

# Present and Past; Simple and Progressive

## Pretest, p. 1.

1. I Air **consists** of oxygen, nitrogen, and other gases.
2. C (no change)
3. I **Is** the copy machine working right now?
4. I We **don't know** Sami's wife.
5. I My cell phone network **is often** slow. (Note: This is a state, not a temporary behavior.)
6. C (no change)
7. I I turned on the stove, **boiled** the water, and forgot to put in the rice.
8. I A few children **drew** some pictures this morning while the teacher was talking.
9. I When I turned the key, the car **didn't** start.
10. C (no change)

## Exercise 1, p. 1.

1. c
2. a
3. b

## Exercise 3, p. 2.

1. b. washes
2. a. sits  
b. is sitting
3. a. works  
b. is working
4. a. is shining  
b. shines ... wakes
5. a. grow  
b. is growing
6. a. am trying  
b. tries

## Exercise 5, p. 3.

- |      |      |
|------|------|
| 1. a | 5. c |
| 2. b | 6. a |
| 3. a | 7. c |
| 4. b | 8. a |

## Exercise 6, p. 4.

1. right now
2. in the winter, every April
3. every year
4. right now, today
5. every summer, in the spring
6. this week
7. every summer

## Exercise 7, p. 4.

- |            |            |
|------------|------------|
| 1. beats   | 4. removes |
| 2. pumps   | 5. laugh   |
| 3. carries | 6. goes    |

## Exercise 8, p. 5.

- |            |       |
|------------|-------|
| 1. doesn't | 3. Is |
| 2. does    |       |

## Exercise 9, p. 5.

- |         |          |
|---------|----------|
| 2. Is   | 9. Is    |
| 3. Are  | 10. Do   |
| 4. Do   | 11. Is   |
| 5. Are  | 12. Does |
| 6. Is   | 13. Do   |
| 7. Does | 14. Is   |
| 8. Do   |          |

## Exercise 10, p. 5.

- |                   |                     |
|-------------------|---------------------|
| 2. causes         | 8. blinks           |
| 3. falls          | 9. doesn't spoil    |
| 4. doesn't freeze | 10. uses            |
| 5. grow           | 11. isn't revolving |
| 6. don't become   | 12. is getting      |
| 7. are dividing   |                     |

## Exercise 11, p. 6.

- |              |                   |
|--------------|-------------------|
| 1. occur     | 10. cause         |
| 2. have      | 11. doesn't last  |
| 3. stretches | 12. is forming    |
| 4. form      | 13. are seeking   |
| 5. are not   | 14. are getting   |
| 6. meets     | 15. are listening |
| 7. make      | 16. Are you       |
| 8. pick up   | 17. Do you        |
| 9. flies     |                   |

## Exercise 12, p. 7.

- |      |      |
|------|------|
| 1. b | 3. a |
| 2. b | 4. a |

## Exercise 13, p. 8.

*Underlined verbs:* wants, believes, understand

- |             |          |
|-------------|----------|
| 1. applies  | 4. learn |
| 2. provides | 5. gives |
| 3. teaches  | 6. looks |

## Exercise 14, p. 8.

1. a. *smell* describes a state that exists, i.e., the flowers have a smell and that smell is good.  
b. *is smelling* describes the action of using one's nose.
2. a. *think* means "believe" in this sentence and describes a state.  
b. *am thinking* is an action; thoughts are going through the speaker's mind.
3. a. *look* means "appear or seem to be" and describes an apparent state that exists: You are apparently cold.  
b. *am looking* describes the action of using one's eyes.
4. a. *see* describes a perception that exists right now as a result of the speaker using his/her eyes.  
b. *is seeing* a doctor means "is going to a doctor for help," a general activity in progress at present.  
c. *are seeing* means they are dating each other, a general activity in progress at present.

# Answer Key Using And Understanding Mathematics

**Clinton Bennett, Briggs**



## **Answer Key Using And Understanding Mathematics:**

**Using and Understanding Mathematics** Clinton Bennett, Jeffrey O. Bennett, Briggs, 1998-08      **Using and Understand Math** Clinton Bennett, Briggs, 1998-08      *Understanding Mathematics for Young Children* Derek Haylock, Anne D Cockburn, 2008-10-14 This book is the ideal way to dispel some of the fears which surround the subject area of mathematics and should be an essential part of the professional development library of every early years setting provider for children aged three and over Early Years Update A book that is both readable and rigorous Its guidance will help teachers to make mathematics meaningful to young children Throughout the book connections are made which relate language symbols concrete materials and pictures to the key ideas that are central to effective learning for the 21st century This book will help teachers gain a depth of understanding that will make them confident in engaging children with real mathematical thinking Dr J E Anghileri Senior Lecturer in Mathematics and Mathematics Education Faculty of Education University of Cambridge This is an updated version of a classic text which has been a best seller among teachers and student teachers for many years Being always strongly grounded in the classroom it develops in a non intimidating way teachers own understanding of the mathematics they are teaching Many insightful examples of children s thinking and appropriate activities help to illustrate the points This is an essential book for teachers of Early Years and Key Stage 1 Margaret Brown Professor of Mathematics Education King s College London UK This is a fully revised version of the authors successful and much used book *Understanding Mathematics in the Lower Primary Years* updated to include the current Foundation Stage Curriculum and the new Primary Framework in England The authors empower the reader to have a clearer understanding of the mathematical ideas behind the material they use in the classroom They also show how children can be helped to develop an understanding of mathematics for themselves rather than just learning recipes and routines with little meaning Major themes are Understanding through making connections Equivalence and transformation Using and applying mathematics It is written for teachers and teacher trainees engaged in teaching mathematics to children aged 3 to 8 years It is an essential student text and professional reference work for all teachers of children aged 3 to 8 years Dr Derek Haylock is an education consultant and author working in the field of mathematics education His book *Mathematics Explained for Primary Teachers* has been a leader in the field for many years with a third edition published in 2006 Dr Anne Cockburn is a Reader in the School of Education and Lifelong Learning at the University of East Anglia Norwich Watch the authors talking about their book here YouTube      [Understanding and Teaching Primary Mathematics](#) Tony Cotton, 2016-05-26 Written by an education consultant with widespread experience of teaching mathematics in the UK and internationally *Understanding and Teaching Primary Mathematics* seamlessly combines pedagogy and subject knowledge to build confidence and equip you with all the skills and know how you need to successfully teach mathematics to children of any age This 3rd edition has been fully updated to reflect the latest research developments and initiatives in the field as well as key changes to both the UK National

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