



## Jesus and Mary's Senior School -Year 9-

### PLAN DE CONTINUIDAD PEDAGOGICA

Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup>

Dear Students,

We hope you are taking care of yourselves and your families by staying home and following the health recommendations.

Here you will find some activities for this week. The grammar activities will be corrected in class as soon as we go back to school. The writing task, on the other hand, should be sent by email to [year-9@colegiojesusmaria.edu.ar](mailto:year-9@colegiojesusmaria.edu.ar) on Thursday 26<sup>th</sup> in a Word file saved under your name.

Do not hesitate to contact us should you have any doubts and/or comments.

Looking forward to seeing you again.

Lourdes & Mariana

### Grammar – Present Time

#### A) Read the explanations and complete the activities.

#### Explanations

Present simple:  
frequency  
adverbs

- Frequency adverbs are often used with present simple. They explain how often someone does an action, or something happens.

<i>always</i>	✓✓✓✓✓	<i>I always get up at 7.00.</i>
<i>often</i>	✓✓✓✓	<i>Pat often goes to football matches.</i>
<i>usually</i>	✓✓✓	<i>It usually rains when I go on holiday!</i>
<i>sometimes</i>	✓✓	<i>We sometimes eat pizza for lunch.</i>
<i>rarely</i>	✓	<i>Jane rarely listens to jazz.</i>
<i>never</i>	-	<i>My bus never arrives on time.</i>

- Note that the frequency adverb goes between the pronoun (*I, she, etc.*) or person and the verb. Other frequency adverbs are: *seldom* (✓), *hardly ever* (✓), *occasionally* (✓✓), *normally* (✓✓✓), *frequently* (✓✓✓✓).
- Frequency adverbs used with the verb *be* come after the verb.  
*Jim is usually late.*

State and event verbs

- Some verbs are usually used in present simple and not in present continuous. These are sometimes called state verbs, because they describe continuing states, not sudden actions.
- *having and being*  
*belong to, contain, cost, depend on, have, own*
- *thinking and feeling*  
*believe, forget, like, hate, know, prefer, understand*
- Some verbs are more common as state verbs in present simple, and change their meaning when they are used as event verbs in present continuous. Event verbs describe actions.  
*I have two sisters.* (permanent)  
*I'm having problems with this computer.* (a temporary action)  
Examples include *be, have, taste, think.*
- Some state verbs can be used to describe temporary feelings.  
*How are you getting on at your new school?*  
*I'm hating it!*

Simple and continuous contrasts

Simple forms usually describe states which are permanent or a fact. Continuous forms describe events which are happening at this moment. They will not continue for ever, or are not complete, and are temporary or in progress.

- I live in Budapest.* (permanent)
- I'm living in Budapest.* (temporary)
- This plane lands in Frankfurt.* (a fact)
- We're landing.* (in progress)

Future reference

- Present continuous is also used to describe a future arrangement. There is usually a future time expression. This reference to the future emphasizes an event already arranged.  
*Paul is leaving early tomorrow morning.*  
*My parents are buying me a mountain bike for my birthday.*  
This future reference is common when we describe social arrangements.  
*Are you doing anything on Saturday? We're going skating.*

Other problems

- *feel*  
Sometimes there is only a small difference of meaning between simple and continuous.  
*I feel awful! I'm feeling awful!*  
When we use present continuous, it suggests that we are asking whether any change has occurred.  
*How are you feeling now? Are you any better?*
- Present perfect  
Check with Unit 6 about uses of present perfect tenses for situations which might seem to refer to present time.  
*Sue is staying with Jill.* (temporary situation)  
*Sue has been staying with Jill since March.* (time until now)
- Present continuous with *always*  
We can use *always* with present continuous when we are complaining about actions which we find annoying. We emphasize *always* in speech in this case.  
*You're always forgetting your keys!*
- Historic present  
In informal speech or in telling jokes present simple is used to describe narrative events in the past. This is also used in written summaries of film or serial plots.  
*A man walks into a bar and asks for a glass of water ...*  
*The story so far: Michael meets Susan in the library and tells her about the missing earrings ...*

## Practice

Choose the correct sentence in each context.

- a) You want to invite a friend to your party on Friday. You say:
  - 1) I have a party on Friday. Do you want to come?
  - 2) I'm having a party on Friday. Do you want to come?
- b) You find a wallet on your desk and ask the people nearby:
  - 1) Who does this wallet belong to?
  - 2) Who is this wallet belonging to?
- c) A friend invites you to a snack bar at lunch time. You say:
  - 1) Thanks, but I always go home.
  - 2) Thanks, but I'm always going home.
- d) A friend opens the door and says: What are you doing? You reply:
  - 1) I work as a secretary.
  - 2) I'm repairing the computer.
- e) A friend asks: Do you like lemon tea? You reply:
  - 1) I prefer tea with milk.
  - 2) I'm preferring tea with milk.
- f) You haven't decided yet about buying a new bike. You say:
  - 1) I think about it.
  - 2) I'm thinking about it.
- g) A friend asks you if you have finished the book she lent you. You say:
  - 1) Sorry, I still read it.
  - 2) Sorry, I'm still reading it.
- h) It is a hot day, but a friend has a heavy coat on. You ask:
  - 1) Why are you wearing a heavy coat?
  - 2) Why do you wear a heavy coat?

Choose the correct word or phrase underlined in each sentence.

- a) That can't be right! I don't believe / I'm not believing it!
- b) Carol can't swim today. She has/is having a cold.
- c) See you in the morning. I leave / I'm leaving now.
- d) What do you do/are you doing? If you drop it, it will explode!
- e) Stop doing that, Billy! You are / You are being very silly.
- f) I drive / I'm driving! You can sit in the back with Martin.
- g) What do we eat/are we eating this evening? I'm really hungry!
- h) You're a great cook! This cake tastes/is tasting wonderful.
- i) Where do you go/are you going? I haven't finished speaking to you!
- j) Chemistry is hard. I am not understanding / I don't understand it.

Put each verb given into present simple or present continuous.

- a) Ugh, don't show me that picture! I (hate) ...*hate*..... spiders!
- b) Who (you, go with) ..... to the match on Saturday?
- c) In the winter, what (you, wear) ..... ?
- d) I can't stand horror films. I (think) ..... they're really silly!
- e) Diana (not, usually, sit) ..... next to Ellen.
- f) Why (you, look at) ..... me like that? Have I done something wrong?
- g) Excuse me, but (this bus, stop) ..... outside the Post Office?
- h) I (not take) ..... the bus to school today. My mother (give) ..... me a lift.

Choose a sentence from a) to h) which is the best continuation of the conversations beginning 1) to 8).

- 1) What do you usually do on your birthday? ..a.
  - 2) Would you like to meet again on Saturday? .....
  - 3) What do you usually do when there is an earthquake? .....
  - 4) Have you finished your homework? .....
  - 5) What are you doing? .....
  - 6) What are you doing on Friday? .....
  - 7) Are you in the school basketball team? .....
  - 8) What do you do? .....
- a) I have a party.
  - b) I lie under the table.
  - c) I work in a travel agency.
  - d) Yes, we play every Friday.
  - e) I'm still doing it.
  - f) It's hot in here. I'm opening some windows.
  - g) I'm going back to Canada tomorrow.
  - h) I'm having a party.

Put each verb given into present simple or present continuous.

- a) What (usually, you, do) ...*do you usually do*... at the weekend?
- b) Don't worry about the cat. It (only eat) ..... once a day.
- c) I can't work out the answer. (you, know) ..... what it is?
- d) What's the matter? Why (you, stare) ..... at me like that?
- e) Excuse me, but (you, speak) ..... English? I'm looking for a hotel.
- f) Helen (stay) ..... with her brother while her house is being repaired.
- g) You should go on a diet. (you, put) ..... on weight.
- h) (they, speak) ..... French or German? I can't tell the difference.

## Grammar – Making Comparisons

### B) Read the explanations and complete the activities.

#### Explanations

Formation of comparatives and superlatives

- Adjectives  
Comparative adjectives with one syllable are normally formed by adding *-er* to the adjective. In one syllable words ending with one consonant, the final consonant is doubled. Words ending in consonant + *-y* change *-y* to *-i*.  
Superlative adjectives are normally formed by adding *-est* to the adjective.  
*long – longer    big – bigger    dry – drier*  
*long – longest    big – biggest    dry – driest*
- Comparative adjectives with two or more syllables are normally formed with *more*. Superlative adjectives with two or more syllables are normally formed with *most*. There are some exceptions.  
*modern – more modern    interesting – more interesting*  
*modern – most modern    interesting – most interesting*
- Some adjectives with two syllables can form in either way.  
*common    commoner/commonest    more/most common*  
Others include: *quiet, tired* and words ending *-ow, -le* and *-er*.
- Adverbs  
Comparative adverbs are normally formed with *more*. Superlative adverbs are normally formed with *most*.  
*Can you work more quickly?*  
*The film ended most happily.*

## Irregular forms

- Adjectives

Irregular comparatives and superlatives:

<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much/many</i>	<i>more</i>	<i>most</i>

When we describe family members we can use:

*old elder eldest*

*This is my elder brother. Jane is their eldest daughter.*

- Adverbs

Many commonly used adverbs have comparative and superlative forms in *-er* and *-est*. These include: *early, far, fast, hard, late*. In informal speech *loud, quick, slow* are also formed in this way.

*Could you drive more slowly, please?*

*Could you drive slower, please?* (informal)

## Meaning of comparatives and superlatives

Comparatives are used to compare two separate things. Superlatives compare one thing in a group with all the other things in that group.

Comparative *Mary is a better player than Monica.*

Superlative *Sarah is the best player in the team.*

Note that *the* comes before a superlative if a noun follows.

Superlatives can be used without nouns. *The* is still used.

*Sarah is the greatest!*

Making comparisons

- *Than* is used with comparatives.  
*Mary is better than Monica.*  
*Mary is a better player than Monica.*
- Note that when we compare actions, we use an auxiliary instead of repeating the verb.  
*Mary plays better than Monica does.*  
*You've done more work than I have.*  
We can also say:  
*Mary plays better than Monica.*  
*You've done more work than me.*
- *just as ... as* is used when the things compared are equal.  
*Mary is just as good as Cathy.*  
*Mary is just as good a player as Cathy.*
- *not as ... as* is used when we compare things negatively.  
*Cathy is not as good as Mary.*  
*Cathy is not as good a player as Mary.*
- *more and less than* is used for longer adjectives.  
*This game is more interesting than the last one.*  
*I think this game is less interesting than that one.*

Intensifiers

When we make comparisons the adjective is often strengthened with an intensifier.

*This house is much/a lot/far bigger than that one.*

We can also use intensifiers with *more/less*

*The Italian film was much more interesting than this one.*

*That film was far less frightening than this one.*

## Practice

Choose the correct word or phrase underlined in each sentence.

- The fish was so tasty as / as tasty as the meat.
- This book is the most interesting / the more interesting I've ever read.
- This temple is the eldest / oldest in Europe.
- That dress is a lot longer than / that the other one.
- Nothing is worse / worst than being stuck in a traffic jam.
- That skyscraper is one of the taller / tallest buildings in the world.
- The test wasn't as hard as / hard as I thought.
- Actually, today I feel more bad / worse than I did yesterday.
- Our journey took longer than / the longest we expected.
- Could you work more quietly / more quieter please?

Complete each sentence with a comparative or superlative form of the adjective given. Include any other necessary words.

- a) The Nile is *the longest* river in the world.  
long
- b) I was disappointed as the film was ..... than I expected.  
entertaining
- c) Most planes go a lot ..... trains.  
fast
- d) Yesterday was one of ..... days of the year.  
hot
- e) I think this book is much ..... the other one.  
good
- f) The twins are the same height. Tim is ..... Sue.  
tall
- g) The first exercise was easy but this one is .....  
difficult
- h) The Mediterranean is not ..... the Pacific Ocean.  
large
- i) This classroom is ..... the one next door.  
big
- j) This is ..... television programme I've ever watched.  
bad

Rewrite each sentence beginning as shown so that it has a similar meaning to the first sentence.

- a) David is a better runner than Paul.  
Paul is not *as good a runner as David (is)*.....
- b) Nobody in the class is taller than Carol.  
Carol is the .....
- c) I haven't written as much as you.  
You've written .....
- d) We expected the play to be better.  
The play wasn't .....
- e) Jane's hair isn't as long as Helen's.  
Helen's hair is .....
- f) No student in the school is noisier than I am!  
I am the .....
- g) This exhibition is much more interesting than the last one.  
The last exhibition was not .....
- h) This is as fast as the car can go.  
The car can't .....
- i) This bike is not as expensive as the green one.  
The green bike is .....
- j) Kate ate much less than George did.  
Kate didn't .....



Put one suitable word in each space.

- a) Our team is *just* as good as your team. They are both the same.
- b) This is one of ..... famous paintings in the world.
- c) Everyone did ..... work Harry .....
- d) You're not a safe driver! You should drive ..... slowly.
- e) Ann is taller ..... Mike but their son Dave is ..... tallest in the family.
- f) What an awful book. It's one of ..... interesting I've ever read.
- g) It makes no difference, because this road is ..... bad ..... that one.
- h) Today is ..... cold ..... yesterday, so I'm wearing my shorts.
- i) Nobody knows ..... about electronics ..... Tina .....
- j) I don't think that pet cats are ..... friendly ..... pet dogs.

Rewrite each sentence so that it has a similar meaning and contains the word given.

- a) Could you not talk so fast, please?  
slowly  
*...Could you talk more slowly, please?.....*
- b) The last film we saw was more frightening than this one.  
as  
.....
- c) Nobody in the class cooks better than Sam.  
best  
.....
- d) I haven't eaten as much as you.  
more  
.....
- e) Supermarkets are more convenient than small shops.  
as  
.....
- f) Skating isn't as exciting as skiing.  
more  
.....
- g) Richard doesn't work harder than Alan.  
just  
.....
- h) Jack isn't as interested in football as his brother is.  
more  
.....
- i) Bill is the youngest in the family.  
older  
.....

## WRITING

### **Writing task: The Judge's House**

You are the doctor and the first person to reach Moore. Write a letter to your friend to tell him the horrible scene you found when you opened the door of the house and saw Moore. (120 words) Do not forget to check punctuation and organization.

## **Informal Letter Structure**

- ➔ Title (Dear Anna, Dear Dad etc.....)
- ➔ Explanation - Reason for writing
- ➔ Paragraph 1 - First point with detail
- ➔ Paragraph 2 - Second point with detail
- ➔ Paragraph 3 - Third point with detail
- ➔ Closing sentence - (I look forward to seeing you.... etc)
- ➔ Signing off - (All the best / See you soon!.... etc)
- ➔ Name (Made up - or your own)