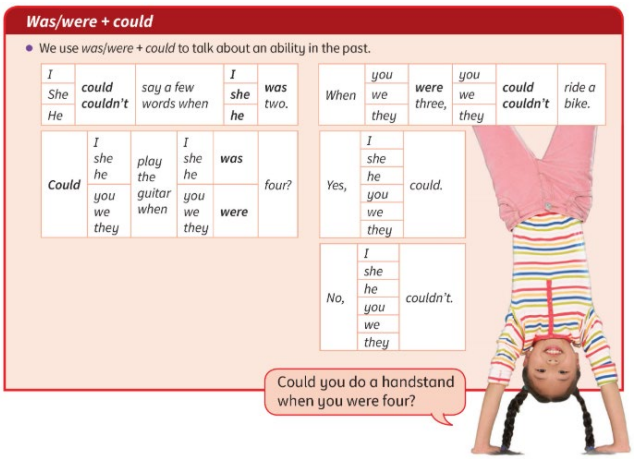
3° GRADE STUDY GUIDE

TERM 2.1

***LANGUAGE ARTS** Study support activities can be found in the orange notebook.

1. WAS/WERE + COULD (NEGATIVE: COULDN´T)



Was/were + could

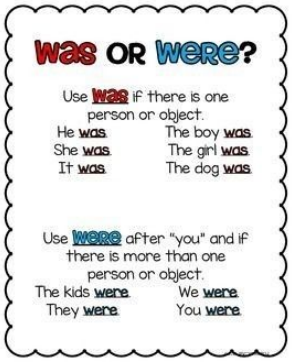
- We use *was/were + could* to talk about an ability in the past.

I / *She* / *He*	**could** / **couldn't**	*say a few words when*	*I* / **she** / **he**	**was**	*two.*
Could	*I* / *she* / *he* / *you* / *we* / *they*	*play the guitar when*	*I* / *she* / *he* / *you* / *we* / *they*	**was** / **were**	*four?*

When	*you* / *we* / *they*	**were** *three,*	*you* / *we* / *they*	**could** / **couldn't**	*ride a bike.*

Yes,	*I* / *she* / *he* / *you* / *we* / *they*	*could.*
No,	*I* / *she* / *he* / *you* / *we* / *they*	*couldn't.*

Could you do a handstand when you were four?



WAS OR WERE?

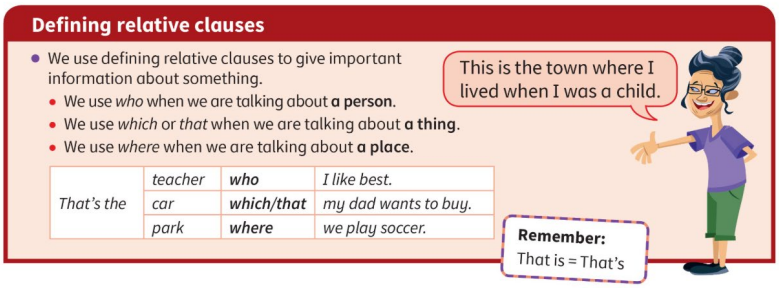
Use **was** if there is one person or object.

He **was**. The boy **was**.
She **was**. The girl **was**.
It **was**. The dog **was**.

Use **were** after "you" and if there is more than one person or object.

The kids **were**. We **were**.
They **were**. You **were**.

2. RELATIVE CLAUSES (WHO, WHICH/THAT, WHERE)



Defining relative clauses

- We use defining relative clauses to give important information about something.
  - We use *who* when we are talking about **a person**.
  - We use *which* or *that* when we are talking about **a thing**.
  - We use *where* when we are talking about **a place**.

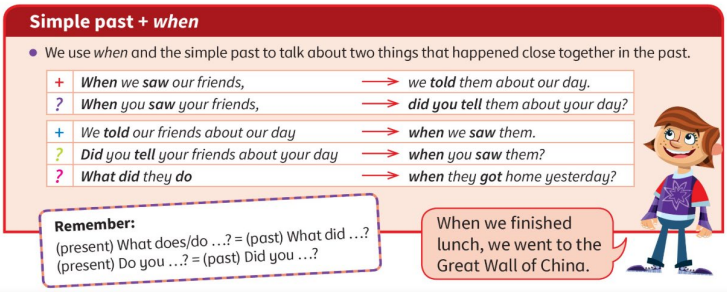
That's the	*teacher*	**who**	*I like best.*
	car	**which/that**	*my dad wants to buy.*
	park	**where**	*we play soccer.*

This is the town where I lived when I was a child.

Remember:
That is = That's

VIDEO: [001 Relative Clauses 1 Who, That, Which, Where]

3. SIMPLE PAST + WHEN



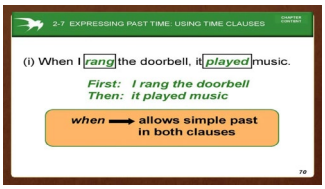
Simple past + *when*

- We use *when* and the simple past to talk about two things that happened close together in the past.

+	***When** we **saw** our friends,*	→	*we **told** them about our day.*
?	***When** you **saw** your friends,*	→	***did you tell** them about your day?*
+	*We **told** our friends about our day*	→	***when** we **saw** them.*
?	***Did** you **tell** your friends about your day*	→	***when** you **saw** them?*
?	***What did** they **do***	→	***when** they **got** home yesterday?*

Remember:
(present) What does/do …? = (past) What did …?
(present) Do you …? = (past) Did you …?

When we finished lunch, we went to the Great Wall of China.



2-7 EXPRESSING PAST TIME: USING TIME CLAUSES

(i) When I rang the doorbell, it played music.

First: I rang the doorbell
Then: it played music

when → allows simple past in both clauses

4. COMPARATIVE & SUPERLATIVE ADJECTIVES

Review of comparative and superlative adjectives, *as … as*:

- We use the **comparative** to talk about how two things compare.
  *Mrs. Friendly is **taller than** Su-Lin.*
- We use the **superlative** to say something has more than the rest of the group.
  *Ivan is **the tallest** person in Diversicus.*
- Another way to make a comparison is using ***not as … as***.
  *Mrs. Friendly and Su-Lin **aren't as tall as** Ivan.*
- We use ***as … as*** to say that two things are the same.
  *Ivan is **as tall as** a tree!*

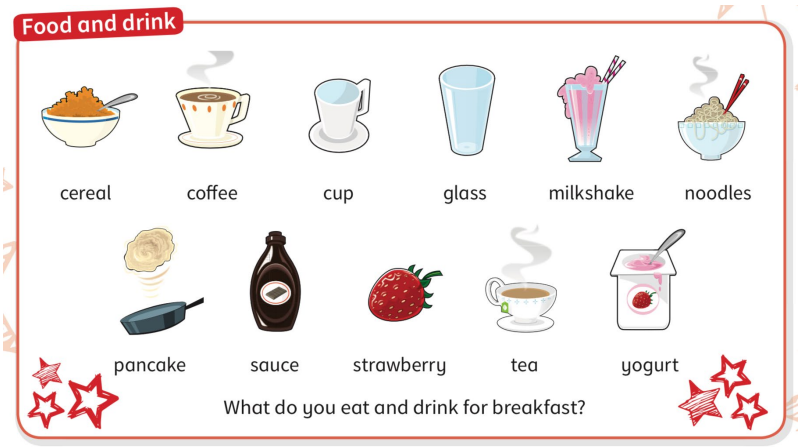
Remember:
We use *-er/-est* with short adjectives, e.g. *small = smaller/smallest.*
We use *more/the most* with long adjectives, e.g. *dangerous = more/the most dangerous.*

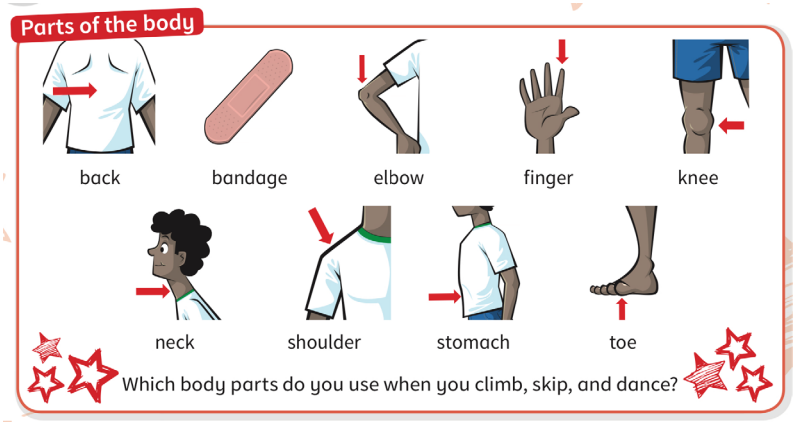
VIDEO: [How to form comparative and superlative adjectives]
Comparatives: [COMPARATIVE ADJECTIVES. Inglés para niños ✔ PRIMARIA]
Superlatives: [SUPERLATIVE ADJECTIVES. Inglés para niños ✔ PRIMARIA]

5. ACTION WORDS: Identify the image with the correct action, and write them in the correct tense.

6. LITERATURE	
A) The old man and the Small fish (P. 26 & 27) B) Too-Too-Moo and The Komodo Dragon (P. 40 & 41)	

***VOCABULARY** Study support activities can be found in the blue notebook.

UNIT 2.1 FOOD & DRINK	
	And: bowl
UNIT 3.1 PARTS OF THE BODY	



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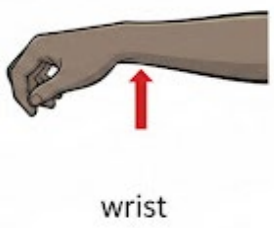
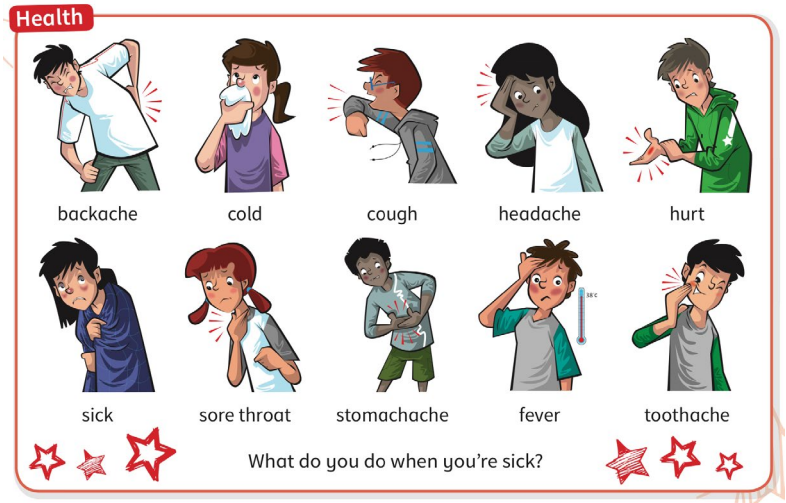
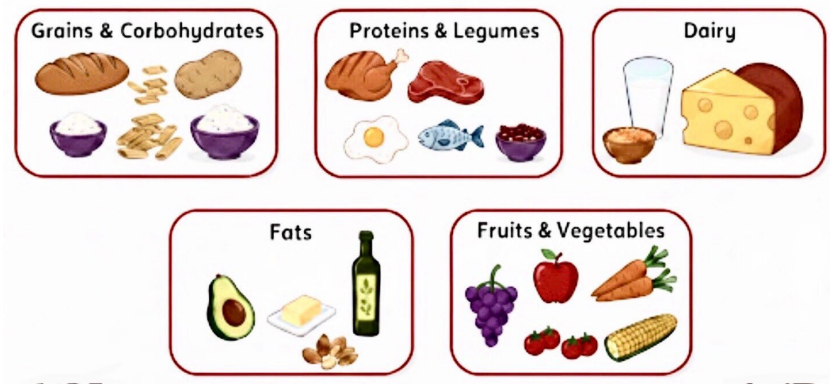


UNIT 3.2 HEALTH



***SCIENCE** Study support activities can be found in the blue notebook.

FOOD GROUPS

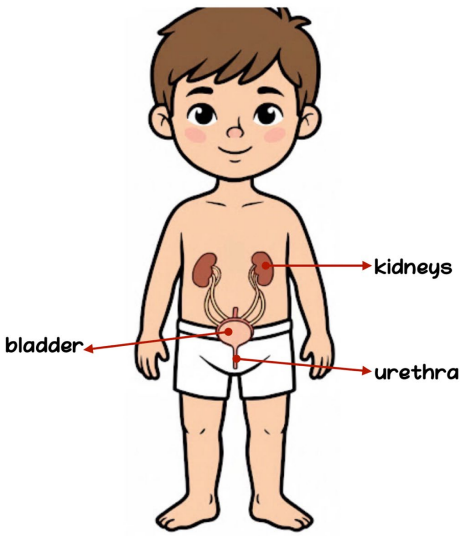


It is important to know the nutrients that each group provides.

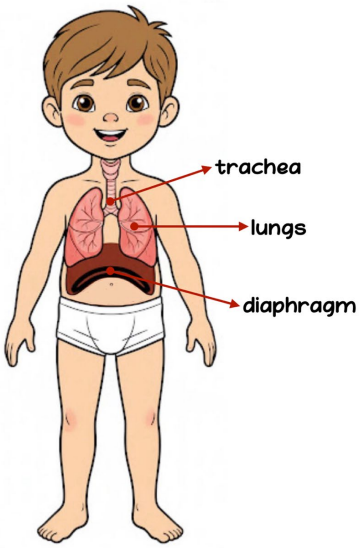
p. 20 & 21.

BODY SYSTEMS

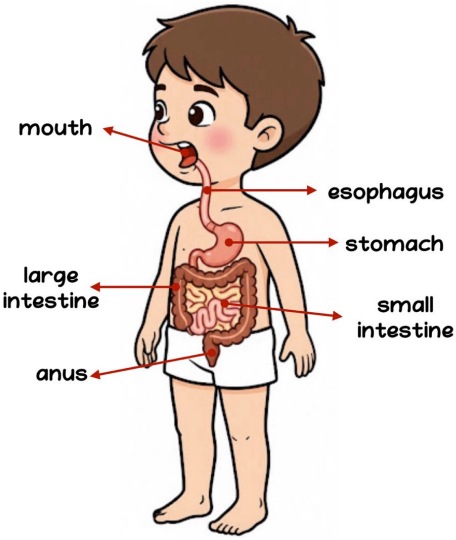
COLEGIO PLENUS



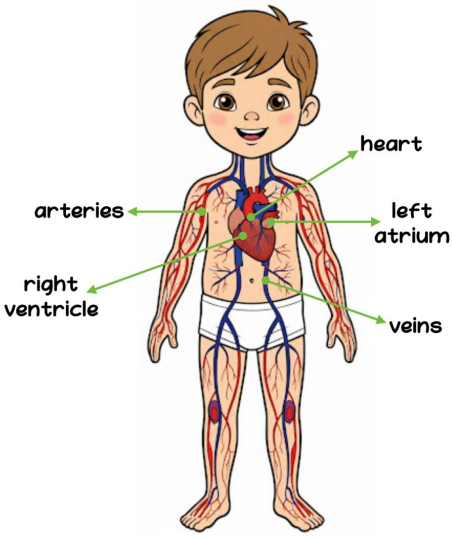
Excretory System



Respiratory System



Digestive System



Circulatory System