PRESENT PERFECT:PRACTICE

1. Give the past participles of these verbs

1. Watch _____
2. Play _____
3. Sing _____
4. Make _____
5. Cook _____
6. Speak _____
7. Tidy _____
8. Wash _____
9. Swim _____
10. Cut _____
11. Study _____
12. Help _____
13. Work _____
14. Fly _____
15. Choose _____
16. Come _____
17. Teach _____
18. Run _____
19. Go _____
20. Take _____
21. Care _____
22. Like _____
23. Paint _____
24. Eat _____
25. Learn _____
26. Cry _____

2. BUILD SENTENCES IN THE PRESENT PERFECT

1. "I" never "eat " frog legs------------------
----
2. "? " you" ever" be" to "Ireland------------------
----
3. "who" break" ?"the lamp" in the hall**------
----
4. "we"not" see" our neighbours" for ages"-----
----
5. "your brother" ever" try" bungee jumping"---
----
6. "they " never" like" hitch hiking"------------
----
7. "Sam " get "a detention" 4 times "already" –

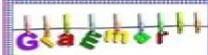## 3. COMPLETE THE SENTENCES WITH BEEN or GONE

1. Where is Dave ? He's ------------to the cinema.
2. Has Sally ever------------to Ireland ? No, never.
3. Allan 's ------------to live in The USA.
4. Dad 's ------------shopping, he'll be back in an hour
5. Amy has ------------in hospital for two weeks now .
6. We haven't ------------to the restaurant for ages
7. Where have you---------? I was looking for you !

4. FIND THE QUESTIONS CORRESPONDING TO THE FOLLOWING ANSWERS

1. _____?
I have broken a very precious vase
2. _____?
My sister has decided to live in Paris   .
3. _____?
Dan has gone to the gym , so he's not in.
4. _____?
We have lived in this house for 7years .
5. _____?
My sister hasn't finished her work because of an extra meeting . _____
6. _____?
Steve has repaired my smart phone   .
7. _____?
No, I have never been to the USA.
8. _____?
Oh dear, I have lost my wallet!
9. _____?
Sally has decided to take a 2 week holiday
10. _____?
Mandy has been ill since last Sunday

5. CORRECT THE MISTAKES

1. I have work in a pub .------------------------
2. She have changed her car .------------------
3. We have lived in this town for 2003------------
----
4. Has you ever been to Spain?------------------
5. She didn't corrected her tests yet.------------
----
6. Dad have just came back from school.------------
----
7. Your brother has already did her homework.------
----
8. My friends are not at home, they've been to the supermarket------------
----
9. I have known you since five years.------------

Exercises Guided Practice Answers

Didier Musso

Exercises Guided Practice Answers:

    <u>English for Everyone Grammar Guide Practice Book</u> DK,2019-06-11 PLEASE NOTE this is a replica of the print book and you will need paper and a pencil to complete the exercises Puzzled by past tenses Confused by comparatives This clearly structured and beautifully presented workbook is packed with grammar practice activities that make learning English grammar incredibly easy The English for Everyone Grammar Guide Practice Book is an essential companion to the English for Everyone Grammar Guide a comprehensive reference book that makes even the trickiest grammar rules clear and simple The Practice Book mirrors the unit by unit structure of the Grammar Guide Each Practice Book unit is full of carefully graded grammar exercises to drill and reinforce the grammar you have learned in the corresponding Grammar Guide unit These exercises will help you build up your confidence and become more fluent giving you the chance to practice using the most important English grammar constructions again and again Ideal for students at all levels the English for Everyone Grammar Guide Practice Book covers basic intermediate and advanced English grammar in one easy to navigate book Like all books in the innovative English for Everyone series it uses a visual learning method many of the exercises are accompanied by attractive illustrations that put grammar practice points into context and give you visual cues to help you understand the exercises Whether you want to improve your grammar for work study travel or exams the English for Everyone Grammar Guide Practice Book offers you a simple way to learn English grammar remember it and use it with confidence   *Ventures Level 4 Teacher's Edition with Teacher's Toolkit Audio CD/CD-ROM* Gretchen Bitterlin,2008-11-24 Ventures is a six level standards based ESL series for adult education ESL The interleaved Teacher s edition walks instructors step by step through the stages of a lesson Also included are suggested times for exercises teaching tips expansion activities cultural information and ways to expand a one hour lesson to fill two or three instructional hours The CD ROM contains reproducible activities for individual pair and group work tests and audio for tests   **Ventures Level 2 Teacher's Edition with Assessment Audio CD/CD-ROM** Gretchen Bitterlin,Dennis Johnson,Donna Price,Sylvia Ramirez,2013-07-12 Ventures 2nd Edition is a six level standards based ESL series for adult education ESL The Ventures 2nd Edition interleaved Level 2 Teacher s Edition includes easy to follow lesson plans for every unit It offers tips and suggestions for addressing common areas of difficulty for students as well as suggested expansion activities for improving learner persistence The Teacher s Edition also explains where to find additional practice in other Ventures components such as the Workbook Online Teacher s Resource Room and Student Arcade Multi skill unit midterm and final tests are found in the back of the Teacher s Edition Also includes an Assessment CD CD ROM which contains audio for each test as well as all the tests in a customizable format   **Ventures Level 4 Teacher's Edition with Assessment Audio CD/CD-ROM** Gretchen Bitterlin,Dennis Johnson,Donna Price,Sylvia Ramirez,2013-07-12 Ventures 2nd Edition is a six level standards based ESL series for adult education ESL The Ventures 2nd Edition interleaved Level 4 Teacher s Edition includes easy to follow lesson plans for every unit It offers tips and suggestions for addressing

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Options Ii Tm' 2005 Ed. ,   English for Everyone Teacher's Guide DK,2018-06-05 An essential teacher s companion to an innovative uniquely visual English language course this e guide helps English teachers including those for whom English is not their native language create clear focused lesson plans explain difficult concepts in a simple and concise way and make language learning exciting intuitive and incredibly easy This teacher s e guide is designed to accompany English for Everyone a comprehensive course in English as a foreign language for adults English for Everyone combines innovative and systematic visual teaching methods with the best of DK design to make the English language easy to understand and learn Key language skills grammar rules and vocabulary are reinforced with listening speaking reading and writing exercises available in print and digital formats The English for Everyone Teacher s Guide helps busy classroom teachers or one on one tutors get the most out of using the course with their students Its step by step guide to the crystal clear tightly structured teaching method shows teachers how to explain even the trickiest points of English in an engaging easy to follow way It also includes instructions for the series highly versatile exercises which are primarily suitable for homework independent study or one on one tutoring but are readily adapted for classroom or group activities   **The Team**

Exercise Guide to Business Education James C. Monk,2009-12 This text book was written to help the instructor and the student solve todays business problems Over 200 small and large businesses were consulted in determining the issues management teams are faced with The exercises are organized to fit into a standard BAB curriculum Text book recommendations are provided in each chapter Solutions for the exercises are determined by the students using the best possible practices they can research **Reading Motivation** Joy Dangora Erickson,2022-12-14 Reading Motivation A Guide to Understanding and Supporting Children s Willingness to Read explains the importance of paying careful attention to children s developing motivation to read and offers a step by step guide for conducting rigorous and systematic case studies of children s motivation to read in specific contexts e g reading intervention programs The methods described in this book have been used successfully to elicit the perspectives of children as young as five years of age In addition to carefully considering the views of children readers are encouraged to work with peers to carefully select collect and analyze multiple types of data from a variety of sources to answer questions about their students motivation in trustworthy ways Separate chapters explain how to formatively and summatively analyze and interpret qualitative and quantitative data and how to present findings and make changes to programming in response to findings A summary and a guided activity appear at the end of each chapter to support the reader in practicing the skills introduced in the chapter <u>MCAD/MCSD Training Guide (70-320)</u> Amit Kalani,Priti Kalani,Ed Tittel,2003 This certification exam measures the ability to develop and implement XML Web Services and server components using Visual C and the Microsoft NET Framework This exam released in September 2002 counts as a core credit toward the new MCAD Microsoft Certified Application Developer certification as well as a core credit toward the new MCSD NET track Readers preparing for this exam find our Training Guide series to be the most successful self study tool in the market This book is their one stop shop because of its teaching methodology the accompanying PrepLogic testing software and superior Web site support at quepublishing com **Questions & Answers About Block Scheduling** John Brucato,Donald Gainey,2014-04-11 For administrators and others involved in the transition to block schedules this book provides answers to the complex and challenging questions raised by the curious and the skeptical It demonstrates how to overcome obstacles to systemic school improvements *Effective Study Strategies for Every Classroom, Grades 7-12* Rebecca Lash-Rabick,Carol Meysenburg Johnson,Jacqueline Bode Frevert,Suzann Morin-Steffen,Jennifer Buth Bell,2008 This practical guide to study skills instruction offers 29 complete lesson plans that can help you teach your students how to learn and improve their academic performance Lessons cover the key strategies of note taking summarizing using research tools including the Internet and test taking They incorporate full participation by students and continuous checking for understanding by the teacher which help students also improve their listening skills **Flipped Learning** Robert Talbert,2023-07-03 Flipped learning is an approach to the design and instruction of classes through which with appropriate guidance students gain their first exposure to new concepts and material prior to class thus freeing up time

during class for the activities where students typically need the most help such as applications of the basic material and engaging in deeper discussions and creative work with it While flipped learning has generated a great deal of excitement given the evidence demonstrating its potential to transform students learning engagement and metacognitive skills there has up to now been no comprehensive guide to using this teaching approach in higher education Robert Talbert who has close to a decade s experience using flipped learning for majors in his discipline in general education courses in large and small sections as well as online courses and is a frequent workshop presenter and speaker on the topic offers faculty a practical step by step how to to this powerful teaching method He addresses readers who want to explore this approach to teaching those who have recently embarked on it as well as experienced practitioners balancing an account of research on flipped learning and its theoretical bases with course design concepts to guide them set up courses to use flipped learning effectively tips and case studies of actual classes across various disciplines and practical considerations such as obtaining buy in from students and getting students to do the pre class activities This book is for anyone seeking ways to get students to better learn the content of their course take more responsibility for their work become more self regulated as learners work harder and smarter during class time and engage positively with course material As a teaching method flipped learning becomes demonstrably more powerful when adopted across departments It is an idea that offers the promise of transforming teaching in higher education   **Telehealth Ecosystems in Practice** M. Giacomini,L. Stoicu-Tivadar,G. Balestra,2023-11-14 Telemedicine is a term which covers all remotely provided health services It removes the obstacle of distance and can equalize access to care by means of technology Telemedicine assumed increased importance during the time of pandemic restrictions but despite increased interest progress has been slowed by factors such as cost lack of privacy legislation the reluctance of elderly patients to use ICT and a lack of qualified actors It remains however one of the best solutions to the problems of different levels of healthcare provision and health outcomes across regions This book presents the proceedings of STC2023 a Special Topic Conference STC organized by the European Federation for Medical Informatics EFMI and held from 25 27 October 2023 in Turin Italy These conferences promote research and development in a specific field of biomedical and health informatics and the theme of the 2023 STC was Telehealth Ecosystems in Practice A total of 112 submissions were received for the conference Of these the number of papers selected after a thorough review process was 51 full papers acceptance 59% and 26 posters all of which are included in these proceedings Topics covered include homecare and telemonitoring televisits teleradiology telerehabilitation data integration and standards embedded decision support systems sensors devices and patient reported outcomes healthbots and conversational agents and AI applications to telehealth Covering a wide range of topics and methods in telemedicine and biomedical informatics the book will be of interest to all those involved in the planning and provision of healthcare   **Explicit Instruction** Anita L. Archer,Charles A. Hughes,2011-02-22 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote

achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Purchasers can also download and print the reproducible materials for repeated use Video clips demonstrating the approach in real classrooms are available at the authors website www explicitinstruction org See also related DVDs from Anita Archer Golden Principles of Explicit Instruction Active Participation Getting Them All Engaged Elementary Level and Active Participation Getting Them All Engaged Secondary Level ,

Using Reflection and Metacognition to Improve Student Learning Naomi Silver,Matthew Kaplan,Danielle LaVaque-Manty,Deborah Meizlish,2023-07-03 Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material This book by presenting principles that teachers in higher education can put into practice in their own classrooms explains how to lay the ground for this engagement and help students become self regulated learners actively employing metacognitive and reflective strategies in their education Key elements include embedding metacognitive instruction in the content matter being explicit about the usefulness of metacognitive activities to provide the incentive for students to commit to the extra effort as well as following through consistently Recognizing that few teachers have a deep understanding of metacognition and how it functions and still fewer have developed methods for integrating it into their curriculum this book offers a hands on user friendly guide for implementing metacognitive and reflective pedagogy in a range of disciplines Offering seven practitioner examples from the sciences technology engineering and mathematics STEM fields the social sciences and the humanities along with sample syllabi course materials and student examples this volume offers a range of strategies for incorporating these pedagogical approaches in college classrooms as well as theoretical rationales for the strategies presented By providing successful models from courses in a broad spectrum of disciplines the editors and contributors reassure readers that they need not reinvent the wheel or fear the unknown but can instead adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1979 Options i Tm' 2005 Ed. ,

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