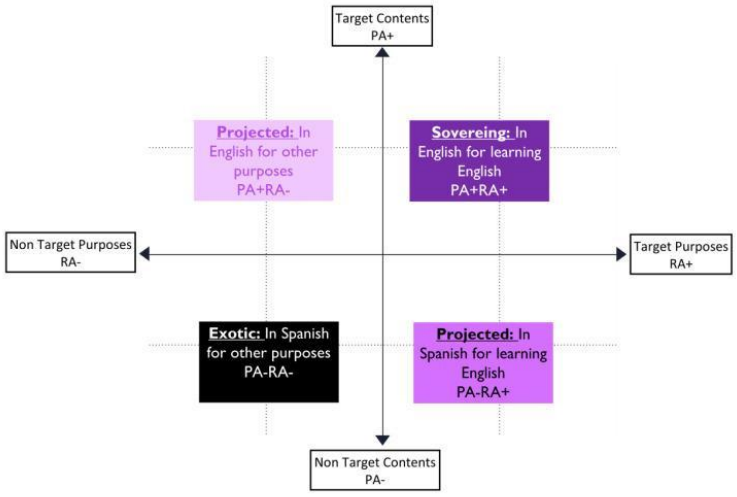
Autonomy Analysis: Practice 3. Read each of the elements of the interaction. Label PA and RA appropriately in every section. Look at the Autonomy Plane. Do you see any pattern indicating movement between quadrants?

Here is a reminder of how the autonomy codes work.



First, identify the language being used in the interaction:

- **PA+** → in English
- **PA-** → in Spanish
- **PA-** followed by **PA+** in Spanish followed by English
- **PA+** followed by **PA-** → in English followed by Spanish

Then, identify the pedagogic purpose:

- **RA+** → for learning English
- **RA-** → for other purposes

Autonomy Code	Exchange Role	Interaction
	Teacher:	"Vamos a seguir ahora con la primera oración que esta en la clasificación. Esta primera oración va desde Jacobo hasta Bogotá. Listo; en esa primera oración nos dice de quién va a tratar el texto, cuántos años tiene esa persona y en dónde vive. Básicamente, son esas 3 cosas." [We are now going to continue with the first sentence that is in the classification. This first prayer goes from Jacobo to Bogotá. Done; In that first sentence he tells us who the text is going to be about, how old that person is and where he lives. Basically, it's those 3 things].
	Teacher:	"Jacobo is a 12-year-old boy who lives in Bosa la Alameda Southwest Bogotá"
	Teacher:	"¿Listo? Vamos a mirar al inicio de la oración, the beginning of the sentence. There is a name, and that name is the theme that the text is about, what is the name?" [Ready? Let's look at the beginning of the sentence, the beginning of the sentence + English].
	Teacher:	Jacobo. Excellent.
	Teacher:	Let's highlight "Jacobo", muy bien.
	Teacher: **Students:** **Teacher:** **Students:** **Teacher:** **Students:**	Let's practice pronunciation. Repitan después de mi: Samuel and Tomás. Samuel and Tomás (choral repetition) His brothers Samuel and Tomás. His brothers Samuel and Tomás (choral repetition). He lives with his brothers Samuel and Tomás. He lives with his brothers Samuel and Tomás (choral repetition).
	Teacher:	A ver. ¿Quién lo puede solito o solita? (Students raise hands). A ver. Sharon. [Let's see. Who can do it alone? (Students raise hands) Let's see, Sharon.
	Sharon:	"He lives with his brothers Samuel and Tomás."
	Teacher:	"Muy bien! He lives with his brothers Samuel and Tomás."

LIVEWORKSHEETS