

# TABLE OF CONTENTS

<b>WELCOME BACK!</b>	1
1 Present Tenses	2
2 Future Tense	6
3 Simple Past Tense	9
<b>GRAMMAR</b>	13
FOCUS 1 Imperative Form and Sequence Markers	14
FOCUS 2 Articles: A, An, The	18
FOCUS 3 Count/Noncount Nouns and Many/Much	21
FOCUS 4 Adjectives	24
FOCUS 5 Comparatives and Superlatives	28
FOCUS 6 Adverbs	32
FOCUS 7 Adverbs of Frequency	36
FOCUS 8 Modals	39
FOCUS 9 Conjunctions	42
FOCUS 10 Prepositions	46
FOCUS 11 Demonstratives: This/That, These/Those	50
FOCUS 12 Reflexive Pronouns	53
FOCUS 13 Word Order	56
<b>READING</b>	61
ACTIVITY 1 Learning about Language	62
ACTIVITY 2 Discovering a Folk Tale	66
ACTIVITY 3 Reporting the News	71
ACTIVITY 4 Showing Appreciation	76
ACTIVITY 5 A Spooky Story	81
ACTIVITY 6 All About Chocolate	85
ACTIVITY 7 First Date	89
ACTIVITY 8 Arguing for Change	93
ACTIVITY 9 Family Ties	97
ACTIVITY 10 A Difficult Job	102
<b>WRITING</b>	107
ACTIVITY 1 Sharing Information	108
ACTIVITY 2 Writing a Folk Tale	111
ACTIVITY 3 Reporting the News	114
ACTIVITY 4 Showing Appreciation	117
ACTIVITY 5 Writing a Spooky Story	120
ACTIVITY 6 Food Facts	123
ACTIVITY 7 First Meeting	126
ACTIVITY 8 Arguing for Change	129
ACTIVITY 9 Family Anecdote	132
ACTIVITY 10 One Day at Work	135
<b>GLOSSARY</b>	138
<b>COMMON IRREGULAR VERBS</b>	140

## ADJECTIVES

## TEACHER'S NOTES

- Make sure students understand the meaning of the adjectives in this Grammar Focus. Suggest they use a dictionary or ask a classmate for help.
- Ask more advanced students to find five adjectives to describe themselves or a favourite actor, singer or TV character.
- Tell more advanced students that if there is more than one adjective describing the noun, they must be placed in a certain order starting with articles and numbers, followed by the types in the chart, in descending order: "The two old round containers held many faded Canadian newspapers."

## GRAMMAR REFERENCE

Adjectives describe nouns and pronouns. They add information.

Adjectives are usually placed before a noun.

## Examples

Samantha is a **loyal** friend. Gregory has some **new** books.

Adjectives are also often placed after the verb *to be*.

## Examples

I am **hungry**.

The dog is **nervous**, but it is not **dangerous**.

Adjectives always stay the same in English. Never add a final -s.

## Examples

His jacket is **blue**, and his pants are **black**.

## ADJECTIVES

Types	
quantity	few, little, many, no, some, one, two, three ...
opinion/quality	good, bad, interesting, boring, funny, dangerous, wonderful, lazy
dimension	big, small, thin, thick, wide, long, huge, deep
age	old, young, new, ancient, second-hand
shape	square, round, rectangular, triangular, curly, straight
colour	blue, green, yellow, red, orange, pink, purple, black, brown, grey, white
origin	Canadian, English, French, Italian, Spanish, Chinese, Arab, Indian
material	plastic, wooden, iron, cloth, metal

A

Underline the adjectives in the following paragraph.

Samantha is a caring child. She always tries to be nice to everyone.

She's easygoing and very rarely unreasonable. She shares her toys and is generous. Samantha is tall and has blue eyes. Sarah, however, is sometimes impolite and, at times, absent-minded. She doesn't like to share things and often seems selfish. Sarah is short and has brown eyes. For twins, they are quite different!



**B**

Complete these sentences with an appropriate adjective from the Key Words.

**KEY****WORDS**

curious	generous	lazy	proud	thoughtful
energetic	greedy	moody	shy	tidy
forgiving	happy	nervous	stubborn	tired

- Sometimes Karen is happy, but not for long. She becomes sad, then depressed and then happy again. She is very moody.
- Craig is really lazy. He just won't do anything except lie on the couch and watch TV.
- My friend Janine is very thoughtful. She always sends an appropriate card to her friends when they are feeling down.
- Chen is a very tidy person. Her room is always in perfect order.
- Jocko only thinks about making money, and he wants to keep it all for himself. He is very greedy.
- Elena's parents were very proud of their daughter's excellent performance in the diving competition.
- Robert is always trying to understand how things work. He is very curious about the world around him.
- Frida is so generous that she has given all her favourite stuffed toys away.
- My brother was feeling very energetic this morning. He ran three kilometres before breakfast.
- Many students feel very nervous before important exams.
- Charlie doesn't stay angry with a friend for long when she has been hurt. She is very forgiving.
- Many shy people are uncomfortable when they must talk to a crowd.



13. Shamal stayed up until 4 a.m. He is so tired that he can't keep his eyes open.
14. Cedric is as stubborn as a mule. He won't change his mind no matter what.
15. Anil is always whistling a cheerful tune. He seems a very happy person.



**Do these adjectives apply to you? Check the appropriate columns. Then, indicate beside the adjective if you think it is a positive (+) or negative (-) or neutral (+ -) quality.**

*Answers will vary. Just make sure students put a check mark for each adjective.*

Are you ...?		Never	Sometimes (rarely)	Most of the time (often)	Always
1	sensitive				
2	helpful				
3	reliable				
4	independent				
5	selfish				
6	discreet				
7	talkative				
8	self-confident				
9	sociable				
10	jealous				
11	friendly				
12	fussy				
13	obedient				
14	competitive				
15	patient				



**D**

Julie and Philippe rarely agree on anything. When he says wrong, she says right; when he says yes, she says no. Read what each of them says; then, fill in what the other would say. Use the Key Words to help you.

**JULIE**

1. It's interesting.
2. It's short.
3. It's deep.
4. It's beautiful.
5. It's dangerous.
6. It's difficult.
7. It's smooth.
8. It's cheap.
9. It's alive.
10. It's lean.
11. It's neat.
12. She's poor.
13. She's outgoing.
14. It's important.
15. It's new.
16. It's common.
17. He's strong.
18. He's patient.
19. It's sweet.
20. It's high.
21. She's friendly.
22. He's kind.

**PHILIPPE**

1. It's boring.
2. It's tall.
3. It's shallow.
4. It's ugly.
5. It's safe.
6. It's easy.
7. It's rough.
8. It's expensive.
9. It's dead.
10. It's fat.
11. It's messy.
12. She's rich.
13. She's shy.
14. It's unimportant.
15. It's old.
16. It's rare.
17. He's weak.
18. He's impatient.
19. It's bitter.
20. It's low.
21. She's unfriendly.
22. He's cruel.

**KEY WORDS**

boring  
common  
dead  
difficult  
expensive  
impatient  
kind  
lean  
low  
messy  
old  
outgoing  
poor  
safe  
shallow  
short  
smooth  
sweet  
ugly  
unfriendly  
unimportant  
weak



Now that you have learned about adjectives, visit the Companion Website for additional practice and instant feedback.



**GRAMMAR REFERENCE**

Modals are auxiliary verbs that indicate functions, mood and attitude.

Modals never change form and are always followed by the verb in its base form.

**Examples**

I **can** run. He **can** run. They **can** run.

We **must** listen.

To form the negative, add *not*. You can contract the form of most modals.

**Examples**

She **must not/mustn't** be late.

You **should not/shouldn't** come.

To form a question, move the modal (MA) before the subject (S).

**Example**

**Can you run?**

▼      ▼      ▼  
MA    S    V

MODAL	FUNCTION	EXAMPLES	NEGATIVE
can	ability possibility	Julie <b>can</b> run very fast. <b>Can</b> Julie run very fast? Marco <b>can</b> be aggressive at times.	<b>cannot/can't</b>
must	obligation deduction	You <b>must</b> stay until the end. <b>Must</b> you stay until the end? Joe isn't here today; he <b>must</b> be sick.	<b>must not/ mustn't</b>
should	advice	Young skiers <b>should</b> wear helmets. <b>Should</b> young skiers wear helmets?	<b>should not/ shouldn't</b>
may	permission	You <b>may</b> leave the room. <b>May</b> I leave the room?	<b>may not</b>
might	possibility	Maggie <b>might</b> arrive late. <b>Might</b> Maggie arrive late?	<b>might not</b>
could	possibility	Marianne <b>could</b> become a champion. <b>Could</b> Marianne become a champion?	<b>could not/ couldn't</b>
will	future	Tony <b>will</b> play golf next summer. <b>Will</b> Tony play golf next summer?	<b>will not/ won't</b>
would	condition polite request	Jack <b>would</b> do anything to win her heart. <b>Would</b> Jack do anything to win her heart? <b>Would</b> you play the piano for us?	<b>would not/ wouldn't</b>
would rather	preference	I <b>would rather</b> go to the park. <b>Would</b> you <b>rather</b> eat at that restaurant?	<b>would rather not</b>
had better	strong recommendation	You <b>had better</b> hurry, or you will be late. <b>Had</b> she <b>better</b> bring her boots?	<b>had better not/'d better not</b>

**TEACHER'S NOTES**

- Not all the contexts for all the modals have been explained in this Grammar Focus. Those selected reflect the most common uses. Students will become familiar with other meanings and subtleties related to modals, and their use, as they are exposed to more language.
- Point out that in the case of *would rather* and *had better*, the modal is the first word in the question, just like other auxiliaries. The subject (a noun or pronoun) follows the modal, then the adverb (*rather* or *better*) and then the rest of the sentence. You might like to write the following examples on the board: "He would rather run than walk." "Would he rather run than walk?" "He had better take his umbrella." "Had he better take his umbrella?"



**Underline the modal in each sentence. Then, match the modal to its function.**

1. My dad can't skate. He doesn't know how. f a. advice
2. Marisa must stop talking so much in class. i b. polite request
3. May Lara come with me to your party? j c. preference
4. Would you please turn the sound down? b d. future
5. Julie should think before speaking. a e. deduction
6. Wen would rather play than work. c f. ability
7. Pablo said he might be late. h g. strong recommendation
8. Xiang won't be here next year. d h. possibility
9. You had better bring some warm clothes. g i. obligation
10. He must have forgotten to call her. e j. permission



**Read these sentences carefully. Underline the most appropriate modal in each one.**

1. I've never been to Mexico; I (must / would / could) love to go someday.
2. Mom warned the kids that they (could / had better / would rather) clean up before the guests arrived.
3. The policeman said the accident (must / should / will) have happened around 3 a.m.
4. Brigitte (can't / might / must not) finish the assignment if she gets an extension.
5. (May / Would / Will) I have some more dessert?
6. Yuli was selected to play on the hockey team because he (should / will / can) skate the fastest.
7. Here is the coach's advice to the team: "You (won't / wouldn't / shouldn't) expect to win every time, but you (can't / had better / won't) try."
8. The math teacher was not pleased. Jon told himself that he (could / mustn't / wouldn't rather) forget his homework again.
9. (Must / Would / Would rather) you pass the butter to me, please?
10. Johanne said she (can / had better / would rather) watch a movie than play chess.





**Add the missing modals in the left column and change the sentences in the right column to questions. The first one has been done for you.**

Modal	Meaning	Sentences/Questions
<u>can</u>	ability	I can ski well. <u>Can you ski well?</u>
<u>could</u>	possibility	We could go to that film. <u>Could we go to that film?</u>
<u>had better</u>	recommendation	They had better read the fine print. <u>Had they better read the fine print?</u>
<u>may</u>	permission	Yes, you may leave. <u>May I leave, please?</u>
<u>might</u>	possibility	He might come to the party. <u>Might he come to the party?</u>
<u>must</u>	obligation	They must finish this work. <u>Must they finish this work?</u>
<u>will</u>	future	She will do a good job. <u>Will she do a good job?</u>
<u>would rather</u>	preference	I would rather walk than take the bus. <u>Would you rather walk than take the bus?</u>
<u>should</u>	suggestion	He should go to bed earlier. <u>Should he go to bed earlier?</u>
<u>would</u>	condition	I would like to travel to China. <u>Would you like to travel to China?</u>



Now that you have learned about modals, visit the Companion Website for additional practice and instant feedback.



## Grammar Focus 10

## PREPOSITIONS

## TEACHER'S NOTES

- Tell students that prepositions are very common in English and that the same preposition can be used to show different relations, for example, *in the car* (place), and *in an hour* or *in the evening* (time).
- Take the time to explain the difference between *to* (movement towards: *go to, give to, come to*) and *at* (stationary: *live at, stay at, be at, arrive at*).
- Use the examples given in the Grammar Focus chart over and over again each time you want to explain something about a preposition. With time, students should refer to the chart on their own when they need to choose an appropriate preposition.

## GRAMMAR REFERENCE

Prepositions show a relationship between a noun or pronoun and preceding words. They can indicate direction, place, time, manner, possession, reason and purpose.

## Examples

- the boy **at** the door      **at** (preposition) shows the relationship between *the boy* and *the door* (place)
- the end **of** the film      **of** (preposition) shows the relationship between *the end* and *the film* (time or place)
- come **with** Tom      **with** (preposition) shows the relationship between *come* and *Tom* (manner)

## PREPOSITIONS

Type	Preposition	Examples
direction	to	He gave the pencil <b>to</b> Marie-France. Beth goes <b>to</b> the library every afternoon, then goes home.
	away from/ towards	Jake moved <b>away from</b> the window and walked <b>towards</b> the door.
	from	Marc received a letter <b>from</b> Josée. Tony comes <b>from</b> Greece.
	in	Please put the fork <b>in</b> the drawer.
place (no movement)	in	I live <b>in</b> Chicoutimi. The knives are <b>in</b> the drawer.
	at	I live in Chicoutimi, <b>at</b> 174 Somerville Place. My father works <b>at</b> the Old Port. I arrive <b>at</b> school at eight o'clock.
	on	I live <b>on</b> Main Street. The book is <b>on</b> the table.
	near/far from	I live <b>near</b> the school, but <b>far from</b> the arena.
	next to/ beside	My house is <b>next to</b> the school, <b>beside</b> the playground.
	in front of	A person sits <b>in front of</b> the computer screen.
	behind	The second-place runner was well <b>behind</b> the winner of the race.
	between	Cathy sat <b>between</b> her two brothers in the back seat of the car.
	over	A bridge was built <b>over</b> the river.
	under	Some people are afraid to walk <b>under</b> a ladder.

## PREPOSITIONS

Type	Preposition	Examples
time	in	He will arrive <b>in</b> a few hours. My next class is <b>in</b> the afternoon.
	at	The bus leaves <b>at</b> 6:22 p.m. I'm afraid of going out <b>at</b> night.
	on	My birthday is <b>on</b> April 23. I'm free <b>on</b> Saturdays. <b>On</b> cold winter days, you need a tuque and mittens.
	by	I'll be finished <b>by</b> two o'clock. He will call you <b>by</b> tomorrow, for sure.
	for	We've lived here <b>for</b> almost three years.
manner/ possession/ reason/ purpose	with	Hamburgers are made <b>with</b> meat and a bun. Josh gets along well <b>with</b> everybody.
	without	To me, hotdogs <b>without</b> ketchup are not good.
	by	That book was written <b>by</b> Wayne Gretzky. My friends are going there <b>by</b> bus or <b>by</b> car.
	of	We reached the end <b>of</b> the book. Gretta drank a cup <b>of</b> coffee.
	for	Janet wants new skis <b>for</b> her birthday. A pen is <b>for</b> writing.

A

Complete this paragraph by filling in the blanks with the correct prepositions.

The largest hamburger ever served was (1.) \_\_\_\_\_ **in** \_\_\_\_\_ a public park (2.) \_\_\_\_\_ **in** \_\_\_\_\_ the state of North Dakota, USA. It weighed over 1 300 kilograms! It was offered (3.) \_\_\_\_\_ **to** \_\_\_\_\_ enthusiastic hamburger lovers. A total (4.) \_\_\_\_\_ **of** \_\_\_\_\_ 10 183 portions were served (5.) \_\_\_\_\_ **from** \_\_\_\_\_ early afternoon until late evening, (6.) \_\_\_\_\_ **without** \_\_\_\_\_ interruption. Most teenagers enjoy hamburgers and any kind (7.) \_\_\_\_\_ **of** \_\_\_\_\_ fast food. Do you?

B

Choose prepositions of time to complete these sentences. Use the prepositions chart to help you.

1. Time flies, doesn't it? It seems like we started school only yesterday.

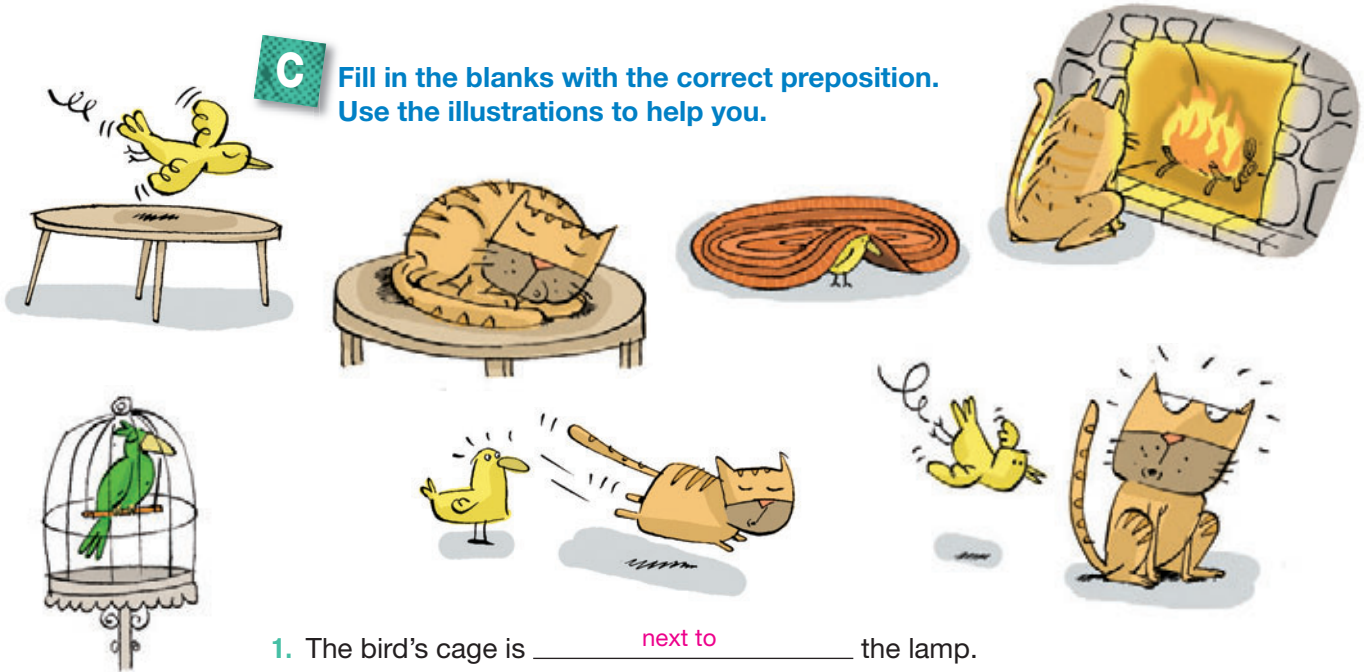
Here in Canada, we start \_\_\_\_\_ **in** \_\_\_\_\_ August or September and continue \_\_\_\_\_ **for** \_\_\_\_\_ ten months. At least we don't go to school \_\_\_\_\_ **on** \_\_\_\_\_ the weekend.



In some parts of the world, students go to school on Saturdays and sometimes even on Sundays. I would hate that.

2. I met Diane in September 2005. By the end of the month, we were great friends, and we've been inseparable for all these years. We practise figure skating together on weekends. We are even going to camp together this summer; we are leaving in a few weeks. We'll be back on August 13, just in time for our birthdays. Yes, you've guessed it! We both celebrate our birthday on the same day, August 15. We plan to have a big party at night with our friends.

**C** Fill in the blanks with the correct preposition. Use the illustrations to help you.

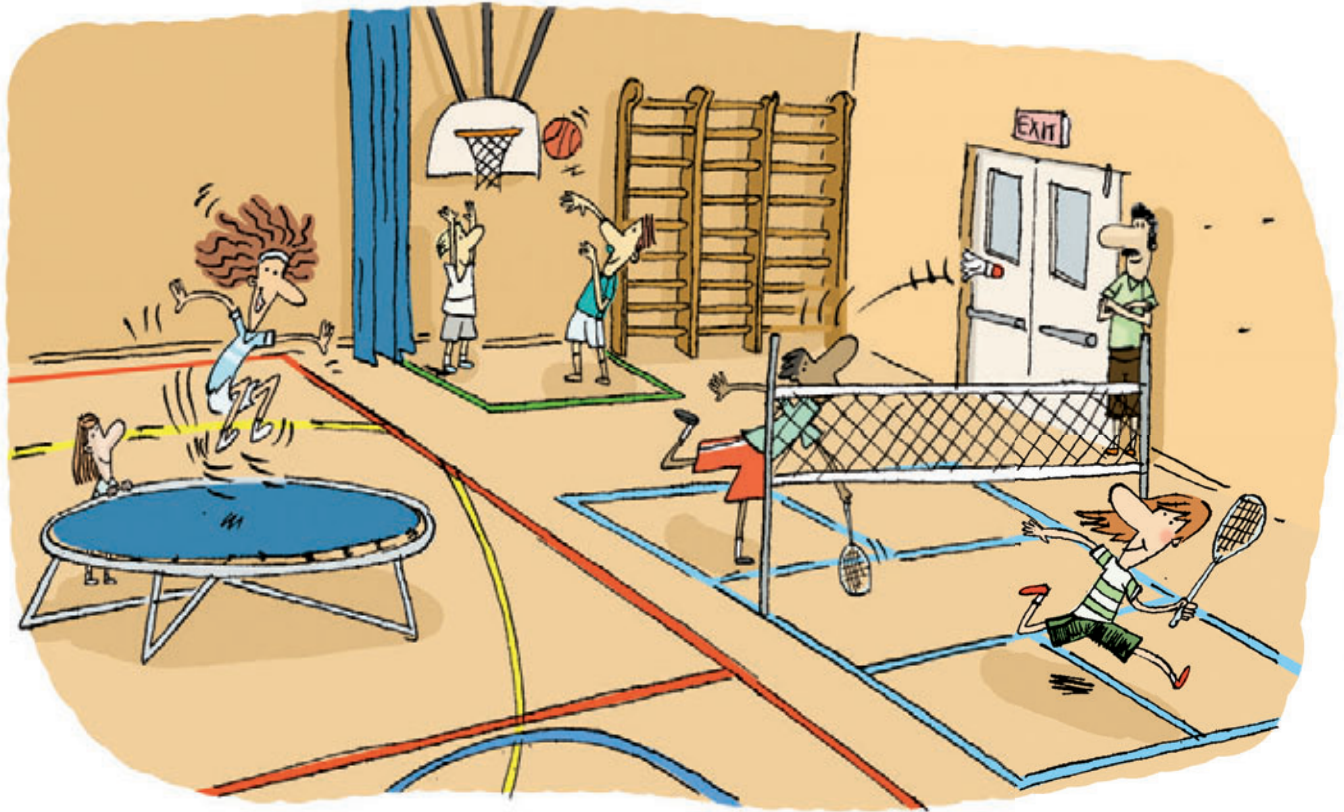


- The bird's cage is next to the lamp.
- The cat is sitting in front of the fireplace.
- The bird is flying toward the cat.
- The cat is sleeping on the table.
- The girl is between the cat and the bird.
- The bird is hiding under the carpet.
- The bird is in the cage.
- The cat is hiding behind the television set.
- The cat is running away from the bird.
- The bird is flying over the table.





**D** Write five sentences to describe what is happening in the illustration. Use five different prepositions of place. Use the prepositions chart to help you.



Answers will vary. Here are some possibilities.

1. The students are in the gymnasium.
2. The teacher is standing next to the door.
3. The girl is jumping on the trampoline.
4. The boys are under the basketball hoop.
5. The shuttlecock is flying over the net.

**E** Answer these questions. Use the appropriate prepositions.  
Answers will vary. Here are some possibilities.

1. When does your last class at school end? It ends at 3:15 p.m.
2. Where will you go after school? I will go home/to the arena/to my friend's house
3. How do you get to school? I get to school on foot/by bicycle/by bus
4. Where would you like to go on a trip? I'd like to go to Paris/to Miami
5. What city do you live in? I live in Sherbrooke



Now that you have learned about prepositions, visit the Companion Website for additional practice and instant feedback.

Reading  
Activity

3

# REPORTING THE NEWS

## Before You Read

### A Answer the following questions.

Answers will vary.

1. Do you read or listen to the news? Why or why not?

---



---

2. What are news stories usually about?

---

3. Why do you think people read or listen to the news?

---



---

### B In this activity, you will read three news stories. Most news stories have headlines or titles. Look at the headlines of the stories. Now read the following statements about headlines and decide if each is true or false.

- Headlines are usually set in bold type.
- They use many prepositions.
- They use articles.
- They summarize the story in a few descriptive words.
- They attract the reader's attention.
- They are usually complete sentences.

TRUE

FALSE

☒
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### C Choose one of the three news headlines and try to imagine what the story is about. Answer the following information questions.

Answers will vary.

Headline: \_\_\_\_\_

Who is the story about? \_\_\_\_\_

What is the story about? \_\_\_\_\_

---

#### TEACHER'S NOTES

Functional Language:  
Requests for  
information

Strategy: Take notes

- Review vocabulary related to newspapers and newspaper articles and functional language for asking information questions.
- Encourage students to use a reading strategy, such as note-taking. Explain to students that taking notes helps them organize relevant information they draw from a text.
- This reading and the related activities contain work on prepositions. If you think it would be helpful, review Grammar Focus 10, on page 46, before beginning.



## ▶ While You Read



A news story expands on the headline and gives details about it. The story must answer as many information questions as possible: who, when, what, where, why (causes, consequences, details) and how (sequence of events).

Choose one of the stories and complete this chart with information from it.

Answers will vary. Here is one possibility.

Headline: Teacher Rescued by Students

Who: Lévis Béliveau, students

When: Tuesday, 8 a.m.

What: car accident

Where: Abitibi, Route 267

Why: Snowstorm caused car to slide and roll over.

How: Students rescued their math teacher.

# Three News Stories

## Teacher Rescued by Students

Stephen Talhi

Last Tuesday's big snowstorm hit the Abitibi region hard. Roads were **slippery** and visibility was **poor**. Yet schools were open. At 8 a.m. on Tuesday morning, Lévis Béliveau was slowly driving to school on Route 267 when his car slid off the road into a deep **ditch** and landed on its roof. A school bus was right behind the red Volkswagen when it **rolled over**. The bus driver stopped. Over thirty students rushed



out of the bus towards the car. When they saw who was in the car, there was some excitement: it was their math teacher. They managed to turn the car over and undo Mr. Béliveau's seatbelt. Mr. Béliveau was taken to the hospital by ambulance, where he was **diagnosed** with only minor injuries. "Those students were incredibly **brave**," he said. "I'll make sure they have no homework for a week!" he added jokingly.

## Student's Dream Comes True

Yasmin Dagg

Thirteen-year-old Ali Karim Kazemi loves to make **animated** films. He has always wanted to become a professional animator, but he never believed it would happen so soon! On Wednesday night, Ali was awarded the prize for best first short film at the Ottawa International Animated Film Festival. Ali's

fifteen-minute film, “The Misguided Dog,” had audiences in **hysterics** over the **antics** of a lonely dog who falls in love with a porcupine.

Ali made the film in April last year as part of a project for his English class. He decided to improve it during the summer holiday and **post** it on the Internet for fun. It received so many **hits** that his peers suggested he **submit** it to the Ottawa Film Festival.

“I just did it because I love making movies,” Ali said in an interview. When asked what his next project was, Ali said, “I don’t know yet, but I think it might be about my sister.”

With the **prize** money he received from the **sponsors** of the film festival, Ali says he will buy new software to help him make more sophisticated movies.



## Montréal Teen Wins Silver in World Cup Skiing

Jonny LeBlond

Hong Ng Xiu, a 16-year-old from Montréal, captured the silver medal on Saturday at the World Cup downhill ski race in Meribel, France. This is the second time the teenager has participated in the World Cup event. The first time, two years ago, he placed twenty-third, so this is a big improvement.

“I can’t quite believe it. It is so amazing,” Xiu said. “The course here in France was a lot like what I’m used to in Québec. The conditions were icy and fast. When I was waiting at the **gate**, I kept saying to myself, ‘You can do this. Focus. Move towards your goal.’ Then I just did it. I moved so fast



between the **bumps** and over the course that it seemed to last only seconds.”

Xiu won against Russia’s Dmitri Meznekov in the qualifying race but lost to another Russian, Andrei Petrov, in the final.

Petrov won the gold, with Jorge Kearns of the United States taking the bronze.

Fellow Canadian Jeff Weill, of Red Deer, Alberta, came in eighth place, and Brian Greene, of New Forest, BC, came in thirteenth.

The next World Cup event will be held at Beida Lake, China.

## KEY WORDS

**slippery:** smooth, wet, difficult to get a hold on

**poor:** worse than usual

**ditch:** a narrow channel beside a road

**rolled over:** turned over

**diagnosed:** identified symptoms or injuries

**brave:** courageous

**animated:** made of cartoons or drawings (film)

**hysterics:** uncontrolled laughter or emotion

**antics:** amusing behaviour

**post:** publish

**hits:** number of times a website has been visited

**submit:** to give in

**prize:** a reward

**sponsors:** people or organizations providing funds or support

**gate:** a barrier

**bumps:** uneven surface

## After You Read



**Answer the following questions.**

1. Why are the students excited when they see who is in the car?

*They know the person in the car: it is their math teacher.*

2. Why does Ali Karim Kazemi make a short film?

*He makes a short film as part of a project for English class.*

3. Who does Hong Ng Xiu win against in the qualifying race?

*Russia's Dmitri Meznekov*

4. What are the conditions like in Xiu's race?

*Icy and fast*

5. Which news story do you find most interesting? Why?

*Answers will vary.*

6. Do you think people are more likely to get their news from a newspaper, the television or the Internet? Why?

*Answers will vary.*



**Identify the prepositions in bold by type.**

	Direction	Place	Time	Manner
1 <b>At</b> 8 a.m.			✓	
2 <b>On</b> Tuesday morning			✓	
3 Lévis Béliveau was slowly driving <b>to</b> school.	✓			
4 He was driving <b>on</b> Route 267.		✓		
5 When they saw who was <b>in</b> the car ...		✓		
6 They managed to turn the car <b>over</b> .	✓			
7 He was taken <b>by</b> ambulance.				✓
8 He was diagnosed <b>with</b> only minor injuries.				✓



# Reading Activity

# 8

# ARGUING FOR CHANGE

## Before You Read

**A** Answer the following questions.

Answers will vary.

1. What is one thing you would change about your class or your school?

\_\_\_\_\_

2. Name one thing you could do if you want to change something.

\_\_\_\_\_

3. Why do you think this would be effective?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### TEACHER'S NOTES

Functional Language:  
Opinions

Strategy: Take notes

- Review vocabulary and functional language for stating and supporting opinions.
- Encourage students to use a reading strategy, such as note-taking. Explain to students that taking notes helps them organize relevant information they draw from a text.
- This reading and the related activities contain work on modals. If you think it would be helpful, review Grammar Focus 8, on page 39, before beginning.

## While You Read

**A** Take notes to help you understand the information in the text.

Answers will vary but might include some of the following.

	Ideas	Details/Facts
Letter 1	<ul style="list-style-type: none"> <li>• Create a class newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Each team takes a topic.</li> <li>• Parents respond.</li> <li>• Doesn't cost anything</li> </ul>
Letter 2	<ul style="list-style-type: none"> <li>• Stop traffic jams in the hall</li> <li>• Paint/Decorate the hall walls</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change classes, not students.</li> <li>• Paint murals on walls</li> <li>• Use artwork done by students</li> </ul>

**B** Find two sentences in the letters that state an opinion.

Answers will vary.

1. \_\_\_\_\_

2. \_\_\_\_\_





Identify the modals in bold by function.

POSSIBILITY

ADVICE

1. We **should** try to produce one newspaper ...
2. They **may** even respond to our ...
3. We **could** publish our paper on the Internet.
4. Maybe the teachers **should** change classes ...
5. The teachers **may** not like it ...
6. You **should** consider putting drawings ...

☐
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## LETTERS FOR CHANGE

October 25

Dear Mr. Franklin,

I would like to suggest that we start a newspaper in English class. We are tired of always reading about other students. Wouldn't it be fun to read about ourselves? You could divide the class into teams. Each team could write about a different subject. Some texts could **deal with** real things and some could be stories. We should try to produce one newspaper each month, although we had better try one edition to see how it goes first! I think it would be a lot of fun. Parents and students would have a better idea of what is happening in our class, and they may even respond to our **Letters to the Editor**. You might think that it would **cost** too much money, but we could publish our paper on the Internet. That way, it wouldn't cost anything, and it would be environmentally friendly.

Please **reply** to my suggestion.

Yours truly,

Marielle Dang



April 4

Dear Ms Penfield,

I am writing this letter to make some suggestions about the school corridors. We had better do something about this soon! First of all, there are too many traffic jams. It is hard to get to class on time. Maybe the teachers should change classes

instead of the students. Twenty teachers changing classes take up a lot less space in the halls than six hundred students! The teachers may not like it **at first**, but it might solve the problem.

Second of all, the walls of the corridors look very **dull**. The school looks like a prison. Here are my suggestions. The walls of the corridors could be painted in brighter colours or have **murals** on them. If you don't like murals, then you could consider putting drawings or paintings on the walls. The students could do the **artwork** in art class or **show off** their term projects this way. If we decorate the walls of our school, we accomplish two things at once: we give students a forum to display their work, and we make the school walls more interesting.

I hope you will answer my letter.

Yours truly,

Jean-Sébastien Hébert

## KEY WORDS

**deal with:** to find a solution to

**Letters to the Editor:** the section of a newspaper where readers respond to situations and events

**cost:** to be obtainable (for a sum of money), to have a price

**reply:** to answer, respond to

**at first:** initially

**dull:** boring, uninteresting

**murals:** large drawings or paintings done directly on a wall

**artwork:** paintings, drawings or other artistic creations

**show off:** to display proudly

## After You Read

### A Answer the following questions.

1. What is the problem with English class according to the first letter?

The students in English class are tired of reading about other students.

2. What solution does the writer suggest?

She suggests starting a class newspaper.

3. What two problems does the writer of the second letter have with the school?

He says the corridors are too crowded, and the walls are very dull.

4. What solution does he suggest to the first problem?

He suggests teachers, rather than the students, change classes.

5. What solutions does he suggest for the second problem?

He suggests either painting the corridors in bright colours, or with murals, or hanging student artwork on the walls.

6. Do you think that writing a letter to your teacher or principal will help change things in your class or school? Why or why not?

Answers will vary.

**B**

Unscramble the following words. Then, match each to its definition.

lade itwh

deal with

i

a. to display proudly

kwortar

artwork

g

b. initially

tcso

cost

e

c. boring, uninteresting

hwso for

show off

a

d. to answer, respond to

srmlau

murals

h

e. to be obtainable (for a sum of money), to have a price

uldl

dull

c

f. the section of a newspaper where readers respond to situations and events

ta rfits

at first

b

g. paintings, drawings or other artistic creations

seltetr ot eth rtdeoi

Letters to the Editor

f

h. large drawings or paintings done directly on a wall

yrpel

reply

d

i. to find a solution to

## SENTENCE STARTERS

I think it might be ...

I would like to see ...

We could ...

It should ...

**C**

What are some things you would like to see changed in your class or school? List two changes and the reasons why you think these changes are important. Use the Sentence Starters to help you.



Visit the Companion Website for additional reading and vocabulary practice.

### TEACHER'S NOTES

- A writing activity associated with this reading can be found on page 129.

## Writing Activity 3

## REPORTING THE NEWS

## TEACHER'S NOTES

Functional Language:  
Requests for  
information

Strategies: Activate  
prior knowledge,  
plan, recombine,  
cooperate, self-  
evaluate, use  
semantic mapping

- In Reading 3, students read information-based texts in the form of newspaper articles. Here they reinvest what they learned when they choose a topic and consider the purpose of their article and its intended audience.
- Discuss the topics and the need to answer information questions with students.
- Explain the strategies, with examples, where necessary.

A

In “Three News Stories,” you read newspaper articles written about events that had occurred. Now, it’s your turn. Choose one of the following topics and write your own newspaper article.

## TOPIC 1

As a reporter, you have been asked to cover the story of the birth of a child to your favourite celebrity couple. Describe the parents and why they are famous, and then describe the birth of their child. What happened that was unexpected?



## TOPIC 2



You are the new reporter on the school newspaper and have been asked to write an article of your own choice. What will you write about: something strange that happened to you and your friends, an accident you witnessed, an unexpected encounter or something else?

B

Follow Steps 1 to 5. Write a minimum of seventy-five words. Include at least five prepositions. Give your news article a short, interesting headline and answer as many information questions as you can.

STEP 1



## Prepare

- Think about what you already know about the topic.
- Organize your ideas into an outline.

Headline \_\_\_\_\_

Who is involved? \_\_\_\_\_

115



### STEP 3 Revise

- Reflect on and evaluate your work.
- Read your draft and answer the following questions.
 

Does your news article contain at least seventy-five words?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does your news article have a short, interesting headline?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use at least five prepositions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you answer information questions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
- If you answered “no” to any of the questions, go back and make corrections to your draft.
- Ask a partner to read your news article and give you feedback.

Name of the person who read my article: \_\_\_\_\_

Comments/Suggestions:

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- Make appropriate changes to your draft.

### STEP 4 Edit

- Read your draft again.
- Circle words you are unsure of. Check their spelling in a dictionary.
- Verify that you used prepositions correctly. Refer to the chart on pages 46 and 47.
- Correct any mistakes in your draft.

### STEP 5 Publish

- Write a final copy on a loose sheet of paper.
- Give your final copy to your teacher.



Writing  
Activity

8

## ARGUING FOR CHANGE

A

In “Letters for Change,” you read how some people take action to effect change. Now, it’s your turn. Choose one of the following topics and write your own letter arguing for change in your school.

## TOPIC 1

The school cafeteria does not offer a wide selection of healthy or interesting food. You think that the school can, and should, ask the cafeteria to make some changes to the menu.



## TOPIC 2

You must stop playing sports after school because you have too much homework each night. You think that the school should encourage a better balance between academics and sports.

## TEACHER’S NOTES

Functional Language:  
Opinions

Strategies: Activate prior knowledge, take risks, plan, use semantic mapping, recombine, cooperate, self-evaluate

- In Reading 8, students read an information-based text. Here they reinvest what they learned when they choose a topic and appropriate language and consider the purpose of their text and its intended audience.
- Discuss the topics with students.
- Explain the strategies, with examples, where necessary.

B

Follow Steps 1 to 5. Write a minimum of seventy-five words. Follow the format for a letter, and use at least three modals. State your opinions clearly and support them with facts and examples.

STEP 1

## Prepare

- Think about what you already know about the topic.
- Organize your ideas into an outline.

Start by briefly describing the problem.

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## STEP 2 Write

- Write a draft of your letter. Begin with “Dear ...” and end with “Yours truly.”
- Refer to your outline as you write.
- Combine your ideas with modals to write complete sentences.
- Use the Sentence Starters to help you.

[illegible]

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- Circle the modals.

### STEP 3 **Revise**

- Reflect on and evaluate your work.
- Read your draft and answer the following questions.

Does your letter contain at least seventy-five words?

☐ Yes ☐ No

Did you use at least three modals?

☐ Yes ☐ No

Did you state your opinion clearly?

☐ Yes ☐ No

Did you support your opinion with facts and examples?

☐ Yes ☐ No

- If you answered “no” to any of the questions, go back and make corrections to your draft.
- Ask a partner to read your letter and give you feedback.

Name of the person who read my letter: \_\_\_\_\_

Comments/Suggestions:

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- Make appropriate changes to your draft.

### STEP 4 **Edit**

- Read your draft again.
- Circle words you are unsure of. Check their spelling in a dictionary.
- Verify that you used modals correctly. Refer to the chart on page 39.
- Correct any mistakes in your draft.

### STEP 5 **Publish**

- Write a final copy on a loose sheet of paper.
- Give your final copy to your teacher.

