

LEARNING SKILLS

WORKBOOK D-2



Prepared By

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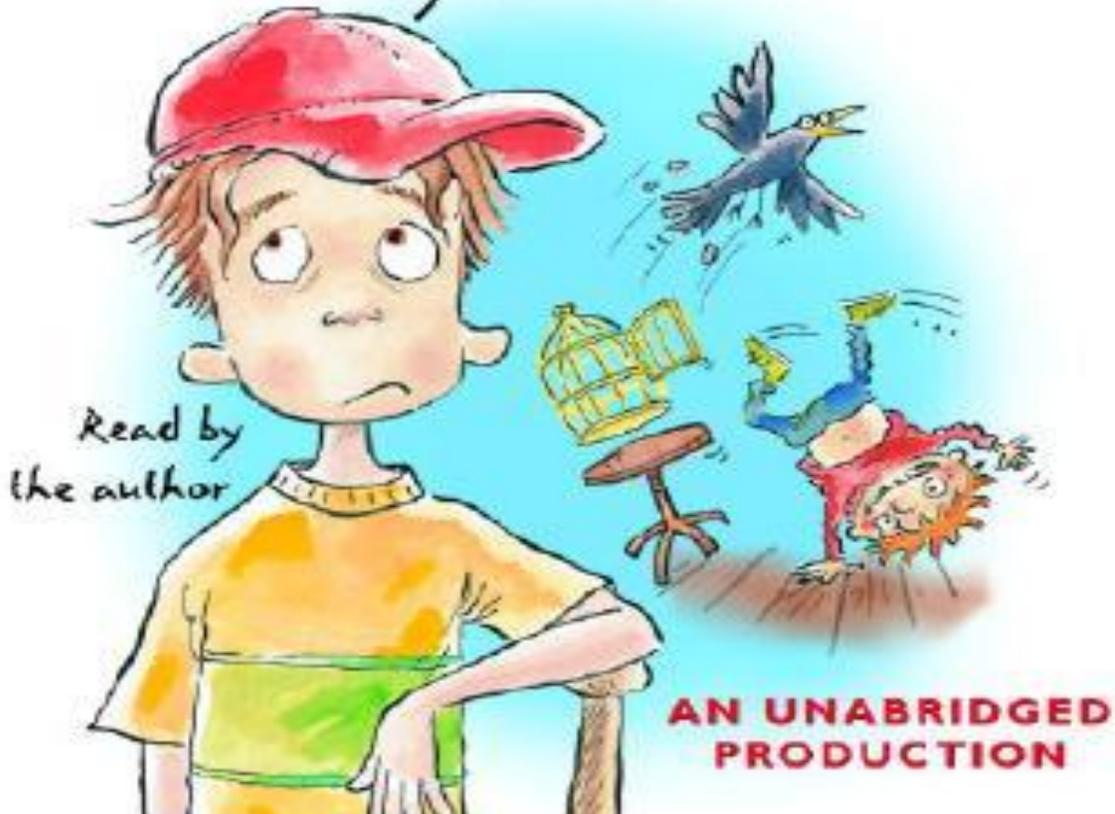
TABLE OF CONTENTS

Story	Page
Fudge-a-mania	2
Charlotte's Web	19
James and the Giant Peach	38
Charlie and the Chocolate Factory	57
The Witches	74
Matilda	90

New York Times bestselling author

JUDY BLUME

Fudge-a-Mania



Pre-Reading Questions:

1. Is there someone in school or your neighborhood whom you don't like? How would you feel if you had to spend three weeks with this person?
2. Does your family go somewhere special for vacation during the summers? What do you like about this?
3. Do you have a little brother or sister? Do you enjoy your sibling's company? Do you sometimes fight?

Learning Vocabulary

1. **Philosophy** (n) _____

a theory or attitude that acts as a guiding principle for behavior.

Synonym: principle; knowledge Antonym:

Example sentence: Don't expect anything and you won't be disappointed, that's my philosophy.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

2. **Antique** (adj) _____

having a high value because of age and quality

Synonym: aged; obsolete Antonym: modern; recent

Example sentence: I bought an antique clock in the antique shop.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

3. **Quaint** (adj) _____

attractively unusual or old-fashioned

Synonym: old-time Antonym: common; usual

Example sentence: Buzzy Senior's house is so quaint.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

4. **Slicker** (n) _____

a raincoat made of smooth material

Synonym: anorak; cloak Antonym:

Example sentence: I put on my slicker when it started to drizzle.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

5. **Bawl** (v) _____

weep or cry noisily

Synonym: yell; bellow Antonym: be silent

Example sentence: Babies bawl when they're hungry.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

6. **Canvas** (n) _____

a strong, coarse unbleached cloth made from hemp, flax, or a similar yarn, used to make items such as sails and tents and as a surface for oil painting

Synonym: tarpaulin Antonym:

Example sentence: Frank Fargo painted Baby Feet on a canvas.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

7. **Tiller** (n) _____

a horizontal bar fitted to the head of a boat's rudder post and used for steering

Synonym: steering wheel Antonym:

Example sentence: Mr. Hatcher was in-charge of the tiller when they went sailing.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

8. **Breeder** (n) _____

a person who breeds animals or plants

Synonym: raiser Antonym:

Example sentence: Fudge wants to be a bird breeder when he grows up.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

9. **Inning** (n) _____

In baseball, each division of a game during which both sides have a turn at batting

Synonym: round; turn Antonym:

Example sentence: In his last test **innings** he needed 4 runs to have an average of 100.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

10. **Gravel** (n) _____

a loose aggregation of small water-worn or pounded stones

Synonym: rocks Antonym:

Example sentence: My father put new gravel in our backyard.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

11. **Horizon** (n) _____

the line where the sky seems to meet the earth

Synonym: skyline; extent Antonym:

Example sentence: On the distant **horizon** the erupting volcano was barely visible to us.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

12. **Energetic** (adj.) _____

of, having, or showing energy; vigorous; forceful

Synonym: active; aggressive Antonym: idle; lazy

Example sentence: Fudge is such an energetic boy.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

13. **Shovel** (v) _____

to clean or dig out (a path, etc.) with a shovel

Synonym: hollow out; unearth Antonym: fill

Example sentence: **Shovel** the coal out of a railroad wagon into coal bags

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

14. **Confident** (adj.) _____

having strong belief or full assurance; sure

Synonym: bold; brave Antonym: doubtful; modest

Example sentence: I'm quietly **confident** that things will get better.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

15. **Babysit** (v) _____

look after a child or children while the parents are out

Synonym: guard; tend Antonym: disregard; neglect

Example sentence: *I babysit for my neighbor sometime.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

16. **Dizzy** (adj.) _____

having or involving a sensation of spinning around and losing one's balance

Synonym: confused; lightheaded Antonym: clear

Example sentence: *Jonathan had begun to suffer dizzy spells.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

17. **Plan** (n) _____

an intention or decision about what one is going to do.

Synonym: aim; arrangement Antonym:

Example sentence: *I have no plans to retire.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

18. **Practical** (adj.) _____

Concerned with actual use or practice

Synonym: realistic; useful Antonym: impossible; impractical

Example sentence: Some want a more comfortable, **practical** bike for daily use.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

19. **Distant** (adj.) _____

far off or apart in space; not near at hand; remote or removed (often followed by from)

Synonym: far Antonym: near

Example sentence: The town lay half a mile distant from the city.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

20. **Creative** (adj.) _____

relating to or involving the use of the imagination or original ideas to create something

Synonym: artistic; imaginative Antonym: incompetent; inept

Example sentence:

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

Vocabulary Exercise: Match each word in column A with its meaning or synonym in column B. Write the letter of the correct answer.

- | | | |
|---------------|-------|-------------------------------------|
| 1. Canvas | _____ | a. principle; belief |
| 2. Inning | _____ | b. ancient |
| 3. Breeder | _____ | c. attractively old-fashioned |
| 4. Dizzy | _____ | d. a raincoat |
| 5. Distant | _____ | e. to cry loudly |
| 6. Quaint | _____ | f. painting cloth |
| 7. Plan | _____ | g. steering wheel on a boat |
| 8. Energetic | _____ | h. animal or plant raiser |
| 9. Philosophy | _____ | i. a turn at batting in baseball |
| 10. Shovel | _____ | j. crushed stones |
| 11. Practical | _____ | k. the line where land and sky meet |
| 12. Antique | _____ | l. lively; active |
| 13. Gravel | _____ | m. to dig with a trowel |
| 14. Slicker | _____ | n. having a strong belief; sure |
| 15. Creative | _____ | o. look after a child |
| 16. Confident | _____ | p. lightheaded |
| 17. Tiller | _____ | q. arrangement |
| 18. Horizon | _____ | r. useful; realistic |
| 19. Bawl | _____ | s. far |
| 20. Babysit | _____ | t. imaginative |

COMPREHENSION QUESTIONS



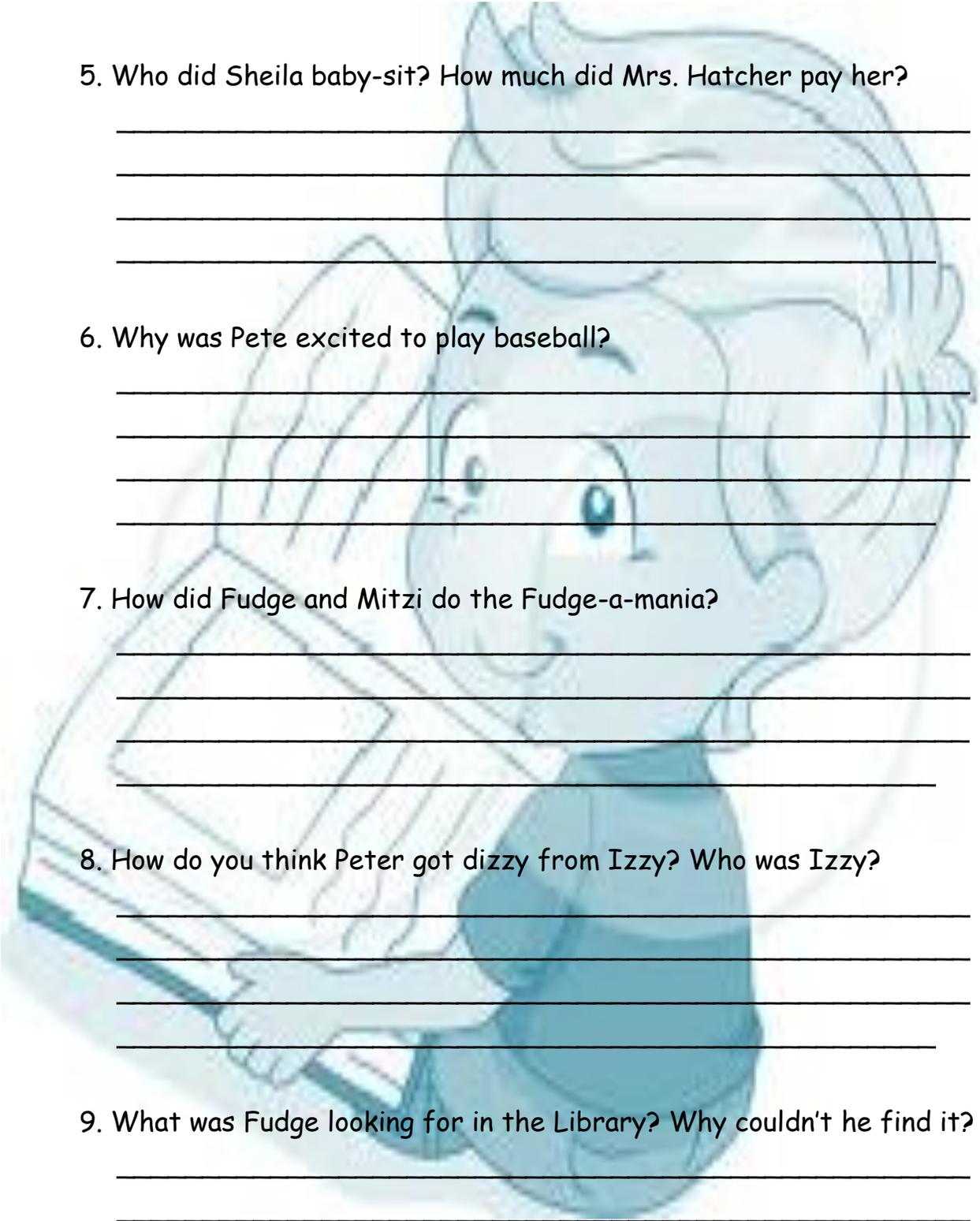
Answer the questions in complete sentences.

1. What did Mrs. Hatcher tell Pete that surprised him?

2. Who was Fudge going to marry?

3. Why did Turtle smell so badly?

4. Who did Fudge and Peter look for one foggy morning? Who did they meet?



5. Who did Sheila baby-sit? How much did Mrs. Hatcher pay her?

6. Why was Pete excited to play baseball?

7. How did Fudge and Mitzi do the Fudge-a-mania?

8. How do you think Peter got dizzy from Izzy? Who was Izzy?

9. What was Fudge looking for in the Library? Why couldn't he find it?

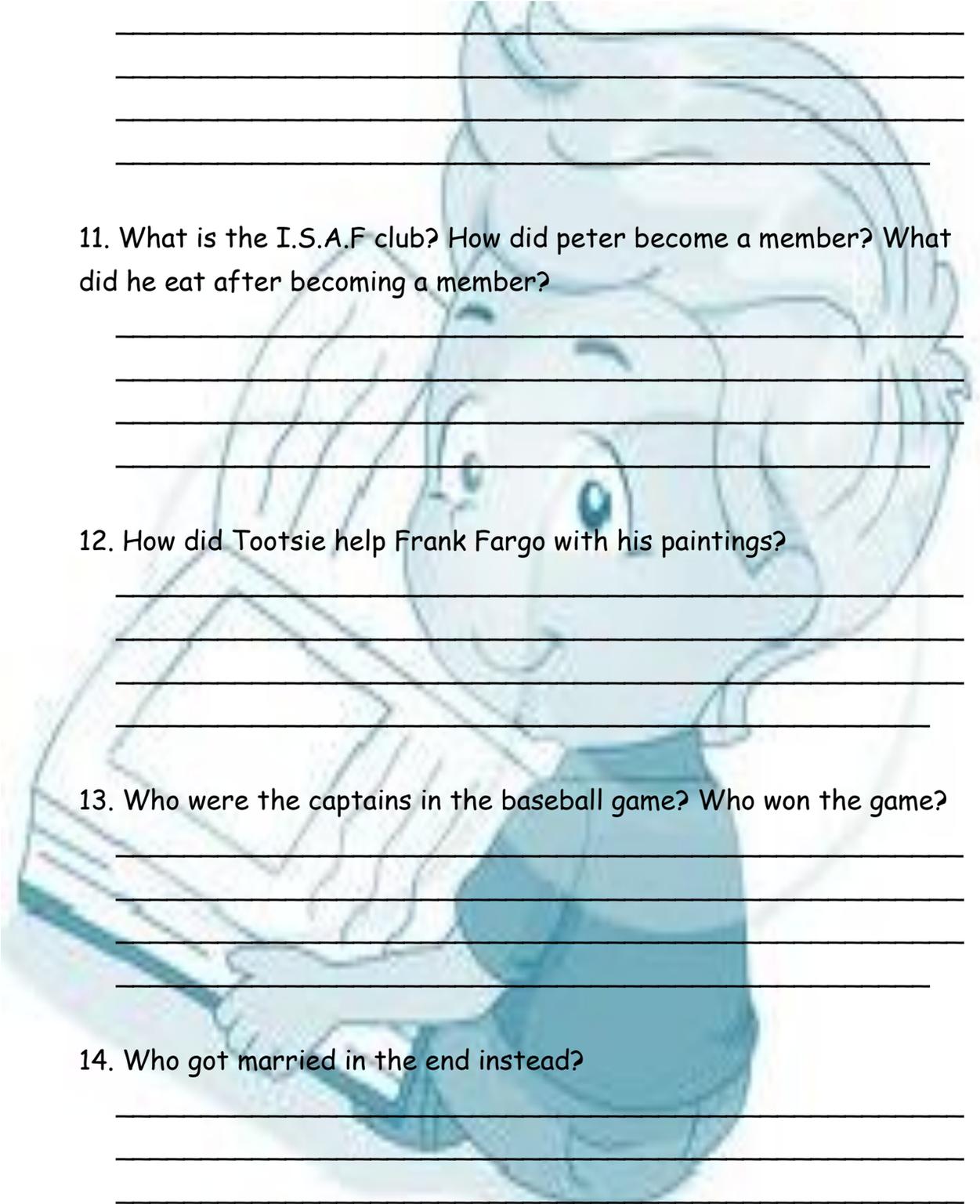
10. Why was Jimmy Fargo surprised when he had his father arrived in Maine?

11. What is the I.S.A.F club? How did peter become a member? What did he eat after becoming a member?

12. How did Tootsie help Frank Fargo with his paintings?

13. Who were the captains in the baseball game? Who won the game?

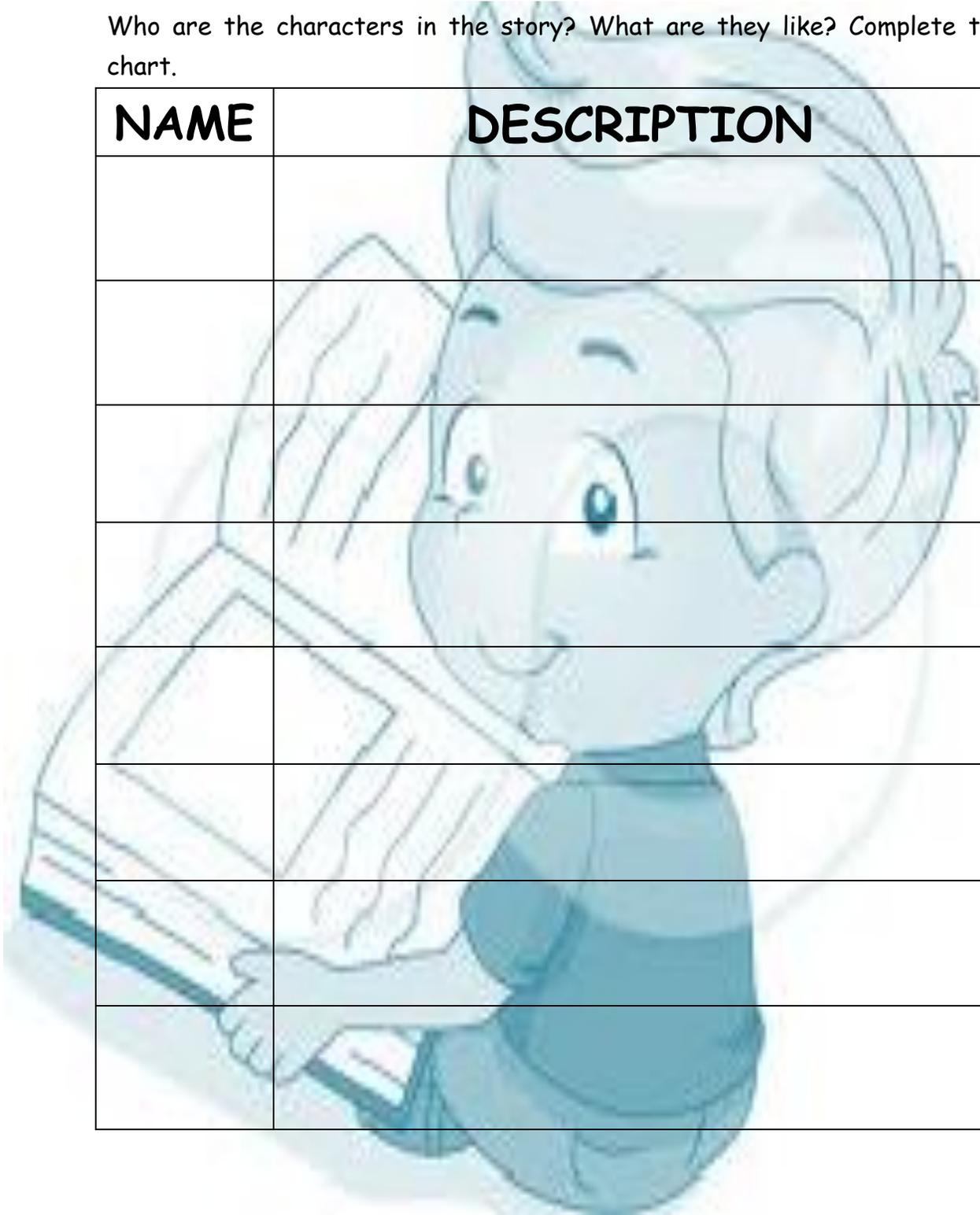
14. Who got married in the end instead?



CHARACTER CHART

Who are the characters in the story? What are they like? Complete the chart.

NAME	DESCRIPTION



SUMMARY DICTATION

Peter Hatcher and his family are going on _____ in Maine. The only problem: Peter's _____ Sheila Tubman will also be there along with her family! And as if that wasn't bad enough, Peter's 5 year old brother Fudge _____ havoc with a little girl who lives next door to them at their _____ house. It recaps all the exciting moments, like Dad falls off the boat; Peter meets his baseball _____, he falls in love with a _____, and even the _____ moment when Peter's grandmother and Sheila's grandfather get married!

GRAMMAR TIME!

CONJUNCTIONS



As their name implies, conjunctions join together elements of thought: words, phrases, sentences, and paragraphs.

Coordinating conjunctions are the simplest kind, and they denote equality of relationship between the ideas they join. Coordinating conjunctions are sometimes called the fanboys because that is an acronym for them:

- For
- And
- Nor
- But
- Or
- Yet
- So

Their relatives, correlative conjunctions, not only denote equality, but they also make the joining tighter and more emphatic.

<u>Coordinating Conjunctions</u>	<u>Correlative Conjunctions</u>
<u>and</u>	<u>both . . . and</u>
<u>but</u>	<u>not only . . . but also</u>
<u>or</u>	<u>either . . . or</u>
<u>nor</u>	<u>neither . . . nor</u>
<u>for</u>	<u>whether . . . or</u>
<u>so</u>	<u>just as . . . so too</u>
<u>yet</u>	

Examples:

- John and Sally built a fish pond.
- The train was late, and Tom was tired.
- Just as the smell of baking brought back memories, so too did the taste of the cider.

Coordinating and correlative conjunctions are great when two ideas are of the same importance, but many times one idea is more important than another. Subordinating conjunctions allow a writer to show which idea is more and which is less important. The idea in the main clause is the more important, while the idea in the subordinate clause (made subordinate by the subordinating conjunction) is less important. The subordinate clause supplies a time, reason, condition, and so on for the main clause.

<u>Subordinating Conjunctions</u>					
<u>Time</u>	<u>Reason</u>	<u>Concession</u>	<u>Place</u>	<u>Condition</u>	<u>Manner</u>
<u>after</u>	<u>because</u>	<u>although</u>	<u>where</u>	<u>if</u>	<u>as if</u>
<u>before</u>	<u>since</u>	<u>though</u>	<u>wherever</u>	<u>unless</u>	<u>as though</u>
<u>since</u>	<u>so that</u>	<u>even</u>		<u>until</u>	<u>how</u>
<u>when</u>	<u>in order</u>	<u>though</u>		<u>in case</u>	
<u>whenever</u>	<u>that</u>	<u>while</u>		<u>provided</u>	
<u>while</u>	<u>why</u>			<u>that</u>	
<u>until</u>				<u>assuming</u>	
<u>as</u>				<u>that</u>	
<u>as . . . as</u>				<u>even if</u>	
<u>once</u>					

Examples:

- Sally steamed the corn while Fred fried the steaks.
- After the rain stopped, the dog ran into the mud to play.
- The snowman melted because the sun came out.
- Even though John fell asleep, the telephone salesman kept talking.

Grammar Exercises

Basic Coordinating Conjunctions

Complete the sentences by choosing the best coordinating conjunction for each space.

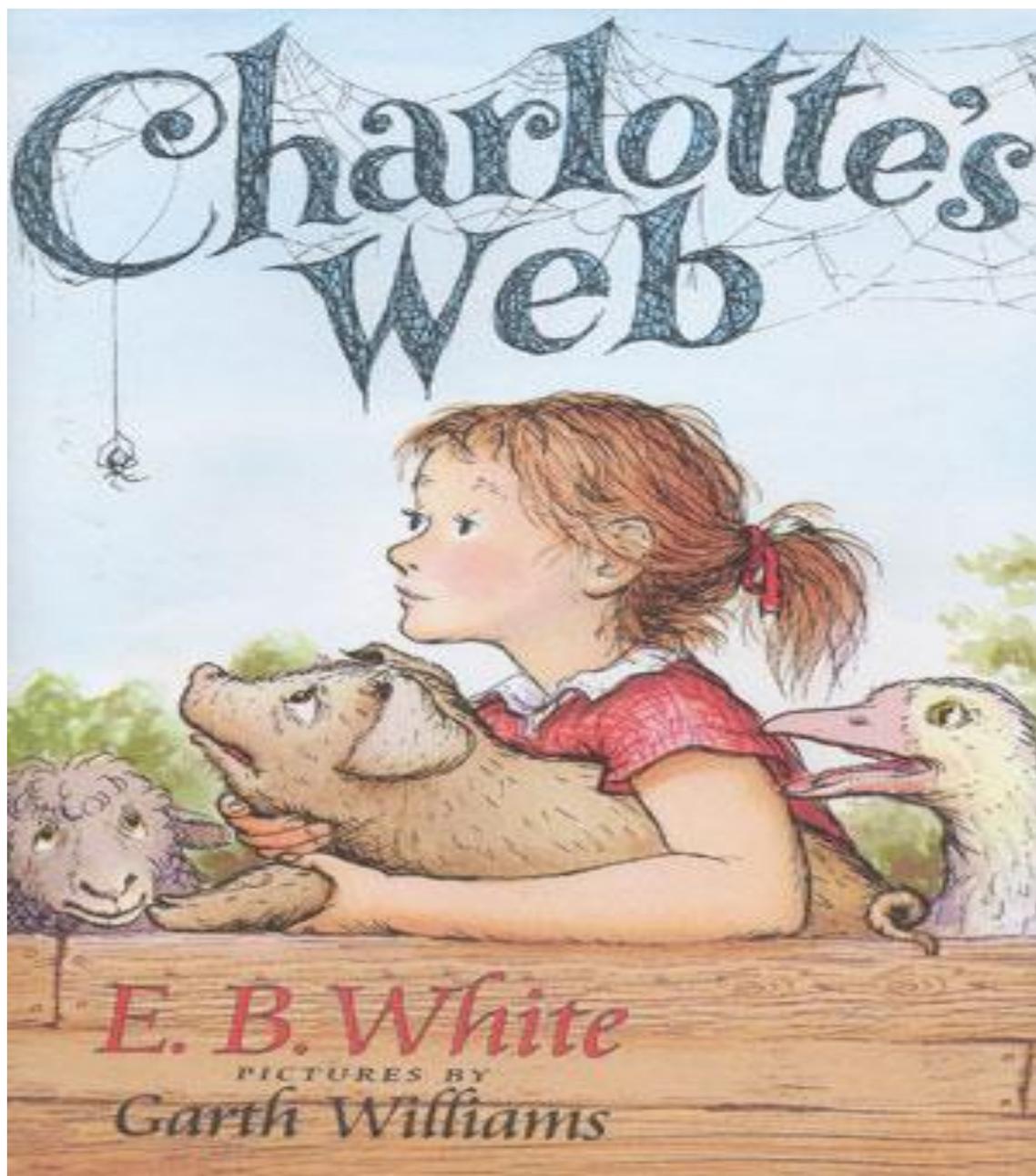
and but or so

1. Jaewon was cold, _____ he put on a coat.
2. Maria tried to read a novel in French, _____ it was too difficult.
3. To get from Vancouver to Victoria, you can fly, _____ you can ride the ferry.
4. I bought a bottle of wine, _____ we drank it together.
5. The waiter was not very nice, _____ the food was delicious.
6. I went to buy a Rolling Stones CD, _____ the shop didn't have it.
7. Anna needed some money, _____ she took a part-time job.
8. There's so much rain lately! Maybe it's because of El Nino, _____ maybe it's just coincidence.
9. Julie has a guitar, _____ she plays it really well.
10. The concert was cancelled, _____ we went to a nightclub instead.

Basic Subordinating Conjunctions

Choose the best conjunction for each sentence.

1. _____ it was raining, I didn't get wet.
1. Because 2. Although
2. I will be late today _____ my car has broken down.
1. because 2. though
3. _____ Mei Li doesn't speak English, she can't go to university in Canada.
1. Since 2. Whereas
4. Paula got the job _____ she had no experience.
1. As 2. even though
5. I don't drink coffee _____ it makes me nervous.
1. Although 2. as
6. _____ my wife likes to travel abroad, I prefer to stay at home for my vacations.
1. Whereas 2. Since
7. Jun couldn't buy any Christmas presents _____ he didn't have any money.
1. even though 2. because
8. Jerry passed the exam first time _____ I had to retake it three times.
1. As 2. while



Pre-Reading Questions:

1. Have you ever been to a farm? What farm animals can you find there?
2. What farm animals do you like and dislike? Why?
3. Would you like to have a farm animal as a pet?

Learning Vocabulary

1. **anxious** adjective _____

full of mental distress or uneasiness because of fear of danger or misfortune; greatly worried;

Synonyms: concerned, fearful, uneasy.

Antonyms: calm, confident.

Example Sentence: Her parents were anxious about her poor health.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

2. **blunder** noun _____

a gross, stupid, or careless mistake

Synonym: error

Antonym: feat

Example Sentence: That's your second blunder this morning.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

3. **dagger** noun _____

a short, swordlike weapon with a pointed blade and a handle, used for stabbing.

Synonym: knife (weapon)

Antonym: sword

Example Sentence: The prince stabbed his enemy with a dagger.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

4. **confused** adjective _____

feeling or exhibiting an inability to understand; bewildered; perplexed

Synonym: puzzled, perplexed

Antonym: enlightened, clearheaded

Example Sentence: I frequently find myself confused when I come up out of the subway.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

5. examine verb _____

to look at, inspect, or scrutinize carefully or in detail; investigate

Synonym: probe, search

Antonym: ignore

Example Sentence: The farmers examined the web carefully.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

6. exertion noun _____

vigorous action or effort

Synonym: endeavor, struggle

Antonym: leisure

Example Sentence: The job didn't require a lot of mental **exertion**, but I was on my feet a lot.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

7. glutton noun _____

a person who eats and drinks excessively or voraciously.

Synonym: gourmand, chowhound

Antonym:

Example Sentence: Templeton is such a glutton for a pig slop.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

8. hastily adverb _____

in a hurried or hasty manner

Synonym: swiftly, fast

Antonym: slowly, deliberately

Example Sentence: Charlotte spun her web hastily during the country fair.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

9. holler verb _____

to cry aloud; shout

Synonym: yell

Antonym: whisper

Example Sentence: Quit hollering into the phone.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

10. humble adjective _____

Marked by meekness or modesty; not arrogant or prideful

Synonym: modest

Antonym: proud

Example Sentence: In the presence of so many world-famous writers I felt very humble.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

11. manure noun _____

excrement, especially of animals, or other refuse(garbage) used as fertilizer.

Synonym: dung, waste

Antonym: food

Example Sentence: Horse manure is mostly preferred as fertilizer.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

12. orchard noun _____

an area of land devoted to the cultivation of fruit or nut trees.

Synonym: grove

Antonym: forest

Example Sentence: The Simpsons have a vast apple orchard.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

13. refreshed adjective _____

renewed, revived

Synonym: reinvigorated

Antonym: stressed

Example Sentence: *The shower had refreshed her.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

14. romp verb

Korean Translation: _____

play roughly and energetically

Synonym: gambol

Antonym: behave

Example Sentence: *The noisy pack of children romped around the garden.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

15. sedentary adjective _____

accustomed to sit or rest a great deal or to take little exercise.

Synonym: inactive, idle

Antonym: active

Example Sentence: *We all walk a certain amount every day even if we are sedentary.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

16. sopping adjective _____

saturated with liquid, wet through

Synonym: soaked; drenched

Antonym: dry

Example Sentence: *Her clothes were sopping from the rain.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

17. thrash verb _____

move in a violent convulsive way

Synonym: toss and turn

Antonym: be still

Example Sentence: He lay on the ground thrashing around in pain.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

18. troupe noun _____

a company, band, or group of singers, actors, or other performers, especially one that travels about.

Synonym: gang

Antonym: individual

Example Sentence: The Pop Guild is a famous dance troupe traveling around the world.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

19. unique adjective _____

existing as the only one or as the sole example; having no like or equal

Synonym: special

Antonym: common, ordinary

Example Sentence: Bach was unique in his handling of counterpoint.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

20. vanish verb _____

to disappear from sight, especially quickly; become invisible

Synonym: disappear

Antonym: appear

Example Sentence: The frost vanished when the sun came out.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

Vocabulary Exercises

What am I? Choose the word that each sentence describes.

1. I'm usually worried or uneasy about almost anything. _____
2. I love to eat and drink a lot. _____
3. I'm a stupid mistake. _____
4. I'm special. _____
5. I'm soaking wet. _____
6. You can find fruit trees inside me. _____
7. I'm simple but not proud. _____
8. I'm confused or unsure of my surroundings. _____
9. I like to laze or relax around. _____
10. I'm a short sword-like weapon. _____

glutton
sopping
anxious
unique
blunder
dazed
orchard
dagger
humble
sedentary

Cloze Paragraph: Fill in the blanks with words in the box.

vanished	examined	thrashed	refreshed	troupe
romp	hollered	exertions	hastily	manure

I like to _____ in the barn with my pet pig. We squeal and jump noisily. One day, my brother's _____ was practicing folk dancing just outside the barn while I was playing with my pig. I was so noisy that he _____ my name telling me to shut up. I was surprised by the sudden yell that I fell beside the pig trough. I landed on something dark and squishy. I _____ it closely and found out that it was pig _____. It was so disgusting that I _____ stood up and _____ myself out of the barn to the house. With all the _____ I did in the shower to get rid of the stink and dirt, I finally felt _____ specially when the stink of the manure _____.

COMPREHENSION QUESTIONS

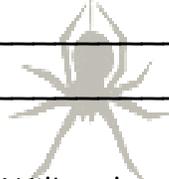


Answer the questions in complete sentences.

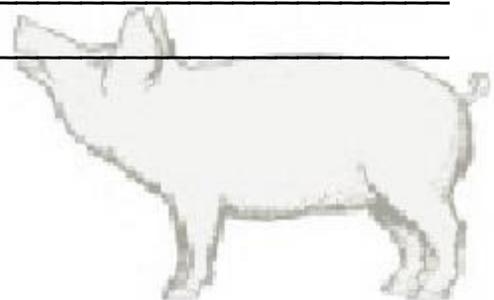
1. What did Fern save from his father? What did she do with it?

2. Why did Fern sell Wilbur to the Zuckermans? How much did he cost?

3. How did Uncle Homer catch Wilbur after escaping from the barn?



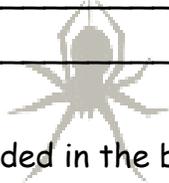
4. Why was Wilbur lonely?



5. Who was Charlotte?

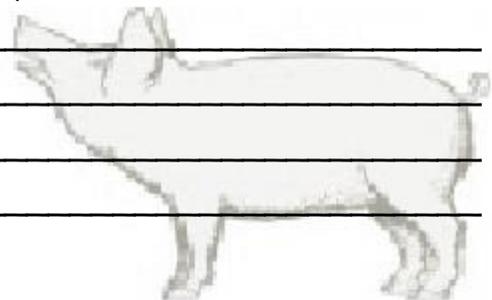
6. What bad news did the old sheep tell Wilbur?

7. Why was Charlotte a sedentary spider?



8. What exploded in the barn after Avery lost his balance?

9. What did Lurvy see spun on the web? Why was it called a miracle?



10. One evening, Fern and the animals in the barn had a meeting. What was it about?

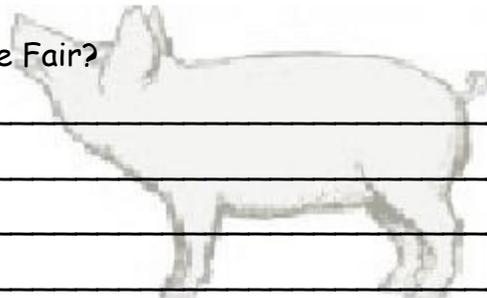
11. How did the old sheep convince Templeton to help in their plan?

12. How did Dr. Dorian react to Fern's stories?

13. What did Wilbur do to look radiant?



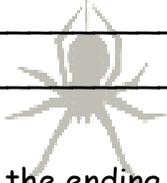
14. What was Charlotte's condition at the Fair?



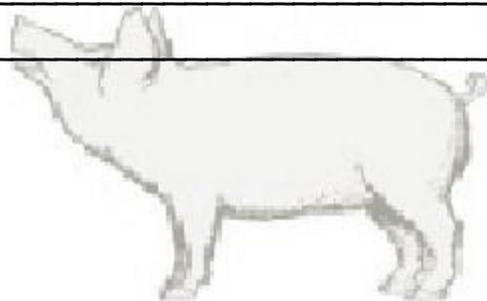
15. How many eggs did Charlotte have? Describe the egg sac.

16. How did Wilbur win at the Fair? What did he win?

17. How many baby spiders stayed in the barn? What were their names?



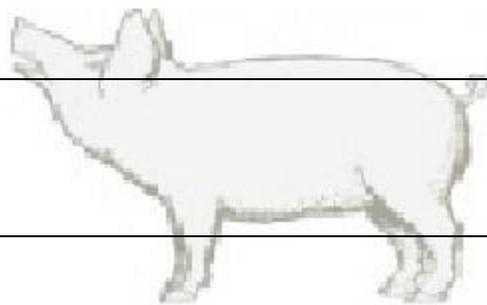
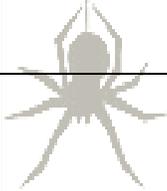
18. Do you like the ending of the story? How would you like to end it if you were E.B. White?



CHARACTER CHART

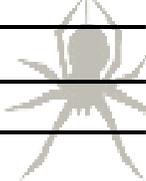
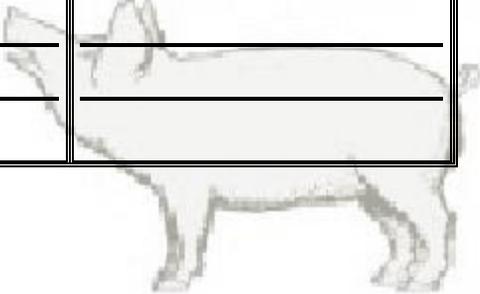
Who are the characters in the story? What are they like? Complete the chart.

NAME	DESCRIPTION



EVENTFUL EVENTS

Think of three important events in the story. Write down their causes and their effects.

CAUSE	EVENT	EFFECT
		
		

SUMMARY DICTATION

The book begins when John Arable's sow gives birth to a litter of piglets, and Mr. Arable discovers one of them is a _____ and decides to kill it. However, his eight year old daughter Fern begs him to let it live. Therefore her father gives it to Fern as a pet, and she names the piglet Wilbur. Wilbur is _____ and always exploring new things. He lives with Fern for a few weeks and then is sold to her uncle, Homer Zuckerman. Although Fern visits him at the Zuckermans' farm as often as she can, her visits _____ as she grows older, and Wilbur gets lonelier day after day. Eventually, a warm and soothing voice tells him that she is going to be his friend. The next day, he wakes up and meets his new friend: Charlotte, the grey spider.

Wilbur soon becomes a member of the _____ of animals who live in the cellar of Zuckerman's barn. When the old sheep in the barn cellar tells Wilbur that he is going to be killed and eaten at Christmas, he turns to Charlotte for help. Charlotte has the idea of writing words in her web extolling Wilbur's _____ ("some pig," "terrific," "radiant," and eventually "humble"), reasoning that if she can make Wilbur sufficiently _____, he will not be killed. Thanks to Charlotte's efforts, and with the assistance of the gluttonous rat Templeton, Wilbur not only lives, but goes to the _____ fair with Charlotte and wins a _____. Having reached the end of her natural lifespan, Charlotte dies at the fair. Wilbur repays Charlotte by bringing home with him the sac of _____ (her "[magnum opus](#)") she had laid at the fair before dying. When Charlotte's eggs _____ at Zuckerman's farm, most of them leave to make their own lives elsewhere, except for three: Joy, Aranea, and Nellie, who remain there as friends to Wilbur; but none of them can replace Charlotte.

GRAMMAR TIME!

Past Perfect Tense



FORM [had + past participle]

Examples:

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.

USE 1 Completed Action before Something in the Past



The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had never seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had never been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.
- A: **Had** you ever **visited** the U.S. before your trip in 2006?
B: Yes, I **had been** to the U.S. once before.

USE 2 Duration Before Something in the Past (Non-Continuous Verbs)



With Non-Continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
 - By the time Alex finished his studies, he **had been** in London for over eight years.
 - They felt bad about selling the house because they **had owned** it for more than forty years.
- Although the above use of Past Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

IMPORTANT Specific Times with the Past Perfect



Unlike with the [Present Perfect](#), it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

MOREOVER

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.

Examples:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
- She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

HOWEVER



If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.

Examples:

- She never **saw** a bear before she moved to Alaska. *Not Correct*
- She **had never seen** a bear before she moved to Alaska. *Correct*

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You had **previously** studied English before you moved to New York.
- Had you **previously** studied English before you moved to New York?

ACTIVE / PASSIVE

Examples:

- George **had repaired** many cars before he received his mechanic's license. *Active*
- Many cars **had been repaired** by George before he received his mechanic's license. *Passive*

Grammar Exercises

Simple Past / Past Perfect

Exercise 1

Complete the text below with the appropriate tenses using the words in parentheses.

I can't believe I (get) _____ that apartment. I (submit) _____ my application last week, but I didn't think I had a chance of actually getting it. When I (show) _____ up to take a look around, there were at least twenty other people who (arrive) _____ before me. Most of them (fill, already) _____ out their applications and were already leaving. The landlord said I could still apply, so I did.

I (try) _____ to fill out the form, but I couldn't answer half of the questions. They (want) _____ me to include references, but I didn't want to list my previous landlord because I (have) _____ some problems with him in the past and I knew he wouldn't recommend me. I (end) _____ up listing my father as a reference.

It was total luck that he (decide) _____ to give me the apartment. It turns out that the landlord and my father (go) _____ to high school together. He decided that I could have the apartment before he (look) _____ at my credit report. I really lucked out!

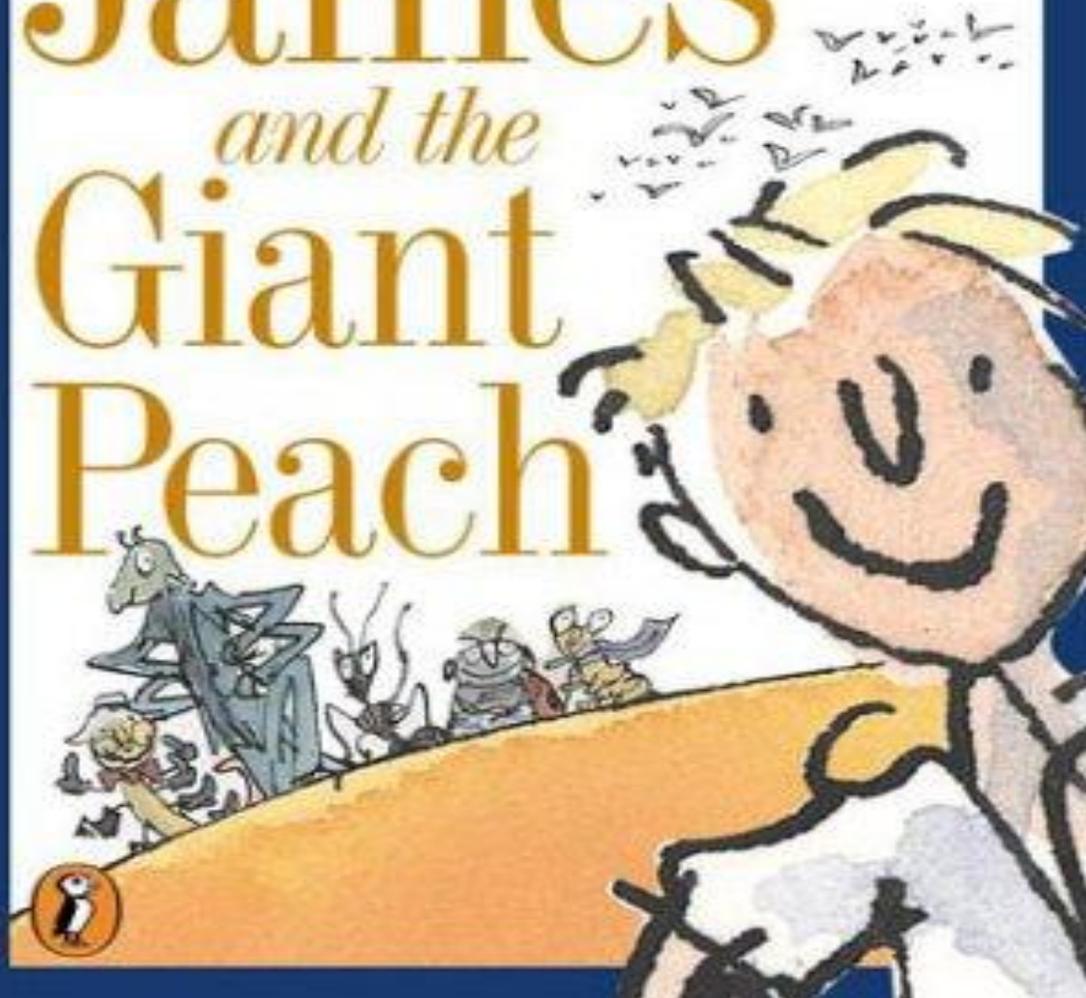
Exercise 2

Put the verbs in parentheses into the gaps in the correct tense - Past Perfect or Simple Past.

- 1) After Fred _____ (to spend) his holiday in Italy he _____ (to want) to learn Italian.
- 2) Jill _____ (to phone) Dad at work before she _____ (to leave) for her trip.
- 3) Susan _____ (to turn on) the radio after she _____ (to wash) the dishes.
- 4) When she _____ (to arrive) the match already _____ (to start).
- 5) After the man _____ (to come) home he _____ (to feed) the cat.
- 6) Before he _____ (to sing) a song he _____ (to play) the guitar.
- 7) She _____ (to watch) a video after the children _____ (to go) to bed.
- 8) After Eric _____ (to make) breakfast he _____ (to phone) his friend.
- 9) I _____ (to be) very tired because I _____ (to study) too much.
- 10) They _____ (to ride) their bikes before they _____ (to meet) their friends.

ROALD DAHL
ILLUSTRATED BY QUENTIN BLAKE

James *and the* Giant Peach



Pre-Reading Questions:

1. Would you like to ride on a giant peach for an adventure? Why?
2. What fruit could you think of that you could eat and ride at the same time?
3. If you could go anywhere, where would you like to go?

Learning Vocabulary

1. Hailstone (n) _____

a pellet of hail

Synonyms: dry ice, glacier

Antonym: water

Example sentence: A hailstone weighing almost a kilo fell in the state of South Dakota.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

2. Pandemonium (n) _____

wild and noisy disorder or confusion

Synonyms: uproar, racket

Antonyms: calm, peace

Example sentence: There was a complete pandemonium - everyone just panicked.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

3. Luminous (adj) _____

very bright in color

Synonym: shining

Antonyms: dim, dull

Example sentence: He wore luminous green socks.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

4. Peculiar (adj) _____

different to what is normal or expected

Synonyms: special, unique

Antonym: abnormal

Example sentence: He gave her some very peculiar looks.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

5. **Shilling** (n) _____

former British coin and monetary unit equal to one twentieth of a pound or twelve pence.

Example sentence: Kids need to pay one shilling to see the giant peach.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

6. **Ridiculous** (adj) _____

deserving or inviting derision or mockery

Synonyms: absurd, comic

Antonym: reasonable

Example sentence: We laughed because he wore a ridiculous tartan cap.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

7. **Moonlight** (n) _____

the light of the moon

Synonyms: moonshine

Example sentence: The river glittered under the pale moonlight.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

8. **Furry** (adj) _____

having a soft surface like fur; covered with fur

Synonyms: fuzzy, fluffy

Antonym: woolly

Example sentence: I some furry creatures in the fields.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

9. **Tremendous** (adj) _____

very great in amount, scale, or intensity

Synonyms: astounding, great Antonym: insignificant

Example sentence: Penny's crew did a tremendous job.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

10. **Surface** (n) _____

the outside part or uppermost layer of something

Synonym: covering, top Antonym: core, inside

Example sentence: A fish was floating on the surface of the water.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

11. **Faint** (v) _____

lose consciousness for a short time because of a temporarily insufficient supply of oxygen to the brain.

Synonym: collapse, weaken

Example sentence: I fainted from loss of blood.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

12. **Chaperone** (n) _____

a person who accompanies and looks after another person or group of people.

Synonym: guardian, governess

Example sentence: The chaperones sat at the edge of the dance floor, gossiping and watching.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

13. **Astonish**(v) _____

Surprise or impress (someone) greatly

Synonym: amaze Antonym: bore

Example sentence: It astonished her that he was so anxious.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

14. **Silk** (n) _____

fine, strong, soft lustrous fiber produced by silkworms

Synonym: tulle

Example sentence: He's going to find a long silk string.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

15. **Starve** (v) _____

suffer or die or cause to suffer or die from hunger.

Synonym: famish Antonym: eat

Example sentence: She left her animals to starve.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

16. **Swarm** (v) _____

to move somewhere in large numbers

Synonym: crowd

Example sentence: Protesters were swarming into the building.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

17. **Procession** (n) _____

people or vehicles moving forward in an orderly fashion.

Synonyms: march, parade

Example sentence: The fully robed dignitaries walk in procession.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

18. **Skyscraper** (n) _____

a very tall building of many storeys

Synonym: tower

Example sentence: We went on a tour to see the most famous skyscraper of the world.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

19. **Melancholy** (adj) _____

having a feeling of melancholy; sad and pensive

Synonyms: depressed, sad

Antonym: cheerful

Example sentence: He is a dark, melancholy young man with deep-set eyes.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

20. **Glisten** (v) _____

(of something wet or greasy) shine with a sparkling light

Synonyms: glimmer, shine

Example sentence: His cheeks glistened with tears.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

Vocabulary Exercise (Word Hunt):

Be a hunter! Twenty words (from the story) are hidden in the grid below. Find and circle them all.

B	S	I	L	K	P	R	I	G	T	S	P	H
R	C	H	A	P	E	R	O	N	R	T	R	P
I	S	K	Y	S	C	R	A	P	E	R	O	A
D	H	J	T	S	U	S	S	W	M	A	C	N
I	I	C	H	U	L	H	T	Z	E	V	E	D
C	L	H	A	R	I	A	O	S	N	E	S	E
U	L	A	I	F	A	I	N	T	D	S	S	M
L	I	P	L	A	R	S	I	A	O	S	I	O
O	N	E	S	C	G	T	S	R	U	T	O	N
U	G	R	T	E	B	O	H	V	S	A	N	I
S	M	O	O	N	L	I	G	H	T	R	I	U
L	O	N	N	S	W	A	R	M	U	V	O	M
E	V	E	E	G	L	I	S	T	E	E	N	F
E	M	E	L	A	N	C	H	O	L	Y	I	S
G	L	I	S	T	E	N	F	U	R	R	Y	T
W	H	A	T	L	L	U	M	I	N	O	U	S

From the words circled above, choose the word that is being defined then write the answer on the given blanks.

1. (of something wet or greasy) shine with a sparkling light

2. a very tall building of many stories

3. surprise or impress (someone) greatly

4. *deserving or inviting derision or mockery*

5. *having a soft surface like fur; covered with fur*

6. *former British coin and monetary unit equal to one twentieth of a pound or twelve pence.* _____

7. *very great in amount, scale, or intensity*

8. very bright in color

9. the outside part or uppermost layer of something

10. a person who accompanies and looks after another person or group of people

11. Surprise or impress (someone) greatly

12. *different to what is normal or expected*

13. having a feeling of melancholy; sad and pensive

14. *the light of the moon*

15. people or vehicles moving forward in an orderly fashion

16. a pellet of hail

17. a very tall building of many storeys

18. fine, strong, soft lustrous fiber produced by silkworms

19. lose consciousness for a short time because of a temporarily insufficient supply of oxygen to the brain _____

20. wild and noisy disorder or confusion

COMPREHENSION QUESTIONS



Answer the questions in complete sentences.

1. How did James' parents die?

2. What did the old man instruct James to do with the green things?

3. Why did the peach grow so big?

4. Why haven't James met any other children for years?

5. What was James' reaction when he saw the giant insects inside the peach?

6. How many boots did the Centipede actually have?

7. What happened when the peach broke free from the tree?

8. Where did the peach land when it fell from the cliff?

9. Who was blind among the insects?

10. How did James and the insects escape from the sharks?

11. What kind of music did the Old Grasshopper play?

12. What did Aunt Sponge do to the Spider's father?

13. How did rescue the Centipede when he fell from the peach?

14. What did the Cloud-Men chant as they worked?

15. Why did the Cloud-Men throw hailstones to James and his friends?

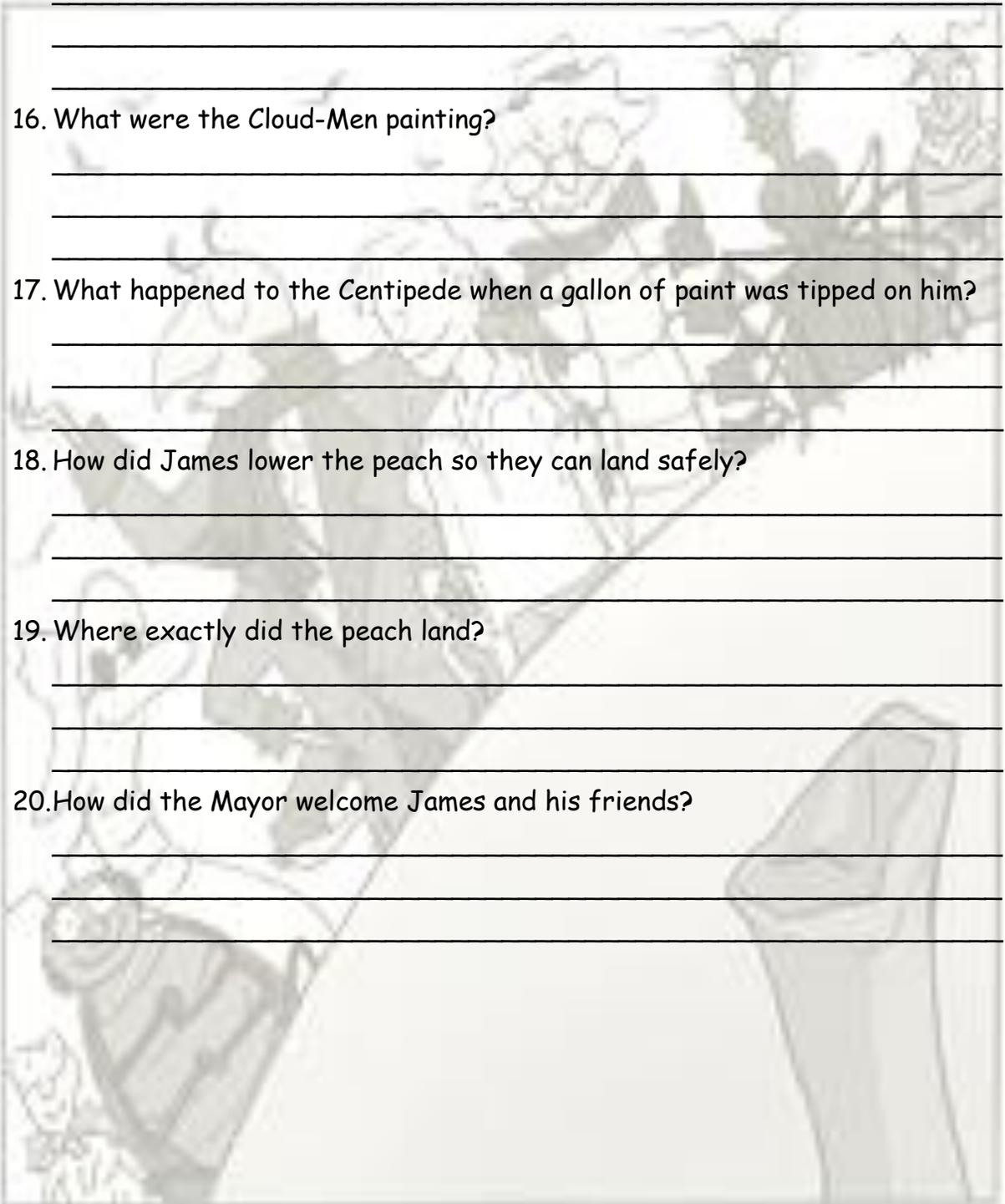
16. What were the Cloud-Men painting?

17. What happened to the Centipede when a gallon of paint was tipped on him?

18. How did James lower the peach so they can land safely?

19. Where exactly did the peach land?

20. How did the Mayor welcome James and his friends?



CHARACTER CHART

Who are the characters in the story? What are they like? Complete the chart.

NAME	DESCRIPTION

EVENTFUL EVENTS

Think of three important events in the story. Write down their causes and their effects.

CAUSE	EVENT	EFFECT

SUMMARY DICTATION

James Henry Trotter had a happy life until he was about four-years-old. That was when his parents were eaten up by an _____ rhinoceros in broad _____! His house by the sea had to be sold and James had to go and live with his horribly _____ aunts with the _____ names of Aunt Sponge and Aunt Spiker. They lived in a _____ house on a hill surrounded by a desolate garden with the _____ of a clump of old laurel bushes. James would often gaze wistfully toward the sea. Then a strange thing happened. James found a giant peach that grew and grew until it was the size of a small house. He found a _____ path into the heart of the _____ where he met a short-horned grasshopper, a spider, a ladybug, an earthworm, a centipede, a glowworm and a silkworm. Together they leave the _____ and begin a great _____ which ends 1,250 feet up in the air on the top of the Empire State Building in New York City.

GRAMMAR TIME!

INDEFINITE PRONOUNS



An indefinite pronoun does not refer to any specific person, thing or amount. It is vague and "not definite". Some typical indefinite pronouns are:

- all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone

Note that many indefinite pronouns also function as other parts of speech. Look at "another" in the following sentences:

He has one job in the day and another at night. (pronoun)

- I'd like another drink, please. (adjective)
- Most indefinite pronouns are either singular or plural. However, some of them can be singular in one context and plural in another. The most common indefinite pronouns are listed below, with examples, as singular, plural or singular/plural.

Notice that a singular **pronoun** takes a singular *verb* AND that any personal pronoun should also *agree*(in number and gender). Look at these examples:

- **Each** of the players *has* a doctor.
- I met two girls. **One** *has* given me *her* phone number.

Similarly, plural **pronouns** need plural *agreement*:

- **Many** *have* expressed *their* views.

pronoun	meaning	example
singular		
another	an additional or different person or thing	That ice-cream was good. Can I have another ?
anybody/anyone	no matter what person	Can anyone answer this question?
anything	no matter what thing	The doctor needs to know if you have eaten anything in the last two hours.
each	every one of two or more people or things, seen separately	Each has his own thoughts.

either	one or the other of two people or things	Do you want tea or coffee? / I don't mind. Either is good for me.
enough	as much or as many as needed	Enough is enough.
everybody/everyone	all people	We can start the meeting because everybody has arrived.
everything	all things	They have no house or possessions. They lost everything in the earthquake.
less	a smaller amount	" Less is more" (Mies van der Rohe)
little	a small amount	Little is know about his early life.
much	a large amount	Much has happend since we met.
neither	not one and not the other of two people or things	I keep telling Jack and Jill but neither believes me.
nobody/no-one	no person	I phoned many times but nobody answered.
nothing	no single thing, not anything	If you don't know the answer it's best to say nothing .
one	an unidentified person	Can one smoke here? All the students arrived but now one is missing.
other	a different person or thing from one already mentioned	One was tall and the other was short.
somebody/someone	an unspecified or unknown person	Clearly somebody murdered him. It was not suicide.
something	an unspecified or unknown thing	Listen! I just heard something! What could it be?
you	an unidentified person (informal)	And you can see why.
plural		
both	two people or things, seen together	John likes coffee but not tea. I think both are good.
few	a small number of people or things	Few have ever disobeyed him and lived.

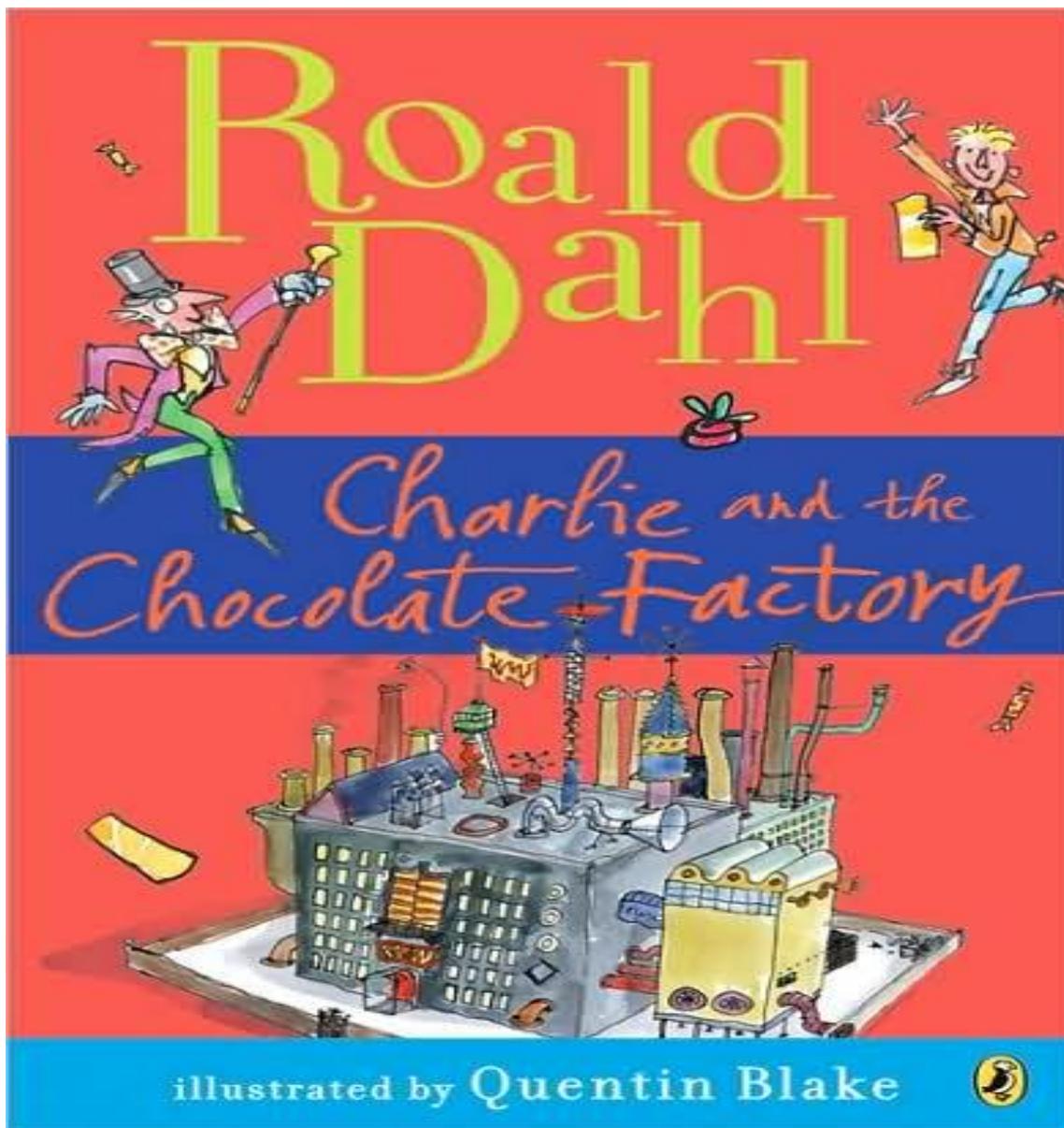
fewer	a reduced number of people or things	Fewer are smoking these days.
many	a large number of people or things	Many have come already.
others	other people; not us	I'm sure that others have tried before us.
several	more than two but not many	They all complained and several left the meeting.
they	people in general (informal)	They say that vegetables are good for you.
singular or plural		
all	the whole quantity of something or of some things or people	All is forgiven. All have arrived.
any	no matter how much or how many	Is any left? Are any coming?
more	a greater quantity of something; a greater number of people or things	There is more over there. More are coming.
most	the majority; nearly all	Most is lost. Most have refused.
none	not any; no person or persons	They fixed the water so why is none coming out of the tap? I invited five friends but none have come.*
some	an unspecified quantity of something; an unspecified number of people or things	Here is some . Some have arrived.
such	of the type already mentioned	He was a foreigner and he felt that he was treated as such .

* Some people say that "none" should always take a singular verb, even when talking about countable nouns (eg five friends). They argue that "none" means "no one", and "one" is obviously singular. They say that "I invited five friends but none **has** come" is correct and "I invited five friends but none **have** come" is incorrect. Historically and grammatically there is little to support this view. "None" has been used for hundreds of years with both a singular and a plural verb, according to the context and the emphasis required.

Grammar Exercise

Fill in the gaps with somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere or nowhere.

1. I know _____ about this issue that you may find interesting, but if I tell you, you must promise to keep it (a) secret.
2. _____ lives here. There is no water.
3. I spent the night _____ near the beach
4. _____ could have jumped over this wall, and stole your rake. It's very low.
5. _____ scares him. He's very brave.
6. There is _____ to park here. Let's go _____ else to park.
7. Would you like _____ to wash your hands?
8. May I have _____ for dessert, please?
9. They took him _____ in London, and he never returned.
10. Please don't leave _____ behind at home. We'll be away for a fortnight.
11. She needs _____ to love. She's very lonely.
12. They will not sing _____ in this city. They said that they would never come back.
13. There isn't _____ you can do to help them. _____ can help them.
14. We do not need _____ else to run this department. We can do it ourselves.
15. _____ is ringing the bell. Go and see who it is.
16. _____ phoned while we were out, but they did not leave a message.
17. _____ tells me that there is _____ fishy going on .
18. They are looking for _____ to settle down and have children. They want to find a quiet place to lead a quiet life.
19. "Where would you like to stay?"
"_____ will do provided it is a clean place."
20. "Is there _____ at home?"



Pre-Reading Questions:

1. What would you do if you are starving and freezing because you don't have enough food and clothing in winter?
2. Have you ever met somebody who is very spoiled?
3. Imagine you own a palace entirely made of chocolate. What would you do with it?

Learning Vocabulary

1. **mattress** (n) _____

a fabric case filled with soft, firm, or springy material, used for sleeping on.

Synonym: futon

Example Sentence: We manufacture our own brand of mattresses.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

2. **incinerator** (n) _____

an apparatus for burning waste material, especially industrial waste, at high temperatures until it is reduced to ash.

Synonyms: furnace, boiler

Example Sentence: Our trash will be brought to the incinerator.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

3. **flabbergast** (v) _____

greatly astonish or amaze:

Synonyms: astound, surprise, dumbfound Antonym: expect

Example Sentence: *She was flabbergasted at the sight that met her eyes.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

4. **perplex** (v) _____

to cause to be puzzled or bewildered over what is not understood or certain; confuse mentally

Synonyms: astound, stump Antonym: clarify

Example Sentence: Her stranger response perplexed me.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

5. **furnace** (n) _____

an enclosed chamber in which heat is produced to generate steam, destroy refuse, smelt or refine ores, etc

Synonym: boiler Antonym: freezer

Example Sentence: Some houses have furnaces.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

6. **whir** (v) _____

a prolonged soft swish or buzz, as of a motor working or wings flapping

Synonyms: whiz, bustle

Example Sentence: *The ceiling fans whirred in the smoky air.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

7. **repulsive** (adj.) _____

causing or occasioning repugnance; loathsome; disgusting or distasteful

Synonym: very disgusting Antonym: pleasing

Example Sentence: Those rotten eggs gave off a repulsive smell.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

8. **hastily** (adv.) _____

with excessive speed or urgency; hurriedly

Synonym: carelessly Antonym: delayed

Example Sentence: *He hastily changed the subject.*

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

9. **holler** (v) _____

give a loud shout or cry

Synonyms: yell, shout

Antonyms: whisper

Example Sentence: She hollered my name despite the silence in the barn.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

10. **scraggy** (adj.) _____

lean or thin; scrawny

Synonyms: ghastly, weak

Antonyms: healthy, strong

Example Sentence: I saw a scraggy dog outside.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

11. **jostle** (v) _____

push, elbow, or bump against (someone) roughly, typically in a crowd

Synonym: crash, bang into

Example Sentence: He was jostled by passengers rushing for the gates.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

12. **flag** (v) _____

to decoy, as game, by waving a flag or the like to excite attention or curiosity

Synonym: motion, signal

Antonym: avoid, ignore

Example Sentence: They flagged a car down.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

Vocabulary Exercise

Unscramble the letters using the synonyms as clues. Write the answer in the blank.

- | | | |
|--------------------|---------------|-------|
| 1. futon | strestam | _____ |
| 2. yell | rollhe | _____ |
| 3. very disgusting | pruieelsv | _____ |
| 4. furnace, boiler | necreiatorn | _____ |
| 5. astound | rexpple | _____ |
| 6. trough | truegt | _____ |
| 7. whiz | hiwr | _____ |
| 8. fancy | ervac | _____ |
| 9. hurriedly | laishty | _____ |
| 10. amaze | sterbbalfgead | _____ |
| 11. weak, scrawny | gyracgs | _____ |
| 12. incinerator | fraunce | _____ |
| 13. sharp; high | petes | _____ |
| 14. horrified | sthaag | _____ |
| 15. bit (of food) | slemor | _____ |
| 16. crash | jotles | _____ |
| 17. gobble | flow | _____ |
| 18. delay | lewadd | _____ |
| 19. stomachache | chauteg | _____ |
| 20. signal | lgfa | _____ |

COMPREHENSION QUESTIONS

Answer the questions in complete sentences.



1. Where did the Buckets live?

2. How would you describe the Buckets' lifestyle?

3. What was the terrible torturous thing for Charlie?

4. Why did Willy Wonka close his factory?

5. How would you describe Augustus Gloop?

6. Why was Augustus Gloop better than Veruca Salt?

7. Why was Violet Beauregarde a 'beastly girl'?

8. Why do you think Mike Teavee like gangsters the best?

9. How was Charlie able to get the Golden Ticket?

10. When exactly should the ticket winners gather outside the gates of Willy Wonka's factory?

11. Who were Willy Wonka's workers? Describe them.

12. How did Augustus Gloop end up in the pipes?

13. What was Mr. Wonka's yacht made of?

14. How did Violet Beauregarde transform into a blueberry?

15. Who might have ended up on the moon? How could one go to the moon?

16. How could a square candy look round?

17. How did Mr. Wonka's television in Television-Chocolate Room work?

18. What would the children's parents do when they get home?

19. What was Willy Wonka's reason for inviting the children into his factory?

20. What happened to Charlie's family at the end of the story?

CHARACTER CHART

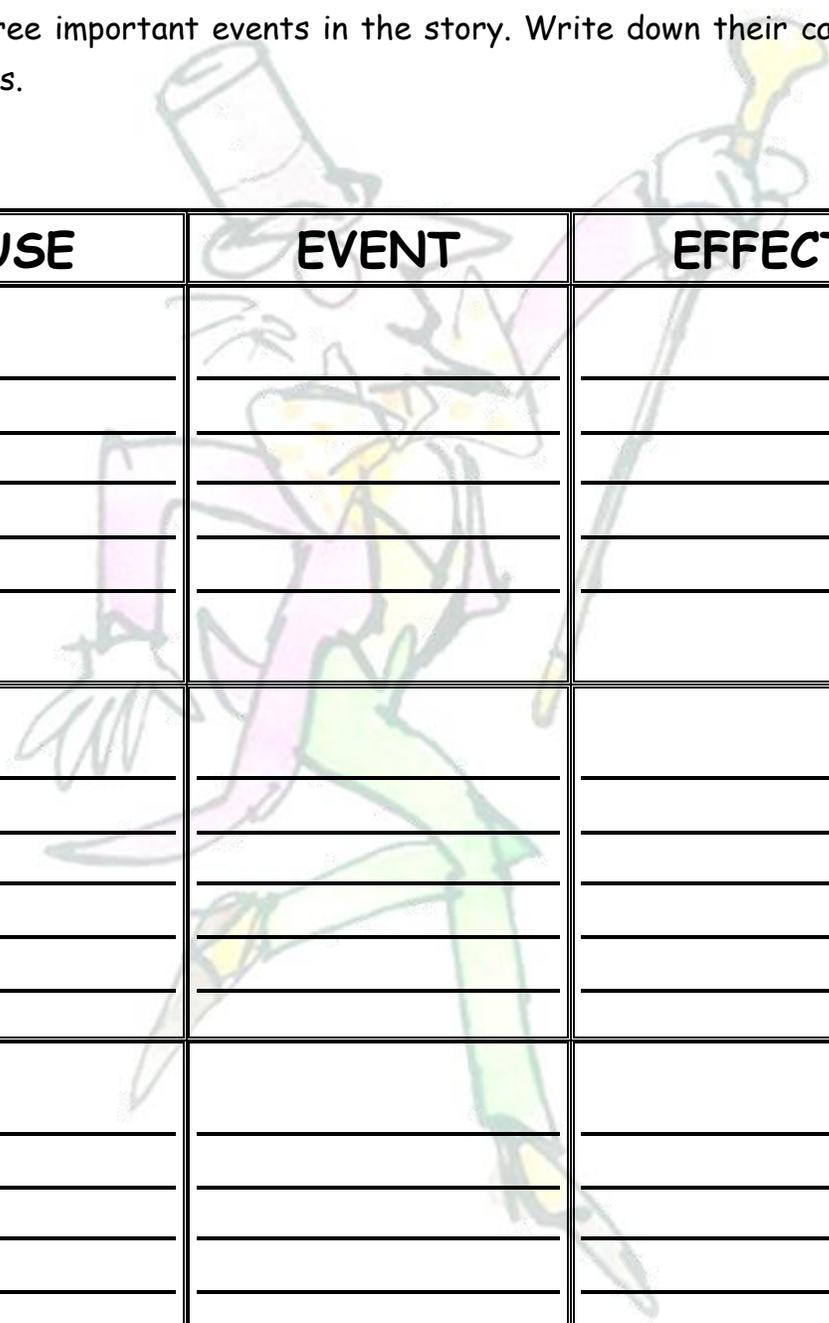
Who are the characters in the story? What are they like? Complete the chart.

NAME	DESCRIPTION



EVENTFUL EVENTS

Think of three important events in the story. Write down their causes and their effects.



CAUSE	EVENT	EFFECT

SUMMARY DICTATION

The story begins with a boy named Charlie Bucket. Charlie Bucket is a member of a poor _____ and lives with his parents and both sets of his aging grandparents. Charlie loves to hear stories from his Grandpa Joe about the eccentric Willy Wonka and his chocolate _____ that is located in Charlie's hometown. The factory closes down after Wonka sends the entire employees home, and it remains closed for several years, until reopening _____.

However, one night the newspaper headline says that Willy Wonka is holding a _____ across the whole world. Five _____ tickets would be hidden in randomly-chosen bars of chocolate, and whoever happens to open one of the bars and find the golden ticket will be able to take a day-long tour of the factory. As fortune would have it, Charlie buys one of the chocolate bars and discovers one of the _____ golden tickets inside.

Grandpa Joe _____ Charlie on his tour of the factory, where they discover multitudes of _____ and mysterious gadgets and gizmos that are involved in making the chocolate. However, the other children (who are all bad kids) decide to touch parts of the machines that they're not supposed to, and all of them go through a series of bad _____. For example, Violet turns into a giant blueberry, and Veruca and her parents are blasted with a load of garbage. Charlie avoids any misfortune because he knew how to _____ himself properly inside the factory, unlike the other children.

The story closes with everyone leaving the factory. The bad children were given permanent _____ of their misbehavior, like turning blue permanently or becoming ten feet tall.

GRAMMAR TIME!

RELATIVE PRONOUNS



A relative pronoun is a pronoun that introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that it modifies. Here is an example:

- The person **who** phoned me last night is my teacher.

In the above example, "who":

- relates to "person", which it modifies
- introduces the relative clause "who phoned me last night"

There are five relative pronouns: **who, whom, whose, which, that***

Who (subject) and **whom** (object) are generally only for people. **Whose** is for possession. **Which** is for things. **That** can be used for people** and things and as subject and object in defining relative clauses (clauses that are essential to the sentence and do not simply add extra information).

Relative pronouns can refer to singular or plural, and there is no difference between male and female.

Look at these examples showing defining and non-defining relative clauses:

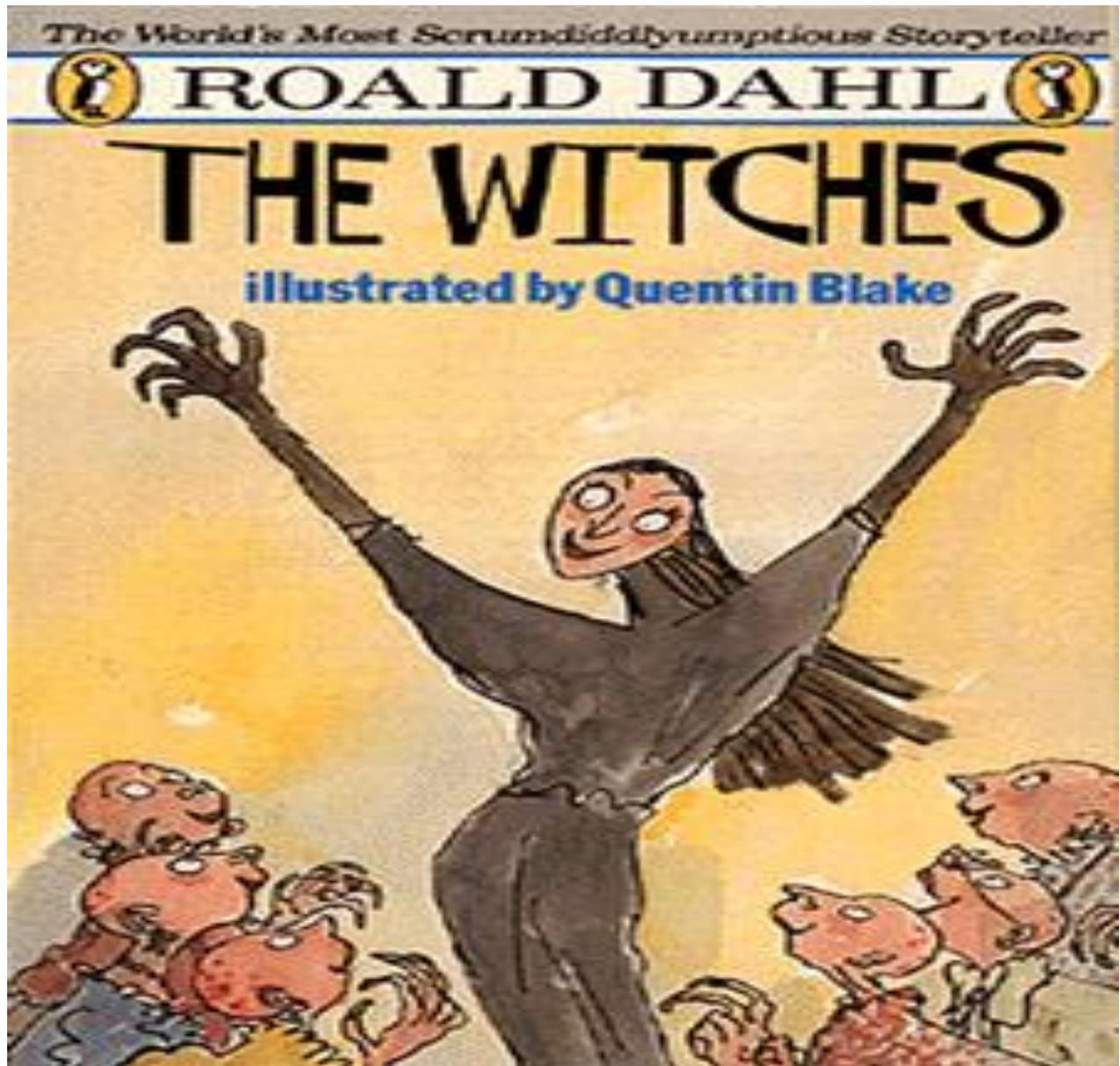
	example sentences S=subject, O=object, P=possessive	notes
defining	S - The person who phoned me last night is my teacher. - The person that phoned me last night is my teacher.	That is preferable
	- The car which hit me was yellow. - The cars that hit me were yellow.	That is preferable
	O - The person whom I phoned last night is my teacher. - The people who I phoned last night are my teachers. - The person that I phoned last night is my	Whom is correct but very formal. The relative pronoun is optional.

		<p>teacher.</p> <ul style="list-style-type: none"> - The person I phoned last night is my teacher. 	
		<ul style="list-style-type: none"> - The car which I drive is old. - The car that I drive is old. - The car I drive is old. 	That is preferable to which . The relative pronoun is optional.
	P	<ul style="list-style-type: none"> - The student whose phone just rang should stand up. - Students whose parents are wealthy pay extra. 	
		<ul style="list-style-type: none"> - The police are looking for the car whose driver was masked. - The police are looking for the car of which the driver was masked. 	Of which is usual for things, but whose is sometimes possible
non-defining	S	<ul style="list-style-type: none"> - Mrs Pratt, who is very kind, is my teacher. 	
		<ul style="list-style-type: none"> - The car, which was a taxi, exploded. - The cars, which were taxis, exploded. 	
	O	<ul style="list-style-type: none"> - Mrs Pratt, whom I like very much, is my teacher. - Mr and Mrs Pratt, who I like very much, are my teachers. 	Whom is correct but very formal. Who is normal.
		<ul style="list-style-type: none"> - The car, which I was driving at the time, suddenly caught fire. 	
		<ul style="list-style-type: none"> - My brother, whose phone you just heard, is a doctor. 	
	P	<ul style="list-style-type: none"> - The car, whose driver jumped out just before the accident, was completely destroyed. - The car, the driver of which jumped out just before the accident, was completely destroyed. 	Of which is usual for things, but whose is sometimes possible

Grammar Exercise

Fill in all the gaps WITH who(m) - which - what - whose or 0 (zero) for nothing in each space as necessary.

1. She didn't know _____ had paid her, _____ was extremely bizarre!
2. Someone _____ had been to Red Square before told us the way to the main gate.
3. _____ I ought to do is find out _____ handbag this is.
4. Peter, _____ motorbike had broken down, met a man _____ managed to fix it.
5. The drawer in _____ he found the gun was the same one _____ I had searched.
6. Those _____ arrive late in class must stay afterwards to do the work _____ they have missed.
7. The dog _____ I bought was the same one _____ you saw the day you arrived.
8. That is the boy _____ mother knows the man _____ repaired our heating system.
9. He is the one _____ asked me _____ I gave the money to.
10. The snow, _____ had been falling all day, _____ what gave us trouble.



Pre-Reading Questions:

1. Do you believe in witches?
2. What would you do if a beautiful stranger offered you sweets?
3. If you see a mouse, what will you do with it?

Learning Vocabulary

21. **Forbid** (verb) _____

to command (a person) not to do something, have something, etc., or not to enter some place

Synonym: ban Antonym: allow

Example sentence: I was **forbidden from** seeing him again

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

22. **Headquarters** (noun) _____

a center of operations, as of the police or a business, from which orders are issued; the chief administrative office of an organization

Synonym: base Antonym: branch

Example sentence: The operatives were always in touch with the headquarters.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

23. **Skittle** (noun) _____

A bowling pin of the type used in playing ninepins in England

Synonym: ninepin Antonym:

Example sentence: He struck all nine skittles!

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

24. **Recognize** (verb) _____

to identify as something or someone previously seen, known, etc.

Synonym: identify Antonym: miss

Example sentence: He had changed so much that one could scarcely recognize him.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction: _____

25. **Triumph** (verb) _____

to win a victory or control

Synonym: achieve; succeed Antonym: fail; defeat

Example sentence: The boy triumphed against the witches.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

26. **Exterminate** (verb) _____

to get rid of by destroying; destroy totally

Synonym: kill; abolish Antonym: bear; create

Example sentence: The Grand High Witch wants to exterminate all the children.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

27. **Stale** (adjective) _____

(esp. of food) hard, musty, or dry from being kept too long

Synonym: old; decayed Antonym: fresh; new

Example sentence: The witches love stale food.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

28. **Transform** (verb) _____

to change in form, appearance, or structure; metamorphose

Synonym: alter; change Antonym: preserve

Example sentence: The witches transformed the boy into a mouse.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

29. **Dose** (noun) _____

a quantity of medicine prescribed to be taken at one time

Synonym: prescription; dosage Antonym:

Example sentence: He took a dose of cough mixture.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

30. **Queer** (adjective) _____

strange or odd from a conventional viewpoint; unusually different

Synonym: odd; abnormal Antonym: typical; usual

Example sentence: She had a queer feeling that they were being watched.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

31. **Inhabit** (verb) _____

to live or dwell in (a place), as people or animals

Synonym: reside Antonym: leave

Example sentence: That mountainous region is inhabited by Indians.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

32. **Consolation** (noun) _____

the comfort received by a person after a loss or disappointment

Synonym: relief; comfort Antonym: agitation; annoyance

Example sentence: there was consolation in knowing that others were worse off

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

33. **Ruse** (noun) _____

an action intended to mislead, deceive

Synonym: trick Antonym: honesty

Example sentence: Emma tried to think of a ruse to get Paul out of the house.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

34. **Bustle** (verb) _____

hurriedly in a particular direction

Synonym: dash Antonym: plod

Example sentence: she bustled us into the kitchen

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

35. **Motto** (noun) _____

a short sentence or phrase chosen as encapsulating the beliefs or ideals of an individual, family, or institution

Synonym: slogan; saying Antonym: nuance

Example sentence: The family motto is 'Faithful though Unfortunate.'

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

36. **Plot** (noun) _____

a plan made in secret by a group of people to do something illegal or harmful

Synonym: scheme; plan Antonym:

Example sentence: There's a plot to overthrow the government.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

37. **Rumor** (noun) _____

a currently circulating story or report of uncertain or doubtful truth

Synonym: gossip Antonym: truth

Example sentence: Don't listen to rumor.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

38. **Conviction** (noun) _____

a fixed or firm belief

Synonym: belief; opinion Antonym: doubt

Example sentence: She takes pride in stating her political convictions.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

39. **Compromise** (noun) _____

an agreement or settlement of a dispute that is reached by each side making concessions

Synonym: bargain Antonym: dispute

Example sentence:

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

40. **Cruelty** (noun) _____

cruel behavior or attitudes

Synonym: harshness; brutality Antonym: compassion; kindness

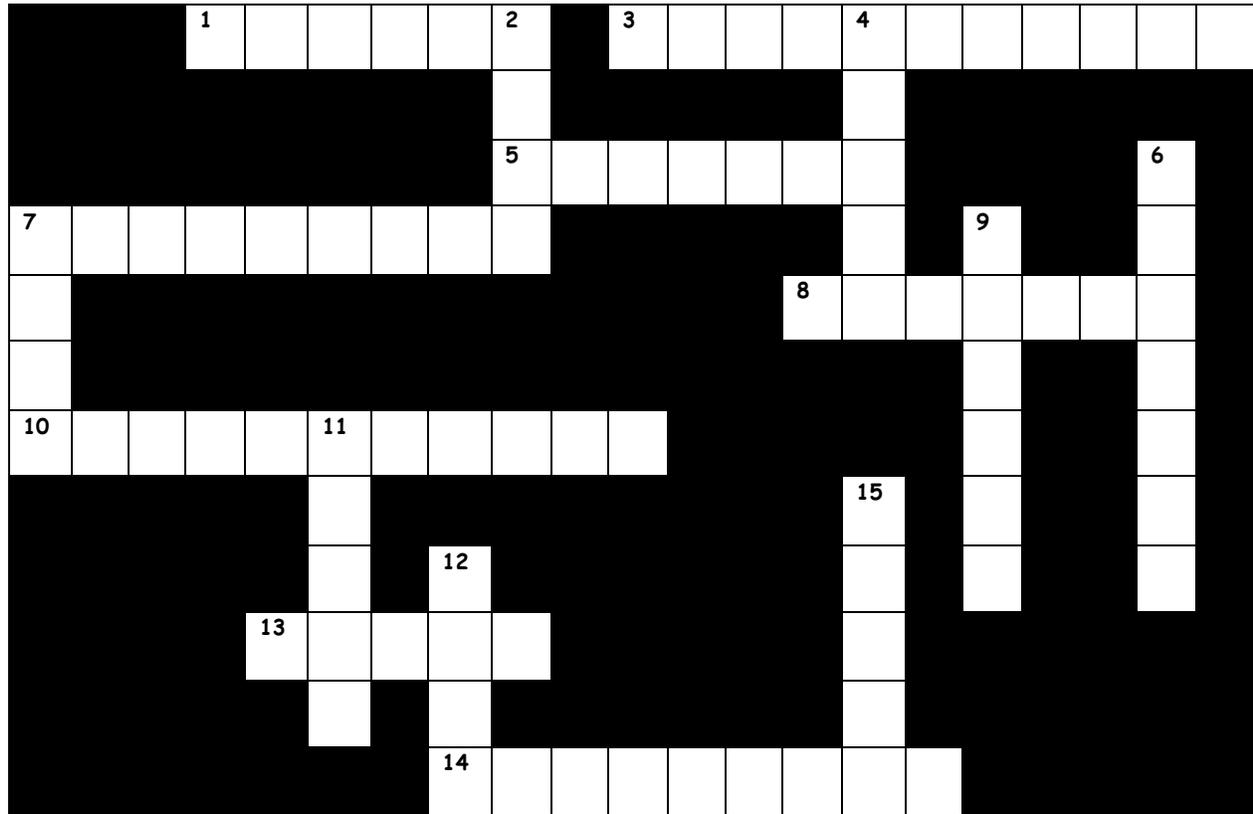
Example sentence: We can't stand cruelty to animal.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

VOCABULARY EXERCISE: Answer the crossword puzzle.



ACROSS

- 1 ban
- 3 base; command center
- 5 ninepin
- 7 identify
- 8 victory
- 10 eliminate
- 13 hard, old, decayed
- 14 change

DOWN

- 2 amount of medicine
- 4 odd
- 6 live; dwell
- 7 trick
- 9 dash
- 11 slogan; saying
- 12 schemes; plan
- 15 gossip

COMPREHENSION QUESTIONS



Answer the questions in complete sentences.

1. Why did the boy live with his grandma?

2. According to his grandma, how could we recognize the witch?

3. Who was the witches' ruler? When did they get to meet her?

4. His grandmother lost at least five of her childhood friends. What happened to them?

5. Why should they be wary when they returned to England?

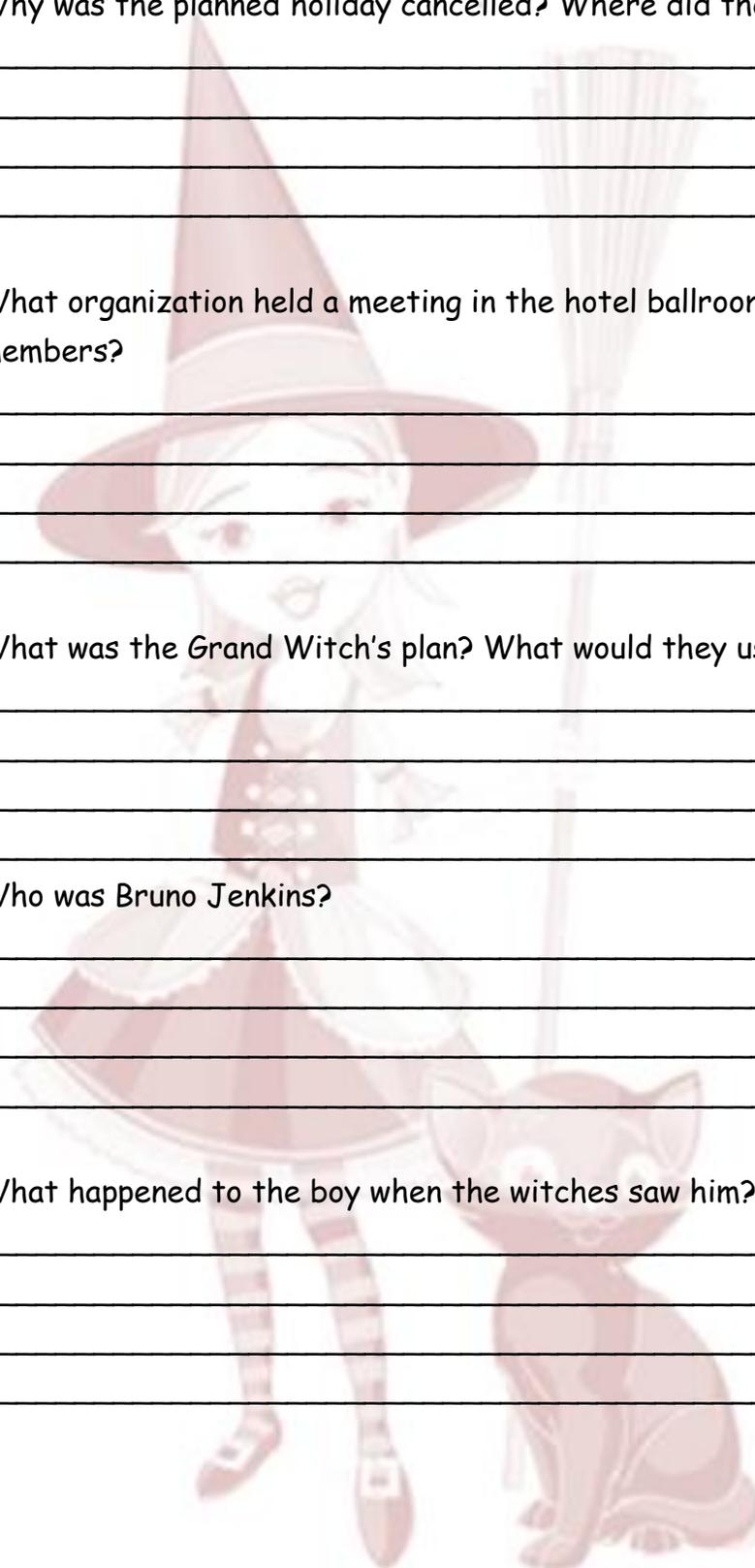
6. Why was the planned holiday cancelled? Where did they go instead?

7. What organization held a meeting in the hotel ballroom? Who were the members?

8. What was the Grand Witch's plan? What would they use?

9. Who was Bruno Jenkins?

10. What happened to the boy when the witches saw him?

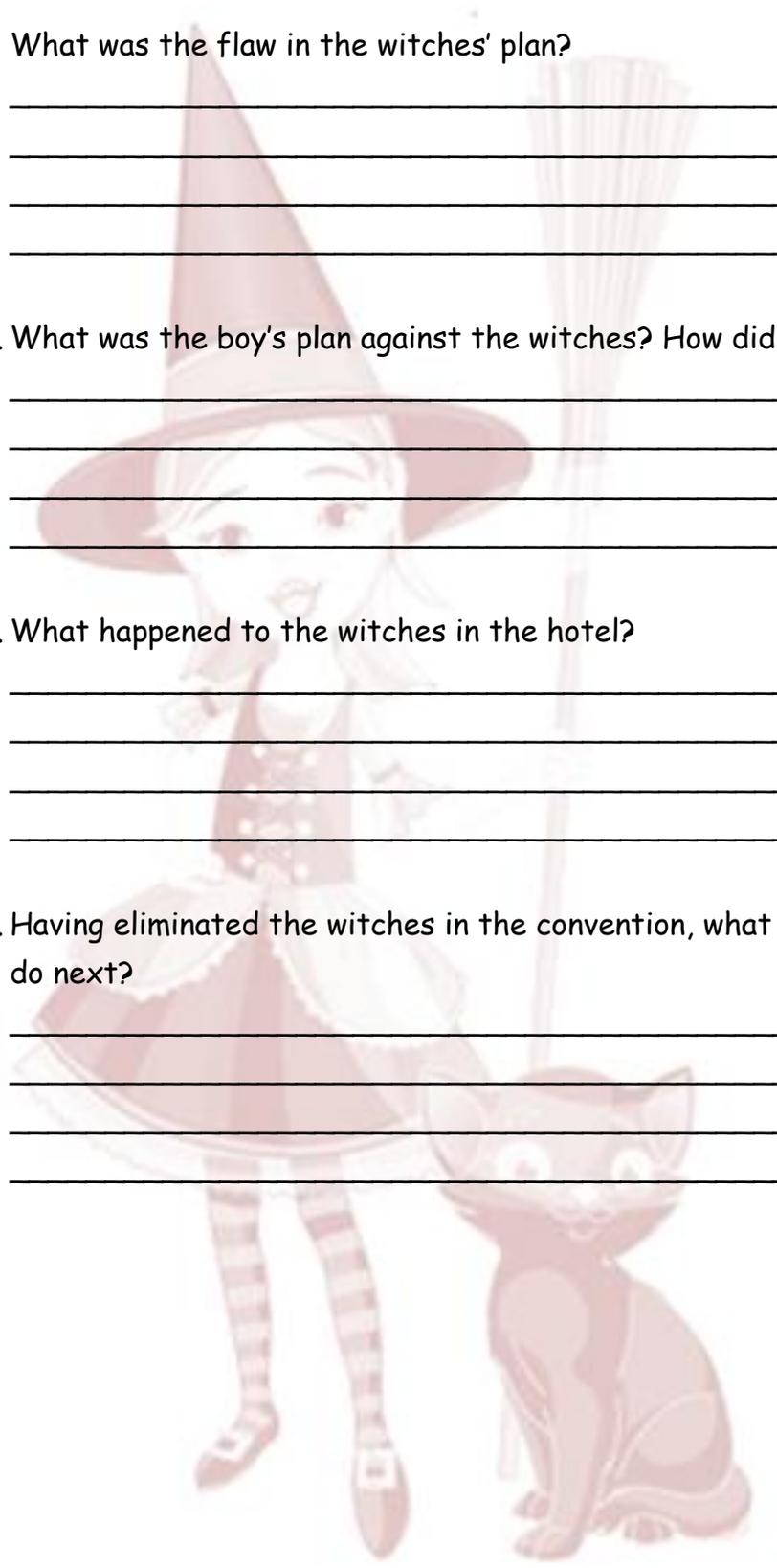


11. What was the flaw in the witches' plan?

12. What was the boy's plan against the witches? How did he carry it out?

13. What happened to the witches in the hotel?

14. Having eliminated the witches in the convention, what was he planning to do next?



CHARACTER CHART

Who are the characters in the story? What are they like? Complete the chart.

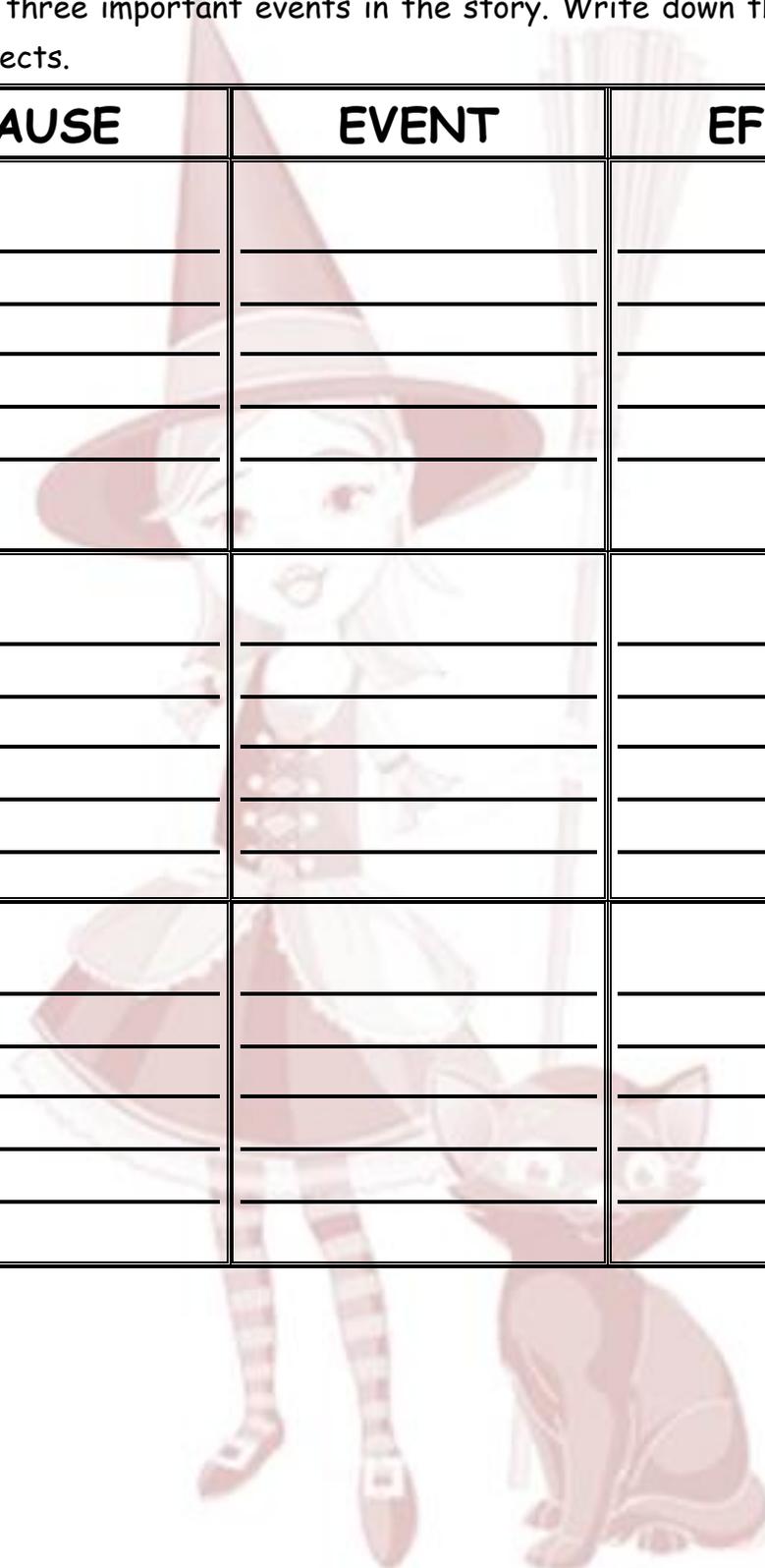
NAME	DESCRIPTION



EVENTFUL EVENTS

Think of three important events in the story. Write down their causes and their effects.

CAUSE	EVENT	EFFECT



SUMMARY DICTATION

The narrator of the book is a boy who has been warned by his grandmother about witches. Witches, she says, _____ children, and do things to harm them just for fun. To witches, children give off a terrible smell, so they will often plug their nose when near a child. They also have long claws that they cover with gloves, squared off shoes to hide their lack of toes, bald heads they cover with wigs, blue saliva and glowing pupils.

The boy, who is also an orphan, is very smart. One day, while he is playing in his tree house, he is _____ by a woman with gloves who wants him to come down and talk to her. The boy knows better, and is sure she is a witch. He refuses to come down from the tree until the woman is gone. A short time later, the grandmother gets sick. She and the boy travel to England so she can get better there. The pair stays at a large, fancy hotel. While they are there, a _____ takes place in the same hotel. It is a meeting of the Royal Society for the Prevention of Cruelty to Children. They are all women. The boy decides to wander around the hotel, ringing his pet mice with him. He is soon trapped in the _____ while all of the women from the Royal Society file in and sit. One woman stands in the front, running the meeting. She orders all of the women to remove their wigs, shoes and so on. It is _____ that they are not an anti-cruelty _____, but, in fact, the witches of England.

The woman in charge is the Grand High Witch. She tells all the other witches about a new potion that will turn all the children who ingest it into mice. In this way, all the children of the world can be destroyed by chocolates and other sweets tainted by "Formula 86 Delayed Action Mouse Maker." The witch demonstrates the solution on a child named Bruno she _____ in with the promise of chocolate. He is turned into a mouse. The narrator, stunned by the magic, accidentally gives himself away. The witches grab him and give him enough of the _____ to instantly turn him into a mouse. The boy, now a mouse, is still able to communicate like a human. He escapes from the witches and finds his grandmother. He tells her what happened and the two come up with a plan. They steal some of the Grand High Witch's formula and put it into the soup that was made for the witches' dinner. All of them are turned to mice, and _____ by the hotel's staff in a fit of _____.

GRAMMAR TIME!



FUTURE TENSE

There is a common belief that the only way to express the future in English is to use the two little modal auxiliaries "will" and "shall". Sure they play a major part in this function but there are other ways too of expressing the future. Below you will see 6 ways of expressing the future. I won't call it the "future tense" because that restricts your thinking about how to talk or write about something that is not *now* but *next*.

going to

This way you can express a personal intention or make a prediction about what you know/feel/see as in these sentences:

I am going to stop smoking this year. The sea is going to be very rough this afternoon, so don't go swimming.

Future Simple

Back to "will" and "shall". With these two words plus the infinitive of a verb you can express: a future fact, a sudden decision, an offer, a threat, a promise, an opinion about the future, a probability especially after think, suppose, expect, doubt if.

Here are a few examples:

Tomorrow will be my birthday.

It's all right I'll get the shopping.

I will take you in the car if you like.

I'll stand by you whatever happens.

I suppose we'll manage without the car.

Present Continuous

This is almost the same as "going to" but it's not quite as personal. Look at this:

The Government is thinking about introducing a new law.

Present Simple

We use this when we are thinking of the certain future, something already arranged as in a timetable or programme:

Your train leaves in ten minutes.

Is to/Are to

These are used to express an instruction or something arranged officially. Here is an example:

The finance ministers are to meet next month to discuss the crisis.

About to/Due to

We use these when we want to describe actions that are expected to happen, usually fairly soon. An example:

The 100 metre race is about to start any minute now.

Grammar Exercise: Choose the correct form and rewrite each sentence in the blank.

1. Peter (is/is going to be) fifty next Friday.

2. Oh no! I've broken the vase. What (am I going to say / will I say)?

3. Jack (is having / will have) a dinner party next Saturday.

4. By the time you arrive, I'll (have been / be) working for two hours.

5. John hasn't eaten. - Don't worry (I'll make / I'm going to make) him a sandwich.

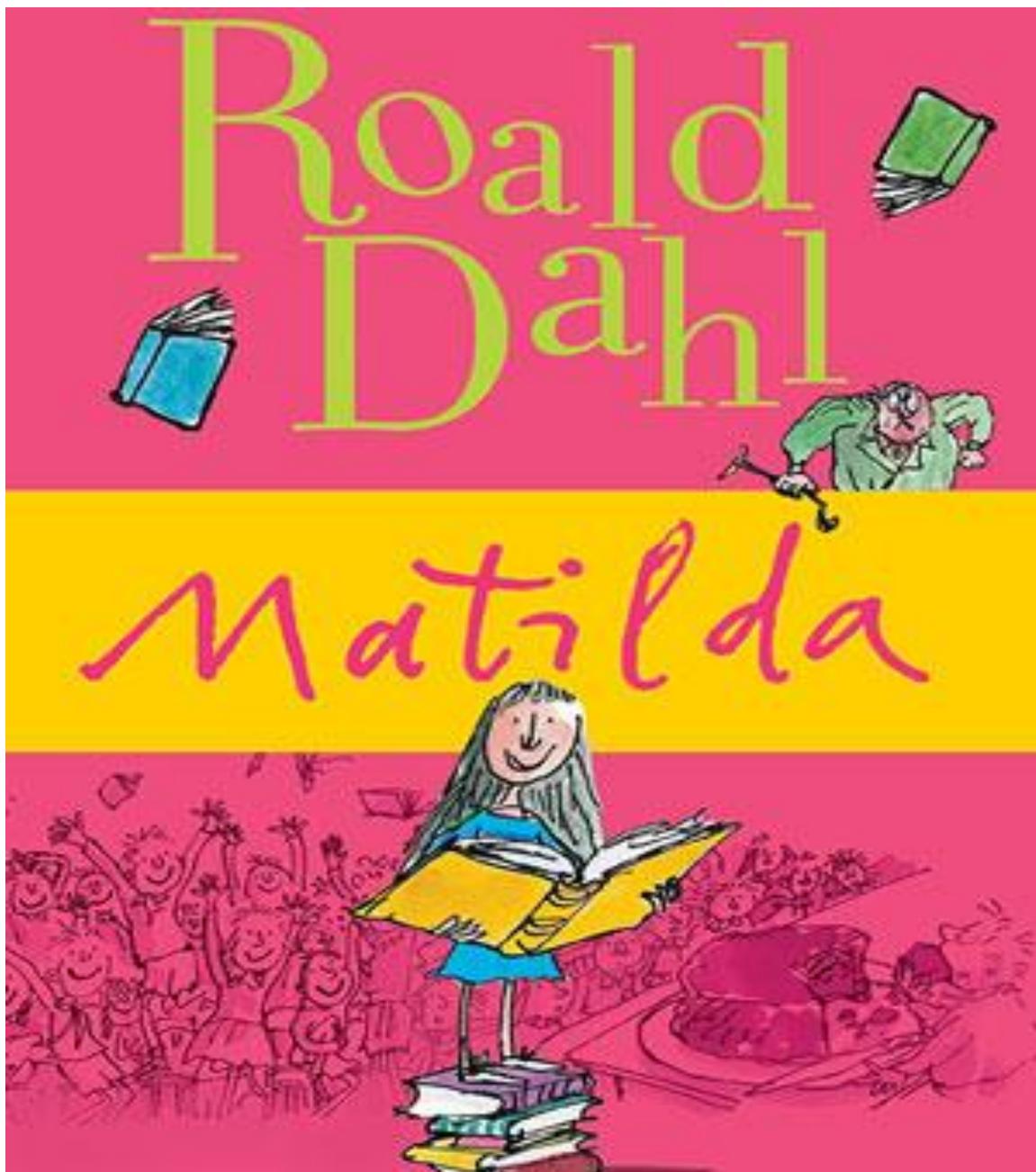
6. We'll go out for dinner when he (gets in / will get in).

7. Unless he arrives soon, we (won't go/ aren't go) to the party.

8. (I'll be studying / I'll have studied) at 9 tomorrow evening.

9. (We'll have finished / We'll finish) by 9 o'clock.

10. Look at those clouds! It (is going to rain / will rain)!



Pre-Reading Questions:

1. What do you like doing in your free time?
2. Which do you prefer, reading or watching TV? Why?
3. How do you spend time with family, friends, and teachers?

Learning Vocabulary

1. **filth** (n) _____

offensive or disgusting dirt or refuse

Synonym: dirt, pollution

Antonym: cleanliness

Example Sentence: The Flood resulted to stagnant pools of filth.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

2. **ridiculous** (adj.) _____

deserving or inviting derision or mockery; absurd

Synonym: stupid; funny

Antonym: sensible

Example Sentence: That is a ridiculous tartan cap.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

3. **infuriate** (v) _____

make (someone) extremely angry and impatient

Synonym: aggravate

Antonym: please

Example Sentence: I was infuriated by your article.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

4. **sarcasm** (n) _____

the use of irony to mock or convey contempt

Synonym: antipathy; spite

Antonym: flattery

Example Sentence: She didn't like the note of sarcasm in his voice.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

5. **sawdust** (n) _____

powdery particles of wood produced by sawing

Synonym: _____ Antonym: rocks

Example Sentence: Most people in the countryside use sawdust for cooking instead of LPG.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

6. **prodigy** (n) _____

person or thing that is extraordinary

Synonym: child genius Antonym: simpleton

Example Sentence: Matilda is a child prodigy.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

7. **obstinate** (adj.) _____

firmly adhering to one's purpose, opinion

Synonym: stubborn Antonym: flexible

Example Sentence:

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

8. **peculiar** (adj.) _____

different to what is normal or expected; strange

Synonym: unusual Antonym: normal

Example Sentence: Stella thought the play peculiar.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

9. **nasty** (adj) _____

very bad or unpleasant

Synonym: Disgusting, offensive Antonym: great, pleasing

Example Sentence: Harry was a nasty, foul-mouthed old boy.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

10. **tyrant** (n) _____

person who dictates, oppresses

Synonym: [bully](#), [dictator](#), Antonym: democrat

Example Sentence: Her father was a tyrant and a bully.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

11. **toddle** (v) _____

walk unsteadily

Synonym: totter, wobble Antonym: march

Example Sentence: William toddled curiously towards the TV crew.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

12. **stun** (v) _____

astonish or shock (someone) so that they are temporarily unable to react

Synonym: bewilder Antonym: expect

Example Sentence: The community was stunned by the tragedy.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

17. **delinquent** (adj.) _____

(typically of a young person) tending to commit crime, particularly minor crime

Synonym: reprehensible

Antonym: responsible

Example Sentence: Delinquent teenagers roam the city streets.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

18. **splendid** (adj.) _____

magnificent; very impressive

Synonym: brilliant

Antonym: shabby

Example Sentence: Matilda's power is splendid!

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

19. **summon** (v) _____

order (someone) to be present

Synonym: call

Antonym: dismiss

Example Sentence: A waiter was summoned by the headmistress.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

20. **sheer** (adj.) _____

nothing other than; unmitigated (used for emphasis)

Synonym: abrupt, steep

Antonym: moderate

Example Sentence: She giggled with sheer delight.

Sentence 1: _____

Sentence 2: _____

Teacher's Correction:

Vocabulary Exercise

Write 'O' if the words are opposite in meaning and 'S' if they're similar.

- | | | |
|----------------|-------------|-------|
| 1. filth | dirt | _____ |
| 2. ridiculous | sensible | _____ |
| 3. infuriate | please | _____ |
| 4. sarcasm | mockery | _____ |
| 5. sawdust | rocks | _____ |
| 6. prodigy | genius | _____ |
| 7. obstinate | stubborn | _____ |
| 8. peculiar | normal | _____ |
| 9. delinquent | responsible | _____ |
| 10. splendid | great | _____ |
| 11. nasty | pleasant | _____ |
| 12. tyrant | dictator | _____ |
| 13. toddle | march | _____ |
| 14. stun | expect | _____ |
| 15. boast | brag | _____ |
| 16. formidable | horrible | _____ |
| 17. interfere | help | _____ |
| 18. forgery | reality | _____ |
| 19. summon | dismiss | _____ |
| 20. sheer | moderate | _____ |

COMPREHENSION QUESTIONS



Answer the questions in complete sentences.

1. What can Matilda do at the age of one and a half, three and four?

2. What does Matilda ask her father to buy for her and what is his response?

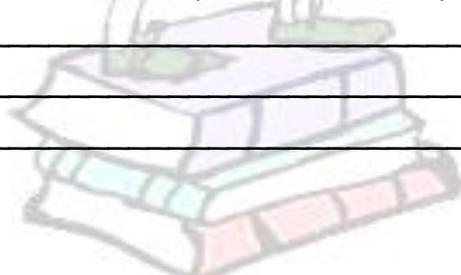
3. What does Matilda decide to do after her father is 'beastly' to her?

4. What happened to the boy down the road?

5. How did Matilda after her father's temper tantrum?

6. How does Matilda cope with her awful parents?

7. How should you behave if you ever meet a person like Miss Trunchball?



8. Does Miss Trunchball do what Miss Honey wants her to do? Why or Why not?

9. What ironic thing does Mrs. Wormwood say to Miss Honey, as an insult?

10. What is he Chokey? Describe it.

11. What does Matilda tell Lavender is the reason Miss Trunchball gets away with her behavior?

12. List three facts about newts.

13. What does Nigel suggest Miss Trunchball do?

14. What happens to Matilda after she screams at Miss Trunchball?



15. What does Miss Honey ask Matilda to do?

16. How does Miss Honey bathe?

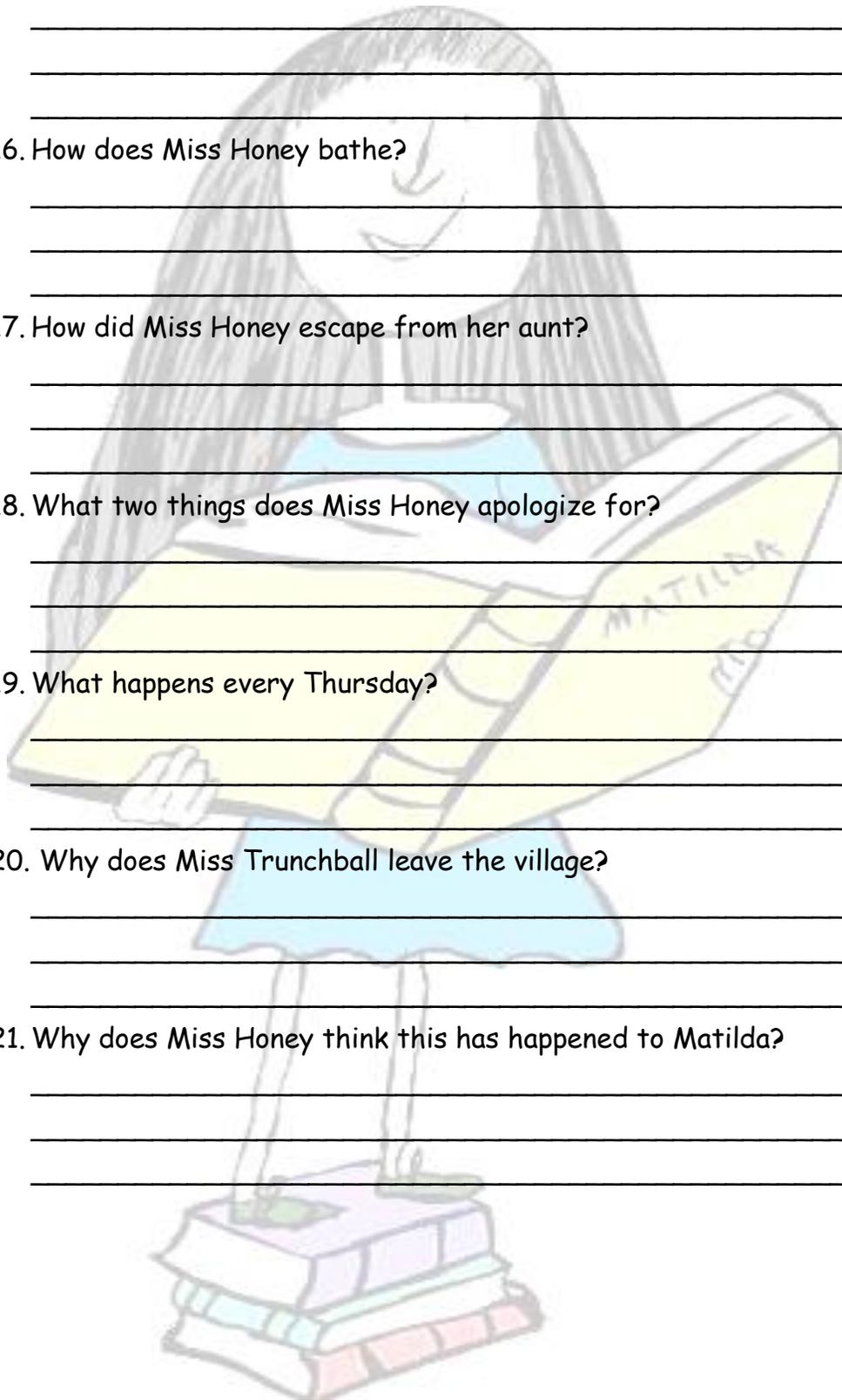
17. How did Miss Honey escape from her aunt?

18. What two things does Miss Honey apologize for?

19. What happens every Thursday?

20. Why does Miss Trunchball leave the village?

21. Why does Miss Honey think this has happened to Matilda?



CHARACTER CHART

Who are the characters in the story? What are they like? Complete the chart.

NAME	DESCRIPTION



EVENTFUL EVENTS

Think of three important events in the story. Write down their causes and their effects.



CAUSE	EVENT	EFFECT

SUMMARY DICTATION

The parents of the five-year-old Matilda Wormwood have no interest in their daughter. A child _____, Matilda taught herself to read at three years old, though the only actual books in the house were a cookbook and magazines. When she asks for a real _____ for herself, her father rudely turns her down.

Mr. Wormwood sells used cars for a living, and tells Matilda and her brother Michael about how he makes a handsome profit by cheating _____ out of their money in _____ ways. Matilda resolves to teach her parents a lesson every time they do something wrong, carrying out a variety of _____.

Matilda's father sells a car to Miss Agatha Trunchbull, headmistress of Crunchem Hall Primary School. He arranges with her to have Matilda attend the school where she _____ her teacher Miss Jennifer "Jenny" Honey with her amazing intellectual capacity and mathematical ability. Miss Honey appeals to Miss Trunchbull to have Matilda moved up into an advanced class, but the child-hating headmistress refuses. Miss Honey also tries, in _____, to reason with Mr and Mrs. Wormwood, but she is not welcomed, and both parents make it clear that they are not interested either in Matilda or the value of education and learning. Matilda quickly learns of the Trunchbull's capacity for punishing children, as she carries out cruelties for minor reasons. When Matilda's friend Lavender places a newt in the Trunchbull's glass of water, Matilda is blamed and the tyrant refuses to listen to her. _____ by the injustice, Matilda soon discovers she has psychokinetic powers.

Miss Honey confides in Matilda that Miss Trunchbull is actually her aunt, who took over her father's home and _____ her after her father, Magnus, supposedly killed himself. Matilda "haunts" Miss Trunchbull's classroom as Magnus' ghost. A terrified Trunchbull does so, never to be seen by anyone again. Miss Honey appears with Matilda and _____ the Wormwoods. Matilda begs her parents to let her stay with Miss Honey.

She eventually _____ that she cannot use her powers anymore and Miss Honey suggests that she only had her _____ when she needed them, and now that she is happy she no longer needs them.

GRAMMAR TIME!

REVIEW OF VERB TENSES



tense	Use	Signal Words
<u>Simple Present</u>	<ul style="list-style-type: none"> • action in the present taking place once, never or several times • facts • actions taking place one after another • action set by a timetable or schedule 	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)
<u>Present Progressive</u>	<ul style="list-style-type: none"> • action taking place in the moment of speaking • action taking place only for a limited period of time • action arranged for the future 	at the moment, just, just now, Listen!, Look!, now, right now
<u>Simple Past</u>	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II (If I talked, ...)
<u>Past Progressive</u>	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time • action in the past that is interrupted by another action 	when, while, as long as
<u>Present Perfect Simple</u>	<ul style="list-style-type: none"> • putting emphasis on the result • action that is still going on 	already, ever, just, never, not yet, so far, till now, up to now

	<ul style="list-style-type: none"> • action that stopped recently • finished action that has an influence on the present • action that has taken place once, never or several times before the moment of speaking 	
<u>Present Perfect Progressive</u>	<ul style="list-style-type: none"> • putting emphasis on the course or duration (not the result) • action that recently stopped or is still going on • finished action that influenced the present 	all day, for 4 years, since 1993, how long?, the whole week
<u>Past Perfect Simple</u>	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect progressive • putting emphasis only on the fact (not the duration) 	already, just, never, not yet, once, until that day if sentence type III (If I had talked, ...)
<u>Past Perfect Progressive</u>	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect simple • putting emphasis on the duration or course of an action 	for, since, the whole day, all day
<u>Future I Simple</u>	<ul style="list-style-type: none"> • action in the future that cannot be influenced • spontaneous decision • assumption with regard to the future 	in a year, next ..., tomorrow If-Satz Typ I (If you ask her, she will help you.) assumption: I think, probably, perhaps

<u>Future I Simple</u> (going to)	<ul style="list-style-type: none"> • decision made for the future • conclusion with regard to the future 	in one year, next week, tomorrow
<u>Future I Progressive</u>	<ul style="list-style-type: none"> • action that is going on at a certain time in the future • action that is sure to happen in the near future 	in one year, next week, tomorrow
<u>Future II Simple</u>	<ul style="list-style-type: none"> • action that will be finished at a certain time in the future 	by Monday, in a week
<u>Future II Progressive</u>	<ul style="list-style-type: none"> • action taking place before a certain time in the future • putting emphasis on the course of an action 	for ..., the last couple of hours, all day long
<u>Conditional I Simple</u>	<ul style="list-style-type: none"> • action that might take place 	if sentences type II (If I were you, I would go home.)
<u>Conditional I Progressive</u>	<ul style="list-style-type: none"> • action that might take place • putting emphasis on the course / duration of the action 	
<u>Conditional II Simple</u>	<ul style="list-style-type: none"> • action that might have taken place in the past 	if sentences type III (If I had seen that, I would have helped.)
<u>Conditional II Progressive</u>	<ul style="list-style-type: none"> • action that might have taken place in the past • puts emphasis on the course / duration of the action 	

Grammar Exercises

A. Put in the verbs in brackets in the correct tenses.

- 1) I _____ to the cinema yesterday. (*to go*)
- 2) Peter _____ 13 tomorrow. (*to be*)
- 3) My friend _____ to music every evening. (*to listen*)
- 4) They _____ their car. It looks new again. (*to clean*)
- 5) Listen! Mr Jones _____ the piano. (*to play*)
- 6) She _____ her left arm two weeks ago. (*to break*)
- 7) We _____ a test now. (*to write*)
- 8) _____ a book this evening. (*to read*)
- 9) Ken and Emily often _____ lunch at school. (*to have*)
- 10) He _____ his money. So he can't buy this hamburger. (*to lose*)

B. Encircle the best answer.

I promised Jack that I _____ go to the hockey game with him on Friday
will had to must would

I painted the house and it _____ out better than I expected.
had turned would have turned turns turned

The test starts at 1:00pm. We _____ be back by that time.
must ought can should

I _____ for a swim but I changed my mind.
wasn't going to go won't go to isn't going to wasn't going

I don't remember _____ my computer.
how long I've had when did I get for how long have I had when I was getting

The weatherman says _____.
it would rain it had rained it would have rained it will rain

Andrew _____ the course on JavaScript programming.
had already taken has already taken took already would have already taken
_____ the new TV you bought?"

How big is How big it is It is big Is it big
Bill was just going to bed when his wife _____ from work.
is going is coming home had come home came home

I should _____ my books to school yesterday.
brought had brought to bring have brought

SUMMARY DICTATION

FUDGE-A-MANIA

Peter Hatcher and his family are going on vacation in Maine. Only problem: Peter's nemesis Sheila Tubman will also be there along with her family! And as if that wasn't bad enough, Peter's 5 year old brother Fudge wreaks havoc with a little girl who lives next door to them at their vacation house. Based on the popular book of the same name by Judy Blume, it recaps all the exciting moments, from when Dad falls off the boat, Peter meets his baseball idol, and even the climatic moment when Peter's grandmother and Sheila's grandfather get married!

CHARLOTTE'S WEB

The book begins when John Arable's sow gives birth to a litter of piglets, and Mr. Arable discovers one of them is a runt and decides to kill it. However, his eight year old daughter Fern begs him to let it live. Therefore her father gives it to Fern as a pet, and she names the piglet Wilbur. Wilbur is hyperactive and always exploring new things. He lives with Fern for a few weeks and then is sold to her uncle, Homer Zuckerman. Although Fern visits him at the Zuckermans' farm as often as she can, her visits decrease as she grows older, and Wilbur gets lonelier day after day. Eventually, a warm and soothing voice tells him that she is going to be his friend. The next day, he wakes up and meets his new friend: Charlotte, the grey spider. Wilbur soon becomes a member of the community of animals who live in the cellar of Zuckerman's barn. When the old sheep in the barn cellar tells Wilbur that he is going to be killed and eaten at Christmas, he turns to Charlotte for help. Charlotte has the idea of writing words in her web extolling Wilbur's excellence ("some pig," "terrific," "radiant," and eventually "humble"), reasoning that if she can make Wilbur sufficiently famous, he will not be killed. Thanks to Charlotte's efforts, and with the assistance of the gluttonous rat Templeton, Wilbur not only lives, but goes to the county fair with Charlotte and wins a prize. Having reached the end of her natural lifespan, Charlotte dies at the fair. Wilbur repays Charlotte by bringing home with him the sac of eggs (her "magnum opus") she had laid at the fair before dying. When Charlotte's eggs hatch at Zuckerman's farm, most of them leave to make their own lives elsewhere, except for three: Joy, Aranea, and Nellie, who remain there as friends to Wilbur; but none of them can replace Charlotte.

JAMES AND THE GIANT PEACH

James Henry Trotter had a happy life until he was about four-years-old. That was when his parents were eaten up by an enormous rhinoceros in broad daylight! His house by the sea had to be sold and James had to go and live with his horribly hideous aunts with the strange names of Aunt Sponge and Aunt Spiker. They lived in a ramshackle house on a hill surrounded by a desolate garden with the exception of a clump of old laurel bushes. James would often gaze wistfully toward the sea. Then a strange thing happened. James found a giant peach that grew and grew until it was the size of a small house. He found a secret path into the heart of the peach where he met a short-horned grasshopper, a spider, a ladybug, an earthworm, a centipede, a glowworm and a silkworm. Together they leave the hillside and begin a great adventure which ends 1,250 feet up in the air on the top of the Empire State Building in New York City.

CHARLIE and the CHOCOLATE FACTORY

The story begins with a boy named Charlie Bucket. Charlie Bucket is a member of a poor family and lives with his parents and both sets of his aging grandparents. Charlie loves to hear stories from his Grandpa Joe about the eccentric Willy Wonka and his chocolate factory that is located in Charlie's hometown. The factory closes down after Wonka sends all of the employees home, and it remains closed for several years, until reopening mysteriously. However, one night the newspaper headline says that Willy Wonka is holding a contest across the whole world. Five golden tickets would be hidden in randomly-chosen bars of chocolate, and whoever happens to open one of the bars and find the golden ticket will be able to take a day-long tour of the factory. As fortune would have it, Charlie buys one of the chocolate bars and discovers one of the elusive golden tickets inside. Grandpa Joe accompanies Charlie on his tour of the factory, where they discover multitudes of wondrous and mysterious gadgets and gizmos that are involved in making the chocolate. However, the other children (who are all bad kids) decide to touch parts of the machines that they're not supposed to, and all of them go through a series

of bad circumstances. For example, Violet turns into a giant blueberry, and Veruca and her parents are blasted with a load of garbage. Charlie avoids any misfortune because he knew how to behave himself properly inside the factory, unlike the other children. The story closes with everyone leaving the factory. The bad children were given permanent reminders of their misbehavior, like turning blue permanently or becoming ten feet tall.

THE WITCHES

The narrator of the book is a boy who has been warned by his grandmother about witches. Witches, she says, hate children, and do things to harm them just for fun. To witches, children give off a terrible smell, so they will often plug their nose when near a child. They also have long claws that they cover with gloves, squared off shoes to hide their lack of toes, bald heads they cover with wigs, blue saliva and glowing pupils. The boy, who is also an orphan, is very smart. One day, while he is playing in his tree house, he is approached by a woman with gloves who wants him to come down and talk to her. The boy knows better, and is sure she is a witch. He refuses to come down from the tree until the woman is gone. A short time later, the grandmother gets sick. She and the boy travel to England so she can get better there. The pair stays at a large, fancy hotel. While they are there, a convention takes place in the same hotel. It is a meeting of the Royal Society for the Prevention of Cruelty to Children. They are all women. The boy decides to wander around the hotel, ring his pet mice with him. He is soon trapped in the ballroom while all of the women from the Royal Society file in and sit. One woman stands in the front, running the meeting. She orders all of the women to remove their wigs, shoes and so on. It is revealed that they are not an anti-cruelty society, but, in fact, the witches of England. The woman in charge is the Grand High Witch. She tells all the other witches about a new potion that will turn all the children who ingest it into mice. In this way, all the children of the world can be destroyed by chocolates and other sweets tainted by "Formula 86 Delayed Action Mouse Maker." The witch demonstrates the solution on a child named Bruno she lures in with the promise of chocolate. He is turned into a mouse. The narrator, stunned by the magic, accidentally gives himself away. The witches grab him and give him enough of the formula to instantly turn him into a mouse. The boy, now a mouse, is still able to communicate like a human. He escapes from the witches and finds his grandmother. He tells her what happened and the two come up with a plan. They steal some of the Grand High Witch's formula and put it into the soup that was made for the witches' dinner. All of them are turned to mice, and squashed by the hotel's staff in a fit of panic.

MATILDA

The parents of the five-year-old Matilda Wormwood have no interest in their daughter. A child prodigy, Matilda taught herself to read at three years old, though the only actual books in the house were a cookbook and magazines. When she asks for a real book for herself, her father rudely turns her down.

Mr. Wormwood sells used cars for a living, and tells Matilda and her brother Michael about how he makes a handsome profit by cheating customers out of their money in ingenious ways. Matilda resolves to teach her parents a lesson every time they do something wrong, carrying out a variety of pranks.

Matilda's father sells a car to Miss Agatha Trunchbull, headmistress of Crunchem Hall Primary School. He arranges with her to have Matilda attend the school where she impresses her teacher Miss Jennifer "Jenny" Honey with her amazing intellectual capacity and mathematical ability. Miss Honey appeals to Miss Trunchbull to have Matilda moved up into an advanced class, but the child-hating headmistress refuses. Miss Honey also tries, in vain, to reason with Mr and Mrs. Wormwood, but she is not welcomed, and both parents make it clear that they are not interested either in Matilda or the value of education and learning. Matilda quickly learns of the Trunchbull's capacity for punishing children, as she carries out cruelties for minor reasons. When Matilda's friend Lavender places a newt in the Trunchbull's glass of water, Matilda is blamed and the tyrant refuses to listen to her. Incensed by the injustice, Matilda soon discovers she has psychokinetic powers. Miss Honey confides in Matilda that Miss Trunchbull is actually her aunt, who took over her father's home and abused her after her father, Magnus, supposedly killed himself. Matilda "haunts" Miss Trunchbull's classroom as Magnus' ghost. A terrified Trunchbull does so, never to be seen by anyone again. Miss Honey appears with Matilda and confronts the Wormwoods. Matilda begs her parents to let her stay with Miss Honey. She eventually discovers that she cannot use her powers anymore and Miss Honey suggests that she only had her powers when she needed them, and now that she is happy she no longer needs them.