

Worksheet 2

Name: Level: 7th. A

Date: March 30th.

Deadline : April 6th.

Instructions

Este texto es para apoyar el estudio en casa.

El contenido que trae es el contenido básico que debe manejar un/una estudiante de séptimo año básico, por lo que debe ser internalizado por los/las estudiantes

Tiene hasta el 06 de abril para ser enviado vía correo a

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La evaluación de este texto será formativa

Ante cualquier duda contactarse vía correo

Use los recursos enseñados en clase como:

Wordreference Dictionary

Habilidad: • Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios

OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículo) al identificar: ideas generales, relaciones de adición y secuencia entre ideas, palabras y frases clave, conectores y palabras derivadas de otras.



Intensifiers

Los intensificadores y mitigadores se usan para variar el grado o fuerza de un adjetivo, verbo o adverbio.

Los **intensificadores** añaden fuerza al sentido de un adjetivo.

1. **Ej. very** (muy). Michael can run **very** fast. (Michael puede correr muy rápido.)
really (verdaderamente) Kate is **really** beautiful. (Kate es verdaderamente guapa.)
2. **So** (mucho- muy- tan)
'So' se usa generalment antes de un adverb or adjective.
Ej She's **so** talented. She plays the violin **so** well.
3. **Super** (super)
Miguel is **super** lovely (Miguel es **super** amoroso)

Los **mitigadores** son palabras que quitan fuerza al adjetivo

1. Con adjetivos comparativos se usa (entre otros) **a bit** (un poco)
Ej, Dave is **a bit faster** than me. (Dave es un poco más rápido que yo.)
2. Con otros adjetivos se usa **A Little** (un poco)
Ej. I am **a little** tired (estoy un poco cansada)

Look at these videos to clarify the content.

<https://youtu.be/wR5rRddsL7o>

<https://youtu.be/uZdGDUdNf0Y>

Find the following intensifiers in pages 8 and 9 and order them in terms of intensity in your notebook.

- | | |
|----------------------------|-------------------------|
| a. So afraid | d. Super mean |
| b. Really annoying | e. A bit anxious |
| c. A little worried | f. Very Lucky |

Complete the sentences below in your notebook with the correct form of the intensifiers from activity 4.

- a.** I am ____ tired today, but I think that I can still go running!
- b.** Karina is ____ happy because she finally bought a new computer.
- c.** He's usually confident, but today he's feeling ____ nervous, but not too much.
- d.** That movie made me ____ sad. I've been crying for half an hour!
- e.** I am ____ bored! I really don't know what to do.
- f.** My dog is ____ friendly. He will never bite you.

Vocabulary Tip

Intensifiers

We use intensifiers to make an adjective stronger (or less strong in some cases).

Read the text on page 8 and 9 and answer True(T) or False (F) . Correct the false statements

- _____ a. One of the reasons why Katie didn't really like Paulina's brother was that he was not a good person. _____
- _____ b. Katie had a fight with Paulina because Paulina didn't want to study. _____
- _____ c. All of the different feelings that Katie had were exclusively related to her math test. _____
- _____ d. Katie learned that it is always better to study many days before a test. _____
- _____ e. In the end, Katie and Paulina remained friends. _____

2. Read the events below and say them to a partner in the correct order.

Use connectors such as **first, second, next, then and finally**

- a. Karla helps Katie.
- b. Katie comes back from a weekend at the beach.
- c. There's a big fight between Katie and Paulina.
- d. Katie's friends tell her not to worry about the math test.
- e. Paulina tells Katie to go out with her brother.
- f. Katie does well on her math test.



Vocabulary

1. Use the following intensifiers and adjectives to make sentences.

so - really - a little - super - a bit - very

- a. _____ (afraid)
b. _____ (annoying)
c. _____ (worried)
d. _____ (mean)
e. _____ (lucky)

2. Write about something that happened last week using the following connectors. Use the correct punctuation and spelling.

first - second - then - next - finally

Reading

1. Read the paragraph about Paul's routine. Underline the affirmative statements and circle the negative sentences.

Hi, I'm Paul, and this is my daily routine. First, I get up at 7am, take a shower and brush my teeth. I go to school by 7:40. I don't take a bus because I walk with a friend from school. We usually have breakfast there. Then, we have lunch at around 1:45. My favorite dish is lentils! We finish school at 4:15. I walk back home and clean my room. After that, I do my homework or study for an hour or two. I don't study the same subjects everyday. Then, at around 7:00 I have dinner with my family. I don't like to have dinner late because if I do so I don't sleep well. I usually go to bed at 10:00. That is what I generally do on a normal day!

