

LICEO PABLO NERUDA , TEMUCO.

REVIEW UNIT. UNIT 0. FIRST SEMESTER 2020.



HI, THERE.

LET'S LEARN ENGLISH !

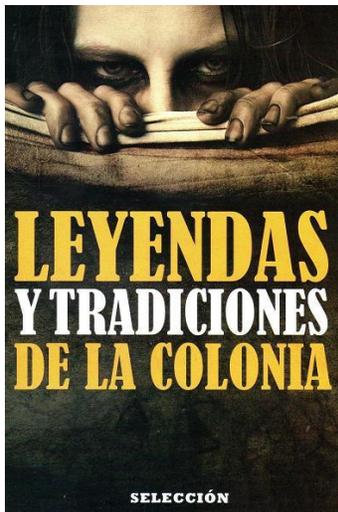
Reading and writing exercises.

IN THIS UNIT, YOU WILL:

- understand and communicate main ideas and specific information about traditions and celebrations around the world.
- express ideas in oral and written form, using thematic expressions and vocabulary and different language functions.
- develop cultural awareness and comprehension, showing interest, respect and tolerance in your own and other cultures.

LEGENDS AND TRADITIONS.

Respecting traditions is very important, they are a gift from our ancestors . You should know some of them . A man said : “ customs tell a man who he is, where he belongs, what he must do. Better illogical customs than none, men cannot live together without them .”



PLEASE, WITH YOUR CLASSMATE, ANSWER THE FOLLOWING QUESTIONS.

How important are traditions to you, to your family, or your region ?	
How can traditions contribute to “ the development and happiness of mankind “ ?	
Which legends do you know ?	
When are legends “ illogical “?	

1. Read the text. Then, match the words in the box to the pictures (1 - 5) on page 224. 6 points

1. Read the legend. When you finish, confirm or correct your predictions in the previous section. Read again, and number the pictures in the correct order of the events in the story.

Key words

character: personaje

feather : pluma

path : sendero

scar : cicatriz

teepee : tienda triangular hecha de cueros animales, usada como vivienda de aborígenes

fell in love : se enamoró

skies : cielos

mother-in law : suegra

father-in – law : suegro

couple : pareja

marry : casarse

tied a rope : amarró una cuerda

charm : encantar, fascinar , producir encantamiento mágico

Strategy in mind

Relating text and image. Completing a sequence map.

Smart reading

1. identify the three main characters in the story.

- a.
- b.
- c.
- d.

2. number the pictures (1 - 9) that illustrate the events of the story (page 137) in the order they happened. Then, underline a sentence in the text to describe each picture.

3. Complete this sequence map in your notebook. (You can use the sentences you underlined.)

Sequence map

First,...

next,...

after that,...

then,...

Finally,...

Your analysis

1. answer.

a. Could the events in the story be real, or are they totally unbelievable (fiction)?

.....

b. What problem does Little Star face?

.....

c. What solution does he find ?

d. What natural event does the story try to explain?.....

Think critically

-make Text-to-world connections :

Do you know any traditional folk stories, legends or myths from other countries? Which ones?

What natural events do they try to explain?

Have you ever read any similar texts related to Chile? Which one?

The power of the sun



The Sun had a handsome son called Morning Star. He was a young man and he was lonely. He wanted to marry a beautiful girl called Soatsaki, but she lived on earth.

One day, Morning Star went to talk to his powerful father. ‘You can marry Soatsaki and bring her to the skies,’ said the Sun, ‘but she must never look down at the earth again. If she sees her people, she will miss them and want to return to earth.’

So, Morning Star dressed in a colorful poncho, put a red feather in his hair, and went down to earth to find Soatsaki. She immediately fell in love with him, although Morning Star had warned her: “If you marry me, you must say goodbye to your people forever.’

The young couple went back to the skies. At first they were very happy and soon they had a son called Little Star. One day, Soatsaki found a big pot boiling in the teepee.

‘Do not move that pot,’ said her mother-in-law, the Moon. ‘If you do, something terrible will happen.’

Later that day, when the Moon had left, Soatsaki was filled with curiosity and pushed the pot to one side with all her strength. She looked down and saw her old home, the green trees and fields, the wonderful flowers, the people of her tribe.

She felt very sad. When her husband came home she said, ‘I miss my home. Please let me go back to visit my people.’

When Morning Star and Soatsaki told the Sun what had happened, he was very angry. ‘Take your child and go back to earth. You will never see your husband again.’

He tied a rope around Soatsaki and her son and lowered them down to earth. On the way down, the rope made a long deep cut in Little Star’s face.

On earth, the boy grew up with an ugly scar along his face. Although he became a brave hunter, the other boys and girls in the tribe laughed at him because of his scar. He was a sad and lonely young man.

One day, Little Star decided to try and find his grandfather, the Sun, and ask him to remove the scar from his face. He climbed the high mountains. When he came to the end of the world where the waters meet the sky, he called his grandfather to help him. He waited there with no food or water.

After three days and nights, a path of sunlight suddenly opened in front of him. Little Star walked up the path, and at the end, the Sun was waiting for him. ‘You are a brave young man,’ he said, ‘but I cannot remove that awful scar.

Take this magic flute. It will charm all who hear its music.’

Little Star returned to earth and played the flute outside a beautiful girl’s tent. She at once fell deeply in love with him. Hand in hand, they went back up to the skies to live with the Sun, the Moon and Morning Star.

And there they remain. If you look up, you might see the teepees of their many children shining in the Milky Way.

1. Read these sentences from the text. Pay special attention to the words in purple.

He wanted to marry a **beautiful** girl called Soatsaki.

One day, Morning Star went to talk to his **powerful** father.

Morning Star dressed in a **colorful** poncho and put a red feather in his hair.

I cannot remove that **awful** scar.

She looked down and saw the **wonderful** flowers.

2. Answer these questions. Then check with your partner.

a. What do the words in **purple** have in common?

b. What does the particle –ful mean when we add it to another word?

i. similar to. ii. With a lot of. iii. Without.

3. Use a dictionary to find the **opposite** of this particle.

Read and analyze these sentences. Answer the questions and then check with your partner.

He wanted to marry a beautiful girl called Soatsaki but she lived on earth.

Although he became a brave hunter, the other boys and girls in the tribe laughed at him.

You can marry Soatsaki and bring her to the skies, but she must never look down at the earth again.

She immediately fell in love with him, although Morning Star had warned her.

‘You are a brave young man,’ he said, ‘but I cannot remove that awful scar.’

-
- a. How many parts can you identify in each sentence?
 - b. How are these parts linked?
 - c. Which of the words in bold introduces a contrast?
 - d. Which one introduces a concession?

You will narrate Little Star’s story to your classmates.

1. Preparing to speak

- a. Copy the sentences in the sequence map on page 138.

b. identify some connectors you can use to link the sentences and make a brief summary of the story.

2. Practicing

- a. 40 Listen and repeat these phrases. Pay special attention to the intonation and pronunciation.

Once upon a time... : érase una vez One day... : un día At first... : Al principio

Next... : luego Then... : luego, entonces After three days and nights... : Después de tres días y sus noches

b. Practice reading the summary you prepared to your partner and listen to him / her. As you read, imitate the intonation and stress of the expressions in point a. Correct each other's mistakes.

3. Performing

Retell your version of little star’s story to your group. as you do it, use the sequence map and the images on page 137 to remember the most important events.

4. Evaluating

- a. Choose a partner in your group and evaluate each other using the prompts in the box.

b. share the results of the evaluation with your group with respect and accepting everyone’s opinion. discuss some actions to take in the areas you need to improve.

My partner...

retold the main events in the story.

used correct pronunciation and intonation.

used adequate connectors to link the events.

used the sequence map and the images.

UNIT 4 MODULE 1 LESSON 1

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

i exceeded the objectives.

i met the objectives.

i met a few of the objectives.

i did not meet the objectives.

4. Read the different descriptions and identify each celebration from the list. Underline some characteristics and use all the information to complete a comparative chart. Then show your work to your classmates.

-Christmas taipei lantern Festival. -St. Patrick's day . -Halloween
-Thanksgiving . - La tomatina. -Day of the dead . - Carnival of Rio de Janeiro
- Chinese new Year - songkran or Water Festival.

It's a holiday celebrated throughout Mexico and around the world in other cultures. It focuses on gatherings of family and friends to pray for and remember friends and family members who have died. Traditions connected with the holiday include building private altars called ofrendas, honoring the deceased using sugar skulls, marigolds, and the favorite foods and beverages of the departed, and visiting graves with these as gifts.

This celebration is meant to obtain Buddhist merit. It attracts so many people that the sight of the floating lights in the air is hypnotizing. The Taipei Pingxi Sky Lanterns were released originally to let others know that the town was safe. These days, lanterns are decorated with wishes and images relating to the owner and finally they're released off into the sky together magically decorating the sky into a sanctuary of lights.

It's a cultural and religious holiday celebrated on 17 March, commemorating the arrival of Christianity in Ireland and the heritage and culture in general. Celebrations generally involve public parades and festivals and the wearing of green clothes or shamrocks. Christians also attend church services and the Lent restrictions on eating and drinking alcohol are lifted for the day. If you're not wearing green, then watch out because you ought to get caught!

Key words

parade : desfile
shoelaces : cordones de zapatos
toothpaste : pasta dental
leprechauns : duendes
clover : trébol
released off : soltadas, tiradas al aire

Strategy in mind

Setting a purpose for reading : once you know your purpose, you will know how to organize your reading and what kind of things you need to pay attention to.

Thanksgiving

The purpose of Thanksgiving in Canada is different than in the USA. Although the reasons for giving thanks are different, many of the customs are the same. Canadian Thanksgiving was originally started to give thanks to God for a bountiful harvest. This was when there were lots of farmers that grew crops. Now, we give thanks for everything we appreciate, but some farming families still give thanks for a good crop.

Harvest celebrations have been around a long time. Ever since the very first harvest, about 2000 years ago, people have given thanks for a prosperous bounty. The first formal Thanksgiving was in the year 1578. A man named Martin Frobisher gave thanks for surviving his journey from England. He also gave thanks for a place that is now called Newfoundland. In 1879, the Canadian parliament declared November 6th a day of Thanksgiving and a national holiday.

A big part of Thanksgiving is the feast, which usually consists of potatoes, corn, sweet potatoes, peas, gravy, stuffing, salads, buns and lots of other great food. The main part of the feast is usually the turkey. Other families might have ham, roast beef, duck or chicken. The dessert that often follows the feast is pumpkin pie. Other people may choose different desserts and food depending on their customs and beliefs for which they choose to give thanks.

The cornucopia has become a traditional symbol of this holiday because it is commonly shown filled with grain, vegetables and fruit, the staple food that settlers would give thanks for.

During Thanksgiving, families spend time together and have fun. It is the perfect time to appreciate all that we have. In many places, the community celebrates Thanksgiving all together with a tradition called "Fowl Supper". The entire community enjoys food prepared by the local families in the basement of the local church.

Bountiful: (adj.) large in amount; generous. Bounty: (n.) reward. Bun: (n.) a small, sweet, usually round

cake. Gravy: (n.) a sauce made from meat, juices, liquid and flour. Cornucopia: (n.) a decorative object

shaped like an animal's horn shown in art as full of fruits and flowers. Staple: (adj.) basic, standard.

UNIT 4 EXTRA TEST

1.- Translate into Spanish:

a cornucopia : a feast
a turkey : pumpkin pie :
roast beef : fowl supper :

2. Read the text carefully and find this information in it.

- a. the name of a man who traveled from England: .
- b. the official date when Thanksgiving Day is: .
- c. Three vegetables:,, and
- d. Three birds that can be eaten:, and

3. Read the text again and answer these questions.

- a. What is the original purpose of Thanksgiving Day?
.
- b. Who began this celebration in Canada?
.
- c. What does the Thanksgiving feast usually consist of?
.
- d. What is the traditional dessert?
.
- e. What has become the traditional symbol of this holiday?

My New Year's Resolutions.

by Robert Fisher

I will not throw the cat out the window
Or put a frog in my sister's bed.
I will not tie my brother's shoelaces together
Nor jump from the roof of Dad's shed.
I will not disappoint my aunt on her birthday
And tidy my room once a week.
I will say please and thank you (even when I don't mean it)
And never spit or shout or even swear.
I shall write each day in my diary
Try my hardest to be helpful at school.
I shall help old ladies cross roads (even if they don't want to)
And when others are rude I'll stay cool.
I shall squeeze from the bottom of every toothpaste tube.
And stay where trouble can't find me.
I shall start again, turn over a new leaf,
leave my bad old ways forever
Shall I start them this year, or next year
Shall I sometime, or?

Smart reading

- 1. Which text (i, ii or iii) ...
 - is funny?
 - makes promises?
 - states the date of the event?
 - describes an event?

- is about a celebration in a specific country?
- has a specific author?

1. Read the texts and identify their similarities and differences.

Key words

- parade : desfile
- shoelaces : cordones de zapatos
- toothpaste : pasta dental
- leprechauns : duendes
- clover : trébol

Strategy in mind

Setting a purpose for reading

Once you know your purpose, you will know how to organize your reading and what kind of things you need to pay attention to.

A MAIL TO A FRIEND. TRANSLATE AND EXPLAIN IT.

To

Cc Cco

Subject

Lisa

Great time at Hallowe'en! Friday, 31 October 2016 10.17 PM

Hi, Lisa.

How are you? Finally, it's Hallowe'en! Have you done anything spooky today? Have you dressed up and gone trick or treating?

We've made some really awesome costumes. I'm a scary witch and my sister Jenna's a fairy. We have not visited all the houses in our street yet and I can see other kids walking around with their bags of goodies, so I'd better run or all the sweeties will be gone!

Love and kisses

Kelly, the scary witch