



English for Non- Specialists

الفرقة: الأولى

برنامج: العلوم باللغة الإنجليزية

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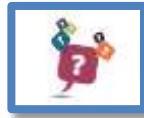
الرموز المستخدمة



نص للقراءة والدراسة.



فيديو للمشاهدة.



أسئلة للتفكير والتقييم الذاتي.



رابط خارجي.



تواصل عبر مؤتمر الفيديو.



أنشطة ومهام.

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II. Grammar Exercise

1. Jean Piaget

(1896-1980)

Jean Piaget (1896-1980) was a Swiss developmental psychologist and philosopher. Originally trained as a botanist, he developed one of the most important theories of cognitive development in the field of developmental psychology. He was born in the French-speaking part of Switzerland. The son of a university professor, Jean was an intellectually precocious child who was interested in the natural world and the subject of biology. Piaget was growing up during a time when Sigmund Freud's theory and practice of psychoanalysis was developing and becoming popular, which also influenced his interests.

After graduating from his university studies, Piaget moved to Paris and taught at a school directed by Alfred Binet, who developed standardized intelligence tests still used today. As he helped to score Binet's tests, Piaget noticed patterns of consistent errors made by younger children but not by older children and adults. He formed a hypothesis that young children thought differently than adults. This was the germ of what would eventually become his theory of progressive, distinct stages of cognitive development that people go through universally as they grow.

Piaget went from France back to Switzerland in 1921, where he directed the Rousseau Institute in Geneva. When he and his wife had three children of their own, he studied their behavior and learning from their births and through their childhoods. He used the techniques of direct observation and the case study, a method of developing an in-depth, multidimensional profile of each individual child. Piaget described children as “little scientists” who learned through exploring, interacting with, and acting upon their environments.

Piaget proposed in his theory that in learning, just as in biology, humans adapt to their environments through processes of assimilation and accommodation. He proposed that babies form mental constructs to represent their world, which he called schemata. An infant assimilates new information by fitting it into an existing schema. When it will not fit, the child accommodates to it by modifying an existing schema or forming a new one. Because of his emphasis on children’s roles in actively constructing their own knowledge of reality, Piaget has been called a great pioneer of constructivism, the theory that people build knowledge based on interactions between their thoughts and experiences.

1. According to this passage, Piaget’s first scientific discipline was:

A. Botany.

B. Developmental psychology.

C. Philosophy.

D. Cognitive development.

E. None of these.

2. Piaget's proposal of human adaptation to the environment was an application of a principle of:

A. Freudian psychoanalysis.

B. The biology he studied.

C. Binet's intelligence test.

D. Direct child observation.

E. None of these.

3. What is correct about Piaget's experience with Alfred Binet's intelligence tests, according to the passage?

A. Piaget helped Alfred Binet by developing the intelligence tests.

B. Piaget found the tests were inappropriate for younger children.

C. Piaget felt younger children thought differently than adults did.

D. Piaget identified error patterns that invalidated the test results.

E. None of these

4. Piaget's theory involved which of these?

A. A gradual and continuous progression of cognitive development

B. Completely different progression from one individual to the

next

C. The premise that younger children make errors but adults do not

D. Universal progressive stages of development all humans undergo

E. None of these

5. The theory that humans build knowledge from interactions between their thoughts and experiences is called:

A. Biology.

B. Constructivism.

C. Cognitive development.

D. Developmental psychology.

E. None of these.

Questions 6-10:

Jean Piaget's theory states that infants are in a sensorimotor stage of cognitive development, wherein they get information through their senses, engage in motor activities, and receive feedback from the environment about the effects of their motor actions. He formed these ideas by watching his own children, and those of his university professor colleagues, as they learned about their surroundings through trial and error and discovery.

Piaget called his second stage the preoperational stage, from around ages 2-7 years. Children are acquiring motor skills at this time. Their thought is characterized by egocentrism, thinking everything revolves around them with an inability to assume others' viewpoints. Animism—attributing human characteristics and behaviors to inanimate objects—and magical thinking—the belief that their thoughts or actions cause unrelated external events—are typical. Children are not yet capable of thinking logically or of conservation, the ability to retain mentally such properties as amount, number, or volume despite changes in shape, appearance, or arrangement.

In the following stage of concrete operations which lasts until around age 11, children begin to think logically and perform what Piaget termed mental operations; but they can only do these relative to concrete objects they can see, touch, and manipulate. They can thus learn simple arithmetic and science. They no longer think egocentrically. They can solve conservation problems involving concrete materials, first realizing that quantities of solids or liquids are the same even when their shapes or the shapes of their containers are changed; and that the number of objects remains constant even when they are arranged differently. However, they are not yet capable of thinking abstractly or performing entirely mental operations.

In Piaget's stage of formal operations, which begins just before puberty and continues into adolescence and adulthood, youngsters develop the ability to perform wholly mental operations and to consider logical arguments and philosophical ideas. They understand abstract concepts such as justice, democracy, truth, and beauty, and can consider moral issues. In fact, Piaget also developed a theory of moral development accompanying his theory of cognitive development. This influenced later developmental psychologists like Lawrence Kohlberg, who used it as a basis for his own developmental theory of moral reasoning, which expanded on the foundations that Piaget had provided.

6. According to this passage, _____ are in Piaget's preoperational stage of cognitive development.

- A. Toddlers
- B. Infants
- C. Teens
- D. Adults
- E. Unknown

7. If a child believes that his disobedience caused a thunderstorm, this is most specifically an example of what Piaget termed:

- A. Animism.
- B. Magical thinking.

- C. Egocentrism.**
- D. Conservation.**
- E. None of these.**

8. Which of these is correct about the stage of concrete operations, according to this passage?

- A. Children can think abstractly during this stage.**
- B. Children still think egocentrically in this stage.**
- C. Children can think logically during this stage.**
- D. Children cannot perform mental operations.**
- E. None of these is available from the passage.**

2. Autism

Autism is a brain development disorder that impairs social interaction and communication and causes restricted and repetitive behavior, all starting before a child is three years old. The genetics of autism are complex and it is generally unclear which genes are responsible for it. Autism affects many parts of the brain but how this occurs is also poorly understood. Autism is strongly associated with agents that cause birth defects. Other proposed causes, such as childhood vaccines, are controversial and the vaccine hypotheses lack convincing scientific evidence. The number of people known to have autism has increased dramatically since the 1980s. Parents usually notice signs in the first two years of their child's life. Early behavioral cognitive intervention can help children gain self-care, social and communication skills but there is no cure for it. Few children with autism live independently after reaching adulthood, but some become successful and an autistic culture has developed, with some seeking a cure and others believing that autism is a condition rather than a disorder.

1. According to the passage, autism is a developmental disorder of the human brain:
 - A) that gives its first signs early in the childhood period.
 - B) which is caused by childhood vaccines

- C) which can't be diagnosed until after the child is three years old
- D) for which there has been a successful cure in recent years
- E) whose causes have been fully understood

2. It can be understood from the passage that autism ----.

- A) is caused by a childhood vaccine that affects the development of the brain
- B) is accepted as a condition rather than a disorder by all specialists
- C) is a condition in which a child suffers from severe pains in the head
- D) was a more prevalent disorder in the past than it is today
- E) is characterized by abnormalities of behavior patterns

3. It can be understood from the passage that ----.

- A) autistic children cannot hear the sounds and are unable to talk with others
- B) even if the treatment for autism starts early, the child doesn't have any chance to recover completely

- C) when they become an adult all autistic people can live as actively as normal people do
- D) people with autism should be encouraged to live on their own
- E) scientists know which genes are responsible for the development of autism

3. Disability

The World Health Organization (2012) defines 'disability' as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. Some common types of disabilities that fall under the scope of this definition are physical (mobility) disability, vision disability, hearing disability and learning disability. However, people with disabilities cannot be termed as abnormal just because they cannot perform activities which an able-bodied person can do. Since these people are in the minority, they are usually looked down upon by society at large. Due to this fact, people with disabilities face a lot of problems such as social isolation and discrimination.

Social isolation-a major issue faced by people with disabilities-is a state in which a person lacks face-to-face contact with other people living in the community. People who have physical disabilities and those who are blind are bound to face this problem. As a result of their disabilities, they have limited freedom of movement to allow them to go out and socialize with others. A wheelchair-bound person, for example, finds it difficult to get into a taxi without the help of another person.

A person who is visually-impaired will not be able to drive and needs assistance to move about. Thus, they tend to isolate themselves and do not participate in activities outside the safety of

their homes. They feel that they are burdening other people with their disability. In addition, they also lose their sense of belonging in society. People in the community are partly to blame for this due to their lack of sensitivity in understanding the needs of disabled people. They may fail to see that disabled people also need to go out and meet people, so that they too will have a chance of nurturing healthy relationships. People with disabilities who live in social isolation become lonely and can easily give up hope on life. According to Dr Stephen Sheppard (as cited in Wassom, n.d.), a clinical psychologist from University of Utah Rehabilitation Center, social isolation affects the emotional well-being of people with disabilities and this makes them depressed, anxious and insecure. Thus, social isolation is a risk factor to people with disabilities, resulting in loneliness and emotional instability, and cannot be viewed lightly.

The second problem faced by people with disabilities is discrimination. Discrimination occurs when a person is treated unfairly or negatively due to his or her race, age, religion, gender or disability. As discrimination casts a serious negative effect on people with disabilities,

a Disability Discrimination Act 1992 was instituted. The Act (Commonwealth of Australia, 2010) states that `disability discrimination has taken place if, as a result of a person's disability, someone else treats them or proposes to treat them less positively than the discriminator would treat a person without a

disability in the similar situation.' People with disabilities usually encounter various types of discrimination such as employment discrimination, housing discrimination, education discrimination and discrimination when using public transport. For example, during an interview, a potential employee on a wheelchair would have to answer questions on whether he or she could climb a flight of stairs or whether he or she could attend a meeting which is held outside the vicinity of the workplace.

Employment discrimination experienced by people with disabilities will affect their livelihood and sometimes causes them to live in a state of poverty. All forms of discrimination against people with disabilities make it difficult for them to live a comfortable life.

In summary, people with disabilities face a lot of problems and challenges that result in frustration. They cannot run away from these feelings because they are living in a society that is not fully sensitive to their needs. Whether they like it or not, they still have to face problems such as isolation and being subjected to unfair treatment by society. They have to be emotionally strong to be able to handle life's difficulties that stand in the way of living a happy, fulfilling life.

Answer the Following Questions Based on the Passage

- 1. What do the underlined words in the passage refer to?**
- 2. What are the types of disabilities as defined by the World Health Organization?**
- 3. Should people in the community be blamed for social isolation among disabled persons? Why or why not?**
- 4. What does the writer mean by this statement: 'Employment discrimination experienced by people with disabilities will affect their livelihood and sometimes causes them to live in a state of poverty' (paragraph III)**
- 5. What is the writer's advice to disabled people?**

4. The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems. There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress. Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk. It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

Answer the Following Questions:

1. Which of the following is not a common problem caused by stress?
 - a. physical problems
 - b. anecdotal problems
 - c. mental problems
 - d. emotional problems
2. According to the essay, which of the following parts of the body does not have physical problems caused by stress.
 - a. the arms
 - b. the stomach

- c. the lungs
 - d. the heart
3. Which of the following doesn't show how stress can affect the emotions?
- a. It can make people feel nervous
 - b. It can cause panic attacks
 - c. It can make people feel elated
 - d. It can make people feel angry
4. Which of the following can result from long-term stress?
- a. Bliss
 - b. Depression
 - c. Alcoholism
 - d. Fancy
5. Choose the best answer to explain how alcoholism is caused by stress.
- a. alcohol is used to relieve stress
 - b. alcohol is popular
 - c. alcohol is a chemical
 - d. alcohol is similar to medicine
6. Which of the following is not caused by long-term stress?
- a. Bloating
 - b. Addiction
 - c. Anorexia
 - d. Alcoholism

7. Choose all of the answers that can complete this sentence:

Stress can affect the respiratory system by

.....

- a. Causing stomach problems**
- b. Causing asthma**
- c. A loss of mind**
- d. Causing breathing problems**

8. Symptoms of emotional stress include:

- a. feeling joyous**
- b. feeling hungry**
- c. feeling thirsty**
- d. feeling tired**

5. Anxiety

It is natural for children to feel worried and anxious at times, about things like friendships, speaking in front of a crowd or taking an exam. It's when the worrying continues and makes everyday life hard that anxiety becomes a problem. The good news is that with the right professional help and through developing positive coping skills, anxiety is treatable.

What is anxiety?

Anxiety is the feeling you get when you're worried or scared about something. It is a natural, human feeling of fear or panic. Afterwards, we usually calm down and feel better. Small amounts of worry and fear can help keep us safe and even protect us from danger. But sometimes anxiety can make us feel like things are worse than they actually are and can feel overwhelming. Constant worry can lead to prolonged anxiety. If anxiety is preventing your child from doing things they enjoy or they feel worried or panicky in a situation that is not stressful, then it's important to get support to help them feel better.

What causes anxiety?

It can be hard to pinpoint the exact causes of anxiety. When we face stressful situations, alarm bells go off in our brain telling us something isn't right and that we need to deal with it. To make the difficult situation go away, our brain makes us more alert,

stops us from thinking about other things and even pumps more blood to our legs to help us run away.

Anxiety in children and adolescents

Children can feel anxious about different things at different ages. Many of these worries are a natural part of growing up.

From the age of around 6 months to 3 years it's very common for young children to have separation anxiety. They may become clingy and cry when separated from their parents or caregivers. This is a normal stage in a child's development and should stop by the time they reach around 2 to 3 years old. It's also common for preschool-age children to develop specific fears or phobias, including animals, insects, storms, heights, water, blood and the dark. These fears usually go away gradually on their own. Many children feel anxious when going to a new school or before exams. Some children feel shy in social situations. If your child does not outgrow common fears and worries, or if it starts interfering with school, home or play, it may mean they need support from a mental health professional. Remember, only a doctor or a mental health professional can diagnose a mental health condition, so don't hesitate to ask your health-care provider for advice if you are worried about your child.

6. Crazy Mom's Fashion

It started 20 years ago. One day, Jane Smith, a busy mom and a loving wife, went shopping for new clothes. After a few hours of searching, she came home exhausted and disappointed. In the mid-80s, few manufacturers made clothes for women over thirty. “Thousands of women in England have the same problem, and I will help them,” – thought Mrs. Smith. With very little money, no connections in the fashion world and a husband who thought that her idea was crazy, the ambitious woman decided to start up her own business.

Jane designed her first collection of twenty clothing items, bought suitable material and sewing machines, and hired experienced tailors. The Smiths' balcony turned into a workshop. When the collection was ready, Jane offered it to a famous chain of stores. To her surprise, they bought the whole collection at once. When they asked her about the name of her company, Jane looked at her husband, smiled and said: “Crazy Mom”. The collection was sold in a very short time – women liked Jane's models. In a month, the manager of the chain ordered more clothes from “Crazy Mom” and Jane had to hire more people and find a bigger place for the workshop. The next step was opening her own shop at the central train station in Manchester.

Now “Crazy Mom” has 50 boutiques all over the world. Mr. Smith left his job as an engineer and became head of the company. Their four children also work in the company and, according to Jane, this is what makes the business so successful.

QUESTIONS:

1. Why didn't Jane manage to buy any clothes?
2. What difficulties did Jane face when starting up her business?
3. What special trait helped Jane succeed in her new career?
4. What did Mrs. Smith do in order to start her business?
5. What fact proves that that “Crazy Mom” is a successful company?

7. Students and Teachers

Different students like or dislike different subjects. However, there is one thing in common for all of them: the role of the teacher in these ‘likes’ and ‘dislikes’. It’s very hard for a student to succeed in learning a subject if he or she doesn’t like the person who teaches it.

To be sure that students are going to like a teacher the school wants to hire, the principal of one high school decided to try a new way of choosing teachers. In order to be accepted, the candidate has to be interviewed twice – first by the principal and then by the students’ committee.

Gabi Levy explains the reason for this double interview: “We, the students, want to know what kind of person our future teacher is because he or she will teach us and not the principal.” Another student adds: “It is great that our school allows us to make important decisions and influence our school life.”

The principal, Ronen Dan, agrees with his students: “The students want to know whether the candidate answers their criteria, and the administration has its own requirements. We discuss the results of each interview together and decide who can be accepted. I hope that now there will be fewer conflicts and more understanding between students and teachers in our school. This experiment teaches kids to take responsibility for their

choice. If they approve of a teacher, they can't complain that his or her requirements are unfair."

QUESTIONS:

- 1. What is the connection between the teacher's personality and a student's success?**
- 2. What made the school principal try a different approach in finding new teachers?**
- 3. Who interviews potential teachers?**
- 4. What is the purpose of the double interview, according to students?**
- 5. How do the principal and the students cooperate when choosing the right teacher for their school?**
- 6. What goal does the principal want to achieve by letting students take part in a job interview?**

8. AMAZON RAIN FOREST

The Amazon is the world's largest tropical rain forest. It covers an area of nearly 2.8 million square miles, which is nearly the size of the continent of Australia. The Amazon rain forest gets its life from the majestic Amazon River, the world's second-largest river, which runs directly through the heart of the region. The rainforest itself is simply the drainage basin for the river and its many tributaries. The vast forest itself consists of four layers, each featuring its own ecosystems and specially adapted plants and animals.

The forest floor is the lowest region. Since only 2 percent of the sunlight filters through the top layers to the understory, very few plants grow here. The forest floor, however, is rich with rotting vegetation and the bodies of dead organisms, which are quickly broken down into nutrients integrated into the soil. Tree roots stay close to these available nutrients, and decomposers, such as millipedes and earthworms, use these nutrients for food.

The understory is the layer above the forest floor. Much like the forest floor, only about 2–5 percent of the sunlight reaches this shadowy realm. Many of the plants in the understory have large, broad leaves to collect as much sunlight as possible. The understory is so thick that there is very little air movement. As a result, plants rely on insects and animals to pollinate their flowers.

The layer above the understory is the canopy. This is where much of the action in the rain forest occurs.

Many canopy leaves have specially adapted leaves which form “drip tips.” Drip tips allow water to flow off the leaves, which prevents mosses, fungi, and lichens from occupying the leaves. Leaves in the canopy are very dense and filter about 80 percent of the sunlight. The canopy is where the wealth of the rain forest’s fruits and flowers grow. Bromeliads, cuplike plants, provide drinking pools for animals and breeding locations for tree frogs.

The emergent layer is above the canopy and is the top layer of the rain forest. Trees in the emergent layer break through the canopy and may reach heights of 200 feet. Leaves in the emergent layer are small and covered with a special wax to hold water. Seeds are blown to other parts of the forest. Trees that rise to the emergent layer are massive. Many are braced by huge buttress roots. Trunks can be 16 feet in circumference. Many animals that survive in the emergent layer never touch the ground.

QUESTIONS:

1.) The Amazon rain forest covers an area nearly the size of the continent of_____.

2.) Which of the following is not a layer of the rain forest?

a.) understory

b.) emergent

c.) sub--canopy

d.) canopy

3.) Which layer of the rain forest is right above the forest floor?

a.) emergent layer

b.) canopy

c.) understory

4.) Most of the fruits and flowers of the rain forest grow in its...

a.) emergent layer

b.) canopy

c.) forest floor

d.) understory

9. AMERICAN REVOLUTION

The first battle of the American Revolution occurred at Lexington, Massachusetts, in 1775. The American colonists were angry about numerous taxes issued by the British king. In 1776, the colonists issued the Declaration of Independence, a document written by Thomas Jefferson that outlined America's intention to become a new country separate from England. England wanted to maintain control of America and vowed to fight the colonists.

The war lasted eight long years. The Americans won many important battles such as those at Saratoga and Yorktown. Many American heroes emerged such as George Washington, Thomas Jefferson, and Benjamin Franklin. Finally, in 1781, the British surrendered at Yorktown, Virginia, and a new nation was born two years later.

QUESTIONS:

- 1.) The first battle of the American Revolution occurred at _____, Massachusetts.
- 2.) Why did the war happen?
 - a.) Colonists were angry about their bad living conditions.
 - b.) England attacked the colonists.
 - c.) Colonists were angry about having to pay so many taxes.
 - d.) Colonists wanted to have more land.

3.) Which of the following was not true about the Declaration of Independence?

- a.) It said that the colonists wanted their own country.**
- b.) It said that England wanted a separate country.**
- c.) It said the colonists wanted to be separate from England.**
- d.) It was written by Thomas Jefferson.**

4.) The Revolutionary War lasted _____ years.

5.) Which of the following was NOT an important battle won by the colonists?

- a.) Yorktown**
- b.) Saratoga**
- c.) Washington**

6.) Which of the following was not an American hero who emerged from the war?

- a.) Thomas Jefferson**
- b.) George Washington**
- c.) Benjamin Franklin**

10. CHRISTOPHER COLUMBUS

Christopher Columbus was born in Genoa, Italy, in 1451. His career in exploration started when he was very young. As a teenager, he traveled the seas and eventually made Portugal his base. He appealed to the kings of Portugal, France, and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts but fruitless results, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. On August 3, 1492, Columbus and three ships, the Nina, the Pinta, and the Santa Maria, left Palos, Spain, and headed westward.

After stopping in the Canary Islands off the coast of Africa, Columbus's ships hit the open seas. Covering about 150 miles a day, the trip was long and arduous. The crew was afraid of sea monsters and grew more restless every day land was not sighted. Columbus offered a reward for the first person to sight land. On October 12, a crew member aboard the Pinta sighted one of the Bahama Islands.

Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia (now known as Indonesia), where valuable spices and riches came from. He named the land San Salvador. Columbus failed to find the riches he expected and continued to search for China. He next visited Cuba and Hispaniola (Dominican Republic). He encountered native peoples

who he named "Indians" because he believed they were inhabitants of the Indies.

Columbus returned to Spain a hero. He was named viceroy of the Indies. He soon returned to the New World but never found the riches he expected. Some began to believe that Columbus had found "a new world" rather than a shortcut to the Indies.

Christopher Columbus made one of the greatest discoveries in the history of the world -- North America. Though he probably wasn't the first explorer to see the continent, and he believed until his death that the islands he encountered were in the Asian continent, his discoveries were instrumental in the establishment of Spanish colonies in North America. Today, we celebrate Columbus Day in October to commemorate his discoveries.

QUESTIONS:

- 1.) In what year was Christopher Columbus born? _____
- 2.) On October 12, 1492, where did Columbus think he was?
 - a.) Asia
 - b.) Africa
 - c.) North America
 - d.) Dominican Republic
- 3.) Which of the following is NOT a ship that went on the voyage?
 - a.) Santa Monica
 - b.) Santa Maria

c.) Pinta

d.) Nina

4.) About how many miles did the ships travel every day?

5.) Select all of the following places that Columbus visited on his voyage.

a.) Dominican Republic

b.) Cuba

c.) Florida

d.) Canary Islands

6.) What happened last?

a.) Columbus was named viceroy of the Indies.

b.) Spain set up colonies in the New World.

c.) October 13, 1492

d.) Columbus encountered Indians.

7.) Which of the following is closest in meaning to "fruitless"?

a.) without any cost

b.) without success

c.) broken promise

d.) without fruit

8.) Christopher Columbus thought he could find a shortcut to the Indies by sailing...

- a.) east.**
- b.) north.**
- c.) south.**
- d.) west.**

9.) What country eventually agreed to finance Christopher Columbus's trip?

- a.) England**
- b.) Portugal**
- c.) France**
- d.) Spain**

10.) What happened first?

- a.) October 12, 1492**
- b.) The Santa Maria left Spain and headed westward.**
- c.) Columbus stopped in the Canary Islands.**
- d.) King Ferdinand and Queen Isabella agreed to pay for the trip.**

11. GEORGE WASHINGTON

George Washington was born on February 22, 1732, in Westmoreland County, Virginia, although he grew up near Fredericksburg. In his childhood and adolescence, he studied math and surveying. When he was 16, he went to live with his brother, Lawrence, in Mount Vernon.

George was scarred with smallpox before the age of 20 but inherited his brother's land (including Mount Vernon) when Lawrence died in 1752. Washington's military career began in 1753, when he was sent into Ohio country. In 1754, he battled the French and was forced to surrender Fort Necessity (near present-day Pittsburgh, Pennsylvania).

He continued as an officer in Ohio country and served under the British general Edward Braddock when their army was ambushed by the French in 1755. Once again, Washington tasted defeat after their surrender of Fort Duquesne to French forces. Washington helped take Fort Duquesne back in 1758.

Washington was married to Martha Custis in 1759. Washington managed the family and estate until he took command of the Virginia troops just before the American Revolution. He was made commander of the Continental Army on June 15, 1775.

Washington proved himself an excellent leader and won several decisive battles during the Revolution. As an advocate of a federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified. In 1789, he was inaugurated as America's first president. Washington was re-elected in 1792, but refused a third term. On December 14, 1799, 17 days before the new century, Washington died of acute laryngitis.

QUESTIONS:

1.) When was George Washington born?

- a.) after February 24
- b.) before February 20
- c.) after February 26
- d.) before February 23

2.) George Washington couldn't be scarred with smallpox at which age?

- a.) 16
- b.) 17
- c.) 19
- d.) 21

3.) In which of the following years was George Washington successful in battle?

a.) 1750

b.) 1753

c.) 1758

d.) 1755

4.) What happened first?

a.) George Washington inherited his brother's land.

b.) Washington's military career began.

c.) Washington was married.

d.) He went to live with Lawrence

5.) What does advocate mean?

a.) opponent

b.) supporter

c.) creator

d.) player

6.) What happened last?

a.) Washington was inaugurated as first president.

b.) Washington refused a third term.

c.) 1794

d.) The new century

12. Hummingbirds

Hummingbirds are amazing little birds. They are the smallest of all birds and weigh less than even a penny. The Bee Hummingbird, at barely more than two inches long, is the smallest bird in the world! Unlike most birds, hummingbirds have iridescent feathers.

Iridescent feathers glitter and shine in the sun. Hummingbirds are often dazzling combinations of greens and reds or greens and blues. Others are violet, orange, golden, silver or other combinations only Mother Nature could dream up. All hummingbirds have long bills to insert into flowers. Some hummingbirds have special bills to fit in specific flowers. Hummingbirds are the only birds that can fly backwards.

Hummingbirds are also unique among bird species in that they drink nectar from flowers. You can attract hummingbirds to your yard with special feeders that are filled with sugar water. These feeders are usually bright red in color because hummingbirds are attracted to red.

Questions

1.) To attract hummingbirds to your yard, put up feeders with _____ in them.

- A.) flowers
- B.) berries
- C. sugar water
- D.) seeds

2.) Compared to other birds, hummingbirds are

- A.) heavier**
- B.) larger**
- C.) about the same size**
- D.) lighter**

3.) Hummingbirds are the only birds that

- A.) will come to bird feeders**
- B.) can fly backwards**
- C.) are green**
- D.) are small**

4.) Hummingbirds eat _____.

- A.) insects**
- B.) flowers**
- C.) flower nectar**
- D.) the passage doesn't tell.**

5.) What color are most hummingbird feeders?

- A.) Green**
- B.) Red**
- C.) White**
- D.) Golden**

13. MATERIALS

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things.

For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

QUESTIONS:

1) Which sentence from the passage best describes the main idea?

- A. "We use cloth to make lots of things."
- B. "Metal is very heavy."
- C. "There are 5 basic materials."
- D. "A helmet and a bag seem different."

2) According to the passage, which of these things is a material?

- A. chairs
- B. clothing
- C. windows
- D. wood

3) According to the passage, how does glass feel?

- A. smooth and cool

- B. warm and soft**
- C. light and hard**
- D. sharp and heavy**

4) In paragraph 4, the passage says, “Wood is lighter than metal and glass.” What is the main purpose of this sentence?

- A. to explain something**
- B. to recommend something**
- C. to compare something**
- D. to demonstrate something**

5) Which material would you use if you wanted to make something that was strong and very light?

- A. plastic**
- B. wood**
- C. metal**
- D. glass**

6) In this passage, the author talks about

- A. hard things first, then soft things**
- B. heavy things first, then light things**
- C. strong things first, then weak things**
- D. cool things first, then warm things**

7) In this passage, we learn about a 5 different materials. Which of these materials do you think is best? Why?

.....
.....

8) In this passage, we learn about 5 different materials. Which of these materials do you think is worst? Why?

.....
.....

14. THE FAIRY TREE

Long, long ago, on an island in the sea, lived a family of seven sisters. The oldest girl ruled the household, and her sisters obeyed her commands. Flora, the youngest sister, was sent to the forest each day to gather wood for the kitchen fire. Near the edge of the forest was a cave under some rocks. A stream of water fell over the rocks into a basin in the cave. This was a delightfully cool spot, and Flora often rested here on her way home after gathering wood in the forest. She would lie on the mossy bank of the stream for hours and dream.

One morning as Flora ran along the grassy path that led to the cave, she saw a little fish in the stream. Its scales flashed out all the colors of the rainbow.

"I am going to keep the fish for a pet," said the girl to herself. "I will call him Rainbow."

So she caught the pretty fish and put him into the basin in the cave.

The next day Flora went to the forest for wood. She carried some crumbs of bread which she had saved from her breakfast. On the way home she stopped at the cave. The fish was waiting for her. He came to the edge of the basin, and she fed the crumbs to him.

How delighted the girl was! She had been so lonely, and now she had a playfellow! Every morning, instead of eating the bread which her sister gave to her, Flora would save it and feed the crumbs to her pet. The fish would leap to catch them.

"Here are some crumbs, Rainbow," she would say. "This is all today, but I will come again tomorrow."

Then she would sing a little song.

Flora began to grow thin, and her sisters wondered what could be the matter.

One day the oldest sister followed her to the cave and saw her feed the crumbs of bread to the fish.

While Flora was away in the forest, the oldest sister caught the fish, carried him home and baked him for supper. The bones were buried under the kitchen fire. The next morning, Flora went to the cave as usual, but no fish was there. She sang her little song, and he still did not come.

"Rainbow cannot be dead," she said, "for I do not see him in the water."

Then Flora hastened home. She threw herself upon her bed and was soon fast asleep. The following morning, a rooster flew up to Flora's window and crowed, "Cock-a-doodle-doodle-doo! The bones of Rainbow wait for you, Under the kitchen fire, too."

Flora arose at once and went downstairs. There, under the kitchen fire, she found the bones of her pet. She wept as she gathered the bones and placed them in a box. She went to the forest and buried the box near the cave. Then Flora sat down on a mossy bank near the cave and sang this song:

"Rainbow, Rainbow, hear my cry, My great wish do not deny. If you can't come back to me, Pray, O pray, become a tree!"

As the last words of the song echoed through the cave, there sprang up a wonderful Fairy Tree beside the girl. Its trunk was of ivory. Its leaves were of silver fringed with pearls. Its flowers were gold, and its fruit gems from which sparkled the bright colors of the rainbow.

One day the summer breeze carried a leaf from the Fairy Tree across the sea to another island. It fell at the feet of the king. He picked up the wonderful leaf and said, "I shall never rest until I find the tree from which this leaf came."

The king set sail with his attendants. He soon landed on the island where the seven sisters lived. As the king and his men were marching through the forest, they found the Fairy Tree growing at the entrance to the cave. The king tried to pick some of the leaves, but he could not. Then he heard the sweet voice of a girl. She was singing, "Rainbow, Rainbow, speak to me! Bend your branches, Fairy Tree!"

And Flora came tripping along the grassy path that led to the cave. The king said: "Fair maiden, if you can pick a leaf or a flower from this tree, you shall be my queen."

As Flora reached to pick a flower, the tree bowed low, and every leaf trembled with delight.

The maiden at once presented the flower to the king. As he took the flower, the king exclaimed:

"To you belongs the Fairy Tree; Pray be my bride and rule with me."

Flora thought she must be dreaming, but they were married the next day beneath the branches of the Fairy Tree.

QUESTIONS:

1. Why do you think Flora was so lonely at the start of the story?
2. What does Flora's treatment of the fish tell us about her as a person?
3. What does the word basin mean in the sentence, "She caught the pretty fish and put him into the basin in the cave"?
4. How does the author let us know the Fairy Tree is so special?

15. FERDINAND MAGELLAN

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the

meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

QUESTIONS:

1. The 16th century was an age of great _____ exploration.

- A. cosmic
- B. land
- C. mental
- D. common man
- E. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political

- A. entanglement
- B. discussion
- C. negotiation

D. problem

E. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

A. north and south

B. crosswise

C. easterly

D. south east

E. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

A. coastline

B. mountain range

C. physical features

D. islands

E. None of the above

5. Four of the ships sought a passage along a southern _____.

A. coast

B. inland

C. body of land with water on three sides

D. border

E. Answer not available

6. The passage was found near 50 degrees S of _____.

A. Greenwich

B. The equator

C. Spain

D. Portugal

E. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

A. imaginary circle passing through the poles

B. imaginary line parallel to the equator

C. area

D. land mass

E. Answer not available

16. ENGLAND AND SPAIN

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable. The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted.

On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

QUESTIONS:

1. Sir Francis Drake added wealth to the treasury and diminished Spain's _____.

- A. unlimited power
- B. unrestricted growth
- C. territory
- D. treaties
- E. Answer not available in article

2. King Philip recruited many _____ soldiers and sailors.

- A. warlike
- B. strong
- C. accomplished
- D. timid
- E. inexperienced

3. The _____ Armada set sail on May 9, 1588.

- A. complete
- B. warlike
- C. independent
- D. isolated
- E. Answer not available

4. The two battles left the Spanish fleet _____.

A. open to change

B. triumphant

C. open to attack

D. defeated

E. discouraged

5. The Armada was _____ on one side.

A. closed off

B. damaged

C. alone

D. circled

E. Answer not available in this article

17. ANASTASIA

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918, a group of these people known as Bolsheviks overthrew the government. On July 17 or 18, they murdered the czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the most famous claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, 18 months after the czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned her about her background. She disclaimed any connection with the czar's family. Eight years later, however, she claimed that she was

Anastasia. She said that she had been rescued by two Russian soldiers after the czar and the rest of her family had been killed.

Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tired of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother's family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although it will probably never be known whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

QUESTIONS:

1. Some Russian peasants and workers _____ for social reform.

- A. longed
- B. cried out
- C. begged
- D. hoped
- E. thought much

2. Witnesses _____ that all members of the czar's family had been executed.

- A. gave assurance
- B. thought
- C. hoped
- D. convinced some
- E. Answer not available

3. Tschaikovsky initially _____ any connection with the czar's family.

- A. denied
- B. stopped
- C. noted
- D. justified
- E. Answer not available

4. She was unable to _____ the aid of her relatives.

- A. locate
- B. speak about
- C. call upon
- D. identify
- E. know

5. In court she _____ maintaining that she was Anastasia and deserved her inheritance.

- A. finally appeared
- B. spoke forcefully
- C. gave testimony
- D. gave evidence
- E. Answer not available

18. MARIE ANTOINETTE

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen's favorites gluttoned themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the

people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution.

During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

QUESTIONS:

1. The people surrounding the queen encouraged her to spend money _____.

- A. wisely
- B. abundantly
- C. carefully
- D. foolishly
- E. joyfully

2. The minister of finance tried to curb these royal _____.

- A. aristocrats
- B. money wasters
- C. enemies
- D. individuals
- E. spenders

19. THE LION AND THE MOUSE

A lion was awakened from sleep by a mouse running over his face. Rising up with anger, he caught the mouse and was about to kill him. Then, the mouse interrupted saying, "If you would only spare my life, I would be sure to repay your kindness." The lion laughed and let him go. It happened shortly after this that the lion was caught by some hunters, who bound him by strong ropes to the ground.

The mouse, recognizing the lion's roar, came and gnawed the rope with his teeth, and set him free! The mouse then told the lion, "You ridiculed the idea that I would ever be able to help you. You didn't expect to receive from me any repayment of your favor. Now you know that it is possible for even a mouse to help out a lion."

QUESTIONS:

1. What caused the lion to wake up from his sleep?

- A. He was hungry
- B. He was angry
- C. A mouse ran over his face
- D. He wasn't tired anymore

2. Why did the lion laugh at the mouse?

- A. The mouse was telling funny jokes
- B. He didn't think the mouse could ever repay him
- C. He wanted to let him go
- D. He knew that the mouse would save his life

3. “The mouse, recognizing the lion’s roar, came and gnawed therope with his teeth, and set him free.” What does the word gnawedmean in this sentence?

- A. Chewed**
- B. Hungry**
- C. Quickly**
- D. Pinched**

4. What lesson did the lion learn from the mouse?

- A. Even a lion can help a mouse**
- B. It is possible for even a mouse to eat cheese**
- C. The lion could have eaten the mouse**
- D. It is possible for even a mouse to help out a lion**

5. Based on the events that happened in the story, what would most likely happen next?

- A. The lion would thank the mouse**
- B. The lion would eat the mouse**
- C. The mouse would eat the lion**
- D. The lion would be angry with the mouse**

20. THE SCARY HIKE

One of my dad's favorite things to do is take me hiking in the mountains. He was a Boy Scout growing up and his dad always took him on hikes in the mountain, so it is a tradition he wanted to pass down to me. While my dad knows a lot of survival skills and tricks for making hiking in the mountains easy, I am more of an indoors kind of guy. He always tries to show me what he knows, but I usually tune out and nod my head to pretend like I am listening. However, after our last hike, I may start paying more attention to what he has to say.

It was a bright and sunny day. The temperature was around 65 degrees. "Perfect hiking weather," my dad said. "Not too hot and not too cold. Throw on a light jacket and you're ready to go." We left for the hike around 8 a.m., just when the sun was starting to get really bright. My dad carried a backpack full of snacks, water bottles and first aid supplies, while I held the camera and my MP3 player. "I wish you'd leave those headphones at home," my dad said. "You need to listen to the sounds of nature and you also need to be able to hear me if we're in any danger".

Our hike started out pretty much like it did every time we hiked up this mountain. I listened to my MP3 player and trudged along behind my dad while he tried to make conversation and pointed out some of the wildlife peeking through the trees. My dad always found something new to show me, but to me it always looked the same. We stopped about an hour into our hike to have

a snack, sitting on the same rocks we always sat on. My dad spotted some berry bushes at the edge of the woods and ventured off to collect some berries while I closed my eyes, leaned back and listened to my music.

The sun felt so nice and warm that I nodded off to sleep. When I awoke, I realized my dad was nowhere to be found. I panicked and started calling for him, but did not get a response. His backpack and all of our supplies were gone. I looked over where he had been collecting berries before I fell asleep and did not see any sign of him there either. I couldn't remember which way we had come from to get back down the mountain, so I just started walking along the path, hoping I was going in the right direction.

After walking for nearly an hour, I realized I was not heading back in the direction we had come from and I still couldn't find my dad. I called out for him a few times, then stopped and sat down on a log. Unfortunately, the log was full of ants and they started crawling inside my clothing. I was jumping up and down, swatting the ants away from my arms and legs and looking like a lunatic when I heard laughter behind me. I turned and saw my dad coming out from the trees.

"Dad!" I cried. "Where have you been"?

"I was following you the whole time," he answered. "Wanted to see how you would do on your own. Don't you remember me

telling you to check rocks and logs for ants and other creepy crawlies before sitting down"?

I smiled sheepishly. I guess I hadn't been listening. My dad helped me get the ants away and we walked together down the mountain. This time I kept my headphones in my pocket and listened to the things he told me along the way.

QUESTIONS:

1. What is the narrator's attitude toward hiking:
 - a. It's boring
 - b. It's fun
 - c. It's good for bonding
 - d. It's nice to be outside

2. Why did the narrator's dad leave him alone?
 - a. Because he got lost
 - b. Because he wanted to test him
 - c. Because he thought it'd be funny
 - d. Because he was a mean dad

3. Which statement sums up the moral of the story:
 - a. Never go hiking alone
 - b. Always listen to your parents
 - c. Pay attention while hiking

Linguistic Drills

AT THE AIRPORT

At the Check-in Counter



Check-in Clerk : *Good morning.*

Passenger: Good morning .

Check-in Clerk : *May I see your ticket , please?*

Passenger : Oh yes. Here it is.

Check-in Clerk : *Thank you Mr. Robinson.*

Passenger: I was wondering if I could have a smoking seat, please?

Check-in Clerk: *I'm afraid this is a non-smoking flight, Sir. Would you prefer an aisle seat or a window seat?*

Passenger: Well, I'm not sure. You see, it's the first time that I will be flying by airplane and I'm feeling a bit uneasy about it. What I really want is the safest seat.

Check-in Clerk: Oh I see, well there's really nothing to worry about. Let's see, I can give you an aisle seat right next to one of the exits. Then you'll have more leg room, too.

Passenger: Oh good! That sounds alright.

Check-in Clerk: *And could I see your passport, please?*

Passenger: Oh yes, here it is.....

Vocabulary:

1. smoking seat
2. aisle seat
3. non-smoking flight
4. window seat
5. leg room
6. passport

AT THE CHECK-IN COUNTER

What Do You Think?

Explain the following phrases:

1. uneasy
2. right next to
3. smoking seat
4. aisle seat
5. non-smoking flight

Let's Practice:

Practice with a partner and take turns in asking the questions when you check-in at the airport.



Words to Ponder:

aisle-a walkway between or along sections of seats in a theater, classroom or airplane.

aisle seat-seat located in the aisle part.

flight attendant- a person who attends and offers service in the duration of the flight.

Spelling Check:

Underline the word which has the correct spelling.

- | | | | |
|----|-------------|-------------|-------------|
| 1. | vackation | vacation | vecation |
| 2. | reservetion | recervation | reservation |
| 3. | destination | destenation | destenation |
| 4. | treveling | traveleng | traveling |
| 5. | aerport | airpot | airrport |

Going Through Customs

- Customs officer :** Would you mind putting your baggage on here, please ma'am? Where are you traveling from?
Page : *From Marseille.*
- Customs officer :** Marseille. Are you resident in France, or do you live in the United States?
Page : *I live in France.*
- Customs officer :** Can I see your passport, please?...
Thank you. How long are you staying in the USA?
Page : *For 5 days.*
- Customs officer :** And what's the purpose of your visit ma'am?
Page : *I'm here on business.*
- Customs officer :** I see. Well then, you understand that you've come into the Green Channel, which means you have nothing to declare.
Page : *Yes.*
- Customs officer :** Is this all your baggage?
Page : *Yes, that's all.*
- Customs officer :** Is anybody else traveling with you, ma'am?
Page : *No, I'm traveling alone.*
- Customs officer :** OK then. What type of goods have you got; cigarettes, cigars...?
Page : *No, I don't smoke.*
- Customs officer :** Nothing else at all in the tobacco line?
Page : *No.*
- Customs officer :** Any drinks at all? Spirits? Liquors? Wine?
Page : *Just two bottles of red wine.*
- Customs officer :** Were those bottles purchased in the duty-free shop, or...?
Page : *Yes, at Marseille airport.*
- Customs officer :** I see. Are you bringing any gifts for anybody in the States?
Page : *Well, the wine is a present, but that's all.*
- Customs officer :** Any other valuable items - jewelry, laptop?
Page : *No, just my personal things.*
- Customs officer :** OK. Thank you, ma'am. Would you let me have a look in there...Is the laptop going back to France with you?
Peter : *Yes, of course. It's my working tool.*
- Customs officer :** Do you have a camera?
Page : *No, I don't.*
- Customs officer :** That's fine. Thank you very much. Have a pleasant stay!



GOING THROUGH CUSTOMS

What Do You Think?

What are the things we need to present to the Customs Officer?



Words to Ponder

1. **baggage claim area**- a place where you get your baggage.
2. **boarding area**- a place where you enter a plane.
3. **boarding pass**- a sheet of paper needed to board an airplane.
4. **carry-on luggage**- things that are being carried onto and stowed in the passenger compartment of an airplane.

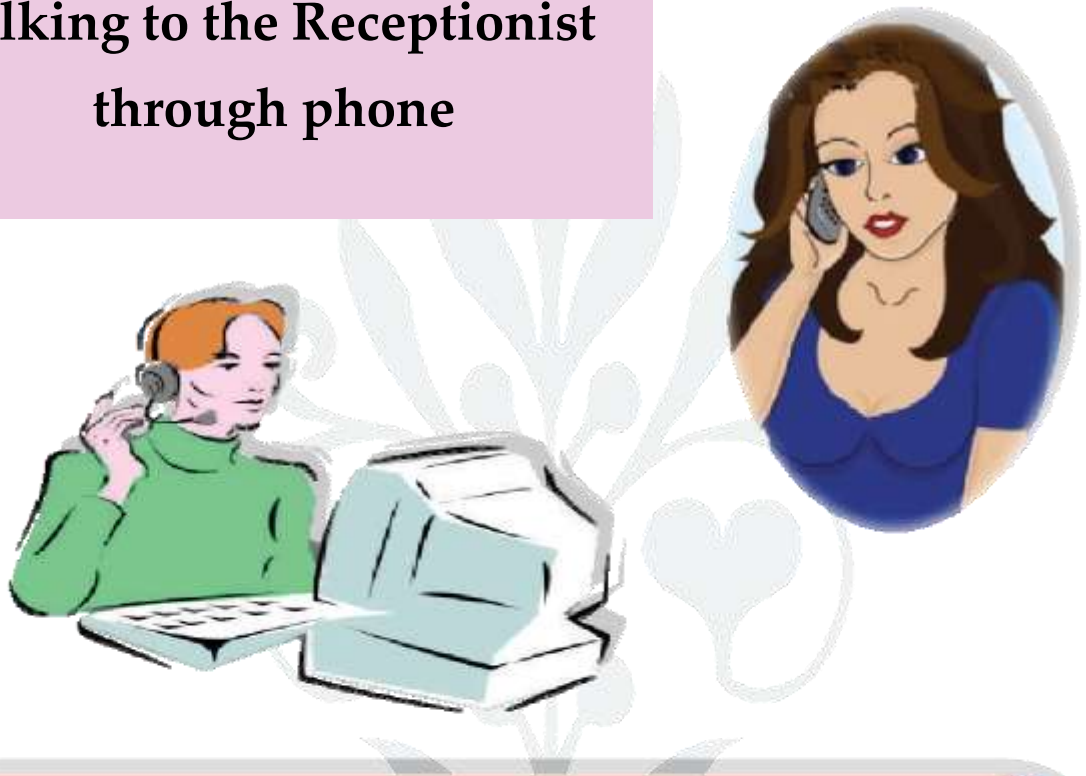
CLEARING CUSTOMS: *SCRAMBLED SENTENCES*

When you arrive in a new country, you'll have to answer some questions. Try this scrambled sentence game to see how well you'll do on your next international trip.

- 1.) ? can I passport please see your
- 2.) ? How do in intend long States stay the to United you
- 3.) ? Is of purpose the visit what your
- 4.) ? declare anything do have to you
- 5.) ? your enjoy stay

COMPLAINING FOR POOR SERVICE

Talking to the Receptionist through phone



Receptionist: Good evening. This is *Kathy* at the help desk. How may I help you?

Guest: *I would like to complain about the room temperature. The room's unheated and it's freezing here!*

Receptionist: I'm really sorry about that Ma'am. May I know your name and from what room are you?

Guest: *This is Victoria. I'm in Room 731.*

Receptionist: I would like to apologize for the inconvenience it caused you Ma'am Victoria. But we will send someone in your room immediately.

Guest: *Make it soon because it's so uncomfortable! It's already late and I need to go to bed.*

Receptionist: ASAP Ma'am. Rest assured this will not happen again.

Guest: *Please make sure of that. I still have a night to spend here.*

Receptionist: Yes ma'am. I'm very sorry again for the inconvenience. Is there anything else that I can assist you with?

Guest: *No, that would be all. Thank you.*

Receptionist: Okay Ma'am. Someone will be there any minute now. Please wait for a little while. Thank you for calling. Goodbye!

Guest: *Bye.*

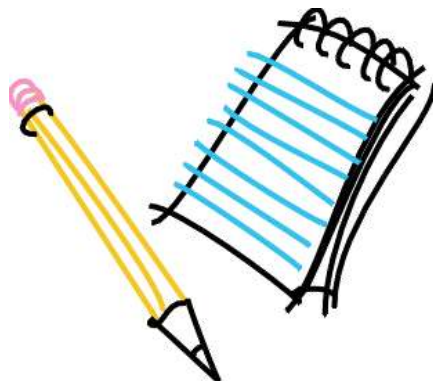
TALKING TO THE RECEPTIONIST



Comprehension Check

Match Column A with Column B
Write the letter only.

- | | |
|---------------------|---------------|
| __ 1. receptionist | a. cozy |
| __ 2. guest | b. irritation |
| __ 3. apologize | c. visitor |
| __ 4. inconvenience | d. clerk |
| __ 5. comfortable | e. sorry |



Words to Ponder

1. **ASAP** – As Soon As Possible; immediately
2. **receptionist** - a person employed to receive and assist caller and clients in an office.

What do you think?

When complaining for a room service, where would you go?

- A. through a **receptionist** or*
*B. directly to **the manager**?*

IN THE RESTAURANT

Waiter : *Welcome to Chef's Place
Ma'am and Sir. Did you
make a reservation?*

Mr. Customer: No.

Waiter : *Okay. Do you want a table
for two?*

Mr. Customer: Yes please.

Waiter : *Please follow me. Here's
the menu. I'll return to take
your order.*

Customers: Thank you.

Waiter : *Are you ready to order Sir
and Ma'am?*

Ms. Customer: Yes. I'll have a beef steak.
Do you serve maki here?

Waiter : *Sorry Ma'am. We don't
serve maki here.*

Ms. Customer: I see. Just serve me with
half cup of rice and a glass of lemonade please.

Waiter : *Okay Ma'am. How about you Sir?*

Mr. Customer: Fried chicken, a cup of rice and iced tea.

Waiter : *Bottomless or regular?*

Mr. Customer: Bottomless.

Waiter : *What would you like for dessert?*

Ms. Customer: Strawberry ice cream, medium size, please.

Waiter : *Is there anything more that you like?*

Mr. Customer: None.

Waiter : *Let me repeat your order: beef steak, fried chicken, one and a half cup of
rice, a glass of lemonade, bottomless iced tea and one strawberry ice
cream, medium size.*

Customers: Yes. That's right.

Waiter : *Your food will be served in 10 to 15 minutes.*

Mr. Customer: Okay.

(After 15 minutes)

Waiter : *Here's your order.*

Customers: Thank you.

Ms. Customer: The beef isn't cooked well. Could you have the chef cook it a little more?

Waiter : *Right away Ma'am.*

Ms. Customer: Can I ask for a glass of water please?

Waiter : *Yes Ma'am... Here it is.*

Ms. Customer: Thank you.

Mr. Customer: And please, send me the check.

Waiter : Right away sir.



IN THE RESTAURANT



COMPREHENSION CHECK:

1. What is the name of the restaurant in the conversation?
2. What do customers mean when they order meat and they want to make it "well done"?

WORDS TO PONDER

Words that have the same meaning and can be spelled both ways:

1. check- cheque
2. color- colour
3. judgment- judgement

WHAT DO YOU THINK?

What will you do if after a few minutes of waiting for your order and the waiter will approach you and tell you that your order isn't available?

10

Things You Should Know Before You Book Airfare



Before pulling out the credit card and plunking down a few hundred dollars on a plane ticket, make sure you're aware of the new—and old—rules for booking airfare. Newbies and seasoned travelers alike can benefit from this refresher course on the basics of booking air travel.

1. Peak vs. off-peak vs. value season -When you begin planning a trip to a particular destination, be aware of its busy travel season.

2. Compare fares- With so many flight and booking options, you should never buy a plane ticket [without comparing fares first](#).

3. Don't forget the low-fare carriers- If you're comparing airfares solely with one of the major online travel agencies, you may not realize you don't have access to the lowest fares around. Low-fare carriers [JetBlue](#) and [Southwest](#) only sell tickets on their own websites, meaning that users of Expedia, Orbitz, and Travelocity are missing out on potentially lower fares.

4. Know when to buy- When one airline announces a sale, its competitors often rush to match the prices. By keeping an eye on airline fare sales, you may be able to snap up a reduced-price fare. Even if you manage to find a low sale fare, note that the best prices usually require an advance purchase. A general rule of thumb is to book at least seven, 14, or 21 days prior to departure.

5. Sign up for alerts- Tracking prices on a given route can be time-consuming and frustrating, especially if you're finding the same high prices day after day. However, it's also the best way to get a benchmark price for your itinerary. A few websites offer fare-tracking services that monitor your route and email you when fares drop.

6. Avoid fees- Expedia and Travelocity charge \$5 booking fees for airfare, and Orbitz charges at least \$6.99. You may want to compare fares on one of these sites but ultimately book on the airline's website. However, in our experience we've sometimes found low prices and flight combinations on Travelocity that we've been unable to duplicate on a given airline's own website. Sometimes paying that \$5 may still lead to an overall lower fare.

7. Fly midweek- You can generally find the lowest fares by traveling midweek. . If you opt to travel on the weekend instead, you'll usually pay a surcharge.

8. Consider last-minute fares- Other carriers offer last-minute airfare specials for travel during the upcoming weekend and beyond.

9. Use discounts- You may be eligible for discounts that can save big bucks on flights. Seniors and students can both take advantage of discounts from major travel providers. Even if you're not a student, travelers under age 26 can often take advantage of student travel deals. Our [Senior](#) and [Student](#) sections offer expert advice and provide details on travel deals for travelers in the appropriate age ranges.

10. Stay informed- Most airlines let you select your seat assignments when you book online. Before you book (or if you're pressed for time, before you fly), take a peek at [SeatGuru.com](#). SeatGuru describes the good and bad points of particular planes, and indicates which seats to avoid and which to strive for.

Remember these guidelines as you prepare for your next trip. Knowing the rules of finding low fares will make it easier (and less time-consuming) to find a flight at a good price.

NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL



Question: *Do you like to travel by plane? Why? / Why not?*

- Complete the paragraph on the right with the *PAST TENSE* forms of verbs on the left.



My Flight to London

Dear Sylvia,

Last month was my first time to fly by myself. I was a little nervous, but it was exciting! First, I (1) _____ a taxi to the international airport terminal. Then, I (2) _____ at the check-in counter and (3) _____ to the departure lounge at Gate 64. I was early, so I didn't have to wait a long time to go through immigration and security. I (4) _____ in the departure lounge for about 25 minutes and then I showed my passport and boarding pass before I (5) _____ the plane. After I boarded the plane, I walked along the aisle and (6) _____ my seat, and then I (7) _____ down and (8) _____ my seat belt. I was lucky because my seat was a window seat, so I could look outside as the plane (9) _____. After a few hours, the flight attendants (10) _____ us dinner, and then I talked to the passenger sitting next to me. His name was Leonardo, and I was surprised to find out that he was also traveling to London to study English for the summer. Finally, I (11) _____ an action movie, and then our plane (12) _____ soon after that. It was a great experience, and I made a lot of friends during my six weeks in England. I'll e-mail you again after I fly back to Italy next Saturday. See you soon!

Love, Adrianna ☺

(about 225 words)

- B** board v.
- C** check-in v.
- F** fasten v.
find v.
- L** land v.
- S** serve v.
sit v.
- T** take v.
take-off v.
- W** wait v.
walk v.
watch v.

NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL

My Flight to London



Vocabulary Practice

- Match the words on the left with the meanings on the right.

- | | | |
|---------------------|----------|---|
| 1. airport terminal | <u>B</u> | A. a place where passengers wait to get on a plane |
| 2. aisle | _____ | B. the building where air passengers arrive |
| 3. check-in | _____ | C. someone who travels by plane, train (etc.); not the pilot or driver |
| 4. departure lounge | _____ | D. place between a row of seats where you can walk |
| 5. gate | _____ | E. place to check passengers for guns, illegal things |
| 6. immigration | _____ | F. the place where passengers get on or off a plane |
| 7. passenger | _____ | G. place where your passport or visa is checked |
| 8. security | _____ | H. the action of showing your passport and flight information at an airport counter or desk |

How Much Do You Understand?

- Write 'T' (True) or 'F' (False) next to each statement.

1. F The paragraph is all about Adrianna's summer in London.
2. _____ Adrianna went to Gate 64 and then checked-in at the check-in counter.
3. _____ She waited for almost half an hour in the departure lounge.
4. _____ She sat down in an aisle seat.
5. _____ She watched an action movie after she ate dinner.
6. _____ She wants to fly back to England next Saturday.

Discuss

- Ask and answer the following questions with your classmates.

1. What are some good things about traveling by air?
2. What are some bad things about traveling by air?
3. Do you prefer an 'aisle seat' or a 'window seat'? Why?
4. When was the last time you traveled by air? Did you enjoy your flight?

NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL

My Flight to London



Grammar-in-Context

- Complete the paragraph by circling the correct words.

Last month was my first time to fly by myself. I was a little nervous, but it was exciting! First, I (1)_____ a taxi to the international airport terminal. Then, I checked-in at the check-in counter and (2)_____ to the departure lounge at Gate 64. I (3)_____, so I (4)_____ have to wait a long time to go through immigration and security. I waited in the departure lounge (5)_____ about 25 minutes and then I showed my passport and boarding pass before I boarded the plane. (6)_____ I boarded the plane, I walked along the aisle and found my seat, and then I sat down and fastened (7)_____ seat belt. I was lucky because my seat was a window seat, (8)_____ I could look outside as the plane took off. After (9)_____ hours, the flight attendants served (10)_____ dinner, and then I talked to the passenger sitting (11)_____ to me. His name was Leonardo, and I was surprised to find out that he was also traveling to London to study English for the summer. Finally, I watched an action movie, and then our plane landed soon after that. It was a great experience, and I (12)_____ a lot of friends during my six weeks in England. I'll e-mail you again after I fly back to Italy next Saturday. See you soon!

1.

- (A) took
(B) taked
(C) was take
(D) was took

5.

- (A) for
(B) at
(C) in
(D) to

9.

- (A) a little
(B) few
(C) little
(D) a few

2.

- (A) was walk
(B) walk
(C) walked
(D) was walked

6.

- (A) Before
(B) After
(C) Finally
(D) First

10.

- (A) your
(B) we
(C) us
(D) ours

3.

- (A) early
(B) will be early
(C) am early
(D) was early

7.

- (A) mine
(B) me
(C) my
(D) your

11.

- (A) next
(B) behind
(C) in front
(D) above

4.

- (A) no
(B) was not
(C) not
(D) didn't

8.

- (A) but
(B) so
(C) however
(D) for example

12.

- (A) make
(B) made
(C) makes
(D) was made

NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL

My Flight to London



Writing Practice 1

- Listen to your teacher and complete the paragraph.

Last month was my first time to fly by myself. I was a little _____, but it was exciting! First, I _____ a taxi to the international _____. Then, I checked-in at the check-in counter and _____ to the departure lounge at Gate 64. I _____, so I _____ have to wait _____ to go through immigration and security. I waited in the _____ lounge _____ about 25 minutes and then I showed my _____ and boarding pass before I _____ the plane. _____ I boarded the plane, I _____ along the _____ and _____ my _____, and then I _____ down and fastened _____ seat belt. I _____ my seat _____ a window seat, _____ I _____ outside as the plane _____. After _____ hours, the flight attendants _____ dinner, and then I _____ the passenger sitting _____ to me. His name _____ Leonardo, and I _____ to find out that he _____ also traveling to London _____ for the summer. _____, I _____ an action movie, and our plane _____ soon _____. It _____ a great experience, and I _____ a lot of _____ during my _____. _____ I'll e-mail you again after I fly back to Italy _____. See you _____!

NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL

My Flight to London



Writing Practice 2

- Don't look at the paragraph. **In your own words**, write what you can remember about Adrianna's flight to London. Use the back of this paper if you need more space.

AIRPORT ARRIVALS TERMINAL

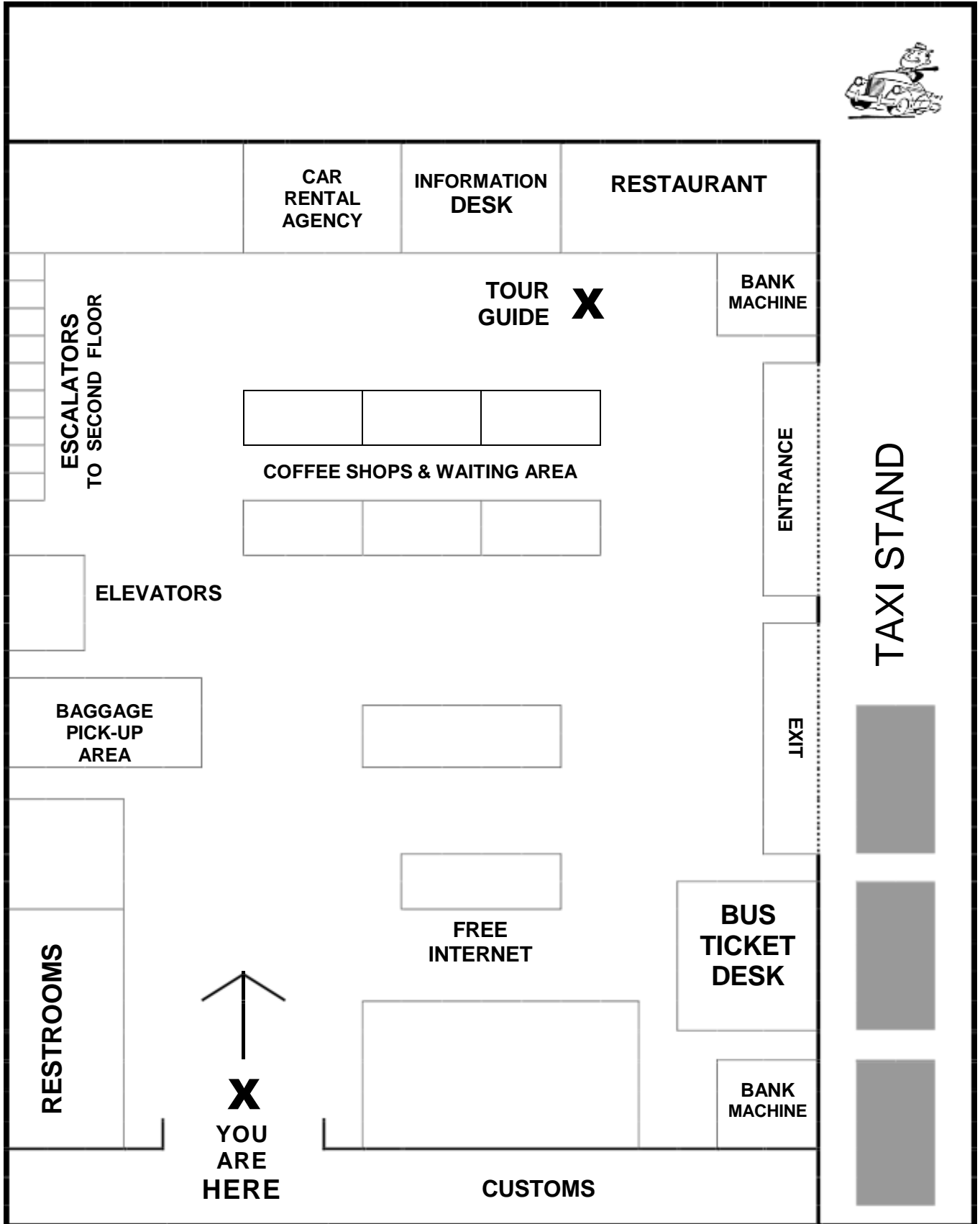
A

- Ask your partner where these places are.

Airport Bus
Bank

Tourist Info Service
Public Phones

Lost and Found
Your Classmate



AIRPORT ARRIVALS TERMINAL

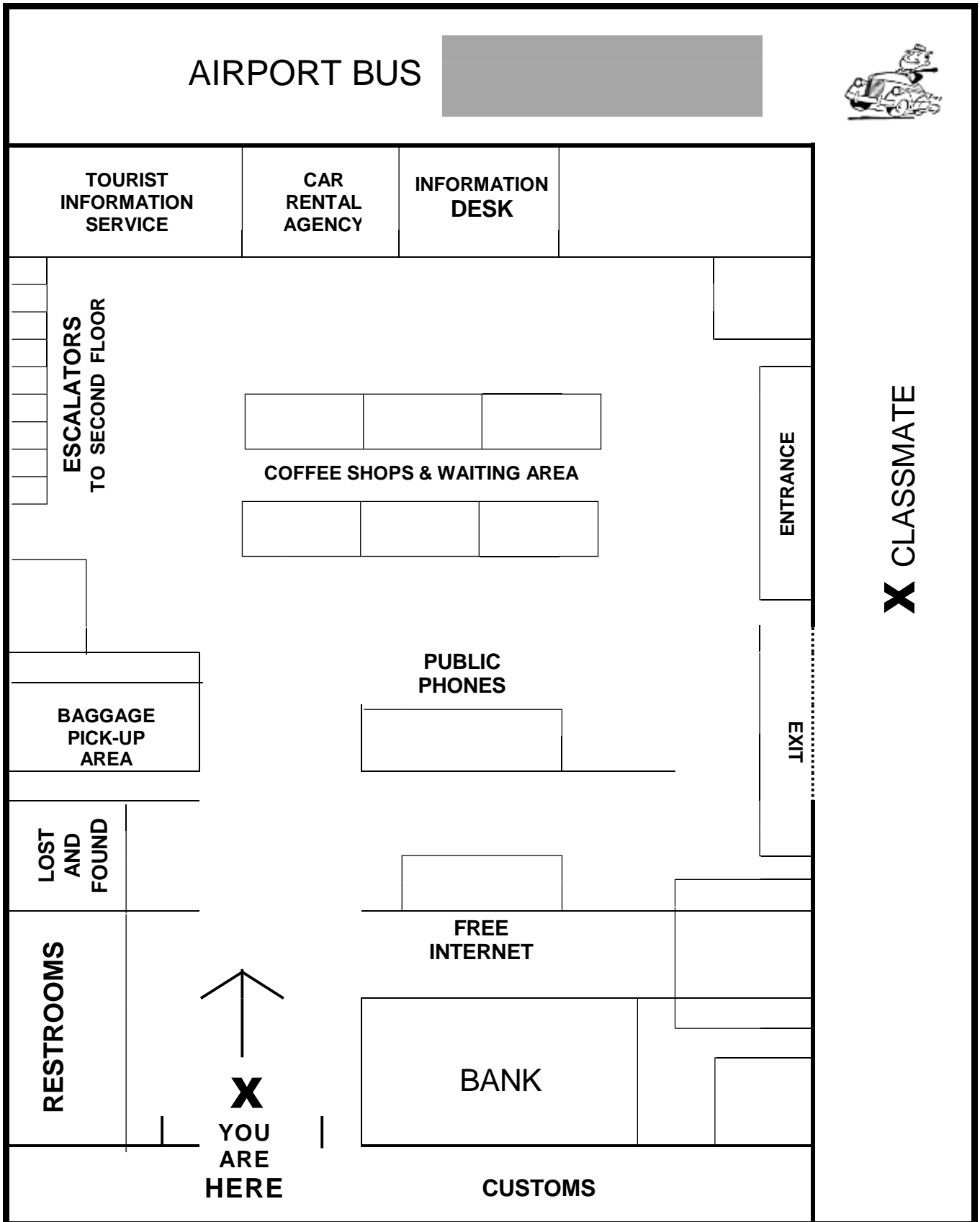
B

- Ask your partner where these places are.

Taxi Stand
Restaurant

Bank Machines
Bus Ticket Desk

Elevators
Tour Guide



NAME: _____

DATE: _____

AIRPORTS and AIR TRAVEL

Writing Practice 3

- **NARRATIVE writing:** Write a short narrative paragraph about a real (or imagined) flight that you took. Remember to use *PAST TENSE* grammar in your writing. Use some of the words in the box below to help you.

AIRPORTS and AIR TRAVEL Vocabulary		
airport	check-in counter	land
board	flight	passenger
boarding pass	flight attendant	take-off
check-in	gate	window seat

COMMONLY CONFUSED WORDS

Words that sound alike or look alike (moral/morale) often confuse students, especially those using spell checkers. This lengthy list of commonly confused words with simple definitions will help you decide which spelling fits your sentence.

accept	to receive
except	with the exclusion of
advice	recommendation (noun)
advise	to recommend (verb)
adverse	unfavorable
averse	opposed to
affect	to influence (verb); emotional response (noun)
effect	result (noun); to cause (verb)
aisle	space between rows
isle	island
allude	to make indirect reference to
elude	to avoid
allusion	indirect reference
illusion	false idea, misleading appearance
already	by this time
all ready	fully prepared
altar	sacred platform or place
alter	to change
altogether	thoroughly
all together	everyone/everything in one place
a lot	a quantity; many of something
allot	to divide or portion out
angel	supernatural being, good person
angle	shape made by joining 2 straight lines
are	plural form of "to be"
our	plural form of "my"
accent	pronunciation common to a region
ascent	the act of rising or climbing
assent	consent, agreement
assistance	help
assistants	helpers

bare	nude, unadorned
bear	to carry; an animal
beside	close to; next to
besides	except for; in addition
boar	a wild male pig
bore	to drill a hole through
board	piece of wood
bored	uninterested
born	brought into life
borne	past participle of "to bear" (carry)
breath	air taken in (noun)
breathe	to take in air (verb)
brake	device for stopping
break	destroy; make into pieces
buy	to purchase
by	next to; through the agency of
canvas	heavy cloth
canvass	to take a survey; a survey
capital	major city
capitol	government building
choose	to pick
chose	past tense of "to choose"
clothes	garments
cloths	pieces of fabric
coarse	rough
course	path; series of lectures
complement	something that completes
compliment	praise, flattery
conscience	sense of morality
conscious	awake, aware
corps	regulated group
corpse	dead body
council	governing body
counsel	advice; to give advice

dairy	place where milk products are processed
diary	personal journal
descent	downward movement
dissent	disagreement
dessert	final, sweet course in a meal
desert	to abandon; dry, sandy area
device	a plan; a tool or utensil
devise	to create
discreet	modest, prudent behavior
discrete	a separate thing, distinct
do	a verb indicating performance or execution of a task
dew	water droplets condensed from air
due	as a result of
dominant	commanding, controlling
dominate	to control
die	to lose life; one of a pair of dice
dye	to change or add color
dyeing	changing or adding color
dying	losing life
elicit	to draw out
illicit	illegal, forbidden
eminent	prominent
imminent	about to happen
envelop	to surround (verb)
envelope	container for a letter (noun)
everyday	routine, commonplace, ordinary (adj.)
every day	each day, succession (adj. + noun)
fair	light skinned; just, honest; a carnival
fare	money for transportation; food
farther	at a greater(measurable) distance
further	in greater(non-measurable) depth
formally	conventionally, with ceremony
formerly	previously
forth	forward
fourth	number four in a list

gorilla	animal in ape family
guerrilla	soldier specializing in surprise attacks
hear	to sense sound by ear
here	in this place
heard	past tense of "to hear"
herd	group of animals
hoard	a hidden fund or supply, a cache
horde	a large group or crowd, swarm
hole	opening
whole	complete; an entire thing
human	relating to the species <i>homo sapiens</i>
humane	compassionate
its	possessive form of "it"
it's	contraction for "it is"
knew	past tense of "know"
new	fresh, not yet old
know	to comprehend
no	negative
later	after a time
latter	second one of two things
lead	heavy metal substance; to guide
led	past tense of "to lead"
lessen	to decrease
lesson	something learned and/or taught
lightning	storm-related electricity
lightening	making lighter
loose	unbound, not tightly fastened
lose	to misplace
maybe	perhaps (adv.)
may be	might be (verb)
meat	animal flesh
meet	to encounter
mete	to measure; to distribute
metal	a hard organic substance
medal	a flat disk stamped with a design
mettle	courage, spirit, energy

miner	a worker in a mine
minor	underage person (noun); less important (adj.)
moral	distinguishing right from wrong; lesson of a fable or story
morale	attitude or outlook usually of a group
passed	past tense of "to pass"
past	at a previous time
patience	putting up with annoyances
patients	people under medical care
peace	absence of war
piece	part of a whole; musical arrangement
peak	point, pinnacle, maximum
peek	to peer through or look furtively
pique	fit of resentment, feeling of wounded vanity
pedal	the foot lever of a bicycle or car
petal	a flower segment
peddle	to sell
personal	intimate; owned by a person
personnel	employees
plain	simple, unadorned
plane	to shave wood; aircraft (noun)
precede	to come before
proceed	to continue
presence	attendance; being at hand
presents	gifts
principal	foremost (adj.); administrator of a school (noun)
principle	moral conviction, basic truth
quiet	silent, calm
quite	very
rain	water drops falling; to fall like rain
reign	to rule
rein	strap to control an animal (noun); to guide or control (verb)
raise	to lift up
raze	to tear down
rational	having reason or understanding
rationale	principles of opinion, beliefs

respectfully	with respect
respectively	in that order
reverend	title given to clergy; deserving respect
reverent	worshipful
right	correct; opposite of left
rite	ritual or ceremony
write	to put words on paper
road	path
rode	past tense of "to ride"
scene	place of an action; segment of a play
seen	viewed; past participle of "to see"
sense	perception, understanding
since	measurement of past time; because
sight	scene, view, picture
site	place, location
cite	to document or quote (verb)
stationary	standing still
stationery	writing paper
straight	unbending
strait	narrow or confining; a waterway
taught	past tense of "to teach"
taut	tight
than	besides
then	at that time; next
their	possessive form of "they"
there	in that place
they're	contraction for "they are"
through	finished; into and out of
threw	past tense of "to throw"
thorough	complete
to	toward
too	also; very (used to show emphasis)
two	number following one
track	course, road
tract	pamphlet; plot of ground
waist	midsection of the body
waste	discarded material; to squander

waive	forgo, renounce
wave	flutter, move back and forth
weak	not strong
week	seven days
weather	climatic condition
whether	if
wether	a neutered male sheep
where	in which place
were	past tense of "to be"
which	one of a group
witch	female sorcerer
whose	possessive for "of who"
who's	contraction for "who is"
your	possessive for "of you"
you're	contraction for "you are"
yore	time long past

WORKSHEET 1

SUBJECT : *Subject Pronouns and Verb “To Be”*

A) Fill in the blanks using “HE, SHE, IT, WE, THEY”:

cat and horse.....	Mary.....	Tom
Jack and I	books	sister
You and Dave	plane	sunshine
cheese	cactus	parents
Pamela	news	scissors
geese	flowers	piano
school	daughter	milk
children	sugar	feet
bicycle	Ann and Kate	tennis
son	mice	sky
shop	buses	papers
Mr. Green	brother-in-law	picture
friendship	dolphin	The Riggs family

B) Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

1. Itan onion. (+)
2. Jasmine a student. (-)
3. Wefriends. (+)
4. I.....hungry. (-)
5. Mark 20 years old. (+)
6. A bee.....a big insect. (-)
7. Newsweek.....a magazine. (+)
8. I.....a professional football player. (-)
9. I know you. You in my class. (+)
10. Cows insects. They mammals. (- / +)
11. İzmir a city. (+)
12. He a postman. (+)
13. Itnine o'clock. (+)
14. Manhattan an island. (-)
15. Mr. Richards a lawyer. (+)
16. Iill. I..... happy. (+ / -)
17. Londona big city. (+)
18. Dave and Adrian sisters. They brothers. (- / +)
19. New York near to New Jersey. (+)
20. Susan and I teachers. We students. (- / +)

C) Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

1. Germany, England, and Spain cities.
2. A lemon sweet. It.....sour.
3. Copper cheap. Diamonds.....expensive.
4. Airplanes slow. They fast.
5. Ice cream and candy sweet.
6. Today cloudy. It.....bright.
7. My brother married. He single.
8. I from Turkey. I..... from Canada.
9. Maths hard. It.....easy.
10. Mariah ... a beautiful girl. She ugly.

D) Rewrite the sentences by using “ IS, ISN’T, AM, AM NOT”:

1. London aren’t a country.*London isn’t a country*.....
2. The United States aren’t a city.
3. An elephant am not a small animal.
4. English and Turkish isn’t sister languages.
5. Mercedes aren’t a bike.
6. Is I a student ?
7. Mrs. Stuart aren’t a poor woman.
8. Cigarettes isn’t good for people.
9. The North Pole am not hot.
10. Simon are from United Kingdom.

E) Complete this postcard by using “AM, IS, ARE, AM NOT , ISN’T,AREN’T”:

Hello!
My name**is**..... Jack, and this**is**... Sue.
She my sister. Sue.....twelve years old and I sixteen.
We adults. We students. We Canadians. We
Americans.
We from Chicago. Chicago in the United States.

Best regards,
Jack

F) Write short sentences:


Example:

(Chris, 9, student, short, not Chinese)
.....*Chris is nine years old. He is a student. He is short. He isn’t Chinese*.....


1. (Leonard and Mike, 25, firemen, tall, American)
.....
2. (Patty and Brian, 12, not electrician, short, not Turkish children)
.....
3. (Natalie and I, nurse, not tall, French)
.....
4. (Mark, 19, accountant, short, British)
.....
5. (Cengiz, 23, lieutenant, not blonde, Turkish)
.....


G) Build up sentences:


1. Mike / drummer (-)*Mike isn’t a drummer*.....
2. Charlie and Chris / policemen(+)
3. Danny and Rick / singers (-)
4. Salem and Lucky / puppies (+)
5. Rome / London / cities (+)


3)  Is it a radio?
What is it?


10)  Is it a CD player?
What is it?


4)  Are these tomatoes ?
What are they?


11)  Are these farms?
What are they ?

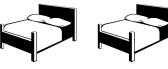
5)  Are these pencils ?
What are they?

12)  Is this a motorcycle?
What is it?

6)  Is it a school bus?
What is it?

13)  Is it a bottle?
What is it?

7)  Is it a horse?
What is it?

14)  Are these tables?
What are they ?

K) Give long answers:

Example: *Are you a scientist?Yes, I am a scientist.....*

- | | |
|---------------------------------|------------|
| 1. Are you a student? | Yes, |
| 2. Is Tom in the park? | No, |
| 3. Is it a poetry book? | Yes, |
| 4. Are Mary and John friends? | Yes, |
| 5. Am I an executive ? | No, |
| 6. Is Thomas fifteen years old? | Yes, |
| 7. Are your earrings expensive? | No, |
| 8. Is ice cream hot ? | No, |
| 9. Are lemons yellow and sour? | Yes, |
| 10. Are Andy and Jack girls? | No, |

L) Build up questions and give answers:

Example: engineer / William *Is William an engineer? Yes, he is an engineer. (+)*

- | | | |
|----------------------------------|---------------|-----|
| 1. good rider / Steve | ? | (+) |
| 2. lazy students / Mark and Lucy | ? | (-) |
| 3. soup / hot | ? | (+) |
| 4. the baby / asleep | ? | (-) |
| 5. basketball team / L.A. Lakers | ? | (+) |

M) Answer these questions:

1. Are trees green or gray?

2. Are clouds brown or white?
3. Is it an English or French dictionary? (French)
4. Is it a sports car or a classic car? (classic)
5. Is Egypt in Europe or in Africa?
6. Is it a butterfly or a bee? (butterfly)
7. Are they skirts or pullovers? (pullovers)
8. Is he an outlaw or a guardian? (outlaw)
9. Is your father young or old? (old)
10. Are we army officers or police officers? (army)

N) Read the passage and answer the questions:

Sophia: I am Sophia Berger. Are you Jordan Turner?

Jordan: Yes, I am. Are you English?

Sophia: Hector is. I am French. Are you from the United States?

Jordan: Yes, I am. Hector, are you from London?

Hector: Yes, I am. Are you from California?

Jordan: No, I am from New York City. Is London a big city?

Hector: Yes, it is a big city. Sophia, are you from Lyon?

Sophia: Yes, I am from Lyon.

Hector: Is Lyon near Florence?

Sophia: No, it isn't. Florence is in Italy.

Hector: Oh, isn't it in France? I am a real fool.

Jordan: No, Hector. Of course you are not a fool! Are you and Sophia students?

Hector: I am a student. She is an actress in France. We are tourists in the United States.

Sophia: Are you a student, Jordan?

Jordan: No, I am not a student. I'm a lawyer. I am on a holiday.

*** Give long answers. If the answer is negative, then give the right answer:**

Example: Is Sophia from Paris? ...No, she isn't..... She is from Lyon.....

1. Is Jordan from California?.....
2. Is Florence in Italy?
3. Are Sophia and Hector students?
.....
4. Is Hector from Manchester?
.....
5. Is Sophia a dancer?.....

Write True or False:

- | | |
|---|---|
| 1. T ... Hector is English. | 6. ... F Sophia is from the United States. |
| 2. Hector isn't from Manchester. | 7. ... Jordan is from New York City. |
| 3. London is not a big city. | 8. Florence is in Italy. |
| 4. Hector is a student. | 9. Jordan is a teacher. |
| 5. Sophia is an actress in London. | 10. Sophia and Hector are tourists. |

WORKSHEET 2

SUBJECT: *Present Simple, Present Continuous*

A) Read the paragraph and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving.

It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now.

It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

- | | |
|---|--|
| 1. What does Brian do? | 6. When does he always have his lunch? |
| 2. What time does he usually get up? | 7. What is he doing at 12.00 today? |
| 3. How does he usually go to work? | 8. Why does he usually watch TV at 7.30? |
| 4. Why is he driving to work today? | 9. What time does he go to bed? |
| 5. What time does he arrive at work everyday? | 10. What time is he going to bed now? |

B) Fill in the blanks with PRESENT CONTINUOUS or SIMPLE PRESENT:

1. The children..... (play) outside now.
2. She usually.....(read) the newspaper in the morning.
3. I..... (do) my homework now.
4. I..... (eat) my dinner now.
- 5..... (you / want) a pizza?
6. They..... (watch) TV now.
7. I..... (not / like) spaghetti.
8. The baby (sleep) now.
9. My mother usually.....(cook) dinner in the evening.
10. He (write) a letter to his pen-friend every month.
11. She (not / like) football.
12. Mary (listen) to music now.
13. Tom usually(drink) coffee, but he (drink) tea now.
14. We(go) to the disco tonight.
- 15..... (he / go) to work by bus everyday.

C) Read the questions & answers about ALAN and ask and answer about JUDITH.

Questions:

ALAN

- | | |
|---------------------------------------|---|
| 1. What does Alan do? | 1. Alan's a lorry driver. |
| 2. How old is Alan? | 2. He's twenty-five years old. |
| 3. How many days a week does he work? | 3. He works five days a week. |
| 4. What time does he get up? | 4. He gets up at six o'clock every day. |
| 5. What does he eat for breakfast? | 5. He eats an enormous breakfast. |
| 6. What does he drink? | 6. He drinks two cups of tea. |
| 7. What does he do after breakfast? | 7. Then he kisses his wife. |
| 8. What time does he leave for work? | 8. He leaves for work at half past six. |
| 9. Where does he have lunch? | 9. He has lunch in a transport café. |
| 10. What time does he come home? | 10. He comes home at five o'clock. |
| 11. Where does he go in the evening? | 11. In the evening he goes to the pub. |
| 12. What time does he go to bed? | 12. He goes to bed at ten o'clock. |

Questions:

JUDITH

- | | |
|----------|---------------------|
| 1. | 1. secretary |
| 2. | 2. 18 |
| 3. | 3. 5 days a week. |
| 4. | 4. 7.30 |
| 5. | 5. cornflakes |
| 6. | 6. orange-juice |
| 7. | 7. parents |
| 8. | 8. 8.15 |
| 9. | 9. in the canteen |
| 10. | 10. home / 5.30 |
| 11. | 11. evening classes |
| 12. | 12. eleven o'clock |

D) Fill in the chart for yourself. Then look at the example. Choose and write TEN sentences from the chart:

	Always		Usually		Often		Sometimes		Never	
	Tom	You	Tom	You	Tom	You	Tom	You	Tom	You
Drink fizzy drinks	*									
buy fast food			*							
play tennis							*			
eat sweets			*							
watch TV in the evenings	*									
save money										*
listen to cassettes			*							
play computer games					*					

Example: *Tom always drinks fizzy drinks.*

1.
2.
3.
4.

5.
6.
7.
8.
9.
10.

E) Now ask questions about the CHART:

Example: *How often does Tom buy fast food?*
Does Tom play tennis?

He usually buys fast food.
No, he doesn't play tennis.

1.
2.
3.
4.
5.
6.
7.

He always watches TV.
 He sometimes plays tennis.
No, he doesn't save money.
 Yes, he usually listens to cassettes.
 He often plays computer games.
Yes, he always drinks fizzy drinks.
 He usually eats sweets.

F) Complete the sentences with SIMPLE PRESENT or PRESENT CONTINUOUS:

1. Susan usually (go) to school by bus, but now she (go) to school by train.
2. Mary often (read) in bed, but today she is very tired and she (not / read).
3. The boys usually (ride) their bikes to school. They (like / ride) their bikes. They (be) very naughty boys. They always (go) to school late. Today their teacher (be) very angry, because they (be) late again.
4. Mary (like / eat) sweets. Every morning she (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often (eat) sweets or ice-cream. She (not / like / eat) fruit or vegetables. She (eat / never) eggs or cheese. Today she (be) sick. She (sleep) in her room now.

G) Use a preposition (ON, IN, AT, BY) in each blank:

- a. Jane goes to work bus.
- b. My birthday is.....March.
- c. We are going to meet.....4:00 p.m.
- d. Students must go to school weekdays.
- e. Do you do play tennis the weekend?
- f. His birthday is.....November 5th .
- g. We have art lesson..... Mondays.

H) Read the text carefully and answer the questions:

Right now I am looking at a picture of Barbara. She is not at home in the picture. She is at the park. She is sitting on a bench. She is eating her lunch. Some boys and girls are running on a patch in the park. A squirrel is sitting on the ground in front of Barbara. The squirrel is eating a nut. Barbara is watching the squirrel. She always watches squirrels when she eats her lunch in the park. Some ducks are swimming in the pond in the picture, and some birds are flying in the sky. A policeman is riding a horse. He rides a horse in the park every day. Near Barbara, a family is having a picnic. They go on a picnic every week.

- a. Where is Barbara in the picture?
- b. What is she doing?
- c. What is the squirrel doing in the picture?
- d. What does Barbara always do when she has lunch in the park?
- e. What are the ducks doing?
- f. How often does the policeman ride his horse?
- g. How often does the family have a picnic at the park?

I) Write a verb in each blank. Use the correct forms of the VERBS:

1. Can you.....a motorbike?
2. Tim can..... the guitar?
3. Sam is milk at the moment?
4. "Who is that lady?"
5. "I don't....."
6. Emma can Spanish and German, but her sister can't.
7. I'm my homework now.
8. " your name, please."
9. "G-A-R-R-Y"
10. Excuse me. Can I..... you a question?
11. Please go to the supermarket and..... some cheese.
12. He is..... water now because he is thirsty.
13. Every weekend they.....their thirsty.
14. Listen! Jack is a song.
15. Can you.....me, please? I can't carry these bags.
16. My dog and his cat are.....now. My dog doesn't like cats.
17. There is a party in Ann's house. They are playing music. and

J) Use the CORRECT TENSE:

1. Look! Jane (sing) again. She often (sing) this song.
2. My father (have) a lot of work to do every weekend.

3. The girls..... (not / talk) now. All of them
..... (watch) a film.
4. you (like) watching TV?
5. He (usually / go) at 9:00 o'clock, but this morning
he (leave) home late.
6. I..... (visit) my grandparents every Friday. My sister
..... (often / visit) them.
7. The boys (swim) in the pool now but they
..... (usually / swim) in the sea.
8. She (write) a letter to her pen-friend at the moment.
9. They (sometimes / have) lunch at work, but today
they (have) at a restaurant.
10. She can't talk to you. She (have) a shower.
11. "Where Alex (live)?" "In France."
12. Tom..... (like / ride) a horse in his free times.
13. The children (play) the piano and.....(sing)
a song at the moment.
14. My mother (always / cook) in the morning.
15. What (you / usually / do) at weekends?
16. Jane (give) a party today because it
..... (be) her birthday.
17. The lesson..... (start) at 9 o'clock every morning.
18. Adam is in his room now. He (write) a letter to his pen-
friend. He..... (always / write) him a letter.

K) Answer the questions:

1. How often do you walk to school?
2. What do you do after school?
3. What can you eat in an Italian restaurant?
4. Where does a doctor work?
5. What are you going to do next Saturday?

L) Ask questions for the underlined words:

1. ?
George often has a bath.
2. ?
Mike eats corn-flakes for breakfast every morning.
3. ?
The teacher is writing some examples on the board.
4. ?
Tom is watching a film now.
5. ?
My parents never smoke cigarettes.
6. ?
Peter and Rob go to school by service bus.
7. ?
Sam is doing his homework in his room.

8. ?
I read **two** books every month.
9. ?
I can't understand Hans ***because I don't know German.***
10. ?
No, Sally isn't writing a letter now.

M) Write a question word in each blank (For example: When, How, Why, How many ..) and then match the questions with the answers:

- | | |
|--------------------------------------|-------------------------|
| 1. is your music lesson? | a) Because, I'm hungry. |
| 2. is it? | b) Fine. |
| 3. books are there in your bag? | c) Germany. |
| 4. likes James? | d) Mary. |
| 5. is your watch? | e) In the garden. |
| 6. are you? | f) In June. |
| 7. are the children? | g) It is half past two. |
| 8. your father's birthday? | h) 5. |
| 9. do you want a sandwich? | I) Tuesday. |
| 10. is she from? | j) Six. |

N) Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can (-) / help me / now / because / she / cook / kitchen //
4. Where / your cousin / live / ? // She / live / Sydney / Australia //
5. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
6. Tim / usually / go / work / bicycle //
7. children / play / games / everyday //
8. My brother / can (-) / play / tennis / because / he / not / have / racket //
9. How often / mother / cook / pizza / ? //
10. My parents / not / like / roller-skates / because / they / be / dangerous //

WORKSHEET 3

SUBJECT: *Present Simple and Present Continuous*

A) Read the paragraphs and answer the questions:

Hello! My name is Douglas Hunter. I'm a pilot for British Airlines. I fly planes. I am not working today. I am playing golf. It is my favorite sport.

1. What is his name?
2. What does he do?
3. What is he doing now?
4. What is his favorite sport?

He is Gordon Lester. He is a champion jockey. He rides racehorses, but he isn't riding a racehorse now. He is dancing with his wife.

1. What is his name?
2. What does he do?
3. Is he a good jockey?
4. Where is he now?
5. What is he doing?
6. Who is he with?

They are Bob and Michael. They teach English in a school. They aren't teaching now. They are in the pub. They're talking and laughing.

1. Who are they?
2. Do they teach?
3. What do they teach?
4. Where are they now?
5. What are they doing now?

She is Rosalind Graham. She is a ballet dancer. She dances for Royal Ballet. She isn't dancing now. She is having a bath.

1. What is her name?
2. What does she do?
3. Is she dancing now?
4. What is she doing?

B) Write DON'T, DOESN'T, ISN'T, AREN'T or AM NOT in the blank space in each sentence:

- a. He *isn't* listening to the radio right now.
- b. He *doesn't* listen to the radio every evening.
- c. We.....watching a television program now.
- d. Wewatch television every day.
- e. They study their lessons after class.

- f. They studying their lessons right now.
- g. It.....raining very hard right at the moment.
- h. It.....rain very much during the summer.
- i. Mr. Johnson eating his lunch now.
- j. Mr. Johnson always eat at that place.
- k. I..... see any students in that room.
- l. I..... hear anyone in the hall now.

C) Complete the sentences:

1. Every Monday my father because
.....
2. Linda usually but she
..... today.
3. I want to buy a because
.....
4. My teacher often but today
.....
5. At the moment the children they often
.....

D) Read the following text and answer the questions:

My name is Kate O'Hara. I live on a farm with my mother and father. I like it but I work very hard. Every morning I wake up at five o'clock and feed the horses. Then I can go back to the house. Mum makes breakfast at 5:30 and I'm not late for breakfast because I don't like cold eggs. After breakfast I help dad for an hour. Then I have a shower and get ready for school. The school bus leaves at 8:15. I leave home at 8:00.

After school I can watch TV for an hour. Then we have our dinner. We have chicken for dinner but I hate it. I eat it because mum gets angry. After dinner I do my homework. Then I go out and feed the horses. I go to bed early because I'm always very tired at the end of the day.

1. Where does Kate live?
.....
2. What time does she get up every morning?
.....
3. Who makes breakfast every morning?
.....
4. Why isn't she late for breakfast?
.....
5. When does she have a shower?
.....
6. What time does she catch the school bus?
.....
7. How long can she watch TV?
.....
8. What do they have for dinner?
.....
9. When does she do her homework?
.....

10. Why does she go to bed early?

.....

True or False:

- 1. She doesn't like the farm. _____
- 2. Kate doesn't work very hard. _____
- 3. Kate has a shower before 8:15. _____
- 4. Kate's mother doesn't like chicken. _____
- 5. After dinner Kate feeds the horses. _____

E) Complete the sentences using DO / DOES / AM / IS / ARE / HAVE GOT /HAS GOT:

- 1..... the children want toy for their birthday?
- 2. Dazzle..... a new dress for the party.
- 3. When.....your brother's birthday?
- 4. How much these glasses? " 80. "
- 5. Mr. and Mrs. Jackson two children.
- 6..... your uncle like chocolate?
- 7..... I your friend?
- 8. How much..... your new tennis racket?

F) Circle the correct answer:

- 1. Look! Thomas is bringing / brings his little sister to class.
- 2. My older sister is often listening / often listens to pop music.
- 3. We are writing / write an exercise now.
- 4. Mmmm! Mum is making / makes a cake.
- 5. Our teacher is giving / gives us a test every month.
- 6. Listen! Dad is reading / reads a story to Ricky.
- 7. Mr. Michael usually is growing / grows roses in his garden.
- 8. They are building / build a new house on the hill now.
- 9. Maria is drinking / drinks milk every morning.
- 10. Look! Nick is running / runs down the hill.

G) Change the following sentences into POSITIVE, NEGATIVE and QUESTION form:

- 1. You know the answer.
(-)
- (?)
- 2. He has breakfast at 8 o'clock.
(-)
- (?)
- 3. Some schoolgirls don't wear uniforms.
(+)
- (?)
- 4. Does she cut her husband's hair?
(+)
- (-)
- 5. She does her homework everyday.

(-)
(?)

H) Supply PRESENT CONTINUOUS TENSE in the blanks:

1. He..... (teach) his son to ride a bike.
2. A: Why Ann..... (wear) her new dress?
B: Because she (have) a party tonight.
3. Cindy usually does the shopping, but I..... (do) it today because she is ill.
4. She (not / work), she (swim) in the river.
5. A: Tom..... (clean) his shoes now?
B: No, he He (tidy) his room.
A: Where is his brother?
B: He is in the garden, he..... (water) the flowers.

WORKSHEET 4

SUBJECT : Present Simple, Present Continuous, Simple Past

JAMAICA is a large island in the Caribbean Sea. Nearly a million tourists visit the island every year to relax in the sun and swim in the clear blue sea.

For tourists, the island is a paradise, but for most Jamaican people life is hard. There are very few jobs, except in the tourist industry.

Jamaica is also famous for reggae music.

A) Chilli's friend Della was on holiday in Jamaica. Read her letter to Chilli and complete it with the correct verbs.

* invited * stopped * talked * stayed * travelled * enjoyed

* didn't sleep * didn't get * watched * was * listened

Dear Chilli,

I had a fantastic holiday in Jamaica. It was hot and the sea was blue and lovely.

I by plane from London to Kingston. I really the flight. It was eight hours long but Iat all because I so excited. During the flight I to music, a film and to the girl in the seat next to me.

I with my aunt and uncle in Kingston. They me on a trip to Montego Bay. We.....at an Orchid Farm. It was brilliant. On my last night there I.....to bed until there o'clock in the morning!

See you soon!

*Love,
Della*

B) Answer the questions:

1. Did she go to Jamaica?
2. How did she go to Kingston?
3. How was the weather?
4. What did she do on the plane?
5. Did she visit her grandparents?

6. Did she like the Orchid Farm?
7. When did she go to bed on her last night?
8. Where is Jamaica?
9. What do the tourists do in Jamaica?
10. How is the life for Jamaican people?

C) Complete these sentences in the PAST TENSE, using the correct verb:

- * play * enjoy * watch * listen * talk * phone
 * stop * walk * travel * like * stay

I *watched* the late film on TV last night.

1. We reallythe concert last night. It was great!
2. She with friends in Brighton last summer.
3. Italy..... very well in the last World Cup.
4. Her parents.....by train from Shanghai to Moscow.
5. I.....you four times last night but you were out.
6. Wealong the beach yesterday. It was lovely.
7. She the film but she didn't like the music.
8. The men work at exactly one o'clock.
9. I..... to the new Sting album yesterday. It's great.
10. They..... to us about their trip to Madagaskar. It was very interesting.

D) Complete the conversation with WAS / WASN'T / WERE / WEREN'T.

- A: Where *were* you last night? I phoned you but you at home.
 B: Iout with friends. We at the Bluenote Café.
 A Julia there?
 B: No, she Why?
 A: Oh, I just wondered.
 B: Sheout with Nick. They at the Oasis. I think.
 A: No, they
 B: How do you know?
 A: Because I there!

E) Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:

Last night I (go) to my favorite restaurant in West Street. I
 (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I
 (decide) to walk along the beach.

Suddenly, I (hear) a noise. I (turn) and
 (see) three boys aged about eighteen. One boy (come) up to me and
 (ask) me the time. When I (look) down at my watch,
 he (hit) me and I (fall) to the ground. Another boy

..... (take) my wallet. I.....(shout) for help. Then they
..... (run) away.

F) Complete the story. Use the verbs in the brackets:

Last year I *went* (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car (be) there. We (buy) some clothes and.....(go) to the Police Station. The police (be) nice and we..... (sleep) in the police station.

G) Make negative sentences (x) or questions (?) using the PAST TENSE:

Example: he / stay (x) in a hotel
He didn't stay in a hotel.

you / learn (?) speak Italian when you were in Italy.
Did you learn to speak Italian when you were in Italy?

1. she / like (x) the film
2. I / use / (x) the school computer yesterday
3. they / arrive (?) home late yesterday
4. you / ask (?) her for Caroline's address
5. he / enjoy (x) the concert in the park
6. we / talk (x) about school at all

H) Read the text. Write the questions below about Tamsin's holiday:

Last September Tamsin went to Bali. She went by plane and stayed in a big hotel. It was very hot, so she swam every day. In the evenings she went to different restaurants, the food was very good. She met some nice people and every night she danced with them at the disco. She was happy because she wasn't alone.

1. *Where did she go?*..... Bali.
2. Last September.
3. By plane.
4. In a big hotel.
5. It was very hot.
6. She swam.
7. It was very good.
8. Some nice people.

I) Match the questions with the answers:

1. When did you learn to drive a car?
2. What did you watch on television last night?
3. What did you do last weekend?
4. Who were you with at 4pm today?

5. When was the beginning of term?
6. How did you come to class?
7. What did you eat for breakfast this morning?
8. What was the month before last?

- a. By bus.
- b. The news.

- c. 6th September.
- d. On Saturday I played tennis and on Sunday I slept.
- e. January.
- f. Three years ago.
- g. John.

- h. Toast and coffee.

J) Read about Lucian and Estelle and write the questions:

Lucian and Estelle are from London, but they live in Madrid. They work for Opel, the car factory. Lucian and Estelle like swimming and cooking. They don't have a car. They don't like driving!

- | | |
|---|--------------------------------------|
| 1. live / they / do / London? | <i>Do they live in London?</i> |
| 2. Madrid / do / live / they? | |
| 3. Ferrari / they / work / do? | |
| 4. work / Renault / do / they? | |
| 5. swimming / like / cooking / they / do? | |
| 6. swimming / they / like / traveling / do? | |
| 7. like / do / driving / they ? | |

K) What does Ellie ask Carsten? Put the words in order to make questions:

Ellie: Sunday time What do get you up on?
What time do you get up on Sunday?

Carsten: Ten o'clock.

Ellie: you breakfast What do have for?
.....

Carsten: Coffee, cheese and bread.

Ellie: morning you in do the What do?
.....

Carsten: I play football in the park.

Ellie: do lunch When have you?
.....

Carsten: At two o'clock.

Ellie: with Who lunch you do have?
.....

Carsten: My parents.

Ellie: you afternoon What do do in the?
.....

Carsten: I watch football on TV.

L) Fill in with PRESENT SIMPLE or PRESENT CONTINUOUS:

Father: Alice, what *are you doing* (you / do)?

Alice: I (clean) the house. I usually(do) my homework but today I.....(not / go) to school.

Father: Where's your mum?

Alice: She (make) a cake. She usually (go) to the market but today my friends (come).

M) Fill in with PRESENT SIMPLE or PRESENT CONTINUOUS:

1) Sarah Star is a singer. She *sings*(sing) and.....(dance) on TV. She (drive) a red Mercedes. At the moment she is with Nick Pear. They (eat) in a restaurant. Sarah (drink) a cocktail and Nick(talk) to the waiter.

2) Ann is a doctor. She(work) in a hospital but today she(stay) at home. Now she(cook) dinner. Her friends(visit) her today. It(be) her birthday.

WORKSHEET 20

SUBJECT : Tense Review (Present Simple / Present Continuous / Simple Past)

A) Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:

1. Please be quiet. I..... (try) to read the paper.
2. This is a very quiet town. Where.....(people / go) in the evenings?
3. John (drink) milk every night, but now he (drink) tea.
4. What(you / do) with all that paper and glue?
5. I..... (not / use) the computer at the moment so you can use it.
- 6..... (Karen and John / ever / write) to you?

B) PRESENT CONTINUOUS or PRESENT SIMPLE in context. Put in the right form of the verb in brackets:

- Laura : Hello, George! What (you / do) these days?
George : Hi, Laura. I.....(learn) French and Spanish at college. What about you?
- Laura : Me? Oh, I.....(work) at a Travel Agency until August.
George(you / like) it?
- Laura : Yes, I do. I..... (work) in the shop most mornings, and three afternoons a week the manager(tell) me about the travel business. I (work) quite long hours. I (not / get) home until six, but I..... (prefer) that to not having enough to do.
- George : Yes, I (work) hard too at the moment.It (become) more and more difficult to get a job using languages. They (ask) for higher and higher exam grades all the time.
- Laura : You can do it, George. You.....(be) clever.
George : Thanks. Laura.

C) Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:

It *is* winter and the snow (fall). It usually (snow) in January here. Betty and James.....(play) in the garden. They (build) a snowman and they (throw) snowballs. They..... (like) the snow very much! Their mother and father (not / like) it. They always (stay) in the house when it is cold. Mother usually..... (watch) TV and Father (listen) to the radio or (read) a book. At the moment they (sit) in the living-room. Mother (write) a letter and Father (read) a book.

D) Complete the dialogue using the verbs in brackets in the correct form:

- A: Why ... *don't you finish* (you / not / finish) your homework and come and watch TV?
B: Because I.....(not / understand) it. It is too difficult.
A: Why (you / not / ask) your teacher to explain it?
B: Because I.....(not / like) him.
A: And why (you / not / like) him?
B: Well, he..... (always / shout) at me.
A: Why (he / shout) at you?
B: Well, I (not / work) in class and I
..... (not / do) my homework.
A: Well, no wonder he.....(shout) at you. Give me your book
now. We'll try and do it together.

E) Put the words in brackets in the correct place in the sentences:

1. I *always*..... keep my room tidy. (always)
2. Do you go on holiday in winter? (sometimes)
3. he helps with the housework. (never)
4. She plays.....cards. (rarely)
5. Does she visit.....his friends? (often)
6. They don'teat sweets. (often)
7. We eat..... a lot of vegetables. (usually)
8. You musttell lies. (never)
9. She can..... answer the teacher's questions. (always)

F) Put the verbs in brackets into PRESENT SIMPLE or PRESENT CONTINUOUS:

- Caller: Good morning. ...*Is*..... (be) Mr. Green there?
Man : No, he (not / be) here. He..... (work)
at the moment. He usually (work) until 4 p.m.
Caller: What about Mrs. Green? Where (be) she?
Man : She (do) the shopping. She always
(do) the shopping on Thursday afternoons.
Caller: Where.....(be) the children?
Man : They (play) football.They always
(play) football after school.
Caller: How.....(you / know) all this? Who are you?
Man : I.....(be) the burglar!

G) Put the verbs in brackets into the correct tense:

1. He often *brings*..... (bring) me flowers.
- 2..... (you / meet) Paul yesterday?
3. Father..... (work) in the garden now.
4. What(you / do) at the moment?
5. Mr. Jones (paint) his house last month.
6. She (go) to school on foot every day.
7. It.....(be) hot yesterday.
8. The baby (not / sleep) now.
9. He never.....(drive) fast.
10. She (leave) Paris in 1987.

11. She always (go) to church on Sunday.
12. I..... (buy) a new bicycle last week.
13. My family (go) to the theatre yesterday.
14. Tom.....(live) in London three years ago.
15. My mother (make) some coffee now.
16. Sam..... (go) to the circus yesterday.
17. I..... (talk) on the telephone at the moment.
18. Sally always..... (help) her mother in the house.
19. I..... (have) dinner in a restaurant last Friday.
20. Listen! The birds.....(sing) in the garden.
21. I often.....(buy) fruit from the greengrocer's.
22. My mother (drink) tea now.
23. Look at Tom and Jim! They (walk) up the hill.
24. That man..... (laugh) at the moment.
25. The cat (play) with a ball now.
26. We always(wear) warm clothes in winter.
27. He often (eat) a sandwich at lunchtime.

H) Fill in the postcard with the correct form of the verbs.:

Dear Joe,
 Hello from Hawaii. ***We're having*** ... (have) a great time.
 The sun (shine) and we
 (enjoy) every minute of our vacation. Jack
 (sit) on the beach. He..... (watch) the
 children. The water (be) warm, but I'm lazy. So
 I (sit) on the sand and
 (write) this postcard to you. We (get)
 very tan. Oh, and Jack..... (learn) to
 surf. Are you surprised? I am.
 Wish you were here.
 Love, Jane, Jack, Billy and Sue

I) Write sentences using the verbs at the right:

Where is everybody?

- | | |
|---|----------------------|
| 1. Harry and Jennifer are outside.
..... | * do homework |
| 2. The dog's outside too.
..... | * make dinner |
| 3. Larry's in the dining room.
..... | * talk to a friend |
| 4. Sally's in the bathroom.
..... | * set the table |
| 5. Dad's in the kitchen.
..... | * take a shower |
| 6. Mom's on the phone.
..... | * run after the ball |
| 7. I'm at my desk. | |

* play baseball

J) Fill in the blanks to complete the movie review. Use the correct tense of the verbs given:

E.T. by JOE BERNES

Last night, I saw a good movie. The title of the movie was **E.T.** It was an excellent film. To my surprise. I *laughed* (laugh), I (cry), and I (worry) about the little creature from space, and I completely (enjoy) the show.

The story is about an extraterrestrial person named E.T. He..... (land) on earth in a flying saucer. But his space ship..... (depart) without him. A little American boy (discover) E.T. They (play) together and they (like) each other a lot. But E.T. (miss) his home. He (want) to go back. He (plan) his return trip, but then ...

Well, go and see this excellent summer film and find out about E.T.

K) Write the questions. Use WHEN, WHERE, WHO or WHAT:

1. A: We went to California on our vacation.
B: Really? *Where did you stay*..... (you / stay)?
A: In a hotel in Santa Monica.
2. A: The children visited the usual tourist attractions.
B: Oh, yeah? (they / see)?
A: Oh, they went to Disneyland, the San Diego zoo, and a movie studio.
3. A: My wife played a lot of tennis.
B: (she / play) with?
A: She played with our oldest son.
4. A: I really enjoyed the trip. We even stayed a few extra days.
B: (you / plan) to come home?
A: Well, we planned to come home on Monday, but we didn't get back until Friday.

L) Fill in the blanks to complete the postcard. Use the PAST TENSE form of the verbs given:

Dear Mom,

I'm having a wonderful time. Last night I ..*went* ... (go) to the Hollywood Bowl with some friends. We (take) a special bus and..... (get) there easily. A friend (buy) some wine and we also (bring) a picnic basket. So we (find) our seats and (eat) our picnic. Then the concert (begin). It (be) excellent. What a night!

Love, Kris

M) Fill in the blanks to complete the letter:

Dear Betty,

Thank you for dinner last night. We .. *ate* (eat) like Kings and (have) a wonderful time. Charles (put) so much effort into the meal. It (be) a wonderful way to end our vacation.

Your directions were excellent. Unfortunately, Jim (take) the wrong street and we (get) lost. We finally (find) the right street around 3:00 a.m. But we didn't go home. Instead we (go) to the beach and (see) the sunrise. It was spectacular. We (get) back to the hotel around 7:00.

Again, many thanks.

Linda and Jim

N) Complete the sentences. Use the PAST TENSE form of the verbs given:

- A: Tom and I (go) to see *The Big Thrill* yesterday.
B: We (see) it last weekend. Jackie (think) it was horrible.
A: So did we.
- A: Look, Uncle Tom (get) me a violin.
B: Last year he (buy) me a drum.
A: Last Christmas he (bring) me a doll from Japan.
B: Yeah, and you (break) it the day after.
- A: I (have) my umbrella at home again and it's really raining hard.
B: I have the same problem. I (lend) one to my boss last week. I guess she (keep) it.
- A: Mom (have) to pick up Kevin at the train station. She (take) the dog with her.
B: No, she didn't. I just (see) him. He was swimming in the lake.

O) Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.

- I (get) up at eight o'clock yesterday morning.
- Mark (talk) to John on the phone last night.
- Mark (talk) to John on the phone right now.
- Mark (talk) to John on the phone every day.
- Jim and I (eat) lunch at the cafeteria two hours ago.
- We (eat) lunch at the cafeteria every day.
- I (go) to bed early last night.
- My roommate (study) Spanish last year.

9. Sue (write) a letter to her parents yesterday.
10. Sue (write) a letter to her parents every week.
11. Sue is in her room right now. She.....(sit) at her desk. She
..... (write) a letter to her boyfriend.
12. Marianne..... (do) her homework last night.
13. Yesterday I.....(see) Dick at the library.
14. I (have) a dream last night.I.....(dream)
about my friends. I.....(sleep) for eight hours.
15. Alice(smoke) a cigarette after class yesterday.
16. My wife..... (come) home around five every day.
17. Yesterday she.....(come) home at 5:15.
18. Our teacher (stand) in the middle of the room right now.
19. Uor teacher (stand) in the front of the room yesterday.
20. John usually..... (sit) in the back of the room, but yesterday he
..... (sit) in the front row. Today he.....(be) absent.
He(be) absent two days ago too.

P) Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.

1. I(go / not) to a movie last night. I..... (stay)
home.
2. Fred..... (come / not) to class every day.
3. Sue (read) a book right now. She
(watch / not) TV.
4. I (finish / not) my homework last night. I
(go) to bed early.
5. Jane (stand / not) up right now. She
(sit) down.
6. It (rain / not) right now. The rain.....(stop)
a few minutes ago.
7. The weather (be / not) cold today, but it.....(be) cold
yesterday.
8. Mary and I (go / not) shopping yesterday. We (go)
shopping last Monday.
9. I (go) to a movie last night, but I..... (enjoy / not) it.
10. I (write) a letter to my girlfriend yesterday, but I
..... (write / not) a letter to her last week.
11. My husband (come / not) home for dinner last night. he
..... (stay) at his office.
12. The children (go) to bed a half an hour ago. They
(sleep) now.
13. We (be) late for the movie last night. The movie
(start) at 7:00, but we..... (arrive / not) until 7:15.
14. He (dance) with Mary now.
15. She usually.....(take) the bus to school.
16. Her husband never (remember) her birthday.
17. We(watch) a film on television at the moment.

01

The present simple

The present simple is used to make simple statements of fact, to talk about things that happen repeatedly, and to describe things that are always true.



1.1 FILL IN THE GAPS BY PUTTING THE VERBS IN THE PRESENT SIMPLE

Jessica walks (walk) around the park every day at lunchtime.

- 1 Tony _____ (make) a huge breakfast for his family on Sundays.
- 2 I usually _____ (eat) my lunch at 1pm at an Italian restaurant.
- 3 Fiona _____ (meet) her friends at a café on Thursday evenings.
- 4 We sometimes _____ (play) tennis with our friends on Saturday mornings.
- 5 My cousin _____ (start) work at 6am every morning.
- 6 The shop assistant _____ (leave) work at 6pm in the evening.
- 7 You _____ (drink) a lot of coffee every morning.
- 8 Paolo usually _____ (read) a book in the evenings.



1.2 MARK THE SENTENCES THAT ARE CORRECT

- | | |
|--|---|
| <p> Steve usually finishes work at 5pm. <input checked="" type="checkbox"/></p> <p>Steve usually finishes work at 5pm. <input type="checkbox"/></p> | <p>4  Jane brushes her hair in the morning. <input type="checkbox"/></p> <p>Jane brushes her hair in the morning. <input type="checkbox"/></p> |
| <p>1  Greg workes in a factory. <input type="checkbox"/></p> <p>Greg works in a factory. <input type="checkbox"/></p> | <p>5  Selma gos shopping after work. <input type="checkbox"/></p> <p>Selma goes shopping after work. <input type="checkbox"/></p> |
| <p>2  My dad watches TV every evening. <input type="checkbox"/></p> <p>My dad watchs TV every evening. <input type="checkbox"/></p> | <p>6  Imran washes his clothes on Sunday. <input type="checkbox"/></p> <p>Imran washs his clothes on Sunday. <input type="checkbox"/></p> |
| <p>3  Michel plays the piano beautifully. <input type="checkbox"/></p> <p>Michel playes the piano beautifully. <input type="checkbox"/></p> | <p>7  Mary teaches French at a college. <input type="checkbox"/></p> <p>Mary teachs French at a college. <input type="checkbox"/></p> |



1.3 FILL IN THE GAPS USING “AM,” “IS,” OR “ARE”

They are here for the party.

- I _____ a doctor at the local hospital.
- Vicky _____ my eldest child.
- We _____ from a town in Scotland.
- Both my parents _____ lawyers.
- You _____ a very good friend.
- I _____ an American.
- That policeman _____ so tall.
- She _____ twenty-three years old.
- It _____ cold outside.
- I _____ fifteen today.
- Our cat _____ black and white.
- We _____ very excited.
- They _____ students from France.
- Jim _____ an architect.
- My sister-in-law _____ from Japan.
- I _____ so hungry!
- You _____ very lazy.
- My children _____ so tired.
- I _____ forty-three years old.
- They _____ late for work.
- Claudia and Paolo _____ Italian.
- My grandfather _____ retired.
- We _____ from Pakistan.
- Paul _____ disappointed.



1.4 FILL IN THE GAPS USING “HAVE” OR “HAS”

He has a lot of homework to do.

- Jack _____ a new car.
- Jennifer _____ Abbie's bag.
- We _____ a beautiful farm.
- I _____ three sisters.
- Bob _____ toothache.
- My house _____ a large garage.
- They _____ a new laptop.
- We _____ so many books.
- My dad _____ red hair.
- You _____ an old phone.
- My neighbors _____ a daughter.
- Juan's house _____ three floors.
- That bird _____ big eyes.
- I _____ a new baby.
- We both _____ headaches.
- They _____ the same dress.
- My grandparents _____ chickens.
- You _____ a friendly cat.
- My town _____ two museums.
- Yuko _____ a painful back.
- Our dogs _____ lots of toys.
- We _____ an English class tonight.
- Vineetha _____ a new haircut.
- I _____ dinner at 6pm every day.



1.5 MATCH THE PICTURES TO THE CORRECT SENTENCES



Hannah takes beautiful photos of the places she visits.

Reggie bakes the most incredible cakes.

Emil leaves the office at 6pm each day.

Brad goes camping in the forest every summer.



1.6 FILL IN THE GAPS USING THE WORDS IN THE PANEL

Katya teaches young children how to read.

1 I _____ work at 9am during the week.

2 You _____ an engineer.

3 Maria _____ coffee with Jules in the morning.

4 They _____ to work by train.

5 My dad _____ 67 years old.

6 Robert _____ work at 7pm.

7 We _____ an English lesson later.

8 Paul often _____ a film in the evening.

9 Emma _____ to bed early on Sundays.

watches

is

are

goes

have

go

start

has

finishes

~~teaches~~

The present simple negative

To make negative sentences using “be” in the present simple, “not” is added after the verb. For other verbs, the auxiliary verb “do not” or “does not” is used.



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

French. not I am

I am not French.

4 my not are dogs. They

1 doctor. is She a not

5 are You Egyptian. not

2 are New Zealand. We from not

6 is my This computer. not

3 not My American. is dad

7 engineer. an am I not



2.2 FILL IN THE GAPS USING “DO NOT” OR “DOES NOT”

Michael does not have a dog.

6 My grandparents _____ have a car.

1 You _____ work in the library.

7 Nico _____ work in the factory.

2 He _____ eat meat.

8 She _____ go to work on Fridays.

3 Val _____ watch TV in the evening.

9 I _____ go to restaurants very often.

4 I _____ play football very often.

10 You _____ have a cat.

5 We _____ get up early on Saturdays.

11 They _____ work outside.



2.3 REWRITE EACH SENTENCE IN THE NEGATIVE USING CONTRACTIONS

She is happy with her meal. *She's not happy with her meal.* *She isn't happy with her meal.*

- | | | | |
|---|--------------------------|-------|-------|
| 1 | He is a teacher. | _____ | _____ |
| 2 | Carla is very tall. | _____ | _____ |
| 3 | You are from Australia. | _____ | _____ |
| 4 | They are farmers. | _____ | _____ |
| 5 | We are happy. | _____ | _____ |
| 6 | You are lawyers. | _____ | _____ |
| 7 | She is a doctor. | _____ | _____ |
| 8 | It is very cold outside. | _____ | _____ |



2.4 MARK THE SENTENCES THAT ARE CORRECT

- | | | | |
|---|--|--|---|
|  | He does not likes baseball. <input type="checkbox"/> | 6  | Diana doesn't have a computer. <input type="checkbox"/> |
| | He does not like baseball. <input checked="" type="checkbox"/> | | Diana don't has a computer. <input type="checkbox"/> |
| 1  | I don't like Sam's cooking. <input type="checkbox"/> | 7  | I don't like cats. <input type="checkbox"/> |
| | I no like Sam's cooking. <input type="checkbox"/> | | I like not cats. <input type="checkbox"/> |
| 2  | You doesn't look very happy. <input type="checkbox"/> | 8  | Paolo does not get up at 6am. <input type="checkbox"/> |
| | You don't look very happy. <input type="checkbox"/> | | Paolo do not get up at 6am. <input type="checkbox"/> |
| 3  | Antonio does not live in Madrid. <input type="checkbox"/> | 9  | My dad don't feels well. <input type="checkbox"/> |
| | Antonio do not lives in Madrid. <input type="checkbox"/> | | My dad doesn't feel well. <input type="checkbox"/> |
| 4  | Phil don't drive a car. <input type="checkbox"/> | 10  | They isn't from China. <input type="checkbox"/> |
| | Phil doesn't drive a car. <input type="checkbox"/> | | They aren't from China. <input type="checkbox"/> |
| 5  | I'm not a doctor. <input type="checkbox"/> | 11  | My friends don't like chess. <input type="checkbox"/> |
| | I amn't a doctor. <input type="checkbox"/> | | My friends doesn't like chess. <input type="checkbox"/> |



2.5 REWRITE THE SENTENCES IN THE NEGATIVE

This book **is** very interesting.

This book isn't very interesting.



1 Amy **works** as a receptionist in our office.



2 I **like** going to the health center.



3 Your company **is** very successful.



4 You **play** the guitar very well.



5 Jean **cooks** the dinner in the evening.



6 This TV show **is** very interesting.



7 Sonia and Rick **live** in Paris.



8 My son **is** a firefighter.



9 Our house **is** very big.



10 Sandra **works** late on Fridays.



11 My husband and I **relax** on weekends.



12 Edith and Sam **like** dancing in their free time.



Present simple questions

Questions in the present simple with “be” are formed by swapping the verb and subject. For other verbs, the auxiliary verb “do” or “does” must be added before the subject.



3.1 FILL IN THE GAPS USING “AM,” “IS,” OR “ARE”

Are you a chef?

- 1 _____ you the new teacher?
- 2 _____ she your sister?
- 3 _____ we nearly home?
- 4 _____ I on the list?
- 5 _____ your dogs friendly?
- 6 Where _____ the front door?
- 7 _____ Carlo still a teacher?
- 8 _____ we late for the party?
- 9 Where _____ my shoes?
- 10 _____ that Shelly's new car?
- 11 Who _____ the manager here?
- 12 _____ I too late for the concert?
- 13 When _____ your birthday?
- 14 _____ he here for the presentation?
- 15 Where _____ the bathroom?
- 16 _____ I supposed to be at work?
- 17 Why _____ they angry?
- 18 _____ it time to eat yet?
- 19 _____ they coming to the seminar?



3.2 FILL IN THE GAPS USING “DO” OR “DOES”

Does he work in a hotel?

- 1 _____ Laura have a brother?
- 2 _____ they know your address?
- 3 _____ Craig still live in Dublin?
- 4 Where _____ your mother work?
- 5 _____ they know your father?
- 6 _____ the restaurant serve fish?
- 7 _____ you still have my book?
- 8 _____ your house have a garage?
- 9 _____ we have enough time?
- 10 How _____ Ben travel to work?
- 11 _____ your parents have a car?
- 12 When _____ the lesson end?
- 13 _____ you work on Saturdays?
- 14 _____ she play any instruments?
- 15 What _____ you want for dinner?
- 16 _____ I need to wear a dress?
- 17 What _____ he want this time?
- 18 _____ they know what time it is?
- 19 Where _____ she buy her clothes?



3.3 MARK THE QUESTIONS THAT ARE CORRECT



Does she goes to your school?

Does she go to your school?

1



Does Danielle plays baseball very often?

Does Danielle play baseball very often?

2



Do you know how to play the electric guitar?

Do know you how to play the electric guitar?

3



Does your daughter know how to drive a car?

Do your daughter knows how to drives a car?

4



What time does you get up in the morning?

What time do you get up in the morning?



3.4 REWRITE THE SENTENCES AS QUESTIONS

You play the piano.

Do you play the piano?



1

She likes going to the theater.



2

Carlo likes Chinese food.



3

You like gardening.



4

He knows how to play chess.



5

Cleo has breakfast every morning.



6 Jim has a lot of homework this weekend.



7 They live in London.



8 It rains often here.



9 Peter enjoys taking photos.



10 Sally knows how to swim.



11 They play golf on Saturdays.



The present continuous is used to talk about continued actions that are happening in the present moment. It is formed with “be” and a present participle.



4.1 MATCH THE PICTURES TO THE CORRECT ANSWERS



Pedro is hiking in the mountains.

Michael is watching TV.

Martin is cooking dinner for his family.

Michelle is visiting a gallery.



4.2 FILL IN THE GAPS USING THE WORDS IN THE PANEL

The children are playing football.

- ① You _____ a beautiful red dress.
- ② Matilda _____ a travel book about Brazil.
- ③ My cat _____ the apple tree.
- ④ I _____ such an interesting book.
- ⑤ Hetty and Paula _____ some orange juice.
- ⑥ Phil _____ for his piano lesson.

am reading
~~are playing~~
 is climbing
 is practicing
 is reading
 are wearing
 are drinking



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

Simon _____ *is walking* _____ ( walk) to work today.

① Clara _____ ( try) on some new shoes.

② I _____ ( write) a letter to my girlfriend.

③ Sanjay _____ ( learn) to drive.

④ Mel and Tim _____ ( get married) today.

⑤ Robin _____ ( not study) for the French exam this afternoon.

⑥ Sam and Ashwin _____ ( play) baseball at the park.

⑦ My sister's friend _____ ( perform) on stage now.



4.4 MARK THE SENTENCES THAT ARE CORRECT



Diane is buying a new house.

Diane buys a new house.

①



Sam and Pete not playing cards in the living room.

Sam and Pete aren't playing cards in the living room.

②



The children eat pizza once a week.

The children are eating pizza once a week.

③



Julian is wearing a suit for the meeting.

Julian is wears a suit for the meeting.



4.5 MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS

<p>Is she coming</p> <p>1 Are they going</p> <p>2 What are we</p> <p>3 Is it</p> <p>4 Why is Lisa</p>		<p>eating for dinner?</p> <p>snowing outside?</p> <p>to the party tonight?</p> <p>wearing such fancy clothes?</p> <p>to the festival?</p>
---	--	---



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

talking on They phone. are the
They are talking on the phone.

1 playing today. Chris football isn't

2 your game? watching Are football kids a

3 wife her is friend afternoon. My visiting this

4 is the Selma at living Where moment?

5 wearing Joe a isn't tie today.



4.7 REWRITE THE SENTENCES AS QUESTIONS

She is eating an apple.

Is she eating an apple?

1 They are driving to the beach.

2 You are going swimming.

3 She is watching a movie.

4 Nelson is going shopping.

5 Ben is listening to classical music.

6 Chrissie is climbing the tree.

7 Sven and Olly are singing.

8 You are drinking apple juice.

9 They are playing tennis.

10 My son is reading a book.

11 Pavel is speaking Russian.

12 You are wearing a dress.



4.8 REWRITE THE SENTENCES AS NEGATIVES

We are enjoying the show.

We are not enjoying the show.

1 I am going to the zoo.

2 The dog is chasing a cat.

3 They are walking their dog.

4 Angela is wearing a dress.

5 We are playing chess.

6 I am eating Chinese food.

7 James is wearing your shirt.

8 You are reading a book.

9 She is cleaning her room.

10 Ed and Gus are watching a movie.

11 I am speaking French.

12 It is raining outside.

The present simple and present continuous are used in different situations. There are different ways to form questions and negatives with these tenses.



5.1 LOOK AT THE PICTURES AND COMPLETE THE SENTENCES USING THE PHRASES IN THE PANEL



Mike and Ellie are painting their house this afternoon.



3 Is Dimitri still _____ the garage wall?



1 Annabelle _____ caves in her free time.



4 Brendan _____ watching comedies on TV in the evenings.



2 João _____ dogs. He's really scared of them.



5 Sid and Les _____ at the beauty salon.

explores

~~are painting~~

work

doesn't like

loves

building



5.2 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE



Jim ~~tries~~ / **is trying** to build a chair.

1



Kit **goes** / ~~is going~~ scuba diving with her friends on Fridays.

2



Ben and Kelly ~~dance~~ / **are dancing** at the club tonight.

3



Sai **puts** / ~~is putting~~ the dishes in the dishwasher each evening.

4



Bruce ~~waits~~ / **is waiting** to go for a walk.



5.3 FILL IN THE GAPS BY PUTTING THE VERBS IN THE PRESENT SIMPLE OR THE PRESENT CONTINUOUS

Alastair usually plays (**play**) tennis, but this afternoon he is playing (**play**) badminton.

- 1 Mary _____ (**not send**) letters often, but she _____ (**write**) one to her mother now.
- 2 I _____ (**work**) from home today, but usually I _____ (**work**) in an office.
- 3 We usually _____ (**go**) to Spain on vacation, but this year we _____ (**go**) to Mexico.
- 4 Helen _____ (**work**) in an elementary school. She _____ (**teach**) math right now.
- 5 I _____ (**not eat**) meat very often, but tonight I _____ (**have**) a steak.
- 6 It _____ (**not rain**) often in California, but today it _____ (**pour**).
- 7 My cousin _____ (**perform**) on stage now. I _____ (**love**) her voice.
- 8 Rajiv _____ (**wear**) a T-shirt now, but he always _____ (**wear**) a shirt at work.
- 9 My dad _____ (**sleep**) now. He _____ (**be**) tired after the journey.
- 10 Juan normally _____ (**start**) work at 8am, but today he _____ (**go**) to the dentist.
- 11 Bob _____ (**take**) a taxi to work this morning, but he usually _____ (**take**) the bus.



5.4 MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS

	Mario sometimes	→	living at the moment?
1	My brother doesn't		in the kitchen?
2	My mom usually bakes		plays tennis with his uncle.
3	Where is your sister		play golf with your colleagues?
4	Tom's new girlfriend		work on Friday afternoons.
5	What's dad cooking		a cake on the weekends.
6	How often do you		lives in a resort in Spain.



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

never the Ben bus work. takes to

Ben never takes the bus to work.

1 you soccer weekend? Do the on play

2 Paula French college? studying Is at

3 your Why wearing a is today? dad suit

4 usually at Fridays. works on Clarissa home



5.6 MARK THE SENTENCES THAT ARE CORRECT



Do Christina still have a cat?

Does Christina still have a cat?

1



Lou wakes up at 7am each morning.

Lou wake up at 7am each morning.

2



Henry is performing at a country and western club tonight.

Henry are performing at a country and western club tonight.

3



Tanya doesn't feels well, so she's not coming to the party.

Tanya doesn't feel well, so she's not coming to the party.



5.7 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Unfortunately, Mr. Clarke **doesn't understands** Russian.

Unfortunately, Mr. Clarke doesn't understand Russian.



1 Steve **read** in bed before he **go** to sleep.



2 Lisa and Tim **goes** to the gym after work.



3 My mom **plays** golf with her friend this afternoon.



4 Vernon **don't like** snakes. He really **hate** them.



5 We often **are going** to the café by the park.



6 Craig **walking** in the mountains with Rob this week.



REFERENCES

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