



Worksheet 2: Intensifiers & Connectors

Name: _____ Date: _____ Course: 7°

Objective: - Using identifiers and connectors when writing about feelings and emotions.

Intensifiers: We use intensifiers to make an adjective stronger (or less strong in some cases).
(Usamos los intensificadores para intensificar los adjetivos o disminuir su fuerza en algunos casos)

Examples of intensifiers are:

So	A little bit	Really	Super	A bit	Very
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Example of use:

- I feel really tired when I run more than 5 minutes.
- I feel very nervous when I have to talk in public.

1) Search the meaning of the intensifiers of the last box and categorize them from less to strong. (Busca el significado de los Intensificadores de la tabla y categorízalo desde el más débil al más fuerte)

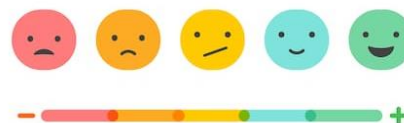
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2) Complete the sentences with the correct intensifier. (Completa las oraciones con el intensificador correcto)

- 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.

3) Write 3 sentences using intensifiers. (Escribe 3 oraciones usando los intensificadores)

1. _____
2. _____
3. _____



Connectors: We use connectors to give order to what we write or say. (Usamos conectores para dar un orden a lo que escribimos o decimos)

First (primero) – **Second** (segundo) – **Next** (luego) – **Finally** (finalmente)

4) **Read the events below and put them in the correct order. Use connectors such as *first*, *second*, *next* and *finally*.** (Lee los eventos y ordénalos. Usa los conectores *first*, *second*, *next* y *finally*)

- a. _____ Karla helps Katie.
- b. _____ Katie comes back from a weekend at the beach.
- c. _____ There is 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.

5) **Read the text below and answer the following activities.** (Lee el texto de abajo y responde las siguientes actividades)

Dear Marnie,

There's a boy at our school who my friend and I have always really liked. The problem is that last week he asked me out, and of course I said yes. I'm really excited about it, but my friend is really angry. I think she's jealous. Now she wants nothing to do with me anymore. What can I do to convince her that she's still important to me?

- Jess

I.- **Underline the feelings that you find in the text and write their meaning.** (Subraya los sentimientos que encuentres en el texto y escribe su significado)

- 1)..... 2)..... 3).....

II.- **Answer the following questions.** (Responde las siguientes preguntas).

How is Jess?

.....

How is Jess's friend?

.....

What does Jess think about her friend?

.....

