

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 4

The Panda Game Riot Workbook pages 94–96

Handout EL 4.1

Before Listening

1. In your own words, **explain** what the idiom “in the heat of the moment” means.

2. **Complete** the sentences with words from the Word Box.

Word Box	blast	decade	perpetrator	rock
	cheered	flipped	riot	tight

- We all _____ when our team scored a goal.
- The game was really _____, with a score of 2–2.
- The parade turned into a _____ when people started becoming violent.
- Last year’s St. Patrick’s Day parade was a _____!
- The detectives used forensic evidence to identify the _____.
- The boat started to _____ from side to side in the storm.
- In a _____, I will be 10 years older than I am today.
- I _____ the steak over to cook the other side.

While Listening

3. **Read** the events below. As you listen to the first part of “The Panda Game Riot,” **place** the events in chronological order.

- _____ The Ottawa Gee Gees won the game.
- _____ People ignored the police.
- _____ The narrator and their cousins went to watch the game.
- _____ The score was tight.
- _____ Gemma went to help people flip another car.
- _____ People went out into the streets to party.
- _____ Some people flipped a car over and started dancing on it.

**Extra Listening
Unit 4**

The Panda Game Riot
Workbook pages 94–96

**Handout EL 4.1
(cont.)**

4. Before listening to the endings, **predict** what you think will happen next in the story.

5. **Listen** to the recordings of “Ending A” and “Ending B.” **Check** whether what you wrote in Step 4 is more similar to Ending A, Ending B or neither.

- Ending A Ending B Neither

After Listening

6. **Describe** in your own words what happens in Ending A. **Use** complete sentences.

7. **Describe** in your own words what happens in Ending B. **Use** complete sentences.

8. How would you and your friends react in a situation like this one? **Explain** your answer.

9. **Describe** a different situation where you had photos or video that showed someone doing something wrong. Would you feel comfortable giving evidence that could lead to someone being punished? Why or why not?

**Extra Magazine Reading
Unit 4**

What Does It Mean to Be a Hero?
Magazine pages 42–45

Handout ER 4.2

Before Reading

1. In your own words, **explain** what it means to be a hero.

2. **Read** the following scenario. **Check** the actions below that you would do if you were involved.

You and a friend are sitting in a busy coffee shop. You see a young couple sitting on the other side of the room. The man looks angry and the woman looks anxious. They are arguing. The man is shouting and threatens to hit her on the side of the head. He stands up and takes her by the arm. They start to leave. What would you do?

- a. Do nothing. You don't know these people.
- b. Ask the girl if she needs help.
- c. Wait and see if someone else intervenes.
- d. Look for another person to help.
- e. Go to the bathroom and call the police.
- f. Confront the man and tell him to stop hurting the woman.
- g. Ask the employees in the coffee shop to do something.

3. **Write** one risk and one benefit of taking action in the situation above.

Risk: _____

Benefit: _____

While Reading

4. **Take notes** about the way the people behaved in the text. **Write** what they did and did not do.

Malyk	_____
Woman	_____
Man	_____
Bystanders	_____

After Reading

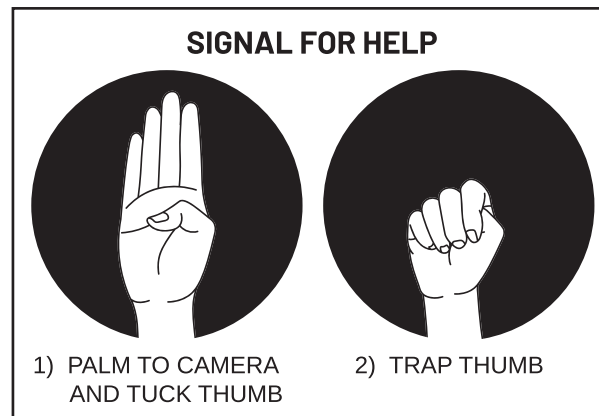
5. Place the events in order.

- The couple asks Malyk for money to take the bus to Laval.
- Malyk convinces the man to have a coffee and get something to eat.
- Two people refuse to let Malyk use their phones.
- The woman tells Malyk she is afraid.
- Malyk is declared a hero.
- Malyk sees a couple arguing at a bus stop.
- Malyk tells the young woman the police are coming.
- The man tells Malyk he has killed someone.
- The man is arrested.
- Malyk finishes his shift at work.
- Malyk tells the couple he is also taking the bus to Laval.
- Malyk buys the man more food to keep him in the coffee shop.

6. According to the psychologist, Dr. Bianco, how did Malyk show psychological bravery?

7. Why do people choose to do nothing instead of intervening?

8. Look at the hand signal on the right. If more people understood this hand signal, do you think it would have changed the way the bystanders reacted on that night? Explain.



A. Use an appropriate adverb from the Word Box to complete the sentences. Look at the type of adverb in parentheses for help. Use each adverb once.

Word Box	definitely	hard	quite	recently	soon
	enough	nicely	rather	sometimes	well

- Although Mike lived in China for two years, he can't speak Mandarin (manner) _____.
- Sergio was (degree) _____ surprised when he saw his dentist at the barbecue.
- I haven't heard any news from Natasha (time) _____.
- Do you think I dance (manner) _____?
- I (frequency) _____ play classical music when I do my homework.
- You're 14 years old. You're not old (degree) _____ to have a driver's licence.
- Katia is (sentence) _____ not going to lend you that amount of money.
- Mrs. Gonzalez said she would give us our test results (time) _____.
- The party was (degree) _____ boring, so I left early.
- Alex and Amaria are training (manner) _____ for their video game competition.

B. Complete the text with the appropriate adverbs from the Word Box.

Word Box	definitely	immediately	rarely	terribly
	enough	just	really	usually
	hungrily	quickly	slowly	very

Sariya, my neighbour, _____¹ makes delicious desserts. This morning, she called me to say she had _____² made a new strawberry cake and wanted me to try it. I was _____³ hungry, so I _____⁴ went to her house. When Sariya put the cake on the table, I looked at it _____⁵. I was hungry _____⁶ to eat the piece of cake in one mouthful, but I ate it _____⁷ to enjoy it more. It was so good! However, after a while, my stomach started hurting _____⁸. It was weird. I _____⁹ get sick from eating cake, even if I eat a lot. Something was _____¹⁰ wrong. I asked Sariya what ingredients she had used. When she said she had used milk, I understood _____¹¹. I am lactose intolerant. Sariya was _____¹² sorry.

A. Match each condition with its appropriate result.

Condition		Result
1. My parents would be very happy	_____	a. if he didn't practise often.
2. If you see Marie,	_____	b. she would go camping with us.
3. I'll watch the hockey game tonight	_____	c. if we had a lot of money.
4. You can't travel to other countries	_____	d. if I cleaned my room.
5. If Sharon didn't have to work this weekend,	_____	e. please tell her to call me.
6. If you drop ice in water,	_____	f. if you don't have a valid passport.
7. Rick wouldn't be such a good soccer player	_____	g. if I have enough time.
8. We would stay at a five-star hotel	_____	h. it floats.

B. Circle the if-clauses and **underline** the main clauses. Then, **decide** if each sentence is a real (R) or unreal (U) conditional sentence.

- If you come to London, you can stay at our place. **R / U**
- Erin would be healthier if she stopped drinking so much coffee. **R / U**
- Babies cry if they are hungry. **R / U**
- If my little sister were taller, she would be able to ride the roller coaster. **R / U**
- If you go through that emergency exit, the alarm will go off. **R / U**
- I would buy mansions and luxurious cars if I were a millionaire. **R / U**

C. Complete the real conditional questions with the correct form of the verbs in parentheses. **Do not use** contractions.

- If you do not bring water, (you, *get*, negative) _____ thirsty?
- If the weather is nice, (Sam, *ride*) _____ his bike to work?
- (Charlie, *go*) _____ to detention if he forgets his homework again?
- (you, *make*, negative) _____ it to the airport on time if you take a taxi?
- If Oliver is late, (Felix, *wait*) _____ for him?
- (Carla, *get*) _____ a stomach ache if she drinks milk?
- If you need any help, (you, *call*) _____ me?
- If you make pizza, (Elaine, *come over*) _____ ?

D. Read the first sentence, then **write** an unreal conditional sentence to describe the alternative scenario.

- Mike doesn't have enough money, so he can't buy the concert tickets.
But... if Mike had enough money, he would buy the concert tickets.
- Zhao has a knee injury, so he can't play soccer this season.
But... _____
- Jamie is busy, so she can't go to the cinema with us.
But... _____
- We don't know this town well. We're lost.
But... _____
- You don't study for your quizzes, so you get bad marks.
But... _____

E. Read the conditional sentences and **circle** the correct form of the verbs.

- If Ted (wasn't/wouldn't be) so busy, he would help you.
- If Sarah wins the piano competition, she (will get/would get) \$1000.
- Water boils if you (heat/heated) it to 100°C.
- If I (don't have/didn't have) to get up early tomorrow, I would stay longer at the party.
- The kids would be happy if you (take/took) them to the amusement park.
- Tom (will go/would go) to the doctor, if he doesn't feel better.

F. Complete the following sentences with the correct form of the verbs in parentheses. Then, **write** a question that matches the underlined words in each answer.

- Q: What would you do if you had superpowers?
A: If I (*have*) _____ had _____ superpowers, I would fly with the eagles.
- Q: _____
A: I (*watch*) _____ a movie if it rains tomorrow.
- Q: _____
A: I (*go*) _____ to Tasmania if I won a free plane ticket.
- Q: _____
A: Jake (*choose*) _____ to meet Shakespeare if he could meet anyone.

A. Read the text below and **complete** the following steps. **Refer** to pages 59 and 72 of the workbook for help.

- **Underline** the present perfect verbs used in direct speech.
- **Rewrite** the sentences from direct speech to indirect speech.

Interview with a Suspense Novelist

"I have been waiting for years to interview Roberto Bolo. Welcome!" said the interviewer.

"Tell us about your new book."

"Yes, I have written a sequel to my novel, *Lost and Alone*," replied Roberto. "I have added even more suspense and mysterious characters," he confirmed. "I have invited the readers to solve the mystery along with the detective," he said. "I have created a very smart villain," he commented. "I have had the idea for this villain for a long time," he admitted.

"I have no doubt," said the interviewer.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. Read each of the following prompts and **complete** the following steps. **Refer** to pages 59 and 88 of the workbook for help.

- **Underline** the verbs in present perfect.
- **Circle** the sentence adverbs.
- **Complete** the sentence with the correct adverb: *since* or *for*.

1. I have certainly read many mystery novels _____ I took Mr. Bolo's writing class.
2. My favourite author has unquestionably been Stephen King _____ many years now.
3. _____ I took the class, I have realized that many movies have actually been based on King's novels.
4. My friend has honestly liked Sherlock Holmes _____ he was young.
5. I have only been a detective novel fan _____ a few years.

C. Since taking Mr. Bolo's class, Toto's mystery writing has improved. **Read** Toto's statements below and **complete** the following steps. **Refer** to pages 59 and 93 of the workbook for help.

- **Complete** each sentence using the present perfect.
- **Rewrite** each sentence as an unreal conditional sentence tense, as if you had not taken Mr. Bolo's writing class.

1. I (*learn*) _____ have learned _____ to end a chapter with a cliffhanger.
If I had not taken Mr. Bolo's class, I would not have learned to end a chapter with a cliffhanger.

2. I (*develop*) _____ much stronger characters.

3. My villain (*become*) _____ very scary.

4. I (*give*) _____ the reader hints about what is going to happen. That's called foreshadowing.

5. I (*try*) _____ to use a strong hook at the beginning of the story to catch the reader's attention.

D. Read each of the following prompts and **complete** the following steps. **Refer** to pages 88 and 93 of the workbook for help.

- **Write** a sentence for each prompt to say how you would react in each situation, using the if-clause.
- **Include** one of the following sentence adverbs in each of your sentences.

1. You get lost while walking home.

2. You see someone fall into the river.

3. Your burger at the restaurant is undercooked.

Sentence Adverbs

- certainly
- definitely
- honestly
- most likely
- perhaps
- probably
- surely
- unquestionably

Differentiation Teacher's Notes

UNIT 4

- Extra support
- Alternative
- ◆ Enrichment

Page 85: Opening Spread

- Students may require some guidance for the One-Minute Challenge. Encourage them to think about famous people but also to consider people within their own community or school.

Pages 86–87: Task 1

- ◆ Students could come up with one or two more questions for the quiz and then use them to quiz their classmates.
- After Step 3, take the time to discuss situations students have experienced that resemble those in the quiz, as well as their reactions to them. Ask them whether they think their reactions serve them well.

Pages 90–91: Task 2

- Do the **C1 Support Handout D 4.1** before Step 2 to help students be more comfortable expressing their opinions about the three contexts.
- Model the first scenario to help them understand the risks and benefits of each choice.

Page 92: Task 3

- Have a class discussion about sticky situations. Give some personal examples if possible, to help students think of an idea for their text.
- ◆ Rather than write a narrative about their own experience, students could research and write about one of the people they named in the One-Minute Challenge.

Pages 94–96: Task 4

- Before Step 3, take the time to discuss the notion of pros and cons with the students, using different examples: getting up early, doing your homework, having a part-time job, having a car, etc.
- Once students have had a chance to read and familiarize themselves with the text, have them listen to the recording and follow along to help them develop their fluency.
- Do the **Extra Listening Handout EL 4.1** to deepen students' understanding of the text.

Pages 100–105: Task 7

- Do a jigsaw cooperative reading activity: put students in groups where they read the same text together and take notes. Then, move them to new groups, so each student can exchange information about a different text.

Pages 108–109: Final Reinvestment Task 9

- Use the **Support Planning Handout D 4.2** to support students' planning of their *What Would You Do?* scenario, to ensure they include all the required elements.
- ◆ Have students present their story as a video or a multimedia presentation, using the storyboard on **Enriched Project Handout D 4.3**.

Name: _____ Date: _____ Group: _____

C1 Support Unit 4

Task 2: Sticky Situations
Workbook pages 90–91 (before Step 2)

Comparing Contexts

Handout D 4.1

To compare different unreal contexts or situations, use:

A conditional sentence to describe a possible situation and what might happen <i>If I saw a friend kissing my ex, I wouldn't be angry because we broke up a long time ago.</i>
+
A conjunction or transition word <i>On the other hand,</i>
+
A conditional sentence to describe another possible situation and what might happen <i>if I saw a friend kissing my brother's partner, I would be angry and tell him what I saw.</i>
+
A sentence to compare the situations and give your opinion <i>Kissing somebody's current partner is worse than kissing someone's ex. It's not cool for people to cheat on each other. What do you think?</i>

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

1. **Read** the useful language phrases below. They will help you compare situations and contexts.

Comparative Phrases*	Conjunctions and Transition Words
<ul style="list-style-type: none"> • ...than • more... than • the most... • less...than • the least... • (not) as... as 	<ul style="list-style-type: none"> • But, • However, • On one hand,... (but) on the other hand... • Conversely,
Useful Adjectives	Ask for Opinions of Others
<ul style="list-style-type: none"> • better / the best • worse / the worst • embarrassing • scary (scarier) • problematic 	<ul style="list-style-type: none"> • What do you think? • Do you agree with me? • Which context do you think is better/worse? • Why do you say/think that?
Sentence Adverbs	
<ul style="list-style-type: none"> • I would definitely... but I would never... • I might possibly... however, I certainly could not... 	

* Refer to page 207 to review comparatives and superlatives.

2. **Read** the model dialogue below. **Underline** the comparative phrases and **put a rectangle** around the transition words and conjunctions. **Circle** the sentence adverbs.

A: If I saw a friend kissing my ex, I wouldn't be angry because we broke up a long time ago.

B: Really? You wouldn't be jealous?

A: No, but on the other hand, if I saw a friend kissing my brother's partner, I would be angry and definitely tell him what I saw.

B: Why?

A: Kissing somebody's current partner is worse than kissing someone's ex. It's not cool for people to cheat on each other. What do you think?

B: I agree. However, if I saw my friend kissing a new student at school, I would think that was pretty interesting! It is not as bad as kissing someone who's already in a relationship.

A: Would you tell everybody?

B: Ha ha, no, I probably wouldn't. It's their business.

3. **Write** a dialogue comparing two of the sticky situations from page 90. **Use** useful language with conditional sentences. **Include** sentence adverbs. **Refer** to pages 88 and 93 for help.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

4. **Practise** your dialogue with a partner. **Do** Step 2 on page 91.

1. **Answer** the questions to plan an ethical dilemma story with two endings. **Use** your notes from pages 108 and 109. **Refer** to the narrative on pages 94 and 95 as a model.

Title: _____

What is the ethical dilemma faced by the main character?	_____
Where and when does the scenario take place?	_____
How would you describe the main character?	_____
What happens to the main character?	_____
How would you describe the other character(s)?	_____
What does / do the other character(s) do?	_____

First Ending	What happens in the first ending?	_____
	Why do the characters react like this?	_____
Second Ending	What happens in the second ending?	_____
	Why do the characters react like this?	_____

2. Using your answers to the questions, **write** your narrative with two endings. **Use** conditional sentences, sentence adverbs and vocabulary from the unit where possible.

3. **Follow** Steps 7 to 10 on page 109.

Pre-Production

1. **Produce** a storyboard of the narrative you planned on pages 108 and 109. **Illustrate** or **describe** each scene. Beside each scene, **include** the narration and dialogue.

STORYBOARD

Illustration / Description of Scene	Narration / Dialogue
1	
2	
Ending 1	
3	
4	

Illustration / Description of Scene	Narration / Dialogue
Ending 2	
5	
6	

2. **Find** people to play the roles of the different characters in your scenario. **Prepare** any costumes or props you need for your photos.

Production

3. **Set up** the scenes and **take** photos for your multimedia photo story.
4. **Combine** the photos with narration and dialogue as a multimedia presentation.
5. **Use** the checklist on page 109 to check your work.
6. **Share** your photo story with your classmates. **Ask** for feedback. **Make** necessary adjustments.

Post-Production

7. **Present** your multimedia photo story to your classmates.
8. **Reflect** on your work and what you will do differently next time.

Grammar Quiz Unit 4 Adverbs

Handout GQ 4.1

A. Underline the adverbs in each of the sentences. Above the underlined adverbs, **write** the type of adverb: *M* (manner), *T* (time), *F* (frequency), *D* (degree) or *S* (sentence). /16

1. "Send those emails immediately!" said his boss angrily.
2. Laura started laughing very loudly.
3. Marianne hurt herself badly when she fell down the stairs.
4. I probably wake up before my alarm rings because I am used to getting up at that time.

B. Use an appropriate adverb from the Word Box to complete each of the sentences. **Refer** to the type of adverb in parentheses for help. /9

Word Box	almost	before	never
	badly	enough	rather
	beautifully	immediately	usually

1. My sister can sing and play the piano (manner) _____.
2. We (frequency) _____ go to the soccer field after school.
3. The tea I ordered wasn't hot (degree) _____.
4. They are planning to visit their uncle in Nova Scotia (time) _____ the end of the summer.
5. I (degree) _____ forgot my umbrella this morning.
6. Meredith spoke Spanish (manner) _____ before taking lessons.
7. I called the ambulance (time) _____ after I saw the accident.
8. I (frequency) _____ see my cousin who lives in Saskatoon.
9. Your clown costume makes you look (degree) _____ silly.

Grammar Quiz Unit 4 Unreal Conditional Sentences

Handout GQ 4.2

A. Complete each of the following conditional sentences with a logical result from the box below. **Remember** to conjugate the verbs correctly. /8

Results	
ask my sister to help me	need more information
cancel our picnic	stop making noise
feel too tired to cook	travel to Iceland
give her a call	watch a horror movie

1. If it rains tomorrow, we _____.
2. Dana _____ if she found a cheap flight.
3. Call us if you _____.
4. The kids wouldn't sleep well if they _____.
5. Mom might be worried if you (negative) _____.
6. If my neighbour (negative) _____, I will go talk to them.
7. If we _____, we could order pizza.
8. If I don't understand a math exercise, I _____.

B. Write a question that matches the underlined words in each answer. /7

1. **Q:** _____
A: If you fail the math test, Shoshanna will help you study.
2. **Q:** _____
A: If we have enough chocolate chips, I will make cookies.
3. **Q:** _____
A: I'll plant some tomatoes this weekend if it is warm.
4. **Q:** _____
A: If the metro is down, I ride my bike to school.
5. **Q:** _____
A: If I forget my lunch at home, I will buy food from the cafeteria.
6. **Q:** _____
A: I will play video games if it is raining this weekend.
7. **Q:** _____
A: If she rips her favourite shirt, her dad will repair it.

Diagnostic Test

The Power of Reading

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 3. 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

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

- Simple present
- Simple past
- Present continuous
- Past continuous
- Imperatives
- Conditional sentences
- Modals
- Future

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

Sentence Adverbs, Unreal Conditional Sentences

Handout GR 4.1

A. Read about what Thom and his family did on Saturday.

- 8:00 a.m.** I woke up, I had breakfast, dad read newspaper
- 9:00 a.m.** dad drove me to park for soccer practice, I played soccer
- 10:45 a.m.** we drove home, we saw a car accident
- noon** we had lunch, I told sister and mom about accident
- 1:30 p.m.** I mowed the lawn, parents went grocery shopping, sister talked on phone
- 3:00 p.m.** I swam in pool with friends, parents relaxed in the sun, sister came outside
- 5:30 p.m.** dad started BBQ, I helped prepare supper, friends played basketball
- 6:00 p.m.** we ate supper

B. Write six questions to ask what Thom and his family did on Saturday. **Include** three questions in the simple past and three questions in the past continuous using *while* or *when*.

- _____
- _____
- _____
- _____
- _____
- _____

C. Use the information in Thom’s schedule to answer the following questions.

- What are two actions that were in progress at the same time?

- What is an action that interrupted another action that was in progress?

- What is an action that happened after another action was completed?

D. Write a paragraph about what you did last Saturday on a separate sheet of paper. **Use** the simple past and the past continuous with *when* and *while*.

Final Reinvestment Grid

**Unit 4
What Would You Do?**

Handout FRG 4.1

	A	B	C	D	E
C2 Use of knowledge from texts in a reinvestment task	<input type="checkbox"/> Skillfully draws on knowledge from the unit to write a compelling and appropriate scenario <input type="checkbox"/> All text components are present and effective	<input type="checkbox"/> Draws on knowledge from the unit to write an appropriate scenario <input type="checkbox"/> All text components are present	<input type="checkbox"/> Draws on some knowledge from the unit to write an appropriate scenario <input type="checkbox"/> Most text components are present	<input type="checkbox"/> Draws on little knowledge from the unit to write a scenario <input type="checkbox"/> Few text components are present	<input type="checkbox"/> Does not draw on knowledge from the unit OR <input type="checkbox"/> Does not respect the task requirements
C3 Formulation of the message	<input type="checkbox"/> Contains very few or no errors in the use of previously taught and targeted language conventions	<input type="checkbox"/> Contains few errors in the use of previously taught and targeted language conventions	<input type="checkbox"/> Contains some errors in the use of previously taught and targeted language conventions	<input type="checkbox"/> Contains many errors in the use of previously taught and targeted language conventions	<input type="checkbox"/> Produces a text that is mostly incomprehensible OR <input type="checkbox"/> Does not complete the task
	<input type="checkbox"/> Errors may be present but do not affect readability or understanding	<input type="checkbox"/> Produces errors that may affect readability but not understanding	<input type="checkbox"/> Produces errors or awkward structures that sometimes affect readability and understanding	<input type="checkbox"/> Produces errors or awkward structures that repeatedly affect readability and understanding	OR <input type="checkbox"/> Large parts copied from source texts*
Language Conventions		Errors			
Sentence adverbs	<input type="checkbox"/> Very few	<input type="checkbox"/> Few	<input type="checkbox"/> Some	<input type="checkbox"/> Many	
Conditional sentences	<input type="checkbox"/> Very few	<input type="checkbox"/> Few	<input type="checkbox"/> Some	<input type="checkbox"/> Many	
Transition words and conjunctions	<input type="checkbox"/> Very few	<input type="checkbox"/> Few	<input type="checkbox"/> Some	<input type="checkbox"/> Many	
Comments:					

Notes: *If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating Competencies 2 and 3.

General Competency Grid

C1 Interacts Orally in English

Handout GG 1.1

	A	B	C	D	E
Participation in oral interaction*	<input type="checkbox"/> Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward	<input type="checkbox"/> Interacts throughout the discussion	<input type="checkbox"/> Interacts sporadically	<input type="checkbox"/> Rarely expresses ideas or responds to peers OR <input type="checkbox"/> Speaks but rarely interacts with peers, if at all	<input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible <input type="checkbox"/> Expresses messages that are not relevant to the topic <input type="checkbox"/> Expresses messages that are mostly incomprehensible <input type="checkbox"/> Does not participate
Content of the message	<input type="checkbox"/> Discusses the targeted topics in depth, shares relevant ideas and elaborates on them AND <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 incomplete, repetitive or too general	
Articulation of the message*	Fluency	<input type="checkbox"/> Speaks with ease and confidence when interacting <input type="checkbox"/> Speaks with some ease when interacting <input type="checkbox"/> Hesitates, but pauses do not interfere with interaction	<input type="checkbox"/> Speaks with some difficulty when interacting <input type="checkbox"/> Hesitations and pauses sometimes hinder interaction	<input type="checkbox"/> Speaks with much difficulty when interacting <input type="checkbox"/> Hesitations and pauses often 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 <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> When interacting, makes errors that often affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	
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 <input type="checkbox"/> Reflects on effectiveness of strategies and resources and makes adjustments	<input type="checkbox"/> Selects and manages appropriate strategies and resources <input type="checkbox"/> Reflects on use of strategies and resources	<input type="checkbox"/> Requires some prompting to use strategies and resources <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 <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 <input type="checkbox"/> Despite prompting, does not reflect on use of strategies or resources

Notes: * Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Allot an E if student speaks (well or not) but does not interact with peers.

** 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 it 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

		A	B	C	D	E
Evidence of understanding of texts through the response process		<input type="checkbox"/> Shows superior understanding of text(s)	<input type="checkbox"/> Shows solid understanding of text(s)	<input type="checkbox"/> Shows some understanding of text(s)	<input type="checkbox"/> Shows little understanding of text(s)	<input type="checkbox"/> Shows no understanding of text(s)
		<input type="checkbox"/> Makes pertinent links between text(s) and own experience	<input type="checkbox"/> Makes some links between text(s) and own experience	<input type="checkbox"/> Makes few links between text(s) and own experience	<input type="checkbox"/> Makes no links between text(s) and own experience	<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	<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	<input type="checkbox"/> Selects little appropriate, accurate or pertinent information/ ideas/language from source texts	
	Coherence of organization, combination with own ideas	<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	<input type="checkbox"/> Text shows many weaknesses, including: • lacking coherence or organization, AND • lacking own ideas	<input type="checkbox"/> Information/ ideas/language are inaccurate or invented OR <input type="checkbox"/> Large parts copied from source texts OR <input type="checkbox"/> Does not respect task requirements OR <input type="checkbox"/> Does not complete the task
	Text components and text features	<input type="checkbox"/> All text components are present <input type="checkbox"/> Text is highly appropriate for the target audience and respects all text features	<input type="checkbox"/> All text components are present <input type="checkbox"/> Text is appropriate for the target audience and respects all text features	<input type="checkbox"/> Some text components are missing <input type="checkbox"/> Text is mostly appropriate for the target audience and respects most text features	<input type="checkbox"/> Major text components are missing <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 <input type="checkbox"/> Reflects on use of strategies and resources and makes adjustments	<input type="checkbox"/> Selects and manages appropriate strategies and resources <input type="checkbox"/> Reflects on use of strategies and resources	<input type="checkbox"/> Requires some prompting to use strategies and resources <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 <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 <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 it must not be considered when determining the student's mark on the report card.

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

General Competency Grid

C3 Writes and Produces Texts

Handout GG 1.3

		A	B	C	D	E
Participation in the writing and production processes*		<input type="checkbox"/> Personalizes the process to plan and carry out the task	<input type="checkbox"/> Uses the steps of the process to complete the task	<input type="checkbox"/> With some support, uses the steps of the process to complete the task	<input type="checkbox"/> Despite support, does not use the steps of the process to complete the task	<input type="checkbox"/> Does not use the steps of the process
		<input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not complete the task
Content of the message	Pertinence, coherence and organization	<input type="checkbox"/> Text is highly appropriate in terms of topic, audience, and purpose <input type="checkbox"/> Ideas are pertinent, well organized and coherent	<input type="checkbox"/> Text is suitable in terms of topic, audience, and purpose <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 <input type="checkbox"/> Ideas are somewhat pertinent, organized and coherent	<input type="checkbox"/> Text is somewhat unsuitable in terms of topic, audience, and purpose <input type="checkbox"/> Ideas lack some pertinence, organization and coherence	<input type="checkbox"/> Text is incomplete or inappropriate OR <input type="checkbox"/> Lacks organization and coherence OR <input type="checkbox"/> Large parts are copied from source texts
	Development	<input type="checkbox"/> Ideas and viewpoints are well developed and well supported	<input type="checkbox"/> Ideas are generally well developed and well supported	<input type="checkbox"/> Ideas and viewpoints are partially developed and supported	<input type="checkbox"/> Ideas and viewpoints are somewhat underdeveloped or unsupported	<input type="checkbox"/> Does not complete the task
Formulation of the message	Accuracy of targeted language**	<input type="checkbox"/> Text contains very few errors in the use of targeted language conventions (mechanics/ grammar)	<input type="checkbox"/> Text contains a few errors in the use of targeted language conventions	<input type="checkbox"/> Text contains some errors in the use of targeted language conventions	<input type="checkbox"/> Text contains many errors in the use of targeted language conventions	<input type="checkbox"/> Produces a text that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements
	Clarity	<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"/> Large parts are copied from source texts**** OR <input type="checkbox"/> Does not complete the task
Management of strategies and resources*	Text components and text features	<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	<input type="checkbox"/> Does not complete the task
		<input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively <input type="checkbox"/> Reflects on use of strategies and resources and makes adjustments	<input type="checkbox"/> Selects and manages appropriate strategies and resources <input type="checkbox"/> Reflects on use of strategies and resources	<input type="checkbox"/> Requires some prompting to use strategies and resources <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 <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 <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 it 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 rubric 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.
- **Set** a goal for the next unit.

<p style="text-align: center;">Language prompts to help share your ideas</p> <ul style="list-style-type: none"> • <i>I learned...</i> • <i>What was your answer for...?</i> • <i>I think that...</i> • <i>What's your opinion?</i> • <i>What do you think about...?</i> • <i>That's interesting.</i> • <i>If I understand correctly, ...</i> • <i>Based on my experience, ...</i> • <i>Tell me why you...</i> • <i>That's possible, but I think...</i> • <i>It seems to me that...</i> • <i>The text on... mentions that...</i> 	<p>Reflect.</p> <p>1. Refer to the tasks you completed in the unit.</p> <p style="margin-left: 20px;">a. Write new words you want to remember.</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 20px;">b. Write something interesting you learned in this unit.</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p>2. a. What was the driving question of the unit (on the opening page)?</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 20px;">b. Answer the driving question.</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 20px;">c. How did your answer to the driving question change from your predictions at the beginning of the unit?</p> <p style="margin-left: 40px;">_____</p> <p>Share and reinvest.</p> <p>3. As a group:</p> <ul style="list-style-type: none"> • Discuss your answers to the questions in Step 1 and Step 2, 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. <p>Set a goal.</p> <p>4. Write your goal for speaking, watching, reading or writing in the next unit.</p> <p style="margin-left: 20px;">_____</p> <p style="margin-left: 20px;">_____</p>
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