


**FORMATO PARA LA REALIZACIÓN DE TALLERES ACADEMICOS CON LOS ESTUDIANTES (DESARROLLO DE COMPETENCIAS)**

 <b>EDUCACION CON CALIDAD</b>	<b>INSTITUCIÓN EDUCATIVA</b>  <b>JUAN MARÍA CÉSPEDES</b>	<b>Código: F-GA-017</b> <b>Versión: 01</b> <b>Fecha 2016/02/03</b>
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**TALLER DE REFUERZO Y RECUPERACIÓN TERCER PERIODO - UNDÉCIMO- 2017**

**AREA/ASIGNATURA: INGLÉS**

**GRUPO: UNDÉCIMO**

**DOCENTE: JUDITH SAN JUAN MURILLO**

**I. Read the story about Lara and Mark and answer the questions.**

**Lara and Mark**

When she was 17, Lara worked at her parent’s restaurant in the summer.

On her first day, she met Mark. He was one of the other waiters and he was the same age as her. She **got on well with** him.

She **looked forward to** seeing him every day at work. One Friday night, Mark **phoned Lara up** and asked her to go to a

beach party. Lara said ‘yes’ and they had a great time. Lara was **falling for** Mark in a big way. After the party, Mark **asked**

her **out**. Lara needed some time to think but after the weekend, she said ‘yes’. Now they were officially **going out** together.

One night, Mark was outside Lara’s house and he asked to stay the night.

Lara was a bit shocked. She really liked Mark but she said wasn’t ready to **sleep with** him. Mark said he respected her decision. He hugged her and they agreed to meet next day just like normal

a. What are the stages of Mark and

Lara’s relationship?

- |                                       |          |
|---------------------------------------|----------|
| 1. <u>They met at the restaurant.</u> | 3. _____ |
| 2. _____                              | 4. _____ |

b. What are Lara’s reasons for not spending the night with Mark?

c. What are Lara’s rights and responsibilities in this situation?

d. What are Mark’s rights and responsibilities?

**II. Match phrasal verbs a-g with definitions 1-7. [\*s.o. = someone]**

- |                      |   |
|----------------------|---|
| a. get on with s.o.  | 1. start to love someone  |
| b. look forward to   | 2. call someone   |
| c. phone s.o.* up.   | 3. have sex with someone  |
| d. fall for s.o.*    | 4. be in a romantic relationship  |
| e. ask s.o.* out     | 5. have a friendly relationship   |
| f. go out with s.o.* | 6. wait happily for a future event                                      |
| g. sleep with s.o.*  | 7. say you want to be someone’s boyfriend/girlfriend for the first time |

**III. Write a list of responsibilities in a relation with a girlfriend/boyfriend. Use Modal verbs**

**(Must/Mustn’t/Can/Can’t/Have) and phrasal verbs from the exercise II.**

**IV. Read the useful Language box and complete the sentences below with **who, that, which****

▪ We use relative clauses to give extra information about a noun. **Who** I have lots of friends.  
*They are older than me. I have lots of friends who are older than me.* ▪ We use **who** to give extra information about people.  
**That** I live in a flat. It is in the city centre. I live in a flat that is in the city centre.  
**Which** I do lots of chores. They are really boring. I do lots of chores which are really boring.  
 ▪ We use **which** or **that** to give extra information about objects and things.

1. I have a friend \_\_\_\_\_ is always happy. She smiles all time.
2. Nobody buys an old mobile phone \_\_\_\_\_ doesn’t work.
3. Can you name the country \_\_\_\_\_ is well known for the tango dance?
4. In these day students have to do a lot homework \_\_\_\_\_ are very difficult.
5. He is a student \_\_\_\_\_ never gives up.

**V. Escribe una oración para cada caso de cláusula relativas en ingles.**