

Writing Made Easy



THE JOHN HOWARD SOCIETY OF MANITOBA, INC.
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Developed by
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For The John Howard Society of Manitoba, Inc.

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WRITING MADE EASY

Writing Made Easy was developed for The John Howard Society of Manitoba Inc.'s Basic Literacy Program. It contains 29 lessons that teach basic English grammar skills. The lessons include instructions on nouns, pronouns, verbs, adjectives, adverbs, prepositions, connectives, and contractions.

In each brief lesson, there is a story or an article followed by two or three exercises designed to reinforce the grammar skills that are taught in each lesson.

This manual was developed to provide a basic understanding of proper word usage when reading and writing. While anyone can benefit from this book, it is especially suited to low-level readers.

Words that are in **bold** will be defined in the glossary at the end of **LESSON #29**.



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GLOSSARY

REFERENCE

LESSON #1
Common Nouns

A noun is a certain type of word. A noun is a word that names a person, place, or thing. There are two kinds of nouns. There are common nouns which name *any* person, place or thing. Then, there are proper nouns which name a *particular* person, place or thing. Here are some examples:

	<i>Common Nouns</i>	<i>Proper Nouns</i>
<i>Persons</i>	student	Earl Stone
	leader	President Tam
<i>Places</i>	province	Manitoba
	lake	God's Lake
<i>Things</i>	<i>month</i>	<i>October</i>
	<i>cat</i>	<i>Homer</i>

EXERCISE #1A

Read through the story on the next page. Read through it again, this time underlining at least 15 common nouns. Examples are given.

FOUR-LEGGED SNOWMOBILES

What would you prefer to drive on a cold winter day on a frozen lake surrounded only by trees and the wide blue sky - a team of husky dogs or a sleek and shiny snowmobile? Many people thought sled dogs were on their way out when snowmobiles roared their way into Canada's North country. After all, snowmobiles are much more **convenient**, are they not? These machines need to be fed only when they are used, and they don't give ear-splitting howls when their meal time is **postponed**. Also, snowmobiles don't fight with one another until they are too bruised and bloody to run, and they never bite their **unsuspecting** owners.

Then, why does one still hear the high-pitched yapping of dogs at meal-times and the snarling of huskies in a noisy battle in some Canadian **communities**? The answer is dog-sled racing. Men and women are eager to be part of this sport that grows more popular every year. Today's sleds are lighter than the **traditional** sleds, and the dogs are mostly Siberian huskies which are larger and stronger than the traditional Eskimo dogs. But the skills needed to train and race the dogs make dog-sled racing a **challenge** and a pure delight that could never come close to that of pulling a rip-cord and pressing a throttle.

Adapted from The Style of Vocabulary Canada by Ken /Cecile Weber, Canada: Globe /Modern Curriculum Press, 1991, p. 104.

EXERCISE #1B

Write a paragraph telling why you think snowmobiles or dog-sledding are a better way of travel in Canada's North. (You may choose to write about cars and bicycles, computers and handwriting, or any other topic comparing the old and the new). Then, list your common nouns and proper nouns in the columns below.

<i>Common Nouns</i>	<i>Proper Nouns</i>
Example: car	Example: Volkswagon

LESSON #2
Proper Nouns

As explained in Lesson #1, proper nouns are nouns which name a particular person, place, or thing. Proper nouns always begin with a capital letter. Here are some more examples.

	<i>Common Nouns</i>	<i>Proper Nouns</i>
<i>Persons</i>	girl	Anne Frank
	chief	Chief Dan George
<i>Places</i>	restaurant	A & W
	river	Assiniboine River
<i>Things</i>	magazine	Maclean's
	team	Manitoba Moose

EXERCISE #2A

Read the story on the next page. Read through it again. There are 30 proper nouns that should start with a capital letter. Write a capital letter above the lower-case letter. Examples are given.

THE NIGHT OF THE MASK

The night of november 1, 1959 is an important date in the history of the **national** hockey **league**. The montreal canadiens were playing the new york rangers. In the net for the canadiens was jacques plante. This was the fifth **consecutive** year in which he won the **coveted** vezina trophy for best goalie of the year. Besides collecting trophies, jacques plante was also collecting stitches, over 200 on his face, in total. His injuries also included breaking his nose four times, his cheekbone twice, and **fracturing** his skull.

plante may have been wondering what other **career** he could choose instead of goal-keeping for canada's favourite sport. Instead, plante decided to protect himself by inventing a mask. His mask was made of plastic and fit the **contours** of his face.

It would probably save him a lot of pain and broken bones. But the montreal coach, "toe" blake, did not allow plante to wear the mask. He believed plante's goal-tending would change for the worse.

The first period of the game on the night of november 1 was only in **progress** for eight minutes. The ranger's right-winger, andy bathgate, took a hard shot at the canadiens' goalie. plante dropped to the ice, his face bathed in blood.

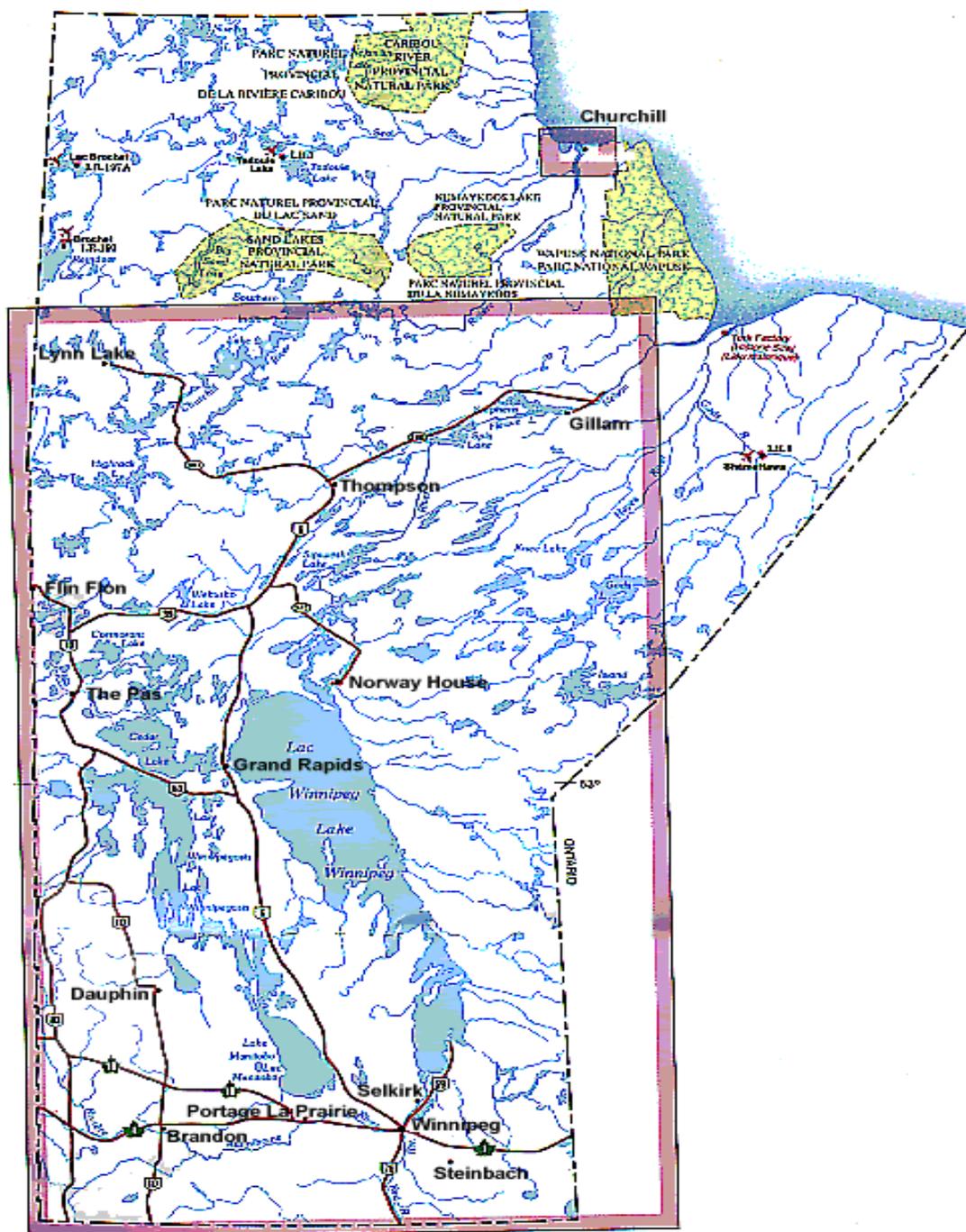
There was no second goalie to replace him. It was Jacques Plante or nobody. Plante refused to go back into goal without the mask. The coach **relented**. The score that night was 3 - 1, in favor of the Canadiens. Plante never again went back into goal without his mask. Within four years, neither did any other goalie in the National Hockey League.

Adapted from World of Vocabulary Canada by Ken/ Cecile Weber, Canada: Globe/ Modern Curriculum Press, 1987, p. 77.

EXERCISE #2B

From the map on the following page, write a proper noun to match each common noun in the table below.

<i>Common Noun</i>	<i>Proper Noun</i>
province	
island	
park	
river	
lake	
city	
bay	
town	



Adapted from *The Junior Encyclopedia of Canada*, James H. Marsh, ed., Edmonton: Hurtig Publishers, 1990, p.158

LESSON #3
Singular and Plural Nouns

A singular noun names one person, place or thing. A plural noun names two or more persons, places or things. For most singular nouns, we add an “s” to make the noun plural. Here are some examples.

<i>SINGULAR</i>	<i>PLURAL</i>
detective	detectives
lion	lions
school	schools

For a singular noun that ends in *sh*, *ch*, *s*, *ss*, or *x*, we add *es* to make the noun plural. Here is one example of each ending.

<i>SINGULAR</i>	<i>PLURAL</i>
marsh <u>h</u>	marsh <u>es</u>
beach <u>h</u>	beach <u>es</u>
gas <u>s</u>	gas <u>es</u>
address <u>ss</u>	address <u>es</u>
tax <u>x</u>	tax <u>es</u>

EXERCISE #3A

Read the following story and underline 10 plural nouns. See the examples.

FORD'S FABULOUS FLIVVER

It was called the “flivver”, the “Tin Lizzie” and the “Leaping Lena.” Over 15 million copies of it were made in a **period** of 19 years. Other than travelling on town and country roads, it was used for plowing fields, pumping water, churning butter, and running buzz saws. This automobile had no left hand door, no water pump and no gas gauge. It was the Model T Ford and its **creator** was Mr. Henry Ford.

For 11 years, the Model T came in only one colour. Mr. Ford was known for saying, “A customer can have his car painted any colour he wants, so long as it is black.” The special black paint dried quickly and allowed cars to be produced at a faster rate and lower cost than other brighter colours.

The Model T was not a graceful looking **vehicle** in any sense. It was seven feet tall and went its way making a noise like the end of the world. One observer said, “That car had



integrity. Nothing in it was beautiful - but nothing in it was false.” A less **complimentary** onlooker joked, “Why is a Ford like a bathtub? You hate to be seen in one.”

Henry Ford didn't mind the jokes. To him, they were free **advertising**. One day as he was driving in the country looking at some **properties**, he came upon a farmer whose Model T had broken down. After Mr. Ford replaced some spark plugs, the farmer asked him, “How much do I owe you?” Ford replied, rolling down his sleeves, “Nothing at all.” The farmer was puzzled, “I can't make you out. You talk as if you are **wealthy**, but if you are, why are you driving around in a Ford?”

By the mid 1920's, the **public** was looking to buy other makes and models of cars that had livelier colours and fancy **accessories**. Henry Ford finally agreed that the Model T should make some progress as well. A **remodelled** car with new colours and stylish lines appeared on the front page of almost every newspaper in the United States. One buyer noted, “Henry has made a lady out of Lizzie.”

Adapted from Topics for the Restless, Book Two, Edward Spargo, ed., Irwin Ross, author, R. I.: Jamestown Publishers, 1989, p. 86.

EXERCISE #3B

Fill in the table that follows. For each singular noun, write the plural noun.

For each plural noun, give the singular form.

<i>Singular Noun</i>	<i>Plural Noun</i>
model	
owner	
	automobiles
engine	
	gases
switch	
	clutches
	glasses
business	
box	
bus	
	brakes
crash	
	cylinders
vehicle	

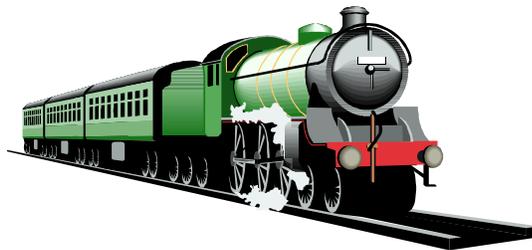
LESSON #4
Plural Nouns Ending in “y”

If a noun ends with a **consonant** and a **y**, change the **y** to **i** and add **es** to make a plural noun. If a noun ends with a **vowel** followed by a **y**, just add **s**. Here are some examples.

<i>Singular Nouns</i>	<i>Plural Nouns</i>
story	stories
boy	boys
lady	ladies
hobby	hobbies
fly	flies
valley	valleys
copy	copies
city	cities
subway	subways

EXERCISE #4A

The story on the next page was **experienced** during World War II by a woman living in Canada. Read the story twice. The second time, look for 9 misspelled words. Draw a line through each word and write the correct spelling above it. Check your guesses with the answers given at the end of the story.



ENEMIES

It is March, 1942. All of the Allied countrys - Canada, the United States and Great Britain - are at war with Japan. My parents were born in Japan but they have been Canadian **citizens** for over twenty years. Many Japanese decided to raise their familys in Canada and have come to love this country. My family's home is near the west coast in British Columbia. Now the Canadian government is telling us we have to leave our home and move to another **location** in Canada. Not only us. *All* the Japanese, whether we were born in Tokyo or in Vancouver.

We have to move for **security** reasons. I don't know if I should laugh or cry. What harm could we do? What harm would we *want* to do? They want us to move to camps in the foothills of the Rockies. Maybe they think it would be better for us to **sabotage** the mountains rather than their police station.

The men and older boies are the first to go because they are the biggest **threat**. My gentle father and fun-loving brother are suddenly dangerous. Now they are spys in their own countrie. They are shoved and dragged into trains. They are angry at being forced to go. A train window is smashed. Some of the men are drunk and screaming curses. Soon the whole crowd is shouting. The women and children are crying, not **comprehending** why this is happening. Who

will work and provide the money to buy food and other **necessitys** for them to live?

Some of the women and children are taken to the old **Exhibition** grounds in the cite of Vancouver to wait for their re-location. They are placed in a hot, smelly concrete building used to house cattle. The flies are so thick and the stench so strong, I catch my breath and stop myself from turning and running away.

In September, we are given a **curfew**. All Japanese have to be indoors by 10 p.m. People in the streets give us angry looks. My sister loses her job without any explanation. One night we attend a movie and forget about the curfew. We are running home and an old man shouts at us to get off the streets or he'll call the police. We run faster as the man screams after us. When we get home, mother tells us we are leaving for a camp the next week. My sister and I are excited about the train ride. Mother smiles and reminds us we are not going on a vacation, we are being **evacuated**. We are enemys in our home land.

<i>Correct spellings:</i> countries	families	Rockies	boys
spies	country	necessities	flies
		enemies	

Adapted from What's Fair?, Margaret Iveson,ed., Shizuye Takashima, author, Scarborough: Prentice-Hall Canada, 1993, p. 32-35.

EXERCISE #4B

Write a letter to a friend or to the government, telling what you thought when you heard about the treatment of the Japanese in World War II. Use the form on the next page to write the letter. The addresses do not need to be **accurate**.

(my address)

(today's date)

(other's address)

Dear _____,

Yours truly,

LESSON #5
Possessive Nouns

A possessive noun shows ownership of something. To make a singular noun show ownership, add an *apostrophe* and an *s* ('s). To make a plural noun show ownership, add an *apostrophe* (') after the *s*. Here are some examples:

<i>Without Possessive Nouns</i>	<i>With Possessive Nouns</i>
the story by Chris	Chris's story
the job of my partner	my partner's job
the branch of that tree	that tree's branch
the books of many authors	the authors' books
the boats of two fishermen	the fishermen's boats
the teeth of the wolves	the wolves' teeth

EXERCISE #5A

Read the following **descriptions** of books and tapes made by Canadian Prairie authors in the late 1990's. Read them again. Look for and underline 9 possessive nouns. Two examples are given.

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ICEFIELDS: a tape by Thomas Wharton, **narrated** by James MacDonald

Icefields, winner of a Commonwealth Writer's Prize, tells the story of a doctor who nearly dies while exploring Jasper's Arcturus **Glacier** in 1898. The doctor's adventure controls him to the point where he gives up his London **practice**, and settles on the glacier's edge. Here he watches Jasper, Alberta, change from a place of **legend** into a tourist town.

GREEN GRASS, RUNNING WATER: a tape by Thomas King, narrated by Thomas King. When four **ancient** Natives escape from a mental hospital and set out to mend the world, they get no further than Blossom, Alberta, home of the Dead Dog Café. "The Dead Dog Café **Comedy** Hour" from CBC Radio's *Morningside* show was based on King's witty and fast-paced novel.

JOURNEYS by Dale Auger

This calendar brings you twelve of Dale Auger's finest paintings. The paintings are voices from Auger's spiritual journeys. These beings live and are part of Dale's everyday life and now he is able to share them with everyone in this beautiful, full-colour 1999 calendar.

HORSES DON'T LIE: THE MAGIC OF HORSE WHISPERING by *Chris Irwin*



Canada's own horse whisperer offers an **insightful** study on the art of gentling horses. One of North America's most wanted horse trainers, Irwin says that the secret to communicating with horses is an honest understanding of ourselves and those around us.

Adapted from Best of the West catalogue by Dept of Canadian Heritage, Association of Manitoba Book Publishers, 1998- 1999.

EXERCISE #5B

Use possessive nouns to change each phrase. Write each new group of words.

- | | |
|---------------------------------------|----------------------------------|
| * the address of Agnes Jackson | <u>Agnes Jackson's address</u> |
| * the wedding of the Ukrainian couple | _____ |
| * the mystery in Red Rock | _____ |
| * the community of the Hutterites | <u>the Hutterites' community</u> |
| * the recipes made by the Tahltans | _____ |
| * the landmarks of the prairies | _____ |
| * the life cycle of the buffalo | _____ |
| * a guide for those globetrotters | _____ |

LESSON #6

Pronouns

A pronoun is a word that is used in place of a noun. Some singular pronouns are: *I, me, you, he, him, she, her, it*. Some plural pronouns are: *we, us, you, they, them*.

Here are some examples where nouns are changed to *pronouns*.

Jackie asked, "Will Leah tutor Joe?"

Jackie asked, "Will Leah tutor *him*?"

Jackie asked, "Will *you* tutor *him*?"

She asked, "Will *you* tutor *him*?"

"Kim and Peter need nails," Kim and Peter remarked.

"*We* need nails," Kim and Peter remarked.

"*We* need *them*," Kim and Peter remarked.

"*We* need *them*," *they* remarked.

EXERCISE #6A

Read the following **anecdotes** and underline the pronouns. Above the pronoun, write the noun which the pronoun is replacing. There are 9 more pronouns in the first anecdote and 11 pronouns in the second anecdote. See the two examples.

GOOD MOVE

the master's

A famous chess master was in the habit of taking his five-year-old son to chess tournaments in the hope of **instilling** in him a love of the game. At an anxious moment in a championship game, the master reached out to move one of his knights.

“Don’t move the horse,” the boy said. His father glanced at him, thought it over, then decided to move a different piece. As a result, they won the game.

Later, he wondered if his son had some kind of **innate** genius for the game of chess. So he asked the boy, “Why did you tell me not to move it?”

“The horse looked tired,” the boy said.



COURTROOM HONESTY

One day Notre Dame football star centre Frankie Szymanski had to appear in court as a witness. Frankie’s coach, Frank Leahy, was also in the courtroom. As Leahy listened, he heard the following conversation.

“Are you on the Notre Dame Football team?”

“Yes, Your Honour.”

“What position do you play?”

“Centre, Your Honor.”

“How well do you play as a centre?”

Szymanski lowered his eyes. Then he raised his head and said, “Sir, I am the greatest centre the team has ever had.”

Coach Leahy couldn't believe what he heard come out of the mouth of one of his most **modest** players. Afterward, the coach asked Frankie about his **uncharacteristic** pride. “I hated to do it, Coach,” Szymanski confessed. “But I was under oath.”

Adapted from Jokes and Anecdotes, Joe Claro, ed., New York: Random House, 1996, pp. 193-197.

EXERCISE #6B

Match the bold nouns with a pronoun from the box below. Each pronoun will be used one time.

- * **Newspaper** makes up the greatest part of garbage in the city. _____
- * It was stressful to see **my grandparents** at Christmas. _____
- * **(My name)** will make some hot and spicy burritos for our supper. _____
- * The neighbours have invited **my girlfriend and I** to their block party. _____
- * Would you help **(my name)** with the dishes before lunch, please? _____
- * **Burt and Devon** are two of the most thoughtful kids I know. _____
- * **Lisa's** hobbies are fixing broken things and woodworking. _____
- * **Grant and myself** have decided to play floor hockey Monday nights. _____
- * Why don't **you and Linda** take the evening off for a change? _____
- * Does **Tom** know on what street the laundromat is? _____
- * In her engineering class, **Sarah** has one of the top ten marks. _____
- * Bruce decided to tell **Paul** that he is angry for what Paul did. _____

I	we	me	it	they	she	them	us	you	he	him	her
---	----	----	----	------	-----	------	----	-----	----	-----	-----

LESSON #7
Pronouns ending in *self* or *selves*

Some pronouns can end in *self* or *selves*. When the pronoun ends in *self*, the pronoun is singular. When the pronoun ends in *selves*, the pronoun is plural. These words are also taking the place of nouns, like the pronouns we studied in the last lesson. Here are some examples.

<i>Singular Pronouns</i>	<i>Plural Pronouns</i>
myself	ourselves
yourself	yourselves
herself	themselves
himself	
itself	

EXERCISE #7A

In the **personal** letter that follows, look for 8 pronouns ending in *self* or *selves*. Underline them. Above the word, write the noun which is being replaced by the pronoun. Example:

Grandpa
yourself

13 Old Man Road
Smartsville, Ontario K2R 4L0
July 12, 1999

Box 7, R.R. #5
Rat River, Ontario K8P 3X1

Dear Grandpa:

Hi, Grandpa. Long time no see. Hope you are well and taking care of yourself. How are your naughty sheep behaving themselves? What would you think of Jamesy-boy and I coming over for a week to build a fence around your garden? Then you might have some carrots to feed us all, including the rabbits. Then again, I may just hide myself in your basement to get away from the heat, and there would be no fence to show.

Tara and I went blueberry picking up on Duck Hill yesterday. We picked enough for ourselves and the neighbours, too: seven ice-cream pails. It was a warm day with a nice breeze to keep the flies off. Will and Ed were enjoying themselves in the lake, diving off that steep rock, minus any clothes, of course. I guess they'll be cleaning those berries without any help from me.

Last weekend, the kids and George and I went tenting on Otter Island. We took the boat to go fishing for some trout. George got himself a new rod which he

wouldn't let me touch until one and one-half hours had passed without a single bite. It didn't take ten minutes before I landed one. Pride comes before a fall. I saw Goosebumps licking her chops but didn't heed the warning. Next time I turned around, the fish was missing a good-sized chunk of itself. Then, when we got back to camp and wanted to make some sandwiches, all we found was an empty torn bread bag. Never saw a mutt look so ashamed of herself. But we still love her; she's one of the family.

Let us know when it's a good time for us to drop in. We'll save a pail of berries for you and some dried fish, too. Yeah, George caught four more - big ones, too.

We love you,

Robin

P.S. Thank-you for all the birthday cards and money. The kids decided to save it for a second-hand computer (to launch themselves into the next **millenium**).

LESSON # 8
Possessive Pronouns

Possessive pronouns show ownership, just like possessive nouns show ownership. The difference is that possessive pronouns do not have apostrophes. Possessive pronouns are *my, mine, our, ours, your, yours, her, hers, their, theirs, his* and *its*. There are two ways of writing possessive pronouns to mean the same thing. Study the following examples.

<i>Possessive Nouns</i>	<i>1. Possessive Pronouns</i>	<i>2. Possessive Pronouns</i>
This is <i>Curt's</i> watch.	This is <i>my</i> watch.	This watch is <i>mine</i> .
These are <i>Rick's</i> boots.	These are <i>your</i> boots.	These boots are <i>yours</i> .
These are <i>Kathy's</i> tools.	These are <i>her</i> tools.	These tools are <i>hers</i> .
Is this <i>Randy's</i> book?	Is this <i>his</i> book?	Is this book <i>his</i> ?
Is this <i>Pete and Ellie's</i> house?	Is this <i>our</i> house?	Is this house <i>ours</i> ?
That is <i>Wendy and Derek's</i> canoe.	That is <i>your</i> canoe.	That canoe is <i>yours</i> .
These are <i>Will and Amy's</i> snowmobiles.	These are <i>their</i> snowmobiles.	These snowmobiles are <i>theirs</i> .
This is that <i>car's</i> tire.	This is <i>its</i> tire.	

EXERCISE #8A

Read the following **selection** taken from a piece written by an adult learner from Rockwood Institution in Manitoba. Circle the correct possessive pronoun from the choices that are given.

NATURE CALLS

Nature calls in many **mysterious** ways. But when she calls, who can understand (her, hers)? She has a language that is (hers, her) alone. We can not understand Nature, but we can imagine what she must really feel like.

One of nature's calls that really gets (my, mine) attention is the wind. When the wind is blowing softly through the trees, it sends out a low sputtering whistle. This whistle of (her, hers) has a low **haunting** and lonely sound to it as if she is slowly dying.

I feel that other ways Nature calls to all of us is with her lightning flashes, her screaming thunder, and her soft trickle of water slapping against her sandy beaches. If only we knew what it was that she is trying to tell (our, ours) unhearing minds!

As I listen to these sounds, I can hear Nature ask, "Is there no mercy in (yours, your) heart? Look at what you have done to me. You have polluted (mine,

my) waters, cut down my trees, and dumped garbage along those many paths of (my, mine). Then some people get careless and start this home of (their , theirs) on fire. But this is just part of my complaint with you. You log my forests and then you leave some of the timber on my forest floors to rot. This is the biggest of all the wrongs you have done to me. Why take it if you are not going to use it?"

“The surface of my great body was once rich with plants, timber, fish, and wildlife. But now I am near **poverty**, not from the **ailments** that came to me by natural means, but from (yours, your) people who have made my surface (their, theirs) home. You have made me worried for years because you show no mercy to me or those children of (your, yours) for the crimes that you have committed. Your **regrets** come too late for change. If you would have only opened your eyes sooner. But now, you must build for a better future if you are to stay in my presence.”



Adapted from Through Our Eyes by Journeys Education Association, Inc., author Ken Collinson, Steinbach: Derksen Printers, 1989.

EXERCISE #8C

Look for the following words about care of the **environment** in the word search puzzle below. Words are across, down, and **diagonal**, but not backwards.

earth	recycle	reuse	organic	pollute	blue box
acid rain	bleach	recover	ozone layer	smog	
chemical	natural	compost	walk	cycle	bus
share	styrofoam	trees	eco-tourism	clearcut	forest

E A R T H E C O T O U R I S M P Y R S
 S N M E R A C E G R W A L K N O E E C
 T R E A C S A O K P E A C I T L X D L
 Y L K Y E Y M D C B S M A O A L R U E
 R O C E P S C B U U L R C Y C U E C A
 O Y R I J D E L R S D E E D G T S E R
 F T B I R D S Z E I A U X C R E H G C
 O B L E A C H R C C M S O A O F A T U
 A C F O C F E A O A H E F P Q V R U T
 M O O X G D L M M N I E G A S C E R G
 U M R O R G A N I C N E M Z D O V R R
 C P E N I H C H I P A P D I C Y C L E
 K O S E C H B L U E B O X M C E R Z W
 H S T O Z O N E L A Y E R U O A E X T
 S T Y A P U A R N A T U R A L B L C H

LESSON #9
Action Verbs

Most verbs are words that show action. These verbs are called action verbs.

Here are some examples.

<i>Action Verbs</i>	<i>Sentences</i>
jump	Horses <i>jump</i> over that fence.
camps	That family <i>camps</i> here every
think	<i>Think</i> carefully.
cooked	Dad <i>cooked</i> breakfast this morning.
listen	Cara, <i>listen</i> to the bullfrogs.
do	I <i>do</i> my painting late at night.
held	Gary <i>held</i> the baby hippopotamus.

EXERCISE #9A

Read the **recipe** for a chocolate cake on the next page and look for action verbs. Underline all the action verbs. The first verb is underlined as an example.

There are 13 more.

CHOCOLATE CAKE

Ingredients:

1 cup white sugar	2 teaspoons baking soda
1 cup salad dressing (Miracle Whip)	1 teaspoon vanilla
2 cups white flour	1 cup water
1/2 teaspoon salt	4 tablespoons cocoa

Instructions:

In a large mixing bowl, cream the sugar and salad dressing with a fork. In a separate bowl, sift the flour, cocoa, salt, and soda. Add this dry mixture to the creamed mixture. Add the water and vanilla. Beat with a mixing spoon until well blended.

Pour the mixture into a square cake pan, 8 X 8 inches or 7 X 11 inches. Bake at 350 degrees Fahrenheit for 40 - 45 minutes. Insert toothpick. If it comes out clean, the cake is done.

Make icing with 1 1/2 cups icing sugar, 1 tablespoon melted butter, 1 teaspoon cocoa, and just enough milk to make a thick spread. Beat with a fork until smooth.

Wait until the cake cools before spreading the icing. Enjoy.



Adapted from Recipes for Health and Hospitality by High Level Christian Fellowship Women's Ministries, Winnipeg, Gateway Publishing Co. Ltd., N.D.

EXERCISE #9B

Read the following sentences. The verb in each sentence is in bold. Think of another verb that would also make sense or choose one from the box on the next page. Rewrite the sentence with the new verb.

Sherry and I **walked** to the river through the quiet black spruce forest.

Example: *Sherry and I hiked to the river through the quiet black spruce forest.*

The adults **read** their class notes for the literature exam.

The lightning **lit** the night sky with a blinding flash.

The band **plays** into the wee hours of the morning.

The bored children **thought** of all the pranks they could play after school.

Could you **watch** the soup so it doesn't burn?

If you **do** the game today, I'll come next week.

tend	play	understood	talked	dreamed	rocks
brightened	studied	coach	mind	performs	dazzled

LESSON #10
Linking Verbs

The *subject* of a sentence is that part which names the person or thing being talked about. The *predicate* (PRED-di-kit) of a sentence is that part which tells about the subject. Some verbs that join these two parts are called *linking verbs*. Here are some examples of linking verbs.

<i>Linking Verbs</i>	<i>Sentences</i>
am	I <i>am</i> a carpenter.
is	Vancouver <i>is</i> a seaport.
are	They <i>are</i> caribou hide slippers.
was	She <i>was</i> on the Internet.
were	They <i>were</i> at the circus.

Some other linking verbs are: *be, have, can, may, will, does, been, shall,* and *must*.

EXERCISE #10A

Here is a selection about **playwright** Ian Ross as it would be told by himself. Read the selection three times. On the second reading, underline 15 action verbs. On the third reading, circle 10 linking verbs. The first 3 sentences are done for you.

PRESENTING IAN ROSS

I was born in McCreary, Manitoba and spent the first five years of my life in the Metis community of Kinosota. Then I moved to Winnipeg. Here I have **resided** ever since. I spent most of my summers and holidays with family in the community of Fairford. I have very strong ties to **rural** Manitoba. I have been writing plays for the last eight years. My first mainstage production was *fareWel* in 1996.

This play won the Governor General's Award for Drama in 1997. It is the stirring story of a reserve in Manitoba's Interlake where the people struggle with power, and **politics**, and understanding themselves.

This play has changed my life in many ways. It has brought me to new people and new ways of thinking. I wrote the play for everyone. For those who are non- Native, the play shows some concerns of First Nations peoples in Canada today. What does self-government mean for us? How can we **regain** our spiritual strength? How can women be **empowered** in our communities?

For Natives, it is my hope that the play gives us a voice. I hope that it helps us to know the value of our lives and stories. There is much hardship and pain for Aboriginal peoples living on reserves. But there is also a new sense of pride and

accomplishment. One of the best ways we as Aboriginal people **cope** is through humour. I hope this humour becomes a window for others into a world that **exists** in today's Canada.

Adapted from fareWel promotional booklet, Allen MacInnis, director; Ian Ross, author, Prairie Theatre Exchange, Sept., 1998.

LESSON #11
Action Verbs - Present

As we have learned, most verbs are words that show action. This action could have taken place in the *past*, or it could be taking place in the *present*, or could take place in the *future*. Here are some examples of verbs that show present, past or future time.

<i>Present</i>	<i>Past</i>	<i>Future</i>
Ed <i>watches</i> the baby.	Ed <i>watched</i> the baby.	Ed <i>will watch</i> the baby.
Marie <i>sneezes</i> in spring.	Marie <i>sneezed</i> in the spring	Marie <i>will sneeze</i> in the spring
I <i>own</i> a mountain bike.	I <i>owned</i> a mountain bike.	I <i>will own</i> a mountain bike.

A verb that shows an action happening *now* is in the *present*.

EXERCISE #11A

Here is part of a poem written by an adult **literacy** learner. Read it and write 13 of the *action verbs that show present time* to fill the box on page 52. See the three examples there.

FEAR IS.....

Fear. What is it?

To me it is someone handing me a form
and saying 'Fill this in'.

It's hard to put into words just what happens to me.

Every part of my body stiffens.

I go hot all over.

I feel like I am going to pass out.

I can't move. I can't speak
and there is a little man in my head
bashing my brains with a hammer.

I have to fight hard to keep my senses.

I usually manage to make some silly excuse.

I have got two.

One of them goes

'I will have to ask my husband if it will be alright.'

As if I am some sort of **Victorian** miss
who is unable to think for herself.

~~~~~

If only people could understand  
just because a person can't spell  
they are not stupid.

Most of the time it is the fear of doing it  
rather than not being able to do it.

~~~~~

Other people teach us to be afraid.

Can we stop this
if we teach ourselves that they are wrong?

Adapted from Write First Time, Vol. 1, No., 1, by Carole.

<i>handing</i>	<i>saying</i>	<i>fill</i>	

LESSON #12
Action Verbs - Past

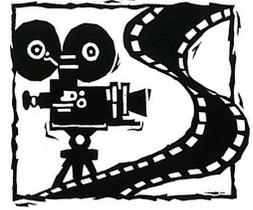
As we have learned, action verbs can show present, past or future time. A verb that shows an action that has **already happened** is in **past** time. To change verbs from present time to past time, we add **ed** to verbs that do not end in **e**. To verbs that end in **e**, we just add **d**. Here are some examples.

<i>Present</i>	<i>Past</i>	<i>Sentence</i>
paint + ed	painted	Cecile painted last week.
disappear + ed	disappeared	Our ladder disappeared.
skate + d	skated	Hans and I skated fast.
decide + d	decided	We decided to move east.

EXERCISE #12A

Read the following **anecdote**. Underline 20 action verbs. In the table on page 56, write any ten of these action verbs in present and past time. See the examples on page 56.

FILMMAKERS



“No, no, no!” the director screamed. “Cut!” She stormed onto the set and faced the leading actor.

“That’s no way to fall down a staircase!” she fumed. “What’s the matter? Are you afraid of messing up your shirt or getting a scratch on that pretty face of yours?”

The actor knew enough about this woman’s temper to not try to defend himself. Let her yell for a minute or two. Then they could all **resume** work and shoot the scene.

“We can’t shoot this scene if you’re going to be **cowardly** about it!” the director raged. “Watch me. I’ll show you how easy it is.”

She climbed to the top of the stairs and took the position the actor was supposed to take. Then her body tipped toward the steps, and she tumbled to the bottom. The director landed in a heap at the foot of the stairs.

She looked up at the actor from her **disgraceful** pose on the floor and said, “Now do you think you can do it right?”

“I suppose so,” the actor said.

“Good,” the director said. “Everybody move back into position for the shot. Oh, and by the way, somebody call an ambulance. My ankles are broken.”

Adapted from Jokes and Anecdotes, Joe Claro, ed., New York: Random House, 1996, pp. 114-115.

<i>Present</i>	<i>Past</i>		<i>Present</i>	<i>Past</i>
<i>scream</i>	<i>screamed</i>		<i>messing</i>	<i>messed</i>

LESSON #13

Action Verbs - Future

The last two lessons were about action verbs with present and past time. This lesson will focus on action verbs in future time. A verb that shows an action that *will happen* is in the *future*. Add the word *will* before the verb to show future time. Here are some examples.

<i>Present</i>	<i>Past</i>	<i>Future</i>
I <i>lock</i> doors. She <i>locks</i> doors.	I <i>locked</i> them yesterday.	I <i>will lock</i> them again.
You <i>need</i> a bus pass. He <i>needs</i> a bus pass also.	He <i>needed</i> a bus pass earlier.	She <i>will need</i> a bus pass soon.

EXERCISE #13A

Read the following **article** about **exotic** animals. Read it as many times as you need to. Mark an **F** above 5 action verbs that are in **future** time. Mark **PR** above 5 action verbs in **present** time. Mark **PA** above 5 action verbs in **past** time.

Here are some examples:

F	PR	PA
will sell	visiting	replaced

EXOTIC AGRICULTURE

Visiting a farm in Canada these days may show you something you did not expect to see. The horses, pigs, chickens, cows, and sheep have been replaced on many farms by uncommon looking creatures. Some of these animals are a long way from their **original** countries and some have been in Canada **centuries** longer than some of us.

Two examples of **imported** animals are the emu and the ostrich. They are both from Australia. These birds are called ratites (RAT-tites) , which means they have flat breastbones and very small wings, making them unable to fly. These birds first appeared on Canadian farms in the 1980's. They are valued for their hide, meat and oil but the **market** for these products is still small in Canada. Most ratite farmers will sell their birds as **yearlings** or as adult breeding pairs. The start-up cost for an emu or ostrich farm is high.

Two animals which are imported from South America are the llama and the alpaca (al-pak-a). They are smaller **relatives** of the camel but have no humps. They are used as pack animals in the Andes Mountains. Llamas and alpacas have fine soft hair which is used to make wool and cloth. They also make good pets for children. An adult breeding llama will cost \$30,000 or more. Probably, the llama

population in Canada will grow quickly because they are easy to raise. They have good **digestive** systems, easy births and don't mind Canadian winters.

Another animal being raised on farms once roamed the Canadian prairies in herds numbering in the millions. Native peoples used buffalo or bison as an **essential** source of food and clothing. Very little was wasted when bison were killed. Even so, due to European settlement of the West and over-hunting , there were few bison left by the late 1800's. One hundred years later, Canadian ranchers are raising bison on farms. These animals are also easy to care for as they don't require barns in the winter and can survive on very short grasses for food. Very likely, **consumers** will increase their demand for the meat as it is something new and tastes something like beef.

Raising huge birds or very hairy mammals that are very unlike horses and cows will need study and careful **investing**. But the change in new and more **sustainable** products will make the effort rewarding to both ranchers and shoppers.

Adapted from Themes from Rural Life: A Resource Book for Adult Literacy and ESL, by Dan/Ellen Friesen, Dauphin: Brown's Triangle Printing, 1998.

EXERCISE #13B

Underline the correct verb to complete each sentence.

- Tomorrow I (fly, will fly) to Saskatoon on a small plane.
- Now a trip to any city in Canada (lasts, lasted) no more than a few hours.
- Years ago, people (travel, traveled) more slowly with the use of animals.
- Back then, they (will sail, sailed) to other continents.
- Now travelers (ride, will ride) everything from bicycles to rockets.
- Vehicles of the future (burned, will burn) less fuel.
- Walking and cycling (remained, remain) as the healthiest ways of travel.
- Someday, I (go, will go) on a cycling tour of Europe.



LESSON # 14
Irregular Verbs

We have learned that for some action verbs, we must add *d* or *ed* to change the verb to past time. That does not hold true for all action verbs. Some verbs have to be changed in special ways to make them show past time. Here are some examples.

<i>Present</i>	<i>Past</i>
take, takes	took
throw, throws	threw
keep, keeps	kept
ride, rides	rode
begin, begins	began
spend, spends	spent
eat, eats	ate
give, gives	gave
go, goes	went
see, sees	saw
write, writes	wrote
find, finds	found
drink, drinks	drank
come, comes	came
say, says	said

EXERCISE #14A

Read the following **biography**. There are ten verbs written in the wrong form. Write the correct form above the incorrect forms. Example: *came*
comed

TED ROSS: MUSICIAN

Ted Ross believes in music. It has carried him through good times and bad. His guitar and strong tenor voice show his passion for music.

For fifteen years, Ted travelled around Canada with a country band. He covered many miles on the road, but he doesn't remember most of it. Ted drank his first bottle of alcohol at age nine and that was the beginning of his problems.

Whenever Ted played, he put his body, heart and soul into his music. He said, "Nothing mattered but the music." To relax after a gig, Ted would need to calm down to get some much needed sleep. He began to drink more heavily and soon he was drinking himself out of the business.

Ted was not ready to give up his music for his drinking problem. He realized he had to make a choice and he decided to quit drinking. He said the

first six months were the worst. But he taked each day one step at a time.

Most of Ted's work was in bars where he seed a lot of people who lived his old lifestyle. He finded it hard to believe that he had behaved that way. But Ted has kepted away from having a drink for more than two years. He says he doesn't miss it and wishes it hadn't taken him 33 years to grow up.

Ted continues to draw strength from his childhood memories of hunting and trapping and surviving in the bush. He also feels good about hanging on to the money he makes instead of seeing it spended on alcohol. Now he owns a house in Edmonton, the city where he plays most of his gigs. Ted is also working at finishing his high school which he really enjoys. That means playing music part time for now.

Music is a gift and a dream to Ted Ross. In a few years, he hopes to be among the best. He says it all boils down to love. "I love what I do, and I also love myself. Without loving myself, I can't do anything."



Adapted from Northern Lights by Shari Mitchell, Alberta: EJHS Literacy Publications, 1994.

EXERCISE #14B

Write sentences using the following irregular verbs. The present time of each verb is given in (brackets). Use the bold words, which are in past time, in your sentences.

- **ate** (eat) _____
- **wrote** (write) _____
- **drank** (drink) _____
- **knew** (know) _____
- **rang** (ring) _____
- **rode** (ride) _____
- **threw** (throw) _____
- **froze** (freeze) _____
- **brought** (bring) _____
- **wore** (wear) _____
- **broke** (break) _____
- **went** (go) _____

LESSON #15
Using Verbs with Nouns and Pronouns

The way a verb is used in a sentence depends on the noun that is being used.

If a noun is *singular* or if the pronouns, *he*, *she* or *it* are being used, *the verb must end with an s*. Read the examples.

<i>Nouns or Pronouns</i>	<i>Verbs</i>	<i>Sentences</i>
fence	is	The fence is broken.
Rudy	hides	Rudy hides his chocolate.
she	runs	She runs to first base.
it	reaches	It reaches to the sky.

If the noun is *plural* or if the pronouns *I*, *we*, *you*, or *they* are being used, *the verb does not end with an s*. Read the examples.

<i>Nouns or Pronouns</i>	<i>Verbs</i>	<i>Sentences</i>
fences	are	The fences are hidden.
men	hide	The men hide their candy.
they	run	They run around the park.
I	reach	I reach for the butter.

EXERCISE #15A

Read the following article and choose the correct verb to match the noun before the verb. Underline the correct verb. Look at the examples.

GALAXIES

A galaxy (are, is) a giant star **system** which (includes, include) **solar** systems, stars, comets and meteors. Our planet Earth (is, are) part of a solar system which is part of a galaxy called the Milky Way. There (is, are) more than 100 billion stars in our galaxy. The Milky Way and everything in it slowly (spin, spins) around and (moves, move) through space at the same time.

From a top view, the Milky Way (looks, look) like a **spiral**. A side view (show, shows) that it is thicker in the middle than on the ends. You might say it looks like two fried eggs placed back to back.

Astronomers (know, knows) that galaxies exist in groups. The nearest galaxy to the Milky Way (are, is) the Andromeda galaxy. It is much larger than the Milky Way. On a clear night, it (appear, appears) like a faint cloud in the sky. Altogether, there (is, are) about 20 galaxies in our group of galaxies.

Stars (is, are) one of the main parts of a galaxy. Stars may look like small

points of light in the sky, but they are really huge balls of gas at very high temperatures. A star (begin, begins) as a cold, thin cloud of hydrogen and other gases, which is called a nebula (NEB yoo lah). This nebula slowly (start, starts) to spin. **Gravity** (make, makes) the gases cave in toward the centre of the nebula. The particles in the gases (hit, hits) each other and (give, gives) off heat. The nebula **collapses** even more and the centre (become, becomes) so hot it (starts, start) to shine. A star is born. This process may take 20 million years.



At night, the stars look like they are twinkling. In fact, they only (appear, appears) to twinkle because their light has to pass through the Earth's **atmosphere** before we can see it. The atmosphere is made up of layers of air around our planet which (is, are) constantly moving. The moving air (causes, cause) the light from the stars to be unsteady.

Adapted from Night Skies by Linda Hall/Diane Webber, Alberta Assoc. For Adult Literacy, Edmonton, Lone Pine Publishing, 1991.

EXERCISE #15B

Circle the verb that correctly completes each sentence.

- Constellations are groups of stars which (makes, form) patterns in the sky.
- If you live north of the **equator**, you can (see, watches) the Big Dipper all year.
- The colour of a star (show, tells) how hot it is. Blue-white stars are the hottest, red stars are the coolest, while yellow stars are somewhere in between.
- The Earth's moon (orbit, travels) around our planet about once a month.
- A day on the planet Mercury (is, last) longer than one of its years.
- Venus has a very thick atmosphere which (make, keeps) it at temperatures over 400 degrees Centigrade.
- Earth is the only planet in our Solar System that (support, grows) plant and animal life.
- **Scientists** (believe, knows) that Mars was once a warm planet with flowing water.
- Sherry is an astronomer and she (study, studies) the objects that make up the universe.
- Geologists study minerals and rocks and they (know, searches) where gas and oil can be found.
- Eric is a scientist who studies the **environment** and he (study, explores) ways to control **pollution**.

LESSON #16
Verbs - Adding s or es

We can add an *s* to most verbs so that they can be used with singular nouns and some pronouns (he, she and it). To verbs that end in *ss*, *ch*, *sh*, *x* or *z*, we must add *es*. Here are some examples.

<i>Verb</i>	<i>Add es</i>	<i>Sentence</i>
miss	misses	Jon misses his friend.
scratch	scratches	He scratches his ear.
dash	dashes	It dashes across the street.
fix	fixes	She fixes the toaster.
buzz	buzzes	The fly buzzes around the light.

EXERCISE #16A

Read the article on the next page and look for the underlined verbs ending in **ss**, **ch**, or **sh**. List the verbs in the table at the end of the article.

PORPOISES AND PEOPLE

In 1971, in the waters of the Indian Ocean, a small boat lost its engine power. A large wave splashed against the boat and overturned it. It quickly sank and three people drowned. One determined 23-year-old woman decided to swim for the coast. Her foot was slashed and bleeding and some sharks picked up the **scent**. As the sharks reached their prey, two porpoises suddenly appeared at the swimmer's side. The sharks guessed they would not win in a battle with the porpoises so they swam away. The woman still had 25 miles of ocean to cross. She was a strong swimmer but her strength was not enough, and the porpoises helped her to stay afloat until she reached a **buoy**. Here she waited for her **rescuers**. Yvonne Vladislavich insists she owes her life to the porpoises.

There are many more stories of porpoises saving drowning swimmers or guiding lost boats through fog and dangerous waters.

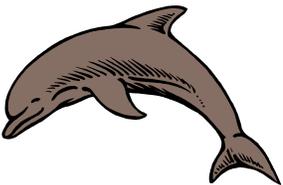
Unlike fish, porpoises must pass air through their lungs every six minutes.

They can **inhale** two gallons of air within half of a second. A

porpoise brain is 20 - 40 % larger than that of humans. Porpoises

communicate with each other through clicking and whistling

sounds. They politely keep silent until the other porpoise is finished "talking."



The **intelligence** of porpoises has made them of interest to army people and business people wanting to make a profit. The United States army uses them to find objects under water and to attack sharks that are **harassing** rescue workers. Zoos and circuses use caged porpoises to **entertain** tourists. Movie and television producers use porpoises for lead roles, such as in the movie “Flipper”. Some countries kill porpoises, along with tuna fish, for food. Other groups are working hard to cut down on the catching of porpoises for greedy purposes and to save them from **extinction**.

Adapted from Topics for the Restless, Book Four, Edward Spargo, ed., Robert Benkovitch, author, R.I.: Jamestown Publishers, 1989.

Verbs ending in sh, ch, or ss	Change verb to present time by adding <i>es</i>
Example: reached	reaches

LESSON #17
Verbs Ending in “y”

To verbs that end with a **vowel** and a **y**, we can just **add s**, so that it can be used with a singular noun and some pronouns (he, she or it). Read the examples.

<i>Verb</i>	<i>Add s</i>	<i>Sentence</i>
buy	buys	<i>Jacob buys</i> gloves.
pay	pays	<i>She pays</i> her worker.
enjoy	enjoys	<i>Rover enjoys</i> cat food.

To verbs that end with a **consonant** and a **y**, we need to **change the y to i and add es**. Here are some examples.

<i>Verb</i>	<i>Add es</i>	<i>Sentence</i>
fry	fries	<i>Alex fries</i> the potatoes.
carry	carries	<i>It carries</i> the boxes.
reply	replies	<i>Ana replies</i> to my question.

EXERCISE #17A

Read the article on the next page. Copy the underlined verbs into the table at the end of the article.

KILLER BEES

In 1957, twenty-six bees got away from a station in Brazil, South America, where scientists were studying bees. The escaped bees were a **hybrid** of the honey bee and the African bee.

Like most bees, these hybrids fly about looking for food. They stay in beehives. They **reproduce** by means of the queen bee which lays eggs. They sting. They **produce**



honey. They are a lot like your everyday little honey bees. But these hybrids are known as killer bees and people are a lot more afraid of them than honey bees.

What makes these insects seem so terrifying? Do we need to worry about them? Won't they buzz off if they smell insect **repellant**, just like mosquitoes or flies?

In fact, these killer bees have a sting that is no worse than that of honey bees.

What makes them different is in the way they attack **intruders**. They will keep on trying to sting for a much longer time than honey bees would.

By 1990, the killer bees had reached the United States border and were moving north. Experts say that even if they carry over to Canada, there will not be a large number of them. Our **climate** may be too cold for them.

LESSON #18

Verb: Be

The verb *be* must be used correctly depending on which noun or pronoun is being used. The different forms of the verb *be* are as follows:

Am is are was were

Use *am* with the pronoun *I*. Use *is* with a *singular noun* or the pronouns *he, she, or it*. Use *are* with a *plural noun* or the pronouns *we, you, or they*.

Here are some examples.

<i>Nouns or Pronouns</i>	<i>Verbs</i>	<i>Sentences</i>
I	am	" I am Herb," said the speaker.
Vicky	is	Vicky is a good mechanic.
he	is	He is a seafood cook.
it	is	It is a cloudy day.
they	are	Are they going on a hike?
chairs	are	These chairs are comfortable.
we	are	We are meeting at 11:30.

Use *was* with a *singular noun* or the pronouns *I, he, she,* or *it*. Use *were* with a *plural noun* or the pronoun *we, you,* or *they*. Here are some examples.

<i>Nouns or Pronouns</i>	<i>Verbs</i>	<i>Sentences</i>
Julia	was	Julia was at the restaurant.
I	was	I was on a plane.
it	was	It was a boring evening.
dogs	were	The dogs were playful.
we	were	We were a happy family.
you	were	Were you dating?

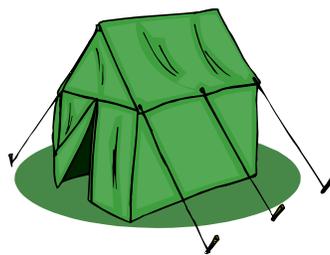
EXERCISE #18

Read the following story and correct the mistakes. There are five errors in using the *be* verbs (*am, is, was, are, were*). Write the correct verb above the error. If it is hard to find the errors, try reading the story aloud.

A HELPING HAND

Wanting to help others is a very human feeling. Wanting to help and not finding the time or energy to help is very human too. There are likely more people in the second **category** than in the first. But everyone knows at least one person who wants to help and does it.

One such person are Nancy Pocock. She is one of the Quakers, a group sometimes called “The Society of Friends”. Some people call her “Mama Nancy.” Nancy is part of a group that helps **refugees** from Central America. Refugees are people who have left their countries because their lives and the lives of their families was in danger. The danger often comes from **political** unrest or disasters such as earthquakes and floods. When the refugees arrive in Canada, they have no money, no **identification**, and have a hard time with speaking the language. This



is where Mama Nancy steps in.

She says, “I be here to help people who need help. I never ask about their politics or their religion. They is people, and so we help.”



Help is what they get. Nancy and the others on her **committee** look for housing for the newcomers. She gets them food and clothing. Nancy helps them look for jobs, jobs like the ones they had in their own country or jobs where they are able to learn new skills. If Nancy would like more co-operation from the government, she will even **picket** in front of their offices. She does this to draw public attention to the problem. Often this works. When **officials** see a 78-year-old woman standing out in the rain, it makes them want to get busy. Mama Nancy does not just *want* to help.

Adapted from The Style of Vocabulary Canada, by Ken/Cecile Weber, Canada: Globe/ Curriculum Press, 1991, p. 72

EXERCISE #18B

Fill in the blanks with the correct verb from the box. There may be more than one right answer for some sentences. Read them aloud to see if they sound right.

am	is	are	was	were
----	----	-----	-----	------

- Did you know that I _____ a refugee from Cambodia?
- My family _____ separated when we left that country.
- We _____ afraid of being killed or tortured for no reason.
- The children _____ very hungry as they walked miles toward freedom.
- It _____ hard to come to a new country and learn a new culture.
- My brothers _____ happy to be employed and not live in fear.
- Our parents _____ still in the old country.
- I have a sister named Ann, and she _____ staying in Thailand with relatives.
- To all the people who helped us get settled, we _____ very grateful.

LESSON #19**Adjectives**

An adjective is a word that describes a noun or a pronoun. The adjective can come *before* or *after* the word that it is describing. Here are some examples.

<i>Adjectives</i>	<i>Nouns or Pronouns</i>	<i>Sentences</i>
purple	daisies	Purple daisies are growing.
little	children	Little children need care.
angry	bull	The angry bull charges.
fast	car	There is a fast car.
huge	pizza	That pizza is huge.
tall	she	She is tall.
noisy	it	It is noisy.

EXERCISE #19A

Read the poem on the next two pages. Underline 10 adjectives. Above 5 of these adjectives, write another one that you can think of to describe the same noun or pronoun. See the two examples:

*Dancing**Light golden*At this waving play of lightPale yellow lights

NORTHERN LIGHTS

At this waving play of light,
I never tire of gazing long.
They cast a dizzy spell over my senses.
I cannot tear myself away.
The lights begin to dawn,
Pale yellow **spectral** lights and
Shades of unearthly green and ghostly red,
Behind the blackened hills in the east,
Like the reflection of a blazing fire far away.
Soon the whole eastern sky
Is one glowing curtain of fire.
Now it fades again,
Then gathers in a brightly **luminous** belt of mist,
Stretching, stretching,
Leaving only patches of haze.
Scattered rays suddenly shoot up from the burning mist,
Leaping almost to the **zenith**, then more

Playing over the shimmering belt
In a wild chase from east to west,
Darting nearer,
Leaping past.
From a long, long way off,
Suddenly a perfect **veil** of rays
Showers from the zenith
Out over the northern sky.
They are so fine and bright
The finest of gleaming silver threads.

Adapted from Northern Lights and Fireflies, John McInnes/ Emily Hearn, eds.; Fridtjof Nansen, author, Canada:
Thomas Nelson & Sons Ltd., 1971.

LESSON #20
Adjectives - What Kind, How Many, Which One

As we learned in Lesson #19, an adjective is a word that describes a noun or a pronoun. There are different kinds of adjectives.

Some adjectives describe the noun or pronoun by telling *what kind* it is.

Here are some examples.

<i>Adjectives</i>	<i>Nouns or Pronouns</i>	<i>Sentences</i>
strong	wind	The wind is strong.
gray	wolf	I saw the gray wolf.
careful	they	They are careful.

Other adjectives describe the noun by telling *how many*.

<i>Adjectives</i>	<i>Nouns or Pronouns</i>	<i>Sentences</i>
six	mugs	Six mugs are on the shelf.
most	fruit	Most fruit is ripe by now.
few	deer	Few deer live nearby.

Still other adjectives describe the noun by telling *which one*.

<i>Adjectives</i>	<i>Nouns or Pronouns</i>	<i>Sentences</i>
this	poem	I wrote this poem.
that	house	That house is unpainted.
these	animals	She owns these animals.
those	people	Those people are lonely.

EXERCISE #20A

Read the story on the next page and watch for adjectives that describe *how many* and *which one*. They are underlined. Copy them into the correct columns at the end of the story.

TAKING FORT DETROIT

The first battle of the War of 1812 was fought and won without any lives being lost. It was won because of the wit and **forethought** of one Shawnee chief named Tecumseh (tuh-CUM- suh). This chief became known as one of the best leaders in that war between the United States and Canada. At least, Tecumseh knew how to plan ahead and that skill helped him to outsmart the American **generals** time after time.

The Battle of Fort Detroit began with the American general, William Hull, safely tucked away in his fort at Detroit. Hull had twice as many men as the Canadian side. He also had much larger cannons. Even so, for some reason, Hull was afraid of Tecumseh and Tecumseh knew it. The **wily** chief decided to use this fear in his own favor.

There were only about 600 men fighting with Tecumseh at the time of this battle. Tecumseh decided to make that number seem bigger. He ordered his men to **sprint** across a clearing, one at a time, in full view of the American fort and General Hull. Once they reached the other side of the clearing, those men were to return to their starting point by sneaking back through the woods.

Inside the fort, General Hull watched these men running and **assumed** they

were changing their position to attack the fort. He was counting the men as they crossed the clearing. They just kept coming and coming. There were definitely more soldiers here than he had expected. Where had Tecumseh found all these men? he thought. General Hull's fear was **increasing** by the minute.

Then, as if to prove to Hull that he was on the losing side, a single cannon ball landed right in the middle of his fort. The Canadian commander, Sir Isaac Brock, had decided to try out his puny cannons across the Detroit River and got lucky. This was too much for poor General Hull and he **hoisted** the white flag. So ended the Battle of Fort Detroit which was never really a battle at all.

Adapted from The Style of Vocabulary Canada by Ken/Cecile Weber, Toronto: Globe/Modern Curriculum Press, 1991, p. 46.

<i>Adjectives saying "how many"</i>	<i>Adjectives saying "which one"</i>
Example: any	Example: his

EXERCISE #20B

Fill in the blanks with any adjectives that tell what kind, how many or which one.

Tom went to _____ Park in northern Ontario. In the park, he set up _____ tent. Tom usually made his own lunches. He had learned how to make _____ pancakes. He often fished for _____ trout which he ate with his beans and tea. Because there were _____ roads, Tom learned to canoe. This was easy because there were _____ rivers in the park. Tom noticed _____ things to paint. This northland became Tom's _____ home. In spite of the _____ bugs and _____ nights, he loved it there. He learned how to sketch quickly and use the _____ colours of the _____ animals and the trees and sky. With time, Tom began to make _____ money by selling his paintings.

Adapted from Tom Thomson: The Man and His Legend by Lorraine Devorksi, Ottawa: Canadian Library Assoc., 1986.

LESSON #21
Adjectives for Comparing

When we want to compare *two* persons, places or things, we change the adjective. If the adjective is a *short* word, we add *er*. If the the adjective is a *longer* word, we add the word *more*. Here are some examples.

<i>Adjectives</i>	<i>Sentence</i>
high	This is a <i>high</i> hill.
higher	This hill is <i>higher</i> than that hill.
delicious	Lemon pie is <i>delicious</i> .
<i>more</i> delicious	Lemon pie is <i>more delicious</i> than apple pie.

When we want to compare *three or more* persons, places or things, we change the adjective in a different way. If the adjective is a *short* word, we add *est*. If the adjective is a *longer* word, we add the word *most*.

<i>Adjectives</i>	<i>Sentence</i>
high	Is that a <i>high</i> cliff?
highest	Is that cliff the <i>highest</i> of all?
delicious	The plum pie was <i>delicious</i> .
<i>most</i> delicious	The plum pie was the <i>most delicious</i> of all.

EXERCISE #21A

Read the following findings of a **survey** printed in Maclean's magazine. The **data** was collected in February, 1998. Fill in the blanks or underline the correct word in the sentences at the end of the survey.

COUCH POTATOES

When 1,400 Canadians were surveyed about certain winter sports in February, 1998, it was found that more people were likely to stay home and watch the sports on television, than get out in the cold and **participate**. Here are the **percentages**.

	Watch on TV	Participate in
Hockey	41	9
Ice Skating	27	13
Downhill Skiing	8	7

Adapted from Maclean's, Vol. III, No. 45, Toronto: Maclean Hunter Publishing Ltd., Nov. 9, 1998, p. 12.



- According to the survey, the most watched winter sport is _____.
- Of the three sports given, the least watched winter sport is _____.
- The (most enjoyable, enjoyablest) sport to participate in is ice-skating.
- About the same percentage of Canadians enjoy watching and participating in _____.

EXERCISE #21B

Read the following findings of a survey printed by Maclean's magazine in November, 1998. Choose the correct words in the sentences after the survey.

CHILDREN AND FAMILIES

* Percentage of children who live in a two-parent family:	80
*Percentage of children in lower- income families who have a behaviour problem:	15
*Percentage of children in higher-income families who have a behavior problem:	9
*Percentage of children, aged 6-11, who had a behavior problem in 1996:	20
*Percentage of children, aged 6-11, who had a behavior problem in 1994:	10

Adapted from Maclean's, Vol III, No. 45, Toronto: Maclean Hunter Publishing Ltd., Nov. 9, 1998, p.12.

- **According** to the survey, the (least, greatest) number of children live in two-parent families.
- The survey says that the (lesser, higher) number of children with behaviour problems come from lower-income families.
- The survey leads us to believe that there are (more, less) children with behaviour problems now than in the past.
- The survey is giving information about (younger, older) school children.
- The survey tells us nothing about why the behavior of children from higher-income families is (more acceptable, acceptabler).

LESSON #22
Adjectives for Comparing - Spelling Changes

As we learned in Lesson #21, adjectives can be used to compare nouns. We learned when to add *er* and *est* and when to use “more” and “most”. Here are some spelling rules to follow when you are adding *er* and *est*.

If the adjective ends with a *single vowel and consonant*, we need to *double the consonant* and then add *er* or *est*.

If the adjective ends with a *silent e*, we need to *drop the e* and add *er* or *est*.

If the adjective ends with a *consonant and y*, we must *change the y to i* and add *er* or *est*. Here are some examples.

	Adjective	Add er	Add est
Double the consonant	big hot	<i>bigger</i> <i>hotter</i>	<i>biggest</i> <i>hottest</i>
Drop the silent e	brave wise	<i>braver</i> <i>wiser</i>	<i>bravest</i> <i>wisest</i>
Change the y to i	funny scary	<i>funnier</i> <i>scarier</i>	<i>funniest</i> <i>scariest</i>

EXERCISE #22A

Read the following article. The underlined adjectives are listed in a table at the end of the article, where you will be asked to change them.

MEN IN ADVERTISING



“Our goal is to make money with our products. How can we make these products attractive to men? What pictures of men do men want to see on television? What **images** can we make them *think* they want to see?” These are questions that advertisers ask themselves. In short, they really are asking “What is a man?”

How do you see men being shown on television and in magazines? Most **advertisements** show men who are in charge, men who are quiet and logical thinkers, and men who are so strong they don’t need anyone to help them. Often, they are tough cowboys or construction workers or rich businessmen. They usually have a lot of muscle. When men are shown with other men, they are often not friendly toward each other. When they are shown with women, it is usually in a sexual relationship where the man is dominant. These men protect women and children from harm, always just in the nick of time. Is this the way all men really

are or is this the way the **media** wants them to be? Or is it a little bit of both? Does this kind of advertising allow men to be themselves or does it make them fit into a **stereotype** that is not being true to who they really are?

There are a few newer ads that show men behaving in different **roles**. These men are shown with their families, holding small children, and having non-sexual friendships with women. These ads show men being caring and sensitive to other men. These “new” men **express** their feelings and know how to accept help from others. They know how to do laundry and wash floors and cook great meals. How comfortable are men and women with these **non-traditional** ads? Advertising companies believe that some men like these images or they would not be using them. In today’s world, these **commercials** can make money as well.

In any case, men and all other **consumers** need to know that images are used to make money. But images can also shape the way men think and feel about themselves. Who is taking control of a man’s behaviour - the man or the media?

Adapted from Media & Values, No. 48, Elizabeth Thoman, ed., Tom Nakayama, author, Toronto: Center for Media and Values, Fall, 1989, p. 17.

Write the words in the first column in the different forms. If the word is longer, use *more* and *most*. If the word is shorter, add *er* and *est*. If you are unsure, try saying the words aloud to hear if they sound right.

	<i>Add er</i>	<i>Add est</i>		<i>Add more</i>	<i>Add most</i>
attractive				more attractive	most attractive
quiet	quieter	quietest			
silent				more silent	most silent
logical					
strong					
tough					
rich					
friendly					
sexual					
dominant					
true					
new					
different					
small					
caring					
sensitive					
great					
comfortable					

LESSON #23
Adjectives - Good, Bad

With some adjectives, we don't use any of the methods we learned about in Lessons #21 and #22. For the adjectives *good* and *bad*, we use special changes when we are comparing two or more nouns. Study the table.

<i>Adjectives</i>	<i>Comparing Two</i>	<i>Comparing Three or More</i>
good	better	best
bad	worse	worst



EXERCISE #23A

Read the article on the next page and look for five mistakes. Correct the mistake by writing the correct word above the wrong word. See the example.

WILD WEATHER

In January, 1999, a blizzard struck a region stretching from the Maritimes to southern Ontario. Canada's largest city, Toronto, was brought to a standstill as workplaces closed down and traffic could not move. It was so *bad* worse the Canadian Forces were called in to help. It brought freezing temperatures to the state of Maine, hitting an all time low of - 48 degrees Centigrade.

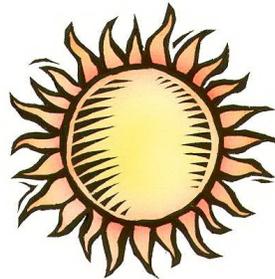
Other recent storms have been even badder. January of 1998 brought a **devastating** ice storm to Quebec, eastern Ontario and parts of the Maritimes. Three million people were cut off from electric power and more than 25 died as a result of the storm. Floods in the spring of 1997 forced 28,000 people from their homes in southern Manitoba. Hundreds of properties were badly damaged. A year earlier, 2,000 families were left homeless and 10 people died when floods swept through Quebec's Saguenay region.

Researchers say that the weather will continue to get worser. Rough weather will very likely become more frequent and more violent, as the Earth's temperature rises and **humidity** increases. For Canadians, this means more **precipitation**, mostly in the winter. Bad storms are predicted to increase by more

than 20 percent by the year 2040.

Canadians are not the only ones affected by the changing weather. The whole world lived through record heat in 1998, the worstest year in 500 years. Temperatures soared above 38 degrees in the United States, killing over 100 people. More than 2,500 died in India due to a hot spell. Hurricane Mitch was the baddest storm to hit Central America in 200 years, killing an estimated 11,000 in October, 1998.

If the warming of Earth's temperature is the reason for the changing weather and if air pollution is the cause of this warming, now would be the goodest time for all of us to clean up our act.



Adapted from Maclean's, Vol. 112, No. 04, Toronto: Maclean Hunter Publishing Ltd., Jan. 25, 1999, pp. 17-19.

EXERCISE #23B

Fill in the blanks with an adjective that best describes the noun. You may want to use *good, better* and *best* or *bad, worse* and *worst*.

Michael Jordan wasn't just the _____ basketball player of his time; he was the best of all time. Even though Larry Bird and Magic Johnson were top players, Jordan was _____. Not only was his offense amazing, he was also a _____ defender. Jordan's _____ defense was his strength of mind that helped him to stay focused on the game. His _____ faults were his overbearing treatment of his teammates and not being supporting of good causes in poor neighbourhoods. Even so, Jordan will go down in history as a magical, brilliant all-star.



Adapted from Maclean's, Vol. 112, No. 04, Toronto: Maclean Hunter Publishing Ltd., Jan. 25, 1999, pp. 54-55.

LESSON #24
Adverbs - How, Where, When

We have learned that adjectives are words that describe nouns. In this lesson, we are learning about adverbs. Adverbs are words that describe verbs. Adverbs describe verbs by telling *how*, *where* or *when*. Many adverbs end with *ly*. An adverb can come *before* or *after* the verb. Here are some examples.

	<i>Adverbs</i>	<i>Verbs</i>	<i>Sentences</i>
<i>How</i>	busily	cut	Mike busily <i>cut</i> the grass.
	quickly	threw	Melissa quickly <i>threw</i> the ball.
<i>When</i>	often	jog	I <i>jog</i> often .
	today	arrived	The flight <i>arrived</i> today .
<i>Where</i>	here	walked	I <i>walked</i> here with my spouse.
	nearby	live	Do you <i>live</i> nearby ?

EXERCISE #24A

Read the recipe on the next page and underline 8 adverbs.

HAWAIIAN SWEET AND SOUR MEATBALLS

Meatballs

2 pounds ground beef	1/2 teaspoon salt
2 eggs	2 tablespoons flour
1/4 cup onion, coarsely chopped	
1 clove garlic, finely chopped	

Thoroughly mix the first five ingredients. Gently form the mixture into balls. Roll the balls in the flour to coat them. Quickly fry the balls in 2 tablespoons of fat until nicely browned. Set them aside.

Sauce

6 tablespoons brown sugar	1/4 cup vinegar
1/4 teaspoon ginger	1 cup cold water
1/2 teaspoon garlic salt	6 tablespoons ketchup
1/4 teaspoon dry mustard	1 - 10 ounce can crushed pineapple
1/2 teaspoon salt	2 tablespoons soya sauce
1/2 teaspoon onion powder	
2 tablespoon corn starch	

Carefully measure and mix the dry **ingredients** for the sauce. Then, slowly stir in the wet ingredients, a little bit at a time. Stir until smooth. Add the sauce to the meatballs in the pan. Stir gently until the sauce is thick and bubbling. Reduce the heat. Cover the pan and simmer lightly for 10 to 20 minutes. Serve hot over fluffy boiled rice.

Adapted from Health and Hospitality by High Level Christian Fellowship Women's Ministries, Winnipeg: Gateway Publishing Co. Ltd., n.d.

LESSON #25
Adverbs for Comparing

When we compare the actions of two persons or things, we often use the word **more** with adverbs that end in **ly**. For some **short** adverbs, we add **er**. Look at the examples in the table.

	<i>Adverb</i>	<i>Sentence</i>
Add more	quietly	Evan talks quietly .
	more quietly	Don talks more quietly .
Add er	soon	She will arrive soon .
	sooner	Her daughter will arrive sooner .

When we compare the actions of three or more persons or things, we often use the word **most** with adverbs that end in **ly**. For some **short** adverbs we add **est**. Study the examples.

	<i>Adverb</i>	<i>Sentence</i>
Add most	quietly	This teacher works quietly .
	most quietly	He works the most quietly of them all.
Add est	soon	The meal will soon end.
	soonest	The cake will disappear soonest of all.

EXERCISE #25A

Read the article on the next page. Above the underlined adverbs, write another adverb that would also describe the verb. You could choose adverbs from the box on page 111 or think of your own.

RECORD BREAKERS

How many Canadian athletes can you think of who have broken a record in any sport? One of the first that comes to mind is Wayne Gretzky who has more **consistently** broken records than any hockey player on offence. Before Susan Nattrass turned 31, she **single-handedly** won the world championship for trapshooting six times. World foot racing matches before World War I were most **dominated** by Canadian Tom Longboat. He **skillfully** ran 24 kilometres and set a record of 1 hour, 10 minutes and 18 seconds in 1912. Boxer Sam Langford **fearlessly** fought in five different weight **classifications** and held four different championships at one time.

Then there is the Canadian champion, Rick Hansen, who **daringly** rolled around the world in 792 days. He did it in his wheelchair starting in Vancouver in March, 1985 and completing in Vancouver in May, 1987. The trip wore out 117 tires and 11 pairs of gloves. He travelled through 34 countries and raised over \$20 million in **donations**. These records might be **unofficial** but they will likely never be beaten.

What does Rick Hansen have in common with Gretzky, Nattrass, Longboat, Langford and all other great Canadian athletes? They are all **completely** **dedicated** to giving all their energy to something they believe in.

regularly	masterfully	boldly	fearlessly	
totally	courageously	bravely	steadily	ably

Adapted from The Style of Vocabulary Canada by Ken/Cecile Weber, Toronto: Globe/ Modern Curriculum Press, 1991, p. 126.



EXERCISE #25B

Write sentences using the following verbs and adverbs.

climbed higher _____

sailed nearest _____

flew low _____

woke earlier _____

cried sadly _____

fit more comfortably _____

smiled most beautifully _____

stayed longest _____

LESSON #26
Adverbs - Well, Badly

Some adverbs change in special ways for comparing two or more actions. We cannot add ‘er’ and ‘est’ or use ‘more’ and ‘most’ with these adverbs. Study the following table and read the sentences.

<i>Adverbs</i>	<i>Comparing Two</i>	<i>Comparing Three or More</i>
well	better	best
badly	worse	worst

- Juan *plays* the saxophone ***well***.
- Juan *plays* the saxophone ***better*** than the guitar.
- Juan *plays* the drums the ***best*** of all.
- The snowmobile *ran* ***badly***.
- The car *ran* ***worse*** than the snowmobile.
- The ATV *ran* the ***worst*** of the three.

EXERCISE #26A

Read the biography on the next page. The underlined adverbs are not in the correct form. Write the correct form above each underlined adverb using these six words:

well, better, best, badly, worse, worst.

PROTECTOR OF HIS PEOPLE

Johnny Piche was five years old before he saw his first motor vehicle. He was a little Dene boy from Cold Lake and was used to travelling with a team of horses. When he finally did see a big noisy bus, he was forced to get into it. It took him to a boarding school far from home. He was treated bad and finally, at the age of 15, he ran away. Things at the school got gooder after 1968 when the school came under Native control.

At age 16, Johnny was working at his first job in a sawmill. The big guys made jokes about him but otherwise they treated him good and taught him everything he needed to know. Johnny learned how to do his goodest and how to be on time but he also learned how to drink and party.

After travelling across the country looking for other jobs, John came to Edmonton where he finished his high school. He also took courses at a college where he studied different kinds of **media** arts. John was asking a lot of questions about what he wanted to do with his life.

This was the time John joined the American Indian Movement. It was a **militant** group struggling for the well-being of Native people. The group worked at getting the attention of the public and used weapons to do it. Their **methods**

seemed to work weller than others because schools were built on reserves and more rights were gained for Native people.

John returned to his home in Cold Lake in 1977. He married, started a community newspaper and drove a school bus. He got a good job training people to become carpenters, plumbers and electricians. John's career went good for seven years but his marriage was getting worser. He became deeply depressed, quit his job, and moved to Edmonton.

Things were at their worstest when John began to abuse alcohol. He decided to move again, this time to the Northwest Territories. Here he found a job as a radio announcer at CBC. He stopped drinking and has not had a drink ever since.

John believes that his happiness comes from having found peace and power in knowing the Creator and knowing his culture. He learned how to pray in words he could understand surrounded by the beauty of the earth. He doesn't save his prayers for Sundays but prays whenever he wants to.

John is still working for his people but now he is working with the government it instead of against. He travels to all the reserves in Alberta and helps them to be prepared for disasters such as gas leaks, fires and floods. John Piche knows his place in his culture is to protect his people.

Adapted from Northern Lights by Shari Mitchell, Alberta: EJHS Literacy Publications, 1994.

EXERCISE #26B

The word *good* is an adjective that can describe a noun. The word *well* is an adverb that can describe a verb. Write *good* or *well* in each blank.

- Canada's national parks are a _____ haven for bears.
- Use your common sense _____ when you see a bear.
- Hikers and campers must hide their food _____.
- Bears have a _____ sense of smell and are easily lured to cooking odours.
- Taking dogs into bear country is not a _____ idea as bears seem to get upset by the mere sight of dogs.
- It is _____ sense to make a lot of noise in bear country as bears do not like to be surprised.
- Playing dead or climbing a tree to get away from a bear does not usually turn out _____.
- Running is also a bad idea because bears can run _____.
- You will do _____ to view bears from a _____ distance.



LESSON #27
Prepositions

To help us tell *where* something is or *where* something happens we use words such as: *around, below, in, out, by, up, down, into, under, between, near, over, across, after, at, behind, beside, on, off, to* and *from*. These words are called prepositions. Here are some sentences using these prepositions.

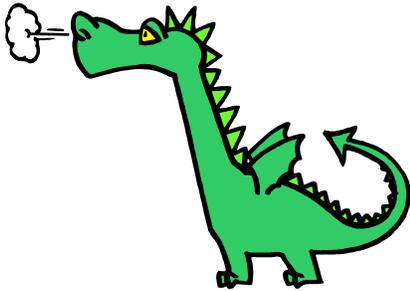
- The kettle is *on* the stove.
- I was sitting *between* Eric and Ken.
- Seals dived *into* the icy bay.
- I stopped *at* the post office.
- That word is not *in* the dictionary.
- Dessert is served *after* 7:00.

EXERCISE #27A

Read the children's story on the next page. Read it again and underline 20 prepositions.

DERRICK THE DRAGON

Near a range of high mountains, there lived a small kingdom of large dragons next to a village of mountain people. The dragons were very frightening with billows of smoke pouring from their nostrils. There was one dragon named Derrick who was smaller than all the others. He could produce only a small whiff of smoke and the bigger dragons left him out of their activities.



One day, Derrick decided to go to the village to get some attention. When he arrived, however, the people seemed too busy to notice him. Derrick felt **slighted** by their lack of attention, so he burned his name on one wall of the post office. People were definitely starting to look. To pretend that he didn't care, Derrick knocked over a stack of logs, which rolled into the horse wagons coming down the street. The people yelled at Derrick to be quiet and behave himself.

Derrick kept pretending that nothing mattered and started to juggle the logs. One log hit and smashed a window in the queen's castle, just as she put her head out the window. Of course, the queen was very angry. Derrick carelessly walked off toward the mountains.

A villager suggested that they should lock up the dragon in a cell without food or water so that he would learn some manners. The queen asked the crowd of villagers who was willing to put Derrick in a cell. No one spoke.

Finally, the queen's oldest son stepped in front of the crowd. "I am the queen's oldest child and I know the rules of our kingdom. I will teach the dragon," he said. The following day, when Derrick came down to the village again, the eldest son was ready for him, waving his book of rules. The boy told Derrick how rude and **destructive** he was and how Derrick had better start behaving. To show how fearless he was, Derrick blew a flame over the head of the boy. The boy dropped his book and ran to hide in the crowd of people.

The queen's second son said he could do a better job than that. He went up to Derrick with his helmet and sword and told him to fight or head back to the mountains. Derrick did not want to show his fear, so he lifted his tail and swatted the second son on the backside. The prince picked himself up and limped into the crowd.

The queen's youngest child stepped forward. He had no book of rules and no weapons, but he had an idea. He piped, "Why fight the dragon? I think he just needs some friends." The small boy walked up to the dragon and said, "Do you

think my friends and I could roast marshmallows in your flames? And we could go down to the brook and you could stick your nose in it and make steam for us.” Derrick looked pleased at all the attention he was getting but he was also confused about the boy’s fearlessness. One of the boy’s friends got brave and asked Derrick if they could visit him in the mountains. Derrick was quickly catching on and so he suggested they could ride up on his tail. The children eagerly **clambered** on to his tail. The adults in the crowd looked shocked and just a little jealous. Derrick started to realize that it was a lot more fun to be loved than to be feared.



Adapted from All About Teaching Peace by Elaine M. Ward, n.p., n.d.

LESSON #28
Connectives

If we want to join or connect two sentences that are talking about the same thing, we use words such as *and*, *but*, *or*, *because*, *yet*, *so*, *where*, *which*, *when*, *if*, *why*, *whenever*, *since*, *although*, or *while*. These words are called connectives. Here are some examples of using these words to join sentences. Notice that a comma is used before certain connecting words. Also, the connecting word can be in the middle or at the beginning of the two joined sentences.

- Anthony was freezing. His feet were wet.
Anthony was freezing, *and* his feet were wet.
- The stew is spicy. The soup is bland.
The stew is spicy, *but* the soup is bland.
- We can travel by air. We can travel by ship.
We can travel by air, *or* we can travel by ship.
- Stan is cranky. He is tired.
Because he is tired, Stan is cranky.
- You say you are her friend. You gossip about her.
You say you are her friend, *yet* you gossip about her.

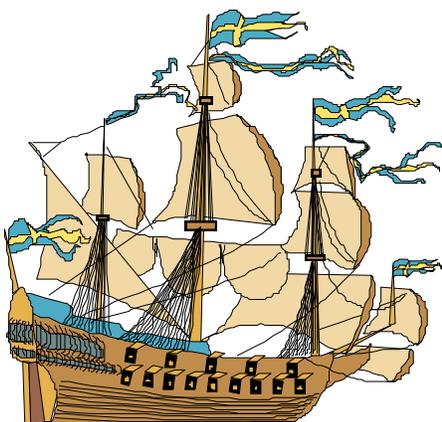
EXERCISE #28A

Read the following article and underline 10 connectives.

COLONIES FOR EUROPE

If you were to sail across the ocean in the year 1500, you would sail in a small ship. The trip would take months and your ship would always be in danger of being destroyed by storms or getting lost in the huge ocean. There were people

in those days who did not mind making the journey because they were paid a lot of money to search for and find new lands. They also loved the adventure. They were the explorers of the **Renaissance** period.



The explorers were looking for new lands for their kings to rule. They mostly came from Portugal,

Spain, France, and England. The lands they began to rule were called colonies. Ruling kings wanted colonies to help them become rich by having their **merchants** sell their goods to the colonies. Colonies could provide Europeans with goods such as metals, wood, furs, coffee, sugar and tea, yet colonies were not allowed to

trade with other countries or make things for themselves. This was done in order to keep them **dependent** on the king who ruled them.

Colonies could also provide ruling countries with workers for very little or no money. Men and women from African countries were brought as slaves to the colonies where they provided free labour. Native peoples were used to trap furs to sell and hunt animals for food for the explorers, while getting very little in return. The furs were sold in Europe for a lot of money. Ruling countries also wanted to teach people in the colonies to be Christians so that they would behave in certain ways and be easier to rule.

The country of Portugal ruled colonies in India, China, Africa and Brazil. The ruling country of Spain had colonies in North and South America where they searched for gold and silver. The king of France ruled land in Quebec and most of eastern Canada as well as land around the Mississippi River where they traded for furs. People from England came to North America to look for gold and also to find religious freedom.

England and France fought over who would rule North America. Their fight, which started in 1754, was called the French and Indian War. American Indians helped the French fight the English, but in 1763, England won the war.

This left England and Spain ruling most of North America. The people in the American colonies, though, were angry about having to pay taxes to the English king, so they fought for their **independence**. They won their **revolution** in 1781. At this time, England still ruled parts of Canada.



Adapted from World History and You by Vivian Bernstein, Austin: Steck-Vaughn Co., 1990, pp. 106, 114-117.

EXERCISE #28B

Join these sentences by using the connective given in brackets. See the first example.

- During the Middle Ages, the Roman Catholic Church was very rich. It was a powerful church. (and)

During the Middle Ages, the Roman Catholic Church was very rich and powerful.

- Some Catholics wanted to make changes in their church. They started the **Reformation** in the 1500's. (so) _____

- People were unhappy. They had to pay taxes to the pope and buy **indulgences** to have their sins forgiven. (because) _____

- Martin Luther was a Catholic priest. He became a leader in the Reformation.

(but) _____

- Christians could decide to remain Catholic. Christians could become **Protestants**. (or) _____

LESSON #29
Contractions

When we join a verb and another word to make one word, we form a contraction. We use an apostrophe (') (a-POSS-tr-fee) to take the place of any letters that are left out. Study the table for examples.

<i>Verb + Not</i>	<i>Contraction</i>		<i>Pronoun + Verb</i>	<i>Contraction</i>
did not	didn't		he will	he'll
were not	weren't		it is	it's
could not	couldn't		we have	we've
will not	won't		you are	you're
have not	haven't		I am	I'm
cannot	can't		they would	they'd

EXERCISE #29A

Read the following true story. Above each of the underlined contractions, write the two words which make up the contraction. Example: *have not*

haven't

IT'S NEVER TOO LATE



In the early morning hours of a summer day in July, 1987, Hulda Crooks began climbing the last leg of Mount Fuji in Japan. The slope was steep and slippery and the cold wind howled, but an hour before sunrise, Hulda made it to the top. There, a flapping banner waited for her. It read: “You Made It, Grandma Fuji.”

“Grandma Fuji” was 91 years old. Somebody asked if she would do it again. She replied, “I’ve learned never to **predict** what I can or can’t do. That’s what makes life exciting.”

Hulda started climbing mountains at age 66. She climbed to the top of 97 mountains by the end of 1986, one of them being Mount Whitney, the tallest mountain on mainland United States. She climbed that mountain 22 times. Hulda also started jogging at age 70. Her motto was: “It’s never too early, but it’s also never too late.”

Hulda Crooks grew up on a farm in Saskatchewan. She completed Grade 5 by the time she was 18, at which time she left to study in a boarding school. Her father wouldn’t pay for her education, so she worked in the school kitchen and sold books door-to-door. Hulda was an overweight teenager. She joined a church that

believed in eating only **vegetarian** food. This step helped her to become a healthy adult. At age 27, Hulda moved to California where she studied **dietetics** and married a college professor. Her new husband encouraged her to take up mountain climbing.

Hulda spent her last years giving talks on physical fitness, while **maintaining** an active lifestyle. She said, “The secrets of a long life are regular exercise, a good diet, and a peaceful mind. We can’t live any way we please, and expect doctors to cure us. We’re only allowed one body per customer, so be responsible with what you’ve got.” To older folk, she said that it was up to them to show others that life is worth living. “It’s up to us to keep our light shining and our banner flying.”

Adapted from Superstars in Action: Courage and Daring, Leslie Ford, ed., Austin: Steck Vaughn Co., 1989, pp. 36-37.

EXERCISE #29B

Write a paragraph describing an active older person that you know or write about what you would like to **accomplish** when you become a **senior citizen**.

EXERCISE #29C

Rewrite these sentences using contractions instead of the underlined words.

- Jennifer does not have young children.
-

- He will take a course at the university.
-

- Liz is sick so she is going to the clinic.
-

- They are walking but we are driving to the farm.
-

- I would appreciate a lift.
-

- It's 12:00 and we have just started the meeting.
-

- It has been snowing all week.
-

- You would be better off with less sweets.
-

GLOSSARY

accessories	(ak-SES-er-reez) things added on
accurate	(AK-kyur-rit) right, no mistakes
accomplish(ment)	something that has been completed
according	as it is stated in something
advertisements	(ad-VER-tis-ments) notices that makes people want to buy or get something
advertising	(AD-ver-ti-zing) putting out notices that make people want to buy or get something
agriculture	(AG-re-kult-chur) farming
ailments	sicknesses
ancient	thousands of years old
anecdotes	(AN-nek-dotes) short funny stories
article	piece of writing that gives information
attractive	good-looking and drawing attention
assumed	thought something without knowing the facts
astronomers	(a-STRON-um-merz) people who study objects in space
atmosphere	(AT-muss-feer) layers of air around the Earth

background	where, when, and how a person grew up or went to school
behaviour	(bee-HAYV-yor) the way a person acts
biography	(by-OG-gruf-fee) true story about a person
buoy	(BOO-ee) a floating object to mark a place in the water
business	a place of work where money is earned
cape	a point of land reaching into the ocean or lake
career	lifelong job
category	(KAT-ti-gor-ree) group of things that are alike
centuries	(SENT-chur-reez) hundreds of years
challenge	something hard but not impossible to do
character(istics)	(kare-ik-ter-rist-TIKS) how a person thinks and behaves
chemical	(kem-MIK-cull) substance made by people, not natural
citizens	people belonging to their country
clambered	climbed fast, scrambled
classifications	groups of different levels
climate	weather system
collapses	falls together
comedy	a show that is meant to be funny

commercials	(kum-MERSH-shulls) notices on radio or TV that make people want to buy something
committee	a small group of people that do a job together
communities	groups of people living and working together
complimentary	saying nice things about another
compost	to break down unused plant materials into soil to use in a garden
comprehending	understanding
consecutive	(kon-ZEK-yoo-tiv) in a row with no time between
consistently	doing something without a break for a long period of time, steadily
consonant	all the letters of the alphabet except for a,e,i, o and u.
consumers	people who buy or use goods and services
contours	shapes
convenient	(kun-VEE-nee-unt) easy to use, handy
cope	a way of making a difficult thing easier to live with
coveted	(CUV-it-ted) wanted very badly
cowardly	easily scared, opposite of brave

creator	maker
curfew	given time when one must be off the street
cylinders	the sliding pieces in an engine moving against pressure to make it run
data	a collection of information
dedicated	loyal, determined to stick to a goal
dependent	needing help
descriptions	(dis-KRIP-shins) words that tell about something
destructive	breaking and ruining
devastating	(DEV-is-stay-ting) crushing, destroying
diagonal	at a slant
dietetics	(di-e-TET-iks) the study of healthy eating practices
digestive	(di-GEST-tiv) breaking down food for the body to use
disgraceful	shameful
dominant	(DAW-men-nent) having the greatest control of someone or something
donations	gifts of money or items that help a cause
eco-tourism	(e-ko-TOOR-ism) travelling for pleasure without damaging nature

empowered	where someone has been given power
entertain	give a show that is interesting to people
environment	(en-VY-run-ment) the air, land, water, and wildlife around us
equator	an imaginary line that runs around the Earth between the North and South poles
essential	(es-SEN-shull) needed, cannot do without
evacuated	(e-VAK-yoo-ay-ted) made to leave home for the sake of safety
exhibition	(ex-i-BISH-un) for showing
exists	(ex-ZISTS) is alive or present
exotic	(ex-ZOT-ik) something different coming from another country
experienced	(ex-SPEER-ee-ensd) lived through
express	tell, by talking or showing or writing
extinction	(ex-STINK-shun) when a group of living things has been killed off
forethought	thinking ahead
fracturing	cracking
general	a top officer in an army
glacier	(GLAY-shur) a large body of ice that is moving very slowly

gravity	a force that makes objects fall
harassing	(HARE-es-sing) bothering and annoying without stopping
haunting	a sad, scary feeling that does not go away
hoisted	raised with a pulley
humidity	(hyoo-MID-dit-tee) wetness of the air
hybrid	when a living thing has two different kinds of parents
identification	(i-den-te-fe-CAY-shun) papers that give the name, birthplace, and age of a person
images	pictures of the real thing
imaginary	(im-MADG-e-nare-ee) not true to life, make-believe
imported	bought and carried into our country
income	money that is earned or received
increasing	becoming greater
independence	a state of not needing anything from an older or more powerful nation or person
indulgences	(in-DULL-gen-ses) papers saying that a person's sins were forgiven
ingredients	(in-GREED-e-ents) all the food items needed to cook or bake

	something
inhale	breathe in
innate	born with it
insightful	having new understanding
instilling	teaching
integrity	(in-TEG-rit-tee) honesty
intelligence	(in-TELL-e-gents) ability to understand
intruders	people or animals that come in without being invited or welcomed
investing	putting money into something and hoping to get more money back
league	a group of sports teams
legend	a story coming down from the past
literacy	knowledge of reading, writing and math that helps one to live
location	place
logical	(LODG-ik-cul) using reason instead of feelings to make sense of something
luminous	(LOO-min-us) glowing with light
maintaining	keeping something going that you have started
market	people wanting to buy

media	ways of communicating using radio, TV, newspapers, or billboards
merchants	people who buy goods or services in order to sell them for a profit
methods	ways of doing something
militant	(mil-le-TENT) using violent ways instead of peaceful ways to win a cause
millenium	(ma-LEN-nee-um) a period of 1000 years
modest	not bragging
mysterious	(miss-STEER-ree-us) unknown
narrated	told the story
national	covering the whole nation or country
necessities	(ne-SES-it-teez) things one cannot live without
non-traditional	new, not coming from the past
officials	(o-FISH-shulls) people who have control usually in the government
organic	(or-GAN-ik) plants or animals which are raised without the use of chemicals
original	(or-RIDG-e-nul) where something first started

ozone layer	a layer of air around Earth damaged by pollution
participate	(par-TIS-e-pate) take active part in
percentage	a number that tells how many parts out of 100 parts
period	a section of time
personal	private, about myself
picket	to wave signs and show that one disagrees with an employer's actions
playwright	person writing plays or dramas
political	(pull-IT-tik-cul) having to do with the way the government is run
pollution	how air, water and soil is made unclean through man-made waste
population	group of animals or people or plants
postponed	held back to a later time
poverty	poorness
practice	a professional job or business
precipitation	(pree-SIP-e-TAY-shun) rain, snow or ice falling from the sky
predict	say what will happen in the future
produce	(pro-DOOS) make
progress	moving ahead

properties	pieces of land
Protestants	(PRAW-dis-tents) people who left the Catholic church and followed Luther
public	all people, opposite of private
puny	(PYOO-nee) tiny and weak
recipe	(RES-sip-pee) directions for cooking or baking something
Reformation	(ref-or-MAY-shun) a period of time beginning in 1500 when people started making changes to the Catholic church
refugees	people that have to leave their home country because of war or hunger
regain	to get something back that was lost
regrets	wishing that things were done differently
relatives	coming from the same parents
relented	gave in
remodelled	made some changes but kept some of the original design
Renaissance	(ren-ne-ZONS) a period of time beginning in 1300 when there was a rebirth of learning and new ideas in Europe
repellant	a spray that offends insects

reproduce	(re-pro-DOOS) make more of themselves
rescuers	people who save others
researchers	people who look for information
resided	(re-ZIDE-ded) lived
resume	(re-ZOOM) start again
revolution	(rev-vol-LOOSH-un) the overthrow of a government or ruler
roles	patterns of behavior that are expected from men and from women
rural	(ROOR-ul) in the country
sabotage	(sab-e-TOZH) damage something so it cannot work
scent	smell
scientists	(si-en-TISTS) people who study living and non-living things
security	(se-KYOOR-it-tee) safety from crime
selection	a part chosen from a whole
senior citizen	person aged 65 years or over in Canada
single-handedly	without any help from others, alone
skillfully	with know-how, ably
slighted	being left out or not being considered important

solar	coming from the sun
spectral	something unearthly or ghostly
spiral	a shape that is twisting and turning up or down
sprint	to run at top speed for a short distance
stereotype	(STARE-e-o-tipe) widely held belief about a whole group of people that may or not be true of some of them
survey	information from a small group of people that may give information about a larger group of people
sustainable	(sus-TANE-e-bull) when something is done without destroying a natural supply of something else
system	a group of things that work together
threat	a scare
traditional	(tra-DISH-un-nul) coming from the past
uncharacteristic	(un-kare-ik-ter-IST-tik) not like himself or herself
unofficial	not having authority, not formal
unsuspecting	not thinking anything will happen
vegetarian	(vedg-ge-TARE-yun) person who eats mainly vegetables and fruit, grains, nuts, milk and cheese

vehicle	(vee-hik-cull) a tool used to move something
veil	(vale) a covering that is partly see-through
Victorian	old-fashioned, stuffy, like people were when Victoria was queen
vowel	the five letters a,e,i,o and u and sometimes y
wealthy	rich
wily	smart and sneaky
yearling	an animal between one and two years old
zenith	the very top of something

REFERENCE

Woodruff, G. Willard; Moore, George N.; and Ferguson, Frank E., Language Skills Practice Book, North Billerica: Curriculum Associates, Inc., 1988.

All other resources used are credited after each story or article used in this manual.

What do you think of this Workbook?

What is the title of this workbook?

Did you find this workbook useful? Yes__ No__ Why or why not?

Did you learn things that you wanted to know about? Yes__ No__

Example: _____

Do you think that you will use any of the ideas in your everyday life? Y__ N__

How: _____

Was the reading too easy__ just right__ or too difficult__?

Was the reading boring__ or interesting__?

I suggest: _____

Were the exercises too easy__ just right__ or too difficult__?

Were the exercises boring__ or interesting__?

I suggest: _____

Which other workbooks, if any, have you completed?

What other topics would you like to learn about in a workbook?

Do you think the workbooks are a good way to learn about these topics?

Yes__ No__

Do you think there are other ways to learn about these topics? Do you have any suggestions for us? _____

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