

# LESSON 4 REVIEW

## ÚTILES

* Texto del estudiante de 3° medio.
* Diccionario de inglés.
* Lápices.
* Cuaderno de asignatura.

## ICONS FOR ACTIONS



## VOCABULARY SECTION 1:

Hey there! Now it is time to check all you have learnt during the previous three worksheets. So, let us get started!

1. **Can you remember 8 words from past lessons? Look at the pictures for inspiration and Write them down:**

![Imagen que contiene foto

Descripción generada automáticamente]()

a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b\_\_\_\_\_\_\_\_\_\_\_\_\_ c\_\_\_\_\_\_\_\_\_\_\_\_\_ d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e \_\_\_\_\_\_\_\_\_\_\_\_\_\_ f \_\_\_\_\_\_\_\_\_\_\_\_\_ g \_\_\_\_\_\_\_\_\_\_\_\_\_ h \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Unscramble the following key words:**

EGEMR: \_\_\_\_\_\_\_\_\_\_\_

ONTIRADTI: \_\_\_\_\_\_\_\_\_\_\_\_

RATNEGEION: \_\_\_\_\_\_\_\_

1. **Have a look at the words in bold and fill in the definitions with them:**

## self-centered / unaware / youngsters / tradition / prejudice

1. They are people between the ages of 10 and 16: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The transmission of customs from generation to generation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Someone only worried about their own needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A preconceived opinion not based on opinion or experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Not knowing something means to be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. **Choose and circle the correct option to complete the sentence:**
7. Ultimate science discoveries have ***kept/shifted*** to start new ways of living nowadays.
8. Every ***people/generation*** has stories to tell.
9. Last Saturday night's soccer match really ***came to life/come to life*** almost in the end!
10. The teacher ***has challenged/challenges*** me to improve my English all the time!
11. Come on! Do not support ***firsts impressions/first impressions***...Just live and let die!

GRAMMAR SECTION 

To continue this review, we will work with some grammar!

**Do you remember the “adverbs of sequence” from last week?**

|  |
| --- |
| Well, in English and in Spanish, we use adverbs of sequence to describe the order in which things happen. We often use adverbs of sequence to tell a story, write a recipe, or give directions! |

1. **Can you unscramble the words and form adverbs of sequence?**

Example: SRIFT - FIRST

XETN \_\_\_\_\_\_\_\_\_\_\_\_ ETNH \_\_\_\_\_\_\_\_\_\_\_\_\_ TRAFE \_\_\_\_\_\_\_\_\_\_\_\_\_

YFLINAL\_\_\_\_\_\_\_\_\_\_ ATAS TA \_\_ \_\_\_\_\_\_\_\_ ERLTA \_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Once you have unscrambled the words can you classify them in these three groups**

|  |  |  |
| --- | --- | --- |
| Beginning | Middle | Ending |
|  |  |  |
|  |  |  |

1. **Finally, look at the three-picture sequence, and write three sentences to create a coherent idea.**



Imagen que contiene perro, cocina, espejo, parado

Descripción generada automáticamente

**First, ……………………………………………………………………………….**

**Then, ………………………………………………………………………………**

**Finally, ……………………………………………………………………………**

Imagen que contiene foto, comida, diferente, alimentos

Descripción generada automáticamente

**First, ……………………………………………………………………………….**

**Then, ………………………………………………………………………………**

**Finally, ……………………………………………………………………………**

SECTION 3: Practice Project activity: Down with stereotypes

**Before finishing this review, we want to invite you to show us your impressions about your generation and your friends.**

* First, write a stereotype you think that old people have about your generation, for example “young people are lazy”.
* Then, paste a picture that you like about you or your friends related to the stereotype.
* Finally, write a short paragraph (5 to 6 lines) explaining your picture and why the stereotype in the first part is false.

|  |  |  |
| --- | --- | --- |
| Step one | Step two | Step three |

You can use the previous worksheets as a template for the paragraph describing your picture, or you could answer the following questions:

* Why did you select that stereotype?
* where did you listen to it?
* How is it false?
* What is your belief about your generation?
* How is your picture representing your belief?
* What do you think about your generation in general?

**Also, remember to include some of the keywords you have learnt in these past weeks.**

## Step one:

## Step two:

## Step three: