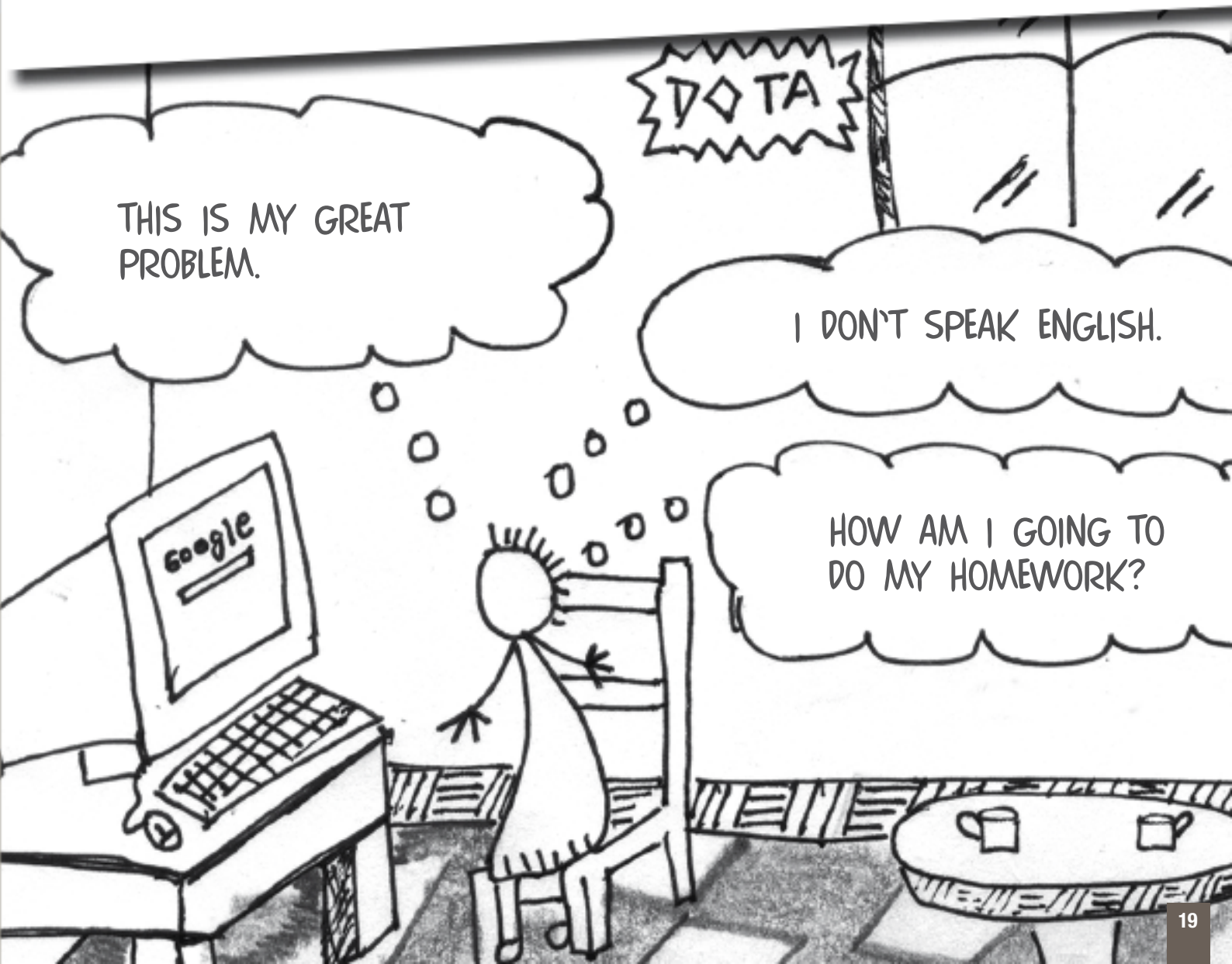
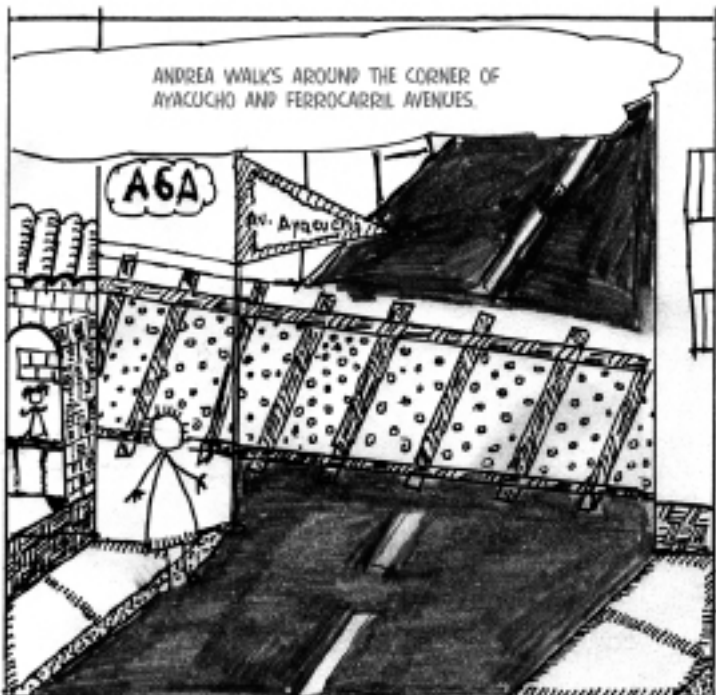
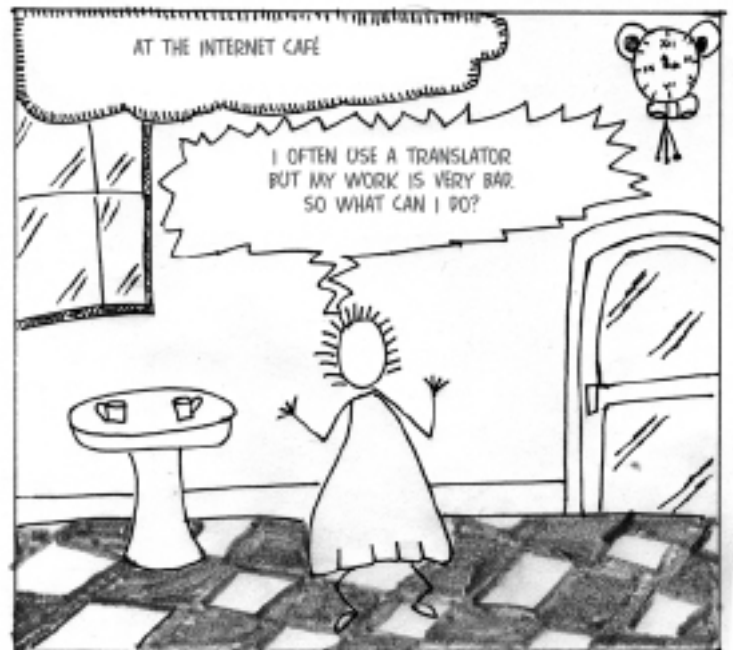
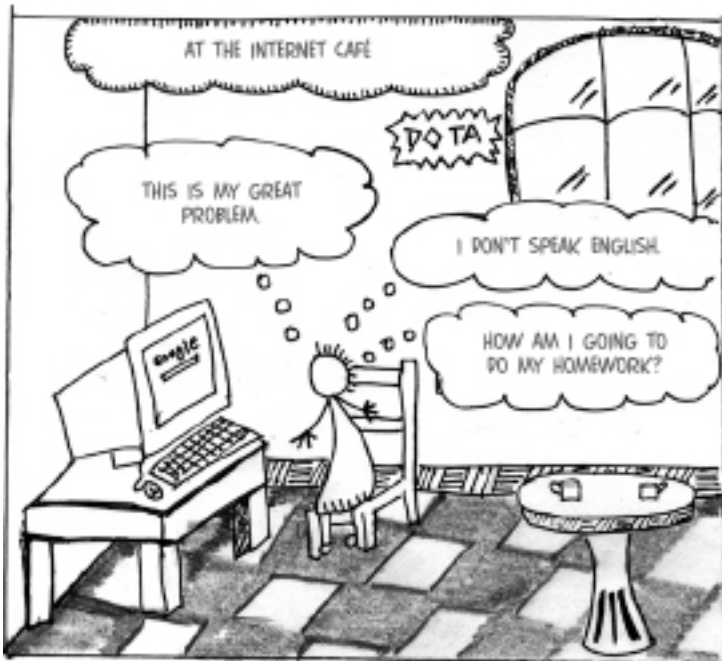
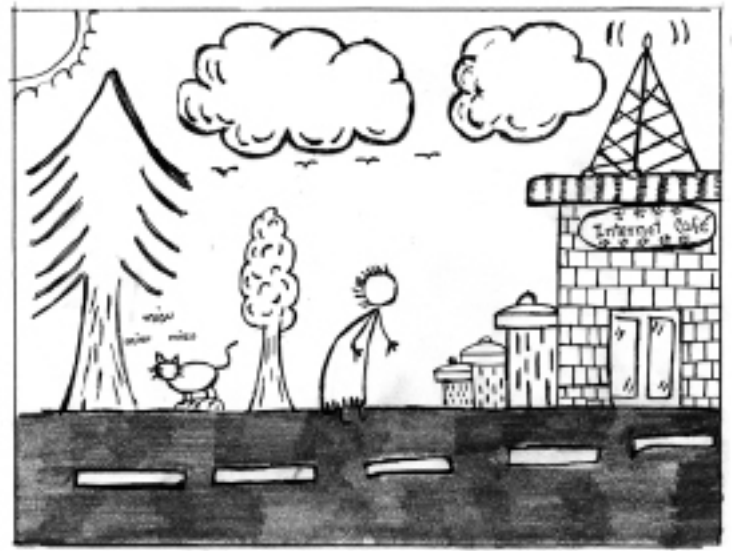
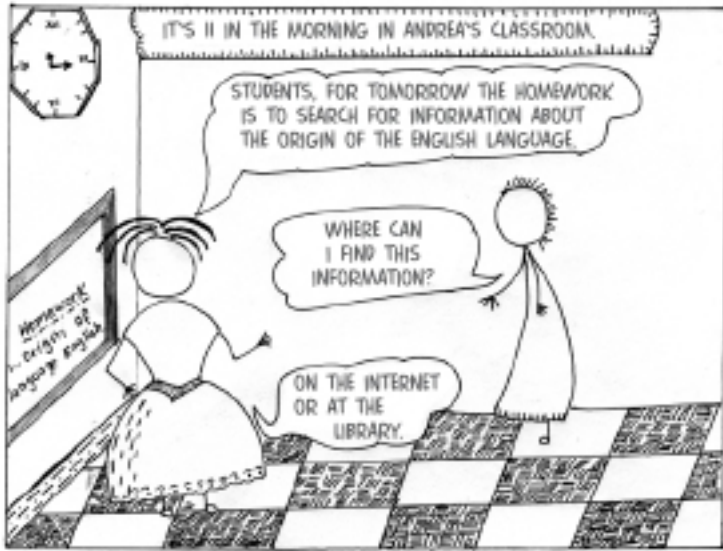


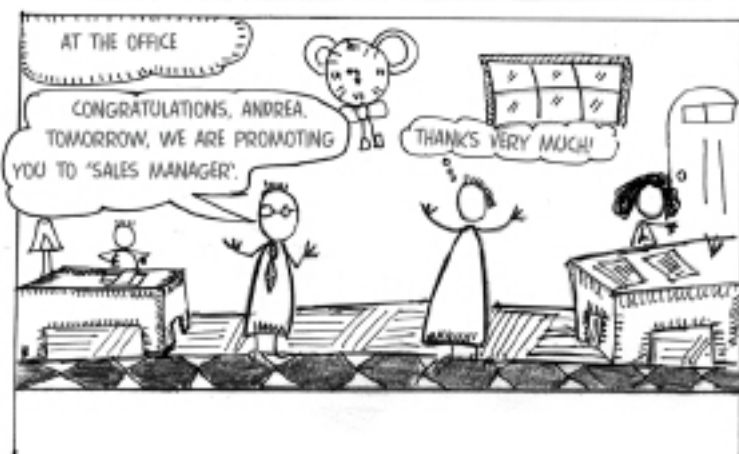
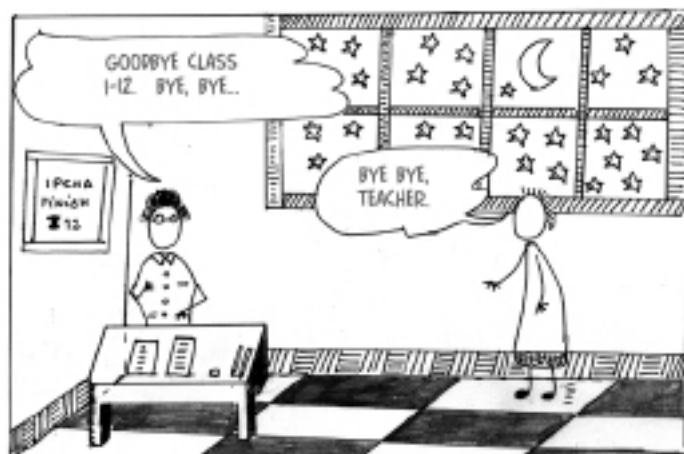
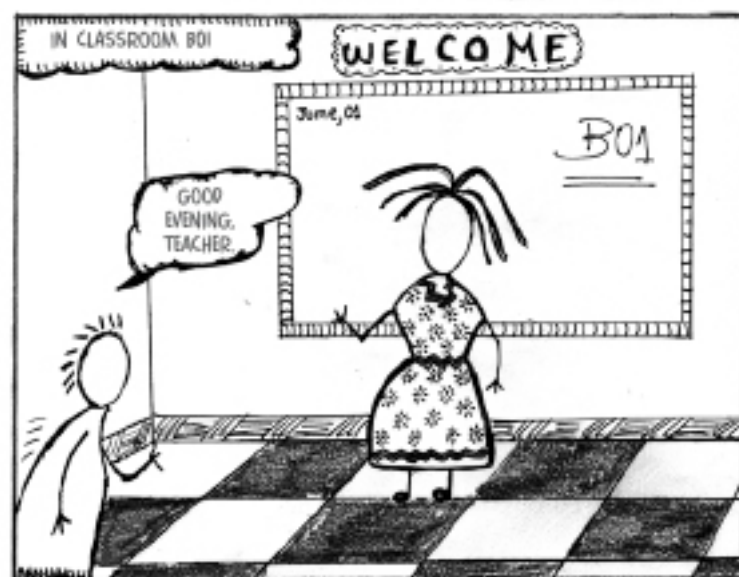
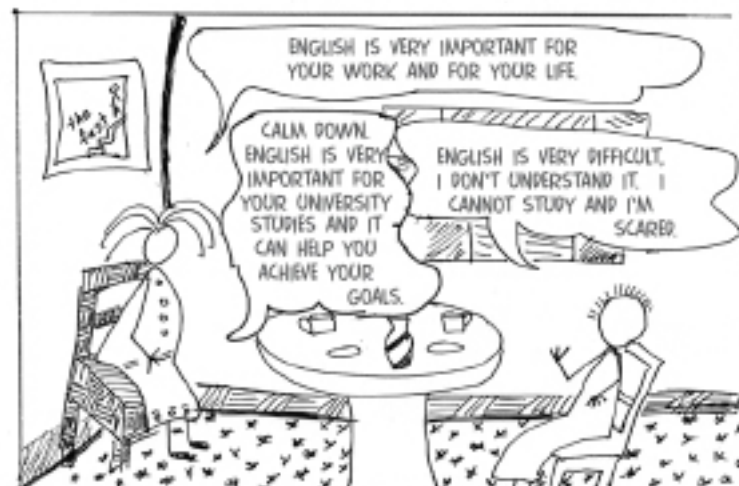
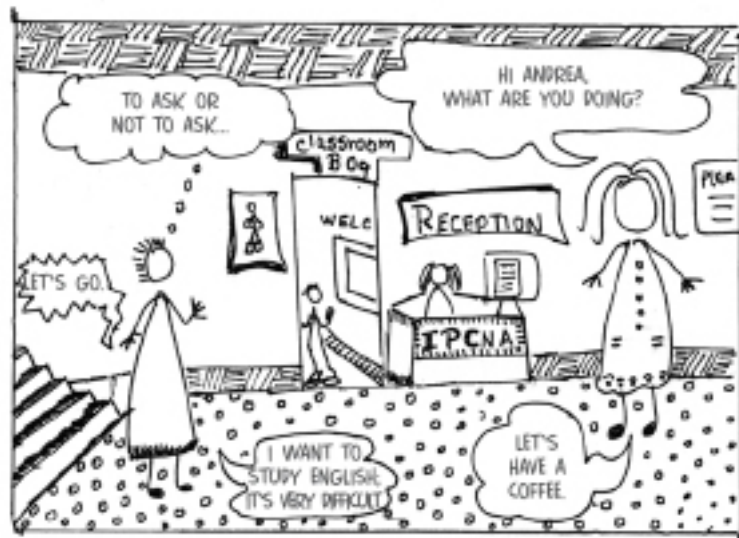
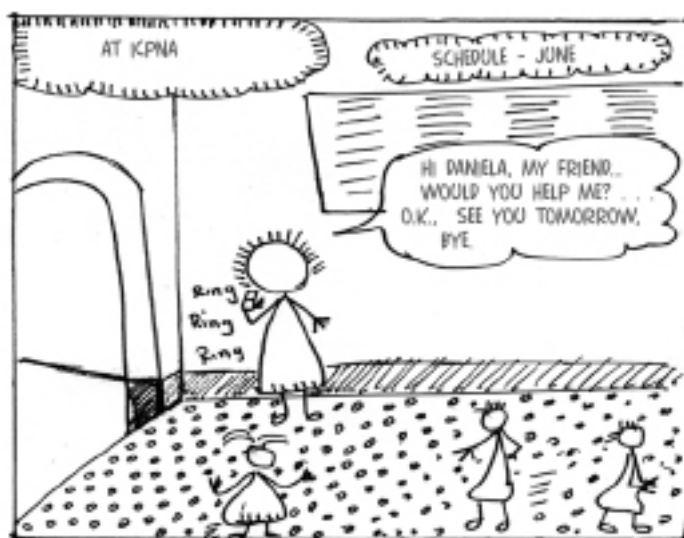
# ANDREA

SUSSY JANET ROJAS TOVAR

HUANCAYO







## UNDERSTANDING THE STORY

1. WHAT IS ANDREA'S PROBLEM?
2. HOW DOES SHE SOLVE HER PROBLEM?

## VOCABULARY

PROBLEM  
ACHIEVE  
ORIGIN

PROMOTION  
TRANSLATOR  
CAREER

1. ANDREA USES A \_\_\_\_\_ FOR ENGLISH.
2. STUDYING ENGLISH WILL HELP HER \_\_\_\_\_ HER GOALS.
3. KNOWING ENGLISH HELPS TO GET A \_\_\_\_\_ AT WORK.
4. ANDREA WANTED TO HAVE A BETTER \_\_\_\_\_.
5. THE BEGINNING OF SOMETHING IS ITS \_\_\_\_\_.
6. HALF THE \_\_\_\_\_ IS GETTING STARTED!

CHANGE THE VERB FROM PAST TO PRESENT CONTINUOUS. EXAMPLE: SHE SPOKE ENGLISH. SHE IS SPEAKING ENGLISH.

1. I DID MY CHORES.
2. I GOT PROMOTED.
3. ANDREA WALKED AROUND THE CORNER.
4. SHE SOLVED HER PROBLEMS.
5. HE MADE SEVERAL MISTAKES.

## GRAMMAR

## NOW YOU TALK

1. WHY IS ANDREA AFRAID TO STUDY ENGLISH?
2. WHAT ARE THE OPPORTUNITIES YOU MISS IF YOU DON'T KNOW ENGLISH?

## NOW YOU CREATE

1. WRITE ABOUT THE HARDEST THINGS FOR YOU IN LEARNING ENGLISH.
2. WRITE A DIALOG THAT CONTINUES THE STORY ABOUT ANDREA.

## NOTE:

ICPNA, INSTITUTO CULTURAL PERUANO NORTEAMERICANO, IS A CULTURAL AND LANGUAGE INSTITUTE IN VARIOUS CITIES IN PERU AND IS PART OF A NETWORK OF PERUVIAN-U.S. BI-NATIONAL CENTERS.



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.

1. ANDREA, HER TEACHER: ANDREA SAYS THE HOMEWORK IS A PROBLEM.
2. ANDREA, DANIELLA: ANDREA SAYS SHE CAN'T LEARN ENGLISH.
3. ANDREA, THE RECEPTIONIST: THEY DECIDE WHAT CLASS SHE WILL TAKE.
4. ANDREA, HER MOTHER: SHE TELLS HER MOTHER ABOUT HER STUDIES.
5. ANDREA, HER BOSS: THEY TALK ABOUT HER PROMOTION AND CAREER.