

Workbook answer key

1 A time to remember

Exercise 1

A

Verb	past tense	verb	past tense
be	<u>was/were</u>	laugh	<u>laughed</u>
lose	<u>lost</u>	become	<u>became</u>
scream	<u>screamed</u>	move	<u>moved</u>
get	<u>got</u>	open	<u>opened</u>
write	<u>wrote</u>	have	<u>had</u>
hide	<u>hid</u>	do	<u>did</u>

B

My best friend in school was Miguel. He and I were in Mrs. Gilbert's third grade class, and we became friends then. We often did crazy thing in class, but I don't think Mrs. Gilbert ever really got mad at us. For example, Miguel had a rat named Carly. Sometimes he hid it in Mrs. Gilbert's desk. Later, when she opened the drawer, she always screamed loudly and the class laughed. After two years, Miguel's family moved to another town. We wrote letters to each other for a few years, but then we lost contact. I often wonder what he's doing now.

Exercise 2

MARY: Are you from around here?

SILVIO: No, I'm from Brazil.

Mary: Oh, really? Where you born in Brazil?

SILVIO: No, I wasn't born there, actually. I'm originally from Portugal.

MARY: That's interesting. So when did you move to Brazil?

SILVIO: I moved to Brazil when I was in elementary school.

My parents immigrated there.

MARY: Did you grow up in Brazil?

SILVIO: Yes, I grew up in Brazil.

MARY: Where did you live?

SILVIO: We lived in Recife. It's a beautiful city in northeast Brazil. Then I went to college.

MARY: Did you go to school in Recife?

SILVIO: No, I went to school in Sao Paulo.

MARY: And did you come to the United States?

SILVIO: I came here last week. I'm Mendes. It's nice to meet you.

MARY: Nice to meet you, too. I'm Burns.

Exercise 3

Answers will vary.

Exercise 4

A

Answers will vary.

C

1. False: She was born in Queens, New York.
2. False: She has a degree in Asian languages and cultures.
3. False: She played a waitress on Beverly Hills 90210.
4. True.
5. True.
6. False : She still has a lot of hobbies these days.

Exercise 5

2. My favorite pet was a cat called Felix.

3. We used to go to camp during summer vacation. It was really fun.

4. Our neighbors had a great tree house in their backyard. We used to sleep in it.

Exercise 6

Answers will vary. Possible answers:

2. They also used to go bicycling. Their dog Bruno always used to follow them.

3. And every year they used to play at the beach.

4. During the winter, Peter used to play the violin.

5. Kate and Peter both used to read.

Exercise 7

2. A: Did you use to collect shells?

B: No, we didn't collect shells. We used to build sand castles.

3. A: Did you use to go swimming?

B: Yes, we did. We used to go swimming for hours. Then we played all kinds of sports.

4. A: Really? What kinds of sports did you use to play? Or what sports did you use to play?

B: Well, we used to play beach volleyball with some other kids.

5. A: Did you use to lose?

B: No, we didn't. We used to win!

Exercise 8

Answers will vary.

Exercise 9

MARIA: I'm an immigrant here. I was born in Chile and grew up there. I came here in 2004. I wasn't very happy. At first things were difficult for me. I didn't speak English, so I went to community college and studied English there. My English got better and I found this job. What about you?

Exercise 10

2. A: Tell me a little about yourself.

B: What do you want to know?

3. A: How old were you when you moved here?

B: About 16.

4. A: Did you learn English here?

B: No, I studied it in Morocco.

5. A: By the way, I'm Lisa.

B: Glad to meet you.

Springboard Grade 8 English Answers

Leonard H. Clark, Irving S. Starr



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Math Advantage, Grade 8 Grace M. Burton, Harcourt Brace, 1998-05-22 **Springboard to Success** Patricia Skillman, Cheiron McMahon, 1996 This text helps students learn language and strategies necessary for academic studies while also developing verbal communication skills Interesting well sequenced activities focus on oral production and encourage participation Classroom based role plays discussions speeches and debates are complemented by interaction with the academic and local community through class visits interviews and presentations Teaches the prerequisite skills for activities such as debates interviewing speech giving and discussions National Housing Agenda: A Springboard for Families, for Communities, for Our Nation J. Thomas Cochran, 2008-11 On May 20 2002 a National Forum was held to develop and advocate for a comprehensive housing policy for the nation A group of mayors and public and private sector housing leaders called for housing to be made a national priority The Forum participants reaffirmed the importance of housing to the vitality and stability of our nation's cities and agreed that housing is intricately linked to national priorities such as education public safety and healthcare There was a call for a comprehensive national housing policy that addresses the variety of housing challenges in our urban communities including homeownership rental housing public housing special needs housing and homelessness issues **Christian Home Educators' Curriculum Manual** Cathy Duffy, 1997-11 **Educational Resources for Microcomputers**, 1984 **Children's Books in Print**, 1993 Focus on Text Amy Benjamin, 2014-06-25 As schools shift to the Common Core many English language arts teachers are left with questions about how their classrooms should look Is fiction out Can I still do strategy instruction Does close reading mean deliberating on each word Finally there's a resource with all of these answers and more In Focus on Text bestselling author Amy Benjamin provides practical guidance on how to realistically implement the Common Core reading standards Part I of the book examines misconceptions about the standards and what's really required It also takes you inside classrooms to see how teachers are modifying their instruction Part II tackles each reading standard for grades 4-8 You'll learn how to teach the standards with literary and informational texts and how to use them as a springboard for instruction in writing language speaking and listening Topics include Defining close reading and how it's different from word-by-word reading When and how do students need to go over a text meticulously How to use scaffolding through background knowledge to help students with challenging texts The best instructional practices to help students increase their range of reading and level of text complexity Ideas for teaching key concepts such as text structure point of view theme stated and implied meanings and the progression of ideas and characters Tweaking your assessments to better align with the Common Core how to create reading check quizzes unit tests and cold reading tests to see if students are growing as readers And much much more Throughout the book you'll find teaching tips and practical resources to use with students such as question starters and sentence stems You'll also get a wide variety of classroom examples at different grade levels and with different texts Whether you're experienced with the Common Core or

just getting started this book will give you exciting new ideas for making them work in your own classroom so your students grow as readers *Scott Foresman Literature and Integrated Studies*, 1997 **Teaching in the Middle and Secondary**

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Teaching Materials for English, Grades 7-12 National Council of Teachers of English, 1974 Resources in Education, 1997 Secondary and Middle School Teaching Methods Leonard H. Clark, Irving S. Starr, 1991 **Teaching Middle**

School Physical Education Bonnie S. Mohr, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised **Study and Revise for GCSE: Macbeth** Shelagh Hubbard, 2016-03-14 Exam Board AQA OCR Edexcel WJEC Eduqas Level GCSE 9-1 Subject English literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise Macbeth throughout the course This Study and Revise guide Increases students knowledge of Macbeth as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2006 **Text Complexity** Douglas Fisher, Nancy Frey, Diane Lapp, 2016-01-28 There is a big difference between assigning complex texts and teaching complex texts Doug Fisher Nancy Frey and Diane Lapp And that's the crux isn't it That's why in this brand new edition of the bestselling Text Complexity the renowned author team provide four new chapters that lay open the instructional routines that take students to new places as readers No matter what discipline you teach you will learn how to craft purposeful instruction pitched to your readers comprehension capacities your curriculum's themes and your own assessments on what students need next Doug Nancy and Diane provide How to's for measuring word and sentence length and other countable

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Junior Libraries ,1958

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