



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 How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life?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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This is my **SHAPiNG** **MY** **LANGUAGE** learning log!

THIS LEARNING LOG

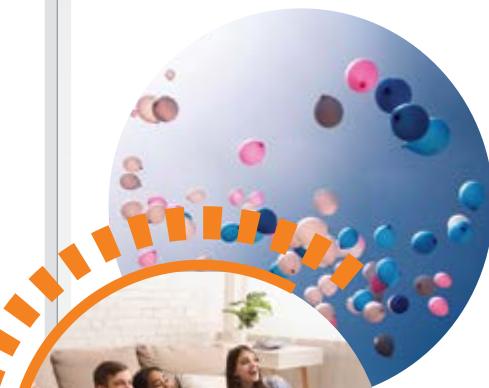
IS THE PROPERTY OF...



MY TOP
THREE
MOVIES

Three circles for listing top three movies, each with a corresponding line for writing.

- Top circle: purple
- Middle circle: red
- Bottom circle: orange



LIST SOME THINGS THAT

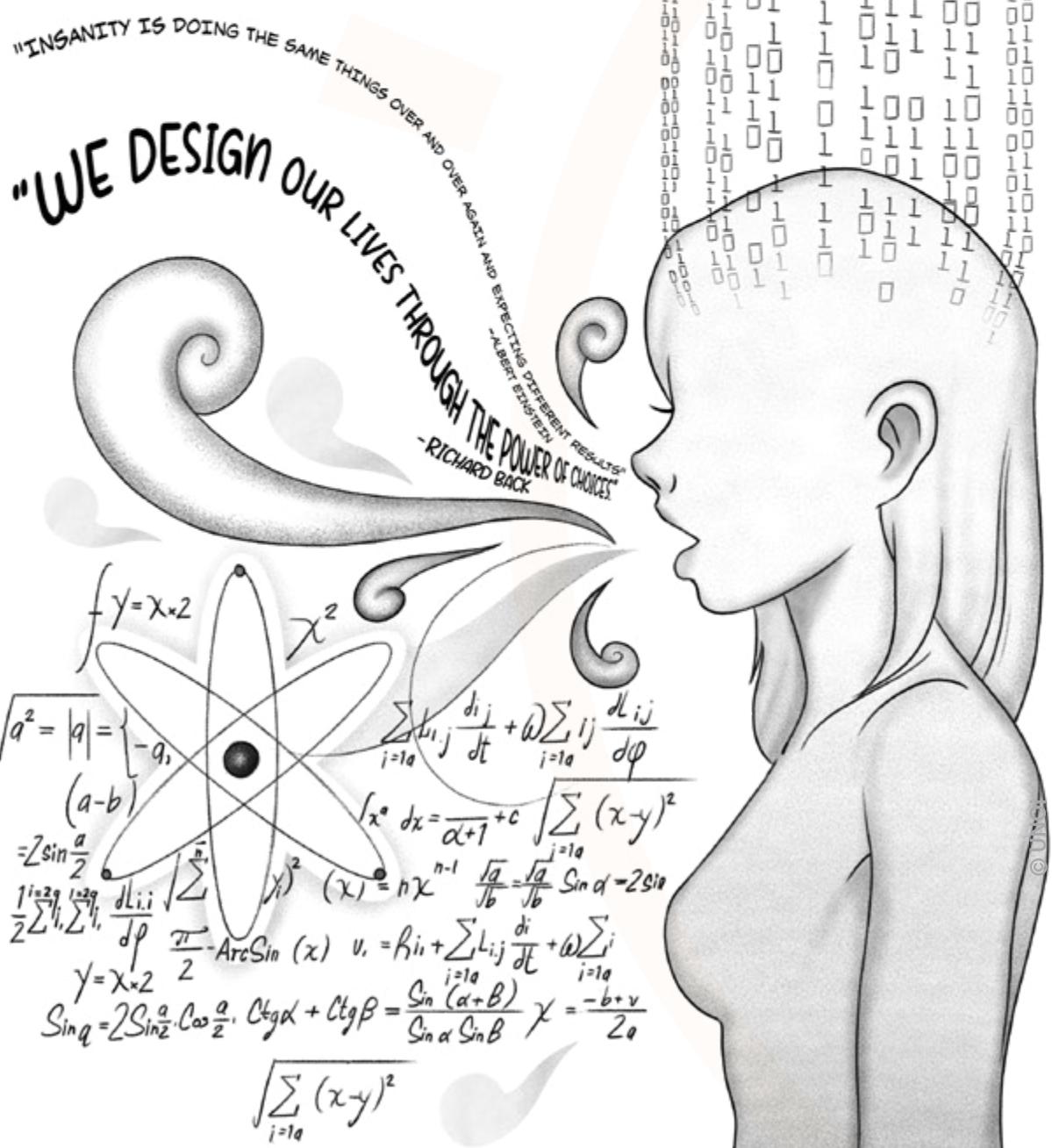
MAKE YOU SAY: "AWWW!"



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?

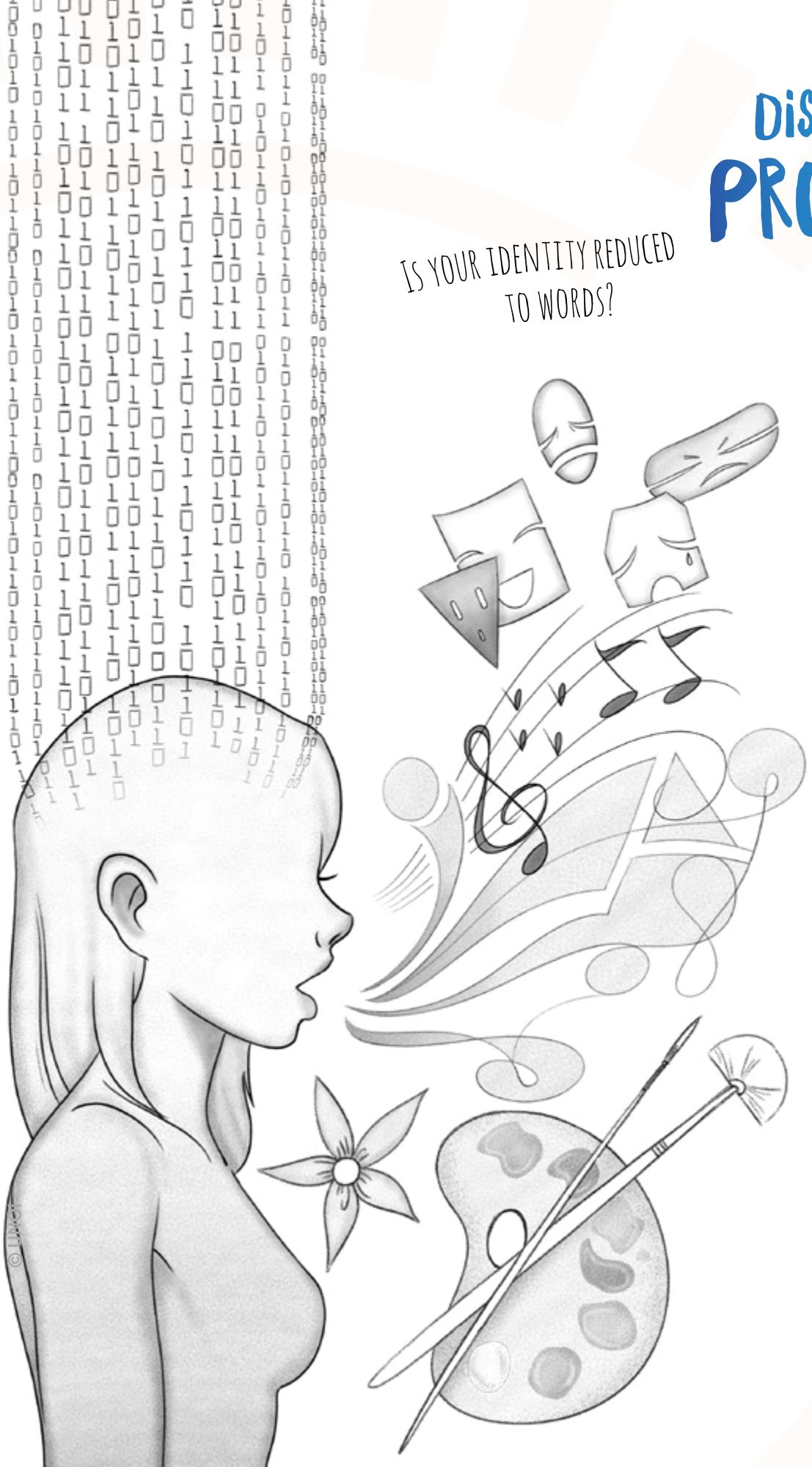


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Language Key Index

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?

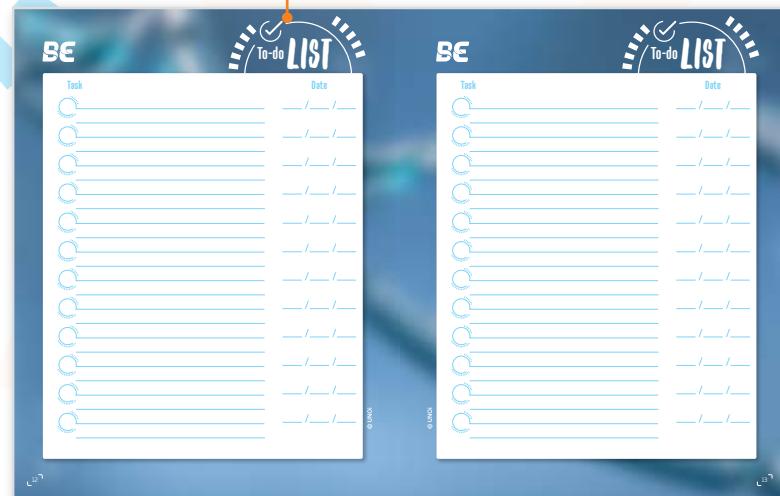
- Can identify both implicit and explicit emotions in a personal text
- Can recognize some idiomatic expressions, noting regular shifts
- Can develop a conversation fluently and neg. state toward an agreement
- Can outline personal interpretation of a character in a work and identify what may interfere in the creation of 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.

- before an exam
- in a fight
- in a crowded place
- in an unknown place
- 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 common misconceptions. 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 that trigger your stress. Then, match them to the correct definitions.

- I drive a truck.
- I don't pass with flying colors.
- I need to make a plan and hit the books.
- More students are a bundle of nerves.

Listen again. Identify the idiomatic expressions and write them. Then, match them to the correct definitions.

Write two more idiomatic expressions that could be used 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. In this case, the following recommendations about how to treat anxiety are:

Finally, to keep your physical health by getting enough rest, doing exercise and cutting off caffeine and other stimulants, should end up 3 _____ your anxiety levels. Secondly, anxiety patients must face their fears in order to 4 _____ themselves from them. Finally, anxiety must stick to their prescribed regimen. Only if 5 _____ themselves will they see the desired effects.

Go to your Photo Bank W2P2B2, 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 is speaker A? (Speaker A)
2. Who is speaker B? (Speaker B)
3. Who is speaker C? (Speaker C)

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
Editing
Analyzing
Drafting
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.

keep up
your eyes open for it
track your word

missing
underway
something out through to

COLLABORATIONS

True Colors

Now that you have learned the basics (parts of a film, a time for you to plan your own work etc.) 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? Why do you like their artwork?
• What are your hobbies?
• What activity/background elements would inform your artwork?
• What kind of books do you feel comfortable using in this representation (e.g. classical, watercolor)?

DO
MHSER

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.

Connect Your Learning

Reflect upon the skills and strategies that you employed in this lesson. In the organizer 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 organizer 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 I'm experiencing an emotional disorder?

Me

My Discourse

How can you live with anxiety?

Me

My Discourse

What I Learned/What I Learned to Do (Good Mental Health)

Do You Still Need to Improve?

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). Now, ask your classmate to provide you with feedback. Later, assess yourself (Self-assessment) based on how you felt during this lesson.

Peer Assessment

Self-assessment

Very Good

Good

Need to Improve

I can...

identify both implicit and explicit emotions in a personal text.

identify techniques used to develop narrative in a text.

recognize some literary expressions, noting regular shifts.

understand broadcast audio material and identify relationships between speakers.

develop a conversation fluently and negotiate toward an agreement.

produce long stretches of Spanish language, expressing ideas with occasional errors.

outline personal interpretation of a character in a text and identify what I infer about the character's psychological or emotional state.

adapt a source text to make it suitable for a specific audience by modifying style and probability, announcement, and concession.

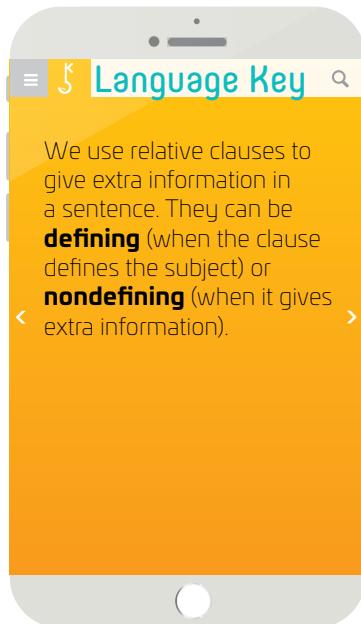
use **Modals** (might, could, may, and can) in different tenses to express possibility, probability, announcement, and concession.

Modals might, could, may, and can in different tenses to express permission, offering, requests, inviting, doing, and decisions.

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

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

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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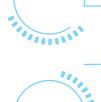
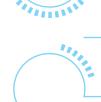
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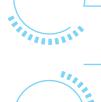
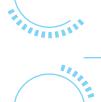
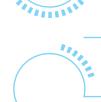
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