



Name (s) .....Class: 2<sup>nd</sup> A / B Date: March, 2020

OA 1 Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales (como exposiciones orales, conversaciones, descripciones, instrucciones y procedimientos, discursos y debates breves y simples, avisos publicitarios, entrevistas, noticieros, anécdotas, narraciones, canciones), acerca de temas variados (experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas) y que contienen las funciones del año. OA 2 Identificar palabras, frases y expresiones clave, expresiones idiomáticas, combinaciones frecuentes de palabras (collocations), vocabulario temático, conectores (neither... nor; either... or, though, unless, as soon as, as a result, y los del año anterior), los sonidos iniciales /t/ (to), /d/ (do), sonido /z/ (usually), combinaciones iniciales /sp/ (special), /st/ (student) y cualidades de la voz (acentuación en palabras de dos o más sílabas y en palabras compuestas) en textos orales en diversos formatos o al participar en interacciones cotidianas y conversaciones en la clase. OA9 Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como temas de interés de los y las estudiantes, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global, de otras culturas y algunos temas menos conocidos) y que contienen las funciones del año. OA10 Demostrar comprensión de textos no literarios (como descripciones, artículos de revistas, procedimientos, catálogos, avisos publicitarios, emails, diálogos, páginas web, biografías, gráficos, reseñas, noticias, discursos) al identificar: > Propósito del texto. > Idea principal, información específica y detalles. > Relaciones de importancia y problema-solución entre ideas.> Palabras y frases clave, expresiones idiomáticas y de uso frecuente y vocabulario temático. > Combinaciones frecuentes de palabras (collocations), conectores, (neither... nor; either... or; though, unless, as soon as, as a result, y los del año anterior) y palabras derivadas de otras por medio de los prefijos im-, in-, il-.

Objectives of this worksheet: to review contents seen in March 2020.

**TOPIC 1: Globalization**

Activity 1. Translate the following words into Spanish

1. Global change: .....
2. Developed country: .....
3. Developing country: .....
4. Resources: .....
5. Global trade: .....
6. Globalization: .....
7. Outsourcing: .....
8. Wealth: .....
9. Sweatshops: .....
10. Consumerism: .....

Activity 2: Reading comprehension:

- A. Read the following text carefully and do the tasks that follow it.**  
1. For questions a – I put the words from the box in the right places.

increases ● growth ● boost  
equal ● average ● counterparts  
poverty ● labour ● shift  
struggle ● heights ● rosy

**Why globalisation may not reduce inequality in poor countries**

Globalisation has made the planet more **(a)** \_\_\_\_\_. As communication gets cheaper and transport gets faster, developing countries have closed the gap with their rich-world counterparts. But within many developing economies, the story is less **(b)** \_\_\_\_\_: inequality has worsened. Basic theory predicts that inequality falls when developing countries enter global markets. The theory of comparative advantage is found in every introductory textbook. It says that poor countries produce goods requiring large amounts of unskilled **(c)** \_\_\_\_\_. Rich countries focus on things requiring skilled workers. Thailand is a big rice exporter, for example, while America is the world's largest exporter of financial services. As global trade **(d)** \_\_\_\_\_, the theory says, unskilled workers in poor countries are high in demand; skilled workers in those same countries are less coveted. With more employers clamouring for their services, unskilled workers in developing countries get wage boosts, whereas their skilled **(e)** \_\_\_\_\_ don't. The result is that inequality falls. But the high inequality seen today in poor countries is prompting new theories. One emphasises outsourcing—when rich countries **(f)** \_\_\_\_\_ parts of the production process to poor countries. Contrary to popular belief, multinationals in poor countries often employ skilled workers and pay high wages. A report from the OECD found that **(g)** \_\_\_\_\_ wages paid by foreign multinationals are 40% higher than wages paid by local firms. What is more, those skilled workers often get to work with managers from rich countries, or might have to meet the deadlines of an efficient rich-world company. That may **(h)** \_\_\_\_\_ their productivity. Higher productivity means they can demand even higher wages. By contrast, unskilled workers, or poor ones in rural areas, tend not to have such opportunities. Their productivity does not rise. For these reasons globalisation can boost the wages of skilled workers, while crimping those of the unskilled. The result is that inequality rises.



**TOPIC 2: Connectors:**

neither... nor, either... or; though, unless, as soon as, as a result

Activity: write a suitable connector, then translate each sentence into Spanish:

1. ....Susy .....Jessy said the truth.  
.....
2. That is a very nice restaurant, .....the food isn't very good.  
.....
3. We felt asleep ..... we turn off the tv.  
.....
4. I want .....sugar ..... sweetener, thanks.  
.....
5. We didn't study for the exam, ..... we all failed it.  
.....

**TOPIC 3: The present perfect continuous:**

Look:

I, YOU, WE, THEY	HAVE / HAVEN'T	BEEN	VERB + ing	COMPLEMENT
SHE, HE, IT	HAS / HAS'T			

Activity: Write sentences using the words given (then translate them into Spanish):

Example:

They / listen / to music: They HAVE BEEN LISTENING to music.  
.....(Ellos han estado escuchando música)

1. She / study / for the exams. ....
2. I / use / my cellphone: .....
3. He / play / tennis: .....
4. They / paint / the wall: .....
5. Toby / walk / the dog: .....
6. Emily and Kevin / not go / to classes: .....
7. Melissa / not clean: .....
8. My cat / not sleep / on the sofa: .....
9. The man / not wait / for the bus: .....
10. The children / not eat / lunch: .....