Suplementary material

Suplementary Material 1: Additional Exploratory Analysis

Table S1: Multiple Linear Regression for Grit Posttest Outcome with Critical Thinking Pretest Scores as an Additional Predictor.

Variable	Coefficient	Std. Error	95% Conf. Int.	P-value
Intercept	2.077	0.181	(1.719, 2.434)	< 0.001
Grit pre-test	0.380	0.043	(0.295, 0.465)	< 0.001
Critical thinking pre-test	0.000	0.002	(-0.004, 0.003)	0.790
Group (ref: control)	0.539	0.062	(0.416, 0.661)	< 0.001
Sex (ref: boy)	0.029	0.053	(-0.075, 0.133)	0.581
R-squared	0.31	Effect size	0.44	

Table S2: Multiple Linear Regression for Grit Posttest Outcome with Critical Thinking Pretest and Posttest Scores as Additional Predictors.

Variable	Coefficient	Std. Error	95% Conf. Int.	P-value
Intercept	2.063	0.190	(1.690, 2.437)	< 0.001
Grit pre-test	0.381	0.043	(0.295, 0.466)	< 0.001
Critical thinking pre-test	-0.001	0.002	(-0.006, 0.004)	0.723
Critical thinking post-test	0.001	0.003	(-0.005, 0.006)	0.809
Group (ref: control)	0.532	0.068	(0.399, 0.665)	< 0.001
Sex (ref: boy)	0.028	0.053	(-0.076, 0.133)	0.594
R-squared	0.31	Effect size	0.44	

Table S3: Multiple Linear Regression for Critical Thinking Posttest Outcome with Grit Pretest Scores as an Additional Predictor

Variable	Coefficient	Std. Error	95% Conf. Int.	P-value
Intercept	19.617	4.186	(11.372, 27.863)	< 0.001
Critical thinking pre-test	0.711	0.036	(0.639, 0.782)	< 0.001
Grit pre-test	-0.954	0.998	(-2.920, 1.012)	0.340
Group (ref: control)	9.500	1.433	(6.676, 12.323)	< 0.001
Sex (ref: boy)	1.284	1.220	(-1.119, 3.687)	0.294
R-squared	0.63	Effect size	1.69	

Table S4: Multiple Linear Regression for Critical Thinking Posttest Outcome with Grit Pretest and Posttest Scores as Additional Predictors

Variable	Coefficient	Std. Error	95% Conf. Int.	P-value
Intercept	18.870	5.212	(8.604, 29.137)	< 0.001
Critical thinking pre-test	0.711	0.036	(0.639, 0.783)	< 0.001
Grit pre-test	-1.090	1.149	(-3.355, 1.174)	0.344
Grit post-test	0.360	1.490	(-2.575, 3.295)	0.809
Group (ref: control)	9.306	1.645	(6.065, 12.547)	< 0.001
Sex (ref: boy)	1.273	1.223	(-1.136, 3.682)	0.299
R-squared	0.63	Effect size	1.69	

Suplementary Material 2: Teaching guide

Class 06 – Teaching guide

Class text: Piluca the Pilot

Ministerial objective (Chilean curriculum): LE05 OA03, LE05 OA04, LE05 OA09

Class objective:

1. Conclude that they can set any goal, regardless of the criticism they may receive.

Materials:

Class PPT: The story Piluca Pilota by Eva María Rodríguez shows the importance of perseverance and believing in oneself to achieve Piluca's dream of becoming a pilot.

Questions:

Allow a few minutes after each question for students to respond.

1. What value(s) does Piluca demonstrate to achieve her goals? Do you identify with them? In what other circumstances can these values be useful to you?

a. Skill: Inference

b. Aim: With this question we want to work on inference since the student has to find a relationship between the values implicitly described in the text and Piluca's objectives. In addition, the student should think of personal situations in which these values may be appropriate.

c. Expected answers: Perseverance, belief in her, determination and whether or not he/she feels identified.

2. What action of Piluca's do you think was key to achieving her goal? What else could she have done? Argue.

a. Skill: Argumentation

b. Aim: In this question we want the student to identify an action that is relevant to him/her according to what he/she has read in the text and to argue it appropriately. At the same time, he/she is expected to think of alternatives to what Piluca did.

c. Expected answers: When she disregards the comments of her classmates, when she is persevering in creating models, when she trained consistently and became a national champion, etc. and their respective argumentation.

3. Explain in your own words what Piluca meant when she asked: 'Why don't you focus on having your own dreams, instead of laughing at other people's? What would you have told them to stop laughing at her?

a. Skill: Analysis

b. Aim: The aim is for students to analyse the story and to understand the message of the sentence and of the text in general as explained in its words. In addition, they are asked to think of an action other than Piluca's reflection that fulfils the objective and the message of the protagonist of the story.

c. Possible answers: Piluca does not understand why her classmates bother her and do not follow and care about their own goals.

Challenge: Write your goals and characteristics needed to achieve your dreams inside a paper aeroplane you create. In case you don't know how to make paper aeroplanes, here is a mini tutorial! https://www.youtube.com/watch?v=44iMaTOd89A

Final reflection: To close, you can make a link between what happened to Piluca and the life of your students. You can also give an example that you have been criticised for a decision, but in the end you did not take these criticisms into account and succeeded in what you set out to do.

Exit ticket: On the same form or worksheet, students should answer the following questions:
- What did I learn today?
- In what actions do you express perseverance and belief in yourself in your daily life?
With these questions we want to work on metacognition, that is, we want students to reflect on the learning they acquired today and how they can apply it in their lives.

Codes of ministerial objectives (Chilean curriculum)

Objective code	Priority	Objetive
LE05 OA01	No	Read a variety of age-appropriate texts fluently: pronouncing words accurately; respecting the prosody indicated by all punctuation marks; decoding automatically most of the words in the text.
LE05 OA03	Yes	Read and become familiar with a wide repertoire of literature to increase their knowledge of the world, develop their imagination and recognise its social and cultural value, e.g. poems, folktales, author's tales, fables, legends, myths, novels, comics, others.
LE05 OA04	Yes	Analyse relevant aspects of narratives read in order to deepen their understanding: interpreting the figurative language present in the text; expressing opinions about the attitudes and actions of the characters and supporting them with examples from the text; determining the consequences of events or actions; describing the environment and customs represented in the text; explaining the physical and psychological characteristics of the characters that are relevant to the development of the story; comparing texts by different authors and justifying their preference for one of them
LE05 OA06	Yes	Read independently and understand non-literary texts (letters, biographies, historical accounts, news articles and books, news, etc.) to broaden their knowledge of the world and form an opinion.) to extend their knowledge of the

		world and form an opinion: extracting explicit and implicit information; making inferences from the information in the text and from their experiences and knowledge; relating information from pictures, graphs, charts, maps or diagrams to the text in which they are embedded; interpreting expressions in figurative language; comparing information; formulating an opinion on some aspect of the reading; basing their opinion on information from the text or their prior knowledge.
LE05 OA09	Yes	To develop a taste for reading by regularly reading different texts.

Suplementary Material 3: Printable Worksheet

Class 6: Piluca the Pilot

Name: _____

School: _____

Date:

Class objective

- Conclude that they can set any goal they want, despite any criticism they may receive.





Tale

Piluca the Pilot, Eva María Rodríguez

Instructions: Read this story carefully. Then think about the questions below and answer them in the space provided.

Piluca loved making paper aeroplanes and playing with them. Piluca said that when she grew up she wanted to be a pilot. That's why everyone called her Piluca Pilota.

At first it was very funny. Piluca even loved to be called Piluca Pilota. But as she got older, people started to laugh at her and her nickname.

-Pilot's work is for boys, Piluca,' they told her. That's why there is only the word pilot, and not pilota.

- That's a lie, there are a lot of girls who are pilots, although there are fewer at the moment,' she replied. And, besides, pilota is a good word. Pilota exists.

And it is true. Pilota is the right word. But since ignorance is bold and shameless, they continued to pick on Piluca, one and all, laughing and mocking her.

Piluca didn't understand what was so funny about trying to kill other people's dreams, or why they did it.

'Why don't they focus on having their own dreams, instead of laughing at other people's dreams,' Piluca wondered.

As time went by, Piluca made more and more interesting paper aeroplanes, but she didn't show them to anyone. She had also started to make models, first small ones, then bigger ones. But this was only known at home.

And when she turned 10 years old she asked to buy a radio-controlled aeroplane. And that's how Piluca began to fly, from the ground. What pirouettes she did in the air! What figures!

She trained so hard that in two years she became national champion in her category. Everyone wanted to interview Piluca Pilota, who proudly wore her nickname to prove that yes, she wanted to be a pilot.

When those who laughed at her saw where she had got to at just twelve years old, they turned red with shame - some of them also green with envy.

'Who's laughing now, eh?' thought Piluca. But she kept quiet about it, because deep down she didn't care. Piluca was clear about her goal, which had nothing to do with proving anything to anyone.

And Piluca is still there, fighting for her dream. And when she is laughed at, Piluca thinks that the mockery is a stone. But instead of hiding so that the stone doesn't hit her, Piluca withdraws, lets it fall and then places it on top of the others to climb on them and reach higher

Questions about the tale

Instructions: Write digitally or on paper, if you have printed this guide, the answers to the questions in the space provided. Take some time to reflect and think about the answers to these questions.

1-What value(s) does Piluca demonstrate in order to achieve her goals? Do you identify with them? In what other circumstances can these values be useful to you?

_____
_____
_____
_____
_____
_____

2- What action of Piluca´s do you think was key to achieving her goal? What else could she have done? Argue.

_____
_____
_____
_____
_____
_____

3-Explain in your own words what Piluca meant when she asked: "Why don´t you focus on having your own dreams, instead of laughing at other people´s? What would you have told them to stop laughing at her?

_____
_____
_____
_____
_____
_____

Final reflection

Piluca is a great example of discipline. She set herself to be a pilot and she succeeded. She didn't care what her classmates said, despite the bad comments and mockery, she stuck to her path, nothing and nobody distracted her, she never got discouraged.
When we set ourselves a challenge, and we think it is too difficult to achieve, let us remember Piluca, let us follow her example. If there are people who believe that our goals are ambitious and far away, that's fine, but let the opinions of others never discourage us, let's be like Piluca, concentrated and focused on working to achieve our goals.



Exit ticket

1. What did you learn today?

_____
_____
_____

2. In what actions do you express perseverance and belief in yourself in your daily life?

_____
_____
_____

Suplementary Material 4

Different types of texts read by the students during the intervention: letter, poem, news

Letter

Extract from letter written by Gabriela Mistral:

Give me a noble reason to leave my God-given school, and I will leave it. Try my laziness or my ignorance. I went to teach where they wanted to send me; I went where others refused to go, despite their heroic soul.
I, who lived by the sun and enjoyed seeing a rose open, went to the land of snow and did not enjoy three springs. And under a grey sky, without a sunny hill to support me without the redness of the autumn fruits of autumn, that would exalt me; I taught with vigour and joy.

Poem

Title: The pleasure of serving

The cloud serves, the wind serves, the furrow serves.
Where there is a tree to be planted, you plant it;
where there is a mistake to make amends, you make amends;
where there is an effort that everyone else shirks, accept it.

Be the one who not only takes the stone out of the way but also the hatred out of the hearts
and the difficulties out of trouble.
Your actions can pave the way for a brighter future.
Hearts and the difficulties of trouble.
There is the joy of being wholesome and the joy of being righteous, but
there is the beautiful, the immense joy of serving.

News

Headline*: Javiera Gomez: The young Chilean girl who triumphs in chess*

Chess is a board sport, popularly known as a game, and usually played by men.
Men generally play games, but it does exist as a sport with categories and as a sport with categories and tournaments for women.
This is the case of Javiera Gómez, the 18-year-old Valdivian girl who today, tournament by tournament, has the title of 'chess grandmaster'.
The highest level that FIDE (International Chess Federation) grants to women and awards to women.
Only three Latin American women have achieved the category.

Suplementary Material 5: Grit test

Grit test

Questions:

1. I am not discouraged by problems.
2. I am very studious and I work hard at my schoolwork.
3. I always finish everything I start.

4. I am careful and diligent in what I do.
5. I have been motivated by an idea or project for a short time, but then I have lost interest.
6. I often set a goal, but then change to a different one.
7. I find it difficult to concentrate on projects that take me more than a few months to complete.
8. I am grateful for new opportunities that arise in my life.
9. Changing plans or strategies is important to achieving my long-term goals in life.
10. Changes in life motivate me to try harder.
11. I am able to cope with life's changes.
12. I am always motivated to do my best.
13. I always try hard to achieve what I want, even if things don't go as well as I would like them to.
14. Sometimes studies don't matter so much to me.

For questions 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, assign the following scores.

- 5 = Strongly agree
- 4 = Agree
- 3 = Neither Agree nor Disagree
- 2 = Disagree
- 1 = Strongly disagree

For questions 5, 6, 7 y 14, assign the following scores.

- 1 = Strongly agree
- 2 = Agree
- 3 = Neither Agree nor Disagree
- 4 = Disagree
- 5 = Strongly disagree

Score: Sum of all points divided by 14. The maximum score on the scale is 5 (high level of grit) and the lowest score is 1 (High level of grit).

Subcategories:

1. **Perseverance of effort:** questions 1-4, 13 (5 questions)
2. **Consistency of interests:** questions 5-7, 14 (4 questions)
3. **Adaptability to situations:** questions 8-12 (5 questions)

Suplementary Material 6: Class PPT:

Class 6
Piluca Pilota
(Piluca the pilot)

Eva María Rodríguez



Welcome !

Class Objective

1. TO CONCLUDE THAT THEY CAN SET ANY GOAL THEY WANT, DESPITE THE CRITICISM THEY MAY RECEIVE.

LET'S READ!



Piluca The Pilot

EVA MARÍA RODRÍGUEZ

Piluca really liked making paper airplanes and playing with them. Piluca said that when she grew up, she wanted to be a pilot. That's why everyone called her "Piluca the pilot"
At the beginning it was very funny. Even Piluca loved being called Piluca the pilot. But when she got older people started laughing at her and her nickname.

"The pilot's job is for boys, Piluca," they told her.

"It's a lie, there are many pilots who are girls, although for the moment there are fewer," she answered.

But since ignorance is daring ,and has no shame, right there they continued to mess with Piluca, one and the other, laughing and making fun of her.

Piluca did not understand what was funny about trying to end the dreams of others, or why they did it.

"Why don't they focus on having their own dreams, instead of laughing at other people's?" Piluca wondered.

Time went by and Piluca made more and more interesting paper airplanes, but she didn't show them to anyone. She also started making models, first small, then bigger. But they only knew this at home.

And when she turned 10 years old, she asked to buy a radio-controlled plane for her. And so Piluca began to fly, from the ground. What pirouettes she did in the air! What figures!

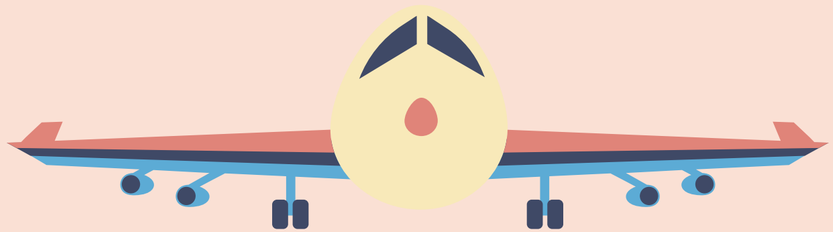
She trained so much that in two years she became national champion in her category. Everyone wanted to interview Piluca the Pilot, that she proudly carried her nickname to show that... yes! she wanted to be a pilot.

When those who laughed at her saw where she had come at just twelve years old, they turned red with shame - some also green with envy.

"Who's laughing now, eh?" Thought Piluca. But she kept quiet about it, because deep down she didn't care. Piluca was clear about her objective, that she had nothing to do with proving anything to anyone.

And there is Piluca, fighting for her dream. And when they laugh at her, Piluca thinks that the mockery is a stone. But instead of hiding, so that the stone does not hit her, Piluca withdraws, lets it fall and then places it on the others to climb on them and reach higher.

Hands on task!



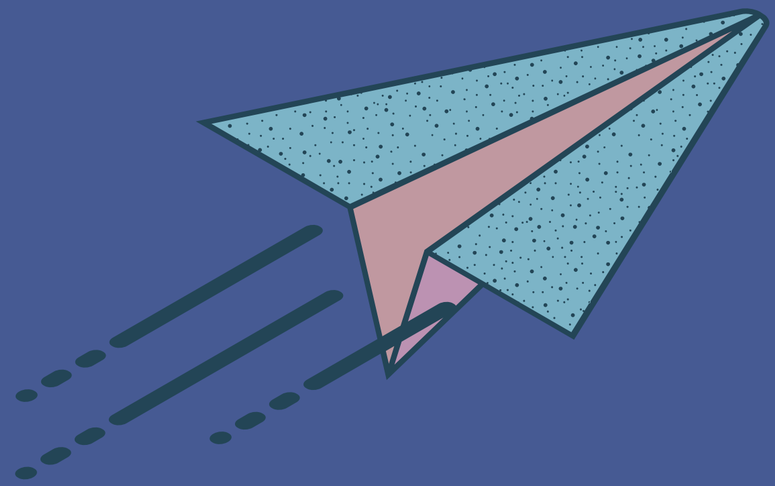
1. WHAT VALUES DOES PILUCA SHOW TO ACHIEVE HER OBJECTIVES? DO YOU FEEL IDENTIFIED WITH THEM?

2. WHAT ACTION OF PILUCA DO YOU THINK WAS KEY TO ACHIEVE HER GOAL? ARGUE.

3-EXPLAIN IN YOUR OWN WORDS WHAT PILUCA WAS REFERRING TO WHEN SHE ASKED: “WHY DON'T YOU FOCUS ON HAVING YOUR OWN DREAMS, INSTEAD OF LAUGHING AT OTHERS'?

Today's challenge

WRITE YOUR GOALS AND THE CHARACTERISTICS NECESSARY TO ACHIEVE YOUR DREAMS ON A PAPER AIRPLANE MADE BY YOU.



Exit Ticket

- WHAT DID I LEARN TODAY?
- IN WHAT ACTIONS DO YOU EXPRESS PERSEVERANCE AND BELIEF IN YOURSELF IN YOUR DAILY LIFE?

Suplementary Material 7: Critical thinking test:



Name and surname(s)

Grade/Year

School name

Date

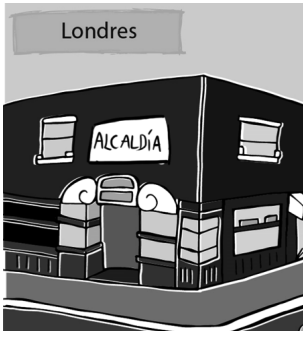
Title: Around the world (again) in less than 80 days





En el mapa que acabas de ver aparece una línea ¿para qué sirve en este contexto?

IImage 1: Today I'm going to London and will visit the Mayor.
Image 2: London
Question: On the map you've just seen there is a line. What's it for?



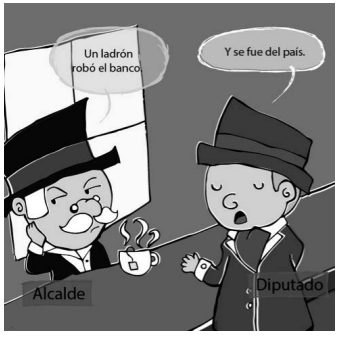






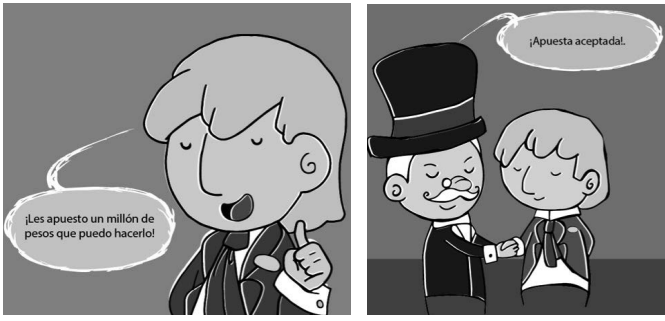
Image 1: London, Town Hall
Image 2: Mayor, Member of Parliament, A thief robbed the bank, And left the country
Image 3: Where in the world could he be? I don't know. The world's a big place.
Image 4: Good morning, gentlemen. I overheard your conversation.



El diputado piensa que es imposible dar la vuelta al mundo en 80 días. Martín cree que sí puede. ¿Cómo podemos saber quién tiene la razón?

Explica:

Image 1: The world's not so big; I could travel around it in 80 days. That's impossible Martín!
Question: The Member of Parliament thinks it's impossible to travel around the world in 80 days. Martín thinks he can. How could we tell who's right?



Según lo que viste leíste, explica lo que es una apuesta:

Ahora, da otro ejemplo de apuesta:

Image 1: I bet you a million pesos I can do it!
Image 2: You're on!
Question 1: Based on what you saw/read, explain what a bet is:
Question 2: Now give another example of a bet:







Image 1: The famous traveller Martín called me today and asked me to work with him. What will he want from me this time?
Image 2: Hi Orlando – you're just in time! We're going to travel around the world! Around the world?! Yes – and we're leaving now!
Image 3: Later, at the train station… And so Martín and Orlando set off. Their first stop is Egypt.





Image 1: Meanwhile, at the police station. We're told that this Martín chap is the bank robber. Detective Nuss, you must catch him! You can count on me, boss.
Image 2: Why do you think Martín robbed the bank?

¿Para qué el policia le muestra una foto de Martín al detective Nuss?

Ahora escribe tú mismo la posible respuesta a la pregunta del detective Nuss

Si el policía no tuviera una fotografía de Martín. ¿Cómo se lo podría describir al detective Nuss? Explica la manera como tú lo harías si no tuvieras una foto de la persona:

Question 1: Why does the policeman show detective Nuss a photo of Martín?
Question 2: Now write a possible answer to detective Nuss' question.
Question 3: If the policeman didn't have a photo of Martín, how might he describe him to detective Nuss? Explain how you would describe someone if you didn't have a photo of them:



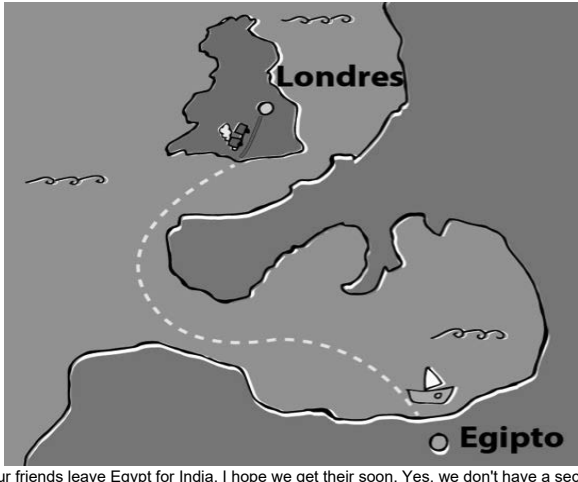


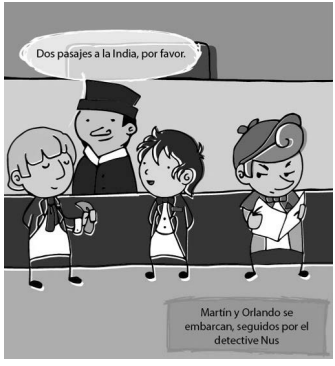
Image 1: And our friends leave Egypt for India. I hope we get their soon. Yes, we don't have a second to lose.
Image 2: London, Egypt





Image 1: The ship arrives in Egypt
Image 2: Excuse me sir, where can I buy a ticket to India? At the ticket office, on the corner over there. Thank you!







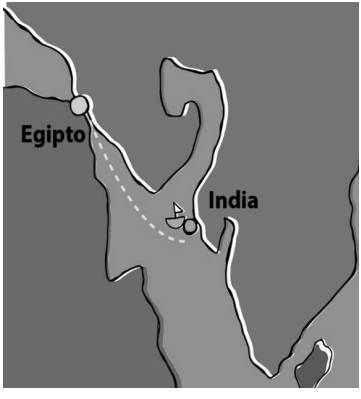


Image 1: They're running away to India with the bank's money! I'm going to follow them.
Image 2: Two tickets to India, please.
Image 3: On board the ship. Orlando, I'm not feeling well. I think I'll go to bed. Go on, I'm going to stay here.
Image 4: Egypt, India

Los medios de transporte pueden ser: terrestres, marítimos y aéreos.
¿Qué medio de transporte es el tren? y ¿cuál es el barco?



Question 1: Transport can be by land, sea and air. Which type of transport is a train? What about a ship?
Image 1: Martín, we've arrived in India. I'll get off the ship and buy the tickets to our next destination.









Image 2: Orlando trips over a fruit stall. On no, I'm falling!
Image 3: That's strange. Why is Orlando running away from those people?
Image 4: Orlando returns to the ship.

Ordena los eventos según sucedieron en la historia enumerándolos del 1 al 3



Orlando se tropieza



Orlando compra los pasajes



Orlando es perseguido por las personas de la feria

Question 1: Put the events in order, numbering them from 1 to 3 depending on when they happened in the story. Options for Question 1: Orlando trips. Orlando buys the tickets. Orlando is followed by the people from the market.



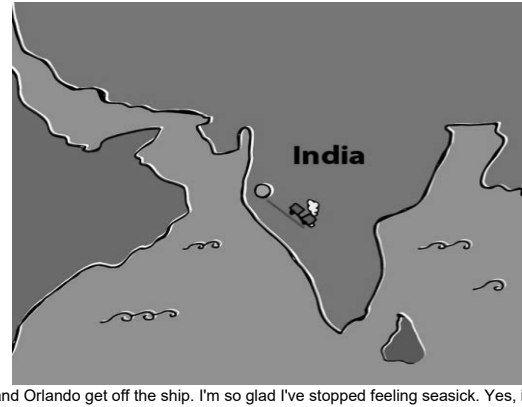


Image 1: Martín and Orlando get off the ship. I'm so glad I've stopped feeling seasick. Yes, it's time to get the train.
Image 2: Martín and Orlando get on the train.
Image 3: India

¿Por qué Martín y Orlando siguen su viaje en tren y no en barco?
Explica:





Question 1: Why do Martín and Orlando continue their journey by train and not boat? Explain:
Image 1: On the train…
Image 2: Suddenly, the train stops. Dear passengers, there is a problem with the train; we will continue our journey shortly.





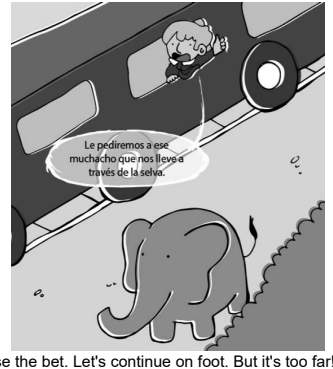
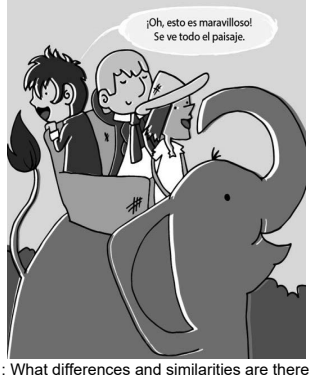


Image 1: We can't wait for them to fix the train or we'll lose the bet. Let's continue on foot. But it's too far!
Image 2: Wait, Orlando! Look at that boy. He's travelling by elephant.
Image 3: We'll ask that boy to take us through the jungle.

¿Qué diferencia y qué semejanza hay entre el elefante y el tren?

Diferencia:

Semejanza:





Question 1: What differences and similarities are there between an elephant and a train?
Textbox 1: Difference:
Textbox 2: Similarity:
Image 1: Wow, this is incredible! Look at the scenery!
Image 2: When they arrive at the train station. Thanks for your help. You have a gorgeous elephant. Thank you!

Ante el problema del desperfecto del tren Martín decide transportarse en un elefante. ¿Crees que su solución es correcta? ¿Por qué?



Question 1: Given the problem with the train, Martín decides to travel by elephant. Do you think this was the right choice? Why or why not?

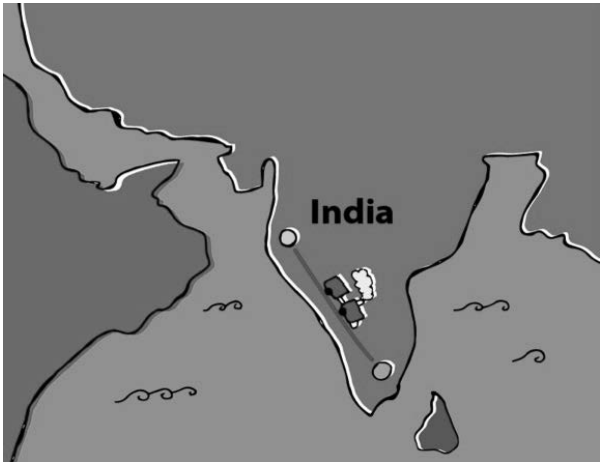
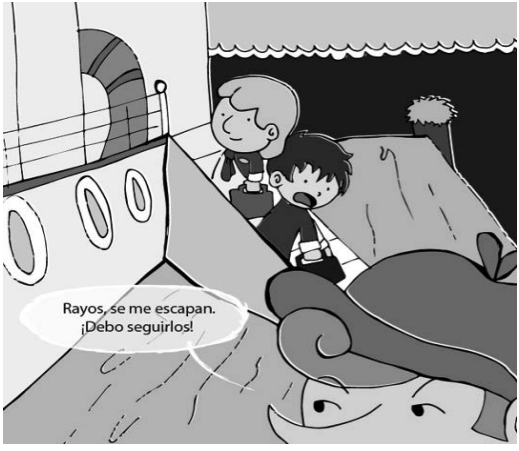




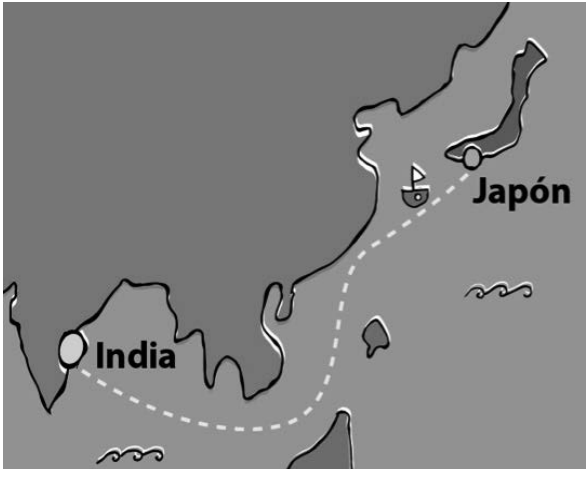


Image 1: India
Image 2: Come on Orlando! I told you not to pack so much in your suitcase.
Image 3: There they are! I've got them now!



El detective quiere seguir a Martín y Orlando.
¿Cómo puede hacerlo sin que ellos se den cuenta?

Image 1: Darnit, they escaped. I have to follow them!
Question 1: The detective wants to follow Martín and Orlando. How can he do this without them noticing?



¿Por qué solo se puede ir en barco de la India a Japón?
Explica:

Image 1: India, Japan
Question 1: Why can you only go from India to Japan by boat? Explain:





Image 1: Great, we're going to arrive half a day earlier than expected. Hopefully we can catch the boat on time and leave Japan for the United States.
Image 2: The next day. What are we going to do?! This storm set us back a day. Relax, let's go and see if the boat has left.







Image 1: We're in luck! The boat is being repaired and will leave tomorrow.
Image 2: If I don't arrest Martín here, I'll have to wait too long. I'll try and fool him by disguising myself while he's not with Orlando.
Image 3: The next day. What?! The boat already left! Now how will we get to the United States?

El barco partió sin Martín. ¿Qué crees que pueda hacer para continuar su viaje?
Da dos soluciones y explícalas.

Solución 1

Solución 2

Question 1: The boat left without Martín. What do you think he could do to continue his journey? Give two possible solutions and an explanation for each.
Textbox 1: Solution 1
Textbox 2: Solution 2



El detective Nuss se puso un bigote negro para que Martín no lo reconociera. ¿Crees que usa un buen disfraz? Explica.

Image 1: Did you miss the boat? Yes. I'm going to the United States and missed the boat, too. Let's see if someone can take us.
Question 1: Detective Nuss wore a false moustache so that Martín wouldn't recognize him. Do you think it's a good disguise? Explain.

¿Qué disfraz crees que sería mejor, uno de payaso o uno de marinero? Escoge el que te parezca más adecuado patra la situación y explica por qué sería mejor.





Question 1: What do you think would be a better disguise: a clown or a sailor? Choose which you think is more suitable in this situation and explain why.



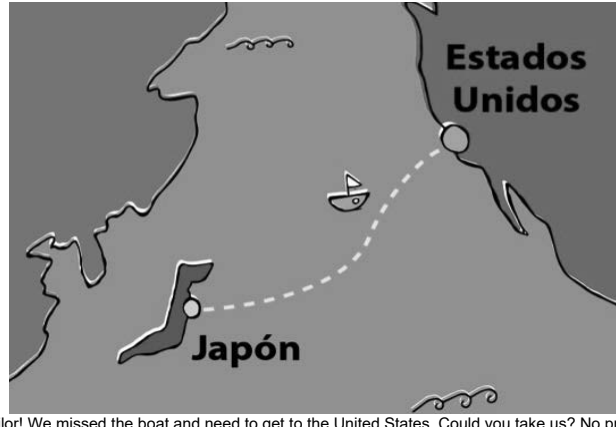


Image 1: Sailor! We missed the boat and need to get to the United States. Could you take us? No problem. We're going that way. Come on board!
Image 2: Japan, United States

El marinero del barco dice que también va a Estados Unidos.
¿Por qué esta información es importante para Martín?



Question 1: The sailor also says he's going to the United States. Why is that information important to Martín?
Image 1: The rain delayed us; hopefully we can make it back in time. Look, you can see the coast of the United States. Yes, and you can also see the boat that you missed in Japan.





Image 1: I should go down to the cabins and see my friend Orlando; he's been seasick since we came on board. Good idea!
Image 2: Meanwhile, in the cabins. My head hurts! Where am I?





Image 1: On the boat, on the way to the United States. I'm sorry Martín. I didn't think I'd feel so ill on the boat.
Image 2: Don't worry, Orlando. The good news is that it's already been nine days since we left Japan and we're already half-way there. Yes, we've been travelling for 52 days and have 28 days to complete the journey.





Image 1: I'm calm - everything's going to be fine. We've already done the hardest part.
Image 2: They arrive in the United States. Wow, what a beautiful city! But we won't stay long. We have to take the train to New York City and take a boat from there back to England.





Image 1: Martín and Orlando board the train. We'll be in New York in 11 days.
Image 2: United States, San Francisco, New York

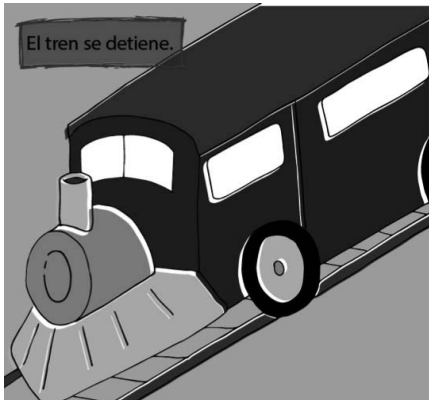




Image 1: The train stops.
Image 2: Oh no! Why have we stopped? It looks like there are some buffalo that won't let us continue.

Selecciona cuál de estas tres situaciones corresponde a lo que pasa con el tren y explica por qué el tren no avanaza.







Question 1: Choose which of these three situations describes what happens with the train and explains why the train doesn't move.







Image 1: Don't worry. I'll get the buffalo out of the way.
Image 2: Orlando hasn't come back. I hope he's OK. I'll go and look for him.
Image 3: Take it easy, Orlando. I'll get there quicker on this horse.









Image 1: I told you it wasn't easy to scare the buffalo, Orlando.
Image 2: But you're alive, that's what matters. Now we have to take the next train. But the next train doesn't leave until tomorrow.
Image 3: Oh no! It'll cost us a day! Wait Martín, we can get on that cargo train! Let's try and catch it!
Image 4: Hold on, Martín!







Image 1: When they get to New York. Now it's time to take the last ship to England. On no! It left 45 minutes ago.
Image 2: Argh! I'm going to lose the bet!
Image 3: I heard you need a ship?



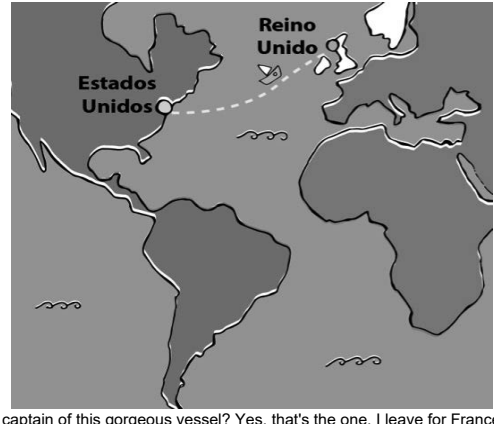


Image 1: Are you the captain of this gorgeous vessel? Yes, that's the one. I leave for France tomorrow.
Image 2: United States, United Kingdom





Image 1: And they set sail across the Atlantic Ocean.
Image 2: We're close! I'm going to win the bet! Hmmmm, we have a problem. We've run out of wood for the boiler and without steam we can't move.

El Capitan dice: “Se nos acabó la madera, y sin vapor no podemos avanzar”, ¿Estás de acuerdo con el capitán?
Explica por qué la madera es fundamental para que el barco navegue

Question 1: The captain says "We've run out of wood for the boiler and without steam we can't move." Do you agree with the captain? Explain why the boat needs wood in order to move.





Image 1: What should we do? I know! Let's take the planks from the ship and put them in the boiler! Good idea!
Image 2: Don't do that! I'll lose my ship. But think about the adventure, captain. Help me; we've come so far to get to this point.

Qué ventajas y que desventajas tiene usar la madera del barco para continuar el viaje.

Ventajas	Desventajas

¿Qué es más urgente, conservar el barco o continuar el viaje? Explica por qué:

Question 1: What are the advantages and disadvantages of using the wood from the ship to continue the journey?
Textbox 1: Advantages, Disadvantages
Question 2: What's more urgent: saving the ship or continuing the journey? Explain why:



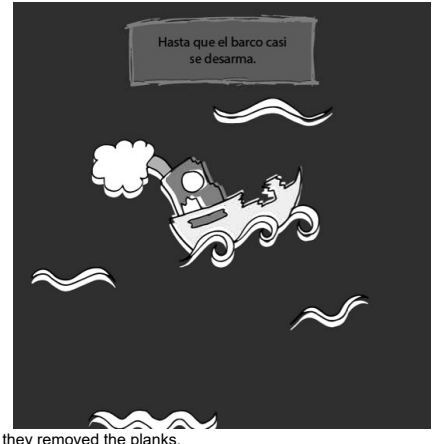


Image 1: And one by one they removed the planks.
Image 2: Until the ship was almost a wreck.







Image 1: We've arrived in Europe! We'll soon be in London!
Image 2: London
Image 3: Stop in the name of the law! You're under arrest!

¿Por qué el detective Nuss arresta a Martín? ¿Crees que está en lo correcto?
Explica tu posición:

Question 1: Why does detective Nuss arrest Martín? Do you think he's right? Explain your position:





Image 1: What's going on? Why are you arresting me? For being a thief!
Image 2: In jail. I didn't steal anything! It's not fair for you to lock me up. I can't win the bet like this.



¿Qué razón le podría dar el detective a Martín para justificar que lo confundieron con el ladrón?

Image 1: Martín, forgive us. The Mayor just told me that they found the real thief. Great! But now I won't be able to get to London in time to win the bet.
Question 1: What reason could the detective give to Martín as justification for confusing him for the thief?



Martín dice: “no podré llegar a tiempo a Londres para ganar la apuesta” El detective está a favor o en contra de esta afirmación? Explica por qué.

Image 1: Don't worry. I'll take you in my car. That way you'll be able to get there on time. Thanks. Let's look for Orlando and we can go.
Question 1: Martín says "I won't be able to get to London in time to win the bet." Does the detective agree or disagree with this statement? Explain why:





Image 2: London



Image 1: London. Martín, you did it! We've made it to London!
Image 2: Oh no! I'm five minutes late! I lost the bet.
Image 3: I'm so sorry Martín. I'll take you home.
Image 4: Wait, Martín – look at the date on the newspaper!





Image 1: Hang on… We left London on October 2nd and today is… Martín, today is December 20th!
Image 2: You boy, what date is it today? December 20th, sir.



Image 1: What?! It should be December 21st! Of course! We travelled east! We saw 80 sunsets but there have only been 79 sunsets in London since we left. That means I arrived a day early! I'm going to win the bet!





Image 1: The Earth is divided into 24 different time zones.
Image 2: That's why when in one half of the world it's day; in the other half it's night.

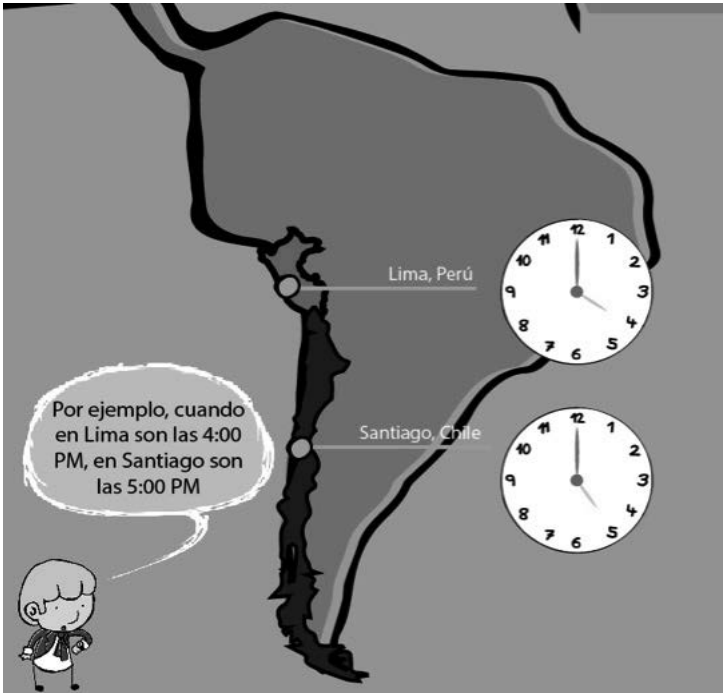


Image 1: For example, when its 4:00 PM in Lima it's 5:00 PM in Santiago.



Explica con tus propias palabras qué es una zona horaria:

Image 1: Come on Orlando, let's get to the town hall, quick. I haven't lost the bet!
Question 1: In your own words, explain what a time zone is:



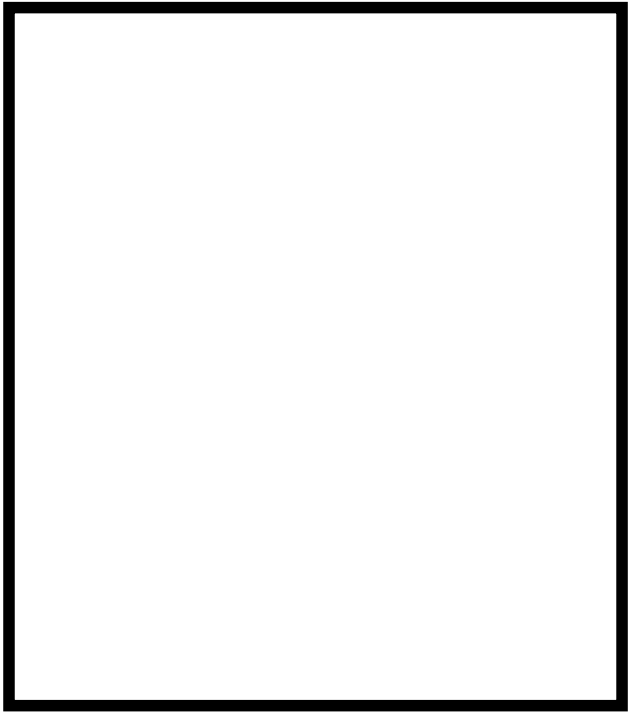
Image 1: Gentlemen, we travelled around the world in 79 days. We won the bet!



¿Qué hubiese sucedido si Martín y Orlando hubieran hecho el viaje hacia el otro lado?
Explica con tus propias palabras.

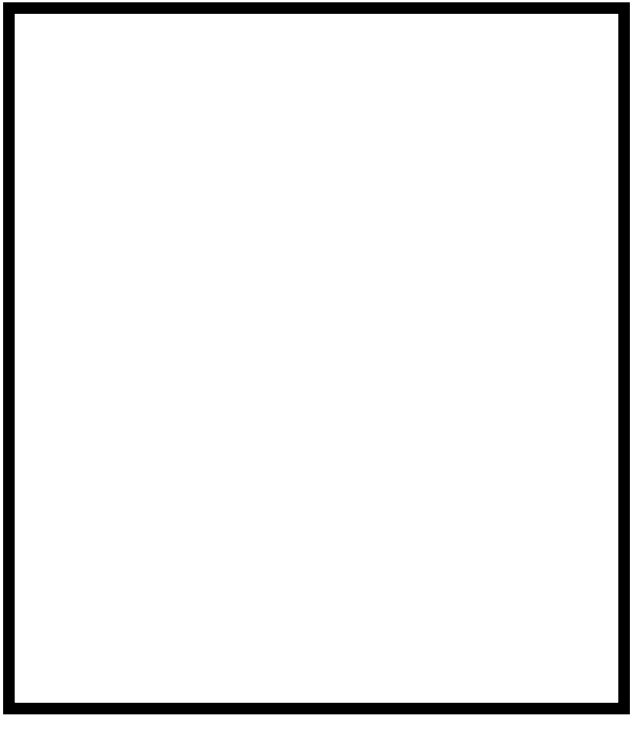
Question 1: What would have happened if Martín and Orlando had followed their journey the other way round? Explain using your own words.

¿Qué lugar de todos los que visitaron Martín y Orlando en el viaje te gustaría visitar? Escoge uno y da dos razones.



Question 1: Of the places that Martín and Orlando went on their journey, which would you like to visit? Choose one and give two reasons.

Luego de leer la historia, ¿crees que es posible dar la vuelta al mundo en 80 días? ¿Por qué?



Question 1: After reading the story, do you think it's possible to travel around the world in 80 days? Why or why not?