English as a Second Language • Secondary 2

3rd Edition

SNAPSHOT

Student
Workbook

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What's new?

Wow!

Conforms to
the PROGRESSION
of Learning

CHENELIÈRE
ÉDUCATION

i+

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UNITS

GRAMMAR AND REFERENCE SECTIONS

OVERVIEW OF *SNAPSHOT*, 3RD EDITION

SECONDARY 2

Improve your English with engaging reading, writing, speaking, listening and watching activities in your *Snapshot* workbook. Visit the *i+* Interactif platform for easy access to interactive online content.

UNITS

Find eight thematic units in the first section of *Snapshot*.

The Opening Page

Read the **introduction** and **guiding question** to quickly understand the focus of the unit.

Check out the overview to see the unit's **grammar**, **project** and **extra reading**.

Activate prior knowledge and get ideas that you can use throughout the unit with the **One-Minute Challenge**.

i+ Explore the unit further with **interactive workshops**.

The Tasks

Read, write, speak, listen and watch as you complete six to eight tasks per unit.

i+ Watch an **animation** for an example of how to complete the Speaking task or a **video** to complete the Watching task.

Read and answer questions in the Reading task.

i+ Read and listen to the **model dialogue** for an example of the spoken language you need.

Review and practise the grammar in the **Grammar Flash**.

The Project

Use what you learned in the unit to complete a complex writing **project**.

Follow the **steps** of the production process to help you write your text.
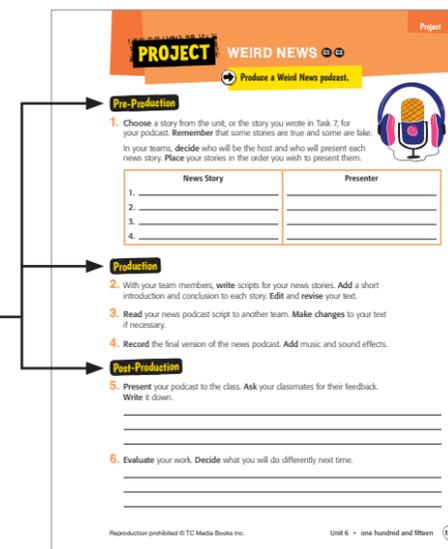
Revise your writing text with the **Writing Checklist**.

The Grammar Close-Up

Review and practise key grammar covered in the unit with the **Grammar Close-Up**.

Start with the **notes** to help you understand and use the grammar correctly.

Pay attention to the **Look Out!** rubric for important reminders and exceptions.
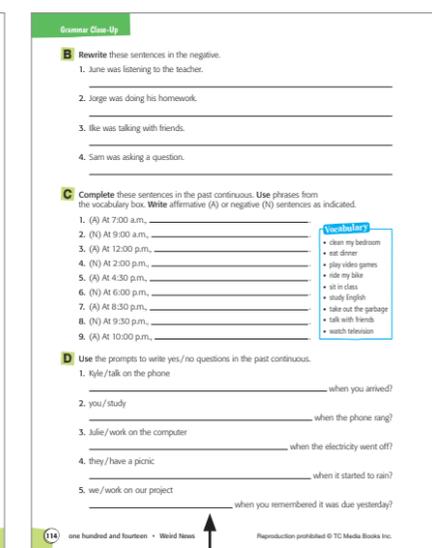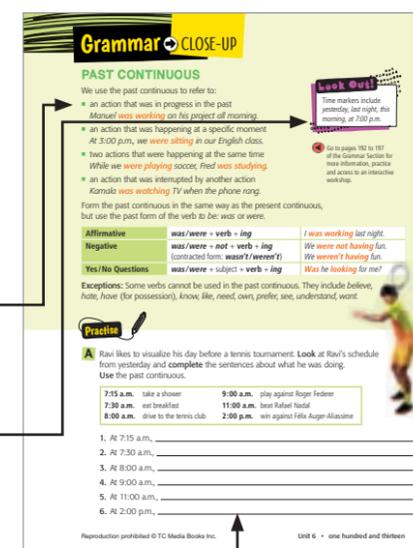
Practise the grammar with targeted **exercises**.

Extra Reading

Explore the unit's theme with an **Extra Reading** at the end of each unit.
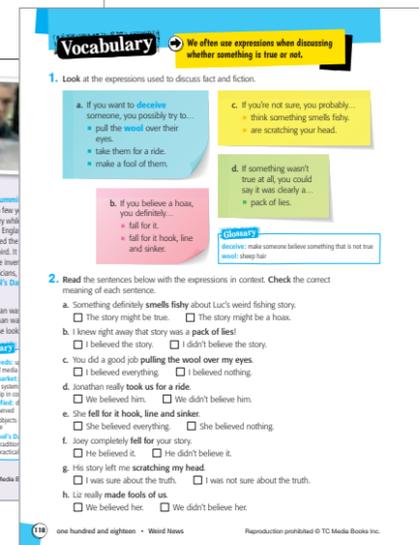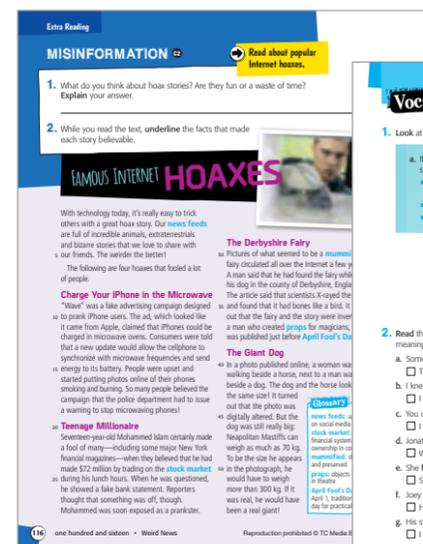
Vocabulary

Practise the unit **vocabulary** and learn new theme-related words and expressions at the end of each unit.

Rubrics and Icons

Look for these rubrics and icons for extra tools to accompany your learning.

Strategy

- **Scan** the article to find the specific information you need to complete the table.
- **Take notes** by writing just the key words.

Strategy boxes offer useful strategies for completing a task.

Look Out!

Time markers include *yesterday, last night, this morning, at 7:00 p.m.*

Look Out! boxes give you important additional information.

Go to pages 194 to 199 of the Grammar Section for more information, practice and access to an interactive workshop.

Reference boxes tell you where to find more grammar information or practice.

Time to Talk

- **Discuss** which stories you think might be hoaxes and why.
- Which stories in this task are the best clickbait?

Time to Talk boxes offer more opportunities to practise speaking.

Functional Language boxes provide the language you need for speaking tasks.

Functional Language

Which story did you read?	It sounds true / like a hoax to me.
Tell us the important information.	It could be true.
Do you think this could be true?	Why do you say that?
It might be a hoax.	I think it could happen because…
I'm quite sure…	I can't decide.

Vocabulary

Vocabulary boxes signal new words to learn.

Glossary

Glossary boxes provide definitions for difficult words or expressions.

Audio icons indicate that there is a listening activity or a recorded text.

Watching icons indicate that there is a video or animation to watch.

Interactive Workshop

Interactive Workshop icons indicate that there is an online activity. There are extra listening, extra reading and grammar workshops.

i+

GRAMMAR SECTION

Practise and improve your grammar skills with the grammar notes and numerous exercises in the second section of *Snapshot*.

i+ Get even more grammar practice with interactive workshops.

REFERENCE SECTION

Strategies for Monitoring Your Progress

- Set short-term and long-term objectives to improve your English. Lower your anxiety. Remind yourself that you are improving every day.
- Encourage yourself and others. Look for opportunities to practise speaking, reading and writing English outside the classroom.
- Take risks. Don't be afraid to make mistakes. It's a normal part of learning a language.
- Use resources to check your language and correct your mistakes.
- Cooperate with others to reach a common goal.
- Notice which strategies are really useful in a given situation.

Strategies for Oral Interaction

- Think about what you know before you start.
- Ask for more time if you are not sure what to say.
- Rephrase or substitute words to clarify a statement.
- When you make a mistake, correct it or ask for help.
- Listen carefully and respond to what others are saying.
- Ask questions to verify that you understood correctly.
- Ask others to rephrase their ideas using different words when you don't understand.
- Correct your classmates' mistakes to help them improve their English.
- Ask follow-up questions to get additional information.
- Cooperate with others to reach a consensus in discussions and projects.
- Look for opportunities to speak English.
- Learn English jokes and watch English TV and movies to help you actively participate in English culture.

REFERENCE SECTION

Find useful reference tools such as functional language, strategies, writing and production processes and additional grammar references in the third section of *Snapshot*.

UNIT 6

WEIRD NEWS

CAT'S MEOW

We read and hear weird and wonderful stories every day. Are they true? What is fake news?

One-Minute Challenge

Make a list of places where you can get the news.

DO YOU BELIEVE EVERYTHING YOU READ OR HEAR?

IN THIS UNIT:

➡ **GRAMMAR** Learn about modals *could* and *might* and the past continuous.

➡ **PROJECT** Produce a Weird News podcast.

➡ **EXTRA READING** Read about famous Internet hoaxes.

Interactive Workshop

1 SPOT THE HOAX

➡️ **Sometimes a news story can be too strange to believe. Sometimes that's because it isn't true!**

HOAX

1. Match each vocabulary word with its definition.
Write the appropriate letter on the line.

Vocabulary		Definition
1. hoax	_____	**a.** pieces of metal that attract other metal
2. kernels	_____	**b.** untrue story intended to trick people
3. magnets	_____	**c.** seeds or grains of a plant
4. mall	_____	**d.** overflowing
5. spilling	_____	**e.** shopping centre

2. Read each headline with a partner. **Discuss** if the story is true or a hoax.
Give a reason for your answer. **Write** it below the story.

A POPCORN FACTORY FIRE TURNS EXPLOSIVE

A large fire at a popcorn factory caused millions of kernels of corn to pop last night. Popcorn was spilling out of the windows of the building for two hours.

True ☐   Hoax ☐

_____
_____
_____

B SHOPPING CENTRE REQUIRES CHAPERONES FOR TEENAGERS

A local mall was insisting that anyone under the age of 18 must be accompanied by a parent or adult over 21.

True ☐   Hoax ☐

_____
_____
_____

Functional Language

This story does not sound believable.
There is no way that happened!
I agree about this story, but that one is too crazy.
This could be true.

C LAPTOP KILLS MAN IN HOUSE FIRE

A 25-year-old man died in a house fire started by his laptop computer, which was running on his bed while he slept.

True ☐   Hoax ☐

_____
_____
_____

D BRITISH SCHOOL USES FINGER SCANS TO TAKE ATTENDANCE

At a school in Britain, teachers don't call names. Computers scan students' fingers when they arrive.

True ☐   Hoax ☐

_____
_____
_____

E FRIDGE MAGNETS ARE A CANCER RISK

The decorative magnets on the refrigerator of a New York City family were emitting radiation into their food, a report claims.

True ☐   Hoax ☐

_____
_____
_____

F PEOPLE FIND RED CLOTHING MORE ATTRACTIVE

If you want to attract someone's attention, red is the colour to wear.

True ☐   Hoax ☐

_____
_____
_____

I think this is true. What do you think?

I disagree. It sounds like a hoax.

What is your reason?

I don't think it is possible because it sounds too extreme.

I guess you're right. What about this story? It seems impossible.
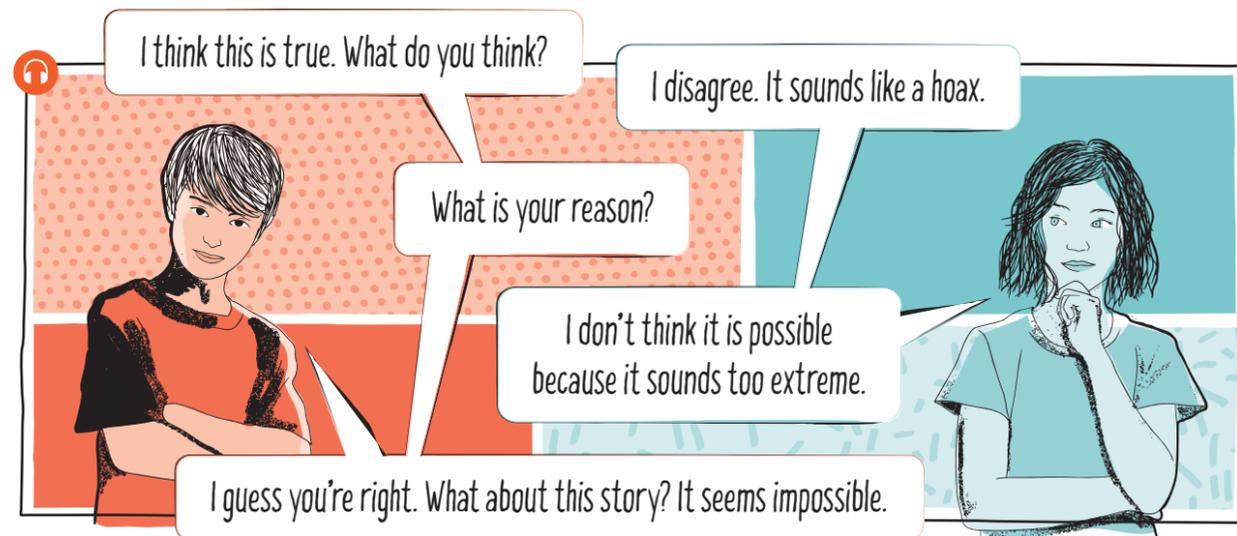
2 I SAW IT IN THE NEWS C1

➡️ **Is the news we see always reliable?**

1. **Read** the statements below.
Write *A* for *agree* or *D* for *disagree* next to each one.

Strategy

Think about what you already know about Internet news to help you form an opinion and add to the discussion.

Statement		
a. Reading a newspaper is interesting. _____	**d.** I watch the news on television or online. _____	**g.** Some news sources are more **reliable** than others. _____
b. People believe everything they see online. _____	**e.** Fake news stories are funny. _____	**h.** It is easy to **fool** people. _____
c. Journalists only report the facts. _____	**f.** It's easy to see when something online is a hoax. _____	**i.** I like to share weird news stories on social media. _____

2. **Work** with a partner. **Choose** one of the statements in Step 1. **Give** your opinion and a reason that supports it. **Use** the functional language and model dialogue below for help. **Agree** or **disagree** with your partner's opinion. **Give** a reason.

Glossary

reliable: trustworthy
fool: trick

3. **Discuss** the following questions with your partner, then **check** them off.
Answer the questions and **support** your opinions. **Use** the functional language and model dialogue for help.

☐ Is it okay for a journalist to invent information to make stories more interesting?

☐ How often do you check to see if strange online stories are real?

☐ How do you know if a website is reliable?

☐ Which are more interesting: real videos or fake videos?

☐ What are some reasons that people put fake news stories online?

Functional Language

I agree with this because…
Really? I disagree.
I think that…
What do you think… ?

That's a good point.
I'm not sure I agree!
Why do you say that?
I like/dislike…

I disagree with this first one. I prefer to read news online.

But the Internet is more up to date.

I don't agree because I enjoy the Saturday newspaper.

You are right about that, but I like to do the crossword puzzle with my parents. What about this one?

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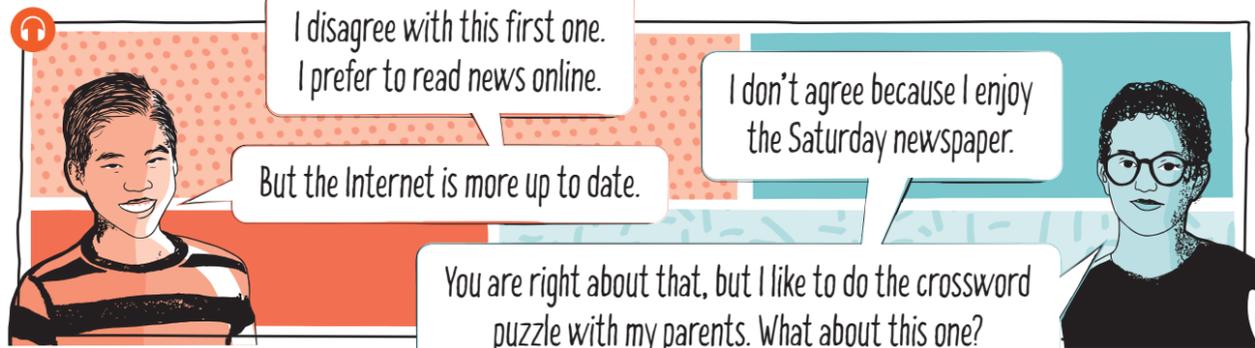
3 CLICK HERE TO READ! C2

➡️ **The headline's job is to get you to keep reading.**

1. **Read** the **headlines** and the news articles below. **Match** a headline to each story.

Train runs off tracks, saved by whale's tail	German garbage cans talk back

New garbage cans in Berlin	Electric eel lights up Christmas tree

Tokyo installs more public toilets

Train crashes into whale

Aquarium staff puts up a Christmas tree	Transparent public toilets open in Tokyo

A
Staff put a sensor in a large aquarium where an electric **eel** lives. Now, every time the eel **releases** a charge of electricity, it lights up the Christmas tree beside the tank.

B
New toilets in a public park have glass walls so people can see if anyone is inside. Fortunately, the glass becomes opaque when someone is inside, so nobody can see you doing your business!

C
A train in the Netherlands was going down its elevated track when it crashed through a barrier at the end. Instead of falling 10 metres to the ground, the train landed on top of a giant whale tail sculpture. Everyone was safe!

D
Too many people were throwing **trash** on the ground in Berlin, Germany. In response, **officials** installed new talking trash cans. The new cans encourage people to put their garbage in the right place by saying *thank you*, *danke* or *merci*.

Glossary

headlines: titles of news articles
eel: snakelike fish

releases: lets go
trash: garbage
officials: people in charge

Time to Talk

• **Discuss** which stories you think might be hoaxes and why.
• Which stories in this task are the best clickbait?

2. **Read** about headlines. **Underline** the characteristics of a good headline.

HOW TO WRITE A HEADLINE

- Headlines do not have to be complete sentences.
- Capitalize only the first letter in the first word of the headline and any proper nouns.
- Do not end a headline with a period.

A good headline catches the reader's attention. It has to be short and snappy, and make the reader want to **check out** the article. On the Internet, a good headline can be **clickbait**.

Headlines
☐ give the reader an impression of the entire story
☐ are on one line
☐ include a noun and a verb
☐ use the present tense

Glossary

check out: learn more about
clickbait: something on the Internet that you want to click
spotted: detected
monolith: a large block

3. **Read** the news stories below and **circle** the key words. **Write** a headline for each story. **Use** the key words and the *How To* box for help.

A
_____

Researchers who were counting wild sheep **spotted** a mysterious **monolith** in a remote Utah canyon in November. The three-sided metal structure was about three metres high. Nobody knows how it got to the isolated wilderness area. Even stranger, the object disappeared a few days later.
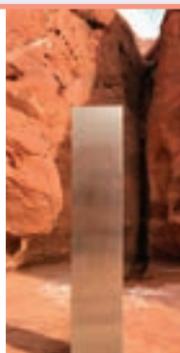
B
_____

Imagine Luc Garneau-Freenman's surprise when a stolen car crashed into his house in the middle of the night. He was sleeping when the car hit the bed and pushed it through the wall into the garden. Luc was surprised, but not seriously hurt.

Grammar FLASH

Modals *Could* and *Might*

We use *could* and *might* to change the meaning of the main verb. They express possibility.

Place *could* and *might* before the base form of the main verb to express possibility.

Go to pages 198 and 199 of the Grammar Section for more information, practice and access to interactive workshops.

A **Use** the prompts to write sentences using *could* or *might*.

1. website / be a good source of information

_____

2. news story / be fake news

_____

3. we / look for other sources

_____

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4 DID YOU HEAR THE NEWS? C1

➡️ **Once you catch the reader's attention, they are ready to learn the facts.**

1. **Watch** the model oral interaction of a group of students doing the jigsaw reading activity.

2. **Look** at the first article. **Read** the labels about the structure of the article.

3. **Work** with three classmates. Each of you **chooses** a different article. **Read** and **underline** the information about *who*, *what*, *where*, *when* and *why* in your article.

A

Skunk crosses continent, twice! ◀ Headline

Main idea
First sentence ▶

A **skunk** that accidentally travelled 3500 km in the back of a transport truck will get a free ride home. The female skunk was sleeping in a **pipe** in California, USA, when workers loaded it onto a truck last week. It spent seven days without food or water before it arrived in Ontario, Canada. ◀ **Important information**

Quote from a witness or expert ▶

The skunk could not stay in Canada. As Nathalie Karvonen of the Toronto Wildlife Centre explained, "Skunks are very territorial animals. They won't accept a stranger in their territory, so there would be a big skunk fight." Airlines often return lost animals for free, but in this case they refused because of the risk of odour. Finally, the **host** of a radio show in California agreed to travel to Ontario to drive the skunk home. ◀ **Less important information**

B

Glitter bomb thwarts package thieves

Former NASA engineer Mark Rober found an original way to **thwart** thieves who were stealing packages from his doorstep in Pittsburg, California.

In 2018, Mark invented a device to teach the thieves a lesson. When activated, his special machine sprays **glitter** in every direction, releases a terrible odour, and films the thief's reaction. Mark puts the machine in a box and leaves it outside his door, where it looks like a package that just got delivered. When the thief opens the box, the smell and **mess** are so terrible that the thief throws the box away. "Just don't take other people's stuff," says Mark. You never know what might be in the box.

Glossary

skunk: small black and white animal
pipe: cylinder
host: presenter
thwart: ruin a plan
glitter: very small, shiny particles
mess: disorder

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C

Man's arm gets stuck in toilet

A man was talking on his cellphone in a New York train washroom on Saturday, when the phone fell into the toilet bowl. While he was trying to **retrieve** it, his hand and arm became **stuck**. The train staff could not help him, so they stopped the train. Firefighters came to free him. They had to take the toilet apart during a 90-minute rescue operation. The man's arm was finally **freed** but he was not able to get his phone back. One firefighter said, "What call could be that important?"

Glossary

retrieve: get back

stuck: trapped

freed: released

astonished: very surprised

D

Cat discovers one-of-a-kind snake

Olive the house cat brought a surprising gift to her family in Palm Harbour, Florida, last October—a small snake with two heads. Olive was hunting in her backyard when her owner saw that she had something in her mouth. When Olive brought it over, the family was **astonished** to see the two-headed serpent. Each head was moving its eyes, tongue and neck independently. They saved it from the cat. Scientists say the animal has bicephaly, a rare condition. Kaye, the cat's owner, said, "The snake's biggest problem is eating… he has trouble coordinating his two heads."
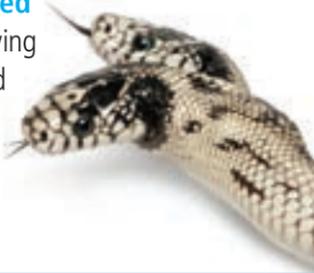
4. **Write notes** on the article you chose. **Prepare** to report the information to your classmates.

Strategy

- **Scan** the article to find the specific information you need to complete the table.
- **Take notes** by writing just the key words.

A

Who	
What	
Where	
When	
Why	

B

Who	
What	
Where	
When	
Why	

C

Who	
What	
Where	
When	
Why	

D

Who	
What	
Where	
When	
Why	

5. **Take turns** reporting information about the article you read. **Use** the model oral interaction and functional language to help you express your opinions.

a. As you listen to your classmates, **complete** the other tables with key information from the other articles.

b. As a group, **decide** which articles you think are true and which are hoaxes.

Functional Language

Which story did you read?	It sounds true/like a hoax to me.
Tell us the important information.	It could be true.
Do you think this could be true?	Why do you say that?
It might be a hoax.	I think it could happen because…
I'm quite sure…	I can't decide.

5 **MANIPULATING THE NEWS** C2

➡️ **People have different motives for manipulating the news we see.**

1. Why do people manipulate news stories?

_____

_____

2. **Read** the texts below. **Take notes** and **answer** the questions.

Weird News

Weird news stories are invented to entertain people. Sometimes it's just enjoyable to write a story that is funny or difficult to believe. We all love a good laugh! These stories are not intended to send any special message or hurt anyone.

Why it exists: _____

Is it dangerous?   Yes   No

Fake News

Fake news stories are lies or **propaganda** told for political or commercial **gain**. Fake news exists to manipulate us, for example to scare people into voting a certain way. Sometimes fake news headlines are clickbait. When you click to see what the story is, someone makes money from advertising. Fake news is dangerous because it tries to manipulate what we think by sending false messages.

Why it exists: _____

_____

Is it dangerous?   Yes   No

Glossary

propaganda: biased information told to help or harm

gain: advantage

Satire

Satire is a form of humour that makes fun of people and society. It can be used to expose a situation or criticize it, but in a funny way. It is supposed to send us a message about the situation. Sometimes you have to pay close attention to see that a story is satire and not serious. Political cartoons are a good example of satire.

Why it exists: _____

Is it dangerous?   Yes   No

Real News

Real news stories are important or interesting. They exist to inform us about what is happening in our communities and in the world. Sometimes the stories can be incredible, difficult to believe or just weird, but they are always true. You get real news from credible, **established** news sources.

Why it exists: _____

Is it dangerous?   Yes   No

Glossary

established: in existence for a long time, respected

3. Which type of news is each of these headlines?

a. Prime minister is elected with a majority _____

b. Prime minister hates puppies _____

c. Chimpanzee is elected prime minister _____

d. Chimpanzee is best prime minister ever _____

4. **Read** the CAP Test and **answer** the questions.

The CAP Test

When you read the news, use this test to see if what you're reading is true, especially before you share it online:

C – Current Is the article recent? Is there a publication date? Is it old news being recycled into something fake?

A – Authority Who wrote it: a serious journalist? Was an expert consulted? Is it on a credible website?

P – Purpose Why was this written? To inform? To entertain? To make someone look bad? To sell something?
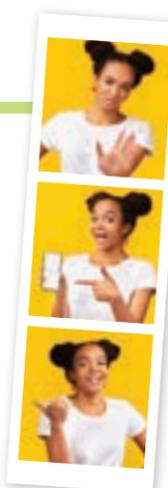
a. How can you tell if something is current? _____

b. Give an example of a credible source for news. _____

c. Give an example of someone who is an authority on something.

_____

d. What is the purpose of a real news story? _____

Time to Talk

Do you see things online that you think are fake, weird or satire? **Share** some examples.

Functional Language

I recently read about…   It seemed believable.

It was obviously fake news.   It could be an ad.

I didn't realize it wasn't true!   That was clever!

6 JUSTIN AND HIS BURRITO C2

➡️ **Sometimes weird news turns out to be fake news.**

1. **Look** at the photo and **read** the headline and story below. Why did people care how Justin Bieber ate a burrito?

JUSTIN BIEBER commits **crime against food**

Pop star Justin Bieber was seen eating a burrito sideways recently. People expressed their **outrage** for days on television and on social media.

2. **Match** each vocabulary word with its definition. **Write** the letter on the line.

Vocabulary		Definition
1. uncanny	_____	**a.** person with strong resemblance
2. look-alike	_____	**b.** to organize or set up
3. to pose as	_____	**c.** strange or difficult to believe
4. to stage	_____	**d.** to pretend to be

Glossary

outrage: extreme anger
prank: trick or practical joke
gotcha: expression you say when you deceive someone (I got you)

3. As you watch the video, **check** the things that the Yes Theory group does.
- ☐ Takes a picture of the real Justin Bieber
- ☐ Finds a guy who looks like Justin Bieber
- ☐ Brainstorms different ideas for a **prank**
- ☐ Tells people it was a fake picture
- ☐ Flies the look-alike to Los Angeles
- ☐ Takes many pictures of the look-alike
- ☐ Puts the burrito picture on the Internet
- ☐ Manipulates a real photo of Justin Bieber

4. What type of news story does the photo represent? _____

5. How could the Yes Theory group benefit from this viral story?

_____

_____

Time to Talk
- What lesson does this story teach us?
- What do you think the purpose of this prank was?

7 YOUR WEIRD NEWS STORY C3

➡️ **Write your own weird news story.**

1. **Think** of a strange story. It can be something that happened to you or someone else, or you can invent a fake news story. **Write down** the topic.

_____

2. **Brainstorm** ideas for your article. **Complete** the graphic organizer. **Share** your ideas with a partner and **add** new ideas.

Who

Main Idea

Why

What

Where

When

3. **Write** the first draft of your story. **Refer** to your ideas in the graphic organizer as you write. **Create** an effective headline. **Use** the stories on pages 105 and 106 as models.

Headline: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. **Revise** your text carefully. **Use** the writing checklist for help.

Writing Checklist ✓

☐ Check your headline.

☐ Make sure that your text is well organized and the message is clear.

☐ Check your verbs. Use the past continuous, simple past and simple present.

☐ Use your resources to check your work: dictionary, model texts, grammar notes and information from tasks and your peers.

☐ _____

5. **Write** the final copy of your weird news story. **Include** a picture if you can.

6. **Read** your stories to your classmates or **post** them around the class so everyone can read them. **Discuss** which ones are true and which ones are false.

Grammar ➡ CLOSE-UP

PAST CONTINUOUS

We use the past continuous to refer to:

- an action that was in progress in the past
  Manuel *was working* on his project all morning.
- an action that was happening at a specific moment
  At 3:00 p.m., we *were sitting* in our English class.
- two actions that were happening at the same time
  While we *were playing* soccer, Fred *was studying*.
- an action that was interrupted by another action
  Kamala *was watching* TV when the phone rang.

Look Out!
Time markers include *yesterday, last night, this morning, at 7:00 p.m.*

◀ Go to pages 192 to 197 of the Grammar Section for more information, practice and access to an interactive workshop.

Form the past continuous in the same way as the present continuous, but use the past form of the verb *to be: was* or *were*.

Affirmative	*was / were* + **verb** + *ing*	I *was working* last night.
Negative	*was / were* + *not* + **verb** + *ing* (contracted form: *wasn't / weren't*)	We *were not having* fun. We *weren't having* fun.
Yes / No Questions	*was / were* + subject + **verb** + *ing*	*Was* he *looking* for me?

Exceptions: Some verbs cannot be used in the past continuous. They include *believe, hate, have* (for possession), *know, like, need, own, prefer, see, understand, want.*

Practise

A Ravi likes to visualize his day before a tennis tournament. **Look** at Ravi's schedule from yesterday and **complete** the sentences about what he was doing. **Use** the past continuous.

7:15 a.m.	take a shower	**9:00 a.m.**	play against Roger Federer
7:30 a.m.	eat breakfast	**11:00 a.m.**	beat Rafael Nadal
8:00 a.m.	drive to the tennis club	**2:00 p.m.**	win against Félix Auger-Aliassime

1. At 7:15 a.m., _____

2. At 7:30 a.m., _____

3. At 8:00 a.m., _____

4. At 9:00 a.m., _____

5. At 11:00 a.m., _____

6. At 2:00 p.m., _____

B **Rewrite** these sentences in the negative.

1. June was listening to the teacher.

_____

2. Jorge was doing his homework.

_____

3. Ilke was talking with friends.

_____

4. Sam was asking a question.

_____

C **Complete** these sentences in the past continuous. **Use** phrases from the vocabulary box. **Write** affirmative (A) or negative (N) sentences as indicated.

1. (A) At 7:00 a.m., _____ .

2. (N) At 9:00 a.m., _____ .

3. (A) At 12:00 p.m., _____ .

4. (N) At 2:00 p.m., _____ .

5. (A) At 4:30 p.m., _____ .

6. (N) At 6:00 p.m., _____ .

7. (A) At 8:30 p.m., _____ .

8. (N) At 9:30 p.m., _____ .

9. (A) At 10:00 p.m., _____ .

Vocabulary

- clean my bedroom
- eat dinner
- play video games
- ride my bike
- sit in class
- study English
- take out the garbage
- talk with friends
- watch television

D **Use** the prompts to write yes/no questions in the past continuous.

1. Kyle/talk on the phone

_____ when you arrived?

2. you/study

_____ when the phone rang?

3. Julie/work on the computer

_____ when the electricity went off?

4. they/have a picnic

_____ when it started to rain?

5. we/work on our project

_____ when you remembered it was due yesterday?

PROJECT WEIRD NEWS C1 C3

➡ Produce a Weird News podcast.

Pre-Production

1. **Choose** a story from the unit, or the story you wrote in Task 7, for your podcast. **Remember** that some stories are true and some are fake.

   In your teams, **decide** who will be the host and who will present each news story. **Place** your stories in the order you wish to present them.

News Story	Presenter
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Production

2. With your team members, **write** scripts for your news stories. **Add** a short introduction and conclusion to each story. **Edit** and **revise** your text.

3. **Read** your news podcast script to another team. **Make changes** to your text if necessary.

4. **Record** the final version of the news podcast. **Add** music and sound effects.

Post-Production

5. **Present** your podcast to the class. **Ask** your classmates for their feedback. **Write** it down.

_____

_____

_____

6. **Evaluate** your work. **Decide** what you will do differently next time.

_____

_____

_____

MISINFORMATION ⓒ2

➡️ **Read about popular Internet hoaxes.**

1. What do you think about hoax stories? Are they fun or a waste of time? **Explain** your answer.

_____

2. While you read the text, **underline** the facts that made each story believable.

Famous Internet HOAXES

With technology today, it's really easy to trick others with a great hoax story. Our **news feeds** are full of incredible animals, extraterrestrials and bizarre stories that we love to share with
5 our friends. The weirder the better!

The following are four hoaxes that fooled a lot of people.

Charge Your iPhone in the Microwave
"Wave" was a fake advertising campaign designed
10 to prank iPhone users. The ad, which looked like it came from Apple, claimed that iPhones could be charged in microwave ovens. Consumers were told that a new update would allow the cellphone to synchronize with microwave frequencies and send
15 energy to its battery. People were upset and started putting photos online of their phones smoking and burning. So many people believed the campaign that the police department had to issue a warning to stop microwaving phones!

20 ### Teenage Millionaire
Seventeen-year-old Mohammed Islam certainly made a fool of many—including some major New York financial magazines—when they believed that he had made $72 million by trading on the **stock market**
25 during his lunch hours. When he was questioned, he showed a fake bank statement. Reporters thought that something was off, though. Mohammed was soon exposed as a prankster.

The Derbyshire Fairy
30 Pictures of what seemed to be a **mummified** fairy circulated all over the Internet a few years ago. A man said that he had found the fairy while walking his dog in the county of Derbyshire, England. The article said that scientists X-rayed the fairy
35 and found that it had bones like a bird. It turns out that the fairy and the story were invented by a man who created **props** for magicians, and it was published just before **April Fool's Day**. Oops!

The Giant Dog
40 In a photo published online, a woman was shown walking beside a horse, next to a man walking beside a dog. The dog and the horse looked to be the same size! It turned out that the photo was
45 digitally altered. But the dog was still really big: Neapolitan Mastiffs can weigh as much as 70 kg. To be the size he appears
50 in the photograph, he would have to weigh more than 300 kg. If it was real, he would have been a real giant!

Glossary

news feeds: updates on social media websites
stock market: financial system selling ownership in companies
mummified: dried and preserved
props: objects used in theatre
April Fool's Day: April 1, traditionally a day for practical jokes

3. What was supposed to give power to the iPhone?

_____
_____

4. How did Mohammed say he made his money?

_____
_____

5. Who did Mohammed make a fool of?

_____
_____

6. What was the job of the man who created the fairy?

_____

7. How much would the Neapolitan Mastiff have to weigh to be as big as he looked in the photo?

_____

8. **Rank** the stories on a scale of 1 to 4, in order of most possible (1) to least possible (4). **Give** a reason.

Story	Ranking	Reason
Charge Your iPhone in the Microwave	_____	_____ _____
Teenage Millionaire	_____	_____ _____
The Derbyshire Fairy	_____	_____ _____
The Giant Dog	_____	_____ _____

9. Why do you think people like hoax stories so much?

_____
_____

10. **Write** a new headline for one of the stories.

_____
_____

Vocabulary

We often use expressions when discussing whether something is true or not.

1. Look at the expressions used to discuss fact and fiction.

a. If you want to **deceive** someone, you possibly try to…
- pull the **wool** over their eyes.
- take them for a ride.
- make a fool of them.

b. If you believe a hoax, you definitely…
- fall for it.
- fall for it hook, line and sinker.

c. If you're not sure, you probably…
- think something smells fishy.
- are scratching your head.

d. If something wasn't true at all, you could say it was clearly a…
- pack of lies.

Glossary

deceive: make someone believe something that is not true
wool: sheep hair

2. Read the sentences below with the expressions in context. **Check** the correct meaning of each sentence.

a. Something definitely **smells fishy** about Luc's weird fishing story.
- ☐ The story might be true.   ☐ The story might be a hoax.

b. I knew right away that story was a **pack of lies**!
- ☐ I believed the story.   ☐ I didn't believe the story.

c. You did a good job **pulling the wool over my eyes**.
- ☐ I believed everything.   ☐ I believed nothing.

d. Jonathan really **took us for a ride**.
- ☐ We believed him.   ☐ We didn't believe him.

e. She **fell for it hook, line and sinker**.
- ☐ She believed everything.   ☐ She believed nothing.

f. Joey completely **fell for** your story.
- ☐ He believed it.   ☐ He didn't believe it.

g. His story left me **scratching my head**.
- ☐ I was sure about the truth.   ☐ I was not sure about the truth.

h. Liz really **made fools of us**.
- ☐ We believed her.   ☐ We didn't believe her.

GRAMMAR SECTION

CONTINUOUS TENSES

Interactive Workshop

➡ Past Continuous

Affirmative and Negative

We use the past continuous to express an action that was in progress at a certain moment in the past.

Affirmative ➡ To form affirmative sentences in the past continuous, follow this word order:

Subject + *was/were* + base form of the main verb + *ing* + rest of the sentence.

Serena **was washing** *her hair. Her parents* **were watching** *TV.*

Negative ➡ To form negative sentences in the past continuous, add *not* after *was/were*.

He **was not making** *supper. They* **were not setting** *the table.*

Time Markers ➡ Words like *at, when, while*

	Affirmative	Negative
Singular	I **was talking** too fast.	I **was not** (**wasn't**) **talking** too fast.
	You **were talking** too fast.	You **were not** (**weren't**) **talking** too fast.
	She/He/It **was talking** too fast.	She/He/It **was not** (**wasn't**) **talking** too fast.
Plural	We **were talking** too fast.	We **were not** (**weren't**) **talking** too fast.
	You **were talking** too fast.	You **were not** (**weren't**) **talking** too fast.
	They **were talking** too fast.	They **were not** (**weren't**) **talking** too fast.

Practise

A **Complete** the sentences with the past continuous of the verbs in parentheses.

1. Mr. Desroches (*teach*) ___was teaching___ students how to use the dictionary and Ms. Perrier (*explain*) _____ how to do algebra when the bell rang.

2. At 2:30 p.m., Mr. Chelico and Mr. Valiquette (*prepare*) _____ a laboratory experiment. Ms. Ahmed (*demonstrate*) _____ how to paint.

3. Mr. Gagnon and Mr. Bellart (*show*) _____ the students how to stretch while Ms. Arsenault (*unpack*) _____ some new books.

4. Ms. Hong (*give*) _____ a lesson on the past continuous in the third period, and Miss Giroux (*talk*) _____ about Les Patriotes.

5. Mr. Gilbert (*have*) _____ a meeting with a parent after school.

6. At 10:45 a.m., Mr. Pasquale (*make*) _____ cabbage rolls for lunch.

B **Write** sentences about what Joe was working on during the day with his son Malik. **Use** his schedule.

Joe's Garage Schedule – Tuesday			
8:00 a.m.	(with Malik) Change oil – Mazda	**1:00 p.m.**	(with Malik) Replace transmission – BMW
9:00 a.m.	Put snow tires on – Mercedes-Benz	**2:00 p.m.**	Fix windshield wipers – Toyota
10:00 a.m.	Do engine diagnostic – Ford	**3:00 p.m.**	(with Malik) Check oil pump – Chevrolet
11:00 a.m.	(with Malik) Repair muffler – Dodge	**4:00 p.m.**	Clean spark plugs – Honda
12:00 p.m.	Have lunch with Emily	**5:00 p.m.**	(with Malik) Go home

1. At 8:00 a.m., Joe and Malik ___were changing the oil of a Mazda.___

2. At 9:00 a.m., Joe _____

3. At 10:00 a.m., Joe _____

4. At 11:00 a.m., Joe and Malik _____

5. At 12:00 p.m., Joe _____

6. At 1:00 p.m., Joe and Malik _____

7. At 2:00 p.m., Joe _____

8. At 3:00 p.m., Joe and Malik _____

9. At 4:00 p.m., Joe _____

10. At 5:00 p.m., Joe and Malik _____

C **Unscramble** the words to form sentences in the past continuous. **Use** the negative.

1. snowing / yesterday / wasn't / hard / very / it
   It wasn't snowing very hard yesterday.

2. to / listening / you / me / weren't
   _____

3. my / hard / working / on / I / wasn't / project
   _____

4. wasn't / team / training / the / the / field / on
   _____

5. Jay / weren't / forward / Monday / to / Amid / and / looking
   _____

6. going / Luc / to / up / give / wasn't
   _____

D **Complete** the discussion with the negative past continuous of the verbs in parentheses.

The players *(listen)* <u>weren't listening</u> [1] to their coach. Their coach *(push)* _____ [2] them hard enough. They *(practise)* _____ [3] intensively enough. They *(make)* _____ [4] opportunities to score.

They *(skate)* _____ [1] fast enough. Their best scorer *(play)* _____ [2] well. The players on defence *(do)* _____ [3] their jobs. The goalie *(stop)* _____ [4] the pucks.

They *(train)* _____ [1] often enough. The coach *(put)* _____ [2] enough pressure on them. The coach *(make)* _____ [3] them work hard enough.

Don

Gina

Lou
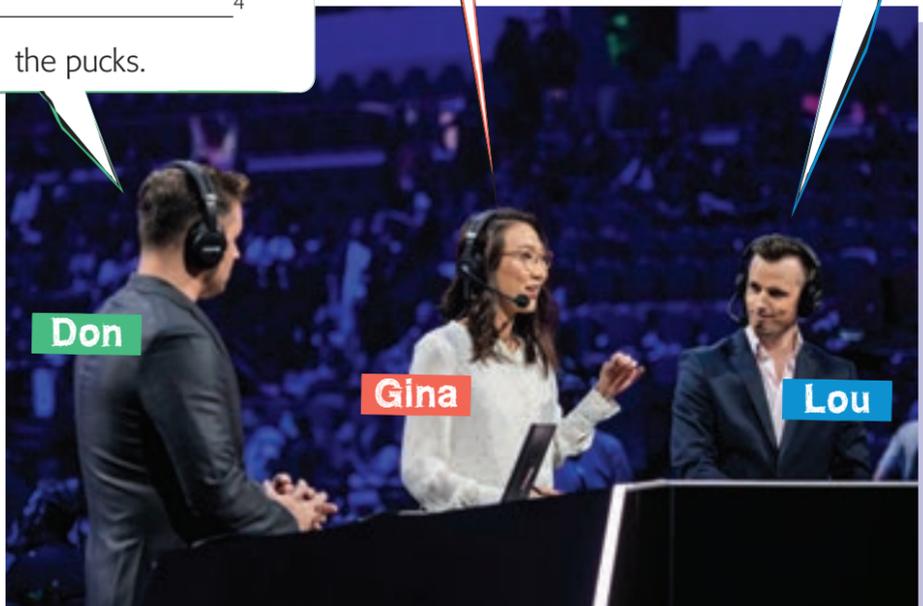
1. Which commentator mostly blames the players for the loss? _____

2. Which commentator mostly blames the coach for the loss? _____

3. Which commentator blames the coach and the players? _____

Yes / No Questions

To ask yes / no questions in the past continuous, follow this word order:

Was / Were + subject + base form of the main verb + *ing* + rest of the question?

Were you training yesterday?

	Question	Short Answers	
Singular	**Was** I **sleeping** in class?	Yes, you **were**.	No, you **were not** (**weren't**).
	Were you **sleeping** in class?	Yes, I **was**.	No, I **was not** (**wasn't**).
	Was she / he / it **sleeping** in class?	Yes, she / he / it **was**.	No, she / he / it **was not** (**wasn't**).
Plural	**Were** we **sleeping** in class?	Yes, we / you **were**.	No, we / you **were not** (**weren't**).
	Were you **sleeping** in class?	Yes, we **were**.	No, we **were not** (**weren't**).
	Were they **sleeping** in class?	Yes, they **were**.	No, they **were not** (**weren't**).

Practise

E **Rewrite** the following sentences as yes / no questions in the past continuous.

1. You were going to the field. <u>Were you going to the field?</u>

2. Jean-Henri and Lisa were leaving early. _____

3. I was doing the right thing. _____

4. You were sleeping when I called. _____

5. Sam was taking a shower. _____

6. We were using the wrong instructions. _____

7. They were living in Alberta last year. _____

8. I was running fast enough. _____

9. Ms. Tobin was looking for something. _____

10. We were concentrating very hard. _____

11. Tammy was doing her homework. _____

12. They were planning their project. _____

13. Omar was going skiing. _____

14. We were trying to open the can of soup. _____

15. Kelly and Shannon were waiting for the bus. _____

_____

MODALS

Interactive Workshops

Affirmative and Negative

We use modals to change the meanings of verbs.

Affirmative ➡ To form affirmative sentences with modals, follow this word order:

> Subject + *modal* + base form of the main verb + rest of the sentence.

I **might go** *to Moscow. Nash* **can speak** *Russian.*

Negative ➡ To form negative sentences with modals, follow this word order:

> Subject + *modal* + not + base form of the main verb + rest of the sentence.

They **must not** (**mustn't**) **tease** *the dog. William* **does not** (**doesn't**) **have to** *buy groceries today.*

Look Out!

- Use *must not* to indicate that something should not be done.
- Use *do not have to* to indicate that there is no obligation.

Modal	Meaning	Example
must / must not; have to / don't have to	obligation	*You* **must** (**mustn't**) **eat** *your vegetables.* *He* **has to** (**doesn't have to**) **go** *to bed.*
can / cannot	ability or possibility	*I* **can** (**can't**) **speak** *Spanish.*
could / could not (past tense of *can*)	ability	*You* **could** (**couldn't**) **go** *last week.*
could / could not; might / might not	possibility	*Jill* **might** (**might not**) **come** *to the party.*
should / should not	advice	*Fred* **should** (**shouldn't**) **study** *more.*
would / would not	desire	*They* **would** (**wouldn't**) **prefer** *to stay home.*

Practise

A **Read** the statements. **Use** the modals in parentheses to suggest a solution for each situation.

1. I got a bad mark on my exam. *(should)*

   _____

2. I can't play this game. *(could)*

   _____

3. I didn't play well during the concert. *(must)*

   _____

4. I don't understand anything in math. *(can)*

   _____

5. My sister is angry at me for something I said. *(should)*

   _____

B **Use** the prompts and **write** sentences with modals in the negative contracted form.

1. should / swim in the dark
   You shouldn't swim in the dark.
   _____

2. must / be grumpy all the time
   _____

3. should / eat too much junk food
   _____

4. could / finish the project alone
   _____

5. can / believe everything on the Internet
   _____

6. would / understand him
   _____

7. could / go to Nunavut alone
   _____

8. must / leave without me
   _____

Yes / No Questions

To form yes / no questions with modals, follow this word order:

> *Modal* + subject + base form of the main verb + rest of the question?

Would you **like** *some chocolate?*

	Question	Short Answers	
Singular	**Could** I **go** now?	Yes, you **could**.	No, you **could not** (**couldn't**).
	Could you **go** now?	Yes, I **could**.	No, I **could not** (**couldn't**).
	Could she / he / it **go** now?	Yes, she / he / it **could**.	No, she / he / it **could not** (**couldn't**).
Plural	**Could** we **go** now?	Yes, we **could**.	No, we **could not** (**couldn't**).
	Could you **go** now?	Yes, we **could**.	No, we **could not** (**couldn't**).
	Could they **go** now?	Yes, they **could**.	No, they **could not** (**couldn't**).

The Production Process C3

Use the production process to create media texts. Follow the phases of the process to get a better understanding of the media and your role as both a producer and a consumer.

1. Pre-Production

Before you start to write and produce your media text:

- Identify the text components in models of media texts.
- Brainstorm topics and ideas with your teammates.
- Research your topic and take notes.
- Discuss ideas with your teammates in order to develop your media text.
- Select a medium and corresponding media conventions.
- Consider the purpose and audience for your media text and select appropriate language.
- Write a focus sentence and create an outline or storyboard for your media text.
- Plan your visuals and choose your media techniques.
- Get feedback on your ideas from classmates and make adjustments to your plan.

2. Production

- Work with your teammates to produce a preliminary version of your media text.
- Refer to your outline or storyboard and use appropriate media conventions.
- Use a writing process to write your text or script.
- Get feedback on your preliminary version from a sample audience.
- Revise and edit your media text. Make adjustments to its organization, clarity and coherence based on feedback. Add final touches.

3. Post-Production

- Share your media text with its intended audience.
- Reflect on the final version of your media text and your use of the production process through self-evaluation, class discussion or audience feedback.

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Verb Tense Overview

Verb *To Be*		
Tense	**Affirmative**	**Negative**
Simple Present	I **am** (**'m**) You **are** (**'re**) He / She / It **is** (**'s**) We / You / They **are** (**'re**) ⎤ excited.	I **am** (**'m**) **not** You **are not** (**'re not**, **aren't**) He / She / It **is not** (**'s not**, **isn't**) We / You / They **are not** (**'re not**, **aren't**) ⎤ excited.
Simple Past	I **was** You **were** He / She / It **was** We / You / They **were** ⎤ late.	I **was not** (**wasn't**) You **were not** (**weren't**) He / She / It **was not** (**wasn't**) We / You / They **were not** (**weren't**) ⎤ late.
Future with *Will*	I / You / He / She / It ⎤ **will** (**'ll**) **be** We / You / They ⎦ fast.	I / You / He / She / It ⎤ We / You / They ⎦ **will not** (**won't**) **be** fast.
Future with *Be Going To*	I **am** (**'m**) You **are** (**'re**) He / She / It **is** (**'s**) We / You / They **are** (**'re**) ⎤ **going to be** slow.	I **am not** (**'m not**) You **are not** (**'re not**, **aren't**) He / She / It **is not** (**'s not**, **isn't**) We / You / They **are not** (**'re not**, **aren't**) ⎤ **going to be** slow.

Other Verbs		
Tense	**Affirmative**	**Negative**
Simple Present	I / You **eat**. He / She / It **eats**. We / You / They **eat**.	I / You **do not** (**don't**) **eat**. He / She / It **does not** (**doesn't**) **eat**. We / You / They **do not** (**don't**) **eat**.
Simple Past (regular verbs)	I / You / He / She / It ⎤ We / You / They ⎦ **started**.	I / You / He / She / It ⎤ We / You / They ⎦ **did not** (**didn't**) **start**.
Simple Past (irregular verbs) See list of irregular verbs on pages 246 and 247.	I / You / He / She / It ⎤ We / You / They ⎦ **fell**.	I / You / He / She / It ⎤ We / You / They ⎦ **did not** (**didn't**) **fall**.
Present Continuous	I **am** (**'m**) You **are** (**'re**) He / She / It **is** (**'s**) We / You / They **are** (**'re**) ⎤ **eating**.	I **am not** (**'m not**) You **are not** (**'re not**, **aren't**) He / She / It **is not** (**'s not**, **isn't**) We / You / They **are not** (**'re not**, **aren't**) ⎤ **looking**.
Past Continuous	I **was** You **were** She / He / It **was** We / You / They **were** ⎤ **singing**.	I **was not** (**wasn't**) You **were not** (**weren't**) She / He / It **was not** (**wasn't**) We / You / They **were not** (**weren't**) ⎤ **singing**.
Modals	I / You / He / She / It **can call**. We / You / They **have to move**.	I / You / He / She / It **cannot** (**can't**) **call**. We / You / They **do not** (**don't**) **have to move**.

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