



Unit 2 Countries, cultures and customs
Worksheet N°10

Student's name:	
Grade:	Date: 08/06/2020

- Instructions:**
1. Read carefully and complete each section according to what it is required.
 2. When you finish this worksheet, at the end of it, you have to answer a **self-evaluation** which will help you to see your performance during the development of this worksheet.
 3. If you want to see if your answers are correct, you can check them in the **answer key** which will be uploaded in the next worksheet.
 4. If you can't print this paper, you can write your answers on your **copybook**.
 5. Remember you can **ALWAYS** check the words you don't know in your dictionary or in www.linguee.com
 6. If you have a **doubt**, write me an email and I will answer you as soon as possible.
 7. Remember to do your **BEST!**

Answer key Worksheet N°9

Now check if your answers are correct! (Ahora verifica si tus respuestas están correctas!)

I. Vocabulary focus – Activity 1	
1. America	1.1 North America 1.2 South America
2. Europe	
3. Africa	
4. Asia	
5. Oceania	
I. Vocabulary focus – Activity 2	
1. United States of America	6. Spain
2. Germany	7. Brazil
3. Turkey	8. Colombia
4. Italy	9. Japan
5. Denmark	10. England

Before to start... (Antes de comenzar)

- ✓ En ésta guía de trabajo utilizaremos el texto escolar entregado por el Ministerio de Educación, así que si lo tienes en tu hogar úsalo, ya que te será de gran ayuda.
 - ✓ En el caso que no lo tengas, más abajo te adjunto el link del libro para que puedas verlo digitalmente.
 - ✓ De igual manera adjuntaré todas las imágenes y lecturas para que puedas desarrollarlo en caso que no puedas acceder a los textos. Así que tranquil@.
- Si deseas visualizar el texto en forma digital, puedes ingresar aquí:
 - https://curriculumnacional.mineduc.cl/614/articles-145511_recurso_pdf.pdf Texto escolar



Do your best!

Take care and stay at home!



(OA 9) Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas) y que contienen las funciones del año.

Textbook Lesson 3: “Travel”

“A Brochure” Page 39 (Página 39 en el texto escolar)

I. Language focus – Adjectives

1. Read quickly the brochure below and pay attention to the words in **bold**. Match the adjective from column A with the corresponding synonym from column B. (*Lee rápidamente el folleto de abajo y presta atención a las palabras ennegrecidas. Une el adjetivo de la columna A con su sinónimo en la columna B.*)

- You can solve this activity on your copy book or textbook. (*Puedes desarrollar ésta actividad en tu cuaderno o en tu libro.*)

A	B
Adjective	Synonym
last	incredible
high	fascinating
amazing	pretty
crowded	final
interesting	congested
beautiful	tall

What is an adjective?
What is its function?

We use **adjectives** to describe something or someone. (*Usamos adjetivos para describir algo o alguien*)

For example:
Torres del Paine is an **amazing** place to visit.

Traveling is an **interesting** hobby to do.





English	Spanish
Good	Bueno/a
Bad	Malo/o
Tall	Alto/a
Long	Largo/a
High	Alto/a
Amazing	Increíble
Beautiful	Hermoso
Modern	Moderno/a
Interesting	Interesante
Expensive	Caro
Cheap	Barato
Crowded	Lleno/concurrido
Big	Grande
Last	Último/pasado
Fascinating	Fascinante
Young	Joven
Old	Viejo

Remember to take notes on your copybook!

II. Reading task – Places to visit.

Read the brochure below and answer the questions. (*Lee el folleto de abajo y responde las preguntas.*)

TEMUCO AND LAGO BUDI

“*Mary mary wenu!*” is the traditional Mapuche greeting and the best way to walk into the **last** indigenous bastion of the country. Bring out the warrior in yourself and get to know the cosmovision of these indigenous peoples that live among the ancient Araucaria forests and crystal-clear streams.

Soak up the rustic smells and flavors, the best reflections of local culture.

Climb the **high** Ñielol Hill. From the top of this Natural Heritage Site you’ll have an **amazing** view of a city that mixes countryside and the modern world. Walking along its popular streets, you’ll be surprised by the **crowded** university section, and its **interesting** history museums.



Season your food with a little merquén (smoked dried chili flakes), relax in the **beautiful** healing hot springs and end your day with a lively visit to the casino, the center of the city’s nightlife.

Text adapted from <http://chile.travel/en/where-to-go/the-south-its-lakes-and-volcanoes/temuco>

1. What places can you visit in Temuco and Lago Budi?

2. What types of view does this Natural Heritage mix?

Do your best!

Take care and stay at home!



3. What place is **interesting** in this city?

4. What is the traditional Mapuche greeting?

III. Listen to a song – Counting Stars.



1. Listen to this song and pay attention to the adjectives. Write them down here or on your copybook. (*Escucha esta canción y presta atención a los adjetivos. Escríbelos aquí abajo o en tu cuaderno.*)



<https://www.youtube.com/watch?v=-oiNSDmDa8k>

1.	2.	3.	4.	5.
----	----	----	----	----

Self-evaluation. Put a ✓ according to the criteria given and think about what you did with this worksheet.

*Pon un ✓ de acuerdo al criterio dado y piensa sobre que lograste hacer con ésta guía de trabajo.

Criteria	☺	☹
1. I learned new words.		
2. I was responsible doing this worksheet.		
3. I improved my listening and reading skill and increased my vocabulary.		
4. I understood the content.		
5. I can explain this content to other people.		

*If you have questions for the next meeting, write them here.



Do your best!

Take care and stay at home!