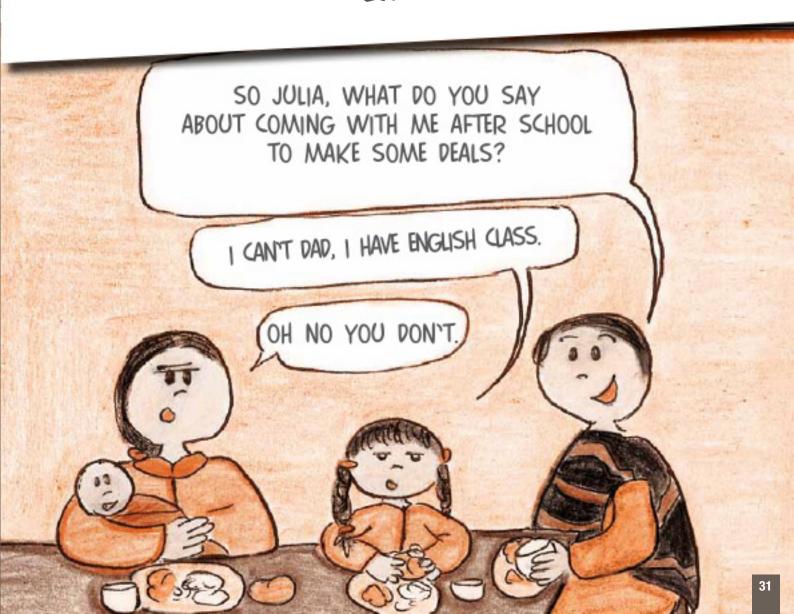
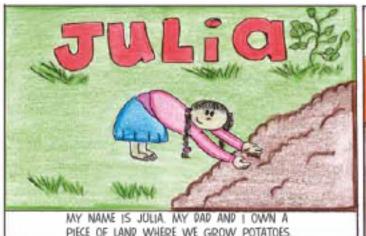
JULIA

GABRIELA SALDAÑA DURÁN

LIMA













I DON'T KNOW WHY YOU SPEND YOUR TIME LEARNING ENGLISH AS IF WE DIDN'T HAVE ENOUGH CHORES HERE.

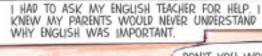




YOU SPEND TOO MUCH TIME WITH THOSE CLASSES AND IT'S NOT ONLY THE CLASS, IT COMES WITH HOMEWORK AND STUDY GROUPS













UNDERSTANDING THE STORY

%

- I. WHY DO JULIA'S PARENTS WANT HER TO STOP STUDYING ENGLISH?
- 2. HOW DO THE PARENTS LEARN THAT HER SPEAKING ENGLISH IS GOOD?

VOCABULARY

IN CHARGE CONVINCE
WASTE SURVIVE
CHORES OWNS
ADORABLE

- I. HAVING WORK HELPS US TO______IN LIFE.
- 2. WASHING DISHES, HELPING COOK, TAKING CARE OF THE BABY ARE CALLED ______.
- 3. THE INVESTOR SAID THAT JULIA WAS _____
- 4. JULIA NEEDED TO HER PARENTS THAT ENGLISH WAS USEFUL.
- 5. JULIA'S FAMILY_____THE POTATO FARM.
- 6. JULIA SAID THAT SHE DID NOT______HER TIME WITH ENGLISH.
- 7. JULIA IS ______ OF COMMUNICATIONS.

NOW YOU CHANT

PRACTICE INTONATION AND RHYTHM BY SAYING THESE SENTENCES. PRACTICE THEM AND SAY THEM FASTER, BUT CLEARLY.

- I. YOU SHOULD COME, THERE IS WORK TO DO.
- 2. I NEED TO STUDY. I MUST STUDY.
- 3. YOU ARE LATE, YOU ARE TERRIBLY LATE, I NEED HELP.
- 4. BUT MOTHER, I NEED TO LEARN, I NEED TO STUDY.
- 5. YOUR MOTHER IS RIGHT. YOUR MOTHER IS RIGHT.
- 6. OH, WHAT SHALL | DO? WHAT SHALL | DO.

NOW YOU CREATE

- I. DRAW A SEQUEL COMIC STRIP ABOUT JULIA WORKING WITH EXPORTS.
- 2. WRITE A LETTER TO A COMPANY TELLING THEM ABOUT SOMETHING YOU WANT TO EXPORT.

NOW YOU TALK

- EXPLAIN THE DIFFERENCE BETWEEN 'HOUSE WORK' AND 'HOME WORK'.
- 2. WHAT ARE SOME OF THE THINGS THAT YOUR COUNTRY EXPORTS?
- 3. CAN YOU THINK OF A TIME THAT YOU "MADE A DEAL"?





BREAK INTO PAIRS OR SMALL GROUPS. PICK ROLES. PLAN BY THINKING ABOUT WHAT WORDS AND EXPRESSIONS YOU WILL NEED. ASK THE TEACHER OR A CLASSMATE FOR HELP. WHEN READY, DECIDE WHO SPEAKS FIRST.

- I. JULIA, HER MOTHER: JULIA WANTS TO GO TO SCHOOL; HER MOTHER TELLS HER WHAT CHORES SHE MUST DO.
- 2. MOTHER, FATHER: TALKING ABOUT JULIA WASTING HER TIME ON ENGLISH.
- 3. JULIA, FATHER: DISCUSSING HOW JULIA CAN CONTINUE TO STUDY ENGLISH.
- 4. JULIA, INVESTOR: MAKING A DEAL ABOUT THE POTATOES.
- 5. JULIA, MOTHER, FATHER: TELLING JULIA SHE IS IN CHARGE OF COMMUNICATIONS.