

# Table of Contents

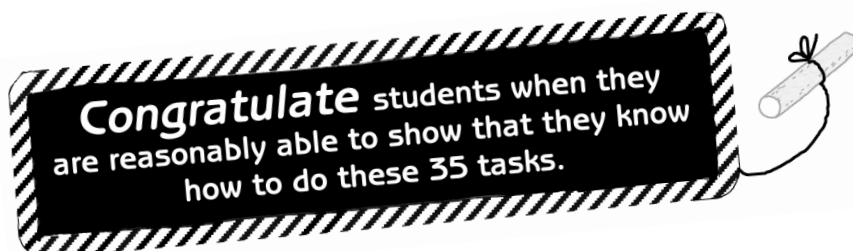
	<i>page</i>
<b>What Do You Need to Know at the End of This Course? (Introduction)</b>	
<b>To the Student</b> .....	5
<b>To the Teacher</b> .....	6
<b>An Overview of English Language Skills</b> .....	7
<i>(Thirty-five End-of-Course Skills Broken into Specific Tasks)</i>	
<b>Task Pages</b>	
<b>Task 1</b> Distinguish among parts of speech. ....	a 14 b 15
<b>Task 2</b> Correctly form singular and plural nouns. ....	a 16 b 17
<b>Task 3</b> Identify and correctly form possessive nouns. ....	a 18 b 19
<b>Task 4</b> Identify pronouns; use proper agreement. ....	a 20 b 21
<b>Task 5</b> Use subject and object pronouns correctly. ....	a 22 b 23
<b>Task 6</b> Identify and correctly use adjectives. ....	a 24 b 25
<b>Task 7</b> Identify and correctly use adverbs. ....	a 26 b 27
<b>Task 8</b> Correctly use comparatives and superlatives. ....	a 28 b 29
<b>Task 9</b> Identify and use different verb forms. ....	a 30 b 31
<b>Task 10</b> Use correct subject–verb agreement. ....	a 32 b 33
<b>Task 11</b> Identify and form regular verb tenses. ....	a 34 b 35
<b>Task 12</b> Identify and form irregular verb tenses. ....	a 36 b 37
<b>Task 13</b> Identify and use objects correctly. ....	a 38 b 39
<b>Task 14</b> Identify and use different kinds of phrases. ....	a 40 b 41
<b>Task 15</b> Identify and use conjunctions correctly. ....	a 42 b 43
<b>Task 16</b> Identify sentences, interjections and appositives. ....	a 44 b 45
<b>Task 17</b> Identify and write subjects and predicates. ....	a 46 b 47

<b>Task 18</b>	Identify and form different kinds of sentences. . . . .	a 48	b 49
<b>Task 19</b>	Identify and form different kinds of clauses. . . . .	a 50	b 51
<b>Task 20</b>	Identify characteristics of phrases and clauses. ( <i>essential, nonessential, subordinate and independent</i> ). . . . .	a 52	b 53
<b>Task 21</b>	Avoid common misuses of modifiers. . . . .	a 54	b 55
<b>Task 22</b>	Identify and correct verb usage errors. . . . .	a 56	b 57
<b>Task 23</b>	Recognise and use parallel construction. . . . .	a 58	b 59
<b>Task 24</b>	Identify and correct common usage errors ( <i>double negatives, double subjects, split infinitives, misplaced modifiers</i> ). . . . .	a 60	b 61
<b>Task 25</b>	Identify and correct misuses of small words ( <i>here, of, don't, and, on, at, how come, because, off</i> ). . . . .	a 62	b 63
<b>Task 26</b>	Recognise and use correct capitalisation. . . . .	a 64	b 65
<b>Task 27</b>	Use colons, semicolons and end punctuation correctly. . . . .	a 66	b 67
<b>Task 28</b>	Recognise and show correct use of commas. . . . .	a 68	b 69
<b>Task 29</b>	Punctuate and capitalise quotations correctly. . . . .	a 70	b 71
<b>Task 30</b>	Use a variety of punctuation marks correctly ( <i>hyphens, dashes, ellipses, parentheses, apostrophes, underlining, italics</i> ). . . . .	a 72	b 73
<b>Task 31</b>	Punctuate and capitalise passages correctly. . . . .	a 74	b 75
<b>Task 32</b>	Recognise and correct misspelled words. . . . .	a 76	b 77
<b>Task 33</b>	Distinguish among words with similar spellings. . . . .	a 78	b 79
<b>Task 34</b>	Correctly spell words with tricky endings. . . . .	a 80	b 81
<b>Task 35</b>	Correct misspelled words in passages. . . . .	a 82	b 83
<b>Student Record Sheet for End-of-the-English-Course Tasks</b> .....		84	
<b>Class Record Sheet for End-of-the-English-Course Tasks</b> .....		85	
<b>Putting It All Together (A Cumulative Check-Up)</b> .....		86	
<b>Answer Keys</b> .....		91	

## To the teacher ...

You can use this book in a variety of ways to help your students show that they know what they need to know by the end of the course. Here are some suggestions ...

- Review the course overview thoroughly (pages 7–13).
- Provide thorough instruction and resources during the course to build students' understanding and let them practise these skills.
- When students are ready to show what they know, get them started on the 35 tasks.
- Provide more instruction when a student cannot complete all five items correctly. Discuss the right and wrong answers. Help each student get to the place where they are fluent with the concept and process before having the student try the second version of the task.
- Use the two versions of the end-of-course tasks
  - ... as pretests and post-tests
  - ... as consecutive check-ups (with instruction in between)
  - ... as aids in your instruction
  - ... at the beginning of the course and at the end of the course
  - ... throughout the year
  - ... anytime students are ready
  - ... with individuals or the whole group.
- Encourage students to keep their own records of their progress on these tasks. (See **Student Record Sheet**, page 84.)
- Keep a class record of student progress on the tasks. (See **Teacher Record Sheet**, page 85.)
- Choose an appropriate time for the cumulative review. (See **Putting It All Together**, pages 86–90.)  
A student may take this when they are ready. Or, you might give it to the entire class when you feel the timing is right.
- If a student misses more than five items on the cumulative review, identify the areas of confusion, and find a way to reteach that task.



## Showing Proof of Mastery

By the end of your English course, you should be able to successfully complete the following 35 tasks. Note that each task is broken into its component skills. Showing that you have each of the skills and can complete the tasks is one way to show proof of mastery.

<p><b>Task</b></p> <p><b>1</b></p>	<p><b>Distinguish among parts of speech.</b>  <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> <li>• Identify nouns that name persons, places, things and ideas.</li> <li>• Identify pronouns within a sentence.</li> <li>• Identify verbs within a sentence.</li> <li>• Identify adjectives within a sentence.</li> <li>• Identify adverbs within a sentence.</li> <li>• Identify words used as prepositions.</li> <li>• Identify words that can be used as more than one part of speech.</li> <li>• Write a sentence that uses words as particular parts of speech.</li> </ul>
<p><b>Task</b></p> <p><b>2</b></p>	<p><b>Correctly form singular and plural nouns.</b>  <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> <li>• Form plural nouns from singular nouns.</li> <li>• Form singular nouns from plural nouns.</li> <li>• Recognise correctly formed plural nouns.</li> <li>• Show knowledge of rules for forming plurals.</li> <li>• Form plurals for nouns that end in <b>o</b>.</li> <li>• Form plurals for nouns that end in <b>y</b>.</li> <li>• Form plurals for nouns that end in <b>f</b> or <b>fe</b>.</li> <li>• Form plurals for nouns that end in <b>ful</b>.</li> <li>• Form plurals for nouns that end in <b>ch, sh, s, x</b> or <b>z</b>.</li> <li>• Form plurals for symbols, numerals, figures or words described as words.</li> <li>• Form plurals for compound nouns.</li> <li>• Identify irregularly formed plurals, including nouns with only a plural form or nouns for which the plural and the singular is the same form.</li> </ul>
<p><b>Task</b></p> <p><b>3</b></p>	<p><b>Identify and correctly form possessive nouns.</b>  <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> <li>• Identify possessive nouns and places for possessive nouns.</li> <li>• Form possessives for singular nouns.</li> <li>• Form possessives for regular plural nouns.</li> <li>• Form possessives for irregular plural nouns (for example, <b>men, children, deer</b>).</li> <li>• Form possessives for singular or plural compound nouns.</li> <li>• Form possessives for nouns in a series.</li> </ul>
<p><b>Task</b></p> <p><b>4</b></p>	<p><b>Identify pronouns; use proper agreement.</b>  <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> <li>• Identify pronouns in sentences.</li> <li>• Identify subject and object pronouns.</li> <li>• Identify antecedents to pronouns.</li> <li>• Identify pronouns that do or do not agree with antecedents.</li> <li>• Create proper agreement between pronouns and antecedents.</li> <li>• Write sentences with clear antecedents to pronouns and proper agreement.</li> </ul>



## Distinguish among parts of speech.

Do you know it? Show it:

1

Circle words used as nouns in the passage below.  
Draw a box around each pronoun.

Loud screaming alerted the lifeguards that somebody was in trouble. Each grabbed a life preserver and plunged into the water. They moved like bullets toward the flailing arms.

2

Each bold face word is used as a different part of speech. Label each one.

Grabbing one **sinking** swimmer **expertly** from behind, the lifeguard took a deep breath before he **began** the long **haul** back to shallow water.

3

Each bold face word is used as a different part of speech. Label each one.

**Immediately**, bystanders **who** waited on **the** sand rushed **into** the surf to help the **tired** lifeguard drag his load to safety.

4

Circle the words below that can be used as more than one part of speech. Choose one of the words that you have circled. Write a sentence showing two meanings of that word.

wave    sandy    shell    watch    alert    ominous

5

Write a sentence or two for a diary entry about your day at the beach.  
Use:

**crab** as a noun

**exhausted** as an adjective

**never** as an adverb

**swim** as a noun

**groan** (or a form of it)  
as a verb

Dear Diary,



## Use subject and object pronouns correctly.

Do you know it? Show it:

1

Which sentence(s) show correct subject pronoun-verb agreement?

- a. Somebody loves to chase after tornadoes.
- b. Few tornado-watchers was surprised by the damage.
- c. Each of the neighbours go to the basement.
- d. Several more twisters was spotted yesterday.

2

Circle the correct pronoun for each situation.

- a. Weren't (us, we) lucky to avoid that storm?
- b. (Those, them) are the worst lightning strikes I've seen yet.
- c. Was that you running from the storm ahead of (him, he)?
- d. No, it was (him, he) running ahead of (I, me).

3

Complete the sentences. Write the correct word or words in the blanks.

- a. Unfortunately our friends and \_\_\_\_\_ were caught in the downpour. (we, us)
- b. The torrential rain caught our parents and \_\_\_\_\_ off guard. (we, us)

4

Circle the correct word to complete each sentence.

- a. (Whoever, Whoever) loves skiing will love the aftermath of this blizzard.
- b. To (whom, who) shall we send our money for lift tickets?

5

Circle each mistake in pronoun usage. At the end of the passage, write the correct words or phrases to replace each error.

To get ready for the storm, dad and me put up boards on all the windows. Him and I didn't want them to break in the wind. Then I helped our neighbour protect their property. There was a lot of work for he and I, but we are hard workers, so it got done.



# English End-of-Course Tasks

## Student Record Sheet

NAME \_\_\_\_\_

Task		Part <b>a</b> , date and # correct	Part <b>b</b> , date and # correct
1	Distinguish among parts of speech.		
2	Correctly form singular and plural nouns.		
3	Identify and correctly form possessive nouns.		
4	Identify pronouns; use proper agreement.		
5	Use subject and object pronouns correctly.		
6	Identify and correctly use adjectives.		
7	Identify and correctly use adverbs.		
8	Correctly use comparatives and superlatives.		
9	Identify and use different verb forms.		
10	Use correct subject-verb agreement.		
11	Identify and form regular verb tenses.		
12	Identify and form irregular verb tenses.		
13	Identify and use objects correctly.		
14	Identify and use different kinds of phrases.		
15	Identify and use conjunctions correctly.		
16	Identify sentences, interjections and appositives.		
17	Identify and write subjects and predicates.		
18	Identify and form different kinds of sentences.		
19	Identify and form different kinds of clauses.		
20	Identify characteristics of phrases and clauses.		
21	Avoid common misuses of modifiers.		
22	Identify and correct verb usage errors.		
23	Recognise and use parallel construction.		
24	Identify and correct common usage errors.		
25	Identify and correct misuses of small words.		
26	Recognise and use correct capitalisation.		
27	Use colons, semicolons and end punctuation correctly.		
28	Recognise and show correct use of commas.		
29	Punctuate and capitalise quotations correctly.		
30	Use a variety of punctuation marks correctly.		
31	Punctuate and capitalise passages correctly.		
32	Recognise and correct misspelled words.		
33	Distinguish among words with similar spellings.		
34	Correctly spell words with tricky endings.		
35	Correct misspelled words in passages.		
Putting It all Together, Cumulative Review (pgs 86–90) Date _____ Score _____ of 50			



**English End-of-Course Tasks, Class Record Sheet**

Class \_\_\_\_\_ Teacher \_\_\_\_\_

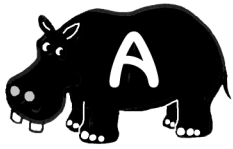
Tasks: Write # of items correct for Part a and Part b of each task

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
Name	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
C.R. Score	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	
Name	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
C.R. Score	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	
Name	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
C.R. Score	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	
Name	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
C.R. Score	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
Name	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
C.R. Score	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b

C.R. is Cumulative Review on pages 86–90, total score possible is 50.

Duplicate this chart as needed to include all students.





## Putting It All Together . . . A Review of All Tasks

- (1) “The plural of hippopotamus explained our science teacher is hippopotami.” And why did he tell us this? It was his clever way of introducing a **study** of large mammals.
- (2) He continued, “We’ll be learning about the hippo’s behaviour, habits, habitat and predators.” Then Mr McLearnson preceeded to tell us that hippos is herbivorous, that they only come out of the water at night, and that they ate up to 45 kilos of **grass** in one night. A hippo submerged under water is lucky to have its ears, nose and eyes positioned on top of its head.
- (3) In one sceince class, I learnt that hippopotamus means “river horse”, and that the animal secretes a nataral sunscreen all over its **body** something I wasn’t sure I needed to know.
- (4) That a hippo can stay underwater for about fifteen minutes is another surprising fact learnt in class that day. Now that I know a hippo has canine teeth that are 50 centimetres long, I will keep my **distance** from them. A hippo is most hostile toward its predators: crocodiles, lions and hyenas. They are known however to be aggressive toward humans. So don’t get too close to a hippo.
- (5) Though I agree that a hippopotamus is an intriguing animal, I hope to learn soon about the **gorilla**, shark or crocodile.

- 1** The first sentence should be punctuated:
- “The plural of hippopotamus,” explained our science teacher, “is hippopotami.”
  - “The plural of hippopotamus” explained our science teacher, “Is hippopotami.”
  - no change
- 2** Write the plural of each bolded noun.
- \_\_\_\_\_
- \_\_\_\_\_
- 3** What kind of phrase is underlined in paragraph 2?
- gerund    participial    infinitive
- 4** Find an adjective in paragraph 3. Tell what it modifies.
- \_\_\_\_\_
- 5** Circle a subordinate clause in the text.
- 6** Write the misspelled words correctly below.
- \_\_\_\_\_
- \_\_\_\_\_
- 7** What kind of clause is underlined in paragraph 4?
- noun    adverb    adjective
- 8** What paragraph contains an error in parallelism?
- \_\_\_\_\_
- 9** What is the object of the preposition in the last sentence of paragraph 5?
- \_\_\_\_\_
- 10** What paragraph contains an error in subject-verb agreement?
- \_\_\_\_\_
- 11** The last sentence in paragraph 4 is
- interrogative            imperative
- declarative              exclamatory
- 12** What is the correct way to punctuate the underlined clause in paragraph 3?
- \_\_\_\_\_
- \_\_\_\_\_