



Colegio Santa María la Florida  
English Department  
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Estimadas/os estudiantes:

Esperando se encuentren bien junto a sus familias, les entrego el nuevo material de inglés correspondiente a la guía 3 de la Unidad 2. En esta ocasión encontrarán una lectura acerca de celebraciones tradicionales en Chile, usos del verbo *Do* y *Make*, algunos usos de las preposiciones *In*, *On*, y *At*, y finalmente vocabulario de la unidad.

### **I. Reading:**

1. Abre tu Student's Book en la página 55 y lee el texto acerca de las celebraciones tradicionales de Chile (una de la Isla de Pascua y otra de la cultura Mapuche). Encontrarás un vocabulario que te ayudará con la lectura en la guía.
2. Luego de la lectura haz el ejercicio 1: De acuerdo al texto escribe en tu cuaderno el significado de las siguientes palabras (Haka Pei, Takona y We Tripantu).
3. Responde las preguntas en el ejercicio 2 de la misma página.

### **II. Grammar: Verbos Make y Do-Preposiciones In, On y At.**

1. Abre tu libro del estudiante en la página 42 (Language Focus), lee las oraciones y responde las preguntas que ahí aparecen. Escribe la letra de la pregunta junto a la oración correspondiente.
2. Completa las reglas con el verbo que corresponde.
3. Escribe en la tabla las colocaciones correspondientes para cada verbo.
4. Abre tu libro de actividades en la página 22 y haz el ejercicio 1 de la sección Language Focus. Pon un ticket si la colocación (palabras que a menudo van juntas) es correcta y una cruz si es incorrecta.
5. Abre tu libro del estudiante en la página 49 y presta atención a las oraciones del ejercicio 8 en la sección Speaking Time. Luego anota la preposición que corresponde junto a la descripción que allí aparece.
6. Ahora ve a la página 29 del libro de actividades y haz el ejercicio 1 de la sección Speaking Task, en donde tienes que crear un diálogo con las preguntas del recuadro y tus respuestas. Recuerda que las respuestas deben llevar las preposiciones in, on o at cuando corresponda.

### **III. Vocabulary:**

1. Ordena las letras para encontrar la palabra relacionada a la unidad "Countries, culture and customs".
2. Abre tu libro de actividades en la página 30 y completa el crucigrama.
3. Anota la letra de la palabra junto a su significado correspondiente.
4. Vuelve a la página 25 del libro de actividades y observa el recuadro que allí aparece, complétalo (en la guía) con un país de cada continente, su nacionalidad, su capital, un lugar turístico y un hecho interesante acerca del país que elegiste.

***Practice Makes Perfect***



## Exercise Worksheet 3

### Unit 2: Countries, Cultures and Customs

OA9

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

#### I.- Reading

1. Open your Student's Book on page 55 and read the text about traditional celebrations in Chile.

#### Helpful Vocabulary:

##### **Tapati Party on Easter Island (Rapa Nui)**

Amongst: Entre  
(preposición).

Canoeing: Canotaje o canoa cayak  
(sustantivo).

Raft(s): Balsa (sustantivo).

Totora reeds: Ramas de totora (sustantivo).

Costume(s): Disfraz (sustantivo).

Skill: Habilidad (sustantivo).

Daring: Osado, temerario (adjetivo).

Hurl: Arrojar, tirar (verbo).

Speed: Velocidad (sustantivo).

Toboggan(ing): Deslizarse (verbo).

##### **Indigenous New Year**

Solstice: Solsticio (sustantivo).

Harvest: Cosecha (sustantivo).

Sowing: Siembra (sustantivo).

Crop(s): Cultivo (sustantivo).

Renew: Renovar (verbo).

Square: Plaza (sustantivo).

Hill: Cerro, colina (sustantivo).

2. After the reading, do exercise number 1.

**1.** Read the article and find the meaning of the following words. Write the answers in your notebook.

a. Haka Pei

b. Takona

c. We Tripantu

3. Now answer the questions in exercise 2.

**2.**

a. How are the Tapati and We Tripantu similar or different?

b. When are Tapati and We Tripantu celebrated?

c. Why is important for the Mapuche people to celebrate their own New Year?



## II.- Grammar: Verbs Make & Do-Prepositions In, On, At.

1. Open your Student's Book on page 42 (Language Focus), read the sentences and answer the questions that follow. Write the letter of the question next to the sentence which is your answer.

- I **make** my breakfast every morning.
- You **do** your homework after class.
- He **made** a mistake yesterday.
- She **does** the housework on weekends.

- a. Which sentence refers to producing something?
- b. Which sentences refer to an activity or repetitive task?
- c. Which sentence refers to an action that is a choice?

2. Complete the rules below with the correct verb (Do or Make).

- a. We use the verb ... for actions, obligations, and repetitive tasks.
- b. We use the verb ... for creating or producing something, and for actions you choose to do.

3. Write in the box the corresponding collocations for each verb.

MAKE      DO

friends - a favor - yoga - the bed - the shopping -  
the laundry - a mess - noise

<i><b>MAKE</b></i>	<i><b>DO</b></i>

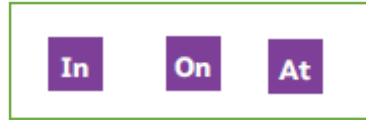
4. Open your Activity Book on page 22 and do exercise 1 from the Language Focus. Put a tick if the verb in the sentence is correct and a cross if it is incorrect.

- a. \_\_\_\_ Sorry I did a mistake.
- b. \_\_\_\_ You make me happy.
- c. \_\_\_\_ Shhh! You are making too much noise.
- d. \_\_\_\_ I have things to make.
- e. \_\_\_\_ I am doing my homework.



5. Open your Student's Book on page 49, pay attention to the sentences in exercise 8 (Speaking Time) then match the preposition with its corresponding use.

- The exhibition is free **in** the morning.
- The museum is closed **on** Mondays.
- The museum opens **at** 9:00 am.



This preposition is used for days of the week. \_\_\_\_\_

This preposition is used for specific time. \_\_\_\_\_

This preposition is used for parts of the day. \_\_\_\_\_

6. Now go to page 29 of your Activity Book and do exercise 1 from the Speaking Task section: Create a short dialogue using the questions in the box. The answers must have prepositions.

When are you going to return?      What time is your flight?  
When are you going?      When are you planning to visit the attractions of the city?

**Dialogue**

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_



### III. Vocabulary

1. Order the letters to create a word related to the unit “Countries, cultures and customs”.

R I T A H E G E:

L Y F E S T I E L:

T I O N D I T R A:

C E N E S R Y:

F E L I E B:

T O C U S M:

D A N L R A M K:

T U L C U R E:

2. Open your Activity Book on page 30 and do the crossword.

### Reading and Vocabulary

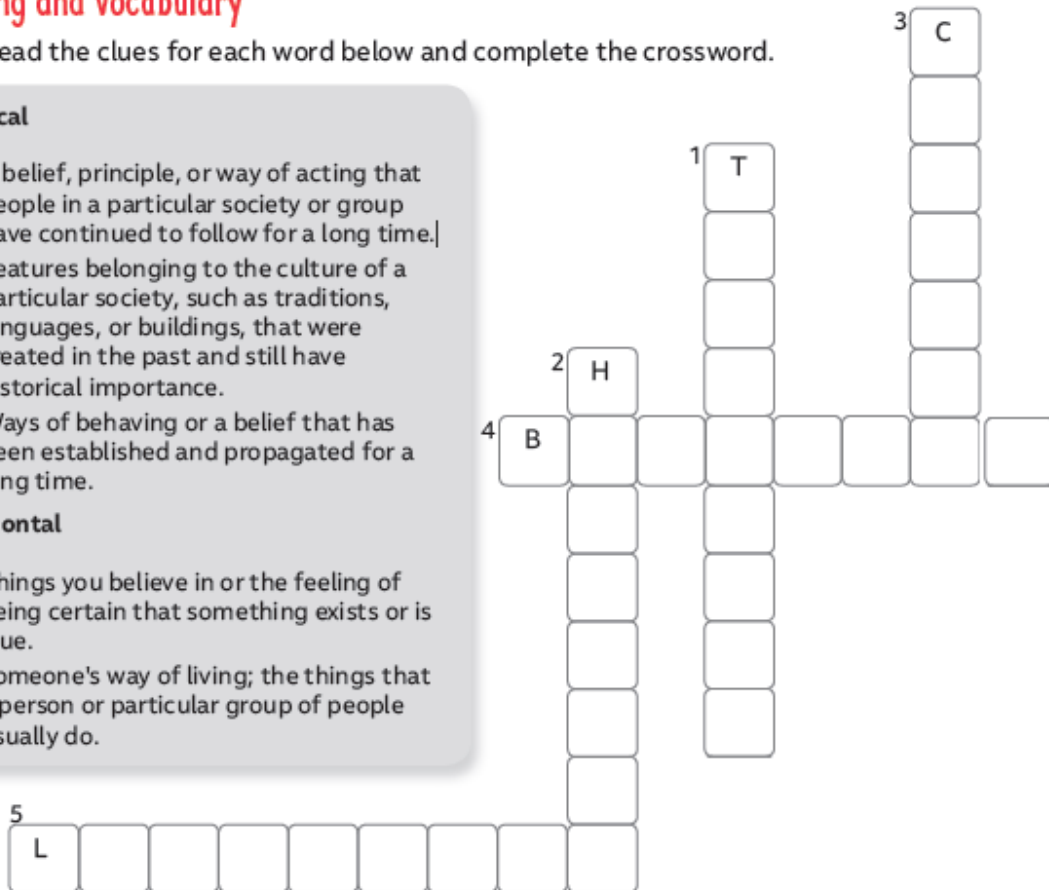
1. Read the clues for each word below and complete the crossword.

#### Vertical

1. A belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time.
2. Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
3. Ways of behaving or a belief that has been established and propagated for a long time.

#### Horizontal

4. Things you believe in or the feeling of being certain that something exists or is true.
5. Someone's way of living; the things that a person or particular group of people usually do.





3. Match the word from the box with its corresponding definition.

a. Landmark    b. Scenery    c. Culture

\_\_\_ The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

\_\_\_ A building or place that is easily recognized, especially one that you can use to judge where you are.

\_\_\_ The general appearance of the natural environment, especially when it is beautiful.

4. Go to page 25 in your Activity Book, choose a country from each continent and write its nationality, capital, a touristic place and an interesting fact about the country.

America	Europe	
Asia	Africa	Oceania

**Example:**

**America**

Country: Chile

Nationality: Chilean

Capital: Santiago

Touristic place: Torres del Paine

Interesting fact: Chile is the longest and thinnest country in the world.