

Instructional Material Program: ALBA Y GAEL 3

Colorado Academic Standards for World Languages (2020)

LEVEL: Intermediate Low to Intermediate Mid

STANDARD 1:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

PREPARED GRADUATES:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode).

Intermediate Low

Range Level Expectation:

1.1 Participate in spontaneous spoken, written or signed conversations on very familiar topics creating simple sentences to ask and answer a variety of questions (interpersonal mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Request and provide information in conversations on familiar topics by creating questions and simple sentences and asking appropriate follow-up questions.	p. 12 (act. 2), p. 13 (act. 4a), p. 14 (act.5,6) p. 19 (act. 16), p. 28 (act. 6), p. 31 (act. 5a, 5b), p. 34 (act. 1, 2, 3), pp. 36-37 (Un libro sobre el día a día), p. 40 (act. 3a, 3b).
b. Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	p. 12 (act. 2), p. 20 (act. 18), pp. 22-23 (Un <i>podcast</i> para la radio de la escuela), p. 41 (act. 4, 5), p. 48 (act. 1, 2, 3), p. 69 (act. 4b, 5b).

<p>c. Express, ask about and react with some details to preferences, feelings or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p>	<p>p. 21 (act. 2), pp. 22-23 (Un <i>podcast</i> para la radio de la escuela), p. 17 (act. 11, 12, 13), p. 27 (act. 4, 5), p. 31 (act. 5b), p. 32 (act. 2), p. 33 (act. 3, 4, 5), pp. 36-37 (Un libro sobre el día a día).</p>
<p>Intermediate Mid Range Level Expectation: <i>1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions (interpersonal mode).</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>p. 31 (act. 6), p. 42 (act. 6b, 6c, 7), p. 45 (act. 6), p. 46 (act. 1), p. 47 (act. 4), p. 55 (act. 5), p. 59 (act. 7a), p. 60 (act. 1), p. 63 (act. 1, 2, 3), p. 62 (act. 1, 2, 3, 4), p. 74 (act. 1), p. 77 (act. 2b), p. 87 (act. 7a, 7b), p. 75 (act. 4), p. 87 (act. 6b, 7), p. 90 (act. 2, 3), p. 103 (act. 2).</p>
<p>b. Interact with others to meet personal needs in a variety of familiar situations creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>p. 68 (act. 4b), p. 73 (act. 6a, 6b), p. 76 (act. 1-3), p. 87 (act. 6a, 6b, 7a, 7b). p. 97 (act. 5b).</p>
<p>c. Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>p. 69 (act. 4b, 5b), p. 83 (act. 5b), p. 84 (act. 7, 8), p. 87 (act. 7), p. 73 (act. 6a, 6b), p. 86 (act. 5a, 5b), p. 88 (act. 1), p. 97 (act. 4, 5), p. 100 (act. 5, 6), pp. 106-107 (act. Mi cómic).</p>

PREPARED GRADUATES:

2. Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode).

Intermediate Low

Range Level Expectation:

1.2 Understand the main idea and some pieces of information from simple sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Identify the topic and related information from simple sentences in short informational texts.	p. 14 (act. 7), p. 18 (act. 14, 15), p. 21 (act. 1, 2), p. 26 (act. 3), p. 32 (act. 1), p. 33 (act. 3, 5), p. 43 (act. 1, 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 2).
b. Identify the topic and related information from simple sentences in short fictional texts.	p. 12 (act. 1), p. 15 (act. 8), p. 28 (act. 7), p. 29 (act. 2), p. 35 (act.1), p. 40 (act. 2, 3), p. 42 (act. 6a).
c. Identify the main idea and related information in short conversations, discussions and other sources.	p. 26 (act. 1, 2), p. 29 (act. 1-3), p. 40 (act. 1, 2), p. 43 (act. 2), p. 47 (act. 3, 5), p. 49 (act. 1-3), p. 54 (act. 1-3), p. 55 (act. 4), p. 56 (act. 6a), p. 57 (act. 1-3).

Intermediate Mid

Range Level Expectation:

1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Understand the main idea and key information in short, straightforward informational texts.	p. 69 (act. 4a, 5a), p. 70 (act. 6), p. 71 (act. 1, 2, 3), p. 72 (act. 4, 5a), p. 73 (act. 5b), p. 74 (act. 1, 2a), p. 83 (act. 4, 5a), p. 84 (act. 6), p. 96 (act. 1, 2, 3), p. 101 (act. 7).
b. Understand the main idea and key information in short, straightforward fictional texts.	p. 68 (act. 2), p. 75 (act. 3, 4, 5), p. 76 (act. 1), p. 82 (act. 1, 2) p. 86 (act. 4), p. 89 (act. 3, 4), p. 91 (act. 2, 3), p. 97 (act. 4, 5), p. 99 (act. 1-3).

<p>c. Identify the main idea and key information in short, straightforward conversations, discussions and other sources.</p>	<p>p. 68 (act. 2), p. 71 (act. 2), p. 82 (act. 2), p. 85 (act. 1, 2, 3a), p. 88 (act. 2), p. 100 (act. 4).</p>
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PREPARED GRADUATES:

3. Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

Intermediate Low

Range Level Expectation:

1.3 Communicate information, make presentations and express thoughts about familiar topics, using simple sentences through spoken, written, or signed language (presentational mode).

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Present personal information about life, activities and events, using simple sentences.</p>	<p>p. 13 (act. 4b), p. 15 (act. 9), p. 16 (act. 10), p.33 (act. 4), p. 35 (act. 2), pp. 36-37 (Un libro sobre el día a día), p. 41 (act. 5).</p>
<p>b. Express preferences on familiar and everyday topics of interest and explain why one feels that way, using simple sentences.</p>	<p>p. 33 (act. 5), p. 42 (act. 7), p. 45 (act. 5).</p>
<p>c. Present on familiar and everyday topics, using simple sentences.</p>	<p>p. 19 (act. 17), p. 21 (act. 2), p.33 (act. 5), pp. 36-37 (Un libro sobre el día a día), p. 49 (act. 3), pp. 50-51 (Mi gran póster sobre el espacio), p. 59 (act. 7b).</p>

Intermediate Mid

Range Level Expectation:

1.3 Communicate information, make presentations and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language (presentational mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences.	pp. 78-79 (Un huerto orgánico con botellas recicladas), p. 87 (act. 7b), p. 91 (act. 3), p. 101 (act. 8).
b. State viewpoints about familiar topics and give some reasons to support them, using sentences and series of connected sentences.	p. 69 (act. 5b), p. 73 (act. 6a, 6b), p. 74 (act. 2b), p. 77 (act. 2b), p. 87 (act. 7b), pp. 92-93 (Mi libro desplegable de animales).
c. Give straightforward presentations on a variety of familiar topics and some concrete researched topics, using sentences and series of connected sentences.	p. 71 (act. 3), p. 87 (act. 7b), pp. 92-93 (Mi libro desplegable de animales), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic).

STANDARD 2:

Cultures/Intercultural Communication: Interact with cultural competence and understanding.

PREPARED GRADUATES:

4. Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.

Intermediate Low

Range Level Expectation:

2.1 Investigate and compare practices to help understand perspectives in the target cultures and the student's own.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.	p. 15 (act. 9), p. 16 (act. 10), p. 19 (act. 17), p. 21 (act. 1), p. 33 (act. 5), p. 35 (act. 2), p. 41 (act. 5), p. 45 (act. 5), p. 58 (act. 5).
b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.	p. 12 (act. 2), p. 13 (act. 5b), p. 29 (act. 3), p. 30 (act. 4), p. 35 (act. 1, 2).
c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders when using the target language in the three modes at the intermediate-low range.	p. 12 (act. 3), p. 16 (act. 10), p. 32 (act. 1, 2), p. 35 (act. 1, 2), p. 55 (act. 5), p. 56 (act. 7), p. 59 (act. 7a).
d. Interact with others in and from another culture at a functional level in	p. 28 (act. 6), p. 31 (act. 5b), p. 32 (act. 2), pp. 36-37 (Un libro sobre el día a día), p. 47 (act. 5).

<p>some familiar contexts when using the target language in the three modes at the intermediate-low range.</p>	
<p>Intermediate Mid Range Level Expectation: <i>2.1 Examine and compare practices to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Compare practices related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 69 (act. 2a), p. 74 (act. 2b), p. 98 (act. 7, 8), pp. 106-107 (act. Mi cómic).</p>
<p>b. Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 69 (act. 5b), p. 73 (act. 6a, 6b), p. 74 (act. 2b), p. 77 (act. 2b), p. 87 (act. 6b).</p>
<p>c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 69 (act. 5b), p. 77 (act. 2b), p. 98 (act. 8), P. 105 (act. 4).</p>

<p>d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 73 (act. 6b), p. 97 (act. 5b), p. 98 (act. 7, 8), p. 100 (act. 6), p. 103 (act. 2).</p>
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PREPARED GRADUATES:

5. Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

Intermediate Low

Range Level Expectation:

2.2 Investigate and compare products to help understand perspectives in the target cultures and the student's own.

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.</p>	<p>p. 15 (act. 9), p. 16 (act. 10), p. 17 (act. 13), p. 21 (act. 1, 2), p. 35 (act. 1, 2), p. 63 (act. 2, 3).</p>
<p>b. Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.</p>	<p>p. 20 (act. 18, 19), p. 21 (act. 1, 2), p. 32 (act. 2), p. 35 (act. 1, 2), p. 56 (act. 6b),</p>

<p>c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-low range.</p>	<p>pp. 22-23 (act. Un Podcast para la radio), p. 27 (act. 4), p. 35 (act. 1, 2), p. 40 (act. 2, 3a, 3b), p. 56 (act. 7).</p>
<p>d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.</p>	<p>p. 35 (act. 2), p. 40 (act. 3b), p. 42 (act. 7), p. 47 (act. 4), p. 49 (act. 1), p. 56 (act. 6b).</p>
<p>Intermediate Mid Range Level Expectation: <i>2.2 Examine and compare products to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 69 (act. 4b), p. 71 (act. 3), p. 77 (act. 1, 2a, b), p. 105 (act. 4).</p>
<p>b. Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 69 (act. 5b), p. 77 (act. 1, 2a, b), p. 83 (act. 5b), p. 84 (act. 8)</p>

<p>c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 77 (act. 1, 2a, 2b), p. 91 (act. 3), p. 99 (act. 3), p. 100 (act. 6).</p>
<p>d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-mid range.</p>	<p>p. 77 (act. 2b), p. 98 (act. 7, 8), p. 103 (act. 3), p. 105 (act. 4).</p>
<p>STANDARD 3: Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	
<p>PREPARED GRADUATES: 6. Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	
<p><i>Intermediate Low Range Level Expectation:</i> 3.1 Use information gathered from target language resources for application in other content areas.</p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Transfer and apply information and skills from other content areas to experiences related to the target language and its culture(s) when using the three modes at the intermediate-low range.</p>	<p>p. 14 (act. 5), p. 18 (act. 14), p. 43 (act. 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 1, 2), p. 49 (act. 1, 2), p. 63 (act. 1, 2), p. 64 (Consejos para tener una vida sana).</p>

<p>b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-low range.</p>	<p>p. 49 (act. 3), p. 50 (Mi gran póster del espacio), p. 63 (act. 3), p. 64 (Consejos para tener una vida sana).</p>
<p>Intermediate Mid Range Level Expectation: <i>3.1 Analyze information gathered from target language resources connected to other content areas.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Transfer and apply information and skills from other content areas to experiences related to the target language and cultures when using the three modes at the intermediate-mid range.</p>	<p>p. 71 (act. 3), pp. 72-73 (act. 5), p. 75 (act. 3, 4), p. 83 (act. 4, 5a), p. 84 (act. 6, 7, 8), p. 91 (act. 1, 2, 3), p. 98 (act. 8), p. 101 (act. 8), p. 103 (act. 3), p. 105 (act. 1, 2, 3, 4), pp. 106-107 (Mi cómic de superhéroes y superheroínas)</p>
<p>b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-mid range.</p>	<p>p. 77 (act. 2b), pp. 78-79 (Un huerto orgánico con botellas recicladas), p. 83 (act. 4), p. 91 (act. 3), pp. 92-93 (Mi libro desplegable de animales), p. 105 (act. 4)</p>

PREPARED GRADUATES:

7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).

Intermediate Low

Range Level Expectation:

3.2 Examine information and viewpoints present in authentic resources.

EVIDENCE OUTCOMES

Students can:

EXAMPLES IN ALBA Y GAEL 3

a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture(s) when using the three modes at the intermediate-low range.

p. 49 (act. 3), p. 50 (Mi gran póster del espacio), p. 63 (act. 3), p. 64 (Consejos para tener una vida sana).

b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-low range.

p. 50 (Mi gran póster del espacio), p. 63 (act. 3), p. 64 (Consejos para tener una vida sana).

Intermediate Mid

Range Level Expectation:

3.2 Analyze information and viewpoints present in authentic resources.

EVIDENCE OUTCOMES

Students can:

EXAMPLES IN ALBA Y GAEL 3

a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures when using the three modes at the intermediate-low range.

p. 77 (act. 2b), p. 83 (act. 4), p. 91 (act. 3), pp. 92-93 (Mi libro desplegable de animales), p. 105 (act. 4).

<p>b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-mid range.</p>	<p>p. 77 (act. 2a), pp. 78-79 (Un huerto orgánico con botellas recicladas), p. 83 (act. 4), p. 91 (act. 3), pp. 92-93 (Mi libro desplegable de animales), p. 105 (act. 4).</p>
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STANDARD 4:

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

PREPARED GRADUATES:

8. Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student’s own language.

Intermediate Low

Range Level Expectation:

4.1 Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the student’s own language.

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Compare similarities and differences in the target language and the student’s own language in the three modes at the intermediate-low range.</p>	<p>p. 19 (act. 16), p. 26 (act. 3), p. 27 (act. 5), p. 32 (act. 1), p. 33 (act. 3), p. 41 (act. 4, 5).</p>
<p>b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-low range.</p>	<p>p. 19 (act. 16), pp. 22-23 (Un <i>pódcast</i> para la radio de la escuela), p. 26 (act. 3), p. 27 (act. 5), p. 32 (act. 1), p. 33 (act. 3), p. 46 (act. 1).</p>
<p>c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-low range.</p>	<p>pp. 22-23 (Un <i>pódcast</i> para la radio de la escuela), p. 26 (act. 2), p. 41 (act. 4, 5).</p>

<p>d. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-low range.</p>	<p>p. 12 (act. 3), pp. 22-23 (Un <i>pódcast</i> para la radio de la escuela), p. 35 (act. 1), p. 46 (act. 2), p. 47 (act. 5).</p>
<p>e. Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-low range.</p>	<p>pp. 22-23 (Un <i>pódcast</i> para la radio de la escuela), p. 43 (act. 3), p. 44 (act. 4).</p>
<p>Intermediate Mid Range Level Expectation: <i>4.1 Examine the significance of the similarities and differences between the target language and the student's own language.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-mid range.</p>	<p>p. 68 (act. 3), p. 69 (act. 5a), p. 71 (act. 3), p. 72 (act. 5a), p. 105 (act. 3, 4).</p>
<p>b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-mid range.</p>	<p>p. 68 (act. 2), p. 69 (act. 5a), p. 70 (act. 6), p. 102 (act.1), p. 105 (act. 3).</p>
<p>c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-mid range.</p>	<p>p. 71 (act. 2), p. 74 (act. 1), p. 78 (act. Un Huerto orgánico con botellas recicladas).</p>

<p>d. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-mid range.</p>	<p>p. 71 (act. 1, 2), p. 76 (act. 1-3), p. 90 (act. 1-3), p. 105 (act. 1, 3).</p>
<p>e. Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-mid range.</p>	<p>p. 70 (act. 6), p. 72 (act. 5a), p. 73 (act. 5b, 6a, 6b), p. 106 (act. Mi comic).</p>

PREPARED GRADUATES:

9. Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture

Intermediate Low

Range Level Expectation:

4.2 Compare the similarities and differences between the target culture(s) and the student's own culture.

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 3</p>
<p>a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-low range.</p>	<p>p. 29 (act. 3), p. 31 (act. 6), p. 35 (act. 1, 2), pp. 36-37 (Un libro sobre el día a día), p. 63 (act. 3), p. 64 (act. Consejos para tener una vida sana).</p>
<p>b. Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-low range.</p>	<p>p. 35 (act. 1, 2), p. 49 (act. 1, 2, 3), p. 50 (Mi gran póster del espacio).</p>

Intermediate Mid

Range Level Expectation:

4.2 Examine the significance of the similarities and differences between the target culture(s) and the student's own culture.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 3
a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-mid range.	p. 74 (act. 2a), p. 78 (act. Un huerto orgánico), p. 91 (act. 1), p. 105 (act. 1, 2).
b. Examine cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-mid range.	p. 74 (act. 1), p. 77 (act. 1, 2a, 2b), p. 105 (act. 4). P. 106 (act. Mi comic).