

LEARNING HANDBOOK

CAMPUS: CHIGNAHUAPAN

CCT: 21ETC0014W

SUBJECT'S NAME: **ENGLISH V**

ELABORATED BY:

DANIEL HERNÁNDEZ ARROYO

GUADALUPE ORTEGA RODRÍGUEZ

STUDENT'S NAME:

SEMESTER AND GROUP: _____

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SEMESTER **A**

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Secretaría
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WELCOME



Hello, I am Daniel Hernández Arroyo, I studied Modern Languages at BUAP (Benemérita Universidad Autónoma de Puebla), I will be your English teacher this semester; I have TOEFL ITP, TKT Module 1 Band 3 and IELTS certification and CENNI level MMC 5 certificate, I am also Google Certified Educator Level 1. I always try to include technology in my English classes. I love to travel to any place in the country, but not during holidays. Finally, I love architecture and football. I hope to have a great semester, learning and having fun. You can contact me for doubts or questions to the following email: dhernandeza@cecyte.edu.mx

Hi! Welcome to your English V class! I'm Lic. Guadalupe Ortega Rodriguez, I will be your English teacher this semester. Feel free to come to me whenever you need to. I'm sure you will give your best in everything that we do in class. Remember that English is not only important, but also a beautiful language to learn! Enjoy it and make the best out of it!



Email: gortegar@cecyte.edu.mx

SUBJECT INTRODUCTION

The English language is as fascinating as it is popular, and it obviously has its own history and peculiarities. Approximately 840 million people speak English as a first or second language, which makes the second most spoken language after Mandarin. To study the English V subject, it is necessary to have taken and approved the previous semesters English I, II, III and IV. Instead of focusing only on grammar and other theoretical aspects, don't forget to enjoy its more entertaining side. "Learning another language is not only learning different words for the same things but learning another way of thinking about things."

Flora Lewis

COMPETENCIES TO DEVELOP

Generic

4. Listens, interprets, and broadcasts messages in different contexts by using media, codes and appropriate tools.

4.4 He/She communicates in a second language in everyday situations.

Disciplinary

CD10. Identifies and interprets the general ideal and possible development of an oral or written message in a second language, resorting to previous knowledge, nonverbal elements and cultural context.

CD11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

Extended

CDE9. The student transmits messages in a second language or foreign language attending to the characteristics of different sociocultural contexts.

METHODOLOGY EXPLANATION

Dear students of CECyTE Chignahuapan, This Learning Handbook purpose is to let you know the contents that will be addressed in the subject of English V. The contents will be carried out through texts in English, and a variety of oral and written exercises. In this Learning Handbook the activities are designed to be worked individually and with the help of the teacher, who will certainly be able to clarify your doubts and will provide you with the necessary information.



EDUCATIVE PACT

Class Agreements

1.

2.

3.

4.

5.

6.

7.

8.



believe
in
yourself

I have read and accepted the following agreements.

Student's name and signature

Teacher's name and signature

FIRST PARTIAL

FRAMEWORK

- ★ Review of the Past Simple and Past Perfect
- ★ Second and Third Conditional
- ★ Reported Speech

AXIS:

Students will Provide reasonable opinions from the point of making a text, use Technology, information, communication, as well as, Students communicate, interact, and collaborate with others.

COMPONENT:

Reading, writing and oral production as learning sources and abilities practice.

CORE CONTENT:

- ★ The importance of language and grammar play a role in it.
- ★ Learning and innovation In and from the web.
- ★ Collaborative work in the classroom as a basis for the integration of the learning community.

SPECIFIC CONTENT:

Students will review the Past Simple and Past Perfect verb tenses, learn, and practice the Third and Second Conditional and Reported speech.

ASSESSMENT PLAN

LEARNING PRODUCTS FIRST PARTIAL

PRODUCT	PERCENTAGE	PERCENTAGE OBTAINED	SIGNATURE OF THE FATHER, MOTHER OR LEGAL GUARDIAN
Comic	20%		



Video	30%		
Classwork	20%		
Cross-sectional Project	10%		
Tutoring and Orientation Activities	10%		
Innovation and Leadership CECyTE	10%		

PRESENTATION

Identify students' previous knowledge and the one that is expected to learn during the first term.

Expected Learning:

WHAT YOU KNOW

Complete the K-W-L Chart. (Leave "What I learned" blank)

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

whocomeriel.com

Answers the following questions of the diagnostic exam.

A. Put the verb in the Past Perfect tense.

1. They (eat) before he arrived.
2. (you finish) the report before he asked for it?
3. Jennifer (buy) the house before the market crashed.
4. What (she do) that upset him so much?
5. Our boss (not make) the decision yet when management changed their mind.
6. The students (write) the report, but the teacher made them do it again.
7. Mark (want) to go to New York, but his wife changed his mind.



Past simple



A. Put the verbs in the correct column.

Regular verbs	Irregular verbs

I. COMPLETE THE CONDITIONALS WITH THE VERBS IN PARENTHESIS.

1. If I (see) two children fighting in the park,
I (try) to stop them.



2. My neighbors (be) angry
if I (have) a party with loud music.

3. If my brother (find) a wallet,
he (keep) the money in it.



Write down how many correct answers you have. _____

TO START

Let's review some regular and irregular verbs!

No.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	Answer	Answered	Answered	Alight	Alit/Alighted	Alit/Alighted
2	Ask	Asked	Asked	Begin	Began	Begun
3	Boil	Boiled	Boiled	Break	Broke	Broken
4	Believe	Believed	Believed	Blow	Blew	Blown
5	Love	Loved	Loved	Build	Built	Built
6	Compare	Compared	Compared	Cost	Cost	Cost
7	Cry	Cried	Cried	Do	Did	Done
8	Dress	Dressed	Dressed	Eat	Ate	Eaten
9	Play	Played	Played	Have	Had	Had
10	Fill	Filled	Filled	Hide	Hid	Hidden
11	Follow	Followed	Followed	Hold	Held	Held
12	Gather	Gathered	Gathered	Keep	Kept	Kept
13	Help	Helped	Helped	Lose	Lost	Lost
14	Joke	Joked	Joked	Meet	Met	Met
15	Kiss	Kissed	Kissed	Pay	Paid	Paid
16	Need	Needed	Needed	Make	Made	Made
17	Obtain	Obtained	Obtained	Know	Knew	Know
18	Replace	Replaced	Replaced	Run	Ran	Run
19	Snore	Snored	Snored	Say	Said	Said
20	Visit	Visited	Visited	Sit	Sat	Sat



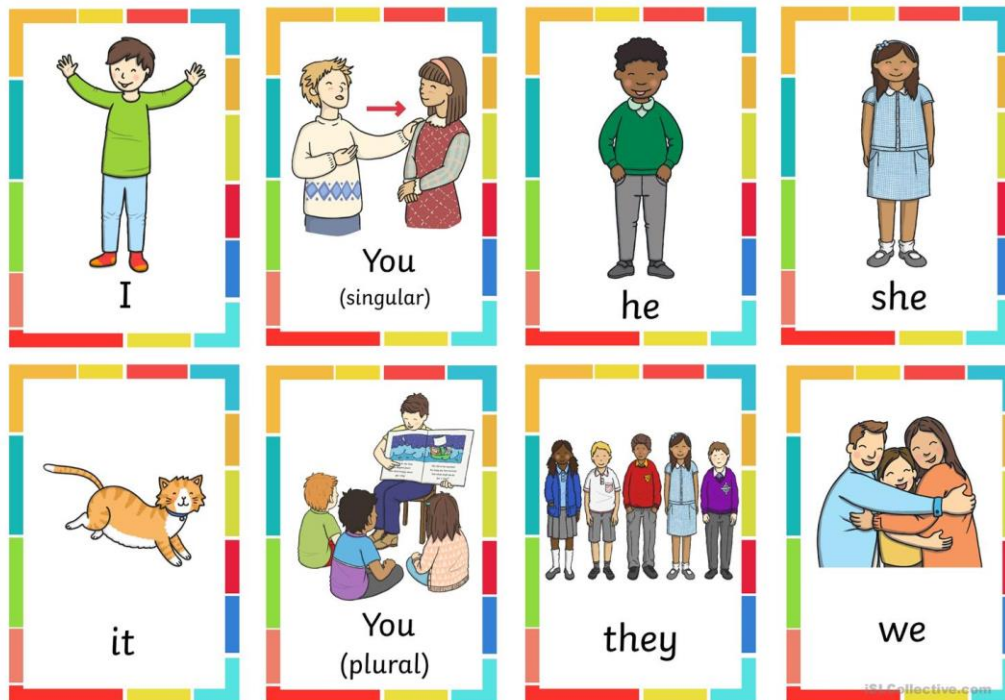
Complete the chart with the correct verb tenses

1	TO BUY		
2			COME
3		GOT MARRIED	GOTTEN MARRIED
4	TO GIVE		GIVEN
5		HURT	HURT
6	TO PUT		
7	TO SEE		SEEN
8	TO SEND	SENT	
9			SPOKEN
10	TO TELL	TOLD	
11			BAKED
12	TO USE	USED	
13	TO ENTER		ENTERED
14		FIXED	
15	TO INVITE		
16	TO PAINT		PAINTED
17			POINTED
18		TRIED	TRIED
19		PRACTICED	
20		WANTED	WANTED



REMEMBER

Personal Pronouns



Examples

1. **He** plays badminton in our academy.
2. **She** is working with a Microsoft company.
3. **They** are completing their homework.
4. **We** have to be thankful for the food.
5. **He** left his meeting file at home.
6. Many chocolates are there in **his** pocket.
7. **His** father is not a lawyer.
8. **We** don't have a child at this time.
9. **He** has done **it** successfully.
10. **You** are supposed to join us.
11. **She** is weak in mathematics.
12. They cooked chicken at yesterday's party.
13. **I** love to play with my new pets.
14. **She** went to school without having breakfast.
15. Does **he** go to the gym for a workout daily or not?
16. Kids like to enjoy themselves with **him** so much.
17. **It** is not your responsibility.



PAST SIMPLE TENSE

TO BE

+

S + Was/were

They were friends.

-

S + was not/were not + ...

They weren't friends.

?

Was/Were + S + ...?

They weren't friends.

VERBS

S + V-ed

She worked yesterday.

S + did not + verb (base form)

She didn't work yesterday.

Did + S + verb (in base form)?

Did she work yesterday?

Usage

Example

To express completed action in the past

I saw a ghost last Friday.

To describe a series of completed actions in the past

I finished work, walked to the beach, and found a nice place to swim.

To express habits in the past

When I was young, I watched lots of television every day after school.

For stative verbs (have (own), be, think (believe), know, dislike, need, owe, wish

He had a small cottage in the woods.

Write two examples of your own:

1. _____
2. _____

BAD VACATIONS!



Last summer we went to Miami beach. But guess what happened? I fell out of the car and sprained my ankle.

Katherine, 16



I was in Denmark with some Friends. I ate some French fries in a fast food restaurant. Later, I felt sick. Ewww!

Alex, 19

Last Winter, my cousin and me went skiing in Portillo, a ski resort in Chile. The mountain was icy. Suddenly, I slipped and broke a leg. Too bad.

Javier, 18



Last Winter, my family and I went rafting in Montana. Our tour guide was really cute. He helped me onto the raft, but I fell over and hurt my knee.

Kylie, 14



Last summer, we went to Florida and there was a tornado. I was really scared and I fainted. The next day we went home. It was a very short vacation!

Antonio, 17



My cousin Sheila is a very active person. I'm not. On our last trip to Colorado we went trekking. I got eight blisters on each foot.

Olivia, 16

Read the stories above and complete the following chart.

#	WHO?	WHAT HAPPENED?	WHERE?	WHEN?
1.	Katherine			
2.				
3.			Portillo, Chile	
4.		I fell over and hurt my knee		
5				Last summer



Sam's winter holidays

Last summer, we (go) on holidays in the mountains. We (stay) in a five-star hotel. Mum (be not) very happy because she doesn't like the cold weather and it (be) -10°C. Dad (be) relaxed because he loves climbing. I (be) in the snow all day. My friends (be not) with me, but it (be) a marvelous experience.



Jack's Holidays in the South



We (travel) to Península de Valdéz last month. We (go) by plane and we (arrive) at the airport in the morning. We (hire) a taxi to the port and then (get) on a boat. We (see) whales and two dolphins.

They (swim) next to our boat. After that, we (walk) around the beach and (play) with a small penguin. We (not visit) other cities, but we (enjoy) our trip.

Answer the question: What did you do on the holidays and write a short presentation, then present it to the class.

¡Let's review now the Past Perfect!

PAST PERFECT TENSE



S + had + past participle + ...

She had finished the test.



S + had not/hadn't + past participle + ...

She hadn't finished the test.



Had + S + past participle + ...?

Had she finished the test?

Usage

Example

To describe an action finished
before another past action

Richard had gone out when his wife
arrived in the office.

Describe an action that happened
before a specific time in the past

Christine had never been to an opera
before last night.

To describe cause and effect
(combine with Past Simple)

I got stuck in traffic because there had
been an accident.

To emphasize the result of an
activity in the past

I had been to London twice by the time I
got a job in New York.

Write two examples of your own:

3. _____

4. _____

Complete the following worksheet.

PAST PERFECT TENSE WORKSHEET



1 - I _____ this town before today. (not, visit)	had not visited
2 - Jenifer began to run after she _____ the snake. (see)	
3 - Bob _____ her before the party began. (meet)	
4 - She _____ the graduation before the end of 2019. (complete)	
5 - The kid _____ asleep before 9 o'clock. (fall)	
6 - Tom _____ smoking when the doctor advised him. (quit)	
7 - I was hungry. I _____ for six hours. (not, eat)	
8 - The patient _____ medicine before the doctor came. (take)	
9 - Jonathon _____ a lot of money before he turned 40. (earn)	
10 - My friend asked if I _____ her parrot. (see)	
11 - What _____ before leaving school? (you, learn)	
12 - He _____ to Italy. (not ever go)	
13 - I _____ the hall before the exam started. (reach)	
14 - When I came home, they _____ the meal. (eat)	
15 - Where _____ when I came to meet you? (you go)	

Draw something unusual that happened to you and describe it using the past perfect.

PRODUCTION

Comic: "Me" as the protagonist! (Using second and third conditional). *Expected Learning:*

SECOND CONDITIONAL

Structure

IF+ Past Simple, Present Conditional

(To be: use WERE) (would/wouldn't + Verb (bare form)).

Usage

Imaginary situations in the present or future

Examples



- If I **won** a million dollars, I **would buy** a new car.
- If I **were** you, I **would quit** smoking.
- If I **were** the president, I **would lower** taxes.
- They **would stay** longer if they **had** more time.
- If I **won** a million dollars, I **could stop** working.
- If I **had** more free time, I **could travel** around the world.

Write two examples of your own:

5. _____
6. _____

ACTIVITY MOMENT 1


Match the condition with the appropriate result





1 If I were rich 

A She'd give me a medicine 


2 If she were a doctor 

B I would have to go out from home 

3 If we danced all night long 

C I'd go to eat with you 

4 If you cooked italian food 

D We wouldn't visit many places 

5 If I didn't study online 

E I wouldn't have to work more 

6 If we weren't at London 

F I'd play clasical music 

HANDS ON

1. Start creating your own comic, (using [The Second Conditional](#) first.
2. You must show your progress to the teacher.



Example:

Hey Robert! Why are you crying?

I failed the final exam again so I can't go to college.

But, why? Andrew told me you studied a lot last weekend. You didn't go, right?

Hmm no that much. Carla invited me to a party.

Oh that's bad. What did your mother say?

Mom cried a bit and dad got really pissed. He grounded me for 2 months.

Yes, I did. If I hadn't gone to the party, I would have had more time to study.

Wow! That's a long time. If you had studied more, your dad wouldn't have grounded you for such a long time.

Even worse?

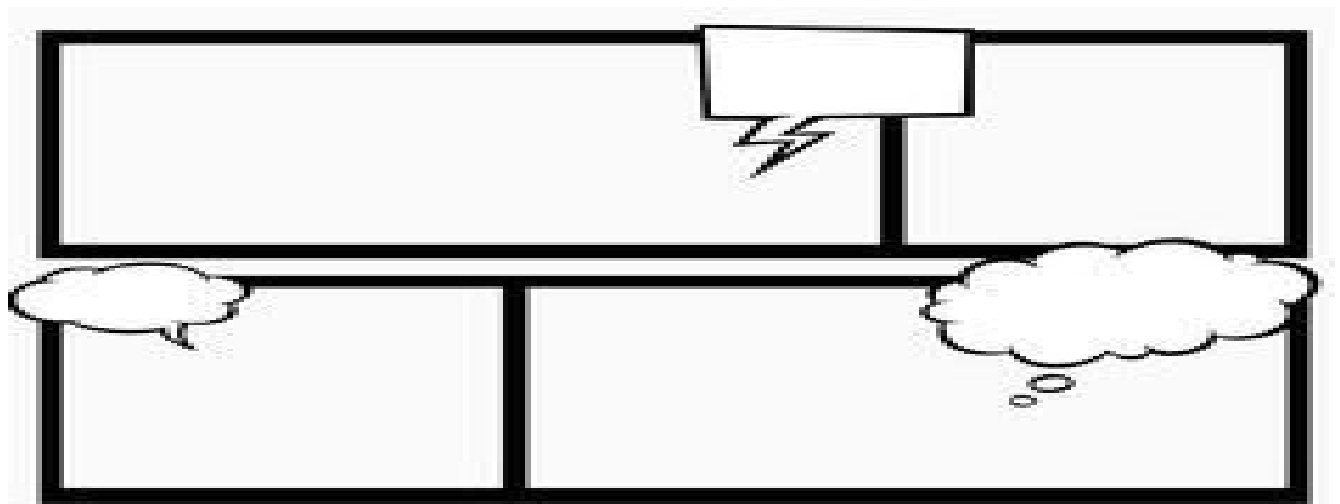
Yeah, I know. And there is something even worse.

Oh man. You messed it up big time.

Yes. If I had passed the exam, my parents would have given me a brand new car as a gift.

SchoolName: Colegio de Estudios Científicos y Tecnológicos del Estado de Guanajuato Plantel Romita
Teacher's Name: José Carlos Ramírez Rodríguez
Inglés V
Student's Name: José Fernando ArriagaZaragoza, Brisia Gabriela Díaz Gamiño
Degree:5to **Group :** "A"
1.6 Short comicstrips using the second and third conditional

You can start working here.



ACTIVITY MOMENT 2

THIRD CONDITIONAL

Structure

IF + Past Perfect, Perfect Conditional

(Would/wouldn't + have + Past Participle)

Usage

Imaginary situations in the past

Examples



- If I **had got** a gold medal, I **would have been** happy.
- If I **had met** Susan last week, I **would have given** her the book.
- If the weather **had been** good, we **would have gone** water-skiing.
- If you **had got** (**gotten-US**) up earlier, you **would have caught** the earlier train.

Write two examples of your own:

7. _____
8. _____

Complete the worksheet.



Match the third conditional sentences to their endings.

- | | |
|--|--|
| 1. If I had <u>studied</u> harder, | my teacher wouldn't have shouted at me. |
| 2. If I had done my homework, | I would have <u>passed</u> my exams. |
| 3. She would have passed her exam | he would have gone to the <u>beach</u> . |
| 4. If they had come <u>earlier</u> , | they could have got a seat. |
| 5. If it hadn't <u>rained</u> , | if she had studied more. |
| 6. If you had driven more <u>carefully</u> , | we would have <u>won the game</u> . |
| 7. If you had <u>saved</u> your money, | we could have gone skiing. |
| 8. If we had played a little better, | I would have come. |
| 9. If it had snowed, | you could have <u>bought</u> a new computer. |
| 10. If you had called me, | I would have bought a new car. |
| 11. If I had won the <u>lottery</u> , | you wouldn't have had an <u>accident</u> . |

HANDS ON

3. Finish creating your own comic, using The Second Conditional first.
4. Be ready to present it to the class.
5. Don't forget to check the rubric in the Assessment Plan section.



ACTIVITY MOMENT 3

Review the times expression

TIME EXPRESSIONS 		
PAST	PRESENT	FUTURE
<ul style="list-style-type: none"> • Yesterday • Last week • Last month • Last year • A little while ago • An hour ago • This morning 	<ul style="list-style-type: none"> • Today • This week • This month • This year • At the moment • Now • At this time 	<ul style="list-style-type: none"> • Tomorrow • Next week • Next month • Next year • In an hour • Soon • In the near future


TENSE CHANGES IN REPORTED SPEECH

Direct Speech	Reported Speech
Present Simple She always wears a coat.	Past Simple He said (that) she always wore a coat.
Present Continuous I'm looking for my keys.	Past Continuous She said (that) she was looking for her keys.
Present Perfect She has written three letters for her friend.	Past Perfect He said (that) she had written three letters for her friend.
Past Simple My friend gave me a bar of chocolate.	Past Perfect He said (that) his friend had given him a bar of chocolate.
WILL I will finish my report in two days.	WOULD He said (that) he would finish his report in two days.
CAN I can speak English.	COULD She said (that) she could speak English.
MAY I may invite them to dinner.	MIGHT She said (that) she might invite them to the dinner.
MUST I must go to the bank and get some money.	HAD TO She said (that) she had to go to the bank and get some money.
HAVE TO I have to submit this assignment by 3 pm tomorrow.	HAD TO She said (that) she had to submit this assignment by 3 pm tomorrow.


Read with the class

READING TIME

NOW, THAT'S EMBARRASSING!




So, there I was, sitting at the station waiting for my train. I was doing a crossword puzzle and wasn't really paying attention to what was going on around me. The train approached and when it stopped, I picked up my bag and quickly got on. Then I heard a woman shouting, "Stop, thief!" I looked around and saw the woman get on the train and walk straight up to me. I couldn't believe my ears! She kept saying that I was a thief and that I had stolen her bag. That's when I realized I had my bag on my shoulder, and her bag in my hand. I apologized and told her that I hadn't done it on purpose, but I don't think she believed me. Luckily, she didn't call the police.



Linda Jameson

I was sitting on the bus the other day, and I hadn't noticed an old lady standing near me. Someone eventually gave up their seat and as she sat, she looked at me angrily. I felt really bad. A little later, a large lady got on the bus. She was carrying lots of shopping bags and I wanted to do something to help her. I offered her my seat and told her she shouldn't carry heavy bags in her condition. "What do you mean?" she asked. I told her it wasn't good for the baby. "What baby? You think I'm pregnant?" she replied and refused to sit in my seat. When I realized my mistake, I went as red as a beetroot.



Amy Winters

HANDS ON

Video: News Reporter

1. Make a video reporting something of your interest, make sure to use the "Direct and Indirect speech" learned in class.
2. Watch the Video <https://www.youtube.com/watch?v=QjZb500VB-A> as an example.
3. Don't forget to check the Checklist in the Assessment plan section.

ASSESSMENT PLAN

RUBRIC PRODUCT #1

Rubric				
Student:			Group:	
Evaluation:			Date:	
Category	4 Advanced	3 Proficient	2 Basic	1 Below Basic
Focus	The Comic is clear and completely answers all parts.	Sometimes the writing moved away from the main point of focus of the Comic .	The writing is not clear and drifted away from the Comic .	The writing is very difficult to understand in the Comic .
Content	In the Comic the writing uses important details and information.	In the Comic the writing uses some details to support the topic.	More details are needed in the Comic .	Not use details or ideas to support the Comic .
Organization	It has an introduction, body, and conclusion.	It needs to put the story in order.	It is not organized and does not use transition words.	It has no introduction, body, or conclusion.
Style	It uses vocabulary learned during the term, including connectors.	It uses most words to address the story.	It uses few vocabulary words, and it is hard to understand the sequence.	Makes little sense when reading.
Conventions	The writing is neat and legible.	It has few errors in spelling, grammar, and punctuation, but the meaning is still clear and understandable.	It has many mistakes in spelling, grammar, and punctuation.	The writing has so many mistakes that it is difficult to read or understand the topic.
TOTAL				
Comments:				
Evaluator:				



CHECK LIST PRODUCT #2

Check List			
Student:		Group:	
Evaluation:		Date:	
Criteria	3	2	1
1.- Delivers the task on time.			
2.-The topic/purpose of the Video was clear and concise.			
3.- Uses Direct and Indirect Speech.			
4.- The content is appropriate.			
5.- The selection of the information was ok.			
6.- The process has images or icons to represent the information.			
7.- The name of the student is on the Video.			
8.- The design and distribution of the information is ok.			
9.- The Video is creative.			
10.- Citations for the video`s sources were included.			
TOTAL			
Comments:			
Evaluator:			



PRODUCTION

Expected Learning: Review Past Simple and Past Perfect, Third and Second conditional, and Reported Speech.

WHAT WE GET TO

Complete the “What I Learned” section of the K-W-L Chart.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned



SUMMARY

When do we use the 3rd conditional?

Yesterday



When we want to imagine *doing or changing* something in the past

What is Reported Speech?

- **Reported Speech** is a way how we report what someone has said by changing some of the words said, but retaining the same meaning.



Second conditional

We use the second conditional to talk about hypothetical situations in the present or future. They are sometimes called unreal conditionals.

CROSS-SECTIONAL PROJECT

Selected Content	Expected Learning	Expected Product	Competence
"Water care in the region."	Prepare a journalistic note through the collection of information in different media or through a field investigation to obtain information.	Journalistic note	4. Listen, interpret and issue pertinent messages in different contexts through the use of appropriate means, codes and tools.

EVALUATION PLAN

GRUPO: _____ FECHA: _____

Asignatura	Rubro	Cumple Valor 2.5pts	No cumple
Cálculo Integral	La infografía interpreta, por extensión o generalización, la integral indefinida de funciones polinomiales y trigonométricas básicas (inmediatas). Y propone y explica alternativas de atención al cuidado del agua y aplica a cierta función el teorema fundamental del cálculo y/o integración por sustitución de forma detallada y correcta.		
Física II	Muestra de manera atractiva el resultado de su investigación, haciendo énfasis en el crecimiento del abasto o desabasto del agua y si este tiene relación con las fuentes de energía empleadas en la región, además de presentar recomendaciones que permitan el cuidado del agua.		
Inglés V	Hace uso del Presente Simple para redactar la importancia de llevar a cabo las alternativas para el cuidado del agua.		
Ciencia, Tecnología, Sociedad y Valores.	Presenta dos alternativas sustentables para el cuidado del agua que sean viables en tu región o comunidad.		
TOTAL			

GLOSSARY

Write all the new words that you learned during this first term.

WORD	DEFINITION

RESOURCES

<https://es.liveworksheets.com/>

https://www.youtube.com/watch?v=iZnL2cb_w20

<https://www.youtube.com/watch?v=ve4Tk78j6Nc>

<https://www.youtube.com/watch?v=SG-Pi6zJB8>

<https://learnenglish.britishcouncil.org/es>

Week #1:	1. absolutely	2. achievement	3. afford	4. agreement	5. alternative	
	6. amount	7. announce	8. annoyed	9. appointment	10. assignment	11. aware
	12. backwards	13. belief	14. bend	15. benefit		
Week #2:	16. board	17. branch	18. brand	19. brave	20. breathe	21. bury
	22. careless	23. chain	24. challenge	25. chemical	26. childhood	
	27. combine	28. competitive	29. consequence	30. cottage		
Week #3:	31. currently	32. deal	33. deep	34. definite	35. departure	36. development
	37. diamond	38. dirt	39. disappointing	40. dislike	41. drop	42. eastern
	43. economy	44. educated	45. embarrassed			
Week #4:	46. emotion	47. encourage	48. engaged	49. expand	50. experiment	51. export
	52. fairly	53. fancy	54. fitness	55. flow	56. folk	57. frame
	58. frozen					
	59. fry	60. fur				
Week #5:	61. further	62. generous	63. gentleman	64. giant	65. glad	66. glove
	67. grade	68. grateful	69. growth	70. guard	71. guilty	72. hang
	73. hate	74. heating	75. heavily			
Week #6:	76. herefore	77. highly	78. honest	79. host	80. hunt	81. hurry
	82. imaginary	83. immigrant	84. impression	85. improvement	86. influence	87. injure
	88. intention	89. involved	90. Iron			
Week #7:	91. issue	92. key	93. kick	94. kind	95. kiss	96. knock
	97. label	98. lack				
	99. lay	100. lead	101. leaf	102. leisure	103. lie	104. limit
						105. liquid

READING ABILITY



Name: _____ Class: _____

Malala Yousafzai: A Normal Yet Powerful Girl

By NPR Staff
2013

Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban's actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women's education. As you read, consider what drove Malala to overcome tremendous adversity.

- 1] "I think Malala is an average girl," Ziauddin Yousafzai says about the 16-year-old Pakistani girl who captured the world's attention after being shot by the Taliban,¹ "but there's something extraordinary about her."

A teacher himself, Yousafzai inspired his daughter's fight to be educated. At a special event with Malala in Washington, D.C., he tells NPR's Michel Martin that he is often asked what training he gave to his daughter. "I usually tell people, 'You should not ask me what I have done. Rather you ask me, what I did not do,'" he says. "I did not clip her wings to fly. I did not stop her from flying."



"Education Advocate Malala Attends MDG Event" by United Nations Photo is licensed under CC BY-NC-ND 2.0.

Yousafzai has this advice for parents of girls around the world: "Trust your daughters, they are faithful. Honor your daughters, they are honorable. And educate your daughters, they are amazing."

A year after being shot, Malala is clear about her goal. "I speak for education of every child, in every corner of the world," Malala says. "There has been a discrimination² in our society," which

1. The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.



she believes must be defeated. "We women are going to bring change. We are speaking up for girls' rights, but we must not behave like men, like they have done in the past."

- [5] Perhaps she has learned from her father's experience. When asked what gave him a passion for girls' education, Yousafzai points out that he was "born in a society where girls are ignored." Living with five sisters, he was sensitive to discrimination from an early age. "In the morning, I was used to milk and cream, and my sisters were given only tea," he says.

Yousafzai felt the injustice³ even more when Malala was born. He later opened a school that Malala attended in the Swat Valley. At the time, the Taliban's influence was gaining power and both Yousafzais were firmly on their radar.⁴ "But we thought that even terrorists might have some ethics," Yousafzai says. "Because they destroyed some 1,500 schools but they never injured a child. And she was a child."

Malala says that the shooting has taken away her fear. "I have already seen death and I know that death is supporting me in my cause of education. Death does not want to kill me," she says. "Before this attack, I might have been a little bit afraid how death would be. Now I'm not, because I have experienced it."

When asked if she is having any fun now with all her campaigning,⁵ Malala laughs, "It's a very nice question. I miss those days." But she also says that there is another side to her than what is shown in the media. "Outside of my home, I look like a very obedient, very serious, very good kind of girl, but nobody knows what happens inside the house." There, she says, she's not naughty, but she has to stand up to her brothers. "It's good to fight with your brothers and it's good to tease them to give them advice."

She says her little brother doesn't really understand why his sister has so much attention. "He said, 'Malala ... I can't understand why people are giving you prizes, and everywhere you go people say, 'This is Malala' and they give you awards, what have you done?'" she says.

- [10] Malala knows the Taliban would still like to kill her, but she says she hopes to return to Pakistan one day. "First, I need to empower myself with knowledge, with education. I need to work hard," she says. "And when I [am] powerful, then I will go back to Pakistan, inshallah [God willing]."

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2. **Discrimination (noun)** the unjust or unfair treatment of people based upon race, gender, religion, age, etc.
 3. **Injustice (noun)** a lack of fairness or equality in a situation
 4. To be "on the radar" is a common expression meaning to be noticed or aware of
 5. **Campaign (verb)** to carry out a planned set of activities over a period of time in order to achieve a specific goal



Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. According to Malala, how did the shooting affect her? Cite evidence in your answer.

2. Summarize Malala's character using specific evidence from this article.

3. PART A: What does the word "ethics" most closely mean as it is used in paragraph 6?
- A. an understanding between right and wrong
 - B. ability to commit violent acts
 - C. dishonesty
 - D. a sense of cruelty or hatred



4. PART B: Which phrase from the text provides the best clue to the meaning of the word "ethics" as it is used in paragraph 6?
- A. "even terrorists"
 - B. "destroyed some 1,500 schools"
 - C. "they never injured a child"
 - D. "she was a child"
5. What is the effect of Malala's father's account in this news article?
- A. It allows readers to see that Malala achieved so much due to her strict upbringing and disciplined education.
 - B. It implies that Malala should not be treated as a hero because she is just an ordinary girl with the same problems and concerns as other young women.
 - C. It suggests that Malala's father does not deserve much credit for raising her.
 - D. It provides the perspective of someone who knows her well, and emphasizes the importance of encouraging educational equality.

