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Name : _____

Reading Comprehension

Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.



Where is he?
a. park
a. his house
a. school

What does he do?
a. building a snowman
a. playing with his Friends
a. jumps into the leaves

What does he like?

The Story of Johnny Appleseed

Read the story of Johnny Appleseed and answer the questions at the end. All the answers can be found in the story! Good Luck!

One of America's legends is that of Johnny Appleseed, an apple farmer in the 1800's. There really was a Johnny Appleseed and his real name was John Chapman. He was born in Leominster, Massachusetts in 1774. His dream was to produce so many apples that no one would ever go hungry. Although legend says that Johnny was walking through the country and planting apple seeds on the way, the truth is that he was an organized businessman who bought land and planted thousands of apple trees.



His adventure began in 1792, when John was eighteen years old. He and his eleven-year-old half brother, Nathaniel, went to the west of the USA but years later he began traveling alone. Legend says started in the east in Pennsylvania and each year he planted an apple seed on his way to the west. He had apple seeds in a leather bag. The truth is that Johnny created numerous nurseries with fences around the fields and later sold his apple trees. He did not want money but traded for food or clothing. He wanted many more people to plant apple trees. Soon people called him the "apple seed man" and later he became known as "Johnny Appleseed". He was friends with the Indians and he only ate food from the nature.

Legend says Johnny rarely wore shoes even in the winter and he liked to sleep outside in the forest and on the ground. In 1842 after walking through the country for 50 years, Johnny moved into the home of Nathaniel. On March 18 1845, he died of pneumonia at the age of seventy-one.

Questions

1. What is Johnny Appleseed's real name?

2. Why did Johnny plant apple trees?

3. What did Johnny want to get when he sold apple trees instead of money?

4. Is it true that Johnny walked around and planted seeds everywhere he went?

QUIZ COMPARATIVE AND SUPERLATIVE LISTENING COMPREHENSION

Name:] _____

SOURCE: Grammar Snacks - British Council - Comparatives and Superlatives
<https://www.youtube.com/watch?v=3UPLIVqbdCs>

1. Complete the sentences using the comparative or superlative form of the following adjectives
GOOD TASTY, VARIETY, FRIENDLY, GOOD, CHEAP, NEAR, DISGUSTING, AMAZING, GOOD, CRISPY, BAD, GOOD

- B1: So where do you get _____ pizza in London?
 - B2: No doubt about it, it has to be Pietro's
 - B3: No way, the pizzas in The Bella Napoli just around the corner are so much _____ and they have got _____ and _____ waiters.
 - B1: Yeah, I think she's right, Alfie: much _____ quality. It's not _____ though, but they are so good.
 - B2: All right, then, yeah, La bella Napoli is _____ than Pietro's. The cheese is not as good though, and for me it's all _____ in the chees
 - B3: You could have pasta?
 - B2: Pasta in the Bella Napoli? They do _____ pasta I've ever tasted.
 - B3: all right!
- RING RING RING.....
- B3: Hi! Mom how's Rome?
 - B4: hello, love, yes, all's well, thanks, what are you doing?
 - B3: I'm with Oliver and Alfie, we are going to have _____ pizza. I'll put you on speaker phone.
 - B4: That's a coincidence! I've just eaten _____ pizza ever. It was _____ I've ever had.
 - B3: sounds good
 - B1 : was the base good? mum
 - B4: OH YES, _____ base ever, really delicious.
 - B2: I wish you could send it over over here Mrs G
 - B4: I'll save you a slice Alfie! so where are you going to eat?
 - B1: La Bella Napoli
 - B4: oh yes! They are not bad! They use _____ cheese, though, For me it's all in the cheese.
 - B2: That's what I said. Mrs G
 - B1: Yes, maybe the pizza at the bella Napoli is not as _____ as I remember.
 - B3: Thanks a lot mum!

2. Who are the speakers? Match up

- | | |
|----|-------------------|
| B1 | Alfie |
| B2 | Mrs G |
| B3 | Oliver |
| B4 | Mrs G's daughter. |

Global issues and their solutions

Activity 1: Complete the dialogue

1. Look at the list of environmental problems and solutions.

A: How do you think we can solve these problems?
B: We should try to reduce our carbon footprint.
A: How can we do that?
B: We can use public transport or carpool.
A: What about energy?
B: We can use renewable energy like solar and wind.
A: What about water?
B: We can save water by taking shorter showers and turning off the tap when we brush our teeth.
A: What about air pollution?
B: We can avoid driving in busy areas and use public transport.
A: What about recycling?
B: We can separate our waste into different bins for recycling.

Activity 2: Fill in the gaps using the words

1. One of the world's most serious problems is the _____ of global warming. One of the ways to solve this problem is to _____ our carbon footprint. We can do this by _____ our energy consumption. For example, we can use public transport or carpool. We can also _____ our energy by using renewable energy sources like solar and wind. We can also _____ our water by taking shorter showers and turning off the tap when we brush our teeth. We can also _____ our air pollution by avoiding driving in busy areas and using public transport. We can also _____ our recycling by separating our waste into different bins for recycling.



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Oxford: Oxford University Press, 1996. If your school does not have this information, look for other school websites to see what you are offering. Use a traditional bove engine when you enter phases such as à € for free. In some circumstances, teachers also operate individual web pages that offer free printable work sheets to help their students participate in fun activities when they are not in the classroom, or so that they can continue learning throughout the whole summer. Your ESL students can read and answer questions at your own pace at home, strengthening your reading comprehension skills and deepening your love for learning in the process. Pronunciation if you are using these worksheets in a lecion of one by one, then use it as an opportunity to test your student's pronouncement. 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