



SHAPING MY LANGUAGE

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ORANGE STAGE - TERM 2

BE

UNOI



Today, a new form of education in Mexico is born!

We started this adventure with various thought-provoking questions: How can we prepare students to confront today's uncertainty and complexity in a world of constant change? How can we design and launch an innovative project aimed at tearing apart all educational limitations by bringing subjects and languages together? How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life? How can we create content that will integrate students with other international programs?

In striving to find an answer to these questions, at UNOi, we have created a state-of-the-art educational model that both focuses on what students need and connects all levels of basic education. Today, a new form of education in Mexico is born! Based on an ingenious and unprecedented syllabus, each page aims to shift the focus of every lesson onto the student in a way which is transversal, meaningful, and above all, transcendental.

At UNOi, our vision is founded on a core belief: If we can improve the way we learn, the potential for positive social change is limitless.

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Impreso en México / Printed in Mexico

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ISBN 978-607-558-388-4
First Edition September 2022



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This is my **SHAPiNG** **MY** **LANGUAGE** learning log!

THIS LEARNING LOG

IS THE PROPERTY OF...



MY TOP
THREE
MOVIES

Three vertical slots for writing movie titles, each with a colored circle at the top (purple, red, orange).



LIST SOME THINGS THAT

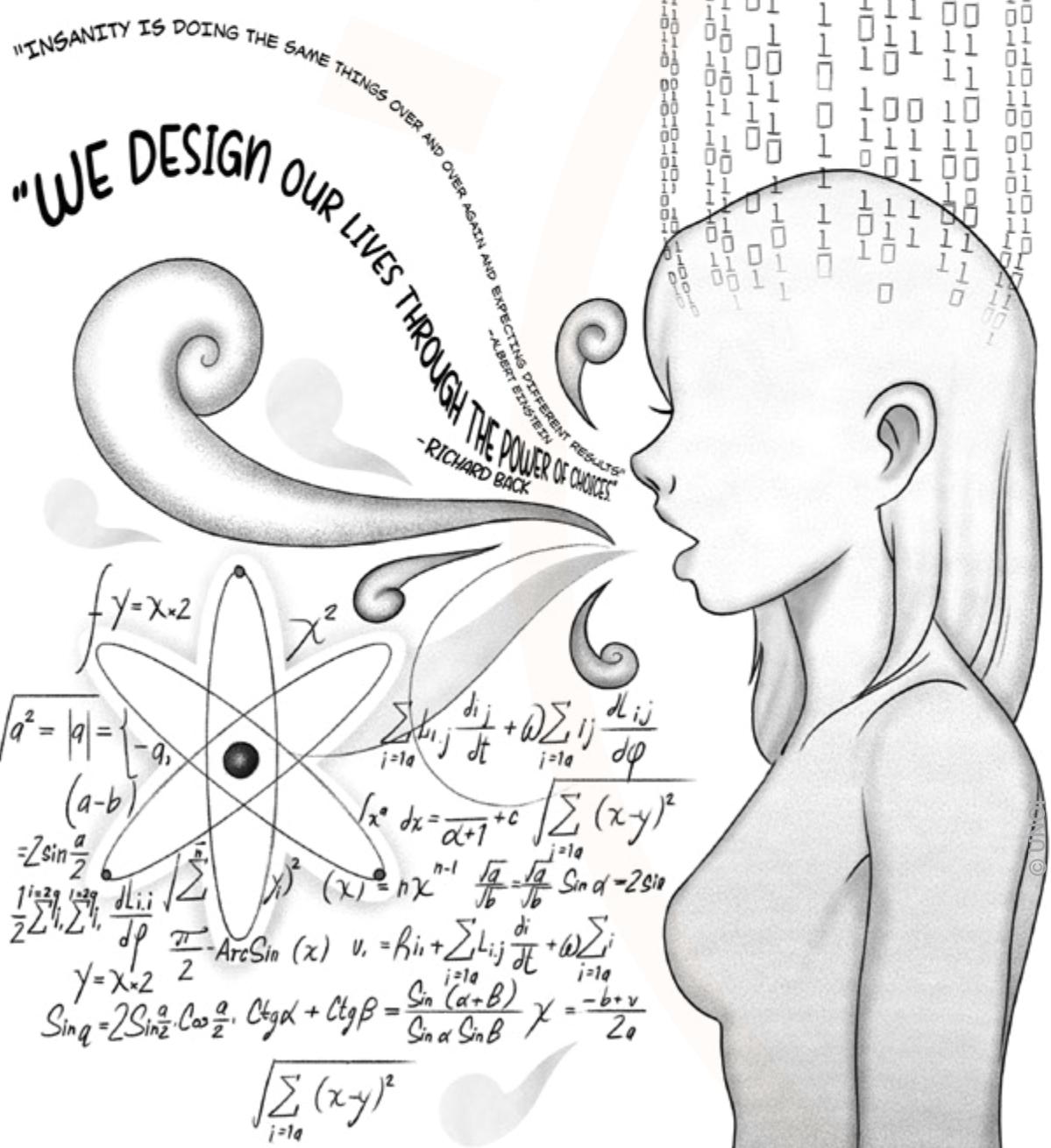
MAKE YOU SAY: "AWWW!"



CONTENT-BASED PROMPTS

DO WE ALL CODE INFORMATION THE SAME WAY?

Want to distract yourself for a bit while working in class? Your content-based and disruptive prompts are the best way to do it. Draw, sketch, write, or simply think about whatever you want. These prompts give the perfect excuse to take a break and get creative!



DISRUPTIVE PROMPTS

IS YOUR IDENTITY REDUCED
TO WORDS?

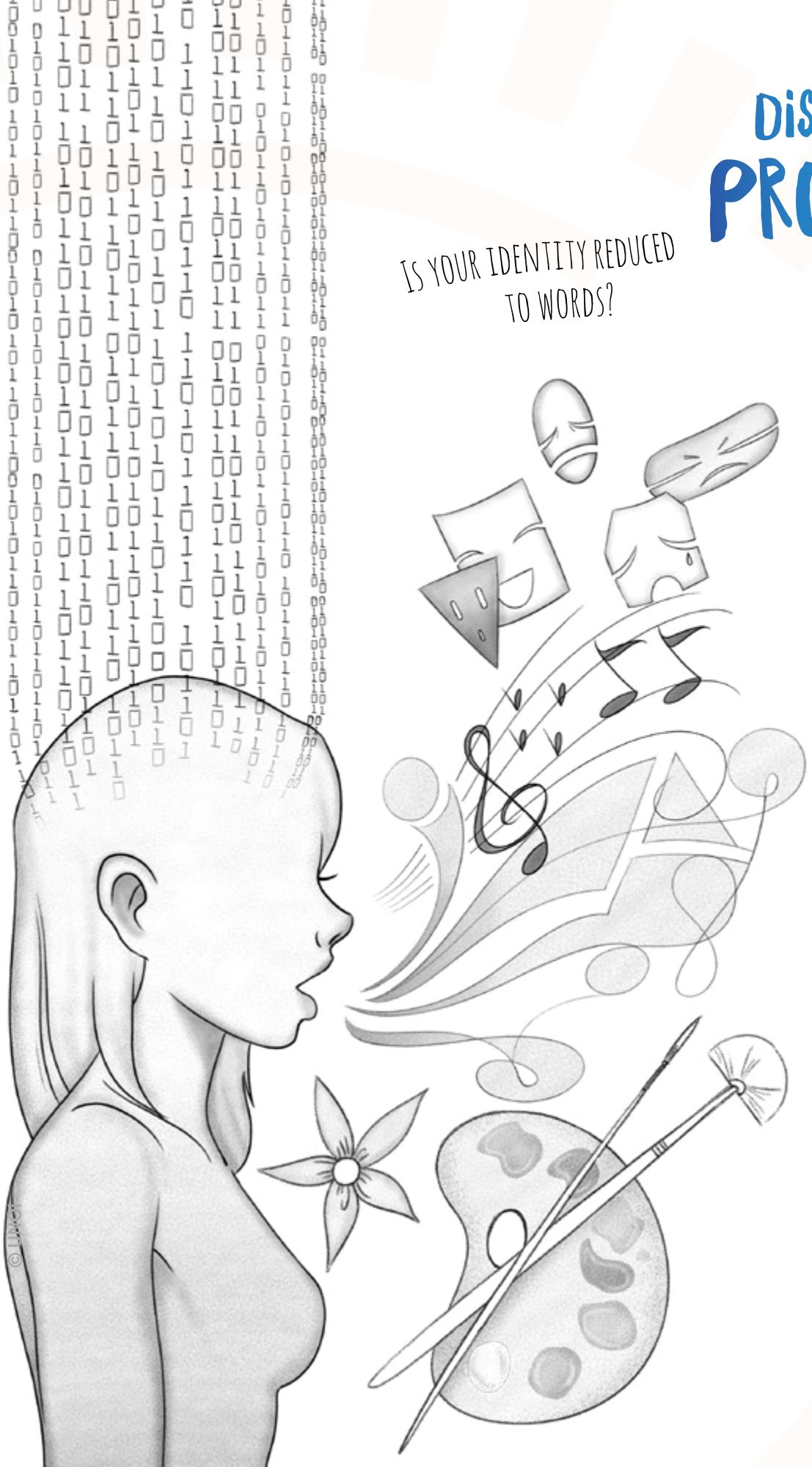


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What's in my SHAPING MY LANGUAGE learning log?

Lesson Opener

Here, you will find two problem-based questions related to a multicultural or intercultural topic. It is essential that you know what you'll cover throughout your lesson. For this reason, your Lesson Opener provides you with the Can-do statements you'll work on over the two weeks.

Lesson 1

How can you know if you are experiencing an anxiety disorder?

- Can identify both implicit and explicit emotions in a personal text
- Can recognize some idiomatic expressions, noting regular shifts
- Can develop a conversation fluently and neg. state toward an agreement
- Can outline personal interpretation of a character in a work and identify what may affect us in the situation a psychological or emotional state
- Can use Modals (might, could, may, and can) in different tenses to express possibility, probability, ambiguity, and conjecture

How can you live with anxiety?

- Can identify techniques used to develop narrative in a text
- Can understand broadcast audio material and identify relationships between speakers
- Can produce long stretches of spoken language, expressing ideas with occasional hesitation
- Can adapt a source text to make it suitable for a specific audience by modifying style and register
- Can use Modals (might, could, may, and can) in different tenses to express permission, offers, requests, certainty, ability, and opinion

To-do List

A space for you to write down and organize the things you need to do.



Develop Your Language

This section will provide you with texts that will set the context for the Can-do statements. These Can-do statements will guide the activities in each lesson to ensure that your language structures and functions, as well as your skills, are successfully integrated.

Develop Your Language

Read the situations in the organizer below and write a brief description of how you would feel.

- 1. before an exam
- 2. in a fight
- 3. in a crowded place
- 4. in an unknown place
- 5. when giving a presentation

Using the adjectives from Exercise 2, write four common misconceptions related to mental health below. Then, add two corrections. Share and discuss your misconceptions.

Go to your Awesome Reader and Writer and read "The Monster Living in My Head." Underline four idiomatic expressions and write their definitions below. Then, add two corrections.

Using the adjectives from Exercise 2, write four common misconceptions related to mental health below. Then, add two corrections. Share and discuss your misconceptions.

On the back of this page, list four situations in which you feel uncomfortable. Then, match them to the following definitions.

- a. study hard
- b. forget everything you had previously known
- c. feel anxious
- d. be extremely nervous

Write two more idiomatic expressions speakers could use in Conversation 1.

Get to your Photo Bank (WPS) and look at the pictures. Describe them using the idiomatic expressions in Exercise 6. Then, tell a classmate about a similar experience that you have had.

Read the texts and answer the questions below:

1. I was a teenager when I had panic attacks for a long time. It didn't manifest itself in observable symptoms. I thought I was the only one with this kind of sign. It was actually my mother that I first mentioned it to. She was the one who told me that I should accept it, as I insisted I was wrong if it didn't become an emergency.

2. I was a teenager, and I was a bit of a troublemaker. I was the kind of person who would always be fluctuating, so I became a more stable once I got diagnosed with depression. I was still a bit of a troublemaker. But he needs to manage his fears and stresses.

My friend has agoraphobia, a condition that causes him to feel extremely anxious in public places. He has been trapped, especially public transportation and crowded places. He has been afraid to leave his house for so long that he has a panic attack on the way home and has to get help from a doctor or a friend. He is still getting treatment and taking medication. His mom also gave him a lot of support, so I am better prepared to send a helping hand.

Read the text below and think of the word which best fits each gap. Use only one word in each gap.

If you're a lover of belief that you may be suffering from anxiety, it is important to get professional help. While the symptoms and specific treatments will 1 _____, correlate depending on the type of anxiety or anxiety disorder, many mental health professionals will 2 _____ to the patient's specific needs. Secondly, the following recommendations about how to treat anxiety are:

Fatty acids help your physical health by getting enough rest, doing exercise and cutting off caffeine and sugar intake. And on the 3 _____, cognitive behavioral therapy is the best treatment for anxiety. Secondly, suffers must face their fears in order to 5 _____ themselves from them. Finally, suffers must stick to their prescribed regimen. Only if 4 _____ themselves will they see the desired effects.

Go to your Photo Bank W2P2B2 for a creative, decide:

• Why certain people are probably feeling anxious.
• What are the possible causes of anxiety.
• Which person appears to be having the most severe attack and why

Read the texts and answer the questions below:

1. Who speaks later?
2. Who speaks first?
3. Who speaks last?
4. Who speaks in the middle?
5. Who speaks in the end?

Writing Time

Go to the "Writing Process" section of this unit in your Awesome Reader and Writer and work on your second step: Brainstorming.

Brainstorming
Organizing
Drafting
Editing
Publishing & Assessing

Word Bank

Write the difficult words you are learning this week. Use drawings, drawings, or anything else you want to help you remember these words.

COLLABORATIONS

keep up
your eyes open for it
track your word

missing
underway
something out
through to

True Colors

Now that you have learned the basics of art, it is time for you to plan your own work of art. In a notebook, answer the following questions about your own personality. You can use a mind map for your autobiography too. Use the questions below to help you.

• Who are your best friends?
• Who do you like to be around?
• What activity/background elements would inform your personality?
• What kind of books do you feel comfortable using in this representation (e.g. classical, watercolor)?

DO

MY
ART
WORK

Photo Bank

Lesson 1

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Test Yourself

In this section, you'll acquire and practice any test strategies needed for best results and continuous progress toward gaining your English certificates.

Apply Your Knowledge

In this section, you'll be able to practice what you've learned and consolidate your knowledge while learning and sharing your ideas about many interesting topics.

Test Yourself

C1 Advanced – Reading and Use of English – Part 8

You are going to read four descriptions of mental health crises. For questions 1–4, choose from the experiences A–D. The experiences may be chosen more than once.

One Crisis Is All It Takes

A

The first time I had an anxiety attack, I was taken aback. I had never experienced anything like it, and I didn't know how to respond. My heart was racing, my hands were sweating, and I was having trouble breathing. I was afraid that I would have a heart attack, and quite another to actually experience a panic attack. The panic generic, so I know that my anxiety and I were gone to them. Still, I suppose that I was disappointed that it was I who had shared them. Anyway, when I experienced mine, I didn't know what to do. I just sat there, trying to calm myself down. I tried to take slow, deep breaths, but I was experiencing a few minutes. Fortunately, with my mother's help, I was able to recover quickly. Although I have experienced panic attacks a few times since, I have not found them as debilitating as the first one I knew.

B

I had been feeling sick and tired, and I supposed that I was picking up my germs from him. However, I knew that had deteriorated. So my husband came took my pulse. They took off the sheet to do a test and I just took off, digging out of order. When I entered my room after school, I immediately noticed that they were in there and whisked them off the sheet, scurrying each one. I rearranged them properly, using a ruler to measure the distance between each one. The most important thing was that I had to make sure that they were not too close together. I had to make sure that they were not going to marchandise them. Needless to say, she quit after telling my father that she refused to work for such a demeaning company. My father was very angry, but it forced us both to recognize our condition.

C

When I was younger, I enjoyed going to school and spending time at our friends' houses. Nevertheless, when my grandmother passed away, I became very withdrawn. I stopped going to school and I stopped going to my friends' houses. I stopped going after school I even dropped out of swim class, because I couldn't stand being told to sit in my parents' sitting on the bleachers while underwater. My parents interpreted my shift in behavior as a form a reaction to the loss that I had experienced. I was very angry at them for not understanding me. I was very angry at myself for not understanding myself. I accepted that they were not going to vanish anymore soon, and I gradually went back to engaging my activities without fear of separation.

D

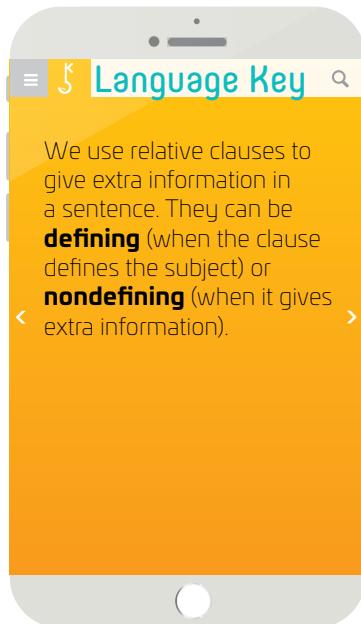
My dad was never in a dogmatic child, so nobody took much heed until I was a teenager. I start skipping meals, and I didn't want to participate in any extracurricular activities. One time, I even went as a science project, and the school organized a grand award ceremony for me and the other winners. My parents tried to force me to attend, but I deleted every excuse I could think of. I was so afraid of being embarrassed in front of everyone. I was so afraid of being embarrassed that the thought of sweating profusely and trembling so hard I would fall off the stage. I knew that if I got up in front of everyone, I would be paralyzed. I was even panick-stricken at the thought of my classmates laughing at me. Fortunately, my parents understood and let me stay home.

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Connect Your Learning

In this section, you'll be asked to analyze your own learning and progress. Then, you'll answer the key questions based on what you have learned. Finally, you'll assess your performance by asking a classmate for feedback.

There's still MORE!



Language Key

We use relative clauses to give extra information in a sentence. They can be **defining** (when the clause defines the subject) or **nonddefining** (when it gives extra information).

Strategy Box

Nervous about your English Test? Don't worry! Here, you will find the best tips and strategies to obtain the best results in your Cambridge or ETS examinations.

Maker Zone

This box will provide you with ideas to begin your journey toward discovering, building, and changing the world. You'll have the opportunity to create a project which is connected to your writing process.

DO

GastroMaker

You have drafted your recipe. It is almost time for you to come up with the final version of it. Don't forget that the GastroMaker contest is on and other teams will be participating as well. Get together with your team and start planning which of your recipes will be the one you show to your classmates. Don't forget that you need to explain what it is that you are preparing in careful detail.



UNOI Agenda for the Future

This box will provide information about the problems the world faces today so that you can come up with ideas for a better future.



UNOI AGENDA FOR THE FUTURE



FOOD CONSUMPTION

Many countries produce food for local and international consumption. Among the top food-producing countries are China, the USA, and India. Although there is enough food to feed everyone globally, there are some countries that continue to go hungry. Why do you think that is?

STRATEGY BOX



For this part of the test, you will listen to a dialogue as you look at six sentences. Your job is to decide whether the sentences are correct or incorrect and choose the appropriate option. You will listen to the dialogue twice. No less, no more.

Sustainable Development Goals

The United Nations, through the 2030 Agenda for Sustainable Development, targets bettering the living standards for the general benefit of humanity in the form of viable development. The Agenda's 17 Sustainable Development Goals (SDGs), aimed at tackling interrelated global issues, are expressed in targets and indicators that will help measure the extent to which they have been achieved. We consider the accomplishment of those goals as vital for humanity's future survival and livelihood, so our Orange Stage addresses the most essential goals with information and activities that raise awareness and promote discussion and action-taking opportunities.



SDG

Read the ICONS



ARW

This icon tells you to go to your version of the **Awesome Reader and Writer**.



This icon shows that it is time for peer and self-assessment in your **BE Aware of Your Progress** section.



This icon shows that you'll have **reading** exercises related to the Can-do statement.



This icon tells you to use an **audio recording** to complete an exercise.



This icon indicates that you'll practice your **listening** in connection with your Can-do statement.



This icon tells that you'll learn new **language structures and functions**.



This icon shows that you'll practice a **speaking** activity linked to your Can-do statement.



This icon indicates that you'll use specific **vocabulary** for certain activities.



This icon tells that you'll work on a **writing** activity related to your Can-do statement.

BE



Task



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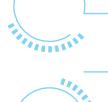
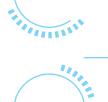
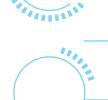
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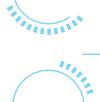
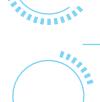
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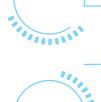
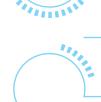
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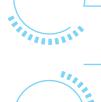
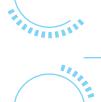
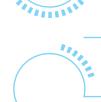
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Language Key Index

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- Week 2: Modals (Permission, Offers, Requests, Certainty, Ability, and Criticism)

Lesson 2

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- Week 4: Inversion (*not, only, no (on no account, under no circumstances), no sooner, hardly... when, little, and frequency adverbs*)

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