

# Come Together



**Manuel  
LUNA**

**Adriana  
DEL PASO**



**Estimada alumna, estimado alumno:**

El Cuaderno de actividades que tienes en tus manos es el resultado del esfuerzo que realizan el gobierno federal, los gobiernos estatales, las maestras y los maestros para garantizar que todas las niñas, los niños y los adolescentes que cursan la educación básica en nuestro país cuenten con materiales educativos para construir su aprendizaje, y con ello alcanzar una educación de excelencia.

Tu Cuaderno de actividades promoverá que te desarrolles integralmente, fomentará en ti el amor a la Patria y el respeto a todos los derechos; así reconocerás lo que te rodea, apreciarás tus fortalezas y sabrás lo que tu comunidad, México y el mundo necesitan y lo que puedes hacer por ellos.

En el marco de la Nueva Escuela Mexicana, la equidad y la calidad son premisas de la educación. Este libro forma parte de los materiales educativos que se ofrecen para que, con el trabajo diario de maestras, maestros, autoridades y familias, alcances el máximo logro de aprendizaje y el fortalecimiento de los lazos entre tu escuela y tu comunidad.

Este libro ya es tuyo; es un regalo del pueblo de México para ti.

¡Conócelo, cuídalo y disfrútalo!

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# Come Together

Student's  
Book

3

**Manuel**  
**LUNA**

**Adriana**  
**DEL PASO**

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# Welcome to *Come Together 3!*

*Come Together* is a secondary course that gives you the opportunity to interact with English in different contexts. Your Student's Book contains ten units divided into three blocks that flow into each other. Each block is intended to progressively take you from familiar situations and interactions to more complex practices.

## Unit Walk-through

Each unit has 3 or 4 Learning Stages that help you get the skills you need to achieve the learning outcomes.

A variety of reading and listening materials as well as challenging activities are the tools you need to build up your learning process.

## Glossary and Vocabulary

There is a wide variety of texts that include highlighted words and a dictionary icon. This icon will refer you to the Glossary at the end of the unit. The words in it are presented in a monolingual dictionary-like format like words in alphabetical order, explicit word categories (v, n, adj, adv, etc.), verbs in base form (not conjugated), and nouns in singular. The format of the words was made to help you get familiar with dictionary use skills which are vital for learning a new language.

**Unit 6 - Stage 1 Development**

Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.

1 Work in pairs. Read the newspaper headline and discuss what you think happened.

**EVENING NEWS**

A man **wakes up** alone in locked bus!

2 Work in small groups. Listen to what happened in the situation from the podcast. Discuss what happened and answer the questions.

1 Where is the conversation taking place? How do you know?  
2 Who is asking questions to Mr. Lévesque?  
3 Was it an unexpected situation for Mr. Lévesque? What happened that was surprising?

3 Work in pairs. Read an excerpt from the conversation in Section 2, and underline the sentence where you can find how Mr. Lévesque felt.

Journalist 2: How did you feel?  
Mr. Lévesque: Oh, I was really notified!  
I grabbed my suitcase and turned on the light. I tried to open the bus door, but it was locked.

4 Work in pairs. Talk about how you would feel if you got stuck on a bus.

AI would be really angry. How could they forget about me?  
It would be very awkward. I wouldn't know who to call.

Unit 6 ST

**For your Final Product**

5 Think about a personal experience when something unexpected or unpredictable happened to you. Use the questions as a guide and make notes.

What happened? Why was it unexpected? When and where did it happen?  
Did anybody else know/participate?

**My Unexpected Situation**

What and where it happened: It was my birthday and my family and friends didn't say anything to me. I was sitting alone. When I got home, I opened the door and a lot of people shouted "Surprise!" My family and friends organized a party for me.

When it happened: Last year.

Who participated: My family and my close friends.

6 Listen to Mr. Lévesque talking about what happened with another person. Then work with a partner to compare this conversation to the one you previously heard.

1 Is it the same situation? Is it also a **face-to-face** conversation?  
2 Which conversation is more personal, this one or the one with the reporters?  
3 What differences are there between the way Mr. Lévesque speaks to his daughter and to the reporter? Is his tone of voice the same? Does he express the same emotions?  
4 In which of the two conversations does Mr. Lévesque use informal expressions?

Conversations in more personal contexts (with friends or family, for example) usually show more spontaneous feelings and use informal expressions. When a conversation is with unknown people or in formal situations, feelings are not so disclosed or personal, and language has less informal expressions.

Family and Community

For your Final Product activities are milestones that guide you through the necessary steps to complete the Final Products.

Skills and Language boxes help you understand some formal aspects of the language or provide advice and skills and strategies related to particular topics.

## Ways to Reflect on Your Learning

*Come Together* offers several ways to keep track of your learning process and to reflect on your achievements and the aspects that you need to improve.

### Opening

Let's start together

- Work in groups. Discuss and answer the questions.
  - What are the main themes of the unit?
  - What are the main themes of the unit?
  - What are the main themes of the unit?
- Read the text and answer the questions in English.
  - Read the text and answer the questions in English.
  - Read the text and answer the questions in English.
  - Read the text and answer the questions in English.
- Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
- Plan a sequence of events.
  - Plan a sequence of events.
  - Plan a sequence of events.
  - Plan a sequence of events.



### For your Final Project

- Work in pairs. Read the conversation on page 10 and answer the questions.
  - Work in pairs. Read the conversation on page 10 and answer the questions.
  - Work in pairs. Read the conversation on page 10 and answer the questions.
  - Work in pairs. Read the conversation on page 10 and answer the questions.
- Discuss the project and answer the questions.
  - Discuss the project and answer the questions.
  - Discuss the project and answer the questions.
  - Discuss the project and answer the questions.

### Intermediate Assessment

- Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.

### Assessment

#### Formative Assessment

- Read the text and answer the questions.
  - Read the text and answer the questions.
  - Read the text and answer the questions.
  - Read the text and answer the questions.
- Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
  - Identify and describe characters and events in a story.
- Plan a sequence of events.
  - Plan a sequence of events.
  - Plan a sequence of events.
  - Plan a sequence of events.

#### Final Assessment

- Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.
  - Work with your group. Discuss the project and answer the questions.

## Initial Assessment

Activate your previous knowledge and get familiar with the new challenges.

## Intermediate Assessment

Assess and reflect about your progress after completing milestones in your progress.

## Assessment

Evaluate your accomplishments and those of your peers at the end of each unit.

## Features

*Come Together 3* offers special features to help you through your learning process:



This icon appears in activities where you have to discuss with your classmates.



Every time you see this Class CD icon, listen carefully to an audio track. Make sure you understand the activity before you listen.



When you see this glossary icon, use the glossary at the end of the unit to learn the new words highlighted in yellow.



This icon indicates exercises that can be included in your portfolio to keep evidence of your progress.



This icon appears at several moments to suggest ways to use your Reader to extend your knowledge.



The Skills and Language boxes highlight important information that helps you develop awareness to formal aspects of language, critical thinking, social abilities, and summarize learning points.



When you see this icon, you will find a suggestion to use technology for further practice.





## Stage 1

Examine television programs.

## Stage 2

Interpret general sense and some details.



## Stage 3

Write notes about emotions and reactions to participate in an exchange of views.

# Unit 1

### Social Practice of the Language:

Exchange emotions and reactions caused by a television program.



## Stage 4

Share emotions and reactions.



### Social Learning Environment:

Family and Community

### Communicative Activity:

Exchanges associated with media

### Product:

Interview

# Opening

Let's start together

1 Work in pairs. Check (✓) the TV programs you like to watch. Feel free to add other options.



☐ drama



☐ reality show



☐ sports



☐ TV series



☐ documentaries



☐ cartoons

☐ \_\_\_\_\_ ☐ \_\_\_\_\_

## Initial Assessment

Read the sentences and write the words that best describe how you normally act (*always, usually, sometimes, never*).

- 1 I \_\_\_\_\_ watch TV programs.
- 2 I \_\_\_\_\_ talk about TV programs.
- 3 My feelings \_\_\_\_\_ change when I watch TV programs.
- 4 I \_\_\_\_\_ feel comfortable sharing my opinions and reactions in a conversation.
- 5 I am \_\_\_\_\_ comfortable asking someone questions about their feelings.
- 6 I have \_\_\_\_\_ participated in an interview.

## Development

- 1 Work in pairs. Read the conversation and underline the TV genres that are mentioned. Then discuss the questions.

**Julio:** Hi Mónica! Why do you look so tired?

**Mónica:** Oh, hi, Julio! I went to bed really late last night because I was watching the *Chef Challenge* finals on TV.

**Julio:** By yourself?

**Mónica:** No. It is a family show for all ages. We really enjoy watching it together at home.

**Julio:** I have never watched that program. What is it about?

**Mónica:** It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. I watch it because it is exciting and I learn about cooking.

**Julio:** I see. I don't really like reality shows. I prefer to watch sports programs. I like to listen to expert sports anchors give their opinion about soccer and baseball games. I always watch *Sportex* on Channel 19.

**Mónica:** *Sportex* is good, but I prefer *On Sport* on Channel 42 because there are also anchorwomen, not only men, and as they talk you can read the tickers to learn the results of all the games.

**Julio:** Mmm, that's interesting. I'll watch it some time. Do you like watching series on TV? I love action series in English and action movies in Korean.

**Mónica:** Can you speak Korean? Wow! I didn't know.

**Julio:** I don't, but I read the subtitles.

**Mónica:** That's true. Foreign programs have subtitles. Even soap operas! But I don't like them. Too much drama! They make me feel sad. I prefer comedy programs. And you?

**Julio:** Me too! Comedy programs are the best! I like *Mr. X*. It makes me laugh a lot.

**Mónica:** Yeah, that show is really amusing. It has young actors because it is for teenagers. They speak just like us! By the way, do you like documentaries? I do.

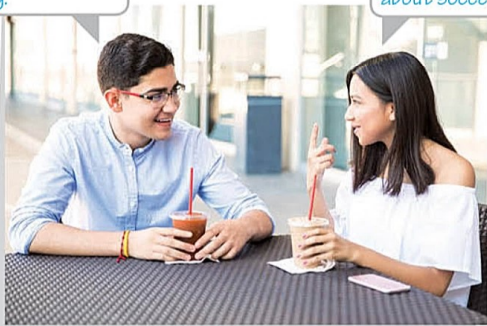
**Julio:** Some of them, I guess. It depends on the subject. I like documentaries about traveling and other countries. But I think documentaries about nature are boring! Some are hard to understand because they use formal language. I have to confess that I love watching cartoons even though they are for children.



- 1 Which type of programs does Mónica like? Why?
- 2 Which type of programs does Julio like? Why?
- 3 Do you know other TV genres?

Mónica likes *Chef Challenge* because she likes to learn about cooking.

Julio likes sports programs because he likes the opinions anchors give about soccer and baseball games.



You can go to your Reader on page 9 to read about the history of television.



- 2 Analyze the expressions from the descriptions of TV shows in Exercise 1 to complete the categories below. Add two more words for each category.

People

Age group

Elements

- 3 Read the conversation in Exercise 1 again and circle the expressions used to examine TV shows. Then work in small groups to classify them according to their use.

Stating Characteristics	Expressing Likes / Dislikes

- 4 Read the Skills box and discuss with a partner the purpose of each TV Show. Explain.

news

TV series

documentary

drama


reality show

TV programs have different purposes. Most of them aim to inform, educate, entertain, surprise, create controversy, criticize, etcetera. This is why they provoke different emotions and reactions in the audience.

Skills



## For your Final Product

- 5  Think about your favorite program. Identify its genre, its purpose, and some basic characteristics. You are going to work with this program for the rest of the unit to prepare yourself for an interview.

Name: *The Adventures of Tina.*  
 It is a situation comedy.  
 Genre: situation comedy.  
 Characteristics: It is about the everyday life of a regular teenager and the challenges she has to face. Its purpose is to entertain.

Name: \_\_\_\_\_  
 Genre: \_\_\_\_\_  
 Purpose: \_\_\_\_\_  
 Characteristics: \_\_\_\_\_

## Intermediate Assessment

- 6 Underline the option that best describes what you can do.
- I can identify different TV genres *very well* / *partially* / *with difficulty*.
  - I can describe basic characteristics of a TV program *very well* / *partially* / *with difficulty*.
  - I can identify the purpose of a TV program *very well* / *partially* / *with difficulty*.
- 7 If you need help, you can improve by reading TV program reviews in English-speaking magazines.
- 8 According to their language register, programs are classified in formal, neutral and informal. Read the definitions and the examples in the following chart and complete the information.

	Language Register		
	Formal	Consultative or Neutral	Casual or Informal
Definition	It is used in professional settings, like interviews. This register uses standard English. Slang is never used and contractions are rare.	It uses less formal standard English. The tone is respectful but may be more casual. Slang sometimes is used.	It is used with friends, coworkers, or family. Use of slang, contractions, and informal grammar is common.
Genre	<i>documentaries</i> , _____ _____	<i>local news</i> , _____ _____	<i>reality shows</i> , _____ _____
Examples	_____ _____ _____	_____ _____ _____	_____ _____ _____



- 9 Work in pairs. Read the following TV programs briefs and discuss with your partner what the general sense of each program is and the language register you think people use in each program. Underline the details that support your decision.

My favorite TV program is a science program. There is an old professor who goes over the latest news related to science. He talks about all kinds of interesting topics from astronomic breakthroughs to the world of microbiology. He explains everything in a clear way, so you understand everything. There is a section in which the professor answers questions addressed by the audience. I really like watching this program!

Language Register:

General sense:

My favorite TV program is a singing contest. Auditions are held in different cities to select the singers. The best ones sing in the show every week. They have to face different challenges like singing a duet with their idols. At the end of each program, the audience calls to vote for their favorite singer. The judges in the program vote too. The one who gets fewer votes has to leave the show. It is very exciting!

Language Register:

General sense:

## For your Final Product

- 10 Write a brief for the program you selected. Make sure you state the general sense and add some details to enrich your description.



My favorite TV program is called *The Adventures of Tina*. It is a situation comedy about the everyday life of a regular teenager and the challenges she has to face. I like it because it is a show for teenagers and because it is really fun!


## Intermediate Assessment

- 11 Write *E* (Excellent), *W* (Well), or *NY* (Not Yet) for each of the statements below according to your performance.

- I can identify language register in a TV program. \_\_\_\_\_
- I can describe the general sense of a TV program. \_\_\_\_\_
- I can examine TV programs and identify several details. \_\_\_\_\_

- 12 If you answered *NY* get together with a partner who answered *E* and ask him or her for tips to improve.

## Development

- 1  **Work in pairs.** Listen to a fragment of the TV program *The Adventures of Tina* and discuss what is happening, who is participating, and what their relationship is. Use the questions as a guide.

- Who is Tina talking to?
- Are they talking face to face?
- Why is Tina scared?

- 2 **Work in groups.** Now that you understand the general sense of the TV program, read the conversation and decide which sound effects and nonverbal language elements help transmit Tina's feelings.

**Pablo:** Hey, Sandy. I liked the program a lot. Did you like it too?

**Sandy:** Yes, I was very scared at the beginning. The girl looked **terrified**.

**Pablo:** I agree, and the sound of the storm and the noises outside her door were **scary**. I think the girl will find something terrible when she opens the door.

**Sandy:** True. The girl who plays Tina acts very well. The way she speaks transmits **fear**. And her expressions were so good! You could see fear all over her face.

**Pablo:** What do you think will happen to her? Do you have any theories?

**Sandy:** I don't know. I don't have any theories.

I'm **anxious** to find out.



TV programs use different resources to achieve their purpose. Depending on the kind of program, they can use music, sounds, special effects, sceneries, props, etcetera. Actors' performance is also important to create a successful drama program.

Skills


- 3 **Work in pairs.** Read the following pairs of sentences? Do they mean the same? How are they different?

**Pablo:** Do you have any theories?  
**Sandy:** I don't have any theories.

**Pablo:** Have you got any theories?  
**Sandy:** No, I haven't got any theories.

English is spoken both in the US and in the UK. However, sometimes they use the language differently to express the same.  
American English: *Do you have...?*  
British English: *Have you got...?*

Language

- 4  Read and listen to the second part of the program *The Adventures of Tina*, and write the underlined sound effects and descriptions of nonverbal language below the function you think they have.

[door banging]

Tina: Oh no! I'm going to hide under my bed! (scared tone of voice).

Laura: Are you sure someone is outside your room? That's crazy. Maybe it is just the wind (more calmed tone of voice).

[sound of wind whistling]

Tina: Yes, yes. It is probably the wind. I will open the door very slowly (more calmed tone of voice).

[suspense music], [squeaky door hinge opening]

Laura: Don't be scared. Go for it!

Tina: Here we go.

(gulping and heart beating)

Tina: Danko! It's you! (relieved and happy tone of voice)

You scared me silly dog! [dog panting and barking]

[Background audience voices Awwww!]


Narrator: Thanks for watching another episode of *The Adventures of Tina*.



They show Tina's feelings.

They show actions.

They create an atmosphere of suspense.

- 5  Work in pairs. Listen to the TV program fragment again. Figure out the meaning of the following words. Use the sound effects and the characters' tone of voice as clues to infer the meaning.

1 banging

3 relieved

2 squeaky

4 panting

- 6 Work in groups of three. Role-play the TV program scene in Exercise 4. Try to represent the nonverbal language and reproduce the sound effects. Reflect on how acting and sound effects have an impact on your appreciation of the program.

## For your Final Product

- 7  Complete a notecard about your favorite TV program. Write the general sense of your program and the purpose of the resources that are used in it.

My favorite TV program is *The Adventures of Tina*.

The general sense of the program is to tell the story of a regular teenage girl and the problems and challenges she has to face.

Resources: They use very realistic sceneries, exciting music, and great acting.

Purpose: The sceneries represent Tina's house, her school, a big park and some other places. The music usually reflects Tina's mood. The actress who plays Tina expresses all kinds of emotions in a very natural way.

My favorite TV program is ...

Resources:

Purpose:

- 8 Work in small groups. With the information you wrote in your notecard, share your impressions about your favorite TV program.



A: In my program, the main actor makes silly faces and he's really funny.

B: In my program, there is music. It reflects how actors feel.

C: In my program, there are a lot of sound effects. There are exaggerated noises that are very funny.

## Intermediate Assessment


- 9 Check (✓) the table with the answer that best describes your performance.

Concept	Very well	Well	Not well
I can identify the general sense in a TV program.			
I can identify the resources that a TV program uses.			
I can identify the purpose of sound effects in a TV program.			
I can interpret general sense and some details of a TV program.			

- 10 If you checked in the *Not well* column, get together with a partner who checked the *Very well* column and ask him / her to help you improve.



## Development

- 1  Work in pairs. Read and listen to the interview about the TV program *The Adventures of Tina*. Then scan the text and circle words that describe feelings or reactions. Discuss which are positive and which are negative.

**Paty:** Can you answer some questions about a TV program?

**Jason:** Sure.

**Paty:** Do you like *The Adventures of Tina*?

**Jason:** Just a little. I believe some episodes are interesting, but others are **boring**.

**Paty:** Which episodes are boring?

**Jason:** I don't like the episodes with Tina's friend, Harry. I think he's **annoying**.

**Paty:** Which episodes do you like best?

**Jason:** In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining. I feel **disappointed** when Danko doesn't appear.

**Paty:** Do you like the episodes where Tina is at school?

**Jason:** Yes! I believe her adventures at school are **exciting**! And they make me laugh.



- 2 Classify the words you circled in Exercise 1 in the table.

Describing how people feel	Describing how something is

- 3 Read the Language box. Then work with a partner to make sentences about TV programs and how they make you feel. Use the sentence stems and the verbs from the box.

entertain interest captivate surprise amaze excite disappoint

- This TV program is ...
- I feel ... when I watch ...

You can transform action words (verbs) into descriptive words (adjectives). If you want to talk about yourself or your feelings, add the **-ed** ending (*I feel **amused** when I watch my favorite TV show*). If you want to talk about others or something outside yourself, add the **-ing** ending (*My favorite show is **amusing***).

Language

I am interested in documentaries but reality shows are entertaining.

Documentaries are captivating and I feel bored when I watch the news.





- 4 Work in pairs. Go back to the interview in Exercise 1 and circle the expressions Jason uses to begin his opinions. Then use those expressions to start your sentences from Exercise 3 and share them with another pair.

You can use phrases like *I think*, *in my opinion*, and *I believe* to express your personal opinions and reactions caused by a TV program.

Skills

## For your Final Product

- 5  Make a graphic organizer with the feelings and reactions that the TV program you selected provokes. Read the example.

My favorite TV program is:

entertaining  
moving  
surprising  
exciting  
inspiring  
scaring  
motivating

The Adventures  
of Tina

My favorite TV program  
makes me feel:

entertained  
moved  
surprised  
excited  
inspired  
scared  
motivated

My favorite TV  
program is:

My favorite  
program

My favorite TV program  
makes me feel: