

Sunburst

3

Secondary

Activity Book

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 Pearson



Secondary

Activity Book





Dear student,

Welcome to Sunburst 3! Get ready to shine while learning English. This book is for you to enjoy every activity with the guide of your teacher and accompanied by your classmates. You will explore interesting themes that will provide you with opportunities to develop your skills and gradually be able to communicate efficiently. Here you will find information about other cultures, amusing reading selections and overall you will have the chance to share your own experiences and create fabulous products using a second language.

Do your best and have fun!





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Lesson
3

1 Work in pairs to read the text and underline the three propositions that seem more interesting to you.

INTERESTING FACTS ABOUT EATING HABITS AROUND THE WORLD

• In India, it is acceptable to eat with the right hand, while using the left hand is considered an insult to the host.

• Shrimp happens to be controversial because it shows that you are enjoying them.

• In China, hugging is not considered rude, on the contrary, it can be a sign of affection and that you are completely satisfied.

• In Japan and India, people don't have food on their plate to hurry eat from host to express they enjoyed the meal, while in China, Europe that you were not well fed.

• In Chile, people eat with their hands, they always eat spicy.

• People in Thailand never take the fork to their mouth, they always use the spoon. The fork is only used to push food from the plate to the spoon.

• When drinking tea in Britain, the spoon should never touch the sides of the cup as it would be stealing some of the products.

• In Islamic, people practice genae, a tradition of hand-drying each other after this practice is done to show love and social bonds between those sharing the food.

Time to Shine!

• Do you know other interesting eating habits? Share them with your class.

2 Work in pairs to write a sentence to describe the qualities of the propositions you understood, then, express an opinion for each. Follow the example. (a)

Propositions	Qualities
A surprisingly common habit in India is that they eat their food with the right hand.	<div style="display: flex; justify-content: space-between;"> I think that it may be difficult for left-handed people to eat their food and eat things they love! Opinion </div>

Use words and expressions that describe qualities or properties.

Reader's Book pages
for homework, read books
12-15 from the Reader's Book.

Unit 1

17

Three lessons: Each one has activities that will prepare you to work on the elaboration of your product. At the end of each lesson, you will find a page with instructions. In that same page, you will also find a chart that will help you evaluate the skills and abilities you attained during the lesson.

At the end of each unit, you will find:

Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills. Follow the example.

Lesson	Activity	It helped me because...
1	4	I learned new vocabulary words.

2. Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results following the example.

Step 1 (p. 31)

The subproduct in this session was: a list of cultural habits and a description of the chosen habit.	Aspects I liked: I liked to learn about my classmates' interests.	Aspects to improve: We must take into account everybody's opinions.
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↓

Step 2 (p. 32)

The subproduct in this session was: Aspect I liked:	Aspects to improve:
---	---------------------

↓

Step 3 (p. 33)

The subproduct in this session was: Aspects I liked:	Aspects to improve:
--	---------------------

↓

Conversation

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

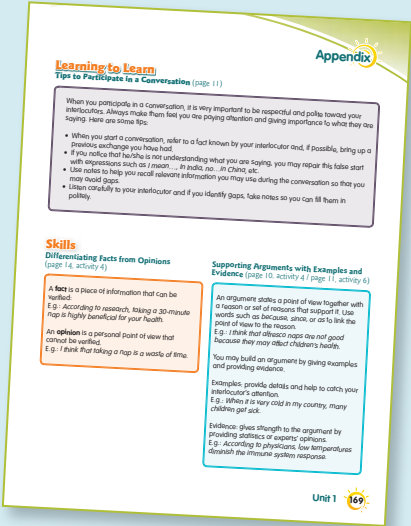
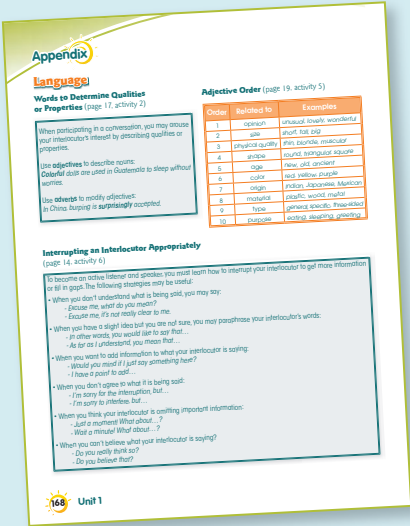
Unit 1

23

Assessing My Learning Process:

This will allow you to identify your achievements and how you attained them.

At the back of your book, you have an Appendix with useful information that will help you work on some of the activities. It is divided in three parts:



1. Language: This section presents structures and useful phrases you may use to communicate.

2. Learning to Learn: It gives you tips for you to become a life-long learner.

3. Skills: It includes information and suggestions to develop the four skills of language learning: reading, writing, listening, and speaking.

During the activities in each of the lessons, you will find the following icons and boxes.



Audio: It indicates you will hear an audio track to work on that activity.



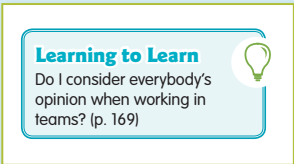
Appendix: Go to the Appendix to find relevant information.



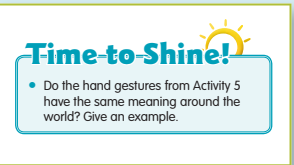
Portfolio: It indicates the activities that you will have to file.



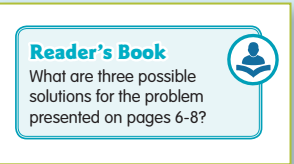
Glossary: The words in bold and orange indicate that their meaning is at the back of your book.



It includes a question for you to reflect upon the way you learn. You will also find a page number that will lead you to the Appendix to check related information.



It includes a question or task for you to share your knowledge or experiences with your class.



It includes instructions that will guide your reading during that week.

Be proactive and create your own Class Glossary. In each unit you will have the opportunity to learn new vocabulary words to communicate more effectively in English. Use your creativity and, with your teacher's guidance, create a Class Glossary in which you will choose which terms to include!



How Does Culture Influence our Habits?

Analyze the pictures and answer the question.



Family and Community Environment

Social Practice of the Language

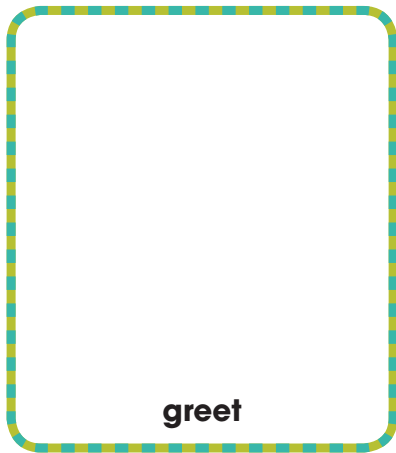
To talk about cultural habits of different countries

Achievements

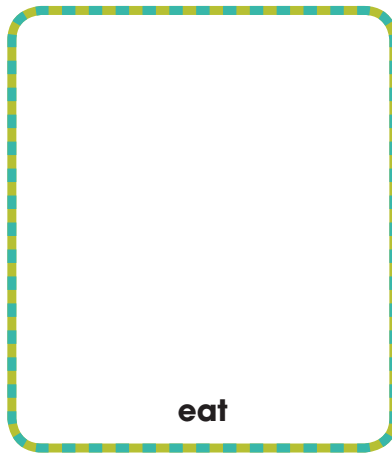
- Negotiate the topic of a conversation.
- Exchange propositions and opinions to initiate a conversation.
- Formulate and answer questions to go deeper into the conversation.
- Use strategies to keep a conversation going about cultural habits and also conclude it.

Product: Conversation

- 1 Draw details to show how you perform each of the following activities. Then, work in pairs to compare your drawings.



greet



eat



sleep

- 2 Work in teams. Reflect and answer.

a Who taught you to perform those activities that way?

b How does your culture influence the way you perform those activities?

Time to Shine!

- Which other habits are influenced by culture?

Reader's Book

For homework, read pages 5-8 from the Reader's Book.



- 3 Match the columns and use the words in sentences.



- a happening in many places or among many people
- b to sleep lightly for a short time
- c a feeling of worry about something important
- d words spoken to a god in order to ask for something or give thanks
- e a short sleep especially during the day

- _____ nap
- _____ prayer
- _____ doze
- _____ concern
- _____ widespread

Engage students with the theme of the unit and have them connect it with their personal experience. / Extend their repertoire of words and expressions about cultural habits.

Lesson 1

- 4 Work in pairs to read the text. Circle a reason, underline an example, and draw a rectangle around evidence that supports a reason. 169

Sleeping Habits Around the World



Siestas

For a thousand years, people in Spain have held the tradition of an afternoon nap. According to sleep experts, many people's bodies get tired during early afternoon, so taking a nap is a cultural habit that now extends to some other countries such as the US and UK where it is called a "power nap."



Alfresco Naps

In Norway and some other Scandinavian countries, it is a widespread habit to leave babies, as young as two weeks old, outdoors to nap in freezing temperatures. People in those countries believe that fresh air prevents young children from getting sick.



Bedtime Prayers

In Mexico, prayer time is common before bed. Prayer as meditation, embraces silence,

spirituality, and solitude producing a calming effect on the mind. According to case studies done at Harvard Medical School, meditation is considered a very healthy habit as its quietness can promote sleepiness and good rest.

Dozing in Public

Inemuri is a very common practice among Japanese people. You can see people dozing in public places or even during a meeting at work. This practice is not criticized as it shows that a person is tired from hard work but is still willing to take part in what is happening around them.



Worry Dolls

Indigenous people in Guatemala who have worries that prevent them from sleeping well use "worry dolls" made of pieces of wood and yarn. They tell the doll their concerns and then put it under their pillow. According to a Mayan legend, in this way, the person can get a deep and restful sleep.



- 5 Work in pairs to exchange your points of view about the sleeping habits described in the text from the previous activity.

- Which of the sleeping habits would you practice? Why?
- Do you think they are healthy? Why or why not?

Reader's Book

What do you think about the habits mentioned on these pages?



6 Work in pairs. Write an argument to support one of the points of view you gave in Activity 5. 169

7 Write a piece of evidence to support the argument you gave in the previous activity.

8 Write an example to support the argument you stated in Activity 6.

9 Get in teams to share your propositions and points of view.

- Take the floor naturally.
- Use expressions to repair a false start when necessary.
- Exchange points of views and propositions respectfully.

Learning to Learn

Do I know how to participate in a conversation in English?
(p. 169)




Support their points of view with reasons, examples, and evidence. / Take the floor naturally.
/ Use expressions to repair a false start.

Lesson 1



Product Step 1 Conversation



Get in pairs and do the following activities:

- Go back to page 9 to recall which habits you mentioned as an answer to the Time to Shine! question. Write a list including at least five habits. Copy it on a sheet of paper and file it in your portfolio. 

_____	_____
_____	_____
_____	_____

- From the list you wrote, individually choose the habit that interests you the most. On a sheet of paper, write reasons, examples, and evidence to build an argument to explain to your partner why you chose this habit. 
- Use the information from the previous activity to discuss with your partner. Come to an agreement to determine what cultural habit you will talk about based on common interests. Once you have done so, file your sheet in your portfolio. 
- For homework, research how people perform that activity in different countries around the world. Write down your notes on a sheet of paper.

Self-evaluation

- Can I negotiate the topic of a conversation?

Yes ☐

No ☐

How can I improve? _____

- Can I exchange propositions and points of view to initiate a conversation?

Yes ☐

No ☐

How can I improve? _____

- 1 Work in pairs to listen and decide in which country each greeting is performed. Then, label the pictures. 













- 2 Work in pairs. Write a sentence to describe each of the pictures from the previous activity using the words provided. Follow the example. 

kiss palms together foreheads handshake bow jumping dance

In Mexico, two women greet with a kiss on the cheek.

- a In Kenya, _____
- b In India, _____
- c In Saudi Arabia, _____
- d In Japan, _____
- e In New Zealand, _____

- 3 Write an opinion for each of the greetings. Follow the example.

I think it is interesting that in Mexico the way of greeting is determined by the gender.

- a _____
- b _____
- c _____
- d _____
- e _____

Reader's Book

For homework, read pages 9-11 from the Reader's Book.



Lesson 2

4 Listen and read the conversation. Circle a fact and underline an opinion. Then, compare answers with a partner.  

- Hi! How are you?
- Fine! Have you done the research about greetings in different countries?
- Yes, I watched a documentary program online...
- Sorry for the interruption, but I think you shouldn't believe everything you see online.
- You're right, but I obviously assessed the source, and I found out it was the result of some serious research done by a British university. I learned lots of interesting things, for example, that in India and Thailand they use a similar hand gesture to greet.
- Would you mind if I just say something here?
- Go on please.
- I read that in Tibet they use the same gesture, but monks also show their tongues while doing it.



- Really? Why do Tibetan monks do that?
- They do so to show they are not the reincarnation of Lang Darma, a malevolent king that ruled Tibet in the 9th century and...
- As far as I understand, you mean that people in Tibet feared that king.
- Yes, historians say that he ordered all the monasteries to be closed; that's why Tibetan monks fear his reincarnation.
- Wow! I think it's amazing to realize how culture and history give shape to daily habits.

5 Work in pairs. Write the three phrases that were used to interrupt in the conversation from the previous activity.

Time to Shine!

- Do you know other greetings from around the world? Share them with your classmates.

6 Work in teams to share the opinions you wrote in Activity 3. 

- Take turns to talk.
- Be sure to mention examples and evidence.
- Use appropriate phrases in case you need to interrupt.



Distinguish between facts and opinions, creating links to previous knowledge. / Interrupt the interlocutor appropriately and at the proper time.

Reader's Book

How important are our hands for everyday communication?



7 Work in pairs to fill in the blanks with suitable phrases. Then, listen and check.

- _____ Tibetan monks stick out their tongues to show that they are not the reincarnation of an evil king?
- Yes, that was what I said.
- I read an article in which they explain it differently.
- Did you assess the source? Mine was very serious.
- Of course! _____.
- Sorry, I didn't mean to be rude. _____.
- It was written by a well-known anthropologist; he explains that monks used to do that to show they were not reciting black magic mantras.
- Wow! Maybe we should continue researching to learn which of the two versions is more accurate.
- That's a great idea!



8 Work in pairs to analyze the statements in the right column and match them to the left column.

- | | |
|--|---|
| a Do you remember you told me that...? | _____ answer based on a proposition previously said |
| b Yesterday I told you I always do it. | _____ question modified according to interlocutor's reaction |
| c Who wrote that article? | _____ question based on what the interlocutor previously said |

9 Work in pairs to invent a greeting; give it a meaning.

10 Work in teams to perform the following activities.

- Show your greetings to each other.
- Explain what your greeting means.
- Formulate questions based on what the other pair explained.
- Recall propositions to answer the other pair's questions.
- Modify questions, if necessary, according to the reactions of the other pair.

Formulate questions based on what has been said by the interlocutor. / Recall propositions to answer the interlocutors' questions. / Modify questions according to the reactions of the interlocutor.