

# UPSHOT

2nd Edition

## Teacher's Guide and Answer Key


**EXCERPT**

Complete teaching material for successful learning

The Teacher's Guide and Answer Key are available in print and digital formats.

The **print** version of the Teacher's Guide includes:

- Four-colour answer key and teacher's notes for the workbook
- More than 150 pages of reproducible materials including:
  - Magazine reading handouts
  - Extra listening handouts
  - Extra grammar exercises
  - Grammar quizzes
  - Mixed grammar practice
  - Grammar diagnostic and review tools
  - Differentiation guidelines and handouts
  - General competency, self-evaluation and observation grids
  - Final reinvestment evaluation grids
  - Two evaluation situations

The **digital** resources on the  Interactif platform include:

- Interactive grammar workshops
- Interactive comprehension and vocabulary workshops
- Interactive pronunciation activities
- Animations to model reading strategies
- Videos to model group discussions
- Audio recordings of all reading texts
- New authentic videos and watching activities
- Grammar PowerPoints
- Digital versions of all print components
- Numerous hyperlinks

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

Extra Listening  
Unit 1

Music and Teens  
Workbook pages 6–7

Handout EL 1.1


Before Listening

1. How important is music in your family? Do you listen to the same music as your parents?  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you enjoy singing? What is your favourite karaoke song to sing?  
\_\_\_\_\_  
\_\_\_\_\_
3. What instrument(s) do you play or want to play?  
\_\_\_\_\_  
\_\_\_\_\_
4. **Complete** the sentences with words from the Word Box. **Use** context clues to help you.  
a. Queen and the White Stripes are two of my favourite bands.  
When I listen to their tunes, I feel a sense of \_\_\_\_\_.  
b. When I listen to music, I have energy to \_\_\_\_\_ any job.  
c. Sometimes it is easier to \_\_\_\_\_ with problems when you talk  
about them with friends.  
d. Classical music can \_\_\_\_\_ a sense of calm for me.

Word Box

cope  
evoke  
peace  
tackle

While Listening

5. As you listen to the recording, **check** the positive effects that music has on a teenager’s life.  
 **Pay attention** to things that can complete the sentence, “Music can help teens...”
- ☐ cope with everyday situations  
☐ connect to their parents  
☐ release stress and anxiety  
☐ improve their mood  
☐ feel peace and nostalgia

☐ connect with friends  
☐ feel accepted  
☐ feel inspired  
☐ work or study effectively  
☐ improve confidence

6. **Relisten** to the recording and **take notes** on the positive effects of each activity. **Write** key words related to each topic and **complete** as much of the table as possible.

| Activity   | Positive Effects                    |
|--|-------------------------------------|
| a. Listening to an uptempo song                            | <div></div> <div></div> <div></div> |
| b. Listening to sad music                                  | <div></div> <div></div> <div></div> |
| c. Singing together  | <div></div> <div></div> <div></div> |
| d. Studying music or learning and practising an instrument | <div></div> <div></div> <div></div> |
| e. Listening to instrumental music                         | <div></div> <div></div> <div></div> |

After Listening

7. **Compare** notes with a partner. **Add** any information to the chart that you may have missed.
8. Which of the positive effects of music listed in the recording have you experienced? **Provide** an example.
- 
- 
9. Do you think that music plays a more important role in a teenager’s life or in an adult’s life? **Use** information from the recording to support your ideas.
- 
- 

Before Reading

1. **Match** each vocabulary word with its definition.

| Word        |       | Definition  |
|-------------|-------|---|
| a. cello    | _____ | 1. garbage  |
| b. forged   | _____ | 2. tool used for cutting which has a thin blade of metal with sharp teeth |
| c. landfill | _____ | 3. poor neighbourhood in a city   |
| d. refuse   | _____ | 4. offensive smell or odour   |
| e. rubbish  | _____ | 5. created  |
| f. saw      | _____ | 6. wetlands   |
| g. shack    | _____ | 7. anything that is thrown away   |
| h. slums    | _____ | 8. metal  |
| i. stench   | _____ | 9. second largest instrument in the violin family                         |
| j. swamps   | _____ | 10. area of land built up from layers of garbage covered in earth         |
| k. tin      | _____ | 11. roughly built cabin   |

2. **Find** and **circle** each vocabulary word from Step 1 in the word search grid.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| F | O | R | G | E | D | R | L |
| S | P | M | A | W | S | H | A |
| O | K | C | A | H | S | C | N |
| L | S | E | C | I | L | N | D |
| L | A | Y | B | T | U | E | F |
| E | W | B | C | I | M | T | I |
| C | U | L | E | N | S | S | L |
| R | E | F | U | S | E | R | L |

3. **Write** the remaining letters to find the mystery word: \_\_\_\_\_

Extra Magazine Reading  
Unit 1

Paraguayan Landfill Orchestra  
Makes Sweet Music from Rubbish  
Magazine pages 4–7

Handout ER 1.1  
(cont.)

While Reading

4. As you read, **highlight** words and phrases related to Favio Chávez’s landfill orchestra and their instruments.

After Reading

5. **Scan** the text to find the correct quantities to complete the chart.

| Number of...  | Quantity |
|---|----------|
| a. schoolchildren in the Cateura Orchestra of Recycled Instruments          | _____    |
| b. times per week that Nicolas Gómez travels to Cateura to dig out material | _____    |
| c. children taught by Chávez and his colleagues                             | _____    |
| d. hours a child needs to practise per day if their dream is to play piano  | _____    |

6. According to Chávez, why are children not given formal instruments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What material does Gómez use to make violins and cellos?

\_\_\_\_\_

\_\_\_\_\_

8. What impact has music had on Ada and Noélia Rios’s lives?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extra Magazine Reading  
Unit 1

Paraguayan Landfill Orchestra  
Makes Sweet Music from Rubbish  
Magazine pages 4–7

Handout ER 1.1  
(cont.)

9. **Find** sentences in the text to support each of the statements below.

a. Chávez believes that the skills developed when learning to play an instrument can help children to create a better future for themselves.

\_\_\_\_\_

\_\_\_\_\_

b. Some *gancheros* recognize the benefits associated with learning a musical instrument.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Even if the recycled instruments are not worth very much money, they are of great value to the children who play them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. **Circle** the idiomatic expression that best fits the main idea of the text. **Explain** your answer.

a. to talk trash

b. to waste your breath

c. one man’s trash is another man’s treasure

d. garbage in, garbage out

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. What characteristics required to learn an instrument do you think will help these children succeed later in life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- A. **Circle** the correct form of the simple present.
- 1. My brother (*play/played/plays*) the violin.
  - 2. Nate and I (*wants/want/wanting*) to see the new James Bond movie.
  - 3. Marissa (*do not like/does not likes/does not like*) broccoli.
  - 4. Alex and Felicia (*are/is/am*) 15 years old.
  - 5. You (*have not/do not have/does not have*) soccer practice tonight.
  - 6. My school bag (*is/are not/have not*) ripped.
  - 7. We (*don't are/aren't/not is*) finished with the exercises.
  - 8. I (*does/are/am*) late for class!
  - 9. Mr. Martin (*doesn't give/doesn't gives/don't give*) homework.
  - 10. Everyone (*hope/hopes/hoped*) the Montréal Canadiens will win the Cup.

- B. **Write** the affirmative or negative form of the verb *to be* in the simple present. **Use** context clues for help.
- 1. Ripe bananas \_\_\_\_\_ yellow. Unripe ones \_\_\_\_\_ green.
  - 2. The apple in my lunch box \_\_\_\_\_ red.
  - 3. Zebras \_\_\_\_\_ orange with black stripes.
  - 4. My brother's lizard \_\_\_\_\_ brown with a green stomach.
  - 5. The sunset \_\_\_\_\_ usually purple, but today it is a pretty shade of magenta.
  - 6. I \_\_\_\_\_ bright red! Sunburn, ouch!
  - 7. The flag of the USA \_\_\_\_\_ red, white and blue.

- C. **Write** sentences to describe an object or objects with the colour(s) indicated. **Use** Step B as a model.
- 1. red and white \_\_\_\_\_
  - 2. yellow \_\_\_\_\_
  - 3. pink \_\_\_\_\_
  - 4. white with black spots \_\_\_\_\_
  - 5. green and red \_\_\_\_\_

- D. Mrs. Rubio's English class took a survey to find out which jobs they do around the house. **Look** at the results and **add** your name to one of the jobs. Then, **write** a sentence for each subject.

| Wash the Dishes                   | Do the Laundry                      | Take out the Trash                      | Walk the Dog                     |
|-----------------------------------|-------------------------------------|---|----------------------------------|
| Renaud<br>Jayden<br>Sami<br>_____ | Carlos<br>Aurélie<br>_____<br>_____ | Cléo<br>Lucie<br>Haru<br>_____<br>_____ | Liam<br>Jayden<br>_____<br>_____ |

- 1. Haru \_\_\_\_\_
- 2. Aurélie \_\_\_\_\_
- 3. Cléo and Lucie \_\_\_\_\_
- 4. Sami and Renaud \_\_\_\_\_
- 5. Liam \_\_\_\_\_
- 6. Jayden \_\_\_\_\_ and \_\_\_\_\_
- 7. I \_\_\_\_\_

- E. **Underline** the correct simple present verb. Then, **answer** the question.
- 1. (*Are/Is*) Calgary in Manitoba?  
\_\_\_\_\_
  - 2. (*Is/Does*) Toronto have an NHL hockey team?  
\_\_\_\_\_
  - 3. (*Are/Do*) polar bears white?  
\_\_\_\_\_
  - 4. (*Is/Do*) geese fly north for the winter?  
\_\_\_\_\_
  - 5. (*Does/Are*) *merci* mean *thank you* in French?  
\_\_\_\_\_
  - 6. (*Do/Is*) spaghetti a type of dessert?  
\_\_\_\_\_

Grammar Practice  
Unit 1

Simple Present

Handout GP 1.1  
(cont.)

F. **Write** an affirmative or negative sentence in the simple present for the pairs below.

1. **Affirmative:** My favourite type of music is hip hop.  
**Negative:** \_\_\_\_\_
2. **Affirmative:** \_\_\_\_\_  
**Negative:** The tennis practice does not/doesn't start at 8:00 a.m.
3. **Affirmative:** Your French teacher is Mme Pelletier this year.  
**Negative:** \_\_\_\_\_
4. **Affirmative:** You live near the library.  
**Negative:** \_\_\_\_\_

G. **Unscramble** the words to form information questions in the simple present.

1. is/absent/Colin/why/today  
\_\_\_\_\_
2. school/Béatrice/does/how/to/get  
\_\_\_\_\_
3. this/is/when/over/period  
\_\_\_\_\_
4. music group/is/favourite/your/which  
\_\_\_\_\_

H. **Write** a yes/no or an information question for each answer below.

1. **Q:** \_\_\_\_\_  
**A:** Yes, I understand the math homework.
2. **Q:** \_\_\_\_\_  
**A:** The park is next to the high school.
3. **Q:** \_\_\_\_\_  
**A:** No, the library isn't open right now.
4. **Q:** \_\_\_\_\_  
**A:** I play chess because I love strategy games.

Grammar Practice  
Unit 1

Imperatives

Handout GP 1.2

A. **Underline** the imperatives in the following text.

The pancake recipe in my family is famous! Follow these instructions to make the most delicious, fluffy pancakes you'll ever taste. First, find these six ingredients and put them on the table: flour, milk, one egg, sugar, baking powder and oil. Then, measure one cup of flour and pour it in a big bowl. Add one tablespoon of sugar and baking powder. After the dry ingredients are mixed, it's time for the wet ones. In a small bowl, mix one egg, one tablespoon of oil and one cup of milk. Add the wet ingredients to the dry ingredients. Stir the batter until the mixture is wet, but do not overmix. A few small lumps will make the pancakes fluffier. Finally, take the batter and spoon it onto a hot griddle. Wait until small bubbles form on the top before flipping the pancakes over. Watch the pancakes carefully and do not let them burn. Pour some syrup over them and enjoy!

B. **Use** the verbs in the Word Box to complete the sentences with an affirmative or negative imperative.

1. \_\_\_\_\_ the door behind you.
2. \_\_\_\_\_ your feet on the sofa.
3. \_\_\_\_\_ your book to page 127.
4. \_\_\_\_\_ one apple per day.
5. \_\_\_\_\_ in the hallways.
6. \_\_\_\_\_ the lights when you leave.
7. \_\_\_\_\_ your teeth before going to bed.
8. \_\_\_\_\_ when the teacher is talking.
9. \_\_\_\_\_ before entering her office.
10. \_\_\_\_\_ both ways before you cross the street.

Word Box

brush  
eat  
knock  
look  
open  
put  
run  
shut  
talk  
turn off

C. **Write** five tips for students learning English. **Use** imperatives.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

A. Read the text below and **complete** the following steps. **Refer** to pages 4 and 13 of the workbook for help.

- **Underline** the problems that happen in the music class.
- **Circle** the verbs in the simple present.
- **Write** four rules to solve the problems in the imperative. **Include** two affirmative and two negative statements.

Dear Mr. Beebop,

We really like band practice but we seriously think we need a few rules to make things better for everybody. First of all, some people don't put their instruments back in the right places after practice so it's hard to find what we need at the next practice. Others forget their sheet music, so they don't know what to play. Last time, the entire trombone section was late and disrupted everybody when they finally arrived. The clarinet section talks when they're not playing. Finally, we think everybody should practise for at least one hour each day or we're never going to be ready for our concert next month. You're a really nice teacher but we need more discipline!

Yours truly,

The saxophone section

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. Read the questions below and **complete** the following steps. **Refer** to pages 4 and 27 of the workbook for help.

- **Complete** each question with the appropriate question word.
  - **Circle** the correct form of the verb *to be* in the simple present.
1. \_\_\_\_\_ (am/is/are) your favourite singers?
2. \_\_\_\_\_ musical instrument (am/is/are) the most difficult to play?
3. \_\_\_\_\_ (am/is/are) modern music so strange?
4. \_\_\_\_\_ (am/is/are) your practices held?
5. \_\_\_\_\_ different instruments (am/is/are) in an orchestra?
6. \_\_\_\_\_ genre of music (am/is/are) the best for dancing?
7. \_\_\_\_\_ (am/is/are) the concert?

C. Read the prompts below and **complete** the following steps. **Refer** to pages 4 and 35 of the workbook for help.

- **Write** an appropriate adverb of frequency to describe how often you do each of the following actions.
- **Write** a sentence in the simple present about each of your communication habits, using the selected adverb of frequency.

| Communication Habit                           | Adverb of Frequency |
|---|---------------------|
| 1. call friends on the telephone              | _____               |
| 2. post about your activities on social media | _____               |
| 3. use email                                  | _____               |
| 4. have long conversations with adults        | _____               |
| 5. text your friends                          | _____               |
| 6. write letters to people on paper           | _____               |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

D. Read the dialogue below and **complete** the following steps. **Refer** to pages 27 and 35 of the workbook for help.

- **Write** questions in the simple present to complete the dialogue.
- **Complete** the statements with appropriate adverbs of frequency.

Rami: Hey Jan, we have to discuss these statements. The first one says, \_\_\_\_\_  
\_\_\_\_\_?

Jan: Email? I \_\_\_\_\_ use email. It's something my parents use. \_\_\_\_\_?

Rami: Yes, I \_\_\_\_\_ use email. My soccer coach \_\_\_\_\_ uses it to communicate with us. If I want to know what is going on, I have to check my email.

Jan: What about text messaging? \_\_\_\_\_?

Rami: Yes, I \_\_\_\_\_ use text messaging. I know you do too because we \_\_\_\_\_ text each other.

Jan: Yes, that was an easy question. See? We're good at communicating with each other!



Differentiation Teacher’s Notes

UNIT 1

- Extra support
- Alternative
- ◆ Enrichment

Page 1: Opening Spread

- Have students classify the genres they come up with in the One-Minute Challenge into categories, such as music they like/dislike/want to find out about, or music they are familiar with/don’t know. Encourage them to explore genres they’re not familiar with during the course of the unit.

Pages 5–8: Task 2

- Take the time to have students share their responses to the questions in the Discuss rubric, for further activation of prior knowledge. Encourage them to give examples to support their ideas. Where possible, work vocabulary words from Step 1 into the discussion to help students become more familiar with them.
- Once students have had a chance to read and familiarize themselves with the text, play the recording of it and have them follow along to help them develop their fluency. Step 3: Write the model dialogue on the board so students can use it while playing.

Pages 10–12: Task 3

- Do the **C1 Support Handout D 1.1** before Step 9. Emphasize that giving reasons and examples to support your ideas helps maintain a discussion.
- Have students find examples of different genres of music that they think would evoke the effects discussed in the video. Have them play them for family and friends to verify what they learned in the video.

Page 14: Task 4

- ◆ Use the **Planning Support Handout D 1.2** to support students’ planning of the paragraph in Step 2, to ensure they include all the elements required.

Pages 15–18: Task 5

- Once students have had a chance to read and familiarize themselves with the text, play the recording of it and have them follow along to help them develop their fluency.
- ◆ For Step 10, invite students to bring in examples of advertisements, films, or video games that use music particularly effectively.

Pages 21–22: Final Reinvestment Task

- ◆ Using the **Enriched Task Handout D 1.3**, have students create a bigger playlist to accompany a specific activity, create a certain mood, or be part of a theme.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

**C1 Support Unit 1**

**Task 3: This Is Your Brain on Music**  
Workbook pages 10–12 (before Step 9)

Express and Support an Idea

**Handout D 1.1**

To express an idea in a discussion, give your opinion and support it with a reason or an example. Follow this formula:

| Express an Idea             | +       | Reasons or Examples   |
|-----------------------------|---------|---|
| I prefer jazz to punk music | because | it makes me feel calm. Also, I play the saxophone, and there are a lot of great saxophonists in jazz music. |

Then, ask your partner what they think to continue the discussion.

1. Read the useful language phrases below.

| Express an Idea  |   | +       | Reason Phrases                                    |
|--|---|---------|---|
| <ul style="list-style-type: none"><li>• <i>When I listen to (genre) music, I feel...</i></li><li>• <i>I am surprised that...</i></li><li>• <i>I agree with...</i></li><li>• <i>I didn't know that...</i></li></ul> | <ul style="list-style-type: none"><li>• <i>I don't listen to...</i></li><li>• <i>Personally, I'd say that...</i></li><li>• <i>I feel that...</i></li><li>• <i>I prefer... to...</i></li><li>• <i>I really don't like...</i></li></ul> | because | Give reasons and examples that support your idea. |

| Ask for Opinions  |  | Ask for Reasons   |  |
|---|--|---|--|
| <ul style="list-style-type: none"><li>• <i>What do you think?</i></li><li>• <i>Do you agree with me?</i></li><li>• <i>Which one do you like better?</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Why do you prefer...?</i></li><li>• <i>Do you agree with the information in the video?</i></li><li>• <i>What about you?</i></li></ul> | <ul style="list-style-type: none"><li>• <i>What makes you think that?</i></li><li>• <i>Why do you prefer that?</i></li><li>• <i>Why don't you like...?</i></li><li>• <i>Why do you think that is?</i></li></ul> |  |

2. Read the model dialogue below. **Underline** the useful language from the chart above. **Highlight** the ideas expressed and **circle** the reasons and examples.
- A:** Personally, I’d say that jazz is my favourite genre of music.
- B:** Really? Why do you prefer jazz? That’s a style of music my parents listen to!
- A:** Well, it makes me feel calm. Also, I play the saxophone, and there are a lot of great saxophonists in jazz music. What do you think about jazz?
- B:** Like I said, my parents listen to it, and I find it irritating. I am surprised that you like it! It doesn’t make me feel calm at all. It’s not a genre I appreciate.
- A:** Which one do you like better?
- B:** I actually really like classic rock.
- A:** Why do you prefer that?
- B:** There’s usually a good beat. The lyrics can be really interesting, too. It helps me relax and forget my problems.



3. **Write** a dialogue expressing and supporting your opinion about a musical genre. **Use** the useful language in Step 1 for help.

A: \_\_\_\_\_  
\_\_\_\_\_

B: \_\_\_\_\_  
\_\_\_\_\_

A: \_\_\_\_\_  
\_\_\_\_\_

B: \_\_\_\_\_  
\_\_\_\_\_

A: \_\_\_\_\_  
\_\_\_\_\_

B: \_\_\_\_\_  
\_\_\_\_\_

A: \_\_\_\_\_  
\_\_\_\_\_

B: \_\_\_\_\_  
\_\_\_\_\_

A: \_\_\_\_\_  
\_\_\_\_\_

B: \_\_\_\_\_  
\_\_\_\_\_

4. **Practise** your dialogue with another student. **Do** Step 9 on page 12.

1. What ties the three songs together: purpose, mood or theme? **Choose** the main idea of your playlist.
- ☐ **Purpose.** To accompany this activity: \_\_\_\_\_
- ☐ **Mood.** To create or change this mood: \_\_\_\_\_
- ☐ **Theme.** To be part of this theme: \_\_\_\_\_
2. **Plan** a paragraph about the playlist you made on page 14. **Refer** to the text features on pages 6 and 7 for help. **Make notes** using key words.

|  |                         |                                  |
|--|-------------------------|----------------------------------|
| Topic Sentence<br>Explain the main idea of your playlist.  | _____<br>_____<br>_____ |                                  |
| Supporting Details<br>Explain how each song supports your main idea. Use relevant information from the table in Step 1 on page 14. | Song 1                  | _____<br>_____<br>_____<br>_____ |
|  | Song 2                  | _____<br>_____<br>_____<br>_____ |
|  | Song 3                  | _____<br>_____<br>_____<br>_____ |
| Closing Sentence<br>Restate your main idea and conclude your text.   | _____<br>_____<br>_____ |                                  |

3. **Write** your paragraph using the notes you made in the table. **Use** the simple present.

Title of Playlist: \_\_\_\_\_

Topic Sentence that Includes Main Idea: \_\_\_\_\_

Supporting Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Closing Sentence: \_\_\_\_\_

\_\_\_\_\_

4. **Revise** and **edit** your text. **Use** the writing checklist.

Writing Checklist

☐ I referred to the graphic organizer as I wrote.

☐ I checked my spelling and punctuation.

☐ I verified my use of the simple present.

☐ I used my resources: dictionary, grammar notes and text features.

5. **Write** your final copy. **Share** the playlist with your classmates.

Pre-Production

1. **Plan** a playlist to share with others. **Choose** the main idea of your playlist. What ties the three songs together: purpose, mood or theme?
- ☐ **Purpose.** To accompany this activity: \_\_\_\_\_
- ☐ **Mood.** To create or change this mood: \_\_\_\_\_
- ☐ **Theme.** To be part of this theme: \_\_\_\_\_
2. **Give** your playlist a title: \_\_\_\_\_

Production

3. **Choose** eight songs for your playlist. **Decide** on the order in which they should be played.

| Song Title | Artist | Genre | Order # |
|------------|--------|-------|---------|
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |
|            |        |       |         |

4. **Write** a paragraph to present your playlist on a separate piece of paper and **explain** how it supports your main idea. **Use** the simple present.
5. **Create** the playlist on a music platform.

Post-Production

6. **Share** your playlist and text with your classmates. **Ask** for feedback.
7. **Revise** and **edit** your playlist and text.
8. **Produce** your final version.

Grammar Quiz  
Unit 1

Simple Present

Handout GQ 1.1

A. Kris interviewed Shannon for the school paper but he didn't listen! **Complete** the questions and answers as Shannon corrects Kris's mistakes. /10

1. **Kris:** So, Shannon, you have two brothers, right?  
**Shannon:** No, I \_\_\_\_\_ any brothers. I \_\_\_\_\_ one sister.
2. **Kris:** Oh. \_\_\_\_\_?  
**Shannon:** No, my favourite sport \_\_\_\_\_ tennis. It is soccer.
3. **Kris:** But you said you don't like to run.  
**Shannon:** I said I \_\_\_\_\_ to run, but I \_\_\_\_\_ to hold a racquet.
4. **Kris:** Okay. You are in the orchestra. \_\_\_\_\_?  
**Shannon:** No, I don't play the violin. I told you that I \_\_\_\_\_ the tuba.
5. **Kris:** Right. And you work at the mall on the weekends.  
**Shannon:** No, I \_\_\_\_\_ at the grocery store. Bettina \_\_\_\_\_ at the mall. Kris, you didn't listen to anything I said!

B. **Complete** the text with the simple present of the verbs in parentheses. /10

At 17 years old, Brooke D'Hondt (be) \_\_\_\_\_<sup>1</sup> not your average Canadian teenager. She (feel) \_\_\_\_\_<sup>2</sup> more pressure than most teenagers her age. As the youngest Canadian athlete to appear at the 2022 Winter Olympics in Beijing, she (attend) \_\_\_\_\_<sup>3</sup> a regular high school but she (spend, negative) \_\_\_\_\_<sup>4</sup> her afternoons hanging out at the mall with her friends. Instead, her friends (watch) \_\_\_\_\_<sup>5</sup> her on television as she (compete) \_\_\_\_\_<sup>6</sup> on the world stage. It (appear, negative) \_\_\_\_\_<sup>7</sup> that this teen ever (crack) \_\_\_\_\_<sup>8</sup> under the pressure. She (hold) \_\_\_\_\_<sup>9</sup> the title of Canadian national halfpipe junior champion and we (think) \_\_\_\_\_<sup>10</sup> she's got a very promising and exciting career ahead of her! She has her eye on the prize and she doesn't stop.

Grammar Quiz  
Unit 1

Imperatives

Handout GQ 1.2

A. What are the rules of the library? **Use** the verbs in the Word Box to complete the sentences with an affirmative or negative imperative. /10

| Word Box |        |
|----------|--------|
| be       | return |
| bring    | run    |
| eat      | talk   |
| forget   | use    |
| raise    | write  |

1. \_\_\_\_\_ because your feet make too much noise.
2. \_\_\_\_\_ quietly or whisper.
3. \_\_\_\_\_ your hand to ask questions.
4. Never \_\_\_\_\_ food near the computers.
5. \_\_\_\_\_ your books before the due date.
6. \_\_\_\_\_ on the pages of a book.
7. \_\_\_\_\_ the catalogue to search for books.
8. Always \_\_\_\_\_ your library card with you.
9. \_\_\_\_\_ respectful of the books.
10. \_\_\_\_\_ to check out your books.

B. **Rewrite** these sentences as imperatives. **Use** *always* or *never*. /10

1. It's polite to send thank-you notes when you receive gifts.  
\_\_\_\_\_
2. It isn't a good idea to forget your sunblock.  
\_\_\_\_\_
3. It is safer to look both ways before crossing the street.  
\_\_\_\_\_
4. It's important to stay calm during a crisis.  
\_\_\_\_\_
5. It isn't polite to talk with your mouth full.  
\_\_\_\_\_

Diagnostic Test

Show What You Know!

This diagnostic test is intended for use at the beginning of the school year and can serve to assess the student’s current knowledge and mastery of the English language. The test covers the three competencies and also targets key grammatical concepts from Secondary 2. The information gathered here can help the teacher anticipate areas in which students may require extra support. Supplementary materials and suggestions for supporting students for each unit can be found in the Differentiation section of this Teacher’s Guide.

Components of the Diagnostic Test

Teacher’s Guide

- Overview of the Diagnostic Test
- Evaluation Grids and Checklists for C1, C2 and C3..... DT 1.5, DT 1.6, DT 1.7
- Answer Keys for DT 1.1–DT 1.4
- Student Handouts .....DT 1.1, DT 1.2, DT 1.3, DT 1.4

ESL Competencies Evaluated

|   |  |  |
|---|--|--|
| <b>C1</b> Interacts orally in English <ul style="list-style-type: none"><li>• Participation in oral interaction</li><li>• Articulation of the message</li><li>• Use of strategies and resources</li></ul> | <b>C2</b> Reinvests understanding of texts <ul style="list-style-type: none"><li>• Evidence of understanding of texts through the response process</li><li>• Use of strategies and resources</li></ul> | <b>C3</b> Writes and produces texts <ul style="list-style-type: none"><li>• Formulation of the message</li><li>• Use of strategies and resources</li></ul> |
|---|--|--|

Grammar Concepts Evaluated

- Simple present
- Simple past
- Present continuous
- Subject–verb agreement
- Modals (*could, would, should*)
- Question words

Duration of the Test: 120–150 minutes

Students will complete four linked tasks to demonstrate their skill level, during which the teacher will observe and note which students require support, as well as their use of strategies and resources. The observation grids and checklists serve to note students’ strengths and weaknesses while and after students carry out the tasks.

End-of-Year Grammar Review

Simple Future, Modals

Handout GR 1.1

- A. Rewrite** the sentences in the future tense, in the affirmative and the negative. **Use** *will*.
- This year, I am in Secondary 3.  
Next year, \_\_\_\_\_
  - Right now, I am in English class.  
In two hours, \_\_\_\_\_
  - Now, I am a teenager.  
In 10 years, \_\_\_\_\_
- B. Write** three questions to ask a partner about their future. **Use** *will* and a question word.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- C. Write** about three activities you are planning to do later today, and three activities you are not planning to do. **Use** *be going to*.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- D. Use** the prompts to write one affirmative sentence for each modal: *could, would* and *should*. Then **write** the sentence in the negative.
- learn another language  
Affirmative: \_\_\_\_\_  
Negative: \_\_\_\_\_
  - help you if you asked me to  
Affirmative: \_\_\_\_\_  
Negative: \_\_\_\_\_
  - eat more vegetables  
Affirmative: \_\_\_\_\_  
Negative: \_\_\_\_\_
- E. Write** a paragraph about your plans for Secondary 4 on a separate sheet of paper. Will you do any special activities? Are you going to join any school clubs or teams? What could or should you do to have a good year? **Use** the future tenses and modals.

Final Reinvestment Grid  
Unit 1

Unit 1  
Music in Your Life

Handout FRG 1.1

| C2<br>Use of knowledge from texts in a reinvestment task | Coherence of organization, combination with own ideas | A  | B  | C  | D  | E  |
|--|---|--|--|--|--|--|
|  |   | <input type="checkbox"/> Skillfully combines knowledge from the texts with own ideas to write an informative text                    | <input type="checkbox"/> Combines knowledge from the texts with own ideas to write an informative text | <input type="checkbox"/> Combines some knowledge from the texts with own ideas                       | <input type="checkbox"/> Combines little knowledge from the texts with own ideas                       | <input type="checkbox"/> Does not combine knowledge from the texts with own idea   |
| C3<br>Formulation of the message                         | Accuracy of targeted language*                        | <input type="checkbox"/> Contains very few or no errors in the use of targeted language conventions (simple present and imperatives) | <input type="checkbox"/> Contains few errors in the use of targeted language conventions               | <input type="checkbox"/> Contains some errors in the use of targeted language conventions            | <input type="checkbox"/> Contains many errors in the use of targeted language conventions              | <input type="checkbox"/> Produces a text that is mostly incomprehensible<br>OR<br><input type="checkbox"/> Does not respect the task requirements<br>OR<br><input type="checkbox"/> Does not complete the task<br>OR<br><input type="checkbox"/> Copies most passages from the source texts*** |
|  | Clarity   | <input type="checkbox"/> Errors contained in text do not affect readability or understanding**                                       | <input type="checkbox"/> Errors may affect readability but not understanding                           | <input type="checkbox"/> Errors or awkward structures sometimes affect readability and understanding | <input type="checkbox"/> Errors or awkward structures repeatedly affect readability and understanding  |  |
|  | Text components and text features                     | <input type="checkbox"/> All text components and text features of an informative text are present and are well adapted to the task   | <input type="checkbox"/> All text components and text features of an informative text are present      | <input type="checkbox"/> Most text components and text features of an informative text are present   | <input type="checkbox"/> Major text components and/or text features of an informative text are missing |  |
|  |   |  |  |  |  |  |
| Language Conventions                                     |   | Errors   |  |  |  |  |
| Simple present   |   | <input type="checkbox"/> Very few  | <input type="checkbox"/> Few   | <input type="checkbox"/> Some  | <input type="checkbox"/> Many  |  |
| Imperative   |   | <input type="checkbox"/> Very few  | <input type="checkbox"/> Few   | <input type="checkbox"/> Some  | <input type="checkbox"/> Many  |  |
|  |   | <input type="checkbox"/> Very few  | <input type="checkbox"/> Few   | <input type="checkbox"/> Some  | <input type="checkbox"/> Many  |  |
| Comments:  |   |  |  |  |  |  |

Notes: \*For accuracy of language, target language conventions for the task based on the *Progression of Learning* and concepts from the unit.

\*\*Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

\*\*\*If only a few passages were copied from the reading texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 3.

General Competency Grid

C1 Interacts Orally in English

Handout GG 1.1

| Participation in oral interaction        |  | A  | B   | C  | D   | E   |
|--|--|--|---|--|---|---|
|  |  | <input type="checkbox"/> Interacts throughout the discussion and uses techniques to help the discussion move forward (reacts to and prompts peers, asks questions)   | <input type="checkbox"/> Interacts throughout the discussion  | <input type="checkbox"/> Interacts sporadically or mostly when prompted  | <input type="checkbox"/> Rarely expresses ideas or responds to peers<br>OR<br><input type="checkbox"/> Speaks but rarely interacts with peers, if at all  |   |
| Content of the message                   |  | <input type="checkbox"/> Discusses the targeted topics, shares relevant ideas and elaborates on them<br><br>AND<br><input type="checkbox"/> Brings up new ideas or aspects to enrich the discussion            | <input type="checkbox"/> Discusses the targeted topics, shares relevant ideas and elaborates on them  | <input type="checkbox"/> Expresses basic ideas related to the topic, elaborates somewhat when prompted   | <input type="checkbox"/> Expresses ideas that are mostly incomplete, are repetitive or can apply to any topic   |   |
| Articulation of the message*             |  | Fluency  | <input type="checkbox"/> Speaks with ease when interacting  | <input type="checkbox"/> Speaks with some ease when interacting<br><br><input type="checkbox"/> Hesitates, but pauses do not interfere with interaction                                | <input type="checkbox"/> Speaks with some difficulty when interacting<br><br><input type="checkbox"/> Hesitations and pauses sometimes hinder interaction   |   |
|  |  | Accuracy   | <input type="checkbox"/> When interacting, expresses messages that are clear and contain few errors, if any   | <input type="checkbox"/> When interacting, makes errors that sometimes affect clarity of messages<br><br><input type="checkbox"/> Messages understood with little interpretation       | <input type="checkbox"/> When interacting, makes errors that often affect clarity of messages<br><br><input type="checkbox"/> Messages understood with some interpretation                          | <input type="checkbox"/> Speaks with much difficulty when interacting<br><br><input type="checkbox"/> Hesitations and pauses often hinder interaction   |
|  |  |  | <input type="checkbox"/> When interacting, expresses messages that are clear and contain few errors, if any   | <input type="checkbox"/> When interacting, makes errors that often affect clarity of messages<br><br><input type="checkbox"/> Messages understood with some interpretation             | <input type="checkbox"/> When interacting, makes errors that consistently affect clarity of messages<br><br><input type="checkbox"/> Messages mostly understood but require a lot of interpretation | <input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible<br><br><input type="checkbox"/> Expresses messages that are mostly incomprehensible<br><br><input type="checkbox"/> Does not participate |
| Targeted Language Conventions            |  |  |   |  |   |   |
| Type of error                            |  |  | Very few  | Some   | Many  | Too many  |
|  |  |  |   |  |   |   |
|  |  |  |   |  |   |   |
|  |  |  |   |  |   |   |
| Management of strategies and resources** |  | <input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively<br><br><input type="checkbox"/> Reflects on use of strategies and resources and makes adjustments | <input type="checkbox"/> Selects and manages appropriate strategies and resources<br><br><input type="checkbox"/> Reflects on use of strategies and resources | <input type="checkbox"/> Requires some prompting to use strategies and resources<br><br><input type="checkbox"/> Requires some prompting to reflect on use of strategies and resources | <input type="checkbox"/> Uses strategies and resources when explicitly told which to use<br><br><input type="checkbox"/> Reflects on use of strategies and resources when prompted/guided to do so  | <input type="checkbox"/> Despite prompting, does not make use of strategies or resources<br><br><input type="checkbox"/> Despite prompting, does not reflect on use of strategies or resources  |

Notes: \*For articulation of the message, target language conventions for the task based on the *Progression of Learning* and concepts from the unit.

\*\*The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

General Competency Grid

C2 Reinvests Understanding of Texts

Handout GG 1.2

| Evidence of understanding of texts through the response process | A  | B   | C  | D   | E  |
|---|--|---|--|---|--|
|   | <input type="checkbox"/> Shows superior understanding of text(s)<br><input type="checkbox"/> Makes pertinent links between text(s) and own experience  | <input type="checkbox"/> Shows solid understanding of text(s)<br><input type="checkbox"/> Makes some links between text(s) and own experience                   | <input type="checkbox"/> Shows some understanding of text(s)<br><input type="checkbox"/> Makes few links between text(s) and own experience  | <input type="checkbox"/> Shows little understanding of text(s)<br><input type="checkbox"/> Makes no links between text(s) and own experience  | <input type="checkbox"/> Shows no understanding of text(s)<br><input type="checkbox"/> Responses not linked to text(s)   |
| Use of knowledge from texts in a reinvestment task              | Selection and use of information/ ideas/ language  |   | Coherence of organization, combination with own ideas  |   | Text components and text features  |
|   | <input type="checkbox"/> Selects highly appropriate, accurate and pertinent information/ideas/ language from source texts  | <input type="checkbox"/> Selects appropriate, accurate and pertinent information/ ideas/language from source texts  | <input type="checkbox"/> Selects some appropriate, accurate and pertinent information/ideas/ language from source texts<br><input type="checkbox"/> Shows <b>some</b> weaknesses, such as: <ul style="list-style-type: none"><li>• some inaccurate content</li><li>• too general or irrelevant content</li><li>• some content copied from source texts</li></ul> | <input type="checkbox"/> Selects little appropriate, accurate or pertinent information/ideas/ language from source texts<br><input type="checkbox"/> Shows <b>many</b> weaknesses, such as: <ul style="list-style-type: none"><li>• inaccurate content</li><li>• too general or irrelevant content</li><li>• chunks of content copied from source texts</li></ul> |  |
|   | <input type="checkbox"/> Skillfully combines information from source texts with own ideas to create a coherent, organized and convincing product   | <input type="checkbox"/> Combines information from source texts with own ideas to create a coherent and organized product                                       | <input type="checkbox"/> Combines information from source texts with own ideas<br><input type="checkbox"/> Text shows <b>some</b> weaknesses, such as: <ul style="list-style-type: none"><li>• lacking coherence or organization, OR</li><li>• lacking own ideas</li></ul>   | <input type="checkbox"/> Text shows <b>many</b> weaknesses, including: <ul style="list-style-type: none"><li>• lacking coherence or organization, AND</li><li>• lacking own ideas</li></ul>   |  |
|   | <input type="checkbox"/> All text components are present<br><input type="checkbox"/> Text is highly appropriate and engaging for the target audience and respects all text features                        | <input type="checkbox"/> All text components are present<br><input type="checkbox"/> Text is appropriate for the target audience and respects all text features | <input type="checkbox"/> Most text components are present<br><input type="checkbox"/> Text is mostly appropriate for the target audience and respects most text features   | <input type="checkbox"/> Major text components are missing<br><input type="checkbox"/> Text is somewhat inappropriate for the target audience and is lacking in some text features  |  |
| Management of strategies and resources*                         | <input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively<br><input type="checkbox"/> Reflects on use of strategies and resources and makes adjustments | <input type="checkbox"/> Selects and manages appropriate strategies and resources<br><input type="checkbox"/> Reflects on use of strategies and resources       | <input type="checkbox"/> Requires some prompting to use strategies and resources<br><input type="checkbox"/> Requires some prompting to reflect on use of strategies and resources   | <input type="checkbox"/> Uses strategies and resources when explicitly told which to use<br><input type="checkbox"/> Reflects on use of strategies and resources when prompted/guided to do so  | <input type="checkbox"/> Despite prompting, does not make use of strategies or resources<br><input type="checkbox"/> Despite prompting, does not reflect on use of strategies or resources |

**Notes:** \*The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

\*\*If only a few passages were copied from the source texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 2.

General Competency Grid

C3 Writes and Produces Texts

Handout GG 1.3

| Participation in the writing and production processes* | A  | B  | C  | D  | E  |
|--|--|--|--|--|--|
|  | <input type="checkbox"/> Personalizes the process to plan and carry out the task<br><input type="checkbox"/> Seeks and integrates feedback from peers and teacher  | <input type="checkbox"/> Uses the steps of the process to complete the task<br><input type="checkbox"/> Integrates feedback from peers and teacher                       | <input type="checkbox"/> With some support, uses the steps of the process to complete the task<br><input type="checkbox"/> Integrates some feedback from others                    | <input type="checkbox"/> Despite support, does not use the steps of the process to complete the task<br><input type="checkbox"/> Has difficulty integrating feedback                           | <input type="checkbox"/> Does not use the steps of the process<br>OR<br><input type="checkbox"/> Does not complete the task  |
| Content of the message                                 | Pertinence and coherence   | Development  |  | Accuracy of targeted language**  |  |
|  | <input type="checkbox"/> Text is highly appropriate in terms of topic, audience and purpose<br><input type="checkbox"/> Ideas are pertinent, well organized and coherent                                   | <input type="checkbox"/> Text is suitable in terms of topic, audience and purpose<br><input type="checkbox"/> Ideas are generally pertinent, well organized and coherent | <input type="checkbox"/> Text is mostly suitable in terms of topic, audience and purpose<br><input type="checkbox"/> Ideas are somewhat pertinent, organized and coherent          | <input type="checkbox"/> Text is somewhat unsuitable in terms of topic audience, and purpose<br><input type="checkbox"/> Ideas lack some pertinence, organization and coherence                | <input type="checkbox"/> Text is incomplete or inappropriate<br>OR<br><input type="checkbox"/> Lacks organization and coherence<br>OR<br><input type="checkbox"/> Large parts are copied from source texts<br>OR<br><input type="checkbox"/> Does not complete the task                        |
| Formulation of the message                             | Clarity  | Text components and text features  |  | Management of strategies and resources*  |  |
|  | <input type="checkbox"/> Errors may be present but do not affect readability or understanding***   | <input type="checkbox"/> Errors may affect readability but not understanding   | <input type="checkbox"/> Errors or awkward structures sometimes affect readability and understanding   | <input type="checkbox"/> Errors or awkward structures repeatedly affect readability and understanding  | <input type="checkbox"/> Produces a text that is mostly incomprehensible<br>OR<br><input type="checkbox"/> Does not respect the task requirements<br>OR<br><input type="checkbox"/> Does not complete the task<br>OR<br><input type="checkbox"/> Copies most passages from the source text**** |
| Management of strategies and resources*                | Text components and text features  |  | Management of strategies and resources*  |  | Management of strategies and resources*  |
|  | <input type="checkbox"/> All text components and text features are present and are well adapted to the task  | <input type="checkbox"/> All text components and text features are present   | <input type="checkbox"/> Most text components and text features are present  | <input type="checkbox"/> Major text components and/or text features are missing  |  |
| Management of strategies and resources*                | Text components and text features  |  | Management of strategies and resources*  |  | Management of strategies and resources*  |
|  | <input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively<br><input type="checkbox"/> Reflects on use of strategies and resources and makes adjustments | <input type="checkbox"/> Selects and manages appropriate strategies and resources<br><input type="checkbox"/> Reflects on use of strategies and resources                | <input type="checkbox"/> Requires some prompting to use strategies and resources<br><input type="checkbox"/> Requires some prompting to reflect on use of strategies and resources | <input type="checkbox"/> Uses strategies and resources when explicitly told which to use<br><input type="checkbox"/> Reflects on use of strategies and resources when prompted/guided to do so |  |

**Notes:** \*The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.

\*\*For accuracy of language, target language conventions for the task based on the *Progression of Learning* and concepts from the unit.

\*\*\*Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.

\*\*\*\*If only a few passages were copied from the reading texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 3.



## Unit Reflection Sheet

## What Did You Learn?

## Handout SE 1.1

Unit number: \_\_\_\_\_ Title: \_\_\_\_\_

### Instructions

- **Reflect** on what you learned in the unit.
- **Share** what you learned with your classmates.
- **Reinvest** language, information and ideas from the unit.

### Language prompts to help share your ideas

- *I learned...*
- *What was your answer for...?*
- *I think that...*
- *What's your opinion?*
- *What do you think about...?*
- *That's interesting.*
- *If I understand correctly, ...*
- *Based on my experience, ...*
- *Tell me why you...*
- *That's possible, but I think...*
- *It seems to me that...*
- *The text on... mentions that...*

**1. Refer** back at the tasks you completed in the unit.

**a. Write** new words you want to remember.

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**b. Write** something interesting you learned in this unit.

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**2. a.** What was the driving question of the unit (on the opening page)?

---

**b. Answer** the driving question.

---

**c.** How did your answer to the driving question change from your predictions at the beginning of the unit?

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### Share and reinvest.

**3.** As a group:

- **Discuss** your answers to the questions in Step 1 and Step 2.
- **Elaborate** on your answers by using information and ideas from the unit and from your own personal experiences.
- **Listen** to your partners.
- **Ask** your partners questions.
- **Respond** to your partners' ideas and experiences.

### Set a goal.

**4. Write** your goal for speaking, watching, reading or writing in the next unit.

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