



## Guía de contenido N°5- Unit 1: Jobs Idioma Extranjero Inglés.

### Semana 14.

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| ASIGNATURA: inglés   | CURSO: 1ºA   | PROFESOR(A): María José Sepúlveda. |
| Nombre:  | Correo:<br>maria.sepulveda@liceosantacruzdetriana.cl |                                    |
| Fecha:   |  |                                    |
| <b>Objetivo de Aprendizaje: OA09</b> Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados y que contienen las funciones del año.  |  |                                    |
| <b>Objetivo de la clase:</b> Relacionar contexto del texto con los conectores, para inferir significado de ellos.  |  |                                    |
| <b>INSTRUCCIONES:</b>  |  |                                    |
| <ol style="list-style-type: none"><li>1. Cada sección está dividida en dos colores, <b>negro</b>(inglés) <b>morado</b> (español)</li><li>2. Enviar todo a los correos señalados según corresponda el curso.</li><li>3. Responde utilizando lápiz pasta, negro o azul, <b>no usar lápiz grafito.</b></li><li>4. Ahora empieza a trabajar. ¡Éxito!</li></ol> |  |                                    |

## Why we need connectors in our speech

*"Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence.*

*Using connectors correctly will help ensure the meaning of your sentences are clear for readers to understand."*

*Los conectores son una herramienta para escribir apropiadamente en inglés. El propósito es poder unir dos oraciones, el uso apropiado de conectores ayuda a que tu mensaje se entienda con claridad.*





**\*Do you remember "FANBOYS" if you don't remember, I invite you to check worksheet N°4**

Read this information about connector to help you to understand better how and when to use them, in order to improve your writing.

The English language has seven coordinating conjunctions, and they're easy to remember if you can just remember **FANBOYS**.

|            |  |  |
|------------|--|--|
| <b>FOR</b> | Explains reason or purpose (just like "because")                                 | I go to the park every Sunday, <b>for</b> I love to watch the ducks on the lake. |
| <b>AND</b> | Adds one thing to another  | She sat next him <b>and</b> listened quietly.                                    |
| <b>NOR</b> | Used to present an alternative negative idea to an already stated negative idea. | Tom neither confirmed <b>nor</b> denied the rumors.                              |
| <b>BUT</b> | Shows contrast.  | She wants to buy a car, <b>but</b> she can't afford to.                          |
| <b>OR</b>  | Presents an alternative or a choice  | Which do you like better, apples <b>or</b> bananas?                              |
| <b>YET</b> | Introduces a contrasting idea that follows the preceding idea logically          | I always take a book to read, <b>yet</b> I never to turn a single page.          |
| <b>SO</b>  | Indicates effect, result or consequence  | I'm hungry, <b>so</b> I'm going to get something to eat.                         |

**Connector are very important they are**  
the glue to stick two sentences

