



REVIEW WORKSHEET N°3 – 2nd grade

Name (s)Class: 2nd A / B Date: March, 2020

OA 5 Presentar información en forma oral, usando recursos multimodales que refuercen el mensaje en forma creativa, acerca de temas variados (como experiencias personales, temas de otras asignaturas, otras culturas, problemas globales y textos leídos o escuchados), demostrando: > Conocimiento del contenido y coherencia al organizar ideas. > Uso apropiado de las funciones del lenguaje y vocabulario del nivel. > Uso apropiado de sonidos del idioma, como los sonidos iniciales /t/ (to), /d/ (do), las combinaciones iniciales /sp/ (special), /st/ (student), sonido /z/ (usually), y cualidades de la voz (acentuación en palabras de dos o más sílabas y en palabras compuestas). > Tener conciencia de audiencia, contexto y propósito. OA 6 Participar en interacciones y exposiciones, recurriendo a las siguientes estrategias para expresarse con claridad y fluidez: > Antes de hablar: practicar presentación, organizar la información clave en diagramas, hacer conexiones o establecer relaciones. > Al hablar: parafrasear, usar sinónimos y expresiones de uso frecuente (chunks), usar rellenos temporales (por ejemplo: anyway...; of course; right), activar uso de conectores, autocorregirse con ayuda. > Después de hablar: identificar debilidades, establecer metas, registrar errores y corregirlos con ayuda de recursos. **OA 8 Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones:** > Expresar cantidad, contar y enumerar; por ejemplo: there are a few/few girls; there is little sugar; a large/ small number of... > Describir acciones que comenzaron en el pasado y que aún continúan o acaban de finalizar; por ejemplo: we have been training for 3 months; she has been working all day. > Expresar acuerdo o desacuerdo; por ejemplo: I agree/ disagree with... > Unir ideas; por ejemplo: neither John nor Susan are in the office; he looks tough, he is shy, though; it is raining today, as a result the air will be cleaner in the city; he told us to go as soon as we could; we wouldn't use gas unless it was cheap.

Objectives of this worksheet: to review contents of the 3rd week of March 2020 (March 23rd to 27th)

If you have any question, write to: mespinoza@cvl.cl



1. This worksheet will help you to review contents of March.
2. OA 5 and 6 will be seen in classes.
3. Use your copybook to complement the contents (topics 2 and 3).

TOPIC 1: EXPRESSING QUANTITY

Video 1: <https://www.youtube.com/watch?v=-oII5WNHWak>

Activity 1: Name and translate the quantifiers seen on the video:

HOW MUCH / for UNCOUNTABLE nouns Quantifier	In Spanish
HOW MANY / for COUNTABLE nouns Quantifier	In Spanish
Many	Mucho / muchos...

Video 2: <https://www.youtube.com/watch?v=tBPHmLuYSqU>

Activity 2: Watch video 2 and copy 4 examples from it; translate the sentences into Spanish:

1. English:
2. Spanish:
3. E.....
S.....

4. E.....
S.....
5. E.....
S.....

Activity 3: Circle the correct answers.

SOME	ANY
“Algún, alguna, algunos, algunas”	“ningún, ninguna, algún, alguna”
Used in affirmative ideas.	Used in negative and interrogative ideas.

- There aren't **some / any** help.
- Do you know **some / any** Americans?
- We need **some / any** more coffee.
- She's got **some / any** interesting friends.
- I didn't have **some / any** breakfast today.
- He hasn't done **some / any** work for ten years.
- Have you got **some / any** brothers and sisters?
- I'm having **some / any** problems with my car.
- Are there **some / any** restaurants near here?

Activity 4: Fill in the blanks with *much*, *many*, and *a lot of*.

MUCH (mucho)	MANY (muchos)	A LOT OF (una gran cantidad de)
For uncountable nouns	For plural countable nouns	For uncountable nouns For plural countable nouns
Negative and questions	Negative and questions	Affirmative

How much money do you need? **How many** students came? There are **a lot of** cars outside.

- John hasn't _____ money.
- There is _____ gold in the bag
- I haven't got _____ birds in the sky!
- There aren't _____ cars in the street.
- Are there _____ apples on the tree?
- Jane spends _____ money at the shops.
- Have you got _____ bread in the cupboard?
- Are there _____ children on the beach?
- We are early. We have _____ time.

Activity 4: Fill using A LITTLE or A FEW

A LITTLE (“un poquito”)	A FEW (“unos pocos”)
For uncountable nouns	For countable nouns
In affirmative ideas	In negative ideas

*A little sugar

*A few pencils.

1. _____ lemonade
2. _____ men
3. _____ milk
4. _____ sweets
5. _____ women
6. _____ money
7. _____ friends
8. _____ houses
9. _____ snow

TOPIC 2: PRESENT PERFECT CONTINUOUS (review)

Subject	Have Has	BEEN	Verb + ing	Complement
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*She has been studying for the exam.

Activity: Fill in the ideas using the present perfect continuous.

1. I(work) on this worksheet.
2. She(play) the guitar all morning.
3. They(watch) movies.
4. The children(run).
5. You(listen) to music.

TOPIC 3: USING CONNECTORS (review)

Activity: Write examples using the following connectors; translate them to Spanish.

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

Neither nor:
(ni este ni el otro)

Either or:
(o este o el otro)

Though:
(pero, a pesar de, sin embargo...)

Unless:
(a menos que)

As soon as:
(tan pronto como)

As a result:
(como resultado)