



SHAPING MY LANGUAGE

ORANGE STAGE - TERM 2

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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 How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life?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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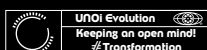
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HD

DOLBY
DIGITAL

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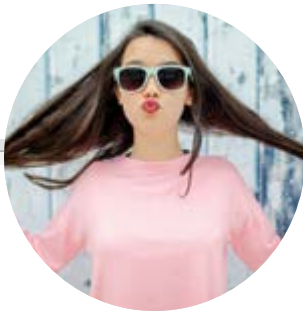
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This is my **SHAPING MY LANGUAGE** learning log!

MY HAPPIEST MEMORIES ARE...



THIS LEARNING LOG IS THE PROPERTY OF...



LIST SOME THINGS THAT

MAKE YOU SAY: "Aww!"

MY TOP THREE MOVIES



CONTENT-BASED PROMPTS

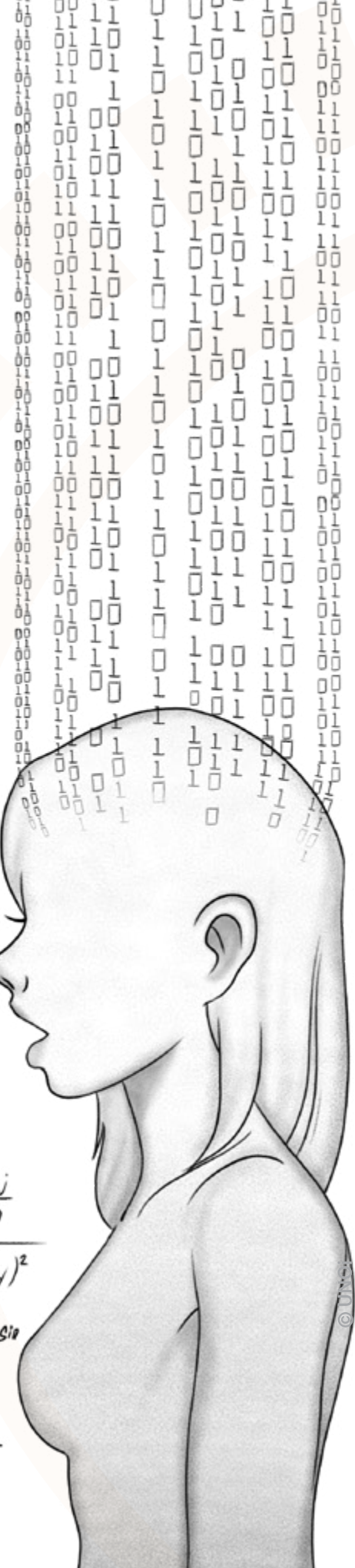
DO WE ALL CODE INFORMATION THE SAME WAY?

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!

"INSANITY IS DOING THE SAME THINGS OVER AND OVER AGAIN AND EXPECTING DIFFERENT RESULTS"
-ALBERT EINSTEIN

"WE DESIGN OUR LIVES THROUGH THE POWER OF CHOICES"
-RICHARD BUCK

$$\begin{aligned}
 & y = x \times 2 \\
 & \sqrt{a^2} = |a| = \begin{cases} a \\ -a \end{cases} \\
 & (a-b) \\
 & = 2 \sin \frac{a}{2} \\
 & \frac{1}{2} \sum_{i=1}^n \sum_{j=1}^n \frac{dL_{i,j}}{d\rho} \sqrt{\sum_{i=1}^n \sum_{j=1}^n (x_i)^2} \\
 & \gamma = x \times 2 \\
 & \sin q = 2 \sin \frac{a}{2} \cdot \cos \frac{a}{2} \cdot \cot g \alpha + \cot g \beta = \frac{\sin (\alpha + \beta)}{\sin \alpha \sin \beta} \quad \chi = \frac{-b + v}{2a} \\
 & \sum_{i=1}^n L_{i,j} \frac{d_i}{dt} + \omega \sum_{i=1}^n L_{i,j} \frac{dL_{i,j}}{d\varphi} \\
 & \int x^a dx = \frac{x^{a+1}}{a+1} + c \quad \sqrt{\sum_{i=1}^n (x-y)^2} \\
 & (x) = n x^{n-1} \quad \frac{\sqrt{a}}{\sqrt{b}} = \frac{\sqrt{a}}{\sqrt{b}} \sin \alpha = 2 \sin \alpha \\
 & v_i = R_{ii} + \sum_{i=1}^n L_{i,j} \frac{d_i}{dt} + \omega \sum_{i=1}^n L_{i,j}
 \end{aligned}$$



DISRUPTIVE PROMPTS

IS YOUR IDENTITY REDUCED
TO WORDS?



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What's in my SHAPING MY LANGUAGE learning log?



To-do List

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

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 register shifts.
- Can develop a conversation fluently and negotiate toward an agreement.
- Can outline personal interpretation of a character in a work and identify what they infer about the character's psychological or emotional state.
- Can use *Medals* (might, could, may, and can) in different tenses to express possibility, probability, and speculation.

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 coherence and cohesion.
- Can adapt a recorded text to make it suitable for a specific audience by modifying style and register.
- Can use *Medals* (might, could, may, and can) in different tenses to express permission, offers, requests, certainty, ability, and criticism.

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	

Go to your *Answer Booklet* and write and read "The Monster Living in My Head". Underline four adjectives that describe you and write their definitions below. Then, with a classmate, share and discuss your misconceptions.

Using the adjectives from Exercise 2, write four common misconceptions related to mental health below. Then, with a classmate, share and discuss your misconceptions.

Listen to the two conversations and complete the chart below.

Task	Content	Formality and Satisfaction
1.		
2.		

Listen again. Identify the idiomatic expressions and write 2 things you learned from Conversation 1 or 2. Then, match them to the correct definition.

Identify one experience that has triggered pleasant emotions and one that has brought up unpleasant ones. Describe them below.

On the last lesson, I drew a sketch. I didn't pass with flying colors. I need to make a plan and hold the books. Most students are a bundle of nerves. I'm extremely nervous.

Match more idiomatic expressions speakers could use in Conversation 1.

Go to your Photo Bank (WPB) and look at the pictures. Describe them using the idiomatic expressions in Exercise 4. Then, tell a classmate about a similar experience that you have had.

KEY WORDS: anxiety, bundle, compromise, including, overwhelm, peer, prominent, spotlight, stuck, unfeasible

Apply Your Knowledge

Read the texts and answer the questions below.

1. I was unaware that I had panic disorder for a long time. It didn't manifest itself in observable symptoms for a long time, so I was able to ignore the warning signs. It was actually my mother that first mentioned the possibility to me. Although I initially didn't want to admit it, she insisted we seek help so I didn't become unmanageable.

2. My son was diagnosed with Conduct Disorder when he was a teenager, and he has been struggling with it for years. Before the diagnosis and treatment, he was more stable since he got together behavioral therapy. He now has the techniques that he needs to manage his fear and anxieties.

3. My cousin has agoraphobia, a condition that causes him to fear and avoid situations that make him feel trapped, especially public transportation and crowded places. Later, he has with him after school. One time he had panic attack on the way home and misinterpreted the symptoms. Fortunately, he is now getting treatment and taking medication. His mom also gave him some instructions, so I am better prepared to lend a helping hand.

1. Which speaker states that a person no longer requires treatment?

2. Which speaker mentions that someone else misinterpreted the symptoms. Fortunately, he is now getting treatment and taking medication. His mom also gave him some instructions, so I am better prepared to lend a helping hand?

3. Which speaker identifies that they are better equipped to help others?

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

If you or a loved one believe that you may be suffering from anxiety, it is important to get professional help. While the symptoms and specific treatments will be _____, depending on the type of anxiety or anxiety disorder, many mental health professionals will _____ the following recommendations about how to manage your symptoms.

Firstly, you must keep your physical body healthy by getting enough rest, doing exercise, and cutting out caffeine and other stimulants. Alcohol and drugs _____ also cause _____ anxiety. Secondly, anxiety sufferers must face their fears in order to _____ themselves from them. Finally, sufferers must stick to their prescribed regimen. Only if they _____ alternatives will they use the desired effects.

Go to your Photo Bank (PDB) with a classmate, decide:

- Who was most severely affected by anxiety?
- What could have triggered each person's anxiety?
- Which person appears to be having the most severe attack and why?

Writing Time

Go to the "Writing Process" section of this unit in your *Assessing Reader and Writer* and work on your second draft. Remember:

01 Analyzing **02 Brainstorming** **03 Organizing** **04 Drafting** **05 Editing** **06 Publishing & Assessing**

Word Bank

Write any difficult words you are learning this week. Use meanings, drawings, or anything you want to help you remember those words.

COLLOCATIONS

keep your eyes open for sth
keep your word

mean something out through to

Your True Colors

How that you have researched portraits by other artists, it is time for you to plan your own work of art. It is a tradition, around the following questions and create a mind map of all your ideas. You can use a mind map for your autobiography too. Use the questions below to help you:

- What personal elements would you like your artwork to show about you?
- What colors represent you?
- What activity/landscape/scene/element would inform your artwork about you and why?
- What kind of tools do you like comfortable using in this representation of self, character, relationship?

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

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

Test Yourself

C1 Advanced -- Reading and Use of English -- Part 6

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 attack, I was taken aback. I had never experienced anything like it, and I didn't know how to respond. My mother has suffered from this, so I immediately knew what was happening. Still, it is one thing to be aware of them and quite another to actually experience a panic attack. They are genetic, so I know that my siblings and I were prone to them. Still, I suppose that was disappointing that it was when I inherited them. Anyway, when I experienced mine, I started breathing shallowly, and I felt lightheaded. My heart started pounding furiously, and I had abdominal cramping for 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 other people I know.

B

My dad is very elderly and shy, and I supposed that I just picked up my parchment from him. However, I knew things had deteriorated the day the housekeeper took my father's collection of the shelf to dust it and put it back, slightly out of order. When I entered my room after school, I immediately noticed that they were in chaos, and I walked them off the shelf, securing each one I managed them properly, using a ruler to measure the distance between each one. The most disconcerting part was that I flew into a rage, explaining that she shouldn't touch my possessions if she was going to marshall them. Needless to say, she quit after telling my father that she refused to work for such a demanding family. My father was highly upset, but it forced us both to recognize our condition.

C

When I was younger, I enjoyed going to school and sleeping over at friends' houses. Nevertheless, when my grandmother passed away, everything changed. I refused to be separated from my parents and stopped spending time with friends after school. I even dropped out of swim class because I couldn't stand not being able to see my parents sitting on the beach, occupying each one I managed them properly, using a ruler to measure the distance between each one. The most disconcerting part was that I flew into a rage, explaining that she shouldn't touch my possessions if she was going to marshall them. Needless to say, she quit after telling my father that she refused to work for such a demanding family. My father was highly upset, but it forced us both to recognize our condition.

D

I was never an outgoing child, so nobody took much heed until I was a teenager. I didn't socialize much, and I didn't want to participate in any extra-curricular activities. One time, though, I won an award for 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 convinced myself I could think of to avoid going. Finally, I locked myself in my room and refused to go. I told them that I was terrified by the thought of standing profitably 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 with fear and I was panic-stricken at the thought of my classmates laughing at me. Fortunately, my parents understood and let me stay home.

Lesson 1

Connect Your Learning

Reflect upon the skills and strategies that you employed in the lessons. In the reflection below, identify how you improved your skills and how you plan to continue working on them in the following lessons.

Listening **Reading** **Writing** **Speaking**

In the organizers below, answer the lesson's questions. Then, compare your answers with a classmate's and note down any of their answers that you had not considered.

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

How can you live with anxiety?

My classmate

My classmate

What is the relationship between your mind and body? Do you find it difficult to manage?

BE Aware of Your Progress

It's time for your assessment. First, ask a classmate to help you assess your performance during this lesson (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this lesson.

VC - Very Good **G - Good** **N - Need to Improve**

I can...	Peer Assessment	Self-assessment
1. identify both implicit and explicit emotions in a personal text		
2. identify techniques used to develop narrative in a text		
3. recognize some dramatic expressions, noting register shifts		
4. understand how sound and visual material and identify relationships between speakers		
5. develop a conversation fluently and negotiate toward an agreement		
6. produce long stretches of spoken language, expressing ideas with occasional hesitation		
7. outline personal interpretation of a character in a work and identify what I infer about the character's psychological or emotional state		
8. adapt a written text to make it suitable for a specific audience by modifying style and register		
9. use Metaphors (might could, may, and can) in different tenses to express possibility, probability, and intention		
10. use Metaphors (might could, may, and can) in different tenses to express permission, offers, requests, certainty, ability and criticism		

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!

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?

Language Key

With this information, you'll understand how language structures and functions work. You can also use the digital Language Key for further practice.

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

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.

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.

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



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

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.

Task

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Language Key Index



Lesson 1

- › Week 1: Modals (Possibility, Probability, Annoyance, and Concession)
- › Week 2: Modals (Permission, Offers, Requests, Certainty, Ability, and Criticism)

Lesson 2

- › Week 3: Participle Clauses
- › Week 4: Inversion (*not, only, no (on no account, under no circumstances), no sooner, hardly... when, little, and frequency adverbs*)



Lesson 3



- › Week 5: Conjunctions (Reasons, Results, Contrast, Concession, and Time)
- › Week 6: Linking Adverbials (Reasons, Results, Contrast, Concession, Time, and Addition)

Lesson 4

- › Week 7: Nominalization
- › Week 8: Verbing

Lesson 5

- › Week 9: Conditional Structures (Imaginary or Unlikely Situations)
- › Week 10: Other Forms of Conditionals

Lesson 6

- › Week 11: Homonyms and Homophones
- › Week 12: Homographs