

Name:	Class: 11 th grade A-B	Date: August 2020
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Unit 3: The importance of the evolution of languages

Objetivo:

- Revisar a formación de oraciones en inglés aplicando reglas de orden tales como s + v+ complemento, reglas de formación de pregunta, etc.
- Adquirir vocabulario por medio de la lectura de nuevas expresiones y palabras en contexto.
- Leer y comprender un texto breve relacionado con la amistad
- Valorar la importancia de aprender un 2^{do} idioma como puente de comunicación con personas de distintas nacionalidades y como forma de acceder a diferentes fuentes de información.

Instructions

Use www.wordreference.com (English-Spanish dictionary) o su diccionario personal. Si tiene consultas escríbame a mi correo electrónico y luego que termine envíeme la guía resuelta a mi correo o una foto de su desarrollo en cuaderno (patricia.leiva@colegioparroquialandacollo.cl). Espero verlos pronto, cúdense y que tengan una linda temporada en familia. Dios los bendiga, cariños Miss Patricia

Exercise 1.

Warm up activity. Read the words and put them in the correct order to make coherent sentences. Do not forget: Subject + verb+ complement for example: I love music

1. we / an / need / player / extra -----
2. puts / she / uniform / on / her / hospital -----
3. romantic / reading / novels / even / loves / he -----
4. was / it / summer / vacation /during -----
- 5 . knee / hurt / leg / squats / so / bad -----
6. hope / stops / it / I / raining -----
7. best / my / friend / God / is / honest / he / is / because -----
8. could / find / not / it /I -----

"My Bestfriend Shannon"

We met **at fourteen years old**. She was a student at my school. We studied at the same school but had never had a class together. **That year**; we were both participating in a school dance show in different groups. But my friends got intoxicated with food and it was not possible for them to participate because they got a stomach ache. The teacher told me to go to the other group. The students from that group were not so happy. - "Hi, can I dance in your group" Said I. - "mmm, are you a good dancer?" A tall blonde girl told me. "Yes, I am" I told them very angrily. After that, we started to be friends, and our show was spectacular. **The next year** we took dance classes together. We always worked together and continued to have lots of the same classes for the next four years and got closer and closer.

When we **finished high school**, we both separated. Shannon decided to stay in our home town to work and I went to London to go to dance school. We didn't have much contact. However, when **I finished university** I visited her and we shared our experiences.

Two years ago, Shannon moved to London and we decided to live together at the same house.

We are more like sisters **now** than friends. Everyone in my family loves Shannon and she is always invited to family events. We argue sometimes, like all sisters, but we have been friends for such a long time that we will never separate.

Comprehension_Questions:

a-Decide if the following statements are true or false. Explain your false ones.

1. Shannon and Julia have been friends for a long time. _____
2. The first time, Shannon wasn't very nice! _____
3. In high school Julia and Shannon separated. _____
4. When she finished school, Shannon studied dancing in London_____
5. Julia's family invites Shannon to events. _____

b-Explain what happened in this years

1-At fourteen years old: _____

2-The next year: _____

3-When they finished high school: _____

4-When she finished university: _____

5-Two years ago: _____

6-In the present: _____

Reflecting on our independent study skills:

(This is important feedback you provide, answer it in Spanish 😊)

Answer the questions:

1. ¿Qué he aprendido?

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2. ¿Cómo lo he aprendido?

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3. ¿Para qué lo he aprendido?

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4. ¿En qué otras ocasiones puedo usarlo?

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