

- Present Simple - Verbs
- Leisure activities - Prepositions
- Telling the time - Wh Questions

1. What _____ you _____ at the weekend?
A) does / does B) do / does
C) does / do D) do / do
2. What _____ Dick and Tom like _____?
A) do / doing B) doing / * C) do / do D) does / doing
3. Do boys like _____ jeans?
A) wear B) wearing C) to wear D) worn
4. My classmates _____ on picnic every month.
A) went B) goes C) going D) go
5. Mary _____ face every morning.
A) washes his B) wash my C) washes her D) washes their
6. I _____ a cigarette, but my teacher _____ smoke.
A) don't / smokes B) smoke / doesn't
C) smokes / smokes D) smoke / don't
7. They _____ wash _____ car every day.
A) don't / my B) don't / his
C) don't / their D) don't / our
8. My parents _____ eat meat.
A) don't B) aren't C) doesn't D) are
9. Summer holidays _____ in June.
A) begins B) begin C) beginning D) began
10. We _____ tennis on Monday evenings, but my little sister _____ on Sundays.
A) play / play B) plays / plays
C) play / plays D) plays / play
11. You _____ a lot of things in _____ free time.
A) do / out B) does / your C) do / my D) do / your
12. My cat licks _____ tail every evening. But my dogs never lick _____ tails.
A) its / their B) its / its C) their / its D) * / *
13. I like _____ football, but my brother doesn't.
A) play B) played C) playing D) plays
14. She likes _____ TV, but her husband doesn't.
A) watching B) to watch C) watches D) watched
15. Her sister doesn't _____ eating a hamburger.
A) like B) likes C) liking D) liked
16. Do you like _____ in your free time?
A) read B) reads C) to read D) reading
17. I like _____ but I _____ like swimming.
A) sailing / don't B) sail / doesn't
C) sail / don't D) sail / do
18. Tom _____ her but she doesn't like _____.
A) like / her B) likes / him C) likes / he D) like / him
19. Andrew buys a newspaper everyday. _____ reads _____ at home.
A) It / he B) Him / it C) He / it D) His / it
20. Mike eats cheeseburgers because _____ likes _____.
A) he / their B) him / they C) he / them D) him / them

21. "What time is it?"
"3:45"
A) It is quarter past three.
B) It is fifteen past four.
C) It is quarter to four.
D) It is fifteen to four.
22. It is half past eight.
A) 8:30 B) 7:30 C) 18:30 D) 17:30
23. It is quarter past eight.
A) 8:30 B) 7:30 C) 8:15 D) 17:15
24. It is five to nine.
A) 9:55 B) 9:35 C) 8:55 D) 9:05
25. It is five past nine.
A) 9:55 B) 9:35 C) 8:55 D) 9:05
26. A friend of mine likes _____ on picnic at weekends.
A) to go B) going C) goes D) go
27. I _____ my teeth every morning.
A) brushing B) brush C) brushes D) to brush
28. _____ Kate live near Jane?
A) Is B) Are C) Do D) Does
29. His father _____, but Bill's father _____ smoke.
A) smokes / don't B) smokes / doesn't
C) smoke / don't D) smokes / isn't
30. My father _____ driving.
A) doesn't likes B) don't likes
C) doesn't like D) don't like
31. She _____ a bus to university.
A) always takes B) always take
C) takes always D) take always
32. I _____ to a football match every Sunday but my father _____.
A) go / don't B) goes / doesn't
C) go / doesn't D) goes / don't
33. Every year millions of people _____ the London Museum.
A) visit B) go C) come D) want
34. The Buckingham Palace _____ lots of rooms.
A) have B) has C) to have D) having
35. Visitors _____ to India's Independence Day from all over the world.
A) visit B) come C) leave D) goes
36. I _____ English, Russian, and Romanian, but I _____ Chinese.
A) speak / don't speak B) speaks / speak
C) speaks / speaks D) speaks / don't speak
37. Many foreigners in our country _____ to the Golden Bazaar.
A) buy B) go shopping C) want D) come
38. A: "What _____ you _____ ?"
B: "An architect."
A) do / do B) does / do C) are / do D) do / are
39. A: "What _____ your niece _____ ?"
B: "A nurse."
A) do / do B) does / is C) does / do D) is / do
40. A: "Where _____ your parents _____ ?"
B: "In the Ministry of Education."
A) do / do B) do / work C) are / work D) work / *
41. A: _____ languages do they speak?
B: "Just one."
A) What B) How many C) How D) Which

Eimacs Test Answers

Stephen Hake, John Saxon



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Be Prepared for the AP Computer Science Exam in Java Maria Litvin,2003 Review and test preparation book for Advanved Placement examinations in computer science

Building Java Programs Stuart Reges,Marty Stepp,2013-03-01 Building Java Programs A Back to Basics Approach Third Edition introduces novice programmers to basic constructs and common pitfalls by emphasizing the essentials of procedural programming problem solving and algorithmic reasoning By using objects early to solve interesting problems and defining objects later in the course Building Java Programs develops programming knowledge for a broad audience NEW This edition is available with MyProgrammingLab an innovative online homework and assessment tool Through the power of practice and immediate personalized feedback MyProgrammingLab helps students fully grasp the logic semantics and syntax of programming Note If you are purchasing the standalone text or electronic version MyProgrammingLab does not come automatically packaged with the text MyProgrammingLab is not a self paced technology and should only be purchased when required by an instructor

Saxon Math Homeschool 8/7 with Prealgebra Stephen Hake,John Saxon,2004-02 Includes testing schedule and 23 cumulative tests Worksheets for 1 student for 1 year including facts practice tests and activity sheets and various recording forms for tracking student progress on assignments and tests Grade Level 7

Challenge Math Edward Zaccaro,2005 Challenge Math is being used by teachers to provide additional enrichment and develop student problem solving skills Children love the fascinating stories that tie math and science together and show real life applications for math Over 1000 problems at three levels of difficulty to challenge even the brightest students Second edition answer section includes step by step instructions for solving the problems Answer key included Grades 4 8

Pearl Harbor Attack: Hearings, Nov. 15, 1945-May 31, 1946 United States. Congress. Joint Committee on the Investigation of the Pearl Harbor Attack,1946

Hot Wired Style Jeffrey Veen,1997 The web has its own language aesthetics issues and problems yet the infrastructure and rules of web site design are still in their infancy Here the author discusses how Web designers should collaborate with editors and engineers have an acute understanding of the concept of real time master hypertext know their audience be wary of multimedia and create sites that emphasize simplicity and clarity and that users can move through quickly Includes numerous color reproductions of web pages
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National Excellence Pat O'Connell Ross,1993 This report on the educational needs of American gifted and talented students identifies indicators of an educational crisis describes the current status of education for these students and presents recommendations to meet the educational needs of these students Indicators demonstrating the need for change include the relatively poor performance by American students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests Recent studies have shown that gifted and talented elementary school students have mastered 35 40% of the curriculum in five basic subjects before they begin the school year most regular classroom teachers make few if any provisions for talented students highest achieving students study less than an hour a day and only 2 cents out of every 100 spent on K 12 education supports special opportunities for talented students A review describes how gifted and talented students are currently identified the number of students served the kind of support available the kind of education most gifted and talented students receive and characteristics of effective programs for these students Seven recommendations are offered 1 set challenging curricular standards 2 establish high level learning opportunities 3 ensure access to early childhood education 4 increase learning opportunities for disadvantaged and minority children with outstanding talents 5 broaden the definition of gifted a broadened definition based on the federal Javits Gifted and Talented Education Act is offered 6 encourage appropriate teacher training and technical assistance and 7 match world performance Contains 43 references DB

Excellence Gaps in Education Jonathan A. Plucker,Scott J. Peters,2020-01-15 2017 Texas Association for Gifted and Talented Legacy Scholar Book Award 2017 National Association of Gifted Children Scholar Book of the Year Award In Excellence Gaps in Education Jonathan A Plucker and Scott J Peters shine a spotlight on excellence gaps the achievement gaps among subgroups of students performing at the highest levels of achievement Much of the focus of recent education reform has been on closing gaps in achievement between students from different racial ethnic or socioeconomic backgrounds by bringing all students up to minimum levels of proficiency Yet issues related to excellence gaps have been largely absent from discussions about how to improve our schools and communities Plucker and Peters argue that these significant gaps reflect the existence of a persistent talent underclass in the United States among African American Hispanic Native American and poor students resulting in an incalculable loss of potential among our fastest growing populations Drawing on the latest research and a wide range of national and international data the authors outline the scope of the problem and make the case that excellence gaps should be targeted for elimination They identify promising interventions for talent development already underway in schools and provide a detailed review of potential strategies including universal screening flexible grouping targeted programs and psychosocial interventions Excellence Gaps in Education has the potential for changing our national conversation about equity and excellence and bringing fresh attention to the needs of high potential students from underrepresented backgrounds

A Nation Deceived Nicholas Colangelo,2004

PEP Practice for Grades 4, 5 and 6 Students - Ability Test Shalette Ashman,2018-08 PEP Practice

Postcolonial Ireland Stuart Murray,Shirley Chew,Fiona Becket,2004

PEP Practice for Grades 4, 5 and 6 Students - Performance Task Shalette Ashman,2018-11-21 PEP Performance Task Workbook

Be Prepared for the AP Calculus Exam Mark Howell,Martha Montgomery,2016-05-02

Learning and Understanding National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs

Rising Above the Gathering Storm, Revisited Institute of Medicine, National Academy of Engineering, National Academy of Sciences, 2005 "Rising Above the Gathering Storm" Committee, 2010-10-23 In the face of so many daunting near term challenges U S government and industry are letting the crucial strategic issues of U S competitiveness slip below the surface Five years ago the National Academies prepared *Rising Above the Gathering Storm* a book that cautioned Without a renewed effort to bolster the foundations of our competitiveness we can expect to lose our privileged position Since that time we find ourselves in a country where much has changed and a great deal has not changed So where does America stand relative to its position of five years ago when the *Gathering Storm* book was prepared The unanimous view of the authors is that our nation s outlook has worsened The present volume *Rising Above the Gathering Storm Revisited* explores the tipping point America now faces Addressing America s competitiveness challenge will require many years if not decades however the requisite federal funding of much of that effort is about to terminate *Rising Above the Gathering Storm Revisited* provides a snapshot of the work of the government and the private sector in the past five years analyzing how the original recommendations have or have not been acted upon what consequences this may have on future competitiveness and priorities going forward In addition readers will find a series of thought and discussion provoking factoids many of them alarming about the state of science and innovation in America *Rising Above the Gathering Storm Revisited* is a wake up call To reverse the foreboding outlook will require a sustained commitment by both individual citizens and government officials at all levels This book together with the original *Gathering Storm* volume provides the roadmap to meet that goal While this book is essential for policy makers anyone concerned with the future of innovation competitiveness and the standard of living in the United States will find this book an ideal tool for engaging their government representatives peers and community about this momentous issue

Aliasing in Object-Oriented Programming David Clarke, Tobias Wrigstad, James Noble, 2013-03-21 This book presents a survey of the state of the art on techniques for dealing with aliasing in object oriented programming It marks the 20th anniversary of the paper *The Geneva Convention On The Treatment of Object Aliasing* by John Hogg Doug Lea Alan Wills Dennis de Champeaux and Richard Holt The 22 revised papers were carefully reviewed to ensure the highest quality The contributions are organized in topical sections on the Geneva convention ownership concurrency alias analysis controlling effects verification programming languages and visions

Iowa Acceleration Scale, 3rd Edition, Manual Susan Goodsell Assouline, Nicholas Colangelo, Jonathon Lipscomb, Ann Lupkowski-Shoplik, Leslie Forstadt, 2009 Feedback from years of nationwide use has resulted in a 3rd Edition of this unique systematic and objective guide to considering and implementing academic acceleration Developed and tested by the Belin Blank Center at the University of Iowa the ias ensures that acceleration decisions are systematic thoughtful well reasoned and defensible The ias continues to be used in all 50 states Australia and Canada Featured in the 3rd Edition are 1 Overall refined material based on experience and research 2 Revised list of required ability and aptitude tests 3 Revised test list includes CogAT 4 Clearer format to make it easier to use 5 Clarification of item scores and 6 Updated research on acceleration

Failing Our Brightest Kids Chester E. Finn (Jr.), Brandon L. Wright, 2015 2016 Outstanding Academic Title Choice In this provocative volume Chester E Finn Jr and Brandon L Wright argue that for decades the United States has done too little to focus on educating students to achieve at high levels The authors identify two core problems First compared to other countries the United States does not produce enough high achievers Second students from disadvantaged backgrounds are severely underrepresented among those high achievers The authors describe educating students to high levels of achievement as an issue of both equity and human capital talented students deserve appropriate resources and attention and the nation needs to develop these students abilities to remain competitive in the international arena The authors embark on a study of twelve countries and regions to address these issues exploring the structures and practices that enable some countries to produce a higher proportion of high achieving students than the United States and to more equitably represent disadvantaged students among their top scorers Based on this research the authors present a series of ambitious but pragmatic points that they believe should inform US policy in this area This candid and engaging book takes a topic that is largely discussed behind closed doors and puts it squarely on the table for public debate

Riemann Surfaces and Algebraic Curves Renzo Cavalieri, Eric Miles, 2016-09-26 Hurwitz theory the study of analytic functions among Riemann surfaces is a classical field and active research area in algebraic geometry The subject's interplay between algebra geometry topology and analysis is a beautiful example of the interconnectedness of mathematics This book introduces students to this increasingly important field covering key topics such as manifolds monodromy representations and the Hurwitz potential Designed for undergraduate study this classroom tested text includes over 100 exercises to provide motivation for the reader Also included are short essays by guest writers on how they use Hurwitz theory in their work which ranges from string theory to non Archimedean geometry Whether used in a course or as a self contained reference for graduate students this book will provide an exciting glimpse at mathematics beyond the standard university classes

Linear Algebra As An Introduction To Abstract Mathematics Bruno Nachtergaele, Anne Schilling, Isaiah Lankham, 2015-11-30 This is an introductory textbook designed for undergraduate mathematics majors with an emphasis on abstraction and in particular the concept of proofs in the setting of linear algebra Typically such a student would have taken calculus though the only prerequisite is suitable mathematical grounding The purpose of this book is to bridge the gap between the more conceptual and computational oriented undergraduate classes to the more abstract oriented classes The book begins with systems of linear equations and complex numbers then relates these to the abstract notion of linear maps on finite dimensional vector spaces and covers diagonalization eigenspaces determinants and the Spectral Theorem Each chapter concludes with both proof writing and computational exercises

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