

**EXPRESS
YOURSELF**

plus

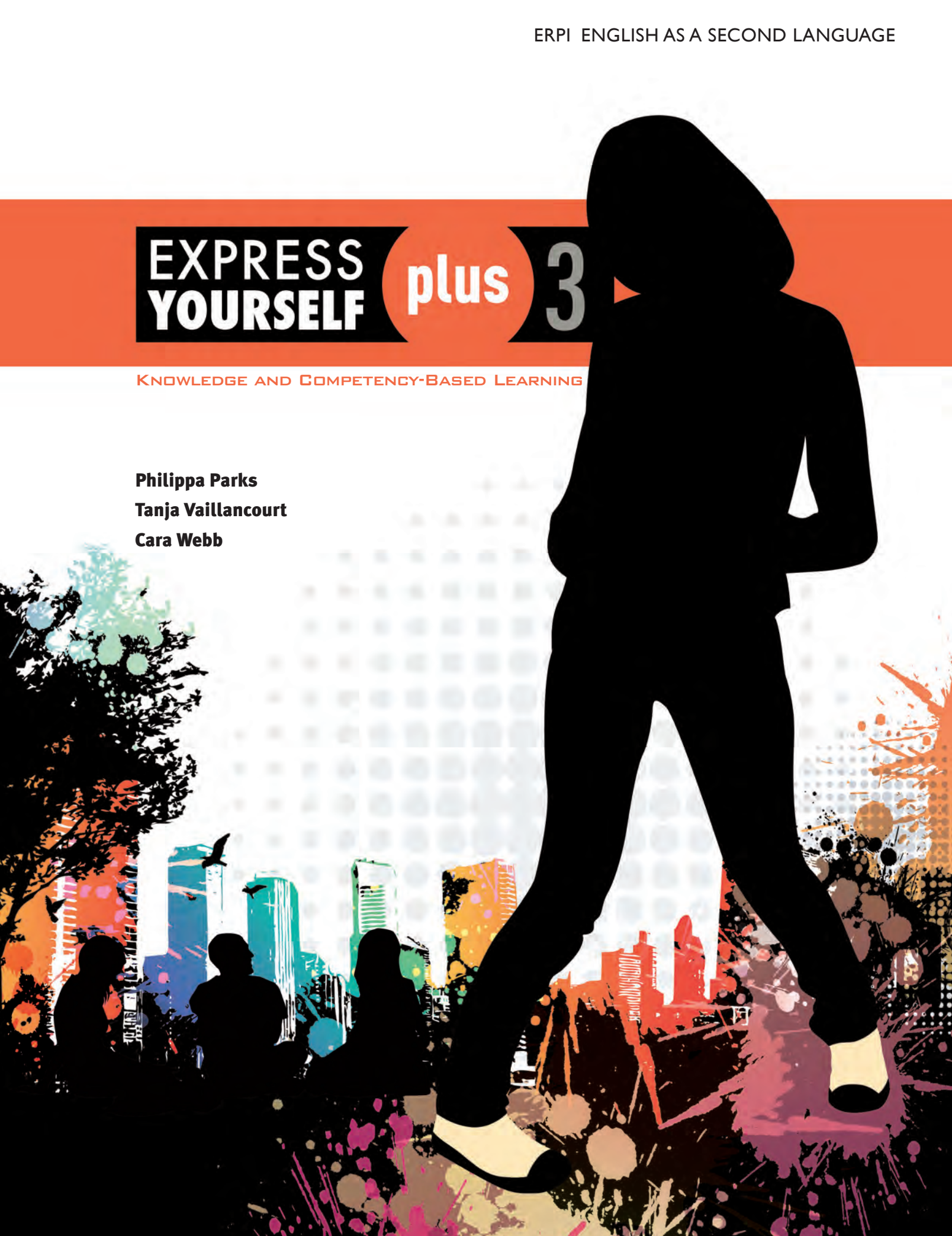
3

KNOWLEDGE AND COMPETENCY-BASED LEARNING

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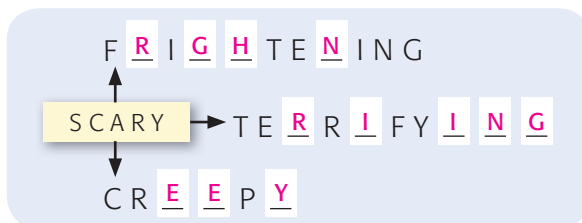
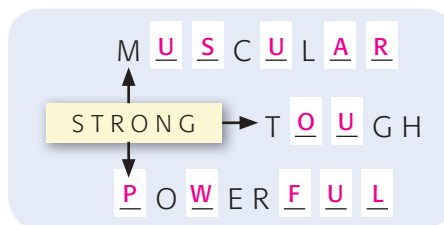
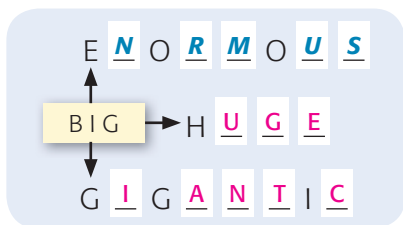




Can science help us discover the truth about legends?

What words do you think of when you imagine a werewolf, ghost or vampire?

- Look at the adjectives in the word webs below: big, strong, scary.
- Use a dictionary or thesaurus to find synonyms for each word.
- Fill in the missing letters.



Teaching Tip:

- Students will find this activity much easier if they have a thesaurus to work with. Ask students to bring their thesaurus to class or provide some.

Differentiation:

- For extra support, do this activity as a class, or allow students to work together in small groups.
- For an extra challenge, ask students to find at least three more adjectives to describe monsters and then encourage them to create word webs for synonyms of these adjectives.

SMART START

Teaching Tips:

- Ask students to highlight important words in the quiz (such as adrenaline, stress, stammer). This will help them to find the answers later in the unit.
- Return to this quiz each time you complete an activity in the unit or ask students to do this quiz at the end of the unit to check their comprehension.



1 Take a quiz.

What do you know about fear and scary monsters in legends?

- Take a guess. Write *True* or *False* for each statement in the chart.
- As you do the activities in this unit, write the correct answer. Give an explanation for your answer.

	True or False?	What is the real answer?
1 When we are scared, our body produces adrenaline.		True
2 Endorphins make you feel stress.	True	False. They make you feel relaxed.
3 Fear can make people stammer.		True.
4 A haunted house has "cold spots" where the temperature drops.		True.
5 Scientists can't explain why people believe some houses are haunted.		False. Scientists can explain all reported phenomena in haunted houses.
6 No one knew about vampires until Bram Stoker wrote <i>Dracula</i> in 1897.		False. Vampire legends have existed for hundreds of years. Bram Stoker's <i>Dracula</i> made the modern vampire popular.
7 According to legend, vampires are allergic to sunlight.		True.
8 Some bats drink the blood of animals and humans.		False. Vampire bats only drink the blood of animals.
9 The only way to become a werewolf is to be bitten by a werewolf.		False. There are many ways to become a werewolf according to different legends, including putting on a magic belt or skin.
10 In some cultures, becoming a werewolf is a good thing.		True. In Nordic countries, men become wolves in order to be better warriors.



2 Learn how fear affects us.

The biggest debate around monsters in legends is: "Are they real?" We can use science to discover true facts about famous legends.

On pages 94 and 95, you will read a comic strip about a man who meets a headless ghost. You will learn what is actually going on inside his body.

● **Before you read, answer these questions.**

1. Write a check mark next to three physical sensations you have when you are scared.

<input checked="" type="checkbox"/> You start sweating.	<input type="checkbox"/> Your eyes close.	<input checked="" type="checkbox"/> Your hair stands up.	<input type="checkbox"/> You hear strange noises.
<input type="checkbox"/> Your breathing becomes slower.	<input checked="" type="checkbox"/> Your heart rate increases.	<input type="checkbox"/> You smell strange odours.	<input checked="" type="checkbox"/> Your body starts shaking.

2. In the "Legend of Sleepy Hollow," a teacher named Ichabod Crane meets a ghost with a pumpkin for a head on a dark night. How would you feel if you met a ghost?

I would feel Answers will vary.

● **Look at the chart below. It describes what happens to each part of your body when you are scared.**

● **Takes notes while you read. Fill in the chart with the missing information.**

Body Part	Reaction to fear	Result
Brain	<ul style="list-style-type: none"> ● The brain releases adrenaline. ● The brain releases endorphins. 	<ul style="list-style-type: none"> ● The body is ready to fight or flee. ● This helps the body relax and endure injury. Blood vessels constrict, reducing blood loss.
Heart (pulse)	<ul style="list-style-type: none"> ● Pulse increases. 	<ul style="list-style-type: none"> ● More blood is pumped. (Our heart thumps.)
Eyes	<ul style="list-style-type: none"> ● Pupils dilate and let in more light. 	<ul style="list-style-type: none"> ● Ability to detect motion increases.
Hair	<ul style="list-style-type: none"> ● Tiny muscles attached to each hair tighten and tense, making hairs stand upright. 	<ul style="list-style-type: none"> ● This traps air and insulates the skin. It also makes us more sensitive to our surroundings.
Lungs	<ul style="list-style-type: none"> ● Lungs expand and air flow increases. 	<ul style="list-style-type: none"> ● Neuromuscular coordination during speech is disrupted and triggers stammering.

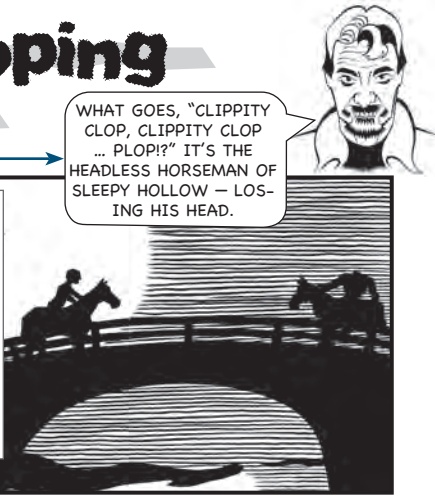
The Galloping Ghost!

1

The **narrator** tells you what is happening.

WHAT GOES, "CLIPPITY CLOP, CLIPPITY CLOP ... PLOP!?" IT'S THE HEADLESS HORSEMAN OF SLEEPY HOLLOW — LOSING HIS HEAD.

ACTUALLY, IN WASHINGTON IRVING'S CLASSIC TALE "THE LEGEND OF SLEEPY HOLLOW," IT'S A GANGLY SCHOOLMASTER NAMED ICHABOD CRANE WHO "LOSES IT." IT HAPPENS AT MIDNIGHT, ON AN OLD WOODEN BRIDGE OVER A **HAUNTED** STREAM. AS ICHABOD TRIES TO GET HIS FEARFUL HORSE OVER THE BRIDGE, HE COMES FACE WITH WHAT HE BELIEVES IS THE HEADLESS HORSEMAN. TERROR **GRIPS** ICHABOD'S HEART.



The **story** is in bubbles shaped like this.

Read **what happens to your body** in the rectangular boxes.

FOLLOW ALONG NOW AS WASHINGTON IRVING DESCRIBES WHAT HAPPENS TO ICHABOD'S BODY AS FEAR TAKES OVER. AND CHECK OUT THE SCIENTIFIC EXPLANATION OF WHY ICHABOD'S BODY RESPONDS TO FEAR IN THE WAY IT DOES.

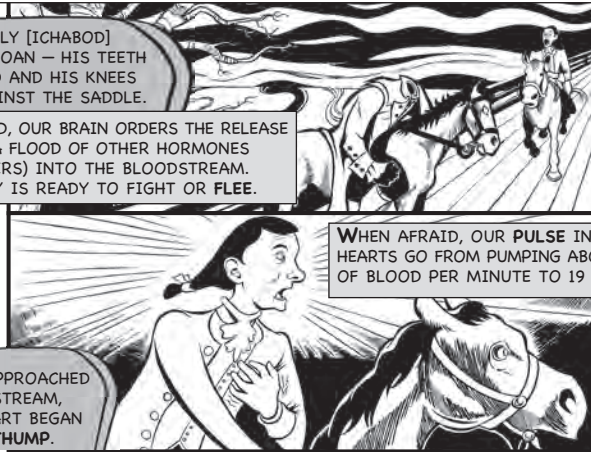
2

SUDDENLY [ICHABOD] HEARD A GROAN — HIS TEETH CHATTERED AND HIS KNEES SMOTE AGAINST THE SADDLE.

WHEN WE GET SCARED, OUR BRAIN ORDERS THE RELEASE OF ADRENALINE AND A FLOOD OF OTHER HORMONES (CHEMICAL MESSENGERS) INTO THE BLOODSTREAM. INSTANTLY, THE BODY IS READY TO FIGHT OR FLEE.

WHEN AFRAID, OUR PULSE INCREASES. OUR HEARTS GO FROM PUMPING ABOUT 4 L (1 GAL.) OF BLOOD PER MINUTE TO 19 L (5 GAL.).

AS HE APPROACHED THE STREAM, HIS HEART BEGAN TO THUMP.



Smart Words

haunted: inhabited by a ghost

grip: hold on to

flee: run away

pulse: speed or rate at which the heart beats

thump: make a low sound

shadow: dark area or shape

upright: standing up

trap: capture

Teaching Tip:

- Help students to read this text by asking them to highlight each section in a different colour: one colour for what the narrator is saying, a second colour for the narrative (story) and a third colour for the scientific explanation.

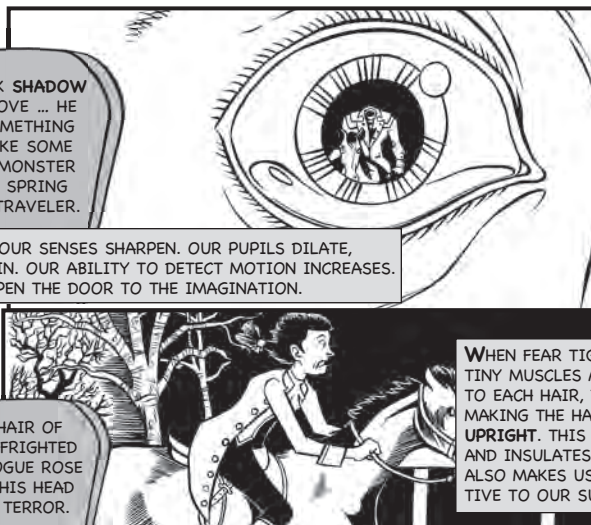
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IN THE DARK **SHADOW** OF THE GROVE ... HE BEHELD SOMETHING HUGE ... LIKE SOME GIGANTIC MONSTER READY TO SPRING UPON THE TRAVELER.

AFRAID IN THE DARK, OUR SENSES SHARPEN. OUR PUPILS DILATE, LETTING MORE LIGHT IN. OUR ABILITY TO DETECT MOTION INCREASES. INDISTINCT SHAPES OPEN THE DOOR TO THE IMAGINATION.

THE HAIR OF THE AFFRIGHTED PEDAGOGUE ROSE UPON HIS HEAD WITH TERROR.

WHEN FEAR TIGHTENS THE TINY MUSCLES ATTACHED TO EACH HAIR, THEY TENSE, MAKING THE HAIRS STAND UPRIGHT. THIS TRAPS AIR AND INSULATES THE SKIN. IT ALSO MAKES US MORE SENSITIVE TO OUR SURROUNDINGS.



4

TO TURN AND FLY WAS NOW TOO LATE ... SUMMONING UP, THEREFORE, A SHOW OF COURAGE, HE DEMANDED IN STAMMERING ACCENTS - 'WHO ARE YOU?' HE RECEIVED NO REPLY ... ICHABOD ... NOW QUICKENED HIS STEED.

WHILE FEAR CAUSES THE LUNGS TO EXPAND AND THUS INCREASES AIR FLOW, IT CAN ALSO DISRUPT NEUROMUSCULAR COORDINATION DURING SPEECH, TRIGGERING STAMMERING.

ICHABOD CAST A LOOK BEHIND ... JUST THEN HE SAW THE GOBLIN ... HURLING HIS HEAD AT HIM ... IT ENCOUNTERED HIS CRANIUM WITH A TREMENDOUS CRASH.

GOOD NEWS! WHEN STRESSED, OUR BRAIN RELEASES ENDORPHINS (NATURAL PAIN KILLERS) INTO THE BLOODSTREAM. ENDORPHINS HELP US TO RELAX AND ENDURE INJURY. RELEASED HORMONES ALSO CAUSE BLOOD VESSELS TO CONSTRICT, REDUCING BLOOD LOSS.

5

IN THE END, NO ONE KNOWS FOR SURE WHAT HAPPENS TO ICHABOD CRANE. HE SIMPLY VANISHES. ALL THAT IS FOUND IS HIS HAT AND ... A SHATTERED PUMPKIN.

WHAT'S THE SCIENCE LESSON IN "THE LEGEND OF SLEEPY HOLLOW"? FEAR IS A NATURAL EMOTION - A STATE OF MIND ACCOMPANIED BY BODILY CHANGE. IT IS ALSO A BIOLOGICAL INSTINCT THAT ALERTS US TO DANGER. THE CHALLENGE IS TO "KEEP OUR HEADS" WHEN WE'RE SCARED, BECAUSE DOING SO CAN HELP US TO SURVIVE.

Smart Words

steed: horse

tremendous: enormous, gigantic

- Use the Smart Words to answer these questions.

1. Write three adjectives: **haunted, upright, tremendous** _____
2. Write three verbs: **grip, flee, thump, trap** _____
3. Write three nouns: **pulse, shadow, steed** _____

What happens at the end of the story? Does the ghost take Ichabod's head?

- Write a short paragraph describing what happens.

When Ichabod saw the ghost, he _____

Differentiation:

- For extra support, have students brainstorm ideas in pairs or small groups. Ask them to share their ideas with the class before writing the story's ending.
- For an extra challenge, ask students to extend their text to cover the full story.

Evaluation Option:

Evaluate C2: participation in the response process and/or evidence of understanding of texts.



3 What do you know about haunted houses?

COMPANION
Web+ You can try an extra listening activity using this text on the Companion Website.

In this activity, you will listen to information about haunted houses and discover the scientific facts behind ghostly phenomena.

- Before you listen, look at the picture of the house on page 97.
- Read the phenomena below.
- While you listen, pay attention to words that describe each location in the house.
- Fill in each circle in the picture with the letter that corresponds to the phenomenon. You can use the letters more than once.

Phenomena

- | | |
|---|--|
| (A) banging sounds caused by water | (C) cold spots caused by air moving |
| (B) hallucinations caused by infrasound waves | (D) creaking sounds caused by changes in temperature |

- After you listen, complete these sentences with the correct word from the text.
 1. Creaking wooden floorboards make scary sounds.
 2. Broken or open windows let cold air in.
 3. An old fireplace without a fire lets air in and makes noises.
 4. Water in old pipes makes strange sounds.
 5. Cold spots are not as humid as the rest of the house.
- Cross out the word that does *not* mean the same thing as the Smart Word.

1. chill:	cool	icy	relaxed
2. broken:	smashed	cracked	repaired
3. chimney:	fire	pipe	channel
4. banging:	thumping	laughing	crashing
5. nervousness:	calm	stress	anxiety

Smart Words

- chill:** cold feeling
- broken:** needs to be repaired
- chimney:** channel where smoke passes
- banging:** loud noise
- sewage pipe:** metal tube that conducts waste
- nervousness:** feeling of anxiety or fear
- sound wave:** motion of sound through air
- infrasound:** sound humans cannot hear

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Evaluation Option:

Evaluate C2: participation in the response process and/or evidence of understanding of texts.



4 Learn about vampires and werewolves.

You may think that vampires and werewolves are unreal. Many of these mythical creatures are based on scientific fact. You will read an article explaining the scientific origins of different legends about scary monsters.

- Before you read, skim the text: quickly look at the pictures, the title, the subheadings and the content. What is the topic of this text? Circle your answer.

- a) the scientific source of many legends
 b) how monsters get sick
 c) what vampires and werewolves have in common

- Scan the text on pages 99–100 for the words vampire, werewolf, legend and disease. Circle all the words (in the singular or plural) you find in the text.
- While you read, fill in the chart with the missing information.
- Use the words you circled in the text to help you find the legends and their explanations.

	Legends and History	Scientific Explanations
Vampires	<ul style="list-style-type: none"> ● Strigoi are <u>dead spirits who suck blood from hearts</u> ● <u>Dracula</u> is a real person, but not a vampire. 	<ul style="list-style-type: none"> ● <u>Vampire bats</u> are real, but do not attack humans, only animals like cows. ● Porphyria is <u>a rare genetic disease that makes people allergic to sunlight and turns their teeth and urine red</u>
Werewolves	<ul style="list-style-type: none"> ● Being a werewolf is <u>a punishment or curse</u> in some legends. ● Being a werewolf is <u>a gift or source of power</u> in other legends. ● You can transform into a werewolf by <u>wearing magical clothing</u> 	<ul style="list-style-type: none"> ● Hypertrichosis is <u>a rare genetic disorder that can cause people to grow very thick hair over their face and body</u> ● <u>Rabies</u> is a disease that causes madness and convulsions. It is transmitted through saliva.

Medical Diseases and Scary Monsters

1 Vampires

When you hear the word **vampire**, do you think of a rich, beautiful person, aristocratic and immortal, who has supernatural powers? The **legends** of **vampires** go back through human history.

Some medical conditions and diseases may be the cause of some of the vampire legends.

Vampires in History

In the **middle ages**, people believed in creatures called Strigoi. These creatures were human **spirits** who were dead and came back to life—like ghosts—except these ghosts ate humans. Some of these **legends** say the Strigoi **sucked** their victims' blood directly from the heart.

The **vampire legends** were so popular in the 17th and 18th centuries that they inspired a man named Bram Stoker to write the novel *Dracula* about a **vampire** in 1897. Actually, Dracula was a real man, Prince Vladislav Basarab, who lived in Eastern Europe in the mid 1400s. Vladislav was also called Vlad Dracula. The real Vlad Dracula was not a **vampire** but he was a very cruel person!

Vampirism and Science

Scientists believe that there is no such thing as the modern **vampire** but they do believe that some medical conditions and **diseases** may be the cause of some of the **vampire legends**.

One of these **diseases** is porphyria. This is a rare genetic **disease**. Some people with porphyria are allergic to sunlight—it causes their skin to **blister** and burn. Porphyria can also turn people's teeth and urine red—so it looks like they are drinking blood!

Many **vampire legends** say that **vampires** can turn themselves into animals, such as bats. **Vampire** bats do, in fact, exist. They are found in South America. They don't, however, attack humans—only domestic animals such as cows.



Smart Words

middle ages: period from 1100 AD to 1453 AD

spirit: ghost, phantom

suck: draw through the mouth

disease: malady, illness

blister: small bubble on the skin

Teaching Tips:

- Encourage students to take notes in the margin and to highlight important ideas and new vocabulary in the text.

Smart Words

bite: use the teeth to cut
curse: spell, incantation meaning harm
madness: insanity

Werewolves

55 If a werewolf **bites** you, do you become a werewolf yourself? Werewolf stories and legends have existed for thousands of years, but most of the “facts” people have today about werewolves come from the movies, not history.

History of Werewolves

According to some legends, there are several ways to become a werewolf. Sometimes in these legends, people become werewolves as a kind of punishment or curse.

In other stories, becoming a werewolf isn't a punishment—it's a gift and a source of power. In some of these legends, items of clothing like belts or wolf skins have magical properties. When a person puts them on, he or she becomes a wolf. For example, the warriors of some tribes in Iceland wore the skins of wolves to fight.

Science and Werewolves

80 There are two medical conditions that scientists believe are associated with werewolf-like transformations.

The first one is hypertrichosis. This is a rare genetic disorder that can cause people to grow very thick hair over their faces and bodies. People with this condition can look like werewolves.

Another disease that scientists link with werewolves is rabies. Rabies is a highly contagious disease that causes madness and convulsions. It is transmitted between animals through saliva—especially in animal bites. If you don't get immediate treatment for rabies, you will die. It is easy to imagine how a rabies epidemic among wolves and dogs could inspire the werewolf legends.

Test your friends about vampires and werewolves. Write a true or false quiz. Use the words you circled in the text to help you.

- Write six true or false statements about vampires or werewolves in the chart.
- Quiz your partner. Write your partner's answers in the chart.
- Correct your partner's answers and write the correct answers in the chart.

Statements	My Partner's Answers (True or False)	Correct Answers (True or False)
1	<i>False</i>	<i>True</i>
2		
3		
4		
5		
6		



5 Think about aliens and supernatural legends.

You will watch a newscast about a strange sighting in Montreal. Observers witnessed what certain experts believe was a UFO or “unidentified flying object.” Some people think that UFOs are proof of alien existence. Others say that there is a scientific explanation.

- Before you watch the video, think of what you know about UFOs. Fill in the *K* column of the KWL chart.
- Then write what you want to know about UFOs in the *W* column.
- While you watch, take notes. Write three facts that you learned in the *L* column.



Evaluation Option:
Evaluate C2: participation in the response process and/or evidence of understanding of texts.

K: What I Know (Write at least three ideas.)	W: What I Want to Know (Write at least three questions.)	L: What I Learned (Write at least three facts.)
1	1	1
2	2	2
3	3	3

- After watching the video, verify if the ideas you wrote in the *K* column of your chart are accurate or not.



You can try an extra watching activity using this text on the Companion Website.

Work with Grammar

THE PAST PROGRESSIVE TENSE

In the video, people used the past progressive tense to explain what happened. Examples: A tourist **was swimming** in the rooftop hotel pool when she saw a strange light in the sky. The man **was driving** his car when he looked up and saw a UFO.

- Fill in these rules.
 1. The past progressive tense is formed using: subject + **was/were** + verb + ing.
 2. The past progressive tense is used to describe an action that happened in the past and was interrupted.
- Complete these sentences.
 1. I was walking (walk) outside when I suddenly heard a noise.
 2. They were listening (listen) to the radio when the phone rang.

See Grammar Workshop 4.1 on page 109 for more practice.

Teaching Tip:

- Have fun reading this story to students—turn off the classroom lights and read the text out loud in a scary voice.



6 Read a scary story.

This story is about a person who spends a night alone in the woods. You can use adjectives and adverbs to make a story scary.

- Before you read, choose an adverb to complete each sentence below. (There are many correct answers.)

carefully loudly silently menacingly rapidly

Example: I walked **carefully/rapidly**.

1. He looked around carefully, menacingly.
 2. His heart beat loudly, silently, rapidly.
 3. Its eyes looked carefully, menacingly at her.
- While you read, circle all the adjectives and underline all the adverbs you find in the story.

Smart Words

wander: walk slowly

lay (lie): rest in a horizontal position

crept (creep): move slowly



Family Portraits

- 1 A long time ago, a young man was walking through the woods on his way home. Night fell quickly and he lost his way. He started to **wander aimlessly** in the dark, until eventually he saw an old wooden cabin. He walked slowly toward the cabin.
- 5 When he came closer, he could see that there was only one room in the cabin. Inside the cabin he saw a bed and decided to sleep there. He started a fire and the flames burned brightly in the fireplace. The young man sat heavily on the bed. He wondered if the owner would see the fire and return. "If the owner returns," he thought, "I can always ask his permission
10 to stay."

As the young man **lay** on the bed, he looked around the cabin. Then, he noticed something: the cabin was filled with pictures. Each picture was of a person. All the pictures seemed very realistic. Suddenly he felt very cold and a shiver **crept** up his spine. He
15 thought that the hideous faces were looking at him suspiciously. He felt very uneasy. He even imagined that the eyes were staring directly at him.


- He decided that the only way he was going to sleep was to ignore the terrible faces staring at him constantly. So he pulled the
20 blanket over his head and drifted off to sleep.

In the morning, the young man woke up to find the cabin filled with sunlight. When he looked up, he discovered there were no pictures on the walls of the cabin, only windows.

- After you read, number the events from the story in order.

- 1 The young man discovers an old, empty cabin.
- 5 The young man wakes up. He realizes there are no pictures in the cabin, only windows.
- 3 The cabin is filled with pictures. The faces in the pictures are terrible.
- 2 The young man decides to sleep in the cabin overnight.
- 4 The young man decides to ignore the pictures. He goes to sleep.

- Draw two more events from the story. Include a description of the event below the drawing and the young man's thoughts in a thought bubble.

		
<p>1. <i>A young man was walking in the woods. He was lost.</i></p>	<p>2.</p>	<p>3.</p>

Work with Grammar

ADJECTIVES AND ADVERBS

- Look at the adverbs that you found in the story on page 102. Then choose the correct answer.

Adverbs describe nouns verbs.

- Fill in the blank to complete the rule.

To form an adverb, add ly to the end of the adjective.

- Fill in the missing adjectives and adverbs in the chart.

Teaching Tip:

- Complete the rules as a class and write them on the board.

Adjective	Adverb
quick	quickly
slow	slowly
bright	brightly
cold	coldly
hideous	hideously
suspicious	suspiciously
direct	directly

See Grammar Workshop 4.2 on page 111 for more practice.



7 Write the truth about what happened.

What do you think really happened in the story on page 102? What did the young man see in the cabin? Write a paragraph describing what you think took place that night.

STEP 1 Prepare

- Explain what the young man really saw using scientific facts to support your ideas.
- Search the Internet or other resources for facts.

See Writing Workshop 4 on page 120 to help students write paragraphs.

STEP 2 Write

- Write a paragraph explaining what happened.
- Use the past progressive tense at least once. Include as many adjectives and adverbs as you can.

What he really saw was ... _____

Most people believe that ... _____

We know for a fact that ... _____

We should not be afraid, because ... _____

Project Idea:

- Ask students to write a newspaper article based on the ideas in the text they wrote. Remember to review the internal and external features of a newspaper article with students before they start.

STEP 3 Revise and Edit

- Reread your text. Do you give clear facts and examples?
- Check spelling and grammar. Did you use the past progressive tense? Did you include adjectives and adverbs?
- Ask a classmate to look at your work and comment.

STEP 4 Publish

- Write the final version of your paragraph on a separate sheet of paper.

C1 **8** Get the facts.

Use what you know about ghosts to participate in this role-play activity.

- Read the roles for the scenario.
- Sit with a partner and choose roles.
- Take a few minutes to prepare. Choose the Smart Talk phrases you will need and write important words or ideas to use.
- Begin your role play. Try to continue the conversation for as long as you can.

Evaluation Option:

- Evaluate C1: participation in oral interaction and/or content of the message and/or articulation of the message.

Scenario: A Real Haunted House?

Role: Reporter for an online news website

You receive an e-mail from a young student. The student believes that ghosts exist and says that she/he was in a haunted house. Call the student to ask about her/his experience.



Smart Talk

- May I please speak to ...?
- You said that ... Is this true?
- What happened when ...?
- Can you explain ...?
- Is it possible that ...?

Important Words/Ideas:

Scenario: A Real Haunted House?

Role: Student at Ottawa High School

Last Saturday night, you decided to explore an abandoned house. When you went inside the house, all kinds of strange things began to happen. You heard noises, felt weird sensations—you even saw someone move in the shadows. Talk to the reporter and try to convince her/him that the house was haunted.

Teaching Tip:

- Bring simple costumes and props to class for students to wear and use during the role play; for example, funny hats or microphones.

Smart Talk

- Let me tell you what happened when ...
- I was ... when ...
- All of a sudden ... I felt so ...
- I am sure that ...
- I decided to ...

Important Words/Ideas:

FINAL TASK

Differentiation:

- For extra support, as a class, brainstorm sentence starters students can use for dialogue and for action. For example:
- Dialogue: *Do you think...? or I feel very...*
- Action: *They walk together toward the... or They see a strange...*
- For an extra challenge, encourage students to create their own story about meeting a scary monster and to draw the pictures

9 Write about meeting a scary monster.

You've learned a lot about scary monsters and the truth behind legends. Now you will imagine that you meet one of these monsters face to face. Look at the frames on page 107 and use the pictures to help you write a storyboard about what happened.

STEP 1 Prepare

- Look at the picture in each frame on page 107.
- What is happening? Write a few sentences to summarize the story.
- Use your imagination—be creative!

- Write a draft of the dialogue and action for each frame on a separate sheet of paper.
- Use the cartoon strip in Activity 2 to help you.
- Use the present progressive or past progressive tense. Include adjectives and adverbs.

STEP 2 Produce

- Reread the dialogue and action for each frame. Do the dialogue and action match the image?
- Check spelling and grammar. Did you use the present progressive and past progressive tenses correctly? Did you include adjectives and adverbs?
- Ask a classmate to look at your work and comment.

Name of the person who reviewed my text: _____

Comments and suggestions: _____

STEP 3 Present

- Write the final version of the dialogue and action for each frame on page 107.
- Present your storyboard to the class.

Frame 1



Frame 2



Frame 3



Dialogue:

Dialogue:

Dialogue:

Action:

Action:

Action:

Frame 4



Frame 5



Frame 6



Dialogue:

Dialogue:

Dialogue:

Action:

Action:

Action:

WRAP-UP

Test Your Smarts

- Unscramble the missing vocabulary word in each sentence. Use the numbered letters to discover an amazing fact.

1. Do you think the vampire will (teib) b i t e me?
10

2. I think this story is so scary, it is absolutely (friynitgre) t e r r i f y i n g.
13 4 2

3. There is a cold (cihl) c h i l l inside the haunted house.
12

4. The window in this house is (kenbor) b r o k e n and needs to be repaired.
8 9

5. The man became a werewolf after someone put a (cusre) c u r s e or evil spell on him.
5

6. Ichabod Crane experienced (suvreonens) n e r v o s n e s s and insecurity at night.
7 1 14

7. I think this house is (dahtune) h a u n t e d !
15 6

8. Werewolves are very strong, powerful and (lucsuram) m u s c u l a r.
3 11

An amazing fact:

A Gallup poll found that o n l y s e v e n p e r c e n t
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
of North Americans don't believe in ghosts or other supernatural phenomena.

Smart Expressions

- Read the expressions below.
- Choose the definition that fits all three expressions best.

During the movie, I was **on the edge of my seat**.
When I saw the ghost, my **heart skipped a beat**.
My **blood ran cold** when I realized I was all alone!

- These expressions all describe:
 - a) feeling cautious b) feeling scared c) feeling confident
- Write three sentences about a situation using these expressions.

Answers will vary.

GRAMMAR WORKSHOP 4.1

Past Progressive Tense

What do you know?

When do you use the past progressive tense? How is it different from the simple past tense?

- Read each sentence.
- Circle the correct tense: simple past or past progressive.
 1. Last night I (was walking / walked) to my house when I (was hearing / heard) a noise.
 2. The noise (was sounding / sounded) scary.
 3. I (was turning / turned) quickly to see what it (was being / was).
 4. I (wasn't seeing / didn't see) anything.
 5. My heart (was beating / beat) so quickly that I almost (was fainting / fainted).

Rules

- Review the rules for forming the past progressive tense in the chart below.

Past progressive tense		
When do you use it?		
<ul style="list-style-type: none"> ● To describe an action taking place during a specific time: <i>I was sleeping between midnight and ten a.m.</i> ● To describe an action that was taking place in the past when it was interrupted by another action: <i>He was walking to school when a snowball hit him.</i> 		
Do not use the past progressive for past habits: <i>I used to believe in ghosts.</i>		
Do not use the past progressive for past facts or generalizations: <i>My teacher taught us about ghosts.</i>		
Affirmative	Negative	Question:
Subject + was/were + verb + ing They were dancing.	Add not after the verb to be. They were not dancing.	Put the auxiliary verb to be first. Were they dancing when you saw them?

Practice

Exercise 1

- Complete each sentence with the past progressive tense of the verb in parentheses.
- Underline the verb in the simple past.

Example: You were crying (cry) when I saw you in street last night.

1. She was searching (search) for her keys when her mother opened the door.
2. I was taking (take) a walk when you called last night.
3. We were talking (talk) on the phone when the werewolf came out of the woods.
4. The radio was playing (play) scary music when she thought she heard a noise.
5. I was reading (read) a book of legends when he came to visit me.

Exercise 2

Geneviève Leblond is a radio journalist. She is in New York interviewing students about a strange incident that happened at their school. Unfortunately, her facts are all wrong!

- Write Geneviève's question with the noun and the past progressive tense of the verb in parentheses.
- Write the student's reply in the negative form of the past progressive tense.
- Unscramble the sentence to find out what really happened.

Example: Geneviève Leblond: Was the ghost making strange noises all day? (ghost, make)

Student: No, the ghost was not making strange noises all day.

Answer: (making / noises / it / for only a few minutes / was)

It was making noises for only a few minutes.

1. Geneviève Leblond: Were the students running out of the building? (students, run)
Student: No, the students were not running out of the building.
(were / studying / were / quietly / they) They were studying quietly.
2. Geneviève Leblond: Were the teachers shouting? (teachers, shout)
Student: No, the teachers weren't shouting.
(not / listening / they / were / to the noises) They were not listening to the noises.
3. Geneviève Leblond: Was the ghost floating down the hall? (ghost, float)
Student: No, the ghost wasn't floating down the hall.
(floating / was / it / in / the air) It was floating in the air.

Exercise 3

Amir Patel is a news journalist. Yesterday, he was giving a report when something terrible happened.

- Fill in the blanks with the correct tense: simple past or past progressive.

Example: Yesterday, I was watching (watch) TV when I heard (hear) a sound.

1. Yesterday, while I was reporting (report) to you from the centre of the city, a group of werewolves attacked (attack).
2. The attack happened (happen) at 11:13 p.m. in a café. The café was (be) filled with many people who were dancing (dance) when the werewolves entered (enter). Two people were (be) hurt and several others were (be) injured in the attack.
3. Just now, I was speaking (speak) with an eye witness who said that just after the werewolves attacked, people were running (run) around inside the café. They were crying (cry) and they were shouting (shout) for help.
4. The werewolves left (leave) the café immediately after the attack. No one knows where they are now.

GRAMMAR WORKSHOP 4.2

Adjectives and Adverbs

What do you know?

Do you remember how to use adjectives and adverbs?

- Read these sentences.
- Circle the correct form: adjective or adverb.
- Check your answers at the bottom of the page.

Example: The haunted house creaks (noisy / noisily).

1. I run (quick / quickly).
2. Thomas and Daphne play (beautiful / beautifully) together.
3. The (mysterious / mysteriously) UFO appeared over Montreal.
4. The werewolf moves (rapid / rapidly).
5. Jonathan and James talk (rapidly / soft) together.

Score _____ / 5

Answers:
1-quickly
2-beautifully
3-mysterious
4-rapidly
5-softly

Rules

- Review the rules for using adjectives and forming adverbs in the chart below.

Adjectives		
An adjective describes a noun: <i>The blue car.</i>		
Rule		Example
Adjectives go before the noun in a sentence. If there is more than one adjective in the sentence, they go in this order:		The shy child
Subject	Description	
1. Opinion	Gives an opinion	beautiful
2. Size	Describes how big or small something or someone is	miniature
3. Age	Describes how young or old something or someone is	new
4. Shape and texture	Describes the shape or texture of something	circular, hard
5. Colour	Describes the colour of something	orange
6. Origin	Describes where something or someone comes from	North American
7. Material	Describes what something is made of	plastic
8. Purpose	Describes what something is used for (These adjectives often end in <i>-ing</i> .)	rocking
I love this beautiful, miniature, new, circular, orange, North American, plastic, rocking chair!		

Adverbs	
An adverb is an adjective that is used to describe a verb: <i>She writes quickly.</i>	
Adverbs usually go after the verb in a sentence.	
Rule	Example
To make an adverb, add <i>-ly</i> to the end of the adjective.	quiet à quiet ly beautiful à beautiful ly slow à slow ly
If the adverb ends in <i>-y</i> , change the <i>y</i> to <i>i</i> and add <i>-ly</i> .	happy à happ ily angry à angri ly lucky à lucki ly

Practice

Exercise 1

Practise placing adjectives.

- Write the adjectives in parentheses in the correct order.
- Remember to add punctuation.

Example: I sat on the ugly, old, brown (brown / ugly / old) chair.

1. Do you know where my big, blue, metal (blue / metal / big) binder is?
2. Do you mean that ugly, old, rectangular (old / rectangular / ugly) one?
3. No, I want the beautiful, soft, square (beautiful / square / soft) binder next to it.
4. What is inside that strange, old, wooden, carrying (carrying / old / strange / wooden) case?
5. It is a fascinating, modern, European (European / fascinating / modern) book about vampires.

Exercise 2

- Rewrite each sentence.
- Add the adjectives and adverbs in parentheses.

Example: The man ran through the woods. (dark / old / quickly)

The old man ran quickly through the dark woods.

1. He stopped when he heard a noise. (abruptly / scary)
He stopped abruptly when he heard a scary noise.
2. The house was filled with sounds. (mysterious / haunted)
The haunted house was filled with mysterious sounds.
3. The group of teenagers ran over to the boy. (immediately / brave / little)
The brave group of teenagers ran immediately over to the little boy.
4. The man talked into his cellphone. (ancient / nervously / young)
The young man talked nervously into his ancient cellphone.
5. The police responded to the caller's request. (urgent / metropolitan / rapidly)
The metropolitan police responded rapidly to the caller's urgent request.

Exercise 3

- Underline the adjectives in the paragraph below.
- Change the adjectives in parentheses to adverbs.

Example: The colourful leaves on the trees moved soundlessly (soundless).

The dark night was filled with the strange sounds of animals creeping carefully (careful) along the road. They were cautiously (cautious) approaching the unwary people who were talking loudly (loud) together on the sidewalk. As the beautiful people began to move slowly (slow) inside the house, the wild animals attacked swiftly (swift). The terrified people screamed forcefully (forceful), but no one came to help them.

Exercise 4

- Look around the classroom.
- Write five sentences describing what your classmates and teacher are doing.
- Use at least three adjectives and three adverbs.

Example: The *careful* students are working *quietly*.

READING WORKSHOP 4

Skim Using Images

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word for word, but skimming the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the title and subtitles and look at the illustrations. Another technique is to read the first sentence of each paragraph.

This story is about a haunted house. A man rents a house, hears strange noises, is afraid of an evil rat and ... you'll find out the rest when you read it!

Before You Read

- Look at the text features of the story and answer these questions.

1. What kind of text is this? A short story
2. What is the goal of the text? To entertain
3. Based on the pictures, what kind of a story is this? A scary one
4. Who is the audience? Students or people who enjoy scary short stories

- Use the skim strategy. Skim through the illustrations and describe them. For example:

Picture 1: You see a living room. On the wall, there is a painting with a judge. On the armchair, there is rat. The fire is burning in the fireplace.

Picture 2: You see a man holding a map and pointing to a place on the map.

Picture 3: You see the man in front of a big, old house. There is a sign that says "For Rent."

Picture 4: You see the man talking with the cashier at a grocery store. She looks surprised.

Picture 5: You see an old man cleaning with a broom. He is talking or thinking about the judge.

Picture 6: You see the man sitting at a table. He looks worried. On the desk, there are three lamps, a red thermos, an empty dinner plate and utensils, a green book, a notebook and a sheet of paper. The man is holding a pencil. Behind him, there is a broken mirror and a spider web on the wall and small, black animals with red eyes.

Picture 7: You see the man entering a dark room. He is holding a lamp. There is a chair in front of a fireplace. On the wall, there is a painting of the chair and the fireplace.

While You Read

- While you read, write five important events from the story in your own words.

1. **Jack drives to Masonville.**
2. **Answers will vary, and may include:**
3. **Jack decides to rent a house; Jack talk to a woman at the grocery store;**
4. **Jack finds out that the house is haunted; Jack sees a giant rat sitting**
5. **on the chair; The rat comes back; The painting has changed**
6. **(the judge is missing from the painting); A very old man appears.**

The Judge's House

Based on a story by Bram Stoker

- 1 Jack Jackson needed to study. In four weeks he was going to write his final exams in mathematics before he finished university! The problem was that every time he started to study at home, the phone rang, a friend came over, or someone turned on the computer or the television. He needed to go somewhere quiet, somewhere without electricity. He needed to go to a place where he didn't have friends.

He decided to take all his books and find a place where nothing would distract him. Jack took out a map of the province, closed his eyes, and put his finger on a spot on the map. Masonville. He had never heard of it and it looked like it was in the middle of nowhere—perfect!



It took five hours to drive to Masonville, a tiny village with only two hundred inhabitants. Jack walked around looking for a place to stay. Then he saw a big, old house with a "For Rent" sign in the window. What's more, there was no electricity! He would be able to concentrate and study!

Jack looked at the number on the sign and dialled it on his cellphone.

"Hello," a woman answered.



“Good afternoon. My name is Jack Jackson. I am standing in front of a house that is for rent. I would like to rent it.”

“Are you serious?” the woman answered. “No one has lived there for over a hundred years!”

25 “I only want to rent it for two weeks,” Jack said.

“That’s O.K.,” the woman said. “If you are *really* sure that you want to stay there.”

“Why not?” Jack asked.

“Oh, no reason,” the woman said quickly. “It is yours for \$100.”

30 “That’s perfect!” Jack answered.

“I will send someone over to clean it for you,” the woman said.

“Thank you,” Jack replied.



Jack decided to go and get some groceries while he waited for the person to arrive and clean the house. He drove through the village until he came to a small grocery store. He bought everything he needed and then went to the cash register.

35 “Are you new in town?” asked the girl at the cash register.

40 “Yes,” Jack replied, “But I am only staying for a couple of weeks.”

“Where are you staying?” she asked.

45 “About a mile away, in the big old house just outside the village. No one has lived there for years. Do you know it?”

“I know it and I don’t think that you should stay there!” said the girl.

“Why not? It can’t be haunted! I don’t believe in ghosts,” he stated as he paid for his groceries.

When he got back to the house, an old man was busy moving furniture and cleaning. He had a lot of work to do. Dust and dirt were everywhere.

50 The man looked at Jack carefully before he spoke. “So, you aren’t scared of the judge?”

“Who?” Jack answered.

“The judge. Judge Walker. He lived here two hundred years ago.”

“Why should I be afraid of a Judge?” Jack laughed.

55 “Because this judge was evil. In the courtroom, he **sentenced** over a hundred people to be **hanged**,” the man replied.

“Wasn’t that his job?” Jack asked the man.

“Maybe. They say that when the judge died, they found evidence that he knew that many of them were innocent. He said they were guilty anyway.”

60 “Well, that was a long time ago,” said Jack, “and I don’t believe in ghosts or haunted houses. What I need is to study, and this house is perfect!”

“We’ll see,” he said.

“One more thing,” he added. “Watch out for the rats. An old house like this, there are hundreds of them in the walls, under the floors, ...”

65 “I’ll be O.K.,” said Jack. “Thanks for the warning.”



That night, Jack made a fire in the fireplace and lit several oil lamps since there was no electricity. He ate dinner in the dining room and drank coffee from his thermos.

After dinner, he took out his books and began to study.

70 Soon he started to hear strange noises coming from behind the walls and under the floor. He heard squeaking and small feet running.

“The rats,” he thought. “I am just going to ignore them! They can’t hurt me.”

75 The next time he looked up from his books, he realized that something was wrong. The house was silent and the air was cold! Shivering, he got up to add another log to the fire.

80 That’s when Jack saw a giant rat sitting on the large wooden chair in front of the fire. The rat was the size of a small dog! It was very old and the eyes that looked at Jack were full of hate. Jack stood frozen. He was terrified.

He **grabbed** one of his textbooks, threw it at the rat and missed. He grabbed another one, threw it—and missed again. Finally, he grabbed an encyclopedia from the bookshelf
85 and aimed—and hit the rat directly! The rat squeaked in rage as he ran along the wall and disappeared into a hole beside a painting above the fireplace.

Jack **shivered**. He didn’t believe in ghosts, but this was one evil rat. He knew it. He went to the hole where the large rat disappeared. It was close to the painting above the fireplace. The painting was very, very old and covered in dirt, but Jack could see that it was a picture of an old man,
90 dressed in judge’s robes, sitting in a chair by the fire. The man had very pale skin, cruel eyes and thin lips.



Jack looked at the painting again. It was the same chair and the same fire as the room he was in! Jack shook himself. “I am not scared of judges, ghosts or
95 rats! I have to study—nothing will distract me!”

Jack took another cup of coffee from his thermos and started studying again.

The next time he looked at his watch, it was 3 a.m. He decided to stop studying for the night and closed his
100 books. That’s when he noticed the silence. Now, Jack was really scared!

He told himself not to be stupid, got up and walked nervously toward the warmth of the fire.

That was when he saw it again. The giant, evil rat was staring at him with hatred.

105 Jack shouted and backed away, bumping into something on the wall. The portrait of the judge!

When Jack removed his hand from the painting, he saw something so terrifying he could not believe it. The chair in the portrait was empty; the judge was missing from the scene!

110 Jack turned back to the chair where the rat had been sitting a moment ago, but the rat was gone. Instead, there was a man; a very old man with a pale face, cruel eyes and thin lips. He looked at Jack and smiled an evil smile. In his hands he held a rope tied into a noose.

The judge looked at Jack and whispered, “Guilty.”

Smart Words

sentence: punish for a crime

hang: kill with a rope around the neck

grab: pick up quickly

shiver: shake because you are cold or scared

After You Read

Now that you have read the story, you can understand the significance of the pictures.

- Scan the story to find the sentence that corresponds with each picture. Write the line number and the first three words of each sentence.

For example:

Picture 1: Line number XX

The painting was ...

Picture 2: Line number XX

Jack took out ...

Picture 3: Line number XX

Then, he saw ...

Picture 4: Line number XX

"I know it ..."

Picture 5: Line number XX

When he got ...

Picture 6: Line number XX

After dinner, he ...

Picture 7: Line number XX

The chair in ...

WRITING WORKSHOP 4

Paragraphs

The purpose of a paragraph is to express an idea. A paragraph is usually made up of three types of sentences: the topic sentence, supporting sentences and the closing sentence.

Topic Sentence

The topic sentence tells the reader what the paragraph is about. It introduces the main idea in a general way.

- Read these topic sentences about Bigfoot.
- Write a check mark beside the best topic sentence.
 1. I'm going to write about Bigfoot.
 2. Bigfoot is one of the most popular legends in the world.
 3. Bigfoot is big, furry and really interesting to write about.
- Write the two sentences that you did not select in the chart below.
- Circle the description which explains why these sentences are problematic.

I'm going to write about Bigfoot.	too personal / too general / too much information
Bigfoot is big, furry and really interesting to write about.	too personal / too general / too much information

- Read these topic sentences about soft drinks.
- Write a check mark beside the best topic sentence.
 1. This paragraph talks about urban legends surrounding soft drinks.
 2. There are many urban legends surrounding soft drinks, especially about how harmful the ingredients are.
 3. Soft drinks can be harmful and this paragraph tells you why.

It's Your Turn

- Write topic sentences for the following:

- 1 Your favorite legend: _____

- 2 The strangest legend: _____

Supporting Sentences

Supporting sentences provide more information about the topic and include facts and examples. They often start with the key words: *First / Second / Third; Also / In addition to; or Finally.*

- Read these good and bad examples of supporting sentences about the Bigfoot legend.

Good example:

Supporting Sentence #1: *Bigfoot is usually described as a large, hairy, ape-like creature.* (This sentence provides additional information.)

Bad example:

Supporting Sentence #1: *Bigfoot is large, big and sometimes described as huge.*

Problem: The additional information given is all the same.

- Read these two other good and bad examples of supporting sentences about the Bigfoot legend.
- Identify the problem with the bad example.

Good example:

Supporting Sentence #2: *Bigfoot lives mainly in forests in the northern US and Canada.* (States a fact.)

Bad example:

Supporting Sentence #2: *Bigfoot lives outside.*

Problem with this sentence: The fact stated is incomplete; information is missing.

- Read these topic and supporting sentences about the history of soft drinks.
- Write a check mark beside the best supporting sentence.

Topic sentence: Urban legends about soft drinks are amongst the most controversial in the world.

Supporting sentences:

1. A hidden female figure in the ice cubes on a publicity poster forced a soft drink company to remove their advertisement.
2. There is an urban legend about drugs in soft drinks.

It's Your Turn

Write two supporting sentences for the topic sentence you wrote on page XX about your favourite or the strangest legend.

Supporting Sentence #1: _____

Supporting Sentence #2: _____

Closing Sentence

The closing sentence repeats the main idea of the paragraph in different words.

- Read these good and bad examples of closing sentences about the Bigfoot legend.

Good example:

There are several organizations dedicated to keeping the Bigfoot legend alive and to proving that Bigfoot exists.

Bad example:

Bigfoot is an interesting topic and that's why I wrote about it in this paragraph.

- Read these closing sentences.
- Write a check mark beside the best closing sentence.
 1. Soft drinks are a good product and that's why this paragraph is about them.
 2. There will always be urban legends surrounding popular products like soft drinks, but the challenge is to figure out which ones are true.
 3. Urban legends about soft drinks are interesting and fun, and there are new stories coming out all the time.

It's Your Turn

- Write a closing sentence for the supporting sentences you wrote on page XX.

- Review the topic, supporting and closing sentences you wrote. Check spelling and grammar.
- Write a clean version of your paragraph.
