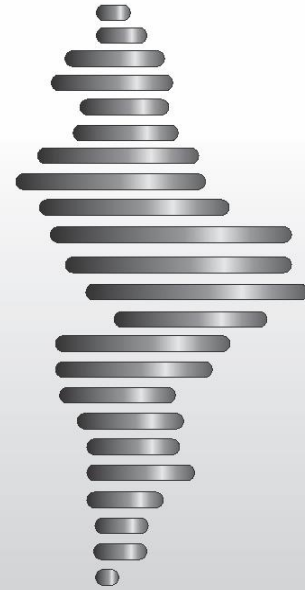
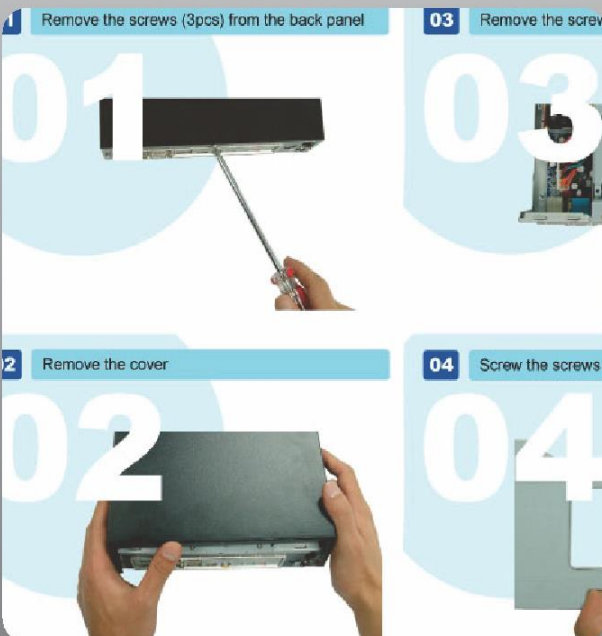


Educación Secundaria Tercer Grado



**CUADERNO DE ACTIVIDADES PARA EL
FORTALECIMIENTO DE LOS APRENDIZAJES**

Inglés III



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Monterrey, Nuevo León, México
Agosto 2013

Dear Teacher,

This workbook is exciting material that will help the students practice English. It is focus on the National English Program of Basic Education. Here you will find activities and tasks to motivate your students focus on the social practices of the language and to different teaching environments. This workbook is a collection of activities created by the English Department and some of them were found in the internet, at the end of the workbook you can find the reference.

In the workbook, you will find:

- An index.
- Five units for the grade.
- Interesting topics to help you develop the English class.
- Sociocultural activities that the students can relate to their own experience, and cultural information.
- Rubrics for each unit.
- Exams for each unit.

We at the English Department sincerely believe that the workbook will help you in the teaching process in a positive way.

Dear students,

This workbook is specially made for you, so you can use, learn, create and have fun with it. It is another proactive tool to acquire English as a Second language.

But remember that to learn any language, you must read, write, listen, and speak it. You also have to invest time, effort and attention, as well as take risks when using the language.

We sincerely hope you have a wonderful time and year!

The English Department

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Unit I

Third Grade

Social Practice of the Language

Understand and express information related to goods and service.

Environment

Familiar and Community.

Specific Competency

Express oral complaints about a health service.

Product A

Telephone complaint voice mail.

Achievements

- Establish the motive or reason for a complaint.
- Infers the general meaning from explicit information.
- Distinguish between main ideas and some details.
- Uses strategies to influence on meaning.


Telephone Complaint Voice Mail

I. Look for the definition of the word “complaint”.

II. Have you ever complaint? Look at the expressions and choose those that can be a complaint.

- | | |
|--|---|
| <input type="checkbox"/> I’m not satisfied with my new computer. | <input type="checkbox"/> The music it’s too loud |
| <input type="checkbox"/> There is a slight problem with the nurses’ service. | <input type="checkbox"/> I felt terrible, I have a stomachache. |
| <input type="checkbox"/> I love listening to loud music. | <input type="checkbox"/> Your son/daughter is too noisy |

III. Make a list of places and reasons you can complain of. Look at the Example.

PLACE	REASON
Bank 	Bank teller gave me less cash.

Describing Problems

<http://elprofeonofre.com>

- A gerund follows the verb keep when it refers to a repetitive action.
- A gerund also follows the verb need.
- Need with the passive means the same thing.

Keep + gerund

Everything keeps burning.

The alarm keeps going off

Need + gerund

The oven needs adjusting.

The alarm needs fixing.

Need + passive infinitive

It needs to be adjusted.

It needs to be fixed.

Write sentences about what has to be done in the hospital, using need with gerunds or passive infinitives.

1. the walls (paint)
2. the rug (clean)
3. the windows (wash)
4. the clothes (pick up)
5. the lamp shade (replace)
6. the wastebasket (empty)
7. the ceiling fan (adjust)
8. the plant (water)

Need +passive infinitive

1. _____.

2. _____.

3. _____.

4. _____.

Need + gerund

1. _____.

2. _____.

3. _____.

4. _____.

IV. Read the dialogue and practice.

A: Hello Mrs. Brown, may I help you?

B: Yes, I have a complaint about your service.

A: Can you tell me exactly what happened?

B: On May 12, I accompanied my father, Patrick Brown to your hospital; he was badly hurt, and I took over an hour for him to be triaged.

A: I'm sorry, let me check the schedule and see what went wrong.

B: That's not it! Next, a careless doctor arranged an X-ray of his arm and he said that it was negative. Next day, he was still in pain, so we went to another hospital and repeated the X-ray, there they found a fracture and admitted him for surgery.

A: My apologies.

B: To solve the problem you should arrange free physiotherapy for him.

A: I understand you're upset, sir. I promise I will send someone to take care of it.

V. Match

- | | |
|---|----------------------------|
| A. Badly. | () Adjective |
| B. He said that it was negative. | () Modal verb |
| C. I will send someone to take care of it. | () Adverb |
| D. Careless. | () Future tense sentence |
| E. I have a complaint to make about your service. | () Past tense sentence |
| F. May I help you? | () Present tense sentence |
-

Expressions Used on the Telephone

Whatever you're doing, there are some expressions that are commonly used.

May I speak to Ms. _____?

Is Mr. _____ there (in)?

Hold please.

I'll transfer you.

I'll put you through.

I'll call back.

May I help you?

I got your message.



WHAT IS A COMPLAINT?

A complaint is an expression of dissatisfaction when we have not met your expectation.

Your complaint may be about:

an incident or service issue
payment or decision
practice
process
policy

When you make a complaint please mention:

- Your name
- Your address and contact details
- Details about the complaint

VI. Read the text. Identify the opening, body and closure of the complaint.

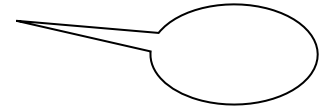
4711 Main Street
New York, NY
dsvg@gmail.com or 81 02 22 22
1 June 2011

Customer Services Manager,
St. Memorial's Hospital,
New York, NY.

Re: Service provided in Accident and Emergency Dept.

Dear Complaints Officer,

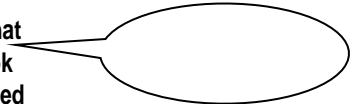
On May 12, at 3 pm, I accompanied my 92 year old father to A/E in your hospital. His name is Patrick Brown and he lives with me at the address above. His date of birth is 1 Jan 1930.



I am very disappointed because you failed to provide a satisfactory service to him.

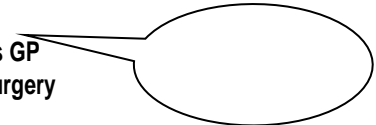
a) It took over an hour for him to be triaged. While being triaged and afterwards he asked for pain relief several times but he did not receive it until 8 hours later and no explanation was offered for the delay.

c) A doctor arranged for an Xray of his arm and then discharged him saying that the Xray was negative. But, as he was still in terrible pain the next day, I took him to another hospital that repeated the Xray, found a fracture and admitted him for surgery.



To resolve the problem I would like you to explain what happened on that day, why the nurses and doctors did not do more for him and why he was not diagnosed and treated properly. I want you to write to him and apologize. The hospital he had his surgery in is a private one and I have to pay for the follow up physiotherapy. I think you should arrange for free physiotherapy for him.

Enclosed is a copy of the Discharge Summary the private hospital sent his GP so that you can see for yourself what he was diagnosed with and what surgery he had.



I look forward to hearing from you and to a resolution of this problem. Please contact me at the above address or by phone.

Yours sincerely
Diana Brown

VII. Answer the following question.

1. Why is Mrs. Brown complaining? _____

2. Is she offering a solution to her complaining?

3. Where did this complaining take place?

4. When did this bad service take place?

5. How old is Mr. Brown?

VIII. Work with a partner making and responding to the complaints in the table below. Practice orally.



Name of Caller with
Problem:
Kathy Jobes

Calling to: Public
Hospital

Problem: There are
not beds.

Name of Caller with
Problem:
Andrew Ibarra

Calling to: Restaurant

Problem: This is not what
I asked for.

Name of Caller with
Problem: Lisa Green

Calling to: School

Problem: The music is too
loud.

Unit I

Third Grade

Social practice of the language

Read and understand different types of literary texts from English-speaking countries.

Environment

Literary and Ludic.

Specific Competency

Read suspense literature and describe moods.

Product B:

Emotionary (inventory of emotions).

Achievements

- Uses various strategies to understand narrative.
- Infers the general meaning and main ideas from details.
- Formulates and answers questions in order to infer information.
- Write opinions regarding moods.
- Organize paragraphs in order to create text.

I. Read and listen to “It comes and it goes” by Dido.

Some days I wanna, and some days I don't.
 Sometimes I can feel it, and suddenly it's gone
 Some days I can tell you the truth, and some days I just don't.
 Only a change of mood, sun goes down, someone says
 something too quick or too soon,
 A touch not made, one made too late army's of words
 cannot hope to contain
 Then it comes and it goes.
 And I have no control.

What do you think the writer is feeling?

Why do you feel this way?

II. Match the beginnings and endings of these adjectives.

conf-, furi-, ann-,
 embarrass-, disappoint-,
 worry-, ner-,
 delight-, upset,
 jeal

-assed -ous
 -used -vous
 -oyed -set
 -ied -ted
 -oited -ious

Write the adjectives

1. _____
2. _____
3. _____
4. _____
5. _____



6. _____
7. _____
8. _____
9. _____
10. _____

III. How would you feel in these situations?

You lose your cell phone.	Your best breaks a promise.	You failed an exam.	You take a class.

Answers: Confused, furious, annoyed, embarrassed, disappointed, worried, nervous, delighted, upset, jealous

IV. Look at the pictures and describe what you feel.



V. Complete the following sentences using some feelings and emotions; angry, jealous, worried, nervous, happy, frustrated.

- 1) Lucy didn't pass the exam. She is quite _____.
- 2) When Mary saw her ex-boyfriend with another girl, she became _____.
- 3) Mark did not study for her exam and is very _____.
- 4) Tony's soccer team won the final game. He is very _____.
- 5) Bursting through the door, the flustered mother screamed uncontrollably at the innocent teacher who gave her child an F. She was _____

VI. Work in pairs asking and answering these questions.

	You	Partner
How do you feel during exam time? Why?	_____	_____
How do you feel when you go to school? Why?	_____	_____
What makes you feel sad? Why?	_____	_____
How does music make you feel?	_____	_____
Do you think good looking people are happier than uglier people? Why?	_____	_____

<http://simpleesl.com/english-esl-conversation-questions-feelings-emotions/>

VII. Read the following text.

The lighting flashed, as the boy, driven with enthusiasm of youth, and blinded by the gleam of gold coins that awaited him, walked into the gates of the mango orchard. The gates creaked, as they were opened. They hadn't been oiled for the past 25 years. Legend had it, that a headless watchman, roamed, the lanes of the orchard at night on a horse, keeping any trouble makers away. Of course the boy did not believe this. So, he set out, in the dead of night, to see for himself, if this headless watchman existed. It seemed like a good idea in the noon, with the sun shining down upon him. But now, with the leaves swaying in the eerie and silvery moonlight, the boy shivered with fear...

As he reached the fifth row of trees, the light rustling of leaves began. Then came the swooshing wind, whistling in his ears. And as he walked on, trembling with fright, he heard the soft Hoovers of a horse. The sound gradually became louder, and then he heard the unmistakable neigh of a horse. Without daring to look behind, he ran towards the end of the orchard. The wall was a dead end. He could not turn to any side. The moon hid behind the clouds, making even more frightened. He tried to see something, anything that would help him, but all he could see, was a velvety darkness. Then, as he slowly turned away from the wall, gathering the courage to make a dash towards the open gates, a bright horse came galloping towards him. Neighing wildly, and seeming uncontrolled, it ran like its tail was on fire. And striding it was a man, a man wearing the uniform of a watchman, and the shoes of a policeman. The boy did not want to look any higher, for he was extremely shaky. But he finally made up his mind, and looked up, to check for himself. What he saw made his skin crawl and his hair stand on end. He shrieked in horror, and blacked out, an instant later. The boy was never the same again.
<http://www.buzzle.com>

Create a list of emotions that the characters in the story might have.

1. _____
2. _____
3. _____

VIII. On your notebook. Answer the following questions about the text.

- Where did the boy go?
- Why did he go?
- What did he see?
- What did he feel?
- What was the man on the horse wearing?
- A name for the story could be?
- What is the story about?
- Have you ever been in a situation like this?
- What mood does the setting of this story create?
- What is your mood about the story?

IX. How does these Smurfs feel?



Tell whether the underlined adjective is positive, comparative, or superlative.

1. The saddest song I have ever heard is **Concrete Angel** by Martina McBride.
2. That movie is the most boring one I have ever seen.
3. La Llorona is more famous than Don Juan Manuel Legend.
4. Do you think good looking people are happier than uglier people?

X. Read the song fragment. Identify the comparative sentence and change them to superlative. Justin Bieber –Never say never / Christina Aguilera – Fighter/ You got to be-Desiree. You can use the complete song to practice listening or pronunciation.

Now he's bigger than me,
Taller than me.
And he's older than me,
And stronger than me.
And his arms a little bit longer than
me.
But he ain't on a JB song with me!

“It Comes and It goes” by Dido

Some days I want love, some days I don't
Sometimes I can feel it then suddenly it's gone
Some days I can tell you the truth, and some days I just don't
Only a change of mood, sun goes down
Someone says something too quick or too soon
A touch not made, one made too late
Armies of words cannot hope to contain
That it comes and it goes, and I have no control

Some days I can think clear, some days I won't
Sometimes I can feel it and suddenly it's gone
Some days I am strong and some days my skin's broken and thin
It arrives when it feels, and takes what it needs
And it leaves before I get to know
It's only a step away, moments
Then armies of words cannot hope to contain

That it comes and it goes, and I can't make it hold
And there's nothing I own and it breaks me when it goes

Some days I want love, some days I don't
Sometimes I can feel it then suddenly it's gone
Some days I can tell you the truth, and some days I just don't
Only a change of mood, drink comes out
Someone does something too quick or too soon
A move not made, one made too late
Armies of words cannot hope to contain

That it comes and it goes and I can't seem to hold

And there's nothing I won and it breaks me when it goes.

NEVER SAY NEVER
JUSTIN BIEBER

See I never thought that I could walk through fire.
I never thought that I could take the burn.
I never had the strength to take it higher,
Until I reached the point of no return.

And there's just no turning back,
When your hearts under attack,
Gonna give everything I have,
It's my destiny.

I will never say never! (I will fight)
I will fight till forever! (make it right)
Whenever you knock me down,
I will not stay on the ground.
Pick it up,
Pick it up,
Pick it up,
Pick it up up up,
And never say never.

I never thought I could feel this power.
I never thought that I could feel this free.
I'm strong enough to climb the highest tower.
And I'm fast enough to run across the sea.

And there's just no turning back,
When your hearts under attack,
Gonna give everything I have,
Cause this is my destiny.

I will never say never! (I will fight)
I will fight till forever! (make it right)
Whenever you knock me down,
I will not stay on the ground.
Pick it up,
Pick it up,
Pick it up,
Pick it up, up, up,
And never say never.
Here we go!
Guess who?
J Smith and Jb!
I gotcha ill bro
found on
I can handle him.
Hold up, aight?
I can handle him.

Now he's bigger than me,
Taller than me.
And he's older than me,
And stronger than me.
And his arms a little bit longer than me.
But he ain't on a JB song with me!

I be trying a chill
They be trying to side with the thrill.
No pun intended, was raised by the power of
Will.

Like Luke with the force, when push comes to
shove.
Like Cobe with the 4th, ice water with blood.

I gotta be the best, and yes
We're the flies.
Like David and Goliath,
I conquered the giant.
So now I got the world in my hand,
I was born from two stars
So the moon's where I land.

I will never say never! (I will fight)
I will fight till forever! (make it right)
Whenever you knock me down,
I will not stay on the ground.
Pick it up,
Pick it up,
Pick it up,
Pick it up, up, up,
And never say never.

I will never say never! (I will fight)
I will fight till forever! (make it right)
Whenever you knock me down,
I will not stay on the ground.
Pick it up,
Pick it up,
Pick it up,
Pick it up, up, up,
And never say never.
Source: musica.com

EXAM UNIT I

UNIT I A	THIRD GRADE
Achievements	Establishes the motive or reason for a complaint. Infers the general meaning from explicit information

I.- Read the dialogue below and answer the questions.

Doctor's Hospital

The telephone rings and the Customer Service Manager answers:

Customer Service Manager: Good morning, Doctor's Hospital Manager.

Patrick's mother: Hello, I'm Patrick's mother, Patrick Brown, he's a Junior High School student, and yesterday he had an accident in school yard.

Customer Service Manager: Yes, I remember that incident, he's a young boy from the Monterrey Junior High School.

Patrick's mother: Yes, that's right.

Customer Service Manager: What can I do for you?

Patrick's mother: Well, I'm calling you because I'm very disappointed because you failed to provide a satisfactory service to him.

Customer Service Manager: Can you explain me that?

Patrick's mother: I took him to your hospital, and it took over an hour to be attended, while being attended, he asked for pain relief, but he didn't receive it until 6 hours later. After that, a doctor arranged for an X-ray of his leg and then discharged him saying that the X-ray was negative. But, as he was still in terrible pain the next day, I took him to another hospital that repeated the X-ray, and found a fracture and admitted him for surgery.

Customer Service Manager: That can't be possible?

Patrick's mother: Well, I'm going to send you his X-ray examination and a copy of the Discharge Summary.

Customer Service Manager: And what do you expect from us?

Patrick's mother: Well the hospital he had his surgery in is a private one and I have to pay for the follow up physiotherapy. I think you should arrange for free physiotherapy for him.

1. What does Patrick's mother want?
 - a) To say thanks to the doctor.
 - b) The hospital takes care of the physiotherapy sessions.
 - c) To tell the Manager that everything was OK.
 - d) To say that the hospital was very expensive.
2. What's the reason for the complaint?
 - a) They didn't have enough medicine.
 - b) They provided an excellent service.
 - c) The X-ray was very expensive.
 - d) The service they provided was unsatisfactory.

3. Why Patrick went to the Doctor's Hospital?
- Because he broke his leg.
 - Because he had a stomach pain.
 - Because he had an accident in her sister's High School.
 - Because he needed physiotherapy.

UNIT I B	THIRD GRADE
Achievements	<ul style="list-style-type: none"> • Infers the general meaning and main ideas from details. • Writes opinions regarding moods. • Organizes paragraphs in order to create texts.

II.- Read the next short story and answer the questions.

The old decrepit woman

Keith opened his eyes; he stared at the ceiling above his bed. He tried to move but couldn't. It was as if the weight of the whole world was pushing against his chest. All he could move was his eyes. He tried to make a sound, any sound, he found that he could not. Keith desperately needed to wake his wife laying beside him. Maybe if he could make a sound Sara would hear him and wake up and help him. He tried to purse his lips to whistle or blow air. Nothing. Then he saw it. The old decrepit woman setting on his chest. He could just make out her face as she came into his range of vision. The old hag leaned over and smiled revealing the only tooth left in her head. In the deepest voice he had ever heard said "Keith do you still not believe in me?". Her lips met his. He tried to let out a shrill, girlish scream. No one heard. Sara slept by his side as the old hag shadow was cast on the wall by the light of the moon flowing through the locked window.

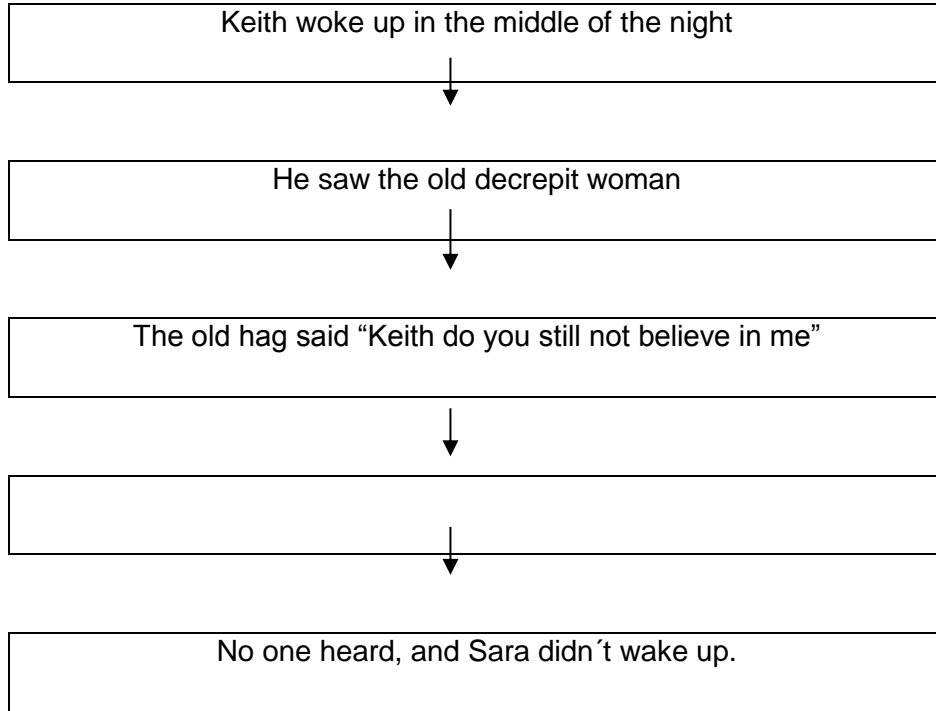
4. This short story is mostly about .

- Sara and her husband
- An old woman that visits Sara
- A man that didn't believe in hags
- Keith and his family

5. What's the character's mood in this short story?

- Happiness
- Excitement
- Admiration
- Fear

The chart shows the order in which some events happen in the short story.



6. Which event belongs in the empty box?

- a) Keith was sleeping.
- b) He tried to yell.
- c) Keith saw the old hag.
- d) He was very happy.

RUBRIC UNIT I

★ Powered by 4Teachers.org

Category	1 Needs Improvement	2 Developing	3 Competent	4 Exceptional
Writing	<ul style="list-style-type: none"> • Can write 1-2 simple sentences. • Many problems with subjects and verbs 	<ul style="list-style-type: none"> • Can write 3-4 simple sentences. • Some problems with subjects and verbs 	<ul style="list-style-type: none"> • Can write 5-7 simple sentences. • Good subject and verb agreement. 	<ul style="list-style-type: none"> • Can write 5-7 simple sentences. • Almost all sentences include subject and verb agreement.
Handwriting, capitalization, spelling and punctuation	<ul style="list-style-type: none"> • Handwriting is difficult to read • Cannot use capitals and punctuation • Many problems with spelling 	<ul style="list-style-type: none"> • Handwriting is little difficult to read • Sometimes uses capitals and punctuation • Some problems with spelling 	<ul style="list-style-type: none"> • Handwriting is easy to read • Uses capitals and punctuation appropriately most of the time • Spelling is correct much of the time 	<ul style="list-style-type: none"> • Handwriting is easy to read • Uses capitals and punctuation correctly almost all of the time • Spelling is correct almost all of the time
Vocabulary (words)	<ul style="list-style-type: none"> • Uses only a few words, often with mistakes. 	<ul style="list-style-type: none"> • Uses more words, and makes some mistakes. 	<ul style="list-style-type: none"> • Uses many words and makes only a few mistakes. 	<ul style="list-style-type: none"> • Uses difficult words correctly.
Ideas	<ul style="list-style-type: none"> • Doesn't follow topic • Doesn't follow model 	<ul style="list-style-type: none"> • Follows topic somewhat • Copies from model with few changes 	<ul style="list-style-type: none"> • Follows topic. • Follows model & uses some personal ideas 	<ul style="list-style-type: none"> • Follows topics • Elaborates on model and shows creativity
Grammar	<ul style="list-style-type: none"> • Makes many mistakes 	<ul style="list-style-type: none"> • Makes some mistakes 	<ul style="list-style-type: none"> • Makes a few mistakes 	<ul style="list-style-type: none"> • Makes almost no mistakes.

NOTE: This rubric is a model and can be modify in its content to adjust it according to the teacher and students' needs.

Unit II

Third Grade

Social Practice of the Language

Understand and write instructions

Environment

Academic and Educational.

Specific Competency

Interpret and write instructions to perform a simple experiment.

Product A:

Set of instructions album.

Achievements

- Understand and interprets order and sequence of instruction elements to perform an experiment.
- Writes and classifies simple and complex sentences in order to create instruction sequences.
- Removes, add, changes and/or rearranges information to edit a set of instructions.

I. Read the following experiment.
weirdsciencekids.com

In this awesome science demonstration we will take five bent toothpicks and make them magically form into a perfect star without touching them. In the process we will learn about capillary action.

Materials Toothpick Star:

- Five Wood Toothpicks
- Water
- Eye or Medicine Dropper

Watch The Toothpick Star Video

Process for Toothpick Star

- 1) Get five new dry wooden toothpicks.
- 2) Bend the toothpicks in the middle so they snap but are still attached by a little piece of wood fragment.
- 3) Arrange the toothpicks on a flat smooth surface so they are roughly in the form of a star. Make sure the pointed ends of each toothpick are pressed together as close as possible. There should be a small circle in the middle (see video and pictures for starting arrangement).
- 4) Add a small amount of water inside the medicine dropper.
- 5) Use the dropped to place about three drops of water in the center circle of your star formation.
- 6) Watch the toothpick star glide into place!!



The Science Behind the Toothpick Star

The toothpicks used in this demonstration are composed of dry wood. When we bend, break, and crack the toothpicks in the middle, the wood fragments inside compress. Once we add water to the center circle of the star, capillary action causes the water to be absorbed into the toothpicks. The water moves inside the dry toothpick from the starting point of the crack or break and continues along the length to the pointed tips. The capillary action or water traveling inside the toothpick causes the toothpicks to glide as they straighten. The formation we used creates a neat looking star.

II. Read the following experiments, paying attention to the lay out. Then answer the questions.

1. Is it a similar lay out to the one you use in your Science class?
2. Do you think you can do this experiment in school?
3. Do you like Science?
4. Can you think of another experiment you can do, different from the ones in this workbook?

In this science experiment we will make a paper helicopter. We will learn what makes our paper helicopter spin while creating a cool homemade science toy.

Materials

- Sheet of Paper 8-1/2 x 11 inches
- Scissors
- Ruler
- Pencil
- Two paper clips

Process to Make Paper Helicopter

- 1) Cut a piece of paper in a rectangle 3 x 5 inches.
- 2) Fold the paper in half the long way.
- 3) Use scissors to cut down the fold you made about 1/2 way.
- 4) Measure about 1/4 inch below the center cut and mark with a dot on both sides of the fold.
- 5) From the edges on both sides cut 1/3 of the way toward the center fold (parallel to the dot you made 1/4 inch down).
- 6) Fold the tabs you made inward to meet the center fold.
- 7) Fold the top helicopter blades in opposite directions.
- 8) Attach a paperclip to the bottom.

Why doesn't the copter simply move sideways through the air? That's because there are two blades, each getting the same push, but in opposite directions. The two opposing thrusts work together to cause the toy to spin.

The Science Behind the Paper Helicopter

The paper helicopter rotates like a helicopter, and the more paper clips you add, the faster the paper helicopter rotates. As the helicopter falls, air rushes out from under the wings in all directions (Bernoulli Effect). The air hits the body of the craft, causing it to rotate around a central point. Adding more paper clips increases the weight and reduces the air resistance but increases the amount of air hitting the paper helicopter wings.

Why does the paper helicopter spin? When the paper helicopter falls, air pushes up against the blades, bending them up just a little. When air pushes upward on the slanted blade, some of that thrust becomes a sideways, or horizontal, push.

Next time you drop your copter, notice which direction it spins as it falls. Is it clockwise or counterclockwise? Now bend the blades in opposite directions-if blade A was bent toward you and blade B was bent away, bend B toward you and A away. Drop the copter again.

III. Make the following experiment.

Make a tornado in a bottle

Learn how to make a tornado in a bottle with this fun science experiment for kids. Using easy to find items such as dish washing liquid, water, glitter and a bottle you can make your own mini tornado that's a lot safer than one you might see on the weather channel. Follow the instructions and enjoy the cool water vortex you create!

What you'll need:

- Water
- A clear plastic bottle with a cap (that won't leak)
- Glitter
- Dish washing liquid

Instructions:

1. Fill the plastic bottle with water until it reaches around three quarters full.
2. Add a few drops of dish washing liquid.
3. Sprinkle in a few pinches of glitter (this will make your tornado easier to see).
4. Put the cap on tightly.
5. Turn the bottle upside down and hold it by the neck. Quickly spin the bottle in a circular motion for a few seconds, stop and look inside to see if you can see a mini tornado forming in the water. You might need to try it a few times before you get it working properly.



What's happening?

Spinning the bottle in a circular motion creates a water vortex that looks like a mini tornado. The water is rapidly spinning around the center of the vortex due to centripetal force (an inward force directing an object or fluid such as water towards the center of its circular path). Vortexes found in nature include tornadoes, hurricanes and waterspouts (a tornado that forms over water).

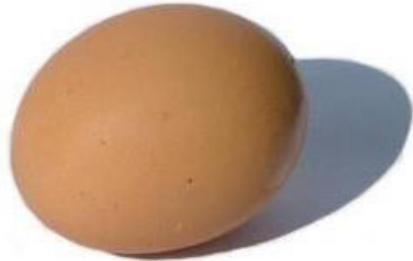
IV. Read the following experiment. Underline the verbs.

Make an Egg Float in Salt Water

An egg sinks to the bottom if you drop it into a glass of ordinary drinking water but what happens if you add salt? The results are very interesting and can teach you some fun facts about density.

What you'll need:

- One egg
- Water
- Salt
- A tall drinking glass



Instructions:

1. Pour water into the glass until it is about half full.
2. Stir in lots of salt (about 6 tablespoons).
3. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).
4. Gently lower the egg into the water and watch what happens.

What's happening?

Salt water is denser than ordinary tap water, the denser the liquid the easier it is for an object to float in it. When you lower the egg into the liquid it drops through the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, they will not have mixed, enabling the egg to amazingly float in the middle of the glass.

V. Read the following experiment

String phone project

What you'll need:

- 2 paper cups
- A sharp pencil or sewing needle to help poke holes
- String (kite string and fishing lines work well)

Instructions:

1. Cut a long piece of string, you can experiment with different lengths but perhaps 20 metres (66 feet) is a good place to start.
2. Poke a small hole in the bottom of each cup.
3. Thread the string through each cup and tie knots at each end to stop it pulling through the cup (alternatively you can use a paper clip, washer or similar small object to hold the string in place).
4. Move into position with you and a friend holding the cups at a distance that makes the string tight (making sure the string isn't touching anything else).
5. One person talks into the cup while the other puts the cup to their ear and listens, can you hear each other?

What's happening?

Speaking into the cup creates sound waves which are converted into vibrations at the bottom of the cup. The vibrations travel along the string and are converted back into sound waves at the other end so your friend can hear what you said. Sound travels through the air but it travels even better through solids such as your cup and string, allowing you to hear sounds that might be too far away when traveling through the air.

Invisible Inks

by Paul B. Janeczko

- 1) Just like many other code and cipher techniques and systems, the use of invisible inks can be traced to ancient times. There are records that the Greeks and the Romans used invisible inks that they extracted from plants and nuts. For example, Pliny the Elder, a Roman naturalist, used the "milk" of the thithymallus plant as an invisible ink. Since then, of course, invisible inks have become more sophisticated, even though they are not nearly as popular as they were during the middle Ages and the Renaissance. Nevertheless, they have played a part in times of war.
- 2) There are two kinds of invisible inks. Some chemicals can be used as invisible inks, but they can be dangerous to use. These chemicals become invisible when they dry. Then they are "developed" with another chemical. This developing chemical is called a reagent, and could be something like iodine vapor or ammonia fumes. The other kind of invisible ink is organic, something easily obtained in nature. Believe it or not, onion juice and vinegar both make good invisible inks. These organic inks are developed by heat.
- 3) Before you start concocting your invisible inks, you need to realize that it may take a bit of experimenting before you get the ink so it works just right for you. So be patient as you work.
- 4) First of all, you will need some equipment. To write with your ink, you can use a quill (made by cutting the tip off of a feather), toothpicks, or a small brush, the kind you use for model painting or watercolors. While it takes some practice to write with a paintbrush, it does make a good "pen" for invisible ink because it will not leave indentations in the paper, a sure giveaway of your invisible secret. You might want to gather a few small jars to keep your ink in. Baby food jars or 35mm film canisters work well. As far as paper is concerned, you will want a fibrous paper,* like school composition paper, rather than glossy paper that won't absorb the ink. All of this equipment can be stored in your field kit.
- 5) Once you have your equipment, you can start working on your inks. Here are a few liquids that make good invisible inks: apple juice, citrus juice (lemon, orange), onion juice (it may take a few tears to mash enough onion to get some ink, but it works well), vinegar, sugar or honey, salt or Epsom salts, baking soda.
- 6) As I said, you will need to experiment, particularly with the inks that require you to dissolve something in water. The juice inks may need to be diluted a bit if you can see their color on the paper.
- 7) There are other invisible inks. Cola drinks (not diet drinks because it is the sugar that makes the ink work) make good invisible inks if you can dilute them so the brown color doesn't show when you write your message. You can also use a styptic pencil, a sort of crayon that people dab on their skin to cover small nicks they get when they shave. Your mom or dad might have one that you can use.
- 8) When you write your message with one of these inks, it will become invisible when it dries. To develop the ink, you need to put some direct heat on the message. You can use a hair dryer, a small heater, an iron on a low setting, or a light bulb, about 150 watts or so. Be careful when you use any of these heat sources. If you use a light bulb or a heater, keep your message five or six inches away from the heat. Just give the heat time to work. If you iron your message, check constantly to make sure it isn't getting too hot.
- 9) Once you have created your invisible inks, use them in a way that works best for you. One of the drawbacks of invisible ink is that you cannot send a lot of information because you need to find a way to hide all that information. In other words, if you are writing two pages of spy intelligence, you cannot simply send two blank pages. That will immediately draw close examination should it fall into unfriendly hands. Some spies wrote their invisible ink messages between the lines of a real letter. Others wrote the secret messages on the other side of the real letter. You could also put a dot of invisible ink over each letter in a newspaper article that, when taken in order, will spell out your message.

- I. Answer the following questions :
1. According to paragraph 2 which of the following is a reagent?
 - A. cola drinks
 - B. onion juice
 - C. baking soda
 - D. iodine vapor
 2. According to paragraph 2, what is the main advantage of using natural products to make invisible ink?
 - A. Natural products may be safer than chemicals.
 - B. Natural products are easier to mix than chemicals.
 - C. Natural products dry more quickly than chemicals.
 - D. Natural products print more clearly than chemicals.
 3. What are the “unfriendly hands” mentioned in paragraph 10?
 - A. people who would try to send a secret message
 - B. people who would try to steal your ink formula
 - C. people who would expose your experiment to others
 - D. people who would read your message against your wishes
 4. Based on paragraph 4, why is a paintbrush a good tool to use to write a message?
 - A. It makes the ink dry faster.
 - B. It helps keep the message secret.
 - C. It makes the message seem like a picture.
 - D. It is easier to find than most other tools.
 5. In paragraph 8, why is one sentence in bold print?
 - A. It starts a new paragraph.
 - B. It is an important warning.
 - C. It defines an unfamiliar term.
 - D. It is something that a person said.
 6. Read the sentence from paragraph 1 in the box below.

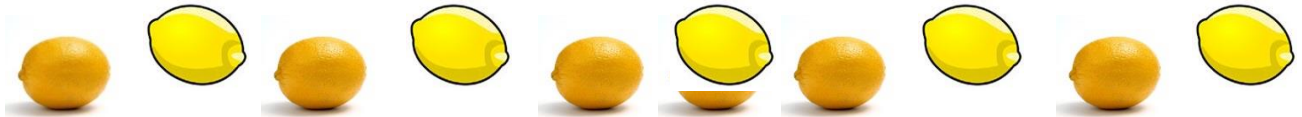
There are records that the Greeks and the Romans used invisible inks that they extracted from plants and nuts.

7. In the sentence, what does the word extracted most likely mean?
 - A. ate
 - B. grew
 - C. colored
 - D. removed

FLASH CARDS EXPERIMENT: INVISIBLE INK VOCABULARY

VI. Read the following experiment.

					
MESSAGE	MIXTURE	LAMP	WATER DROP	HALF LEMON	COTTON BUD
					
WHITE PAPER	LIGHT BULB	BOWL	LEMON JUICE	SPOON	SOMEONE



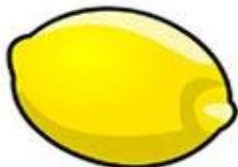
Make the following experiment.

Invisible Ink with Lemon Juice

Making invisible ink is a lot of fun, you can pretend you are a secret agent as you keep all your secret codes and messages hidden from others. All you need is some basic household objects and the hidden power of lemon juice.

What you'll need:

- Half a lemon
- Water
- Spoon
- Bowl
- Cotton bud
- White paper
- Lamp or other light bulb



Instructions:

1. Squeeze some lemon juice into the bowl and add a few drops of water.
2. Mix the water and lemon juice with the spoon.
3. Dip the cotton bud into the mixture and write a message onto the white paper.
4. Wait for the juice to dry so it becomes completely invisible.
5. When you are ready to read your secret message or show it to someone else, heat the paper by holding it close

What's happening?

Lemon juice is an organic substance that oxidizes and turns brown when heated. Diluting the lemon juice in water makes it very hard to notice when you apply it the paper, no one will be aware of its presence until it is heated and the secret message is revealed. Other substances which work in the same way include orange juice, honey, milk, onion juice, vinegar and wine. Invisible ink can also be made using chemical reactions or by viewing certain liquids under ultraviolet (UV) light.

VIII. Number the sentences below according to the right sequence of “How a flower grows.”

- _____ Next a plant grows. It needs water and light.
- _____ After that bees come to the flower and the flower makes new seeds.
- _____ Finally, new plants, flowers and seeds grow again.
- _____ The seeds fall to the ground again and the wind takes the seeds to new soil.
- _____ First, seeds fall to the ground and their roots grow into the soil.
- _____ Then, a flower grows.

IX. Draw pictures to describe the order of events

1.



2.



3.



4.



5.



6.



www.esl-galaxy.com www.english-4kids.com

X. Read Potato Power and watch the video.

The experiment I would be doing today is called “potato power” I’m gonna take these two potatoes to power this one calculator. As you see, this calculator has no batteries in it.

The materials you will need today would be:

- Two potatoes
- Two galvanized nails
- Two pennies
- Three wires

Here are the step by step directions:

Take a penny and pocket into the potato. Do that one, both potatoes. Then take a galvanized nail and pocket into both potatoes. Then take a wire and connect it from a galvanized nail and one potato to a penny in the other. Then put the calculator over and take a wire and connect it from the penny and one to a battery turned off in the calculator. Do that, in the other side too.

When you put it over, it show work. We're learning from this experiment is that when you, when you take the zinc from a galvanized nail and the copper from a penny, it makes a chemical reaction. It takes a chemical reaction to make electrons flow and that's how the calculator works.

**SEE THE FOLLOWING LINK FOR A DEMONSTRATION OF A POTATO BATTERY.
Potato Battery - YouTube.flv**

XI. Now watch the video "Potato battery" and order the step by step directions the kid tells.

- **First, second, third, fourth, fifth.**

Material you'll need:

_____	_____
_____	_____

Step by step directions.

- Then put the calculator over and take a wire and connect it from the penny and one to a battery turned off in the calculator. Do that in the other side too.
- When you put it over. It should work.
- Take a penny and pocket it into the potato. Do that one both potatoes.
- Then take a wire and connect it from a galvanized nail of one potato to a penny in the other.
- Then take a galvanized nail and pocket into both potatoes.

Unit II

Third Grade

Social Practice of the Language

Interpret and express information published in various media.

Environment

Familiar and Community.

Specific Competency

Share emotions and reactions caused by a TV program.

Product B:
Oral presentation.

Achievements

- Anticipates main ideas and the information that explains or supports them.
- Clarifies the meaning of some words.
- Formulates and answers questions to share emotions and reactions.
- Explains main ideas through an oral exchange.

I. Look at the pictures and read the emotions. If you have doubts ask a peer or your teacher.



II. Write the emotions under each picture.





















III. In English we have synonyms, here are a few related to emotions.

Vocabulary of Emotions
Tom Drummond, North Seattle Community College

Happiness	Caring	Fear	Anger	Remorse	Confusion	
Delighted	Adoring	Alarmed	Affronted	Abashed	Baffled	
Ebullient	Ardent	Appalled	Belligerent	Debased	Befuddled	
Ecstatic	Cherishing	Desperate	Bitter	Degraded	Chaotic	STRONG
Elated	Compassionate	Distressed	Burned up	Delinquent	Confounded	
Energetic	Crazy about	Frightened	Enraged	Depraved	Confused	
Enthusiastic	Devoted	Horrified	Fuming	Disgraced	Dizzy	
Euphoric	Doting	Intimidated	Furious	Evil	Flustered	
Excited	Fervent	Panicky	Heated	Exposed	Rattled	
Exhilarated	Idolizing	Paralyzed	Incensed	Humiliated	Reeling	
Overjoyed	Infatuated	Petrified	Infuriated	Judged	Shocked	
Thrilled	Passionate	Shocked	Intense	Mortified	Shook up	MEDIUM
Tickled pink	Wild about	Terrified	Outraged	Shamed	Speechless	
Turned on	Worshipful	Terror-stricken	Provoked	Sinful	Startled	
Vibrant	Zealous	Wrecked	Seething	Wicked	Stumped	
Zippy			Storming	Wrong	Stunned	
			Truculent		Taken-aback	
			Vengeful		Thrown	
			Vindictive		Thunderstruck	
Aglow	Affectionate	Afraid	Aggravated	Apologetic	Adrift	
Buoyant	Attached	Apprehensive	Annoyed	Ashamed	Ambivalent	
Cheerful	Fond	Awkward	Antagonistic	Contrite	Bewildered	
Elevated	Fond of	Defensive	Crabby	Culpable	Puzzled	
Gleeful	Huggy	Fearful	Cranky	Demeaned	Blurred	LIGHT
Happy	Kind	Fidgety	Exasperated	Downhearted	Disconcerted	
In high spirits	Kind-hearted	Fretful	Fuming	Flustered	Disordered	

Jovial	Loving	Jumpy	Grouchy	Guilty	Disorganized
Light-hearted	Partial	Nervous	Hostile	Penitent	Disquieted
Lively	Soft on	Scared	Ill-tempered	Regretful	Disturbed
Merry	Sympathetic	Shaky	Indignant	Remorseful	Foggy
Riding high	Tender	Skittish	Irate	Repentant	Frustrated
Sparkling	Trusting	Spineless	Irritated	Shamefaced	Misled
Up	Warm-hearted	Taut	Offended	Sorrowful	Mistaken
		Threatened	Ratty	Sorry	Misunderstood
		Troubled	Resentful		Mixed up
		Wired	Sore		Perplexed
			Spiteful		Troubled
			Testy		
			Ticked off		
Contented	Appreciative	Anxious	Bugged	Bashful	Distracted
Cool	Attentive	Careful	Chagrined	Blushing	Uncertain
Fine	Considerate	Cautious	Dismayed	Chagrined	Uncomfortable
Genial	Friendly	Disquieted	Galled	Chastened	Undecided
Glad	Interested in	Goose-bumpy	Grim	Crestfallen	Unsettled
Gratified	Kind	Shy	Impatient	Embarrassed	Unsure
Keen	Like	Tense	Irked	Hesitant	
Pleasant	Respecting	Timid	Petulant	Humble	
Pleased	Thoughtful	Uneasy	Resentful	Meek	
Satisfied	Tolerant	Unsure	Sullen	Regretful	
Serene	Warm toward	Watchful	Uptight	Reluctant	
Sunny	Yielding	Worried		Sheepish	

IV. These are some emotions you or someone else might feel.

Vocabulary of emotions.

Happy	Thoughtful	Reflexive	Anxious	Afraid
Horrified	Fearful	Scared	Proud	Embarrassed
Afraid	Calm	Relaxed	Impressed	Intimidated
Sad	Angry	Stressed out	Depressed	Nervous
Frustrated	Bewildered	Shocked	Sensitive	Shy
Worried	Aggressive			

V. Here are some sentences which include emotions, read them carefully.

Every morning, Sam is so **enthusiastic** to begin his day that he jumps out of bed and begins to sing.

His mother became **worried** when she didn't hear from him for two days.

A year after being fired from his job, Alan is still very **bitter**. He has a lot of resentment towards his former boss.

Read the following paragraphs and write the correct missing word.

Thankful, shy, threatened, homesick.

Katie feels _____ every time her boyfriend talks to another girl. She thinks that every girl wants to steal him.

Even though I am accustomed to traveling for business, I still get _____ if I am away from my home for more than a week.

David is quite _____ so he doesn't like talking to people he doesn't know.

In the U.S., Thanksgiving is a holiday in which people give thanks for the blessings they have. Before the Thanksgiving meal, family members will say what they are _____ for.

VI. Choose the correct feeling or emotion to complete the sentences.

Read the sentences and write your own example.

I am absolutely furious!! I cannot believe that my dog chewed my favorite shoes. Now they're ruined!

Cats are so **curious** that they often get into trouble. Once, my cat fell into the bath tub because she wanted to know what was inside!

When Dave found out that the plumber charged him double the normal amount to fix his toilet, he felt **cheated**.

After his grandmother passed away, Ken was so **grief-stricken** he couldn't get out of bed.

When Emily has a lot of work to do and feels **stressed**, she becomes very **tense** and cannot relax.

Our friend Lily makes us feel **left out** when she has a party but doesn't invite us.

Even in hard times when I don't have a lot of money, I stay **hopeful** and believe that next month will be better.

My aunts enjoy inviting me to their romance book club. I always feel **trapped** because I don't want to hurt their feelings by saying no, but I also don't want to go and listen to sixty-year old women talk about romance.

As a teenager, Alexandra liked to be **rebellious** and defy her parents. She used to sneak out of the house after her parents fell asleep to go to parties.

When I see that **puzzled** look on your face, I know that you didn't understand my question.

Mr. and Mrs. Porter are very **cautious** about answering their door. If they are not expecting a visitor, they won't open the door.

Ugh! I don't have anything to do. I'm so **bored!!**

1. My brother was very _____ when the thief broke into our house last night.
 - a. Delighted
 - b. stubborn
 - c. scared
2. Krista has not seen her family for three years and so she feels very _____ at the moment.
 - a. Clumsy
 - b. homesick
 - c. curious
3. Adam is very _____. He is always breaking something.
 - a. Clumsy
 - b. jealous
 - c. mean
4. We were all _____ when they announced that the president had died.
 - a. Guilty
 - b. shocked
 - c. bitter
5. I was _____ that you didn't come to my party last weekend.
 - a. Eager
 - b. restless
 - c. disappointed
6. My parents were very _____ when I won an award at university.
 - a. Proud
 - b. awkward
 - c. lazy
7. After driving for ten hours the bus driver was _____ and needed a good sleep.
 - a. Grief-stricken
 - b. energetic
 - c. exhausted
8. He bought himself a dog so that we wouldn't feel so _____.
 - a. Lonely
 - b. tired
 - c. embarrassed
9. The children were very _____ and so were sent to bed without dinner.
 - a. Mischievous
 - b. fearless
 - c. affectionate
10. Despite all the interviews he could not obtain a job. He started to feel _____.
 - a. Grateful
 - b. honored
 - c. rejected

11. Initially, my mother is very _____ when she meets new people.
 - a. Spiteful
 - b. hostile
 - c. shy
12. The secretary had so much work to do that she felt _____.
 - a. Overwhelmed
 - b. bored
 - c. rebellious
13. Don't panic! Our dog is very _____. It just wants to make friends.
 - a. Aggressive
 - b. affectionate
 - c. impressed
14. I feel _____. I want to help my friend but I don't know what to do for him.
 - a. Surprised
 - b. frustrated
 - c. peaceful
15. He always lies. So I am very _____ of anything he says.
 - a. Distrustful
 - b. thrilled
 - c. honored
16. My friend felt very _____ when I told him we were going to dive with sharks.
 - a. Relieved
 - b. unlucky
 - c. frightened
17. The student had studied for the exam but he still felt very _____.
 - a. Tense
 - b. alive
 - c. detached
18. We should all feel _____ for the friend we have in our life.
 - a. Self-conscious
 - b. thankful
 - c. left out
19. He always wants to do better than his big brother. He has a very _____ nature.
 - a. Competitive
 - b. restrained
 - c. disgusted
20. Lately, she has been very _____ and doesn't like to wait for people.
 - a. Defeated
 - b. blue
 - c. impatient

Match the sentence with correct word.

1. Walking to the bank to deposit money makes me very _____. I'm always _____ someone is going to rob me. () calm
2. Wow! I'm really that Ashley can speak 7 languages, whereas I only speak one! () proud
3. Grandpa was very of me when I got a promotion at work. He took me out to dinner to celebrate. () Impressed
4. Nothing makes me more _____ than when I fail my exams. I feel _____ the rest of the day. () burdened
5. Many times, co-workers feel _____ with the task of covering the mistakes of their irresponsible colleagues. () Uneasy- scared
6. In case of an emergency, stay _____ and move toward the exits. () Upset- depressed
7. Once, I got a horrible haircut that left me looking I got electrocuted. For months, I felt _____ about going outside my house. I swear everyone was laughing at me. () Self-conscious
8. I don't feel _____ right now, if fact I feel quite _____ and I don't want to do anything. () withdrawn
9. Maggie is a _____ friend of mine. She will try anything once, no matter how dangerous the activity is. () Energetic-lazy
10. Although the storm destroyed many of the buildings along the shore, we feel _____ that our house didn't suffer any damage. () Fearless
11. I'm **concerned** about Gregory. He has been very _____ from the rest of the world ever since he lost his job. () Fortunate

VII. Watch Oprah's video and write the words she mentions expressing her emotions video on you Tube.



Emotions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

VIII. Answer the following questions.

1. What was the reaction of the TV presenters when they heard Oprah's letter?

3. How does Oprah describes herself?

2. What was your reaction? How did you feel when you hear Oprah's letter?

4. How can you describe yourself? What are you like?

IX. Listen to Destiny's song and underline the emotions you find.

Destiny's Child - Emotions LYRICS

It's over and done
but the heartache lives on inside
And who's the one you're clinging to
instead of me tonight?

And where are you now, now that I
need you?
Tears on my pillow wherever you go
I'll cry me a river that leads to your
ocean
You never see me fall apart

In the words of a broken heart
it's just emotion taking me over
Caught up in sorrow
lost in the song
but if you don't come back
Come home to me, darling
don't you know there's nobody left in
this world to hold me tight
nobody left in this world to kiss
goodnight
Goodnight, goodnight

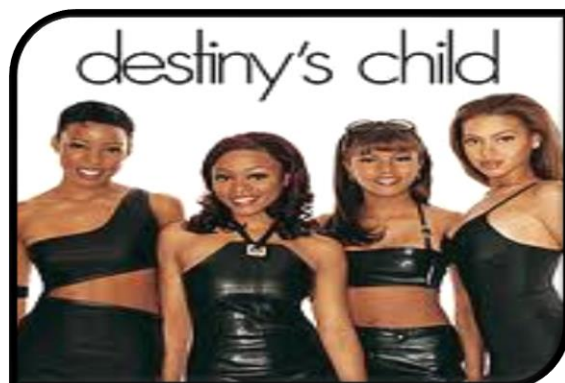
I'm there at your side,
I'm part of all the things you are
But you've got a part of someone else
You've got to find your shining star

And where are you now, now that I
need you?
Tears on my pillow wherever you go
I'll cry me a river that leads to your
ocean
You never see me fall apart

In the words of a broken heart
it's just emotion taking me over
Caught up in sorrow
lost in the song
but if you don't come back
Come home to me, darling
don't you know there's nobody left in this
world to hold me tight
nobody left in this world to kiss goodnight
Goodnight, goodnight

And where are you now, now that I need
you?
Tears on my pillow wherever you go
I'll cry me a river that leads to your ocean
You never see me fall apart

In the words of a broken heart
it's just emotion taking me over
Caught up in sorrow
lost in the song
but if you don't come back
Come home to me, darling
don't you know there's nobody left in this
world to hold me tight
nobody left in this world to kiss goodnight
Goodnight, go odnight



X. Read what people think or comment about the **Destiny's song**.

Examples of comments: the song.

[@jazzrich10](#) I know right?!! Lol
[statuesque27](#)

Man everytime I see this video or hear
this song i cry but I love it!!!! I miss destiny's child

[Only1Roncoa](#)

This video is talking about what people
are feeling, and what's really going on.

[bqrass276](#) hace 1 mes

Debra Wilson

[hanjiney](#) hace 1 mes

This song is to depressing

[imsospecial14](#) hace 2 meses

Does Beyonce have to walk like that in
this video??!!! L Mao ! Love u Beyonce

[jazzrich10](#) hace 3 meses

Michelle's part is always sad

[raeven1212](#) hace 3 meses

Awww so sad I wish they still were a
group...lol at Beyonce

EXAM UNIT II

UNIT II A	THIRD GRADE
Achievements	<ul style="list-style-type: none">• Writes and classifies simple and complex sentences in order to create instruction sequences.• Removes, add, changes and/or rearranges information to edit a set of instructions.

I.- In the following experiment you are going to put in order the sequence of instructions to make your lemonade soft drink. Read carefully and choose the correct answer for number 1.

There's a lot of people out there that like drinking fizzy drinks, so why not do a fun science experiment that leaves you with your own lemon soda to drink. A bit of lemon here and a bit of baking soda there and before you know it you'll be an expert at making your own fizzy drinks. Make your own lemonade soft drink with this fun experiment.

What you'll need:

- * Lemons
- * Drinking glass
- * Water
- * 1 teaspoon of baking soda
- * Some sugar to make it sweet

Now, you are going to put in order the sequence of instructions to make your lemonade soft drink.

_____ Stir in the teaspoon of baking soda.

_____ Give the mixture a taste and add in some sugar if you think it needs to be sweeter.

_____ Pour in an equal amount of water as lemon juice.

_____ 1 Squeeze as much of the juice from the lemon as you can into the glass.

1. Choose the correct sequence of the instructions to make your lemonade soft drink.

- a) 3, 4, 2, 1
- b) 3, 2, 4, 1
- c) 3, 4, 1, 2
- d) 3, 2, 1, 4

II.- In the following experiment you are going to remove or add information to edit a set of instructions.

Water molecules on the move

This experiment is great for testing if hot water molecules really move faster than cold ones. Pour some water, drop in some food coloring and compare results.

What you'll need:

A clear glass filled with hot water

A clear glass filled with cold water

Food coloring

An eye dropper

- 1.- Watch what happens to the food coloring.
- 2.- Vegetal oil.
- 3.- Fill the glasses with the same amount of water, one cold and one hot.
- 4.- Alka- Seltzer.

2. Choose from the box the correct ingredients/objects you need for the experiment and then select the correct answer.

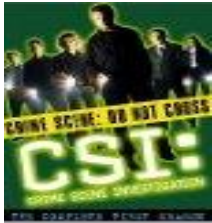
- a) 1, 2, 4
- b) 1, 3, 6
- c) 1, 2, 5
- d) 1, 2, 7

3. Now, select the correct order to follow the instructions for this experiment.

- a) 1, 5, 3
- b) 2, 3, 4
- c) 3, 6, 1
- d) 4, 2, 1

UNIT II B	THIRD GRADE
Achievements	<ul style="list-style-type: none"> • Anticipates main ideas and the information that explains or supports them. • Clarifies the meaning of some words.

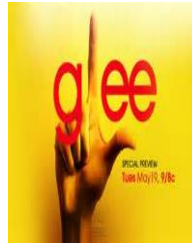
II.- Look at the following TV programs and identify the information that explains or supports them.



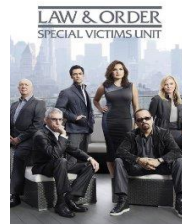
An elite team of police forensic evidence investigation experts work their cases in Las Vegas



The satiric adventures of a working-class family in the misfit city of Springfield.



A high-school Spanish teacher becomes the director of the school's Glee club, hoping to restore it to its former glory.



This show introduces the Special Victims Unit, a new elite squad of NYPD detectives who investigate sexually related crimes.



An antisocial maverick doctor who specializes in diagnostic medicine does whatever it takes to solve puzzling cases that come his way using his crack team of doctors and his wits.

- 4.- It's a musical comedy- drama.
- The Simpsons
 - CSI
 - Glee
 - Dr. House

- 5.- It's an American adult animated sitcom.
- CSI
 - Law and Order
 - Dr. House
 - The Simpsons

- 6.- It's a police procedural and legal drama.
- Law and Order
 - Dr. House
 - CSI
 - Glee

- 7.- It's an American crime drama.
- The Simpsons
 - CSI
 - Law and Order
 - Glee

- 8.- It's a television medical drama
- a) Law and Order
 - b) Glee
 - c) Dr. House
 - d) The Simpsons

III.- Identify the emotion in the following expressions.

9. It's a feeling of great happiness.

- a) Fear
- b) Anger
- c) Joyful
- d) Boredom

10. It's an emotion characterized by feelings of tension worried thoughts and physical changes like increased blood pressure.

- a) Anxiety
- b) Joyful
- c) Boredom
- d) Happiness

11. Feeling impatient or dissatisfied, because you are not interested in something.

- a) Curiosity
- b) Terror
- c) Sadness
- d) Boredom

12. A strong emotion caused by something frightful or shocking.


- a) Boredom
- b) Horror
- c) Happiness
- d) Frustration

13. Looking for something new. A strong feeling of wanting to find out something.

- a) Curiosity
- b) Sadness
- c) Anger
- d) Happiness

RUBRIC UNIT II

Oral Presentation Rubric

 Powered by 4Teachers.org

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Vocabulary	Uses vocabulary appropriate for the audience. . Includes words that might be new to most of the audience and define them	Uses vocabulary appropriate for the audience. Includes words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

NOTE: This rubric is a model and can be modify in its content to adjust it according to the teacher and students' needs.

Unit III

Third Grade

Social practice of the language:

Participate in language games to work with specific linguistic aspects.

Environment: Literary and ludic.

Specific Competency: Participate in language games to comprehend and write irregular verb forms.

Product A:
Memory game.

Achievements

- Compares sentences with and without irregular verbs forms
- Classifies sentences according with their verb tense.
- Uses perfect tenses and simple past in sentences and texts.
- Writes and dictates sentences with irregular verb tenses.

Surprise Party!

For many verbs, the simple past tense does not end in *-ed*.

Directions: Write the correct form of the irregular verb in simple past tense.

Example: He _____ (to do) the homework.
He did (to do) the homework.



Complete the following paragraph. Use past tense.

Surprise Party!

The big day _____ (have) come at last. Mrs. Smith's third grade secondary class waited quietly for her to come into the room. They had planned the party a week ago. Today some students _____ (bring) the cupcakes, the napkins, the soda, and the cups. Everyone wanted the party to be a surprise. Mrs. Smith did not know the students _____ (know) it was her birthday. When she _____ (come) back into the room, the students shouted, "Happy birthday, Mrs. Smith!" And then the students _____ (get) a surprise, too! Mrs. Smith had brought everyone a party hat and ice cream!

Look at the chart and write some sentences using a word for each column.

WHO	WHAT	WHERE	WHEN
I	BOUGHT a new bike	at the store	yesterday.
My friend	LOST the keys	in her/ his house	5 minutes ago.
The students	DREW a picture	at the wall	last week.
The teacher	TAUGHT English	at school	last year.

1. _____

3. _____

2. _____

4. _____

REMEMBER

Who



What



Where/ When

Look at the example and write your own sentences.

1. _____

3. _____

2. _____

4. _____

I have climbed highest mountains

Many of the past participles are irregular. You have to learn them by heart. On the following text there are some present perfect sentences using regular verbs and some with irregular verbs. Underline the sentences with irregular verbs.

I have climbed highest mountains
I have run through the fields
Only to be with you
Only to be with you
I have run
I have crawled
I have scaled these city walls
These city walls
Only to be with you

But I still haven't found what I'm looking for

I have kissed honey lips
Felt the healing in her fingertips
Burning like a fire
This burning inside her

I have spoke with the tongue of angels
I have held the hand of a devil
It was warm in the night
I was cold as a stone

We form the Present Perfect with the present simple of the verb "to have" + past participle of the main verb. Use these time expressions Never, yet, since, for, ever, already, just, up until now.

REMEMEBER

AFFIRMATIVE

Subject + have/ has+ participle

Fix the mistakes in the sentences below.

1. My teacher has live in Japan, Australia, and New Zealand.

2. My sister have finished her homework already.

3. Ellen and Steven have never ate at that restaurant before.

4. Julie is tired because she haven't took a nap yet.

5. I have ate sushi, but I don't really like it.

Past perfect

Imagine that two things happened in the past, the past perfect is used to show you which of two events happened first. In other words, **past perfect tense** indicates the *first* of the two actions.

Look at this example

- My roommate left (6:00)
- I woke up this morning (8:00)



First my roommate left then I woke up.

When I **woke up** this morning, my roommate **had left** already.

Look at the sentences and underline event that happened first.

- When I woke up this morning, my roommate had left already.
- After I had eaten my dinner, I went to see a movie.
- Before I arrived at the theater, the movie had already begun.
- Before Tim had had a big black beard, he shaved it off two days ago.
- After Jane had studied a lot, she passed the exam.



Complete the following sentences.

I _____ (finish) the homework, before my friends _____ (arrive).

When she _____ (go) out to play she _____ (already do) her homework.

I _____ (be) late to school because I _____ (miss) the bus.

When I _____ (meet) my sister at 10 o'clock she _____ (not eat) breakfast.

Before my friend _____ (go) to school He _____ (call) me.

Match the following *infinitive* verbs with their *past* and *participle* form. Use different colors to draw the line..

INFINITIVE

GO

DO

FORGET

SEE

WRITE

PAST

FORGOT

SAW

WENT

WROTE

DID

PARTICIPLE

DONE

FORGOTTEN

SEEN

GONE

WRITTEN

Listen and complete

Locked out!

I **had** a terrible day last Friday. It **was** around 9 in the morning and I _____ alone as all of my family had gone to work. I'd _____ breakfast but I **hadn't** _____ dressed yet.

I _____ into the kitchen and _____ that the rubbish bin needed emptying. So I **picked up** the bin liner and went to take it outside. I _____ the front door and **went** along the corridor to the place where you leave your rubbish.

As **put** the bag down I _____ a draught of air and **heard** a bang. When I **got** back to my flat, I _____ that the door was closed. The wind **had blown** it shut.

I _____ my hand in the pocket of my pajamas, but I **had left** my keys inside.

I tried ringing my neighbor's door bell, but they **had gone** to work.

So I **went** down to the security man **to** _____ my husband. But they told me he **had gone** to China for the day!

So I had to wait all day in the corridor outside my flat!

I. Read the following conversation.

Have you heard about any crimes lately in the news? Discuss the news in pairs and then report back to the entire class.

Read the following text.

John was a useless bank worker; he was lazy and forever dreaming. His co-workers always complained bitterly about how much work they had to do to make up for him; little did they know that actually he had plans.

One day he was resting on his desk; his boss saw this and told him to get to work. John said, "I'll have it all done by 2 pm, I promise." "You will!" scream his boss, "or you'll be collecting your last pay check this time tomorrow." John wasn't bothered, under his breath he said, "Not to worry, I'll be relaxing on a beach this time next week; I won't be worrying about my pay check. I'll have got enough money to last my whole life by the end of today!" His colleagues heard this; what did it mean, he'll have made enough money by then?

"Ha, ha," John laughed, "I have a plan. By the end of the day, I'll have broken into safe; I'll have taken some of the money left there and I'll have spent my last few miserable hours in this bank." When one of the girls asked him what he was saying he repeated more clearly, "At 10 am this time next week, I'll be flying to Mexico with my girlfriend; I certainly won't be thinking about this bank." Little did John know that his colleagues had taped everything, "We don't

Mark (✓) the correct answers.

What will John have done by the end of the day?

- **He will have done his work!**
- **He will have broken into a safe.**
- **He will have got enough money.**
- **He will have cleaned the office.**
- **He will have taken some money.**
- **He will be worried about a pay check.**

Notice the use of:

- This time next week
- By the end of the day
- By this time next week
- At 10 pm tomorrow
- At 2 pm on Friday

Which tenses are these?

The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

Mixed Future Fill in the spaces with a verb in the correct tense.

DO EAT STUDY SLEEP GO

- 1) At lunchtime tomorrow, I won't be at home. I will _____ in the library.
- 2) You don't need to make dinner tomorrow. When I get home, I will _____ already _____.
- 3) Make sure you're quiet when you get up tomorrow. The kids will still _____
_____.
- 4) If you get home after midnight tonight, I will _____ to bed.
- 5) What will you _____ at 9 pm tonight?

Imagine your girl friend is dating someone special next Friday at 7pm. This person is very special, he is very impatience, he doesn't like to wait, so your friend must be ready on time. There are several things your friend must have been done before the date.

Buy a new dress



Go to the salon



Have a bath



Call her friend



7:00 PM

Write some sentences using the actions above. Look at the example.

1. By 7:00 She will have bought a new dress.
2. _____
3. _____
4. _____

Color the sentences according to the tense: Past simple –red, Present Perfect –blue, Past Perfect orange; Future Perfect yellow.

I SAW A MOVIE LAST NIGHT.	I FORGOT MY HOMEWORK YESTERDAY.	I HAD DONE MY HOMEWORK BY THE TIME I LEFT SCHOOL.	I HAVE FORGOTTEN MY HOMEWORK FOR THE LAST TWO DAYS.
I HAVE EATEN CHINESE FOOD.	I WILL HAVE SEEN THAT MOVIE BY NEXT WEEK.	WE WENT TO THE MOVIES AFTER WE HAD EATEN OUR DINNER.	I WILL HAVE EATEN MY DINNER BY THE TIME YOU FINISHED WASHING THE DISHES.
I ATE DINNER AT 6 P.M. LAST NIGHT.	I WILL HAVE FINISHED MY HOMEWORK BY 6:00 P.M.	I HAVE SEEN THAT MOVIE.	I DID MY HOMEWORK AFTER SCHOOL
I HAVE ALWAYS DONE MY HOMEWORK ON TIME.	I WILL HAVE FORGOTTEN MY HOMEWORK BY THE TIME HE ARRIVED.	I HAD SEEN THAT MOVIE SEVERAL TIMES.	I HAD FORGOTTEN MY HOMEWORK JUST ONCE.

Rubric: Creating a Board Game

	Level 1 Value _4_	Level 2 Value _6_	Level 3 Value __10_	TOTAL
CONTENT	Very little use of target tenses.	Moderate level of target tenses is presented.	High level of target tenses is presented.	
PRACTICALITY	The game would take considerable effort to set up and play...more effort than it's worth.	The game is fairly easy to set up and play, but a few glitches are apparent.	The game is very easy to set up and play in the context it was designed for.	
RULES AND INSTRUCTIONS	No written rules or instructions were provided.	Limited written rules and instructions were provided.	Well- developed, easy-to-follow written rules and instructions were provided.	
CREATIVITY	Little creativity used to make the game informative or fun.	Some creativity used to make the game informative and fun.	High level of creativity used to make the game informative, appealing.	
COOPERATIVE EFFORT	Student did not work cooperatively with the team	Student contributed limited cooperative effort on the project.	Student contributed a high level of cooperative effort on the project.	

STUDENT CHECK LIST

	YES	NO
The title is included		
Directions make it perfectly clear how to play and win the game.		
All of the playing pieces are included.		
The requirements were followed completely.		
Have you checked for correct spelling?		

TEACHER COMMENTS

Unit III

Social practice of the language:

Read and rewrite informative texts from a particular field.

Environment: Academic and educational.

Specific competency:

Write a short report about a historical event.

Product B:


Report anthology of historical events.

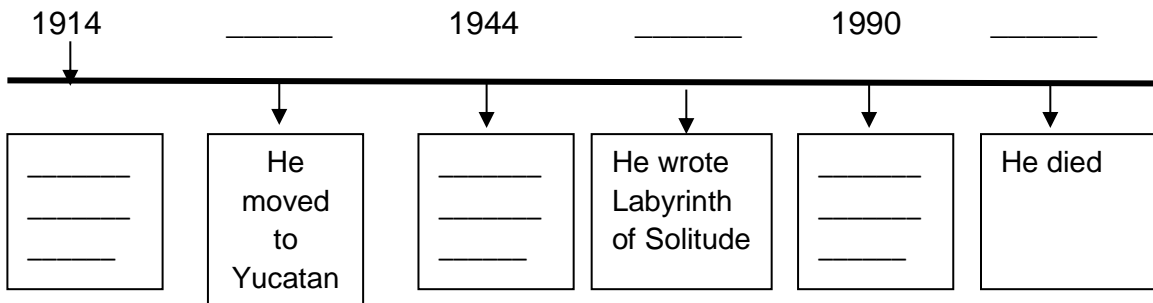
Achievements

- Formulates questions in order to distinguish between main and secondary ideas.
- Writes simple and complex sentences.
- Links sentences together in order to make a paragraph.
- Writes a short report, based on a model.
- Check spelling conventions and adjusts language according to intended audience and purpose, to edit

Historical Events

Read this article and complete the timeline of events in Octavio Paz life.

<p>Paz, Octavio (1912-1998).</p> <p>This poet, critic and diplomat, was the first Mexican author to receive the Nobel Prize for Literature (1990). This was a very special event for him and for all of Mexico.</p> <div style="text-align: center;">  </div>	<p>Paz was born in Mixcoac in Mexico City and he studied in the same city. In 1937 he moved to Yucatan, where he worked as a teacher in a rural school. In 1944, thanks to Guggenheim scholarship, he studied for a year in the United States, where he discovered the poetry of the English language. His works reflected various influences, including Aztec mythology, Asian philosophy and surrealism. His poetry was philosophical and he wrote about the nature of solitude. The Labyrinth of Solitude (1950) reflects on Mexican culture, history and mythology. Liberty under Oath (1960) consists of poems he wrote between 1935 and 1957. His best known poem is Sunstone (1958). Paz did not only write poetry but also texts analyzing civilizations, art and literature. From 1962 to 1968, he served as Mexico's ambassador to India. His death, on April 19th, 1998, represented the loss of the greatest Mexican thinker and poet.</p>
--	---



Match the questions to the answers.

- | | |
|--------------------------------|---|
| 1. When was Octavio Paz born? | _____ a) in 1914. |
| 2. Where was he born? | _____ b) Sunstone. |
| 3. What was his occupation? | _____ c) On April 19 th , 1998. |
| 4. What is his best know poem? | _____ d) In Mixcoac, Mexico City. |
| 5. When did he die? | _____ e) He was a poet, a critic and a diplomat |

Read one more time the text and identify the connectors.
 How many did you find? _____



What do you think the text is about?

- Can you identify the topic?
- Identify unknown words.
- Make a comparative chart.



Technology Changing Times

Times are changing constantly, and so are people's habits and what they do. Only fifty years ago, for example most people didn't have a TV; they listened to the radio. It was very fashionable to have a radio. Mp3 players didn't exist in those days and people listened to music on their record players instead. Popular music genres like hip hop and rap didn't exist either and people danced to other types of music like jive and rock'n roll. Communication was also different. Machines that we all use today like; computers and cell phones replaced typewriters and telegrams. Life is faster now. People didn't travel so much and family life was more important. It was expensive to travel by plane so families, had their vacations near home. On vacation, children invented their own games. Unlike children today, they didn't play video games and watch DVDs all day.



Write the topic of the text. _____

Write the main idea of the text. _____

Write the supporting details. _____



A **topic** identifies who or what the passage is about.

A **main idea** is the most important point the author is making about the topic. It's often stated in a topic sentence.

Supporting details. the specific ideas to develop, explain or support the main idea.

Facebook Creator is Time Person of the Year

Time magazine has named Mark Zuckerberg, the founder of Facebook, as and their Person of the Year 2010. Zuckerberg, 26, is the second-youngest winner of the **accolade**. He won the award for connecting 12 percent of the planet on his social networking site. This is an **impressive** statistic considering the site has yet to make any **impression** in China. Mr Zuckerberg said on Wednesday, naturally on his Facebook page: "Being named as Time Person of the Year is a real honor and recognition of how our little team is building something that hundreds of millions of people want to use to make the world more open and connected. I'm happy to be a part of that." The young **entrepreneur** owns a quarter of the shares of Facebook and is a multi-billionaire.

It was uncertain for a while who would win Time's annual honour. Readers voting in the online **poll** chose the Wikileaks founder Julian Assange as the winner. However, Time panelists chose Mark Zuckerberg. Time's editor Richard Stengel explained they chose Zuckerberg because he was a more positive figure than Assange and because he changed "how we all live our lives in ways that are innovative and even optimistic". He wrote on Time's website: "There is an **erosion** of trust in authority, a decentralizing of power and at the same time, perhaps, a greater faith in one another..." he said. Mr. Stengel continued: "Zuckerberg sees the world as **filled** with potential friends." Perhaps only the Facebook creator himself knows how much more he can do.

What's best about Facebook? Rank these and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again

- photos
- making new friends
- finding old friends
- Like
- sharing things
- my avatar
- social networking
- knowing people's news

TRUE / FALSE: Read the headline. Guess if the sentences below are true (T) or false (F).

- a. The man who created Facebook has won a magazine's award. T / F
- b. Mark Zuckerberg, at 26, is the youngest ever winner of this award. T / F
- c. Over 20 per cent of the world population use Facebook. T / F
- d. Zuckerberg has a huge team helping him keep Facebook going. T / F
- e. There was a possibility Julian Assange could win the award. T / F

Answer the following questions

Why do you think Facebook is so popular?

What do you think of the fact that 12% of the world population is on Facebook?

Why hasn't China up to Facebook?

Is a more connected world a better world?

<http://busyteacher.org>

Irregular Verb Past Tense Word Search

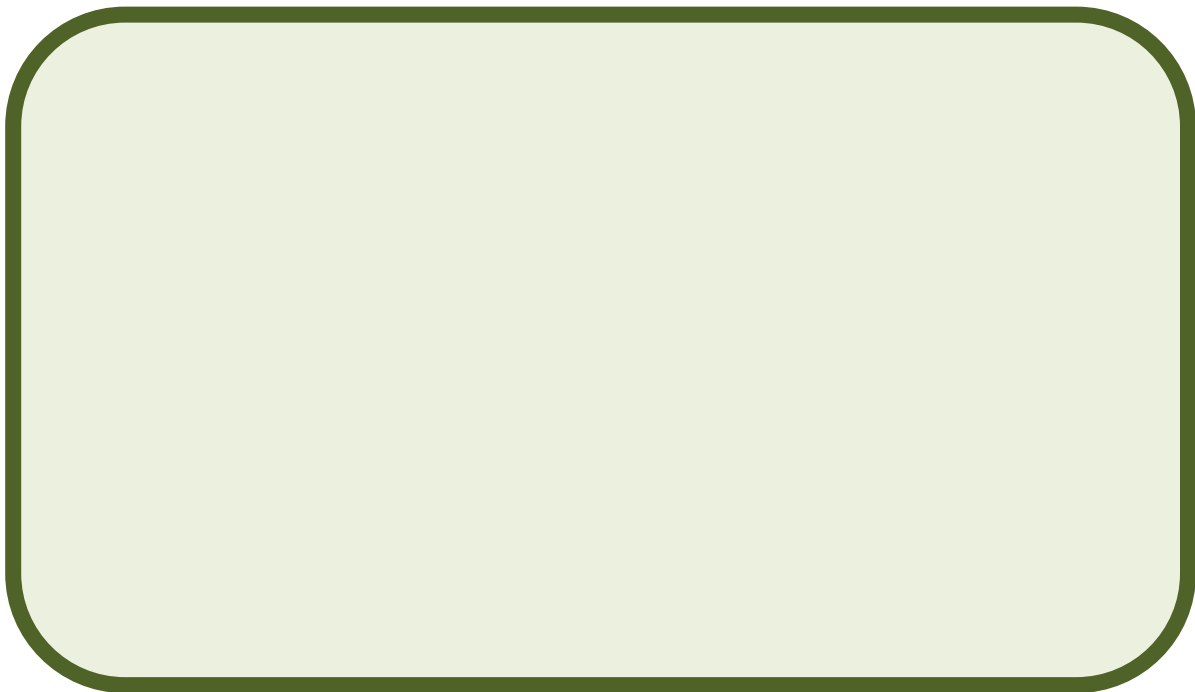


Write the past tense next to each of the verbs below. Then, find the past tense of the verb in the grid to the left.



- | | | | | | |
|--------|-------|-------|-------|-------|-------|
| become | _____ | hide | _____ | sell | _____ |
| bite | _____ | hit | _____ | shut | _____ |
| break | _____ | hold | _____ | speak | _____ |
| choose | _____ | keep | _____ | spend | _____ |
| drive | _____ | leave | _____ | stand | _____ |
| fall | _____ | lose | _____ | teach | _____ |
| feel | _____ | mean | _____ | tell | _____ |
| fight | _____ | pay | _____ | think | _____ |
| find | _____ | put | _____ | wear | _____ |
| fly | _____ | quit | _____ | win | _____ |

Write a short report about a historical event



Check list for Assessing Student Writing: Research Report

	Yes	No
The writing fulfills its purpose by presenting information gathered about a topic.		
The writing has an introduction, a body, and a conclusion.		
Sufficient details are provided to explain each step or piece of information.		
Accurately documented sources are cited.		
The writing is free of misspellings, and words are capitalized correctly.		
Sentences are punctuated correctly, and the piece is free of fragments and run-ons.		
The paper is neat, legible, and presented in an appropriate format.		

EXAM UNIT III

UNIT III A	THIRD GRADE
Achievements	<ul style="list-style-type: none">• Compares sentences with and without irregular verb forms.• Classifies sentences according to their verb tense.• Uses perfect tenses and simple past in sentences and texts.

I. Read this paragraph, and then choose the correct set of verbs.

Our first garden

Two years ago, my brother and I _____ our first garden. First, we _____ the location of the garden. We put it in a place that _____ a lot of sunlight, then we _____ the ground. After that, we _____ fertilizer.

1. Choose the correct set of verbs.

- a) planted / choose / got / dig / add.
- b) plant / chose / got / dug / add.
- c) planted / chose / gets / dug / added
- d) plant / choose / gets / dig / added

2. Now, decide if the correct verb is a regular or an irregular one.

- a) 1.Regular / 2. Irregular / 3. Irregular / 4. Irregular / 5. Regular
- b) 1.Regular / 2. Regular / 3. Irregular / 4. Regular / 5. Irregular
- c) 1.Irregular / 2. Irregular / 3. Regular / 4. Irregular / 5. Regular
- d) 1.Regular / 2. Irregular / 3. Regular / 4. Regular / 5. Irregular

II. Complete the following paragraph, choosing the correct verb in each sentence.

Taxi Driver

I (3)_____ for the G&M Company for the past six months. In this time, I (4)_____ every back alley in the city and _____ every shortcut. I (5)_____ to the hospital with expectant mothers and (6)_____ bags of groceries. My passengers 7)_____ me with some tips. I (8)_____ to love my job.

3. Choose the correct verb for this sentence.

- a) has worked
- b) work
- c) have worked
- d) worked

5. Choose the correct verb for this sentence.

- a) raced / carry
- b) has raced / carry
- c) race / carried
- d) have raced / carried

7. Choose the correct verb for this sentence.

- a) has learn
- b) learn
- c) have learned
- d) learning

4. Choose the correct verb for this sentence.

- a) have located / discovered
- b) has located / discover
- c) located / has discovered
- d) locate / discovered

6. Choose the correct verb for this sentence.

- a) reward
- b) have usually rewarded
- c) has reward
- d) had rewarding

UNIT III B	THIRD GRADE
Achievements	<ul style="list-style-type: none">• Formulates questions in order to distinguish between main and secondary ideas.• Link sentences together in order to make paragraphs.• Checks spelling conventions and adjusts language according to intended audience and purpose to edit reports.

III. Read the following passage and then answer the questions.

Mexico's Pyramid of the Moon

A Mysterious City

Teotihuacán was once one of the world's most important cities, but many things about it are still unknown today. How did the people live, and why did they abandon their city? For years, answers to some of these questions have been buried in the Pyramid of the Moon. Now, findings in this ancient structure are helping archeologists learn more about Teotihuacán's people and their culture.

Clues in the Pyramid

Until recently, many experts thought Teotihuacán was a peaceful society, mostly ruled by gentle and wise leaders. But a recent finding in the Pyramid of the Moon indicates something else. Archeologists discovered a number of headless bodies. Most were

foreigners. Many had their hands tied and were buried alive, along with animals, weapons, and other objects of power. Apparently the people and objects found inside the pyramid were offerings to the gods.

8. What's the reading mainly about?

- a) How the Pyramid of the Moon was built.
- b) Discoveries in the Pyramid of the Moon.
- c) A king who built the Pyramid of the Moon.
- d) Why the people of Teotihuacán left the city

9. What's the purpose of this reading?

- a) To know that Teotihuacán had a small army.
- b) to learn more about the gods.
- c) To know about the last discoveries.
- d) To know how they lived.

10. What kind of audience do you think this reading is about?

- a) Adolescents and adults
- b) Adults and children
- c) Children and infants
- d) Infants and babies.

IV. Put the sentences in order to form a proper paragraph.


























- 1) Earthart and Noonan arrive in New Guinea.
- 2) She breaks a world record: is the first woman to fly a plane alone across the Atlantic Ocean
- 3) Amalia Earthart sees a small airplane take off in the snow of Toronto, Canada, and she decides she wants to fly.
- 4) She becomes a pilot at age 24.
- 5) They take off again, heading for an island in the Pacific Ocean. They never seen again. . .
- 6) After that she wants to be the first woman to fly a plane around the world. Flies with guide Fred Noonan across the U.S.A. from California, South to Brazil, and across Africa Asia and Australia

11. Choose the correct order to form a proper paragraph.

- a) 3,4,6,1,2,5
- b) 3,4,2,6,1,5
- c) 3,4,1,5,2,6
- d) 3,4,5,1,6,2

RUBRIC UNIT III

FINAL PRODUCT RUBRIC

CRITERIA	EXCELLENT 5	VERY GOOD 4	GOOD 3	DEVELOPING 2	TRY HARDER 1
Completeness due time					
Text Sentences Paragraph					
Creativity Pictures					
Grammar					
Clean-up					

SCORE _____

NOTE: This rubric is a model and can be modify in its content to adjust it according to the teacher and students' needs.

Unit IV

Third Grade

Social practice of the language:

Understand and produce oral exchanges related to leisure situations.

Environment: Familiar and community.

Specific competency: Interpret and offer descriptions regarding unexpected situations in an oral exchange.

Product A
Testimony.

Achievements

- Determine the function of pauses, rhythm, and intonation.
- Negotiates meaning
- Rephrases ideas.
- Uses strategies to restore a failed conversation.
- Anticipates general sense, main ideas, and some

1. Listen to this telephone conversation. Practice with your partner.

Bryan: Hi.

Coach Taylor: Hi. Is Kathy there?

Bryan : Nope. At a movie.

Coach Taylor: Would you please give her a message?

Bryan: Yeah.

Coach Taylor: This is Coach Taylor calling. We are having an extra basketball practice tomorrow right after school. I want her to come to the practice.

Bryan: Where?

Coach Taylor: It will be at Centre High Gym. She needs to wear her uniform because we will be having a team picture taken before the practice.

Bryan: OK. I'll tell her.

Coach Taylor: Thanks for passing along the message! Good bye.

Bryan: Bye.

Look at the pictures. What is Mickey Mouse doing?



Leisure is often viewed as freely choosing to do activities after responsibilities are completed. These activities are enjoyable, pleasing, and relaxing that are done during time that is not meant for other jobs. (McGuire, F., Boyd, R., and Raymond, T. 1999)

Make a chart to categorize the activities; for example activities done alone, done in groups, cheap or expensive, outdoors or indoors.

bowling	bike ride	dancing	painting	hang out with friends
reading	soccer	play in a band	card games	video games
jogging track	gardening	performing	cooking	camp out in the mountains

List three of your favorite activities and draw them in the boxes below.



What are the different types of leisure activities?

- Social: *Activities done with other people*
- Creative: *Activities, where a person makes or creates something*
- Physical: *Activities that require body movement*
- Cognitive: *Activities that require a person to think*
- Relaxation: *Activities, where a person does to feel calm*
- Spiritual: *Activities, where a person submits to a higher power*

Imagine that you want to get together with a few new friends from out of town next weekend. What three leisure or recreational activities would you consider doing to introduce your friends to your city? Make a draw.

Leisure Skills Collage

Directions: *Cut or tear out pictures from magazines and paste on the spaces below to make a collage. Draw pictures if you can't find any in magazines.*

Activity that I like to do indoors.	Activity that I like to do by myself.	Activity that I like to do with my friends.	Activity that I like to do during the summer.
Activity that I like to do outdoors.	Activity that I like to do anytime.	Activity that I like to do during the winter.	Activity that I like to do with my family.

Activity that I like to do on a rainy day.	Activity that I like to do during the autumn.	Activity that I like to do on holidays.	Activity that I like to do during the spring.
--	---	---	---

Which of the following benefits does leisure time provide for you? Place a check mark next to them.

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> relaxation | <input type="checkbox"/> cultural growth | <input type="checkbox"/> social growth |
| <input type="checkbox"/> recreation | <input type="checkbox"/> ideas about future careers | <input type="checkbox"/> increased self-awareness |
| <input type="checkbox"/> variety | <input type="checkbox"/> physical growth | <input type="checkbox"/> educational development |
| <input type="checkbox"/> stimulation | <input type="checkbox"/> mental growth | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> enjoyment | <input type="checkbox"/> spiritual growth | |



Crocodile causes panic among passengers and crew



It has been reported that a small airplane crashed in the Democratic Republic of Congo on 24th August 2010, killing all but one of the passengers. The cause of the accident was an **escaped** crocodile which created panic among the passengers and crew.

The propeller driven plane was approaching its destination when a crocodile hidden in the smuggler's **hand luggage** escaped and caused distress. Passengers stampeded to one side of the tiny plane, causing it to be thrown off-balance.

The original cause of the crash was originally thought to be a **lack of fuel** but the **anonymous** sole survivor has revealed their story to the magazine Jeune Afrique. The crocodile also survived the crash, but was later killed with a **machete** by authorities.

The reptile was being smuggled by a passenger who had plans to sell it illegally. The sole survivor told authorities that the crocodile escaped as the plane was on its final approach. "The terrified **flight attendant** hurried towards the cockpit, followed by the passengers."

The pilots, 62-year-old Belgian Danny Philemotte, who was also owner of the tiny airline, Filair. Philemotte and his first officer, 39-year-old Briton Chris Wilson, were unable to maintain control of the Czech-made L-410 Turbulent once it became unbalanced. The twin-engine plane crashed into a house just short of the regional airport at Bandundu killing the pilots and 18 passengers on board. The flight had **originated** in the capital city of Kinshasa.

Experts say that such a crash would be rare. "It's possible. It's remote," John Cox, a former airline captain and now airplane safety consultant, said to ABC News. "You could run the centre of gravity forward where it wouldn't be controllable. Twenty people at 200 pounds each, it's possible."

<http://aviationenglishasia.wordpress.com/2010/10/24/describing-unusual-situations-in-icao-english-tests/>

Comprehension questions

When did the incident occur?

Where did the incident happen?

During which stage of flight did the crocodile escape?

How did passengers and crew react?

Do you believe that passengers running from one side of the aircraft to another could cause the plane to crash?

an unexpected situation

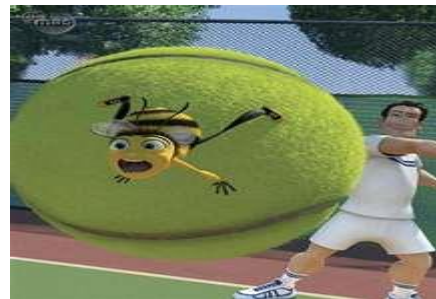
Have you ever had an unexpected situation? _____

What were you doing?

When did it happen?

How did you feel when that happened?

Can you give more details?



WATCH ANY OF THESE VIDEOS.

<http://www.youtube.com/watch?v=h6sj89xgnl4>

<http://www.youtube.com/watch?v=8DnKOc6FISU>

<http://www.youtube.com/watch?v=7P9EEB9Mr18>

Oral Presentation of a Testimony

Criteria	Unacceptable	Acceptable	Exceptional
Introduction of topic	Topic introduced.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.
Development of topic	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
Vocabulary, sentence structure, grammar	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct	The vocabulary of the presentation was appropriate for the topic. Sentences structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structure were used. The presentation content was grammatically correct.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation is usually correct.	Pronunciation and intonation is correct and confident.
Use of visual aids	No visual aids were used; or visual aids were occasionally inappropriate and related to the spoken message.	Visual aids supported the presentation effectively; they clarified and reinforced the spoken message.	Visual aids were carefully prepared and supported the presentation effectively. The clarified and reinforced the spoken message. The aids added impact and interest to the presentation.

Unit IV

Third Grade

Social practice of the language:
Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries.

Environment: Literary and ludic.

Specific competency: Read plays in order to compare attitudes and patterns of behavior adopted by people from English-speaking countries and Mexico.

Product B
Performance of a short play.

Achievements

- Uses various comprehension strategies.
- Formulates and answers questions about the attitude and behavior of characters.
- Links non-verbal communication to the dialogue's sense.
- Reads short plays.

Adapting Stories for the Stage

- Can you name any books or well-known stories that have been adapted into plays or movies?
- Are there differences between the written story and the play or movie?
- Did the playwright or screenwriter use a specific genre for their adaptation? Which one(s)?

Have you read the Romeo and Juliet? Watch the video **BBC Shakespeare Animated Tales - Romeo and Juliet - Part 1** <http://www.youtube.com/watch?v=zr1gk9nwTY>

Answer the following questions:

Romeo and Juliet is a very famous love story. Maybe you have read it before, or seen a play or film about the story ... What do you know about the story?

- (a) Who are Romeo and Juliet?
- (b) Who are the two main families in the story?
- (c) Are they friends or enemies?
- (d) What country is the story set in?

Put the following events into the order in which they happen.

- _____ Romeo meets Juliet at a party.
- _____ Tybalt is killed by Romeo.
- _____ Romeo is sent away from Verona forever.
- _____ Romeo is sad because he loves someone who does not love him.
- _____ Romeo and Juliet are married.
- _____ Mercutio is killed by Tybalt.
- _____ Paris asks Juliet's father if he can marry her.

Many people die in this story. It is a famous, tragic love story. Fill in the table below with the information about who dies, how they die and who kills them.

Act/scene	Who dies?	How do they die?	Who or what kills them?

Match

Match columns A and B and write sentences.

Juliet worries that her	morning
Romeo thinks that he	marry Romeo and Juliet
Romeo and Juliet have	must be dreaming
Romeo leaves before	interrupts the lovers
Romeo goes to	send a messenger
The Nurse	fallen in love
Friar Laurence will	family will kill Romeo
Juliet agrees to	see Friar Laurence

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Get some friends or fellow students together. Choose your characters and act out the final scenes from the play.

Imagine Juliet wakes up before Romeo takes his poison. People are coming towards the tomb. They will be surprised to see Juliet alive and Romeo will be killed if he is captured. Write a very different ending to the story.

<http://www.macmillanreaders.com>

The study of literary genre, or any genre for that matter, is not an exact science. Some works blend the elements of many genres, and any single work can fall into several genres: ROMEO AND JULIET is a drama, a tragedy, an Elizabethan play etc. So the notion of genre, as with any artistic interpretation, is open to discussion; each work may possess characteristics of which the author or artist is not even aware.

Play a game "PASSING THE FACE"



Kinds of Literature .

The whole group should stand in a circle, holding hands. Then, one person in the circle begins by turning to the person on his/her right and making a face - it could be an emotional face or a funny face. The next person then makes another face and passes it to the person next to him/her, and so on. The expressions should not be copied, but variations of a theme be explored instead, such as each one thinking of a different emotional or funny face.

Genre

Write the letter of the correct match next to each problem.

- | | | | | |
|-----|-------|--------------------|----|--|
| 1. | _____ | Mystery | a. | Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality. |
| 2. | _____ | Science Fiction | b. | Narrative literary works whose content is produced by the imagination and is not necessarily based on fact. |
| 3. | _____ | Historical Fiction | c. | Story with fictional characters and events in a historical setting |
| 4. | _____ | Poetry | d. | Stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action. |
| 5. | _____ | Non-Fiction | e. | Story that can actually happen and is true to life. |
| 6. | _____ | Fiction | f. | Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets |
| 7. | _____ | Fairy Tale | g. | Story about fairies or other magical creatures, usually for children. |
| 8. | _____ | Fantasy | h. | Informational text dealing with an actual, real-life subject |
| 9. | _____ | Fable | i. | Fiction dealing with the solution of a crime or the unraveling of secrets. |
| 10. | _____ | Drama | j. | Verse and rhythmic writing with imagery that creates emotional responses |
| 11. | _____ | Realistic Fiction | k. | Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale |

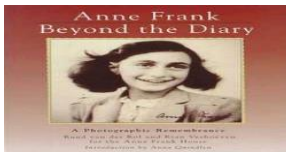
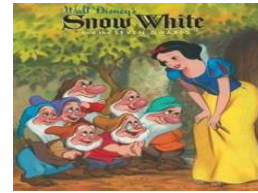
<http://worksheets.theteacherscorner.net>

Look at the different pictures and write the genre they belong to.

Main Genre: fiction, nonfiction, folk tale, drama, and poetry.



I am
a tree who
reaches out to you
with love I'll share.
I am here to embrace,
my branches of tenderness.
I am a tree, which extends,
water me in tender care
As I stand by your side
extending my heart always.



Read the following definitions and write them in the corresponding space.

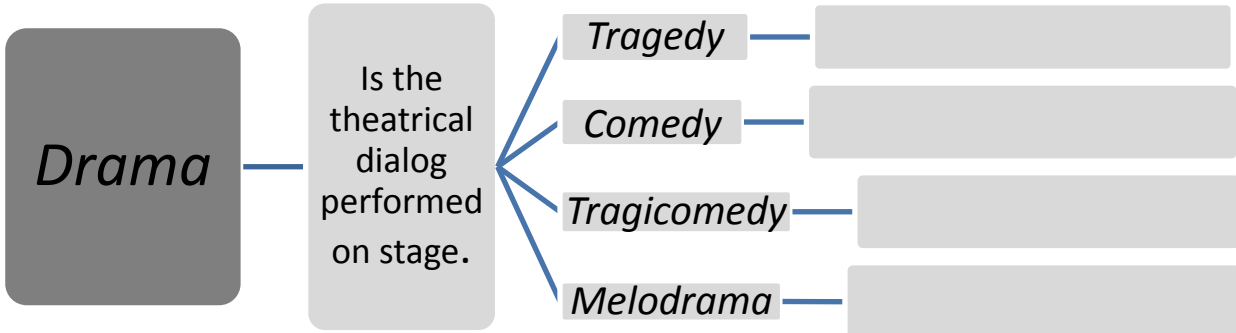


Is a blend of two nouns - 'melody' and 'drama'. It is a musical play most popular by 1840.

It is a story of the major character who faces bad luck. Tragedy, elements of horrors and struggle usually concludes with the death of a person.

The play that begins with serious mode but has a happy ending is tragicomedy.

The lead character overcomes the conflicts and overall look of the comedy is full of laughter and the issues are handled very lightly. The elements used are romanticism, exaggeration, surprises and a comic view of life.



CINDERELLA AND THE PRINCE

SCENE 1

Narrator: Cinderella lived with her sisters and her stepmother in a big house.

Friend 1: Hey! There is a party tonight.

Sister 1: Where?

Friend 2: At "Universal Disco"

Sister 2: What time?

Friend 1: At 7 o'clock

Sister 1+2: Can we go mammy?

Stepmother: Of course, you can!

Sister 1: Let's go to the party!

Sister 2: Let's meet the film star Rocky Stone!

Sister 1: Cinderella! Wash my jeans!

Sister 2: Cinderella! Iron my shirt!

Sister 1: Cinderella! Clean my shoes!



SCENE 3

Sister 1 : Hello, Rocky!

Sister 2 : Oh, hello!

Sister 1 : Let's dance Rocky. I can dance!!

Sister 2 : No, you can't!

Sister 1 : Yes, I can!

Sister 2 : No, you can't!

Rocky : I can dance! Look...!

Sam : Oh, watch out...!

Rocky : I'm Rocky Stone! Get out of my way!

SCENE 2



Sister 1: I'm fantastic!

Sister 2: : No, you are not!

Sister 1: : Yes, I am!

Sister 2: : No, you are not!

Cinderella: Goodbye! Have a good time...

Little Dog: Cinderella! Why are you crying?

Cinderella: I'm so sad!

Little Mouse: Why?

Cinderella: I can dance, but I can't go to the party... Oh, What's happening?

Mr. Magic: Abracadabra, Abracadoo, you can go to the party, too.

Cinderella: No I can't. I haven't got any new shoes and clothes.

Mr. Magic: Abracadabra Abracadoo, Here are new shoes and clothes for you!

Cinderella: Oh, thank you, but... the disco is far enough to go on foot...

Mr. Magic: Abracadabra, Abracadoo, Here is a car and a driver for you!

Cinderella: Oh, thank you. Thank you very much!

Mr. Magic: Abracadabra, Abracadoo, you must come home at 12 o'clock.

SCENE 4

Sam: Oh! My foot!

Cinderella: Can I help you? Take off your shoes. Is it OK now?

Sam: Yes, thank you. What's your name?

Cinderella: Cinderella.

Sam: My name is Sam.

Cinderella: On no! It is 12 o'clock. I must go home!

Sam: I can't walk. Let's go by taxi.

Cinderella: I can't. I haven't got any money...

Sam: It's OK. I've got lots of money. I'm a prince!

Cinderella: Oh, a prince!



SCENE 5

Sister 1: I can dance!

Sister 2: I can dance, too!

Rocky: I can dance!

Singers: He can cycle.

He can swim, dance and ski.

He is Rocky Stone!

He is a film star!

Rocky: Hey! Everybody, look at me!

Singers: He can dive. He can do judo.

He can jump and he can throw.

He is Rocky Stone! He's a film star!

Rocky: I can do everything! Look! Oh no!

SCENE 6

Narrator: Two weeks later.

Sam: Will you marry me Cinderella?

Cinderella: Yes!!!

Narrator: Cinderella married the prince and she was very happy!

Song: Let's have a party, a party, a party

Let's have a wedding party today

With Sam and Cinderella, and friends and

family

Let's have a wedding party today!



READ CINDERELLA AND ANSWER THE FOLLOWING QUESTIONS

Everyone: Read the story and discuss the questions.
Each person: Report to the class about one part of the story

Story Title: _____

Main Character's name: _____

- What does the main character look like?

- What special abilities does the main character have?

Setting: _____

- Where and when does the story take place?

- How is the setting important to the story?

Support Characters: _____

- What other characters appear in the story?

- How does the main character relate to them?

Main Plot Points: _____

- What are two or three important events in the story?

- What is the main lesson or main idea of the story?

- _____

Problem and Solution: _____

- What problems does the main character face?

- How are those problems resolved?

- _____

<http://plays.about.com/od/oneactplaysandscenes/a/Free-Play-For-Kids-A-History-Of-Messy-Rooms.htm>

Cinderella Playscript

Cast List : Cinderella, Ugly stepsisters, Stepmother, Fairy Godmother, Prince
Scene List : The House, The Ballroom, The House, The Palace



Scene 1. The House

Cinderella on hands and knees cleaning and scrubbing the floor.	
Narrator:	There was once a girl called Cinderella. She had two ugly stepsisters. They told her to do everything. One day an invitation came. Cinderella picked it up but the stepmother grabbed it off her. The stepmother read the invitation put to the stepsisters and Cinderella
Stepmother	Opening invitation and pulling out letter.
Stepmother:	There is going to be a ball at Buckingham Place. Every girl is invited. The prettiest girl who comes the Princes will marry.
Stepsisters demanding that Cinderella gets them ready for the ball.	
Stepsisters:	Get us ready Cinderella. We want to look pretty. If you don't make us pretty you're in trouble.
Narrator:	Eventually the coach came. It picked up the ugly sisters but not Cinderella. She realised that she wasn't allowed to go and she walked back inside the house and started to cry. Suddenly the fairy godmother appeared.
Fairy godmother bends down.	
Fairy Godmother	Do not be afraid. I am your fairy godmother
Narrator	Just then the fairy godmother got her wand and by magic three mice turned into three horses and the horse turned into a coachman. Cinderella's dress became a beautiful silky gown.
Standing up speaking	
Fairy godmother	You must be back from the ball by midnight. If not everything will change back to normal
Narrator	Just then a coach came from outside and Cinderella stepped inside.

Scene 2 - The Ballroom

Cinderella walks inside. The Prince sees her and dances with her all night.	
Narrator	Cinderella gets very excited when she arrives at the ball.
	The Prince comes up to her, takes her by the hand and stars to dance. Just then the clock struck midnight and Cinderella hurried down the stairs; she lost her glass slipper but she didn't know and she didn't have time to collect it anyway. Everything back to normal.

Scene 3 - The House

Men come knocking at the door	
Narrator	Two men knocked at the door of Cinderella's house. The stepmother answered it.
Men talking to stepmother	
Men	The Prince wants every girl to try on the glass slipper. If it fits she will be the Prince's bride.
Narrator	The stepmother let the two men in and the sisters tried on the slipper, but it wouldn't fit.
Cinderella comes down the stairs.	
Cinderella	Please may I try the glass slipper on?
Narrator	The men said she could. She tried it on and it FITTED. Cinderella was off to the palace. She was so excited.

Scene 4 - The Palace

Narrator	Cinderella got to the palace and married the Prince and they lived happily ever after.
----------	--

Cinderella

Watch the video in you tube. Cinderella by Debbie and Friends.
<http://www.youtube.com/watch?v=8z0k8ZO19K4&feature=fvsr>

Vocabulary Word Unscramble. Use the words in the text box to help you unscramble the words.

stepsisters castle prince stepmother midnight
invited tasks ball slipper fairy godmother coachman

Use the words in the text box to help you unscramble the words.

1. peicnr

2. stepomrteh

3. psreilp

4. albl

5. invetdi

6. sstak

7. rmdhtgeo

8. irfya

9. mhgtinid

10. anhamoc

11. etspsiesrts

12. elastc



Story Sequence

Use the numbers 1-10 to sequence the story.

_____ Cinderella's fairy godmother changed a pumpkin into a fine coach.

_____ Cinderella's stepmother made her do all the use hold tasks.

_____ Cinderella's stepsisters were invited to the ball.

_____ Cinderella cried because she wanted to go to the ball.

_____ The prince and Cinderella danced at the ball.

_____ Cinderella lost her glass slipper when she was running from the castle.

_____ The prince found Cinderella when the glass slipper fit her foot.

_____ The clock struck midnight.

_____ The prince and Cinderella were married at the castle.

_____ Cinderella's father got married again after her mother died.

Cinderella

Retold by Marcia Brown

Comprehension. Answer the questions using complete sentences.

1. How did Cinderella feel when her stepsisters were invited to the ball at the castle?

2. How did Cinderella's stepsisters treat her?

3. How did Cinderella feel when her fairy godmother came to see her?

4. What happened when Cinderella arrived at the ball?

5. What did the king and queen think about Cinderella during the ball?

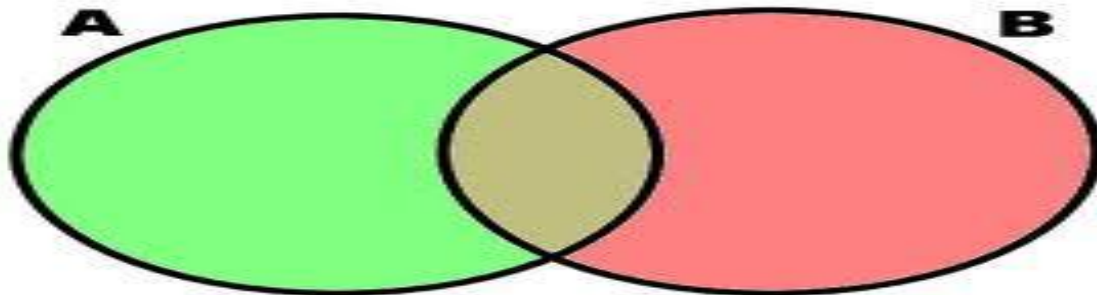
6. Why was it important for Cinderella to be home by midnight?

7. What did the prince do when he found Cinderella's glass slipper?

8. What happened when the glass slipper fit Cinderella's foot?

Complete a chart with differences and similarities between Cinderella living in Mexico and Cinderella living in an English speaking country.

Mexico





King Midas was a foolish and greedy man.

He wanted to be the richest man in the world.



One day an old satyr came to King Midas' palace. Midas recognized him as Silenus, a friend of the god Dionysus.



Instead of sending Silenus away King Midas invited him to stay and enjoy his hospitality.



The god Dionysus was pleased Midas has helped his friend and offered to grant Midas a wish.



King Midas wishes that everything he touched would turn to gold. Then he would be the richest man in the world.



The god kept his promise and sure enough, everything Midas touched turned to gold. He went around his palace using his new power.



But Midas' wish turned against him. He found that he couldn't eat or drink as his food and wine turned to gold when he touched it!



Midas begged Dionysus to remove the spell.

Dionysus told Midas how he could get rid of the gift.



Midas washed his 'golden touch' away in the river Pactolus. Even now the soil along the riverbank has a golden gleam.

Cartoon by Gareth Pitchford

<http://www.youtube.com/watch?v=dPX3RXTK0vO>

<http://www.youtube.com/watch?v=HTTflyavoJo>

The Story of King Midas



There was a king named Midas who lived long ago when gods and goddesses still roamed the earth. King Midas was famous for his piety, but also for his wealth and parties, and so one day the god Bacchus paid Midas a visit in the hopes of being entertained. The god was not disappointed.

For ten full days and ten full nights, King Midas held a joyful festival in honor of the god, and the god and all the king's subjects reveled in the feasts and celebrations offered in worship to the revered Bacchus.

Bacchus was so pleased with the treatment he had received that at the end of the tenth day, the god granted Midas his choice of whatever reward he wished. Midas, swelling with pride in his wealth, sought to expand the vastness of his riches. Therefore, he asked that whatever he touched be turned to gold.

Bacchus granted Midas his wish and left the kingdom. The instant Bacchus left, Midas was eager to test his new power. He saw a stone in his garden and touched it. Sure enough, it changed into gold! He then touched a tree, a flower, a bush. They too transformed into gold. So he touched some birds in their nest and a stream of water that ran through his garden and the statues at his gate, and all these things began to shine as intensely as the gold bricks that lay in his treasury. Overjoyed, Midas stepped inside his home to tell his daughter Zoë about his remarkable new gift. Without thinking, he went to hug her, and the minute he touched her skin she turned into a golden statue, as cold and as lifeless as the statues that stood in his garden.

Horrified by what he had done, Midas now hated the gift that he had cherished just moments before. He prayed to Bacchus, begging to have his daughter returned to him and to have his dangerous new ability taken away. Bacchus, who felt pity for Midas – and was still thankful for that awesome party – heard the king's prayer and consented to take away his golden touch. Midas's power left him, and everything he had turned to gold, including his daughter, was restored to its original condition. Midas gave his daughter a joyful hug in celebration, and vowed to hold a festival for twenty days the next time Bacchus paid a visit.

Image found at: nakedmaninthetree.files.wordpress.com/2007/10/king-midas.jpg

WHICH SHOES DO YOU CHOOSE? BY AARON SHEPARD

PREVIEW: With so many kinds of shoes at the store, how can Katie ever choose?

ROLES: Narrators 1 & 2, Clerks 1–9, Katie

GENRE: Humor, poetry

CULTURE: American

THEME: Making choices

NOTES: For best effect, place NARRATOR 1 at far left, and NARRATOR 2 at far right, as seen from the audience.

NARRATOR 1: Katie was tired of wearing the same old shoes.

NARRATOR 2: She went to the store to buy new ones.

NARRATOR 1: The clerks asked her,

ALL CLERKS: Which shoes do you choose?

NARRATOR 2: Katie said,

KATIE: I want shoes that are baggy, not baggy.

ALL CLERKS: (*thinking about it*) Hmm. Let me see.

CLERK 1: We have small shoes,

CLERK 2: and tall shoes,

CLERK 3: and walk-on-the-wall shoes.

CLERK 4: We have red shoes,

CLERK 5: and head shoes,

CLERK 6: and down-the-hill-sled shoes.

CLERK 7: We have blue shoes,

CLERK 8: and BOO shoes,

CLERK 9: and paddle-canoe shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are sticky, not sticky.

ALL CLERKS: Hmm. Let me see.

CLERK 1: We have jog shoes,

CLERK 2: and log shoes,

CLERK 3: and hop-like-a-frog shoes.

CLERK 4: We have tied shoes,

CLERK 5: and wide shoes,

CLERK 6: and carnival-ride shoes.

CLERK 7: We have trail shoes,

CLERK 8: and snail shoes,

CLERK 9: and wind-in-your-sail shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are spiffy, not iffy.

ALL CLERKS: Hmm. Let me see.

CLERK 1: We have black shoes,

CLERK 2: and snack shoes,

CLERK 3: and ride-on-a-track shoes.

CLERK 4: We have wet shoes,

CLERK 5: and pet shoes,

CLERK 6: and super-speed-jet shoes.

CLERK 7: We have moon shoes,

CLERK 8: and goon shoes,

CLERK 9: and hot-air-balloon shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I choose *all* these shoes.

ALL CLERKS: (*gasp*)

NARRATOR 1: She bought the shoes and took them home.

NARRATOR 2: And now the store has

ALL CLERKS: (*to audience*) NO MORE SHOES TO CHOOSE!

http://www.aaronshep.com/rt/RTE22_.html Watch the
<http://www.youtube.com/watch?v=x9VkxaBptmE>



Romeo and Juliet - THE BALCONY SCENE.

ROMEO: But soft, what light through yonder window breaks?
It is the east and Juliet is the sun.
(Juliet appears on her balcony and is spotted by Romeo)
O that I were a glove upon that hand,
That I might touch that cheek!
(Juliet still has not seen Romeo and is talking to herself)

JULIET: O Romeo, Romeo, wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.
'Tis but thy name that is my enemy;
What's Montague? O be some other name!
What's in a name? That which we call a rose
By any other word would smell as sweet.

ROMEO: I take thee at thy word;
Call me but love and I'll be new baptised;
Hence forth I never will be Romeo.
(Juliet is shocked to find Romeo below her window)

JULIET: How cam'st thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

ROMEO: With love's light wings did I o'erperch these walls,
For stony limits cannot hold love out.

JULIET: If they do see thee, they will murder thee.

ROMEO: Look thou but sweet,
And I am proof against their enmity.

JULIET: would not for the world they saw thee here.

ROMEO: I have night's cloak to hide me from their eyes.

JULIET: By whose direction found'st thou out this place?

ROMEO: By Love, that first did prompt me to enquire.

JULIET: Dost thou love me? I know thou wilt say 'Ay';
And I will take thy word.

ROMEO: Lady, by yonder blessed moon I vow...

JULIET: O swear not by the moon, th'inconstant moon.

ROMEO: What shall I swear by?

JULIET: Do not swear at all.
I have no joy of this contract tonight,
It is too rash, too unadvised, too sudden.
Good night, good night!

ROMEO: O wilt thou leave me so unsatisfied?

JULIET: What satisfaction canst thou have tonight?

ROMEO: Th'exchange of thy love's faithful vow for mine.

JULIET: I gave thee mine before thou didst request it.
(The Nurse calls her from inside)

JULIET: Anon, good nurse!
If that the bent of thy love be honourable,
Thy purpose marriage, send me word tomorrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite,
And all my fortunes at thy foot I'll lay,
And follow thee my lord throughout the world.

ROMEO: How silver sweet sound lovers tongues by night,
Like softest music to attending ears!

JULIET: Good night, good night! Parting is such sweet sorrow.

ROMEO: Sleep dwell upon thine eyes, peace in thy breast!

Parody: Romeo & Juliet Internet Version

From: Paul Cooper via Stan Kegal

Romeo and Juliet
Internet Version

----- Act 1 -----

Login:

Romeo : R u awake? Want 2 chat?

Juliet: O Rom. Where4 art thou?

Romeo: Outside yr window.

Juliet: Stalker!

Romeo: Had 2 come. feeling jiggy.

Juliet: B careful. My family h8 u.

Romeo: Tell me about it. What about u?

Juliet: 'm up for marriage f u are.. Is tht a bit fwd?

Romeo: No. Yes. No. Oh, dsnt mat-r, 2moro @ 9?

Juliet: Luv U xxxx

Romeo: CU then xxxx

----- Act 2 -----

Friar: Do u?

Juliet: I do

Romeo: I do

----- Act 3 -----

Juliet: Come bck 2 bed. It's the nightingale not the lark.

Romeo: OK

Juliet: !!! I ws wrong !!!. It's the lark. U gotta go. Or die.

Romeo: Damn. I shouldn't hv wasted Tybalt & gt banished.

Juliet: When CU again?

Romeo: Soon. Promise. Dry sorrow drinks our blood. Adieu.

Juliet: Miss u big time.

----- Act 4 -----

Nurse: Yr mum says u have 2 marry Paris!!

Juliet: No way. Yuk yuk yuk. n-e-way, am mard 2 Rom.

----- Act 5 -----

Friar: Really? O no. U wl have 2 take potion that makes u look ded.

Juliet: Gr8.

----- Act 6 -----

Romeo: J-why r u not returning my texts?

Romeo: RUOK? Am abroad but phone still works.

Romeo: TEXT ME!

Batty: Bad news. J dead. Sorry m8.

----- Act 7 -----

Romeo: J-wish u wr able 2 read this...am now poisoning & and climbing
in yr grave. LUV U Ju xxxx

----- Act 8 -----

Juliet: R-got yr text! Am alive! Ws faking it! Whr RU? Oh...

Friar: Vry bad situation.

Juliet: Nightmare. LUVU2. Always. Dagger.

Ow!!!

EXAM UNIT IV

UNIT IV A	THIRD GRADE
Achievements	<ul style="list-style-type: none">• Formulates questions in order to distinguish between main and secondary ideas.• Link sentences together in order to make paragraphs.• Checks spelling conventions and adjusts language according to intended audience and purpose to edit reports.

I. Read the text and answer the following questions.

Death of a Princess

Diana, Princess of Wales, die on Sunday, August 31, 1997. We were eating our breakfast on Monday morning when we heard the news on the radio. She was with her boyfriend Dodi Fayed. They were at the Paris Hilton Hotel for the evening; meanwhile the paparazzi were waiting for them outside. At the end of the evening, they got into their chauffeured car. When the car left, they were surrounded by paparazzi. The chauffeur was driving fast to escape from them when the car crashed. I remember after school that day; my mother took us to Kensington Place to leave a bunch of flowers. It is amazing. I have never seen so many flowers in my life! Some people say it was not an accident. Whatever it was, it was very sad

1. What's the main idea of the text.
 - a) Relates how paparazzi were involved in the Princess death.
 - b) Relates what the author was doing when Princess Diana crashed.
 - c) Relates Princess Diana car accident.
 - d) Relates how people loved Princess Diana.
2. Read the following answer and choose the correct question.

We were eating our breakfast on Monday morning when we heard the news on the radio.

 - a) What were you doing when you heard the news?
 - b) Where were you when you heard the news?
 - c) Why were you eating breakfast on Monday morning?
 - d) Were you eating breakfast on Monday morning when you heard the news?
3. Read each sentence below and choose the one with the linking (transition) word.
 - a) They were at the Paris Hilton Hotel for the evening; meanwhile the paparazzi were waiting for them outside.
 - b) My mother took us to Kensington Place to leave a bunch of flowers.
 - c) I have never seen so many flowers in my life!
 - d) Some people say it was not an accident.
32. Where did the story about the Princess death took place?
 - a) France
 - b) London
 - c) Hilton Hotel
 - d) Kensington Place

II. Checks spelling conventions

On 29th July 1981, Diana Spencer got married to Prince Charles, the oldest son of Queen Elizabeth II, at St Paul's Cathedral in London. About one billion people watched the wedding on television.

Diana, who was only twenty years old at the time, became Her Royal Highness the Princess of Wales. Less than a year earlier she had been a shy teenager working at a kindergarten in London, but after the wedding she was in the public eye every day until her tragic death in a car accident in Paris in August 1997. It is probably true to say that when she died she was the most famous woman in the world.

Diana was born in the county of Norfolk in the east of England. Her family was rich and aristocratic, and had connections with the British royal family. At school she enjoyed sports and music (especially singing) more than studying, and hoped to become a ballerina.

4. Choose the words that are spelled correctly.

- July, Diana, London; Wales, British.
- July, Diana, London, Wales, British
- July, Diana, London, Wales, British.
- July, Diana, London, Wales, British.

UNIT IV B	THIRD GRADE
Achievements:	<ul style="list-style-type: none"> ➤ Uses various comprehension strategies. ➤ Formulates and answers questions about the attitude and behavior of characters.



XIII. Read the following short text quickly and answer questions 36 and 37. For questions 38 and 39 you would have to read carefully in order to answer.



The Sun: Our story starts in the ocean. We are watching two drops of water.

Ocean water drop 1: It's getting hot here in the ocean - I don't think I can swim any more. I'm feeling light and airy! I think the Sun's doing it to me.

The Sun: I can't help it - I'm hot and full of energy. That's what I do, and I do it so well, don't I?

Ocean water drop 2: Yes, you do, but I think I'm getting dizzy and there isn't even a whirlpool here. I'm feeling so strange! I think I'll just float for a while - no more swimming for me.

Ocean water drop 1: Uh oh! You're not floating in the water anymore, you're floating in the air - you're not a drop of water either - you're water vapor now.



Water Vapor 1: What's water vapor?

Water Vapor 2: its water, but it's a gas. You've evaporated and turned into a gas - and so have I. Let's fly up high!

Water Vapor 1: I feel like joining the others and forming a crowd.

Water Vapor 2: I think you mean a cloud, not a crowd. Okay, let's condense.

Water Vapor 1: What does that mean?

Water Vapor 2: Condensing means that we'll change back into a liquid (water, of course). Then we'll be part of a cloud.

Cloud: Okay, now we're a beautiful, fluffy cloud. Let's fly over the land and watch the goats. Take a look at those beautiful mountains! But now I'm feeling heavy and cold. I think I'm going to snow!

Snowflake 1: Hey, what's got six arms and there's nothing exactly like it in the whole world?

Snowflake 2: Me - I'm so special. You, too, of course. We're both snowflakes. Hey, where are you going now?

Snowflake 1: I can't stop falling - you're falling too. But where are we going?



Snowflake 2: Down.

Snowflake 1: Thanks - I knew that. It looks like we're taking a trip to the mountains. I hope you know how to ski.

Snowflake 2: Well, it looks like we're stuck on a glacier - I wonder why they're called rivers of ice.

Glacier Ice 1: I'm getting crushed here. Now I'm ice - this is NOT my favorite part of the water cycle.

Glacier Ice 2: We're only moving at about one foot a year. This is going to be soooooo boring - it's a long way to the bottom.

Glacier Ice 1: You'd better get used to it; we're stuck on this glacier for a while.



The Sun: A long, long, long time later, two very bored drops of water emerge from the bottom of the glacier. I haven't been much help to **them** lately.

Stream water 1: Wow, I've finally melted!

Stream water 2: Me too - I'm free at last. What a change, we were practically standing still, and now we're shooting the rapids.

Stream water 1: Watch out for that rock! And that waterfall!



Stream water 2: Ouch! I've had enough of this. Can we go home now?

Stream water 1: We don't have a home. At least we're out of the mountains. The water's getting deeper. What's going on here?

River water 1: You can slow down now - we're in a river. And we're getting warmer.

River water 2: I like this. Not too fast and not too slow.

River water 1: Let's go down this side stream - it looks clear and clean.

Reservoir water 1: Okay. We're in a reservoir now - we'll be flowing through huge pipes soon - I've been here before.

Reservoir water 2: Here they are. It's dark and spooky in these pipes. How do we get out of here?

Reservoir water 1: Just go with the flow.

Tap water 1: There's a light at the end of the tap - we're in a sink. Eew - that kid is brushing her teeth!

Tap water 2: I hope she doesn't drink us - it's really weird when that happens.

Tap water 2: Whew, that was a close call. Looks like we're whirl pooling down the drain. Hold your nose!

Water in drain pipe: More dark pipes - but these pipes are really smelly. We must be in the sewer under the city. Boy do I need to take a bath.

Sewage processing plant: I heard that. I'm a sewage processing plant. You've come to the right place. I'm so amazing that I can even give bath water a bath! Now you're all filtered and clean - just take that pipe to the sea.

Ocean water drop 1: We're finally back in the ocean. You know, I've done this trip a million times, and every time it's different.

Ocean water drop 2: I was well water in Washington once.

Ocean water drop 1: I was in a typhoon in Thailand twice.

Ocean water drop 2: I was rain in Rwanda.

Ocean water drop 1: I was snow in Siberia.

Ocean water drop 2: We've all been snow in Siberia. But I was in a puddle in Pakistan.

Ocean water drop 1: I was in a lake in Louisiana.

Ocean water drop 2: I was in a swamp in Switzerland.

Ocean water drop 1: There are no swamps in Switzerland. But a long, long time ago, I was sleet that fell on the snout of a T. rex.

Ocean water drop 2: Showoff. I rained on a plain in Spain, and I seeped through the soil. and went into a cave, and was groundwater for 500 years.

Ocean water drop 1: Boooooorrrring.

Sun: Hi there! It's me again. Did you miss me? I know you did.

Ocean water drop 1: I feel so hot and dizzy!

Ocean water drop 2: Oh no, it's starting all over again!

Ocean water drop 1: I wonder where we'll go this time.

Taken from <http://www.vrml.k12.la.us>

5. What kind of text is this?

- a) A poem
- b) A play
- c) A novel
- d) A chant

7. Read again the paragraph, the word in bold: **THEM** is referring to:

- a) the sun
- b) two drops of water
- c) water vapor
- d) science

6. What do you think the text is about, look at the pictures and characters?

- a) It's about water.
- b) It's about the water cycle.
- c) It's about how to make snowflakes.
- d) It's about H₂O and its properties.

8. The word in bold **IT** is referring to:

- a) the sun
- b) the stream
- c) the Earth
- d) the play

RUBRIC UNIT IV

ESL Reading Rubric

CATEGORY	4 - Proficient	3 - Developing	2 - Beginning	1 - Emerging
Can retell the story orally	Re-tells the story orally and uses a lot of detail. Follows the sequence	Re-tells the story orally and uses some detail. Have some mistakes with the sequence.	Re-tells the story. Uses few details. Does not follow the sequence.	Hardly re-tells the story orally.
Can write a summary of the story	Writes 5 important details about relevant parts of the story.	Writes 3 or 4 important details about relevant parts of the story	Writes 2 or 3 details about the story. May not pertain to relevant parts of the story.	Writes few relevant details about the story.
Can relate the story to personal experiences	Can relate several events or characters in the story to personal experiences.	Can relate a few events or characters in the story to personal experiences.	Can relate 1 event or character in the story to personal experience	Is unable to make any connections with the events or characters in the story
Can formulate questions from the story	Can ask several meaningful and well formulated questions referring to the story	Can ask a few meaningful questions referring to the story	Can ask 1 or 2 questions about the story. Lack detail	Is unable to formulate any questions referring to the story
Is able to understand and utilize vocabulary from the story	Can define and use several new vocabulary words from the story	Can define and use a few new vocabulary words from the story.	Can define 1 or 2 new vocabulary words from the story.	Is unable to define new vocabulary words from the story

NOTE: This rubric is a model and can be modify in its content to adjust it according to the teacher and students' needs.

Unit V

Social Practice of the Language

Produce texts to participate in academic events.

Environment

Academic and Educational.

Specific Competency

Write arguments in favor or against a topic to participate in a debate.

Product 1:

Debate.

Achievements

- Detects and establishes links between a personal stance and information which agrees or disagrees with it.
- Emphasizes or clarifies agreements and/or disagreements.
- Writes short texts which express agreement or disagreement.
- Solves doubts and encourages feedback in order to edit agreements and/or disagreements.

A note for the teacher.

Debates

Classroom debates enable students to work cooperatively, brainstorm ideas, develop vocabulary and read to support an opinion. By conducting research, students are taking notes to summarize, to question, and to clarify information. Students are identifying the main idea, deleting less important information, collapsing, categorizing, and labeling information. Questioning allows students to explain and to explore additional facts for clarification purposes. These comprehension skills are essential for students to become competent readers and writers linking debates directly to the entire curriculum.

Debates allow students to become more proficient in speaking, researching, reading, and writing skills, and they promote reasoning as well as communication skills. Fact-filled and passionate debates provide the incentive for students of all academic and socioeconomic levels to become engaged and to participate in the debate process. In addition, debates, both formal and informal, are a vehicle for students to express their opinions assertively in a respectful manner on a relevant issue or topic

Before the debate

A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue. In this informal debate plan, rebuttals attempt to refute statements made by the opposing side.

1. **The teacher introduces the topic with a video. (If the students do not have previous knowledge on debates, the teacher can give some examples in the students' language).**



Obama and Romney debate US healthcare-youtube.flv



Segundo Debate Presidencial México 2012 inicio-parte 1-13-youtube-flv



Short Debate Why or Why Not Kids Solud Have Phones-youtube.flv



6th grade Debate-School Uniforms-youtube.flv



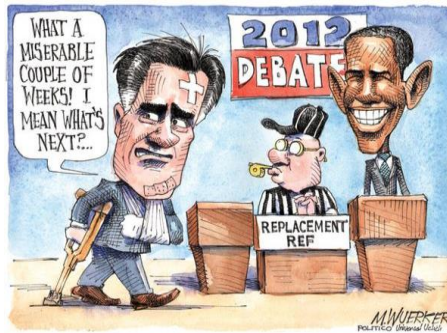
Are uniforms good or bad (with subtitles)- Youtube.flv



Debate Aborto (Alumnos de SEcundria)-youtube.flv

2. Select the topic. (The teacher can agree with the students and choose another topic)

1. Homework
2. Piercing
3. Uniforms
4. Dating
5. Abortion
6. Exams



- Ask the students for more topics and continue the list.

3. The class is divided into two teams (The number of teams is up to the teacher) the teams take a stance. The pros and the cons.

Pro team: (Students' name) _____



Con team: (Students' name) _____

4. Learning the Language of Debate (vocabulary) with the help of a dictionary find the definition and rewrite it to the corresponding word.

1. debate _____	9. affirmative side _____
2. fact _____	10. negative side _____
3. opinion _____	11. oppose _____
4. quote _____	12. rebuttal _____
5. resolve _____	13. concede _____
6. proposition _____	14. counterargument _____
7. evidence _____	15. pro _____
8. contention _____	16. con _____



side that opposes the proposition

to be against something

to argue both sides of a topic

make a firm decision to do something

to admit that someone else is right

supports a proposition

opposes the proposition

something proven to be true

facts and examples that prove something

a subject to be debated

side that supports the proposition

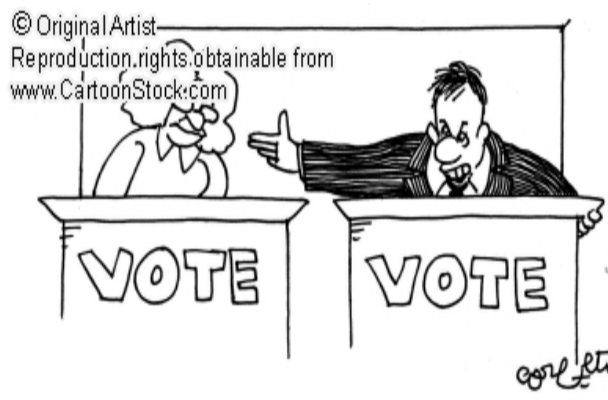
a response to a counterargument

to write exactly what one says

an opposing argument or response

a feeling or belief

to try to convince someone



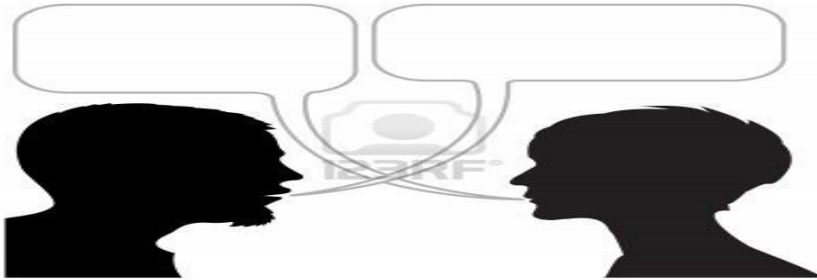
"Do the voters want to send a novice to Washington!? My opponent has never been indicted, let alone convicted!"

Name: _____

Word search

B	X	B	Z	X	C	O	N	T	E	N	T	I	O	N
A	L	M	Y	S	A	U	J	W	F	A	C	T	J	O
V	Z	A	E	D	A	U	S	R	E	P	O	Q	P	K
G	K	A	P	N	O	V	E	S	C	L	N	E	R	R
H	D	G	W	R	G	U	D	H	G	N	R	T	A	Q
I	J	B	P	Z	H	R	E	F	Q	Q	T	O	O	S
J	E	H	G	Y	C	E	C	Z	H	Z	D	U	E	N
Z	E	X	W	Q	U	B	N	F	K	V	A	Q	O	T
J	Y	A	R	V	Y	U	O	C	Z	J	A	E	O	X
Z	I	V	B	V	O	T	C	H	O	S	R	L	K	L
N	T	K	M	T	N	T	C	A	Y	K	G	B	Z	F
A	M	F	L	S	K	A	Y	L	G	N	O	R	T	S
N	K	X	E	Q	I	L	Z	R	Q	J	W	O	D	D
D	O	P	P	O	S	E	P	L	N	U	E	X	W	C
P	C	W	C	A	E	L	T	V	O	W	Q	O	W	E

PERSUADE
REBUTTAL
QUOTE
PRO
FACT
CONTENTION
CONCEDE
OPPOSE
STRONGLY
CON



5. The teacher asks the students to repeat the words out loud for pronunciation and then asks questions.

Example: What is debate? A discussion about a subject in which people have different views.

- _____
- _____

6. Let the research begin

Allow one to three class periods for research. Fact gathering should support the student's point of view. Three to five resources are recommended. Have a structured framework to guide your research. A template for taking notes is shown below.

PRO TEAM (Example research)
Source #1: http://www.essayforum.com/writing-feedback-3/help-essay-should-students-given-homework-38678/
Facts: One of the main reasons that homework should be given for learners is to attain knowledge meticulously. Firstly, homework has an important role to consolidate background knowledge in schoolbook. Another principal cause for giving schoolwork is making students be much more aware of their learning. Moreover, finishing homework helps learners becomes much more active to attain knowledge. It is easier for them to grasp the information in next lessons. In conclusion, it is often argued that homework is not good for students, I strongly believe that homework gives some crucial benefits for them that were emphasized like enhancing understanding and having a better awareness.
Source #2:
Facts:
Source #3:
Facts:
CON TEAM EXAMPLE (research in internet)
Source #1: Homework, Good or Bad for You? By Fred m., North Anson, ME www.teenink.com › Hot Topics › Health
Facts: Homework creates stress Researchers say it is excessive and counterproductive. (Current Events 10/27/06.) Families see it as an obstacle in their everyday life. Homework also denies sports and social activity. They can put too much pressure on the kids and can confuse them by using different instructional techniques from the teacher. Bad homework assignments, or too much, will have the wrong kind of effects. (Cooper, Harris)
Source #2:
Facts:
Source #3:
Facts:

The debate

Select a moderator

The moderator directs the debate and may be the teacher or a student. A student moderator should be able to speak clearly and keep everyone on task in a respectful manner. The moderator formally introduces the debate topic and recognizes students to speak alternating between pro and con.

The debate begins with an opening statement from the pro side, followed by a statement from the con side. Opening statements should include each side's opinion with a brief overview of the supporting evidence.

The debate ends with closing statements from both sides. Again the pro side speaks first followed by the con side.

Work in two groups: Those for the motion and those against.

Choose three people to represent the group.

Conduct the debate, following this sequence.

1. Group A: Presents the arguments for the motion. (Opening statement).
Group B: Presents the arguments against the motion.
2. Group A: Supports the arguments and criticizes Group B's arguments.
Group B: Supports the arguments and criticizes Group A's arguments.
3. Group A: Sums up. (Closing statement).
Group B: Sums up. (Closing statement).
4. Take a class vote. (Each team asks the audience to give them a vote at the end of the presentation).

Distribute 4" x 6" index cards. On the front side, students will write their names and either PRO or CON in large, bold letters. Raising the card will indicate the student's request to speak.

After the debate

The debate is over, and it's time to review and evaluate.

Reflections

The index card used to designate pro or con will now be used for *debate reflections*. Using the back of the card, students will express their reactions to the debate in a media of their choice. Suggestions include summarizing the debate in a paragraph or a poem, designing a cartoon, billboard, or a bumper sticker, or creating a graphic that represents their opinion.

Rubric. Work smarter and not harder.

Extra credit can be awarded to the opening and closing speakers and to students who use more resources.

Requirement	Number of Points	Points Earned
Research Guide <ul style="list-style-type: none">Facts listed3-5 sources documented	30	
Index Cards <ul style="list-style-type: none">Name and position on frontReflection on back	30	
Debate Do's <ul style="list-style-type: none">Teacher observation	30	
All work is neat, legible, and turned in on time.	10	
Extra Credit		
Grade		

DEBATE RUBRIC

Name:

Date:

Period:

Subject of Debate:

Pro or Con (circle one) which side won:

Criteria	Rate 1-10	Comments
Appearance of Team.		
Opening statements were well organized.		
Team members addressed remarks to the audience.		
Opening statements were not read from cards.		
Both team members participated equally in opening statement.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
Both team members participated equally in the rebuttal.		
Answers to audience questions were well thought out.		
Respect was shown throughout the debate for the opposing team (no name calling, interruptions, etc.)		
Points Earned: _____ / 100 points		

Unit V

Third Grade

Social Practice of the Language

Interpret and express everyday life instructions.

Environment

Familiar and community.

Specific Competency

Understand and give instructions to plan a field trip.

Product B:

Activity schedule.

Achievements

- Adjust volume, intonation, and tone to emphasize or clarify instructions.
- Offers explanations to clarify instructions.
- Rephrases instructions to confirm understanding.
- Appraises the pertinence of following instructions or not.

How to Plan a Field Trip:

Play a video to introduce the topic. "A field trip" Later on you can use videos for listening comprehension activities.



Animal Demonstrations at Smithsonian's National Zoo - YouTube.flv



Teacher Orientation Shedd Field Trips - YouTube.flv



Field Trip Video For Students - YouTube.flv



1. Decide Where you are Going

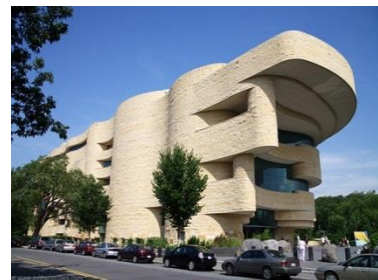
Check for cost, location and the services that the place offers. Also, check to make sure they are open on the day you are considering coming.

ACTIVITY:

The students will suggest places to go on the field trip:



Amusement park



Museum of the American Indian

The students and the teacher search for information: pictures and videos of the place they chose for the field trip and use them in the activities.

This is the time for reading comprehension and vocabulary teaching. Use a reading comprehension technique. Example: Underline verbs (imperative form) Use a dictionary

VERBS: Imperative form.

Write sentences in future tense. Use the auxiliary "will"

1. We will go on a field trip in January 2013.

2. _____

3. _____

4. _____

5. _____



2. Ask Your Administrator (principal)

Next, you have to check with your administrator. Hopefully, you already know that you are allowed to have a field trip of some kind, but now you will have to run the specific idea past him. Jot some notes before you go to present the idea. Tell her why you want to go, what dates you are thinking of, and what the cost will be.

ACTIVITY.

The students will write a short note to explain the principle the purpose of the field trip.

Dear Mr. /Madam: the students of third grade want to go on a field trip to (name of the place) on (suggested dates). The reason for this field trip is...



3. Arrange for Transportation

In most cases, it will be a bus, but with smaller groups, you may take staff vehicles. If it is very local, you may even walk to the destination.

ACTIVITY.

The teacher can ask the students questions about some transport companies on the area and the cost of it.



- Do you know a transport company on this area?

- _____
- How much does it cost?

- _____
- Which transport do you prefer, the most comfortable or the cheapest one?

- _____
- We will hire the (name of the transport company) because it is
_____.

4. Decide on a Food Plan

Decide on where you will eat, and when. Here are some different options:

ACTIVITY.



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shutterstock · 29629972



shutterstock · 4474711

- We prefer to (eat at/bring...) because it is...

Underline an option.

1. **On site restaurant / cafeteria:** (Sometimes the facility will have a restaurant or cafeteria on-site).
2. **Bring their own lunch:** (This is the cheapest option).
3. **Off-site restaurant:** (The advantage of this is that it is usually popular with students).
4. **Plan your schedule.**
5. Plan your schedule for the day. Break it up into activities, and decide how long each one would take. Take into consideration the attention span and interests of the students. Try to plan a variety of activities that different types of students will enjoy. Plan very carefully, not allowing for time that is not planned for.

ACTIVITY.

BEFORE THE FIELD TRIP: (Ask the students to read the text “**quick pointers**” and write what they must do) Imperative verb forms.

1. Arrive at the school at _____
2. _____
3. _____
4. _____
5. _____
6. We will depart from school at _____

The teacher asks: OK. What are you going to do? (Future tense: be+going to+verb)

A student answers: We will arrive at school at _____



“Quick Pointers”

- The day of the trip, try to arrive at the school a little earlier than usual.
- Check to make sure all students have their permission forms signed back in, and the money is collected.
- Have all students wait in their rooms until is time to go.
- When the transportation is ready, have students go to the buses, in groups. Don't have everyone go at once, unless you have a very small group.

During the field trip. (According to the place you chose to go on the field trip continue the schedule activities. Illustrate the activities with pictures).

1. ____ : ____ a. m.

- Arrive to (name of the place) at _____

2. ____ :

- _____

3. ____ :

- _____

4. ____ :

- _____

5. ____ :

- _____

6. ____ :

- We will return at (hour).



EXAMPLE OF A SCHEDULE

Today at Lincoln Park Zoo

10:30 a.m.

Feed the Cows

[Farm-in-the-Zoo](#)

Step outside Chicago and into rural farm life by coming nose-to-nose with Holstein dairy cows.

11 a.m.

Meet an Animal

[Regenstein Small Mammal-Reptile House](#)

From nose to tail, scales to fur, the zoo's ambassador animals connect you to the natural world.

1:30 p.m.

Great Ape Training Session

[Regenstein Center for African Apes](#)

Join us at Regenstein Center for African Apes for a window into the world of animal care.

2 p.m.

Seal Training and Feeding

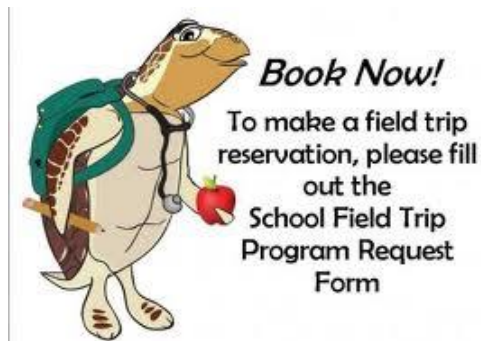
[Kovler Sea Lion Pool](#)

Looking to connect to the aquatic world? Watch keepers as they train and care for the zoo's gray seals.

FUTURE TENSE: (be+going to+verb).

The teacher asks: At what time are you going to _____?

A student answers: We are going to _____ at _____.



6. Figure out your supervision.

ACTIVITY.

- The English teacher is going to be in charge of group “A”
- The Math teacher _____
- _____
- _____
- _____

You must decide how many adults you need in order to handle the children. Make up a list of group members for each staff member, which you will use for roll call during the trip.

7. Create a Permission Form

This letter has two parts.

First Part of Letter

The top part of the letter should contain the following information:

- a. Where you are going?
- b. What the purpose of your trip?
- c. When you are going, including the time you are leaving, and the time you are being picked up?
- d. The contact information for the school and contact person (probably you, but it could be the school secretary or another staff member.)
- e. What students will need to wear (if applicable) and anything they need to bring, including money, if applicable?
- f. What you will be doing for food arrangements?
- g. What the transportation arrangements are?
- h. By what date the permission forms need to be sent back.

Second Part of Letter:

The second part of the letter will be at the bottom, and meant to be torn off.

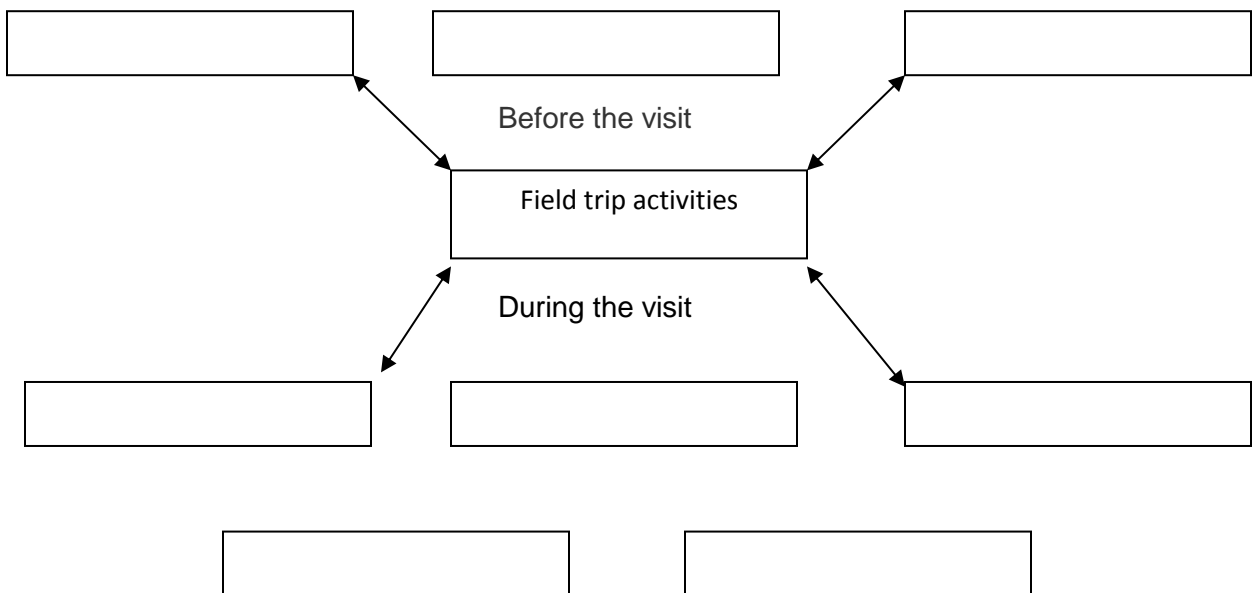
This part will look like this: _____ (parent/guardian)
give permission for _____ (student) to attend the ___ field trip on
the date of ____

Signed: _____



Complete the scheme map.

SCHEME MAP



VIDEO

Tone & Mood Words.

<http://www.youtube.com/watch?v=jDUhDV-72S0&feature=related>

Unit: Crepúsculo (Suspense).

<http://www.youtube.com/watch?v=NBiqEFDQtT4&feature=related>

Unit: 1 Toy Story 3 Trailer (Horror Re-Cut).

<http://www.youtube.com/watch?v=ZMzgt7T-Ut8&feature=related>

Unit: 1 The Lion King Trailer Recue (Horror)

<http://www.youtube.com/watch?v=RbBNqNaZVc8&feature=related>

Unit : 1Suspense: Complete

<http://www.youtube.com/watch?v=LjuZ4Srvbew>

http://woub.org/etseo/readwritetell/pdfs/5-7.3Mood_FeelingEmotionMood2.pdf

<http://mx.images.search.yahoo.com/>

Songs:

<http://www.letras4u.com> ; *musica.com*; <http://lyrics4all.net>

EXAM UNIT V

UNIT V A	THIRD GRADE
Achievements:	➤ Detects and establishes links between a personal stance and information which agrees or disagrees with it.



I. The secondary school Benito Juárez is having a debate on “Wild Animals, caged or free?” Carmen, a student from third grade, has her own stance and firmly believes that wild animals should always be free.

1. According to Carmen’s stance, which of the following information agrees with her view?

1. Aquatic animals do not have enough water, birds need to fly. Their wings when they are in aviaries are clipped.
2. Animals are taken good care by veterinarians and have a balance diet.
3. Zoo keepers are trained professionals.
4. Human kind has to rule the world.

- a) 1
- b) 2
- c) 3
- d) 4

2. Santiago, another student, thinks that wild animals can be caged and no harm is done to them. According to his stance...

- a) He agrees with Carmen.
- b) He is not in favor or against Carmen.
- c) He doesn’t agree with Carmen.
- d) He thinks Carmen is right.

3. Which of the following information agrees with Santiago?

1. Aquatic animals do not have enough water, birds need to fly. Their wings when they are in aviaries are clipped.
2. Animals are taken good care by veterinarians and have a balance diet.
3. Zoo keepers are lazy and careless professionals.
4. The best zoos are in Europe.

- a) 1 and 2
- b) 3 and 4
- c) Only 4
- d) Only 2



UNIT V B	THIRD GRADE
Achievements:	<ul style="list-style-type: none"> ➤ Understands and gives instructions to plan a field trip. ➤ Appraises the pertinence of following instructions or not.

II. Look at the pictures and predict where the students from Secondary 45 Benito Juárez are going to go this week-end.



4. Where do you think the students are going in the field trip?

- a) To a museum
- b) To a circus
- c) To an eco-safari
- d) To an amusement park

III. Look at the Camp Masai poster and answer the following questions.

Tomorrow's schedule
Activities start at 8:00 am

You will be able to choose from these diverse options:

- *Drive in an open Land Rover with your professional guide and Masai Mara tracker.*
- *Walk, escorted by your guide and by your tracker, in the majestic savanna with its breathtaking scenarios.*
- *Custom made safaris for bird watchers.*
- *Tailored safaris for novice and professional photographers.*
- *Visit a village of the Masai and learn about their culture.*
- *Go horse-back riding.*
- *Have dinner in the bush with your friends.*
- *Stars gazing*



5. What things do you need to take if you go star gazing?

- a) A digital camera
- b) A telescope
- c) A knife
- d) Some matches



6. What things do you need to take if you go bird watching?

- a) Binoculars
- b) Crayons
- c) Sodas
- d) Some logs

IV. José and María, two students from the Secondary Benito Juárez, are talking about tomorrow's schedule and what activities they are going to take. Help them complete the sentences with the linking words.



7. Well, not at seven _____ at seven thirty so we can have breakfast before the activities start.
 a) although
 b) and
 c) because
 d) but

8. Do we have to pay for the dinner in the bush____?
 a) since
 b) so
 c) too
 d) means

9. _____ it may seem a bit snob, but I think we need to take the professional guide with us.
 a) Although
 b) But
 c) Since
 d) Too

10. _____ it is very warm to walk in the savanna, we must wear cotton garments and sun protector.
 a) And
 b) Because
 c) Although
 d) Since

V. According to the schedule mentioned on the previous page, how would you distribute the following activities: *walking, driving, horse-back riding, star gazing, getting to know the Masai Mara culture*, so María and José can have fun, admire the natural beauties, yet not have problems with the high temperatures in Africa.



8:00 a. m. _____
 10: 00 a. m. _____
 5:00 p. m. _____
 9:00 p. m. _____

11. As a first activity, at 8:00 a.m. I would recommend:
 a) Walking escorted by a guide.
 b) Star gazing.
 c) Driving and visiting the Masai culture.
 d) Driving a Land Rover.

12. As a second activity, at 10:00 a.m. I would recommend:
 a) Walking escorted by a guide.
 b) Star gazing.
 c) Driving and visiting the Masai culture
 d) Having dinner in the bush.

EXAM UNIT V

RUBRIC TO ASSESS A DEBATE

Requirement	Number of Points	Points Earned
Research Guide <ul style="list-style-type: none">Facts listed3-5 sources documented	30	
Index Cards <ul style="list-style-type: none">Name and position on frontReflection on back	30	
Debate Do's <ul style="list-style-type: none">Teacher observation	30	
All work is neat, legible, and turned in on time.	10	
Extra Credit		
Grade		

NOTE: This rubric is a model and can be modify in its content to adjust it according to the teacher and students' needs.

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