

# Reading



Goal: To practice the use of Simple Future and develop reading skill.

I. Read the story. Put the paragraph in order and underline ALL the Simple Future tense.

## How will my great great granddaughter be like?

I think that I will write a letter to tell her what I'm living right now, and then she will notice the big change in her life and mine. She will have more possibilities in medicine, technology and whatever... Of course, if we take care of our world right now. She will be excited at the moment of finding my letter.

When my mother asked me that, I started to think how my great great granddaughter will be. I think that she will be cute. She will be tall because I'm tall and my parents too. She will have green eyes and black hair.

My name is Missy, and I'm 14. Everyday I talk with my mother about different things. We were watching tv when we saw a robot and she told that she thinks that in the future there will be robots. Maybe, my mom is right. There will be robots in the future. Then, she asked me if I want to have any children in the future and I told her that I want but when I have a job and a husband and a secure family for the baby.

Maybe, she will be a little thin because my father is thin. She won't have to go to school to study, because in 50 years or more, I think that there will not be school. Everything will be online. So, my great great granddaughter will study in her home. She will eat pills or maybe tiny little food, because there are many changes that people do on food nowadays. However, I think that she will have an extravagant car, because cars will be cheaper than now. There will be cars that can fly, and she could have one of those. It will be cool for her.

## II. Comprehension Questions. Circle the correct alternative

1. What is the name of the girl?  
*Minnie / Pauly / Missy*
2. How old is Missy?  
*14 / 16 / 15*
3. Her mom said that in the future....  
*Cars will fly / there will be robots / there will be houses in the air*
4. How many children does Missy want to have?  
*One / two / seven*
5. The colors of her great great granddaughter will be  
*Brown / green / grey*
6. Her great great granddaughter will be  
*Fat / thin / tall*
7. Her great great granddaughter will eat....  
*Chocolate / ice-cream / pills*
8. Her great great granddaughter will have.....  
*An extravagant car / a limosine / a bicycle*

## III. Write a short paragraph about how you think your great great granddaughter will be

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# Past Present And Future A Reading Writing Text

**Susan B. Neuman, Melanie R. Kuhn**



## **Past Present And Future A Reading Writing Text:**

**Past, Present, and Future** Joan Russell, Joan Young Gregg, 1990      **Past, Present and Future of Computing Education Research** Mikko Apiola, Sonsoles López-Pernas, Mohammed Saqr, 2023-04-17 This book presents a collection of meta studies reviews and scientometric analyses that together reveal a fresh picture about the past present and future of computing education research CER as a field of science The book begins with three chapters that discuss and summarise meta research about the foundations of CER its disciplinary identity and use of research methodologies and theories Based on this the book proceeds with several scientometric analyses which explore authors and their collaboration networks dissemination practices international collaboration and shifts in research focus over the years Analyses of dissemination are deepened in two chapters that focus on some of the most influential publication venues of CER The book also contains a series of country or region level analyses including chapters that focus on the evolution of CER in the Baltic Region Finland Australasia Israel and in the UK Ireland Two chapters present case studies of influential CER initiatives in Sweden and Namibia This book also includes chapters that focus on CER conducted at school level and cover crucially important issues such as technology ethics algorithmic bias and their implications for CER In all this book contributes to building an understanding of the past present and future of CER This book also contributes new practical guidelines highlights topical areas of research shows who to connect with where to publish and gives ideas of innovative research niches The book takes a unique methodological approach by presenting a combination of meta studies scientometric analyses of publication metadata and large scale studies about the evolution of CER in different geographical regions This book is intended for educational practitioners researchers students and anyone interested in CER This book was written in collaboration with some of the leading experts of the field      **Devils, Women, and Jews** Joan Young Gregg, 2012-02-01 Contemporary misogyny and antisemitism have their roots in the demonization of women and Jews in medieval Christendom In church art and mass preaching the construct of the devil as an outcast from heaven and the source of all evil was linked both to the conception of women as sensual and malicious figures betraying man's soul on its arduous journey to salvation and to the notion of Jews as treacherous dissidents in the Christian landscape These stereotypes widely disseminated for over three hundred years persist today The exemplum or cautionary story incorporated into preachers manuals and popular homilies was an important mode of religious teaching for clerical and lay folk alike Sermon narratives drawn from Hindu mythology Arab storytelling and secular folktales entertained all classes of medieval society while dispensing theological and cultural instruction In *Devils Women and Jews* the vital genre of the medieval sermon story is for the first time made accessible to specialists and nonspecialists alike Rendered in modern English the tales provide an invaluable primary resource for medievalists anthropologists psychologists folklorists and students of women's studies and Judaica Critical introductions and explanatory headnotes contextualize the tales and comprehensive endnotes and a bibliography allow readers to follow up analogue and

subject studies in their own areas of interest      *Past, Present, Future* Johannes de Moor, H.R. van Rooy, 2021-11-22 In the politico religious history of the Deuteronomists past present and future mingle in an often inextricable way Long obsolete traditions which had been unacceptable to the Davidic dynasty were rediscovered and adapted to the aims of the Deuteronomists Personages of the past were condemned and blackened in the light of the new ideology whereas others were glorified and embellished as heroes of faith because their ideas suited the historians This inevitably raises the question whether the Bible can be trusted as a source book for writing a history of Israel Apparently not say scholars like T L Thompson P R Davies and N P Lemche In this volume a number of authors take up this challenge stating that the radical rejection of the biblical testimony in favour of a history based mainly on archaeology is ill advised Several contributions to this volume draw instructive parallels between the process of re writing the history of South Africa and the work of the Deuteronomists      **The Texts in Elementary Classrooms** James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This volume explores a variety of topics including texts in the teaching and learning of reading word identification and text characteristics choosing fiction to support young children s literacy development electronic text in the classroom and issues surrounding text selection      **Handbook on the Science of Literacy in Grades 3-8** Susan B. Neuman, Melanie R. Kuhn, 2025-09-10 From foremost authorities this needed work demonstrates the importance of a science of literacy perspective for teaching and learning beyond the primary grades Contributors present cutting edge research on reading and writing development in grades 3 8 and review evidence based classroom practices and professional learning frameworks The Handbook explores how to support upper elementary and middle grades learners in improving morphological knowledge and vocabulary understanding text complexity and building comprehension It describes effective ways to meet the instructional needs of struggling readers and writers including multilingual students and those with learning disabilities Timely topics include multi tiered systems of support student motivation and engagement adaptive teaching digital and multimodal literacies and culturally responsive and sustaining practices      *The California ELD Standards Companion* Ivannia Soto, Linda Carstens, Jim Burke, 2019-02-05 California teachers you re going to love this Here at last is that single teaching resource for making the critical link between our ELD Standards and the CCSS ELA Standards Standard by standard you ll quickly discover how to integrate language development into your day to day content instruction armed with an insider s understanding of how best to support our many English learners Modeled after Jim Burke s Common Core series this Grades 6 8 volume of The California ELD Standards Companion is every bit that version of the standards you wish you had because it s just so easy to digest and apply It s all here Horizontal and vertical views reveal how each ELD Standard changes and progresses grade by grade and proficiency level by proficiency level What the Student Does Sections also scannable by grade and proficiency level unpack in student friendly language what meeting a standard looks like in practice CCSS ELA Standards are displayed side by side with California s ELD Standards so you can appreciate the purposeful alignment

between the two as the basis for remodeling instructional practice What the Teacher Does Sections provide specific instructional guidance by grade band including student prompts and tips for differentiation across proficiency level A dedicated vocabulary section offers a quick reference glossary of key words and phrases as they are used within each ELD Standard Each section concludes with a vignette from the California ELA ELD Framework to illustrate exemplary standards based instruction Thanks to the ELD Standards we are now free to teach our ELs the way we knew best all along language and content taught hand in hand across the school day Lean on Ivannia Soto and Linda Carstens California ELD Standards Companion as your one stop guide for delivering that excellent education our ELs so deeply deserve What's Your Point?

Reading and Writing Opinions Tony Stead,Hillary Wolfe,2015-01-01 Contains lessons and tools to move your students through both reading and writing arguments and opinions The instructional path is clear and easy to follow supplementing your language arts instruction with resources designed to hone in on arguments and opinions Use this guide to inform your instruction from speaking and listening to reading and then making the writing connection Teacher s Resource Guide Information page 5 Making Meaning with Readers and Texts Christi U. Edge,2022-11-18 Connecting the constructs of meaning and experience in the fields of English education teacher education literacy and narrative inquiry Making Meaning with Readers and Texts broadens understandings of teachers use of literacy practices for making meaning from classroom events

*Handbook of Children's Literacy* Terezinha Nunes,Peter Bryant,2013-03-09 PETER BRYANT TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children s success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer **Resources in**

**Education** ,2000-04 **The Publishers' Trade List Annual** ,1893 *The New Cambridge History of the Bible: Volume 1, From the Beginnings to 600* James Carleton Paget,Joachim Schaper,2013-05-09 Recent years have witnessed significant discoveries of texts and artefacts relevant to the study of the Old and New Testaments and remarkable shifts in scholarly methods of study The present volume mirrors the increasing specialization of Old Testament studies including the Hebrew and Greek Bibles and reflects rich research activity that has unfolded over the last four decades in Pentateuch theory

Septuagint scholarship Qumran studies and early Jewish exegesis of biblical texts The second half of the volume discusses the period running from the New Testament to 600 including chapters on the Coptic Syriac and Latin bibles the Gnostic use of the scriptures pagan engagement with the Bible the use of the Bible in Christian councils and in popular and non literary culture A fascinating in depth account of the reception of the Bible in the earliest period of its history

**Learning by Design and Second Language Teaching** Gabriela C. Zapata, 2022-04-20 Learning by Design and Second Language Teaching establishes theoretical research and practice connections between the multiliteracies framework Learning by Design and L2 teaching and learning A comprehensive introductory chapter presents the theoretical tenets of the approach and is followed by four chapters devoted to the establishment of connections between the framework and L2 instruction information on evidence based pedagogical practices and suggestions for their implementation and task examples that can be adapted for use in a variety of educational contexts Each chapter links theory and research to practical steps instructors can take to select authentic materials and create tasks in each of the framework s knowledge processes with the objective of developing L2 students performance in the interpersonal speaking interpretive reading and listening and presentational writing modes of communication A selection of guidance charts figures templates and extra digital resources are included within the text to support learning and teaching The book will be of interest to graduate students and in service and future L2 teachers in all levels of instruction Chapter 1 Chapter 2 and Chapter 3 of this book are freely available as a downloadable Open Access PDF under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license available at <http://www.taylorfrancis.com>

**Past, Present, and Future** Joan Young Gregg, Joan Russell, 1996 Past Present Future 4 E is a reading and writing program designed for intermediate level English as a second or foreign language Through extensive writing and composing exercises students will develop competence in expressing their ideas describing their environment and narrating personal events using basic English structures and sentence patterns

**A History of the Book in America** David Paul Nord, Joan Shelley Rubin, David D. Hall, Michael Schudson, 2009 V 1 The colonial book in the Atlantic world This book carries the interrelated stories of publishing writing and reading from the beginning of the colonial period in America up to 1790 v 2 An Extensive Republic This volume documents the development of a distinctive culture of print in the new American republic v 3 The industrial book 1840 1880 This volume covers the creation distribution and uses of print and books in the mid nineteenth century when a truly national book trade emerged v 4 Print in Motion In a period characterized by expanding markets national consolidation and social upheaval print culture picked up momentum as the nineteenth century turned into the twentieth v 5 The Enduring Book This volume addresses the economic social and cultural shifts affecting print culture from World War II to the present

***Learning About Learning Disabilities*** Bernice Wong, Deborah L. Butler, 2012-11-27 Learning about Learning Disabilities 4e continues to provide equal attention to the intellectual conceptual and practical aspects of learning disabilities The Fourth Edition of this popular title presents 80% new material keeping the chapters up to

date in this fast moving field With new contributors and 11 new chapters coverage is both comprehensive and thorough encompassing the classification and identification of learning disabilities learning disabilities in reading writing math and social studies interventions and the issues germane to different age ranges of the learning disabled children adolescents and adults Readers will find Learning About Learning Disabilities Fourth Edition suitable for use as a reference source for researchers or as a graduate level text Reviews of previous editions This text provides a balanced focus on both the conceptual and practical aspects of learning disabilities Its research coverage is more comprehensive and of greater depth than any other LD textbook and it is distinctive in its treatment of such important areas as consultation skills and service delivery CHILD ASSESSMENT NEWS provides a broad overview of some important issues in relation to the education and development of pupils with learning disabilities Wong has succeeded in providing detailed descriptions and comments within a book which covers a broad range of topics Without exception the chapters are clearly written and accessible and many provide the reader with challenging ideas and practical suggestions BRITISH JOURNAL OF SPECIAL EDUCATION Learning Disabilities occur in 20% of the population Three million children in the US have a learning disability and receive special education in school 30% of children with learning disabilities drop out of high school and 48% of those with learning disabilities are out of the workforce or unemployed Discusses different types of learning disabilities including problems with attention memory language math reading and writing Encompasses the impact of LD on learning as well as social competence and self regulation Provides research summaries on most effective ways to teach children with LD Encompasses a lifespan perspective on LD discussing the impact on children adolescents and adults **The Ohio Educational Monthly** ,1873 *National Teacher* ,1873 The National Teacher ,1873

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