

ENGLISH GUIDE
MRS. APARICIO

LEVEL: 12 ABCD
III TRIMESTER
2022

DATE OF DUE: NOVEMBER 21ST

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Lineamientos generales de la guía de la clase de inglés:

1. Asista puntualmente a la clase de inglés según horario de clases para recibir orientación sobre los temas incluidos en la guía, como resolver las actividades asignadas para evaluación tanto de apreciación como diaria y presentación de la guía resuelta. Quienes no se presenten a clase deben justificar la ausencia mediante certificado médico o excusa redactada por su acudiente certificada por dirección del centro escolar, solicitar orientación de la clase con la profesora encargada de la cátedra, ver los videos sugeridos para cada lección y ponerse al día. En caso de ausencia del estudiante y no acercarse a recibir el orientación de la docente, entonces el estudiante debe ver los videos sugeridos para cada lección, ponerse al día, debe responsabilizarse por las lagunas que tenga por falta de orientación y de los efectos adversos que dichas lagunas causen en su evaluación tanto trimestral como final de la asignatura. En caso de ausencia, no acercarse a recibir orientación por parte de la docente encargada, no apoyarse en los videos sugeridos, ni ponerse al día; el estudiante debe responsabilizarse por los efectos adversos que dicha conducta pueda ejercer sobre su evaluación trimestral y final de la asignatura.
2. Lea cuidadosamente las indicaciones, agenda cuadro de evaluaciones y demás información contenida en esta guía antes de resolver cualquier actividad asignada en la guía para evaluación. En caso de no leer el documento detenidamente queda bajo su responsabilidad cualquier falta en la que incurra por carencia de información relativa a las tareas.
3. Resuelva y entregue la guía completa, limpia y ordenada. Su trabajo será evaluado de principio a fin una sola vez en el orden en que se asignaron las actividades para evaluación. **NO SE EVALUARÁ PEDASOS DE ACTIVIDADES DISPUESTAS EN DESORDEN.** Guía incompleta se evaluará hasta donde haya sido resuelta y en caso de faltar tareas de evaluación las casillas correspondientes a las mismas serán rellenas con la calificación mínima 1.0
4. Presente su guía resuelta dentro de un cartapacio limpio y del color asignado a su grupo debidamente identificada con sus datos (materia, nombre grado y número de estudiante) en la esquina frontal inferior derecha. Las hojas que conforman la guía deben estar sujetas por el lado izquierdo con un gancho para cartapacio o tres grapas incrustadas en lado superior, central e inferior izquierdo. Dentro de la guía, todas las páginas (ambas caras) deben estar identificadas con su nombre, grado y número de estudiante en tinta azul en margen inferior. *Ver muestra*
5. No se aceptará guía resueltas para evaluación enviadas en ningún tipo de formato digital.
6. No se aceptará guías resueltas enviadas por ninguna plataforma virtual.
7. Todas las dudas y orientaciones referentes a la clase se hará dentro del centro escolar según horario de clase o en horario especial/extraordinario previamente agendado cuando el estudiante lo requiera para ponerse al día en caso de haberse ausentado a la clase. No se atenderá de manera virtual por ningún tipo plataforma virtual ni red social alguna.
8. Resuelva SU propia guía con SUS propias respuestas. **NO INCURRA EN COPIA. NO ENTREGUE TAREAS DE OTRO ESTUDIANTE QUE SEAN FOTOCOPIA, ESCANEOS, O FOTOGRAFÍAS IMPRESAS DE DICHAS TAREAS.** De insistir en esta práctica ANTI ÉTICA tanto el estudiante que copia como el que preste sus respuestas para ser copiadas a mano, fotocopiadas, escaneadas o fotografiadas serán evaluados con la calificación mínima 1.0 sin derecho a reposición alguna.
9. Resuelva y entregue en el formato de la guía impresa original tal cual le fue entregada. No se aceptarán guías total o parcialmente manuscritas en hojas rayadas, blancas, de colores ni de ningún otro tipo de color. El único área que debe aparecer manuscrita en su guía es aquella correspondiente a las anotaciones hechas durante la clase y las actividades asignadas para evaluación.
10. Resuelva y entregue todas las actividades asignadas de manera completa, coherente y ordenada. Respuestas incompletas, incoherentes y en desorden son **RESPUESTAS NULA.**
11. Resuelva y entregue las actividades asignadas para evaluación únicamente en inglés. Respuestas total o parcialmente en español o símbolos propios del español y/o símbolos matemáticos, químicos, físicos u otros no relacionados a la cátedra son **RESPUESTAS NULAS.**
12. Resuelva y entregue las actividades asignadas para evaluación con caligrafía legible. Respuestas ininteligible son **RESPUESTAS NULAS.**
13. Resuelva y entregue las actividades asignadas para evaluación con mayúscula, minúscula, ortografía, gramática y signos de puntuación adecuados para cada situación presentada en la guía.
 - a. EL orden, la ausencia y el reemplazo de las letras altera y/o anula el significado. Ejemplo: bear (oso) beard (barba) week (semana), weed (hierba, paja *cannabis, marihuana*), girl (chica) grill (parrilla/barbacoa)
 - b. La mayúscula y la minúscula importan. Ejemplo: I (Yo/pronombre personal sujeto en primera persona singular) i (novena letra del alfabeto inglés. En inglés la i minúscula NO es lo mismo que el pronombre I (i mayúscula).
 - c. La tilde no existe en inglés. Ejemplo: Panamá (nombre de nuestro país en español; por lo cual no puede ser respuesta en un tarea en inglés) Panama (nombre de nuestro país en inglés)

14. Resuelva y entregue las actividades asignadas para evaluación únicamente con TINTA COLOR AZUL (NO RESPUESTAS A LÁPIZ, NO TINTAS DE COLORES, NO TINTAS DORADAS O PLATEADAS, NO TINTAS ESCARCHADAS, NI TINTAS FLUORECENTES), sin líquido corrector, sin tachones, sin borrones, sin palabras o letras reescritas, sin letras o palabras superpuestas/sobrescritas, sin parches de papel o adhesivo, sin letras o palabras entre paréntesis, ni flechas u otro tipo de simbología para re direccionar la lectura de respuestas. Respuestas que incurran en alguna o todas las faltas anteriores son RESPUESTAS NULAS. Respuestas ininteligibles son RESPUESTAS NULAS.
15. Resuelva y entregue puntual en fecha preestablecida. Ver agenda. En caso de que se le presente algún contratiempo que le impida traer personalmente su guía, puede enviarla con su acudiente o un familiar con la capacidad y disposición de ánimo para hacerle el favor de entregarla antes de la fecha preestablecida o el día de entrega directamente a la docente encargada de la cátedra de manera que evite la impuntualidad. Ejemplo: estudiantes en estado de gravidez deben enviar su guía resuelta mediante acudiente o familiar con antelación o en fecha puntual preestablecida. Su embarazo no es justificación para incurrir en impuntualidad. Lo mismo ocurre en el caso de citas médicas y cirugías; puesto que las mismas también son pre programadas. Organice su tiempo de manera que no incurra en impuntualidad. Por ningún motivo deje su guía tirada en cualquier lugar con la esperanza de sea encontrada por la docente encargada de la cátedra. Evite el extravío de su guía. Tampoco entregue su guía a otro miembro del personal del centro escolar haber obtenido autorización de la profesora que encargada de la cátedra. De no entregar en fecha asignada deberá presentar el certificación médica que justifique a cabalidad su incapacidad para asistir al centro escolar. De no contar con certificación médica, entonces debe presentar excusa redactada y firmada por su acudiente que justifique de manera cabal su imposibilidad para entregar en fecha puntual. Dicha excusa debe venir con copia de cédula del acudiente y estar debidamente sellada y firmada por el director del centro escolar. Ver muestra.
- En ambos casos ha de hacer uso de este recurso duran los días asignados para entrega tardía con excusa. Ver cronograma. En ambos casos tanto la certificación médica como la excusa certificada por el director del centro escolar le permite entregar su guía para acceder a evaluación, no le exonera la impuntualidad. De ninguna manera recibirá trato preferencial o beneficios más allá de poder entregar su trabajo. En ambos casos debe anexar dicha documentación engrapada en la parte interna de la portada del cartapacio con la guía resuelta de manera que al abrirlo sea visible y no se desprenda y/o extravíe con facilidad. Ver muestra. No se aceptará guía con tardía/impuntual sin certificación médica o sin excusa certificada, ni viceversa. Luego de las fechas preestablecidas para entrega impuntual, quien no haya entregado su guía resuelta para evaluación deberá presentarse para prueba oral (***ejercicio oral***) de los temas evaluados en la guía. Ver cronograma. El resultado de la evaluación servirá para rellenar las casillas de apreciación. Debe prepararse adecuadamente para evitar fracasar la prueba oral. Estudiante que no presente guía resuelta para evaluación ni haga ejercicio oral de reposición de la guía recibirá la calificación mínima 1.0
16. Procure cumplir los lineamientos en lugar de buscar maneras de creativas e irreverentes para quebrantarlos. Los mismos son el medio para propiciar que la evaluación sea justa para todos según lo que cada cual produjo y principalmente para evitar el desorden en la resolución, entrega y debida presentación de trabajos escolares. El decidir ignorar estos lineamientos no lo libera de su cumplimiento.

Nombre del estudiante

Firma de acudiente

Prof. Consejero/a

12 ABCD Agropecuario

Agenda de asignaciones III Trimestre 2022

Actividades asignadas para evaluación y cuadro de calificaciones.

N°	Tarea	Apreciación	Calificación obtenida
1.	Describiendo personas Actividad 11.3 escribe las palabras (adjetivos) en la grupo que le corresponde. Ver ejemplo Actividad 11.4 reescriba las oraciones, poniendo en el orden correcto las palabras provistas en cada caso. Ver ejemplo	Puntual Resuelta Compleitud /3 pts	Diaria /16 pts
2	¿Qué estoy vistiendo? Actividad 13.3 Rellena los espacios en blanco con la forma correcta del presente continuo del verbo entre paréntesis para cada caso dado. Actividad 13.5 reescribe las oraciones corrigiendo el error en cada caso/oración provista. Ver ejemplo	Puntual Resuelta Compleitud /3 pts	Diaria /9pts
3.	Rutina diaria Actividad 15.6 rellene los espacios en blanco con el verbo adecuado para cada caso/oración. Preste atención al tiempo verbal que se expresa en las mismas. Ver ejemplo Actividad 15.8 Tache colocando un raya horizontal sobre la palabra incorrecta cada oración. Al tachar la palabra incorrecta debe quedar una oración completa y correcta. Ver ejemplo	Puntual Resuelta Compleitud /3 pts	Diaria /13pts
4.	Comparando lugares Actividad 17.3 Mire las figuras y tache colocando una raya horizontal sobre las palabra o palabras incorrectas en cada caso/oración provista. Ver ejemplo Actividad 17.6 Reescriba las oraciones corrigiendo los errores en cada caso provisto. Ver ejemplo	Puntual Resuelta Compleitud /3 pts	Diaria /12pts
5	Cosas que me gustan y no me gustan Actividad 18.3 Tache colocando un raya horizontal sobre la palabra incorrecta entre las dos opciones coloreadas en cada caso/oración. Ver ejemplo Actividad 18.10 Tache colocando un raya horizontal sobre la palabra incorrecta en cada caso/ oración provista. Ver ejemplo	Puntual Resuelta Compleitud /3 pts	Diaria /11 pts
6	Cartapacio identificado, firmada y guía resuelta siguiendo indicaciones.	Ver criterios de evaluación /17 pts	Entrega puntual 21 de noviembre Entrega tardía con excusa 22 -24 de noviembre Prueba de reposición para los que no entreguen 25 de noviembre

Nombre del estudiante

Firma y cédula del acudiente

Firma de consejero/a

Pegue aquí copia de cédula de acudiente. Cara frontal del documento donde aparece la firma del mismo.

Chepo, ___ de noviembre de 2022

Lista de verificación para evaluación de cartapacio con guía completa, debidamente identificada, resuelta siguiendo lineamientos y firmada por acudiente y consejero/a.

Criterio			Detalle	Puntaje	Verificación
A.	Puntualidad	1.	Presentado puntual en fecha asignada	1	
	Identificación del trabajo	2.	Nombre	1	
		3.	Grado	1	
B.		4.	Número	1	
		5.	Color asignado	1	
		6.	Identificación interna completa	1	
C.		Leído y firmado	7.	Firmas completas	1
D.	Orden	8.	Páginas en el orden lógico secuenciado ascendente	1	
		9.	Debidamente engrapado o enganchado a un cartapacio	1	
E.	Aseo	10	Sin manchas	1	
		11	Sin arrugas	1	
F.	Compleitud del documento	12	Guía completa	1	
G.	Manuscrito	13	A tinta azul exclusivamente	1	
		14	Sin tachones, borrones, parches, líquido corrector, flechas, paréntesis, letras ni palabras superpuestas o reescritas	1	
H.	Ortografía, caligrafía y convenciones gramaticales de redacción	15	Caligrafía legible	1	
		16	Respeto la forma de escritura de las palabras	1	
		17	Respeto las convenciones gramaticales de redacción (Mayúscula, minúscula y signos de puntuación.)	1	
					/17

Nombre del estudiante

Firma y cédula del acudiente

Firma de consejero/a

Señor

Director encargado
I.P.T. México-Panamá

Asunto. Excusa por entrega tardía/ impuntual de guía resuelta para evaluación.

Cordial saludo

Yo, _____ identificado con cédula _____, acudiente del estudiante _____ del _____ bachiller _____, presento a usted excusa por incumplimiento en la entrega puntual de guía resuelta para evaluación La razón obedece a: (enfermedad, cita médica, muerte de un familiar, calamidad doméstica/accidente)

Quando la excusa es por una causa diferente se escribe: causa de fuerza mayor y se especifica (enfermedad de un familiar [hijo-padres], viaje de trabajo). La explicación debe de peso y quedar claramente expuesta. Adjunte documentación adicional necesaria.

Estimado director le solicito certifique esta excusa con firma y sello para para validar veracidad de la misma para poder presentar a la Prof. Liliana Aparicio de la asignatura de inglés adjunto al trabajo de la guía resuelta para acceder a valuación.

Agradezco la atención,

Respetuosamente,

Firma del acudiente.

Firma y sello del director

Pegue aquí copia de cédula de acudiente. Cara frontal del documento donde aparece la firma del mismo.

I.P.T. México-Panamá
Prueba oral/ejercicio oral
Reposición de guía por incumplimiento
(No entregó guía resuelta)
Inglés
III Trimestre 2022

CALIFICACIÓN OBTENIDA

Estudiante: _____ Grado: _____ Fecha: _____
Prof. Liliana Aparicio Puntaje 50 pts

Tema 1

Tema 2

Tema 3

Tema 3

Tema 4

Tema 5

11 Describing people

You often use more than one adjective in a row, for example when describing people. In English, adjectives must be written in a particular order, according to their meaning.

 **New language** Adjective order

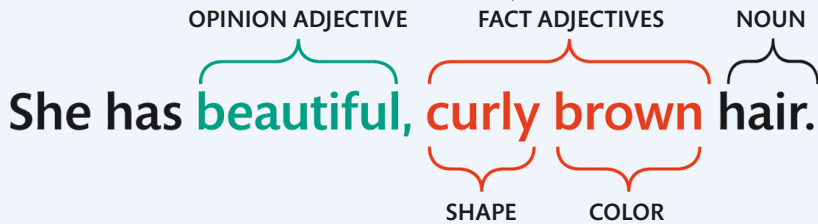
Aa Vocabulary Adjectives for describing people

 **New skill** Describing people in detail

11.1 KEY LANGUAGE ADJECTIVE ORDER

The meaning of an adjective decides its order in a sentence. Opinions come first, followed by different types of facts.

Fact adjectives also have their own order, depending on their meaning.

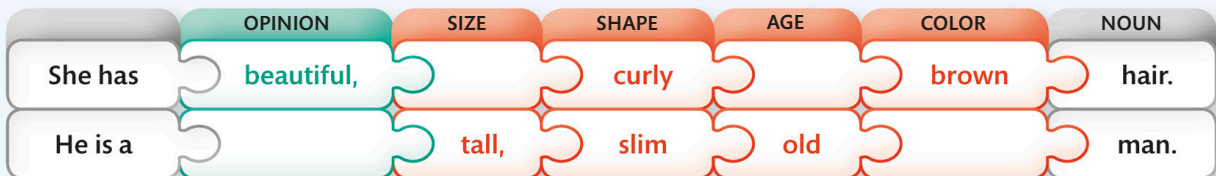


TIP

Don't use more than two or three adjectives in a sentence.



11.2 KEY LANGUAGE ADJECTIVE ORDER IN DETAIL



11.3 WRITE THE WORDS FROM THE PANEL IN THE CORRECT GROUPS

OPINION	SIZE	SHAPE	AGE	COLOR
<i>attractive</i>				

short blue young round small handsome ~~attractive~~ blond middle-aged straight



11.4 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

She has hair. blond straight short

She has short, straight, blond hair.

4 He has a red beard. curly long

1 She has brown large eyes. round

5 He is a man. young thin short

2 He has blue big beautiful eyes.

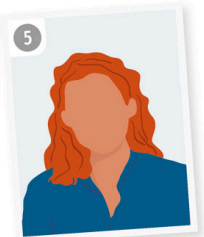
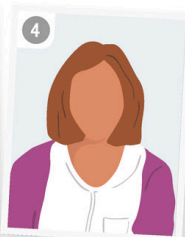
6 She has red hair. attractive wavy

3 He is an middle-aged attractive man.

7 She has brown eyes. round small



11.5 LISTEN TO THE AUDIO AND MATCH THE NAMES TO THE PORTRAITS



Mary

John

Ben

Ruth

Jess

Fran

11 CHECKLIST

Adjective order

Aa Adjectives for describing people

Describing people in detail

13 What I'm wearing

The present continuous is used to talk about ongoing actions that are happening now. It also describes the current state of things, such as what a person is wearing.

 **New language** Present continuous

Aa Vocabulary Clothes and fashion

 **New skill** Describing clothes

13.1 KEY LANGUAGE PRESENT CONTINUOUS

The present continuous is formed using the verb "to be" and the present participle.

She **is wearing** a red dress.

The present continuous uses the verb "be."

Add "-ing" to the main verb.



13.2 HOW TO FORM PRESENT PARTICIPLES

The present participle is usually formed by adding "-ing" to the end of the verb. Some participles are formed slightly differently.

Main verb.
wear

wearing

Add "-ing" to form regular present participles.

Last letter is "e."
choose

choosing

Leave out "e" and add "-ing."

Last letters are "ie."
tie

tying

Change "ie" to "y."

Letter pattern is consonant - vowel - consonant.
shop

shopping

Double the last letter, unless it's "w" or "y."



13.3 FILL IN THE GAPS BY PUTTING THE VERBS IN THE PRESENT CONTINUOUS

I am shopping (shop) for a new wool cardigan.

- They _____ (buy) pink cotton dresses.
- I _____ (wear) my new leather sandals.
- He _____ (try on) different suits.
- She _____ (mend) her yellow polka dot shirt.





Jane's style

HOME | FASHION | BEAUTY | ABOUT | CONTACT

POSTED TUESDAY, 11:24AM

CREATING YOUR SUMMER STYLE

Summer's coming, so it's time to think about shopping for the new season's gorgeous styles!

This summer's designs are inspired by the dresses of the 1920s and 1950s. There are so many beautiful clothes this season that it makes it difficult when deciding between a cotton or wool cardigan or a silk dress. I'm currently wearing a light-blue dress with a leather belt from a wonderful new collection by Belinda Flynn.

Other amazing items in this collection include cotton cardigans with zips instead of buttons, and shirts with wide collars. I tuck the flowing shirts into smart skirts for work. To make the outfit more casual, I like tying a silk scarf around my waist. If I'm going out in the evening, the only option is Flynn's knee-length silk dress. Wearing a pair of No. 43's fashionable white high heels completes the look.



ABOUT ME

I'm a fashion writer living and working in London. As well as writing about the latest trends, I also enjoy taking photographs of interesting clothes and shoes that I see when I'm walking around the city. Browsing in fabulous clothing stores, trying on clothes, and buying them is my passion. I call it research!

Jane finds it hard to decide what new clothes to buy.

True False

1 Jane is wearing a light-blue dress with a leather belt.

True False

2 Belinda Flynn's cotton cardigans have wide collars.

True False

3 Jane wears a casual skirt to work.

True False

4 No. 43 is a great shop for buying silk dresses.

True False

5 White high heels are fashionable this summer.

True False

6 Jane is a fashion writer living in New York.

True False

7 Jane likes taking photographs of shoes.

True False



13.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Sophie is wearing a blue cottonne dress.

Sophie is wearing a blue cotton dress.

1 Alice is bying the shirt with pretty butons.

2 George has five pairs of jeens.

3 Shinko loves wearing high-heeled botts.

4 John prefers plane cloths.

5 Farah is shopping for a party dress.



13.6 DESCRIBE WHAT EACH PERSON IS WEARING USING THE WORDS IN THE PANEL, SPEAKING OUT LOUD



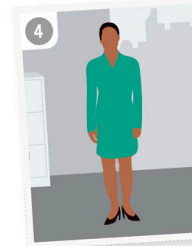
He's wearing
checked
pajamas.



He's wearing
a jacket with
a _____.



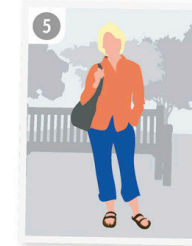
He's wearing
boots with
_____.



She's wearing a
_____ dress with
black _____.



She's wearing a
_____ with
large _____.



She's wearing

sandals.

~~checked~~

leather

smart

laces

cardigan

high heels

zip

buttons





13.7 LISTEN TO THE AUDIO AND DECIDE WHO BOUGHT EACH ITEM OF CLOTHING



Dominic Kim



1 Dominic Kim



2 Dominic Kim



3 Dominic Kim



4 Dominic Kim



5 Dominic Kim



6 Dominic Kim



7 Dominic Kim

13 CHECKLIST



Present continuous

Aa Clothes and fashion



Describing clothes

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 07-13

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
"JOB" OR "WORK"	I enjoy my job . I work in an office.	<input type="checkbox"/>	7.4
ADVERBS OF FREQUENCY	I always take a shower in the morning. I regularly cycle to work.	<input type="checkbox"/>	8.1
DESCRIPTIONS OF FREQUENCY WORD ORDER	I go running five times a week .	<input type="checkbox"/>	8.3
ADVERBS OF FREQUENCY WORD ORDER WITH "BE"	I often take the train. The traffic is often very bad.	<input type="checkbox"/>	8.6
PHRASAL VERBS	I get up early every day.	<input type="checkbox"/>	9.1
ADJECTIVE ORDER	She has beautiful, curly brown hair.	<input type="checkbox"/>	11.1
PRESENT CONTINUOUS	She is wearing a red dress.	<input type="checkbox"/>	13.1

15 Daily routines

Collocations are groups of words that are often used together in English. You can use them to make your spoken English sound more natural.

 **New language** Collocations

Aa Vocabulary Routines and chores

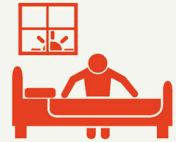
 **New skill** Talking about your day

15.1 KEY LANGUAGE COLLOCATIONS

Many household chores are described using collocations. Often the definite article ("the") is included.

COLLOCATION

He makes the bed every morning.



English speakers would usually say "make" rather than "do" or "tidy" in this sentence.

"The" sounds more natural than "his" in this sentence.



15.2 FURTHER EXAMPLES COLLOCATIONS

She **mows the lawn** every week.



I **walk the dog** every day.



I **do the cooking** every evening.

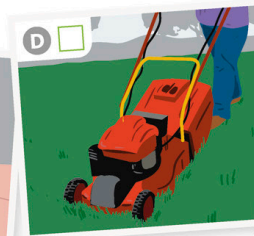
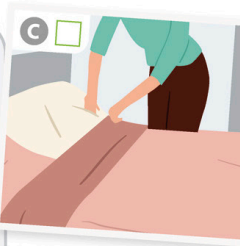


They **do the laundry** every Sunday.



15.3 LISTEN TO THE AUDIO, THEN NUMBER THE PICTURES IN THE ORDER THEY ARE DESCRIBED

Tatiana is visiting her friend Laura and they are talking about household chores.



15.4 KEY LANGUAGE COLLOCATIONS IN DIFFERENT TENSES

Collocations can be used in different tenses by changing the form of the verb.

PAST SIMPLE

He folded the towels this morning.



She did the dishes this afternoon.



PRESENT CONTINUOUS

He's watering the plants now.



They're clearing the table after lunch.



FUTURE WITH "WILL"

I'll sweep the floor this afternoon.



I'll load the dishwasher in a minute.



15.5 REWRITE THE NOTE, CORRECTING THE ERRORS

Hi Bill,
The landlord is visiting tomorrow so please could you broom the floor, water the dishes, wet the plants, set the dishwasher, and cut the lawn?
Thanks,
Mandy

Hi Bill,
The landlord is visiting tomorrow so please could you sweep the floor,



15.6 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

I'll clear the table later.

1 He's _____ the laundry now.

2 She _____ the plants every day.

3 Last night, they _____ the dog.

4 On Sunday, he'll _____ the lawn.

5 He _____ the dishes last night.

15.7 KEY LANGUAGE PRESENT SIMPLE AND PRESENT CONTINUOUS

The present simple describes routine actions. The present continuous describes actions that are occurring right now.

PRESENT SIMPLE (ROUTINE ACTION)

PRESENT CONTINUOUS (ACTION HAPPENING NOW)

I usually **cook** at home, but I'm **eating out** tonight.



15.8 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

He usually **relaxes** / ~~is relaxing~~ at home in the evenings, but tonight ~~he plays~~ / **he's playing** tennis.

- 1 I'm doing / I do the laundry on Tuesdays, but this Tuesday we had visitors so I do / I'm doing it today.
- 2 He normally goes out / is going out for dinner, but he's cooking / he cooks at home tonight.
- 3 I go / I'm going to the gym every day after work, but today I'm having / I have coffee with a friend instead.
- 4 I'm shopping / I shop for clothes on my own today, but usually my friend comes / is coming with me.



15.9 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Maya visits her sister, Gita, to go shopping, but Gita is busy with chores.

Do Maya and Gita go shopping on Mondays?

Never Usually Always

- 1 When does Gita usually do her laundry?
Weekends Fridays Tuesdays
- 2 When is Gita cleaning the house?
Tuesday Now Tomorrow
- 3 Is this Gita's normal routine?
Yes No Sometimes
- 4 What do Gita and Maya usually do after shopping?
Go for a run Have lunch Go home
- 5 Who usually sweeps her floor?
Raj Maya Gita



15.10 READ THE ARTICLE AND ANSWER THE QUESTIONS



What does Susie do every morning?

Susie walks the dog every morning.

1 What does Susie also usually do when cleaning?

2 Does she usually wear elegant clothes at home?

3 What is Susie doing at the moment?

4 Who normally helps Susie with the chores?

5 Why doesn't Susie like mowing the lawn?

15 CHECKLIST


Collocations

Aa Routines and chores


Talking about your day

17 Comparing places

You can use modifiers before comparatives and superlatives to compare places, such as geographical features, in more detail.

 **New language** Modifiers

Aa Vocabulary Geographical terms

 **New skill** Describing and comparing places

17.1 KEY LANGUAGE COMPARATIVES WITH MODIFIERS

Use modifiers before comparatives to be more precise about the comparison you are making.

The tree is **a lot** **much** taller than the building.

These modifiers mean there is a big difference between the things you are comparing.

These modifiers mean there is only a small difference between the things you are comparing.

The tree is **a bit** **slightly** taller than the building.



TIP

You can't modify comparatives with "very."

17.2 KEY LANGUAGE LONG COMPARATIVES WITH MODIFIERS

The palace is **much more** beautiful than the factory.

The modifier goes before "more."

Form long comparatives by putting "more" before the adjective.



17.3 LOOK AT THE PICTURES AND CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE



The tree is ~~a bit~~ / **much** taller than the house.

3



The window is **slightly** / ~~much~~ wider than the door.

1



The mountain is **much** / ~~a bit~~ taller than the hill.

4



The lighthouse is ~~a bit~~ / **a lot** taller than the statue.

2



The church is ~~a lot~~ / **slightly** taller than the café.

5



The castle is **much** / ~~slightly~~ bigger than the hotel.

17.4 KEY LANGUAGE SUPERLATIVES WITH MODIFIERS

You can use “easily” or “by far” to make superlative adjectives stronger, or “one of” to show that the superlative belongs to a group of things.

The clock tower is **{easily
by far}** **the tallest** building in the town.

These modifiers make the superlative stronger.
You cannot use them with comparatives.



The clock tower is **one of the tallest** buildings in the town.

“One of” makes the superlative part of a group.

If you use “one of” with superlatives, the noun must be in plural form.



17.5 KEY LANGUAGE LONG SUPERLATIVES WITH MODIFIERS

This is **by far the most expensive** shop in the street.

The modifier goes before “the.”

Form long superlatives by putting “the most” before the adjective.



17.6 SAY THE SENTENCES OUT LOUD, CORRECTING THE ERRORS

This tree is much the tallest.

This tree is by far the tallest.



4 India is one of the largest country in Asia.



1 Spain is very warmer than Scotland.



5 The sea is by far colder than the pool.



2 Your house is more much beautiful than mine.



6 This is the most easily expensive hotel in town.



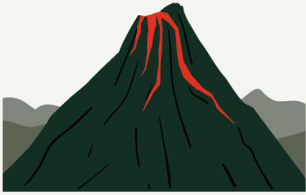
3 The Nile is longer a bit than the Amazon.



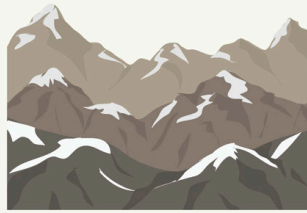
7 The tower is a lot the tallest building here.



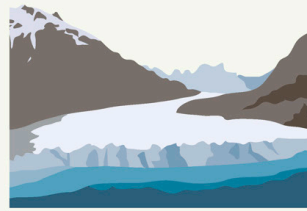
17.7 VOCABULARY GEOGRAPHICAL TERMS



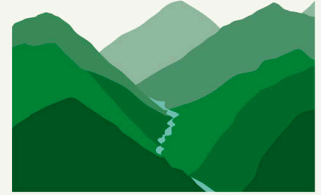
volcano



mountain range



glacier



valley



17.8 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Umar and Sharon are taking a quiz about places around the world.

Umar thinks the Himalayas are...

- the tallest mountain range**
- the highest mountain
- much longer than the Andes

- 1 Sharon thinks the Andes are...
 - a bit longer than the Himalayas
 - much longer than the Himalayas
 - slightly longer than the Himalayas
- 2 What does Umar say about the Niagara Falls?
 - It's one of the tallest waterfalls
 - It's the longest river
 - It's by far the tallest waterfall
- 3 What does Umar say is off the coast of Japan?
 - The highest mountain
 - The Khone Falls
 - The biggest volcano

- 4 What does Umar think is found in Antarctica?

- The largest glacier
- The coldest glacier
- The widest glacier

- 5 Umar says the Pacific Ocean is...

- a bit bigger than the Atlantic Ocean
- easily the biggest ocean
- much bigger than the Atlantic Ocean

- 6 Umar says Canada's coastline is...

- longer than Australia's coastline
- by far the longest coastline
- shorter than Australia's coastline

- 7 Sharon says Canada is...

- the world's biggest country
- a lot bigger than Australia
- a bit bigger than Australia



rainforest



waterfall



cliff



ocean



17.9 READ THE ARTICLE AND ANSWER THE QUESTIONS

Antarctica is easily the coldest continent on Earth.

True False

1 Death Valley is the driest place in the world.

True False

2 The Atacama Desert is a lot drier than Death Valley.

True False

3 Helsinki has much more daylight time than Reykjavik.

True False

4 The Congo rainforest is the largest one on Earth.

True False

5 The Amazon is slightly bigger than the Congo.

True False

6 The wettest place on Earth is in India.

True False



Did you know?



- 1 **Antarctica** is by far the coldest and windiest continent on Earth. It's covered by permanently frozen ground.
- 2 **Death Valley** in California is the hottest place in the world, with temperatures of around 130°F. It's also one of the driest places in the world.
- 3 **The Atacama Desert**, in Chile, is much drier than Death Valley. Some parts of the desert have had no rain for more than 400 years.
- 4 **Reykjavik**, in Iceland, has only 4.07 hours of daylight in December. Helsinki has slightly more daylight time than Reykjavik; around 5.5 hours.
- 5 The two largest rainforests on Earth are the **Amazon** and **the Congo**, but the Amazon is much bigger than the Congo.
- 6 The wettest place on Earth is **Mawsynram**, in India, where the average rainfall is 11,871 mm per year.

17 CHECKLIST



Modifiers

Aa Geographical terms



Describing and comparing places

18 Likes and dislikes

In English, many adjectives are formed by adding “-ing” or “-ed” to verbs. These adjectives often have different meanings and can be used to describe likes and dislikes.

 **New language** Adjectives with “-ing” and “-ed”

 **Vocabulary** Feelings and emotions

 **New skill** Talking about likes and dislikes

18.1 KEY LANGUAGE ADJECTIVES WITH “-ING” AND “-ED”

Adjectives that end in “-ing” describe the effect something has.

Adjectives ending in “-ed” describe how something is affected.



The spider is **frightening**.

The spider causes fright.

The man is **frightened**.

The man experiences fright.



18.2 FURTHER EXAMPLES ADJECTIVES WITH “-ING” AND “-ED”



The fireworks are **amazing**.
She is **amazed**.



The wasp is **annoying**.
He is **annoyed**.



The roller coaster was **thrilling**.
They were **thrilled**.



The vacation is **relaxing**.
He is **relaxed**.



18.3 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

I am **exciting** / **excited** about the football game.

① This movie is really **bored** / **boring**.

② That meal was **disgusting** / **disgusted**.

③ Your lecture was really **interested** / **interesting**.

④ I'm really **thrilled** / **thrilling** about our trip!

⑤ The movie was very **exciting** / **excited**.

⑥ I always feel **relaxing** / **relaxed** after a bath.

⑦ I'm really **shocked** / **shocking** by the news.



Aa

18.4 READ THE ARTICLE AND MATCH THE DEFINITIONS TO THE HIGHLIGHTED ADJECTIVES

FILMS

Film review: Sharp Suits

Although the chase scene is **exhausting**, this is a fascinating film. Some may find Julia Mill's quirky performance **annoying** and be **confused** by her constant misunderstandings, but her superb comic timing kept me **amused**. Don't be misled by the comedy as there are some **depressing** scenes. The ending is shocking, but **amazing**! This film is a summer "must-see!"

- | | | |
|---|-------------|------------|
| | tiring | annoying |
| 1 | fantastic | amazing |
| 2 | irritating | exhausting |
| 3 | puzzled | confused |
| 4 | very sad | amused |
| 5 | entertained | depressing |



Aa

18.5 FILL IN THE GAPS USING THE WORDS IN THE PANEL

I was thrilled that I won the swimming race.

- The yoga class was great. I feel very _____.
- It's _____ that the show has been postponed.
- The film was _____. The special effects were very good.
- I'm really tired. The marathon was _____.

exhausting
annoying
amazing
relaxed

~~thrilled~~



18.6 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



A newspaper reporter talks to various people about a local library closing down.

Dean is excited about the library closing.

True False

- Aki understands why the decision was made.
True False

- Hannah is annoyed that she wasn't consulted.
True False

- Mr. Wood is depressed about the news.
True False

- Mrs. Tana thinks the committee's plan is funny.
True False

18.7 KEY LANGUAGE MODIFYING WORDS

"Quite," "really," and "absolutely" can be used to modify how much you like or don't like something. These modifying words must go before the verb.

In UK English "quite" doesn't have as strong an emphasis as "really." In US English the emphasis is stronger.

"Really" is used when you mean "a lot more."

"Absolutely" is used in extreme forms.

I **quite** enjoy cycling.

You can use "quite" before "enjoy" and "like."



I **really** like cycling.

You can use "really" before "like," "love," "enjoy," "don't like," and "hate."



I **absolutely** love cycling.

You can use "absolutely" before "love" and "hate."



18.8 FURTHER EXAMPLES MODIFYING WORDS



He **quite** likes playing tennis.



I **really** don't like cooking.



He **really** loves eating cake.



She **really** hates waking up early.



She **really** enjoys playing guitar.



They **absolutely** hate singing.



18.9 ⚠ COMMON MISTAKES

Some combinations of modifying words and verbs are wrong.

I **quite** love cycling. ❌

Don't use "quite" before "love," "don't like," or "hate."

I **absolutely** enjoy cycling. ❌

Don't use "absolutely" before "like," "enjoy," or "don't like."



18.10 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

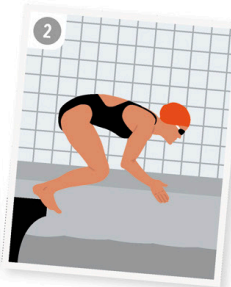
I ~~quite~~ / really love going to the movie theater.

- 1 I **absolutely** / quite hate traveling to the city.
- 2 I **really** / absolutely enjoy reading books.
- 3 I **absolutely** / quite like swimming.
- 4 I **quite** / really hate driving to work.





18.11 LISTEN TO THE AUDIO AND MATCH THE IMAGES TO THE PHRASES



really like

absolutely love

quite like

really hate

absolutely hate

18 CHECKLIST



Adjectives with “-ing” and “-ed”

Aa Feelings and emotions



Talking about likes and dislikes

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 15-18

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
COLLOCATIONS	He makes the bed every morning.	<input type="checkbox"/>	15.1
PRESENT SIMPLE AND PRESENT CONTINUOUS	I usually cook at home, but I'm eating out tonight.	<input type="checkbox"/>	15.7
SEPARABLE PHRASAL VERBS	He is picking up litter. He is picking litter up	<input type="checkbox"/>	16.1
COMPARATIVES WITH MODIFIERS	The tree is a lot taller than the building. The tree is slightly taller than the building.	<input type="checkbox"/>	17.1
SUPERLATIVES WITH MODIFIERS	The clock tower is easily the tallest building in the town.	<input type="checkbox"/>	17.4
ADJECTIVES WITH “-ING” AND “-ED”	The spider is frightening . The man is frightened .	<input type="checkbox"/>	18.1
MODIFYING WORDS	I quite enjoy cycling. I really like cycling.	<input type="checkbox"/>	18.7