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Maestro: _____

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Grupo _____ Especialidad _____ Turno _____

Teléfono del alumno(a): _____

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San Pedro Garza García, N. L. a febrero de 2021.



**ESPECIFICACIONES PARA ENTREGAR ACTIVIDADES PARA
ALUMNOS QUE NO TIENEN CONECTIVIDAD EN LINEA**

FECHAS PARA ENTREGAR ACTIVIDADES	
1ER PARCIAL	12 MARZO
2º PARCIAL	30 ABRIL
3ER PARCIAL	8 DE JUNIO

NOTA:

**LAS ACTIVIDADES SE ENTREGAN EN TIEMPO Y FORMA EN
LAS FECHAS ESTABLECIDAS EN EL RECUADRO.**

**WORKBOOK ENGLISH IV
ENGLISH ACADEMY
UEMSTIS NUEVO LEÓN
SCHOOL SEMESTER
FEBRUARY 2021 JULY 2021**



TECHNICAL REVIEW

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Purpose of the English IV Syllabus

The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.

The key learning points that English IV helps to develop are:

COMMUNICATION KEY LEARNING POINTS

COMPETENCE	COMPONENT	CONTENT
Students communicate, interact, and collaborate with others (cross-disciplinary skills). Communication and Social Sciences a subject discipline.	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences .	Collaborative work in the classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	Reading, writing and oral production a learning Sources and abilities or practice. The importance of reading and writing production. The importance of reading to writing in based on an argument	The importance of language and grammar role in it. Argumentative text. The text as a resource information and new ideas
Providing a point of view with reasonable opinions Writing a text .	Students´ and opinion with an argument. The solid construction of one´s original perspective.	The argumentative writing. The original argumentative writing.
Technology, information, communication and learning.	Human development Technology.	Technology impact on human development.

	Generation and responsible use of information for learning. Web-based learning. Creation of contents for Learning. The use of technology to enhance web-based learning.	Responsible use of information. Learning and innovation. In and from the web. Programming to learn.
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ADVERBS



ADVERBS OF MANNER

ENGLISH
GRAMMAR



An adverb of manner is an adverb (such as strongly or slowly) that describes how and in what way the action of a verb is carried out.



FORMING ADVERBS FROM ADJECTIVES:

1 In a large number of the cases, the adverb can be formed by simply adding '-ly' to the adjective. ➔

ADJECTIVE	ADVERB
Cheap	Cheaply
Quick	Quickly
Strong	Strongly

2 If the adjective ends in with 'y', replace the 'y' with an 'i' and add '-ly'. ➔

ADJECTIVE	ADVERB
Ready	Readily
Merry	Merrily
Easy	Easily

ADVERB OF MANNER | DEFINITION & EXAMPLES

What are Adverbs of Manner?

An adverb of manner is an adverb (such as quickly or slowly) that describes HOW and in what way the action of a verb is carried out. Most adverbs of manner end in –ly such as badly, happily, sadly, slowly, quickly, and others that include well, hard and fast.

Adverbs of manner most often appear after a verb or at the end of a verb phrase.

Examples:

The brothers were badly injured in the fight.

They had to act fast to save the others floating on the water.

At the advanced age of 90, she still sang very well.

FORMING ADVERBS OF MANNER FROM ADJECTIVES | RULES

Here are some guidelines on forming adverbs from adjectives:

Adverbs of Manner Rule #1

In a large number of the cases, the adverb can be formed by simply adding '-ly' to the adjective.

ADJECTIVE	ADVERB
Cheap	Cheaply
Quick	Quickly
Strong	Strongly
Sudden	Suddenly
Special	Specially

Adverbs of Manner Rule #2

If the adjective ends in with 'y', replace the 'y' with an 'i' and add '-ly'.

ADJECTIVE	ADVERB
Ready	Readily
Merry	Merrily
Easy	Easily
Happy	Happily
Lazy	Lazily
Hungry	Hungrily

Adverbs of Manner Rule #3

If the adjective ends with '-le', replace the 'e' at the end with 'y'.

ADJECTIVE	ADVERB
Understandable	Understandably
Forcible	Forcibly
Possible	Possibly
Terrible	Terribly
Comfortable	Comfortably

Adverbs of Manner Rule #4

Some adjectives do not change form at all.

ADJECTIVE	ADVERB
Fast	Fast
Straight	Straight
Hard	Hard
High	High
Late	Late
Wrong	Wrong

Adverbs describe verbs (actions).

My dog eats slowly.

Slowly is an adverb since it describes the way my dog eats.

How does my dog eat? Slowly.

Another example

Adam speaks fast.

How does Adam speak? Fast



Good vs. Well

Good and Well are two words that tend to create confusion for learners of English.



Good is an adjective

Well is an adverb.

She is a good singer.

She sings well.

Though sometimes we use well as an adjective when we are talking about health and well-being.

A:How are you today?

B: I'm well, thanks.

(I'm well is a better and more common answer to this question than 'Fine' or 'Good', although these are also reasonably common.)

Some adverbs have the same form as the adjective.

early	hard	late	fast
-------	------	------	------

ACTIVITY 1

Student's name: _____

Choose the correct option to complete the sentences.

Read the instructions _____

Careful B) Carefully C) Care

I need to speak to you _____ after the class.

Loud B) Privately C) Private

You need to drive _____ to avoid an accident.

Aggressive B) Carefully C) Responsibly

He wants to know how to live _____ without stress.

Happily B) Happily C) Happy

Don't drink so _____ and then you won't feel so sick.

Easy B) Easily C) Fast

I listened _____ to the conversation but I still did not understand.

Intense B) intently C) Intent

After the torrential rain, the water flow _____ down the river.

rapidly B) rapid C) hard

Juan is very considerate, he never plays his music_____.

Aggressive B) Loudly C) Loud

She sang so _____ that people started to gather around to listen to her.

Sweetly B) horrible C) sweet

This homework is easy. You can do it _____.

Easy B) Easily C) sad

This is a _____ good wine.

Easy B) Special C) Specially

I slept _____ last night. ☹

Intense B) terrible. C) terribly

Are you sitting _____? Then I'll begin.

angrily B) comfortably C) hard

You've spelled my name _____.

Aggressive B) Loudly C) wrong

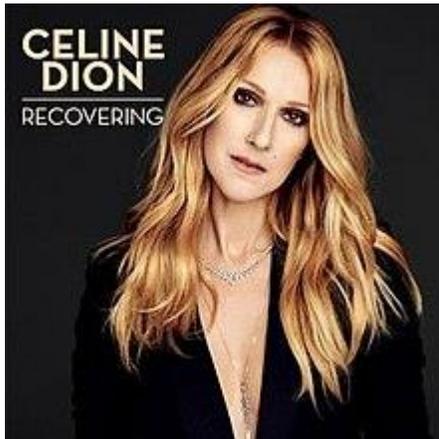
Jazmin speaks _____. 😊

Happily B) Happily C) Happy

ACTIVITY 2

Student's name: _____

Read the text and answer



CELINE DION

Celine Dion was born in 1969, in Quebec, Canada. She grew up in a musical family. She is the youngest of 14 brothers and sisters. When Celine was 12 she wrote a song and recorded it with her mother. They sent the tape to the manager Rene Angelil who sold his house to finance her debut album "The voice of God".

In 1988 she won the Eurovision Song Contest in Dubai. She recorded her first English language album in 1990. In 1992 Celine's theme song for Disney's animated movie "Beauty and the Beast" became an instant hit and sold more than 12 million copies. In 1994 Celine married her producer and manager Rene Angelil and on January 21, 2001 she gave birth to a boy, Rene-Charles.

In 1998 she received the National Order of Quebec, the highest honor in her province. Her biggest hit "My heart will go on" remained at the top of Billboard's charts for 2 months. Celine sang with great singers like Luciano Pavarotti, Aretha Franklin, Barbara Streisand, Bryan Adams and Andrea Bocelli.

Circle True or False

- | | | |
|--|------|-------|
| 1. Celine Dion was born in the USA. | TRUE | FALSE |
| 2. She grew up in a circus family. | TRUE | FALSE |
| 3. Her manager sold his car to finance her first album. | TRUE | FALSE |
| 4. Celine won the Eurovision Contest in 1999 | TRUE | FALSE |
| 5. She recorded her first French language album in 1990. | TRUE | FALSE |
| 6. She married Rene in 1994. | TRUE | FALSE |
| 7. She had daughter in 2001. | TRUE | FALSE |
| 8. Celine sang with great singers | TRUE | FALSE |

CORRELATIVE CONJUNCTIONS BOTH, EITHER, NEITHER

Correlative conjunctions are pairs of words that work together to connect parts of a sentence that have equal value. If there is not a pair of words working together, a different type of conjunction is being used.

CORRELATIVE CONJUNCTIONS	
CONJUNCTION	EXAMPLE
Both...and	The company deals in both hardware and software.
Either...or	I will eat either carrots or peas for dinner.
Neither...nor	Natalie, likes neither milk nor cream cake.
Whether...or	Do you care whether we have noodles or rice for dinner?
Not only...but (also)	He not only studies hard but also works well.
Such...that	It's such a tiny kitchen that I don't have to do much to keep it clean.
Scarcely...when	Scarcely had she entered the room when the phone rang.
No sooner...than	No sooner did he enter the room than he saw a snake.



ACTIVITY 3

Student's name: _____

Read the sentences below. Circle the correlative words.

Alondra is both smart and pretty.

Raúl is neither rich nor famous.

I want either the cake or the pie.

We can both read and write.

Love is neither bought nor sold

The fluid includes both gases and liquids

Either dye or paints are used to color clothes.

He is not only intelligent, but also very funny.

ACTIVITY 4

Student's name: _____

Choose the correct option to complete the sentences.

1. You must _____ obey my instructions _____ quit.

A) either/or B) both/and C) neither/nor

3. _____ he _____ I will do it.

A) either/or B) both/and C) neither/nor

4. He is _____ educated _____ cultured.

A) either/or B) both/and C) neither/nor

5. She is _____ beautiful _____ intelligent

A) either/or B) both/and C) neither/nor

ACTIVITY 5

Student's name: _____

Read the following text.



CREDIT VS. CASH



Statistics show that credit card are many people's favorite way to pay for services and goods. In 2005, spending on credit cards overtook cash. About a 30% of consumer spending is charged on cards. "Plastic" transactions increased to a record in 2012.

Consumers enjoy the convenience credit cards bring. More professional service provides take credit cards. The increasing reliance on credit cards is responsible for the rising mountains of debt. In 2011 in Mexico, almost 20,000 people were declared bankrupt.

In the future, people will carry a single card which will combine all financial transactions.

1. "There is **too** much traffic in the city."
2. "I'm **so** hungry."
3. "She has **such** beautiful eyes."
4. "There isn't **enough** space in my closet."



INTENSIFIERS; "SO"

'So' means very

'So' is generally used before an adverb or adjective.

Read the chart.

DIFFERENT COMBINATIONS OF "SO"			
<p>So + Adverb</p> <p>"So" can be combined with adverbs to show extreme actions. This form is often used in exclamations.</p>	<p>So + that</p> <p>The above form can be combined with "that" to show extremes which lead to certain results. The "that" is usually optional</p>	<p>So + Many / Few + Plural Noun</p> <p>"So" can be combined with "many" or "few" plus a plural noun to show extremes in amount.</p>	<p>So + Much / Little + Non-countable Noun</p> <p>"So" can be combined with "much" or "little" plus a non-countable noun to</p>

			show extremes in amount
Examples			
"The meal was so good! It was worth the money."	"The music is so loud that I can't sleep."	"I never knew you had so many brothers "	"Jake earns so much money! And he still has trouble paying the rent"

ACTIVITY 7

Student's name: _____

Complete these sentences by using the intensifiers.

a) so little ...that/	b) so bad	c) so well that	d) so much	e) so few
--------------------------	-----------	-----------------	------------	-----------

- I did not like that movie, it was _____ .
- We have _____ **food!** We need to go to the supermarket.
- She has _____ **friends** _____ she rarely gets out of the house.
- He paints _____ _____ they offered him a scholarship at an art school in Paris.
- In the city there is _____ traffic at in the morning that you can't get on time to school.

INTENSIFIERS; "SUCH"

Definition: "Such" can be combined with an adjective and a noun to show extremes. This form is often used in exclamations.

Example: "John has **such a big house!** I think it's very expensive."

USE with "That"

The above form can be combined with "that" to show extremes which lead to certain results. The "that" is usually optional.

Example: "John has **such a big house that** I actually got lost on the way to the bathroom.

ACTIVITY 8

Student's name: _____

1. She is **(so /such)** funny! She always makes me laugh.
2. Sarah and Ed are **(so /such)** crazy people! I never know what they are going to do next.
3. James has **(so /such)** much money that he could actually buy that Ferrari.
4. How could you say **(so /such)** horrible things to me?
5. The movie was **(so /such)** good that I saw it five times.
6. Terry speaks English **(so /such)** fluently that I thought he was American.
7. Most students never discuss **(so /such)** topics in class, but I think it is important to teach our children to question the media.
8. Jerry had never seen **(so /such)** high mountains. He thought they were spectacular.
9. Fred is **(so /such)** a clown! He is always telling jokes and making people laugh.
10. There was **(so /such)** little interest in his talk on macroeconomics that the room was half empty by the time he stopped speaking.
11. That new song is **(so /such)** cool that it hit the top ten within a week of being released.
12. Martha is **(so /such)** a good cook that she is writing her own book of family recipes.
13. I don't know if that is **(so /such)** a good idea. Maybe we should try something else.
14. She has **(so /such)** many hats that she needs two closets to store them all.
15. Please, don't drive **(so /such)** fast! I'm terrified we're going to have an accident.

Intensifiers; “Too”

Definition: “Too” means there is a lot of something. It has a negative connotation. You can use 'too' in these 3 forms:

a) Before an adjective or an adverb.	b) Before a noun.	c) After a verb.
 <p>“The coffee is too hot.”</p>	 <p>“He ate too much candy and fell sick.”</p>	 <p>“She worked too much.”</p>

Intensifiers; “Enough”

Definition: “Enough” means you have what you need. You can use enough in these 3 different forms:

a) Before a noun.	b) After an adverb or verb.	c) Followed by 'to' + verb infinitive
 <p>“We have enough food in the refrigerator, don't worry.”</p>	 <p>“I have slept enough, now I feel good”</p>	 <p>“She is healthy enough to do more exercise.”</p>

ACTIVITY 9

Student's name: _____



It isn't fast (**too / enough**).

It is (**too / enough**) slow.



The weather is (**too / enough**) cold.

It isn't warm (**too / enough**) .



My sister is (**too / enough**) young .

She isn't old (**too / enough**) to drive.



I didn't drink (**too / enough**) water.

I drank (**too / enough**) much beer.



There are (**too / enough**) many people.

There aren't (**too / enough**) chairs.



This river is (**too / enough**) wide.



We still have (**too / enough**) money.



The tea isn't hot (**too / enough**) .



This car is (**too / enough**) expensive.



There is **(too / enough)** much snow.



We have **(too / enough)** food to eat.



The coat isn't big **(too / enough)** for me.



He has **(too / enough)** many enemies.



I'm **(too / enough)** tired to work.



Are there **(too / enough)** grapes for us?

ACTIVITY 10

Student's name: _____

Reinforcement activity. Complete the following text with the intensifiers: **too**, **such**, **enough** and **so**.

The gym I go to is "Frank's Fitness Centre", it is _____ a nice place and Frank and his wife are _____ kind-hearted people. In fact, the whole staff at the center are _____ friendly. And that's the problem. The gym is _____ good that everyone wants to go there, but there isn't just _____ room for everyone. I don't think Frank thought carefully _____ about how successful the gym was going to be. Last year was fine, but this year there are _____ many members it fit in _____ a small gym. You have to wait _____ a long time to be able to use the equipment. A twenty-minute wait to use the press bench is just _____ long for me ! I don't have _____ time to stand around and wait. So, I'm going to leave Frank's and go to another gym. It's _____ a shame, but if I find a gym that nobody else likes, I'll be able to use the equipment whenever I want !

COMPARATIVES & SUPERLATIVES

Opening

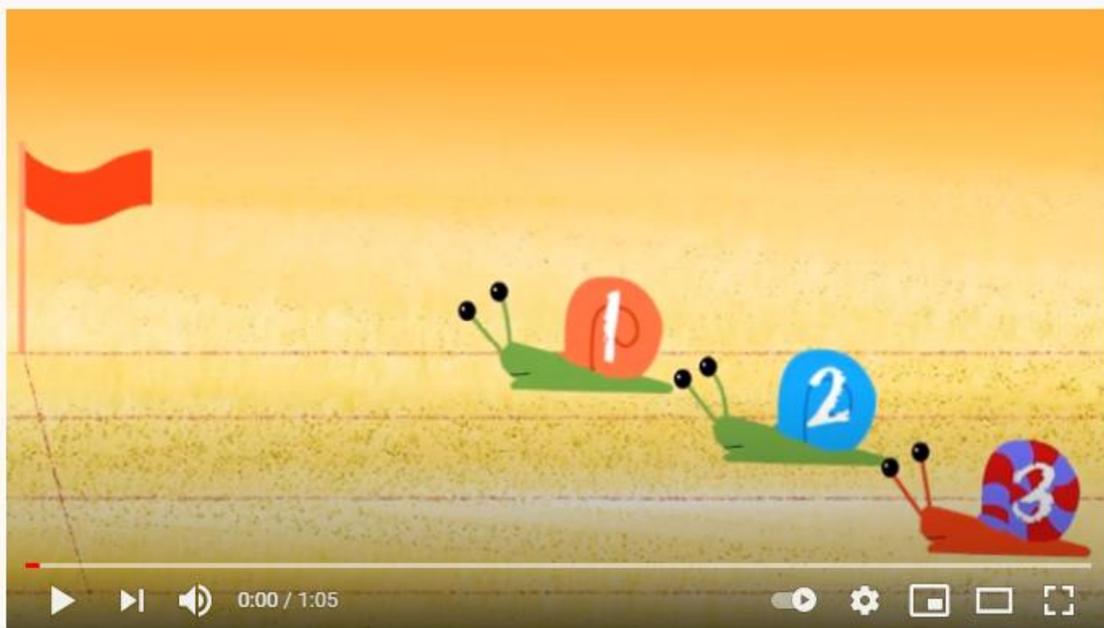
Watch the following videos:

- https://www.youtube.com/watch?v=2fQb7_KUs3A

- https://www.youtube.com/watch?v=KpzrmoW_gwc



Comparatives grammar animation -- Mosaic



Superlatives grammar animation -- Mosaic

ACTIVITY 11

Student's name: _____

From the videos you watched, write the comparative and superlative form of the adjectives.

Adjective	Comparative	Superlative
High	Higher	The highest
Big		
Safe		
Noisy		
Exciting		
Good		
Bad		
Slow		
Dangerous		

Development

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COMPARATIVE FORM

1. For adjectives of one syllable and some adjectives of two syllables, we form the comparative by adding -er. Examples:

<u>Adjective</u>	<u>Comparative form</u>
old	older than
small	smaller than
happy	happier than
easy	easier than

2. For one syllable adjectives which end in consonant-vowel-consonant, we double the last consonant and add -er for the comparative form. Examples:

<u>Adjective</u>	<u>Comparative form</u>
big	bigger than
hot	hotter than

3. For adjectives having more than two syllables and some adjectives of two syllables, we form the comparative with more. Examples:

<u>Adjective</u>	<u>Comparative form</u>
beautiful	More beautiful than

AC,

New _____

Important _____

Heavy _____

Light _____

Huge _____

Big _____

Large _____

Small _____

Thin _____

Quiet _____

Loud _____

Expensive _____

Beautiful _____

Pretty _____



ACTIVITY 13

Student's name: _____

Fill in the blanks below to complete the sentences.

1. I (tall) am taller than my sister.
2. Sarah (busy) _____ Mary.
3. The sun (hot) _____ the earth.
4. The earth (large) _____ the moon.

5. Elephants (big) _____ horses.
6. Action movies (exciting) _____ comedies.
7. This restaurant (good) _____ that restaurant.
8. Salads (healthy) _____ hamburgers.
9. I think weekends (nice) _____ weekdays.
10. Lions (dangerous) _____ rabbits.

ACTIVITY 14

Student's name: _____

Complete the sentences with the correct comparative form of the indicated adjective.

1. My computer is _____ and _____ than yours. (fast) (useful)
2. Granma's mixer and blender are _____ than her microwave. (new)
3. Martha's watches are always _____ than the one I use. (expensive)

SUPERLATIVE FORM

1. For adjectives of one syllable and some adjectives of two syllables, we form the superlative by writing the and adding -est to the adjective. Examples:

<u>Adjective</u>	<u>Superlative</u>
old	the oldest
small	the smallest
happy	the happiest

2. For one-syllable adjectives which end in consonant-vowel-consonant, we double the last

ACTIVITY 15

Student's name: _____

3. For adjectives having more than two syllables and some adjectives of two syllables, we form the superlative with the most. Examples:

<u>Adjective</u>	<u>Superlative</u>
beautiful	the most beautiful
interesting	the most interesting
careful	the most careful

4. A few adjectives have special superlative form. They are called Irregular adjectives and need to be **memorized**. Examples:

<u>Adjective</u>	<u>Superlative</u>
good	the best
far	the farthest
bad	the worst

So we can summarize that the rules for superlative adjectives are:

Adjectives with one syllable, add: 'the' + '-est' (or '-st')	cold "January is often <u>the coldest</u> winter month."
--	--

Adjectives with two or more syllables, add: 'the' + 'most'	ex-pen-sive "This book is <u>the most</u> expensive book in the store."
--	---

Irregular Superlative Adjectives

good – the best

bad – the worst

far – the farthest
the furthest

Adjectives with two syllables that end in '-y', change '-y' to 'i' and add: 'the' + '-est' (or '-st')	hap-py "John is <u>the happiest</u> person I know."
---	---

Adjectives that end in a single vowel and consonant: double the final letter before adding 'the' + '-est' (or '-st')	big "Brazil is <u>the biggest</u> country in South America."
--	--

ACTIVITY 16

Student's name: _____

Write the superlative form of the following adjectives.

Adjective	Superlative
Cheap	_____
New	_____
Important	_____
Heavy	_____
Light	_____
Huge	_____
Big	_____
Large	_____
Small	_____
Thin	_____
Quiet	_____

Loud _____
Expensive _____
Beautiful _____
Pretty _____

ACTIVITY 17

Student's name: _____

Fill in the blanks below to complete the sentences.

1. I (tall) _____ person in my family.
2. Jupiter (big) _____ planet in our solar system.
3. Elephants (large) _____ land animals on earth.
4. We bought (expensive) _____ TV in the store.
5. Which sports do you think (dangerous) _____ ?
6. My cat (lazy) _____ animal I know.
7. This restaurant serves (good) _____ food in town.
8. I think math (difficult) _____ subject.
9. What (long) _____ word in English that you know?
10. He (strange) _____ man in the story

ACTIVITY 18

Student's name: _____

Complete the sentences with the correct superlative form of the indicated adjective.

1. Eduard's video game station is _____. (excited)
2. The lamp in the room is _____ of the house. (pretty)
3. Your laptop is _____. (modern)

4. Are your gadgets _____? (expensive)

Closure

ACTIVITY 19

Student's name: _____

Complete these sixteen sentences to score your knowledge of COMPARATIVE grammar.

1. **Australia is big, but Canada is ... Australia.**
 - a) big
 - b) biggest
 - c) bigger than
2. **David is 185 cm tall. He is ... Andrew**
 - a) taller than
 - b) tall
 - c) taller
3. **I think that summer is ... than winter.**
 - a) good
 - b) better
 - c) the best
4. **My brother thinks this restaurant is ... than that restaurant.**
 - a) more worse
 - b) badder
 - c) worse
5. **Do you think math and science ... history and English?**
 - a) is more difficult than
 - b) are more difficult than
 - c) difficulter
6. **In my opinion, this pink dress is ... that green dress.**
 - a) prettyer than
 - b) prettier than
 - c) more pretty
7. **This summer was much ... last summer.**
 - a) hotter than
 - b) the hottest
 - c) hoter than
8. **Did you know that crossing a busy street is ... flying in an airplane?**
 - a) most dangerous than
 - b) the more dangerous
 - c) more dangerous than
9. **Patrick thinks that chocolate cake ... banana cake.**
 - a) is more delicious than
 - b) delicious than
 - c) more delicious
10. **Asian elephants are heavy, but African elephants are even**
 - a) heavy
 - b) heavier
 - c) heavier than
11. **My uncle is taller than my father, but my father**
 - a) older
 - b) is older than
 - c) is older
12. **Reading a book with a nice, hot cup of tea ... than doing exercise.**
 - a) is the most relaxing
 - b) is more relaxing
 - c) more relaxing
13. **Comedy movies are okay, but I think that action movies are**
 - a) better
 - b) gooder
 - c) good than
14. **Taking a taxi to work ... than taking a bus to work.**
 - a) expensive
 - b) more expensive
 - c) is more expensive
15. **Saturdays ... Mondays because I don't have to go to school.**
 - a) are nicer than
 - b) is nicer than
 - c) are the nicest
16. **Question number 15 was ... Question number 14. Right?**
 - a) the easier
 - b) easier than
 - c) easier than

ACTIVITY 20

Student's name: _____

Complete these sixteen sentences to score your knowledge of SUPERLATIVE grammar.

1. **Russia is ... country in the world.**
 - a) big
 - b) the biggest
 - c) the bigest
2. **David ... person in our English class.**
 - a) is the tallest
 - b) the most tall
 - c) the tallest
3. **I think that shopping mall ... mall in our city.**
 - a) best
 - b) the best
 - c) is the best
4. **That restaurant ... restaurant in our town.**
 - a) is the worst
 - b) is bad
 - c) worst
5. **Noel and David ... people that I know.**
 - a) is the most interesting
 - b) is interested
 - c) are the most interesting
6. **In my opinion, that ... comedy show on television.**
 - a) is the funniest
 - b) the funny
 - c) the funnier
7. **Yesterday was the ... day this summer.**
 - a) hottest
 - b) hottest
 - c) hotter
8. **That ... road in the entire country!**
 - a) most danger
 - b) is the most dangerous
 - c) most dangerous
9. **Elephants are ... land animals in the world.**
 - a) heaviest
 - b) the heavyest
 - c) the heaviest
10. **We never watch that TV program. It's ... program on TV!**
 - a) more boring
 - b) the most boring
 - c) the boringest
11. **Yuck! That was ... cake I ever ate in my life!**
 - a) the worst
 - b) worse
 - c) bad
12. **I saw ... paintings in the world at that museum.**
 - a) the most beautiful
 - b) the beautiful
 - c) more beautiful than
13. **My home is located ... our school.**
 - a) the furthest from
 - b) far
 - c) further
14. **His grandfather is ... in his family.**
 - a) older than
 - b) the most old
 - c) the oldest
15. **I had ... time of my life when we went to Disneyland last year!**
 - a) the goodest
 - b) best
 - c) the best
16. **Question number 15 was the ... question on the test.**
 - a) easyest
 - b) easiest
 - c) most easy

ACTIVITY 21

Student's name: _____

Choose whether each sentence requires the comparative or superlative form

1. There are 10 houses on our street. Our house is the _____ one.

- biggest
- bigger

2. My brother sings better than I do, but I play guitar _____ than he does.

- the best
- better

3. This is _____ song I have ever heard!

- better
- the best

4. Tom is _____ than I am.

- stronger
- the strongest

5. Out of all the students in our class, I am _____.

- the shortest
- shorter

6. Everyone says that my sister is _____ than I am.

- the best looking
- better looking

7. She is _____ girl in our school.

- the best looking
- better looking

8. This is boring. Let's do something _____.

- the most interesting

more interesting

9. This isn't _____ book I have ever read.

more interesting

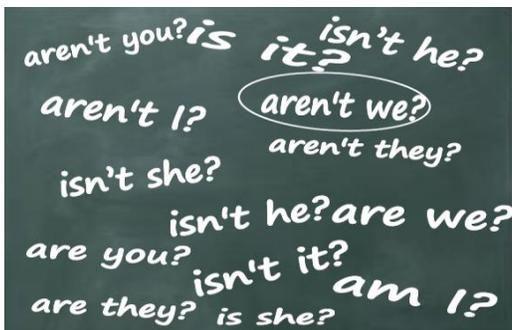
the most interesting

10. Your apartment is _____ than mine.

cleaner

the cleanest

TAG QUESTIONS



Opening

ACTIVITY 22

Student's name: _____

Choose whether each sentence requires the comparative or superlative form

Answer the following questions. You can search the information on internet.

What is a tag question?

How do you write a tag question?

Write 3 sentences using tag questions

Development

Tag questions

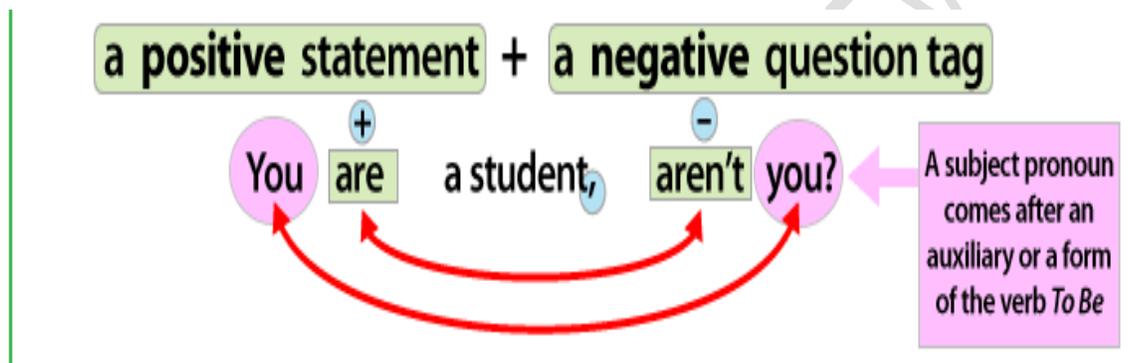
A tag question is a small question at the end of a statement. Tag questions are used when asking for agreement or confirmation.

Tag questions are formed with the auxiliary or modal verb from the statement and the appropriate subject.

A positive statement is followed by a negative tag question.

A negative statement is followed by a positive tag question.

Positive statement



They will help, won't they?



Subject



Auxiliar



Verb



Auxiliar +
not



Personal pronoun
same as subject

More examples:

You speak English, don't you?

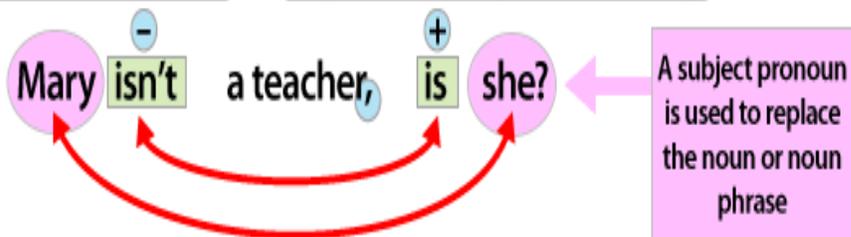
We have finished, haven't we?

They will help, won't they?

She likes coffe, doesn't she?

Negative statement

a negative statement + a positive question tag



You don't like coffee, do you?

↓
Subject

↓
Auxiliar +
not

↓
Verb

↓
Complement

↓
Auxiliar

↓
Personal
pronoun
same as
subject

More examples:

You don't like me, do you?

It isn't raining, is it?

They will not help, will they?

He didn't drive so fast, did he?

ACTIVITY 23

Student's name: _____

Write the correct tag question.

She is collecting stickers, ?

We often watch TV in the afternoon, ?

You have cleaned your bike, ?

John and Max don't like maths, ?

Peter played handball yesterday, ?

They are going home from school, ?

Mary didn't do her homework last Monday, ?

He have bought a new car, ?

Kevin will come tonight, ?

I'm clever, ?

ACTIVITY 24

Student's name: _____

Choose the correct answer.

1. He's still sleeping, isn't he?

- Is not he?
- Isn't he?
- Wasn't he?

2. You do go to school, _____

- Do you?
- Aren't you?
- Don't you?

3. Let's go for a walk, _____

- Shall we?
- Shan't we?
- Will we?

4. We won't be late, _____

- Won't we?
- Will we?
- Are we?

5. Nobody called, _____

- Do they?
- Didn't they?
- Did they?

6. They will wash the car, _____

- Will it?
- Won't they?
- Wouldn't they?

7. We must lock the doors, _____

- Mustn't they?
- Shouldn't we?
- Mustn't we?

8. I'm right, _____

- Amn't I?
- Am not I?
- Aren't I?

9. So you bought a car, _____

- Did you?
- Haven't you?
- Weren't you?

10. You wouldn't like to invite my Dad, _____

- Did you?
- Would you?
- Won't you?

ACTIVITY 25

Student's name: _____

Write the correct tag question.

1. She's from a small town in China, isn't she ?
2. They aren't on their way already, _____ ?
3. We're late again, _____ ?
4. I'm not the person with the tickets, _____ ?
5. Julie isn't an accountant, _____ ?
6. The weather is really bad today, _____ ?
7. He's very handsome, _____ ?
8. They aren't in Mumbai at the moment, _____ ?
9. You aren't from Brazil, _____ ?
10. John's a very good student, _____ ?

ACTIVITY 26

Student's name: _____

Circle the correct tag to complete the questions.

1. It's next to the supermarket, don't it / isn't it?
2. You've met my brother before, don't you / haven't you ?
3. He was born in 1970, didn't he / wasn't he ?
4. Bela can help, can't she / doesn't she ?
5. I'm right, aren't I / am I ?

6. You can't drive down your road, can't you / can you ?
7. They won't be late, will they / are they ?
8. You're coming tomorrow, aren't you / do you ?

ACTIVITY 27

Student's name: _____

Find and correct the mistakes in the tag questions below. Write the complete correct sentence.

1. They live in San Francisco, ~~aren't~~ they? They live in San Francisco, don't they?
2. He didn't buy the chairs, doesn't they? _____
3. We are late, do we? _____
4. He can't swim, does he? _____
5. She was a student, isn't she? _____
6. Thomas saw a movie, wasn't he? _____
7. He couldn't answer the question, did he? _____
8. Mr. Smith was late, wasn't she? _____
9. They had dinner, were they? _____
10. Your sister bought a new house, didn't it? _____
11. You don't exercise, don't you? _____

12. It's three o'clock, aren't it? _____
13. She is your friend, don't you? _____
14. He is from Canada, isn't it? _____
15. Your father doesn't drink tea, is he? _____
16. They already started their class, don't they? _____

LINKING WORDS TO SHOW CONTRAST

We use linking words to join ideas together when we're talking or writing. Sometimes we want to link two ideas that are different from each other (for example, one is a positive idea and one is a negative idea) or we want to link one idea to another one which is surprising or unexpected. We can use linking words like 'however', 'although' and 'despite' to do this.

ALTHOUGH

We can use 'although' at the beginning or in the middle of a sentence. It is used in front of a clause (a clause has at least a subject and a verb that agrees with the subject).

- **Although** the weather is bad, I love London.
- I love London, **although** the weather is bad.

DESPITE /IN SPITE OF

We use 'despite' or 'in spite of' before a noun or a gerund. It can also go in the middle or at the beginning of a sentence. 'Despite' and 'in spite of' mean exactly the same thing. You can choose whichever one you like! If you want to use 'despite' or 'in spite of' before a clause, you need to add 'the fact that'.

- I love London **despite** the bad weather.
- I love London **in spite of** the bad weather.
- **Despite** the bad weather, I love London.
- **In spite of** the bad weather, I love London.

- **Despite the fact that** the weather is bad, I love London.
- **In spite of the fact that** the weather is bad, I love London.
- I love London **despite the fact that** the weather is bad.
- I love London **in spite of the fact that** the weather is bad.

HOWEVER

We use 'although' and 'despite / in spite of' to connect two clauses in the same sentence. On the other hand, 'however' isn't used to connect two clauses. Instead, we usually put the two ideas in two separate sentences. We put 'however' in the second sentence, and we can put it at the beginning, at the end, or after the subject.

- I love London. **However**, the weather is bad.
- I love London. The weather, **however**, is bad.
- I love London. The weather is bad, **however**.

LINKING WORDS TO SHOW REASON

We use linking words to join ideas together when we're talking or writing. Sometimes we want to show that one thing happened because of another thing. We can use linking words like 'because' or 'since' or 'due to' to do this.

Words (or groups of words) that are followed by a clause

We can use these words at the beginning or in the middle of a sentence. They are used in front of a clause (a clause has at least a subject and a verb that agrees with the subject). They go before the reason. If they are at the beginning of the sentence, we put a comma in the middle to separate the clauses.

BECAUSE

- We cancelled the picnic **because** it was raining.
- **Because** it was raining, we cancelled the picnic.

AS

- We cancelled the picnic **as** it was raining.
- **As** it was raining, we cancelled the picnic.

SINCE

- We cancelled the picnic **since** it was raining.
- **Since** it was raining, we cancelled the picnic.

FOR

We can also use 'for' to mean 'because'. This is very literary and we don't really use it in spoken

English. 'For' can only go in the middle of the two clauses. We often add a comma before it.

- We cancelled the picnic, **for** it was raining.

Words (or groups of words) that are followed by a noun

BECAUSE OF + NOUN

- We cancelled the picnic **because of** the rain.
- **Because of** the rain, we cancelled the picnic.

Due to + noun*

- We cancelled the picnic **due to** the rain.
- **Due to** the rain, we cancelled the picnic.

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Owing to + noun

- We cancelled the picnic **owing to** the rain.
- **Owing to** the rain, we cancelled the picnic.

😊 check the following link to understand the topic.

[\(664\) CONECTORES EN INGLES - YouTube](#)

ACTIVITY 28

Student's name: _____

I.- Choose the correct phrase and write it on the line.

An account of - due to - as - because of - therefore - due to - in view of

1. The train was delayed _____ bad weather.
2. The event was cancelled _____ the fact that not many tickets were sold.
3. I felt stressed _____ I'd been overworked recently.
4. John went to the acupuncturist _____ his bad back.
5. Sonia had a bad stomachache and _____ I recommended seeing the doctor.
6. _____ the teacher's good reputation the yoga classes were always crowded.

II.- Write the correct word or phrase to fill the space.

- 1) We stayed inside _____ the storm. (**because / because of**)
- 2) I wanted to stay longer _____ I was really enjoying the party. (**since / because of**)
- 3) Amanda stayed at home _____ her illness. (**as / due to**)
- 4) Her lateness was _____ a terrible traffic jam. (**due to / as**)

5) _____ flights are cheaper in the winter, we decided to travel then. (**since / owing to**)

6) _____ she hated cats, she wasn't happy when her husband bought three. (**as / because of**)

7) John didn't go to work, _____ his illness. (**owing to / as**)

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EMBEDED QUESTIONS

An **embedded question** is a type of question which is included within another question or sentence. It is different from other types of questions, as there must not be any auxiliary verb between the question word and the subject. And if the embedded question is not part of another question then there's no need to use a question mark at the end of that sentence. Sentences that include embedded question usually begins with common introductory phrases like:

- **Could you tell me**
- **I'd like to know**
- **I'm not sure**
- **Do you know**
- **I wonder**
- **Would you mind**
- **Let's ask**

1: We can use embedded questions as part of other questions. This is sometimes called an indirect question and is often used to be polite.

- Normal question: Where is the station?
- Indirect question (that includes an embedded question): Could you tell me where the station is?

2: We can also use embedded questions as part of statements. The embedded question is a noun clause and can be used in a similar way to a noun. For example, we can use it as the subject or the object of the main clause.

- Normal question: Where does she work?
- Embedded question in a statement: I don't know where she works. (Here 'where she works' is the object.)
- Normal question: Where does she work?
- Embedded question in a statement: Where she works is very far. (Here 'where she works' is the subject.)

Here are some examples of verbs that we often use with embedded questions:

- Wonder: I wonder why she said that.
- Know: They don't know what they're doing.
- Remember: We don't remember where the house is.
- Be sure: I'm not sure when we're going to arrive.
- Find out: Let's find out what time the show starts.
- Think about: She's thinking about how she's going to do it.

Subject questions

If you start with a subject question, you don't need to change the grammar much, because it is already similar to a statement.

- Normal subject question: Who loves Julie?
- Embedded subject question: I don't know who loves Julie.

- Normal subject question: What happened?
- Embedded subject question: We are trying to find out what happened.

😊 **check the following link to understand the topic.**

[\(664\) La forma más fácil de aprender INDIRECT QUESTIONS - YouTube](#)

ACTIVITY 29

Student's name: _____

I.- Transform the following direct questions into indirect questions in English. Remember about the right order of the words in the indirect question.

1.- **What's her name?** Tell me _____

2.- **Where is the cinema?** Please tell me _____

3.- **Where are my documents.** I want to know _____

4.- **Where are your colleagues?** You must tell me _____

5.- **What will you do tomorrow?** I'd like to know _____ tomorrow.

6.- **What do you know about Tom?** He wants to know _____?

7.- **How much is it?** I don't know _____

8.- **How much does it cost?** Can you tell me _____

When will you come back? I must know _____

What are you going to do this afternoon? She wants to know _____ this

afternoon.

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