16:38] Failed login: director@eduplatform.com (IP: 185.176.xx.xx)
[03:17:04] Failed login: director@eduplatform.com (IP: 185.176.xx.xx)
[03:17:31] Failed login: director@eduplatform.com (IP: 185.176.xx.xx)
[03:18:07] Failed login: itsupport@eduplatform.com (IP: 185.176.xx.xx)
[03:18:33] Failed login: itsupport@eduplatform.com (IP: 185.176.xx.xx)
[03:19:01] Failed login: itsupport@eduplatform.com (IP: 185.176.xx.xx)
[03:22:47] Failed login: j.smith@eduplatform.com (IP: 185.176.xx.xx)
[03:23:12] Failed login: j.smith@eduplatform.com (IP: 185.176.xx.xx)
[03:23:38] Successful login: j.smith@eduplatform.com (IP: 185.176.xx.xx)
[03:24:15] User profile accessed: j.smith@eduplatform.com
[03:25:22] User management accessed: j.smith@eduplatform.com
[03:26:47] Password changed for user: admin@eduplatform.com
[03:27:15] Alert triggered: Suspicious activity detected
```

#### Extra information.

In this school, J. Smith is a legitimate administrator, but is currently on vacation. The platform contains personal data of more than 50,000 students. The company has a disaster recovery plan, but no specific security incident plan. The last security audit was performed 8 months ago.

After solving these problems, **get into small groups** and **answer**.



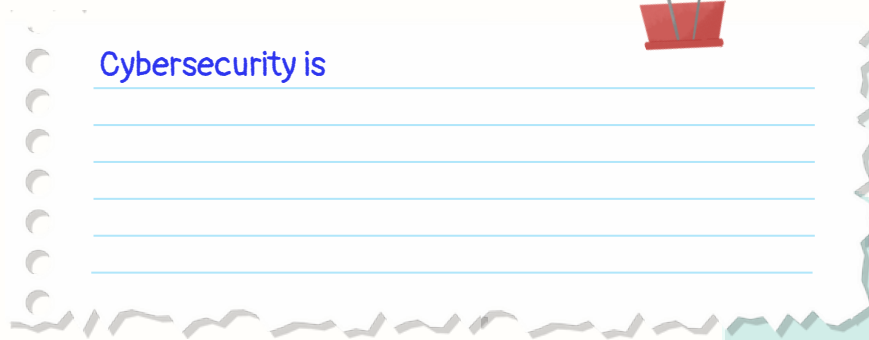

- 1 Which technical problem was most challenging for you to solve? Why?
- 2 How would handling these situations differ in an English-speaking workplace versus a Spanish-speaking one?
- 3 Which resources did you find most helpful when solving these problems?

## Final task - Going beyond stereotypes

**Work in pairs.** At the beginning of the lesson, you analyzed some memes about cybersecurity. After working with real situations, it is time to go beyond stereotypes.

### • Step 1 – Defining cybersecurity

Define cybersecurity in your own words.



Your definition should include:

- what is protected
- who is affected
- when cybersecurity becomes important


### • Step 2 – Looking back

Compare what you wrote with your ideas at the beginning of the lesson.

- What did you think cybersecurity was about before?
- What do you understand now?



### Did you know?



A **stereotype** is a simplified and often exaggerated idea about a person, a group, or a job. Stereotypes are easy to recognize, but they usually ignore reality and hide how things really work. In technology, stereotypes often focus on images or myths instead of real skills and responsibilities.

# 8 Creating my own devices

“Necessity is the mother of invention.”

Plato

“Every problem has the seeds of its own solution.”

Norman Vincent Peale

“Problems are the driving force behind innovation.”

Margaret Heffernan

“The best way to solve a problem is to see it as an opportunity.”

Virginia Satir

**Read** the quotes and **discuss** these questions with your partner.



- Do you agree with them?
- Can you think of a device that was invented to solve a problem?
- What is a tech problem you wish someone would solve?

Now, **think** about problems you experience with technology.

**Write down** two problems and ideas for solving them with a device.



**Problem 1:**

**Idea for a device:**

**Problem 2:**

**Idea for a device:**

Camila had a real-life problem and decided to create a device to solve it. **Read** the text to find out what the problem was, how she solved it, and what her invention can do.



Camila really enjoys both technology and nature. She lives on a farm in the countryside, where her family grows vegetables and herbs. Since she's often busy with school and helping out with farm work, Camila realized that remembering to water all the plants, especially during hot summer days, could be a real challenge.

That's when she came up with the idea of a **cost-effective** solution: a self-watering pot. She put together a simple **prototype** using basic materials, including a **moisture sensor** and a **microcontroller**. The system has a **built-in pump** that checks how dry the soil is. When the soil gets too dry, it **automatically** sends water from a small tank. The best part? The device is also **portable**, so it can be used in different places, from pots to garden beds.

Camila tested her invention over a two-week period, and it worked really well. Her plants stayed healthy, and she didn't have to worry about forgetting to water them anymore. Now she's thinking of ways to **upgrade** her design, like adding solar panels as a **power source** to make it even more efficient. In the future, Camila wants to find more ways to bring tech and farming together. Her goal is to create **user-friendly** tools that help farmers and gardeners save time and resources.



**Answer** the questions in complete sentences.



- 1 What problem did Camila notice with the plants?
- 2 What idea did she come up with to solve the problem?
- 3 How does her self-watering pot work?
- 4 What happened when she tested the device?
- 5 What improvements is Camila thinking about?
- 6 How could Camila improve her invention to help more people or work in different places?

### Did you know?

#### Function vs. Feature

A **function** is what a device does, its job or main action.

Example: "It waters the plant automatically."

A **feature** is a characteristic that makes the device more practical or attractive.

Example: "It is portable, so you can move it easily."



**Read** the text again and **complete** the chart with information about Camila's self-watering pot.



<b>Functions</b>	<b>Features &amp; Specifications</b>	<b>Components</b>
(What it does)	(What makes it special/better)	(What it's made of)

**Match** the words in bold from the text to their definitions.



- 1 \_\_\_\_\_ : A simple model used to test an idea.
- 2 \_\_\_\_\_ : Something already included in a product.
- 3 \_\_\_\_\_ : Can be carried from place to place.
- 4 \_\_\_\_\_ : A source of energy for a device.
- 5 \_\_\_\_\_ : Easy to use and understand.
- 6 \_\_\_\_\_ : A new and improved version of something.
- 7 \_\_\_\_\_ : A feature that is not expensive for what it offers.
- 8 \_\_\_\_\_ : A machine that moves liquid or gas from one place to another.



## Project Create your own device



**Instructions:** Work in pairs or small groups to invent a device that solves a real-life problem. Your invention must be useful, creative, and clearly explained. Use Camila's self-watering pot as a model.

Work in pairs or small groups. Follow these steps:

### • Step 1



**Brainstorm a problem.**

Think of problems people face in everyday life – at home, in school, at work, in the city, on a farm, etc.

Examples: *Wasting energy, forgetting important tasks, taking care of their security, etc.*

### • Step 2

Complete your design table.



<b>Functions</b>	<b>Features &amp; Specifications</b>	<b>Components</b>
(What it does)	(What makes it special/better)	(What it's made of)

### • Step 3

Write a short description.



In 4–6 sentences, describe your invention. Mention:

- The problem
- Who it helps
- What it does
- Why it's useful

You can use some of the expressions from the SOS box.

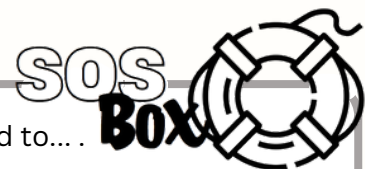
• **Step 4**

**Prepare your presentation.**

You will present your invention to the class using one of these formats:

- A short oral pitch (2–3 minutes per group)
- An infographic or mini-poster with visuals and short text

Be ready to answer your classmates' questions!



- Our device is designed to... .
- It helps people who... .
- It works by... .
- It includes... . / It has a... .
- It is made of... .
- One of its best features is... .
- We chose this design because... .
- We believe it could be useful for... .

# 9 The war and robotic body parts



Pedro has come to Inés' class. Pedro has something special. One of his hands was created by *Manos de Héroes*. This new situation has brought new issues into the class.

## Did you know?

**Manos de Héroes** is a non-profit organization from Uruguay that creates affordable prosthetic hands using 3D printing. Their work helps children and adults improve their daily lives through technology and teamwork.



**Read** the following article about two companies developing innovative prosthetic technologies.



**TECHNOLOGY | 2026**

HOW MECHANICAL SYSTEMS AND NEURAL INTERFACES ARE SHAPING MODERN PROSTHETICS

## TWO GIANTS IN MEDICAL TECHNOLOGY

In recent years, medical technology has made great progress in the development of artificial limbs. Modern prosthetics are no longer simple mechanical devices; they combine engineering, materials science, and digital technology to improve people's quality of life. Today, different approaches are being explored to create prosthetics that are more functional, responsive, and closer to natural movement.

**BioTech Solutions** and **NeuroLink Systems** are two leading companies in the field of advanced prosthetics. Both companies are working to create the most innovative and functional artificial body parts for people who need them. While they have similar goals, their approaches and technologies are quite different.

**BioTech Solutions** focuses on creating realistic-looking prosthetics that function almost like natural body parts. Their products use advanced materials like carbon fiber and flexible polymers. They rely on mechanical systems and sensors to detect muscle movements.



**NeuroLink Systems** takes a different approach. They specialize in neural interfaces, technology that connects directly to a person's nervous system. Their prosthetics may not look as natural, but they aim to provide a more intuitive connection between the brain and the artificial limb.





## THE ANNUAL INNOVATION CHALLENGE

Each year, these companies participate in the International Prosthetics Innovation Challenge. This competition allows them to demonstrate their latest technologies and get feedback from experts and potential users.

Last year's challenge focused on prosthetic hands. BioTech Solutions presented a hand with individual finger movement and pressure sensors for precise grip control. NeuroLink Systems showcased a hand that could be controlled by thoughts alone through their neural interface system.

This year, both companies are developing prosthetic legs that could help users walk naturally on different surfaces and even run or climb stairs.



Read again and answer the questions



- 1 What are the primary differences in the technological approaches that BioTech Solutions and NeuroLink Systems employ in the development of advanced prosthetics?
- 2 How does the Annual Innovation Challenge benefit companies like BioTech Solutions and NeuroLink Systems?
- 3 What specific advancements are BioTech Solutions and NeuroLink Systems focusing on in their prosthetic leg development for this year's challenge?

Inés and her friends are going to sit for the B2 Exam with *Dirección de Políticas Lingüísticas (CODICEN)*. Help them with this Use of English Part 3 exercise.

For questions 1–5, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).



### Comparing Prosthetic Technologies

When comparing the two companies, BioTech Solutions and NeuroLink Systems, and their products, it's clear that both are making ① significant progress in the field of advanced prosthetics. BioTech's new leg is ① \_\_\_\_\_ than their previous model, making it more comfortable for users. On the other hand, the NeuroLink interface is arguably ② \_\_\_\_\_ for individuals requiring extremely precise movements. BioTech also offers ③ \_\_\_\_\_ colour options for their prosthetics, catering to a wider range of aesthetic preferences. Interestingly, NeuroLink's latest system requires ④ \_\_\_\_\_ training time for users compared to their earlier versions. It's important to remember that the ⑤ \_\_\_\_\_ prosthetic on the market isn't always necessarily the most suitable option for every individual's needs.

SIGNIFY  
LIGHT

GOOD  
MANY

LITTLE

EXPENSE

**Listen** to two specialists and **answer** the following questions.



- 1 What is BioTech's main focus for their prosthetics?
- 2 How do users control NeuroLink's prosthetics?
- 3 What challenge did Dr. Chen mention about their technology?
- 4 What is NeuroLink working on developing next?
- 5 How does BioTech make their prosthetics match the user's appearance?



**Choose** one of the following options and **complete** the writing task.



**Option 1:** You are a technology journalist writing an article comparing the two companies' newest prosthetic legs. Write a 150-200 word article describing both products and giving your opinion on which might be better for different types of users.

**Option 2:** You are a product developer for either BioTech Solutions or NeuroLink Systems. Write a 150-200 word proposal for a new feature that would give your company an advantage in the competition.

A large writing area consisting of a yellow background with horizontal blue lines and a vertical red margin line on the left side. The left edge of the yellow area has a series of semi-circular cutouts, suggesting it is a page from a spiral notebook.

# 10 making a decision about my future

Simon is interested in computers and technology. He loves designing websites and fixing problems with his friends' laptops. His parents want him to study medicine, but Simon is thinking about taking a course in programming or studying graphic design.

I am going to talk to my IT teacher this week. Maybe I will apply for a web development course. But I might also take a year off to travel and think.



**Read** what Simon is saying and pay attention to the words in **bold**. Which ones express ...?



- possibility
- spontaneous decisions or predictions
- plans or intentions

Simon is attending a Future Career Fair at his school, where students can explore different options in the world of IT. As he walks around the fair, he meets two classmates, Amina and Leo, who are also thinking about their future careers. They begin to talk about their options for the future.



**Simon:** This fair is amazing. I've talked to someone from a software company. I think I might apply for their internship program.

**Amina:** That sounds great! I'm going to study cybersecurity next year. I love solving problems and figuring out how systems work.

**Leo:** Cool! I'm still deciding. I might become a data analyst, but I also enjoy game design. I will probably choose the one that offers more flexibility.

**Simon:** Yeah, that makes sense. I'm going to take an online course in web development this summer. If I like it, I will apply for a full-time course in September.

**Amina:** So you've already made a plan. I think I will enjoy working with companies to protect their systems. I've even joined a student hacking club!

**Leo:** Wow! I'm not that organized yet. I might take a gap year if I don't find the right program.

**Simon:** My parents want me to study medicine, but I've decided I won't do something just to please them. I want to follow my passion.

**Amina:** Good for you, Simon. If you love what you do, you will do well. That's what my teacher always says.

**Leo:** Same here. I'm still exploring, but I'm sure I will figure it out soon. Maybe I will try both coding and design this year and see what fits.

Simon became more interested in the information he got from the fair. This is a text he found online about becoming a web developer.



Web development is the process of creating websites and web applications. Web developers build everything from simple web pages to complex online platforms. This career combines creativity with technical skills, and it's a popular choice for people who enjoy working with computers and design.

There are two main areas in web development: front-end and back-end. Front-end developers focus on the parts of a website that users see and interact with, such as the layout, buttons, and menus. Back-end developers work behind the scenes, writing code that makes websites function properly.

To become a web developer, students can study computer programming, graphic design, or information technology. Many also learn by taking online courses or attending bootcamps. The most common tools and languages for web development include HTML, CSS, JavaScript, and Python.

Web developers often work for companies, but many also become freelancers and build websites for different clients. Since almost every business today needs a website, web development is a growing field with many job opportunities.

There are also great possibilities for growth in this career. As developers gain experience, they can specialize in areas like UX/UI design, mobile app development, or cybersecurity. Some become project managers or tech leads, while others open their own web design agencies. With continuous learning and practice, web developers can move into higher-level roles with better salaries and more responsibilities.

If you enjoy solving problems, being creative, and building things on a screen, web development might be the right path for you.



**Answer** these questions.



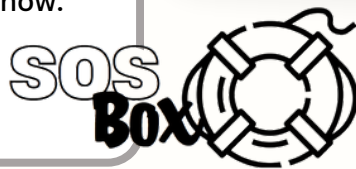
- 1 What is the main job of a web developer?
- 2 What is the difference between front-end and back-end development?
- 3 Name two programming languages or tools that are commonly used in web development, according to the text.
- 4 What is one way web developers can grow in their career?
- 5 Why is web development considered a growing field?

Simon has also found these two ads related to web development. Which one would suit him best?

**Get in pairs** and discuss. Use the SOS box below to help you.



- I think Simon is **going to choose** the first/second course because... .
- He's probably **going to apply** for the program with... .
- He isn't **going to take** a long course because... .
- He **will learn** more in the full-time course.
- I believe he **will enjoy** the online course because... .
- The structured program **will help** him because ... .
- He **may choose** the online course if he wants more free time.
- This course **might be** too demanding for him right now.
- He **might prefer** to study from home.
- It **might help** him... .



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## Did you know?

The difference between **may** and **might** is the likelihood. When something is more likely to happen we use may, when something is less likely to happen we use might.



**Read** each sentence carefully and **complete** it with the correct form of the verb in brackets. Use *will*, *going to*, *may*, or *might* as appropriate.






- 1 Simon \_\_\_\_\_ (*take*) the online course if he wants more flexibility.
- 2 He \_\_\_\_\_ (*apply*) for the full-time course next month.
- 3 If he studies hard, he \_\_\_\_\_ (*build*) an impressive portfolio.
- 4 His parents think he \_\_\_\_\_ (*prefer*) a traditional classroom environment.
- 5 Simon \_\_\_\_\_ (*not start*) the course until after graduation.
- 6 He's still unsure, he \_\_\_\_\_ (*do*) a short online course first to try it out.
- 7 I believe Simon \_\_\_\_\_ (*enjoy*) working with real companies during the internship.
- 8 He \_\_\_\_\_ (*choose*) CodeFlex if he needs to balance school and studying.
- 9 He \_\_\_\_\_ (*talk*) to his IT teacher tomorrow to get advice.
- 10 If he takes the full-time course, he \_\_\_\_\_ (*not have*) much free time.

**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

*I feel good  
with my choice*



# 1 Becoming the leader of my trip

**Look at** this picture. You are going to drive your car to the future. This unit will provide you with a lot of strategies, ideas, and techniques to face your future in a more equipped way. Remember you will be the driver.



What are the things that you need for your academic trip?

**Complete** the following chart with your ideas. Then share the notes with a partner. Are your ideas similar or different?



## What will be ...

your destination?

- Are you thinking of a long career or an intermediate career?
- Are you thinking of finishing the course at UTU and go straight to apply for a job?

the fuel in your tank?

- What motivates you to study?
- What makes you get up every day and go to study and think of your future?

the places you want to visit while traveling?

- Are you thinking of doing other things while attending this course?
- Do you think that other elements, like taking an international English exam, may help you enter the job market?

the things you need to take with you?

- What is the necessary knowledge you need to succeed in your career?
- What personal characteristics do you need to develop to achieve your goals?

the prior information you need to get?

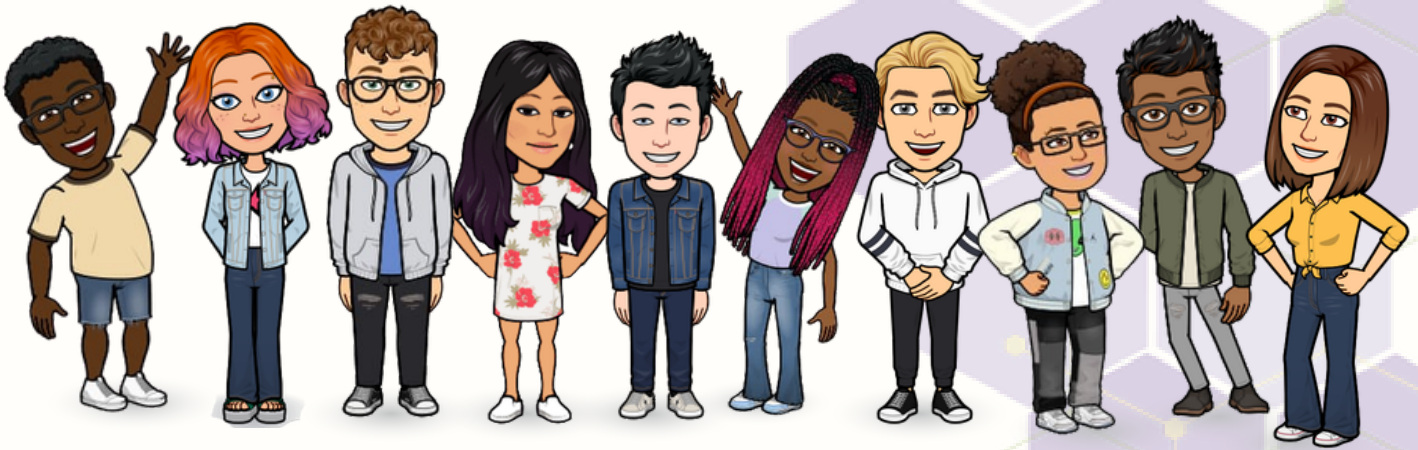
- Where do you want to apply for a job?
- Are you working toward having the prerequisites to fit the position?



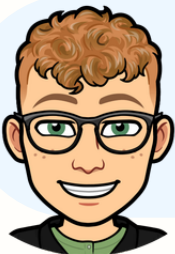
## Did you know?

The B1 Exam, offered by *Dirección de Políticas Lingüísticas* from CODICEN, is a key stepping stone for the gang's future – and it can be for yours too! If you're interested in this valuable opportunity, ask your teacher for more information about the exam. Within this unit, you'll discover a wealth of exam-based tasks, providing the perfect preparation to ensure your success.

(For more information, every June go to: <https://www.anep.edu.uy/codicen/politicas-linguisticas>)



Some of the members of the gang were asked how sitting for the exam would contribute to their better future. This is what they answered:



**Freddie**

This is a good question. I think that sitting for an international exam can open doors to global education opportunities. I'm very interested in continuing to study abroad when I finish *bachillerato* in Uruguay. I also believe that it enables students to study abroad and experience diverse cultures. I'm into other cultures a lot!

In my opinion, achieving a recognized international certification can enhance your resume. The opportunity ANEP gives us can make the difference, making us more attractive to potential employers worldwide.



**Nayeli**



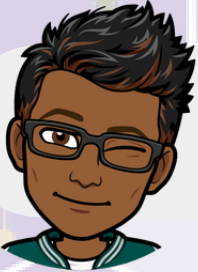
**Simon**

Wow! I guess that preparing for an international exam helps develop skills such as critical thinking, independence, and time management, which are valuable in many areas of life. To be honest, I am not very good at organizing my time and my schedule, and these two months of preparation that the exam takes will be of paramount importance for me because I will learn how to organize my time and my responsibilities.

I like exams in general because they can tell you the level you have accomplished in a particular area. In addition, getting a B1 or B2 level certificate will be very important to understand where I am in the second language learning curve, and will allow me to apply for certain positions. International exams often set benchmarks for academic and professional excellence, helping you measure your knowledge and abilities against global standards.



**Emma**



**Nico**

Taking part in these exams can boost confidence and motivation by providing tangible goals and a sense of accomplishment. I know that I can pass the exam. I love challenges, so it will be a great opportunity to face one!

### **Which of the characters...?**

- ... sees the exam as a way to enhance their job prospects?
- ... is looking forward to the exam as a personal challenge?
- ... views the exam as a tool for self-assessment of their current knowledge or skill level?
- ... believes the exam will help them improve their organizational skills?
- ... is excited about the possibility of international study and cultural experiences?

Why would getting a B1 or B2 level certificate be important for your life and career? **Write** a short paragraph answering this question.



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# 2 Finding a place to continue studying

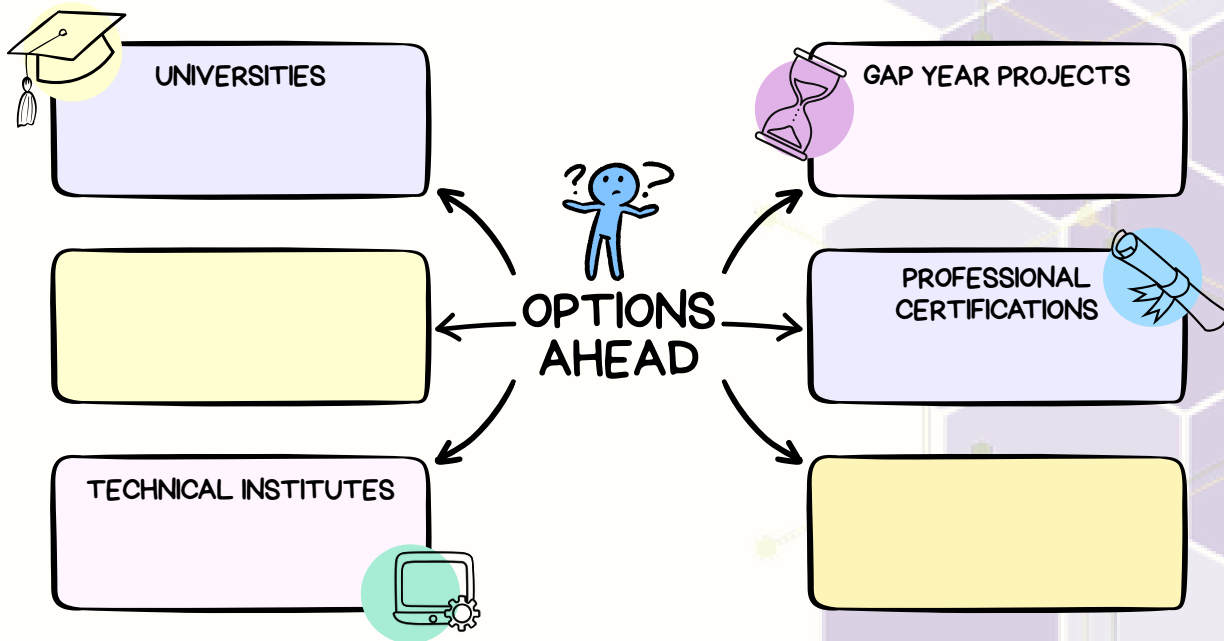
## my educational journey



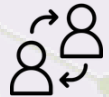
**Draw** a timeline and **mark** the key milestones of your educational journey so far.



**Brainstorm** all the educational options available after finishing UTU in the following mindmap. Here are some examples that can help you.



**Present** your mindmap to the classmates in the group, and **share** your ideas. **Complete** your mind map with ideas from your peers.



Freddie is reading some news about future options. Some words and phrases are missing. **Fill in** the blanks with words/phrases from the word bank. There are extra options.



- Accreditation - Bachelor's degree - Vocational training - Specialization -
- Prerequisite - Continuous learning - Distance learning - Apprenticeship -
- Tuition fees - Certification -

- 1 The university offers a \_\_\_\_\_ in Computer Science with a \_\_\_\_\_ in cybersecurity.
- 2 Many IT professionals pursue \_\_\_\_\_ to stay updated with new technologies.
- 3 The technical institute has proper \_\_\_\_\_ from the Ministry of Education.
- 4 Some students prefer \_\_\_\_\_ because they can study while working.
- 5 The \_\_\_\_\_ at private universities are usually higher than at public institutions.
- 6 Before enrolling in Advanced Programming, you must complete the \_\_\_\_\_ course in Basic Coding.

Freddie is undecided about where to continue studying.  
**Get in pairs** and **discuss** these questions.



- What factors are important when choosing where to continue studying?
- List 5 criteria you would consider (cost, location, reputation, etc.)

Inés found an article. **Read** it and **answer** the questions.



## Choosing your path in IT Education

When María finished high school, she faced a common dilemma: where to continue her IT studies? After researching various options, she discovered several pathways, each with unique advantages.



### Traditional universities

Universidad de la República offers a four-year Computer Engineering degree with strong theoretical foundations. *"The university gave me deep understanding of computer science principles,"* says alumnus Carlos Mendez. *"However, it took longer to get practical experience."* Universities typically require higher entrance scores but provide comprehensive education and research opportunities. Tuition at public universities is free, while private institutions can cost \$5,000–15,000 annually.

### Technical institutes

Technical institutes like UTEC focus on practical skills with two-year programs. Graduate Ana Silva shares, *"I learned programming languages and started working sooner than my university friends."* These institutes emphasize hands-on training, industry partnerships, and quicker job placement. Programs cost around \$2,000–4,000 per year and often include internships.

### Online Platforms and Bootcamps

Coding bootcamps offer intensive 3–6 month programs focusing on specific skills. *"The bootcamp was perfect for career switching,"* explains former accountant Diego Torres. *"I learned web development quickly and found a job within months."* Online platforms like Coursera and edX provide flexible learning with university-backed certifications. Costs vary from \$500 for individual courses to \$10,000 for comprehensive bootcamps.

### Apprenticeships and Work-Study Programs


Some companies offer apprenticeships combining work experience with education. *"I earned while learning,"* says apprentice Lucía Ferreira. *"The mentorship was invaluable."* These programs typically last 1–2 years and may lead to permanent positions.

### Professional Certifications

Industry certifications from Microsoft, Cisco, or AWS validate specific skills. *"Certifications helped me advance without a full degree,"* notes IT manager Roberto Paz. These cost \$300–500 per exam and require continuous renewal.

**Each path suits different goals, learning styles, and circumstances. The key is matching your priorities with the right program.**

- 1 What are the main advantages of traditional universities according to Carlos?
- 2 How long do technical institute programs typically last?
- 3 What makes bootcamps attractive to career switchers like Diego?
- 4 What unique benefit do apprenticeships offer according to Lucía?
- 5 Why are professional certifications valuable according to Roberto?

Sofía, Manuel and Patricia are former UTU students. They shared their experiences with us. **Look at** their profiles and **predict** which educational path each chose. 

- Sofía - Wanted to start working quickly
- Manuel - Interested in research and theory
- Patricia - Needed flexibility while working full-time

**Listen** to their interviews and complete the table.



Name	Educational path	Reasons for choice	Challenges faced	Current position
Sofía				
manuel				
Patricia				

Freddie wants to know other things about them. **Answer** the questions. 

- Which student's experience resonates most with you? Why?
- What surprised you about their educational journeys?
- How did their choices align with their career goals?

## Reflection time

**Think** about your future and share your ideas.

**Use** the SOS box to help you.



- I would prefer... because ...
- For me, the most important factor is ...
- I'm more interested in ... than ...
- The main advantage of ... is that ...
- When it comes to ..., I prioritize ...



# 3 Choosing a career path

**Read** these short profiles. **Choose** the one that sounds most like you. Be ready to **explain** your choice.



1  
“I enjoy helping people solve their problems. I’m patient and I like listening.”

2  
“I’m full of ideas and always trying new things. I love change and variety.”

3  
“I’m very organized. I plan everything and always meet deadlines.”

4  
“I enjoy working with others. I like talking and sharing ideas.”

5  
“I worry about getting things wrong. I often double-check my work.”

**Discuss** these questions with a partner.



- Which description fits you best?
- Which fits someone you know well?
- What jobs do you think match these people?

Simon isn’t sure what career to choose. While searching online, he found an article about personality traits and their impact on career decisions.

**Read** the article on the following page and discuss its main purpose with your partner.



- To suggest how to improve your personality
- To explain how personality can influence career choices
- To advise on how to study psychology



**Read** the article again, and **write** the personality type in the correct place: *openness, conscientiousness, extraversion, agreeableness or neuroticism.*



## WHAT YOU ARE, WHAT YOU DO

**D**o you think your personality influences the kind of job you should do? Many psychologists believe it does. In fact, after years of research, they found that most personality traits can be grouped into five main categories. This theory is called the Big Five, or the **OCEAN** model, because it includes five major traits:

**OPENNESS, CONSCIENTIOUSNESS, EXTRAVERSION, AGREEABLENESS, & NEUROTICISM.**

### LET'S DELVE INTO EACH OF THE FIVE MAJOR TRAITS:

**CONSCIENTIOUSNESS** : People with this personality trait are organized, responsible, and self-disciplined. They like making plans and meeting deadlines, and they usually pay close attention to details. Because of this, they often succeed in careers such as law, IT, or engineering. However, being very focused on rules and structure may sometimes make it harder for them to work in highly creative or flexible environments.

**NEUROTICISM** : People high in this trait tend to feel anxiety or stress more easily. While this might seem negative, it can also mean being more careful or sensitive to others' needs. Some careers, such as writing or psychology, may benefit from this kind of emotional depth. But high stress levels can make fast-paced or high-pressure jobs difficult.

**OPENNESS TO EXPERIENCE**: This trait is about creativity, imagination, and curiosity. If you love new ideas and are open to trying unusual things, you might score high here. People like this are often drawn to jobs in the arts, innovation, or research. They can struggle, though, in jobs that involve routine tasks or strict procedures.

**AGREEABLENESS** : These people are kind, cooperative, and empathetic. They like helping others, working in harmony, and avoiding conflict. Careers in teaching, healthcare, or social work often suit people with highly agreeable personalities. However, they may struggle in competitive or highly individualistic environments.

**EXTRAVERSION** : Extraverts are energetic and enjoy social interaction. They often feel comfortable speaking in groups, making friends, and being in busy environments. These people are usually drawn to jobs that involve teamwork, public speaking, or leadership. However, they may find solitary or quiet jobs less stimulating.

Understanding your personality can be a powerful tool when thinking about your future. Of course, no test or theory can decide your career for you, but knowing your natural preferences can help you make better choices.

Whether you're choosing a subject to study, applying for your first job, or imagining your future, asking "**Who am I?**" is just as important as asking "**What do I want to do?**"



Read the article again, and **choose** the best answer (a, b, c, or d) for each question.



- 1 Why is the Big Five also called the OCEAN model?**
  - a. Because it is used by marine psychologists
  - b. Because it describes five career types in order
  - c. Because each letter stands for a personality trait
  - d. Because it helps you explore deep emotions
- 2 What kind of person will likely enjoy a job with clear procedures and deadlines?**
  - a. Someone who is very sociable and friendly
  - b. Someone who often feels anxious
  - c. Someone who is highly organized and responsible
  - d. Someone who enjoys variety and change
- 3 Why might open people find some jobs difficult?**
  - a. They get bored with routine and repetition
  - b. They don't enjoy working with others
  - c. They prefer following strict rules
  - d. They are often late or disorganized
- 4 Which personality trait is connected to avoiding competitive environments?**
  - a. Openness
  - b. Conscientiousness
  - c. Agreeableness
  - d. Extraversion
- 5 What is the main message in the final paragraph?**
  - a. It's best to follow your friends' advice when choosing a job
  - b. Understanding your personality guarantees career success
  - c. Personality tests are more useful than school grades
  - d. Knowing yourself can help you make better career choices

Read the text below and **choose** the correct word (A, B, C or D) for each space.



### CHOOSING YOUR FUTURE

When you finish school, choosing a career can feel like a **1** \_\_\_\_\_ decision. Some people already know exactly what they want to do, but many others are not so lucky. There are many factors to think about, your skills, your interests, and also your personality. You may enjoy working with others, or you might prefer to **2** \_\_\_\_\_ on your own. Some people are creative, while others are more practical. These characteristics can influence which jobs you will find satisfying and which might **3** \_\_\_\_\_ you feel stressed or bored. Taking a personality test can help you **4** \_\_\_\_\_ more about your strengths. It won't give you all the answers, but it can give you a useful starting **5** \_\_\_\_\_.

- |           |                 |                      |                     |                 |
|-----------|-----------------|----------------------|---------------------|-----------------|
| <b>1.</b> | <b>A.</b> lucky | <b>B.</b> interested | <b>C.</b> difficult | <b>D.</b> open  |
| <b>2.</b> | <b>A.</b> stay  | <b>B.</b> act        | <b>C.</b> work      | <b>D.</b> go    |
| <b>3.</b> | <b>A.</b> make  | <b>B.</b> get        | <b>C.</b> take      | <b>D.</b> have  |
| <b>4.</b> | <b>A.</b> say   | <b>B.</b> discover   | <b>C.</b> decide    | <b>D.</b> hope  |
| <b>5.</b> | <b>A.</b> place | <b>B.</b> idea       | <b>C.</b> way       | <b>D.</b> point |

You will **hear** a conversation between Simon and Inés talking about personality types. The first one has been done for you. **Complete** the rest with one or two words.








- 1 The article talks about five main traits of personality.
- 2 Simon used to think personality was just about being \_\_\_\_\_ or outgoing.
- 3 Simon says he often finishes things at the \_\_\_\_\_.
- 4 Inés believes she is high in \_\_\_\_\_ because she enjoys trying new things.
- 5 They both think personality can help when choosing a \_\_\_\_\_.
- 6 Simon is thinking about taking a(n) \_\_\_\_\_ test.

In the article, you read about five personality traits: *openness*, *conscientiousness*, *extraversion*, *agreeableness*, and *neuroticism*. Each of these traits is connected to certain behaviors and also to specific adjectives.

Read the adjectives below and **classify** them into the correct Big Five personality trait.



**curious - soft-hearted - active - self-conscious - talkative - punctual - good-natured - organized - trusting - anxious - imaginative - energetic**

Extraversion 	Agreeableness 	Conscientiousness 	Neuroticism 	Openness 

**Read** each sentence and **choose** the best adjective from the previous list.    

- 1 I'm usually \_\_\_\_\_ in class. I always raise my hand and participate.
- 2 I try to be \_\_\_\_\_. I keep my notes in order and meet all deadlines.
- 3 Sometimes I feel \_\_\_\_\_ before a test, especially if I didn't study much.
- 4 I'm really \_\_\_\_\_. I love asking questions and learning about new things.
- 5 My best friend says I'm very \_\_\_\_\_ because I care about others.

Now think about you. **Write** a paragraph describing your personality (80-100 words).



**Work in pairs. Look** at the four careers below. **Discuss** which personality traits are most important for each one. Try to agree on what kind of person is best suited for each job.



## Teacher - Software developer - Nurse - Gardener



**Talk** about things like:

- Do they need to be organized?
- Should they be calm or energetic?
- Do they need to talk to people?
- Do they need to work under pressure?
- Should they be creative or practical?
- Should they enjoy teamwork or working alone?

- I think a teacher needs to be ... .
- Maybe a developer should be more ... .
- What about a gardener? They probably need to be ... .
- That makes sense, but ... .
- Do you agree?
- Let's say the best personality for \_\_\_ is ... .



# 4 meditating about future decisions

Simon is silent. He is doubtful about what to do in the future. He has to make a decision, and he has several things to think about. Have you ever been in a situation like that?



Think about:

- the situation you were going through.
- the things you had to decide among.
- the strategies you used to do that.

Did you decide on your own or you asked for help? Did you ask any of your friends for help?

**Get in pairs** and **discuss** your ideas with a classmate.



## The helping carousel

Simon wants to get more input from his friends to make his decision. Let's try a strategy he used; the helping carousel.

- 1 Think of a problem and write it down on the top of a sheet of paper.
- 2 Get in groups of five people.
- 3 Pass the paper to the person on the right. The person reads the paper, reads your problem, and writes down one possible solution. Then the person folds the paper so others do not see their potential solution.
- 4 After 1 minute, the students pass the paper to their right. Another classmate reads the problem and writes a possible solution.
- 5 Repeat the activity until the paper goes back to you.
- 6 Read the 4 possible solutions to your problem and start meditating on the right decision for your situation.

Let's **explore** more ideas to make the right choice.



**Thinking before deciding** Have you ever made a quick decision and then regretted it? Many people act fast and don't take the time to think carefully. Meditating, or taking a moment to reflect, can help us make better choices.

Some people believe that meditation is only about relaxing, but it's also a way to understand your feelings and consider what's really important. Before deciding something big – like changing jobs or ending a friendship – a short period of reflection can make a big difference.

Young people, especially, are encouraged to pause and think before making important life choices. Taking time to ask yourself questions such as "How will I feel about this in a year?" or "Am I acting emotionally?" can guide your thinking.

Meditation isn't always sitting in silence. Some people think while walking or even listening to music. The important part is to be calm, focused, and honest with yourself.



Read the text and **choose** the best option for each question.



- 1 What is the main purpose of the text?
  - A. To give information about a new app
  - B. To show why thinking before acting is useful
  - C. To explain how to make friends
- 2 What do some people think meditation is only for?
  - A. Sleeping better
  - B. Solving problems
  - C. Relaxing
- 3 What kind of decisions is the text talking about?
  - A. Small daily choices
  - B. Important life changes
  - C. Academic decisions
- 4 According to the text, how can meditation help?
  - A. It can help you get advice from others
  - B. It helps you avoid thinking emotionally
  - C. It can help you win arguments
- 5 What is the writer's opinion about meditation?
  - A. It is boring and slow
  - B. It's useful for making decisions
  - C. It is only for adults

**Choose** the correct word (A, B, C, or D) to complete the text.



When we have to make a decision, it is a good idea to stop and **1** \_\_\_ first. Many people make decisions too **2** \_\_\_ and then feel sorry later.

Meditation is a helpful way to slow down and **3** \_\_\_ your thoughts.

You don't need to sit on the floor with your eyes **4** \_\_\_ – just taking a walk or writing in a journal can help.

The important thing is to create a quiet moment before you **5** \_\_\_ a big decision. Even five minutes of peace and quiet can **6** \_\_\_ your mind and help you see things more clearly.

In the end, we are all responsible for the choices we **7** \_\_\_. So it's better to think twice than to act too fast.

- |              |            |            |            |
|--------------|------------|------------|------------|
| 1. A) move   | B) think   | C) act     | D) run     |
| 2. A) slowly | B) clearly | C) quickly | D) easily  |
| 3. A) mix    | B) forget  | C) collect | D) repeat  |
| 4. A) open   | B) closed  | C) awake   | D) covered |
| 5. A) take   | B) do      | C) make    | D) find    |
| 6. A) clean  | B) relax   | C) empty   | D) calm    |
| 7. A) take   | B) do      | C) make    | D) have    |

**Listen** to Anita and **complete** the notes below with short phrases.



- The speaker made a bad choice by joining a \_\_\_\_\_.
- Now they take a short \_\_\_\_\_ before deciding.
- Their favorite place to think is in the \_\_\_\_\_.
- They ask themselves if a decision will make them feel \_\_\_\_\_ later.
- They often talk to their \_\_\_\_\_ for support.

**Get in pairs** and **discuss** these questions with your partner.



- Do you make decisions quickly or slowly? Why?
- Do you usually ask someone for advice before deciding?
- When was the last time you changed your mind about something important?

**Get into small groups. Read** these situations when people must make decisions. **Talk** together about how people can choose the best option in each situation.

**Use** the SOS box below to help you.



- *Choosing a new phone*
- *Deciding which course to study*
- *Accepting a job*
- *Moving to a new city*
- *Starting a new course*

#### Expressing opinions

- I think this is a good idea.
- In my opinion, this option is better.
- For me, this works well.
- I don't think this is the best choice.

#### Expressing preferences

- I prefer this option.
- I like this better than the other.
- This suits me more.

#### Giving reasons

- I choose this because it's ...
- The main reason is that it fits my needs.
- This option is better for me because ...

#### Comparing options

- This is ... than the other.
- Both options are good, but this one is more suitable.

#### Asking for opinions

- What do you think?
- Do you agree with me?
- Which option do you prefer?

#### Agreeing and disagreeing

- That's a good point.
- I see what you mean, but I think differently.
- I'm not sure I agree with that.

#### Making a decision

- I think I've made my decision.
- I've decided to choose this option.
- This seems like the best choice for me.
- I'm happy with this decision.

#### Expressing feelings about a decision

- I feel confident about this choice.
- I feel comfortable with this decision.
- It's a big decision, but I think it's right.



Which of these situations is the most difficult decision? Why?

# 5 What type of human being do I want to become?

The gang is thinking about their future and Nico comes up with a very interesting question:

**What type of human being do I want to become?**



**Listen** to Nico and his friends and **choose** the best option A, B or C.



**1** What is Freddie about to do at the beginning of the conversation?

- A. Get a cup of coffee
- B. Go to work
- C. Meet his boss

**2** Why is Camila feeling thoughtful these days?

- A. She is planning to open a business
- B. She is thinking about her future
- C. She is worried about her studies

**3** What kind of person does Camila want to become?

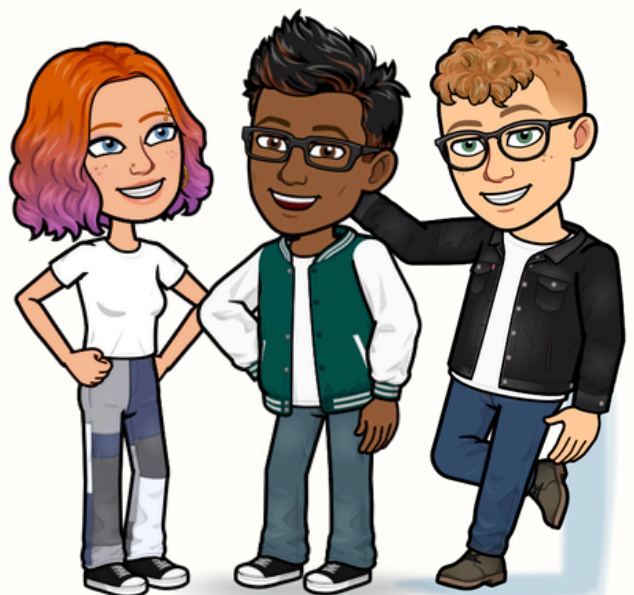
- A. Someone kind and compassionate
- B. Someone adventurous and curious
- C. Someone responsible and dependable

**4** What quality does Freddie think is important?

- A. Being creative
- B. Being curious
- C. Being responsible and dependable

**5** What do the friends agree about at the end of the conversation?

- A. Everyone should have the same goals
- B. There is only one way to be a good person
- C. People can grow by developing different qualities

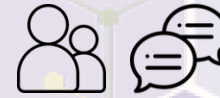


Which characteristics from the word cloud do you associate with Nico, Freddie and Camila?



**Take** a look at the cloud again and **select** 3 qualities you value most..

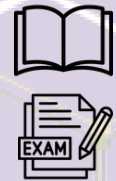
**Get in pairs** and **explain** why you selected those three.



- Which three qualities do you value most? Why?
- Which qualities do you think you already have?
- Which qualities would you like to develop more?

Some of Camila's classmates have expressed their future aspirations.

**Read** the five texts and **match** each text (1-5) with the most appropriate heading (A-F). There is one extra heading you will not use.



## DIFFERENT PATHS TO PERSONAL GROWTH

I've always been someone who gets stressed easily and works too much. In the future, I want to be a person who knows when to take a break. I'm learning meditation and trying to spend more time in nature. Life isn't just about achievement and success - it's about enjoying relationships, appreciating beauty, and taking care of your health. I believe becoming a more balanced person will make me happier and more effective in everything I do.

**melisa**

My grandfather was a doctor in a small village. He wasn't rich, but everyone respected him because he helped anyone who needed medical care, regardless of whether they could pay. I want to follow his example, not necessarily by becoming a doctor, but by finding ways to improve other people's lives. I'm studying environmental engineering because I hope to develop clean water solutions for communities that lack this basic necessity.

**Carlos**

I grew up feeling shy and awkward in social situations. I've realized how important meaningful relationships are, so I'm working on becoming someone who listens actively and shows genuine interest in others. I want to be the kind of person who makes others feel valued and understood. This means asking thoughtful questions, remembering details about people's lives, and being present during conversations instead of thinking about what to say next.

**Sol**

Last year, my family faced financial difficulties after my father lost his job. This experience taught me how quickly circumstances can change. I want to develop into someone who stays positive and adaptable when problems arise. Instead of complaining or giving up when things get tough, I hope to be a person who finds solutions and helps others stay motivated. I believe resilience is one of the most important qualities anyone can have.

**Lucas**

I've always admired people who think differently and solve problems in unexpected ways. In my culture, there's sometimes too much focus on following rules and doing things the traditional way. I want to become someone who questions assumptions and isn't afraid to suggest new approaches. I'm trying to read books outside my comfort zone, learn from people with different backgrounds, and practice looking at challenges from multiple perspectives.

**Andrea**

- A. Becoming more innovative
- B. Learning to connect with others
- C. Finding strength through challenges
- D. Contributing to society
- E. Achieving balance in life
- F. Following a family tradition

Carlos would like to follow his grandfather's steps by finding ways to improve other people's lives while Lucas wants to develop into someone who stays positive and adaptable when problems arise. There are some personal qualities and values that make us unique.

**Match** the words with their definitions.



<b>1</b>	<b>RESILIENT</b>	<b>a</b>	able to understand and share the feelings of others
<b>2</b>	<b>AUTHENTIC</b>	<b>b</b>	able to recover quickly from difficulties
<b>3</b>	<b>INTEGRITY</b>	<b>c</b>	genuine and true to one's own personality and values
<b>4</b>	<b>EMPATHETIC</b>	<b>d</b>	strong determination to succeed despite difficulties
<b>5</b>	<b>PERSEVERANCE</b>	<b>e</b>	the quality of being honest and having strong moral principles

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

**Use** the key words from the previous task to complete this short text.



Many people believe that becoming a good person is a process. To face challenges in life, it is important to be **1** \_\_\_\_\_ and not give up when things are difficult. Being **2** \_\_\_\_\_ helps people stay true to themselves and make honest decisions. A person with **3** \_\_\_\_\_ does the right thing, even when no one is watching. It is also essential to be **4** \_\_\_\_\_ and understand how others feel. Finally, success often comes with **5** \_\_\_\_\_, because progress takes time and effort.

**Get in pairs** and **discuss** these questions.

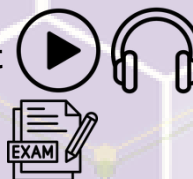


- Which quality from the text do you think is the most important? Why?
- Can you give an example of a resilient or empathetic person?
- When is it difficult to be authentic or show integrity?
- Do you agree that perseverance is important for success? Why or why not?

Camila is listening to the podcast “Conversations about personal growth”.

**Help** her complete the task.

You will hear an interview with two people, Jack and Elena, talking about how they want to grow as individuals. For questions 1–6, **choose** the correct answer (A, B or C).

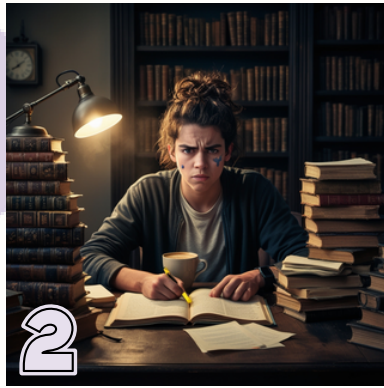


1-What quality does Jack most want to develop?	A. Confidence	B. Patience	C. Creativity
2-Why does Jack want to develop this quality?	A. To improve his relationships	B. To advance in his career	C. To feel better about himself
3-Elena mentions that her biggest challenge is:	A. Finding time for her interests	B. Being too critical of herself	C. Helping too many people
4-Elena wants to become someone who:	A. Is more successful in business	B. Appreciates what she has	C. Travels more frequently
5-Jack believes personal growth comes from:	A. Reading self-help books	B. Experiencing difficult situations	C. Learning from other people
6-Both Jack and Elena agree that:	A. It's important to set specific goals	B. Change happens gradually	C. Personal values should come from family

**Get in pairs** and take turns to **compare** two of the photographs and **say** which quality shown you find most admirable and why.



**Use** the SOS box to help you.



- In this picture, I can see... .
- The person in this photo is showing... .
- Both pictures demonstrate... .
- The main difference between these photos is... .
- I find the quality of... most admirable because... .
- I value... more than... because... .
- This quality is important to me because... .

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



- How do our personal values influence our decisions?
- Which qualities do you think are most important for success in today's world?
- What is one quality you admire in others that you would like to develop more yourself?

**Write** an email to your English-speaking friend telling him/her about what type of person you want to become in the future. Write your email in about 100 words.



New message



Subject: Our class discussion about values



Send

Save

Cancel

# 6 Finding reasons for my choice

**Think** about these questions.



- What do you want to do after you finish school?
- Are you sure about your choice, or are you still deciding?

**Get in pairs** and **share** your ideas.



What Do These Mean?

**Match** the words (1–6) with their definitions (a–f).



<b>1</b>	<b>pre-requisite</b>	<b>a</b>	a choice you make
<b>2</b>	<b>personality</b>	<b>b</b>	help or guidance you receive
<b>3</b>	<b>decision</b>	<b>c</b>	things you need before you apply
<b>4</b>	<b>support</b>	<b>d</b>	steps you plan to take to achieve a goal
<b>5</b>	<b>qualities</b>	<b>e</b>	personal characteristics
<b>6</b>	<b>action plan</b>	<b>f</b>	the way someone usually behaves

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



Rocío is 17 years old and in her final year of secondary school. As she gets closer to finishing school, she needs to think about her future and make important choices. For one of her English classes, Rocío was asked to write about what she wants to do after school and explain the reasons for her choice. This is what she wrote.



After I finish school, I want to study nursing. This is an important decision that I have been thinking about for a long time, and I feel confident about it now. The main reason I want to follow this path is that I like helping people and I want to make a positive difference in their lives. I also enjoy science subjects, especially biology, so this career feels right for me.

To apply for this course, there are some important pre-requisites I need to meet. First, I need to finish secondary school with good grades. I also need to prepare the required documents, such as a health certificate and school records. Another important step is improving my English, because communication skills are essential in this profession.

Before applying, I still have to make some decisions. I need to choose where I want to study and decide whether I want to live at home or move to another city. This is not easy, because it also depends on my financial situation. For this reason, I am saving money and asking for information about scholarships.

I believe my personality will help me succeed in this career. I have personal qualities such as being caring, empathetic, and resilient. These qualities help me stay calm in difficult situations and continue even when things are challenging.

I know I cannot do everything alone, so support is very important. My family encourages me and helps me stay motivated, and my teachers give me advice about the application process.

Writing this action plan helps me organize my ideas and take clear steps towards my future goal.

Are these sentences *true* or *false*?



- 1- Rocío made her decision about studying nursing very quickly. \_\_\_\_\_
- 2- Enjoying science subjects helped Rocío choose her future career. \_\_\_\_\_
- 3- One pre-requisite for the course is preparing official documents. \_\_\_\_\_
- 4- Rocío has already decided where she will study and where she will live. \_\_\_\_\_
- 5- She believes her personality and personal qualities will help her succeed. \_\_\_\_\_
- 6- Rocío thinks she can achieve her goal without any support. \_\_\_\_\_

**Read** these sentences from the text. **Underline** the verb form used to talk about the future or necessity.



- After I finish school, I want to study nursing.
- To apply for this course, there are some important pre-requisites I need to meet.
- I have to make some decisions before applying.
- I need to choose where I want to study.

**Study** this SOS box.

## Talking About Future Plans and Requirements

- **want to + base verb** → to talk about personal plans, intentions, and wishes  
Example: *I want to study nursing.*
- **need to + base verb** → to talk about necessities or things that are important to do  
Example: *I need to meet the pre-requisites.*
- **have to + base verb** → to talk about obligations or things that must be done  
Example: *I have to make some decisions.*



**Choose** the correct option.

We use **want to** to talk about:

- rules
- personal plans and intentions
- past habits

We use **need to / have to** to talk about:

- wishes
- abilities
- obligations or necessities

**Now, it's your turn!**

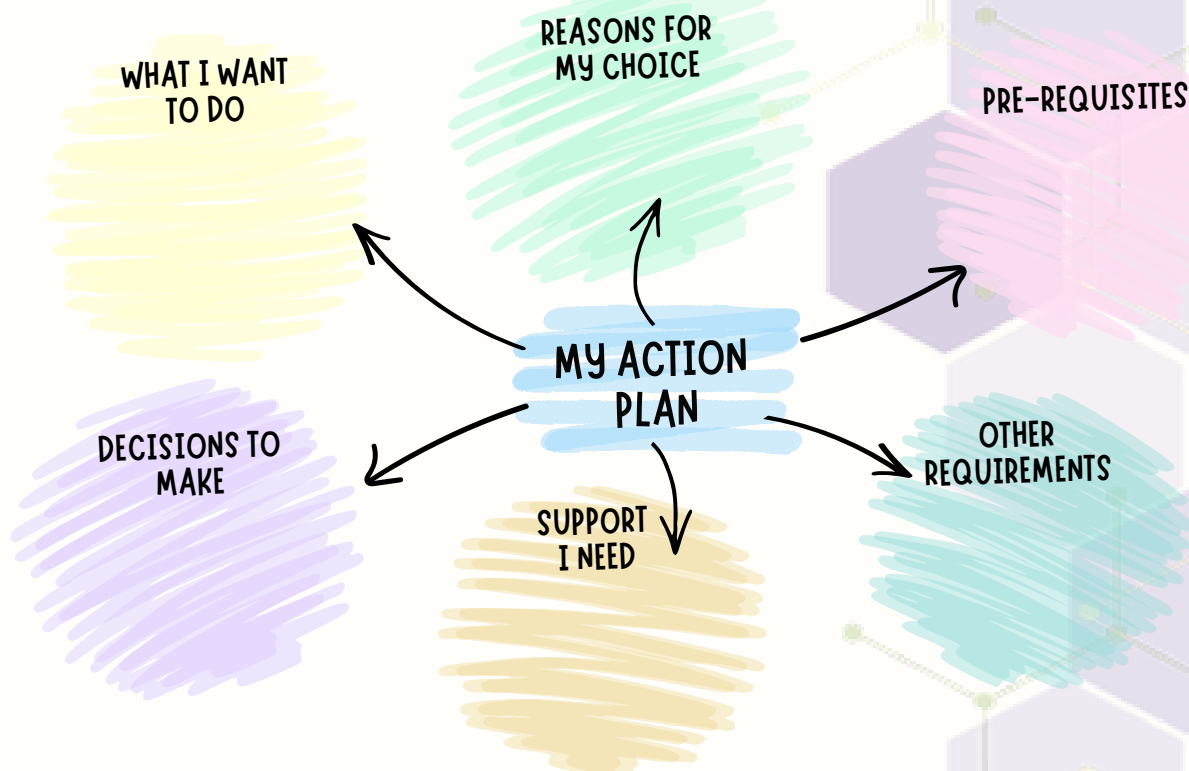


**Complete** the sentences so they are true for you.

- After I finish school, I want to \_\_\_\_\_.
- One thing I need to do before applying is \_\_\_\_\_.
- One decision I have to make is \_\_\_\_\_.

## my action plan

**Think** about your future. **Complete** this mind map with your own ideas.



Use your action plan to **write** a short paragraph (80–100 words).



Include:

- your decision
- two reasons
- one requirement
- one personal quality

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

**Read** your partner's paragraph.

Check:

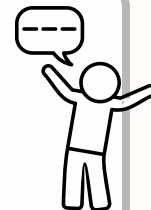
- clear reasons
- correct use of want to / need to / have to
- clear structure

**Give** them useful feedback.

**Use** these useful expressions to help you.



### Giving feedback



#### POSITIVE FEEDBACK

- I like your idea because it's clear.
- Your plan is well organized.
- I think your reasons make sense.
- You explained your decision very well.

#### SUGGESTIONS

- Maybe you could explain this part a bit more.
- You could add one more reason.
- Have you thought about this option?
- You might want to be more specific here.

#### ASKING FOR CLARIFICATION


- Can you explain this part again?
- What do you mean by this?
- Why is this important for you?



**Tick** ( ) what you can do now.

- I can explain my future plan.
- I can give reasons for my decision.
- I can talk about requirements and support.
- I can ask questions about other people's plans.

# 7 making an informed decision about my future

**Read** these short profiles. **Choose** the one that sounds most like you when making important decisions. Be ready to explain your choice. 

I research everything thoroughly. I make lists of pros and cons before deciding anything important. **Nayeli**



I trust my gut feeling. If something feels right, I go for it without overthinking. **Simon**



I ask everyone I know for advice. I want to hear different opinions before I choose. **Nico**



I tend to put off big decisions. I keep hoping the right choice will become obvious. **Camila**



I look at what successful people have done and try to follow their path. **Freddie**



**Get in pairs and discuss.**



- Which description fits you best when making important life decisions?
- Which fits someone you know well?
- What are the advantages and disadvantages of each decision-making style?

Inés is finishing her final year of high school and feels overwhelmed by all the choices ahead. She discovered an article about making informed decisions that changes her approach to planning her future.

**Read** the article and decide which title is the most suitable. 

- Following your Dreams without a Plan**
- The Pressure of Choosing a Career Too Early**
- How Parents Influence Career Decisions**
- The Smart Way to Choose your Future**

## Planning Your Future: A Guide to Smart Decision-Making

Are you facing important decisions about your future but feeling confused about which path to take? You're not alone. Many young people struggle with choices about education, careers, and life direction. The good news is that there are proven strategies to help you make informed decisions that align with your goals and values.



1

### Step 1: Know Yourself

Before exploring options, spend time understanding who you are. What are your natural strengths and interests? What motivates you? Consider taking personality assessments or career aptitude tests. Reflect on activities that energize you versus those that drain you. This self-awareness forms the foundation for all future decisions.

### Step 2: Research Thoroughly

In today's information age, there's no excuse for making uninformed choices. Research different career paths, educational programs, and lifestyle options. Read job descriptions, salary information, and growth projections. Look for trends in industries that interest you. Use reliable sources like government career websites, professional associations, and educational institutions.



2



3

### Step 3: Seek Multiple Perspectives

Don't make decisions in isolation. Talk to professionals working in fields you're considering. Interview people who have taken similar educational paths. Speak with career counselors, teachers, and mentors. Each person offers unique insights that can broaden your understanding of possibilities and challenges.

### Step 4: Consider the Practical Factors

While following your passion is important, practical considerations matter too. Think about financial requirements, geographic location, work-life balance, and job security. Consider the investment needed for different educational paths and the expected return on that investment. Be realistic about market demands and opportunities.



4



5

### Step 5: Test Your Assumptions

Before committing to a major decision, try to gain some experience in your area of interest. Volunteer, take on internships, shadow professionals, or take introductory courses. This hands-on experience helps you understand whether your assumptions about a field match reality.

### Step 6: Plan for Flexibility

Remember that few decisions are permanent. The job market evolves rapidly, and most people change careers multiple times during their lifetime. Choose paths that develop transferable skills and keep options open. Consider how different choices position you for future opportunities.



6

**Making informed decisions about your future takes time and effort, but the investment pays off. By following these steps, you increase your chances of choosing paths that lead to satisfaction and success. Remember, the goal isn't to find the perfect choice, but to make the best decision with the information available to you.**

**Read** the article again and **choose** the best answer (A, B, C, or D) for each question.



- 1** What is the main purpose of this article?
  - A. To explain why young people make poor decisions
  - B. To provide a systematic approach to future planning
  - C. To describe the most popular career choices today
  - D. To argue that passion is more important than practicality
  
- 2** According to the article, what should be the first step in decision-making?
  - A. Researching different career options
  - B. Talking to career counselors
  - C. Understanding your own strengths and interests
  - D. Looking at salary information
  
- 3** Why does the author recommend seeking multiple perspectives?
  - A. Because one person's advice is usually wrong
  - B. Because each person offers unique insights
  - C. Because it's polite to ask for advice
  - D. Because professionals always give the best advice
  
- 4** What does the article suggest about practical factors?
  - A. They are more important than personal interests
  - B. They should be ignored when following your passion
  - C. They are the only factors that matter
  - D. They should be considered alongside personal interests
  
- 5** How can you test your assumptions about a career field?
  - A. By reading more articles about it
  - B. By gaining hands-on experience through volunteering or internships
  - C. By talking to your parents about it
  - D. By taking personality tests
  
- 6** What is the main message about decision-making in the final paragraph?
  - A. Perfect decisions are always possible with enough research
  - B. Most career decisions are permanent and irreversible
  - C. The goal is to make the best decision with available information
  - D. Young people should avoid making important decisions



Read the text below and **choose** the correct word (A, B, C, or D) for each space.



## Making the Right Choice

When facing important decisions about your future, it's essential to **1** \_\_\_\_\_ a systematic approach. Many students feel **2** \_\_\_\_\_ by the number of options available to them after graduation. However, with careful planning and research, you can make choices that **3** \_\_\_\_\_ to your long-term happiness and success. Start by **4** \_\_\_\_\_ your own interests, values, and abilities. Then gather information from reliable sources and seek advice from people whose opinions you **5** \_\_\_\_\_.

Remember that the best decisions are those based on both passion and practical considerations.

- A** take
- A** excited
- A** contribute
- A** ignoring
- A** doubt

- B** make
- B** overwhelmed
- B** belong
- B** avoiding
- B** question

- C** do
- C** confident
- C** relate
- C** understanding
- C** trust

- D** give
- D** relaxed
- D** connect
- D** forgetting
- D** ignore

You will hear a conversation between Inés and Freddie discussing their post-graduation plans. **Complete** the sentences with one or two words.



The article suggests following six steps when making important decisions.

- 1** Inés is feeling \_\_\_\_\_ about choosing a university program.
- 2** Freddie thinks it's important to \_\_\_\_\_ different options before deciding.
- 3** Inés has already taken a \_\_\_\_\_ test to understand their interests better.
- 4** Freddie suggests that Alex should \_\_\_\_\_ to professionals in their field of interest.
- 5** They both agree that gaining \_\_\_\_\_ experience is valuable.
- 6** Inés is planning to \_\_\_\_\_ a career counselor next week.

The article uses many words and phrases related to decision-making and planning. **Read** the words below and classify them into the correct categories.



**confused - systematic - overwhelming - informed - strategic - uncertain - thorough - confident - hesitant - well-researched - decisive - prepared**

Decision-Making Approaches (Positive)	Emotional States (Challenging)	Research Qualities (Positive)

**Read** each sentence and **choose** the best word from the previous list.



- 1 I feel \_\_\_\_\_ about my future because there are so many options to consider.
- 2 Julia took a \_\_\_\_\_ approach to choosing her career by following all six steps.
- 3 After doing thorough research, Sam felt more \_\_\_\_\_ about his decision.
- 4 The amount of information available online can be \_\_\_\_\_ for some students.
- 5 It's important to make \_\_\_\_\_ decisions based on reliable information.

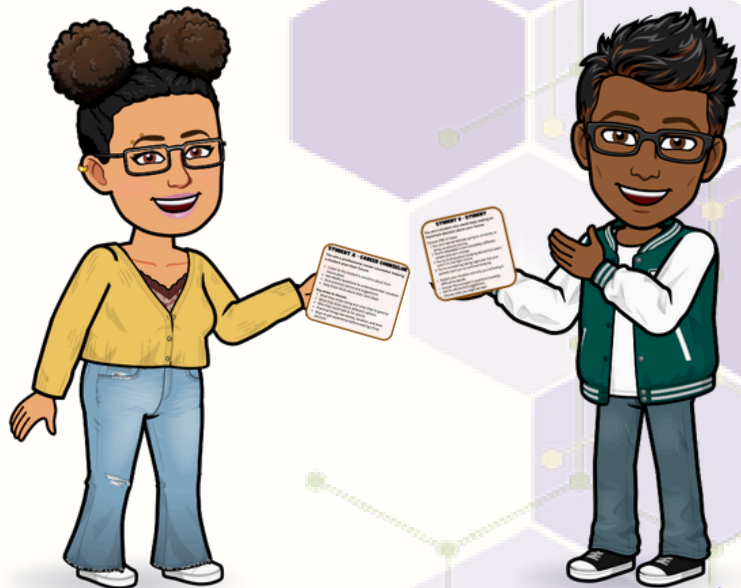
**Write** a paragraph (100–120 words) describing a time when you had to make an important decision. Explain:



- What the decision was about
- What process you followed
- What factors influenced your choice
- Whether you're satisfied with the outcome or not
- What you learned from the experience

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

You will work in pairs to complete a role-play about career planning. You have 1 minute to read your role card and prepare. Then you will have 6–8 minutes to complete the consultation.



## STUDENT A - CAREER COUNSELOR

You are a professional career counselor helping a student plan their future.

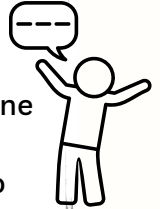
- Listen to the student's concerns about their future plans
- Ask helpful questions to understand their situation
- Give practical advice and suggestions
- Help them think about their next steps

### Key areas to discuss

- What they enjoy doing and what they're good at
- What they know about different options
- Who they could talk to for advice
- Practical things like money, location, and time
- Ways to get experience before making a final decision

### Useful expressions

- Can you tell me about your interests and strengths?
- What do you already know about ...?
- Have you spoken to anyone who works in ...?
- What's most important to you - salary, location, job satisfaction?
- It might be worth trying ... before you decide.



## STUDENT B - STUDENT

You are a student who needs help making an important decision about your future.

Choose ONE of these:

1. You can't decide between going to university or doing vocational training.
2. You're interested in two completely different careers and can't choose.
3. You're thinking about studying abroad but aren't sure if it's the right choice.
4. You're considering taking a gap year but your parents want you to continue studying.

- Explain your situation and why you're finding it difficult to decide.
- Answer the counselor's questions honestly.
- Ask for advice and suggestions.
- Discuss what you might do next.

### Useful expressions

- I'm having trouble deciding between ... and ...
- I'm concerned about ...
- What would you suggest for someone who...?
- I haven't really thought about that ...
- That's really helpful - I didn't consider... .



## Reflection time

- How do you think the consultation went?
- What was the most helpful advice given?
- "Do you think the student has a clearer idea about their future now?"
- What other factors might be important when making career decisions?



# 8 seeking challenges to face

Look at the following pictures. Some people are facing challenges this year.

**Get in pairs** and **discuss** what challenges these people are facing and which of them would be most difficult to face for you.



**Read** about five people who want to challenge themselves in different ways. Then **match** each person (A–E) with one of the statements (1–5). Which of the pictures above may belong to each person?



Fabiana wants to push her limits by learning to run long distances. She recently signed up for her first half-marathon. She trains every morning and enjoys following a strict plan. **A**

Bruno has always been shy, especially when speaking in public. He joined a debate club at school to get out of his comfort zone and face his fear of speaking in front of others. **B**

Marcela wants to challenge herself in a creative way. She is writing and illustrating a graphic novel, even though she has never published anything before. **C**

Gerardo is learning how to live without using his phone during the week. He's trying a "digital detox" to focus on school and be more present with his friends. **D**

Lorena is afraid of heights, but she's not letting that stop her. She's taking climbing lessons with the goal of going on a mountain hike this year. **E**

## Which person

- ...is working on a big creative project? \_\_\_\_\_
- ...is challenging themselves physically every day? \_\_\_\_\_
- ...is trying to become less dependent on technology? \_\_\_\_\_
- ...is doing something to overcome a fear of speaking? \_\_\_\_\_
- ...wants to do something that scares them physically? \_\_\_\_\_

**Complete** the text using the correct form of the word in brackets.



Some people are afraid of **1** \_\_\_\_\_ (**fail**), so they never try anything new. But facing **2** \_\_\_\_\_ (**difficult**) can help us grow. When we take on a challenge, we often discover new **3** \_\_\_\_\_ (**strong**) inside ourselves. Of course, it takes a lot of **4** \_\_\_\_\_ (**motivate**) to keep going, especially when things are hard. But the feeling of **5** \_\_\_\_\_ (**achieve**) we get in the end is usually worth it.

You will hear people talking in three different situations.



**Choose** the best answer (A, B, or C) for each.



- 1** What challenge is the girl talking about?
  - A. Learning a musical instrument
  - B. Joining a sports team
  - C. Starting a new school
- 2** What does the boy find most difficult about his challenge?
  - A. Staying motivated
  - B. Managing his time
  - C. Asking for help
- 3** Why did the woman decide to take this challenge?
  - A. She wanted to try something easy
  - B. She wanted to change her routine
  - C. Her friends asked her to do it



Read the following text. Five sentences have been removed. **Choose** from eight options (A–H) to complete the gaps. There are three extra sentences you do not need to use.



Last month, our IT teacher gave us a big challenge: to work in groups and create a website for a local business. At first, it seemed exciting, but we quickly realized it would require a lot of problem-solving and teamwork. **1**

Our team set clear goals and focused on meeting deadlines.

We also had to think about time management because we had other classes and exams.

**2**  There were moments when we felt tired or stressed, but we talked about ways of staying motivated.

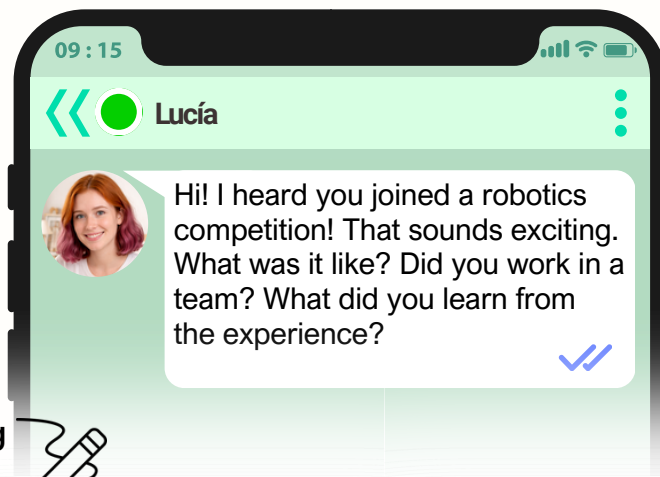
One of the most difficult parts was fixing errors in the code. We often failed, but we believed in failing and trying again until we got it right. **3**  I learned a lot about working under pressure, especially the night before the deadline!

In the end, we had to present our project to a group of teachers and students. **4**  We received some advice on how to improve our skills, and now we're thinking of participating in a competition for young programmers. **5**

- A-** Some people were responsible for writing the code, while others worked on the design.
- B-** At first, nobody wanted to be the team leader, so our teacher chose one.
- C-** In every team, there was one person who didn't want to work.
- D-** We helped each other and gave feedback during every meeting.
- E-** The teacher said it didn't matter if we finished the project or not.
- F-** Some of us worked better at night, others in the morning, so we had to plan carefully.
- G-** The final presentation was scary, but we were proud of what we had built.
- H-** We didn't expect to win a prize, but we did!



**Imagine** you recently took part in a robotics competition at your technical school. A friend of yours has written this to you:



**Write** an email to your friend answering her questions in about 100 words. **Use** this guide to write your email.

### WRITING TIP!

## Step 1 - Understand the task

Read your friend's message carefully. What questions is he/she asking? Highlight or underline:

- *What was it like?*
- *Did you work in a team?*
- *What did you learn?*

## Step 2 - Plan your content

Think about the 4 parts of a good email:

- Greeting – Say hello to your friend  
→ Example: *Hi XXX, / Thanks for your message!*
- Opening line – Say something general about the competition  
→ Example: *The robotics competition was an amazing experience!*
- Main body – Answer each of your friend's questions in 1–2 sentences each:
  - *What was it like?*
  - *Did you work in a team?*
  - *What did you learn?*
- Closing line – Say something friendly to end the email  
→ Example: *Write back soon! / Let me know what you've been doing!*

## Step 3 - Use linking words

Try to connect your ideas using linkers: *First, then, but, so, because, also, after that, in the end*

## Step 4 - Write your email

Use your plan to write the email (90–110 words).

## Step 5 - Review your email

Check grammar and spelling

- Did you answer all three questions?
- Did you use at least 2–3 linkers?
- Did you organize the text in short paragraphs?



What secret word do they form? **Write** it here: \_\_\_\_\_

**Write** a short sentence with the secret word.

\_\_\_\_\_ .

You will hear a conversation between Inés and Nico talking after class.

**Listen** and **choose** the best answer (A, B or C).



- 1** Why is Inés upset?
  - A. She failed the challenge
  - B. Her code isn't working
  - C. She missed the deadline
- 2** What happened to Nico's project?
  - A. He got full marks
  - B. He couldn't fix the error
  - C. He didn't submit it
- 3** What did Nico learn from the experience?
  - A. That trying is important
  - B. That he should avoid competitions
  - C. That he needs more help
- 4** What does Nico advise Inés to do?
  - A. Start again
  - B. Ask the teacher for more time
  - C. Keep trying

Inés found an article about the importance of perseverance in the achievement of success and she wanted to share it with you.



**Read** it and **choose** the correct answer.

- 1** What is the main message of the article?
  - A. Always start strong to succeed
  - B. Motivation is more important than discipline
  - C. Taking the next step is what truly matters
  - D. Failure means you should stop and try something else
- 2** According to the text, what happens after people take the first step?
  - A. Most people finish quickly
  - B. The process becomes easier
  - C. Many people give up
  - D. They lose interest in the goal
- 3** What is grit, as described in the article?
  - A. A feeling of excitement
  - B. A natural talent
  - C. A short burst of energy
  - D. The ability to keep going despite difficulties
- 4** Why is growth described as "slow"?
  - A. Because people are often lazy
  - B. Because success only comes after many small efforts
  - C. Because it requires expert help
  - D. Because you need a lot of money to improve
- 5** What should you do when you feel stuck, according to the article?
  - A. Wait until you feel motivated
  - B. Focus on how far you still have to go
  - C. Take the next small step
  - D. Compare yourself to others



# The most important step is the next one —

“*The most important step a man can take is always the next one.*”  
Brandon Sanderson - Oathbringer



These words come from American author Brandon Sanderson, well-known for his fantasy novels. But this quote isn't about magic or fiction, it's about real life. We often hear that starting is the hardest part. Beginning a new project, making a decision, or taking the first step toward a goal can feel scary. But what we rarely talk about is what happens after that first step - when the excitement fades, when the path gets difficult, and when we don't see progress right away.

That's where most people stop. That's also where grit begins.

## More than motivation —

Motivation is temporary. It can help you start, but it doesn't last. Grit is different. It's what keeps you going after you fail a test, after your idea gets rejected, after you feel like nothing is working. Grit is about showing up the next day. And the next. And the next.

Brandon Sanderson's words remind us that success doesn't come from a single moment. It comes from thousands of quiet choices — especially the choice to keep moving forward when it would be easier to stop.

## Real growth is slow —

It's easy to feel frustrated when things don't change quickly. You study hard but don't pass the test. You work on a project for hours but can't make it work. You try to improve, but your progress is invisible.

This happens to everyone. And it's exactly why the next step matters so much. Learning, creating, and growing, these are slow processes. They are built through repetition, failure, correction, and patience. Taking one more step doesn't feel heroic. But over time, it creates something much stronger than talent or intelligence: it builds character, discipline, and confidence.

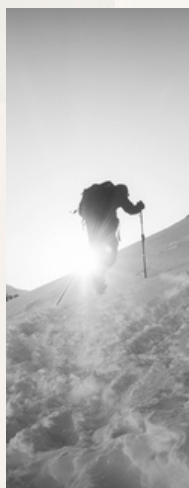
## Just keep moving —

You don't have to be perfect. You don't have to be the fastest or the smartest. But if you want to achieve something meaningful — in your studies, in your career, in your life — you do have to take the next step. And then the next one after that.

Sometimes that step is small: studying 10 more minutes, asking for help, trying one more version of your project. Sometimes it's hard: accepting a mistake, starting over, or trying again after failure.

But every step counts. Every step takes you closer to your goal. And even if you fail again, you'll be stronger, because you didn't give up.

The most important step is not the first one. It's the next one — the one you take when you're tired, unsure, or afraid. That's where grit lives. And that's where real success begins.



**Read** the article again and **decide** if the following statements are *true* or *false*. **Justify** your answer with a short phrase from the text.



- 1 The article says motivation is the key to long-term success
- 2 Gritty people never make mistakes.
- 3 Taking small steps regularly is better than doing everything perfectly once.
- 4 You might not notice results right away, even if you're improving.
- 5 You must be the best in order to succeed.

**Read** the text below and **choose** the correct word (a, b, c or d) for each space.



People often believe that talent is the most important factor for success. But in many cases, **1** \_\_\_\_\_ is not enough. What really makes a difference is grit – the ability to keep going when things become difficult.

Grit means staying **2** \_\_\_\_\_ on your goal, even when progress is slow or when you make mistakes. Many successful people, like scientists and athletes, have something in common: they **3** \_\_\_\_\_ again after failure.

For example, Lionel Messi was rejected by clubs because of a health problem when he was young. But instead of giving up, Messi trained every day with discipline and **4** \_\_\_\_\_ forward.

In Uruguay, physicist Valeria Gil worked for years before becoming part of a research team at CERN laboratory. As a woman from Latin America working in one of the world's most competitive scientific environments, her success didn't happen overnight. It took time, **5** \_\_\_\_\_, and a strong will to continue.



- |          |                  |                  |                 |                  |
|----------|------------------|------------------|-----------------|------------------|
| <b>1</b> | <b>a</b> luck    | <b>b</b> talent  | <b>c</b> help   | <b>d</b> speed   |
| <b>2</b> | <b>a</b> focused | <b>b</b> relaxed | <b>c</b> bored  | <b>d</b> nervous |
| <b>3</b> | <b>a</b> try     | <b>b</b> stop    | <b>c</b> wait   | <b>d</b> quit    |
| <b>4</b> | <b>a</b> gave    | <b>b</b> moved   | <b>c</b> broke  | <b>d</b> looked  |
| <b>5</b> | <b>a</b> energy  | <b>b</b> power   | <b>c</b> effort | <b>d</b> success |

### Did you know?

CERN is the world's largest physics laboratory. It's located on the border between Switzerland and France. Scientists from all over the world work there to study the smallest particles in the universe. In 2012, they discovered the Higgs boson, also known as the "God particle."

CERN stands for Conseil Européen pour la Recherche Nucléaire (European Organization for Nuclear Research).

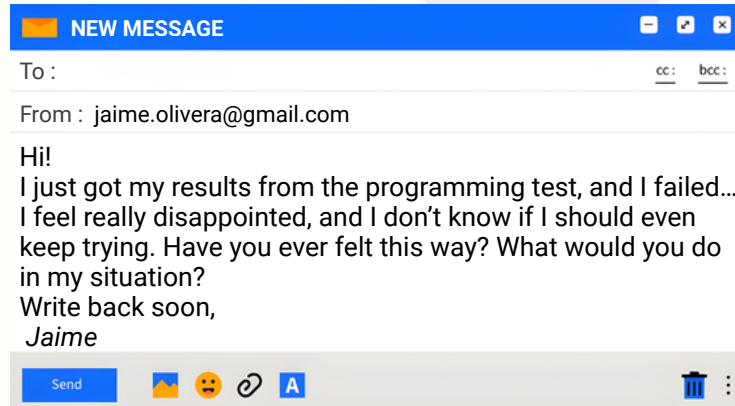


**Listen** to Lara talking about her experience in school. Then **complete** the sentences below with one word.



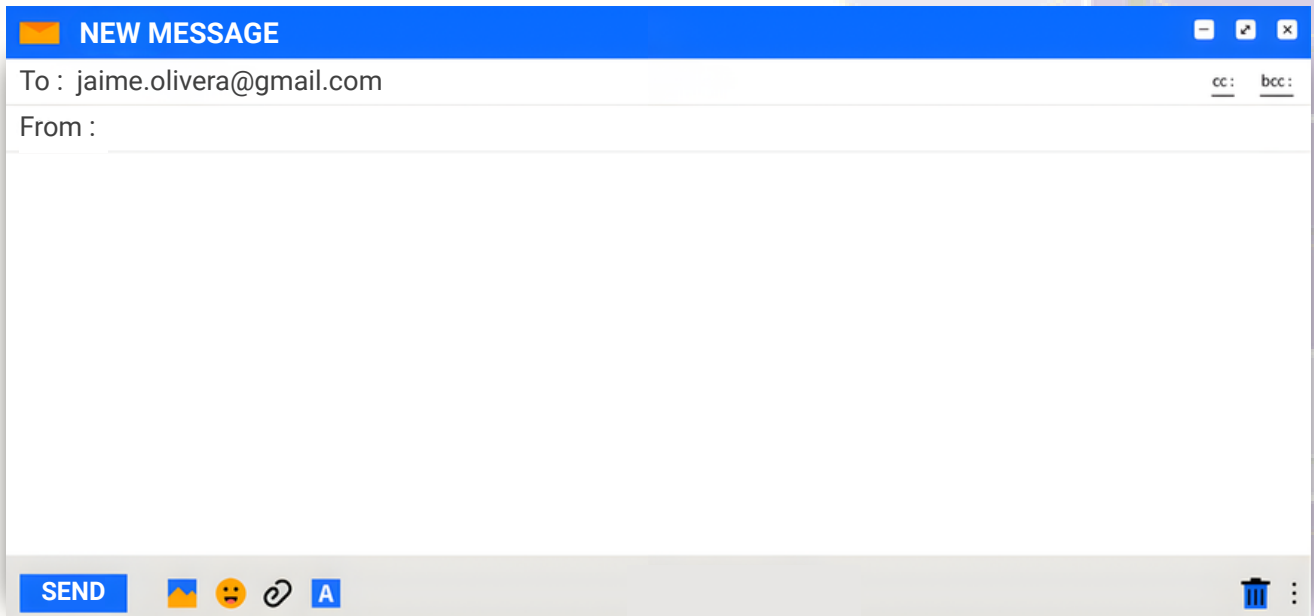
- 1 Lara wants to become an \_\_\_\_\_, but the path has been difficult.
- 2 At the beginning, she struggled with \_\_\_\_\_ and didn't feel confident.
- 3 She failed an important \_\_\_\_\_ in her first year.
- 4 A \_\_\_\_\_ encouraged her to keep going.
- 5 Lara completed a challenging project in \_\_\_\_\_.
- 6 She believes that making \_\_\_\_\_ is part of learning.

You received this email from your friend Jaime.



**Write** an email responding to Jaime (about 100 words). In your email, you should include:

- a reason to stay positive
- a suggestion to keep going
- a personal example if possible



**Work in pairs. Prepare** a short talk (1–2 minutes) about someone you know (famous or not) who shows grit.

**Include:**

- Who the person is
- What challenge they faced
- Why you think they are “gritty”



# 10 What I want to focus on next year

**Get in pairs and discuss.**

- What are your plans after finishing Bachillerato?
- What factors are important when choosing where to study?
- Have you already started researching educational options?



**Read** about three students from different countries who are deciding where to continue their studies. Then **answer** the question below.



## Three Students, Three Paths

"I've always been passionate about graphic design, but I'm torn between two options. The local university offers a four-year degree in Fine Arts with a design specialization. It's affordable and I could live at home, but the program is quite theoretical. On the other hand, there's a private design academy in Barcelona that offers a more practical, two-year program. The downside? It's expensive and I'd need to move. I'm leaning towards the academy because the job placement rate is impressive – 85% of graduates find work within six months."

**maría (Spain)**



"As someone interested in cybersecurity, I'm comparing three options. First, there's a traditional four-year Computer Science degree at the University of Toronto – prestigious but competitive and expensive. Second, a two-year cybersecurity diploma at a local college – more affordable and hands-on. Third, there are online certifications from platforms, which are flexible and cheap, but lack networking opportunities. I'm thinking about combining the college diploma with online certifications to get the best of both worlds."

**James (Canada)**

"I want to study international business, but I'm considering studying abroad. There are excellent programs in my home country, but I feel that studying overseas would give me a global perspective and improve my English significantly. I'm looking at universities in Australia and the UK. The challenge is the high cost and being far from family. However, many programs offer scholarships for international students, and the experience could be invaluable for my career goals."

**yuki (Japan)**



- 1 What are María's two main options, and what are the pros and cons of each?
- 2 Why is James considering combining different types of education?
- 3 What is Yuki's main dilemma, and what factors is she considering?
- 4 Which student seems most decided about their choice? Why?

**Match** the words/phrases from the text with their meanings.



- 1. torn between
- 2. leaning towards
- 3. hands-on
- 4. invaluable

- a. practical, involving direct experience
- b. having difficulty choosing
- c. extremely useful or valuable
- d. preferring/inclining to choose

## Reflection time

- Which student's situation is most similar to yours? Why?
- What advice would you give to each student?



You'll hear a conversation between a guidance counselor and a student discussing post-graduation options.

What questions do you think the student might ask?

**Get in pairs** and **write** down your ideas.



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**Listen** to Alex and check your ideas.

**Listen** to the conversation again and **answer** these questions.



- 1 What is Alex's main concern about going to university?
- 2 What solution does the counselor suggest for Alex's financial worries?
- 3 What are the advantages and disadvantages of working first instead of studying?
- 4 What kind of project is Alex working on in their spare time?
- 5 What field of study is Alex most interested in?
- 6 What does the counselor say about career advancement without a degree?

**Get in pairs** and **share** your answers. Were they similar or different?



## Project I feel good with my choice



- Interview a professional in your field of interest
- Research scholarship opportunities
- Create a personal timeline for your educational goals
- Compare educational systems in different countries

**EXIT  
TICKET** ★ ★ ★

*In this unit I learned that...*

*Something I need to revise is...*

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

*I felt...*



# 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>silueta textual</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>contenido</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Lenguaje</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Primeros pasos (1)

## Estás en el camino (2)

## Estás llegando a la meta (3)

## Has llegado a la meta (4)

### Presentación

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.

### Elementos paralingüísticos

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.

### Compromiso y ética hacia el trabajo

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.

# Vocabulary Bank

This space was created to keep track of new words and phrases you have learned throughout this book.

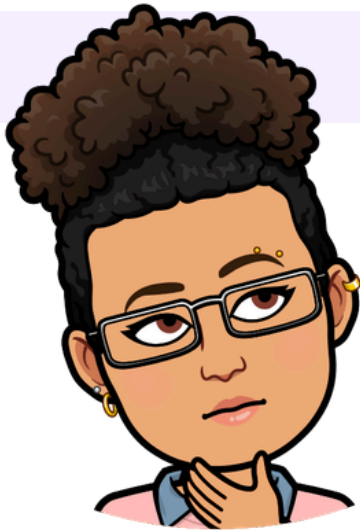
### Did you know?



A vocabulary bank is a collection of new words and phrases that the learner or class builds up as they learn.

A large, vertically oriented rectangular area with horizontal lines, resembling a notebook page, intended for writing new words and phrases.





## Reflection Corner

You've reached 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**



# #WORKING URUGUAY

PROFUNDIZACIÓN 2



**ANEP**

CONSEJO  
DIRECTIVO  
CENTRAL

DIRECCIÓN  
DE POLÍTICAS  
LINGÜÍSTICAS