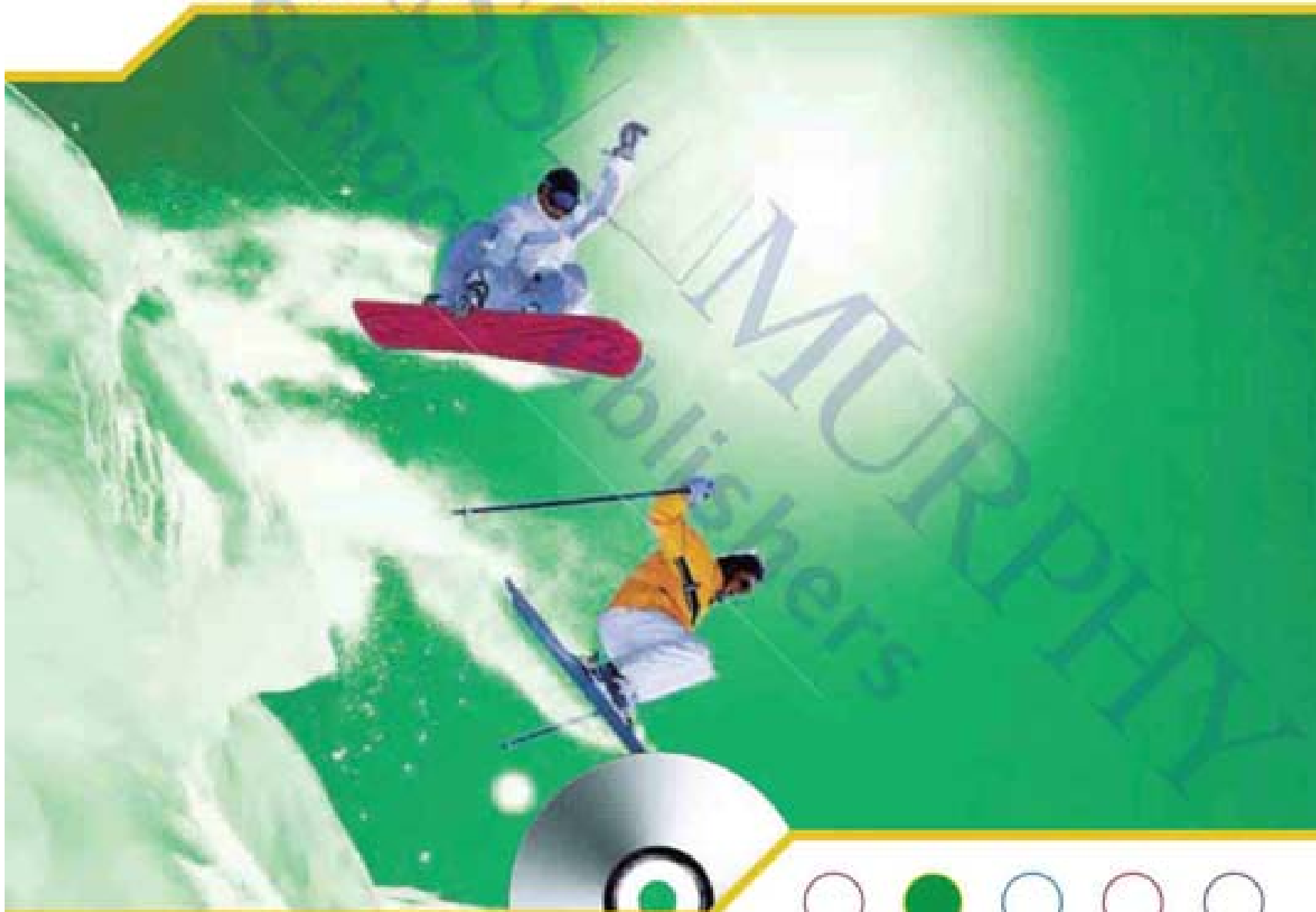


To The

Max!

Student's Book 2



Alfred Lee
Jill Marie Fairall

PREISS MURPHY
School Publishers

CONTENTS

Listening

Speaking

Reading

Vocabulary

Grammar

1 Family

4

- Family
- *The Italian Family Today*
- The sound /r/

- Family relationships & lifestyles
- Introducing family and friends & asking about family

- *The Italian Family Today*

- Family
- Lifestyles

- The present simple tense
- The present continuous tense

2 Successful Oprah Winfrey

16

- Charity
- *Oprah Winfrey's Life and Success*
- The suffix -s

- Success
- Charitable organisations & hoping for the future

- *Oprah Winfrey's Life and Success*

- Success
- Charity

- The conditional sentences:
 - Zero
 - First
 - Second

3 Wonders of the World

28

- Studying abroad
- *The New Seven Wonders of the World*
- Spelling /g/ & /dʒ/

- The World Wonders
- Foreign friends
- Giving advice & opinion

- *The New Seven Wonders of the World*

- Landmarks
- Tourism

- Subject-Verb agreement
- Landmarks
- Tourism

4 Hope

40

- Hoping for the best
- *Aspiration and Hope*
- The suffix -ed

- Famous people
- Exams
- Hopes

- *Aspiration and Hope*

- Famous people
- Hope and ambition

- The past perfect simple tense
- The past perfect continuous tense

Review 1 52 Units 1-4

5 Sea World

56

- A day at the beach
- *Dolphins in Myth*
- The spelling of the sound /f/

- Sea creatures
- The beach
- Dolphins and whales

- *Dolphins in Myth*

- The sea
- Different species

- Nouns:
 - Countable & uncountable
 - Quantifiers

6 Aliens

68

- UFOs
- *UFOs: Fact or Fiction?*
- Homophones

- Flying Saucers
- UFO phenomena
- Expressing amazement and confusion

- *UFOs: Fact or Fiction?*

- Other planets
- UFOs

- The conditional sentences:
 - Review
 - Third
 - Conjunctions

7 Extreme Sports

80

- Mountain Climbing
- *Mount Everest*
- Confusing words

- Sports
- Mountain climbing
- Encouraging words
- Weather

- *Mount Everest*

- Sports

- Relative clauses

8 Amazing Gardens

92

- Environment
- *Royal Gardens*
- Syllables

- Gardens
- Social work
- Analysing and discussing problems

- *Royal Gardens*

- Gardens & parks
- Social work

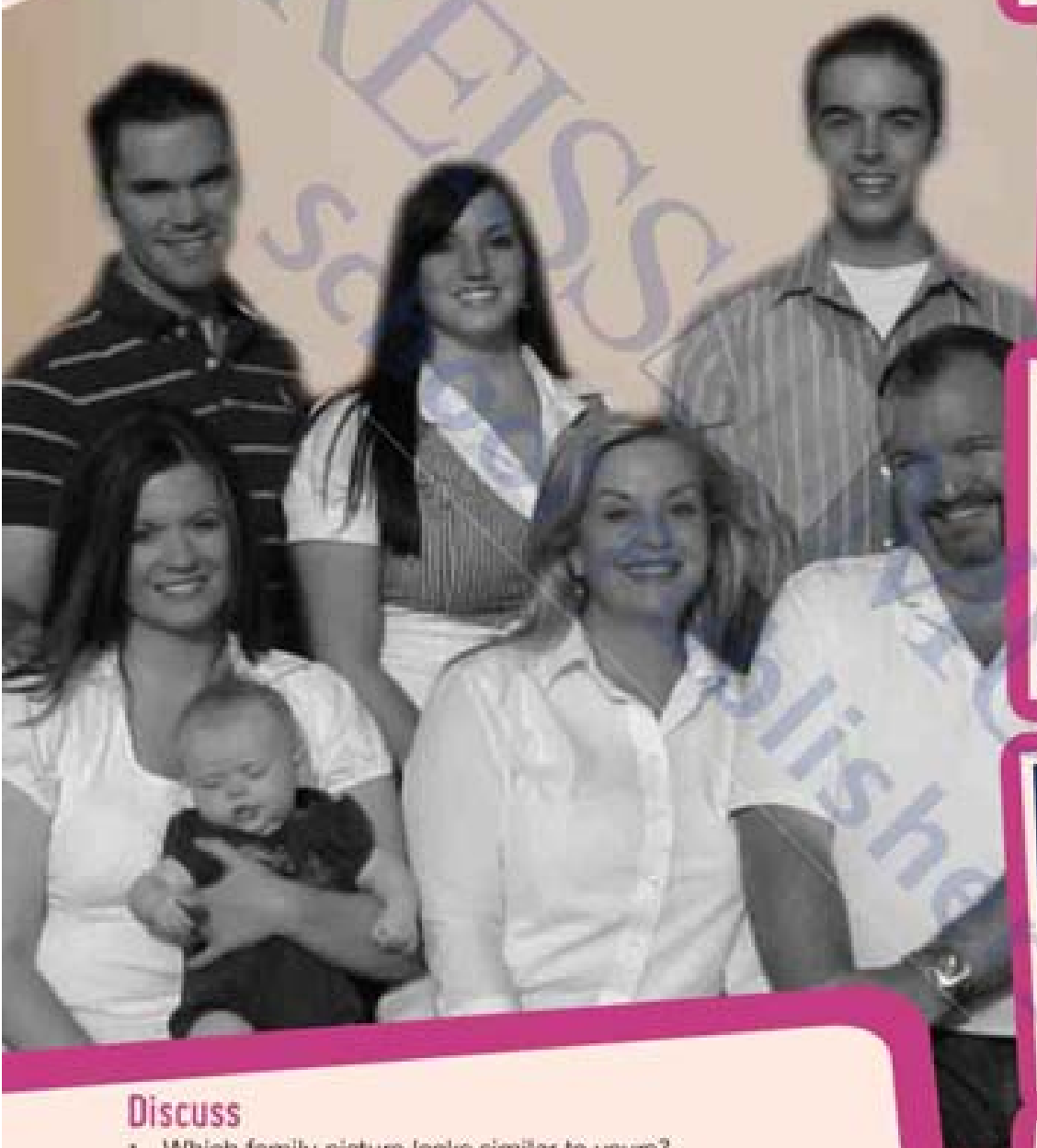
- Reported speech

Review 2 104 Units 5-8

Pronunciation	Language Essentials	Useful Expressions	Writing	Reading for Enrichment
/t/	Verb forms: - Present participle - Gerund - Infinitive	Expressions for: - Introducing family - Talking about family - Asking about family	- Writing an article	- <i>A Little about Myself</i> - A project about early years of learning
/s/, /z/ & /ɪz/	Pronouns: - Intensive - Reflexive	Expressions for: - An attitude to the future - Forgetting things - Disagreeing with unrealistic predictions	- Writing research	- <i>Realising Your Dreams</i> - A project "How to make a dream come true."
/g/ & /dʒ/	- Misplaced modifiers	Expressions for: - Advising people - Suggesting future plans	- <i>My Little Brother</i> - <i>Agiba</i>	- <i>The Wander of the Age</i> - A project about new benefits of mobile phones
/d/, /v/ & /ɪd/	- Collective nouns	Expressions for: - Thanking people - Asking about health	- Writing a short story	- <i>My Sister Taught me that I am not Handicapped</i> - A project about handicapped pioneers
/l/	- Analogy	Expressions for: - Entertaining visitors - Starting a conversation	- A beach holiday	- <i>The Humpback Whale</i> - A project about amazing facts about an animal
Homophones	- Prepositions (2)	Expressions for: - Being worried - Being positive	- Writing a diary	- <i>Strange but True</i> - A project about interesting insects
<i>Your/you're</i> <i>there/their/they're</i>	- Prepositions (2)	- Facial expressions	- A problem-solution essay	- <i>The Doll and the White Rose</i> - A project about a moral short story
Syllables	Conjunctions: - Coordinating conjunctions - Reason conjunctions	- Discussing techniques & Exploring options	- How to write a leaflet	- <i>Stay Active, Eat Well and Stay Young</i> - A project about the most beautiful garden

Unit 1

Family



Discuss

- 1 Which family picture looks similar to yours?
- 2 Which picture appeals to you most? Why?
- 3 Do you have a generation gap at home?
- 4 Where does your family often spend weekends?
- 5 Do you have a big or small family? How many brothers or sisters have you got?
- 6 Who do you think is luckier: a child who lives in a big family or one who lives in a small family? Explain your reason(s).

Listening and Speaking



- What kind of problems do you usually have at home?

I'll Give him a Piece of my Mind!

Clara is very angry with her brother, Tim, because of a recent argument. Clara's mother tries to find out what the problem is.

Mother: Clara, what's happened? You and Tim weren't speaking very nicely. Why are you angry at each other?

Clara: It's all his fault! He can be really rude sometimes.

Mother: What's he done?

Clara: I just asked him for some help with my maths homework and he treated me like I was stupid. That really made me blow my top.

Mother: I see. Clara, why are you having problems with maths? You're usually very good at it.

Clara: I don't know exactly. I'm finding it difficult to get my head around this new topic.

Mother: Okay. So what happened next?

Clara: Mum, it was like he was turning up his nose at me, so I called him a 'big snob', then we had an argument. I really gave him a piece of my mind. I don't know what's happened to Tim, he wasn't like this before he became an 'A' grade student. I'm sure he asked for help with his homework when he was my age.

Mother: Well Clara, I think you should just forget about it. Tim might have been trying to concentrate on something when you popped into his room and maybe he felt slightly annoyed. I think you just got the wrong end of the stick.

Clara: Maybe you're right, Mum, but I still feel too angry to forgive and forget right now.

Mother: Okay, maybe it's better to wait till you're a bit calmer before you speak to Tim again. In the meantime, I'll have a word with him about helping you with your homework. After all, family is all about being there for one another.

Answer the following questions:

- 1 Who is older, Clara or Tim? How do you know?

- 2 Why do you think Tim refused to help his sister?

- 3 What did Clara's mother advise her to do?

- 4 What would you do if you were Clara, her mother or Tim?

- 5 "I'll give him a piece of my mind" is an idiom that expresses Clara's anger. Find another two idioms in the conversation expressing anger.





The Italian Family Today

Strong family values have always been associated with Italian society. In our times, the image of the loyal and close-knit Italian family has been reinforced and internationally exported by many popular movies and TV series. However, recent times have also seen **drastic** changes to the fabric of Italian society which have had a **profound** impact on family life. These changes include: an increase in women working outside the home, an increase in the number of students pursuing higher education, and the **legalisation** of divorce.

Despite these changes, Italy has still managed to retain a traditional and conservative culture, with a strong focus on family values. Whether married, divorced or single, Italians tend to maintain very strong ties with their parents and extended family. House-sharing is still common between grown-up children and their parents. Even if they do not share a home, families will still try to meet up regularly for lunch ('pranzo') or dinner ('cena').

In Italy, the elderly are still respected and looked after, whether they live with their children or on their own. Many Italian parents are willing to sacrifice a great deal to better the interests of their children and some might expect their children to do the same for them, later in life. However, some parents can be too controlling and in doing so prevent their children from taking responsibility for their own lives. Such parents might be accused of being **overprotective**. Sometimes, Italian parents may use other members of the family or society (grandparents, godfathers and teachers, etc) to help look after and guide their children.

Family meals

Eating as a family is considered important in Italy. Family meals tend to have a slight air of formality. The family will all sit down together

on a table that has been carefully set with plates and cutlery and everyone is expected to maintain certain etiquette, such as keeping both hands on the table. Italians also have **taboos** when it comes to combining certain foods or consuming them at certain times of the day. For instance, a cappuccino should only be drunk with breakfast and not at any other time of day.

Fashion

Italians are very proud of their fashion culture. Many Italians **perceive** a person's appearance to be a good indicator of their taste and social status. Italians like to dress elegantly in the city; flip flops and jogging bottoms are not appropriate. Choosing **attire** which reflects the season is also a characteristic feature of Italian fashion. Older Italians might tend to wear slightly warmer clothes than their European **counterparts**, in fear of catching a 'chill' ('frescata'). Florentines (residents of Florence) tend to wear more classic styles, preferring basic colours such as black, brown and white.



Questions

Answer these questions:

- 1 What major changes have occurred in Italian society in recent times?

- 2 Describe the relationship between parents and children in Italian families.

- 3 Why do many Italian parents make sacrifices for their children?

- 4 Describe the differences between some older Italians and other Europeans, in the way they dress.

- 5 Give an example of an Italian food taboo.

Discussion

Discuss the questions with your partner and then share your ideas with the pair next to you.

- 1 Describe the relationship between you and your parents.

- 2 Every culture has some food taboos. Discuss two from your own culture.

- 3 Discuss the way Florentines dress themselves in comparison to people in your own country.

New Words

drastic

drastic

drastic (adj.): strong, effective and usually quick. **drastically (adv.):** done in a very noticeable way.

legal

legal

legal (adj.): allowed by law. **legalisation (n.):** the act of making something legal.

profound

profound

profound (adj.): great, deep and complete. **profoundly (adv.):** greatly; extremely.

overprotective

overprotective (adj.): having an excessive tendency to protect someone, especially a child.

sacrifice

sacrifice (v.): lose something for the sake of somebody; offer something to a god, often by killing it. **sacrifice (n.):** something that you give up for someone or something else; an animal slaughtered for religious reasons.

perceive

perceive (v.): interpret or regard (someone or something) in a particular way; notice or become aware of something.

attire

attire (n.): formal clothes.

Write the definitions for the following words:

counterpart

taboo

The Present Simple Tense

It is used:

- for **repeated actions** like routines:
 - *I always get up early in the morning.*
 - *She often arrives late at work.*
- for **permanent situations** in the present:
 - *Suzan lives in France.*
 - *She works as a teacher.*
- for **future actions** related to **timetables**:
 - *The English class starts at 8:30.*
 - *The plane arrives at 6:15.*
- for **general truths / facts**:
 - *The moon orbits the earth.*
 - *Women give birth to babies.*

The Present Continuous Tense

It is used:

- for **actions happening at the time of speaking**:
 - *He is talking on the phone now.*
 - *The children are sleeping at the moment.*
- for **temporary situations** in the present:
 - *Dave is looking for a job.*
 - *We are working on a science project.*
- for a **fixed arrangement** in the future:
 - *I am having a party tonight.*
 - *My friend is visiting me this evening.*
- for **repeated actions that stand out**, with adverbs of frequency:
 - *She is always getting amazing grades.*
 - *He is forever asking questions.*



A Choose the correct words:

- 1 Alan have/had/having/is having a party next week.
- 2 Nina like/likes/liking/is liking her tea with a lot of sugar.
- 3 Sharks eat/are eating/eats/ate fish and seals.
- 4 The earth go/ls going/goes/went around the sun once a year.
- 5 Mechanics repair/repairs/are repairing/repared cars. It is their job.
- 6 They meet/meets/are meeting/met their friends at 8 o'clock tonight.
- 7 This shop usually closes/close/is closing/closed at 9 o'clock.

B Correct the underlined words:

- 1 My father drive to work every morning.
- 2 Look! Someone runs over there.
- 3 A tour guide is meeting foreigners.
- 4 He is write a letter at the moment.

C Choose the correct words:

- 1 The farmer grows/grow/grew/growing fruit and vegetables.
- 2 Tokyo was/be/is/are the capital of Japan.
- 3 I regularly review/reviews/reviewed/reviewing my lessons.
- 4 How do/did/doing/does you spell dressmaker?
- 5 He doesn't come/comes/coming/come on time.
- 6 Where do/ls/does/doing the sun rise?



D Choose a, b, c or d to complete the missing parts in the following mini-dialogues:

1 **Noel:** _____ ?

- a What are you doing now?
- b What do you usually do?
- c What did you do yesterday?
- d Why are you doing that?

Sara: I'm preparing my room.

2 **Frill:** What happens when the weather is hot?

Margo: _____

- a Sea water is rising.
- b Sea water evaporates.
- c Clouds are heavy.
- d Birds are flying.

E Correct the verb in brackets to complete the sentences:

- 1 Every Monday, Sally (drive) _____ her children to football practice.
- 2 Usually, I (work) _____ as a secretary at ABT, but this summer I (study) _____ French at a language school in Paris. That is why I am in Paris.
- 3 Shush! Be quiet! John (sleep) _____.
- 4 Don't forget to take your umbrella. It (rain) _____.
- 5 I hate living in Seattle because it (rain, always) _____.
- 6 I'm sorry, I can't hear what you (say) _____ because everybody (talk) _____ so loudly.
- 7 Justin (write, currently) _____ a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
- 8 **Jim:** Do you want to come over for dinner tonight?
Denise: Oh, I'd love to but I'm afraid I can't. I (go) _____ to the cinema tonight with some friends.
- 9 The business cards (be, normally) _____ printed by a company in New York. Although the price (be) _____ quite low, the quality of their work is quite good.
- 10 This delicious chocolate (be) _____ made by a small chocolatier in Zurich, Switzerland.



F Complete the sentences. Use the Simple Present or the Present Continuous:

- 1 She (not / ride) _____ her bike right now.
- 2 We (not / stay) _____ at home tonight.
- 3 I (not / like) _____ bananas.
- 4 They (not / know) _____ the answer.
- 5 I (not / sit) _____ in the garden at the moment.

G Complete the sentences. Use the Simple Present or Present Continuous:

- 1 When (arrive, the plane) _____ ?
- 2 (visit, you) _____ Jane in hospital today?
- 3 What time (get up, you) _____ in the mornings?
- 4 Why (cry, she) _____ ? She was laughing just a minute ago.
- 5 (swim, they) _____ in the pool at the moment?

H Complete the sentences. Use the Simple Present or the Present Continuous:

- 1 I (live) _____ in Leeds.
- 2 This weekend, I (visit) _____ my friends in Brighton.
- 3 The train to Brighton (leave) _____ London at 6.45 in the morning.
- 4 In the early afternoon, we (want) _____ to go on a tour of Oxford.
- 5 In the evening, we (go) _____ to a concert.
- 6 The concert (start) _____ at 8 o'clock.
- 7 I (come) _____ back to London on Sunday.
- 8 My train (arrive) _____ in London at 7.50 in the evening.



When is /r/ pronounced in words?

- The sound /r/ is pronounced in English when it is followed by a vowel:



street /stri:t/



train /treɪn/

try /traɪ/

drank /draŋk/

- The sound /r/ is not pronounced in English when it is followed by a consonant:



shark /ʃɑ:k/



heart /hɑ:t/

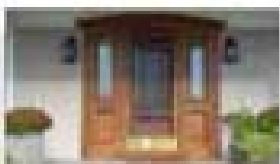
short /ʃɔ:t/

work /wɜ:k/

- The sound 'r' is not pronounced in English when it comes at the end of a word:



car /kɑ:l/



door /dɔ:l/

killer /kɪlə/

shore /ʃɔ:l/

A Read the following words and decide if the /r/ is pronounced in the following words or not.

- | | | | |
|-----------|-------|-----------|-------|
| 1 dream | _____ | 6 fry | _____ |
| 2 more | _____ | 7 singer | _____ |
| 3 hurt | _____ | 8 horse | _____ |
| 4 far | _____ | 9 anger | _____ |
| 5 through | _____ | 10 strike | _____ |

Speaking

Read the following conversation and complete the missing parts using your own words:

Maria: (1) _____?

Kelly: It's a Graham Greene novel.

Maria: I wonder if you can get it as an e-book.

Kelly: (2) _____?

Maria: They're electronic books – I saw a TV programme about them a few days ago. Now I'm really enthusiastic about the idea.

Kelly: How do you read them?

Maria: Well, you download them from the internet onto an e-book reader, which is a small computer about the same size as the book you're reading. It has a screen like the page of a book.

Kelly: But surely you can't download everything you might want to read.

Maria: (3) _____ But in the future, every new book will probably be published as an ordinary book and as an e-book.

Kelly: Do you think they'll ever replace traditional books completely?

Maria: No, I don't think so. But when more books are available online, I think most bestsellers will be read as e-books.

Kelly: That sounds like a great idea.

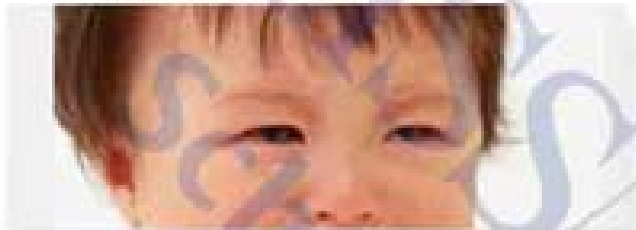
Maria: (4) _____ . You'd better start saving now!

Kelly: I think I will. These e-books sound really worth it.

Forms of a Verb

In English, verbs take three different forms.

- 1 A Present Participle is a verb form used as an adjective to modify nouns and pronouns:
 - To see a **crying** baby just breaks my heart.
 - This is a **confusing** problem.
 - That is an **amusing** story.



A present participle is formed by adding *-ing* to the present form of the verb.

- 2 A Gerund is a verb form used to function as a noun:
 - There is no use **crying**.
 - **Reading** furnishes the mind.
 - **Eating** junk food is not a good idea.



A gerund is formed by adding *-ing* to the present form of the verb.

Compare these two sentences:

- *I saw Tom **eating** a sandwich.*
- ***Eating** junk food is harmful.*

The present participle *eating* modifies the subject, *Tom*, in the first sentence. The gerund *Eating* is the subject of the second sentence.



- 3 An infinitive is a verb in the base form. It stands alone or comes after a modal verb as in:

*She can **swim** fast.*
*Let me **help** you.*

An infinitive comes after some verbs or is preceded by *to*:

*I don't know what **to do**.*
*It is highly advisable **to revise** your answers.*

When you combine *to* with an infinitive form, it works as a gerund or a noun.

Compare the gerund and the infinitive in these sentences:

*I don't really like **to eat** fish in a restaurant.*
*I don't like **eating** fish in a restaurant.*



A For each of the following sentences, decide if the word or phrase in bold is a participle, a gerund or an infinitive. When you are done, compare your answers with the person next to you:

- 1 **Reaching** a goal makes wise men sing and laugh.
- 2 They may **break** a record, I'm sure, though **breaking** a record is not easy.
- 3 Losing his job at this time is going **to break** him.
- 4 A man finds happiness in **having** a large, **caring**, close family.
- 5 Success is **sharing** a lot of love and care with your family.
- 6 It is not enough **to succeed**.
- 7 **Succeeding** is not enough.



B Choose the correct form: infinitive with **to**, without **to** or gerund:

- 1 We can **trust/trusting/to trust** him.
- 2 I am glad **see/seeing/to see** you.
- 3 It is difficult **answer/answering/to answer** the question.
- 4 I enjoy **be/being/to be** with you.
- 5 Julia is fond of **eat/eating/to eat** ice-cream.
- 6 We will **be/being/to be** famous one day.
- 7 I am interested in **learn/learning/to learn** karate.
- 8 We cannot **park/parking/to park** our car here.
- 9 Gareth is bad at **give/giving/to give** advice.



C Underline the verb form in each sentence and indicate whether it is a gerund (G), a participle (P) or an infinitive (I).

- 1 Jennifer's goal was to graduate from the University of Houston-Victoria.
- 2 John's favourite outdoor activity is skiing.
- 3 Going on a cruise and climbing Mt. Rushmore were Rachel's summer holiday plans.
- 4 Straying of the path might put you in danger.
- 5 The girls love to swim at Julie's house.
- 6 Watching the birds is one of Mr Martin's hobbies.
- 7 Janice, baking 10 cakes for the festival, accidentally burned one of them.
- 8 Working out daily should be an essential part of American life.
- 9 I have a book to return to the library.



D Infinitive or Gerund? - Which one has the same meaning as the sentence given?

- 1 When you come to the crossroads, stop there.
 - Remember to stop at the crossroads.
 - Remember stopping at the crossroads.
 - Both possibilities are correct.
- 2 I was talking to a friend. But when the teacher came in, I kept quiet.
 - I stopped to talk to him.
 - I stopped talking to him.
 - Both possibilities are correct.
- 3 I wanted to write a letter, but I didn't know what to write. (So in the end, I didn't write one.)
 - I tried to write a letter.
 - I tried writing a letter.
 - Both possibilities are correct.
- 4 I am sorry now for something I said earlier.
 - I regret to say this.
 - I regret saying this.
 - Both possibilities are correct.
- 5 She read the text. Then she stopped. Now I want her to continue with the text.
 - Go on to read.
 - Go on reading.
 - Both possibilities are correct.
- 6 The joke was so funny, that he burst out in laughter.
 - He started to laugh.
 - He started laughing.
 - Both possibilities are correct.
- 7 Yesterday I remembered that last year I was sick on holiday.
 - I remembered to get sick on holiday.
 - I remembered being sick on holiday.
 - Both possibilities are correct.

Useful Expressions

1 Introducing Family and Friends:

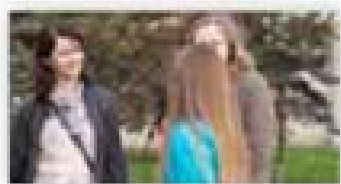
- This is my friend, Jack.
This is my brother, Bob.
This is my sister, Cindy.
This is my teacher, Ms. Watson.

2 When talking about your family in front of others:

- I have two brothers. One is older/younger than me.
- These are my parents.
- One brother is older (than me).
- I am the third of three brothers.
- I'm an only child.
- I'm the youngest member of the family.

3 When asking about your friend's family:

- How many brothers and sisters do you have?
- Are you the oldest, youngest or in the middle?
- How old is your father?
- What does your mother do?
- Do you have a big/small family?



A Fill in the gaps in these mini-dialogues, using your own words:

1 A: How many brothers and sisters do you have?

B: _____

2 A: _____?

B: My dad is a dentist.

3 A: _____?

B: I'm the youngest in my family.

4 A: This is my friend, Sally.

B: _____

5 A: _____?

B: I'm an only child.

B What would you say in these situations:

1 Someone asks you about your brother's age.

2 You ask a friend about his father's job.

3 Your sister introduces her friend to you.

4 You'd like to know how big your friend's family is.

5 You'd like to introduce your friend to your mother.



Writing an Article

An article is a piece of writing usually intended for publication in a newspaper or magazine.

- It may include amusing stories or reported speech describing an experience, event, person or place.
- It can be formal or informal, depending on the target audience, presenting an opinion or a balanced argument.
- It should be written in an interesting or entertaining manner, providing information.

An article consists of:

- 1 an eye-catching title which attracts the reader's attention and suggests the theme of the article. (Think of the most recent magazine or newspaper article you've read. What made you read it?) Articles can also have subheadings before each paragraph.
- 2 an introduction which clearly defines the topic to be covered and keeps the reader's attention.
- 3 the main body of two to four paragraphs in which the topic is further developed in detail.
- 4 the conclusion which summarises the topic or a final opinion, recommendation or comment.

Read the article below about "Holland" as a model to help you write.

Holland

Every time I see a tulip, I am taken back to some very heartwarming memories from my first visit to Holland. I am particularly reminded of visiting a vast field, on a clear summer day, which was covered completely with the vibrant colours of different tulips. It was one of the most amazing sights I have ever encountered. Before that day, I don't think I had ever really appreciated the simple beauty of the colours we find in nature.

A very good way to see these stunning bulb fields (and the odd traditional Dutch windmill) is to catch a whisper boat around Keukenhof. These are traditional flatboats perfect for navigating shallow waterways. These water-tours are very tranquil and are an excellent way to appreciate the idyllic Dutch countryside.

In addition to the scenery, Holland has some very fine cuisine to offer. You'll find many good eateries. But if your after something special, Oud Sluis Herman's restaurant in the quaint Dutch market town of Sluis comes highly recommended. Renowned for cooking the best local dishes as well others from Europe and Asia, it's an experience not to be missed.

These are just a few of the many attractions Holland has to offer. It remains a very pleasant and relaxing holiday destination for many people every year.

A Little about Myself...

Hello! My name is Nicole Trupia, and I was born in New York City and raised in Whitestone, Queens. I was born into a large Italian family that had always participated in many family traditions. As far back as I can remember, literacy has always been a part of my daily life. I am currently a first year English language teacher for 2nd grade at a public school in Ridgewood, Queens. I hope you enjoy reading my short autobiography as much as I enjoyed writing it!

When I look back on my early childhood, it is very hard for me to remember specifics. However, I do remember hearing stories of being a very energetic and curious child. According to my parents and grandmother, I was always keen on exploring new things. One thing that I can specifically remember when I was a very small child was experimenting with different sounds. My mum always encouraged me to use my speech. Depending on whom I was with, I could be very shy or very friendly.

According to my mother, I was always one step ahead of her, especially when inquiring about books I was reading. Even though I didn't know how to read, I used to pick up books and pretend I was reading them. I've always been a keen reader. I also remember that my environment had a huge influence on my early childhood. I had an alphabet duvet and my bedroom theme was numbers and letters. Thinking back on it, I never realised how much it really influenced my life. I will definitely keep this in mind when setting up my own classroom and someday my own children's bedrooms.

One other aspect of my early childhood that I do remember was being apart of a "play group". Every weekend, my mum and I got together with a whole bunch of other mothers and their children. As a group we would have time to play in an educational environment, as well as attend trips and outings. As a child I remember having my mum there every night to help me with my homework. She was always on top of me and making sure that I was doing everything I needed to do. I specifically remember a homework assignment that I had in kindergarten. I had completely forgotten about this incident until I reflected upon my elementary years by writing this. I remember having a maths homework worksheet about shapes and my instructions were to colour all the rectangles blue, colour all the squares red, and so on. I remember that my mother and I could not decide if one of the shapes was a rectangle or a square, and I can recall being very stressed about it (in kindergarten)! My mum called one of the other parents in my class and we figured it out together.



Throughout my elementary years, my mum played a huge role in my education, and I sometimes think that I am the teacher that I am today because of her. You can have an amazing teacher at school, but if you don't have any help at all at home, a child can still find himself or herself struggling. I specifically remember reading *Goodnight Moon* with my mum and my younger brother every night. The act of reading together really brought us together as a family. My mum always made sure to point out the silly pictures and this got us excited as readers. We loved the routine of bedtime stories.

Oral story-telling has always been very important on my dad's side of the family. I come from a large Italian family, so during holidays, I get together with my aunts, uncles and cousins. I would sit around the table for hours listening to stories about my dad's family when they were kids. Some of the stories I have heard numerous times, but they still never get old. I remember looking forward to hearing these stories, and I find myself even today begging my aunts and uncles to retell these hilarious stories. As I got older during my upper elementary school days, I became a very independent student. I would say around fourth to fifth grade I began doing all my homework and projects on my own.

To this day, I still believe that all my mother's support and good habits really allowed me to grow into the hardworking student that I was.

Project

Remember your early years of learning. What makes you different now from those days of your primary school education?