

3rd Edition

# SNAPSHOT

## Student Workbook

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Hi!

Welcome!

Conforms to  
the PROGRESSION  
of Learning

CHENELIÈRE  
ÉDUCATION

i+

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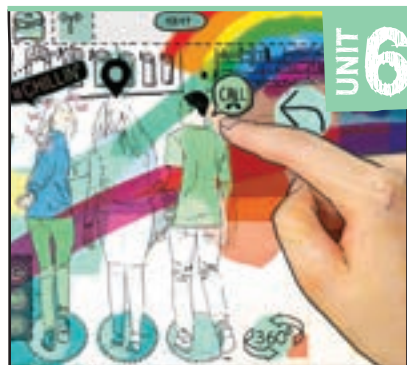
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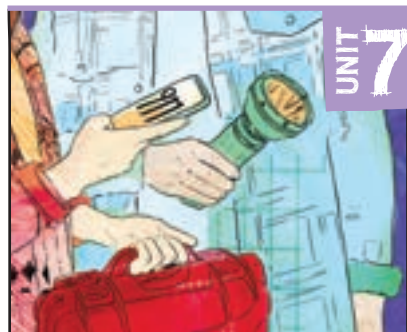
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Rubrics and Icons

Look for these rubrics and icons to find extra tools to accompany your learning.

**Strategy**

**Stall for time** to help you. Use *hmmm, just a second* or *let me think* when you need to think about how to agree or disagree during a discussion.

**Look Out!**

The negative contracted form of *was* is *wasn't*, *were* is *weren't* and *did* is *didn't*.

Go to pages 165 to 172 of the Grammar Section for more information, practice and access to an interactive workshop.

**Time to Talk**

- Choose a partner and pretend you are food critics. Talk about which menu you like and which menu needs improvement.
- Take turns ordering items from the menus.

Strategy boxes offer useful strategies for completing a task.

Look Out! boxes give you important additional information.

Reference boxes tell you where to find more grammar information or practice.

Time to Talk boxes offer more opportunities to practise speaking.

**Functional Language**

What snacks do you like?  
I will make some granola bars.  
Do you like carrot sticks?  
We will sell them for...  
I agree/disagree with...  
What will you bring?  
I like ants on a log!  
That sounds delicious!  
It has raisins on top.  
How do you say...?

Functional Language boxes provide the language you need for speaking tasks.

**Vocabulary**

Vocabulary boxes signal new words to learn.

**Glossary**

Glossary boxes provide definitions for difficult words or expressions.

**Audio** icons indicate that there is a listening activity or a recorded text.

**Watching** icons indicate that there is a video or animation to watch.

**Interactive Workshop** icons indicate that there is an online activity. There are extra listening, extra reading and grammar workshops.

**Verbs**

**SIMPLE PRESENT**

**Verb To Be**

**Affirmative**

We use the verb to be in the simple present for facts and present states.

Memorize the three forms: am, are, is.

Subject	Verb	Example
I	am	I am good at math.
You	are	You are a good athlete.
She/He/It	is	She/He/It is very tall.

**Practice**

A Circle the correct form of the verb to be.

Nadim (am / is / are) 13 years old. My birthday (am / is / are) in January.

Julie's birthday (am / is / are) in September.

Charles and Annie (am / is / are) twins. They (am / is / are) one month after Elliot's birthday.

Place the students' birthdays on the timeline.

GRAMMAR SECTION

Practise and improve your grammar skills with the grammar notes and numerous exercises in the second section of *Snapshot*.

Get even more grammar practice with interactive workshops.

REFERENCE SECTION

**Strategies for Monitoring Your Progress**

- Set short-term and long-term objectives to improve your English. Lower your anxiety. Remind yourself that you are improving every day.
- Encourage yourself and others. Look for opportunities to practise speaking, reading and writing English outside the classroom.
- Take risks. Don't be afraid to make mistakes. It's a normal part of learning a language.
- Use resources to check your language and correct your mistakes.
- Cooperate with others to reach a common goal.
- Notice which strategies are really useful in a given situation.

Strategies for Oral Interaction

- Think about what you know before you speak.
- Ask for more time if you are not sure what to say.
- Rephrase or substitute words to clarify a statement.
- When you make a mistake, correct it or ask for help.
- Listen carefully and respond to what others are saying.
- Ask questions to verify that you understood correctly.
- Ask others to rephrase their ideas using different words when you don't understand.
- Correct your classmates' mistakes to help them improve their English.
- Ask follow-up questions to get additional information.
- Cooperate with others to reach a consensus in discussions and projects.
- Look for opportunities to speak English.
- Learn English jokes and watch English TV and movies to help you actively participate in English culture.

REFERENCE SECTION

Find useful reference tools such as functional language, strategies, writing and production processes and additional grammar references in the third section of *Snapshot*.

UNIT 4



Talk about your favourite foods and food preparation. Read and write menus. Learn words to describe food.

One-Minute Challenge

Make a list of your favourite foods.

WHAT FOOD DO YOU LIKE TO SHARE WITH FAMILY AND FRIENDS?

IN THIS UNIT:

- ➔ **GRAMMAR** Learn about imperative sentences, order of adjectives and the future with *will* and *be going to*.
- ➔ **PROJECT** Create a menu for your family or your friends.
- ➔ **EXTRA READING** Read about a teen's Thanksgiving feast.





1 THE RIGHT INGREDIENTS

Healthy meals start with the right ingredients. Shop online!

1. Complete the online grocery order. First, read the grocery list. Then, circle the correct shopping carts to select the food for your order.

**Grocery List**

250 mL vanilla yogourt  
1 L milk  
1 head of lettuce  
1 basket of strawberries  
1 cucumber  
1 bunch of radishes  
salt and pepper  
1 bottle of olive oil  
1 bottle of vinegar  
1 bottle of mustard  
4–5 potatoes  
1 sponge cake  
1 can of corn  
1 can of lentils  
1 can of tomato paste  
2 fresh tomatoes  
1 onion  
butter

http://www.groceryshopping.ca

**Glossary**

peel: take off the skin  
bake: cook in an oven

2. Time to cook! Complete the cooking instructions on the recipe cards. Use the ingredients on each recipe's list.

**INGREDIENTS:**

- butter
- corn
- lentils
- milk
- onion
- potatoes
- salt and pepper
- tomato paste

**PROCEDURE:**

Peel the \_\_\_\_\_<sup>1</sup> and boil them in water until soft. Mash them with one teaspoon of \_\_\_\_\_<sup>2</sup> and some \_\_\_\_\_<sup>3</sup>.

Chop the \_\_\_\_\_<sup>4</sup> into small pieces. Cook in a pan with one can of \_\_\_\_\_<sup>5</sup> and one tablespoon of \_\_\_\_\_<sup>6</sup>.

Season with \_\_\_\_\_<sup>7</sup>, then place in a baking dish. Cover with \_\_\_\_\_<sup>8</sup>. Spread the potatoes over the corn. Bake at 180°C for 30 minutes.

**Veggie Shepherd's Pie**

Green Salad

INGREDIENTS:

SALAD:

- cucumber
- lettuce
- radishes
- tomatoes

DRESSING:

- mustard
- oil
- salt and pepper
- vinegar

PROCEDURE:

Wash the vegetables. Slice the \_\_\_\_\_<sup>1</sup>, \_\_\_\_\_<sup>2</sup> and \_\_\_\_\_<sup>3</sup>. Tear \_\_\_\_\_<sup>4</sup> into pieces. Mix the vegetables in a bowl. To make the salad dressing, mix \_\_\_\_\_<sup>5</sup> with \_\_\_\_\_<sup>6</sup> in a small bowl. Add one teaspoon of \_\_\_\_\_<sup>7</sup>. Add \_\_\_\_\_<sup>8</sup>. Serve the salad with the dressing on the side.

Glossary

slice: cut into thin pieces  
tear: break apart with your hands



Strawberry Shortcake

INGREDIENTS:

- sponge cake
- strawberries
- vanilla yogourt

PROCEDURE:

Wash and slice the strawberries. Put the \_\_\_\_\_<sup>1</sup> on a plate. Spoon half of the \_\_\_\_\_<sup>2</sup> onto the cake with half of the strawberries. Spoon the rest of the yogourt on top. Arrange the rest of the \_\_\_\_\_<sup>3</sup> on and around the cake. Serve chilled.



Grammar FLASH

Imperative Sentences

Imperative sentences give instructions, directions or commands.

➔ To form an imperative sentence, start the sentence with the base form of the verb.

Clean the kitchen.

➔ For negative statements, add *do not* or *don't* before the verb.

Do not/Don't forget to wash the strawberries.



Go to pages 175 and 176 of the Grammar Section for more information, practice and access to an interactive workshop.

A Complete these imperative sentences. Use the recipes above for help.

1. \_\_\_\_\_ the vegetables.
4. \_\_\_\_\_ butter on the bread.
2. \_\_\_\_\_ the potatoes.
5. \_\_\_\_\_ the dishes.
3. \_\_\_\_\_ the tomatoes.
6. \_\_\_\_\_ the lettuce.



## 2 THIS OR THAT? C1

➡ Which one do you prefer?

1. Look at the food pairs below. For each pair, **circle** the food that you prefer.

apples or oranges

frozen yogourt or ice cream

steak or sausages

grapes or raisins

chicken or fish

fruit or vegetables

pineapple or grapefruit

milk or juice

cake or cookies

tomatoes or olives

homemade food or takeout

sweet snacks or salty snacks

pizza or pasta

popcorn or chocolate

breakfast or lunch

carrots or broccoli



### Strategy

**Stall for time** to help you. Use *hmmm*, *just a second* or *let me think* when you need to think about how to agree or disagree during a discussion.

2. With a partner, **discuss** each food pair. Say which food you prefer and **give** a reason. **Agree** or **disagree** with your partner and **give** a reason. Use the model dialogue below for help.

Between pizza and pasta, I prefer pizza.

Why do you prefer pizza?

I like the crust and the sauce.  
I like to eat with my hands!

Hmmm, really? I disagree. I prefer pasta.  
Spaghetti with meat sauce is the best!

I agree that spaghetti is delicious, but I still prefer pizza.

## 3 TO THE KITCHEN! C2

➡ See what teen chef Amber cooks up.

1. Do you use online recipes? Why or why not?

2. As you watch the video, **make** a grocery list of the ingredients that Amber needs for her recipe.

### Strategy

It's normal not to understand every word when you're learning a language. **Focus** on the ingredients and the images to help you understand the general idea.



3. **Complete** the recipe with the ingredients from the grocery list. **Watch** the video again to check your answers if necessary.

### Amber's Fruit and Oat Bars

**Step 1:** In a bowl, mix together

\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and  
\_\_\_\_\_.

**Step 2:** Add \_\_\_\_\_,  
an \_\_\_\_\_ and **melted**  
\_\_\_\_\_ and mix well.

**Step 3:** **Grease** a baking pan. Add most of the oat mixture to the pan. Reserve the rest.

**Step 4:** **Spread** \_\_\_\_\_ on top.

**Step 5:** Top with \_\_\_\_\_,  
cut in small pieces.

**Step 6:** **Sprinkle** the rest of the oat mixture on top.

**Step 7:** Bake at 350°C for 35 minutes.

### Glossary

**melted:** transformed into a liquid using heat  
**grease:** rub oil on a pan  
**spread:** distribute evenly  
**sprinkle:** distribute small pieces

4. Who does Amber make this recipe for?

5. Is this a recipe you want to try? Why or why not?

4 ALLERGY OR INTOLERANCE? C2

Some people can't eat just anything!

1. Write three common food allergies.

2. Read the text below. Underline all the foods that can cause problems for some people.

Some people have special food needs or preferences. Maybe you have a friend who is highly allergic to peanut butter, or maybe it's you! When you plan a meal, it is important to ask yourself: "Will that ingredient make someone sick?"

Allergies and intolerances to foods that contain ingredients like **gluten**, **dairy**, seafood, eggs or nuts can make some people sick. Today, it is easier to find substitutes for many of these ingredients, so your recipes will still taste delicious. Look on the Internet for ideas.

Some people prefer not to eat any products that come from animals for moral or environmental reasons. Others make the choice to feel healthier. Vegetarians don't eat meat. Vegans do not eat products that come from animals, including milk, eggs and honey. Some people just prefer to avoid red meat, and others only eat fish and seafood.

It's important to find out what your guests don't eat, so everyone at your table is happy.

Glossary

**gluten:** protein found in some grains  
**dairy:** milk products

Allergy or Intolerance: What Is the Difference?

A food allergy is a serious reaction that can send a person to the hospital and can be life threatening. A food intolerance will cause digestive problems and make a person uncomfortable.



3. What problems can allergies or intolerances cause?

4. Where can you find ideas for food substitutes?

5. Look at the menus on pages 54 and 55. Which menu is suitable for vegetarian friends?

6. How can you make Amber's Fruit and Oat Bars on page 51 appropriate for people with a dairy intolerance?

5 SNACK SALE C1

What will you make for the sale?

- 1. What is your favourite snack? \_\_\_\_\_
- 2. Can someone with a food allergy or an intolerance eat it? \_\_\_\_\_
- 3. Read about some fun snacks.

Ants on a Log

Spread peanut butter on a piece of celery and top with raisins.  
\$0.50



Fruit Stick

Put strawberry, orange, kiwi and banana pieces on a stick.  
\$1.00



Mini Hawaiian Pizza

Put pineapple and ham on a mini pizza.  
\$2.00



Strategy

**Cooperate** with others to reach consensus in your discussion.

- 4. Your class is planning a snack sale to raise money for the local food bank. Watch the model oral interaction of students planning their sale.
- 5. Plan your snack sale with a partner. Use the functional language, the examples in Steps 1 and 3 and the model oral interaction for help.
- 6. Choose four snacks to prepare for the snack sale. At least one of your snacks must be appropriate for someone with a food allergy or an intolerance.
- 7. Decide who will make each snack. Decide what each snack will cost.

Snack: _____	Snack: _____
Made by: _____	Made by: _____
Price: _____	Price: _____
Snack: _____	Snack: _____
Made by: _____	Made by: _____
Price: _____	Price: _____

Functional Language

What snacks do you like?  
I will make some granola bars.  
Do you like carrot sticks?  
We will sell them for...  
I agree / disagree with...  
What will you bring?  
I like ants on a log!  
That sounds delicious!  
It has raisins on top.  
How do you say...?

- 8. Make a sign for each snack. Include a description and price. Write which one is for people with a food allergy or an intolerance.

6 WHAT'S FOR DINNER? C2

➡ Planning a meal means planning a menu!  
Use what you know about healthy choices.

- 1. What healthy foods do you like to eat?  
\_\_\_\_\_
- 2. Does your school offer a healthy menu? Explain your answer.  
\_\_\_\_\_
- 3. Read the three menus. Below each, write the healthy foods. Give a reason to support each answer.

Menu 1 Min's Menu

- Dinner occasion ▶ **Friday Night Dinner Party**
- Appetizers ▶ **Carrot Soup**  
thick, creamy soup with carrots and parsley
- Green Salad**  
fresh, crisp lettuce with a homemade vinaigrette
- Main course ▶ **Ginger Tofu Stir-Fry**  
spicy marinated tofu with vegetables on hot rice
- Dessert ▶ **Fruit Chocolate Fondue**  
fresh fruit with a dark, rich chocolate sauce



Glossary  
spicy: hot flavour

Healthy foods: \_\_\_\_\_  
Reason: \_\_\_\_\_

**Time to Talk**

- How often do you order takeout from a restaurant?
- What are healthy takeout food choices?

Menu 2 Mathieu's Menu

**Hockey Game Dinner**

**Minestrone Soup**

delicious pasta and vegetable soup, Italian style!

**Chicken Wings**

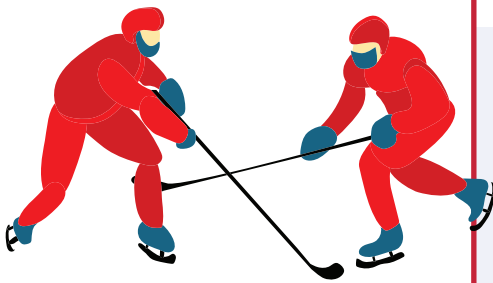
classic, deep-fried, spicy chicken wings

**Matt's Special Hamburger**

a big juicy hamburger with bacon and cheese and a mountain of delicious fries

**New York Cheesecake**

rich, creamy cake with strawberry sauce



Healthy foods: \_\_\_\_\_  
Reason: \_\_\_\_\_

Menu 3 Carlos's Menu

**Around-the-World Birthday Party Dinner**

**Chinese Wonton Soup**

juicy wontons with pork and ginger in chicken broth

**Greek Salad**

fresh tomatoes, crisp cucumber and onions with feta cheese and olives

**Mexican Chicken Fajitas**

spicy chicken and vegetables with fresh tortillas, salsa, rich sour cream and guacamole

**French Chocolate Mousse Cake**

dark sweet and light—for all chocolate lovers



Glossary  
juicy: moist, not dry  
broth: soup base

Healthy foods: \_\_\_\_\_  
Reason: \_\_\_\_\_



4. **Change** the menu with less healthy foods to make it healthy. **Add** adjectives to describe the food.

Soup: \_\_\_\_\_

Appetizer/Salad: \_\_\_\_\_

Main Course: \_\_\_\_\_

Dessert: \_\_\_\_\_

5. **Complete** the sentences.

- a. The menu with more healthy foods is \_\_\_\_\_.
- b. The menu with less healthy foods is \_\_\_\_\_.
- c. The menu I prefer is \_\_\_\_\_.

6. **Circle** the adjectives used in the menu descriptions on pages 54 and 55.

Time to Talk

- **Choose** a partner and **pretend** you are food critics. **Talk** about which menu you like and which menu needs improvement.
- **Take turns** ordering items from the menus.

Grammar FLASH

Order of Adjectives

- ➔ When there are two or more adjectives before a noun, follow this order:  
*number, size, description, shape, colour, origin*
- ➔ Use commas to separate the adjectives. It is not necessary to put a comma after numbers.  
*two ripe, red tomatoes nine big, fresh, juicy lemons*

**A** **Add** adjectives to these menu items to make them sound more appetizing.

- 1. Chicken soup \_\_\_\_\_
- 2. Egg rolls \_\_\_\_\_
- 3. Spaghetti with sauce \_\_\_\_\_

**B** **Write** the adjectives in the correct order to complete each sentence.

- 1. (green, fresh, huge) That is a \_\_\_\_\_ salad.
- 2. (sweet, six, big) I made \_\_\_\_\_ cookies.
- 3. (round, small, purple) He just ate \_\_\_\_\_ grapes.

Go to page 190 of the Grammar Section for more information, practice and access to an interactive workshop.

Grammar CLOSE-UP

FUTURE WITH WILL AND BE GOING TO

We use the future with *will* and *be going to* for future actions.

Go to pages 165 to 172 of the Grammar Section for more information, practice and access to an interactive workshop.

With Will

To form affirmative sentences in the future with *will*, we add *will* before the base form of the verb.

	Subject	Will	Verb	Example
Singular	I	will	add	I <b>will add</b> some chili sauce.
	You	will	chop	You <b>will chop</b> the onions.
	She / He / It	will	set	She <b>will set</b> the table.
Plural	We	will	invite	We <b>will invite</b> our friends.
	You	will	serve	You <b>will serve</b> the dessert.
	They	will	wash	They <b>will wash</b> the dishes.

To form the contraction, we combine the subject and *will*. We replace the *wi* in *will* with an apostrophe.

- I'll buy some groceries.*
- She'll be hungry when she arrives.*

With Be Going To

To form affirmative sentences in the future with *be going to*, we add *to be* (simple present) + *going to* before the base form of the verb.

	Subject	To Be + Going To	Verb	Example
Singular	I	am going to	make	I <b>am going to make</b> lunch.
	You	are going to	help	You <b>are going to help</b> me.
	She / He / It	is going to	prepare	He <b>is going to prepare</b> soup.
Plural	We	are going to	cook	We <b>are going to cook</b> food.
	You	are going to	peel	You <b>are going to peel</b> potatoes.
	They	are going to	chop	They <b>are going to chop</b> vegetables.

To form the contraction, we combine the subject and the verb *to be*. We replace the first letter of the verb *to be* (*am, are, is*) with an apostrophe.

- I'm going to add salt.*
- He's going to taste the soup.*







**A** Rewrite the sentences using the future with *will*.

- 1. We drink milk with our cookies.  
\_\_\_\_\_
- 2. Felix does the dishes after dinner.  
\_\_\_\_\_
- 3. She buys the ingredients for the recipe.  
\_\_\_\_\_
- 4. Clara makes pizza on Friday.  
\_\_\_\_\_



**B** Read the dinner invitation. Write sentences using the future with *will* to describe what will happen.

**Come to an ITALIAN DINNER**  
**for our soccer team!**

Join me March 25 at 6:00 p.m. at my house.  
Enjoy antipasti to start.  
Discover eggplant Parmesan for the main course.  
Savour tiramisu for dessert.  
Play party games after dinner!  
Call me to tell me if you can come.  
Fred

- 1. We will join Fred for an Italian dinner.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

**C** Rewrite the sentences using the future with *be going to*.

- 1. We eat lasagna. \_\_\_\_\_
- 2. The cafeteria sells food after lunch. \_\_\_\_\_
- 3. I prepare supper for my friends. \_\_\_\_\_
- 4. Vincent adds salt to the soup. \_\_\_\_\_
- 5. She orders tofu instead of meat. \_\_\_\_\_
- 6. You have a large vegetable garden. \_\_\_\_\_
- 7. I use a recipe to make the pasta. \_\_\_\_\_
- 8. They invite us for dinner. \_\_\_\_\_

**PROJECT** **HOST A DINNER PARTY** C2 C3

➡ Be a chef and create a dinner party menu for your family or friends.

- 1. One of your guests has a special diet to consider. Choose a special diet.  
\_\_\_\_\_
- 2. Plan your menu. Refer to the menus in the unit for help and inspiration.

Theme / Special Event	_____ _____
Guests	_____ _____
Appetizers (2)	• _____ • _____
Main Course	_____ _____ _____
Dessert	_____ _____

- 3. Plan your grocery shopping list to make your meal. Write down the ingredients you need.

☐ \_\_\_\_\_  
☐ \_\_\_\_\_  
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☐ \_\_\_\_\_

4. Write adjectives to describe your menu choices.

APPETIZERS	MAIN COURSE	DESSERT

5. Write the first draft of your menu. Include at least one adjective for each item in your meal.

APPETIZERS \_\_\_\_\_

MAIN COURSE \_\_\_\_\_

DESSERT \_\_\_\_\_

6. Write an invitation to your dinner party. Refer to the model on page 58.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Use the writing checklist to revise your grocery list, menu and invitation.

8. Create your final grocery list, menu and invitation. Present your menu to your classmates.

Writing Checklist

- ☐ Refer to the graphic organizer as you write.
- ☐ Check your sentences to make sure your adjectives are in the right position.
- ☐ Use your resources: dictionary, grammar notes, model menus.

THANKSGIVING FEAST C2

Read about a talented and generous young chef.

1. Before you read, describe a memorable meal that you prepared or ate in the past.

Thanksgiving FEAST GOES VIRAL



When 14-year-old Raihan Audu from Hamilton, Ontario, decided he wanted to cook a big Thanksgiving dinner by himself, he never expected it to go viral.

His 19-year-old brother, Fadel Audu, posted a picture of the teenager with some of the delicious sweet and savoury dishes he made. The picture got close to 800,000 likes on Twitter!

Raihan and his mother started making Thanksgiving dinner together when he was only 10 years old. This year, he decided to make the meal on his own for his family. Fadel says it took Raihan two days to make all the food. Fadel came home the night before Thanksgiving at 11 p.m. and Raihan was busy in the kitchen, with food everywhere. When he got up the next morning, his little brother was still cooking.

The feast was made up of many different dishes, including vegetables, rice, sweet potato casserole, macaroni and cheese and, of course, turkey. Raihan marinated the turkey with onion, lemon and garlic. He rubbed butter under the skin and basted the turkey regularly while it was cooking. Getting everything ready on time was difficult but part of the fun. He said it takes a lot of planning and preparation.

Fadel said the food turned out really well and he was surprised at how good everything tasted.

The Audu family came to Canada from Ivory Coast when Raihan was 4 years old, but his parents are from Nigeria. Raihan's favourite food to cook is traditional Nigerian food, like amala and jollof rice. He also likes to cook North American standards like pizza, chicken wings and lasagna and to bake French-style food like croissants and baguettes.

Raihan looks up recipes online, but he makes them his own by changing them and adding different flavours. He tracks his new recipes in a book. Raihan said he likes his food spicy and often uses Cajun seasonings and hot peppers.

Raihan started a new TikTok account, raihancooks, so he can share his cooking and recipes with people from around the world.

"He deserves this recognition," said Fadel. "He gets better every single time he cooks."

Glossary

- by himself: alone
- posted: published on the Internet
- savoury: salty, not sweet
- on his own: alone
- dishes: prepared food
- basted: put liquid on food during cooking
- amala: a soft paste made from yam flour
- jollof rice: rice cooked in tomato sauce with spices

2. How old was Raihan when he started cooking Thanksgiving dinner?

3. What are some of the dishes that Raihan cooks?
- 
- 
4. How long did it take Raihan to make Thanksgiving dinner?
- 
5. What is a challenge for Raihan when he cooks?
- 
6. Do you want to try cooking a big meal like Raihan does? Why?
- 
7. Do you think Raihan will inspire more teenagers to cook? Why?
- 

Vocabulary



We often use food words in English expressions, but they don't refer to food at all.

1. Read the sentences and **determine** the meaning of each expression in bold. Check the correct meaning.
- a. My teacher's old jokes are so **cheesy**.  
☐ funny    ☐ salty    ☐ silly
- b. Joe stayed **as cool as a cucumber** during the confrontation.  
☐ in control    ☐ nervous    ☐ excited
- c. Sandra is a **bad egg**. She's always causing problems.  
☐ bad cook    ☐ vegetarian    ☐ troublemaker
- d. Our new manager thinks she's **the big cheese**.  
☐ the entertainment    ☐ the boss    ☐ the chef
- e. The kids were **full of beans** after eating too much sugar.  
☐ sick    ☐ energetic    ☐ tired
- f. The English exam was **a piece of cake**. I'm so happy!  
☐ very easy    ☐ very long    ☐ very difficult
- g. Martin **spilled the beans**. Now Joe knows about his surprise party.  
☐ kept a secret    ☐ learned the truth    ☐ told a secret



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# SIMPLE FUTURE



## ➔ With Will

### Affirmative

We use the simple future for future actions and states. To form the simple future, we place *will* before the base form of the verb. Common time markers include *later, soon, tonight, tomorrow, in a day/week/month, next week, next month* and *next year*.

	Subject	Will	Verb	Example
Singular	I	will	be	I <b>will be</b> in Montréal tomorrow.
	You	will	have	You <b>will have</b> fun at the party tonight.
	She/He/It	will	stop	She/He/It <b>will stop</b> soon.
Plural	We	will	start	We <b>will start</b> training next week.
	You	will	see	You <b>will see</b> her later.
	They	will	be	They <b>will be</b> a good addition to the team.

### Contractions of the Affirmative

To form the contraction of the simple future, we combine the subject and *will*. We replace the *wi* in *will* with an apostrophe.

*I'll be* in Montréal tomorrow.    *It'll stop* soon.    *They'll be* a good addition to the team.



**A** Write sentences about what snowboarders will do at the camp. Use the simple future with *will*.

### Snowboard Camp



**Come to the MegaMount Snowboard Camp during spring break!**

- Learn from professionals.
- Ride beautiful trails.
- Practise jumps.
- Learn to ride the half-pipe.
- Enjoy the warm spa.
- Meet new friends.
- Have fun.

Call us today for more information! (555) 555-1212

1. They will learn from professionals. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





**B** Write the following directions. Use the box for help.

**Challenge**

**Directions**

- turn left
- turn right
- go north
- go south
- go east
- go west



1. From the school to the swimming pool  
Go south on Neil Street. Turn right on Birch Avenue. Turn left on Oak Street.
2. From the swimming pool to the football field
3. From the clinic to the park
4. From the bank to the shoe store
5. From the gas station to the grocery store
6. From the tennis courts to the football field
7. From the park to the school
8. From the grocery store to the tennis courts

**ADJECTIVES**

**Position**

We use adjectives to add information about people, places and things. We usually place them before nouns or after the verb *to be*.

Jilin likes **black** cats. Alban has **three** sweaters.  
Albert is **smart**. We are **hungry**.

**Look Out!**

Adjectives **never** take a plural **s** in English.

**Practise**

**A** Describe each flag. Use the adjectives in the box for help.

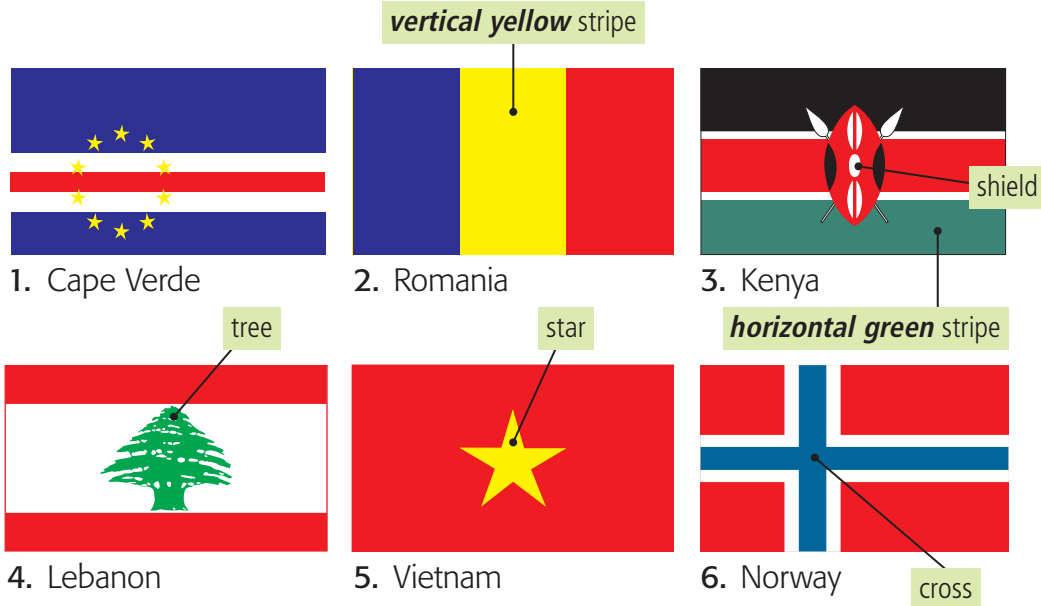
**Adjectives**

**Characteristics**

- horizontal
- vertical

**Colours**

- black
- blue
- green
- orange
- red
- white
- yellow



1. Cape Verde's flag is blue. It has red and white stripes. It has yellow stars.
- 2.
- 3.
- 4.
- 5.
- 6.

**B** Describe Canada's flag.

ADJECTIVES



Order

When we use two or more adjectives, they generally follow this order.

Number	Size	Description	Shape	Colour	Origin
many	big	beautiful	horizontal	black	Canadian
one	enormous	funny	round	brown	French
three	large	ugly	square	grey	Irish
several	small	wonderful	vertical	white	northern

We generally use commas to separate multiple adjectives. It is not necessary to put a comma after numbers.

She has *one big, beautiful, white* horse.

Practise

**A** Add two or more adjectives to the underlined words to make the sentences more interesting. Use the adjectives in the table or adjectives of your own choice.

1. Jennifer has a cat.  
Jennifer has a big, fat, black cat.
2. I adore beaches.
3. Manny ate sandwiches.
4. José likes insects.
5. We love pizzas.
6. My dad bought a car.
7. Marie-Jo has dogs.
8. There are posters on the walls of Stacy’s room.



Common Irregular Verbs

Base Form	Simple Past	Meaning	Base Form	Simple Past	Meaning
arise	arose		flee	fled	
be	was		fling	flung	
bear	bore		fly	flew	
beat	beat		forbid	forbade	
become	became		forecast	forecast	
begin	began		forget	forgot	
bend	bent		forgive	forgave	
bind	bound		freeze	froze	
bite	bit		get	got	
bleed	bled		give	gave	
blow	blew		go	went	
break	broke		grind	ground	
breed	bred		grow	grew	
bring	brought		hang	hung	
build	built		have	had	
burst	burst		hear	heard	
buy	bought		hide	hid	
catch	caught		hit	hit	
choose	chose		hold	held	
cling	clung		hurt	hurt	
come	came		keep	kept	
cost	cost		kneel	knelt	
creep	crept		know	knew	
cut	cut		lay	laid	
deal	dealt		lead	led	
dig	dug		leave	left	
do	did		lend	lent	
draw	drew		let	let	
drink	drank		lie	lay	
drive	drove		light	lit	
eat	ate		lose	lost	
fall	fell		make	made	
feed	fed		mean	meant	
feel	felt		meet	met	
fight	fought		mislay	mislaid	
find	found		mislead	misled	

Base Form	Simple Past	Meaning
mistake	mistook	
outgrow	outgrew	
overcome	overcame	
overhear	overheard	
oversleep	overslept	
overthrow	overthrew	
overtake	overtook	
pay	paid	
put	put	
quit	quit	
read	read	
rebuild	rebuilt	
redo	redid	
repay	repaid	
reset	reset	
rewrite	rewrote	
ride	rode	
ring	rang	
rise	rose	
run	ran	
say	said	
see	saw	
sell	sold	
send	sent	
set	set	
shake	shook	
shine	shone	
shoot	shot	
shrink	shrank	
shut	shut	
sing	sang	
sit	sat	
sleep	slept	
slide	slid	
speak	spoke	
speed	sped	

Base Form	Simple Past	Meaning
spend	spent	
spin	spun	
spit	spat	
split	split	
spread	spread	
spring	sprang	
stand	stood	
steal	stole	
stick	stuck	
stink	stank	
stride	strode	
strike	struck	
sting	stung	
swear	swore	
sweep	swept	
swim	swam	
swing	swung	
take	took	
teach	taught	
tear	tore	
tell	told	
think	thought	
throw	threw	
tread	trod	
understand	understood	
undo	undid	
unwind	unwound	
upset	upset	
wake	woke	
wear	wore	
weave	wove	
weep	wept	
win	won	
wind	wound	
withdraw	withdrew	
write	wrote	