

# Upside

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:
  - Extra listening handouts
  - Anthology handouts
  - Extra reading handouts
  - Grammar practice
  - Grammar quizzes
  - Mixed grammar practice
  - Grammar diagnostic and review tools
  - Differentiation guidelines and handouts
  - General competency, self-evaluation and observation grids
  - Final task evaluation grids
  - Ministry-like practice exams
  - Student study guide

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

- Interactive grammar workshops
- Interactive comprehension and vocabulary workshops
- Interactive workshops for review, the opinion piece and exam preparation
- Opinion piece text deconstruction animations
- 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

# TABLE OF CONTENTS

## EXTRA ACTIVITIES

Handout EL 2.1	Unit 2 Extra Listening: 5 Things Life Taught Me About Money . . . . .	3
Handout EAR 3.1	Unit 3 Extra Anthology Reading: Darwin’s Vampire . . . . .	5
Handout ER 2.1	Unit 2 Extra Reading: A Hundred Bucks of Happy . . . . .	7
Handout GP 2.1	Unit 2 Grammar Practice: Conditional Sentences (Unreal Conditionals) . .	15
Handout GP 2.2	Unit 2 Grammar Practice: Gerunds and Infinitives . . . . .	16
Handout MG 4	Mixed Grammar . . . . .	17

## DIFFERENTIATION

Handout D 2.1	Unit 2 C1 Support: Build On and Add Details . . . . .	20
Handout D 2.2	Unit 2 Planning Support: Final Task: My Money Smarts . . . . .	21
Handout D 2.3	Unit 2 Enriched Task: Budget Planner . . . . .	22

## EVALUATION

Handout GQ 2.1	Unit 2 Grammar Quiz: Conditional Sentences (Unreal Conditionals) . . . .	24
Handout GQ 2.2	Unit 2 Grammar Quiz: Gerunds and Infinitives . . . . .	25
Handout DT 1.1	Diagnostic Test . . . . .	26
Handout GR 1.1	End-of-Year Grammar Review . . . . .	28
Handout GG 1.1	General Competency Grid C1 Interacts Orally in English . . . . .	29
Handout GG 1.2	General Competency Grid C2 Reinvests Understanding of Texts . . . . .	30
Handout GG 1.3	General Competency Grid C3 Writes and Produces Texts . . . . .	31
Handout FTG 2.1	Unit 2 Final Task Grid . . . . .	32
Handout SE 1.5	Unit and Workshop Reflection Sheet . . . . .	33
Handout SG 1.1	Student Study Guide . . . . .	34

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

### Extra Listening Unit 2

### 5 Things Life Taught Me About Money Workbook pages 44–45

### Handout EL 2.1

**1.** We tend to think about money in different ways. **Read** the proverbs below and **write** what they mean in your own words.

It takes money to make money. \_\_\_\_\_

Love of money is the root of all evil. \_\_\_\_\_

You can’t take it with you. \_\_\_\_\_

A penny saved is a penny earned. \_\_\_\_\_

**2.** Which of the proverbs in Step 1 best matches your relationship with money? **Explain** your answer.

**3.** **Complete** the sentences with the correct verb or expression from the Word Box. **Use** a dictionary for help.

**a.** Despite spending all morning shovelling, Deepak couldn’t \_\_\_\_\_ in the mountains of snow.

**b.** The employer will \_\_\_\_\_ money from your paycheque every month, so don’t be surprised.

**c.** It’s only noon, but I can’t wait to \_\_\_\_\_ and relax in front of a good movie tonight.

**d.** Angie should apply for a loan before we \_\_\_\_\_ and lose all our money.

**e.** You should \_\_\_\_\_ money while you’re young. Soon, you’ll have bills to pay!

**f.** My mom said I should \_\_\_\_\_ my spending or I might go into debt.

**g.** Every month, Mr. Duhamel tries to \_\_\_\_\_ a portion of his paycheque for a trip to Tokyo.

### WordBox

- > deduct
- > dial back
- > go bankrupt
- > kick back
- > make a dent
- > set aside
- > squirrel away

**Extra Listening Unit 2**

**5 Things Life Taught Me About Money**  
Workbook pages 44–45

**Handout EL 2.1 (cont.)**

**4. Listen** to the audio recording of “5 Things Life Taught Me About Money” once to familiarize yourself with the text. Then, **listen** again and **complete** the statements below based on your understanding of the text.

- a. If you find that you are spending too much money going out every night, you should \_\_\_\_\_
- b. If you are confused about the deductions listed on your paycheque, you should \_\_\_\_\_
- c. If you are having trouble paying off your credit card each month, you should \_\_\_\_\_
- d. If you keep forgetting to put money aside for the future, you should \_\_\_\_\_
- e. If you want to succeed at Monopoly, you should \_\_\_\_\_

**5. Name** three places your money goes when it is deducted from your paycheque.  
\_\_\_\_\_  
\_\_\_\_\_

**6.** In your own words, what is the difference between gross pay and net pay?  
\_\_\_\_\_  
\_\_\_\_\_

**7. Order** the five listicle subheadings from most helpful (1) to least helpful (5). Then, **justify** your top choice.

Saying <i>no</i> goes a long way	Your paycheque is not as big as you thought	Credit (and debt) is just borrowed money	When it comes to saving money, sooner is better	Play more Monopoly

\_\_\_\_\_  
\_\_\_\_\_

**Extra Anthology Reading Unit 3**

**Darwin’s Vampire**  
Anthology pages 34–37

**Handout EAR 3.1**

**1.** Before you read the story, **share** what you know about vampires. How does someone become infected as a vampire? How do you stop a vampire?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Explain** what an antidote is in your own words. **Check** your answer in the dictionary.  
\_\_\_\_\_  
\_\_\_\_\_

**3.** What do you know about Charles Darwin?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Complete** the sentences with the verbs in the Word Box.

- a. The members of the football team \_\_\_\_\_ their motto over and over before every game.
- b. I like to use a napkin to \_\_\_\_\_ my mouth when I eat.
- c. Daren slipped in the cafeteria and \_\_\_\_\_ his tray of food, spilling its contents all over the place.
- d. Shaquille \_\_\_\_\_ through his school bag, frantically searching for his English assignment.
- e. The principal threatened to \_\_\_\_\_ the students for their inappropriate behaviour.
- f. Amani accidentally \_\_\_\_\_ Nicole with her pencil when they bumped into each other in the hallway.

**WordBox**

- > chant
- > dab
- > expel
- > jabbed
- > rummaged
- > upended

**5.** As you read, **take note** of the verbs in the present perfect on a separate sheet of paper.

6. What is the name of the antidote that could save Carola's life? \_\_\_\_\_

7. Read the statements below. Find the sentences in the story that prove that each statement is true.

Statement	Proof From the Story
a. Vampires are not usually present throughout the year.	_____
b. Carola believes that the VampStop applicator is dry because Greg forgot to put the cap on.	_____
c. Carola becomes increasingly nervous when she realizes that she is running out of time to use the VampStop.	_____
d. Carola realizes that she is going to turn into a vampire.	_____
e. The vamps became smaller and smaller over time and survived because they adapted to their environment.	_____
f. Carola has shrunken.	_____
g. When Carola becomes a vamp, her feelings about Greg change.	_____

8. What will happen to Carola if she does not use the VampStop in time?  
\_\_\_\_\_

9. How does this short story connect to the theme of Weird Medicine?  
\_\_\_\_\_

# A Hundred Bucks of Happy

By Susan Beth Pfeffer

I found it on the corner of Maple and Grove streets. That isn't the way I usually walk home from school, but that day I had gotten lost in thought and forgotten to turn at Oak, which saves me a half block. Which only goes to prove that daydreaming can be **cost-effective**.

Anyway, there it was, not exactly **glistening** in the sunlight, because dollar bills don't glisten. I knew it was a bill of some sort, because it had that well-used green look to it, but I assumed that it was a five, or maybe if my luck were extraordinary, a ten. Whatever it was, I was going to be happy to have it, so I bent down fast, to make sure I got it before anybody else walking down Grove or Maple could find it. It's a well-walked intersection.

I bent down, **scooped** the money up, and started walking away fast, with that heartbeating sensation of having done something exciting and wrong, even though as far as I know, there's no crime in finding money on the street. I've read about people who do that for a hobby, jog with their heads down, collecting the nickels and dimes they find as they run. Whatever this was, it wasn't a dime, and I didn't feel like taking any chances. So I bent, **swooped**, and increased my pace until by the time I reached Elm I was half running. Not that anybody cared. The rest of the world kept on walking toward whatever their lives were **propelling** them to. The money was as much mine as if it had been left to me by some **munificent** great aunt.

I was three doors away from my house before I took the bill out of my jacket pocket, to check its denomination. As I did, I noticed there was a hole in my pocket and the money had slipped into the **lining**. It took a bit of searching before I found it, but eventually my fingers made contact, and I found what I was looking for.

It was a hundred-dollar bill. I had never seen one before, so I wouldn't have recognized it, but it was clearly labelled. Ben Franklin stared at me—and I swear he winked—as I turned his bill over and over, not believing it could be real, not believing my luck.

Once I knew what I had, I ran like the devil the three houses to mine. My fingers shook as I searched for the front-door key, and I dropped my schoolbooks all over the front **stoop**, I was **clutching** onto the money so hard.

I got everything together, using what little strength I had left in me, and let myself into the house. Mom was at work, and Danny, my kid



## Glossary

- cost-effective** > bringing good results
- glistening** > shining
- scooped** > picked up
- swooped** > ran with head down
- propelling** > directing
- munificent** > very generous
- lining** > material inside a jacket
- stoop** > front step of a house
- clutching** > holding onto tightly

**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

brother, was sitting in front of the TV, watching *Dance Dynamite* and finishing up a bag of potato chips I suspected he'd started not that long ago.

70 Things hadn't always been like this. For starters, it wasn't until this year that Danny had given up superheroes in exchange for girls dancing on TV. And it used to be that Mom stayed at home, making wholesome and nutritious snacks for us to eat when we got back from school, instead of letting us shove potato chips into our mouths. Or at least into Danny's. He ate them so fast, there were never any left by the time I got home.

80 Those golden days of nutritious snacks ended when Dad moved out. I have an MIA father. You know the sort. He sends a few bucks every Christmas with a note to Mom telling her to buy herself and the kids something nice, and the rest of the year he's missing in action. He's not one for halfway measures, though. When he finally did leave, after **threatening** to often enough, he moved six hundred miles away. His address is a post office box, and if for some reason you have to call him, his machine answers for him and swears he'll call right back. Don't hold your breath waiting.

90 So Mom, not wanting us to **starve**, got a job and **became a statistic**. They do studies about people like her. They call it the feminization of poverty, but I've got to tell you Mom looked a lot more feminine before she got poor. Danny looked better in those days too, but maybe the fat and the pimples would have come anyway, once he became aware of girls, and have nothing to do with his potato chip diet.

100 I went up to my room, thinking about how many bags of potato chips a hundred dollars could buy, threw my books down, and stared at the money a while longer. Ben Franklin had the nicest face. He looked great in green.

105 We ate frozen for dinner that night, each of us picking our own dinner, which Mom then threw into the oven at 350. She cooks everything at 350 these days, for half an hour, regardless of what the box says to do. As far as I can tell, it

110 doesn't make a difference, so she's probably right going with a single system for everything frozen.

"So," she said, as we each took our trays out of the oven and spread them on the kitchen table. "Anything interesting happen at school today?"

115 You have to give her points for trying. Nothing interesting has happened in school for the past seven years, but she asks regularly anyway. Seven years ago the **goat** got loose in the cafeteria, but that's a whole other story.

120 "I got an 83 in science," Danny announced. "And Michelle Crain got sick in English and practically **puked** all over everybody."

"No puking talk over dinner," Mom said automatically. She's ended a lot of really neat conversations with that rule. "Chris? What's new with you?"

125 It was the moment I'd **dreaded**. I mean, you can hardly deny that finding a hundred-dollar bill is newsworthy, even if, technically speaking,



**Glossary**

**threatening** > declaring

**starve** > die of hunger

**became a statistic** > did what everyone else was doing

**goat** > farm animal

**puked** > vomited

**dreaded** > was afraid of

**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

130 it didn't happen in school and therefore wasn't covered by her original question.

I would have kept the news to myself, except there was no way I could come home from having spent the hundred dollars without Mom noticing.

135 And I didn't want her to think I'd entered into a life of crime. Mom watches a lot of **sitcoms**, so she worries about things like shoplifting and bank robberies.

"I found some money on the corner of Maple and Grove," I said, trying to sound real casual about it.

I shouldn't have bothered. Mom's eyes lit up right away, and even Danny stopped **inhaling** his frozen dinner. "How much?" they both asked.

145 It was **eerie** how fast they got the words out.

There are people in this world who can lie. I'm not one of them. "A hundred dollars," I said. "I found a hundred-dollar bill."

"A hundred bucks!" Danny breathed. "Wow!"

150 "A hundred dollars," Mom said. "Well you certainly can't keep it."

"Why not?" I asked.

"It isn't yours," she replied. "You have to find its owner."

155 "How am I supposed to do that?" I asked. Actually, it was a question I'd been asking myself ever since I checked the denomination. "Advertise in the paper? Ask its owner to describe what the money looks like? Does Ben Franklin wear glasses, or does he have his contacts in? Is he wearing a wedding ring? Mom, there's no way to find out who lost it."

"What if it belonged to some poor person?" she asked, but I could see she was **weakening**.

165 "Poor people don't carry hundred-dollar bills," I replied.

"I bet it's mob money," Danny said. "And when the mob finds out it's missing, they'll hire a hit man to shoot Chris. Terrific!"

170 "No one's going to shoot me," I told him. "Besides, I intend to spend the money so fast,

there won't be anything for the mob to collect. I thought I'd go to the mall tomorrow and pick some stuff up."

"You can't do that," Mom said. "You have to give me the money."

"How do you figure that?" I asked.

"We need it," she said.

"I sure need it," Danny said. "I want my **share**."

180 "I'm not sharing," I told him.

"Fine," Mom said. "So you can give it to me."

I swear they must send mothers to school somewhere, when they're in an embryonic mother state, kind of like the pods in *Invasion of the Body Snatchers*, before they become fully formed humans. At mother school, they're taught how to ignore the obvious to go after what they want.

"If I'm not sharing, I'm not giving," I said. "The money is mine. I found it. There's a lot of stuff I need, and I intend to get myself some of it."

190 Mom **snorted**. "Wait until you see how long a hundred dollars lasts," she said.

"I look forward to finding out," I said, trying to sound **dignified**.

195 The rest of supper was kind of a **drag**, with Danny whining and Mom sulking and me thinking about the money sitting on my bed, waiting for the world to come and **snatch it**. As soon as I could, I went back to my room and shoved the bill into the toe of my boot. Then I hid

**Glossary**

**sitcoms** > comedic television shows

**inhaling** > eating very fast

**eerie** > strange and frightening

**weakening** > losing power

**share** > portion that you deserve

**snorted** > made a sound with one's nose

**dignified** > having self-respect

**drag** > not fun at all

**snatch it** > steal it

**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

both boots under my bed. No point taking any chances.

It was positively **painful** sitting through school the next day. Of course having a hundred-dollar bill shoved inside my boot didn't make things any more comfortable. I kept **wiggling** my toe around to make sure the money was still there, until my foot started cramping. It's not easy being rich.

When school finally ended, I **limped** my way over to the mall. I hadn't figured out just how I was going to get the money out of the boot when I started buying stuff, but I figured I could always just take the boot off, whip the money out, and become a local legend.

We have a pretty good mall, with a lot of places where you could spend a hundred dollars. I started by trying on a leather jacket. It fit perfectly, and it made me feel great. I also liked the idea of buying just one perfect thing with the money. After all, if I bought a lot of little stuff, I could buy any one of those things on my own, and it would just be a case of quantity, not quality. But I'd have to save for years to buy a leather jacket, until by



the time I could **afford** it I probably wouldn't want it anyway.

The jacket was on sale too. It had been \$120, but it was marked down to \$98. I took it over to the sales register, where the woman looked me over real carefully and asked if it was cash or charge.

"Cash," I told her, feeling for the thousandth time the money in the toe.

She rang the numbers up and said "That will be a hundred and four dollars and three cents."

"No," I said. "It's ninety eight dollars. See." I showed her the price tag.

She looked at me like I had just emerged from the **primordial swamp**.

"Sales tax," she said. "A hundred and four dollars and three cents."

I didn't have a hundred and four dollars and three cents. I had two dollars and thirty-five cents, and a hundred dollars stuffed in my boot. Add the two together, and you do not come up with a hundred and four and three cents. Believe me, I tried five different ways of adding the numbers together, and none of them worked.

"I can't afford it," I muttered.

"Kids," the saleslady said.

I nearly took my boot off to throw at her, but then I decided I didn't want to buy anything that cost more than the hundred dollars anyway. It would have been **cheating**, somehow. So I left the store and looked for something that cost just a few dollars less. I didn't mind having a couple of bucks change left, just as long as I didn't go

**Glossary**

- painful** > uncomfortable
- wiggling** > moving from side to side
- limped** > walked with difficulty
- afford** > have enough money to pay for
- primordial swamp** > place where unevolved creatures live
- cheating** > acting dishonestly

**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

over my original total. It was kind of like game show rules.

I must have walked through that mall a half-dozen times, upstairs and down, trying to find just the right thing to buy. Most of the stuff I looked at I would have killed to own ordinarily, but somehow nothing was special enough to spend my hundred on. And things didn't cost what I thought they did. I finally decided to buy a **Walkman**, so I went into one of the department stores to price them. Only they had one on sale, AM/FM radio and cassette player for \$29.95. That seemed awfully cheap to me, only there was no point spending more than that for another brand just because it wasn't on sale. So I didn't buy one, and I didn't get any cassettes either. And all the books I used to dream about owning looked like **crap**, and suddenly I realized there was nothing at the mall I really wanted.

I sat down then, by the fountain, to collect my thoughts.

There was no water in the fountain area, because of the water shortage, and its tile floor was littered with pennies and nickels. I couldn't get over how people had just **tossed** their money away like that, when I couldn't even make myself take my boot off.

It occurred to me then that I could buy a car for a hundred dollars. Maybe not a great car, but a car, nonetheless. I had this entire fantasy about being behind the wheel of my very own car, driving my friends around, parking in the high school lot, going to drive-ins, moving around the way you

**Glossary**

- Walkman** > music player
- crap** > junk
- tossed** > threw away
- smack** > exactly

could if you owned a car. It was a pretty picture, and I was just about ready to spend part of my \$2.35 on a newspaper so I could see what cars were available for a hundred bucks, until common sense made me stop.

The problem wasn't the money for the car, or even the sales tax. I figured I could always argue the owner down the extra couple of bucks. The problem was car insurance. Somehow I didn't think I could count on finding the insurance money on the corner of Maple and Grove every six months. No insurance, no car. No car, no freedom. I still had my money, but the fun was fast going out of it.

Just to show myself that I could, I went into Woolworth's and bought some chewing gum. They were out of my brand, but I bought a package of some other brand, and broke one of my singles. The change jingled as I walked away from the mall, chewing my gum, and limping.

I found myself walking a half block out of my way, to return to the corner of Maple and Grove, but a scary thing happened once I got there. I realized I hadn't gone back to see if there was any more money there but to leave the hundred-dollar bill **smack** where I'd found it.



**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

320 You know, I actually wanted the person whose money it was to show up, demanding that I give it back. I looked around for penniless orphans, or Mafia **dons**, or anybody who looked like they might be searching for a missing Ben Franklin, 325 but the only people on Grove and Maple were the sorts of people who were always on Grove and Maple. I know, because I stood there for close to ten minutes, waiting for someone who looked a hundred dollars poorer than they had the 330 day before.

It was then that I knew what I had to do. So I limped over to the bank. It was Friday, and they were open until five. I walked in, like it was the most ordinary thing in the world for me to be in 335 a bank, and sat down in the section where they keep you waiting if you want to start a new account. For some reason, banks like to keep people waiting before they take their money.

I got comfortable and took my boot off. 340 People looked at me, but there wasn't anything I could do about it. I took out the hundred-dollar bill, and a couple of people actually laughed. I **grinned**, but it was mostly from relief at getting my toes unjammed.

345 I straightened the bill out, put my boot back on, and got in line. It took a while, but eventually I got to a **teller**.

"I'd like a hundred singles," I said, handing her the hundred-dollar bill.

350 She looked at it like it must be hot, and she called some guy over to check it out. They held it to the light and **crinkled** it and read the serial numbers and practically asked me for its pedigree before they finally decided the 355 money was **legit**. I had a bunch of lies available about how it was I happened to have a hundred-dollar bill, but they didn't ask me and I didn't volunteer. Instead the teller counted out a hundred singles, and then I counted them with her, and she gave me an envelope to put the 360 dollars in. The envelope was pretty thick once

they were all in, but the bank is only a couple of blocks from my house, and there was no way I was going to shove the money back in my boot. 365 Instead I held on to it carefully and walked home, trying to appear **inconspicuous**. I probably did, too.

At supper that night I handed thirty-three dollars to my mother, and thirty-three dollars to Danny. I kept thirty-three for myself, and the 370 remaining dollar I sent to my father's post office box. I figured he could buy a Hallmark card with it, to send to himself for Father's Day.

375 After supper Mom drove Danny and me to the mall, and we all went shopping. I bought the Walkman with my thirty-three. Good thing it was on sale.



**Glossary**

- dons** > leaders
- grinned** > smiled
- teller** > cashier
- crinkled** > folded repeatedly
- legit** > legitimate, real, not counterfeit

**Extra Reading Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1 (cont.)**

1. What would you do if you found a hundred dollars on the sidewalk?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Would your answer to Step 1 be different if you found the money on the floor in the hallway at school? **Explain** your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If you decided to keep the money, would you save it, spend it, invest it or share it? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Read the text. As you read, **place** the main character's actions in chronological order from first (1) to last (11).

a. Chris chooses not to buy a leather jacket with the money.	
b. Chris decides to tell his family the amount of money he found.	
c. Chris shares the money with his family.	
d. Chris picks up the money on the street.	
e. Chris decides not to try to find the owner of the \$100 bill.	
f. Chris returns to the corner of Maple and Grove to find the money's owner.	
g. Chris changes the \$100 bill into 100 one-dollar bills.	
h. Chris tells his family that he found money on the street.	
i. Chris decides not to give the money to his mother and not to share it with his mother and brother.	
j. Chris takes the bill out of his jacket to check its denomination.	
k. Chris buys a Walkman (music player) with the money.	

**Extra Reading  
Unit 2**

**A Hundred Bucks of Happy**

**Handout ER 2.1  
(cont.)**

5. What do we learn about Chris and his family? **Write** an adjective to describe each member and **justify** your choice with an example from the text.

Character	Adjective	Example
Chris		
Danny		
Mom		
Dad		

6. What does Chris mean when he says “daydreaming can be cost-effective” in the first paragraph?

\_\_\_\_\_

\_\_\_\_\_

7. Why is Chris hesitant to tell his family about the money?

\_\_\_\_\_

\_\_\_\_\_

8. What impact did Chris’s father leaving have on the family? **Explain** your answer with examples from the text.

\_\_\_\_\_

\_\_\_\_\_

9. Why does Chris finally decide to share the money with his mother and brother? What do his choices reveal about him?

\_\_\_\_\_

\_\_\_\_\_

10. **Write** an alternative ending for the story. **Use** a separate sheet of paper.  
OR  
**Continue** the story to add more detail on a separate sheet of paper.

**Grammar Practice  
Unit 2**

**Conditional Sentences  
(Unreal Conditionals)**

**Handout GP 2.1**

1. **Use** the correct form of the verb to **complete** each unreal conditional sentence. **Underline** the verb in the *if*-clause.

- a. If Felicia wanted to go to CEGEP, she (*need*) \_\_\_\_\_ financial aid.
- b. Juan Pablo says he (*buy*) \_\_\_\_\_ the laptop if his dad had lent him the money.
- c. If the twins were smart, they (*leave, negative*) \_\_\_\_\_ their bikes outside all night.
- d. If Joey hadn’t spent so much money on his hotel he (*go*) \_\_\_\_\_ scuba diving.
- e. My parents (*be*) \_\_\_\_\_ at the charity ball if they hadn’t lost their invitation.
- f. If Nina had paid off her credit card bill, she (*save*) \_\_\_\_\_ herself \$23 in interest.
- g. If Christy bought her monthly metro pass ahead of time, she (*get*) \_\_\_\_\_ one month for free.
- h. If Chan had thought bitcoin was a solid investment, he (*use*) \_\_\_\_\_ all his savings to buy some.

2. **Circle** the answer you would give to each of the following questions. **Write** out your complete answer as an unreal conditional sentence. **Use** the negative form at least once.

- a. If your aunt had given you \$10 000 to use as you wished . . .  
i) buy a car      ii) put it in the bank for university      iii) plan a big trip

\_\_\_\_\_

\_\_\_\_\_

- b. If you had been offered a high-paying job two months before graduation . . .  
i) turn it down immediately      ii) discuss it with my parents      iii) quit school

\_\_\_\_\_

\_\_\_\_\_

- c. If a credit card company decided to offer all Secondary 5 students a card with a \$5000 credit limit . . .  
i) accept it right away      ii) tell all my friends about it      iii) politely refuse

\_\_\_\_\_

\_\_\_\_\_



1. Some verbs can only be followed by gerunds and some can only be followed by infinitives, while others can be followed by either gerunds or infinitives. **Place** each verb in the Word Box in the correct category.

**WordBox**

> admit > choose > continue > decide > enjoy > finish > hope > learn > like  
> love > mind > remember > suggest > try > want

Verbs Followed by Gerunds	Verbs Followed by Infinitives	Verbs Followed by Both
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. **Complete** the sentences with either the gerund or infinitive, as appropriate.

There are a number of approaches people take when (*make*) \_\_\_\_\_<sup>1</sup> financial or personal decisions. Some people practise avoidance, which happens when you want (*avoid*) \_\_\_\_\_<sup>2</sup> negative results at all costs. If you admit to (*agonize*) \_\_\_\_\_<sup>3</sup> over decisions and prefer (*take*) \_\_\_\_\_<sup>4</sup> your time to look at all the options before you risk (*commit*) \_\_\_\_\_<sup>5</sup> to something, you may consider (*choose*) \_\_\_\_\_<sup>6</sup> an approach that is more secure. Then again, some people hate (*sign*) \_\_\_\_\_<sup>7</sup> their name on a dotted line, so they opt (*fly*) \_\_\_\_\_<sup>8</sup> by the seat of their pants and follow their intuition, another approach. They imagine (*benefit*) \_\_\_\_\_<sup>9</sup> from luck and destiny. If you are somewhere in the middle, chances are you never forget (*balance*) \_\_\_\_\_<sup>10</sup> out both head and heart when you make decisions!

3. What is your decision-making style? **Use** complete sentences to write about a financial decision you recently made, and how it illustrates your approach. **Use** at least two gerunds and two infinitives in your sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. **Unscramble** the words to write sentences. **Underline** the modal in each one. **Indicate** if the sentence suggests certainty (C), obligation (O), possibility (P) or a recommendation (R). **Refer** to page 181 for help.

- a. fairly patients practitioners treat must medical their  
\_\_\_\_\_
- b. should symptoms with doctor your you discuss the  
\_\_\_\_\_
- c. the treatment cause effects side unpleasant might  
\_\_\_\_\_
- d. following recover your doctor's orders quickly help will you  
\_\_\_\_\_
- e. some about decisions have treatments make own people  
their to  
\_\_\_\_\_
- f. might agree on not options treatment patients doctors and  
\_\_\_\_\_
- g. sleep to you night try ought more each to  
\_\_\_\_\_

2. **Match** each *if*-clause with the appropriate main clause. **Refer** to page 185 for help.

<b>If-Clause</b>	<b>Main Clause</b>
a. If you created a budget,	1. they would have answered their questions.
b. If you want to avoid getting into trouble,	2. you will pay a lot of interest.
c. If they witness a crime,	3. obey the law.
d. If you are late with your credit card payments,	4. you would have more money at the end of the month.
e. If you lose your credit card,	5. they will notify the police.
f. If the police had stopped them,	6. call the bank immediately.
g. If you had come home before curfew,	7. you would not have gotten into trouble.

**Mixed Grammar  
Units 2, 3 and 4**

Conditionals, Gerunds and Infinitives, Modals,  
Simple Past vs. Present Perfect, Active/Passive Voices,  
Conjunctions/Transition Words

Use after  
Unit 4

**Handout MG 4.1  
(cont.)**

**3. Complete** each sentence with a conjunction or transition word from the Word Box. **Circle** the correct form of the verb. **Refer** to pages 190 and 228 for help.

a. \_\_\_\_\_ I avoid spending/to spend money,  
I always end up broke!

b. \_\_\_\_\_ Devon is going to college next year,  
her parents agreed helping/to help her with her finances.

c. Do you prefer paying/to pay with cash \_\_\_\_\_  
credit?

d. \_\_\_\_\_, teenagers choose obeying/to obey the rules.

e. Amine and Joel admitted take/to taking the basketball without permission and apologized  
for it. \_\_\_\_\_, the gym teacher still gave them detention.

**WordBox**

- > because
- > even though
- > for the most part
- > however
- > or

**4. Complete** the text with the simple past or the present perfect form of the verbs in parentheses. **Refer** to page 171 for help.

When Shereen (*lose*) \_\_\_\_\_ her leg after a car accident three years ago,  
she (*think*) \_\_\_\_\_ that her hockey career (*be*) \_\_\_\_\_  
over. Since then, she (*learn*) \_\_\_\_\_ to walk again and (*make*)  
\_\_\_\_\_ a comeback on the ice as well.

**5. Underline** the verbs. Then, **rewrite** the sentences in the passive voice. **Refer** to page 193.

a. Dr. Borsuk performed a face transplant on Maurice Desjardins.

b. Researchers at the University of Alberta made an incredible medical breakthrough.

c. An air ambulance transported Shanny to the hospital.

d. Medical professionals use the four principles of bioethics.

e. During the cryonics process, the medical team artificially restarts the patient's heart.

**Differentiation Teacher's Notes**

- Extra support
- Alternative
- ◆ Enrichment

**UNIT 2: MONEY MATTERS**

**Pages 32–33: Task 1**

● Before beginning Step 1, model a sample dialogue as a class. Give students the option to concentrate only on the left-hand column when discussing their monthly budget. Some students may find it helpful to represent their answers to Step 1 as a pie chart.

■ Before Step 4, define *want* and *need* as a class. Ask students for examples of each. The class discussion will prepare them to have their own discussion in pairs.

**Pages 34–35: Task 2**

◆ After Step 1, have students complete the **Enriched Task Handout D 2.3** (optional) to create a budget for an event or a big project. Students create a chart of estimated and actual expenses for the various parts of their event or big project. They add up their expenses and assess whether or not the event or big project is doable, brainstorm fundraising ideas to cover the costs, and report back to the class.

■ Ask students to share their responses to Step 10 as a class. Hold a class Q&A in which students can share answers to others' questions based on personal experience. This activates prior knowledge and prepares students for the tasks ahead.

**Pages 36–40: Task 3**

■ Ask certain students to write a full opinion piece in response to the question in Step 8.

**Pages 41–42: Task 4**

● Certain students may focus on answering only some of the questions in Step 1. Ask them to highlight which ones they have chosen to respond to.

● Share the tips for being frugal with the class. Some of this information may help inform students' work for the final task.

◆ Using some of the vocabulary words from Step 3, encourage students to create a dictionary of financial terms.

**Pages 43–47: Task 5**

■ Reserve class time to play Monopoly. Afterwards, conduct a class discussion connecting their experience of the game to potential real-life experiences

**Pages 48–49: Task 6**

● Use the **CI Support Handout D 2.1**. Tell students that giving reasons and examples to support your ideas and opinions helps build on and add details to maintain a discussion.

**Pages 50–51: Final Task**

● Remind students that they can complete the optional **Enriched Task Handout D 2.3**. Draw parallels between that task and the model listicle on pages 44 and 45.

To keep the conversation moving, you can:

<b>Build on what was already said</b>	<i>I've used that budgeting app, too.</i> <i>In my experience, it's a very helpful tool.</i>
<b>Add details</b>	<i>I was able to save \$40 a month by tracking my spending.</i> <i>I even recommended it to my father.</i>

1. Read the examples of Useful Language below for help.

**Useful Language**

<i>In my experience, ...</i>	<i>That's the reason...</i>
<i>This one time, ...</i>	<i>I learned that...</i>
<i>More specifically, ...</i>	<i>A similar thing happened to me.</i>

2. Complete the model dialogue below using the different language for building on an idea, including the Useful Language phrases from Step 1. Continue the dialogue with your own ideas.

A: After saving for months, I was finally able to buy tickets to Osheaga.

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

A: Yeah, they weren't cheap. I paid \$375 for a three-day pass.

B: Wow! The last time I went to a concert, \_\_\_\_\_

A: I know what you mean.

B: So, who are you looking forward to seeing perform?

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

B: You must be a big fan.

A: I love live music. \_\_\_\_\_

B: I never knew you were such a music fan!

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

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

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

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

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

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

1. Review the vocabulary presented in Unit 2 on pages 36, 42 and 43. Choose words you might use in the final task and write them in the left-hand column below. Put them in alphabetical order.

a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____

2. Find their definitions within the unit or look up the words in a dictionary. Write the definitions in the space provided. Use synonyms or other words to help you understand.

3. Use the words in a sentence.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

4. Refer to this dictionary when you complete your final task.

**Enriched Task Unit 2**

**Budget Planner**

Plan an Event or a Big Project

**Handout D 2.3**

Planning and budgeting are key to a successful event or project. With a partner or in a group, **create** a budget for an event or big project. It could be a party, a school trip or a fundraising project, or even something big like the renovation of your school’s cafeteria or student lounge.

**1.** With your group, **decide** what type of event or big project you will plan. **Get** your idea approved by your teacher.

**2.** **Brainstorm** the details of your event or big project, such as the people, resources and time that you will need. **Consider** the following expenses as you **complete** the chart below. First **estimate** the cost, then **research** the actual cost.

Expenses	Estimated	Actual
Room Rental		
Food a. _____ b. _____ c. _____		
Drink a. _____ b. _____ c. _____		
Tableware a. cups/plates/napkins b. utensils c. _____		
Decorations a. _____ b. _____ c. _____		
Apparel a. costumes b. accessories c. _____		

**Enriched Task Unit 2**

**Budget Planner**

Plan an Event or a Big Project

**Handout D 2.3 (cont.)**

Expenses	Estimated	Actual
Promotional Material a. flyers/posters b. advertisements c. _____		
Wait Staff or Other Hired Help		
Programming a. performers b. speakers c. Entertainment: DJ/sound system		
Prizes for Attendees		
Hotel/Accommodations		
Travel Fees		
Photography/Videography		
Gifts for Helpers		
<b>Total</b>		

**3.** **Add up** all the costs of your event or big project. Does it seem doable?

**4.** **Brainstorm** ways to raise funds to cover your costs. For example, will you charge admission, take donations or raise money to cover the costs of the event or big project?

**5.** **Report** your event or big project to the class. **Ask** for and **integrate** feedback from peers.

**PROJECT TIPS**

- Use the steps of the production process.
- Review the criteria from the evaluation grid for this project with your teacher.
- Refer to information in the unit.
- Revise and edit your work using a writing checklist.
- Ask for and integrate feedback from peers.
- Share your work.

**Grammar Quiz  
Unit 2**

**Conditional Sentences  
(Unreal Conditionals)**

**Handout GQ 2.1**

**1. Complete** the unreal conditional sentences with the correct form of the verb. /10

- a. If Malouf had taken the time to listen to his parents and friends, he (*start*, negative) \_\_\_\_\_ his own business.
- b. If Sofia had studied the cost of living in an apartment, she (*choose*) \_\_\_\_\_ to stay on campus.
- c. Lucas (*take*) \_\_\_\_\_ the train to Montréal if he had more money in his budget for transportation.
- d. (*earn*) \_\_\_\_\_ Gabriella \_\_\_\_\_ a better salary if she were bilingual?
- e. If Luis (*post*) \_\_\_\_\_ a photo of a cheque online, he could become a victim of identity theft.
- f. The student committee (*sell*, negative) \_\_\_\_\_ the cupcakes if they had known they were not homemade.
- g. If Malini (*take*) \_\_\_\_\_ out a student loan, she would have had loan payments to make for 10 years.
- h. The job applicants wouldn't have asked so many questions if they (*arrive*) \_\_\_\_\_ at the presentation on time.
- i. Obviously, if Carl (*read*) \_\_\_\_\_ the fine print before signing the cellphone contract, he would have realized that it wasn't a good deal.
- j. If more people (*live*) \_\_\_\_\_ within their means, the personal debt statistics would be very different!

**2. Match** the *if*-clauses to the appropriate main clauses. /5

a. If Marine and Guillaume moved to the city,	_____	1. if they did the groceries more often instead of eating take-out all the time.
b. They learned that it would cost at least \$800 a month	_____	2. they could have saved as much as \$200 a month.
c. If they chose a studio,	_____	3. they would incur more expenses.
d. If they had taken the bus to get around,	_____	4. if they rented a 2-bedroom apartment.
e. They would also save money	_____	5. it would only cost \$600 a month.

**Grammar Quiz  
Unit 2**

**Gerunds and Infinitives**

**Handout GQ 2.2**

**1. Complete** the FAQ about credit cards by putting the verb in parentheses in its gerund or infinitive form. /15

- a. **Question:** Will (*possess*) \_\_\_\_\_<sup>1</sup> a credit card help (*increase*) \_\_\_\_\_<sup>2</sup> my monthly buying power?  
**Answer:** It depends. (*Have*) \_\_\_\_\_<sup>3</sup> a credit card is like (*borrow*) \_\_\_\_\_<sup>4</sup> money. If you decide (*get*) \_\_\_\_\_<sup>5</sup> a credit card, you'll be able to purchase more and increase your buying power. However, you must also learn (*control*) \_\_\_\_\_<sup>6</sup> your spending habits and try (*reimburse*) \_\_\_\_\_<sup>7</sup> your credit card at the end of the month. Otherwise, you risk (*spend*) \_\_\_\_\_<sup>8</sup> more in the end.
- b. **Question:** During the month, I may need (*withdraw*) \_\_\_\_\_<sup>9</sup> some cash from my credit card. Is it okay (*wait*) \_\_\_\_\_<sup>10</sup> and (*pay*) \_\_\_\_\_<sup>11</sup> the loan back only at the end of the month?  
**Answer:** It is only okay if you don't mind (*pay*) \_\_\_\_\_<sup>12</sup> the daily interest! The interest starts (*compound*) \_\_\_\_\_<sup>13</sup> the day after you withdraw the cash. This means that the amount of interest starts (*grow*) \_\_\_\_\_<sup>14</sup> right away. If you want (*avoid*) \_\_\_\_\_<sup>15</sup> paying interest, you need (*find*) \_\_\_\_\_<sup>16</sup> another solution.

**2. Find and highlight** the five errors in gerunds and infinitives in the following paragraph. /5

Is it that important to think about to keep your online banking information safe? Consider the following experience: Your best friend is so excited about getting a new credit card that he snaps a picture of it and posts it to social media. That photo may give an identity thief all they need creating a new persona! So, when a card expires, make sure to cut it up before to throw it away. Also, change your passwords on a regular basis to discourage cyber-thieves from figuring out how to access your accounts. Lastly, think twice before to call back numbers you don't recognize on caller ID. You earned your money, so now you should do everything you can to avoid to lose it.

## DIAGNOSTIC TEST

### Looking Back, Looking Ahead!

This diagnostic test is intended for use at the beginning of the school year and can serve to assess students' current knowledge and mastery of the English language. The test covers the three competencies and targets key grammar concepts from Secondary 4. 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 ..... 27
- Observation Grids and Checklists for C1, C2 and C3 ..... DT 1-DT 3
- Answer Keys for DT 4 - DT 8
- Student Handouts ..... DT 4-DT 8

#### ESL Competencies Evaluated

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

#### Grammar Concepts Evaluated

- Unreal conditionals
- Comparatives and superlatives
- Future
- Simple past and past continuous
- Gerunds and infinitives
- Present perfect

#### Duration of the Test: 120-150 minutes

Students will complete three 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.

## DIAGNOSTIC TEST

### Overview of the Diagnostic Test

This diagnostic test allows teachers to assess students' development of the three competencies as well as key grammar concepts after completing Secondary 4. In Task 1, students will discuss their plans and their English habits. In Task 2, students will reinvest their understanding from the texts they've read. In Task 3, students will reflect on high school and really start thinking about the future. The purpose of this diagnostic test is to help teachers assess students' current level of knowledge and competency development and adjust planning accordingly.

Time	ESL Competency and Evaluation Criteria	Text Type	Language Repertoire	Strategies
<b>Task 1: What's Next?</b>				
25-30 min	<p><b>C1 Interacts Orally in English</b></p> <ul style="list-style-type: none"> <li>- Participation in oral interaction</li> <li>- Content of the message</li> <li>- Use of strategies and resources</li> </ul>	Information-based (Infographic)	<ul style="list-style-type: none"> <li>- Unreal conditionals</li> <li>- Future</li> </ul>	<ul style="list-style-type: none"> <li>- Ask questions</li> <li>- Take risks</li> <li>- Express and support an opinion</li> </ul>
<b>Task 2: A Successful Senior Year</b>				
35-40 min	<p><b>C2 Reinvests Understanding of Texts</b></p> <ul style="list-style-type: none"> <li>- Evidence of understanding of texts through the response process</li> <li>- Use of strategies and resources</li> </ul>	Information-based (Listicle)	<ul style="list-style-type: none"> <li>- Gerunds and infinitives</li> <li>- Comparatives and superlatives</li> <li>- Future</li> </ul>	<ul style="list-style-type: none"> <li>- Activate prior knowledge</li> <li>- Scan</li> <li>- Find the main idea</li> </ul>
<b>Task 3: A Reflection on High School</b>				
60 min	<p><b>C3 Writes and Produces Texts</b></p> <ul style="list-style-type: none"> <li>- Content of the message</li> <li>- Formulation of the message</li> <li>- Use of strategies and resources</li> </ul>	Opinion Text	<ul style="list-style-type: none"> <li>- Simple past and past continuous</li> <li>- Present perfect</li> <li>- Comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>- Plan your work</li> <li>- Revise for clarity and organization</li> </ul>

**End-of-Year Grammar Review**

**Gerunds and Infinitives, Conjunctions and Transition Words, Adverbs, Perfect Tenses, Real Conditionals, Modals**

**Handout GR 1.1**

1. Read the text. Highlight the gerunds and infinitives. Label them (G) or (I). Circle the conjunctions and transition words. Underline the verbs in the present perfect tense.

Graduating is exciting and stressful at the same time. I can't wait to begin a new adventure next year, but I also want to enjoy my final days of high school. Time has flown by. I have learned so many things. Here are some takeaways from the last five years. First of all, I suggest staying as organized as possible. After all, who wants to end up forgetting to do an important assignment? Next, I have noticed that the students who participate in extracurricular activities always seem to be happy. It's important to find a group where you belong. Finally, avoid hanging out with the wrong crowd. Try to stay out of trouble with teachers and other students. Overall, high school has been a relatively positive experience for me. In the end, I wish I could go back and start all over again. Just kidding! Who would want to do that?

2. Underline the verb in the *if*-clause. Complete the sentences to form real conditionals. Use modals, the simple present or *will* + the main verb.

- a. If people pressure you, \_\_\_\_\_
- b. If the teacher assigns homework, \_\_\_\_\_
- c. If you stick to your schedule, \_\_\_\_\_
- d. If your school offers after-school activities, \_\_\_\_\_

3. Write a paragraph about graduation. Use the text in Step 1 for help. Include two gerunds, two infinitives, two adverbs, two real conditionals and two verbs in the present perfect tense in your paragraph.

---

---

---

---

---

---

---

---

---

---

**General Competency Grid**

**C1 Interacts Orally in English**

**Handout GG 1.1**

		A	B	C	D	E
Participation in oral interaction*	Fluency	<input type="checkbox"/> Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (asks for details, comments on what others say, prompts peers)	<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 interacts with peers rarely, if at all	<input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible OR <input type="checkbox"/> Does not participate
	Accuracy	<input type="checkbox"/> Discusses the targeted topics in depth, going beyond the obvious 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 in a detailed manner	<input type="checkbox"/> Expresses basic ideas related to the topic, elaborates somewhat when prompted	<input type="checkbox"/> Expresses ideas that are mostly incomplete, repetitive or applicable to any topic	<input type="checkbox"/> Expresses messages that are not relevant to the topic OR <input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible
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	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR <input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible
	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	<input type="checkbox"/> When interacting, makes errors that consistently affect clarity of messages <input type="checkbox"/> Messages mostly understood but require a lot of interpretation	<input type="checkbox"/> Does not participate
<b>Targeted language conventions</b>						
		Type of error	Very few	Some	Many	Too many
Management of strategies and resources***	Fluency	<input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively	<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
	Accuracy	<input type="checkbox"/> Reflects on effectiveness of strategies and resources and makes adjustments				

**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 the criterion must not be considered when determining the student's mark on the report card.

**General Competency Grid**

**C2 Reinvests Understanding of Texts**

**Handout GG 1.2**

Evidence of understanding of texts through the response process	A	B	C	D	E	
	<input type="checkbox"/> Shows superior understanding of text(s) <input type="checkbox"/> Makes pertinent links between text(s) and own experience	<input type="checkbox"/> Shows solid understanding of text(s) <input type="checkbox"/> Makes some links between text(s) and own experience	<input type="checkbox"/> Shows some understanding of text(s) <input type="checkbox"/> Makes few links between text(s) and own experience	<input type="checkbox"/> Shows little understanding of text(s) <input type="checkbox"/> Makes no links between text(s) and own experience	<input type="checkbox"/> Shows no understanding of text(s) <input type="checkbox"/> Responses not linked to text(s)	
Selection and use of information / ideas / language	<input type="checkbox"/> Selects highly appropriate, accurate and pertinent information / ideas / language from text(s)	<input type="checkbox"/> Selects appropriate, accurate and pertinent information / ideas / language from text(s)	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information / ideas / language from text(s) <input type="checkbox"/> Text shows some weaknesses, such as: • some content is inaccurate, too general or irrelevant • some content copied directly from texts	<input type="checkbox"/> Selects little appropriate, accurate or pertinent information / ideas / language from text(s) <input type="checkbox"/> Text shows many weaknesses, such as: • some content is inaccurate, too general or irrelevant • chunks of content copied from texts	<input type="checkbox"/> Information / ideas / language are inaccurate or invented	
	Coherence of organization, combination with own ideas	<input type="checkbox"/> Skillfully combines information from source texts with own ideas to create a highly coherent, organized and convincing product	<input type="checkbox"/> Combines information from source texts with own ideas to create a clear and organized product	<input type="checkbox"/> Combines information from source texts with own ideas <input type="checkbox"/> Text shows some weaknesses, such as: • lacking coherence or organization, OR • lacking own ideas	<input type="checkbox"/> Text shows weaknesses, such as: lacking coherence or organization, AND lacking own ideas	<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 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"/> Despite prompting, does not reflect on use of strategies or resources	<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 the criterion must not be considered when determining the student's mark on the report card.  
 \*\* If only a few passages were copied from the reading texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 2.

**General Competency Grid**

**C3 Writes and Produces Texts**

**Handout GG 1.3**

Participation in the writing and production processes*	A	B	C	D	E	
	<input type="checkbox"/> Personalizes the process to plan and carry out the task <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to complete the task <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to complete the task <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to complete the task <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process OR <input type="checkbox"/> Does not complete the task	
Pertinence and coherence	<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
Accuracy of targeted language conventions**		<input type="checkbox"/> Text contains very few or no 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 OR <input type="checkbox"/> Large parts are copied from source texts****
	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"/> Does not complete the task
Text components		<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
	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:** \* The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.  
 \*\* For accuracy of language, target language conventions for the task based on the *Progression of Learning* and concepts from the unit.  
 \*\*\* Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.  
 \*\*\*\* If only a few passages were copied from the reading texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 3.



**Final Task Grid  
Unit 2**

**My Money Smarts**  
Workbook pages 50–51

**Handout FTG 1.2**

		A	B	C	D	E
C2 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 from the unit to write a complete listicle	<input type="checkbox"/> Selects appropriate, accurate and pertinent information from the unit to write a complete listicle	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information from the unit to write a complete listicle <input type="checkbox"/> Text shows some weaknesses, such as: • some inaccurate content • too general or irrelevant content • some content copied directly from texts	<input type="checkbox"/> Selects little appropriate, accurate and pertinent information from the unit to write a complete listicle <input type="checkbox"/> Text shows many weaknesses, such as: • inaccurate content • too general or irrelevant content • chunks of content copied from texts	<input type="checkbox"/> Information is inaccurate or invented OR <input type="checkbox"/> Large parts copied from source texts*
		<input type="checkbox"/> Personalizes the process to plan and write a listicle <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to write a listicle <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to write a listicle <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to write a listicle <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process to write a listicle OR <input type="checkbox"/> Does not complete the task
C3 Participation in the writing and production processes**	Accuracy of targeted language conventions***	<input type="checkbox"/> Text contains very few or no errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Text contains few errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Text contains some errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Text contains many errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Produces a text that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task OR <input type="checkbox"/> Copies most passages from the source text*
		<input type="checkbox"/> Errors in the use of the unreal conditional sentences, infinitives and gerunds may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds may affect readability but not understanding	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds repeatedly affect readability and understanding	
		<input type="checkbox"/> Includes all required components for a listicle and skillfully tailors them: subheadings are unique and information is accurate	<input type="checkbox"/> Includes all required components for a listicle and properly structures them	<input type="checkbox"/> Includes most of the required components for a listicle	<input type="checkbox"/> Includes some of the required components for a listicle	
C5 Formulation of the message	Clarity	<input type="checkbox"/> Errors in the use of the unreal conditional sentences, infinitives and gerunds may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds may affect readability but not understanding	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of unreal conditional sentences, infinitives and gerunds repeatedly affect readability and understanding	<input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task OR <input type="checkbox"/> Copies most passages from the source text*
	Text components	<input type="checkbox"/> Includes all required components for a listicle and skillfully tailors them: subheadings are unique and information is accurate	<input type="checkbox"/> Includes all required components for a listicle and properly structures them	<input type="checkbox"/> Includes most of the required components for a listicle	<input type="checkbox"/> Includes some of the required components for a listicle	

**Note:** \* If only a few passages were copied from the reading texts, but several were written by the student, use the grid but ignore copied passages when evaluating Competency 3.  
 \*\* The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark on the report card.  
 \*\*\* For accuracy of language, target language conventions for the task based on the *Progression of Learning* and concepts from the unit.  
 \*\*\*\* *Readability* is impeded when the reader has to slow down their 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.

**Unit and Workshop  
Reflection Sheet**

**What Did You Learn?**

**Handout SE 1.5**

Unit or Workshop: \_\_\_\_\_ Title: \_\_\_\_\_

**Instructions**

- **Reflect** on what you learned in the unit or workshop.
- **Share** what you learned with your classmates.
- **Reinvest** language, information and ideas from the unit or workshop.
- **Set** a goal for the next unit or workshop.

**Language prompts to help share your ideas**

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

**1. Refer** to the tasks you completed in the unit or workshop.

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

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

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

**b. Answer** the driving question.

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

**Share and reinvest.**

**3.** As a group:

- **Discuss** your answers to the questions in Step 1 and Step 2, using information and ideas from the unit or workshop and from your own personal experiences.
- **Listen** to your classmates.
- **Ask** your classmates questions.
- **Respond** to your classmates' ideas and experiences.

**Set a goal.**


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

## STUDENT STUDY GUIDE

### Getting Ready for the Ministry Examinations

This study guide is intended to help prepare students for the Secondary 5 uniform exam, also known as the Ministry Exam. It includes various components to help students check their knowledge and understanding of key information that they will need to succeed in the Ministry Exam.

#### How To Use the Student Study Guide

The Student Study Guide can be printed and supplied to students as a stand-alone tool. Animations and videos on the  Interactif platform should be unlocked and made available to students. Students will also be directed to specific sections and pages in their workbook to help them target their preparation. Handouts in the Student Study Guide are intended to accompany those components.

Make sure that students understand when and how to use the different tools in the Student Study Guide.

#### Overview of the Ministry Exam and its Rubrics

- Students will review the three parts of the exam: the preparation booklet, oral interaction exam and the writing exam.
- Students will review the two evaluation rubrics.

#### Getting Ready for the Preparation Task

- Students will read a variety of texts and will apply strategies for understanding texts (skimming, scanning, finding the main idea, focussing attention, predicting, note-taking).
- Broad questions will guide their note-taking.
- Checklists will help them gather ideas, vocabulary and language to be used in the oral interaction exam and writing exam.

#### Getting Ready for the Oral Interaction Exam

- Students will review Workshop A in the workbook. Checklists, handouts and activities will help them target key information.
- They will review the model discussion videos. Checklists, handouts and activities will help them target conversational devices, vocabulary and language.
- They will review notes from their preparation task to build on and complete a partial discussion using targeted language and devices.

#### Getting Ready for the Writing Exam

- Students will review Workshops B and C in the workbook. Checklists, handouts and activities will help them target key information.
- They will review Interactive Workshop 31 on the opinion piece.
- They will review the opinion piece deconstruction animations. Checklists, handouts and activities will help them target the text features of an effective opinion piece, practise specific writing techniques and take note of useful language.