

## EXERCISES

### Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words and phrases.

a. are   b. can   c. doing   d. has   e. has been   f. is   g. studied   h. study

1. A good education \_\_\_\_\_ lead to a good job which pays well.
2. The student \_\_\_\_\_ working on an essay for about a week.
3. During her school days, the scientist \_\_\_\_\_ chemistry and biology.
4. The young girls \_\_\_\_\_ working in a tea field.
5. They have been \_\_\_\_\_ this kind of work since they were very young.

2. Fill in the correct words.

a. can't buy   b. doesn't   c. is   d. for   e. go to   f. has  
g. has been   h. doesn't have   i. isn't   j. since   k. wants   l. works

1. The young boy \_\_\_\_\_ go to school, but he \_\_\_\_\_ learning how to read and write.
2. He \_\_\_\_\_ trying to teach himself \_\_\_\_\_ more than a year.
3. Although he doesn't \_\_\_\_\_ school, he \_\_\_\_\_ to get an education.
4. Unfortunately, he \_\_\_\_\_ books because he \_\_\_\_\_ much money.
5. Unless he \_\_\_\_\_ very hard, his future \_\_\_\_\_ very bright.

## EXERCISES

### Exercise B

#### 1. Listen to the first part of the *Dialog in School Life* and fill in the missing words.

a. got    b. has been    c. have    d. is    e. I could    f. like to  
g. lose    h. should come    i. want to    j. will    k. will come    l. will make

*Tina:* Hi Maya. You know about the party, right?

*Maya:* You mean the going-away party for Mr. Andrews?

*Tina:* Right.

*Maya:* Yeah, I wish (1) \_\_\_\_\_ come, but I've (2) \_\_\_\_\_ ballet class.

*Tina:* I know, but you (3) \_\_\_\_\_ to the party. Mr. Andrews (4) \_\_\_\_\_ been a great teacher.

*Maya:* I'd (5) \_\_\_\_\_, but I don't (6) \_\_\_\_\_ miss class. I (7) \_\_\_\_\_ a scholarship and attendance (8) \_\_\_\_\_ important. If I (9) \_\_\_\_\_ my scholarship, my parents (10) \_\_\_\_\_ me quit.

#### 2. Listen to the second part of the *Dialog in School Life* and fill in the missing words.

*Tina:* Don't you ever (a) \_\_\_\_\_ of it?

*Maya:* Sure, sometimes. But (b) \_\_\_\_\_ doing it (c) \_\_\_\_\_ eight years now, and my teachers are really good.

*Tina:* I (d) \_\_\_\_\_ know much about ballet but (e) \_\_\_\_\_ really difficult.

*Maya:* You're right. (f) \_\_\_\_\_ always sore, and class is really hard but being on stage (g) \_\_\_\_\_. I love (h) \_\_\_\_\_.

*Tina:* Do you really (i) \_\_\_\_\_ become a dancer?

*Maya:* Yeah, \_\_\_\_\_ my dream for a long time.

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### Exercise C

1. Listen to the *Dialog*. Then fill in the correct words.

a. has    b. has been    c. he    d. her    e. is going    f. is having  
 g. loses    h. should go    i. she    j. parents    k. will lose    l. would like

The school (1) \_\_\_\_\_ a going-away party for Mr. Andrews. He (2) \_\_\_\_\_ a great teacher and Maya (3) \_\_\_\_\_ to go to the party, but she (4) \_\_\_\_\_ a ballet class. Tina (5) \_\_\_\_\_ to the party and she thinks that Maya (6) \_\_\_\_\_ too. Maya explains that (7) \_\_\_\_\_ has a scholarship and can't miss class. If she (8) \_\_\_\_\_ her scholarship, her (9) \_\_\_\_\_ will make (10) \_\_\_\_\_ quit ballet class.

2. Put the words into the correct order.

*Example: /is/ /it/ /kind/ /of/ /party/ /what/?*

**What kind of party is it?**

1. /been/ /what/ /kind of/ /Mr. Andrews/ /teacher/ /has/?

\_\_\_\_\_

2. /can't/ /why/ /Maya/ /party/ /the/ /to/ /go/?

\_\_\_\_\_

3. /happen/ /her/ /will/ /loses/ / scholarship/ / she/ /what/ /if/?

\_\_\_\_\_

4. /a ballet/ /why/ /dancer/ /does/ /Maya/ /to/ /want/ / be/?

\_\_\_\_\_

5. /about/ / been/ /dreaming/ /what/ /has/ /a long/ /Maya/ /time/ /for/?

\_\_\_\_\_

## EXERCISES

### Exercise D

#### 1. Listen to the *Subjects and Objects* then fill in the correct words.

a. direct      b. example      c. he      d. him      e. indirect      f. object  
g. pronouns      h. sentence      i. she      j. to      k. they      l. subject

1. In the \_\_\_\_\_ "*He is shutting the door.*" \_\_\_\_\_ is the subject and the door is the \_\_\_\_\_.
2. Nominative \_\_\_\_\_ such as *I, he, she* and \_\_\_\_\_ are used as the \_\_\_\_\_ of a sentence.
3. In the sentence "*She is teaching him English.*" *English* is the \_\_\_\_\_ object and *him* is the indirect object.
4. We can say this sentence another way: "*She is teaching English \_\_\_\_\_ him.*"
5. Another \_\_\_\_\_ of an indirect object is "*They are paying \_\_\_\_\_ a lot of money.*"

#### 2. Listen to *Tenses* and write in the correct word.

a. did      b. event      c. experience      d. express      e. focus      f. focuses  
g. wish      h. past      i. present time      j. regular      k. unlike      l. irregular

1. *Eat, run, and speak* are examples of \_\_\_\_\_ verbs.
2. The sentence "*His plane arrived yesterday*" describes an \_\_\_\_\_ that occurred at a specific point in the \_\_\_\_\_.
3. "*I \_\_\_\_\_ I had a new car*" and "*If we waited another day, we can save money*" are examples of sentences that \_\_\_\_\_ something that is imaginary or \_\_\_\_\_.
4. In the sentence "*Simon has read many books,*" the \_\_\_\_\_ is on Simon and his personal \_\_\_\_\_.
5. "*He read many books when he was a student*" \_\_\_\_\_ on what Simon \_\_\_\_\_ in the past. It doesn't give his experience.

## EXERCISES

### Exercise E

**1. Listen to *Modals* and fill in the correct words.**

a. certain    b. if    c. less    d. may    e. modals    f. present tense  
 g. past tense    h. might    i. weakened    j. will    k. will be    l. would

1. These \_\_\_\_\_ – *will, may, and can* – are used to express how \_\_\_\_\_ we are about an event.
2. The modal \_\_\_\_\_ expresses certainty, as in: "*He \_\_\_\_\_ here soon.*"
3. Note that these modals can be \_\_\_\_\_ by the use of their past tense form.
4. The modal '*might*' expresses \_\_\_\_\_ possibility than its present tense form '\_\_\_\_\_ '.
5. We often use \_\_\_\_\_ modals in conditional sentences, as in: "\_\_\_\_\_ *he could come, we \_\_\_\_\_ all be happier.*"

**2. Put the words into the correct order.**

*Example: /many/ /read/ /he/ /has/ /books/.*

**He has read many books.**

1. /at/ /arrive/ /morning/ /plane/ /his/ /will/ /tomorrow/ /9:30/.

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2. /for/ /lived/ /the/ /he/ /city/ /years/ /has/ /in/ /fifteen/.

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3. /from/ /Sweden/ /lived/ /1995/ /he/ /2003/ /to/ /in/.

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4. /a ticket/ /her/ /too fast/ /the police officer/ /because/ /was driving/ /gave/ /she/.

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5. /swimming/ /go/ /unless/ /she/ /it/ /may/ /weekend/ /rains/ /this/.

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## EXERCISES

### Exercise F

**1. Listen to the fable of the *Horse and the Donkey*. Put the events of the story in the correct order.**

- \_\_\_\_\_ After a while, the donkey slowed down because of his heavy load.
- \_\_\_\_\_ 1 An old man was traveling on a long journey with his horse and his donkey.
- \_\_\_\_\_ Even though he wasn't carrying anything, the horse refused to help the donkey.
- \_\_\_\_\_ The donkey was carrying a heavy load of packages.
- \_\_\_\_\_ The horse was sorry that he hadn't helped the donkey.
- \_\_\_\_\_ The old donkey became so tired that he fell down and died.
- \_\_\_\_\_ The old man put all the packages on the back of the horse.
- \_\_\_\_\_ When the donkey slowed down, the man got off the horse and walked.

**2. Listen to the fable of *Belling the Cat*. Connect the two parts of each sentence.**

- 1. Several mice had been caught \_\_\_\_\_ g
- 2. The mice moved in groups \_\_\_\_\_
- 3. The leader of the mice \_\_\_\_\_
- 4. The purpose of the meeting \_\_\_\_\_
- 5. I know how we can \_\_\_\_\_
- 6. The leader asked everyone to be quiet \_\_\_\_\_
- 7. The cat is very dangerous \_\_\_\_\_
- 8. If we knew where it was \_\_\_\_\_
- 9. If we put a bell around its neck \_\_\_\_\_
- 10. Who is going to \_\_\_\_\_

- a. was to find a way to deal with the cat.
- b. so that they could hear the proposal.
- c. deal with the cat.
- d. we could easily escape.
- e. we will always know where it is.
- f. put the bell around its neck?
- ~~g. by the cat and eaten.~~
- h. because it can sneak up on us and catch us by surprise.
- i. so that they could look out for the cat.
- j. called a meeting.