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GRAMMAR



QUESTION WORDS

TEACHER'S NOTES

- DO NOT look at spelling, and DO NOT ask for complete answers. The aim of this exercise is to find out whether or not students understand the meaning of question words.

GRAMMAR REFERENCE

Questions Words

Use question words to ask questions about ...

People = *Who*

Who won the baseball tournament? The **home team** won the baseball tournament.

Things = *What*

What is in your shopping bag? There are **vegetables** in my shopping bag.

A definite time = *What time*

What time does the bus leave? The bus leaves at **3 p.m. on Wednesday**.

An indefinite time, a day, a season, a year = *When*

When will you finish your project? I will finish **sometime before spring**.

Places = *Where*

Where were you born? I was born in **Montreal**, at the **hospital**.

Feelings and emotions = *How*

How are you? I feel **sick, weak** and **unhappy**.

Frequency = *How often*

How often do you visit your aunt? I visit my aunt **twice a month**.

Distance and duration = *How long*

How long is the pool? The pool is **twelve metres long**.
How long does it take to swim its length? It takes a good swimmer **a minute or two**.

Amount = *How much*

How much sugar do you take in your coffee? I take **two teaspoons**.

Quantity = *How many*

How many boxes has he already brought in? He has already brought in **six boxes**.

Reasons = *Why*

Why were you late for class? I was late because I **missed the bus**.

Choice = *Which*

Which candy would you like? I would like the **jelly beans**.

Possession = *Whose*

Whose pencil is this? That is **Jason's** pencil.



GRAMMAR

Two things to remember:

1. Begin your question with a question word (QW). Then use the same word order as yes/no questions: often auxiliary (A) followed by the subject (S) and the main verb (V).

Example

Why do you go to the park every day after school?

▼ ▼ ▼ ▼

QW A S V

2. Use question words to get information.

A Make complete questions by matching the words in column B with the question words in column A. Choose the best matches.

COLUMN A

1. Why _____
2. How much _____
3. Where _____
4. Who _____
5. When _____
6. Which _____
7. How many _____
8. Whose _____
9. How _____
10. What _____

COLUMN B

- a. time is it?
- b. are they leaving for Vancouver? Is it next weekend?
- c. jacket is this? Is it yours or Dominic's?
- d. one do you want—the green one or the blue one?
- e. is he feeling now? A lot better, I hope.
- f. money does he have? Is it more than ten dollars?
- g. is coming to the picnic?
- h. centimetres are there in a kilometre?
- i. are you crying? Is it because you are hurt?
- j. did they go yesterday evening

B Answer the following questions.

1. Who is the tallest person in your class?

2. How long does your favourite TV program last?

3. Where do you buy running shoes?

4. How much does a CD cost (approximately)?

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5. What is your favourite sport?

6. Why do you wear jeans?

7. How high can you jump?

8. Who is sitting on your left in class?

9. Whose hair is the longest?

10. What is your horoscope sign?

11. When is your birthday?

12. What time do you usually go to bed?

13. How many hours a day do you watch TV (on average)?

14. Who is your favourite actor?

15. Where do you go after school?

16. What is the best age to be?

17. Who's your best friend?

18. Where could you see a lion?

19. How much is $23+71$?



A In the text which follows, write an **S** above all subject pronouns and an **O** above all object pronouns.

S O S

Example She asked him if he wanted to play a game of chess.

Fran asked Sue if she wanted to go to a play. Sue was keen on seeing Agatha Christie's *The Mousetrap* but Fran had already seen it so they decided instead to go to see a film. They thought that the latest version of *Avatar* would be exciting. They called up Marcel and asked him if he would like to see it with them. He said that he had a research project to do but that it could wait. They asked him to meet them at the corner of Main and Sherbrooke in half an hour. He agreed.

As Fran and Sue were running to catch the bus, they saw a large dog chasing a young boy. He seemed terrified of it, so they decided to help him. They could catch the next bus. The girls scared the dog away and the boy was very grateful. He thanked them and they walked over to the bus stop to wait for another bus. They didn't have to wait for it for more than a few minutes. They climbed aboard and soon joined Marcel at the appointed corner.



B Write one pronoun to replace the highlighted word or words in each sentence.

Example Carol walks her dog Maggie every day. She

1. **John and Mary** are going to the cinema. _____
2. Tell **Susan** I can't go. _____
3. **Randy and I** would be happy to do the job for you. _____

4. **The tree** is blowing in the wind. _____
5. The salesman had sold a lot of **cars**. _____
6. **Charles** wants to see you tomorrow. _____
7. Will you telephone **Jim and me** as soon as possible? _____
8. I want **you and Mary** to do that work. _____
9. The dogs are chasing **the cats**. _____
10. Martin said that he would give ten dollars to **you and me**. _____
11. **The kitten** is purring softly. _____
12. Give **the papers** to **Fred**. _____; _____
13. **Helen** wants you to return **her books**. _____; _____
14. **The drivers** honked at **the pedestrians**. _____; _____
15. When will **John and Harry** complete **the work**? _____;



Each sentence has one pronoun error. Put a line through the error and write the correct pronoun above it.

Example Tommy asked me to go to the movies with ^{him}~~he~~.

1. Mary and me I are competing in the free-style race.
2. I think we should follow they.
3. Lili asked me to lend she the book.
4. Let's keep this a secret between you and I.
5. Him and Jiri are great cartoonists.
6. We'll never know if you or them were the winners.
7. The math teacher awarded the prizes to her and I.
8. The boys from the other school are always in competition with we.
9. I love painting and music, and I am quite good at it.



READING



THINKING ABOUT POSSESSIONS

▶ Before You Read

A Answer the following questions.

1. What is your most precious possession? _____
2. Why is it precious to you?

3. What would you do if you lost it?

4. Can you think of something that could be more precious to you than this possession?

▶ While You Read

A Take notes to help you organize the information in the story.

Character Description: _____

The Problem: _____

The Outcome: _____

New Vocabulary:

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READING

2. Possessive adjectives are used to show ownership. Circle as many possessive adjectives in the story as you can find.

Possessions

Deng couldn't sleep. Tomorrow was English class. Everyone was supposed to talk about their most precious possession. He'd heard the other kids talking. Mike was going to talk about his brand-new mountain bike. Alyssia was going to talk about her **rare** mountain rat. Carole was talking about her **stamp** collection. Everyone had something special, something expensive.

Deng had nothing. He and his family had lost everything. The few things they saved they used in the **refugee camp** to buy food. The **last** of their money was used to get a place on the boat. They arrived in Canada with no clothes, no money, nothing. All they owned now came from the church that had **sponsored** them.

But no one knew that. Deng was too **proud** to tell anyone the truth. He didn't want anyone to laugh at him. He didn't want anyone's pity. He pretended his family was rich. But now everyone would find out.

He **lay** in the **darkness**, wondering what to do. Perhaps he could be sick. But he knew his mother wouldn't allow that. She would make him go to school. She and his father were proud of their children, especially Deng. They thought he was happy at school. He did well in class. He didn't want to **disappoint** them.

Suddenly he had an idea! The watch. Mr. Petrovski's gold watch. Surely he would lend it to Deng just for one day. He was always so kind to Deng. He'd been a **refugee** himself and he was always pleased when Deng **shovelled** away his snow or went to the store for him. He could pretend the watch was his.

The next day Deng sat in class.

"Hey, Deng! How are you?" Mike shouted.

"I'm OK," Deng replied quietly. "How are you?"

"Are you ready for the presentation today?" Mike asked. "What is your most precious possession?"

"What's yours?" Deng replied. He didn't want to talk about the watch yet.

"Mine is my brand-new mountain bike!" Mike replied proudly.

Deng listened as Mike described his mountain bike to the class. He watched Carole pass around her stamps. Soon it would be his turn. He looked at the watch. Something was written on the back of it. It was almost **worn away**. He looked closely. There was one word—"friendship."



It was Deng's turn. He went to the front of the class. He looked at his classmates.

"Are you ready to talk about your most precious possession, Deng?" the teacher asked.

"Just a minute," Deng replied. He looked at the watch and thought for a minute.

"I didn't know what to talk about today," he said.
 "My family's very poor. We don't own anything valuable any more. So I asked my friend to lend me this. It's his most precious possession."

He held up the watch. "I was going to pretend it was mine. But it's not. Mr. Petrovski didn't lend me the watch so that I could pretend it was mine. He lent it to me because I'm his friend. And that's what I have. A friend."

There was silence in the class. Deng looked down. Then he heard a sound. Slowly, his classmates started to clap their hands.

They stood up. One by one they came to the front of the class. They **gathered round** Deng. He looked at them.

"You're right," one said. "Friendship's more important than anything. And you have a lot of friends."

KEY WORDS

- rare:** unusual, not many like it
- stamp:** square sticker on a letter
- refugee camp:** temporary home for people who lost their home in a war or natural disaster
- last:** the remains of, what was left
- sponsored:** provided money, funds for someone to do something
- proud:** to feel dignity, sense of self-worth
- lay:** to be horizontally in a position of rest
- darkness:** no light
- disappoint:** lose hope or expectations
- refugee:** someone who has lost their home
- shovelled:** move snow or dirt with a tool
- worn away:** damaged or eroded with time
- gathered round:** make a crowd or circle around someone

▶ After You Read

A What does each student talk about? Write the name of the student and the correct possessive adjective.

1. _____ talked about _____ mountain bike.
2. _____ talked about _____ rare mountain rat.
3. _____ talked about _____ stamps.
4. _____ talked about _____ friend's watch.



WRITING



Writing Activity **2**

STATING AN OPINION

A In “Critic’s Corner,” you read reviews that stated opinions. Now it’s your turn. Choose one of the following topics and write a review.



TOPIC 1

What was the last book you read in school? (It should be one that other students in your class are familiar with, too.) Write a review of the book.

TOPIC 2

What was the last movie you saw in school? (It should be one that other students in your class saw, too.) Write a review of the movie.



TEACHER’S NOTES

Functional Language:
Opinions
Strategies: Activate prior knowledge, take risks, recombine, self-evaluate and cooperate

- In Reading 2, students read reviews that considered the merits of different literary and media texts. Here they reinvest what they learned when they choose a text type to review, choose appropriate language and consider the purpose of their review and its intended audience.
- Discuss the topics with students.
- Explain the strategies, with examples, where necessary.

WRITING

B Follow Steps 1 to 5. Write a minimum of fifty words. Include the expression *there is/there are*. State your opinion clearly and support it by referring to specific characters and events.

STEP 1 Prepare

- Think about what you already know about the topic.
- Write three positive adjectives and three negative adjectives to use in your review.
- Use a dictionary or thesaurus to find a new word that means the same thing.

	My words	New words
Positive adjectives	<i>interesting</i>	<i>fascinating</i>
	1.	1.
	2.	2.
	3.	3.
Negative adjectives	<i>boring</i>	<i>dull</i>
	1.	1.
	2.	2.
	3.	3.

- What was your overall impression of the book or the movie? Write two or three strong points and two or three weak points.

STRENGTHS

1. _____

2. _____

3. _____

WEAKNESSES

1. _____

2. _____

3. _____

WRITING

SENTENCE STARTERS

I think ...
I believe ...
Overall, this ...
is ...

STEP 2 Write

- Write a draft of your review.
- Combine your new words from Step 1 with the strong and weak points and write complete sentences. Use *there is* and *there are*. Refer to specific characters and events.
- Use the Sentence Starters to help you.

- Underline *there is/there are*.

STEP 3  **Revise**

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

Does your review contain at least fifty words? Yes No

Did you use *there is/there are* and your new words from Step 1? Yes No

Does it state your opinion? Yes No

Do you refer to specific characters and events? 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 review and give you feedback.

Name of the person who read my review: _____

Comments/Suggestions:

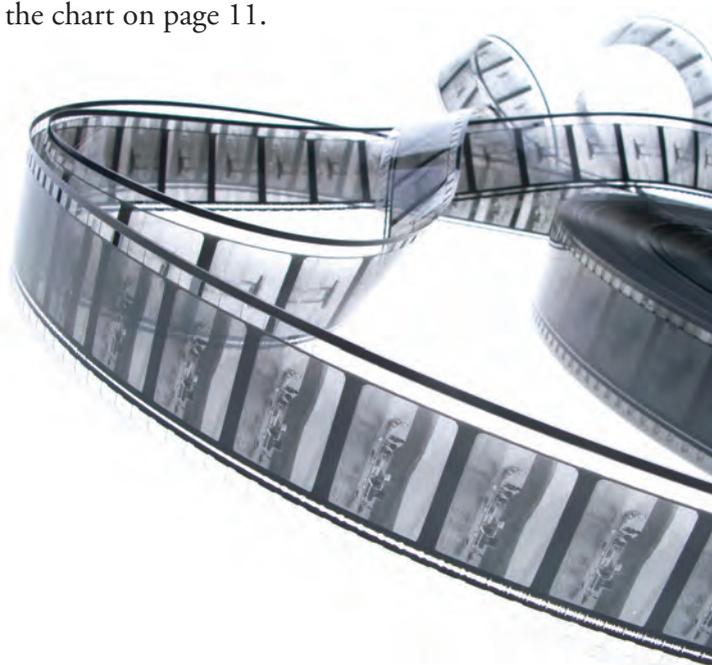
- Make appropriate changes to your draft.

STEP 4  **Edit**

- Read your draft again.
- Circle words you are unsure of. Check their spelling in a dictionary.
- Verify that you used *there is/there are* correctly. Refer to the chart on page 11.
- 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 10

PAST AND PRESENT

TEACHER'S NOTES

Functional Language:
Needs (optional)
Strategies: Activate prior knowledge, compare, self-evaluate and cooperate

- Depending on the topic and Sentence Starters students choose, they may or may not practise the targeted functional language.
- In Reading 10, students read a literary text in the form of a short story. Here they reinvest what they learned when they choose a topic and appropriate language and consider the purpose of their story and their intended audience.
- Discuss the topics with students.
- Explain the strategies, with examples, where necessary.

A In “The Note,” you read a short story about how events changed from one day to the next. Now it’s your turn. Choose one of the following topics and write about how events have changed in your life.

TOPIC 1

You are now thirteen years old. One day, you look through a photo album and see pictures of yourself at your fifth birthday party. Tell the story of that birthday party. Then, tell the story of your most recent birthday celebration. Compare how you were then to how you are now. What has changed? What is still the same?



TOPIC 2

Tell the story of your first day of primary school. Then, tell the story of your first day of secondary school. Compare how you were then to how you are now. What has changed? What is the same?

B Follow Steps 1 to 5. Write a minimum of seventy-five words. Use the simple past and simple present tenses. Make your story interesting by using adjectives to describe people and events.

WRITING

STEP 1  **Prepare**

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

FIRST PART OF THE STORY

Where did the first part of the story take place?

Who was there?

What happened first?

What happened next?

SECOND PART OF THE STORY

Where does the second part of the story take place?

Who is there?

What happens first?

What happens next?

Reflect on how you have changed from the past to now.

- Use a T-chart to compare what you were like when you were younger to what you are like now.

When I was younger I was ...	Now I am ...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SENTENCE STARTERS

For my birthday, I wanted ...
Now, I want ...
On the first day, I had to ...

STEP 2 Write

- Write a draft of your story.
- Refer to your outline as you write.
- Use your T-chart and the Sentence Starters to help you.

- Circle the verbs in the simple past tense and underline the verbs in the simple present tense.

WRITING

STEP 3  **Revise**

- Reflect on and evaluate your work.
- Read your draft and answer the following questions.
Does your story contain at least seventy-five words? Yes No
Did you use the simple past and simple present tenses? Yes No
Does it compare how you were in the past to how you are in the present? Yes No
Did you use adjectives to describe people and events? 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 story and give you feedback.

Name of the person who read my story: _____

Comments/Suggestions:

- 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 the simple past and the simple present tenses correctly. Refer to the charts on pages 22 and 14.
- 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.

